

# Theme: My Body! Week 1

This document contains all of the activities for the theme My Body “for the age group “Big Kids.”

Have fun!

Questions or comments? Please email us at

[playconnecttoday@gmail.com!](mailto:playconnecttoday@gmail.com)

All activities require adult supervision!

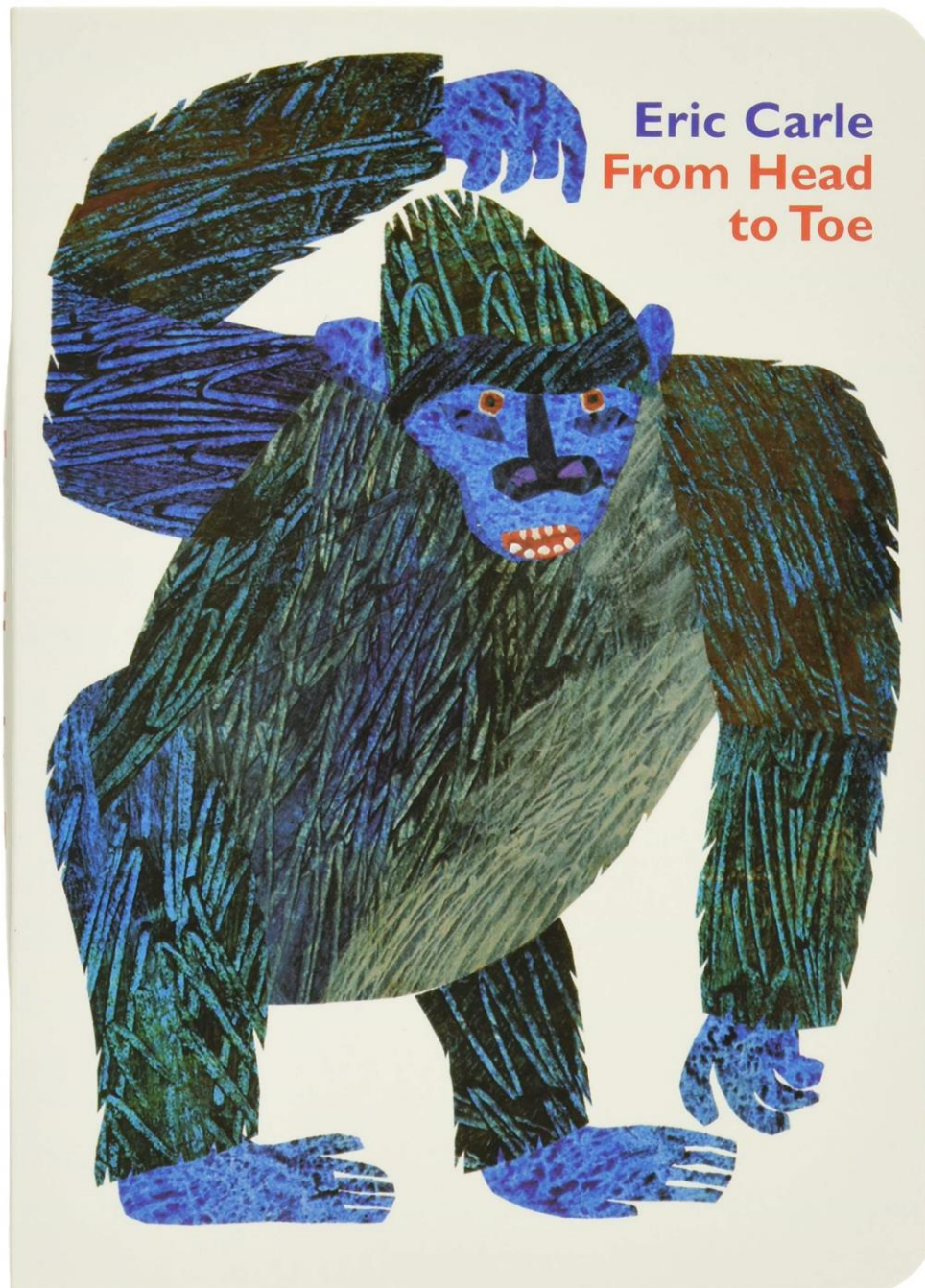
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\*Clip art images taken from: <https://publicdomainvectors.org> and <https://clipartsearch.freebusinessapps.net/>

