

PreKindergarten SEEDS

Standards-based Education Experiences Delivery System

BOOK #17

HERE ARE MY HANDS

by

Bill Martin Jr. & John Archambault

Materials

Vocabulary Word Cards

No Purchased Materials

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SEEDS

Session 1 - Steps to Success

Here Are My Hands, Bill Martin Jr. and John Archambault

Illustrator: Ted Rand

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *hands, feet, head, nose, eyes, ear, knees, neck, cheeks, teeth, elbow, arms, chin.*
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards.

Introduction of Book

- Show the children the cover of the book and say, "I'm guessing that this book is about children." Point to the children and tell them that the children have many body parts. Ask the children to identify some of the body parts they see.
- Identify the title of the book, the author of the book, and the illustrator.

Reading Aloud

- Tell the children that you will be reading a story about body parts and how body parts are used.
- Introduce the Vocabulary Word Cards – *hands, feet, head, nose, eyes, ear, knees, neck, cheeks, teeth, elbow, arms, chin.* Give a child-friendly definition for each word.
- Read the book.
- As you read the book, match the Vocabulary Word Cards to the pictures.
- **While reading the book**, ask the following questions:
 - What is the boy doing with his hands? (catching and throwing)
 - What do you do with your nose? (smell)
 - What do you do with your eyes? (see)
 - What do you do with your teeth? (chew)

After Reading

- **After reading the book**, ask the following questions:
 - What is around your body and bundles you in? (your skin)
 - As you were listening and looking at the book, what were you using? (your ears and eyes)
 - What body part were you using when you were touching to the book? (your hands)

Conversations and Vocabulary Development

Activity 1 Show the *hands* Vocabulary Word Card to the children. Tell them that there are many things to do with hands. Ask the children to describe some things they do with their hands and their fingers. While saying the **Open Them, Shut Them** chant with the children, ask them to move their hands and fingers.

Open Them, Shut Them

Open them, shut them, give them a little clap.
Open them, shut them, put them in your lap.
Creep them, creep them, give them a little tap.
Creep them, creep them, right into your lap.



- Activity 2** Show the Vocabulary Word Cards to the children and review with them the following body parts: *fingers, toes, arms, nose, mouth, ear, eyes, head, feet, and chin*. Tell the children to touch their body parts as they sing the **Body Parts** song.

Body Parts

(Tune: I'm a Little Teapot)

I have ten little **fingers**, and ten little **toes**,
Two little **arms** and one little **nose**.
One little **mouth** and two little **ears**,
Two little **eyes** for smiles and **tears**.
One little **head** and two little **feet**,
One little **chin**, yes, that's me!

Conversations and Language Enhancement

- Activity 1** Tell the children they have body parts on their faces. Ask them to look at each other's faces. Ask them to point to and identify the body parts on faces: *ears, nose, chin, mouth, and eyes*. Sing the **What's On My Face?** song with the children.

What's On My Face?

Look at my face now, what do you see?

It has two ears, a nose, and chin. A mouth and two eyes with small bushy brows.

That's on my face for all to see.

- Activity 2** Use the Vocabulary Word Cards for this activity. Show the children the appropriate Vocabulary Words Cards when asking the following questions:

- What can you do with your **feet**? (walk, run, jump, gallop, hop, skip)
- What can you do with your **knees**? (bend them, kneel)
- What can you turn with your **neck**? (turn it, bend it, roll it)
- What can you do with your **arms**? (bend them, stretch them, wave them)

- Activity 3** Ask the children to use their heads to think about the clues they will hear. Ask the children to answer the questions.

- I am thinking about something that covers my body. What is it? (skin)
- I am thinking about my teeth. What do we do with our teeth? (chew)
- I am thinking about all of the things that I see with my eyes. Look around. What do you see?

- Activity 4** Give each child one or two Vocabulary Word Cards. Ask them to make up a sentence using the selected word(s).

SEEDS

Session 2 - Steps to Success

Here Are My Hands, Bill Martin Jr. and John Archambault

Illustrator: Ted Rand

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *hands, feet, head, nose, eyes, ear, knees, neck, cheeks, teeth, elbow, arms, chin.*
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards.

Introduction of Book

- Say to the children, “The title of the book makes me think that this book is about body parts.” What were some of the body parts that you learned about in the book?
- Tell the children that some of our body parts are outside of our bodies and some are inside. Ask the children to think about body parts that are inside our bodies. (teeth) Ask the children to think about body parts that are outside our body.
- Review the title of the book, the author of the book, and the illustrator.

Reading Aloud

- Show the children the Vocabulary Word Cards. Give each child several Vocabulary Word Cards. Ask the children to say the body part words and touch the body parts that are written on the cards.
- As you open the pages of the book, point to the pictures of the body parts on each page and read the action represented from the body part. An example would be to say, “What did the boy use for throwing and catching?” (his hands) Continue asking questions as you read the book.
 - What did the boy use for stopping and going? (his feet)
 - What did the girl use for thinking? (her head)
 - What did the girl use for smelling and blowing? (her nose)
 - What did the boy use for seeing and crying? (his eyes)
 - What did the boy use for hearing? (his ears)

After Reading

- **After reading the book**, ask the following questions:
 - We saw many children and identified their body parts while reading the book. What were some of the body parts that we learned about in the book? (*hands, feet, head, nose, eyes, ear, knees, neck, cheeks, teeth, elbow, arms, chin*)

Conversations and Vocabulary Development

Activity 1 Review the following body parts with the children: *hands, shoulders, knees, nose, and toes*. Sing the **Hands on Shoulders** song with the children.



Hands on Shoulders

(Tune: Head, Shoulders, Knees and Toes)

Hands on shoulders, hands on knees. Hands on Knees.

Hands behind you if you please. If you please.

Touch your shoulders, now touch your nose.

Now your hair, and now your toes.

Hands behind you, if you please.

Activity 2 Play the **I Am Thinking** game with the children. Ask them to use their heads to think about the clues they will hear. Ask them to answer the following questions:

CLUES

- **I Am Thinking** about something that makes a loud noise, like a horse. What body part am I using? (ears)
- **I Am Thinking** about taking a walk. What do I use when I take a walk? (feet)
- **I Am Thinking** about my ears. What are some of the sounds we can hear with our ears?
- **I Am Thinking** about looking around. What are some of the thing I might see with my eyes.

Conversations and Language Enhancement

Activity 1 Ask your children to move their body parts as you give them directions.

- Hold one hand in the air.
- Stomp your feet on the floor.
- Blink your eyes.
- Touch your chin to your chest.
- Put one finger on your nose.
- Stand on your toes.
- Pat your cheeks with your fingers.
- Touch your elbows to your knees.

Activity 2 Tell the children that they are going to use their ears to hear. Ask them to turn around and face the wall. Use your hands to clap out different beats. Ask the children to use their ears to listen to the sounds that you clap and to repeat what they hear.

- clap, clap,
- clap, clap, clap,
- clap, clap, clap, clap, clap,
- clap, clap, clap,

Activity 3 Remind the children that the book was about body parts. Give each child a topic and ask them to make up a full sentence describing the topic. If the child has difficulty, prompt by giving clues or say a sentence and ask the child to repeat the sentence.

Prompt 1 The boy fell down and hurt his knees in the book. Have you ever fallen down and hurt your knees? Tell us about it.

Prompt 2 The boy in the book was turning his head when he was getting a haircut. Tell us what happens when you got a haircut.

Prompt 3 Pretend you are going for a walk in the park and you are using your eyes and ears. Tell us what you hear and what you see while you are walking.