

A Unit of Study for Preschool and Kindergarten



Disney  
**DOC**  
McStuffins  
**The Exhibit**

CHILDREN'S  
MUSEUM  
INDIANAPOLIS



Disney  
**JUNIOR**  
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## A Unit of Study for Preschool and Kindergarten

Exhibit produced by The Children's Museum of Indianapolis  
in collaboration with Disney Junior



The Children's Museum of Indianapolis is a nonprofit institution dedicated to creating extraordinary learning experiences across the arts, sciences, and humanities that have the power to transform the lives of children and families. It is the largest children's museum in the world and serves more than 1 million people across Indiana as well as visitors from other states and nations.

The museum provides special programs and experiences for students as well as teaching materials and professional development opportunities for teachers. To plan a visit or learn more about educational programs and resources, visit the Teacher section of the museum's website at [childrensmuseum.org](http://childrensmuseum.org).

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### The Exhibit

Dottie “Doc” McStuffins is a 6-year-old girl with a dream of one day becoming a doctor like her mother. She has the amazing ability to bring toys to life using her magical stethoscope. Disney Junior’s children’s program follows the adventures of Doc McStuffins and her friends as they encounter hurt toys that they care for and make feel better. Along the way, the friends share songs and laughs and learn valuable life lessons about the importance of caring for themselves and others.

This exhibit features the newest destination in the Doc McStuffins universe, the McStuffins Toy Hospital in McStuffinsville. Visitors can explore a variety of wards in the hospital, from the Operating Room to the Nursery to the Emergency Room to the Pet Vet clinic. Throughout these venues, visitors will learn the importance of caring for themselves and others as well as the importance of making good choices to stay healthy.



### The Unit of Study

This unit of study will support the main messages of the Doc McStuffins exhibit by familiarizing children with doctors and their tools. Students will increase their awareness of the human body and learn how choices they make can help them stay healthy. Students will use their early literacy skills to demonstrate what they have learned about health and wellness.





## Introductory Experience: The Doc Is In!

Students are introduced to Doc McStuffins and her friends. Students learn more about who Doc is and discuss what they already know about the character from watching the Disney Junior program. They also share knowledge about doctors and what a doctor does as well as discuss personal experiences with doctors and/or hospitals.

### Procedures

- ✿ Ask students if they have ever heard of Doc McStuffins before.
- ✿ Have students share what they know about the show.
- ✿ Prompt students with pictures from the show. Ask questions, such as:
  - ✿ What does Doc do?
  - ✿ Who are Doc's friends?
  - ✿ What can you tell about Doc's friends by looking at pictures of them?
  - ✿ How does Doc take care of her friends?
- ✿ Have students watch a portion of an episode of the show on the Disney Junior website.
- ✿ Discuss the ways they see Doc care for her friends in the episode:
  - ✿ Who was sick or hurt?
  - ✿ How did it happen?
  - ✿ Did Doc use any special tools?
  - ✿ How did she make her friends feel better?
  - ✿ How can they be sure not to get sick or hurt that way again?
- ✿ Ask students why it is important to take care of themselves and others.
- ✿ Have students name some behaviors that help them stay healthy. For example, eating a balanced diet, washing hands, getting regular exercise, and following safety rules are all ways we can keep our bodies healthy.

### Academic Standards

#### Indiana Academic Standards

Health and Wellness:  
PHG.1.1; K.1.1, K.3.1

#### National Academic Standards

Health Education: 1.2.1; 7.2.1,  
7.2.2

- ✿ Ask students: Who can help you take care of yourself in the real world? Answers may include parents, older siblings, friends, and teachers. Take answers until someone suggests a doctor or help guide students to this answer if they do not come up with it on their own.
- ✿ Have students discuss what they know about doctors. Prompt discussion with questions like:
  - ✿ When have you been to a doctor's office?
  - ✿ Why did you go to the doctor?
  - ✿ What did the doctor do?
  - ✿ Did the doctor wear anything special? Does Doc McStuffins wear something special, too?
  - ✿ Have you ever been to a hospital?
- ✿ End the discussion by reinforcing relevant answers and summarizing what the students know about doctors.
- ✿ Explain that through the next few experiences, students will learn about doctors and their tools, as well as more about their own bodies and how they can make good choices to stay healthy.



