

SCIENCE:

BODY PARTS

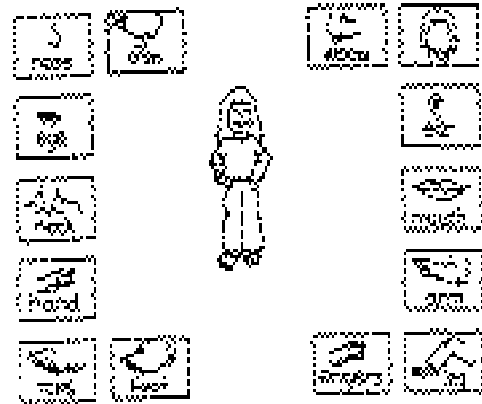


T.E.K.S. 115.2 (K-4)

The student knows the basic structures and functions of the human body and how they relate to personal health.

Area: Body Parts

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify body parts.	<ol style="list-style-type: none">1. Play the "Touch Your Nose" game by having the students imitate the teacher's actions. It may be easier for them to identify the teacher's nose at first, rather than their own. Use a mirror to play "Touch Your Nose". Have students find their noses and point to them in the mirror. Continue with other body parts.2. Provide students with the outline of a face and pictures of the major facial parts (i.e., eyes, nose, mouth, ears). Instruct students to choose and place each picture appropriate on the face.3. Make a silhouette figure for the bulletin board. Make body part cards with an illustration and name of a body part on each card. Introduce the name of a part and ask the students to find the body part on their own body. Select one student to attach a body part card to the silhouette, using a piece of yarn.



Area: Body Parts

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

(Continued)

4. Play “Simon Says” with directions to touch specific body parts.
5. Use a full length mirror to explore body parts and their position on the body in relationship to another body part, (e.g., which is closer to the neck, fingers or toes?).
6. Have students lie down on the floor that has been covered with large sheets of paper. Trace students’ bodies and have them show body parts as requested on their own bodies and on the paper bodies.
7. Parts of the human body are explained and illustrated on the following pages. Suggestions for utilizing the explanations and illustrations include:
 - a. Make a full size tracing of each student’s body on sturdy paper.
 - b. Use the pages as information for a class discussion.
 - c. Run off copies of the body part pages. Have students color, cut and follow directions for pasting various body parts.
 - d. Help students use the “body legend” to place the body part correctly on the traced body.
8. Play “Body Bingo”, (see attached).

RESOURCES/MATERIALS

Items as specified in activities
DLM – Body Parts Puzzles
Aarons, Trudy & Koelsch, Francine,
101 Language Arts Activities,
Communication Skill Builders, 1979
McCarthy, Constance F. & Sheehy, Ann D.
All About Me: Activities for Learning Language,
Communication Skill Builders, 1986



T.E.K.S. 115.2 (K-4)

The student knows the basic structures and functions of the human body and how they relate to personal health.

Area: Body Parts

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify the five senses.	<ol style="list-style-type: none">1. Teach students the following rhyme: My ears help me hear. My eyes help me see. My hands help me touch. They are all part of me. My tongue helps me taste. My nose helps me smell. These are my five senses. And they all serve me well. Have them point to the body parts associated with the senses, while reciting the rhyme.2. Develop a “feely” box containing objects of different textures, (i.e., soft, smooth, rough, hard, etc.), sizes and shapes. Have students identify by feeling the hidden objects.3. Experiment with the sense of taste by gathering a variety of foods, (i.e., radishes, chocolate, lemons, apples, pickles, etc.). Cut the foods into small pieces and have the students taste each without looking at them. See if the students can identify each item tasted. Have them perform the same activity with their nostrils pinched shut.4. Make a tape of common sounds, (i.e., door bell, telephone, car horn, typewriter, etc.). Have students listen to and identify sounds.5. Blindfold students and present a variety of scents, (i.e., perfume, garlic, cookie, etc.). Have them identify the items. Instruct the students to name and classify odors according to pleasant/unpleasant, city/country, kitchen/laundry room, etc.6. See attached activities.

RESOURCES/MATERIALS

Schaffer, Frank
Schooldays, Feb.-March, 1985
All About Me: Activities for Learning Language,
Communication Skill Builders, 1986