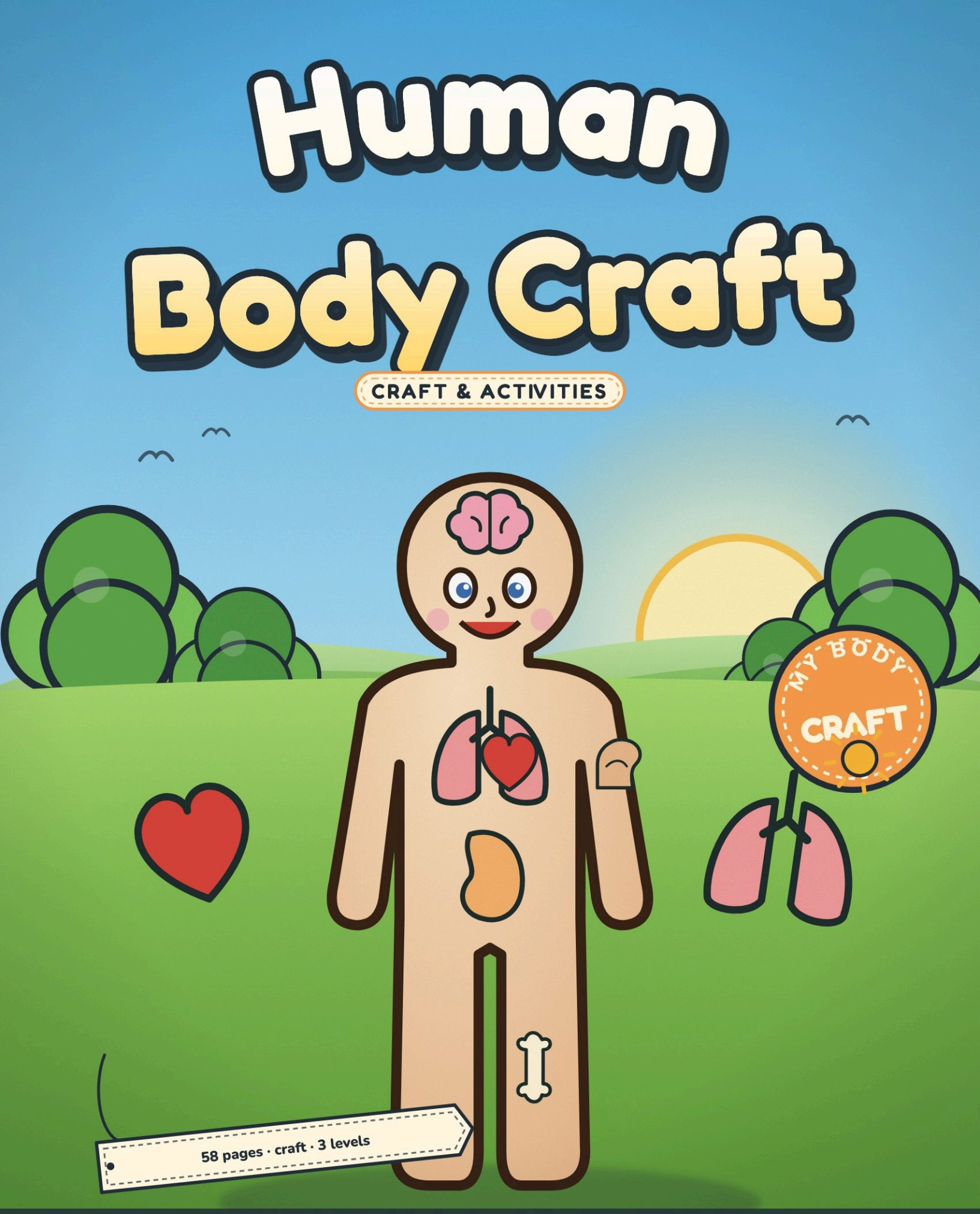
Human Body Craft

CRAFT & ACTIVITIES



58 pages · craft · 3 levels

Preschool · Kindergarten · 1st · 2nd Grade · Special Ed

by Bright Path Sped

MY BODY

My Body Week — Start Here

Read the same book every day. Do one activity a day. Pull the page and go.

