

Unit of Practice (UOP)

***UOP Title :** My Body Mi Cuerpo

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School District: Glendale Elementary School District

Time Frame five days a week for two weeks

30-45 minutes per day may be adjusted for full day or half-day classes

*Subject:

Any Subjects

Literature

Languages

Math

Science

Social Studies

English/Language Arts

Philosophy/Psychology

Art/Music

Career/Vocational

Sports/Games/PE

Technology

Special Education

Gifted

BLE/ESL

*Level:

Preschool

High School

Primary

College

Intermediate

Adult

Middle School

Professional Development

***Adaptation:** BLE/ESL Gifted Special Education

Prerequisite Skills/Knowledge:

This is a unit that will be used at the beginning of kindergarten and first grade. Children enter with a variety of skill and knowledge levels.

*Abstract/Snapshot/Summary:

This unit is primarily for second language learners. It will help kindergarten children and first graders, under seven years of age, prepare for their language assessment skills test. Several academic standards are addressed in this unit. The Arizona Academic Standards addressed are from the foundations and readiness areas. These standards include health and physical education, science, technology, language arts and music. TESOL (Teachers of English to Speakers of Other Languages) standards are also included in this unit of practice. The students will acquire knowledge by communicating about basic technology components, by using computers, VCR, audio tapes, video camera and a digital camera, by identifying and naming exterior parts of the body, and by drawing and using English to communicate in the content areas in order to interact in the classroom. A variety of hardware and software is used in this UOP.



* **Standards :**

Content Areas

Health/PE:

1CH-R3.. Identify basic anatomy (e.g., legs, arms, hands, feet)

P0 1. Name body parts by teacher illustration

P0 2. Locate at least five out of seven body parts illustrated

Technology:

1T-R1.. Communicate about basic technology components using developmentally appropriate and accurate terminology

P0 1. Use basic vocabulary related to the use of technology (e.g., mouse, keyboard, monitor, toolbar, menu, window, folder, icon, spreadsheet, word processor, cassette player, CD player versus DVD versus video tape, video camera)

1T-R2. Use input devices and output devices successfully to operate computers, VCRs, audio tapes, and other technologies

P0 1. Demonstrate start up and shut down procedures of basic technology components computers, tape recorders, cassette players, VCRs

P0 2. Use devices to complete a task (e.g., mouse, keyboard, printer, remote control, microphone)

2T-R1. Work cooperatively and collaboratively when using technology in the classroom

P0 1. Demonstrate respect for other students while using technology (e.g., take turns, share resources)

Music

1AM-R1 Sing/play a variety of songs.



Language Arts

LS-F52. Follow simple directions.

LS-R4. Listen and respond to stories, poems, and non-fiction.

LS-R5. Participate in group discussions.

W-R1. Relate a narrative, creative story or other communication by drawing, telling and writing

P0 1. Create a narrative by drawing, telling and/or emergent writing

P0 2. Create a story by drawing, telling and/or emergent writing

P0 3. Create a message by drawing, telling and/or emergent writing

TESOL (Teachers of English to Speakers of Other Languages):

Goal 2, Standard 1

- to use English to achieve academically in all content areas:
Students will use English to interact in the classroom.

Goal 2, Standard 3

- to use English to achieve academically in all content areas:
Students will use appropriate learning strategies to construct and apply academic knowledge.

Outcomes/Objectives:

The students will identify 15 to 20 body parts required for achieving success on the Language Assessment Skills test.

***Invitation/Essential Question:**

Do you know how to build Joe/(Jo) (insert other name) from head to toe? Students will complete first task: draw a picture of a boy or girl.

***Situations/Learning Environments:**

This unit will be conducted primarily in the classroom. Students will work within a half day kindergarten class. Tasks will be completed over a two week period, five days a week for thirty to forty-five minutes each day.

***Interactions :**

Students will be working:

- independently
- in small groups with partners in whole group
- with school-to-home projects



The teacher and the assistant will be:

- facilitating groups
- intervening when needed assisting with computer center
- assisting students with digital and video cameras

There may be some differentiation to allow for a variety of abilities and learning styles.

