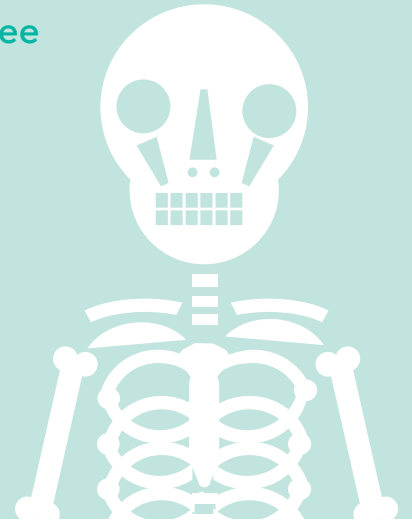


ISBN: 9798895090244
 Head to Toe
 by Pui Lee

Teaching Guide for *Head to Toe* by Pui Lee

Classroom Activity Kit for Grades 2–4

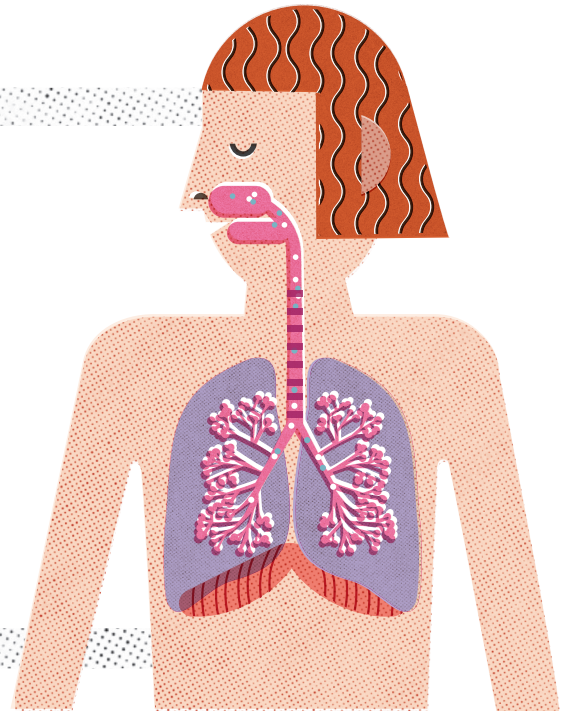


The human body is amazing! Have you ever wondered what makes our hearts beat, how many memories our brains can store or why our eyes are different colors? The human body is special and comes in all shapes and sizes, making each one of us unique. So, let's get ready to explore and celebrate our bodies – from head to toe!

This classroom activity kit has been created to sit alongside Pui Lee's book, **Head to Toe**. The activities all link to human biology and are designed for learning and discovery both individually or as group work. The guide includes page references for the book which help to provide context for areas of learning.

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Face to Face

Great for: Building body awareness and celebrating uniqueness

You'll need:

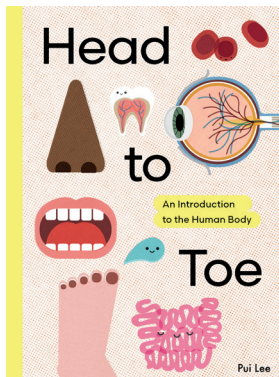
- Drawing materials (crayons, markers, or pencils)
- Paper

Steps:

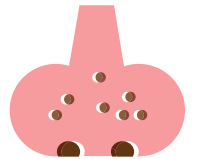
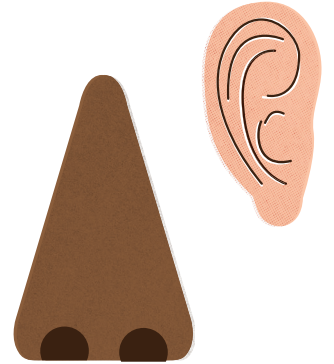
1. Read pages 6-8, "Welcome to Your Body!" and "Face Shapes," as a class
2. Students can work in pairs or work individually using mirrors to see their own features
3. Ask students to take a few moments to look at their partner/reflection. What color are the eyes? What familiar shapes can you see in the whole face? In the eyes, nose, mouth, and ears?
4. Pass out drawing paper and drawing materials (crayons, markers, pencils) and ask students to draw a portrait of their partner/themselves
5. As the students draw, encourage them to think and talk about what features and shapes make each face unique and special
6. When the pictures are done, display them in the classroom or collect them in a binder to create a book to share

Discussion Questions:

1. Why are human faces all different from each other?
2. What would it be like if everyone looked the same, like identical twins?