## Lesson 1: Doctors Help Us Stay Healthy

This lesson focuses on what to expect when visiting the doctor, helping to demystify the experience for children. Students will get to practice procedures they can expect at an actual doctor's office on one of their favorite toys. Children will also explore parts of the human body and the tools a doctor might use during a visit. Students will also consider choices they make that can contribute to staying healthy.

### Objectives

Students will:

- ✿ explain what a doctor is and what a doctor does to help children stay healthy
- ✿ identify parts of the human body, such as arms, legs, knees, and head
- ✿ name the tools a doctor might use and how the tools may be used
- ✿ compare sizes and weights of various toys

### Focus Questions

- ✿ What is a doctor?
- ✿ How does a doctor help you stay healthy?
- ✿ What tools does a doctor use?
- ✿ What does a doctor measure with tools?



### VOCABULARY

- bandage
- blood pressure cuff
- doctor
- otoscope
- reflex hammer
- scale
- stethoscope
- thermometer



### You will need:

- \* toy (student's choice)
- \* large piece of paper for body tracing
- \* measuring tool (ruler, tape measure, etc.)
- \* scale
- \* copies of handout on page 11 (1 per team)





## Experience 1: Measuring Up

In this Experience, students think more about Doc and what she does. They learn more about the role of real doctors in keeping children healthy. Students practice some of the most common tests performed at routine physicals, such as height and weight measurement, by conducting these tests on their favorite toys. Then they graph and discuss their results.

### Academic Standards

#### Indiana Academic Standards

Mathematics: M1.2, M3.1,  
M.5.2; K.NS.1, K.DA.1, K.M.1  
Social Studies: SS4.1; K.4.2

#### National Academic Standards

Mathematical Practice:  
K.CC.A.1, K.CC.A.2,  
K.MD.A.1, K.MD.A.2  
Social Studies—Economics:  
KSS5.b

### Preparation

A few days before this experience, ask students to bring in a favorite toy from home. Alternatively, you could provide a collection of toys for children to choose.



### Procedures

- ✿ Review with students what they discussed about Doc and doctors in general during the introductory experience.
- ✿ Have students offer examples of what a doctor might do during a visit. Help students think back to actual visits they have made to the doctor.
- ✿ Explain to students that they are going to perform some common tests on their toys, just like doctors do with them when they visit.
- ✿ Ask students if doctors have ever measured their length, or height. Ask why they think this might be important.
- ✿ Help students understand the doctors measure height and weight to track a child's growth, therefore accuracy is important.
- ✿ Distribute measuring tapes or rulers to students.
- ✿ Examine the measuring tapes or ruler carefully, helping students to identify units of measurement, such as inches or centimeters.
- ✿ Have students measure the length of their toys to the nearest inch or centimeter. Students should record their results.



### TEACHER TIP

Have young students directly compare toys and determine relative size (which is longer? which is shorter?). Don't worry about measuring exact length if children are not developmentally ready for this skill.



✿ Next, allow students to weigh their toys on a scale. They should record their results, rounding to the nearest whole number.



**TEACHER TIP**

Use whatever type of scale you have available. Most toys will be light enough that a small digital scale will work well. If you use a balance scale instead, be sure to define your measurement terms. If you have weights to use, you can measure toys in grams, but if you do not have weights, you can measure toys using whatever standard weight you have. For example, you can measure a toy against standard-size building blocks, so a toy bear would equal X number of blocks.

✿ Once all the toys have been weighed and measured, collect the data and use it to make simple graphs. Use whatever graphing style you prefer.

**Graphing with Young Children**

For very young children, make graphing as simple as possible. For example, have students place toys in order from shortest to longest. Or you can group long toys over a specific length and group short toys under that length. You can arrange the toys lightest to heaviest, too. A large floor graph makes a good visual representation.

✿ Ask students:

- ✿ Which toy is the longest? Shortest?
- ✿ How many toys are over X inches long? Under?
- ✿ Which toy weighs the most? Least?

✿ Now that they have practiced weighing and measuring like doctors, have students discuss why they think it is important for doctors to weigh and measure them during a visit.



