

LESSONplan

CHAPTER 13



LESSON PLAN I

Unit: HEALTH

Suggested Themes: My Family, Myself, Being a Friend, Showing and Sharing My Feelings

Theme: Showing and Sharing My Feelings

Age-Appropriate: Preschoolers. If handled correctly even toddlers can benefit.

Objectives: Children will be able to identify the feelings they experience. They will demonstrate different ways to express their feelings.

Materials: Marking pens and paper; books; magazines; finger paints and paper; paints and paper; play dough; cut-out cardstock circles 3 to 4 inches in diameter

Lesson: Talk with children about feelings. Read book *Feelings: Inside and Outloud Too*. Discuss book. Have children practice feelings on their faces as you read the book. Talk about ways to verbalize feelings like singing, yelling, and so forth.

Talk about positive ways that children might express anger (punching bag, play dough, painting, and so forth). Talk about inappropriate ways to express emotions (biting, kicking, hitting, and so forth). Show pictures from magazines or books and have children identify feelings. Let children have free time to express a feeling they have had. This can be done by drawing a happy picture, drawing or painting faces to match moods, picking out a magazine picture, or making a finger paint to match a mood. Some children may have difficulty with this concept, whereas others will easily be able to do it.

Follow-Up: Provide more books on feelings for children to read. When reading any book where a feeling is shown, note that feeling and the expression, and ask children to tell you what it is. Have materials available for children to make a mobile with circles on which they can draw faces, or have them cut out faces with feelings that express a range of emotions. Make a learning card to give to parents that explains the importance of encouraging children to express their feelings in socially accepted ways.

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LESSON PLAN 2

Unit: HEALTH

Suggested Themes: Doctor Checkups, A Visit to the Dentist

Theme: A Visit to the Dentist

Age-Appropriate: Toddlers and preschoolers

Objectives: Children will identify reasons why healthy teeth are important and be able to demonstrate how teeth can be kept healthy.

Materials: A new toothbrush for each child (supplied by dentist); clothing to emulate dentist uniform for the dramatic play area; books; bulletin board on dental health

Lesson: Have a dentist come visit children. A toothbrush is given to each child. Dentist explains how to brush teeth. Children do a “dry” run with toothbrushes. Dentist talks about what he/she does when children visit. After dentist leaves, children brush teeth with water in bathroom. Reinforce proper toothbrushing techniques. Put each toothbrush in a baggy and place in each child’s cubby.

Follow-Up: Read *Doctor De Soto* about a mouse who is the dentist to a number of different animals. Talk about how different the teeth are. Talk about how they would brush teeth. Discuss other ways to help keep teeth healthy, such as good diet. Watch dramatic play for reinforcement. Give parents information sheet provided by dentist, or create one on proper brushing. Play the song “Brush Your Teeth” by Raffi.

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LESSON PLAN 3

Unit: HEALTH

Suggested Themes: What is a Germ? Wash Those Germs Right Off of Your Hands! Keeping Food Safe. What Is an Immunization?

Theme: Wash Those Germs Right Off of Your Hands!

Age-Appropriate: Toddlers, preschoolers and school-age. Toddlers may not understand, but they are sensory and will wash hands properly with encouragement and reinforcement.

Objectives: Children will be able to demonstrate how and identify when to wash their hands.

Materials: Plaster of Paris; magazines; books; sink, liquid soap; bulletin board on hand-washing procedures with pictures of when to wash

Lesson: In circle or group time, discuss germs. Read *Germs Make Me Sick!* Discuss the importance of hand washing and the occasions for which hands should be washed. Demonstrate how to wash hands. Have children show you how to wash hands. Move into bathroom area with sinks or the classroom sink. Show children how you wash your hands. Sing “This is the Way We Wash our Hands” (“All Around the Mulberry Bush” tune) as children show the teacher how hands should be washed. Correct if necessary. Query as to when hands should be washed.

Follow-Up: Make plaster of Paris handprints for children to take home. Have children wash hands at appropriate times. Do several finger plays, including “My Hands” (Herr & Libby, 1995). This makes children more aware of their hands. See whether they can add a line to the finger play that indicates hand washing and the importance of it. Hand out parent information sheet or learning card so parents are aware of correct procedures and times for children to wash their hands.

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LESSON PLAN 4

Unit: HEALTH

Suggested Themes: Keeping My Body Healthy, Getting Enough Sleep, Taking Care of Myself When I Am Sick, How Do I Feel?

Theme: Taking Care of Myself When I Am Sick

Age-Appropriate: Preschoolers

Objectives: Children will be able to identify measures they can take to help themselves get well when they are ill.

