

CL-13A

My Amazing Body

Grades K-1

Personal Health and Safety

My Body Can!

Students chant what bodies can do, name the five senses, learn four ways to care for bodies, and learn that bodies are different, and that's okay.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Body Can Charades

BIG IDEA

Bodies do amazing things and need care. Bodies are different, and that's okay.

1 I CAN

- ☐ name the five senses: see, hear, smell, taste and touch.
- ☐ show four ways to care for bodies: sleep, move, wash hands and drink water.
- ☐ say, "Bodies are different, and that's okay."

KEY WORDS / PALABRAS CLAVE

body	cuerpo
five senses	los cinco sentidos
healthy	saludable
germs	gérmenes
different	diferente
wheelchair	silla de ruedas

3 STANDARDS

Texas Model Personal Health and Safety
5th ed., 2018

ASCA Standards Mindsets & Behaviors, 2021
M 1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being · B-SS 2 Positive, respectful and supportive relationships with students who are similar to and different from them

Health TEKS
K §115.12(b)(1)
name the five senses

Health TEKS
K §115.12(b)(7)(B)
identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity

Health TEKS
Gr 1 §115.13(b)(8)(B)
describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising. This lesson covers sleep and moving.

PE TEKS
K §116.12(b)(12)(B)
demonstrate respect for differences and similarities in abilities of self and others

Character traits
TEC §29.906(b)(4)
respect and courtesy

2 MATERIALS

- ☐ A puppet or stuffed animal to be Lupita (optional)
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and crayons or pencils
- ☐ Extension: Body Can Charades page (p. 6), printed once
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the six "Bodies can!" moves once, with a seated way for each.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.

4 THE LESSON

HOOK
3 min

SAY "Today we'll talk about story characters, not real people. We'll use the names in the stories. This is Lupita, a story character. Lupita's body can do amazing things! When I say what it can do, you say, 'Bodies can!' and do the move."

DO Show each move as you say the line. Every move has a seated way, and students choose. Hold up the puppet as Lupita if you have one.

SEE "Lupita's eyes can see the school bus." (Binocular hands.)

HEAR "Lupita's ears can hear the bell." (Cup hands behind ears.)

MOVE "Lupita's body can move." (Wiggle arms, or march in place.)

BREATHE "Lupita can breathe in and out." (Smell a flower; blow out slowly.)

THINK "Lupita's brain can think." (Tap your head.)

HELP "Lupita's hands can help a friend." (Pretend to pick up crayons.)

ASK "What can Lupita's body do?" Take two answers, then say: "Bodies do amazing things!"

TEACH
5 min

DO Show the projector page. Quick review of the five senses (about 30 seconds): point to each one; the class echoes and points: **eyes see, ears hear, noses smell, mouths taste, hands touch.**

SAY "Bodies need care. Sleep helps bodies grow and learn. Moving makes bodies strong. Washing hands with soap washes germs away. Water helps bodies work." Point to each picture; students show it: head on hands, wiggle arms, rub hands, pretend to sip.

SAY "Some people are tall, and some are short. Bodies come in many shades of skin. Some people wear glasses to help eyes see, or hearing aids to help ears hear. Lupita's friend Yaretzi uses a wheelchair to move. Bodies are different, and that's okay!" The class echoes the last line.

Keep it general: never point to, compare or describe a student's body. If a child names a classmate, return to Lupita and Yaretzi.

PRACTICE
9 min

DO · 2 MIN Which sense? Read each one. Students point to the body part that does the job.

NOSE 1. Owen smells the flowers in the school garden.

EARS 2. Elena hears the songs in music class.

HANDS 3. Andrés touches the bumpy tree bark at recess.

MOUTH 4. Ruby tastes a crunchy apple at lunch.

DO · 7 MIN Worksheet. Help students write their name. Part 1: read each sense; students draw a line to its picture. Part 2: read each line twice; students circle YES or NO. Part 3: read the directions; students draw Lupita and Yaretzi playing ball.

Answer key. Part 1: see → rainbow, hear → bell, smell → flower, taste → orange, touch → teddy bear. Part 2: Yes 1, 3, 4; No 2, 5. Part 3: any drawing of the two friends playing together.

WRAP-UP
3 min

SAY "What amazing things can Yaretzi's body do?" (She can see, hear, think and help a friend. Her wheelchair helps her move and play ball.) "Bodies are different, and that's okay."

CHECK "Point to the body part: Lupita hears her teacher read a story." (Ears.) Give the family letters to the teacher for take-home folders.

Short on time? Read only practice items 1 and 2, and do worksheet Part 1 together; students finish the Part 3 drawing later.

5 OPTIONAL EXTENSION • 10 MINUTES

Body Can Charades. Hold page 6 so only the actor can see it. The actor acts out one picture in place, with no words. The class guesses and says, "Bodies can ____!" Every move has a seated way.

- 1 Model it: act out card 1 (turn your head like a penguin). The class guesses, says "Bodies can turn!" and everyone tries it, standing or seated (2 minutes).
- 2 Volunteers take turns. Point to one picture for the actor. The actor shows it, the class guesses, and everyone joins in, standing or seated (6 minutes).
- 3 Last round: everyone does card 8, a slow balloon breath, seated. Ask, "Do all bodies move the same way?" (No. Bodies are different, and that's okay.) (2 minutes).

No running and no touching. Act out only what the card shows. Students always choose standing or seated.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

The moves and pictures work in any language. Point out cognates: *diferente, sentidos, gérmenes*. Teach *cuerpo* and *los cinco sentidos*. Let partners name the senses in Spanish first. Frame: "Eyes can ____."

EXTRA SUPPORT

Read every item aloud and point to each picture. Students may point instead of drawing lines or circling. For Part 3, a simple drawing or a few shapes is fine.