This week

- [ ] Read **a body picture book from your classroom library** at circle time every day this week. Children love the repeat, and each day they join in more.
- [ ] After the story, do that day's activity. Every student page has one short direction and a picture, so a paraprofessional can run it too.
- [ ] Teach the core word **look** all week: point to it on the talker or core board every time it comes up in the story.
- [ ] Cutting pages are built for small hands: five or more big pieces, lined up so every cut is one straight line. Pre-cut them for students who are not cutting yet.
- [ ] Sorting, counting, letters and writing come in three levels, marked with a small shape so children do not compare: ● starting (errorless matching), ▪ building, ▲ ready for more.
- [ ] Print the color pages, or use the ink-saver pages at the back on a photocopier.
- [ ] **Day 5 craft:** Glue the big body down. Glue the brain on the head. Glue the eyes, the nose and the mouth on the face. Glue the lungs and the heart on the chest. Glue the stomach on the belly, the muscle on the arm and the bone on the leg. Now you built a body!

DAY	AFTER THE READ-ALOUD	ALSO PRACTICING
Day 1	Sort: a body part, or not? (3 levels)	cutting straight lines, gluing, sorting
Day 2	Count the hearts and glue or write the number (3 levels)	counting 1–5, 6–10
Day 3	Letter B: find it, match it, or hear it (3 levels); trace or write	letter B, beginning sound, pencil grip
Day 4	Get ready for bed: put the steps in order.	life skill: working step by step, first/next/then/last
Day 5	Craft: build my body.	cutting straight lines, gluing, following steps

PREVIEW

MY BODY

The Book and the Words

Pick the read-aloud you have. The activities fit any of them.

Read-alouds this unit goes with

- **Any body picture book** by any author

This resource is not affiliated with or endorsed by the authors or publishers. You need your own copy of the book; nothing from the books is reproduced here.

Circle-time song: This Is My Body

Brain, heart, lungs and bone,
that is my body, my very own.
I **look** with my eyes, I clap my hands,
look at me, look at me, here I stand!

An original chant by Bright Path Sped. Point to the head, chest and arms on the first line, clap on the second, and point to your eyes on the word 'look.'

Words to use all week

brain, heart, lungs, bone, muscle, eyes, ear, nose, tooth

Ways to stretch the week

- [ ] Reread the book at a different time of day — a second read-aloud helps children who need more repeats.
- [ ] Point to the core word on a talker or core board every time it comes up in the story, not only during the word-of-the-week page.
- [ ] Put the vocabulary pictures on a ring and let a student “read” the book to a partner with just the pictures.
- [ ] Send one activity home early in the week if a family asks for extra practice — every page works alone.
- [ ] Let a student who finishes early retell the story using only the vocabulary pictures, pointing in order.
- [ ] Keep the family letter and the vocabulary card together in a send-home folder so the words travel with the book.
- [ ] Use the ink-saver pages at a center or in a photocopier tray so every student takes a set home, not just the class set.

What you’ll want on hand

Crayons or markers, a glue stick, child-safe scissors (or pre-cut the pieces for students who are not cutting yet), and a copy of the read-aloud from your school or public library. Nothing else to prep — every page is ready to print.

PREVIEW

MY BODY

Smartboard Circle Time

Whole-group practice before the paper activity.

How to use these slides

- [ ] The next 9 pages are slides for the whole class: open this PDF on your smartboard or projector and go full screen.
- [ ] Children come up and tap or circle with the board pen: name the pictures, sort, count, find the letter, put the steps in order, and say the core word.
- [ ] They follow the week: do the matching slide before each day's paper activity, so the whole group sees the idea once before anyone works alone.
- [ ] They are landscape pages sized for a widescreen board. Skip them when you print the student pages — the paper set starts right after.

What you'll want on hand

A smartboard, interactive projector, or any screen the whole group can see; a board pen or a finger for tapping and circling; and the story read aloud once before the first slide, so the pictures and the core word are already familiar faces.

What the nine slides cover, in order

A title slide with the week's pictures, name-the-picture practice, a whole-group sort, three counting slides, a letter hunt, the life-skill sequence in order, and the core word to say together.

