

Circle Time Guide

Everything you need, one page per day

**“My Body!
From Head to Toe”**

Week of **September 8–12**

10–15 min a day

ages 2.5–6

English learners





Week Overview

Print · laminate · ring-bind · hold this all week

5 words they'll own by Friday →

body

hands

feet

jump

heart

Littles (2.5–3 yrs)

One word + a gesture is a **win**. Never make a little produce a full sentence.

"Hands!" + wave

pat your chest

copy every action

Bigs (4–6 yrs)

Sentence frames — never let a big get away with just one word.

This is my ____.

I have two ____.

I can ____.

My body helps me ____.

Magic Box hook



Teach the words



Song · today's verse



Game · move it



Whisper-shout close

Weekly Rituals — use these every single day

Attention grabber: Teacher: "One, two, three — eyes on me!" · Kids: "One, two — eyes on you!"

The Magic Box: any box with a lid. Chant it, shake it, sniff it, peek dramatically — the week's key prop lives inside.

The two-tier rule: never make a little produce a sentence, and never let a big get away with one word.

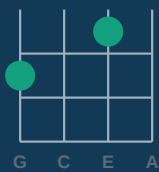
Whisper → shout close: calms them down, then releases them — every single closing.

Teacher-fails-on-purpose: once a day, mess up on purpose and let them correct you — ESL kids who correct the teacher are producing language at the highest level.

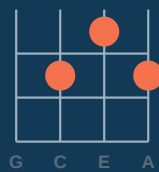
This week's bonus ritual: the **breathing game** (Day 3) — five slow breaths, lying down. Keep using it all year.



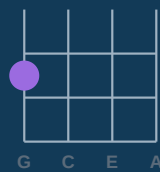
C



F



G7



Am

Uke quick-ref

Strum: **Down · Down · Down-Up**

("boom — boom — boom-chick")

Tempo: marching pace.

The song needs only **C · F · G7**.

MONDAY

My Body Parts

Today's words: **body · head · hands · feet**
Grab: a large paper foot cut-out in the Magic Box; butcher paper + a fat marker; blu-tack.

2 MIN MAGIC BOX HOOK

Shake the box, hold it to your ear. Whole class chants: **EVERYONE** "What's in the box? What's in the box?"

Peek in. Gasp. Pull out the giant paper foot and hold it against your own foot.

TEACHER "A FOOT! Whose foot? ... MY foot!" (stamp it twice) "I have two feet — one, two!" Everyone stamps twice. "Feet!"

3 MIN TEACH · HEAD, HANDS, FEET

Touch and name on your own body, three times each, getting faster:

This is my **head!** (pat-pat)

These are my **hands!** (jazz hands)

These are my **feet!** (stamp-stamp)

This is my **body!** (both arms sweep down yourself)

LITTLES just touch and say the one word. **BIGS** echo the whole line.

Teacher fails: say "This is my head" while patting your **tummy**. Wait. The correction shout is the loudest language of the day — let them fix you twice.

4 MIN GAME · THE BIG BODY OUTLINE

"One, two, three — eyes on me!" Roll out the paper. One child lies down, arms and legs star-shaped; you trace around them fast while the class chants "Draw the body! Draw the body!"

Stand it up on the wall. You point, they shout: **TEACHER** "What's this?" (point at the head)

LITTLES "Head!" **BIGS** "This is my head."

Head → hands → feet → arms → legs → tummy. Stick a paper label on each as they get it.

Trace the **littlest** child — fastest trace, biggest pride. The outline stays on the wall all week.

1 MIN CLOSE

Hands on top of the head, then slide all the way down to the feet — whisper → normal → shout:

EVERYONE "This is my body... this is my body... THIS IS MY BODY!"

Got 3 spare minutes? *From Head to Toe* (Eric Carle) — don't read it, **do** it. Every page is "Can you do it?" — the class answers "I can do it!" and moves.