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Incredible Insides

Great for: Introducing organ functions

You'll need:

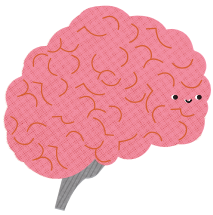
- One ball of modeling clay per student
- Timer
- 'Get Organ-ized' activity sheet (included below)

Warm-Up

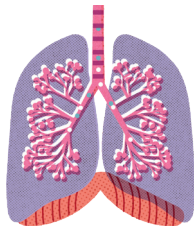
Steps

1. Give each student a ball of modeling clay
2. Set timer for 90 seconds per organ
3. Call out each organ name and have students quickly sculpt what they think it looks like:

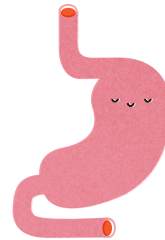
Brain



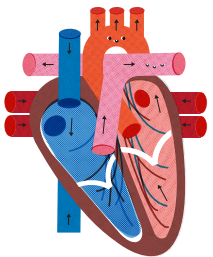
Lungs



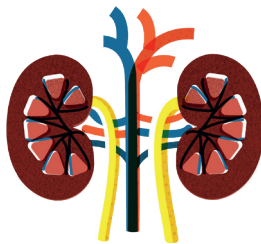
Stomach



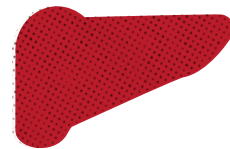
Heart



Kidneys

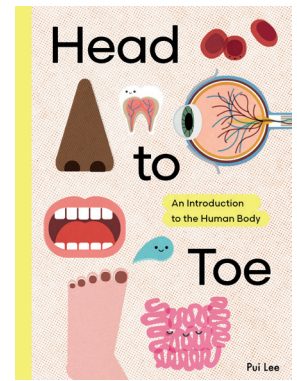


Liver



Discussion Questions:

1. What shapes did you make?
2. Which was hardest to imagine?



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Read and Discuss

Steps:

1. Read each section of the book together as a class
2. After each section, discuss the everyday comparisons (ex. lungs are like a balloon) and ask questions
3. Work through each organ in order from head to toe!



Brain (pp. 44-45) = Mission Control

What does mission control do? How is your brain similar?

Heart (pp. 42-43) = Pump

What does a pump do? Put your hand on your chest - what do you feel?

Lungs (pp. 40-41) = Balloons

What happens when you blow up a balloon? Take a deep breath - what are your lungs doing?

Skin (pp. 36-37) = Body's Shield

How does skin protect you like a wrapper? Touch something - how does skin help you feel?

Kidneys & Bladder (pp. 32-33) = Filter and Storage Container

What does a filter do? Why do we need to drink water?

Stomach (pp. 30-31) = Food Mixer

What does a mixer do? Why does your stomach make noise sometimes?

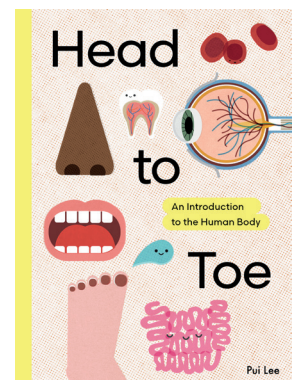
Liver and Pancreas (pp. 10-13) = Chemical Factory

What does a factory do? How are your liver and pancreas like a factory?

Check Understanding

Have students complete the Get Organ-ized activity sheet below. This can be printed and completed individually or projected on the board to be completed as a class.

Answers: Brain = D; Heart = A; Lungs = C; Skin = F; Kidneys = B; Stomach = G; Liver & Pancreas = E



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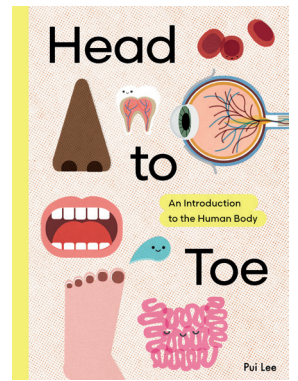
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Get Organ-ized!

Instructions:

Write the letter of the correct function in the blank next to each organ name.



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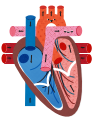
Organ

Function



Brain ____

A. Pumps blood and oxygen around your body



Heart ____

B. Breaks down food with acid and muscles



Lungs ____

C. Brings in oxygen and removes carbon dioxide



Skin ____

D. Helps control your body, thoughts, and memory



Kidneys & Bladder ____

E. Cleans blood, makes important chemicals, and helps with digestion



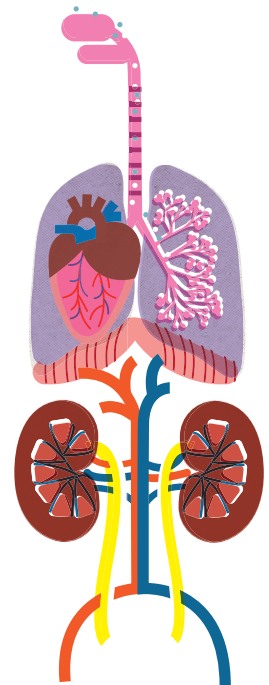
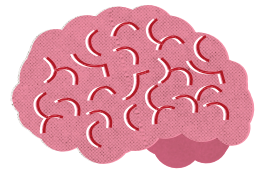
Stomach ____

