

# NOTE TO TEACHERS USING *My Body*

Thank you for using this video and text as a teaching tool with your students. While we have chosen stopping places and used broad questions to support student meaning-making, you may choose to use the video differently based on the needs of your students. Please feel free to stop and discuss what you feel is important for your students.

## EXTENDING THINKING

Some possible discussions might include:

- *What parts of the face are in the book?*
- *What are different ways you can use your [body part]?*
- *Why is it useful to have [body part]?*
- *Sometimes a person's [body part] doesn't work. What would happen if your [body part] was hurt/didn't work? What might you do?*

## FOLLOW-UP IDEAS

We have also included follow-up options for students to draw, write, make, or do. Please choose any of the suggestions you feel would benefit your students or create your own. Many of these ideas may also be used as assessment of student learning.



### DRAW

**Draw and label an illustration of your body.**

#### Getting thinking going:

- What body parts will you include?
- Which body parts will you not include?
- What are some of your body parts the author didn't include in the book *My Body*?



### WRITE

**Write about how you use your favorite body part.**

#### Getting thinking going:

- What is your favorite body part?
- How do you use it?
- What does it do?



### MAKE

**Create an imaginary person using materials you have.**

#### Getting thinking going:

- What body parts will your person have?
- What materials can you use to create the person?
- How does your imaginary person look like a real person? How does it look different?



### DO

**Act out some of your favorite things to do.**

#### Getting thinking going:

- What are your favorite things to do?
- What body parts do you need to use?