Make it work for every learner

- [ ] Call on a student to come to the board, but let anyone answer out loud or point from their seat — the slide works either way.
- [ ] Pause on any slide as long as the group needs; there is no timer and no wrong answer to rush past.
- [ ] A student who uses a talker or core board can point to the matching picture there instead of on the screen.
- [ ] A student who is not yet pointing independently can be handed over hand, or can simply watch and listen — whole-group time counts even without a turn at the board.
- [ ] Revisit yesterday's slides for a minute before today's new one — the repetition is the point of a theme week.
- [ ] Keep the pace slow and the praise specific: name exactly what the student did right before moving to the next slide.

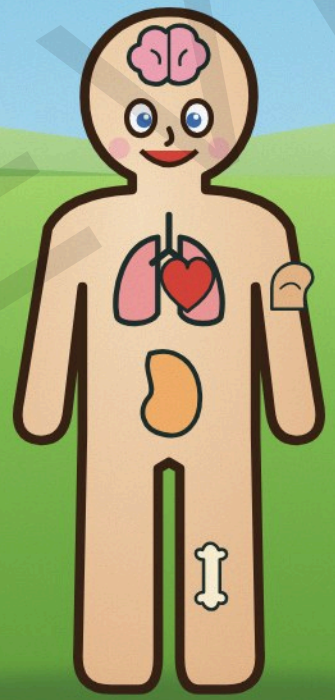
No smartboard yet? A tablet propped up, or even the pictures printed one to a page and held up by hand, runs the same nine slides just as well — the point is the whole class looking at the same picture together, not the device it is shown on.

PREVIEW

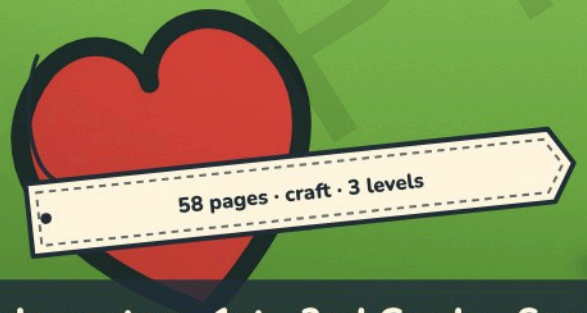
Preview · Bright Path Sped

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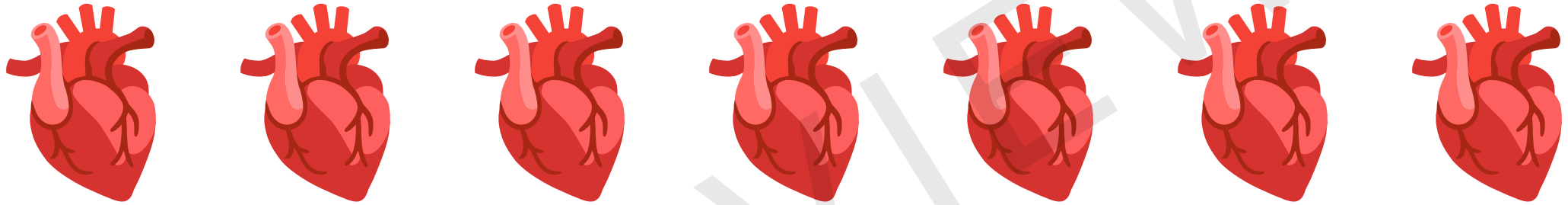
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PREVIEW

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How many? Tap the number!



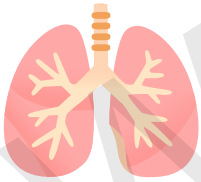
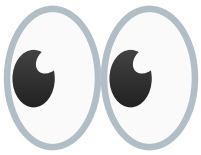
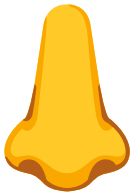
6 7 8

PREVIEW

My name: _____

My Body words

✂ Cut out the cards for circle time.

 brain	 heart	 lungs
 bone	 muscle	 eyes
 ear	 nose	 tooth

PREVIEW

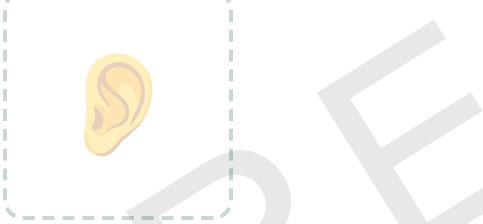
Color a star when you finish! ☆ ☆ ☆

© Bright Path Sped

My name: _____

Match each picture.