F. Protects your body and helps control temperature



Liver & Pancreas ____

G. Filters your blood and makes urine and stores it



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X-Ray Hands

Great for: Exploring bones and joints

You'll Need:

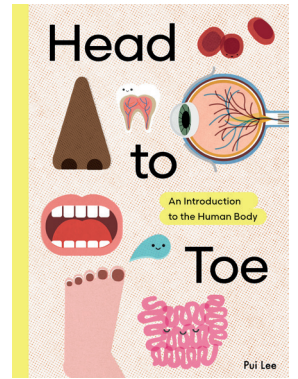
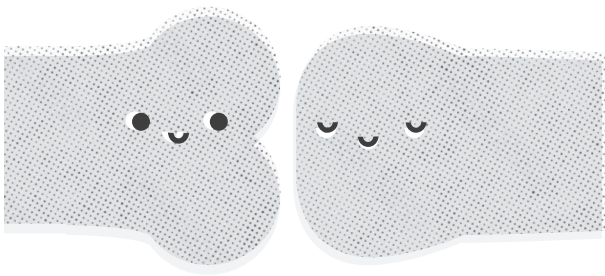
- Black construction paper
- White Q-tips
- Glue
- Pencil or white crayon for tracing

Steps:

1. Read pp. 34-35 "Hands" and pp. 52-53 "Bones and Joints" as a class
2. Have students trace one of their hands on black paper using a white pencil or crayon
3. Use Q-tips to build a simple "skeleton" (phalanges, metacarpals, and carpals) inside the outline—students can cut Q-tips to make smaller bones. Glue the Q-tips in place.
4. Label parts using the white pencil or crayon
5. Display as an X-ray gallery!

Discussion Questions:

1. Why do you think we have so many small bones in our hands instead of just one big bone?
2. What would happen if your hand joints couldn't bend? Try making a fist without bending your fingers.



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Head-to-Toe Body Map

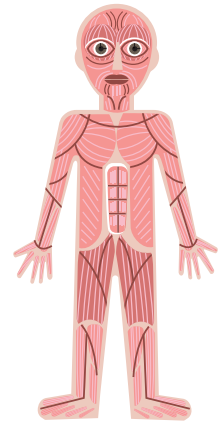
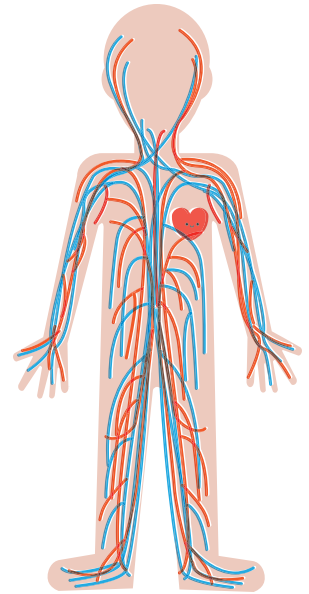
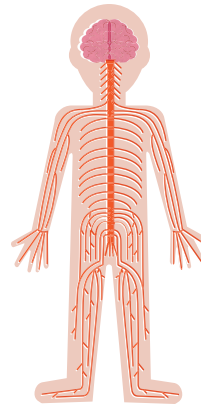
Great for: Hands-on learning and visualization

You'll Need:

- Butcher paper/large paper
- Markers
- Sticky notes

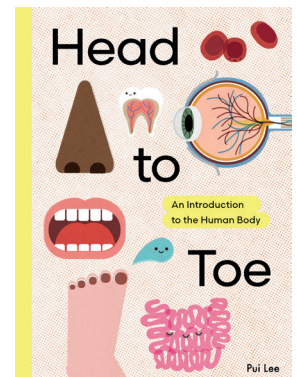
Steps:

1. Pair up students
2. Give each pair two large sheets of butcher paper
3. Have one student lie down on the first piece of paper while their partner traces around their body outline
4. Switch roles so both students are traced
5. Students draw and label visible body parts (eyes, hands, mouth, etc.)
6. Students draw and label hidden organs inside their outline (heart, brain, stomach, lungs, etc.)
7. Using the book, students write fun facts on sticky notes and place them next to the corresponding body parts or organs
8. Display as a body gallery!



Discussion Questions:

1. What was the most interesting fact you added?
2. What surprised you about where organs are located in your body?



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