

Over 300  
Activities



# ME AND MY WORLD



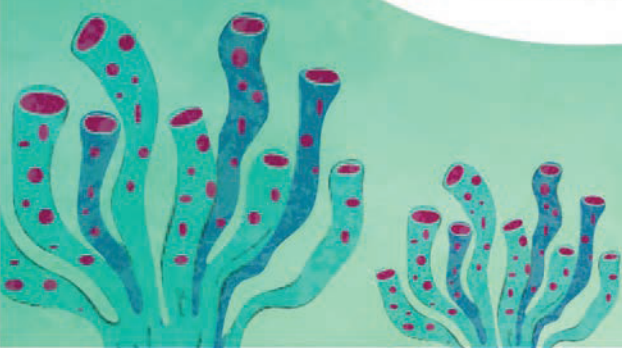
Science - Math - Reading - Social Emotional Learning  
Social Studies - Writing - Community - Art



UNIT 1  
Kindergarten  
AGES 5-6



Interdisciplinary Learning Curriculum



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Keep track of all the topics you study so you can refer back to this list when it's time for revision! Remember to number your pages as you go!

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## **THE WORLD WITHIN ME**



# THE WORLD WITHIN ME: OVERVIEW

## OBJECTIVE



By the end of this four-week unit, students will consider the world within themselves. Students will build a confident view of self to include physical body parts, perceptions with their five senses, caring for themselves, and learning their emotions and unique preferences.

Consider: What makes you, you?

## ASSESSMENT



1. Each day, complete an oral “QuickCheck” to see if the student has grasped the concept of the day, demonstrating their acquisition of the learning.
2. Each week, complete a hands-on science exploration to discover and apply learning from prior lessons.
3. Revisit any assessment or lesson throughout your teaching to ensure continued understanding and growth.
4. At the end of this unit, the student will demonstrate higher level learning by creating a knowledge-driven final project with their ideas and perceptions. Please save these projects if you are building a portfolio for your student.

## RESOURCES



Throughout this unit, you will find:

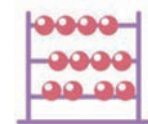
- Five Senses Poetry
- Short Stories on Self
- Self-Care checklists and investigations
- Recommended reading list
- Hands-on Science Explorations

## AN INTEGRATED APPROACH TO LEARNING

This unit integrates core principles of self through multiple disciplines to include standards in Math, Natural Sciences, Reading, Writing, Social Studies, and Art.

- **Math:** Students explore digitization and counting with a connection to their own ‘digits’.
- **Natural Science:** Students explore observations through the use of their senses.
- **Reading and Writing:** Students learn to spell their names, identify letters and sounds and explore positive literature about self.
- **Social Studies:** Students investigate their emotions, self-confidence and self-awareness.

**Art:** Students represent learning through drawings and acquire learning with rhythm and song.



# OPTIONAL READING RECOMMENDATIONS

## WHY MORE BOOKS?



Reading 'mentor texts' allows students to bridge and connect learning across disciplines. Picture books allow added connections, development, and accessibility for young learners.

## RESOURCES FOR READING



- Local libraries
- Online libraries like "Hooplah", "A to Z Reading" or "Epic"
- YouTube video read alouds

## RECOMMENDED READING BY TOPIC

### BODY PARTS

"This Is My Body" by Gina Mayer

"Your Fantastic Elastic Brain" by Joann Deak

"Parts" by Tedd Arnold

"Me and My Amazing Body" by Joan Sweeney

"The Magic School Bus: Inside the Human Body"



### FIVE SENSES

"My Five Senses" by Aliko

"A Sense of Gratitude" by Halimah Bashir

"You Can't Smell a Flower with Your Ear" by Joanna Cole

### HEALTHY HABITS

"Gregory The Terrible Eater" by Mitchel Sharmatt

"I Will Never Not Ever Eat a Tomato" by Lauren Child

"Germs Make Me Sick" by Melvin Berger



### EMOTIONS

"Grumpy Monkey" by Suzanne Lang

"The Color Monster" by Anna Lennas

# THE WORLD WITHIN ME: WEEK ONE

## OBJECTIVE



This week, the student will be able to identify key parts of their body, their uses, and how they form their physical self.

## THIS WEEK'S RESOURCES



- Body Poetry
- Reading Passages
- Body Part Cards
- Body Part Diagram
- Digitize Activity
- Monster Math Activity
- Animal Body Parts Venn Diagram
- Body Parts Bingo

## ASSESSMENT



1. Each day, complete an oral “Quick-Check” to see if the student has grasped the concept of the day, demonstrating their acquisition of the learning.
2. Each week, complete a hands-on science exploration to discover and apply learning from prior lessons.
3. Revisit any assessment or lesson throughout your teaching to ensure continued understanding and growth.
4. At the end of this unit, the student will demonstrate higher level learning by creating a knowledge driven final project with their ideas and perceptions. Please save these projects if you are building a portfolio for your student.

## LEARNING OBJECTIVES COVERED THIS WEEK

### MATH:

- Students will be able to count 1-20 using fingers and toes.
- Students will begin to ‘digitize’ (recognize images of numbers without the need to count).

### READING AND WRITING:

- Students will be able to identify the letters in their name.
- Students will continue to identify the letters and sounds of the alphabet.
- Students will begin to trace their names and write independently.
- Students will acquire advanced body parts vocabulary.
- Students will demonstrate comprehension of a short story by answering oral questions.



### SCIENCE:

- Students will identify key body parts given a picture or diagram.
- Students will match parts of the body with their given purpose while playing Body Part Bingo.