**Feeling Fine**

Well-child visits with the pediatrician or nurse practitioner are becoming increasingly commonplace. Most children visit the doctor/medical practitioner for these check-ups and not just when they are sick or hurt. Well-child visits give medical practitioners an opportunity to practice preventive medicine by administering vaccines and assessing children for their overall wellbeing, including physical, mental, and social development. Doctors weigh and measure children to track their growth so that they can help if children are not growing appropriately. These visits also offer a great opportunity for medical practitioners to meet with their patients' parents and offer advice on how best to keep children safe and healthy.





## Experience 2: Tool Time

In this Experience, students learn about different parts of their bodies and the tools a doctor might use to examine or treat a patient. First, students trace each other's bodies on a large sheet of paper and begin to identify different body parts on their tracings—arms, legs, head, and chest. Students begin to identify and note the location of major internal organs—brain, heart, lungs, and stomach. Next, students will become familiar with the different tools found in a doctor's medical bag, using Doc's tools as reference, and identify the body part where each tool would be used.

### Academic Standards

#### Indiana Academic Standards

Health and Wellness: PHG1.1;  
K.3.1

Science: SC3.1

Social Studies: SS4.1; K.4.2

#### National Academic Standards

Health Education: 1.2.1; 7.2.1,  
7.2.2

Social Studies—Economics:  
KSS5.b



### Procedures

- ✿ Remind students that it is a doctor's job to help people keep their bodies healthy.
- ✿ Explain that a doctor needs to know all about all of the parts of the human body to help keep people well.
- ✿ Let students know that in this experience, they are going to become more familiar with parts of their bodies.
- ✿ Have students stand up. They can either stand alone or in a group, whichever is easier in your space, as long as they have some room to move.

- ✿ To begin the exploration of the human body, have students sing the song “Head, Shoulders, Knees, and Toes” with appropriate motions to indicate each body part as it is mentioned in the song.

### Head, Shoulders, Knees, and Toes

Head, shoulders, knees and toes,  
Knees and toes.

Head, shoulders, knees and toes,  
Knees and toes.

And eyes, and ears, and mouth,  
And nose.

Head, shoulders, knees and toes,  
Knees and toes.

- ✿ Write these lyrics on the board and help students identify and repeat the words.



### TEACHER TIP

Students can also sing the song using different body parts. For example, you can sing “neck, elbows, hips, and feet” instead.

- ✿ After the song is complete, give each student a large sheet of paper and divide the class into teams of two.
- ✿ Have students take turns tracing each other onto the sheet of paper.
- ✿ Students should begin identifying the body parts mentioned in the song. Assist as needed with spelling and/or writing the words on the appropriate part of their tracing.

- ❖ Ask the class what other body parts they know that have not been identified yet. Write answers on the board and assist students as needed in marking these body parts.
- ❖ Explain to students that some people use special tools to do their jobs. For example, a carpenter has a hammer and a saw.
- ❖ Ask students to think of various people that do jobs in their community and name what special tools they might use and how they use them.
- ❖ Next, explain to students that doctors have special tools they use to help keep people healthy. Each of these tools is used on different parts of the body.
- ❖ Distribute the handouts of doctor's tools on page 11. These are not the only tools that a doctor might use, but they are all tools that Doc McStuffins uses to help toys that are hurt or sick.



## Help Doc

If your students have access to computers, be sure to visit the Disney Junior website at [disneyjunior.disney.com/doc-mcstuffins](http://disneyjunior.disney.com/doc-mcstuffins). There are games available for children to learn more about Doc McStuffins and enable children to use her tools to help her care for sick and hurt toys. If possible, allow students to spend some time with these games to learn about the tools before completing Experience 2.

