

Integrated Lesson Plan 1

Theme: My Body

Main Activity: Self and Social Awareness - Tracing the outline of children's body and compare with their friends.

Follow up activity: Mathematics – Measuring and comparing the outline of children's body with their friends.

Age Group: 4 – 5 years old

No. of Children: 10

Objectives: Children will be able to:

- 1) Show concern and cooperation by helping their friends to trace the outline of their body.
- 2) Demonstrate awareness of the differences of their body eg. length, size which exist between them and others as they compare the outline of their body.

Materials: 1) Big piece of papers

2) Colour pencils

3) Ice cream sticks

4) Pictures of outline of bodies in different sizes, length

5) Masking tape

Procedures:

Tune-in (10 min):

- 1) To introduce the lesson, have children sit in front of you.
- 2) Show children one picture of the body outline. "What do you see?"
- 3) Show children another picture which is taller. "What do you see? Are they the same?"
- 4) Take away the 'taller' picture and show another picture that seems bigger in size. "Now, are the two pictures the same? What is the difference?"

Main Activity (20 min):

- 1) Get children to pair up.
- 2) Demonstrate the activity using one pair. Have a child lie on the big piece of paper.
- 3) Teacher is to show children the starting point and how she uses the colour pencil to trace the outline of the child's body. Make sure that other children are watching. "Where should we use to take as the starting point of our tracing?"
- 4) Teacher can now give each pair a piece of paper and colour pencil of different colours.
- 5) They are to help each other trace their body outlines on the same piece of paper and write their name above their outline. "Who do you think will be taller/bigger in size? Why?"

- 6) After children have finished tracing, give them three pieces of masking tape to stick their paper on the wall.
- 7) Gather the children in front one of the pair's body outlines and allow them time to observe the outlines.

Questions to ask:

- What do you see?
 - Do they look the same? What is the difference?
 - How do you know he is taller/bigger in size?
 - Why do you think they are different?
- 8) Continue with other body outlines too.

Closure (10 min):

- 1) Take down all the papers.
- 2) Use a few pair's body outlines (cover the name) and get children to guess the body outlines belong to which child. "Who do you think this body outline belongs to?"

Follow up activity (15 min):

- 1) Send half of the children to the learning corners and assure the children that they will do the activity later.
- 2) Tell children that to be more exact, we can use ice cream sticks to help us see who is taller/bigger in size. "What can we use to measure our height and size?"
- 3) Children are to take back their own piece of body outline and are given ice cream sticks.
- 4) Using the ice cream sticks, children measure their height and they are to count the number of sticks they use. "How do we know if who will be the tallest? How many ice creams did you use? Who uses the most ice cream sticks?"
- 5) The person using the most ice cream sticks will be the tallest and the least will be the shortest.
- 6) Teacher may repeat step 4 to measure and compare size.

Integrated Lesson Plan 2

Theme: My Body

Main Activity: Language and Literacy – Acquiring vocabulary of different parts of body such as eyes, ears etc, through picture talks.

Follow up activity: Art & Craft – Do an artwork of themselves using sponges, cotton buds/balls, toothpicks and finger printing.

Age Group: 4 – 5 years old

No. of Children: 10

Objectives: Children will be able to:

1) Apply the vocabulary they acquired of the different body parts onto their own body.

2) To talk about the functions of the different parts of the body from their prior knowledge.

Materials: 1) Picture cards, word labels and picture cut-outs of eye, ear, nose, mouth, tongue, hand, elbow, finger, leg, knee, toe, foot

2) Feely bag

3) Sponges (triangle)

4) Cotton buds, cotton balls

5) Toothpicks cut into two.

6) Postal colours (red, beige, black)

Procedures:

Tune-in (10 min):

5) Review the main points from previous lesson by asking the following questions: Do our body look different from each other? How different? Today, we are going to look at the different parts of our body.

6) To introduce the lesson, ask children to each take out picture cut-outs of different parts of body from a feely bag as the bag is being passed around.

Pose questions:

a) Do these pictures look familiar? Where do you see them? Does everybody have them?

b) Tell children that the pictures are actually the different parts of our body. Allow children time to exchange the pictures with each other and in pairs, show each other where the different body parts are.

2) Collect back all the picture cut-outs.