♪ TODAY'S SONG MOMENT · MY BODY, MY BODY chorus → Monday verse → chorus

CHORUS

C

F

C

My body, my body! Head to toe, look at me! (pat chest · touch head, touch toes)

F

C

G7

C

I can jump, I can clap, one, two, three — that's ME! (jump, clap · count fingers, jazz hands)

MONDAY VERSE

C

Head, hands, feet — that's me! (touch each one)

G7

C

This is my body, one, two, three! (sweep down yourself, three claps)

♫ repeat chorus — sing the whole thing twice

TUESDAY

What Can My Body Do?

Today's words: **jump** · **bend** · **stretch** · **run**
 Grab: a bouncy ball in the Magic Box; three floor spots for the stations.

2 MIN MAGIC BOX HOOK

Box chant. The box is *bouncing* in your hands — fight it.

TEACHER “Something is **JUMPING** in my box!” (*let the ball bounce out*) “A ball! The ball can jump... Can I jump?”

Try to jump with both feet glued to the floor. Fail. Look confused. “**JUMP!**”

TEACHER “Oh! Like **THIS!**” (*enormous jump*) “**I can jump!**” Everyone jumps five times. Sit down puffing.

3 MIN TEACH · I CAN!

Call-and-response, five reps of each action: **TEACHER** “Can you jump?”

“**I can!**” (*all jump — one-two-three-four-five!*)

Cycle: **bend** (*touch toes*) → **stretch** (*reach the ceiling*) → **run** (*on the spot*) → **hop** (*one foot*). **LITTLES** do the action and shout the one word. **BIGS** answer the frame: “**I can stretch my arms.**”

Finish with “Can you fly?” — “**NO!**” — everyone flops over.

4 MIN GAME · THREE STATIONS

Three spots on the floor: **JUMP** · **BEND** · **STRETCH**. Demonstrate each with a silly face, then call a station — everyone runs to it and does it until you call the next. **TEACHER** “Go to... **STRETCH!**”

Ten seconds per station, four rounds, faster each time. Last round a big kid is the caller.

Then the celebration lap, pointing at one child at a time: **EVERYONE** “**Look! Bao-Bao can hop!**” (*everyone hops like Bao-Bao*)

Every child gets copied by the whole class once. That copy **is** the “celebrate others’ abilities” objective — nobody needs to say anything for it to land.

1 MIN CLOSE

All standing, hands in the air, whisper → normal → shout: **EVERYONE** “**I can jump... I can jump... I CAN JUMP!**” (*jump on the last one*)

Got 3 spare minutes? *Move!* (Robin Page & Steve Jenkins) — one animal per page, one verb per page. Say the verb, do the verb, turn the page.

♪ **TODAY'S SONG MOMENT · MY BODY, MY BODY** chorus → Tuesday verse → chorus

CHORUS

C **F** **C**
 My body, my body! Head to toe, look at me! (*pat chest · touch head, touch toes*)

F **C** **G7** **C**
 I can jump, I can clap, one, two, three — that's ME! (*jump, clap · count fingers, jazz hands*)

TUESDAY VERSE

C
 Stretch up high, bend down low, (*reach up, touch toes*)

G7 **C**
 My body can go, go, go! (*run on the spot, faster and faster*)

♫ repeat chorus — Monday's verse first if they shout for it

WEDNESDAY

Inside My Body

Today's words: **heart** · **lungs** · **bones**

Grab: a red paper heart + a cardboard-tube "stethoscope" in the box; the Inside/Outside cards (pages 12–14).

2 MIN MAGIC BOX HOOK

Box chant, but quieter — today the box is a secret.

TEACHER "Shhh. Inside the box... is something that is **INSIDE me.**" (pull out the red heart, hold it against your chest) "**My heart! Boom, boom. Boom, boom.**"

"**Boom boom!**"

TEACHER "Can you **SEE** my heart? ... No! It's inside. Can you **HEAR** it?"

3 MIN TEACH · BOOM BOOM · BREATHE · BONE

My **heart** goes boom, boom! (fist tapping your chest on the beat)

My **lungs** go innn... and out. (big slow breath, arms open and close)

My **bones** are hard — knock, knock! (tap your own elbow, then your head)

Now everyone runs on the spot for ten seconds and stops — hands on chest. **TEACHER** "Is your heart fast or slow?"

