Subject: Integrated Studies

Unit Title: My body (Part 1)

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

Sub-question: My body parts and their functions

Attainment Targets:

1) Explore the attributes of people and objects in order to classify and make comparisons.
2) Represent and interpret numerical / pictorial information
3) Give and receive information.
4) Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes.
5) Apply relevant decoding skills to the reading process

Content Summary:

Our head is made up of internal and external parts. The external parts are our eyes ears, nose, lips, mouth, cheeks and chin. The front of our head is called our face. Our head has our sense organs. They are our eyes, which we use to see, our ears, we use them to hear, our nose, to smell and our tongue to taste.

Day 1

Skills: singing, identifying parts of the head.

Key vocabulary: head, body, face, eyes, ears

Materials: chart, word cards,

Objectives:

- Identify and name some external body parts (the head and parts)
- Recognise basic sight words such as head, eyes, nose and body.
- Identify numerals and associate them with their names and numbers
- Respond to questions and directions associated with the body parts and their functions.
- Sing song and do appropriate actions.
- Identify themselves as boy/girl, male/female and human.
Activities:

- Students and teacher will sing the song, ‘My head, my shoulder.....’ After which students will tell what the song was about. They will identify some of the body parts mentioned in the song.
- Students will be asked to touch the different parts of their head and tell what they are (ears, nose, eyes, mouth.....) from word cards, students will spell and call some parts of their head (eyes, lips, nose, chin.......)
- Students will be asked to use their hands to touch the front of their head. They will be questioned in order to bring out what the front of their head in called (faced). Students and teacher will then identify the parts of the face (eyes, nose, lips / mouth, Cheek)
- Students will look at members in their group. They will look at their head and tell how many of a particular body part they have.
  - E.g. Two, eyes, one nose etc.
- Two boxes with number and word cards will be placed at the front of the class (1, 2, 3, 4, eyes, nose, mouth). A chart will be presented with incomplete sentences E.g. I have _____eyes. There are one ______ on my head. Students will read the sentences and choose a correct number and word to complete the sentence correctly e.g. I have ___________ eyes.
- Students will tell how many eyes they have (two). They will look at the person closest to them and tell how many eyes the person has (two). Students will then count both their eyes and the person eyes and tell how many there are together (four).

Assessments:

1. Circle the parts of the face

Eyes, hand, nose, mouth

2. Draw a head with the parts of the face

Evaluation:
Day 2

Objectives

- relate the uses of some special body parts: hands, eyes, nose, ears
- name senses, associate them with specific body parts
- complete simple sentences

Skills: identify sense organ, telling their uses.

Key vocabulary: smell, taste, see, hear, sense

Materials: poem, chart word wall

Activities:

- Students will listen while teacher reads the poem “Two little eyes, from a chart. After which, students will read the poem.
- Students will identify the different parts of the head mentioned in the poem. These will be written on the c/b. Students will spell and call these words and tell what they are used for.
- Students will be engaged in a discussion to bring out the importance of the head. Through the discussion, students will identify their sense organs.
- From a chart, students will read about how we use our sense organs.
- From word wall, students will spell and pronounce words e.g.: smell, nose, taste, tongue, hear, ears.
- Students will be selected to stand and use words in sentences orally e.g. smell: The flowers smell lovely.
- Selected students will be given sentence strips to read eg. Four eyes and two eyes make _______________eyes. Students will listen and give the number names to complete the sentence correctly.

Assessment: choose the correct word to complete the sentences: see, hear, smell, taste.

I use my eyes to ________________.

I have two ears to help me ________________.

I ________________ with my nose.

My tongue helps me to ________________.

Assessment: Draw lines matching the body parts and its use.
Evaluation:

Day 3

Objectives

- Identify and name some external body parts
  (a) Head and parts (b) upper limb and parts (c) lower limb and parts (d) trunk
- Relate the uses of some special body parts; hands, mouth, eyes, ears.
- Give thanks that our bodies were created for our uses.