***Tasks/Procedures/Activities:**

Day 1

Introduction to Unit	Materials	Standard
1. PreTest: Students will be asked to draw a person from head to feet. Draw as many parts as you can. (Independent activity)	Paper Pencil	
2. Teach use of cassette player. Play, pause, stop, and rewind. (Whole group)	Cassette player Cassette tape	1T-R1 1T-R2
3. Using cassette player, teach Johnny song and dance.(Whole group)	Cassette player Vol. 4 – Orozco	IAM-R1 1T-R2
4. Read and discuss Head to Toe. (Whole group)	<i>Head to Toe</i> by Eric Carle	LS-R4 LS-R5

Day 2

1. Review use of cassette player. (Whole group)	Cassette player	1T-R1
2. Sing and dance – Johnny (Whole Group Lesson)	Vol. 4 –Orozco	1CH-R3 1AM-R1



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|---|--|----------------|
| 3. Teach use of CD-Rom.
Inserting disc, start game.
(whole Group) | Computer | 1T-R2 |
| 4. Play Body Parts Game on CD.(Partners) | KidSpeak English CD
KidSpeak Spanish CD | 1T-R2
2T-R1 |

Day 3

- | | | |
|---|------------------|--------|
| 1. Teach song: Head, Shoulders, Knees and Toes. (Whole group) | Macmillan p. 281 | 1AM-R1 |
| 2. Review computer use. (Whole group) | | 1T-R2 |
| 3. Stamp a man/woman or face. (Independent) | KidPix | 2T-R1 |
| 4. Print the person or face. (Independent) | | |

Day 4

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|---|---------------------------------|-------------------------|
| Photo Face/Body Puzzles | Materials | Standard |
| 1. Teach use of digital camera | Digital camera | 1T-R1
1T-R2
2T-R2 |
| 2. Take pictures of each other. (Partners) | | |
| 3. With help of computer teacher, print photos. (with Assistant/teacher) | Computer paper | |
| 4. Glue on tag board.(Partners) | Tag board
Glue | |
| 5. Laminate.(Assistant/Teacher) | Laminator | |
| 6. Cut into puzzle pieces and place in envelope. (Independent) | Sissors
Envelopes
pencils | |
| 7. Exchange with others at tables and build puzzles. (Small Groups/Partners or Independent) | | |



Day 5

Making Faces/Bodies	Materials	Standard
1. Teach use of VHS and VCR remote controls. Play , pause, stop,rewind. (Whole group)	TV-remote VCR – remote VHS - tape	1T-R1 IT- R2
2. Following instructions on video, draw people heads and bodies. Present to whole class with student using remote control. (Independent drawing)	Video- <i>Wow! You're a Cartoonist</i> by Jim Henson	

Day 6

1. Read the poem *Boa Constrictor* (Whole Group) *Where the Sidewalk Ends* by Shel Silverstein LS-R4
2. With children, extend poem. Teacher-write suggestions on board or chart paper. (Whole Group, then small groups).
For example:
Oh, no. It's got my foot.
Get with the beat, he'll eat your feet.
Oh, Meg! He's eating my leg.
Oh man, it's eating my hand.
Oh, what a digger. He's got my finger.
Oh darn, it's got my arm.
Yeo-ow, it's got my mouth.
Don't doze or it'll get your nose. Oh dear, it's eating my ear.
And now, it's got my hair.
Oh my, it got my eye.
3. Make *Boa Constrictor-Cut and Paste* (Independent or Small Groups) Clip art or magazine clipping body LS-FS2
LS- R4



parts – glue each part on separate plates, glue plates together to make snake, last plate- snake head with big mouth, students who are able- label body parts and help others who want to label.
Note: may use picture dictionaries. (Partners)

Day 7

First time use is with teacher direction. Then students work independently or with a partner.

1T-R1

2T-R1

1. Access teacher-made launch page.
2. Students choose graphic that takes them to teacher selected website.
3. For example, students complete Head, Shoulders, Knees and Toes song and activity at www.uptototen.com

Click on Boowa & Kwala
Then click on songs – then “Head, Shoulders”.

4. Several good sites for student use are listed at the end of this UOP.

Note: Teacher must set up and be sure launch page works correctly well in advance.