- ❖ Go through each of the tools in turn, identifying each by name.
- ❖ Ask students if they have any idea how each of these tools is used to help sick and injured patients feel better. Students will likely have experience with some of the tools. Help students understand the use of any unfamiliar tool.
- ❖ If appropriate, have students write the name of the tool on the appropriate line on the handout.
- ❖ The tools represented are:
  - ❖ stethoscope: used to listen to heart and lungs
  - ❖ thermometer: used to take body temperature using armpit
  - ❖ otoscope: used to look into ears, nose, and throat
  - ❖ blood pressure cuff: used on arm or leg to measure blood pressure
  - ❖ bandage: used to cover wounds wherever they occur
  - ❖ reflex hammer: used to test reflexes on knee or elbow

- ❖ Next, students should cut out all of the identified tools and place each one on the body part doctors would use it on. For example, the thermometer would go near the mouth, or the blood pressure cuff would go on the upper arm. Have students attach the tool to the handout using tape or glue.



## TEACHER TIP

Guide very young students through this activity by telling them where the various tools would be used and encouraging them to find the correct body part. For example, you can tell them that the blood pressure cuff is used on an arm and encourage them to locate the arm and affix the picture of the tool to it. In this way, the activity is about identifying and locating body parts and does not rely on a prior understanding of the doctor's tools or how they are used.

- ❖ Have students discuss how doctors are better able to make and keep people healthy by using these tools.
- ❖ Have students discuss other ways that they can stay healthy and safe.



## An Ounce of Prevention

Doctors help people feel better when they are hurt or sick, but it is better to make healthy choices that reduce the need to see a doctor in the first place. There are a number of ways medical practitioners can help patients make healthier choices, such as dietary guidelines, preventive medicine like vaccines, and safety advice to avoid injuries.





## Student Handout



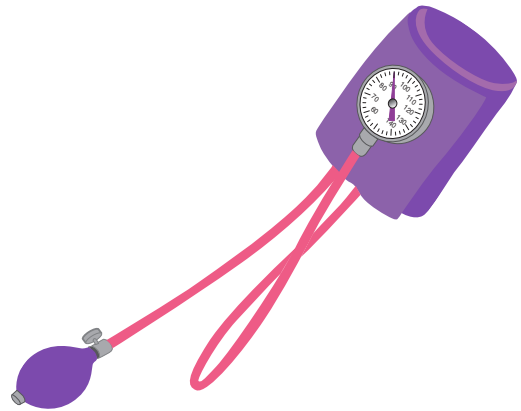
## A Doctor's Tools

Cut out all of the identified tools and place each one on the body part doctors would use it on.

Stethoscope



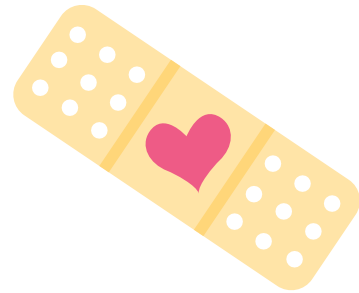
Blood Pressure Cuff



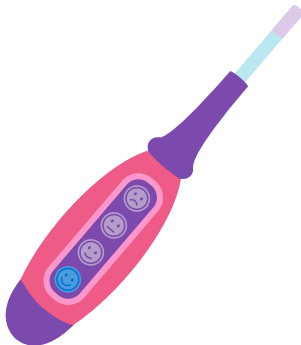
Otoscope



Bandage



Thermometer



Reflex Hammer









## Lesson 2: Let's Make Healthy Choices

In this lesson, children demonstrate what they have learned about staying healthy by using their early literacy skills to tell a story. Using Doc McStuffins for reference, children discuss what makes a good character for a story. They then use their own toys from Lesson 1, Experience 1 to create a character of their own. Students also examine the parts of a story as seen in books and on Doc McStuffins episodes. Students begin to see how characters and events come together to create a story. They apply what they learn to create their own story about healing a sick or hurt toy. Students also consider choices that can help their character stay healthy in the future.






### Objectives

Students will

-  create a character for storytelling, in written, oral, or visual form
-  demonstrate what they have learned about staying healthy by writing a story
-  understand that stories have a beginning, a middle, and an end
-  identify good choices to stay healthy

### Focus Questions

-  What does it mean to be healthy?
-  How do our choices affect our health?
-  How can we make choices to stay healthy?