Skills: reading, using body parts

Key Vocabulary: upper limb hand, shoulder

Materials: prayer, chart (body parts)

Activities

- Students and teacher will sing a song “My hands help me to clap” to the tune “A farmer in a den’. After which students will tell some of the body parts mentioned in the song (hands feet, head, eyes).
- From a chart displaying the body and its parts, students will identify parts of the upper body. They will spell and pronounce names of upper body parts.
- On the c/b sentences will be written e.g.: My hands help me to _____________. Students will tell some things that the body parts in the sentences help them to do e.g. hold things, clap, wave hello, point, smell see, cry etc.
- Students will tell who made them. (God). They will tell some ways in which they can give thanks to god for making them and giving them body parts (pray, sing, read bible).
- Students will tell for example how many hands God gave them, (2). They will tell if they put their hands with someone else’s hands, how many hands would there be in all (4)

Assessment:

Put the names of some upper body parts to complete the sentence
My _____________, ____________ and ____________ are parts of my upper body.

**Evaluation:**

**Day 4**

**Objectives:**

- identify some external body parts (lower limb and parts)
- relates the use of some body parts (hands, feet, nose).
- attempt to use SIE structures to talk about body parts and their functions
- join sets related to body parts.

**Skills:** identifying body parts, reading

**Key Vocabulary:** toes, feet, knees, thigh

**Materials:** charts, picture

**Activities**

- From memory students will be asked to tell some parts of the upper limb.
- From a chart, students will identify some parts of the lower limb (leg, thigh, feet, toes, vagina, penis. Students will identify some of these parts on their body (thigh, leg, feet)
- From a chart, students will read information about the uses of some of our lower body parts, guided by teacher. After which students and teacher will discuss the use of some lower body parts.
- Students and teacher will use lower body parts to do action e.g: walk, jump, march.
- Students will be instructed to count and tell how many toes they have on one foot. This will be written on the c/b. (5 toes). They will count and tell how many toes are on the other foot (5 toes). Teacher will write: 5 toes and 5 toes make ____ __________.
- Students will help to complete the sentence by giving the correct numeral and spelling the word to used to correct the sentence
- This will be done with other body parts.

**Assessment:** Match us
Evaluation:

Subject: Integrated Studies
Unit Title: My body (Part 1)
Focus Question: what do I look like and what can I do?
Sub-question: My body parts and their functions

Attainment Targets:

6) Explore the attributes of people and objects in order to classify and make comparisons.
7) Represent and interpret numerical / pictorial information
8) Give and receive information.
9) Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes.
10) Apply relevant decoding skills to the reading process

Content Summary:

Our head is made up of internal and external parts. The external parts are our eyes, ears, nose, lips, mouth, cheeks and chin. The front of our head is called our face. Our head has our sense organs. They are our eyes, which we use to see, our ears, we use them to hear, our nose, to smell and our tongue to taste.

Day 1

Skills: singing, identifying parts of the head.

Key vocabulary: head, body, face, eyes, ears

Materials: chart, word cards,

Objectives:
• Identify and name some external body parts (the head and parts)
• Recognise basic sight words such as head, eyes, nose and body.
• Identify numerals and associate them with their names and numbers
• Respond to questions and directions associated with the body parts and their functions.
• Sing song and do appropriate actions.
• Identify themselves as boy/girl, male/female and human.

Activities:

• Students and teacher will sing the song, ‘My head, my shoulder...’ After which students will tell what the song was about. They will identify some of the body parts mentioned in the song.
• Students will be asked to touch the different parts of their head and tell what they are (ears, nose, eyes, mouth....) from word cards, students will spell and call some parts of their head (eyes, lips, nose, chin....)
• Students will be asked to use their hands to touch the front of their head. They will be questioned in order to bring out what the front of their head in called (faced). Students and teacher will then identify the parts of the face (eyes, nose, lips / mouth, Cheek)
• Students will look at members in their group. They will look at their head and tell how many of a particular body part they have.
  E.g. Two, eyes, one nose etc.
• Two boxes with number and word cards will be placed at the front of the class (1, 2, 3, 4, eyes, nose, mouth). A chart will be presented with incomplete sentences
  E.g. I have _____eyes. There are one ______ on my head. Students will read the sentences and choose a correct number and word to complete the sentence correctly e.g. I have __________ eyes.
  Students will tell how many eyes they have (two). They will look at the person closest to them and tell how many eyes the person has (two). Students will then count both their eyes and the person eyes and tell how many there are together (four).

