

# Domain 1: All About Me

## Teacher Guide

Core Knowledge Language Arts



Core Knowledge®

**PRECHOOL**





# Domain 1: All About Me

## Teacher Guide

**PRESCHOOL**

Core Knowledge Language Arts®



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## Alignment Chart for All About Me

The following chart contains both core content and language arts objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for Preschool and corresponding Preschool Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for All About Me	Transition Cards				Day														
	Doctor's Office Learning Center	Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16	
<b>Core Content Objectives</b>																			
Describe themselves and their appearance, giving at least two details about themselves (e.g., hair color, eye color, age, etc.)	✓					✓	✓												
State two things that make them special or unique (e.g., their name, things they like to do, language they speak, etc.)						✓	✓												
State that all people are human beings						✓													✓
State that the outside of the human body is covered by skin								✓											
Describe their own shade of skin								✓											
Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist	✓	✓	✓						✓	✓									
Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)	✓	✓							✓	✓									
State that the heart and lungs are parts hidden inside the body	✓								✓	✓									✓
State that the five senses are sight, hearing, smell, taste, touch			✓								✓	✓	✓						



### Alignment Chart for All About Me

	Doctor's Office Learning Center	Transition Cards				Day												
		Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
Identify the body parts that correspond to each sense: 1. Eyes—Sight; 2. Ears—Hearing; 3. Nose—Smell; 4. Tongue—Taste; 5. Skin—Touch			✓								✓	✓						
State how each of the five senses helps them experience the world (e.g., eyes help you see toys, ears help you hear sounds, etc.)			✓								✓	✓						
State that human beings begin life as babies, then grow to be children, then adults												✓						
Name one thing that babies can do (e.g., sleep, eat, cry), one thing children can do (e.g., paint, tie their shoes, go to school), and one thing adults can do (e.g., take care of babies, go to their jobs, cook, etc.)												✓						
Give an example of one thing that is alive and one thing that is not alive														✓				
Name human beings' three basic needs: water, food, and shelter															✓			
State that a body can heal itself when it is hurt or sick	✓																	✓
State that people stay healthy by exercising, resting, eating good foods, and staying clean	✓																	✓

### Reading Standards for Literature: Prekindergarten

#### Craft and Structure

STD RL.P.5	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).																		
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song																		
	Attend and listen to illustrated picture books with simple story lines																		



<b>Alignment Chart for All About Me</b>		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>STD RI.P.2</b>	With prompting and support, retell detail(s) in a text.																		
<b>CKLA Goal(s)</b>	With prompting and support, retell important facts and information from a nonfiction/informational read-aloud					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>CKLA Goal(s)</b>	With prompting and support, sequence 3–5 pictures depicting information from a non-fiction read-aloud																		
<b>Craft and Structure</b>																			
<b>STD RI.P.4</b>	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																		
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD.RI.P.5</b>	Identify the front cover and back cover of book; displays correct orientation of book, page turning skills.																		
<b>CKLA Goal(s)</b>	Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page, the end of the book, a word, a letter																		
<b>STD RI.P.6</b>	With prompting and support, can describe the role of an author and illustrator.																		
<b>CKLA Goal(s)</b>	With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that particular book																		

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day												
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16	
<b>Integration and Knowledge of Ideas</b>																				
<b>STD RI.P.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).																			
<b>CKLA Goal(s)</b>	Find the illustration, or object within the illustration, of a book that is being described																			
	Describe an illustration and how it relates to the text																			
<b>Range of Reading and Level of Text Complexity</b>																				
<b>STD RI.P.10</b>	With prompting and support, actively engage in group reading activities with purpose and understanding.																			
<b>CKLA Goal(s)</b>	With prompting and support, actively engage in group reading activities with purpose and understanding																			
<b>Reading Standards for Foundational Skills: Prekindergarten</b>																				
<i>NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</i>																				
<b>Print Concepts</b>																				
<b>STD RFP.1</b>	Demonstrate understanding of the organization and basic features of print.																			
<b>STD RFP.1a</b>	Follow words from left to right, top to bottom, and page by page.																			
<b>CKLA Goal(s)</b>	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter																			

<b>Alignment Chart for All About Me</b>		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>STD RF.P.1b</b>	Recognize that spoken words are represented in written language by a specific sequence of letters.																		
<b>CKLA Goal(s)</b>	Associate spoken and written language by matching written word labels with spoken words, such as the students' names			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RF.P.1d</b>	Recognize and name some upper- and lowercase letters of the alphabet, especially those in own name.																		
<b>CKLA Goal(s)</b>	Recognize the initial letter of one's first name Recognize the written form of one's first name				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Phonological Awareness</b>																			
<b>Prerequisite Skills</b>																			
	Identify the direction from which a sound originates																		✓
	Listen to and identify environmental sounds																		✓
	Listen to pairs of sounds that are either identical or grossly different and indicate whether they are the same or different																		✓
<b>CKLA Goal(s)</b>	Imitate clapping pattern sequences of 3-5 claps per pattern																		✓

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>STD RF.P.2</b>	Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).																		
<b>STD RF.P.2a</b>	Engage in language play (e.g., alliterative language, rhyming, sound patterns).																		
<b>CKLA Goal(s)</b>	Memorize and recite with others a simple nursery rhyme, poem, or song					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	With hands and/or feet, clap or tap the beat of a familiar rhyme, poem, or finger play																		
	Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word																		✓
<b>Phonics and Word Recognition</b>																			
<b>STD RF.P.3</b>	Demonstrate emergent phonics and word analysis skills.																		
<b>STD RF.P.3b</b>	Recognizes own name and common signs and labels in the environment.																		
	Recognize the written form of one's first name					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use labels in the classroom to identify different centers, return materials to their proper location, etc													✓					
<b>CKLA Goal(s)</b>	Use a simplified schedule of daily activities, depicted in pictures and words, to describe the order of events for the day, i.e., which are the first and last activities																		✓
	Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity																		✓

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>Writing Standards: Prekindergarten</b>																			
<b>Text Types and Purposes</b>																			
<b>STD W.P.2</b>	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																		
<b>CKLA Goal(s)</b>	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic												✓					✓	
<b>Production and Distribution of Writing</b>																			
<b>STD W.P.5</b>	With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.																		
<b>Research to Build and Present Knowledge</b>																			
<b>STD W.P.8</b>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.																		
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic																	✓	✓

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day												
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16	
<b>Speaking and Listening Standards: Prekindergarten</b>																				
<b>Comprehension and Collaboration</b>																				
With guidance and support, participate in collaborative conversations with diverse partners about Prekindergarten topics and texts with peers and adults in small and large groups.																				
<b>STD SL.P.1</b>	Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).																			
<b>CKLA Goal(s)</b>	Attend and listen while others speak during a group activity													✓			✓			✓
	Wait turn to speak in a group													✓			✓			✓
	Demonstrate observable listening behaviors													✓			✓			✓
<b>STD SL.P.1b</b>	Engage in extended conversations.																			
<b>CKLA Goal(s)</b>	Carry on a dialogue or conversation with an adult or same aged peer, initiating comments or responding to partner's comments																		✓	
	Communicate with individuals from different cultural backgrounds.																			
<b>STD SL.P.1c</b>	Communicate with individuals from different cultural backgrounds.																			
<b>CKLA Goal(s)</b>	Recognize and call classmates and teacher by name																		✓	
	Acknowledge and return greetings and farewells																		✓	
	Communicate with individuals from different cultural backgrounds																		✓	
<b>STD SL.P.2</b>	With guidance and support, 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.																			
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions																		✓	
																			✓	



<b>Alignment Chart for All About Me</b>		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>STD SL.P.3</b>	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.																		
<b>CKLA Goal(s)</b>	Ask or answer questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , or <i>why</i>	✓																	
<b>Presentation of Knowledge and Ideas</b>																			
<b>STD SL.P.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																		
<b>CKLA Goal(s)</b>	Describe oneself, home, and immediate family																		✓
	Sequence and describe photos and/or drawings that represent a timeline of one's own life and experiences																		✓
	Progression of the stages of development in the life of one person: Sequence and describe photos and/or drawings of a baby, school-age child, young adult, to elderly adult																		
<b>STD SL.P.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.																		
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to describe oneself, home, and immediate family																		✓
<b>STD SL.P.6</b>	Demonstrate an emergent ability to express thoughts, feelings, and ideas.																		
<b>CKLA Goal(s)</b>	Express a personal opinion																		✓
	Assume a different role or perspective and express different possibilities, imaginary or realistic																		✓

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day												
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16	
<b>Language Standards: Prekindergarten</b>																				
<b>Conventions of Standard English</b>																				
<b>STD L.P.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
<b>STD L.P.1a</b>	Print some upper- and lowercase letters. (e.g., letters in their name).																			
<b>CKLA Goal(s)</b>	Perform activities requiring small muscle control						✓							✓						
<b>CKLA Goal(s)</b>	Draw horizontal and vertical lines between two end points																			
<b>STD L.P.1b</b>	Use frequently occurring nouns and verbs (orally).																			
<b>CKLA Goal(s)</b>	Understand and use precise nouns and verbs related to the human body, families, communities, animals, plants, and habitats.						✓													
<b>STD L.P.1d</b>	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).																			
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> questions						✓													
<b>Knowledge of Language</b>																				
<b>STD L.P.3</b>	Use knowledge of language and how language functions in different contexts.																			
<b>CKLA Goal(s)</b>	Adapt the volume of one's voice to different settings and different purposes																			
<b>CKLA Goal(s)</b>	Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency						✓													

## Alignment Chart for All About Me

Doctor's Office Learning Center		Transition Cards					Day											
		Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>Vocabulary Acquisition and Use</b>																		
<b>STD L.P.5a</b>																		
Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																		
<b>CKLA Goal(s)</b>	Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by color							✓										
	Classify by other conceptual categories																✓	
<b>STD L.P.5b</b>																		
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).																		
<b>CKLA Goal(s)</b>	Point to sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry)												✓					
	Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry)												✓					
<b>STD L.P.5c</b>																		
Identify real-life connections between words and their use (e.g., note places at school that are colorful).																		
<b>CKLA Goal(s)</b>	Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)																	✓
	Demonstrate understanding of spatial words (in-out; in front of-behind; at the top of-at the bottom of; under-over; in a line/row; up-down)																✓	
<b>CKLA Goal(s)</b>	Show understanding of adverbs (quickly-slowly, quietly-loudly, carefully, gently)																	✓

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>STD L.P.5d</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.																		
<b>CKLA Goal(s)</b>	Understand increasingly precise verbs related to eating, movement, and the five senses  Use increasingly precise verbs related to eating, movement, the five senses		✓				✓					✓	✓	✓					✓
<b>STD L.P.6</b>	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																		
<b>CKLA Goal(s)</b>	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts							✓							✓				✓



# INTRODUCTION

## All About Me

### ***Domain Overview***

---

#### **Introduction**

---

The Teacher Guide for *All About Me* contains a total of twenty days of instruction. These twenty days are divided into thirteen days of Skills and Listening & Learning activities, six Pausing Point days, and one day for Domain Assessments (see Domain Calendar on the following page). Each day of instruction requires a total of approximately forty-five minutes—twenty minutes for small-group instruction and twenty-five minutes for whole-group instruction. Activities to be conducted during Morning Circle and Learning Center time are also included in the Teacher Guide, and are intended to be conducted during existing daily routines. Guidance for staging and facilitating a domain-related Learning Center is included, as are instructions for facilitating learning during transitions between activities.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the preschool day, as indicated by the Domain Calendar. Each instructional day is divided into three parts: Starting the Day, Skills, and Listening & Learning. Teachers use their professional judgment, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. See the General Overview for suggestions for various ways to structure the preschool day to incorporate Core Knowledge Language Arts.

		Day(s)					
		1	2	3	4	5	6-8
<b>All About Me</b>							
<b>Starting the Day</b>							
<b>Routines</b>	Taking Attendance: One at a Time		Taking Attendance: One at a Time	Taking Attendance: Cubbies	Taking Attendance: Cubbies	Taking Attendance: Cubbies	
	--	Introduce Learning Center Labels	--	--	--	Introduce Learning Centers Sign In	
<b>Nursery Rhyme</b>	Head and Shoulders, Knees and Toes	Head and Shoulders, Knees and Toes	Head and Shoulders, Knees and Toes	Head and Shoulders, Knees and Toes	Open, Shut Them	Open, Shut Them	
<b>Skills</b>							
<b>Small Group 1</b>	Mystery Sound Box	Mystery Sound Box	Get the Rhythm of the Rhyme	Mystery Sound Box: Same or Different?	Guess the Instrument	Words: Same or Different?	
<b>Small Group 2</b>	Easel Painting	Easel Painting	Make a Placemat	Easel Drawing and Coloring	Matching Names Game	Play Dough Letters	
<b>Listening &amp; Learning</b>							
<b>Read-Aloud/ Picture Talk</b>	Read-Aloud: "I Am Special"	Read-Aloud: "I Am Special"	Picture Talk: "I Am Special"	Trade Book: <i>Shades of People</i>	Read-Aloud: "Body Parts"	Picture Talk: "Body Parts"	
<b>Deepening Understanding</b>	--	--	Humans	--	--	<i>Inside</i>	
<b>Extension Activity</b>	Trace and Label the Body	Trace and Label the Body	Trace and Label the Body	Trace and Label the Body	Trace and Label the Body	Learning Center Observations	
<b>Take-Home Material</b>							
	Activity Page 1-1	--	--	--	Activity Page 4-1	Activity Page 5-1	

*Pausing Point*

## All About Me

### Day(s)

	9	10	11	12	13	14	15	16	17-19	20
<b>Starting the Day</b>										
<b>Routines</b>	Taking Attendance: Cubbies	Taking Attendance: Cubbies	Taking Attendance: Cubbies	Taking Attendance: Two Piles	Taking Attendance: Two Piles	Taking Attendance: Two Piles	Taking Attendance: Two Piles	Taking Attendance: Two Piles	<b>Pausing Point</b>	
	Daily Schedule: Teacher Job	--	--	--	Daily Schedule: Student Job	--	--	--		
<b>Nursery Rhyme</b>	Do Your Ears Hang Low?	Do Your Ears Hang Low?	Do Your Ears Hang Low?	Where is Thumbkin?	Where is Thumbkin?	Where is Thumbkin?	Pat-a-Cake	Pat-a-Cake	<b>Domain Assessment</b>	
<b>Skills</b>										
<b>Small Group 1</b>	Musical Instrument Hide-and-Seek	Get the Rhythm of the Rhyme	Name Game: Matching Initial Letters	Animal Sound Circle	Trace Your Hand	Nursery Rhyme Review	Instrument Sound Circles	Say Your Letter		
<b>Small Group 2</b>	Matching Names Game	Collage	Rhyming Words	Straw Bracelets	Self Portrait	Line Art Mural	Jump for your Letter!	Finger Painting Lines		
<b>Listening &amp; Learning</b>										
<b>Read-Aloud/ Picture Talk</b>	Trade Book: <i>My Five Senses</i>	Read-Aloud: "We Use Our Senses to Learn"	Picture Walk: "We Use Our Senses to Learn"	Read-Aloud: "I Am Growing and Changing"	Picture Walk: "I Am Growing and Changing"	Read-Aloud: "Three Basic Needs"	Picture Walk: "Three Basic Needs"	Trade Book: <i>My Amazing Body</i>		
<b>Deepening Understanding</b>	--	--	<i>Touch</i>	--	<i>Grow</i>	--	<i>Shelter</i>	--		
<b>Extension Activity</b>	Sensory Center	Sensory Center	Sensory Center	Sensory Center	Learning Center Observations	Basic Needs Picnic	Basic Needs Picnic	Basic Needs Picnic		
<b>Take-Home Material</b>										
	Activity Page 9-1	--	Activity Page 11-1	Activity Page 12-1	--	--	--	--		



## Domain Components

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The components needed to implement Core Knowledge Language Arts Preschool are as follows:

- The *All About Me* Teacher Guide outlines the lessons. There is one Teacher Guide for each domain.
- The *All About Me* Flip Book contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The *All About Me* Image Cards contain additional images that are used in Skills and Listening & Learning instruction.
- The *All About Me* Transition Cards are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The *All About Me* Learning Center Cards are designed to be posted in classroom Learning Centers and provide information to students and teachers.
- The *All About Me* Activity Pages contain various activities for students to complete in class or at home with their families. There should be a copy of each Activity Page for every student in the class.
- A set of *All About Me* Nursery Rhymes and Songs Posters are provided for use with every domain. The *Teacher Guide* provides guidance on how to teach a subset of these posters every domain, but teachers may choose to teach additional rhymes at any time.
- The following trade books are required in order to teach the *All About Me* domain:
  - *Shades of People*, by Shelley Rotner and Sheila M. Kelly (Holiday House, 2010) ISBN 978-0823423057
  - *My Amazing Body: A First Look at Health and Fitness*, by Pat Thomas (Barron's, 2001) ISBN 978-0764121197
  - *My Five Senses*, by Ailiki (HarperCollins, 1989) ISBN 978-0064450836

## Domain Icons

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The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

## Learning Centers and Transitions

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Learning Centers and Transitions provide opportunities throughout the school day for teachers to reinforce and students to re-encounter content taught in Skills and Listening & Learning instruction.

### Learning Centers

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This Teacher Guide contains instructions for staging and facilitating a domain-specific Learning Center that is designed to be set up in the classroom during the entire twenty days of instruction. Because each domain-specific Learning Center is considered an essential context for oral language and content knowledge development, there are Core Content and Language Arts Objectives that accompany each Learning Center plan. Learning Center Cards are also provided to provide reminders of language to be used during interactions with students. The Learning Center Cards provide reminders of vocabulary words and phrases for adults to model and facilitate in the center. These cards should be posted in the domain-specific Learning Center at the beginning of every domain.

**Note:** *In order to ensure that all students spend time in the domain-related Learning Center, it may be necessary to keep track of which students choose this center so you can encourage students who have not*

*visited the center on their own to choose it at least once a week during Learning Center time.*

The Teacher Guide also includes general suggestions for activities and materials that might be included in a variety of other Learning Centers (e.g., writing center, library center, sensory table, etc.) that already exist in the preschool classroom. The purpose of providing materials and conducting activities in a variety of Learning Centers is to give additional opportunities for students to encounter domain-related content and skills throughout the school day. We do not include Core Content or Language Arts Objectives for these Learning Centers, because they are considered supplemental contexts for instruction.

### ***Facilitating Conversations in Learning Centers***

Learning Centers provide an important context for modeling and scaffolding students' expressive language. During Learning Centers, students can engage in extended conversations with adults and peers, practicing important social skills like greeting people by name and asking questions. Preschoolers will likely need adult support in order to have conversations with peers and adults that last multiple turns (see the General Overview for specific suggestions regarding scaffolding and continuing conversations with students), particularly at the beginning of the school year.

Adults play important and evolving roles as language facilitators in Learning Centers. At the beginning of the domain, students may not be equipped with the vocabulary and language needed to play different roles or participate in particular activities. They may be unfamiliar with the materials found in the Learning Center and their intended usage. Initially, students may rely on teachers and aides to model language to play different roles in the Learning Center. Gradually, students will become more skilled at playing various roles, and teachers may step back and act as facilitators, providing input as needed rather than actively participating. The Teacher Guide provides suggestions as to different ways teachers might facilitate language in the Learning Center *before* the first Pausing Point when students are unfamiliar with roles, and *after* the first Pausing Point when students have had opportunities to learn related vocabulary by interacting in the Learning Center and from read-alouds.

## **Facilitating Emergent Writing in Learning Centers**

Learning Centers provide important opportunities for students to use writing to communicate and to develop an understanding of the different ways writing is used to communicate (i.e., emergent writing). Teachers facilitate students' understanding of the purpose of print by modeling and providing opportunities for students to write in the Learning Center. Initially, teachers may need to model writing for various purposes; eventually, students will begin to make attempts to write themselves. When working with students in the emergent writing stage of development, it is important to accept whatever form of writing students produce; it is not important that students write letters or form them correctly. What is important is that students represent their ideas through writing by drawing pictures, scribbling, writing letter-like shapes, and, eventually, writing individual letters and even words. The Teacher Guide gives suggestions for how teachers might provide opportunities for emergent writing *before* and *after* the first Pausing Point.

## **Transition Cards**

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Transition Cards provide teachers with meaningful ways to help students move between different activities during the school day. Suggestions are given for ways to use these cards during transitions to complement the knowledge and skills students are acquiring in Skills and Listening & Learning. These cards can be used when students are expected to wait for another activity to begin, such as while standing in line for the bathroom or waiting for lunch to be served. Occasionally, these cards are also used during Skills and Listening & Learning activities to support instruction.

### ***All About Me* Transition Cards**

In the *All About Me* domain, there are three sets of Transition Cards. The first set depicts various body parts, the second set shows the five senses (both body parts and associated actions), and the third set is comprised of students' name cards that are used for taking attendance and in small-group activities. Teachers will find suggested ways to use these Transition Cards in *the All About Me* Teacher Guide. Teachers are also encouraged to think of other ways to use these cards.

## Starting the Day

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Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

### Classroom Routines

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Classroom routines are everyday activities such as taking attendance, signing into Learning Centers, putting away materials, and so on, that keep classrooms running smoothly. Many teachers already conduct classroom routines (e.g., attendance, calendar, weather, show-and-tell, etc.) during a Morning Circle, and so may choose to do the Starting the Day portion of the lessons at that time. Thus, Starting the Day activities are not considered part of the forty-five minutes needed to deliver the Core Knowledge Language Arts Preschool program.

