

KINDERGARTEN

GROWTH AND DEVELOPMENT

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GRADE: KINDERGARTEN

LESSON: 1

THEME: BODY SYSTEMS

CONCEPT: THE BODY IS MADE UP OF DIFFERENT PARTS WHICH HAVE SPECIAL NAMES

PREPARATION: 1. Prepare child size body parts - torso, head, 2 arms, 2 hands, 2 legs and 2 feet
2. Prepare a class set of Body Parts worksheet (Activity Sheet GD1)

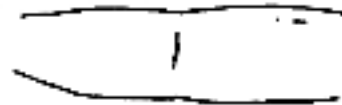
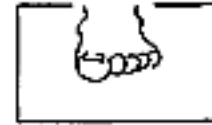
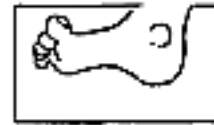
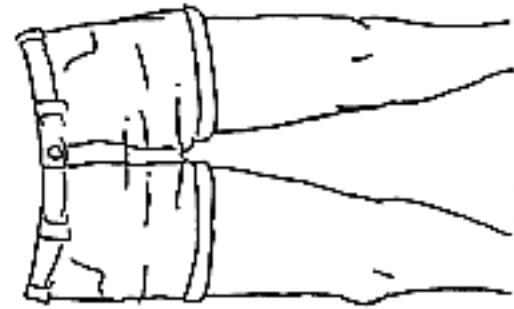
VOCABULARY: body, head, eyes, ears, mouth, nose, chest, stomach, shoulders, arms, hands, fingers, legs, knees, feet, toes

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) name external body parts</p> <p>ii) locate external body parts</p>	<p>Students:</p> <p>1. Name and locate different parts of their bodies.</p>	<p>Have students point to and name different body parts. Include:</p> <ul style="list-style-type: none">- head, eyes, ears, nose, mouth- shoulders- chest- stomach- legs, knees, feet, toes- arms, hands, fingers

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	6. Learn and sing "These Are My Eyes, Eyes, Eyes."	From the album "The Goat With The Bright Red Socks" by David Walden and Lois Birkenshaw, available from Berandol Music Ltd. 11 Joseph St. Toronto, Ont. M4Y 1J8

BODY PARTS

Cut out the body parts. Paste them together to make a person.



GROWTH AND DEVELOPMENT

GRADE: KINDERGARTEN

LESSON: 2

THEME: BODY SYSTEMS

CONCEPT: SENSORY ORGANS ARE SPECIAL BODY PARTS

- PREPARATION:
1. Prepare a child size body outline
 2. Make cards from drawings of the sensory organs (Activity Sheets GD2A, 2B, 2C)
 3. Make flash cards for Student Activity 4
 4. "Head and Shoulders" song (Activity Sheet GD3)
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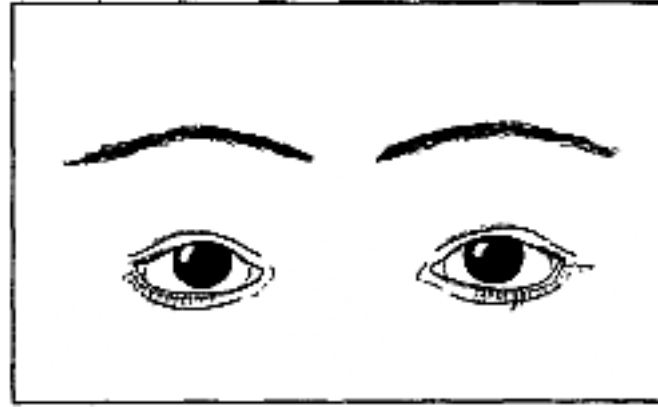
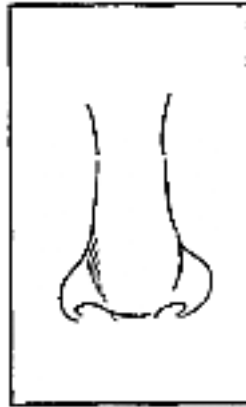
VOCABULARY: eyes, ears, mouth, nose, skin, tongue, see, hear, taste, smell, touch

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) name the sensory organs of the body	Students: 1. Review the external body parts.	Refer to Kindergarten, Lesson 1. Include: - head, shoulders - legs, feet, toes, knees - arms, hands, fingers - eyes, ears, nose, mouth