Main Activity (20 min):

- 8) Show children the picture card of the eyes. “Do you know what these are?” “Show me where these are on your body?”
- 9) Tell children that they are the ‘eyes’ of our body and show them the word label.
- 10) Spell the words and get children to read after you.
- 11) Talk about the functions of the body parts with little emphasis. “What do you use your eyes for?”
- 12) Repeat step 1 to 3 till all the pictures of the parts of body are shown to them.
- 13) Teacher will show the word labels and children are to point to the body parts. Children who get it correct can give themselves a pat on the shoulder. “How do you read the word?”

Questions to ask:

- What will happen if you do not have eyes (may use other body parts)?
- How can you smell (or taste) the delicious food that your mum cooks?
- Which part of the body do you use to walk or wear your shoes?

Closure (10 min):

- 3) Sing the song ‘Hokey Pokey’ as the teacher will choose children to pick up the word label of the body parts then the picture if necessary.

Follow up activity (15 min):

- 7) Send half of the children to the learning corners and assure the children that they will do the activity later.
- 8) Place the materials at the middle and children are to share and take the materials by themselves. Tell children that they are going to make an artwork of themselves.
- 9) Children can use their creativity to use the materials for any body parts. “What do you want to use the cotton bud for? What is this part of the body? What can you use to show the ears?”
- 10) Here are some points teacher can provide help:
 - sponges for nose
 - cotton buds for fingers/toes
 - use finger printing for nose/eyes/mouth
 - cotton balls for eyes/mouth
 - toothpicks for hands/legs

Integrated Lesson Plan 3

Theme: My Body

Main Activity: Mathematics – Patterning eg. AAB using pictures of different parts of our body.

Follow up activity: Motor Skills – Make a doll puppet.

Age Group: 4 – 5 years old

No. of Children: 10

Objectives: Children will be able to:

- 1) Form and continue the pattern eg. AAB given by the teacher of the different parts of body.
- 2) Explain the relationships of the patterning, which is created using the various parts of body.

Materials: 1) Towel, bead necklace, picture of snake

2) Pictures of different parts of our body (eye, ear, nose, mouth)

3) Foams with outline of hair and clothes

4) Ready-cut of face, nose, ears, eyebrows, mouth, hands, legs from foam and felt-cloth

5) Spare eyes

6) Scissors

7) Glue

8) Ice cream sticks

Procedures:

Tune-in (10 min):

- 7) Review the main points from the previous lesson by asking the following questions: What are the body parts that we have? Where are they? Today, we are going to use our body parts to do patterning (Math)!
- 8) To introduce the lesson, have children sit in a U-line and show them things that have pattern on them (towel, picture of snake, bead necklace).

Pose questions:

- a) What do you see on them? Do you see repeating colours/designs? Tell children that these are actually patterns and they are AAB pattern.
- b) What other things can you think of that you can see/find patterns on them?

Main Activity (20 min):

14) Tell children that they are going to learn an AAB patterning.

15) Show children an AAB pattern. “What do you see?”

- 16) Teacher continues adding in AA and children will guess what comes next. “Do you know what comes next?” Allow children time to think and perform the pattern using their own body parts starting from the children’s left.
- 17) Next, show children another AAB pattern. “What do you see?”
- 18) Teacher continues adding in A and children will guess what comes next. “Do you know what comes next?” Allow children time to think and perform the pattern using their own body parts starting from the children’s left.
- 19) Then, show children another AAB pattern. “What do you see?”
- 20) Get children to continue the pattern. “Do you know what comes next?” Allow children time to think and perform the pattern using their own body parts.

*Note: always start with different children and start from children’s left.

- 21) Repeat step 2 to 7 using ABB patterning with different parts of body.

Questions to ask:

- Can anyone do it another way?
- How many ways can you create an ABB pattern using pictures of eye and nose?
- How are these patterns alike/different?

Closure (10 min):

- 4) Give the first three children (children’s left) an opportunity to form their AAB or ABB pattern using their own body parts and other children are to continue the pattern.

Follow up activity (15 min):

- 11) Send half of the children to the learning corners and assure the children that they will do the activity later.
- 12) Place the materials at the middle and children are to share and take the materials by themselves. Tell children that we are going to make our own doll puppet!
- 13) First, children will cut out the outline of the hair and clothes using a pair of scissors. “Why there are lines on the foam? What are you cutting out?”
- 14) Children can now use the spare eyes, ready-cut of face, nose, ears, eyebrows, mouth, hands, legs from foam and paste them onto the appropriate place using ice cream stick to take and spread the glue. “Where do you put/find the different body parts?”
- 15) Children may name their paper doll. “What is the name of the doll puppet?”