Participating in routine activities gives students the sense that the school day is predictable. Eventually taking on a leadership role in these activities will give students a feeling of ownership over their school experience. As the school year progresses, various classroom routines will be introduced and modified to correspond to students' developing academic and behavioral skills. **The intent is that previously taught routines are continued and modified, changing as necessary to suit the needs of teachers and classrooms. Routines should continue during the Pausing Point and Assessment days.**

### All About Me Routines

At the start of the year, when students begin the *All About Me* domain, they will likely not be familiar with the general schedule or rhythm of the school day. Thus, in this domain, the classroom routines that are introduced are those that are most fundamental to efficient movement through the school day. As students gain more school-based experiences, they begin to learn and even facilitate these everyday activities that occur in their classroom. The routines taught in this domain include:

- Taking attendance (introduced on Day 1; modified on Days 3 and 11)
- Using a daily schedule (introduced on Day 8; modified on Day 12)
- Learning Centers Labels and Sign In (introduced on Day 2; modified on Day 5)

## Nursery Rhymes and Songs

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In addition to completing classroom routines, students also develop the habit of learning and reciting one nursery rhyme at the beginning of every school day. Reciting nursery rhymes helps students become familiar with the rhythm of our language and gives them exposure to the sound structure of words. Reciting the same rhyme again and again builds verbal fluency and helps students eventually recite rhymes independently. Nursery rhymes are chosen to complement either the content from Skills or Listening & Learning. During this domain, nursery rhymes are explored more in-depth during small-group time. Reciting rhymes and songs also gives all students an opportunity to participate during whole-group time, and helps keep students engaged by giving them a chance to talk, to sing, and to move their bodies.

### **All About Me Nursery Rhymes and Songs**

During the *All About Me* domain, students learn nursery rhymes and songs that have accompanying motions. Introducing nursery rhymes with motions is an excellent beginning point for young preschoolers, because motions allow students of all ability levels to participate in the rhymes. Additionally, these motions give teachers ways to prompt students who are learning the words to rhymes and provide students who have difficulty reciting the rhymes with a way to participate. Each of these rhymes has an accompanying Nursery Rhymes and Songs Poster that shows the words of the rhyme and a related illustration. The nursery rhymes and songs included in the *All About Me* domain include:

- “Head and Shoulders, Knees and Toes” (Poster 15)
- “Open, Shut Them” (Poster 34)
- “Do Your Ears Hang Low?” (Poster 12)
- “Where is Thumbkin?” (Poster 55)
- “Pat-a-Cake” (Poster 35)

## Skills Instruction

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During Skills instruction, students gain experience with emergent literacy skills that develop during the Preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

### Small Group Skills Instruction

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Each day of Core Knowledge Language Arts Preschool instruction includes two ten-minute Small Group activities. Small Groups are intended to be conducted simultaneously with a teacher and classroom aide each leading a different group. Students participate in both small groups every day so that each student receives twenty minutes of small-group instruction daily. Some teachers may prefer to lead both small groups themselves, which would require a total of forty minutes of instruction for every student to complete both activities.

Small Group instruction includes a range of activities that are designed to be conducted in various areas of the classroom. Some Small Group activities could even be conducted outside. When planning Small Group, it is important to consider the least restrictive area where an activity might be conducted and to give students as much freedom of movement as is reasonable. Many activities can be conducted with students standing on the rug or moving around a Learning Center, rather than sitting at a table. Additionally, while adults usually begin the activity by modeling and teaching skills and/or concepts, the opportunity is provided in each Small Group activity for students to explore and work independently with more limited teacher direction. Suggestions as to how teachers might gradually release control of the activities to students are given in the Teacher Guide, and we encourage teachers to think of additional ways to let students take the lead during Small Group.

### All About Me Skills Instruction

In the *All About Me* domain, students are introduced to a variety of emergent literacy skills through child-friendly activities such as painting, coloring, singing, and gross motor movement. Each Small Group begins with a Warm-Up, which is a movement opportunity designed to help students transition into their Small Group. Small Group activities are repeated across days so that students are increasingly able to participate in them, and eventually lead them. When possible, domain-related

vocabulary from the Listening & Learning portion of the day is also included in Skills activities. The particular Skills areas addressed in the *All About Me* domain include:

- Environmental Noises
- Phonological Awareness
- Print Awareness
- Fine Motor Skills and Handwriting
- Shared Writing

### **Skills Small Group Activities Summary**

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The following table shows the activities that students will participate in during Small Groups and the various skills that are covered in those activities. Many activities cover multiple skill areas (for a more detailed explanation of these skills areas, see the General Overview).



## Skills and Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Music	Phonological Awareness		Print Knowledge			Handwriting		Shared Writing	Vocabulary
			Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes	Dictation	Domain-Related Vocabulary
1	1	Mystery Sound Box	✓									
	2	Easel Painting							✓			
2	1	Get the Rhythm of the Rhyme		✓								✓
	2	Make a Placemat				✓	✓	✓	✓			
3	1	Mystery Sound Box: Same or Different?	✓									
	2	Easel Drawing and Coloring							✓			
4	1	Guess the Instruments	✓									
	2	Matching Name Cards				✓						
5	1	Words: Same or Different?		✓	✓							
	2	Play Dough Letters				✓	✓		✓			
6–8	<b>Pausing Point 1</b>											
9	1	Musical Instrument Hide-and-Seek	✓									
	2	Matching Names Game				✓						
10	1	Get the Rhythm of the Rhyme		✓								✓
	2	Collage							✓			✓
11	1	Name Game: Matching Initial Letters				✓	✓					
	2	Rhyming Words		✓	✓							✓
12	1	Animal Sound Circle	✓									
	2	Straw Bracelets							✓			
13	1	Trace Your Hand							✓			✓
	2	Self-Portrait				✓			✓		✓	✓
14	1	Nursery Rhyme Review		✓								✓
	2	Line-Art Mural							✓	✓		✓
15	1	Instrument Sound Circles	✓									
	2	Jump for Your Letter!				✓	✓					
16	1	Say Your Letter		✓			✓					
	2	Finger Painting Lines							✓	✓		
17–19	<b>Pausing Point 2</b>											
20	<b>Domain Assessment</b>											

## Listening & Learning Instruction

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Listening & Learning instruction is designed to give students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds, read-aloud reviews (e.g., Picture Talks), and explicit vocabulary instruction.

### Interactive Read-Alouds

---

Each Teacher Guide contains support for conducting interactive, whole-group read-alouds using both original texts and trade books. In order to demonstrate how teachers might make these texts interactive, suggested language is given for each of the read-alouds that occur *before* the first Pausing Point. This suggested language is provided to demonstrate how teachers might present these texts in a way that engages young children and sustains their attention. For the read-alouds that occur *after* the Pausing Point, ample space is provided for teachers to write in their own notes as to how they will make the read-alouds interactive. For trade books, space is given under each page reference that provides good opportunities for engaging students in the read-aloud. **For all interactive, whole-group readings, it is imperative that teachers read the text and plan the prompts that they will use to engage students *before* conducting the read-aloud.**

***Note:** Teachers may need to adapt the core content addressed during Listening & Learning instruction in response to the beliefs and characteristics of individual students in their classes. For example, if there are students who have visual or hearing impairments, it may be appropriate to change the wording of the read-alouds and activities related to the five senses. Adaptations to instruction related to body parts and movement may be needed in classrooms where students have physical impairments.*

The *All About Me* domain includes five original read-alouds and three trade books that address the Core Content Objectives for this domain. The read-alouds in the *All About Me* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *All About Me* domain include:

- “I Am Special”

- *Shades of People* by Shelley Rotner and Sheila M. Kelly
- “Body Parts”
- *My Five Senses* by Alik
- “We Use Our Senses to Learn”
- “I Am Growing and Changing”
- “Three Basic Needs”
- *My Amazing Body* by Pat Thomas

### Introducing the Read-Aloud

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Each interactive read-aloud is preceded by a brief introduction to the content that will be addressed in the text. By intentionally introducing the read-aloud, teachers help students make connections to things they already know, introduce words or ideas that might be unfamiliar, and help students make predictions. Teachers always end the introduction by giving students a specific purpose for listening to the read-aloud.

### Presenting the Read-Aloud

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Teachers present read-alouds to the entire class by reading the text from the Teacher Guide and showing the accompanying images in the Flip Book. Teachers present trade books by reading from the book using the Teacher Guide as support. Preschool read-alouds are designed to be interactive—meaning that teachers engage students in a conversation about the text, as the read-aloud is delivered. Teachers conducting interactive read-alouds pause frequently to allow students to ‘interact’ with the text by sharing their own ideas, answering questions, or moving their bodies.

### What’s the Big Idea?

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After each interactive read-aloud or trade book reading, there are two or three teacher-led activities designed to help students engage with the core content of each text. Typically, these activities progress from less to more difficult by requiring students to first use receptive language skills, then expressive language skills, and finally to refer back to the text to respond. These activities provide excellent opportunities for teachers to quickly gauge whether students have grasped key concepts of the text they just heard.

## Picture Talks

---

Picture Talks are presented the day after students hear originals. They provide opportunities for repeated exposure to vocabulary and content that students heard during interactive group readings. While Picture Talks are designed to be facilitated by the teacher, they are also meant to give students many opportunities to use the vocabulary and talk about the content that they heard the day before during the interactive read-aloud. Teachers are encouraged to respond to and elaborate on any ideas that students contribute during a Picture Talk.

During a Picture Talk, teachers present a subset of the original Flip Book images that students encountered during the interactive read-aloud. The chosen images are designed to focus teachers' and students' attention on the central content or to review more challenging vocabulary from the original text. For all Picture Talks, suggested language is provided so that teachers can create opportunities to enrich students' understanding of the original text. Additionally, teachers are requested to reread particular passages from the original text and guide students' understanding of these passages. **Like the interactive group read-alouds, it is imperative that teachers read the Picture Talk and become familiar with the prompts used to engage students before conducting the Picture Talk.**

### All About Me Picture Talks

Picture Talks accompany the following read-alouds in the *All About Me* domain:

- “I Am Special”
- “Body Parts”
- “We Use Our Senses to Learn”
- “I Am Growing and Changing”
- “Three Basic Needs”

## Deepening Understanding

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After each Picture Talk, students receive explicit vocabulary instruction designed to deepen their understanding of a particular word or group of words. This explicit vocabulary instruction is in addition to the rich implicit and explicit vocabulary instruction embedded in the read-alouds and Picture Talks. During Deepening Understanding, teachers

remind students of a word they heard in the read-aloud, give a definition of that word, and then expand students' knowledge of that word. Finally, students have the opportunity to use the word themselves in a meaningful context.

Students' vocabulary knowledge is intentionally expanded by introducing related words or concepts that students did not necessarily encounter in the read-aloud, but that are beneficial for students' understanding of read-aloud content or of a particular word. For example, students might have heard the word *inside* during a read-aloud, and they might learn its opposite (*outside*) during Deepening Understanding; or, students might learn the word *shelter* during a read-aloud, and then learn words related to *shelter* (e.g., *protect*, *temperature*, *weather*, *live*, *safe*, *bed*, *house*, *igloo*, etc.) during Deepening Understanding.

### **All About Me Deepening Understanding**

Words included in Deepening Understanding may be domain-specific or general academic words. In the *All About Me* domain, Deepening Understanding instruction is given for the following words:

- *humans*
- *inside*
- *touch*
- *grow*
- *shelter*

### **Core Vocabulary**

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Core Vocabulary words and definitions are included in each Teacher Guide and are intended to provide teachers with child-friendly ways to teach key words to young students. Teachers might use these words and definitions in a variety of ways. Teachers might refer to them when planning interactive read-alouds, telling students the given definition as she reads aloud. If teachers are unsure how to define particular words in a child-friendly way, the core vocabulary definitions give examples of how to do so. If there are other words not included in the list that students need to learn, teachers might model their own definitions and example sentences after those given in the Teacher Guide. Teachers are not expected to define every word that they think may be unfamiliar to students, or even every word included as Core Vocabulary. Teachers

should define words that are central to the meaning of a particular read-aloud, particularly as that word relates to core content addressed in the domain. In this way, students’ vocabulary knowledge is built in a systematic way centering around domain-related content.

It should be noted that the inclusion of the words on this list does not indicate that students are expected to use these words on their own. Repeated exposure throughout the day, in activities such as read-alouds, nursery rhymes, and Picture Talks, will provide students many opportunities to hear and understand these words. Encountering these words throughout the day will provide the contextual experiences students need to add words to their own vocabularies.

The following list contains all of the core vocabulary words in *All About Me* in the forms in which they appear in the text of the read-aloud or trade book. Bold-faced words in the list have an associated Deepening Understanding activity.

**Days 1–2: “I Am Special”**

**humans**  
 infants  
 mood  
 prefer  
 unique

**Day 3: *Shades of People***

between  
 exactly  
 shades

**Days 4–5: “Body Parts”**

beneath  
**inside**  
 joints  
 muscle  
 planted  
 softly

**Day 9: *My Five Senses***

aware  
 often  
 only  
 senses  
 sometimes

**Days 10–11: “We Use Our Senses to Learn”**

alive  
 glide  
 shiny  
**touch**

**Days 12–13: “I Am Growing and Changing”**

already  
 clutch  
**grow**  
 siblings

**Days 14–15: “Three Basic Needs”**

brain  
 huddle  
 protect  
**shelter**  
 survive  
 temperature

**Day 16: *My Amazing Body***

amazing  
 bathe  
 germs  
 quietly

## Extension Activities

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Extension activities provide opportunities for teachers to reinforce and for students to apply content knowledge presented in the read-alouds. These activities are designed to be conducted by the teacher or classroom aide during Learning Center time across a period of 3–5 days. Since these activities cover certain Core Content and Language Arts Objectives, it is important that every student have an opportunity to participate in each activity.

Teachers are active facilitators of extension activities in that they provide the appropriate materials and model and facilitate the language needed to complete an activity. Nevertheless, these activities are intended to be primarily child-led. That is, once the general instructions have been explained, the teacher strategically supports students' learning by a) following the students' lead, b) scaffolding their language, and c) providing content-related information.

### **All About Me Extension Activities**

The extension activities designed to be conducted during the *All About Me* domain include:

- Days 1–4: Tracing and Labeling Body Parts
- Days 9–12: Sensory Center
- Days 14–16: Basic Needs Picnic

## **Take-Home Material**

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The purpose of Take-Home Material is to inform families as to what their students are learning in school and to provide examples of how to reinforce this learning at home. [Take-Home Material can be found in the Activity Pages component.] Family Letters are sent home at the beginning and in the middle of each domain. These letters summarize what students will learn at school and give suggestions as to how families might talk with their children about these things. One of the nursery rhymes that students are learning in school is printed on the back of each Family Letter. Read-alouds that students have already heard in school are also provided for them to take home. Children enjoy hearing these texts again and again, and parents enjoy sharing them as bedtime stories. Activity Pages that family members and children complete together are

also provided, so that families who wish to participate in more structured activities have an opportunity to do so.

Take-Home Material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *All About Me* domain. Some teachers might choose to use the Take-Home Material during the school day.

### **All About Me Take-Home Material**

In the *All About Me* domain, we recommend that students take home the following:

- Day 1: Family Letter 1
- Day 4: “Body Parts” read-aloud
- Day 5: Show Me Activity Page
- Day 9: Family Letter 2
- Day 11: “We Use Our Senses to Learn” read-aloud
- Day 12: Using All Five of our Senses Activity Page

## **Pausing Points**

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Pausing Points are opportunities to complete any activities from previous days or revisit material with which students are experiencing difficulty. Pausing Points do not follow the same daily structure (i.e., Starting the Day, Small Groups, Listening & Learning) as other days during the domain, but you could plan to do so if you wish. Each Pausing Point includes both a Skills and Listening & Learning Task Assessment that can be used to quickly evaluate students’ knowledge of important material taught up to that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for students. Additional ideas for activities that reinforce or extend material from both Skills and Listening & Learning are included in the Pausing Point as well.

## **Student Performance Task Assessments**

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CKLA Preschool assessments are designed to provide a “snapshot view” of whether or not each student is mastering specific Language Arts and Core Content Objectives. In addition to the specific assessments detailed here, teachers should continuously monitor students’ understanding



of concepts and knowledge as well as skill development by interacting with and observing students on a daily basis. By using the assessments provided, in addition to daily observations, teachers can make informed day-to-day instructional decisions relevant to each student's progress.

Because it is important to assess students in multiple ways, each domain contains three types of assessment: Portfolio Collection, Assessment Opportunities, and Task Assessments. Portfolios are used to document students' work throughout the domain. Assessment Opportunities involve observing students in the context of Core Knowledge Language Arts lessons and activities. Portfolio Collection and Assessment Opportunities should occur throughout the domain. Task Assessments are direct assessments administered individually to each student. They occur during the first Pausing Point and at the end of the domain during the Domain Assessment.

It is important to remember that, while many objectives are taught in each domain, the expectation is not that students will master every objective taught in a single domain; the goal is mastery of all objectives by the end of the school year. Therefore, some objectives that are taught in a given domain will not be assessed until subsequent domains.

## Portfolio Collection

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Portfolio collection is an authentic, meaningful assessment technique that is very useful at the Preschool level. It involves collecting samples of each student's work across time. Drawings, paintings, samples of dictated work, and journal entries all may be collected to illustrate a student's skill level and competency in a particular area. Photographs and audio recordings may also be included to document a student's work.

### **All About Me Portfolio Collection**

In the *All About Me* domain at the beginning of the school year, students are not yet asked to produce many examples of written work during Skills activities. Nonetheless, students' artwork and drawings can be included as items in their portfolios. These products document students' earliest efforts at using fine motor movements and writing utensils to represent people and objects, and are thus relevant products for inclusion. Products that students produce at any point in the domain can be included in the portfolio. In this domain, students' work from the following activities may be included in their portfolios:

- Doctor’s Office Learning Center: Students’ emergent writing samples, such as their efforts to represent their names when signing in with the receptionist
- Day 13: Self-Portrait

## Assessment Opportunity

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Assessment Opportunities are activities during the day that lend themselves to direct observation of students’ skills. Direct observation is one of the most common and best methods for assessing Preschool students’ behavior and development. This type of observation can occur in a naturalistic setting or during specific activities designed to showcase the skill a teacher wishes to assess. Naturalistic settings include the playground, Learning Centers, and mealtimes; these settings are ideal for observing students’ language skills and usage. Specific activities that lend themselves to observation include everyday whole-group and small-group activities where students give individual responses that are readily recorded.

### All About Me Assessment Opportunities

In the *All About Me* domain, the Doctor’s Office Learning Center provides an excellent Assessment Opportunity for observing students’ language skills in a naturalistic setting throughout the entire domain. Teachers should pay particular attention to observing the Language Arts and Core Content Objectives assigned to the Doctor’s Office. One way to record these observations is to take a pad of sticky notes to the Learning Center and to date and record observations about individual students on each note. At the end of the day, these observations can be affixed to a page inserted into each individual student’s portfolio. As these observations are conducted over a period of time and across different settings, they together reflect students’ progress across different areas of competency.

The *All About Me* domain also includes routine activities that provide excellent opportunities for direct observation. For example, teachers might focus on observing students’ daily participation in reciting and performing the motions for nursery rhymes during Starting the Day. Teachers might lead the activity while aides record students’ levels of participation, or vice versa. There are numerous Assessment Opportunities during small-group and whole-group activities in the *All About Me* domain.

## Task Assessments

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Task Assessments are particular activities, similar to those that students participate in on a day-to-day basis, that permit the observation of a student performing a particular skill or demonstrating particular knowledge. Well-designed Task Assessments incorporate the use of the same kinds of manipulative, concrete materials and tasks that children have been working with to learn the new skills and knowledge. Thus, the tasks students are asked to perform during Task Assessments are those that they have already performed during domain instruction.

### ***All About Me* Task Assessments**

During the *All About Me* domain, students participate in Task Assessments during Pausing Point 1 and during the Domain Assessment. Pausing Point 1 Task Assessments are designed to give teachers a general idea of how students are performing relative to particular Language Arts and Core Contents Objectives addressed in this domain. Students are asked to participate in tasks that demonstrate their competency in both Skills and Listening & Learning. These assessments are administered in either whole-group or small-group settings. The Task Assessments that students perform in the *All About Me* Pausing Point 1 include:

- Skills: Nursery Rhyme Recitation
- Listening & Learning: Body Parts Identification

Task Assessments presented during the Domain Assessment are designed to record students' progress relative to objectives that students can reasonably be expected to master by the end of the *All About Me* domain. The Task Assessments that students perform in the *All About Me* Domain Assessment include:

- Skills: Recognize Your Name and Initial Letter
- Listening & Learning: Body Parts Identification
- Listening & Learning: Five Senses Identification

## ***Domain Materials***

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Lists of materials required before and after the first Pausing Point to teach the *All About Me* domain are provided in the following pages. Use substitutions when necessary, but be sure to read the Teacher Guide before choosing substitute materials. These lists do not include materials

for Pausing Point activities. Please see the Pausing Point to choose activities and gather the associated materials.

## Preparation

Prepare the following for use throughout this domain and in other domains throughout the school year:

### **Attendance Board**

The Attendance Board will be introduced on Day 1 and used throughout the year to take attendance during morning routines. Make an Attendance Board for taking attendance by drawing a vertical line down a white board to create two columns. Affix a picture of a school (preferably your school) as the header for one column and a picture of a house as a header for the other column. Attach hook-and-loop tape to the Attendance Board so that students can affix their **Name Cards** (see later) to the board. Alternatively, you could use magnets. You may also use a pocket chart instead of a white board, still using the house and school pictures as headers.

### **Learning Center Labels**

The Learning Center labels will be introduced on Day 2 and will stay in place throughout the year. To create labels, take photographs of each Learning Center in your classroom. Mount and label the photograph on a piece of cardstock. Consider laminating each label for durability.

### **Transition Cards: Name Cards**

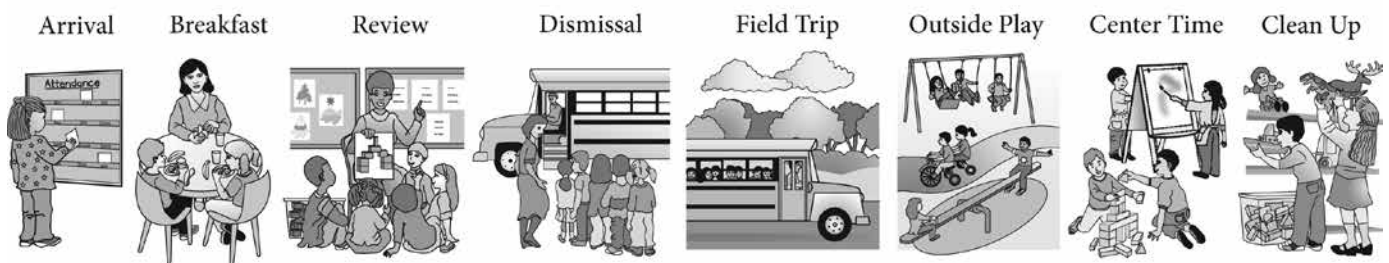
**Name Cards** will be introduced on Day 1 and used throughout the year to help students learn to recognize, and eventually write, their own names. To create **Name Cards**, copy the **Name Card** template from the Transition Cards component. Take a photograph of each student, or have them bring one from home. Attach the photograph to the **Name Cards**. Also make a **Name Card** for yourself. Write each student's name, using a red marker for the first letter and a black marker for the other letters. Laminate the **Name Cards** to be used throughout the year.