### VOCABULARY



character

healthy

plot



### You will need:

-  picture books
-  Copies of handouts on pages 15 and 17 (1 per student)



## Experience 1: Making Healthy Choices

In this Experience, children watch clips from Doc McStuffins on the Disney Junior website and discuss some characters from the show. Children consider what a "character" is by discussing such questions as: What does the character look like? How does the character talk? What does the character like and dislike? Does the character have any habits or unique behaviors? What makes one character different from the others? Once students have an idea of what makes a character, they can create their own character using their toys from Lesson 1, Experience 1 as inspiration.

### Academic Standards

#### Indiana Academic Standards

English Language Arts:  
ELA.1.3, ELA.2.4; K.RL.2.1,  
K.SL.1, K.SL.3.1  
Health and Wellness: PHG1.1,  
PHG1.2; K.1.1, K.1.4

#### National Academic Standards

English Language Arts—  
Literacy: RL.K.1; RI.K.10;  
SL.K.1, SL.K.2  
Health Education: 1.2.1, 1.2.4;  
7.2.1, 7.2.2



### Procedures

- ✿ Ask students if they can name a few of Doc's friends.
- ✿ If students are not already familiar with the characters from the children's program, allow them to watch clips of the show and other videos on the Disney Junior website.
- ✿ Ask students to describe the different characters from the show, including Doc and her friends, Stuffie, Chilly, Lamby, and Hallie.
- ✿ Prompt discussion with questions such as:
  - ✿ Are these characters exactly alike?
  - ✿ What is special about each character?
  - ✿ What does each character look like?
  - ✿ What does each character wear?
  - ✿ How does each character talk?
  - ✿ What does each character like and dislike?
- ✿ Explain to the children that the differences in these characters are necessary for good storytelling because if everyone was the same, stories would be boring and not much could happen.
- ✿ Help students discuss how each character's personality contributes to the decisions they make about health and wellness.
- ✿ Explain to students that we all make choices all the time that affect our health.







- ✿ Ask students to name examples of healthy behaviors that they can choose to practice to keep themselves and others healthy. Answers can include things like eating a good diet, washing hands, getting enough sleep, and observing safety rules to prevent avoidable injuries. Ask: What might happen if you chose not to follow these healthy behaviors?
- ✿ Guide students to understand that there are choices that can either make us healthy or unhealthy. For example, a careless character might do things that could be dangerous to herself or others, a daredevil might take risks that could get him hurt, and a careful character might try to make good choices and observe safety rules.
- ✿ Using an example of any character whose decision leads to consequences in the episode of Doc McStuffins shared with the class.
- ✿ Ask students to discuss how the story might have been different if the character had a different personality and made other choices.
- ✿ Have students think about their favorite toy that they used in Lesson 1, Experience 1. What kind of character is it? Some students may already have an idea of the toy's character from previous imaginative play. Others may have to invent a personality.

- ✿ Some questions students should consider:
  - ✿ What does the toy look like?
  - ✿ What does it like or dislike?
  - ✿ Is it being careful or not?
  - ✿ How would this toy talk?



- ✿ Have students draw a picture of their toy on the handout on page 15. This picture should include a description of the toy's character in written, oral, or illustrated form.
- ✿ Ask students to think about the choices their character would make based on its personality. Would the character make choices that would help it stay healthy and well? Or would it make choices that would make it less healthy?
- ✿ Have students take turns presenting their toy character to the rest of the class.



### Making Better Choices

In episodes of Doc McStuffins, the choices a character makes can often contribute to staying healthy. The same is true in real life. We all make choices every day—from what to eat to how much we sleep, to whether or not we wash our hands or brush our teeth—that will help keep us healthy or possibly put our health at risk.