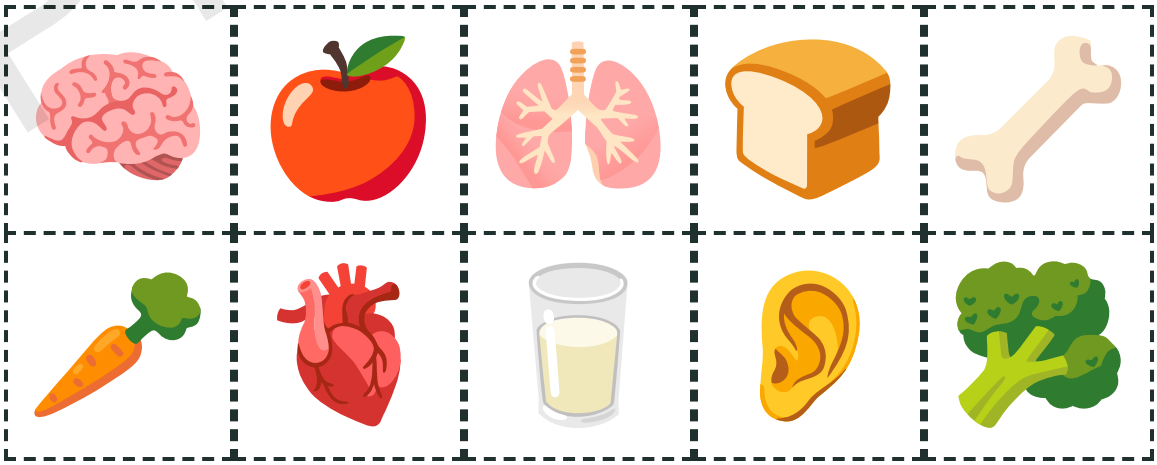
Body part



Food

PREVIEW

✂ Cut on the dashed lines.

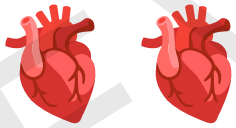
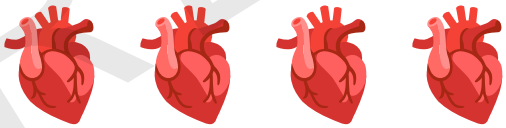


Color a star when you finish! ☆ ☆ ☆

© Bright Path Sped

My name: _____

Count. Glue the same number.

	3
	1
	5
	2
	4

Cut on the dashed lines.

1	2	3	4	5

Color a star when you finish! ☆ ☆ ☆

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PREVIEW

My name: _____

Trace the letters.



B b

B B B B B

b b b b b

Bb Bb Bb

Draw a bone here.

Color a star when you finish! ☆ ☆ ☆

© Bright Path Sped

PREVIEW

My name: _____

Trace the letters.