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## Pictorial Schedule

The Pictorial Schedule will be introduced on Day 9 and will be used throughout the year. A pictorial schedule gives students a visual plan of what their daily routine will be and lets them know what to expect. Create a picture card that represents each of your daily activities so that you can review your schedule with students and, eventually, so students can review and manage the schedule themselves. To make a picture card, take a photograph of students engaged in a specific activity or draw or print a representative picture. Label this card with the name of the activity. Establish a designated place in your classroom to post the schedule, making sure it is low enough that students can manipulate it themselves. Then, create a red arrow to place beside the schedule cards to designate which activity is occurring. Finally, put hook and loop dots or some other durable fastener on the back for easy reorganization on atypical days. Make sure to create a space for the arrow to be posted beside or under each picture.



## Materials Required Before the Pausing Point

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### **CKLA Materials**

- Activity Pages 1-1, 4-1, and 5-1
- Transition Cards: Names
- Transition Cards: Body Parts (cut apart)
- Good Listening Poster made from
- Image Card 1-1
- Image Cards 3-1–3-4 (cut apart)
- Image Cards 4-1–4-2
- Nursery Rhymes and Songs Posters 15 and 34

### **Other Materials**

- Attendance Board
- Learning Center labels
- piece of chart paper with students' names on it
- collage paper
- construction paper
- drawing paper
- smocks
- easels
- sticky notes
- cookie cutter letters
- paint brushes
- paint or colored water
- play dough
- primary crayons
- teacher marker
- stickers
- a cardboard box
- musical instruments
- various noisemakers
- mystery sound objects

## Materials Required After the Pausing Point

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### **CKLA Materials**

- Activity Pages 9-1, 11-1, and 12-1
- Nursery Rhymes and Songs Posters 12, 15, 35, 55
- Image Cards 12-1–12-3 and 15-1–15-3
- Image Cards 13-1–13-3 (cut apart)
- Transition Cards: Names
- Transition Cards: Five Senses-Actions (cut apart)
- Transition Cards: Five Senses-Body Parts (cut apart)
- Good Listening Poster (made from Image Card 1-1)

### **Other Materials**

- Attendance Board
- Pictorial Schedule, schedule picture cards, and arrow (see previous)
- baby and current pictures of each student
- a pretend “shelter”
- a variety of objects that students can sense
- objects with varying textures
- blanket
- picnic basket
- pretend food
- teacher marker
- alphabet magnets
- butcher-block paper
- chart paper
- collage paper
- construction paper
- paper plates
- tempera paints
- cornstarch
- plastic straws
- finger paints
- glue
- trays or cookie sheets (enough for half the class)
- googly eyes
- paper towels
- instruments
- continuous noisemaker (such as beeping timer or wind-up baby toy)
- small mirrors
- magazines that include pictures of foods, exercise, and good hygiene
- pipe cleaners
- pocket chart
- primary crayons
- smocks
- tape

## Recommended Resources for All About Me

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### Trade Books

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We highly recommend the inclusion of the following books in your Library Center and/or for use as time permits throughout the year as additional whole-group read-alouds.

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An asterisk(\*) indicates that the text complexity or length of this trade book is likely above the comprehension level or attention span of Preschool students. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

### Recommended for Pausing Points

1. *\*A Life Like Mine: How Children Live Around the World*, by DK Publishing (DK Publishing, 2002) ISBN 978-0756618032
2. *Whoever You Are*, by Mem Fox (Sandpiper, 2006) ISBN 978-0152060305

### Supplementary Books

3. *All About Me*, by Lee Aucoin (Teacher Created Materials, 2009) ISBN 978-1433314674
4. *All Kinds of Children*, by Norma Simon and Diane Paterson (Albert Whitman, 1999) ISBN 978-0807502815
5. *Amazing Grace*, by Mary Hoffman and Caroline Binch (Dial, 1991) ISBN 978-0803710405
6. *\*Ballerina Dreams*, by Lauren Thompson and James Estrin (Feiwel & Friends, 2007) ISBN 978-0312370299
7. *Body Parts*, by Bev Schumacher (Learning Props, 2006) ISBN 978-0976870609
8. *\*Boundless Grace*, by Mary Hoffman and Caroline Binch (Puffin, 2000) ISBN 978-0140556674
9. *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin, Jr. and Eric Carle (Henry Hold, 1992) ISBN 978-0805017441
10. *\*Children Just Like Me: A Unique Celebration of Children Around the World*, by Barnabas and Anabel Kindersley (DK Children, 1995) ISBN 978-0789402011



11. *\*Dear Primo: A Letter to My Cousin*, by Duncan Tonatiuh (Abrams, 2010) ISBN 978-0810938724
12. *I Am A Living Thing*, by Bobbie Kalman (Crabtree, 2007) ISBN 978-0778732297
13. *I Like Myself!*, by Karen Beaumont and David Catrow (Harcourt, 2004) ISBN 978-0152020132
14. *I Love My Hair*, by Natasha Anastasisa Tarpley and E.B. Lewis (Little Brown, 2001) ISBN 978-0316523752
15. *Marisol McDonald Doesn't Match/Marisol McDonald no combina*, by Monica Brown and Sara Palacios (Children's Book Press, 2011) ISBN 978-0892392353
16. *Me and My Amazing Body*, by Joan Sweeney and Annette Cable (Dragonfly, 2000) ISBN 978-0375806230
17. *My Book About Me*, by Dr. Seuss and Roy McKie (Random House, 1969) ISBN 978-0394800936
18. *My Friend Has Autism*, by Amanda Doering Tourville and Kristin Sorra (Picture Window, 2010) ISBN 978-1404861091
19. *\*Outside-In: A Lift-the-Flaps Body Book*, by Clare Smallman (Barron's, 2010) ISBN 978-0764162817
20. *People*, by Peter Spier (Doubleday, 1988) ISBN 978-0385244695
21. *Quick as a Cricket*, by Audrey Wood and Don Wood (Child's Play, 1982) ISBN 978-0859531511
22. *Rolling Along With Goldilocks and the Three Bears*, by Cindy Meyers and Carol Morgan (Woodbine House, 1999) ISBN 978-1890627126  
*An adaptation of the Classic Tale where Little Bear uses a wheelchair*
23. *Shades of Black: A Celebration of Our Children*, by Sandra L. Pinkney and Myles C. Pinkney (Scholastic, 2000) ISBN 978-0439148924
24. *Sleep is for Everyone*, by Paul Showers and Wendy Watson (HarperCollins, 1997) ISBN 978-0064451413
25. *Strega Nona*, by Tomie dePaola (Little Simon, 2011) ISBN 978-1442433557
26. *The Five Senses: Hearing*, by María Rius, J.M. Parramón and J.J. Puig (Barron's, 1985) ISBN 978-0812035636

27. *The Five Senses: Sight*, by María Rius, J.M. Parramón and J.J. Puig (Barron's, 1985) ISBN 978-0812035643
28. *The Five Senses: Smell*, by María Rius, J.M. Parramón and J.J. Puig (Barron's, 1985) ISBN 978-0812035650
29. *The Five Senses: Taste*, by María Rius, J.M. Parramón and J.J. Puig (Barron's, 1985) ISBN 978-0812035667
30. *The Five Senses: Touch*, by María Rius, J.M. Parramón and J.J. Puig (Barron's, 1985) ISBN 978-0812035674
31. *The Listening Walk*, by Paul Showers and Alikei (HarperCollins, 1993) ISBN 978-0064433228
32. *\*The Name Jar*, by Yangsook Choi (Dragonfly, 2003) ISBN 978-0440417996
33. *The Snowy Day*, by Ezra Jack Keats (Viking, 2011) ISBN 978-0670012701
34. *We Can Do It!*, by Laura Dwight (Star Bright, 1998) ISBN 978-1887734349
35. *What's Alive?*, by Kathleen Weidner Zoehfeld and Nadine Bernard Westcott (Perfection Learning, 1995) ISBN 978-0780754133
36. *Where the Wild Things Are*, by Maurice Sendak (HarperCollins, 1988) ISBN 978-0060254926
37. *Your Body Has Parts*, by Caroline Hutchinson (Newmark Learning, 2010) ISBN 978-1607192954

## Online resources for teachers and students

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### *I Am Special*

1. “I Am Special” Sesame Street clip  
<http://www.youtube.com/watch?v=Gms-Yk7mzv4>
2. “What I Am” music video featuring Will.i.am and Sesame Street characters  
<http://www.youtube.com/watch?v=cyVzjoj96vs>
3. Name recognition activities  
<http://handsonaswegrow.com/35-name-activities-for-preschoolers>
4. Circle time name song  
<http://www.aplaceofourown.org/activity.php?id=296>

### *Shades of People*

1. Blank face and blank body for coloring and drawing  
<http://printables.atozteacherstuff.com/download/all-about-me/allaboutmefacetemplate-bw.pdf>  
[http://printables.atozteacherstuff.com/download/all-about-me/body\\_template.pdf](http://printables.atozteacherstuff.com/download/all-about-me/body_template.pdf)
2. Eye color graphing activity  
<http://printables.atozteacherstuff.com/download/all-about-me/eyecolorgraphing-colored.pdf>
3. Various *All About Me* activities listed by learning center  
<http://www.preschooexpress.com/theme-station09/all-about-me-aug.shtml>
4. Interactive game describing appearances  
<http://games.muslimvideo.com/play/1888c714c58079409a07/All-About-Me>
5. “Head and Shoulders, Knees and Toes” video with modifications (1:30 minutes)  
<http://www.youtube.com/watch?v=ka7d-13iWbA>

### *Body Parts*

1. Body Parts Lesson and Game  
<http://www.turtlediary.com/preschool-games/science-games/body-parts-prek.html>
2. Body Parts Game  
[http://www.kiddiesgames.com/en/games/parts\\_of\\_the\\_body.swf](http://www.kiddiesgames.com/en/games/parts_of_the_body.swf)
3. Body Parts Game in Spanish (click the little boy and girl in the backdrop)  
[http://www.educa.jcyl.es/educacyl/cm/gallery/Recursos%20Infinity/escritorio\\_infantil/\\_c\\_astellano/escritorio.html](http://www.educa.jcyl.es/educacyl/cm/gallery/Recursos%20Infinity/escritorio_infantil/_c_astellano/escritorio.html)

4. Video example of whole group discussion of body parts  
<http://www.youtube.com/watch?v=a6hULt0yv84>

5. Moving Muscles Game  
<http://pbskids.org/sid/sidsays.html>

### ***My Five Senses***

1. Book by Aliko read aloud by child  
<http://www.watchknowlearn.org/Video.aspx?VideoID=34065&CategoryID=9452>
2. Five Senses Guessing Game  
<http://pbskids.org/sid/isense.html>
3. Sounds activity  
<http://pbskids.org/sid/sandboxsymphony.html>

### ***We Use Our Senses to Learn***

1. Hands-only hide and seek game exploring sense of touch  
<http://www.scholastic.com/teachers/lesson-plan/activity-plan-3-4-hands-only-hide-and-seek>
2. Game matching sounds to objects  
<http://www.scholastic.com/magicschoolbus/games/sound/index.htm>
3. Name the five senses game  
[http://www.kviekids.org/games/discover\\_science/my\\_five\\_senses.htm](http://www.kviekids.org/games/discover_science/my_five_senses.htm)
4. Various short educational videos about the five senses  
<http://pbskids.org/video>  
  
(click on “Browse Videos” at the top right and select “Topics” then “Senses”)

### ***I Am Growing and Changing***

1. Various activities related to healthy eating and growth  
<http://pubs.cas.psu.edu/freepubs/pdfs/ue005.pdf>
2. Healthy eating activity  
<http://pbskids.org/sid/mixitup.html>
3. “Where is Thumbkin?” song with motions  
<http://www.mothersgooseclub.com/videos.php>

### ***My Amazing Body***

1. “I Will Not Take a Bath” Interactive Poem  
<http://www.storyplace.org/preschool/activities/bathonstory.asp>

2. **Information on healthy eating**  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>
3. **Indoor marching game to promote exercise and practice gross motor skills**  
<http://www.aplaceofourown.org/activity.php?id=294>

### ***Skills Related Resources***

1. **Getting Ready to Read: Ideas on integrating print awareness into your classroom activities**  
[http://www.getreadytoread.org/images/content/downloads/skill-building-activities/EngINDIVIDUAL121\\_All.pdf](http://www.getreadytoread.org/images/content/downloads/skill-building-activities/EngINDIVIDUAL121_All.pdf)

### Doctor's Office Learning Center

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#### Core Content Objectives

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Students will:

- ✓ Describe themselves and their appearance, giving at least two details about themselves (e.g., hair color, eye color, age, etc.)
- ✓ Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- ✓ Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)
- ✓ State that the heart and lungs are parts hidden inside the body
- ✓ State that a body can sometimes heal itself when it is hurt or sick
- ✓ State that people stay healthy by exercising, resting, eating good foods, and staying clean

#### Language Arts Objectives

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Students will:

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Ask or answer questions beginning with *who*, *what*, *where*, *when*, or *why* (SL.P.3)
- ✓ Adapt the volume of one's voice to different settings and different purposes (L.P.3)
- ✓ Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3)

## Staging the Learning Center

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**Roles:** Doctor, nurse, patient, receptionist, parent

**Play Props:** Doctor kit with stethoscope, thermometer, white cloth or paper for examining table, telephone, bandages, flashlight, dolls, white doctor's coat, nurse's scrubs

**Reading Props:** Magazines or books in waiting room, non-fiction books about body parts

**Writing Props:** Small notepad and pen for "prescriptions"; calendar for receptionist to write appointments; black construction paper and chalk to create x-rays; clipboard, paper, and pen for patient check-in and examination; manila folders and lined paper for patients' charts

### Assessment

Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of the ongoing assessment.

## Facilitating the Doctor's Office

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Teachers and aides play important roles as facilitators of Learning Centers, particularly when Learning Centers are first added to the classroom. **Post the Center Cards for the Doctor's Office so students can identify the center and so adults can reference language and play facilitation strategies.**

**Vocabulary:** ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist, temperature, thermometer, fever

### Suggested Phrases:

- **Who** is next?
- **What** is your name?
- **Where** does it hurt?
- **When** is your appointment?
- **Why** are you here?
- Do you have a **fever**?
- Let me take your **temperature**.
- Let me listen to your **heart**.
- Let me look in your **ears (eyes, nose, mouth)**.
- Stick out your **tongue** and say "Aaaah."
- You need to **fill this prescription** and take this **medicine**.

### Assessment

The Learning Center provides excellent assessment opportunities throughout the entire domain. See the Domain Assessment for instructions for conducting naturalistic observations during Learning Centers.

### ***Before the Pausing Point***

- Teacher acts as receptionist and models calling and registering patients, scheduling appointments by phone, etc.
- Teacher models role of parent signing in upon arrival, talking with the doctor about what is wrong with the patient (could be a doll or another student).
- Students bring doll “patients” to the doctor.
- Teacher models role of doctor, asking questions about what is wrong, writing notes in the patient’s chart, writing prescriptions, tracing student’s hand with chalk on black paper to represent bones on an X-ray, etc., and then prompts students playing this role.

### ***After the Pausing Point***

- Students play the role of receptionist, using appropriate language on the telephone and pretend writing.
- Students play the role of the parent, signing in upon arrival, talking with the doctor, etc.
- Students themselves are the patients.
- Students independently play the role of “doctor,” asking their patients appropriate questions, writing notes in the patient’s chart, writing prescriptions, tracing student’s hand with chalk on black paper to represent bones on an X-ray, etc.



# TRANSITION CARDS

## All About Me

*All About Me* contains four distinct sets of Transition Cards that reinforce learning in both the Listening & Learning and Skills strands. Some of the Transition Cards are used for only part of the domain to reinforce core content knowledge; others are used throughout the domain to develop name recognition skills. Suggestions are given for ways to maximize learning time during transitions by using the Transition Cards. Transition Cards are also used occasionally to support instruction during Skills and Listening & Learning activities. Below is a list showing when specific sets of Transition Cards are used.

### *Listening & Learning Transition Cards*

**Body Parts:** Days 1–18

**Five Senses:** Days 8–18

### *Skills Transition Cards*

**Name Cards:** Days 1–18

**Capital Letter Cards:** Days 11–18

## Advance Preparation

- Cut apart all four sets of Transition Cards to prepare for the entire domain. Group the cards into sets for easy use during activities and transitions. You may put them in zip top bags or clip them together with a binder clip. Label each set so they are easy to find during transitions and instruction.



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## Transition Cards: Body Parts

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### Core Content Objectives

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Students will:

- ✓ Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- ✓ Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)

### Language Arts Objectives

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Students will:

- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)

Use the **Transition Cards: Body Parts** throughout the *All About Me* domain to help students move from one activity to the next. Ideas for how to use these cards are presented below; these ideas progress from less to more difficult.

#### **Point to the Body Part**

**Note:** *The images on the **Transition Cards: Body Parts** often show more of the body than just the body part being taught. The body parts depicted on the card are written on the card itself. In conjunction with the **Body Parts** cards, use your own body and point out specific body parts when asking students to name them.*

Hold the **Transition Cards: Body Parts** in a stack so students cannot see them. Tell students that you are going to say the name of a body part and you want them to point to the body part on their own body when you say it. Say, “Point to your \_\_\_\_\_.” Allow a student who is pointing to the correct body part to transition to the next activity. If students are having difficulty, show the corresponding Transition Card. Point to the body part as depicted on the card and show the card to the entire class as you acknowledge that the student you called upon is correctly pointing to the body part.

### ***Name That Body Part***

Tell students you are going to show them a picture of a body part and you want them to tell you the name. Show the first card, point to the body part on the card and/or on your own body, and ask a student, “What is this body part called?” Allow that student to transition to the next activity and continue asking students to identify body parts until all students have had a chance to respond.

### ***What Does it Do?***

Explain to students that you are going to show them a picture of a body part and you want them to show you an action they can do with that body part. For example, if you show a picture of an elbow, they can bend their elbow. Hold up a Transition Card and point to the body part and ask a student what they can do with that body part. If students are having difficulty, give them a hint by describing in words what they can do with the body part and asking them to act it out. If students are ready, ask them to describe in their own words what they can do with the body part. You can also ask them to name the body part.

### ***Solve the Riddle***

Tell students that you are going to describe a body part and you want them to guess which part you are describing (do not show cards to students at this point). Tell students, “I am thinking of a body part that is on my face and helps me see.” Call on one student to answer, then show all students the Transition Card showing the eye.

## ***Transition Cards: Five Senses***

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### ***Core Content Objectives***

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Students will:

- ✓ Point to and name the following body parts: ear, eye, finger, hand, mouth, tongue, nose
- ✓ State that the five senses are sight, hearing, smell, taste, touch

- ✓ Identify the body parts that correspond to each sense:
  1. Eyes—Sight
  2. Ears—Hearing
  3. Nose—Smell
  4. Tongue—Taste
  5. Skin—Touch
- ✓ State how each of the five senses helps them experience the world (e.g., eyes help you see toys, ears help you hear sounds, etc.)

### Language Arts Objectives

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Students will:

- ✓ Point to and name parts of the body: ear, eye, finger, hand, mouth, tongue, nose (L.P.1b)
- ✓ Understand increasingly precise verbs related to eating, movement, and the five senses (L.P.1b, L.P.5d)
- ✓ Use increasingly precise verbs related to eating, movement, the five senses (L.P.1b, L.P.5d)

We have provided you with two ways of representing the five senses. The first set of **Transition Cards: Five Senses** depict only the body part associated with the sense. The second set of **Transition Cards: Five Senses—Actions** depict an action associated with the sense. You may want to use both sets simultaneously to create more challenging transition activities for students.

### Transition Cards: Five Senses

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#### *Find That Body Part*

Place **Transition Cards: Five Senses** in a pocket chart where all students can see them. Tell students that you are going to name one of the five senses and you want them to find the body part that goes with that sense. Say, “What part of the body do you use to \_\_\_\_\_?”

#### *Name That Sense*

Tell students you are going to show them a body part and you want them to tell you which of the five senses goes with that body part. Show the first card and ask students, “What do you use your \_\_\_\_\_ for?”

## Transition Cards: Five Senses-Actions

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### **Act It Out**

Tell students you are going to show them a body part and you want them to act out the sense depicted. Show the first card and ask a student, “Show me how you smell with your nose.” Once the student demonstrates sniffing, allow him/her to transition to the next activity. Hold up the **Transition Cards: Five Senses-Actions** one at a time and call on a student to perform the action associated with the sense. Students will know these actions from the read-aloud. For an additional challenge, conduct this same activity with the body parts cards.

### **What Do You Sense?**

Show students one of the **Transition Cards: Five Senses-Actions** and ask them to name something that they can explore with that sense. For example, if you show a picture of an eye, ask students to name something they can see (e.g., a friend, fireworks, their name written on their cubby, etc.).

## Transition Cards: Name Cards

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### Language Arts Objectives

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Students will:

- Associate spoken and written language by matching written word labels with spoken words, such as the students’ names (RF.P.1b)
- Recognize the written form of one’s first name (RF.P.1d)

Use the **Transition Cards: Name Cards** throughout the *All About Me* domain to help students move from one activity to the next. Ideas for how to use these cards follow; these ideas progress from less to more difficult.

**Note:** *The **Transition Cards: Name Cards** will be used in other learning contexts as well. Be sure to keep them organized and readily accessible throughout the day.*

### **Find Your Name**

Place only a few **Transition Cards: Name Cards** in a pocket chart. Call on a student whose name is displayed to come forward and find his/her

name. Remind students that they can use the photo to help them find their name. Gradually increase the number of student names you display at any one time until students can find their name from among eight or more names. Remind each student to look at the first letter to help locate his/her name (e.g., Jamal, your name starts with the letter ‘J’. You can look for the letter ‘J’ to help you find your name. Look, you found the card with the letter ‘J’.)

### **Raise Your Hand for Your Name**

Follow the directions for ‘Find Your Name,’ but this time, have students raise their hand if they see their name in the pocket chart. That is, do not call on a student whose name is in the pocket chart, but ask students to raise their hand if they see their own name.

### **Hide the Photograph**

**Note:** *‘Hide the Photograph’ is designed to prepare students to find their names without their photographs. Only do this activity for students who are clearly beginning to rely less and less on their photograph and who are recognizing their name in other contexts where they do not have the support of a photograph. You could hide the photograph of only the students who are ready, and leave the photographs visible on other students’ cards.*

If students are ready, paperclip a piece of paper over their photograph. Tell students that you want them to look at the letters in their name to help them find their name. Remind students that they can also look for “their” letter, or the first letter of their name.

## **Transition Cards: Capital Letters**

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### **Language Arts Objectives**

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Students will:

- ✓ Recognize the initial letter of one’s first name (RF.P.1d)

### **Recognize Your Letter**

**Note:** *Begin using **Transition Cards: Capital Letters** after Day 11 Small Groups when students have had the opportunity to recognize the first letter of their name.*

Give each student his/her **Name Card**. Tell students that you are going to show them some letters and you want them to raise their hand when they see the letter that is at the beginning of their name. Tell students that the letter at the beginning of their name is the large letter, written in red, on the left side of their **Name Cards**. Have students point to the first letter in their name. From the set of **Capital Letter Cards**, select only the letters that correspond to students' first names. Hold up a **Capital Letter Card** and ask students to look to see if that letter is at the beginning of their name. Once a student raises his/her hand, tell them the name of the letter by saying, "That's right, Jamal. The letter 'J' is at the beginning of your name. Your name starts with 'J'."

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Describe themselves and their appearance, giving at least two details about themselves (e.g., hair color, eye color, age, etc.)
- ✓ State two things that make them special or unique (e.g., their name, things they like to do, language they speak, etc.)
- ✓ State that all people are human beings

### Language Arts Objectives

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#### Starting the Day

Students will:

- ✓ Recognize and call classmates and teachers by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (RF.P.2a, RL.P.5)

#### Skills

Students will:

- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)
- ✓ Perform activities requiring small muscle control (L.P.1a)



## Listening & Learning

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Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “I Am Special” (RI.P.1, SL.P.2, L.P.1d)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, retell important facts and information from “I Am Special” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *humans* (RI.P.4)
- ✓ With prompting and support, make cultural connections to text and self (RL.P.9a)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)

## Core Vocabulary

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**humans, n.** People like you and me

*Example:* I saw a lot of humans on the playground during recess.

*Variation(s):* human

**infants, n.** Babies

*Example:* Infants sleep in cribs, but children sleep in beds.

*Variation(s):* infant

**mood, n.** The way someone is feeling

*Example:* Getting a hug from my mom always puts me in a good mood.

*Variation(s):* moods

**prefer, v.** To like something more than something else

*Example:* Rosalind would prefer to have pizza instead of broccoli for dinner.

*Variation(s):* prefers, preferred, preferring

**unique, adj.** Special, different

*Example:* Sadie is unique because she likes the color orange, speaks Spanish, and loves to eat cheese.

*Variation(s):* none

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	<b>W</b> Taking Attendance: One at a Time	Transition Cards: Names; Attendance Board	During morning circle
<b>Nursery Rhymes</b>	<b>W</b> Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	
<b>SKILLS</b>			
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Good Listening Poster made from Image Card 1-1; cardboard box; noisemakers	10
	Mystery Sound Box		
<b>Small Group 2</b>	<b>S</b> Warm-Ups	Easels; drawing paper; paint or colored water; paint brushes; smocks	10
	Easel Painting		
<b>LISTENING &amp; LEARNING</b>			
<b>Introducing the Read-Aloud</b>	<b>W</b>	Your Name is Special	5
		Purpose for Listening	
<b>Presenting the Read-Aloud</b>	<b>W</b>	I Am Special	10
<b>Discussing the Read-Aloud</b>	<b>W</b>	What's the Big Idea?	10
<b>Extension Activity</b>	<b>L</b>	Trace and Label the Body	During learning centers

## Take-Home Material

### All About Me Family Letter

Give students the following material to take home to their family:

#### Activity Page 1-1: All About Me Family Letter 1

## Advance Preparation

### Routines

Make an Attendance Board for taking attendance by drawing a vertical line down a white board to create two columns (see Introduction). Affix a picture of a school (preferably your school) as the header for one column and a picture of a house as a header for the other column. You may also use a pocket chart instead of a white board using the house and school pictures as headers.

### **Small Groups**

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

#### **Small Group 1**

Make a Good Listening Poster using **Image Card 1-1: Good Listening**. You will use this poster throughout the year so use sturdy poster board or laminate the poster. Affix the image to the top of a poster. Beneath the image write the following phrases:

*Eyes look.*

*Mouth closes.*

*Body is still.*

*Ears listen.*

Fill a cardboard box with ten objects that make different noises (e.g., noisemakers: potato chip bag, squeaky toy, keys, bells, etc.).

#### **Small Group 2**

Set up easels in the Art Center or tape pieces of drawing paper to the wall or another vertical surface.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Taking Attendance: One at a Time	Transition Cards: Names; Attendance Board	During morning circle
<b>Nursery Rhymes</b>	<b>W</b> Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	

## Routines

Whole Group

### Taking Attendance: One at a Time

**Note:** Continue using these steps to take attendance routinely every morning until Day 3 when the attendance routine will be modified.

- Show students the Attendance Board you prepared (see Advance Preparation) and describe how you will use it to take attendance.

*“Every morning, when you come to school, we are going to talk about which friends are at school today and which friends have stayed home. We are going to put the names of students who are at school under the picture of the school. That way we will know they are here. We are going to put the names of the students who are not at school under the picture of the house. That way we will know they stayed home. I have each of your names written on a strip of paper. I also put your picture beside your name so that you can find your name more easily.”*

- Hold up one of the **Transition Cards: Names** cards of a student who is present.

*“This one has the name of one of the friends in our class.”*

- Point to the picture and ask students who it is.

*“The letters on the card spell the name of the friend who is in the picture. These letters spell [student’s name]. I’m going to help [student’s name] put his/her name under the school to show that he/she is here at school today.”*

- Call up the student whose name is displayed and help him/her put the name card under the school.

*“Let’s all say ‘good morning’ to our friend.”*

### Teaching Tip

If there are any students who speak languages other than English, have the class greet these students using a greeting from that language (e.g., “Hola! Juan Carlos!”).

- Before the student returns to the circle, have all remaining students say, “Good morning, [student’s name].” Have the student reply, “Good morning, friends.”
- Continue holding up Name Cards of students who are present and helping students identify whose name it is, pointing out that the letters spell the student’s name.
- Identify the students who are absent.

*“Let’s see who is left. These students are absent.”*

- Help students say the names of any absent students and place their strips under the house telling students they are absent or at home today.

## Nursery Rhymes

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### Teaching Tip

The echo technique is a way of teaching students the words of a nursery rhyme by reading each line and having students repeat after you. Every time you introduce a new nursery rhyme, use the echo technique to teach students the words to the song.

### Head and Shoulders, Knees and Toes

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Teach students the song “Head and Shoulders, Knees and Toes” using the echo technique. Introduce the song by showing **Nursery Rhymes and Songs Poster 15: Head and Shoulders, Knees and Toes**. Then, have students repeat the words after you as you pause at natural stopping points. Finally, invite students to join in singing the entire song.

- Show **Nursery Rhymes and Songs Poster 15: Head and Shoulders, Knees and Toes**

*“Today we are going to learn the song ‘Head and Shoulders, Knees and Toes.’ Listen to hear the names of some of the parts of your body as we sing. You are going to hear about our heads, shoulders, knees, toes, eyes, ears, mouth, and nose.”*

- Point to each of your body parts as you name them.
- Sing the nursery rhyme, sliding your finger under each word as you sing.

*“Now, I’m going to help you learn “Head and Shoulders, Knees and Toes.” I am going to say a part and then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. When it is your turn to talk, I will point to you. We will keep doing this for each part of the nursery rhyme.”*

- Teach students the nursery rhyme in parts using the echo technique.

*“I say, ‘Head and shoulders, knees and toes.’”*

- Point to students.

*“You say . . . ”*

- Have students echo you when you point to them.

*“Now let’s sing ‘Head and Shoulders, Knees and Toes’ together.”*

- Continue teaching each line, first saying the words, then having students echo you.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Good Listening Poster made from Image Card 1-1; cardboard box; noisemakers	10
	<b>Mystery Sound Box</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Easels; drawing paper; paint or colored water; paint brushes; smocks	10
	<b>Easel Painting</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

## Small Group 1

**10 minutes**

### Small Group

### Warm-Ups

#### Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to three stomps and claps (e.g., stomp, stomp; stomp, clap; clap, stomp, clap; etc.).

#### Be a Good Listener

Students will learn and demonstrate the steps to being a good listener.

- Show students the Good Listening Poster you made using **Image Card 1-1: Good Listening** (see Advance Preparation) and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*

### Teaching Tip

Keep the Good Listening Poster visible in the classroom and use it to remind students of what they need to do to be a good listener. You may even want to take the poster with you to school assemblies or other events where students need to demonstrate good listening behaviors.

## Mystery Sound Box

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Students will identify hidden objects that make different sounds and learn words that help them talk about different sounds. Students will also have the opportunity to make sounds themselves.

### Learning Center

Place the mystery sound box and objects in the Science Center. Include some new objects that students have not yet heard, or allow them to search for objects from around the room that also make noises. Have students predict and observe what each noisemaker sounds like.

- Orient the box full of noisemakers (see Advance Preparation) so that the flaps open towards you and hide the noisemakers inside.
- One by one, introduce students to each noisemaker by taking it out of the box, making a sound with it, and telling students the name of the object.
- Return all of the noisemakers to the box
- Explain that you want students to guess which object is making a noise by listening to the sound that it makes.
- Make a noise with one of the objects.
- Help students describe the noise they hear using the following words: *loud, soft, noisy, quiet, high, low, jingle, etc.*
- Have each student guess what they think the object might be, then reveal the object.
- Allow students ample time to hold the objects and make the noises themselves, prompting them to describe the noises they hear.

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

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#### Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words.

*I can stretch, I can bend*

*I can wave to a friend.*

*I jump so high, I crouch so low*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep*

*I calm my body and plant my feet.*



## Counting to Five

Students will practice counting to five using their fingers. This task visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.
- Have students repeat after you and lift one finger at a time as they count.
- Count five fingers on both left and right hands.

## Easel Painting

**Note:** *Students are not expected to demonstrate a standard tripod or quadropod grip at the beginning of the year. Help them form a grip that is comfortable for them and allows them to paint easily, even if they are holding the brush with their fist. Some students may not yet demonstrate a dominant hand. Observe students throughout the day as they reach for and manipulate objects to see if they demonstrate a preference for one hand over the other.*

Students will practice making a mark on a large, vertical surface using a paintbrush (see Advance Preparation). Students make large motions starting at the shoulders and moving down to the wrists in preparation for making marks on a horizontal surface holding a writing utensil.

- Provide students with paints and paintbrushes.
- Have students paint on the vertical surface. Encourage them to make long, straight strokes using a range of motions (e.g., large motions with the shoulders and arms, small motions with the wrists and hands).
- Assist students who need help holding the paintbrush and making a mark.

### Learning Center

Keep easels and paints or colored water set up in the Art Center for students to experiment with during Learning Center time. Take large paint brushes and buckets of water outside and set up an Outside Art Center where students can paint the building, a fence, or other vertical surfaces.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> Your Name is Special		5
	<b>W</b> Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> I Am Special		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?		10
<b>Extension Activity</b>	<b>L</b> Trace and Label the Body	Art supplies; paper and tape or sticky notes; marker; large sheets of paper	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Your Name is Special

- Compare two different first names of students in your class.

*“Remember, this morning we took attendance and said hello to everyone using our names. Every person in our class has a name and your name makes you special. \_\_\_\_\_ has a different name than \_\_\_\_\_. Their different names make them special and unique.”*

- If two students have the same first name, point out that they have different last names and that makes them special.

#### Purpose for Listening

- Tell students to listen to find out all different kinds of things that make people special.

*“Our names make us special and so do a lot of other things. I’m going to read to you while showing you some pictures. Listen and look at the pictures to find out what other things make people special.”*

# I Am Special

**Note:** Suggested language is provided for the entire read-aloud “I Am Special” and the other whole-group readings up until the Pausing Point. After the Pausing Point, space is provided for you to plan how to make the read-loud interactive, combining your own strategies with those demonstrated here.



← SHOW FLIP BOOK PAGE 1-1: **Cross-legged girl and boy**

Girls are special. Boys are, too.  
Sisters and brothers; friends like you.

56

“Raise your hand if you are a boy. Raise your hand if you are a girl.”

Raise your hand if you have a sister. Sisters are girls.

Raise your hand if you have a brother. Brothers are boys.”



← SHOW FLIP BOOK PAGE 1-2: **Three different families**

Moms are special. Dads are too.  
Aunts, uncles, grandparents, too.

- Point to the mother in the picture.

“This is a mom. Are moms girls or boys?”

- Point to the father in the picture.

“This is a dad. Are dads girls or boys?”



← SHOW FLIP BOOK PAGE 1-3: **Eight different children**

What makes you special?  
What makes you, You?

- *Point to the children in the pictures as you describe what makes them special.*

*“There are a lot of children on this page who are all special because they are different. This girl is special because she has beautiful red hair. This girl is special because she is missing her front teeth! What else is special about the children on this page?”*

- *Talk about eye color, hair color, clothing, etc.*



← SHOW FLIP BOOK PAGE 1-4: **Baby**

Every baby is different. Each one is brand new.  
Babies are **humans**; preschoolers are too.

Humans are people like you and like me.  
But no two are the same, as you shall soon see.

- *Explain the meaning of the word HUMANS.*

*“We just heard that preschoolers are humans—just like babies. Humans is another word for people.*

*Raise your hand if you are a preschooler.*

*All preschoolers are people, right? HUMANS is another word for PEOPLE.*

*So raise your hand if you’re a human.”*



← SHOW FLIP BOOK PAGE 1-5: **Five different people**

All humans are special; each one of a kind  
Each human thinks with his very own mind

All humans have bodies, from head down to toe.  
But each one looks different, isn't that so?

Some old. Some young. Tall, short—in between.  
Some bending. Some straight. And some with a lean.

- *Point to baby in green shoes.*

*"This baby is young."*

- *Point to woman with walker.*

*"This woman is older."*

- *Point to other people and describe them.*



← SHOW FLIP BOOK PAGE 1-6: **Different shades of skin**

All humans have bodies covered in skin.  
Protecting the parts that are hidden within.

Copper, golden, peach, and tan—  
Shades like coffee, shades like sand.

- *Model touching your own skin.*

- *"Feel the skin on your body. It has an important job to do. It protects or keeps the parts inside your body safe. Did you know that skin can be many different colors?"*

- *Point to the children in the picture.*

*"Look at all the different colors of skin in these pictures. All of the colors are beautiful!"*



← SHOW FLIP BOOK PAGE 1-7: **Different colors of hair**

And what about hair growing out of your head?  
Some hair is black. Some hair is red.

Some hair is blond, which is quite near to yellow;  
Some hair is brown like this fine fellow's.

Some hair is curly; some straight as can be  
Long, short, or braided—so many styles to see!

- *Point to the pictures as you say each color of hair.*

*"This child has black hair. This child has brown hair. This child has red hair. This child has blond hair. What colors of hair do the humans in our class have?"*

- *Use the words RED, BROWN, BLOND, and BLACK to talk about hair colors.*

- *Point to the children in the pictures as you describe their hair.*

*"This child has short hair. This child has curly hair. This child has straight hair. What hairstyles do the humans in our class have?"*

- *Use the words LONG, SHORT, BRAIDED, and CURLY to talk about hairstyles.*



← **SHOW FLIP BOOK PAGE 1-8: Close-up of eyes**

All humans have eyes—blue, brown, hazel, and green  
All shapes and all sizes: small, large, in between.

Eyebrows and eyelashes—some thick and some thin,  
Blink your eyes once, then again and again.

- Model blinking for students.

*“Blinking means opening and closing your eyes. Blink your eyes with me once. Now blink them again and again.”*

- Point to the eyebrows in the picture.

*“These are eyebrows. Now feel your eyebrows.”*

- Point to the eyelashes.”

*“These are eyelashes. Eyelashes are difficult to feel, but maybe you will see them the next time you look in the mirror.”*



← **SHOW FLIP BOOK PAGE 1-9: Pregnant mom and families**

All humans are different, but they start out the same  
Life begins inside mothers, no matter your name.

Your name may be Sasha, Bao Yu, or Hafiz.

You may speak Arabic, English or Chinese.

- Remind students that their names make them special.

*“Remember, before we started reading, we talked about how your name makes you special. When babies are born, they get a name that makes them special.”*

- Talk about the languages spoken by students in your classroom.

*“We speak English in this classroom. Does anyone in our classroom speak any other languages?”*



← SHOW FLIP BOOK PAGE 1-10: **Children grow**

All humans start small and they grow, grow, and grow—  
Sometimes they grow quickly, sometimes they grow slow.

Around one year old, babies start to walk.  
And then they begin to run, climb, and talk.

- Point to each child in the pictures as you tell students about growing.

*“You were once a little baby. But then learned to walk on your own and talk. And then, you were old enough to come to Preschool.”*



← SHOW FLIP BOOK PAGE 1-11: **Toddler with grandparent**

Bodies change through the years, so it’s quite hard to see  
How adults were once **infants**, don’t you agree?

Your mom and your dad, grandparents as well  
Used to be babies, though it’s hard now to tell.

Some humans are old, some young like you  
But each one is special, whether ninety or two.

- Explain the meaning of the word **INFANTS**.

*“INFANTS is another word for BABIES.”*

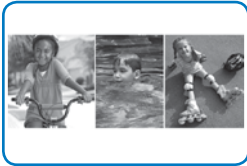
- Point to the baby in the picture.

*“Can you believe that all grown-ups used to be babies? Everyone grows up. Even babies grow up to be adults. Is this human a baby or an adult?”*

- Point to the adult in the picture.

*“Is this human a baby or an adult?”*





← SHOW FLIP BOOK PAGE 1-12: **Biking, swimming, and rollerblading**

All humans have things that they like and dislike.  
You may love birthdays or riding your bike.

Some kids may **prefer** a dip in the pool  
or running or skating around their school.

- Call on a few students to talk about activities they prefer to do. Expand students' responses to include the word *PREFER*.

*"Prefer means liking something more than something else. This girl prefers to ride her bike and this boy prefers to go swimming. What activities do you prefer or like to do?"*



← SHOW FLIP BOOK PAGE 1-13: **Food: likes and dislikes**

Not every human likes the same kinds of food  
Sometimes your choice depends on your **mood**.

Do you prefer soup, corn, yogurt, or peas?  
What about for a snack—do you like crackers or cheese?

- Call on a few students to talk about foods they prefer to eat. Expand students' responses to include the word *PREFER*.

*"This boy prefers to eat soup and this girl prefers to eat yogurt. What kinds of food do you prefer or like to eat?"*

- Explain that our preferences make us unique.

*"Some of you prefer the same foods but many of them like different foods. This makes you special and different!"*



← SHOW FLIP BOOK PAGE 1-14: **Group of preschoolers**

What makes you special? What makes you **unique**?  
It's your favorite things—what you do, what you eat—  
Combined with your looks and the language you speak.  
Yes, these are the things that make you unique!

## Discussing the Read-Aloud

10 minutes

Whole  
Group

### What's the Big Idea?

#### What Makes You Special?

- Have students raise their hands when they hear something that makes them special.

*“What are some things that make you special or unique? I am going to say some things that make people special, and I want you to raise your hand if you are special in the way that I say. Raise your hand if:*

*You have brown (black, red, blond) hair.”*

*You have brown (blue, green) eyes.”*

*You speak English (Spanish, Mandarin, etc.).”*

*You like to eat pizza (apples, cookies, cheese, etc.).”*

*You like to ride your bike (play with dolls, play outside, build with blocks, etc.)”*

#### Share What Makes You Special

- Prompt students to talk about the things that make them unique: the way they look, the things they like to do, and the things they like to eat.

*“Now I want you to think of something that makes you really special and unique. Each person is going to get a chance to share with the class. [Student's name], what makes you special?”*

#### What Are Humans?

- Explain the meaning of the word *humans*.

*“In our read-aloud, we heard the word humans. Remember, humans is another word for people. Listen as I read the part about humans again:”*

*Every baby is different. Each one is brand new.  
Babies are **humans**; preschoolers are too.*

*Humans are people like you and like me.  
But no two are the same, as you shall soon see.*

- Have students use thumbs-up and thumbs-down to indicate whether or not something is human.

*“Look at your friends beside you. Your friends are all humans, just like you. Now I’m going to name some things and I want you to tell me whether they are human or not human. Are you a human? Thumbs-up if you are a human, thumbs-down if you are not a human.”*

- Continue listing things saying “Is \_\_\_\_\_ a human?”
  - chair
  - friends
  - teacher
  - dog
  - banana
  - grandparents
  - crayons
  - babies
  - fish
  - sisters
  - rug
  - paintbrush
  - brother
  - monkey

## Extension Activity

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Learning  
Center

### Trace and Label the Body

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**Note:** *If groups of students need extra time to complete this extension activity, they can do so during the Pausing Point.*

Students will help trace, decorate, and label the human body in two phases. Complete Part 1: Trace and Decorate the Body after the read-aloud “I Am Special.” Complete Part 2: Label Body Parts after the read-aloud “Body Parts.”

### Language Facilitation

Use the **self-talk strategy** to describe what you yourself are doing, seeing, and hearing. Model language and vocabulary that go with specific actions and activities by narrating what you are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

### Learning Center

Post the body tracing in the **Doctor's Office** once it is labeled so students can refer to its anatomy as they play.