Day 8

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|---|-----------------|----------------|
| 1. PostTest:
Students will
be asked to
draw a person
from head to
feet. Draw
“Joe” from
Head to Toe.
Draw as many
parts as you
can. (Partners –
substitute name
of partner)
(Independent
drawing) | Paper
Pencil | 1T-R2
2T-R1 |
|---|-----------------|----------------|
2. Prepare video presentation.
(small groups with teacher or assistant)
“body Parts is the Name of This Game.
I can name _____#
body parts. In groups of 4 students:
1. make a plan for video
 2. practice
 3. shoot video

Day 9

- | Class Book | Materials | Standard |
|--|-----------|----------------|
| 1. Make a class book with post-test drawings.
(Whole group) | | 1T-R1
1T-R2 |
| 2. Make cover, title page, dedications, etc.
(Small groups or partners) | | |
| 3. Continue video taping.
(With teacher/ assistant help) | | |

Day 10

- | | |
|--|-------|
| 1. Present video and class book to other classes.
(Whole group) | 2T-R1 |
|--|-------|



2. Complete pupil survey
Circle happy or sad
face – questions about
the unit – questions
about specific tasks
(Independent)

***Tools and Resources:**

Number of computers: 2

2 iMacs

Television

VCR

VHS Tapes JIM HENSON-

Play-Along Video: Wow, You're A Cartoonist! Making Faces/Bodies

Lorimar Video

17942 Cowan

Irvine, CA 92714

- Internet

- Software:

CDs

KidSpeak English by Transparent Language

www.transparent.com

KidSpeak Spanish by Transparent Language

www.transparent.com

About Me by Kaplan Companies, Inc.

1310 Lewisville-Clemmons Rd..

Lewisville, NC 27023

KidPix by Broderbund Software Inc.

- Books

Head to Toe

Eric Carle

Where the Sidewalk Ends

Shel Silverstein

Hands

Lois Ehlert

My Hands

Aliki

Hands

Jane Yolen

Teacher Manual/Guides

Toddler Pre-School Level 2 by Diana Rosemarie Diaz Voss

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Music

Music and You Grade K
Macmillan Publishing Co.
866 third Avenue
New York, New York 10022

Latin American Children's songs, Games and Rhymes Jose Luis
Orozco
Vol. 1, Vol. 4, and Diez Deditos
Arco Iris Records, Inc.
P.O. Box 7428
Berkeley, CA 94707
(510) 527-5539

URLs

Teacher Use:

<http://atozteacherstuff.com/lessons/BodyParts.shtm>

<http://atozteacherstuff.com/lessons/SpanishHeadShoulders.shtml>

<http://kislanguarts.about.com/cs/songsandmusic/?once=true&>

<http://www.lessonplanspage.com/MathMusicHokeyPokeyShapesIdeaPK.htm>

Student Use

www.uptoten.com

<http://www.mamalisa.com/>

<http://members.home.com/veeceet/>

Supplies:

construction paper	pencils
cassette player	cassettes
VCR	VHS tapes
paper plates	glue
scissors	markers
crayons	butcher paper
computer paper	magazines



* **Assessment:**

Use the rubric to assess student's progress in conjunction with daily and weekly checks of portfolio containing a variety of work from this unit.

Adaptations/Modifications for Differentiated Instruction:

BLE/ESL: This unit was specifically designed for use with second language learners. The tasks included require the teacher to use the following learning strategies:

- TPR (Total Physical Response)
- hands-on activities
- kinesthetic (movement)
- modeling visuals
- direct verbal instruction
- manipulatives cooperative learning groups

* **Project:**

Video Presentation .Students will present their “Body Parts Game” to other preschool, kindergarten and first grade classes.

Class Book .Use the students' post-test final drawings to make a class book to be shared with the other kindergarten classes.

The students will also share the class book and their videos with their parents on Parent Night.

* **Instructor's Notes:**

Preparation: It is extremely important to have all materials and equipment assembled and ready to go. Be sure to check equipment and make sure it is working properly.

There are many books that could be used in conjunction with this unit. A few are listed in the book section.

Web sites that are listed are those that have been used or could be used during this unit. Each teacher must choose what sites would be best for their particular class situation.