Materials: Blankets and pillows, doctor kit, and so forth, for dramatic play area; books; paints, pens, and paper

Lesson: Have a nurse visit to explain what a child needs when she is sick. Talk about rest, drinking liquids, and taking the medicines the doctor gives. Discuss ways to rest, what drinks might be appealing, and how you never take medicine unless the doctor says you should. Also talk about preventing other people from getting sick by washing hands and not sharing cups.

Follow-Up: Read *Sick in Bed* and *Jordan's Silly Sick Day*. Let children play patient and nurse or doctor. Have children draw a picture of things they could do for themselves to make them well. Put a note on the bulletin board to parents on what was discussed today.

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LESSON PLAN 5

Unit: HEALTH

Suggested Themes: Hearing, Smelling, Seeing, Tasting; My Body and Its Parts; How Tall Am I? What Do I Weigh?

Theme: My Body and How it Works

Age-Appropriate: First- and second-graders

Objectives: Children will be able to identify the different parts of their bodies, what these parts do to help the body work, and what measures to take to keep their bodies healthy.

Materials: Handouts with different body parts and what they do; a video; books; butcher paper or other large sheets of paper

Lesson: Show the video *The Human Body for Children—All About Health and Hygiene* about the human body. Discuss it and have children point out some of the body parts. Read the book *My Own Human Body*. Using the book and handouts, go over each part of the body (one per day) and read or have the children read the handouts and then fill out the answers themselves.

Follow-Up: Have the children lie down on a piece of butcher paper and trace their bodies. Help them to mark several important areas such as the brain, the heart, the lungs, the stomach, and so forth, and then have them color the pictures, and hang them in the room. Discuss ways to keep the body healthy like plenty of sleep, good nutrition, good hygiene, and regular check-ups. Read *What Do You See with a Tail Like This?* and compare the animals' body parts to the human body.

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LESSON PLAN 6

Unit: HEALTH, MENTAL HEALTH

Suggested Themes: Good Mental Health, I Feel Good About Myself, I Am a Good Friend

Theme: I Feel Good About Myself

Age-Appropriate: First- and second-graders

Objectives: Children will use appropriate ways to share information about themselves and will be able to recognize their own unique personalities and talents.

Materials: Magazines, construction paper, glue, scissors; books; a white t-shirt or light colored shirt (used) brought from home that can be written on

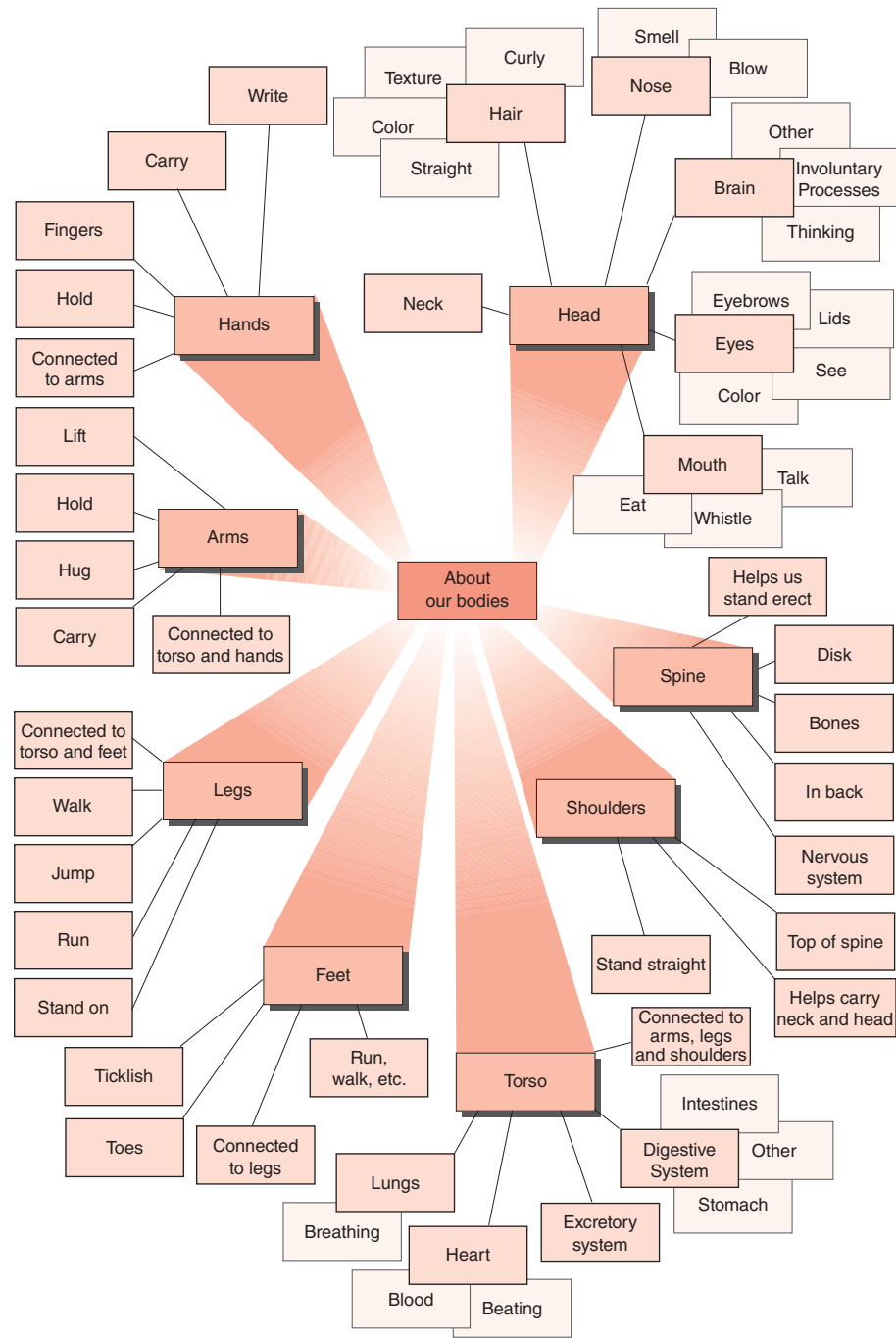
Lesson: Each child will be given a large piece of construction paper and some magazines to cut out pictures. They will select pictures to describe themselves in some positive way. Each child will create a collage and then put it up on the wall, unlabeled. Children will try to guess whom it is that the collage represents. Each collage will be identified by the student who made it and tell about what the picture is describing about him or her self.

