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
### Background Information for Teacher

#### a person | a building
---|---
mouth | door
eyes and ears | windows
bones | columns and beams
skin | outside walls
lungs and nose | heating and air conditioning

### 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)

### Other Options

#### a person | a building
---|---
façade (pronounced fah-SOD) | face
brain | some big buildings have a computer system to control the electrical, plumbing, and ventilation systems
nerves | electricity
intestines, veins | pipes
muscles | 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


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
Windows let in light and sound
to the building

Doors let people in and out
in and out
Doors let people in and out
of the building

Heaters warm the air right up
air right up
Heaters warm the air right up
to the building

Walls keep snow and rain outside
rain outside
Walls keep snow and rain outside
of the building

Columns stand up straight and tall
straight and tall
Columns stand up straight and tall
in the building

Eyes and ears bring light and sound
light and sound
Eyes and ears bring light and sound
to my body

My mouth lets the food go in
food go in
My mouth lets the food go in
to my body

Nose and lungs warm air right up
air right up
Nose and lungs warm air right up
in my body

Skin keeps snow and rain outside
rain outside
Skin keeps snow and rain outside
of my body

My bones stand up straight and tall
straight and tall
My bones stand up straight and tall
in my body

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.