B b

B B B B B

b b b b b

bone bone

PREVIEW

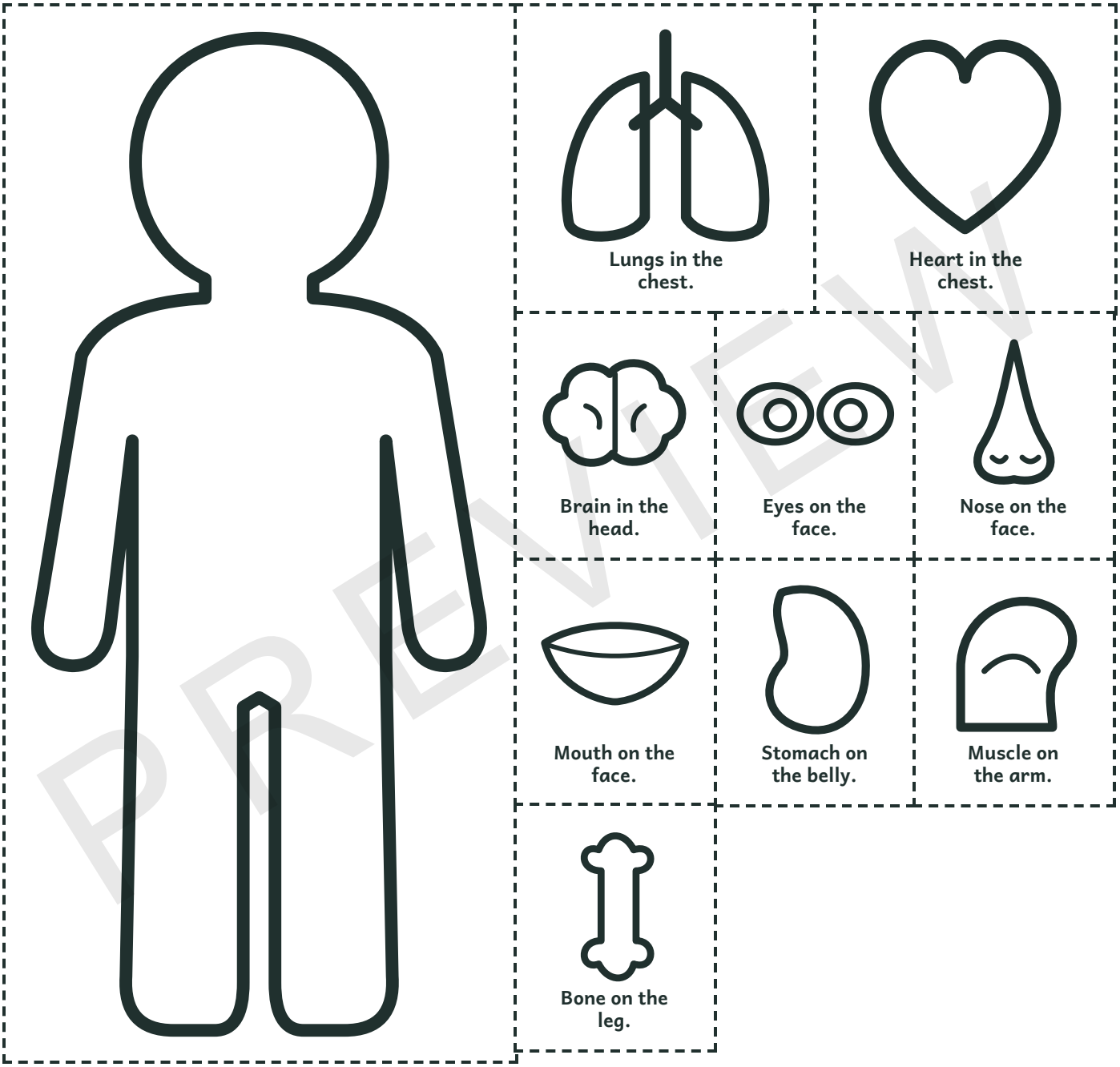
Draw a bone here.

Color a star when you finish! ☆ ☆ ☆

© Bright Path Sped

My name: _____

Cut out the body parts.



PREVIEW

Cut on the dashed lines. Every cut is straight.

Color a star when you finish! ☆ ☆ ☆

© Bright Path Sped

My name: _____

My Body · Fine motor

Help the dog get the bone.

















PREVIEW

Color a star when you finish!

© Bright Path Sped

My name: _____

Say it. Find it on your talker.

Our word this week

look



I can look with my eyes.