### Part 1: Trace and Decorate the Body

- Explain that you are going to make a tracing of one of the students and all of the students are going to get a chance to decorate the tracing.
- Have one student lay down on a piece of butcher paper.
- As you trace the student's body, use the **self-talk strategy** to narrate what you are doing (e.g., I am choosing a green crayon; I am going to start at Sadie's head and trace around her curly brown hair; I am going by her neck, down to her shoulders, near her bent elbow, around her pinky finger; etc).
- Invite students to collage, color, and decorate the traced body using a variety of materials from the art center.
- Help students to add body parts like: **eyes, ears, nose, mouth, hair, belly button, fingernails, and toenails.**
- Tell students that you are going to save their body project so that they can label the body parts later in the week.

### Part 2: Label Body Parts

- Explain that students are going to label the parts of the body that they learned about in the read-aloud.
- Ask a student to point to a body part and say its name. Write the body part down on the label. Explain that you are writing down what the student said so that you can remember his/her words later.
- Have all students point to each body part on their own bodies. Use the **self-talk strategy** as you point to your body parts along with students (e.g., I am pointing to my eyes, my eyes are on my face; these are my ears, they help me hear; I am bending at my hips. My hips connect my torso to my legs).
- Have a student attach the label to the correct place on the traced body.
- Read the label back to the students, sliding your finger under the words as you read.
- In addition to the body parts the students identify, label the following: **hair, head, neck, shoulders, arm, hip, knee, ankle, foot, fingers, and toes.**

## ✔ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✔ Describe themselves and their appearance (e.g., hair color, eye color, age, etc.)
- ✔ State two things that make them special or unique (e.g., their name, things they like to do, language they speak, etc.)
- ✔ State that all people are human beings

### Language Arts Objectives

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#### Starting the Day

Students will:

- ✔ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✔ Use labels in the classroom to identify different centers, return materials to their proper location, etc. (RF.P.3b)
- ✔ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (RF.P.2a, RL.P.5)
- ✔ Perform hand and body gestures associated with "Head and Shoulders, Knees and Toes" (RL.P.10)

#### Skills

Students will:

- ✔ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (RF.P.2a, RL.P.5)
- ✔ Perform hand and body gestures associated with "Head and Shoulders, Knees and Toes" (RL.P.10)
- ✔ With hands and/or feet, clap or tap the beat of the nursery rhyme "Head and Shoulders, Knees and Toes" (RL.P.10, RF.P.2a)

- ✓ Recognize and call classmates and teachers by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Perform activities requiring small muscle control (L.P.1a)

## Listening & Learning

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Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about "I Am Special" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "I Am Special" (RI.P.2)
- ✓ With prompting and support, use the word *humans* acquired through: conversation, reading and being read to, and responding to "I Am Special" (L.P.6)
- ✓ With prompting and support, ask and answer questions about the word *humans* (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	<b>W</b> Taking Attendance: One at a Time	Transition Cards: Names; Attendance Board	During morning circle
	Learning Center Labels	Learning Center labels	
<b>Nursery Rhymes</b>	<b>W</b> Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	
<b>SKILLS</b>			
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Nursery Rhymes and Songs Poster 15	10
	Get the Rhythm of the Rhyme		
<b>Small Group 2</b>	<b>S</b> Warm-Ups	Construction paper; primary crayons; stickers; collage paper; smocks	10
	Make a Placemat		
<b>LISTENING &amp; LEARNING</b>			
<b>Picture Talk</b>	<b>W</b> I Am Special		15
<b>Deepening Understanding</b>	<b>W</b> Deepening Understanding: Humans		10
<b>Extension Activity</b>	<b>L</b> Trace and Label the Body	Art supplies; paper and tape or sticky notes; marker; large sheets of paper	During learning centers

## Advance Preparation

### Routines

Make labels for classroom Learning Centers by using a picture or icon to represent each Learning Center (see Introduction). Label each picture with the name of the center. Place these labels in a pile near where you conduct your morning routines. Decide on a way to affix the labels to the centers (e.g., tape, hook and loop tape, reusable adhesive, etc.).

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

### Small Group 2

Make placemats for each student by writing their names on a piece of construction paper. Outline the first letter of their name so that they can color it in.

### ***Picture Talk***

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.



## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> <b>Taking Attendance: One at a Time</b>	Transition Cards: Names; Attendance Board	During morning circle
	<b>Learning Center Labels</b>	Learning Center labels	
<b>Nursery Rhymes</b>	<b>W</b> <b>Head and Shoulders, Knees and Toes</b>	Nursery Rhymes and Songs Poster 15	

## Routines

Whole Group

### Taking Attendance: One at a Time

Take attendance the same way you did on Day 1. Refer to **Day 1: Taking Attendance: One at a Time** for detailed instructions on how to lead this activity.

- Hold up students' **Name Cards** and ask if they are present or absent.
- Place their **Name Cards** under the house or the school to indicate who is present and who is absent.
- Review who is present and who is absent.

### Learning Center Labels

**Note:** *Specific ideas regarding how to familiarize students with Learning Center routines follow. Establishing these routines and following them throughout the school year gives students opportunities to interact with environmental print and involves them in classroom management.*

- Introduce students to the concept of a sign by giving some examples of signs that help you know where things are (e.g., the bank, the hospital, your school, restaurants, etc.).

*"I want to show you some signs we are going to have in our classroom. People put signs up to help them know where something is. Have you ever seen a sign when you were driving in the car or walking outside with your family?"*

- Show students the signs you have made for each Learning Center and explain what the picture means.

*"We have signs in our classroom to help students know where things are and where to put things."*

- Then, read the words on each sign, sliding your finger under them as you read. Once you have read each label, tell students how they will use them.

*“I am going to put these signs on each Learning Center in our classroom so that everyone will know where the center is. If you have trouble finding a Center, you could use the pictures and the words on the sign to help you.”*

- Walk around the room, letting students watch as you tape each sign in its appropriate place. As you tape the sign, tell students what it says.

## Nursery Rhymes



### Head and Shoulders, Knees and Toes

- Show students the motions that go along with “Head and Shoulders, Knees and Toes.”

*“Today we are going to sing ‘Head and Shoulders, Knees and Toes’ again but this time we are going to act it out. This nursery rhyme will help us learn the names of some parts of our bodies. First, listen to me sing and watch me act it out. Then, you will get a chance to sing and act out the nursery rhyme with me.”*

- Teach students the motions that go along with the song.

*“Now, I’m going to help you learn how to act out ‘Head and Shoulders, Knees and Toes.’ I want you to do it with me. If you remember the words, sing them along with me, too.”*

- Sing the song again, encouraging students to do the motions.
- Students may not have memorized the rhyme yet. Encourage students to join in for parts they remember.

#### Teaching Tip

To keep students interested, vary the way you do the motions. Have students cross both arms to touch each body part, or have students use one hand at a time to touch each body part.

When you say . . .	Do this . . .
Head	Touch head
Shoulders	Touch shoulders
Knees	Touch knees
Toes	Touch toes
Eyes	Touch eyes
Ears	Touch ears
Mouth	Touch mouth
Nose	Touch nose

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Nursery Rhymes and Songs Poster 15	10
	<b>Get the Rhythm of the Rhyme</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Construction paper; primary crayons; stickers; collage paper; smocks	10
	<b>Make a Placemat</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10** minutes

#### Small Group

#### Warm-Ups

##### Say the Rhyme

Students will recite and demonstrate the motions for “Head and Shoulders, Knees and Toes.”

- Lead students in singing the song “Head and Shoulders, Knees and Toes” that they learned in morning circle.
- Demonstrate the motions that go along with the song and have students join in.

##### Get the Rhythm of the Rhyme

**Note:** When leading the “Get the Rhythm of the Rhyme” Warm-Up, have students clap, stomp, and tap to the beat of the song not the words or syllables.

Students will have an opportunity to stomp, clap, and tap the beat of the nursery rhyme.

- Demonstrate the four-beat rhythm of “Head and Shoulders, Knees and Toes” to students by clapping the beat while singing the song.
- Have students stand up and stomp to the beat of “Head and Shoulders, Knees and Toes” with their *feet*.
- Have students clap to the beat of the song with their *hands*.
- Have students tap to the beat of the song on their *chest* with their *fingers*.

- If students are ready, have them repeat the song, stomping, clapping, and tapping faster and faster each time.

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### Welcome Song

Students will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the students' **Name Cards** as you sing the song.
- Once you finish the verse, hand the student his/her **Name Card**.

*Good Morning, [name].*

*Good Morning, [name].*

*Good Morning, [name].*

*And welcome to Small Group!*

### Make a Placemat

Students will decorate a placemat and you will write their names on them. As students decorate their placemats, talk with them about their names, letters, and the purpose of placemats. Tell students that one day soon they will be able to write their name all by themselves.

- Provide each student with a large piece of paper or construction paper, stickers, crayons, collage squares, etc.
- Explain that they are going to make special placemats with their very own names on them. They can decorate them however they like.
- As students color in the first letter of their name, comment by saying, "You are coloring in the first letter of your name. You are coloring the letter 'M'."
- Read each student's name, sliding your finger under the word as you read.
- Laminate students' placemats for use in the classroom or at home.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W</b> I Am Special		15
<b>Deepening Understanding</b>	<b>W</b> Deepening Understanding: Humans		10
<b>Extension Activity</b>	<b>L</b> Trace and Label the Body	Art supplies; paper and tape or sticky notes; marker; large sheets of paper	During learning centers

### Picture Talk

15 minutes

Whole Group

#### Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on-topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.



#### I Am Special

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see General Overview) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.

#### ← SHOW FLIP BOOK PAGE 1-1: Cross-legged girl and boy

- Have students share things that make them special, like their hair color or the language they speak.

*“We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about all the things that make us special or unique. What are some things that make you special? Think about the things we talked about. You could share about the color of your hair, the things you like to do, or your favorite food.”*



← SHOW FLIP BOOK PAGE 1-2: **Three different families**

- Ask students to come up and point to the person you are describing using the following words:

Age: *old, young, adult, child*

Hair: *gray, brown, black, long, short, curly, straight*

Family member: *mother, father, grandmother, grandfather*

*“All of these humans are special and unique, just like you. There are lots of things that make them special. The way they look and their ages make them special. Let’s see if you can point to the people I describe. Who can come up and point to the baby?”*



← SHOW FLIP BOOK PAGE 1-4: **Baby**

- Define the word *infants* and call on a few students to talk about younger siblings.

*“Now look at this picture of a baby. We learned that another word for babies is infants. Everyone starts out as an infant and then grows up to be an adult. Who has a baby brother or sister at home?”*

- Call on a few students to share personal experiences about being a baby.

*“You were once a baby, you know. What did you like to do/eat/play with when you were a baby?”*

- Ask students about growing up to be preschoolers.

*“Are you still a baby? What happened? Why aren’t you a baby anymore?”*



← SHOW FLIP BOOK PAGE 1-7: **Different colors of hair**

- Point to the pictures of different children as you talk about their hair.

*“All of these children have different colored hair. Their hair makes them special. These children have red, blond, brown, and black hair.”*

- Ask students to identify the hair colors of their friends.

*“What hair colors do we have in this class?”*

- Have students raise hands to indicate their hair color and style.

*“Raise your hand if you have brown (blond, red, black) hair. All of you have the same color hair. Raise your hand if you have short (long) hair. All of you have the same length of hair but some of you have different colored hair.”*



← SHOW FLIP BOOK PAGE 1-13: **Food: likes and dislikes**

- Call on a few students to talk about foods they prefer to eat. Expand students’ responses to include the word *prefer*.
- After each student answers, ask the whole class to show thumbs-up if they prefer the food or thumbs-down if they do not prefer that food.

*“Yesterday, we learned that people like to eat different things. This girl likes or prefers yogurt and this boy likes or prefers soup. People often prefer or like different foods. What do you prefer to eat for breakfast (lunch, dinner)?”*



← SHOW FLIP BOOK PAGE 1-14: **Group of preschoolers**

- Read the last page of the read-aloud to bring closure to the Picture Talk.

*What makes you special? What makes you **unique**?*

*It’s your favorite things—what you do, what you eat*

*Combined with your looks and the language you speak.*

*Yes, these are the things that make you unique!*

## Deepening Understanding

10 minutes

### Deepening Understanding: *Humans*

#### Defining Humans

**Note:** After the read-aloud “I Am Special,” students learned the word human. During Deepening Understanding, students will learn more about the word human and think of their own examples of things that are not human and human.

- Re-read the part of the read-aloud text that contains the word *humans*.

*“Remember, in our read-aloud, we heard the word humans. Listen for the word humans while I read part of the read-aloud you heard before.”*



← **SHOW FLIP BOOK PAGE 1-4: Baby**

*Every baby is different. Each one is brand new.  
Babies are **humans**; preschoolers are too.*

*Humans are people like you and like me.  
But no two are the same, as you shall soon see.*

- Define the word *humans*.

*“Does anyone remember another word for the word humans?”*

- Call on a few students to respond.
- *Humans* is another word for *people*.

### **Reviewing Humans**

- Have students use thumbs-up and thumbs-down to indicate whether or not something is human.

*“I want us to play the same game we played before. Remember, put your thumbs up if the thing I say is human and thumbs down if it is not human.”*

- |         |         |
|---------|---------|
| • you   | • train |
| • chalk | • ant   |
| • me    | • mom   |
| • cat   | • dad   |

### **Expanding Humans**

- Have students share examples of things that are not human.

*“Now I want you to think of some things that are not human. The chairs in our classroom are not human. They aren’t alive. They aren’t a person. They are definitely not human. I want you to think of something that is not a human. When you think of something, raise your hand.”*



- Have students share examples of things that are human.

*“Now I want you to think of some things that are human. My mom is a human. She is alive and she is a person, so she is a human. Now, I want each of you to think of someone who is a human. When you think of someone, raise your hand.”*

- Pair students and encourage them to ask each other whether they are humans.

*“Now, turn to a friend and ask “Are you a human?” Answer your friend by saying either ‘Yes, I am a human,’ or ‘No, I am not a human.’”*

## Extension Activity

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Learning  
Center

### Trace and Label the Body

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Continue this activity during Learning Centers. See **Day 1, Trace and Label the Body** for detailed instructions on this Extension Activity.

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ State that the outside of the human body is covered by skin
- ✓ Describe their own shade of skin

### Language Arts Objectives

#### Starting the Day

Students will:

- ✓ Recognize and call classmates and teachers by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with "Head and Shoulders, Knees and Toes" (RL.P.10)
- ✓ Show understanding of the adverbs *quickly* and *slowly* (L.P.5c)

#### Skills

Students will:

- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)
- ✓ Listen to pairs of sounds that are either identical or grossly different and indicate whether they are the same or different (CK Prerequisite)

- ✓ Perform activities requiring small muscle control (L.P.1a)

### **Listening & Learning**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Point to the front and back cover, and the spine of the book (RI.P.5, RF.P.1a)
- ✓ With prompting and support, retell important facts and information from *Shades of People* (RI.P.2)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about *Shades of People* (RI.P.1, SL.P.2, L.P.1d)
- ✓ Given sample objects/pictures and a verbal description of the selection criteria, sort objects by color (L.P.5a)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)

### **Core Vocabulary**

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**between, prep.** In the middle of

*Example:* I sat in the middle seat, between my brother and my sister.

*Variation(s):* none

**exactly, adv.** Perfectly

*Example:* Papa Bear's chair was too hard, Mama Bear's chair was too soft, but Baby Bear's bed was exactly right.

*Variation(s):* none

**shades, n.** Lighter or darker kinds of the same color such as navy blue and sky blue.

*Example:* Johann and I are both wearing brown shirts, but they are different shades; his is darker than mine.

*Variation(s):* shade

## At a Glance

	Exercise	Materials	Minutes	
<b>STARTING THE DAY</b>				
<b>Routines</b>	<b>W</b> Taking Attendance: Cubbies	Transition Cards: Names; Attendance Board	When students arrive	
<b>Nursery Rhymes</b>	<b>W</b> Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	During morning circle	
<b>SKILLS</b>				
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Good Listening Poster; cardboard box; mystery sound objects	10	
	<b>S</b> Mystery Sound Box: Same or Different?			
<b>Small Group 2</b>	<b>S</b> Warm-Ups	Paper; primary crayons; easels	10	
	<b>S</b> Easel Drawing and Coloring			
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Read-Aloud</b>	<b>W</b>	<b>Book Parts</b>	Shades of People by Shelley Rotner and Sheila M. Kelly	5
		<b>Essential Background Information or Terms Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>W</b>	<b>Shades of People by Shelley Rotner and Sheila M. Kelly</b>	Shades of People by Shelley Rotner and Sheila M. Kelly	10
<b>Discussing the Read-Aloud</b>	<b>W</b>	<b>What's the Big Idea?</b>	Shades of People by Shelley Rotner and Sheila M. Kelly; Image Cards 3-1-3-4	10
<b>Extension Activity</b>	<b>L</b>	<b>Trace and Label the Body</b>	Art supplies; paper and tape or sticky notes; marker; large sheets of paper	During learning centers

## Advance Preparation

### Routines

Place students' **Transition Cards: Name Cards** in their cubbies before the start of the day.

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

### ***Small Group 2***

Set up easels in the Art Center or tape pieces of drawing paper to the wall or other vertical surface.

### ***Presenting the Read-Aloud***

Number the pages of the book *Shades of People* by Shelley Rotner and Sheila M. Kelly. Begin numbering from the front of the book; page 1 is the first page after the endpaper. Continue by numbering every page until you reach the end of the book.

### ***Discussing the Read-Aloud***

Cut apart **Image Cards 3-1-3-4** before beginning instruction.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Taking Attendance: Cubbies	Transition Cards: Names; Attendance Board	When students arrive
<b>Nursery Rhymes</b>	<b>W</b> Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	During morning circle

## Routines

Whole Group

### Taking Attendance: Cubbies

**Note:** Continue using these steps to take attendance every morning until a new way to take attendance is introduced.

Students will sign in to school by retrieving their **Name Cards** from their cubbies and placing them under the school on the Attendance Board.

- As students arrive at school, help them sign in on the Attendance Board by directing them to their cubbies to retrieve their **Name Card**.
- Help students place their **Name Cards** in the appropriate place on the Attendance Board to show that they are present.
- Comment on the first letter in students' names as they place them under the picture of the school.

*“Rashan, you found your name. I see a letter ‘R’ at the beginning of your name. Your name starts with ‘R’. What letter does your name start with?”*

- During morning circle, review the list of students who are present. Then, get the absent students' **Name Cards** from the cubbies and place them under the house, telling students that these children are absent.

## Nursery Rhymes

---

Whole  
Group

### Teaching Tip

Invite students who have mastered the nursery rhyme to take turns leading the class in recitation.

### Head and Shoulders, Knees and Toes

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- Introduce the nursery rhyme and tell students how you will sing it.

*“We are going to sing ‘Head and Shoulders, Knees and Toes’ again. We are going to start really slowly, then go faster and faster. Let’s start by singing really slowly.”*

- Sing and act out the nursery rhyme very slowly.

*“Now let’s sing it very slowly.”*

- Sing and act out the nursery rhyme at the normal pace.

*“Now let’s sing it a little bit faster.”*

- Sing and act out the nursery rhyme at a fast pace.

*“Now, let’s sing it as quickly as we can.”*

- Sing and act out the nursery rhyme very slowly while sitting before transitioning to the next activity.

*“Now, take a seat and sing it as slowly as you can.”*

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Good Listening Poster; cardboard box; mystery sound objects	10
	<b>Mystery Sound Box: Same or Different?</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Paper; primary crayons; easels	10
	<b>Easel Drawing and Coloring</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10** minutes

Small Group

#### Warm-Ups

##### **Body Beats**

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to three stomps and claps (e.g., stomp, stomp; stomp, clap; clap, stomp, clap; etc.).

##### **Be a Good Listener**

Students will learn the steps to being a good listener.

- Show students the Good Listening Poster and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*



## Mystery Sound Box: Same or Different?

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Students will say whether the noises they hear coming from the Mystery Sound Box are the same or different. Students will then have the opportunity to make sounds themselves.

- Orient the box full of noisemakers so that the flaps open towards you and hide the noisemakers inside, out of the students' view.
- Explain that you are going to make two noises using the objects and you want students to say whether the noises are the same or different.
- Make two noises that are the same.

*“Here are two noises that are the same. One. Two.”*

- Ask students to describe how the noises are the same (e.g., they were both loud and crinkly) and to guess which object made the noises. Confirm the students' guesses by showing the object and making the two noises again.
- Make two noises that are different.

*“Here are two noises that are different. One. Two.”*

- Ask students to describe how the noises are the different (e.g., one was loud and crinkly and the other one was quiet) and to guess which objects made the noises. Confirm the students' guesses by showing the two objects and making the two noises again.
- Continue playing the game making pairs of same and different sounds with the noisy objects. When choosing objects to make different sounds, at first choose objects that make very different sounds to ensure that students understand the concept of same and different.
- If students are ready, allow one student at a time to play the role of “teacher” and make either same or different sounds for the other students to describe.



### Warm-Ups

#### Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words.

*I can stretch, I can bend*

*I can wave to a friend.*

*I jump so high, I crouch so low*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep*

*I calm my body and plant my feet.*

#### Counting to Five

Students will practice counting to five using their fingers. This task visually emphasizes that a word (“one,” “two,” etc.) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.
- Have students repeat after you and lift one finger at a time as they count.
- Count five fingers on both left and right hands.

### Easel Drawing and Coloring

Students will practice making a mark on a large, vertical surface using primary crayons (see Advance Preparation). Students make large motions starting at the shoulders and moving down to the wrists in preparation for making marks on a horizontal surface holding a writing utensil.

- Provide students with primary crayons.
- Have students draw on the vertical surface. Encourage them to make long, straight strokes using a range of motions (e.g., large motions with the shoulders and arms, small motions with the wrists and hands).
- Assist students who need help holding the primary crayons and making a mark. Allow students to hold crayons however they are most comfortable.

#### Learning Center

Keep easels set up and primary crayons out in the Art Center for students to experiment with during Learning Centers.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> <b>Book Parts</b>	<i>Shades of People</i> by Shelley Rotner and Sheila M. Kelly	5
	<b>W</b> <b>Essential Background Information or Terms</b>		
	<b>W</b> <b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>W</b> <b><i>Shades of People</i> by Shelley Rotner and Sheila M. Kelly</b>	<i>Shades of People</i> by Shelley Rotner and Sheila M. Kelly	10
<b>Discussing the Read-Aloud</b>	<b>W</b> <b>What’s the Big Idea?</b>	<i>Shades of People</i> by Shelley Rotner and Sheila M. Kelly, Image Cards 3-1-3-4	10
<b>Extension Activity</b>	<b>L</b> <b>Trace and Label the Body</b>	Art supplies; paper and tape or sticky notes; marker; large sheets of paper	During learning centers

### Introducing the Read-Aloud

5 minutes



#### Book Parts

#### Learning Center

After the read-aloud, place *Shades of People* in the Library Center so students can look more closely at the pictures. Help students hold the book correctly and turn the pages while exploring the book.