LITTLES "**FAST!**" **BIGS** "**My heart beats fast.**"

Teacher fails: tap your knee and say "This is my heart." They will *scream*. Bigs get the full frame here: "Lungs help me breathe."

4 MIN GAME · X-RAY! INSIDE OR OUTSIDE?

Hold the cards up one at a time like an X-ray against the light. **TEACHER** "**Bones! Inside... or outside?**"

"**Inside!**" — card goes on the INSIDE mat. Nose, hair, feet → OUTSIDE mat. **LITTLES** just point at the right mat.

BIGS say "**My heart is inside.**"

Then the quiet round: everyone lies down, hands on tummy, and you count five slow breaths together — in through the nose, out through the mouth.

That breathing minute is the calm-down tool for the rest of the year. Name it now: "That's our **breathing game.**" You'll use it every time the room gets wild.

1 MIN CLOSE

Hands on hearts, whisper → normal → shout: **EVERYONE** "**Boom boom... boom boom... BOOM BOOM!**"

Got 3 spare minutes? *Inside Your Outside* (Tish Rabe) — skim it, point at the heart and lungs pictures, skip the long text entirely.

› **TODAY'S SONG MOMENT · MY BODY, MY BODY** chorus → Wednesday verse → chorus

CHORUS

C My body, my body! **F** Head to toe, look at me! **C** (pat chest · touch head, touch toes)

F I can jump, I can clap, one, two, three — that's ME! **C** **G7** (jump, clap · count fingers, jazz hands)

WEDNESDAY VERSE

C Boom boom, boom boom — my heart! (tap chest on every "boom")

G7 Breathe in, breathe out — that's the clever part! **C** (big breath in, blow out)

↺ repeat chorus — sing "breathe out" while actually blowing

THURSDAY

Celebrate My Body

Today's words: **strong · legs · eyes** — plus the whole week

Grab: a fat crayon in the box; Monday's outline on the wall; body sheets (page 16) + crayons ready at the art table.

2 MIN MAGIC BOX HOOK

Box chant. Pull out one crayon. Look disappointed. **TEACHER** "A crayon...? That's all?" (*then light up*) "Oh! It's for drawing... YOU!"

Point at the Monday outline on the wall. **TEACHER** "Today we draw OUR bodies. Look at my strong legs!" (*stomp, flex*)

"Legs!"

3 MIN TEACH · I LIKE MY...

Go round the outline on the wall, touching each part, and give each one a job:

I like my **legs** — they help me run! (*run on the spot*)

I like my **hands** — they help me clap! (*clap*)

I like my **eyes** — they help me see YOU! (*peek through binocular fingers at a child*)

I like my **body** — it helps me dance! (*three seconds of wild dancing*)

LITTLES one word + the action. **BIGS** "I like my strong legs." / "My body helps me dance."

4 MIN GAME · THE SPOTLIGHT BODY CIRCLE

Pass the crayon round the circle. Whoever holds it stands up and shows the class one thing their body can do — a jump, a spin, a wiggle, a very good sit.

LITTLES do it and shout "My body!" **BIGS** "My feet help me jump."

After each child, the whole class copies them and chants: **EVERYONE** "Mei-Mei, your body is STRONG!"

This is the one they'll remember. Fifteen seconds of the whole class copying each child. Keep the turns fast and the cheer identical every time. Body-tracing sheets go to the art table straight after circle.

1 MIN CLOSE

Everyone hugs themselves, whisper → normal → shout: **EVERYONE** "I like my body... I like my body... I LIKE MY BODY!"

Got 3 spare minutes? *I Love My Body* (Mother Moon / Cali's Books) — point at each body part on the page and let them name it before you do.

♪ TODAY'S SONG MOMENT · MY BODY, MY BODY chorus → Thursday verse → chorus

CHORUS

C **F** **C**
My body, my body! Head to toe, look at me! (*pat chest · touch head, touch toes*)

F **C** **G7** **C**
I can jump, I can clap, one, two, three — that's ME! (*jump, clap · count fingers, jazz hands*)

THURSDAY VERSE

C
Strong legs, strong arms, hooray! (*flex both arms, stamp*)

G7 **C**
I like my body — it helps me play! (*hug yourself, then arms wide*)

♫ repeat chorus — shout the "hooray!"

