What did the Oaks find the most interesting about the body?

After exploring new knowledge of our body parts and the internal organs of our body, the Oaks decided to start making their own body book! We had our Oaks separated into three working groups—Brain, Blood, and Bones.

**Brain Group**

Jay: “Brain is inside, you can’t really see it.”
Hazel: “I love the brain because it is the BOSS of our body.”
Anatol: “Brain.” (When asked by teacher about what he was drawing.)

**Blood Group**

Julia: “I’m actually drawing the vein, where the blood travel through.”
Teacher: “Why do you think we need blood?”
Gianna: “The blood keeps us alive.”

**Bones Group**

Graham: “Do you know we only have two big holes on the skull, no eyeballs!”
Wendy: “I can draw hand bones and legs!”

We switched groups after everyone got a chance to draw on our book pages. The Oaks explored the knowledge of our body for a period of time through different ways of representations. They have memorized most of the knowledge by colors, shapes, and even just imaginations!

The Oaks showed their interests in the knowledge of our body, and they kept their interests for a long time. They were excited about learning new knowledge everyday.

We have been learning and discovering a lot of knowledge from the body book we have in our library. Now all of us are so excited, and cannot wait to see our own body book!

Lu He, March 8th

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**Teaching Strategies GOLD objectives**

14a- Thinks symbolically.
17a- Uses and appreciates books.
29- Demonstrates knowledge of self.
The Many Faces of Our OAKS!

Julia, Graham, Jay, Hazel, Wendy and Anatol were thrilled to find dozens of eyes, lips, and noses scattered all over one of the large circle tables in the classroom! Immediately, they guessed it was their features. We planned to try and find our own features, like a puzzle, to create our own faces. However, the OAKs instantly began laughing and playing at the silly faces we could make by holding different facial characteristics up to our eyes, nose or mouth! It’s amazing how different we can look with different shaped eyes, noses or mouths!

Julia: “Oh my gosh, Graham! Look! Look at Graham’s eyes!”
Teacher: “When did you get Hazel eyes, Graham?!”
Graham: “And Julia’s got alien eyes!”
(Laughing and trading different facial features).
Hazel: “Look at these big ole’ lips!”
Teacher: “Are those my lips, Hazel?! Oh my goodness!”
(Bellowing laughter!)
Julia: “Hey look! I think these are all mine!”
Teacher: “You’re right, Julia! You found all your parts! Can anyone else spot all their parts?”
Hazel: “Graham, where are those eyes that you had, those were mine.”
Graham: “Ughhhhh... Right here!”
Anatol: “My eyes!”
Teacher: You’re right Anatol! You found your eyes!

(Throughout all conversions between the OAKs there was non-stop laughter!)

In doing this, the OAKs were making observations about the characteristics of each other, sharing, and classifying facial expressions. Because they enjoyed this activity so very much, they all looked forward to seeing this activity again!

Teaching strategies GOLD objectives: 7a-uses fingers and hands and 22-makes connections.
Silly Faces!

After the Oaks explored the different cut out parts of their faces, they had the chance to make their own, silly faces! With a little glue and creativity, the Oaks dived into this project: guessing who was who and using parts of familiar faces to make new faces.

Wendy: “We are making funny faces!”
Jay: “I have your smile.” While talking to Hazel.
Graham: “I think this is Wendy. They match” Her eyes and nose.
Hazel: “I have my eyes.”
Jay: “I have my eyes, Anatol’s nose, and Lauren’s mouth.”
Julia: “I did Jacki’s eyes!” While pointing to the eyes she glued down on her paper.
Anatol: “Face!”
Graham: “Whose smile is this?” He exclaimed while holding the smile in the air.
Teacher Lauren: “It’s your smile Graham!”
Graham started to giggle, while looking surprised since it was his own smile.

By doing this project, we can see that the Oaks found exploring their own and their fellow Oaks body parts very interesting and intriguing. They enjoyed guessing who’s body part was whose, and making silly and new faces out of the familiar faces they encounter every day. Also, they enjoyed working with the body parts that they can physically see and recognize: their eyes, nose, and mouth.

After exploring what the Oaks have found the most interesting about the body, it has brought us to wonder, how else can they represent what they have learned thus far about their bodies?

Teaching Strategies GOLD objectives—
7a- Uses fingers and hands
12b- Makes connections
29- Demonstrates knowledge of self.

Jacki Cech, March 13th