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) locate the sensory organs of the body	<ol style="list-style-type: none"> 2. Name the body parts which they use to: <ul style="list-style-type: none"> - see - hear - taste - smell - touch 3. Play the game "Simon Says, Touch Your..." 4. Match sensory organ cards and flashcards to child size body outline. 5. Sing "Head and Shoulders." 	<p>Sensory organs are:</p> <ul style="list-style-type: none"> eyes - see ears - hear mouth, tongue - taste nose - smell skin - touch <p>Use the five sensory organs.</p> <p>Refer to Activity Sheets GD2A, 2B and 2C. Display the child size body outline on a bulletin board. Students take turns placing cards on the outline.</p> <p>Refer to Activity Sheet GD3.</p>

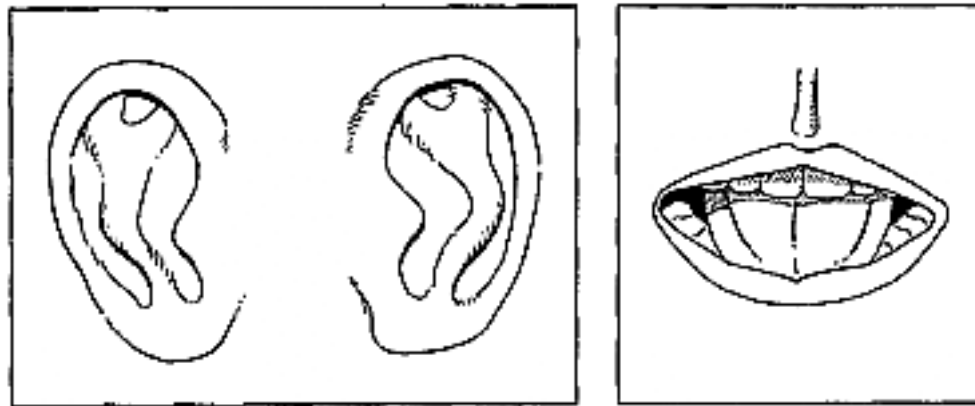
SENSORY ORGAN CARDS

Directions: Cut out each sensory organ and match to location on child size body outline.



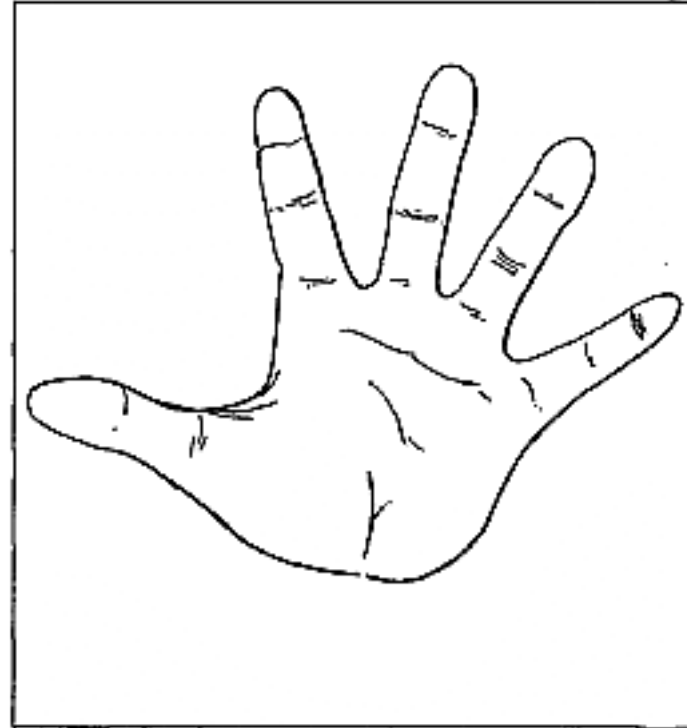
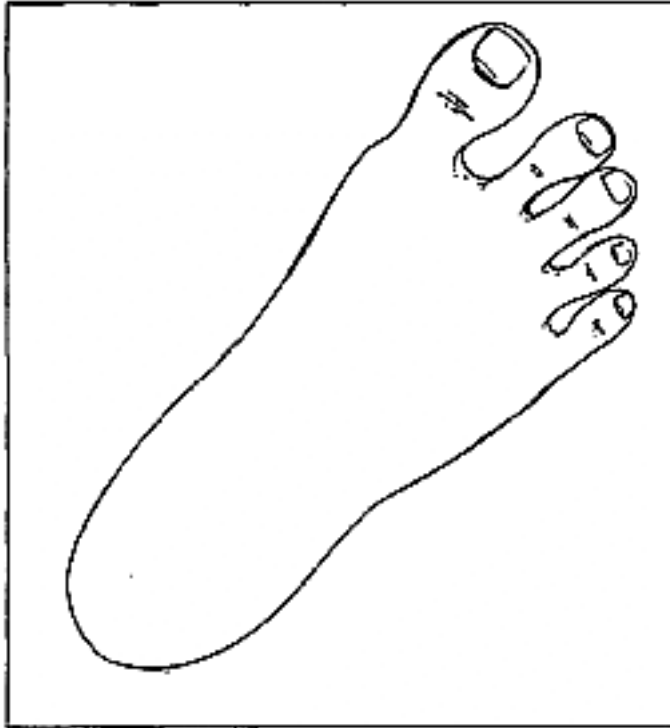
SENSORY ORGAN CARDS