Follow-Up: Read *Just Because I Am.* and discuss it. Leave the collages up for a week or two and have occasional discussions as to what else might be added to the list of good attributes. At the end of this time, have each child wear a shirt that can be written on and have three other students write the attribute of that child that they like the best, such as “Danny is funny” or “Mary is good at math” on the back of the shirt. Read these to each child so they know how they are valued by the other children.

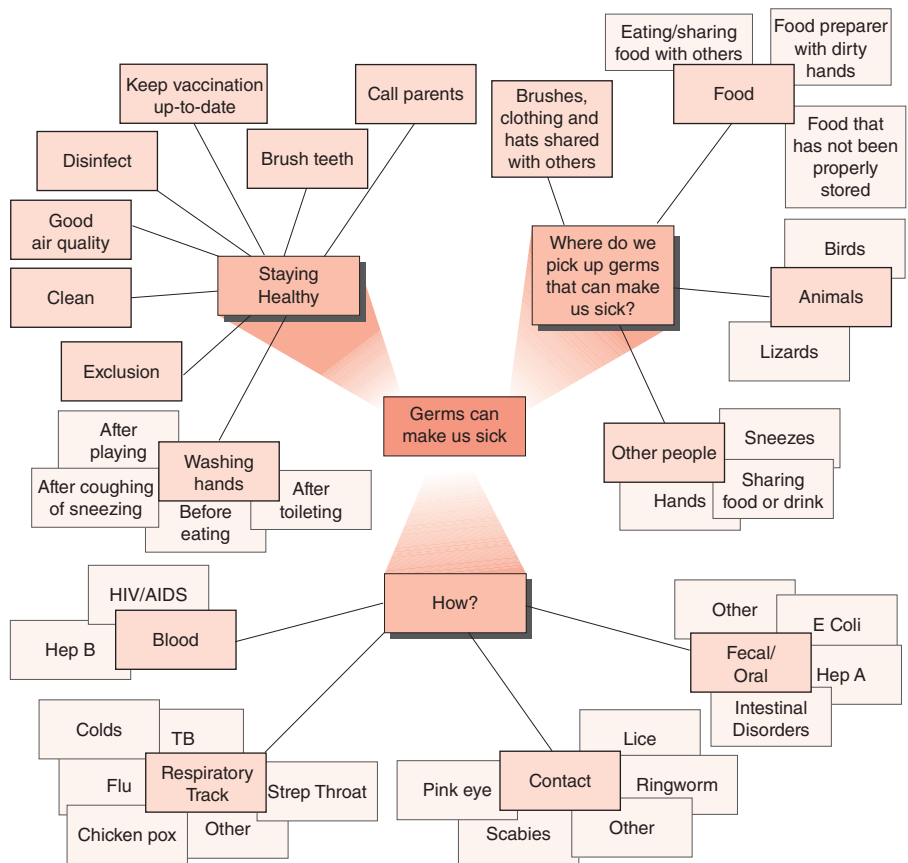
Topic Map for Teeth



Topic Map for Our Bodies



Topic Map for Germs Can Make Us Sick



Children's Books on Health Subjects

- Agassi, M. (2000). *Hands are not for hitting*. Minneapolis, MN: Free Spirit Publishing.
- Aliki. (1992). *I'm growing*. New York, NY: HarperCollins.
- Aliki. (1984). *My five senses*. New York, NY: HarperCollins.
- Allington, R., & Kriell, K. (1985). *Hearing*. Milwaukee, WI: Raintree.
- Banks, S., & Saunders, Z. (2005). *Sponge Bob goes to the doctor*. New York, NY: Simon Spotlight/Nickleodeon.
- Bermiss, A., & Wilson-Max, K. (2004). *Just for you! I hate to be sick*. Berkeley, CA: Teaching Resources.
- Berenstain, S., & Berenstain, J. (1999). *The magic school bus inside Ralphie: A book about germs*. Eddy, TX: Sagebrush.
- Berenstain, S., & Berenstain, J. (1988). *The bad dream*. New York, NY: Random House.
- Berenstain, S., & Berenstain, J. (1988). *Ready, set, go*. Exercise. New York, NY: Random House.
- Berenstain, S., & Berenstain, J. (1983). *The messy room*. New York, NY: Random House.
- Berenstain, S., & Berenstain, J. (1981). *Visit to the dentist*. New York, NY: Random House.
- Berger, M. (1995). *Germs make me sick!* New York, NY: HarperCollins.
- Berger, M. (2000). *Why I sneeze, shiver, hiccup, & yawn (Let's-Read-and-Find-Out Science 2)*. New York, NY: HarperTrophy.
- Brandenburg, F. (1979). *I wish I was sick, too!* New York, NY: Mulberry Books.
- Bridwell, N. (1996). *Clifford's sports day*. New York, NY: Scholastic Books. About exercise during a sports day.
- Cavizel, G. (2003). *My own human body*. Hauppauge, NY: Barron's Educational Series.
- Charlip, R., & Supree, B. (2001). *Mother, Mother, I feel sick, send for the doctor quick quick quick*. Berkeley, CA: Tricycle Press.
