**EduTOOLBOX – Pre-K Professional Learning Program Lesson Plan**

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| **Content Area:** | **Science** |
| **Lesson Title:** | **Where are the body parts?** |
| **Time Frame/Lesson Length:** | 15 minutes |
| **Lesson Setting:** | This can be done as a large group or in smaller groups. Space is needed, so perhaps on a carpet or other section of the classroom. |
| **Grouping of Students** | Small groups of 4-5 students are recommended for teaching this lesson. Students could be grouped homogeneously (similar ability levels). The option of heterogenous (different ability levels) groups is also available to provide peer modeling among students. |

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| **Lesson Objective:** | The students will use their knowledge of body parts to identify the location on an actual body.  Student-friendly: I can identify the parts of the body. |
| **Aligned Standard(s):**  **(TN-ELDS)** | **PK.LS1.01** A. Identify common attributes of familiar living things.  **PK.LS1.01** C. Recognize and describe the function of the five senses of humans. |
| **Assessment Method:** | The teacher will make anecdotal notes detailing student ability to name the various parts of the body. This documentation will be used to determine which students need more practice, support, and instruction with their understanding of the human body. |

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| **Background Knowledge** | Students have received prior knowledge of the parts of the body in previous class lessons. |
| **Intentional Vocabulary:** | * **Bone** – Bones are living, growing and changing parts of our bodies that give your body structure, let you move in many ways, protect your internal organs, and more. * **Muscle** – Muscles are soft tissues inside our bodies that do everything from pumping blood throughout the body to helping us lift something heavy. Some muscles pull bones to move them. * **Organ** – An organ is a group of tissues that has a specific function, like how the lungs allow you to breathe. |
| **Materials Needed:** | * Card cut outs (included) * Tape |
| **Considerations for Learning:**  *possible challenges, management issues, and safety considerations* | Students may be excited to tape pieces of paper to their friends. This activity is supposed to be fun and silly, but remind the children that this is a learning activity as well. Reward the children who maintain their composure with extra opportunities to add cards to their friends. |

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| **Lesson Procedures and Questioning** | | |
| **Lesson Section** | **Detailed Procedure**  *[Sample teacher script is in italics]* | **Questioning Sequence** |
| **Introduction:** | The teacher will tape the body part cards to the wall or other display and read out the words.  The teacher will model labeling the living person with the first body part – the heart. | *These are words for the parts of the body that we have been learning about. Can you show me where your heart is located on your body?*  *I will take this word – heart – and tape it to a living body to display where it is located. Who wants to be a volunteer to be our living display?* |
| **Exploration:** | The teacher will give each child a chance to place one or more body part labels on the living display.  As the lesson continues, the children will become more and more entertained and want to add more. Consider having extra body parts that they have not learned yet. Tell the children where the body part is located and see if they can label it properly.  Discuss what kinds of parts of the body the cards refer to. | *Where is the brain located?*  *Are the lungs above or below the stomach?*  *Is the femur a bone, a muscle, or an organ?*  *What does a bone (or muscle, or organ) do for the body?*  *What would happen if you didn’t have a (insert body part here)?* |
| **Closing:** | The teacher will reflect on student learning.  *Today you determined where on the body each part is located.*  The teacher will acknowledge various ways that students discovered where to put the cards.  *Joe put the foot where the hand is, but realized that the body cannot have three hands and corrected the location. Lily realized that the lungs are organs because they help us to breathe.*  The teacher will ask students what else in their classroom they can identify on or in the human body that was not discussed. | *What did you do today?*  *How did you figure out where each card goes?*  *What was your favorite part about this activity?*  *Would you want to add anything to this activity to make it more fun or interesting?* |

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| **Opportunities for Differentiation:** | For students with limited language exposure, you may need to verbally assist in their process of figuring out which piece goes where.  Use a visual to support students for demonstrating what the body parts look like.  You could substitute having a live body with a large print out of the human body.  Take lots of pictures! Children will love to see their bodies labeled and it would be a great addition to your photo center.  You could also print out photos of body parts and have the children identify through photos instead. |
| **Extending the Learning:** | Encourage the use of labeling the parts of the body throughout the other centers. The use of positional words will bring in some mathematics, such as “inside,” “above,” or “in between.” |

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| Skull | Ear |
| Arm | Eyes |
| Wrist | Nose |
| Shin | Mouth |
| Ribs | Tongue |
| Shoulder | Heart |
| Elbow | Lungs |
| Thigh | Stomach |
| Patella | Brain |
| Leg | Knee |
| Spine | Hip |
| Hand | Neck |
| Foot | Fingers |
| Ankle | Toes |