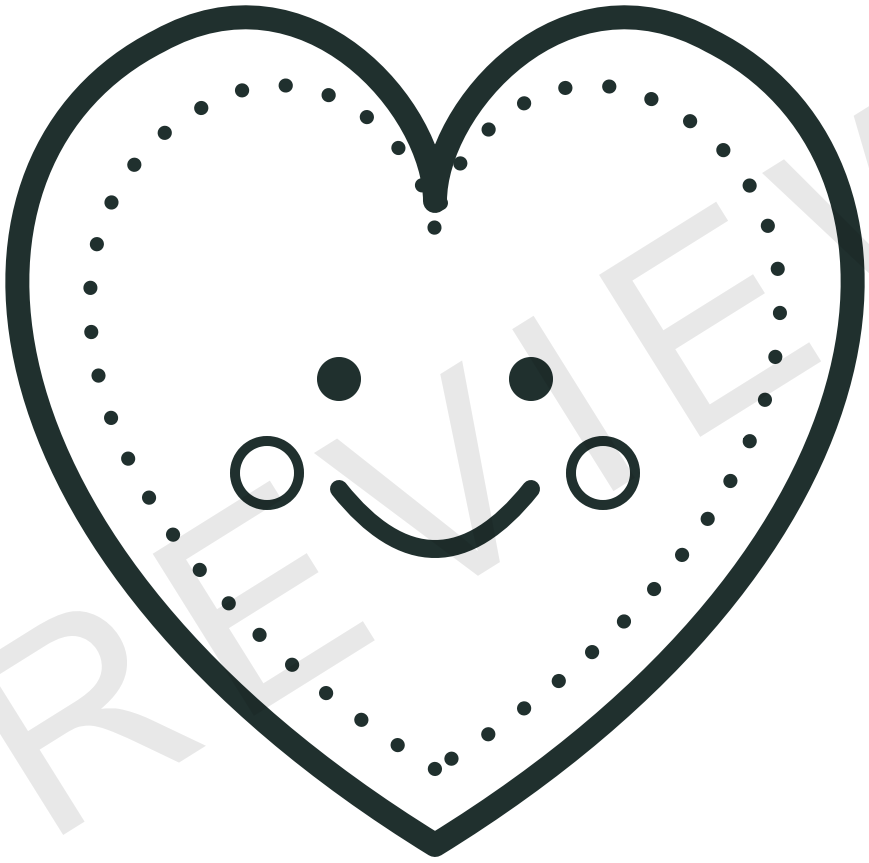
PREVIEW

Color a star when you finish! ☆ ☆ ☆

© Bright Path Sped

My name: _____

Color the heart.



PREVIEW

Color it any way you like.

Color a star when you finish! ☆ ☆ ☆

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MY BODY

Who Did What This Week

One row per student. Handy for IEP notes and progress reports.

How much help? Write one code in each box

I = did it on their own · G = gesture or pointing · V = told what to do · H = hand-over-hand · – = absent

Day 1: Sort: a body part, or not? (3 levels) · Day 2: Count the hearts and glue or write the number (3 levels) · Day 3: Letter B: find it, match it, or hear it (3 levels); trace or write · Day 4: Get ready for bed: put the steps in order. · Day 5: Craft: build my body.

STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5

PREVIEW

MY BODY

Family Letter

Send home on Day 1. The lines are for your own note.

Dear family,

This week our class is reading about **naming the parts of my body, like my brain, heart, lungs and bones**. We read the same story every day and do a new activity with it: sorting, counting, letters, a life skill and a craft.

Our word of the week is **look**. Try using it at home: “Look at me.” “Look, a bird!”

Try at home: point to a body part and name it, then take turns: “Show me your ear. Show me your nose.”

You do not need any special materials for this — just a few minutes together, whenever it fits your day.

Ask your child to show you their favorite page from this week and tell you about it in their own way — pointing, a word, or a full sentence all count.

This week’s words: brain, heart, lungs, bone, muscle, eyes, ear, nose, tooth.



Practice the word “look” anywhere you go this week — in the car, at the table, at bedtime.

Questions about this week’s activities? Send a note back with your child and we will follow up. Thank you for reading with your child every day this week — it makes a real difference in how quickly the words and the story stick.

Thank you!

