

## November 2013 Curriculum: Safe, Strong, and Free Me!

This month we will be learning about our bodies- how they work, what they can do, how to use them safely, and how to take care of them. We will focus on the external parts of our bodies that can be seen and manipulated - arms, legs, hands, feet, skin, eyes, ears, mouth, and nose - while also drawing children's attention to internal structures and systems in concrete ways, like feeling your heartbeat during different types of activity and filling your lungs with air.

### Questions to Explore:

- What are the parts that make up my body and what are their jobs?
- How are our bodies the same? How are they different?
- How can I use my body safely, keeping myself and others safe?
- How do I keep my body healthy and strong?

### Literacy:

- **Some books of focus:** [Two Eyes a Nose and a Mouth](#), [Head Body Legs: A Story from Liberia](#), [Everybody Poops](#), [All the Colors of Us](#), [Hands Are Not for Hitting](#), [I Like Me!](#), [We Can Do It!](#), [Hand Hand Fingers Thumb](#)
- **Songs/Fingerplays:** The Hokey Pokey, If You're Happy and You Know It, There Was an Old Lady Who Swallowed a Fly, Where is Thumpkin, Head Shoulders Knees and Toes, This Old Man (he played one...), Shake Your Sillies Out, Icky Sticky Bubblegum, Mother Jefferson (variation of Father Abraham), I like to Eat Apples and Bananas, Peel Banana, On Top of Spaghetti (sneeze in your elbow), Walking Walking (heart beat chant), Bread Chant, Whoops Johnny
- Writing body books (With my arms I can...)

### Art/Science:

- Finger painting
- Hand tracing with cray-pas and liquid water color
- Body chalk tracing
- Body butcher paper tracing in the gym
- Spin art (sight)
- Handful scribble (sight and hands)
- Smell sorting/matching (film canisters with cotton balls) and sound sorting/matching
- Herb cutting/mulling – extension of potions
- Magazine body collage
- Sensory – oobleck, corn meal, corn kernals, shaving cream, playdough

### Mathematics:

- Things that come in pairs (arms, legs, eyes, ears, etc.)

- Comparative measurement (height, weight) and counting
  - How many pegs tall am I? How many crayons long is my arm?
  - Heavier/lighter, taller/shorter, longer, wider, etc.
- Standard measurement tools (scales, rulers, yard sticks)

**Social/Emotional:**

- Exploring and celebrating physical differences
- Non-verbal communication (body language, sign language)
- Using your body safely

**Physical:**

- Impulse control games – freeze dance
- Obstacle courses incorporating different ways of moving your body – climbing, balancing, hopping, swinging, etc.
- Pillow Pile-up crash
- Big Wagon and Ball Cart in the gym – using strong muscles to pull and push, how to pull passengers safely
- Beading for fine motor control

**At Home:** This is a great time to start (or continue) talking with your child at home about their private parts (using the correct names) and safe vs. unsafe touch. Here are some great resources to get you started:

- Amy Lang's Website, Birds and Bees and Kids  
<http://www.birdsandbeesandkids.com/>
- [Amazing You](#)
- [It's My Body](#)
- [It's Not the Stork](#)