Assessments:
3. Circle the parts of the face

Eyes, hand, nose, mouth

4. Draw a head with the parts of the face

Evaluation:
Day 2

Objectives

- relate the uses of some special body parts: hands, eyes, nose, ears
- name senses, associate them with specific body parts
- complete simple sentences

Skills: identify sense organ, telling their uses.

Key vocabulary: smell, taste, see, hear, sense

Materials: poem, chart word wall

Activities:

- Students will listen while teacher reads the poem “Two little eyes, from a chart. After which, students will read the poem.
- Students will identify the different parts of the head mentioned in the poem. These will be written on the c/b. Students will spell and call these words and tell what they are used for.
- Students will be engaged in a discussion to bring out the importance of the head. Through the discussion, students will identify their sense organs.
- From a chart, students will read about how we use our sense organs.
- From word wall, students will spell and pronounce words e.g.: smell, nose, taste, tongue, hear, ears.
- Students will be selected to stand and use words in sentences orally e.g. smell: The flowers smell lovely.
- Selected students will be given sentence strips to read eg. Four eyes and two eyes make ___________ eyes. Students will listen and give the number names to complete the sentence correctly.

Assessment: choose the correct word to complete the sentences: see, hear, smell, taste.

I use my eyes to ____________________.

I have two ears to help me ____________________.

I _________________ with my nose.

My tongue helps me to ____________________.

Assessment: Draw lines matching the body parts and its use.
Day 3

Objectives

- Identify and name some external body parts
  (b) Head and parts
  (b) upper limb and parts
  (c) lower limb and parts
  (d) trunk
- Relate the uses of some special body parts; hands, mouth, eyes, ears.
- Give thanks that our bodies were created for our uses.

Skills: reading, using body parts

Key Vocabulary: upper limb hand, shoulder

Materials: prayer, chart (body parts)

Activities

- Students and teacher will sing a song “My hands help me to clap” to the tune “A farmer in a den’. After which students will tell some of the body parts mentioned in the song (hands feet, head, eyes).
- From a chart displaying the body and its parts, students will identify parts of the upper body. They will spell and pronounce names of upper body parts.
- On the c/b sentences will be written e.g.: My hands help me to ____________. Students will tell some things that the body parts in the sentences help them to do e.g. hold things, clap, wave hello, point, smell see, cry etc.
- Students will tell who made them. (God). They will tell some ways in which they can give thanks to god for making them and giving them body parts (pray, sing, read bible).
- Students will tell for example how many hands God gave them, (2). They will tell if they put their hands with someone else’s hands, how many hands would there be in all (4)

Assessment:

Put the names of some upper body parts to complete the sentence
My ____________, ____________ and ____________ are parts of my upper body

Evaluation:

**Day 4**

Objectives:
- identify some external body parts (lower limb and parts)
- relates the use of some body parts (hands, feet, nose).
- attempt to use SIE structures to talk about body parts and their functions
- join sets related to body parts.

Skills: identifying body parts, reading

Key Vocabulary: toes, feet, knees, thigh

Materials: charts, picture

Activities
- From memory students will be asked to tell some parts of the upper limb.
- From a chart, students will identify some parts of the lower limb (leg, thigh, feet, toes, vagina, penis. Students will identify some of these parts on their body (thigh, leg, feet)
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- Students and teacher will use lower body parts to do action e.g: walk, jump, march.
- Students will be instructed to count and tell how many toes they have on one foot. This will be written on the c/b. (5 toes). They will count and tell how many toes are on the other foot (5 toes). Teacher will write: 5 toes and 5 toes make ____ __________.
- Students will help to complete the sentence by giving the correct numeral and spelling the word to used to correct the sentence
- This will be done with other body parts.

Assessment: Match us
feet urinate

penis bend

Knee walk

Evaluation: