

BOOK TITLE

**Timingma Avatait
(Parts of My Body)**

TOPIC

About Me**Essential
Question**

What do I call the different parts of my body, and what do they do?

Teaching Strategy

This lesson uses cooperative learning strategies to encourage the students to work together to complete a task. The lesson incorporates graphic organizers and visual aids to enhance teacher instruction.

REQUIRED MATERIALS

- Activity Worksheet: **Inuup Timinga (The Human Body)**
- Large sheets of paper
- Drawing utensils (markers or crayons)
- **Optional:** Yarn (for hair), construction paper, glue

LEARNING CONNECTION

By the end of this activity, the students will be able to identify the different body parts that were introduced to them in the book *Timingma Avatait (Parts of My Body)*. The students will also be able to explain what each body part does (for example, “Noses are used for smelling”).

READING VOCABULARY

Body, arm, leg, nose, mouth, belly, foot.

LEARNING ACTIVITIES

Class discussion about the book.



Labelling **Inuup Timinga (The Human Body)** activity worksheet as a class.



Class discussion about the functions of each labelled body part.



Students label and design an outline of their own bodies.

LESSON PLAN: PARTS OF MY BODY

1. Display **Inuup Timinga (The Human Body)** activity worksheet at the front of the classroom and ask the students:



“Kituuvat ilait timip ajuiqhautigivitigu taiguagakhami *Timingma Avatait?*”

Answers: arm, leg, nose, mouth, belly, and foot.

- ☞ As the students name the different body parts, label the appropriate part of the diagram, and ask the students to point to that body part on their own bodies.



Example: **“Takupkangga humiittaakhaik kanaakkit.”**

- ☞ Have the students point to their legs.

2. After **Inuup Timinga (The Human Body)** activity worksheet is fully labelled, go through each body part and talk about what it does.

3. Point to the nose on the diagram. Say:



“Tamaffi tikkuaritti qingarnut. Kia unniutiniaqqinga qanuq atuqpaktavut qingaqqut?”

Answer: smelling.

Ask: **“Hunauva naimannariviuk?”**

Answers might include: food, flowers, etc.

4. Point to the mouth on the diagram. Say:



“Tamaffi tikkuaritti qaniffingnut. Hulidjutigivakpihiuk qaniqhi?”

Answers might include: eating, talking, singing, etc.

5. Point to the arms on the diagram. Say:



“Tamaffi hivunirnut ihagitti. Qanuriliuqtaaqqita taliptingnut?”

Answers might include: writing, drawing, throwing a ball, swimming, playing sports, carrying my backpack, etc.

6. Point to the legs on the diagram. Say:



“Tamaffi kanaahi kahaglugik. Uqarit hulittaaqtugut kanaaptingnut?”

Answers might include: walking, running, playing soccer, biking, etc.

LESSON PLAN: PARTS OF MY BODY

7. Point to the feet on the diagram. Say:



“Imaattauq tamaffi tikkuaritti itikkangnut. Huuq ikpingnaqpak itikkavut?”

Answer: They help us to stand up.

Say: “Hulidjutigivakpigiglu itikkavut?”

Answers might include: kicking a ball, running, walking, skipping, biking, etc.

8. Last, point to the belly on the diagram. Say:



“Huuq aqiaruqariaqaqtugut?”

Answer: So we have somewhere for our food to go.

“Aqiaqquvut iluaniittuq naapta. Aqiaruqariaqaqtugut nirigaangapta, nirjavut namunngauvikhaanik. Niqi aqiarurmut tikittaangami, aqiarupta pivagait timigikhautit nakuuningillu niqipta, hangupkaqhugillu timipta ilanginnut ukununngalu hauniptingnut nukiptingnullu. Taimaa hakugikhivalliagiaptingni auladjutiginiaraptigulu hulilukaarnarijaptingnik.”

9. Next, divide the class up into pairs. Give each student a piece of paper that is large enough to accommodate his or her height. Say to the students:



“Tamaffi nallarniaqtuhi makpiraaffingnut ilikpit avataagut titirarniaqtaa timit. Titiraqhimajuqaliruvit, titiraujarniaqtatit timipta ilangit uqarivaktavut ublumi timinnguaffingnut. Titiraujaqtaaqtatit timikpit ilangit uqarinngitavullu, ukuatut ijjik, hiutik, algak, nujat.”

10. **Optional:** Help students glue on yarn for hair and make clothes out of construction paper to decorate their body outlines.

11. Instruct the students to label each body part. Remind them to check their spelling by referring to the body parts vocabulary you wrote on **Inuup Timinga (The Human Body)** activity worksheet at the front of the room.

12. Display the finished body outlines around the classroom with the students' names underneath them.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- ☛ Labelled outlines of students' bodies

Inuup Timinga