Directions: Cut out each sensory organ and match to location on child size body outline.



SENSORY ORGAN CARDS

Directions: Cut out each sensory organ and match to location on child size body outline.



HEAD AND SHOULDERS

(2 versions)

Head and shoulders
Knees and toes
Knees and toes
Head and shoulders
Knees and toes
Knees and toes
And eyes and ears
And mouth and nose
Head and shoulders
Knees and toes

(Tune: There is a Tavern in the Town)

Head and shoulders
Knees and toes
Knees and toes
Knees and toes
Head and shoulders
Knees and toes
Eyes, ears
Mouth and nose

(Tune: London Bridge Is Falling Down)

GROWTH AND DEVELOPMENT

GRADE: KINDERGARTEN

LESSON: 3

THEME: BODY SYSTEMS

CONCEPT: SENSORY ORGANS HELP PEOPLE LEARN ABOUT THE ENVIRONMENT AND ARE IMPORTANT FOR HEALTH

PREPARATION: 1. Popcorn plus equipment for popping corn
2. Pocket chart and sentence strips
3. "Body Helpers" poem (Activity Sheet GD4)

VOCABULARY: warns, danger, (words as required for Student Activity 1)

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) explain what the sensory organs do	Students: 1. Describe popcorn kernels before, during and after popping using the five sensory organs.	Make popcorn with the students. Discuss what their sensory organs tell them about the popcorn. Include: see - kernel change in shape, size, colour, texture hear - sizzling, popping smell - oil, corn, burning taste - plain, buttered, salty feel - smooth, rough, light

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

2. Name the body parts which they use to see, hear, taste, smell, touch.









3. Identify why the sensory organs are important.

Use a pocket chart:



Make an experience chart using these situations. At the top of the chart write the sentence pattern:

Our (eyes) help (warn us of danger).





SITUATIONS	SENSORY ORGANS	USES
bell rings (out of sight) 	ears 	warn us of danger
dirty water 	eyes 	warn us of danger
sharp pin, broken glass 	skin eyes 	warn us of danger
sour milk 	mouth nose 	warn us of danger

OBJECTIVES

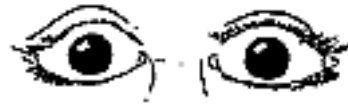
STUDENT ACTIVITIES

TEACHER NOTES

4. Learn the poem "Body Helpers."

SITUATIONS	SENSORY ORGANS	USES
flowers, plants, trees 	nose eyes skin 	learn about our world enjoy our world
burning match 	eyes nose skin 	warn us of danger

Refer to Activity Sheet GD4.



BODY HELPERS

My eyes can see;
My nose can smell;
I use my ears
To hear the bell.

My tongue can taste;
My teeth can chew;
I use my feet
To run with you.

My fingers touch;
My lips can tell;
I use my senses
To keep me well.