\*Images used from: unspash.com

# Book Suggestion

(We highly recommend checking your local library for this book, however if you cannot find it-please see link on our “Theme extras” web page to purchase if desired or find another book that showcases my body)! -We suggest using the same book for two weeks as this really helps children gain reading comprehension of the book!



# Song Suggestion

## I Can Move My Body

*Written by: Play Connect LLC*

I can move my body all around  
I can even do it without making sound!

I can move my arms high in the sky  
I can jump my legs from side to side  
I can wave my hands as people go by

I can move my body all around  
I can even do it without making sound!

I can wiggle my toes in the sand  
I can nod my head to the beat of the band  
I can smile my mouth nice and wide  
I can push it down low when I cry

I can move my body all around  
I can do it, can you without making sound?!

# Simple Vocabulary Words

These are optional vocabulary cards to show your child before reading the story to help with understanding. It is also a great idea to point out the words while reading the book!



HAND



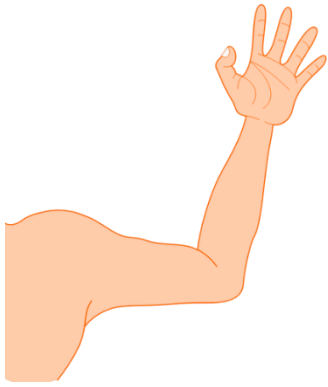
FOOT



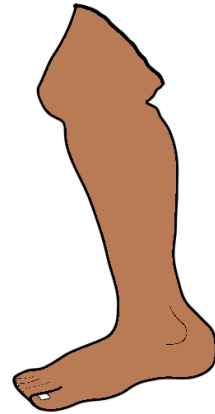
FINGERS



TOES



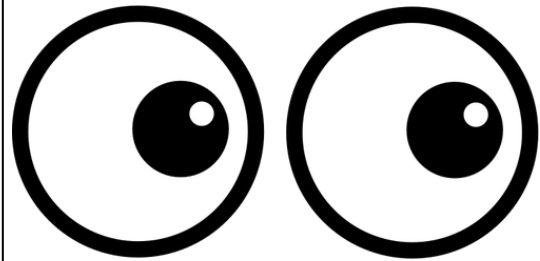
**ARM**



**LEG**



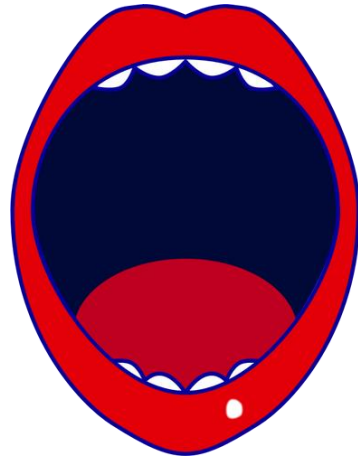
**HEAD**



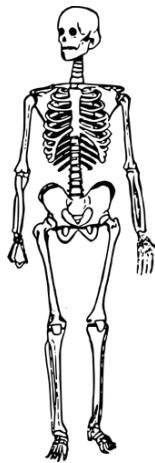
**EYES**



**NOSE**



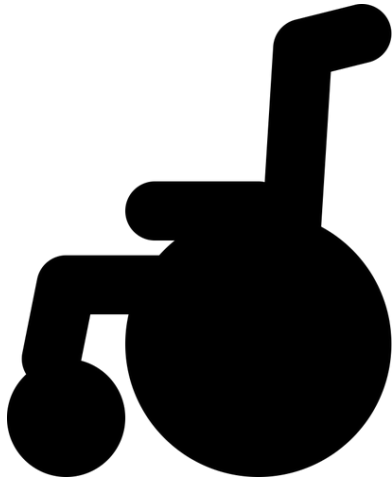
**MOUTH**



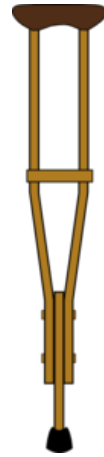
**SKELETON**



**TEETH**



WHEELCHAIR



CRUTCH



CANE

# Art Project:

## Outlining my Body

### What you need for this activity:

\*Sidewalk chalk

### Directions:

\*For this activity your child will draw themselves!

