Body Parts and Giant Bodies

![MPj04331790000[1]]()

**intent:**

This activity uses a novel prop (yarn rope) to construct, individually and cooperatively, body parts using fine motor skills. Participants identify body parts, positional areas, and integrate phonological awareness.

**OUTCOMES:**

Participants will:

* Individually construct body parts with a yarn rope and cooperatively create a giant body using yarn ropes on the floor/carpet.
* Identify body parts on yarn body and one’s own body.
* Move their body to various positional areas on/near/by yarn body.
* Point to body parts based upon initial letter sounds.

![MCj04326020000[1]]()![MCBS00539A0000[1]]()**Materials Required:**

* Yarn ropes, 4-6’, 1/participant + extras
* Floor/carpet space - check for cleanliness (offer table space for those not comfortable working on the floor/carpet)

 **Time:** 7-8 minutes

**Process:**

![MPj04384510000[1]]()1. Spread out yarn ropes (4-6’ in length) on the floor. Leave extra yarn ropes on the floor for “Giant Bodies” activity.

2. Invite participants to pick up one yarn rope and find open space on the floor to draw a body part with their rope. For participants not comfortable on the floor, use a table or nearby counter.

**For “Body Parts” Slide:**

Instruct participants to construct a body part on the floor and tell someone nearby the body part they drew. *As you ask participants the following questions, draw attention to vocabulary used in movement concepts:*

* Do you see different **pathways** (lines – straight, curved or zigzag) in your body part?
* Is your body part at a high, medium or low **level** of the body?
* Touch and name your **body** part. How can your body part move?
* Practice **directional awareness**: Place your foot **inside** the yarn body part, walk your fingers **around** the yarn body part, put your elbow **next to** the yarn body part, put your hand **under** the yarn body part, etc.

*Domain Connections:*

* + What sound do you hear at the beginning of the word of your body part? What letter is your sound? Can you make your body into the letter of the initial sound?
* Do you know how to say your body part in another language? (Incorporate the child’s familiar communication method when introducing body parts vocabulary.)

Variation: Teachers can make a “body parts die” by placing pictures of different body parts on each side of a small cardboard box, rolling a die, then everyone draws the body part with their rope.

**For “Giant Body” Slide:**

1. **In a small group of 5-6, draw a giant body cooperatively.** Instruct small groups of 5-6, each with a yarn rope, to create a giant body cooperatively on the floor. Invite groups to use extra yarn ropes to create their giant bodies. Encourage groups to make bodies with shapes or outline a person on the floor so they can touch inside of a body area for directional cueing.
2. **Touch yarn body then own body part.** Body awareness: First touch your head, say “head”, then touch the head on the giant body. Continue naming various body parts - arm, hand, leg, foot, torso, etc. (Incorporate the child’s familiar communication method when introducing body parts vocabulary.)
3. **Move your body to directional prompts.** Directional awareness: Stand **inside** the giant yarn body, gallop **around** the yarn body, put your foot **next to** a yarn body part that is at a low level, stand **above** the yarn body.
4. **Point to body parts that start with the sound of /s/, /l/, /f/.** Domain Connection: Practice phonological awareness by identifying/touching/pointing to body parts that begins with various initial sounds (e.g., Touch a body part that starts with the sound of “s” (smile, shoulder, shin, etc.), the sound of “l”, the sound of “f”).

**OPTIONS:**

* Children may benefit from additional visual cues provided by sign language or pictures.
* Children with special needs may communicate using sign language, picture communication systems, or other augmentative communication methods.