- Cole, J. (1994). *You can smell forever with your ear*. New York, NY: Grosset and Dunlap. Five senses.
- Collins, R. (2004). *Germs*. New York, NY: Bloomsbury USA Children's Books.
- Creative Group at PSS! (1996). *The boo boo book*. New York, NY: Putnam and Grosset.
- Cuyler, M. (2002). *Ah-Choo*. New York, NY: Scholastic Paperback Books.
- Demuth, P. (1997). *Achoo!: All about colds*. New York, NY: Grosset & Dunlap. A children's story that explains how germs spread diseases such as colds.
- Dunn, S. (1994). *Keeping fit*. Chicago, IL: Good Year Books.
- Durant, A., & Gliori, D. (2004). *Always and forever*. About grief and death and how to deal with it. San Diego, CA: Harcourt Children's Books.
- Ferrin, W. (2002). *Germs on their fingers*. The Wakefield Connection, Inc.
- Fontes, J. & Lee, J. *Jordan's silly sick day*. Danbury, CT: Children's Press.
- Fowler, A. (1991). *Feeling things*. Chicago, IL: Children's Press.
- Fowler, A. (1991). *Hearing things*. Chicago, IL: Children's Press.
- Fowler, A. (1991). *Seeing things*. Chicago, IL: Children's Press.
- Fowler, A. (1991). *Smelling things*. Chicago, IL: Children's Press.
- Frandsen, K. (1987). *I'd rather get a spanking than go to the doctor*. Chicago, IL: Children's Press.
- Freeman, L., & McCue, L. (2006). *Corduroy goes to the doctor*. New York, NY: Viking Juvenile Books.
- Gaspard, H., & Malvern, C. (2004). *Doctor Dan the bandage man*. New York, NY: Little Golden Books.
- Gordon, S. (2003). *Cuts and scrapes*. Danbury, CT: Children's Press.
- Gordon, S. (2003). *Keeping Clean*. Danbury, CT: Children's Press.
- Gordon, S. (2003). *Allergies*. Danbury, CT: Children's Press.
- Henkas, K. (2004). *Kitten's first full moon*. New York, NY: Greenwillow. A story of frustration for a kitten trying to get milk from the full moon and how the problem is solved.
- Jensen, P., & Hantel, J. (2006). *I am sick*. Danbury, CT: Children's Press.
- Katz, B. (1996). *Germs! Germs! Germs!* New York, NY: Cartwheel Books. A children's story about germs, from the germ's point of view.
- Leonard, M. (1988). *Getting dressed*. New York, NY: Bantam Books.
- Leonard, M. (1988). *Taking a bath*. New York, NY: Bantam Books.