PREVIEW

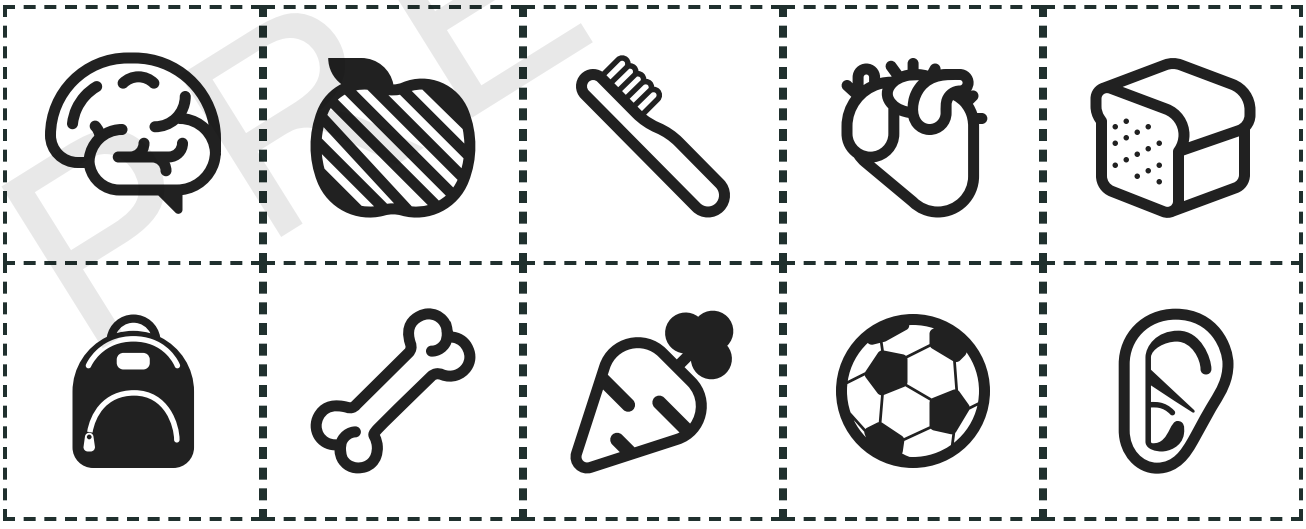
My name: _____

Body part, food, or thing to use?

Body part	Food	Thing to use

PREVIEW

✂ Cut on the dashed lines.

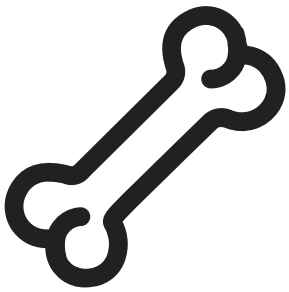


Color a star when you finish! ☆ ☆ ☆

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My name: _____

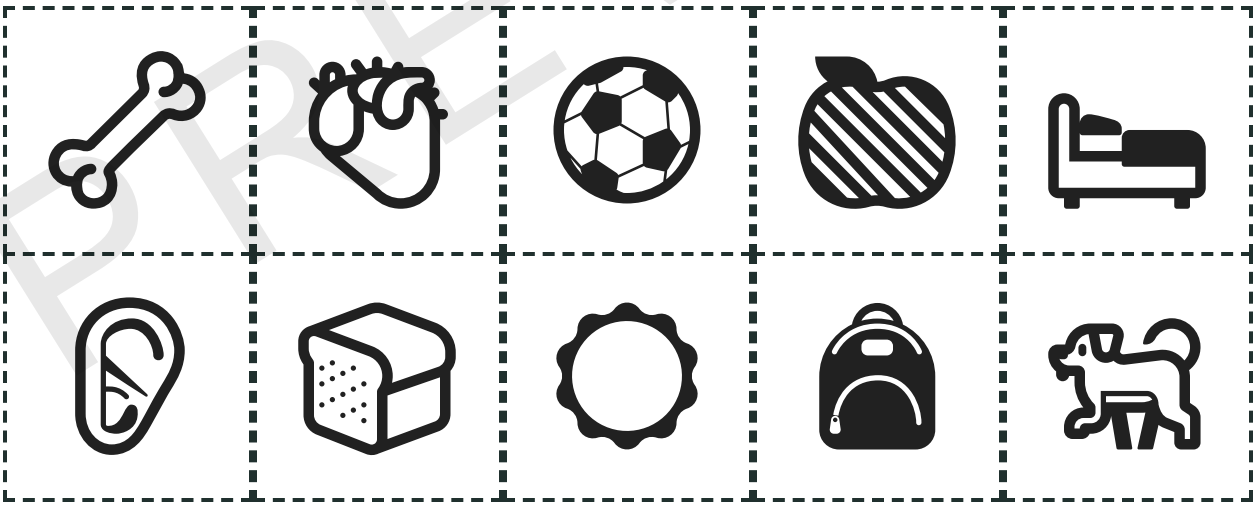
Glue the pictures that start like bone.