STRETCH

Ask: "How do glasses, hearing aids and wheelchairs help bodies?" Early finishers add a sense to their drawing, like a bell Lupita and Yaretzi can hear.

7 QUICK CHECK

During the senses game: if many students point to the wrong body part, replay two items with the projector pictures before the worksheet.

After class: I collect the worksheets and sort them into "all 5 senses matched" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

From Head to Toe by Eric Carle (HarperCollins, 1997). Spanish edition: *De la cabeza a los pies (bilingual edition)*. Animals show a move, and a child says, "I can do it!" Pairs well with Body Can Charades.

Hair Love by Matthew A. Cherry (Kokila, 2019). Spanish edition: *Amor de pelo*. Zuri's daddy styles her hair for Mom's homecoming. Preview: Mom wears a head scarf; the short film (not the book) shows a hospital.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE • CYCLE 13

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Bodies can do amazing things. Today, take care of bodies: wash hands with soap, drink water and move at recess!"

ES "¡Buenos días, Yellow Jackets! El cuerpo puede hacer cosas increíbles. Hoy, cuiden su cuerpo: lávense las manos con jabón, tomen agua y muévase en el recreo."

HALLWAY IDEA

Post a big paper "Yellow Jackets: Bodies Can!" banner near the gym. When a teacher spots a class washing hands, drinking water or moving at recess, the class adds a paper star with its class name, such as "Room 12."

TEACHER TIP

Name it when you see it: "You washed with soap before lunch. That's taking care of bodies!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Lupita could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Bodies can do amazing things!

Bodies see, hear, move, breathe, think and help.

Five Senses

1 

See.

2 

Hear.

3 

Smell.

4 

Taste.

5 

Touch.

Ver · Oír · Oler · Saborear · Tocar

Bodies need care

 Sleep.

 Move and play.

 Wash hands with soap.

 Drink water.

Bodies are different

 Tall or short.

 Many shades of skin.

 Glasses help eyes see.

 Hearing aids help ears hear.

 A wheelchair helps a body move.

 **Bodies are different, and that's okay!**

My Body Can!

Bodies do amazing things and need care.

Part 1 Five senses Draw a line to match.

 See ●

●  bell

 Hear ●

●  teddy bear

 Smell ●

●  rainbow

 Taste ●

●  orange

 Touch ●

●  flower

Part 2 Bodies need care Does it help the body? Circle YES or NO.

1  Ben washes his hands.

☒ YES

☐ NO

2  Zoe eats lunch with dirty hands.

☒ YES

☐ NO

3  Nayeli gets lots of sleep.

☒ YES

☐ NO

4  Ramón moves and plays at recess.

☒ YES

☐ NO

5  Joaquín is thirsty but won't drink.

☒ YES

☐ NO

Part 3 Play together! Yaretzi uses a wheelchair. Draw Lupita and Yaretzi playing ball.

Lupita and Yaretzi at recess

Body Can Charades

Act it out with no words. Guess! Then everyone says, “Bodies can ____!”



1. Turn your head like a penguin.



2. Clap like a seal.



3. Stomp like an elephant. Seated: tap your knees.



4. Hop like a frog. Seated: bounce your fists.



5. Stretch tall like a giraffe. Seated: reach up.



6. Wave your arms like a monkey.



7. Move slowly like a turtle. Seated: creep your fingers.



8. Breathe in like a balloon. Blow out slowly.

Every move Stand or sit: you choose!



Stand and move.



Sit and move.



Roll and move.



Bodies move in many ways, and that’s okay!

My Amazing Body

Mi cuerpo increíble

Family letter · Carta para la familia · Grades K-1 · Grados K-1



ENGLISH

Dear Family,

This week, your child's class had a lesson about **what bodies can do** with the school counselor. We named the five senses, learned four ways to take care of bodies, and talked about how bodies are different, and that's okay. Glasses, hearing aids and wheelchairs help bodies do amazing things.

WHAT WE LEARNED

Five senses: see, hear, smell, taste, touch · **Bodies need care:** sleep, move and play, wash hands with soap, drink water · **Bodies are different, and that's okay.**

TRY THIS AT HOME

1. On a walk or at the park, play "Five Senses": take turns naming one thing you see, hear, smell or touch.
2. Wash hands with soap together for about 20 seconds, about as long as singing the ABC song.

TALK ABOUT IT AT HOME

"What are some amazing things bodies can do?"

Your child may bring home a worksheet about Lupita and her friend Yaretzi. Ask your child to name the five senses.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **lo que puede hacer el cuerpo** con la consejera escolar. Nombramos los cinco sentidos, aprendimos cuatro maneras de cuidar el cuerpo y vimos que todos los cuerpos son diferentes, y eso está bien. Los lentes, los aparatos auditivos y las sillas de ruedas ayudan al cuerpo a hacer cosas increíbles.

LO QUE APRENDIMOS

Los cinco sentidos: ver, oír, oler, saborear, tocar · **El cuerpo necesita cuidado:** dormir, moverse y jugar, lavarse las manos con jabón, tomar agua · **Todos los cuerpos son diferentes, y eso está bien.**

PARA PRACTICAR EN CASA

1. Durante una caminata o en el parque, jueguen a "Los cinco sentidos": túrnense para nombrar algo que ven, oyen, huelen o tocan.
2. Lávense las manos con jabón juntos durante unos 20 segundos, más o menos lo que tardan en cantar la canción del abecedario.

PARA PLATICAR EN FAMILIA

"¿Qué cosas increíbles puede hacer el cuerpo?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Lupita y su amiga Yaretzi. Pídale que le diga cuáles son los cinco sentidos.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar