

MONICA

Promoting physical activity and describing the benefits in the early years is setting the foundation for a healthy life style in the future. Through dance and movement, young children learn face and body parts in a whimsical way with opportunities to integrate creativity in their play.

IN THE CLASSROOM

Draw a Face

Have students draw a face step by step following these instructions. 1) Sing one verse; 2) have the students move a specific part of their face; and 3) then have them draw that part on their face on a sheet of paper. Option: Students can draw their face on a paper plate. On the back of the plate they can dictate a sentence, for example, *"I like to move my eyebrows"*.

Listen, Draw and Talk

Have students fold a sheet of paper into four squares. Students listen and draw what the teacher instructs them to do. Provide crayons.

- #1 – In the first square draw a head.
- #2 – In the second square draw a mouth.
- #3 – In the third square draw a pair of hands
- #4 – In the fourth square draw a pair of feet.

Afterwards, have students respond using one of the following two options depending on their language and developmental level.

Option 1: Ask:

- Point to the first body part that you drew.
- What did you draw below the head?
- What color did you use to draw the mouth?
- Show me what you drew last.

Suggestion: Have students cut apart each drawing and they can show that body part.

Option 2: With a partner, have students elaborate on their responses. Ask:

- Show me how your head is moving.
- Did you draw a mouth with a smile or a frown? Why?
- What are your hands doing?
- Where are your feet going?

Dramatic Center: Doctor's Office

Set up a dramatic center that includes: a table for the receptionist, a sign-in sheet, a telephone, an appointment tablet, a calendar, two chairs, magazines, a stethoscope, bandages, band aids and other items that you would find in a doctor's office. Students role-play that they injured some part of their body (e.g. while dancing, walking, running, riding their bike). Students come into the doctor's office, sign their name, sit and browse through magazines while waiting their turn to see the doctor. Join in their play as they tell the doctor their malady and the doctor prescribes a remedy. For example, the doctor could recommend, "Let's place an ice pack"; "...give you a massage"; "...put on a band-aid".

Reading with Jose Luis

Enlarge the song either on chart paper or project it on a document camera. Point to each word and have the children follow along as you sing the song. Through repetition, the children will soon be reading the words on the chart. Different skills can be taught through these verses. Develop children's comprehension by asking questions such as: *What are some of the things that Monica can do? Why do people say 'U, la, la' when she goes by? How does she move her eyebrows? Do know someone like Monica? Tell me about her.*

Cloze Activity

Remind students that Monica has been dancing a lot throughout this song and she is bound to possibly get hurt. Elevate children's academic language by sharing many of the ways Monica could have injured herself. Here are some examples:

- Her eyes are swollen.
- She scraped her elbow.
- She sprained her wrist.
- She twisted her ankle.
- She hurt her hip.
- She hit her nose.
- Her hand fell asleep.
- She fractured her foot.

Write the following cloze sentence on a sentence strip: *My friend Monica cannot dance because _____*. Place it in a pocket chart. Have students substitute phrases that describe her injury. Echo read each sentence while pointing to each word. Use picture clues for each new phrase.

Create New Verses

Create new verses using the same tune. One idea is that other body parts can be substituted. Another idea is that due to the fact that she injured herself, then what will Monica need to do? Here are some possible verses. To reinforce rhyming make sure that the verses rhyme. Have fun with them!

Our friend Monica
Can't dance or move or sway.
Her hand feels kind of numb
She needs to rest today.
Rest today, rest today,
She needs to rest today.

Our friend Monica
Can't dance or move or sway.
She fell and sprained her knee
She needs to rest today.
Rest today, rest today,
She needs to rest today.

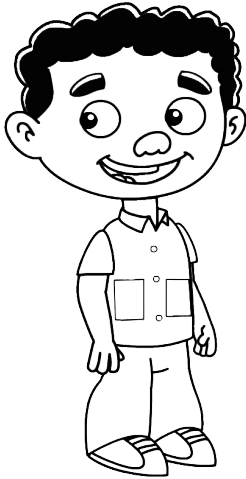
Our friend Monica
Can't dance or move or sway.
She slipped and scraped her nose
She needs to rest today.
Rest today, rest today,
She needs to rest today.

Our friend Monica
Can't dance or move or sway
She tripped and hurt her wrist
She needs to rest today.
Rest today, rest today,
She needs to rest today.

Additional verses to substitute:

...her hips are kind of sore...
...her shoulder hurts a lot...
...she twisted her right ankle...

Option: Substitute other friends' names as new verses are created. Create a book that parent and child can sing or read at home.



Pattern Books

Teacher can create a book where each page has a body part. Each page has a pattern sentence (e.g., Band-aid on my cheek; Band-aid on my elbow; Band-aid on my bellybutton.).



Paper Bodies – Option #1

Have students find a partner. Have one student lay on a piece of butcher paper and the other will trace the body of that child. Teacher might also get parent volunteers to help with the tracing. Once each student has his/ her body traced, let them draw the different parts of the body (e.g., face, hands, feet). As an extension, teacher can pass out flash cards and students can write the body part names on them (have a set on a pocket chart for students to use as a reference in case they need help with spelling the words). When finished, students will glue the cards by the corresponding body part. These bodies can be placed on a bulletin board.

Dancing Paper Bodies –Option #2

Have students paint themselves dancing. Cut out the students' bodies and have them place their bodies on a bulletin board. Have each student one by one move a part of his or her body. Then write in large letters what part they moved, for example, "Arturo likes to move his knees". Cut out the sentence and place it on the body. Have the children read their sentence as it is placed on the board. Later, these sentences can be choral read as a class.



COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS - K

READING Standards for Literature

Key Ideas and Details

1. With prompting and support, identify characters, settings, and major events in a story.

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables and sound (phonemes)
 - a. Recognize and produce rhyming words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).

Fluency

4. Read emergent-reader texts with purpose and understanding.

Writing Standards

Text Types and Purposes

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things and events and, with prompting and support, provide additional details.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Conventions

Conventions of Standard English

1. Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs,
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing.
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

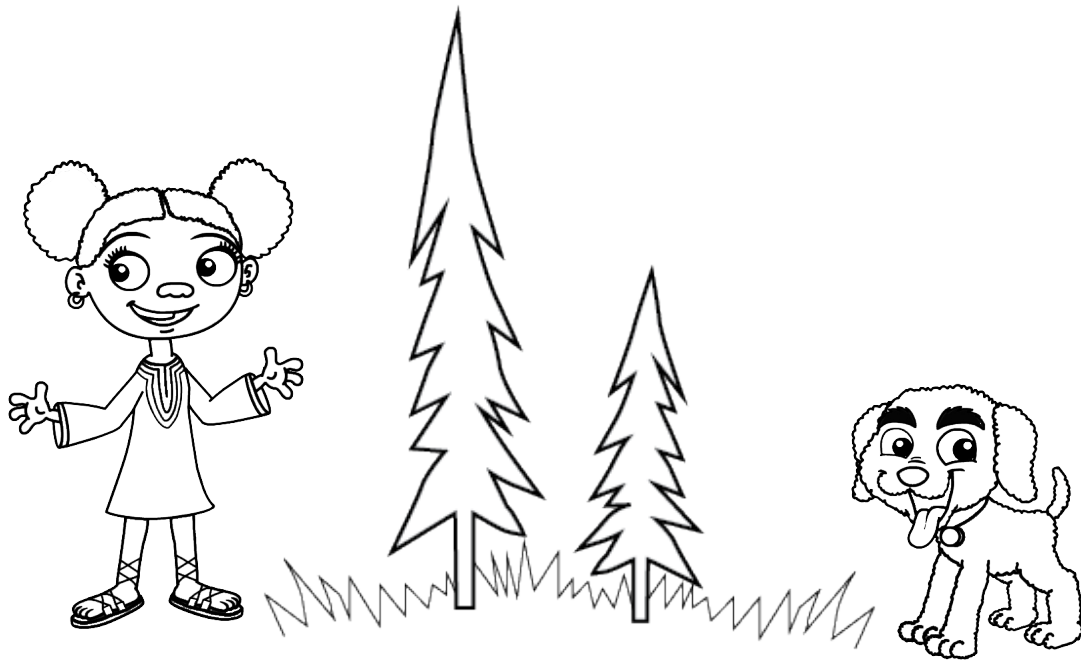
Additional Concepts and Skills

Visual and Performing Arts

- Move in a variety of ways
- Perform simple movements in response to oral instructions

Physical Education

- Promote a healthy and enjoyable lifestyle through dance.
- Practice nonlocomotor movements (e.g., bending, swaying, twisting).
- Clap in time to a simple rhythm.
- Identify and describe parts of the body: head, mouth, eyebrows, knee, elbows, waist, hips, arms, wrists, feet and legs).



RESOURCES

Books to read aloud:

- My Body – Gladys Rosa-Mendoza
- My Hands – Aliko
- *My Feet* – Aliko
- *Dancing Miranda* – Diana De Anda
- *Miranda's Day to Dance* – Jackie Jasina Schaefer
- *Head, shoulders, Knees and Toes* - Annie Kubler
- *Where is Baby's Belly button?* - Karen Katz
- *Body Parts*- Bev Schumacher
- *Eyes, Nose, Fingers, and Toes* - Judy Hindley