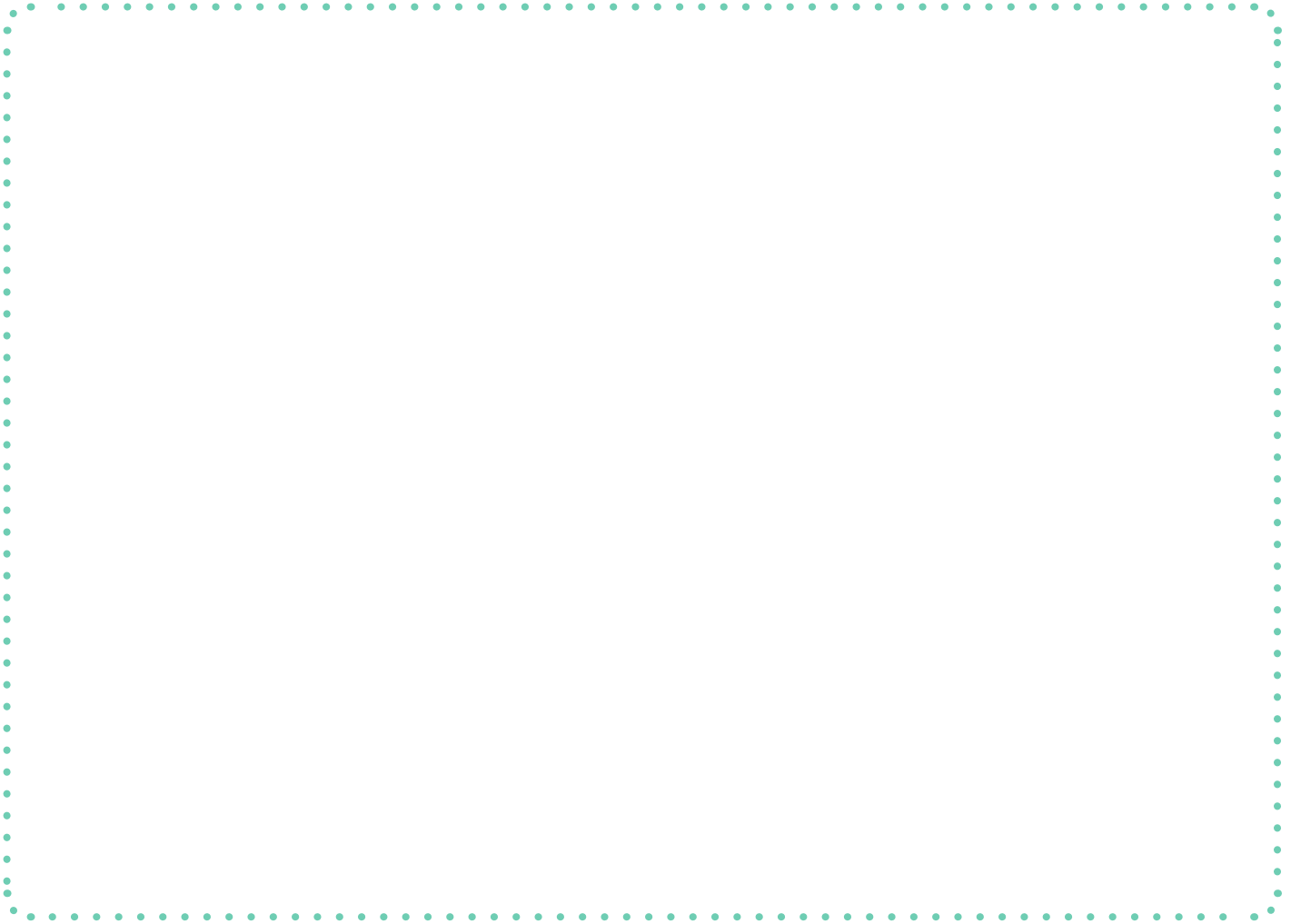
### TEACHER TIP

Some students, especially younger children, may need more support to understand the role character plays in the decision making process and how this plays out in storytelling. Be sure to give students any extra support they need, including more detailed discussion as you proceed through the experience.

Student Handout

# Create Your Character

Name: \_\_\_\_\_ Your Character's Name: \_\_\_\_\_



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## Experience 2: A Healthy Start

In this experience, children "read" wordless picture books, watch an episode of Doc McStuffins on Disney Junior, and think about the narrative structure of storytelling present in both. They begin to identify the beginning, middle, and end of simple stories. Students retell favorite stories, describing what happens at the beginning, in the middle, and at the end.

### Academic Standards

#### Indiana Academic Standards

English Language Arts:  
 ELA.2.3, ELA.2.4; K.RL.2.1,  
 K.RL.2.3, K.RL.3.2  
 Health and Wellness: PHG1.1,  
 PHG1.2; K.1.1, K.1.4

#### National Academic Standards

English Language Arts—  
 Literacy: RF.K.1; RL.K.1,  
 RL.K.3; SL.K.2  
 Health Education: 1.2.1, 1.2.4

### Procedures

- Begin by bringing the class together to share a wordless picture book.