- Read the title and slide your finger under the words as you read.

*“Today we are going to read a book. The title of this book is Shades of People. It is a book about all the different shades, or colors, of skin that people can have.”*

- Talk about and show the pages of the book.

*“Remember how we learned about names for different parts of our bodies? Well, the different parts of this book also have special names. The pieces of paper inside the book are called the pages.”*

- Talk about and show the front cover and back cover of the book.

*“The cover is a thick piece of paper that protects the pages of the book. This is the front cover and this is the back cover.”*

- Talk about and show the spine of the book.

*“The part of the book that holds the pages and cover together is called the spine. It goes from the top to the bottom of the book.”*

- Call a student to come forward and turn around. Show the class where the student’s spine is in their body.

*“Did you know that you have a spine in your body, too? Your spine is made of bones and it holds all the parts of your body together. I want [student’s name] to come up to the front so I can show you his/her spine.”*

### **Essential Background Information or Terms**

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- Explain the meaning of the word *shade*.

*“The title of this book is Shades of People. A shade is a color that is only a little bit different from another color. Say the word shade with me.”*

- Find students who are wearing shirts that are different shades of the same color.

*“\_\_\_\_\_ and \_\_\_\_\_ are both wearing blue (red, green, etc.) shirts, but their shirts are different shades of blue. In this book, we are going to hear about all the different shades, or colors, of skin that people can have.”*

### **Purpose for Listening**

---

- Tell students to listen to find out about all the different shades of skin that people can have.

*“I want you to listen to find out some words for all the different shades of skin that people can have. I also want you to look at the pictures to see all the different shades of skin that people can have. All the shades are beautiful.”*

***Shades of People* by Shelley Rotner and Sheila M. Kelly**

## ➔ PAGE 1 (TITLE PAGE) . . . by Shelley Rotner and Sheila M. Kelly

- Slide your finger under the title of the book as you read the words. Talk about the author and the illustrator.

*"This is the title page. It has the title of the book and the names of the people who wrote the words and took the pictures in this book. The authors of this book are Shelley Rotner and Sheila M. Kelly. They wrote the words in this book. The photographs in this book were taken by Shelley Rotner—she is the photographer. So, Shelley Rotner wrote the words and took the pictures—she was the author and the photographer."*

## ➔ PAGE 2 [photos of many children]

- Use the word *shade* in a few different sentences.

*"This book is about the different shades of skin that people have. Look how many different shades of skin these children have. Shelley Rotner took these photographs to show us the many different shades of skin that children can have."*

## ➔ PAGE 5 . . . but shades.

- Point to the pictures of the children and talk about their beautiful shades of skin.

*"The word shades means colors that are only a little bit different from other colors. Look at all the shades of skin on this page. The word shade can also have another meaning. Who has a shade on their window at home? A shade can also be something that hangs in the window and blocks the light."*

➔ PAGE 6 . . . There's creamy, ivory,

- Explain that these are both different shades of one color.

*"Those are shades of white."*

➔ PAGE 7 . . . sandy and peach,

- Explain that these are both different shades of one color.

*"Those are shades of pink."*

➔ PAGE 9 . . . copper and tan.

- Explain that these are both different shades of one color.

*"Those are shades of brown."*

➔ PAGE 11 . . . and almond;

- Point to the boy in the tie-dyed shirt.

*"This boy's skin looks pink like a rose!"*

➔ PAGE 13 . . . bronze, and brown.

- Comment on the beauty of the shades.

*"All of the shades are beautiful!"*

➔ PAGE 14 . . . Some people have skin that is very dark;

- Explain what the girl in the picture is doing.

*“This little girl is touching her skin. Touch your skin.”*

➔ PAGE 16 . . . like wrapping paper.

- Tell students how skin is like wrapping paper.

*“Our skin is like wrapping paper because it covers the parts inside our bodies, just like wrapping paper covers a present and the present is inside.”*

➔ PAGE 19 . . . be many shades.

- Explain how even members of the same family can have different shades of skin.

*“People in the same family don’t always have the same shade of skin.”*

➔ PAGE 20 . . . many different shades.

- Explain how students can have different shades of skin.

*“We have many different shades of skin at our school, too.”*

➔ PAGE 24 . . . and in the park.

- Draw students’ attention to shades of skin.

*“Look at all the beautiful shades of skin on these pages.”*

- Explain why there are many shades of skin in the city.

*“There are a lot of people in the city and they all have different shades of skin.”*

## Discussing the Read-Aloud

10 minutes

Whole  
Group

### What’s the Big Idea?

#### *Is This a Shade of Skin?*

- Show students **Image Cards 3-1–3-2: Shades of Skin** and **Image Cards 3-3–3-4: Not Shades of Skin**.
- Have students use thumbs-up and thumbs-down to indicate whether or not a color is a shade of skin.
- As you show the cards, name the shade or color that is shown on the card.

*“I am going to show you some different colors and different shades of colors. Some of these colors are shades of skin and some of these colors are not shades of skin. I want you to look at the color and show me ‘thumbs-up’ if you think it is a shade of skin and ‘thumbs-down’ if you think this is not a shade of skin.”*

#### **Shades of Hands**

- Show page 32 from *Shades of People* by Shelley Rotner and Sheila M. Kelly. Invite students to act out what they see in the book.

*“Let’s all put our hands in the middle of the circle like this. What different shades of skin do we have in our classroom? We are going to go around the circle, and each person can say a shade that describes their own skin. You can use words from the book like: creamy, sandy, pink, bronze, brown, dark, and light.”*

- Help students describe their skin by saying, “My skin is \_\_\_\_\_.”
- Accept any color the student uses to describe their skin.



- Recast students' answers to include the word *shade* by saying "Yes, your skin is bronze; that is a shade of skin."

### **Matching Shades of Skin**

- Show pages 4–5 from *Shades of People* by Shelley Rotner and Sheila M. Kelly. Ask students to match shades of skin to the pictures in the book.

*"Let's look at our shades of skin again and see if we can match them to the children on this page. I am going to give you a card with a shade of skin on it, and I want you to come forward and find one of the children on these pages whose skin is like the shade you are holding. You may not be able to find an exact match, but let's see if you can get close."*

- Give students **Image Cards 3-1-3-4**.
- Help students match their shade to the shades on the pages, finding the best match when an exact match is not possible.

*"Shades are often just a little bit different. That makes each shade of skin unique."*

## **Extension Activity**

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Learning  
Center

### **Trace and Label the Body**

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Continue this activity during Learning Centers. See **Day 1, Trace and Label the Body** for detailed instructions on this Extension Activity.

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- ✓ Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)
- ✓ State that the heart and lungs are parts hidden inside the body

### Language Arts Objectives

#### Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Open, Shut Them” (RF.P.2a, RL.P.5)

#### Skills

Students will:

- ✓ Imitate clapping pattern sequences of 3–5 claps per pattern (CK Prerequisite)
- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)
- ✓ Recognize and call classmates and teachers by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students’ names (RF.P.1b)

## Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist (L.P.1b)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Body Parts” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, ask and answer questions about words related to the body in “Body Parts” (RI.P.4)
- ✓ Understand increasingly precise verbs related to movement (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ With prompting and support, retell important facts and information from “Body Parts” (RI.P.2)

## Core Vocabulary

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**beneath, prep.** Under

*Example:* It was very hot outside, so I sat beneath the branches of a tree to cool down.

*Variation(s):* none

**inside, prep.** Within, on the inner part

*Example:* Seeds are inside an apple.

*Variation(s):* none

**joints, n.** Where something bends; a place where two things come together

*Example:* The ballerina has to bend many of his joints when he kicks his leg high in the air.

*Variation(s):* joint

**muscle, n.** Inside part of your body that helps you move around

*Example:* There is a muscle in my arm that helps me lift things.

*Variation(s):* muscles

**planted, v.** Kept strong on the ground

*Example:* I kept my feet planted on the ground so I wouldn't get knocked over during the game.

*Variation(s):* plant, plants, planting

**softly, adv.** In a gentle, careful way

*Example:* I pet the baby kitten very softly so I don't hurt her.

*Variation(s):* none

At a Glance		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<i>Routines</i>	W	<b>Taking Attendance: Cubbies</b>	Attendance Board; Transition Cards: Names	When students arrive
<i>Nursery Rhymes</i>	W	<b>Open, Shut Them</b>	Nursery Rhymes and Songs Poster 34	During morning circle
<b>SKILLS</b>				
<i>Small Group 1</i>	S	<b>Warm-Ups</b>	Good Listening Poster; musical instruments; Mystery Sound Box	10
		<b>Guess the Instrument</b>		
<i>Small Group 2</i>	S	<b>Warm-Ups</b>	Chart paper with names; Transition Cards: Names	10
		<b>Matching Names Game</b>		
<b>LISTENING &amp; LEARNING</b>				
<i>Introducing the Read-Aloud</i>	W	<b>What Do We Already Know?</b>	Image Cards 4-1-4-2	5
		<b>Purpose for Listening</b>		
<i>Presenting the Read-Aloud</i>	W	<b>Body Parts</b>		10
<i>Discussing the Read-Aloud</i>	W	<b>What's the Big Idea?</b>	Image Cards 4-1-4-2	10
<i>Extension Activity</i>	L	<b>Trace and Label the Body</b>	Art supplies; paper and tape or sticky notes; marker; large sheets of paper	During learning centers

## Take-Home Material

### "Body Parts" Read-Aloud

Give students the following material to take home to their family:

**Activity Page 4-1: "Body Parts" Read-Aloud**

### ***Routines***

Place students' **Transition Cards: Name Cards** in their cubbies before the start of the day.

### ***Small Groups***

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

#### ***Small Group 1***

Collect pairs of musical instruments (e.g., two triangles, two drums, etc.) or noisemakers (e.g., two pots and spoons, two sheets of bubble wrap, etc.). Put them in the Mystery Sound Box.

#### ***Small Group 2***

Write students' names in a list on a large piece of chart paper. Once the chart is completed during Small Groups, save it for use on Day 8.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When students arrive
<b>Nursery Rhymes</b>	<b>W</b> Open, Shut Them	Nursery Rhymes and Songs Poster 34	During morning circle

### Routines

Whole Group

#### Taking Attendance: Cubbies

Take attendance the same way you did on Day 3. Refer to **Day 3: Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As students arrive, help students sign in to school by retrieving their **Name Cards** from their cubbies and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

### Nursery Rhymes

Whole Group

#### Open, Shut Them

#### Teaching Tip

The first verse of this nursery rhyme can be used anytime during the day when you want to cue students to sit quietly and keep their hands in their laps.

- Teach students the song “Open, Shut Them” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes**.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Good Listening Poster; musical instruments; Mystery Sound Box	10
	<b>Guess the Instrument</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Chart paper with names; Transition Cards: Names	10
	<b>Matching Names Game</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10 minutes**

#### Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to three stomps, claps, and knee pats (e.g., knee pat, knee pat, knee pat; stomp, stomp, knee pat; knee pat, clap; clap, stomp, knee clap; etc.).

##### Be a Good Listener

Students will learn the steps to being a good listener.

- Show students the Good Listening Poster and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*

## Learning Center

Put the Mystery Sound Box on a table with the musical instruments to create a Music Center and allow students to experiment playing different instruments.

## Guess the Instrument

Students will guess which hidden musical instrument is being played and describe the sound the instrument makes.

- Show students the pairs of instruments and name and play each one. Then, hide one member of each pair in the Mystery Sound Box.
- Have one student reach inside the Mystery Sound Box and choose an instrument to play. The other students try to guess which instrument is being played.
- Have all students describe the sound the instrument makes using the following words: soft, loud, quiet, high, low, long, and short.
- If students are ready, allow them to quietly hold the instruments that are not hidden. When they hear the match to their instrument played from inside the Mystery Sound Box, they should play their instrument in response.
- Once all the instruments have been matched, allow students to form a band or orchestra and play them together.

## Small Group 2

10 minutes

Small  
Group

## Warm-Ups

### Welcome Song

Students will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the students' **Transition Cards: Name Cards** as you sing the song.
- Once you finish the verse, hand the student his/her **Name Card**.

*Good Morning, [name].*

*Good Morning, [name].*

*Good Morning, [name].*

*And welcome to Small Group!*



## Matching Names Game

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**Note:** *If students are not ready to advance after Rounds 1 and 2, repeat these rounds. Students will play this game again later and have another opportunity to play Rounds 2 and 3.*

Students will match their **Transition Cards: Name Card** to their name written on chart paper.

- Explain that you are going to play a game and you want students to match their **Name Card** to their name on the chart paper. Tell students to watch carefully, because this game is going to get tricky!

### Round 1

- Students are holding their **Name Cards** from the Warm-Up. Have students go around the circle and place their **Name Card** on top of their name on the chart paper.
- Give students clues to help them find their spot (e.g., cover up some of the names, draw attention to the first letter of the student's name, the length of their name, point to where their name is, etc.).

### Round 2

- Have students place their **Name Cards** face down in the middle of the table.
- Turn the **Name Cards** over one at a time and ask whose name it is.
- Then have that student match his/her name to the chart paper.

### Round 3

- With **Name Cards** face down, have students take turns revealing **Name Cards** and trying to guess whose name it is (i.e., students try to guess other students' names).
- Then, have that student match his/her name to the chart paper.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> What Do We Already Know?	Image Cards 4-1–4-2	5
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>W</b> Body Parts		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What’s the Big Idea?	Image Cards 4-1–4-2	10
<b>Extension Activity</b>	<b>L</b> Trace and Label the Body	Art supplies; paper and tape or sticky notes; marker; large sheets of paper	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Do We Already Know?

- **Show Image Card 4-1: Girl Jumping.** Point to different parts of the jumping girl’s body and ask if anyone knows the name of that particular body part. Then, have students point to the part on their own bodies

*“Today we are going to talk all about the human body and the names of the body parts. What do you know about the human body? Do you know the names of any body parts? What about this part?”*

#### Purpose for Listening

- Tell students to listen to find out the names of lots of different body parts.

*“Today we are going to learn about the human body and the names of the body parts. Listen to find out the name of lots of body parts that you can move. While I read, you are going to get to move your body parts, so we are going to have a lot of fun!”*

# Body Parts

**Note:** This read-aloud encourages students to actively point to and move different body parts. When possible, model the movements for students and encourage them to participate. Make sure students have enough space to stand up and move around without bothering their friends.



← SHOW FLIP BOOK PAGE 4-1: **Shouting and slurping**

Humans have bodies—parts **inside** and out,  
Which part of your body do you use to shout?

Shouts begin inside and burst out through your lips—  
The part of your body, that lets you take sips.

- Have students practice shouting with mouths open and closed.

*“Which part of your body you use to shout? Let me hear you shout. Now close your mouth and try to shout. See, your mouth has to be open for you to be able to shout.”*

- Model sipping for students by pretending to hold a cup and take a sip through a straw.

*“Everyone pucker up their lips like this. Let’s all pretend to hold a drink and sip through a straw. We are using our lips to sip.”*



← SHOW FLIP BOOK PAGE 4-2: **Tongues and teeth**

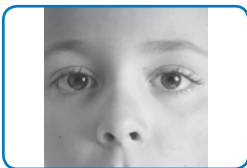
What's inside your mouth, past those two sipping lips?  
Can you wiggle your tongue and make it do flips?

Your tongue is a **muscle** with plenty to do;  
It helps out your teeth as you swallow and chew.

- *Have students use their tongues to do flips, swallow, and chew.*

*"Look at my tongue inside my mouth. Everyone stick out their tongue. You can do lots of things with your tongue. I'm going to read that part of the read-aloud again, and I want you to use your tongue to do what it says. Can you feel your tongue moving around in your mouth?"*

- *Read the page again.*



← SHOW FLIP BOOK PAGE 4-3: **Close-up of nose**

Your nose knows you're eating—it senses the smell  
But it also helps keep you living as well.

Your nose has two nostrils, one hole on each side  
sucking air as you breathe through both holes open wide.

- *Have students practice breathing through their nostrils.*

*"Close your mouth tightly. Now take a BIG breath in through your nostrils. Can you feel the air coming in through your nostrils?"*

- *Define air.*

*"Air is all around us, even though we can't see it. All humans need air to stay alive. We breathe air through our nostrils into our bodies."*



← **SHOW FLIP BOOK PAGE 4-4: Peeking eyes and smiling face**

Your chin, cheeks, and forehead—are parts of your face  
With ears on the side in their own special place.

Use your eyes. Look around. Can you spot something red?  
Did you feel your neck turn as it held up your head?

- *Model looking around for students. Then, have students put their hands on their brows and turn their necks to look around.*

*“These are my eyes. I am looking around with my eyes. I have to turn my neck to look all the way around. Can you turn your neck and look around?”*



← **SHOW FLIP BOOK PAGE 4-5: Ready to fly**

Put your hands on your shoulders and scrunch them up high  
Now reach out your arms like you’re ready to fly!

- *Have students stand up and remain standing.*

*“Let’s try that together. Stand up and move your arms as I read that part again.”*



← SHOW FLIP BOOK PAGE 4-6: **Girl tying bandanna**

Bend your arms at their **joints**, first at your elbows.  
Where else do arms bend? Does anyone know?

They bend at your wrists, where your arms meet your hands  
Stretching and flexing like huge rubber bands.

- *Have students bend their elbows and wrists.*

*“Bend your arms at your elbows. Now bend at your wrists. This girl has to bend her wrists and elbows to tie on her bandanna.”*

- *Point to the girl’s elbows and wrists.*



← SHOW FLIP BOOK PAGE 4-7: **Bending wrists and elbows**

Bend your wrists and elbows, put your hands on each hip  
Bow your waist in the middle to help as you dip.

- *Have students puts hands on hips and bend over.*

*“Let’s try that together. Bend your wrists and elbows as I read that part again.”*



← SHOW FLIP BOOK PAGE 4-8: **Bending waist**

Let your back and your chest flop over, just so  
Are you able to touch your head to your toes?

- *Have students puts hands on hips and bend over again.*

*“Let’s try that together. Bend at your waist and flop over as I read that part again. Can you touch your head to your toes?”*



← SHOW FLIP BOOK PAGE 4-9: **Bending knees**

Now, bend your knees just as much as you please  
Knees help your legs move with comfort and ease.

- *Have students point to their knees and march in place.*

*“These are my knees. Point to your knees. Now bend your knees with me like the girl in this picture. Now march in place like me. You are bending your knees when you march.”*



← SHOW FLIP BOOK PAGE 4-10: **Ankles and feet**

Stand up straight everyone and look down at your feet.  
How in the world do your legs and feet meet?

You have ankles to help move your feet all around  
And heels to keep feet **planted** safe on the ground.

- *Point to the ankles and heels in the image.*

*“These are ankles and these are heels. Point to your ankles. Point to your heels.”*



← SHOW FLIP BOOK PAGE 4-11: **Kids exercising**

All these parts keep you moving—legs, arms, elbows, and knees  
As you crawl, walk, and jog, run, jump, and climb trees.

Exercise is important to keep you healthy and strong.  
Sit down now and stretch out your legs—long, long, long.

- *Have students sit down and stretch their legs.*

*“Let’s take a seat after all that exercise! Now stretch your legs out long, long, long like the girl in the picture.”*



← SHOW FLIP BOOK PAGE 4-12: **Massaging scalp**

Press your hands together and lift them up to the sky  
Rub your head with your fingers—**softly** now. Try.

Rub under your hair to your scalp for a treat  
Let your nails scratch gently—a massage—how neat!

- *Have students massage their scalps.*

*“Let’s try that together. Let’s read that part again and do what it says.”*



← SHOW FLIP BOOK PAGE 4-13: **Doctor and boy**

There are body parts hiding **beneath** all your skin  
And helping your outside parts from within.

Your heart’s pumping blood inside of your chest  
Can you feel its pulse right under your vest?

- *Put your hand over your heart and make the noise of a heartbeat.*

*“Did you know you have body parts that you can’t even see hiding under your skin? Your heart is right here under your skin. Even though you can’t see it, sometimes you can hear it beating. It sounds like this. Do it with me.”*





← SHOW FLIP BOOK PAGE 4-14: **Breathing and swimming**

Two balloon-like lungs are close to your heart  
They take in air for each body part.

- *Have students take a deep breath of air.*

*“Take a deep breath of air. All of the air is going into your lungs. Now, blow it out like the boys in these pictures. All of the air is now leaving your lungs.”*

*Have you ever gone swimming? When you go swimming, you have to hold your breath so that the air stays in your lungs and the water stays out. Show me how you hold your breath. You are keeping air in your lungs.”*



← SHOW FLIP BOOK PAGE 4-15: **Girl with teddy bear**

When you're feeling sick, but cannot tell why  
Your inside parts could be making you cry.

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← SHOW FLIP BOOK PAGE 4-16: **Hip, hip, hooray!**

You need all parts together to run, jump, and play  
Give a cheer for your body—hip, hip, hooray!

- Have students stand and cheer.

*“Everyone stand up and let’s give a cheer for your body! We are going to say, ‘I love my body, hip, hip, hooray! Ready, go!’”*

## Discussing the Read-Aloud

10 minutes

Whole Group

### What’s the Big Idea?

#### Point to Your Body Parts

- Have students point to body parts.

*“I am going to say the names of some body parts, and I want you to point to that part on your own body.”*

- head
- hair
- scalp
- lips
- tongue
- nose
- nostrils
- chin
- cheeks
- forehead
- ears
- eyes
- neck
- hands
- shoulders
- arms
- elbow
- wrist
- fingers
- hip
- waist
- back
- chest
- toes
- knees
- legs
- feet
- ankles

### **Name That Body Part**

- Have students name body parts.