Integrated Lesson Plan 4

Theme: My Body

Main Activity: Motor Skills – Make a telescope

Follow up activity: Environmental Awareness – Observing an image with a telescope as the length of the telescope is being increased.

Age Group: 4 – 5 years old

No. of Children: 10

Objectives: Children will be able to:

1) Perform eye-hand coordination by cutting skillfully along the straight lines of the coloured papers using a pair of scissors.

2) Demonstrate fine motor skills by tearing and pasting the coloured papers to the toilet rolls using glue and spread with control.

Materials: 1) Pictures of telescopes

2) Sequins, glitters, cotton balls, strings

3) Coloured papers

4) Glue

5) Toilet rolls

6) Drawing papers, pencils

7) Ice cream sticks

8) An image with lots of stars and a moon as the focal point

Procedures:

Tune-in (10 min):

9) Review the main points from the previous lesson by asking the following questions: What did we use our body parts for in the previous lesson? Today, we are going to use our hands to make a telescope.

10) To introduce the lesson, have children sit round the table. Explain to children what a telescope is and provide pictures of it. “Do you know what a telescope is? How does it look like? Have you used it before?”

11) Tell children that it is something that they can use to have better focus of the object.

Main Activity (20 min):

- 16) Place the materials at the middle and children are to share and take the materials by themselves. Tell children that we are going to make our own telescope! “What can we use to make our telescope?”
- 17) Introduce the materials to the children.
- 18) Children can first cut the coloured papers with a pair of scissors along the straight lines. “Why do you think there are lines on the coloured papers?”
- 19) Next, children can tear the coloured papers into smaller pieces and paste them on the toilet roll using appropriate amount of glue and spread with control using ice cream stick. “How can you spread the glue?”
- 20) Children can also add in some other accessories like glitters, sequins etc by pasting them using glue.

Questions to ask:

- How can you make your telescope looks better or nicer?
- How do you think you can use the telescope?
- Why do we use toilet rolls and not other materials?

Closure (10 min):

- 5) Allow children to play with the telescope that they have made.

Follow up activity (15 min):

- 1) Send half of the children to the learning corners and assure the children that they will do the activity later.
- 2) Show children the image with lots of stars and a moon as the focal point. Get children to draw what they see. (Pre-drawing) “What do you see?”
- 3) Then, tell children to use the telescope to look at the image and also get children to draw what they see. (Observation and recording) “What do you see now? Are you able to see the same amount of stars?”
- 4) Next, ask, “What do you think will happen if one more toilet roll is added?” Allow children time to think and draw what they think will happen. (Prediction)
- 5) Add another toilet roll to the end of their telescope and allow children time to observe and compare with their drawing. “Are you correct?” “Do you still see lots of stars?”
- 6) Tell children that the longer the telescope, we can observe our object (moon) better.

Integrated Lesson Plan 5

Theme: My Body

Main Activity: Art and Craft – Making a shaker.

Follow up activity: Language and Literacy – Recite rhyme related to my body eg. ‘My Hands’.

Age Group: 4 – 5 years old

No. of Children: 10

Objectives: Children will be able to:

- 1) Design their own shaker using weaving technique.
- 2) Develop awareness of bringing colours to things by adding materials to the shaker.

Materials: 1) Paper plates with vertical slits on it (With double-sided tape pasted at the edges)

2) A basket of coins, bread tags, beans, cotton balls

3) Crepe papers with straight dotted lines

4) Scissors

5) Scotch tape

6) Strips of coloured papers

7) Rhyme chart ‘My Hands’

Procedures:

Tune-in (10 min):

12) Review the main points from the previous lesson by asking the following questions: What did we make in the previous lesson? Which body parts did we use? Today, we are going to use our hands again to help make a shaker!

13) To introduce the lesson, allow each child to take an item from the basket.

14) Starting from clockwise, have children make sound out of the materials. “Is there any sound? Is the sound loud/soft/high/low pitch?”

Main Activity (20 min):

22) Allow children to choose the materials that they want to put into their shaker.

23) Place the materials at the middle and children are to share and take the materials by themselves. “What can we use to make a shaker?”

24) Children will weave the coloured papers in and out the vertical slits of the paper plates. (Each has to weave two paper plates.) “How many colours of strips of coloured papers did you use?”

