Subject: Integrated Studies

Duration: 1×5 days

Unit title: My Body (Part 1)

Focus Question: What do I look like and what can I do?

Attainment targets: To enable students to:

- Know and use basic language skills and the convention of spoken and written language.
- Give and receive information
- Explore the attributes of people and objects in order to classify and make comparisons.
- Explore and know about the dynamic interaction of the physical, social and mental aspects of their lives.

Specific Objectives: Pupils should be able to:

- Create a short prayer to the creator, giving thanks for specific parts of the body.
- Name the senses associating them with specific body parts.
- Highlight the uses of some special body parts: hands, feet, eyes, mouth, nose and ears.
- Identify and name some external parts of the body (a) the head and parts (b) upper limbs and parts (c) lower limbs and parts (d) trunk.
- Maintain a steady beat while using parts of the body as sound makers.
- Identify one thing that makes them special. For example, their name.

- Use the senses to explore and recognize the similarities and differences between materials.

- Identify themselves as boy/girl, male/female and human.

- List at least two changes that occur to a boy or girl over a period of time. For example, you get taller or you start to get teeth.

- Say each body part aloud and listen to the sound of the letter that starts each word and write the name of another body part that starts with the same sound and paste it on a model projected on the board.

- Identify at least three words that can be used to describe themselves or a body part. For example, my legs are tall.

- Tell the difference between foot and feet.

**Key Vocabulary:** Head, eye, ear, mouth, nose, nostril, arm, hand, foot, leg, thigh, penis, vagina, finger, lips, tooth/teeth, tongue, urinate and defecate.

**Resource Materials:** Body parts chart, projector with slides showing pictures of various body parts, textbook, flashcards
Day One

Pupils will listen and sing the song playing on the radio entitled “head and shoulder knees and toes”. Pupils will touch each body part as they say the name. They will use other names for some body parts and write them on flashcards and paste them on a chart showing a boy. For example, arms for hands. Some members will use lips, hands and feet as sound makers, keeping the beat while the rest sing the song entitled “my head my shoulders my knees, my toes…”.

The children will then look at a labelled picture of a boy and girl on a chart. They will then label the body parts of a girl and boy on the chalkboard using flashcards. The learners will tell and show how we can use each body part. Pupils will count the amount of body parts they see on the picture of the girl and write the numeral and number name on the board. The learners will then count how many body parts they see for the boy and tell if 10 is greater than 9.

Pupils will then say each body part aloud and listen to the sound of the letter that starts each word and write the name of another body part with the same sound. For example, hair and hand. The learners will highlight the uses of body parts given and tell how they are important to humans. The learners will write the name of some body parts.
Assessment: Pupils will look at a picture of the eyes, ears, nose and tongue and with people using each of the body parts. The learners will draw a line to show how we use each. Then they will read and complete the following sentences.

- I use my eyes to ____________________.
- I use my __________ to hear.
- I use my __________ to taste food.
- I use my __________ to smell.

Evaluation:
Day Two

The learners will read the poem entitled "Only one of me" in their Integrated Studies textbook. Pupils will touch each body part that is highlighted in the poem.

Only One of Me

Bernie Porter

I am special. God made me.

I am not like anyone else.

Can’t you see!

I have two ears, two eyes, a mouth and a nose.

But everyone knows

There is only one me.

God loves me, so I am special

I can smile and sing

And let the whole world know

I am the only one of me.

The learners will try to create a rhythm for the poem. Pupils will talk about the person who created the. Then they will tell some things about themselves that makes them special or unique.

Pupils will look at the lines in their palm and compare it to their friend’s palm. They will tell if the lines are the same and talk about it.
The learners will dip their hands in paint provided and place their hand on a piece of paper provided. They will then wash their hand and write their names underneath their work. They will compare their hand print and tell what is different or similar about each.

Students will use the ink phones to make fingerprints and compare them. They will then comment on how our finger prints make us special.

Pupils will read and write the following sentences:

- I have my own finger prints. No one has my fingerprints.

The learners will write the above sentences on the paper that they used to do their palm print.

**Assessment:** As a class the pupils will create and write a short prayer to the creator for making them special and for giving them body parts. Then each child will finish the prayer below:

Dear God ________________________________________________.

**Evaluation:**
Day Three and Four

The learners will say the following jingle about the tongue.

- This is my tongue.

  God gave me one tongue.

  My tongue is in my mouth.

  I use my tongue for many things and that's no doubt.

  The pupils will use the mirror to look in their mouth. They will then tell the colour of their tongue. The students will use information from the jingle to tell where they can find their tongue.

  The students will then look at a picture of the tongue on the chart. They will attempt to call each word on the chart by sounding out the letters. The pupils will read the following passage and then they will tell one thing that they have learnt about the tongue after reading. Before reading the passage the facilitator will ask the students what they know about the tongue. Their responses will be written under the k column on the chalkboard. Then the learners will tell what they want to know about the tongue which will be written under the w column on the board.

- Did you know that the tongue has four parts? These parts are used to taste bitter, sour, salty and sweet.
The children will be given the following food samples and they will tell how each tastes.

Sugar, lime, aloe and banana chips.

The children will tell what they have learnt after reading the passage above and their responses will be written in the L column on the board.

Then the learners will look at the chart again; touch and say each part of the tongue.

Pupils will join the dots with picture of the tongue and draw in their books and label it.

The children will look in their Integrated Studies textbook (page) and identify some things that happen when we grow. The pupils will tell what change happens in our mouth when we grow.

**Assessment:** The students will look on the pictures and mark s on the ones that tastes sweet and b on the ones that tastes bitter. Pupils will mime with emphasis on facial expressions, their reactions to a particular taste.

ripe banana  aloe  melon  cake  vinegar  ice-cream

**Evaluation:**