*“Now I’m going to point to some parts on my body, and I want you to raise your hand if you know the name of that body part.”*

- head
- hair
- scalp
- lips
- tongue
- nose
- nostrils
- chin
- cheeks
- forehead
- ears
- eyes
- neck
- hands
- shoulders
- arms
- elbow
- wrist
- fingers
- hip
- waist
- back
- chest
- toes
- knees
- legs
- feet
- ankles

### **Inside Body Parts**

- **Show Image Card 4-1: Girl Jumping**

*“Before we did your read-aloud we talked about lots of different parts on the outside of bodies that we can see. During the read-aloud we learned about two parts that are inside our body, hiding under our skin. Who remembers the names of these inside body parts [heart, lungs]? We learned that our heart and lungs are inside our bodies, in our chest.”*

- **Show Image Card 4-2: Inside Body Parts.** Explain that it shows the heart and lungs.

*“This picture shows where our heart and lungs are inside our body if we could look under our skin. Our heart is in the middle of our chest. I’m going to read the part about our heart again.”*

*Your heart’s pumping blood inside of your chest*

*Can you feel its pulse right under your vest?*

- Ask students about the heart’s job.

*“What do you remember talking about our hearts? What is their job?”*

- Call on a few students to answer.
- If needed, give students a hint by making a thumping motion/sound.
- Remind students about their lungs.

*“Your lungs are in your chest, too. You have two lungs, each on either side of your chest. I’m going to read the part about our lungs again.”*

*Two balloon-like lungs are close to your heart*

*They take in air for each body part.*

- Ask students about the lungs’ job.

*“What do you remember about our lungs? What is their job?”*

- Call on a few students to answer.
- If needed, give students a hint by breathing in and out deeply.

## Extension Activity

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Learning  
Center

### Trace and Label the Body

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Continue this activity during Learning Centers. See **Day 1, Trace and Label the Body** for detailed instructions on this Extension Activity.

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- ✓ Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)
- ✓ State that the heart and lungs are parts hidden inside the body

### Language Arts Objectives

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#### Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Use labels in the classroom to identify different centers, and sign in to centers (RF.P.3b)
- ✓ Memorize and recite with others the nursery rhyme "Open, Shut Them" (RF.P.2a, RL.P.5)
- ✓ Perform hand and body gestures associated with "Open, Shut Them" (RL.P.10)

#### Skills

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Open, Shut Them" (RF.P.2a, RL.P.5)

- ✓ Perform previously taught hand and body gestures associated with “Open, Shut Them” (RL.P.10)
- ✓ Listen to pairs of sounds that are either identical or grossly different and indicate whether they are the same or different (CK prerequisite)
- ✓ Recognize the initial letter of one’s first name (RF.P.1d)
- ✓ Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students’ names (RF.P.1b)
- ✓ Perform activities requiring small muscle control (L.P.1a)

### **Listening & Learning**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Point to and name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist (L.P.1b)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Body Parts” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from “Body Parts” (RI.P.2)
- ✓ With prompting and support, use the words for body parts and the word *inside* acquired through conversations, reading and being read to, and responding to “Body Parts” (L.P.6)

- ✓ With prompting and support, ask and answer questions about the body parts and the word *inside* (RI.P.4)
- ✓ Demonstrate understanding of the spatial words *inside* and *outside* (L.P.5c)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	<b>W</b> Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When students arrive
	<b>W</b> Learning Centers Sign In	Transition Cards: Names	During morning circle
<b>Nursery Rhymes</b>	<b>W</b> Open, Shut Them	Nursery Rhymes and Songs Poster 34	During morning circle
<b>SKILLS</b>			
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Nursery Rhymes and Songs Poster 34	10
	<b>S</b> Words: Same or Different?		
<b>Small Group 2</b>	<b>S</b> Warm-Ups	Play dough; alphabet cookie cutters and tools; Transition Cards: Name Cards	10
	<b>S</b> Play Dough Letters		
<b>LISTENING &amp; LEARNING</b>			
<b>Picture Talk</b>	<b>W</b> Body Parts	Image Card 4-2	15
<b>Deepening Understanding</b>	<b>W</b> Deepening Understanding: Inside	Image Card 4-2; apple; knife	10
<b>Extension Activity</b>	<b>L</b> Learning Center Observations		*

## Take-Home Material

### Show Me

Give students the following material to take home to their family:

**Activity Page 5-1: Show Me**

### *Routines*

Place students' **Transition Cards: Name Cards** in their cubbies before the start of the day.

Designate a place for students to “sign in” to each Learning Center using their **Transition Card: Name Cards**. You may use hook and loop tape or a basket where students can place their **Name Cards** as they join a Learning Center and from which they can remove them as they leave. Some teachers choose to limit the number of students who can be in a Learning Center at any one time by creating a certain number of ‘slots’ where students can put their **Name Cards**. If all the slots are full, students must look to join a different Learning Center.

### *Small Groups*

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

### *Picture Talk*

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.



## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> <b>Taking Attendance: Cubbies</b>	Attendance Board; Transition Cards: Names	When students arrive
	<b>Learning Centers Sign In</b>	Transition Cards: Names	
<b>Nursery Rhymes</b>	<b>W</b> <b>Open, Shut Them</b>	Nursery Rhymes and Songs Poster 34	During morning circle

## Routines



### Taking Attendance: Cubbies

Take attendance the same way you did on Day 3. Refer to **Day 3: Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As students arrive, help students sign in to school by retrieving their **Name Cards** from their cubbies and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

### Learning Centers Sign In

**Note:** *During this activity, you will teach students to sign in to centers. While the Teacher Guide does not explicitly remind you to do so, continue having students use these steps to sign in to Learning Centers for the rest of the school year.*

Students will learn to use their **Transition Cards: Name Cards** to sign in to Learning Centers.

- Remind students of the Learning Centers labels around the classroom.
- Tell students that they are going to start using their **Name Cards** to sign in to different Learning Centers so that everyone in the classroom knows where they are playing.
- Show students where they will sign in at each center. Demonstrate by taking your own **Name Card** from the attendance chart and telling students the Learning Center in which you intend to play. Then place your **Name Card** in the appropriate place.

- Next, demonstrate how students will check out of one Learning Center and check in to the next by taking your **Name Card** from one center to the next.
- Have a few students practice signing in and out of a Learning Center as the group observes.
- When you transition students to Learning Centers today, provide support as they learn the new system of signing in to and out of Learning Centers.

## Nursery Rhymes



### Open, Shut Them

Teach students the motions that go along with the song “Open, Shut Them.” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**.

When you say . . .	Do this . . .
Open	Open fists
Shut them	Close fists
Give a little clap	Clap
Put them in your lap	Fold hands in lap
Creep them right up to your chin	Walk fingers up from lap to chin
Open wide your smiling mouth	Open mouth
But do not let them in	Close mouth
Creep them past your cheeks and chin	Walk fingers up to cover eyes
Open wide your smiling eyes	Open eyes behind hands
Peeking in—Boo!	Open hands to show eyes

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Nursery Rhymes and Songs Poster 34	10
	Words: Same or Different?		
<b>Small Group 2</b>	<b>S</b> Warm-Ups	Play dough; cookie cutter letters and tools; Transition Cards: Name Cards	10
	Play Dough Letters		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

10 minutes

#### Whole Group

#### Warm-Ups

##### Say the Rhyme

Students will recite and demonstrate the motions for “Open, Shut Them.”

- Lead students in singing the song “Open, Shut Them.”
- Demonstrate the motions that go along with the song and have students join in.

#### Words: Same or Different?

Students will say whether two words are the same or different.

- Explain to students that they are going to play a listening game. You want them to listen to hear if two words are the same or different. Remind students of the game they played with the Mystery Sound Box where they had to say whether a noise was the same or different. You are going to do the same thing, but with words.
- As you say the first word, hold up one finger. As you say the second word, hold up a second finger.
- First, demonstrate each pair. Say, “Open [pause] open. Those words were the same. They were both the word ‘open’.”
- Then say, “Open [pause] shut. Those words were different. They were not the same. One word was ‘open’ and the other word was ‘shut’.”
- Tell the students, “I want you to listen to the words I say and tell me if I

say the same word or different words. Listen carefully, so you don't get tricked!"

- Continue playing the game using the following word pairs:
  - Clap/clap
  - Clap/chin
  - Mouth/creep
  - Creep/creep
  - Creep/chin
  - Open/open
  - Open/Shut
  - Shut/Shut
  - Cheeks/eyes
  - Eyes/Eyes
  - Smiling/Peeking
  - Peeking/Peeking

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### *Move Your Body*

Students will make gross motor movements to prepare them to participate in small group.

- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words.

*I can stretch, I can bend*

*I can wave to a friend.*

*I jump so high, I crouch so low*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep*

*I calm my body and plant my feet.*

#### *Counting to Five*

Students will practice counting to five using their fingers. This task visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.

- Have students repeat after you and lift one finger at a time as they count.
- Count five fingers on both left and right hands.

## Play Dough Letters

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### Learning Center

Put play dough in the Art Center for students to practice fine motor skills. Include alphabet cookie cutters along with other tools.

### Teaching Tip

If alphabet cookie cutters are not available, have students roll out and form letters using play dough.

Students will cut out the first letter of their name in play dough. Students will have the opportunity to interact with the first letter of their own name. They will use their arms, wrists, and fingers to make large and fine motor movements.

- Give each student a container of play dough. Place students' **Transition Cards: Name Cards** nearby so students can reference the first letter of their name.
- Allow students to explore the material and make a variety of shapes.
- Show students the alphabet cookie cutters. Give each student the cookie cutter that corresponds to the first letter of that student's first name. Tell the student the name of the letter.
- Help students roll out play dough and cut out the first letter of their name. As you help them cut out their letters, say, "This is letter 'M'. It is the first letter of your name, Mikayla."
- Once a few students have cut out letters, put the letters in the middle of the table. Help students find their letter among all the letters. If students need help finding their letter, help them by telling them to find the color of their own play dough first.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W</b> <b>Body Parts</b>	Image Card 4-2	15
<b>Deepening Understanding</b>	<b>W</b> <b>Deepening Understanding: Inside</b>	Image Card 4-2; apple; knife	10
<b>Extension Activity</b>	<b>L</b> <b>Learning Center Observations</b>		*

### Picture Talk

15 minutes

#### Body Parts

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see General Overview) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



#### ← SHOW FLIP BOOK PAGE 4-1: **Shouting and slurping**

Ask students which body parts they remember learning about from the read-aloud.

*“We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about all body parts and how we can move our bodies. We learned about outside body parts and inside body parts. What body parts do you remember learning about?”*

#### Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.



← SHOW FLIP BOOK PAGE 4-4: **Peeking eyes and smiling face**

Have a student come forward and point to and name different body parts.

*“We learned the name of lots of body parts that you can see in this picture. Who can come up and point to a body part and tell us its name?”*

- Have the class repeat the name of each body part.

*“Let’s all say that body part together. I want everyone to point to that part on their own body.”*

- Discuss the following body parts: **lips, mouth, tongue, nose, nostrils, teeth, chin, cheeks, forehead, eyes, eyebrows, eyelashes, neck, hair, and scalp.**



← SHOW FLIP BOOK PAGE 4-6: **Girl tying bandanna**

- Read the read-aloud text containing the word *joint*.

*“We heard the word joint in our read-aloud. Let me read you that part again.”*

*Bend your arms at their joints, first at your elbows.*

*Where else do arms bend? Does anyone know?*

*They bend at your wrists, where your arms meet your hands*

*Stretching and flexing like huge rubber bands.*

- Ask students to name the two joints you just read about [elbow, wrist].

*“Joints are parts of your body that you can bend. So, we learned that there are two joints on our arms. What are the names of those joints?”*

- Have students bend their elbows and wrists.

*“Let’s bend our elbows. Now, let’s bend our wrists.”*



← SHOW FLIP BOOK PAGE 4-9: **Bending knees**

- Ask students to name the joints in their legs [knees, ankles].

*We also have other body parts that can bend. We have two more joints on our legs. What are the names of the joints in our legs?”*

- Have students bend their knees and ankles.

*Let’s bend our knees. Now, let’s bend our ankles.”*



← SHOW FLIP BOOK PAGE 4-13: **Doctor and boy**

- Remind students of the two inside body parts they learned.

*“We learned the names of two body parts that are hiding inside your chest. They help your body work, too, even though we can’t see them. Your heart is inside your chest under your skin. Put your hand over your heart. It pumps blood around your body.”*

- Have students put their hands on the chests over their heart.
- Demonstrate the thump-thump sound the heart makes.



← SHOW IMAGE CARD 4-2: **Inside Body Parts**

- Point to the heart on the Image Card.

*“Remember this picture that shows inside body parts? This picture shows the parts inside our body as if we were looking under our skin. Here is the heart. It is pumping blood to all the parts of this girl’s body. You have a heart that pumps blood, too. Your heart is in the middle of your chest.”*

- Show students where their heart is by placing your fist on your chest.



← RETURN TO FLIP BOOK PAGE 4-13: **Doctor and boy**

- Explain the purpose of stethoscope.
- Optional: Using the stethoscope from Doctor’s Office Learning Center, demonstrate to students how to listen to a heartbeat.

*“The doctor in this picture is using a stethoscope to listen to this boy’s heart. A stethoscope is a special tool that allows doctors to hear the noises inside your chest. Have you ever had a doctor use a stethoscope to listen to your heart?”*

- Call on students to share. Model the use of the following words as you talk about stethoscopes with students: **heart, chest, blood, beat, stethoscope, fast, slow.**
- Call on students to share about a time when they felt their hearts beating really fast.

*“Sometimes, when we run around and exercise, we can feel our hearts beating really fast. Have you ever felt your heart beating really fast? What did you do to make it beat really fast?”*





← **SHOW FLIP BOOK PAGE 4-14: Breathing and swimming**

- Have students put their hands on their ribcages and take a deep breath.

*“Another hidden body part we learned about helps us breathe. You have two lungs hiding inside your chest with your heart. They help your body work, too, even though we can’t see them. You fill your lungs up with air every time you take a breath. Let’s take a deep breath and fill our lungs with air.”*

- Have students practice blowing air out of their lungs.

*“The children in these two pictures (boys blowing pinwheel and dandelion) are blowing air out of their lungs. Let’s blow air out of our lungs.”*

- Have students practice holding their breath.

*“The kid in this picture (boy swimming) is holding air in his lungs.”*



← **SHOW IMAGE CARD 4-2: Inside Body Parts**

- Have students practice blowing air out of their lungs.

*“This is the picture that shows inside body parts. Here are the lungs. There are two lungs, one on either side of your heart. Your lungs are like big balloons that fill up with air. Let’s put air in our lungs and then blow it out.”*

- Remind students you are talking about the heart and lungs, parts inside the body.

*“What are the two parts inside our body that we’ve been talking about?”*



← **SHOW FLIP BOOK PAGE 4-16: Hip, hip, hooray!**

- Have students stand up and cheer.

*You need all parts together to run, jump, and play  
Give a cheer for your body—hip, hip, hooray !*

Whole Group

## Deepening Understanding: *Inside*

### Defining Inside

**Note:** After the read-aloud “Body Parts,” students learned the word *inside* and about parts inside their bodies. During Deepening Understanding, students will learn more about the word *inside* and the opposite of *inside*—*outside*.

- Reread the part of the read-aloud text that contains the word *inside*.

*“Remember, in our read-aloud, we heard the word inside. Listen for the word inside while I read part of the read-aloud you heard before.”*



- ← SHOW FLIP BOOK PAGE 4-13: **Doctor and boy**

*Your heart’s pumping blood inside of your chest  
Can you feel its pulse right under your vest?*

- Ask students where their inside body parts are [under their skin where they can’t see them].

*“Your heart is one of the parts inside your body. Where are your inside body parts?”*

### Reviewing Inside



- ← SHOW IMAGE CARD 4-2: **Inside Body Parts**

- Ask students to identify their second inside body part [lungs].

*“We talked about two parts that are inside your body. The first one is your heart. What is the second inside body part that we talked about?”*

### Expanding Inside

- Introduce the concept of *outside* by first talking about outside body parts, then generalizing to the parts of an apple [skin—outside, seeds—inside].

*“We also learned about a lot of body parts that are on the outside of our bodies like our hair, fingernails, and our noses. Those are outside body parts. Inside—outside. Let’s talk about some more things that*

### Teaching Tip

Cut an apple in half to show students the seeds inside. Compare students’ skin to the apple’s skin and the apple’s seeds to a human’s inside parts.

*are on the inside and outside. Think about an apple. Are the seeds on the inside or the outside of the apple? Is the skin on the inside or the outside of the apple?"*

- Give a few more examples of things that are inside and things that are outside.

*"Think about your house. Is your bed on the inside or outside? Is the street on the inside or outside of your house?"*

*Think about your backpack. Do you put your things inside your backpack or outside your backpack?*

*Now, I want you to think about our classroom. What are some things that are inside our classroom? What are some things that are outside of our classroom?"*

- Call on a few students to respond.
- Recast students' answers to include the words *inside* and *outside*.
  - Inside: tables, chairs, students, paint, scissors, gerbil, etc.
  - Outside: sky, cars, playground, trees, etc.

## **Extension Activity**

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Learning  
Center

### **Learning Center Observations**

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Use this opportunity to conduct observations in the Doctor's Office Learning Center and other Learning Centers, following the steps given in the Domain Assessment.

## Note to Teacher

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Pausing Point 1 is an opportunity to review, reinforce, and extend the material taught during the first half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see General Overview) and/or Task Assessments (see the following). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided. Continue conducting Routines during the Pausing Point, including Taking Attendance, reviewing the Daily Schedule, and signing in to Learning Centers daily.

## ✔ Lesson Objectives

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### Core Content Objectives up to This Pausing Point

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Students will:

- ✔ Describe themselves and their appearance, giving at least two details about themselves (e.g., hair color, eye color, age, etc.)
- ✔ State two things that make them special or unique (e.g., their name, things they like to do, language they speak, etc.)
- ✔ State that all people are human beings
- ✔ State that the outside of the human body is covered by skin
- ✔ Describe their own shade of skin
- ✔ Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- ✔ Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)
- ✔ State that the heart and lungs are parts hidden inside the body

# Student Performance Task Assessment

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## Skills Task Assessment

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### Teaching Tip

To help students master a rhyme, invite two or three students at a time to recite a nursery rhyme as a group.

### Nursery Rhyme Recitation

**Note:** *Be sensitive to students who may be shy or reticent about reciting in front of a group. Have these students recite a rhyme for you during Learning Centers or nap time instead of having them perform in front of their peers.*

Assess which students have learned to recite a nursery rhyme by having each student stand by him/herself and recite a rhyme in a whole-group or small-group setting. Show students the Nursery Rhymes and Songs Posters for “Head and Shoulders, Knees and Toes” and “Open, Shut Them” to remind them of the rhymes they have learned. You may need to prompt students to begin the nursery rhyme by saying the first line. If students struggle to recall the rhyme, assist them by modeling the motions or providing the next word or line. Finally, if students are unable to say a nursery rhyme on their own, recite the rhyme with them so that each student experiences success.

## Listening & Learning Task Assessment

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### Body Parts Identification

Assess which body parts students have learned by having them stand as a group and play “Simon Says.” If you notice that particular students are having difficulty identifying body parts, have these students repeat the assessment in a small group so that you can more closely observe which body parts need to be reviewed. You may wish to have the classroom aide call the body parts so that you can observe the students. Review the following body parts: **ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, and wrist.**

## Skills Review

### Skills Activities Summary

The following chart shows the Small Group activities that students have completed up to Pausing Point 1 and the emergent literacy skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

Skills Activities Summary			Music	Phonological Awareness		Print Knowledge			Handwriting		Shared Writing	Vocabulary
Day(s)	Skills Small Group	Activity	Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes*	Dictation*	Domain-Related Vocabulary
1	1	Mystery Sound Box	✓									
	2	Easel Painting							✓			
2	1	Get the Rhythm of the Rhyme		✓								✓
	2	Make a Placemat				✓	✓	✓	✓			
3	1	Mystery Sound Box: Same or Different?	✓									
	2	Easel Drawing and Coloring							✓			
4	1	Guess the Instruments	✓									
	2	Matching Names Game				✓						
5	1	Words: Same or Different?		✓	✓							
	2	Play Dough Letters				✓	✓		✓			
6–8	Pausing Point 1											

\*These skill areas will be addressed in the second half of this domain.

### Additional Skills Activities

#### Sidewalk Paint

**Materials:** Cornstarch; water; food coloring; large paint brushes

Make sidewalk paint by mixing together 1 cup of corn starch, 1 cup of water, and a few drops of food coloring. Allow students to paint outside during recess on vertical and horizontal surfaces. Encourage them to make large strokes up and down, back and forth. Students might also try to write the first letters of their names.

### **Printing Letters**

**Materials: Paint; paper; primary crayons; capital letter cookie cutters**

Write each student's name in the center of a piece of paper. Have students make prints of the first letter of their name by dipping capital letter magnets or cookie cutters into paint and making a print on their paper. Talk with students about the name of "their letter" as they complete their printmaking.

### **Pompom Pick-up**

**Materials: Tweezers or clothespins; tongs; ice trays or egg cartons; fuzzy pompoms**

Have students practice fine motor skills by moving pompoms from a large bowl into ice trays or egg cartons using tweezers or clothespins. Talk with students about their favorite color, the colors of the pompoms, and the different patterns they can make as they fill their trays or cartons.

### **Words: Same or Different?**

Explain that you are going to say some words and you want students to tell you whether the words are the same or different. As you say the first word, hold up one finger. As you say the second word, hold up a second finger. Use words naming body parts that students have learned. For example, use the following word pairs:

- Eye—eye
- Eye—mouth
- Mouth—nose
- Nose—neck
- Etc.

