

4Cs Weekly Activities

4Cs Weekly Activities January 16 – January 20- Theme: Health & Wellness - Our Healthy Bodies

Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;">Literacy Activity</p> <p>ME AND MY AMAZIN BODY By Joan Sweeney and illustrated by Annette Cable https://youtu.be/IEbRZqwmwI8</p> <p>Can you name some of the body parts we learned today? What do they do?" Encourage children to name what they learned from the book. Talk with children about the parts of their bodies that are inside them, such as bones, muscles, and organs. You can also talk about ways to keep their bodies healthy (e.g., eating healthy food, and exercising).</p> <p>Ask children what they know about the benefits of exercise, and make a list of benefits they describe. Point out that exercise helps build strong muscles and bones, strengthens our hearts, and increases oxygen. People who exercise on a regular basis have a positive outlook on life. Explain that exercise keeps us fit. There are three elements of fitness: endurance, strength, and flexibility. Endurance allows us to run away from a classmate who is in a game of chase. Strength allows us to climb the jungle gym. Flexibility allows us to touch our toes. We need exercises that promote each of these elements.</p>	<p style="text-align: center;">Art Activity</p> <p>BODY AWARENESS DRWAING ON LARGE PAPER</p> <p>Materials needed: Large paper to trace children, Markers or Crayons.</p> <p>Have children lie down on a large sheet of paper and trace around the body with a crayon. Have children identify their body parts on the drawing. Then children can decorate their tracings with their names, body details, and labels of body parts.</p> <p>Children also can cut out pictures of various body parts from magazines. They can then glue them into a large, labeled sheet of paper to form a collage.</p> <p>Introduce children to this chant about the human body. Point to each body part as it is named and say: "Here are my ears." "Here is my nose." "Here are my fingers." "Here are my toes." "Here are my eyes, both open wide." "Here is my mouth, with white teeth inside." "Here is my tongue that helps me speak." "Here is my chin, and here are my cheeks." "Here are my hands that help me play." "Here are my feet for walking today." Encourage children to copy your movements and words as you say and act out this chant.</p>	<p style="text-align: center;">Science Activity</p> <p>HEALTHY EATING & FOOD PYRAMID</p> <p>FOOD AROUND THE WORLD By A. R. Schaefer https://youtu.be/qh7BpeGTDCa</p> <p>Materials: Food Pyramid from the book page #4 or attached picture, food magazines; scissors; glue; colored pieces of construction paper each representing the five colors of the food groups. Green (vegetable), red (fruits), blue (dairy), orange (grains), and purple (meat). Introduce and display the food pyramid. Discuss the food pyramid and point out that we need food from each category to help us grow and stay healthy. Then have the children cut pictures of foods that represent each one of the five food groups shown on the pyramid. Encourage children to compare and classify their photos with the examples that are already on the class pyramid. Invite them to glue their picture on the appropriate sheet of construction paper to create a class food pyramid. Reflect: Encourage children to share the rationale for where they chose to glue each food picture. Were their choices accurate?</p>	<p style="text-align: center;">Mat Activity</p> <p>HEALTHY FOOD ANCHOR CHART</p> <p>Create this healthy food anchor chart to teach what foods are healthy and not healthy for our body and teeth. Give students an opportunity to explore, examine, and collect data through investigations. Write students' ideas, and have students cut out items from magazines and place the items on the chart. Use the included food picture cards, empty food containers and/or use pretend food from the dramatic play center to sort food into healthy and unhealthy categories. Develop concept of three-dimensional shapes using food as models</p> <p>STRAW PYRAMID Create a pyramid from straws. Connect the straws with tape or play dough. Display the picture of the food pyramid on page 4 of the book. Discuss the geometrical attributes of a pyramid (triangles). Show the children the straw pyramid. Stand the pyramid on its square base and turn it around so that the children see all of the four triangular faces. Pick up the pyramid and show the children that its base is a square. During the lesson, as you are describing the attributes of a pyramid, trace around the edges</p>	<p style="text-align: center;">Social Emotional/ Movement Activity</p> <p>HEALTHY HABITS Teach the children an exercise that helps with each element of fitness discussed on Monday. Challenge them to touch their toes for flexibility, to perform jumping jacks for a minute for endurance, and to do push-ups to build strength.</p> <p>EXERCISE TIME ACTIVITY Materials: minute sand timer Direct the children to practice running in place for exactly one minute, Before they start, have them feel the rhythm of their heartbeat. Turn the timer over to indicate when to start, Immediately after the exercise, have the children feel their heartbeat again. Compare the before and after results of the experiment. Reflect: How did your heartbeat change? Was it beating faster or slower after running? Children can also pick a card, do the exercise and count how many times they can do the exercise before time is up.</p> <p>Have the children perform *Sometimes* (See below) Encourage them to really stretch each time the action rhyme asks them to stand tall and to fully relax when the rhyme says to be small. Explain that our muscles often hold our stress. When we become anxious about something, we tense our muscles. Remind them of the tight stretch they felt when they stood tall, Stretching and relaxing our muscles as we did when we performed the action rhyme helps remove the stress from our muscles. Teach the children a simple progressive muscle relaxation exercise, Have the children lie on the floor with their hands</p>



of its base and one of its triangular faces on a sheet of paper, Some children with visual impairments might not be able to distinguish these shapes just by looking at the replica you make from straws.



EXPLORING BODY SYMMETRY

Fold or draw lines vertically in the middle of body shapes from top to bottom. Talk about how both sides have one of each facial feature or appendage, and how each foot or hand has five of their own appendages.

A great book to use with this topic is **Seeing Symmetry** by Loreen Leedy.

over head and stretch as tightly as they can while inhaling. Instruct them to stretch even tighter by pointing their fingers and toes. Have them hold the stretch for four seconds and then exhale and release. As they exhale, suggest they soften their body until it feels like a puddle of water. Now have the children pull their knees to their tummies, wrap their arms around their knees, and pull their knees to their chest to stretch their backs and shoulders, Instruct them to rock from side to side. Release the stretch and repeat both stretches again.

Reflect: Ask children how they feel

SOMETIMES

Sometimes I am tall (Stand tall)
Sometimes I am small (Crouch low)
Sometimes I am very, very tall (Stand on tiptoes)
Sometimes I am very, very small (Crouch and lower head)
Sometimes tall (Stand tall)
Sometimes small, (Crouch low)
Sometimes neither tall nor small (Stand)