### ART:

- Students will develop concepts of size and proportion when drawing body parts.
- Students will use creativity to create an imaginary illustration.





# BODY PART CARDS



FINGERS



Cut out 20 cards for use throughout the week!  
Select 20 body parts you'd like your child to learn.  
Differentiate based on their understanding.

NECK



HEEL



TONGUE



NOSE



EYEBROW



TEETH



LEGS



FOREHEAD



EYE



HAIR



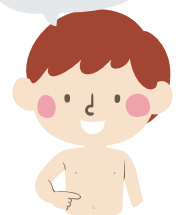
TOES



EARS



STOMACH



CHIN



ARM



KNEES



SHOULDERS

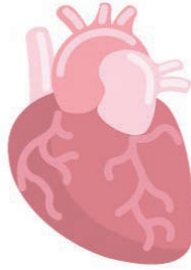


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## ADVANCED BODY PART CARDS



**LUNGS**



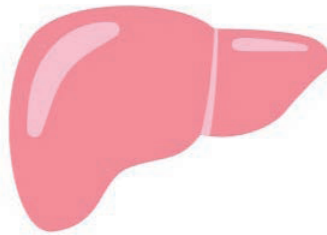
**HEART**



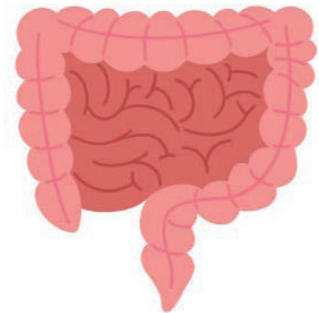
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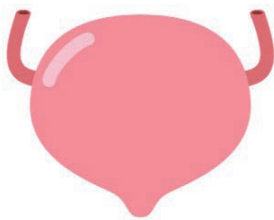
**STOMACH**



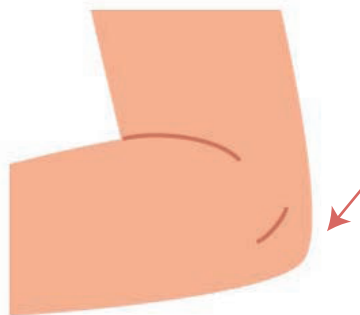
**LIVER**



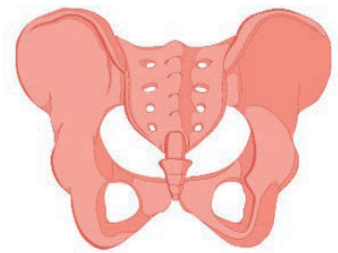
**INTESTINE**



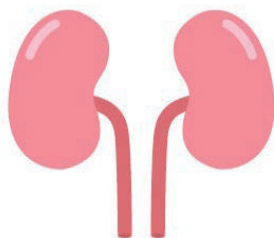
**BLADDER**



**ELBOW**



**PELVIS/ HIPS**



**KIDNEYS**



**ANKLE**



**WRIST**



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# LESSON 1

# PARTS OF OUR BODY

## SUPPLY LIST

For today's lesson, gather:

- Poster Paper
- Coloring Supplies
- 20 Body Part Cards
- Parts of the Body Printout



## LEARNING GOALS



Today, the student will be able to:

- Identify key parts of their body
- Begin to name the letters in their name
- Count 1 - 10

## READ




### All of You



Your hands are for high fives.  
Your arms can hug tight.  
Your fingers can touch.  
And your eyes give you sight!



Your knees are for bending.  
Your legs, they can stomp.

Your feet tap the beat.   
And your teeth, they go chomp!




Your belly, your stomach,  
your tummy, the same.

Your body has parts.   
Each one you can name.

They all work together,  
To make all of you.



Learn all your parts,   
And what they can do!

## DISCUSS

1. This type of writing is called a poem. What did you notice about this poem when we read it?

2. When we read, we can become better readers by asking ourselves questions. One strategy is to ask, "What was this text mostly about?"

3. Let's find the words that sound the same together! I'll say some words from the poem and you tell me if the end sounds the same!

"Beat, Chomp"  
"Stomp, Chomp"  
"Same, Parts"  
"Same, Name"

## SCIENCE

What body parts were mentioned in our poem? Can you name a few other body parts?

Complete the body parts poster together, or draw your own! Label each part your child can identify.

Connect the diagram with their actual bodies by acting out the purpose/job of each part as it's written.

## MATH



Lay out 10 body part cards.

What do you notice about the number of body parts we have? Some body parts we only have one of, while others we have multiple.

Can you sort each part by the number we have? (1, 2, >2)

Let's see how many body parts we've found so far. Can we count by ones? Touch and count each body part together, 1 -10.

## INTEGRATED LEARNING ACTIVITY



Now that we've worked on naming our body parts, let's talk about your name!

Why is your name important? What does it mean? Let's sound out each sound in your name and write the letters together.

Write the student's name out one letter at a time on a poster paper with dotted lines.

Encourage the child to outline each letter in a new color and draw items/ use stickers they like around their name! Begin discussing what their own interests and likes are!

(Insert image of sample name project)



## CHECK FOR UNDERSTANDING

Write anecdotal notes to help you keep track of your child's progress and understanding.

1. How many letters are in your name? Touch and count them for me!
2. What is the first sound you hear when saying your name?
3. Point and name 5 of your body parts.

Notes About Today's Lesson:



# PARTS OF THE BODY

Label the body parts in this diagram.



## WORD BANK

chest

foot

hand

eyebrow

eye

stomach

hair

mouth

ear

shoulder