Jim Reid



GROWTH AND DEVELOPMENT

GRADE: KINDERGARTEN

LESSON: 4

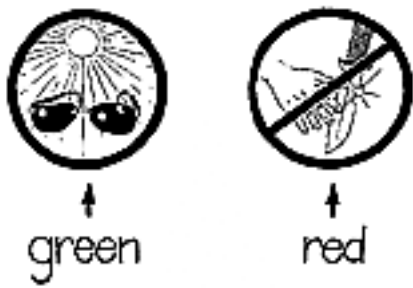
THEME: BODY SYSTEMS

CONCEPT: SENSORY ORGANS HELP PEOPLE LEARN ABOUT THE ENVIRONMENT AND ARE IMPORTANT FOR HEALTH

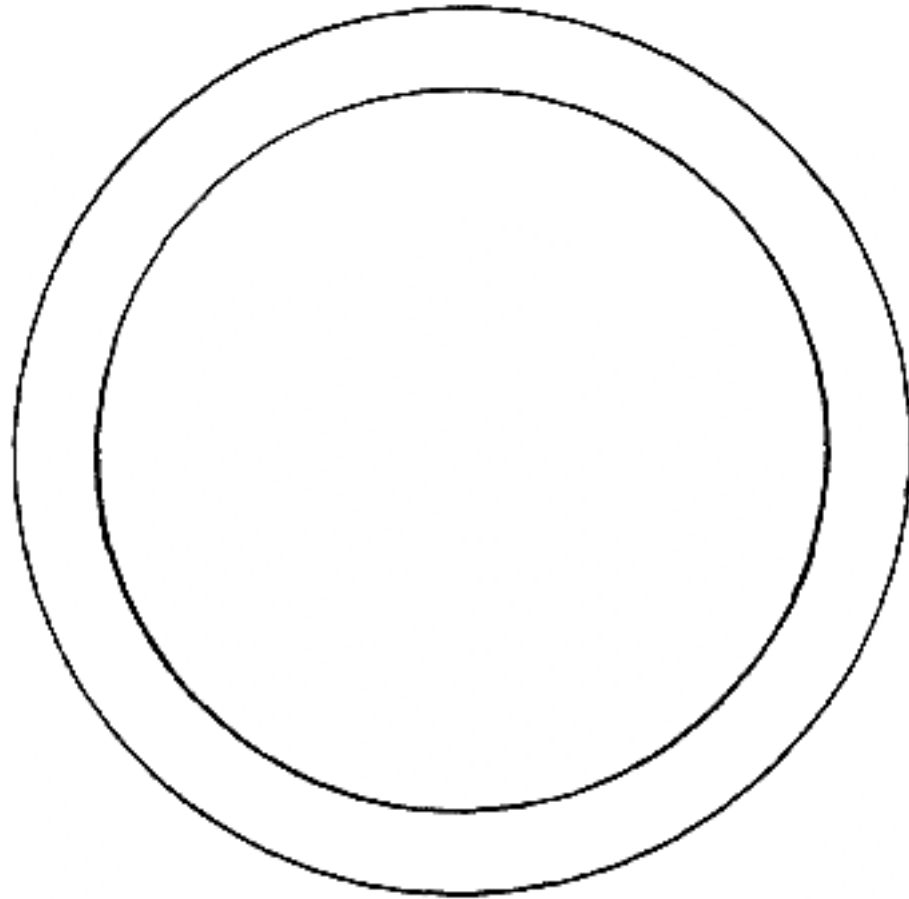
- PREPARATION:
1. Collect sunglasses, toque, a substance difficult to identify (e.g., a clear, colourless liquid), sharp object
 2. Magazine cut-outs of ways to protect the sensory organs
 3. Prepare a class set of the Symbols worksheet (Activity Sheet GD5)
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VOCABULARY: take care of/ protect, hurt

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) describe ways to protect the sensory organs</p>	<p>Students:</p> <ol style="list-style-type: none">1. Discuss what sunglasses and toque are used for.2. Describe ways of protecting all five sensory organs.	<p>Show sunglasses and toque.</p> <p>Make an experience chart using simple drawings and magazine cut outs. At the top of the chart write the sentence pattern:</p> <p>We can take care of ourselves by _____.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Discuss what would happen if they didn't protect the sensory organs.</p> <p>4. Draw pictures in the symbols of things they should/shouldn't do to protect the sensory organs.</p>	<ul style="list-style-type: none"> - protecting eyes from sun - covering ears from cold - washing eyes, ears and skin daily - eating, drinking safe foods - not smelling unknown substances - wearing protective clothing <p>Include: - hurt the eyes, ears, etc. - not be able to see, hear, taste, smell, touch</p> <p>Refer to Activity Sheet GD5. Have each student colour the outside circle</p> <ul style="list-style-type: none"> - green for safe - red for unsafe <p>Draw a red line through the unsafe symbols.</p> <div style="text-align: center;">  </div>