\*To start ask you child(ren) to lay down on the pavement, face-up. Then trace them using the chalk.

\*\*Depending on the age of your child(ren), they may be able to trace each other which is a great fine motor activity as well!

\*Once their “outline” is complete, have them color themselves in, adding whatever body parts they know!



# Pre-Writing Activity:

## Horizontal lines

### What you need for this activity:

- \*Tape (we recommend painter's tape)
- \*Small items of choice

### Directions:

- \*This activity will allow your child to work on their understanding of horizontal lines, an important line to understanding when learning to form letters!
- \*To begin, ensure that your child understands what a horizontal line is – if they do not show them some examples. Perhaps you have a piece of clothing with horizontal lines or pillow etc.
- \*Then, ask them to form a horizontal line on the ground using the tape, encourage them to make it as straight as possible. (If you do not wish to use tape, they may form a horizontal line with sidewalk chalk on the pavement).
- \*Following this, ask them to walk on the line, then lay on the line, finally have them cover the line with the small items.
- \*To push this activity further, have them walk around (wherever you are) and find horizontal lines.

# Math Activity:

## Our hands can make patterns!

### What you need for this activity:

- \*Hand patterns page
- \*Child-safe scissors
- \*Non-toxic glue
- \*Multiple children (or child and adult)

### Directions:

\*This activity will ask your child to work with their pattern abilities. As this activity is for the beginning of the (school) year, we will only focus on abab patterns to start. If you feel your child is ready, you may, of course, ask them to create more challenging patterns.

\*Have your child complete the pattern hands page.

