



SUGGESTED ACTIVITIES

YOUR BODY FROM 1 TO 10

This book is suitable to use while teaching K-4 Health. Each number in the book could be used as a starting point for specific learning and research. For example, the number 4 could introduce a study of teeth and dental health and care; the number 5 could launch an exploration of the senses; the number 1 a discussion about the heart at Valentine's Day; and so on.

PRE-READING ACTIVITIES

- ◆ Have the students brainstorm and name as many body parts as possible, including both visible parts and those that are not generally visible to us because they are inside the body (bones, muscles, organs).
- ◆ Show the students a simple machine, such as a can opener, to demonstrate how all the parts work together. Then, have a class discussion about how the organs in our bodies work together in groups called systems. Ask the students to name some of the body systems; for example, the circulatory system, the muscular system, the digestive system, the sensory system.

POST-READING ACTIVITIES

THE HEART

- ◆ Have each student chart the number of times his or her own heart beats in 30 seconds. The students can first do this after resting, then after walking, then jogging, running, jumping, and so on.
- ◆ Use a turkey baster and water to demonstrate how the heart pumps.
- ◆ Have the students use a stethoscope to listen to their own hearts and to their classmates' hearts beating.

THE LUNGS

- ◆ Have the students put their hands on their own chests and observe how it rises and falls when they breathe in and out.
- ◆ Blow up a balloon to demonstrate for the students how our lungs work.
- ◆ Simulate a lung for students with a plastic bottle and a balloon.

- ◆ Have the students count how many breaths they take in 30 seconds. The inhale plus the exhale counts as one breath.
- ◆ Have the students use skipping ropes to jump 20 times. Now have them count how many breaths they take in 30 seconds. Ask the students: Why do you breathe harder when you exercise?

THE SKIN

- ◆ Have the students really feel their skin by touching water and ice.
- ◆ Have the students bend their elbows to demonstrate the skin's flexibility.
- ◆ Have a class discussion about why it is important to protect our skin from the sun.

TEETH

- ◆ Give the students mirrors. Have them look at their front teeth and their back teeth (molars). Ask the students how their front and back teeth are alike and how they are different.
- ◆ Ask the students: Which teeth do you use to bite and to eat?
 - ◆ Give each student an apple, and tell them to take a bite.* Ask the students if they used their front teeth, their back teeth, or both to bite the apple.
 - ◆ Now tell students to chew the bite of apple. Again, ask them if they used their front teeth, their back teeth, or both to chew the bite of apple.
- ◆ Have the students eat a piece of banana.* Then have them eat a piece of celery.* For each food, ask the students: Which teeth did the most work?
- ◆ Have the students make a list of other foods they eat with their front and their back teeth.

*Always use caution when bringing food into the classroom. Be aware of any student allergies, and adapt foods if necessary.

THE SENSES

- ◆ Have a tasting party. Ask the students to record how they use all their senses when they eat.
- ◆ Make scented playdough and have the students play and build.

EYES

- ◆ Have the students research the parts of the eye.
- ◆ Ask the students to find out why our eyes water or tear in the wind.
- ◆ Have the students study blindness.

THE DIGESTIVE SYSTEM

- ◆ Have the students determine how long the intestinal tract is. Then, have them measure a piece of ribbon or string of that same length (32ft/9.75m).

BONES

- ◆ Have the students use pieces of foam to make models of their hands.
- ◆ Have a bone spell-a-thon. Make cards with the correct spelling of the bone names printed on one side and pictures of the bone on the other side. Have the students take turns quizzing each other, and asking: "How do you spell _____?"

THE BRAIN

- ◆ Explain to the students that although we might think of the brain as the "boss of the body," it cannot work alone. Ask the students to name other body parts with which the brain works. Have a discussion that includes the nerves and the spinal cord.
- ◆ Ask the students and discuss: What does the brain control in your body? Some examples include growth, temperature, memory, movement.
- ◆ Ask the students and discuss: What can you do to keep your brain healthy? (eat healthy foods, exercise, protect head/brain with a helmet, don't drink alcohol, smoke, or do drugs)

THE FINGERS/HAND

- ◆ Have students count first by fives, then by tens.
- ◆ Have a class discussion about the importance of handwashing.
- ◆ Have students do fingerplays or shadow plays.
- ◆ Have the students use finger paint and explore both fingerprints and handprints.