

# Identifying Body Parts

## Learning Objectives

- I can identify major body parts. (SOL K.1a)

K.1 The student will identify and describe key health and safety concepts.

## Body Systems

- a. Identify major body parts (e.g., head, torso, arms, legs, hands, feet, muscles, bones).

## Teacher Notes

- Use visual aids- posters, interactive charts
- Vocabulary word wall- head, torso, arms, legs, hands, feet
- Muscles- bicep, triceps
- Bones- tibia, femur, cranium, ribs, clavicle

## Lesson Steps

### *Step 1 (Engage learners/access prior knowledge)*

- What are some of the body parts? Can you name them?

### *Step 2 (New information – direct instruction/teacher-facilitated learning)*

- Explain the different body parts using a picture diagram to help students understand where they are located. Help students to understand that each body part is important, and they support each other. Let them know body parts depend on each other to move.
- YouTube video to help students learn the bones:  
<https://www.youtube.com/watch?v=vRuh9aBwUdM>
- Explain to students that bones are hard on the outside but soft on the inside. Bones protect the inside of our bodies, the skull protects the brain, and the ribcage protects the heart and other organs. Drinking milk makes our bones strong. Can you feel your bones under your skin? Instruct the children to feel their hand, arm, and rib bones.
- Explain to students why muscles are important and how they protect the bones in the body. (Use a muscle diagram to help student know 4 muscles on their body located and how they use them every day.)

### *Step 3 (Application – how student will apply/practice new learning)*

- Simon Says game with body parts and bones. (Touch your ribs, head, tibia, cranium, arms, legs)
- Label body part activity. Students will work individually using body parts to label the diagram. [body parts.docx](#) [body parts.docx](#) (see below)

**Assessments**

KG (SOL K.1a)

Complete the sentences.

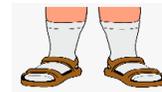
1. I have \_\_\_\_\_ eyes.



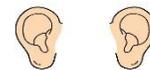
2. I have \_\_\_\_\_ nose.



3. I have \_\_\_\_\_ legs.



4. I have \_\_\_\_\_ ears.



**Extensions/Connections**

The Human Skeleton: AMAZING FUN FACTS Educational Videos For Kids-

<https://www.youtube.com/watch?v=gPbF-Edpx64>

Move your Body - Fun Song for Kids- <https://www.youtube.com/watch?v=xIlrLHKSLY>

**Resources/References**

- Brain Breaks - Action Songs for Children - Move and Freeze - Kids Songs by The Learning Station - <https://www.youtube.com/watch?v=388Q44ReOWE>



**Handout**

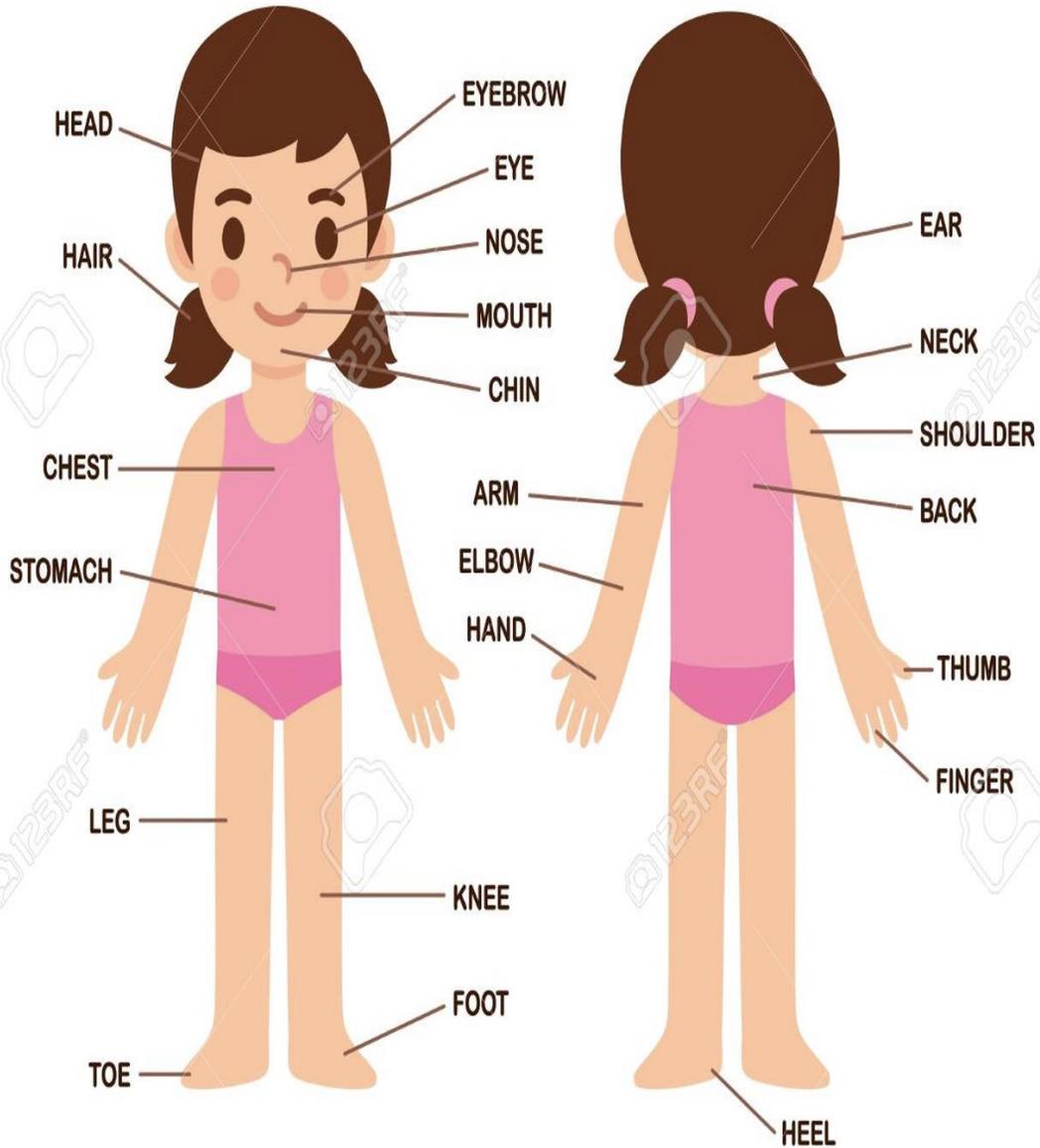
See next page(s) for any handout(s). Design for print and/or providing electronically.