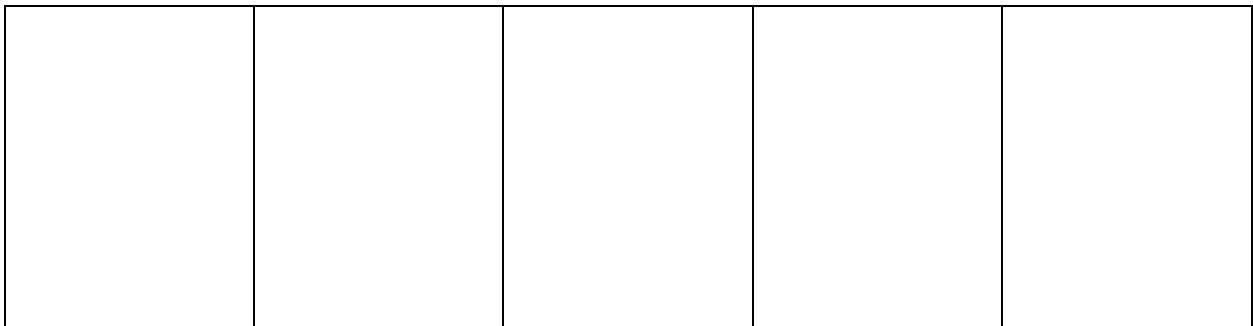
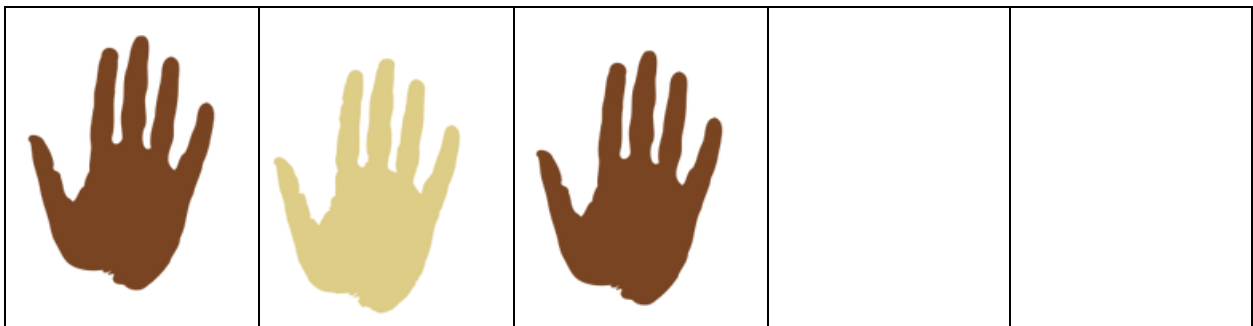
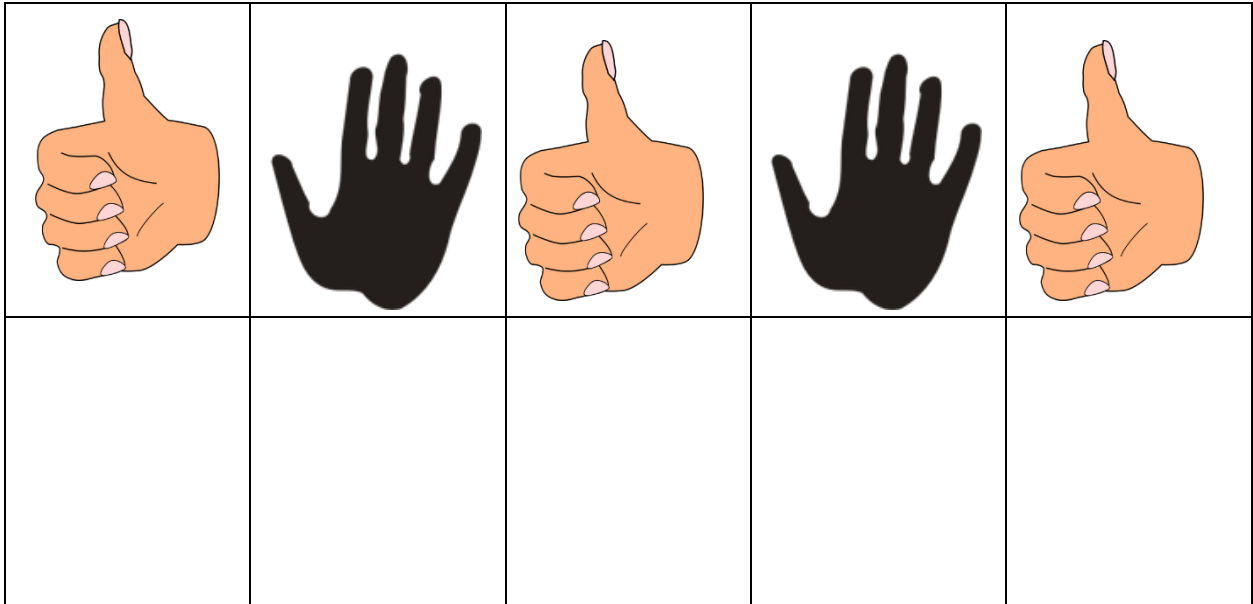
\*Then create patterns with the hands of the people who are present. For example: mom's hand, child's hand, mom's hand, child's hand. \*\*This is where you could push your child further perhaps: child's hand, child 2's hand, dad's hand, child's hand, child 2's hand, dad's hand.