SYMBOLS



GROWTH AND DEVELOPMENT

GRADE: KINDERGARTEN

LESSON: 5

THEME: LIFESTYLE

CONCEPT: PEOPLE CAN DEVELOP POSITIVE HEALTH HABITS

- PREPARATION:
1. Collect props/pictures for positive health habits - e.g., toothbrush, soap, towel, comb, etc.
 2. Doll with clothes for different weather conditions
 3. Prepare a class set of My Healthy Ways worksheet (Activity Sheet GD6)
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VOCABULARY: take care of, healthy, wash, brush, sleep, eat, play, exercise, dress

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify positive daily health habits	Students: 1. Review ways of caring for the sensory organs. 2. List daily health habits that keep them well.	Refer to Kindergarten, Lesson 4. Ask students what things they do every day to take care of themselves. Make an experience chart using simple drawings and magazine cut outs. At the top of the chart write the sentence pattern:

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) demonstrate daily positive health habits	3. Identify how different objects/activities help keep them clean and healthy. 4. Demonstrate and practise using hygiene products properly. 5. Use a doll to practise changing clothes for a variety of weather conditions.	<p>We can take care of ourselves by</p> <ul style="list-style-type: none"> - washing/bathing to keep clean - brushing teeth in morning, after meals, at bedtime - eating nutritious breakfast - playing outside actively - having enough sleep, rest - washing hands before eating, after going to the bathroom - dressing according to the weather - having fun with family and friends <p>Display props/pictures such as:</p> <ul style="list-style-type: none"> - toothbrush - towel - soap - comb - nutritious food - someone sleeping/pillow - clothes for different seasons - someone exercising <p>Have students identify how each object helps keep them clean and healthy.</p> <p>Using props, students demonstrate and practise how they use them to keep clean and healthy.</p> <p>Put the doll in the house centre for students to play with.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>6. Do exercises that strengthen the heart and lungs.</p> <p>7. Sing and act out "This is the way we <u>(brush)</u> our <u>(teeth)</u> to keep our bodies healthy."</p> <p>8. Record positive daily health habits on My Healthy Ways worksheet.</p>	<p>Play tag or skipping.</p> <p>Tune "Here We Go Round The Mulberry Bush."</p> <p>Refer to Activity Sheet GD6. Have students complete the worksheet by placing a check mark in the appropriate boxes, each day for a week.</p>

MY HEALTHY WAYS

	Monday	Tuesday	Wednesday	Thursday	Friday
					
					
					
					
					

GROWTH AND DEVELOPMENT

GRADE: KINDERGARTEN

LESSON: 6

THEME: LIFESTYLE

CONCEPT: PEOPLE CAN DEVELOP POSITIVE HEALTH HABITS

PREPARATION: 1. Collect props/pictures for positive health habits - e.g., tissues, medicine, shampoo, picture of doctor, dentist
2. Band-aids

VOCABULARY: take care of, healthy, wash, brush, sleep, eat, play, exercise, dress

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify positive regular health habits	Students: 1. Review some daily positive health habits. 2. Discuss why people need to visit the doctor and dentist regularly.	Refer to Kindergarten, Lesson 5. Show picture of dentist. Ask students why people visit: - dentist - doctor/nurse

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) demonstrate positive regular health habits	<p>3. List regular health habits that keep students well.</p> <p>4. Identify how different products keep them clean and healthy on a regular basis or as needed.</p> <p>5. Demonstrate and practise how to use health products properly.</p>	<p>Explain that we have to visit doctor, dentist, etc. regularly for:</p> <ul style="list-style-type: none"> - checkups - needles (immunization) - teeth cleaning <p>Ask students what other things they sometimes do to take care of themselves. Make an experience chart using simple drawings and magazine cut outs. At the top of the chart write the sentence pattern:</p> <p>We can take care of ourselves by</p> <ul style="list-style-type: none"> - visiting dentist/doctor regularly - washing hair - using tissue as needed - taking medicine as instructed - cleaning nails - treating cuts immediately <p>Display props/pictures such as:</p> <ul style="list-style-type: none"> - shampoo - tissues - medicine - bandaids <p>Have students identify how each object helps keep them clean and healthy.</p> <p>Using props, students demonstrate and practise how they use them to keep clean and healthy.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	6. Demonstrate how to take care of a cut on the skin.	Divide students into small groups or pairs. Have each group/pair practise treating an imaginary cut. Steps in treating minor cuts: <ul style="list-style-type: none">- clean skin with soap and water- rinse cut with water- apply bandaid when skin is dry