Bb

Say each picture. Does it start like bone?

✂ Cut on the dashed lines.



Color a star when you finish! ☆ ☆ ☆

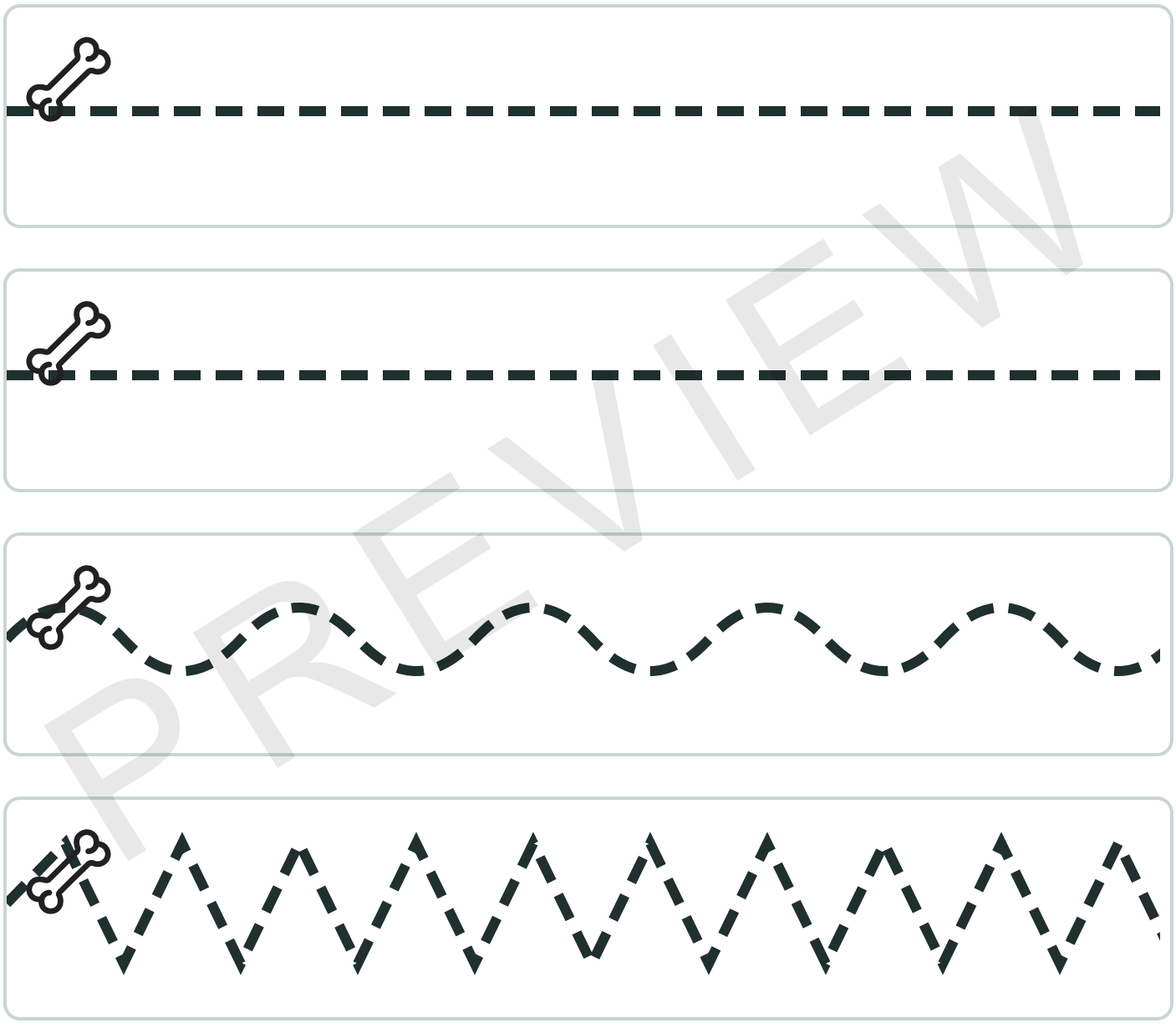
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PREVIEW

My name: _____

Cut on the line.

✂ Start with the top strip.



PREVIEW

Color a star when you finish! ☆ ☆ ☆

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