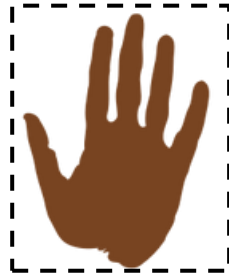
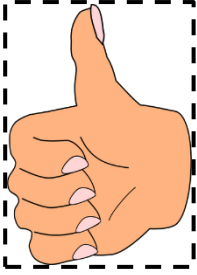
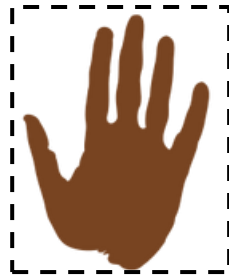
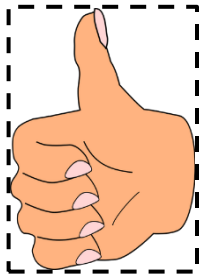
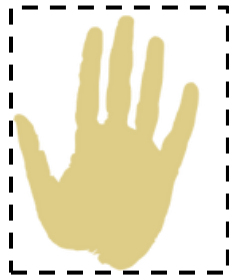
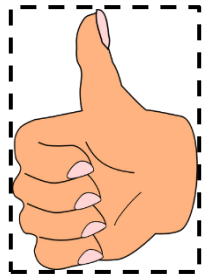
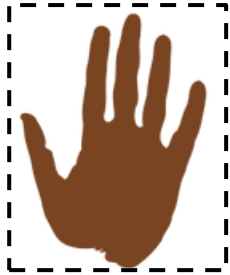
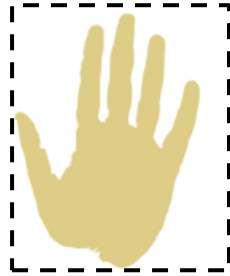
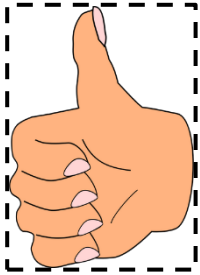
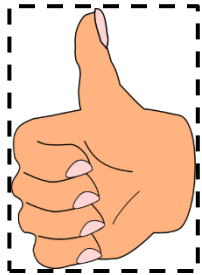
# Hand Patterns

Copy the patterns you see in the first set

Complete the pattern in the second

Form your own in the third.





# Language Activity:

## I am special

### What you need for this activity:

- \*Blank piece of paper
- \*Coloring utensils

### Directions:

\*For this activity, your child will utilize their ability to describe utilizing oral language. This activity also encourages dictation which is an important step in the pre-writing process.

\* To begin, have your child draw a picture of themselves, as detailed as they are able to make it. While they are drawing encourage them to think about what makes them special: are they funny? do they like to dance? Are they a good friend?

-Try to include this attribute in the picture.

\*\*Then have them describe to you what they drew. If they are able to have them write the words "I AM SPECIAL." They can either form the letters on their own or trace (after the adult makes dashed lines aka, I AM SPECIAL. Then have them dictate to you what makes them special!

\*If done in a group setting, the child can then share with the others.

# Science Activity:

## My Teeth

### What you need for this activity:

- \*Mirror
- \*Clean hands
- \*Animal images (optional)

### Directions:

- \*For this science activity your child(ren) will learn about their teeth!
- \*To start – make sure each child participating in this science activity washes their hands well as they will be sticking their fingers into their mouths!
- \*Then, ask them to open their mouths REALLY wide and look inside using the mirror. Have them observe their teeth, what do they feel like, what do they look like? Are they sharp, or flat or, both?
- \*After they are done looking at their teeth, tell them they should feel two main types: flat and pointy. This is because they are *omnivores*. Which means they can eat meat and plants.

Sharp Teeth: for meat

Flat teeth: for plants

Animals who have only flat teeth are herbivores. Animals who have sharp teeth are carnivores.

# Animal Teeth Guess Sheet

Look at the animals below

Which teeth do you think belong to them?



Herbivore



Carnivore



Omnivore



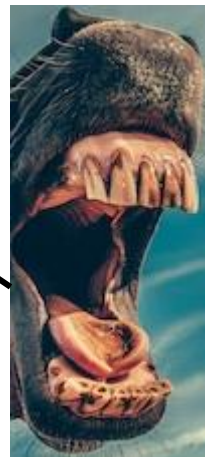
Answers:



Herbivore



Carnivore



Omnivore