1 MIN HOOK

The Magic Box comes out fat and rattling. **TEACHER** "Today the box is **FULL**. What did we learn about?"
"My body!"

3 MIN TEACH · THE WHOLE-BODY CHANT

Chant and touch, top to bottom, twice — slow, then fast:

Head, head! (*pat-pat*)

Hands, hands! (*clap-clap*)

Heart goes boom! (*tap chest twice*)

Feet, feet — **JUMP!** (*stamp, stamp, jump*)

This is the spoken *Head, Shoulders, Knees and Toes* slot — touch-along, **not sung**. One song a week; this stays a chant so the song keeps its shine.

3 MIN GAME · TOUCH YOUR...! (SPEED ROUND)

TEACHER "Touch your... **FEET!** Touch your... **HEART!** Touch your... **HEAD!** Touch your... **LUNGS!**"

Fast, faster, silly. Then the trick: say "hands" while touching your **nose**. The children who catch you get to be the caller for one round each — let them "teach" you.

3 MIN BIG REVIEW + BOOKLET FINALE

Hold up each prop, quick-fire round the circle:

Paper foot → **"Feet! I have two feet."** Ball → **"Jump! I can jump."**

Red heart → **"Boom boom! My heart beats."** Crayon → **"My body! I like my body."**

Then hand each child their booklet. They hold it up, everyone shouts the week's line twice with actions: **EVERYONE**

"My body, my body — head to toe, look at me!" (*pat chest · touch head · touch toes · point at self*)

Sticker or hand-stamp as they leave the circle: "Your body is strong!"

♪ **TODAY'S SONG MOMENT · MY BODY, MY BODY** Friday verse, then the **WHOLE** song, top to bottom

CHORUS

C **F** **C**
My body, my body! Head to toe, look at me! (*pat chest · touch head, touch toes*)

F **C** **G7** **C**
I can jump, I can clap, one, two, three — that's ME! (*jump, clap · count fingers, jazz hands*)

FRIDAY VERSE

C
My hands can draw, my feet can hop, (*draw in the air, hop*)

G7 **C**
I love my body — from toe to top! (*touch toes, then head*)

♫ the finale: chorus → all five verses → chorus



My Body, My Body

Whale Class theme song · C (0003) · F (2010) · G7 (0212)

Chorus sung twice each time; daily build = chorus → today's verse → chorus. On Friday sing the whole thing top to bottom. Everyone jumps on the final "ME!"

CHORUS — EVERY DAY

C

F

C

My body, my body! Head to toe, look at me! *(pat chest · touch head, touch toes)*

F

C

G7

C

I can jump, I can clap, one, two, three — that's ME! *(jump, clap · count fingers, jazz hands)*

MONDAY · MY BODY PARTS

C

Head, hands, feet — that's me! *(touch each one)*

G7

C

This is my body, one, two, three! *(sweep down yourself, three claps)*

TUESDAY · WHAT CAN MY BODY DO?

C

Stretch up high, bend down low, *(reach up, touch toes)*

G7

C

My body can go, go, go! *(run on the spot, faster and faster)*

WEDNESDAY · INSIDE MY BODY

C

Boom boom, boom boom — my heart! *(tap chest on every "boom")*

G7

C

Breathe in, breathe out — that's the clever part! *(big breath in, blow out)*

THURSDAY · CELEBRATE MY BODY

C

Strong legs, strong arms, hooray! *(flex both arms, stamp)*

G7

C

I like my body — it helps me play! *(hug yourself, then arms wide)*

FRIDAY · MY BODY BOOKLET

C

My hands can draw, my feet can hop, *(draw in the air, hop)*

G7

C

I love my body — from toe to top! *(touch toes, then head)*

Strum: Down · Down · Down-Up

Can't manage it yet? Four slow downs per bar works fine — the kids only hear the fun. Beginner loop: C ×4 → F ×4 → C → G7 → C. That is the entire song.