- Little, J., & Plecas, J. (2003). *Emma's strange pet*. New York, NY: HarperCollins. About a little girl and her allergy to most pets and the new pet that her brother is jealous of.
- McMahon, K., & Goldberg, B. (2006). *Squeaky clean*. New York, NY: Random House.
- Numeroff, L. (1995). *Chimps don't wear glasses*. New York, NY: Simon & Schuster.
- Oremerod, J. (1983). *Be brave Billy*. London: J. M. Dent and Sons Ltd. Being brave about going to the doctor and the dentist.
- Oxenbury, H. (1983). *The check-up*. New York, NY: Penguin Books.
- Page, R., & Jenkins, S. (2003). *What do you do with a tail like this?* New York, NY: Houghton Mifflin. Goes through the body parts of different animals and explains how those parts function.
- Payne, L. M. (1994). *Just because I am*. Minneapolis, MN: Free Spirit Publishing.
- Polland, B. K. (1975) *Feelings: Inside and outloud too*. Berkeley, CA: Celestial Arts.
- Ready, D. (1998). *Dentists*. Mankato, MN: Capstone Press.
- Reasoner, C. (1995). *Little box book's first aid kit*. New York: Putnam and Grosset. Four small books including Stethoscope, Cough Syrup, Adhesive Tape, and First Aid Kits.
- Rey, H. A. (1973). *Curious George goes to the hospital*. Boston, MA: Houghton Mifflin.
- Rice, J. (1997). *Those mean, nasty, dirty, downright disgusting but invisible germs*. Saint Paul, MN: Redleaf Press. A little girl gets germs off her hands by washing them down the drain.
- Rice, J., & Stricklin, A. (1997). *Those icky sticky smelly cavity causing but . . . invisible germs*. St. Paul, MN: Redleaf Press.
- Rockwell, A. (1982). *Sick in bed*. New York, NY: Macmillan.
- Rogers, F. (1989). *Going to the dentist*. New York, NY: G. P. Putman and Sons.
- Rogers, F. (1986). *Going to the doctor*. New York, NY: G. P. Putnam and Sons.
- Romanek, T., & Cowles, R. (2003). *Achoo: The most interesting book you'll ever read about germs (mysterious you)*. Tonawanda, NY: Kids Can Press.
- Ross, T. (2006). *Wash your hands!* La Jolla, CA: Kane/Miller Book Publishers.
- Schweibert, P., & DeKlyen, C. (2001). *Tear soup*. Portland, OR: Grief Watch. Book about loss and how to deal with it.
- Sesame Street. (1985). *Sign language ABC with Linda Bove*. New York, NY: Children's Television Workshop, Random House.
- Silverstein, A., Silverstein, V., & Nunn, L. (1999). *Allergies*. New York, NY: Grolier Publishers.
- Simon, N. (1974). *I was so mad*. Morton Grove, IL: A. Whitman.
- Steig, W. (1982). *Doctor De Soto*. New York, NY: Farrar, Straus, & Giroux. Mouse dentist works on all kinds of animals.
- Verdick, E. (2006). *Germs are not for sharing*. Minneapolis, MN: Free Spirit Publishing.
- Weigelt, U., Kadmon, C., Kadmon, K., & Kazeroid, S. (2003). *Bear's last journey*. Norway: Nord-Sud Verlag.
- Wells, R. (1995). *Edward's overwhelming overnight*. New York: Penguin Books. Edward the unready bear has fears about spending the night with a friend.
- Wilson, K., & Chapman, J. (2007). *Bear feels sick*. New York, NY: Margaret K. McElderry.
- Yellen, J., & Teague, M. (2003). *How do dinosaurs get well soon?* New York, NY: Blue Sky Press.
- Ziefert, H., & Smith, M. (1988). *What do I hear?* New York, NY: Bantam Books.
- Ziefert, H., & Smith, M. (1988). *What do I see?* New York, NY: Bantam Books.
- Ziefert, H., & Smith, M. (1988). *What do I smell?* New York, NY: Bantam Books.
- Ziefert, H., & Smith, M. (1988). *What do I taste?* New York, NY: Bantam Books.
- Ziefert, H., & Smith, M. (1988). *What do I touch?* New York, NY: Bantam Books.