- Draw attention to the features of the book, including turning pages left to right, the title page, and the author/illustrator's name.
- Using the illustrations as prompts, tell the story represented by the pictures or have students take turns interpreting the story.
- Ask students:
  - What happened first?
  - What happened next?
  - How did it end?
- Have students think about their favorite stories, maybe from a book that they have read, stories they have heard from grownups, or a favorite movie.
- Ask them to think about the same questions they were asked about the picture book.
  - What happened first?
  - What happened next?
  - How did the story end?

- Explain to students that all simple stories have a beginning, a middle, and an end.



### TEACHER TIP

#### Plot

The events in a story that move the action from the beginning, to the middle, to the end are important elements of the plot. Plot, along with character development, are essential for telling a story.

- Next, show students another Doc McStuffins episode from the Disney Junior website. These episodes are just another form of storytelling. Many episodes include two shorter story segments, rather than one longer story. In this case, have students focus on just one segment of one story.
- Using the handout on page 17, have students identify and record the beginning, the middle, and the end of the story using words or illustrations, as appropriate.
- Now, explain that the details that happen between the beginning, the middle, and the end are what make the story complete.
- Have students discuss the details of the Doc episode. Ask students how Doc cares for her toy friend in the episode.
- Ask students: Why it is important to care for others and help them feel their best?

### Books Without Words

Wordless picture books encourage vocabulary development, story fluency, sequencing, and creative storytelling. They are ideal to use with early readers to encourage confidence in storytelling and to build reader's self-esteem. These books encourage students to find details of an illustration that create rich storytelling.





Student Handout

# Beginning, Middle, and End

Name: \_\_\_\_\_

Beginning

---

---

Middle

---

---

End

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## Culminating Experience: Boo boo Stories

In this Experience, students bring together everything they have learned in Lessons 1 and 2 about going to the doctor, a doctor's tools, making healthy choices to create their own stories about health and wellness, and using their favorite toy as a prominent character. They make up a "boo boo" for their character, much like Doc McStuffins deals with in the "Big Book of Boo Boos" for her patients. Students create their own storybooks using pictures and/or words in which they identify how the boo boo occurred and resolve their character's boo boo using a doctor's tool(s). In discussing these stories with students, be sure to include questions about how the toys can avoid future boo boos, make better choices, and stay healthy. Have students share their stories with the class and with their families, too!

### Academic Standards

#### Indiana Academic Standards

English Language Arts:  
ELA.3.1, ELA.3.2; K.W.2.2,  
K.W.3.2, K.W.3.3  
Health and Wellness: PHG1.1,  
PHG1.2; K.1.1, K.1.4

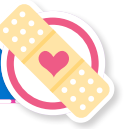
#### National Academic Standards

English Language Arts—  
Literacy: RF.K.1; W.K.2,  
W.K.3; SL.K.5  
Health and Wellness: 1.2.1,  
1.2.4



### Procedures

- ✿ Let students know that they will need to remember what they have learned about doctors, their tools, healthy choices, characters, and beginning-middle-end story development to complete this experience.
- ✿ Have students use the handout on page 17 to help them begin to develop their story.
- ✿ Elements the story will need to include:
  - ✿ a main character
  - ✿ a boo boo
  - ✿ details about how the boo boo happened
  - ✿ a different character who will help the injured character
  - ✿ some tools this character will use to fix the boo boo
  - ✿ details about how the boo boo is fixed
- ✿ Remind students of the structure of storytelling—that stories have a beginning, a middle, and an end. They will need to think about this for their story, too.
  - ✿ What happens first? (How does the character get a boo boo?)
  - ✿ What happens next? (The character seeks help for the boo boo.)
  - ✿ How will it end? (Another character helps to fix the boo boo.)
- ✿ After students have worked out the details of their stories, have them create blank books to record them. This can be as simple as folding a few pieces of paper together "hamburger" style, or more elaborate book making techniques. Instructions for many different types of book making can be found online.



