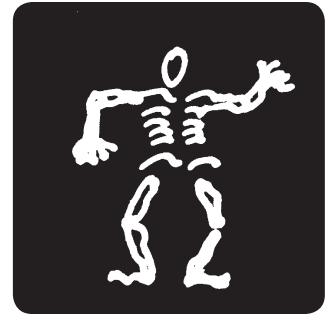


# Bodies and Buildings

How can my body be compared to a building?



## Theme

This lesson explores how some body parts work in similar ways to the parts of a building.

## Student Objectives

- identify five parts of a building that correspond to five parts of a body
- identify five parts of a body that correspond to five parts of a building
- cut out, sort, and match the picture of a building part to the corresponding human body part

## Activities

- match building parts to body parts
- cut out building parts and glue them onto a body outline
- game of charades
- action song about buildings and body parts (*included*)

## Type

indoor, desktop activities

## Timeframe

two class sessions of 20 minutes each

## Materials

- **Handout A** - pictures of 5 body parts and 5 building parts
- **Handout B** - body outline
- crayons
- scissors
- glue

## Teacher Prep

- photocopy **Handout A** (*two per student*)
- photocopy **Handout B** (*one per student*)
- *optional charades game*: photocopy **Handout A** onto cardstock and cut out the body pictures

## Vocabulary

door

mouth

window

eyes and ears

columns and beams

bones

walls

skin

heater

lungs and nose



### Discussion Points

- Are you alive? How do you know?
- Is a building alive? How do you know?
- Which features of a building help to hold it up? (columns and beams) Which parts of your body hold you up? (bones)
- Which features of a building help to warm up or cool down the air? (heaters and air conditioners) Which parts of your body help you breathe air? (lungs)
- Which features of a building let light and air inside? (windows) Which parts of your body let sound and pictures in? (ears and eyes)
- Which feature of a building lets people and supplies come in and out? (door) Which part of your body lets food come in? (mouth)
- Which features of a building make it look really different from the other buildings around it? (façade) Which part of your body makes you look really different from the person next to you? (face)
- What do you need to survive? (water, food, air, space to move around, and love and care) What does a building need to survive? (care)

### Background Information for Teacher

#### a person

mouth

eyes and ears

bones

skin

lungs and nose

#### a building

door

windows

columns and beams

outside walls

heating and air conditioning

#### other options

#### a person

façade (*pronounced fah-SOD*)

brain

nerves

intestines, veins

muscles

#### a building

face

some big buildings have a computer system to control the electrical, plumbing, and ventilation systems

electricity

pipes

nails, screws, bolts, welding, etc. (hold the columns and beams together)

## Activity Procedures

To be completed over two days

- 1 Name the basic parts of a human body. Talk about the function of each part. Use the Discussion Points to guide your questions.
- 2 Name the basic parts of a building. Talk about the function of each part.
- 3 Give each student a copy of **Handout A**. Have them draw a line that connects each picture of a body part with the similar building part. Talk about the correct answers.
- 4 Give each student another copy of **Handout A** (showing the body and building parts) and one copy of **Handout B** (showing the outline of the human figure). Students should cut out the pictures of the building parts and pictures of the body parts and glue them on the outline of the human figure. They may add other features to the figure as they wish.
- 5 *Optional review by a game of charades:* Make cards from the five pictures of body parts on **Handout A**. One student comes to the front of the class, chooses a card, and then acts out the card by performing a task that uses that body part. The role of the class is to guess which body part is being acted out and to name the corresponding building part. *Example: Student chooses a picture of the eye. They pretend to make spyglasses with their hands. The rest of the class then guesses: window.*
- 6 Sing “*The Building and Body Song*” presented at the end of this lesson with your class. Make up actions to go along with the words.

## Extensions

Sing “*Head, Shoulders, Knees, and Toes*” or play a game of *Simon Says* to help remind children of the different parts of their bodies.



## Interdisciplinary Connection

### Fine Arts

Use pieces of drawing paper as large as your children. Have the students lie down on the paper, while you trace around them. Have them decorate their outlines with features from a building.

## Resources

***The Fantastic Cutaway Book of Giant Buildings***, Matthew Heywood and Alex Pang, illust. Brookfield, CT: Copper Beech Books, 1997.

***The Magic School Bus: Inside the Human Body***, Joanna Cole and Bruce Degen, illust. New York: Scholastic, 1989.

***My First Body Book***, Christopher Rice and Melanie Rice. New York: Dorling Kindersley, 1995.

***Stephen Biesty's Incredible Cross-sections***, Richard Platt and Stephen Biesty, illust. New York: Knopf, 1992.

***Up Goes the Skyscraper!***, Gail Gibbons. New York: Macmillan Publishing Co., 1986.

***What It Feels Like to be a Building***, Forrest Wilson. Washington, DC: The Preservation Press. 1988.



### Illinois Learning Standards and Benchmarks

- 12A** Know and apply concepts that explain how living things function, adapt and change.
- 12.A.1a** Identify and describe the component parts of living things and their major functions.
- 12.A.1b** Categorize living organisms using a variety of observable features.
- 12B** Know and apply concepts that describe how living things interact with each other and with their environment.
- 12.B.1a** Describe and compare characteristics of living things in relationships to their environments.
- 13A** Know and apply the accepted practices of science.
- 13.A.1c** Explain how knowledge can be gained by careful observation..

A new song from the Chicago Architecture Foundation using an old favorite melody: *(Use and teach verses as needed.)*

### The Building and Body Song

sung to the tune of: *London Bridge is Falling Down*

Windows let in light and sound light and sound light and sound Windows let in light and sound to the building	Eyes and ears bring light and sound light and sound light and sound Eyes and ears bring light and sound to my body
Doors let people in and out in and out in and out Doors let people in and out of the building	My mouth lets the food go in food go in food go in My mouth lets the food go in to my body
Heaters warm the air right up air right up air right up Heaters warm the air right up to the building	Nose and lungs warm air right up air right up air right up Nose and lungs warm air right up in my body
Walls keep snow and rain outside rain outside rain outside Walls keep snow and rain outside of the building	Skin keeps snow and rain outside rain outside rain outside Skin keeps snow and rain outside of my body
Columns stand up straight and tall straight and tall straight and tall Columns stand up straight and tall in the building	My bones stand up straight and tall straight and tall straight and tall My bones stand up straight and tall in my body

# Handout A