- 25) Children will then cut along the straight dotted lines of the crepe papers with a pair of scissors while the teacher help to paste the two paper plates together using double-sided tape and stapler but leave a 'small mouth' for children to put in the materials.
- 26) After that, children will put in the materials and teacher will help to seal it up. "Why do we seal the paper plates? How can we seal the paper plates?"
- 27) Children can then paste the strips of crepe papers with glue at the four edges of the paper plates.
- 28) Children who have finished earlier may tear the coloured papers into pieces and add colours to the paper plates.

Questions to ask:

- Why we cannot use cotton balls to make a shaker?
- What would the shaker look like if you used only red coloured papers? How would it be different than the shaker you created?
- What did you use to make the shaker?

Closure (10 min):

- 6) Allow children to play with the shaker. "Do you like the sound of your shaker? What can you do to the shaker to make it better?"

Follow up activity (15 min):

- 7) Send half of the children to the learning corners and assure the children that they will do the activity later.
- 8) Share the rhyme 'My Hands' with the children.

My Hands Upon My Head I Place

On My Shoulders, On My Face

At My Waist and By My Side

Then Behind Me They Will Hide

Now I Raise Them Up So High

Make my Fingers Fly, Fly, Fly

Now I Clap Them **1-2-3**

Then I Fold Them Quietly

- 9) Teacher then goes through the rhyme with the children as they make use of the shakers as accompaniment. "How can we use the shakers? Is there any other beat/rhythm that we can use?"

Integrated Lesson Plan 6

Theme: My Body

Main Activity: Environmental Awareness – Guessing the contents in the plastic cup eg. fruits or vegetables as it is being passed around using their sense of smelling.

Follow up activity: Language and Literacy – Tasting the food and do a LEA based on their experience with the food.

Age Group: 4 – 5 years old

No. of Children: 10

Objectives: Children will be able to:

- 1) Identify the contents in the plastic cup using their sense of smell.
- 2) Compare the smell of the contents in the plastic cup.

Materials: 1) Slices of orange, apple, banana, lemon, watermelon, and durian each put in plastic cups covered with paper lids punched with holes (2 sets) and labeled 1 to 10

- 2) A basket of orange, apple, banana, lemon, and durian (Whole fruit)
- 3) Worksheet with pictures of the 5 fruits
- 4) Pencils
- 5) Marker
- 6) Chart paper

Procedures:

Tune-in (10 min):

- 15) Review the main points from the previous lesson by asking the following questions: What did we make in the previous lesson? Which body parts did we use? Today, we are going to use our nose to help us find out the secret in the plastic cups!
- 16) To introduce the lesson, allow each child to take a fruit from the basket.

Pose questions:

- a) What is the fruit that you take?
 - b) How does it feel/look/smell like?
- 17) Allow children to exchange the fruit and explore.
 - 18) Collect back the fruits.
- Main Activity (20 min):
- 29) Split the children into two groups. Put the plastic cups with the slices of fruits in the middle and give each child the worksheet.

- 30) Explain to children that they will have to guess which plastic cups have the various fruits and write the number of the cups on the worksheet.
- 31) Allow group A to each take plastic cup labeled 1 to 5 and group B plastic cup labeled 6 to 10 and smell it. "Do you like the smell? What does it smell like?"
- 32) Children can exchange the plastic cups with their friends. "
- 33) After filling up the worksheet, children will each again take a plastic cup.
- 34) Children will describe the smell and say what fruit they think it is. "Can you describe the smell and what do you think it is?"
- 35) Children will then match their plastic cups with their friends'. "Is the smell the same/different? How are they different?"
- 36) Teacher will open the lids and reveal the secret in the plastic cups. "Did you guess it?"

Questions to ask:

- How many different types of fruits are there?
- How can we know what is the fruit in each plastic cup?
- How do I know if I will not take the same cup again?

Closure (10 min):

- 7) Children will get to taste the fruits. "Does it taste nice?"

Follow up activity (15 min):

- 21) Send half of the children to the learning corners and assure the children that they will do the activity later.
- 22) Tell children that they are going to share with their friends about the fruits that they had tasted just now.
- 23) Pick a child to start the activity.
- 24) Teacher is to write onto the chart paper the name of the child and what the child says.
- 25) Allow all children to have a chance to express their thoughts.
- 26) Questions to prompt their thinking:
 - "Do you like the taste of the fruits? Which do you like most?"
 - "How does it taste like?" (Sweet? Sour?)
- 7) Read the thoughts together after every child has finished.