Body parts - [body part diagram.docx](#)

Bones Diagram -- [Bones Diagram.docx](#)



# PARTS OF THE BODY



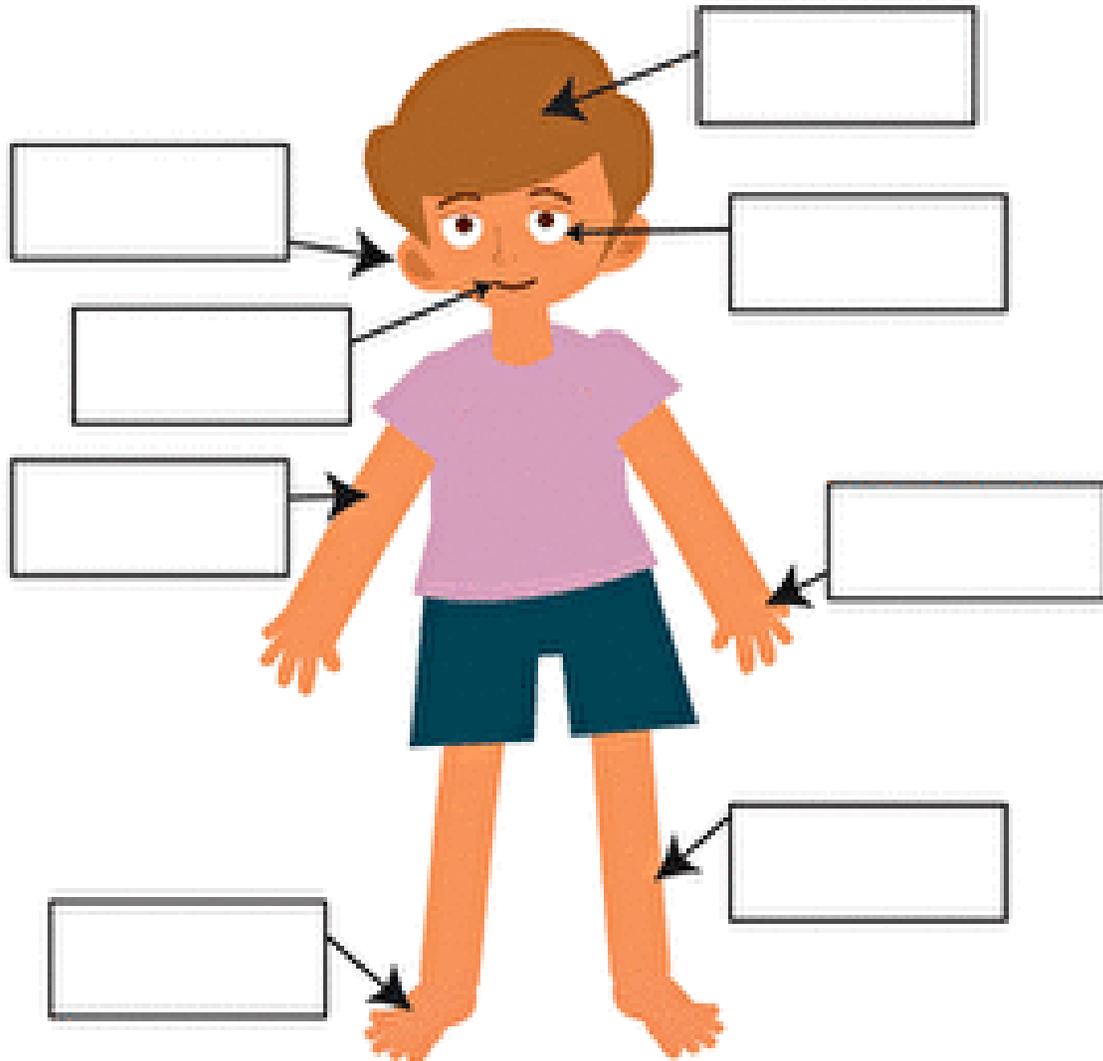


Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Label the Body Parts

Cut out each word and match it to the correct body part.



hand	leg	eyes	ears
head	arm	mouth	foot





## Bones Diagram