- ✿ Help younger students observe which direction the book should open, with writing moving from left to right and top to bottom across the pages.
- ✿ Give students time to write or draw their story onto the blank pages. Stories should follow the conventions of reading. (See assessment.)



### TEACHER TIP

For very young students not yet able to write or draw recognizable images, it might be better to work on the story as a group, allowing students to orally dictate the story for the teacher to record. Allow multiple students to give input and help the group develop a coherent story that incorporates ideas from all students.

- ✿ After the stories are complete, ask students to volunteer to share their stories with the class. You could also invite parents to a presentation of the stories.
- ✿ Discuss the stories with students. Ask:
  - ✿ How did your character get hurt?
  - ✿ What choices did they make that led to them getting hurt?
  - ✿ What different choices could they make to stay healthy?
  - ✿ Who helped your character get better?
  - ✿ How did they help?
  - ✿ Why is it important to help and care for others?

## Assessment

Assessment will focus on students' final product. Criteria to consider:

- ✿ Does the book follow conventions of writing?
  - ✿ Is the story told from left to right and top to bottom?
  - ✿ Does the book open in the proper direction?
  - ✿ Do the pictures and/or words communicate a story?
  - ✿ Do the simple events in the story demonstrate a narrative structure with a clear beginning, middle, and end?
- ✿ Does the story demonstrate an understanding of the connection between choices and health and wellness outcomes?





## GLOSSARY

**bandage:** A protective strip of material to cover wounds while they heal.

**blood pressure cuff:** A tool applied to the arm to measure blood pressure.

**character:** A person or animal in a story; the physical and emotional qualities that make that character different from other characters.

**doctor:** A person who is trained to help others stay healthy.

**healthy:** Having good health; being well; not being sick or injured.

**otoscope:** A tool for looking into the ears, nose, and throat.

**plot:** The events that move the action in a story from the beginning, to the middle, to the end.

**reflex hammer:** A tool to test tendon reactions, primarily on the knee or elbow.

**scale:** A tool for measuring weight.

**stethoscope:** A tool for listening to the heart and lungs.

**thermometer:** A tool for measuring body temperature.



## Indiana Academic Standards

### English Language Arts

- ELA1.3 Demonstrate ability to engage in conversations.
- ELA2.3 Demonstrate awareness and understanding of concepts of print.
- ELA.2.4 Demonstrate comprehension.
- ELA3.1 Demonstrate mechanics of writing.
- ELA3.2 Demonstrate ability to communicate a story.
- K.RL.2.1 With support, ask and answer questions about main topics, and key details in a text heard or read.
- K.RL.2.3 Identify important elements of the text (e.g. characters, settings, or events).
- K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.
- K.W.2.2 Write by moving from left to right and top to bottom.
- K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.
- K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.
- K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### Health and Wellness

- PHG.1.1 Demonstrate health and hygiene-related behaviors with reminders.
- PHG1.2 Identify ways to play safely; demonstrate basic safety knowledge.

- K.1.1 Name healthy behaviors.
- K.1.4 State behaviors to prevent or reduce childhood injuries.
- K.3.1 Name a person who can help promote health and wellness.

### Mathematics

- M1.2 Demonstrate understanding of written numerals.
- M3.1 Demonstrate understanding of classifying.
- M.5.2 Understand measurement through description and comparison.
- K.NS.1 Count to at least 100 by ones and tens and count one by one from any number.
- K.DA.1 Identify, sort and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
- K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

### Science

- SC3.1 Demonstrate awareness of life.

### Social Studies

- SS4.1 Demonstrate awareness of economics.
- K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.



## RESOURCES

### Common Core - English Language Arts - Literacy

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

RF.K.1 Demonstrate understanding of the organization and basic features of print.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

### Health Education

## National Academic Standards

1.2.1 Identify that healthy behaviors impact personal health.

1.2.4 List ways to prevent common childhood injuries.

7.2.1 Demonstrate health practices and behaviors to maintain or improve personal health.

7.2.2 Demonstrate behaviors that avoid or reduce health risks.

### Common Core - Mathematical Practice

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### Social Studies - Economics

KSS5.b Describe different kinds of jobs that people do at work and home.