



Structure of the Human Body

Standard Connection:

ELA.W.PK4.5, 8
ELA.RF.PK4.3a
M.MD.PK4.2, 2a, 3
S.LS.PK4.1, 4c
SS.FC.PK4.2
PD.GM.PK4.1
PD.FM.PK4.5

Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Me and My Amazing Body</i> large sheets of butcher paper for tracing bodies chart paper crayons or markers illustration of the human body (see Resource) 	<p>structure: something made up of several different parts joined together in a certain way</p> <p>function: the purpose or role an object is suited for</p> <p>parts: a separate piece or section of a whole</p> <p>characteristics: unique or distinctive</p>	

Intro to Centers	
<p>Preparation: Set up materials. Cut butcher paper in sheets long enough to trace the children's whole body length.</p>	
<p>"In the book <i>Me and My Amazing Body</i>, we saw many different body parts and learned about their functions – or specific purpose."</p> <p>"We also read that your body is one main structure we call 'the human body.' That main structure has many parts – like arms, legs, a brain, and a heart."</p>	<p>Show illustrations while pointing out different body parts. Children respond.</p>
<p>"What do you notice about the human body?"</p>	<p>Children respond. Record children's answers on chart paper.</p>
<p>"As scientists this week in the Science Center, you will carefully observe your bodies and your classmates' bodies. You will record what you find by tracing an illustration of a classmate's body on a piece of butcher paper."</p>	<p>Show materials. Model laying down on the butcher paper and tracing the outline around the body.</p>
<p>"Although many of us have the same body parts, they may look different. Each of us has our own special characteristics. We have different colors of hair. Let's see how many different hair colors our class has!"</p>	<p>Draw a chart with columns for each hair color in the class and then write a tally mark in the column on the chart for the appropriate color of each child's hair.</p>

During Centers:

Prepare child-size sheets of butcher paper for each child in the class so children can trace their classmates. Tracing could happen in any open space, such as the art studio floor or in the hallway outside the classroom. You might need to rearrange the classroom temporarily to create the necessary floor space. On a piece of chart paper, write the question, “What do you notice about the human body?”

Children will make observations of the structures of their own bodies and of their classmates’ bodies. Children will record data by creating scientific illustrations of the structures of their bodies. The class as a whole group will develop the understanding that human beings have particular structures, such as eyes, mouths, arms, and legs.

Children will draw scientific illustrations on butcher paper that can be laid out on the floor. Children will trace a classmate’s body on butcher paper. To help children label their bodies, provide mirrors and a visual of different human body parts (see Resource).

Guiding Questions During Centers:

- What parts and structures of your friend’s body do you notice?
- What does your friend look like?
- What are some things your friend can do with his/her body?
- If your friend didn’t have _____ (body part), what do you think would happen?
- Do all the children in the classroom have the same parts? How do you know?
- Do you have any of the same parts as your friend? If you do, do you use it (them) in the same way as yours?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children’s work as well as photographs of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Display human body drawings in the Science Center for the remainder of the unit. Encourage children to discuss/act out different body parts during Dramatic Play.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of materials to meet the children’s fine motor and sensory needs. Strategically pair children together who may need additional supports with a buddy to help them trace another person. Make sure materials used for tracing will not stain clothing.