## ***Listening & Learning Review***

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### **Read-Aloud and Picture Talk Reviews**

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If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

## Domain-Related Trade Books

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Read non-fiction trade books that are related to the core content objectives addressed up to Pausing Point 1. See the Introduction for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

*Quick as a Cricket*, by Audrey Wood and Don Wood (Child’s Play, 1982)  
ISBN 978-0859531511

- Connection to content from “I am Special”:

*The boy in this book is special for many different reasons. Talk with students about what makes him special.*

- *Where the Wild Things Are*, by Maurice Sendak (HarperCollins, 1988)  
ISBN 978-0060254926

- Connection to content from “Body Parts”:

*The monsters’ eyes and teeth are mentioned in the story. Have students point to the monsters’ body parts as they are named. Have them point to additional body parts on Max and themselves.*

*Whoever You Are*, by Mem Fox (Sandpiper, 2006) ISBN 978-0152060305

- Connection to content from *Shades of People* by Shelley Rotner and Sheila M. Kelly:

*No matter what your color of skin, children are alike on the inside. Talk with students about how children in different lands are all the same, even though there are things about them that are physically different.*

## Activities

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### *Shades of Skin Handprints*

**Materials: Butcher paper; paint (red, yellow, brown, white, black); paint brushes**

Remind students of all the colors mentioned in the book *Shades of People* by Shelley Rotner and Sheila M. Kelly. Have them mix their own shades of skin by combining different colors of paint. As they mix colors, talk with them about the shades they have created. Then, have students paint their hands and make hand prints on the butcher paper using many different shades of paint. Ask students to describe the shade they have created and write their description next to their handprint.



## **All About Us! Class Big Book**

**Materials: Large paper (11" x 14"); markers; primary crayons; photograph of each student (optional)**

Tell the class that you are going to make a big book and that each student is going to get his/her own page. The book is going to be about the things that make each student special. As students dictate, write down their responses to the following statements:

- My name is \_\_\_\_\_.
- I have \_\_\_\_\_ hair and \_\_\_\_\_ eyes.
- My favorite food is \_\_\_\_\_.
- Something that makes me special is \_\_\_\_\_.

Have students draw a self-portrait to accompany their dictation, or paste in a photograph of each student. Bind all the pages together and place the book in the Library Center for students to read.

## **Hair Color Graph**

**Materials: Chart paper; marker; photograph of each student (optional)**

Create a bar graph showing how many students in the class have blond, brown, black, and red hair. Title the graph 'Hair Color'. Write the words *blond*, *brown*, *black*, and *red* at the bottom of the chart paper and draw vertical lines to make four columns. Have students put their pictures (or write their names on cards that they can use instead of pictures) in the column that corresponds to their hair color. Then, count the number of students in each column and talk about which column contains the most and least number of students. You could also make a graph for eye color.

## **Fingerprints**

**Materials: Ink pad, white paper, primary crayons**

Show students their fingerprints. Tell them that each person in the world has their own, unique fingerprints, and that those prints make them special. Trace around students' hands on the paper. Help them use the ink pad to place fingerprints inside their traced hand in the correct position for each finger. Then, have them tell you the name of each finger. If students cannot remember the fingers' names, have them sing the song "Where is Thumbkin?" to remind them.

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ State that the five senses are sight, hearing, smell, taste, touch
- ✓ Identify the body parts that correspond to each sense:
  1. Eyes—Sight
  2. Ears—Hearing
  3. Nose—Smell
  4. Tongue—Taste
  5. Skin—Touch
- ✓ State how each of the five senses helps them experience the world (e.g., eyes help you see colors, ears help you hear sounds, etc.)

### Language Arts Objectives

#### Starting the Day

Students will:

- ✓ Use a simplified schedule of daily activities, depicted in pictures and words, to describe the order of events for the day (RF.P.3b)
- ✓ Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity (RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words (RF.P.1b)
- ✓ Show understanding of the temporal words *before*, *after*, *beginning*, and *end* (L.P.5c)
- ✓ Memorize and recite with others the nursery rhyme “Do Your Ears Hang Low?” (RF.P.2a, RL.P.5)

## Skills

Students will:

- ✓ Imitate clapping pattern sequences of 3–5 claps per pattern (CK Prerequisite)
- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Identify the direction from which a sound originates (CK Prerequisite)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Recognize the written form of one’s first name (RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students’ names (RF.P.1b)

## Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen to the illustrated picture book *My Five Senses* (RL.P.5)
- ✓ Point to the front and back cover, title, title page, and author, and indicate where to start reading (RI.P.5, RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator each contributed to the creation of *My Five Senses* (RI.P.6)
- ✓ With prompting and support, retell important facts and information from *My Five Senses* (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about *My Five Senses* (RI.P.1, SL.P.2, L.P.1d)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)

- ✓ Point to and express sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

## Core Vocabulary

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**aware, *adj.*** Knows about

*Example:* I am aware that it's raining outside because I can hear the rain drops and see them.

*Variation(s):* none

**often, *adv.*** A lot of the time

*Example:* Scott often paints a picture at the art table.

*Variation(s):* none

**only, *adj.*** Just one

*Example:* I have only one pet.

*Variation(s):* none

**senses, *n.*** Different ways your body learns about the world around you

*Example:* I enjoy using my five senses to explore what's around me.

*Variation(s):* sense

**sometimes, *adv.*** Not always

*Example:* Sometimes my mom lets me have a cookie after dinner, but only if I eat my vegetables.

*Variation(s):* none

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	<b>W</b> Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When students arrive
	<b>W</b> Daily Schedule: Teacher Job	Pictorial schedule; red arrow	During morning circle
<b>Nursery Rhymes</b>	<b>W</b> Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle
<b>SKILLS</b>			
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Good Listening Poster; continuous noisemaker	10
	<b>S</b> Musical Instrument Hide-and-Seek		
<b>Small Group 2</b>	<b>S</b> Welcome Song	Transition Cards: Names; chart paper; marker; small pieces of paper; tape	10
	<b>S</b> Matching Names Game		
<b>LISTENING &amp; LEARNING</b>			
<b>Introducing the Read-Aloud</b>	<b>W</b> What Do We Already Know?	Transition Cards: 5 Senses—Body Parts; <i>My Five Senses</i> by Aliki	5
	<b>W</b> Print Awareness		
	<b>W</b> Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>My Five Senses</i> by Aliki	<i>My Five Senses</i> by Aliki	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	Transition Cards: 5 Senses—Body Parts; <i>My Five Senses</i> by Aliki; crackers	10
<b>Extension Activity</b>	<b>L</b> Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

## Take-Home Material

### *All About Me* Family Letter 2

Give students the following material to take home to their family:

**Activity Page 9-1: *All About Me* Family Letter 2**

### ***Routines***

Place students' **Transition Cards: Name Cards** in their cubbies before the start of the day.

Create a pictorial schedule, accompanying labels, and arrow for indicating the class's current activity (see Introduction). Take photographs or use illustrations to represent each daily activity. Write labels naming each activity beneath the picture. Affix hook and loop tape to the back of each activity and to the arrow so that each part of the schedule can be moved.

### ***Small Groups***

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

#### ***Small Group 1***

Before beginning this activity, hide various musical instruments around the area of the classroom in which you meet for Small Group 1. Use the same instruments you used for the Guess the Instrument activity on Day 4. You will need to hide the instruments again prior to working with the second group of students.

#### ***Small Group 2***

Cut pieces of paper so that they are the right size for covering up students' names on the chart paper.

### ***Listening & Learning***

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for your students. Write your notes in the boxes provided.

### ***Presenting the Read-Aloud***

Number the pages of the book *My Five Senses* by Alike. Begin numbering from the front of the book; page 1 is the first page with writing on it. Continue by numbering every single page until you reach the end of the book.

### ***Extension Activity***

Make a sensory box for each of the five senses. Gather various objects that students can taste, touch, hear, smell, or feel and sort them into different boxes. Label each box using the **Transition Cards: 5 Senses-Actions**.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> <b>Taking Attendance: Cubbies</b>	Attendance Board; Transition Cards: Names	When students arrive
	<b>Daily Schedule: Teacher Job</b>	Pictorial schedule; red arrow	During morning circle
<b>Nursery Rhymes</b>	<b>W</b> <b>Do Your Ears Hang Low?</b>	Nursery Rhymes and Songs Poster 12	During morning circle

## Routines



### Taking Attendance: Cubbies

Take attendance the same way you did on Day 3. Refer to **Day 3, Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As students arrive, help students sign in to school by retrieving their **Name Cards** from their cubbies and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

### Daily Schedule: Teacher Job

Students will follow a daily schedule and develop an understanding of the sequence of activities in a day.

- Discuss with students the different activities you do each day and the order in which you do them. Use the words *before*, *after*, *beginning* of the day and *end* of the day to discuss when you typically do each activity.
- Show students picture cards representing each activity in your school day (see Advance Preparation).
- Point to the words labeling each activity as you say what it is and describe what happens during that activity
- Explain to students that you are going to post the pictures on the wall of the classroom so that everyone can keep track of what comes next in their day.

### Teaching Tip

Using a daily schedule throughout the school year will help students see the predictability of the school day. A predictable schedule helps students complete and transition between activities with minimal disruption.



- Show students the arrow and explain that you will move it during the day so that it points to the activity everyone is currently doing.
- As you progress through your day, refer back to the schedule at each change of activity and slide your finger under the word labeling each picture card as you read the word aloud. Then, move the arrow to the next activity. Tell students to watch closely because soon they will have a chance to move the arrow.
- Continue updating and reviewing the daily schedule every day during morning circle. As you progress through the day, move the red arrow to each new activity.

## Nursery Rhymes

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Whole  
Group

### Teaching Tip

The word *soldier* is used in this nursery rhyme. You may explain to students that a soldier is a person who goes off to war and they march and salute.

### Do Your Ears Hang Low?

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Teach students the song “Do Your Ears Hang Low?” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes.**

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Good Listening Poster; continuous noisemaker	10
	<b>Musical Instrument Hide-and-Seek</b>		
<b>Small Group 2</b>	<b>Welcome Song</b>	Transition Cards: Names; chart paper; marker; small pieces of paper; tape	10
	<b>Matching Names Game</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10** minutes

#### Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns. Add a lip smack to your pattern today and gradually increase the number of beats to four beats.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern, then point to students when it is their turn to copy.
- Today, make patterns using up to four stomps, claps, and lip smacks (e.g., lip smack, lip smack; clap, lip smack, lip smack; stomp, clap, lip smack, stomp; etc).

##### Be a Good Listener

Students will learn the steps to being a good listener.

- Show students the Good Listening Poster and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*

## Musical Instrument Hide-and-Seek

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Students will find a noisemaker that has been hidden somewhere in the classroom. Use a noisemaker that makes noise continuously like a beeping timer or a wind-up baby toy. When a student finds the noisemaker, the student will hide it in a new location. Then, the next student will search for the noisemaker.

- Have students sit together somewhere and close their eyes.
- Tell them you are hiding an object that makes noise somewhere in the room and they are going to get a chance to find it using their sense of hearing.
- Call one or more students at a time to search around the room for the noisemaker.
- When a student finds the noisemaker, have all students close their eyes again and allow the student to hide the noisemaker in a new location.
- Once all students have found the noisemaker, discuss how students figured out its location using their sense of hearing.

## Small Group 2

10 minutes

Small  
Group

### Welcome Song

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Students will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the students' **Transition Cards: Name Cards** as you sing the song.
- Once you finish the verse, hand the student his/her Name Card.

*Good Morning, [name].*

*Good Morning, [name].*

*Good Morning, [name].*

*And welcome to Small Group!*

## Matching Names Game

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Students will match their **Name Card** to their name written on chart paper.

- Remind students that they played a game where they matched their own name to the name on the chart. Tell students that you are going to play that game again. Remind students to watch carefully, because this game is going to get tricky!

### Round 1

- Students are holding their **Name Cards** from the Warm-Up. Have students go around the circle and place their Name Card on top of their name on the chart paper.
- Give students clues to help them find their spot (e.g., cover up some of the names, draw attention to the first letter of the student's name, the length of their name, point to where their name is, etc.)

### Round 2

- Have students place their **Name Cards** face down in a group.
- Turn the **Name Cards** over one at a time and ask whose name it is.
- Then have that student match his/her name to the chart paper.

### Round 3

- With **Name Cards** face down, have students take turns revealing **Name Cards** and trying to guess whose name it is (i.e., students try to guess other students' names).
- Then, have that student match his/her name to the chart paper.

### Round 4

- Cover up the students' names on the chart, leaving only the first letters visible.
- Have students match their names to the letters on the chart.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> What Do We Already Know?	Transition Cards: 5 Senses; <i>My Five Senses</i> by Alik	5
	<b>W</b> Print Awareness		
	<b>W</b> Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>My Five Senses</i> by Alik	<i>My Five Senses</i> by Alik	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	Transition Cards: 5 Senses-Actions; <i>My Five Senses</i> by Alik; crackers	10
<b>Extension Activity</b>	<b>L</b> Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

### Introducing the Read-Aloud

5 minutes



#### What Do We Already Know?

- **Show Transition Cards: 5 Senses** one at a time and name each body part. Have students point to that body part on their own bodies.

*“Today we are going to talk all about the five senses. We are also going to learn about the body parts you use for each sense. We already know a lot of body parts. I’ll name them, then you point to them on your own body.”*

#### Print Awareness

- Hold the book with the spine facing toward students.

*“I want to see who remembers the parts of the book we talked about before. Can someone come up and point to the front cover (back cover, spine, and title) of the book?”*

- Point to the first letter in the title and trace your finger under each word as you read, pausing at the end of each word.

*“I am going to start reading the title. I start here and read this way. The title tells what the book is about.”*

- Point to the author’s name as you read it aloud.

*“The author of this book is Alik. Alik wrote the words in this book.”*

#### Learning Center

Place *My Five Senses* in the Library Center after you finish the read-aloud so students can practice identifying book parts and look more closely at the pictures while pretend reading.

- Show the title page. Point to each of the words as you read them.

*“Books have a title page. The title page has the title of the story, just like the front cover has the title of our story. The title page also says the author and illustrator’s names. Sometimes it has an illustration, or picture, too. Here is the title on the title page and here is the author on the title page.”*

- Have students tell you whether or not a page you turn to is the title page. Close the book and then re-open it to a page somewhere in the middle of the book. Do this a few times.

*“Is this the title page?”*

### **Purpose for Listening**

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- Tell students to listen to find out about the five senses and what they do.

*“Let’s read this book to learn about the five senses. Pay special attention and see if you can find out what your senses help you do.”*

# My Five Senses by Alik

**Note:** Below are select page cues from *My Five Senses by Alik*. There is also space for notes under pages that provide good opportunities for engaging students in the read-aloud. Use the notes space provided to plan how to make the read-aloud interactive, adding additional notes where you see fit.

➔ PAGE 5 . . . with my eyes.

- Point to the birds. Show the book to each student, getting it close enough so that each student can see.

*“This boy can see these tiny little birds in the sky. They are very far away and hard to see. Can everyone use their eyes to see the little birds on the page?”*

➔ PAGE 6 . . . with my ears.

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➔ PAGE 8 . . . with my nose.

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➔ PAGE 10 . . . with my tongue.

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➔ PAGE 12 . . . with my fingers.

- Ask students a literal question about the text.

*“What is this boy touching with his fingers?”*

- Ask students a literal question about the text and ask them to make a connection to their lives.

*“This boy is touching his pet rabbit. When he pets him, he is touching his fur. I have a cat at my house and I like to touch her soft ears. Do you have a pet at home that you like to touch? How does your pet feel when you pet it and touch it?”*



➔ PAGE 24 . . . see, hear, touch.

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➔ PAGE 26 . . . there is to see.

- Explain the meaning of the word *AWARE*.

*"Aware means knowing what is happening around you. I am aware and you are aware that we are reading this book right now. We know that we are reading the book. Let's see if we can be aware and use our senses like this boy. Look around the room and use your eyes to see everything you can see."*

- Model looking around by holding your hand above your eyes and moving your head back and forth.

➔ PAGE 29 . . . there is to smell.

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➔ PAGE 31 . . . there is to touch.

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➔ PAGE 32 . . . They make me aware.

- Ask students to talk about the picture using information they have learned from the text.  
*“What can he taste/smell/touch/see/hear in this picture?”*
- Use the word AWARE to comment on the picture.  
*“All of his five senses help him be aware of his dog, apple, flower, teddy bear, and book. You are aware of things every day because you are using your five senses!”*

## Discussing the Read-Aloud

10 minutes



### What's the Big Idea?

#### Acting Out the Five Senses

- Teach students actions for each of the five senses.

*“Today we are going to learn some motions, or actions, for each of the five senses. I am going to show you the motion, then I want you to do it with me.”*

- Model each of the motions for students and have them motion with you

Say	Do
I use my eyes to see.	Hold hand up to shade eyes and look around
I use my ears to hear.	Cup hand around ear and tilt head
I use my tongue to taste.	Licking motion with tongue
I use my nose to smell.	Sniffing motion and sound with nose
I use my fingers to touch.	Touch/tap pointer fingers together

Hold up **Transition Cards: 5 Senses-Actions** one at a time as you do the motions.

*“Now, I am going to hold up some cards and I want you to do the motions on each card. When you see this card [hold up “sight” card], it means I want you to do the motion for seeing. Let’s try it.”*

Say	Do
I use my eyes to see.	Hold hand up to shade eyes and look around
I use my ears to hear.	Cup hand around ear and tilt head
I use my tongue to taste.	Licking motion with tongue
I use my nose to smell.	Sniffing motion and sound with nose
I use my fingers to touch.	Touch/tap pointer fingers together

### **What Do You Sense?**

- Show the cards for smell (taste, touch, hearing, sight).

*“Now let’s talk about how we use our five senses to be aware of things around us. What are some things that you like to smell (taste, touch, hear, see)?”*

- If a student names something that can be experienced with multiple senses, prompt students to think about the other senses involved by saying, “I can *taste* chocolate chip cookies. Can I also *smell* chocolate chip cookies?”

### **Let’s Experience Crackers**

**Note:** *When offering food to students to taste, be sure to follow procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

- Refer students back to the text by rereading p. 21 and 22 from *My Five Senses* by Aliko

*“Remember, we read that you can use more than one sense at the same time. Let’s read that part of the book again.”*

- Show students the crackers.

*“Using our senses makes us aware of things. Let’s see if we can use our senses to be aware of these crackers. We are going to use more than one sense. Let’s play a game and see how many senses we can use.”*

- While describing the crackers with each of the five senses, recast students’ answers to include the word *aware*.
- Help students explore their sense of hearing. Shake the crackers into a bowl or in the box/bag.

*“First, let’s use our sense of hearing. I want you to cover your eyes with your hands so you can’t see. Be very quiet and listen closely with your ears. Now open your eyes. What did you hear?”*

- Have students use their senses of sight to look at the crackers.

*“Now let’s use our sense of sight to look at the crackers. What do the crackers look like?”*

- Give each student a cracker to explore their sense of touch.

*“Now I’m going to give each of you a cracker so you can find out how it feels when you touch it. To find out how it feels you have to hold it carefully in your hand and feel it with your fingers. Don’t eat your cracker yet.”*

- Have students touch the cracker and describe how it feels.

*“How does your cracker feel?”*

- Have students smell the cracker.

*Now let’s see if we can smell our crackers. Put it up to your nose and smell. Do you smell anything?*

- Have students taste the cracker.

*“Now that we know how crackers sound, look, feel, and smell, let’s find out how they taste! Put your cracker in your mouth and use your tongue to find out how it tastes. Once you have tasted it, chewed it, and swallowed it, tell me how it tasted.”*

## Extension Activity

Learning  
Center

### Sensory Center

#### Language Facilitation

Use the labeling and describing strategy to model the vocabulary students need to talk about the things they are sensing. Use words to name and describe the things that students are touching, tasting, hearing, seeing, and feeling. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say and matching words to objects and situations.

**Note:** When offering food to students to taste, be sure to follow procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods. You could also omit the sense of taste from the Sensory Center.

- Introduce students to the Sensory Center by showing them each box.
- Show them the Transition Card labels and ask them which sense they might use to explore the objects in each box.
- Allow students to choose a box to explore.
- Give students the opportunity to explore each box while at the Sensory Center.
- Use the labeling and describing strategy to model the vocabulary that students can use to talk about the things they sense. Below are some examples of ways you might use the labeling and describing strategy for different senses:

*“That is a really shiny piece of aluminum foil. I can see that it is silver. You are using your eyes to look at that foil.”*

*“You are sniffing the cinnamon. I remember smelling cinnamon at Christmas time. Be careful not to get any cinnamon in your nose!”*

*“I love how granola tastes. It is kind of sweet and crunchy. I can taste the sweetness of the raisins with my tongue.”*

*“That is a really rough piece of sandpaper. It feels scratchy. We can use our fingers to touch it.”*

*“I hear a bell ringing. It sounds rather loud! I think I’ll cover my ears so they don’t get hurt.”*

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ State that the five senses are sight, hearing, smell, taste, touch
- ✓ Identify the body parts that correspond to each sense:
  1. Eyes—Sight
  2. Ears—Hearing
  3. Nose—Smell
  4. Tongue—Taste
  5. Skin—Touch
- ✓ State how each of the five senses helps them experience the world (e.g., eyes help you see colors, ears help you hear sounds, etc.)

### Language Arts Objectives

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#### Starting the Day

Students will:

- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Memorize and recite with others the nursery rhyme "Do Your Ears Hang Low?" (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with "Do Your Ears Hang Low?" (RL.P.10)

## Skills

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Do Your Ears Hang Low?” (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with “Do Your Ears Hang Low?” (RL.P.10)
- ✓ With hands and/or feet, clap or tap the beat of “Do Your Ears Hang Low?” (RF.P.2a, RL.P.10)
- ✓ Perform activities requiring small muscle control (L.P.1a)

## Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “We Use Our Senses to Learn” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from “We Use Our Senses to Learn” (RI.P.2)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Point to and express sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

## Core Vocabulary

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**alive, *adj.*** Living

*Example:* I feed my goldfish to help keep it alive.

*Variation(s):* none

**glide, *v.*** To move smoothly without anything stopping you

*Example:* Hans likes to glide on the ice when he is ice skating.

*Variation(s):* glides, glided, gliding

**shiny**, *adj.* Bright, sparkly

*Example:* Jasmine is getting a shiny, new bicycle for Christmas.

*Variation(s):* none

**touch**, *n.* Sense that uses skin to feel

*Example:* Eliana used her sense of touch to feel the smooth skin of her pet frog.

*Variation(s):* none

At a Glance		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Taking Attendance: Cubbies</b>	Attendance Board; Transition Cards: Names	When students arrive
<b>Nursery Rhymes</b>	W	<b>Do Your Ears Hang Low?</b>	Nursery Rhymes and Songs Poster 12	During morning circle
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Nursery Rhymes and Songs Posters 12, 34	10
		<b>Get the Rhythm of the Rhyme</b>		
<b>Small Group 2</b>	S	<b>Collage</b>	Paper plates; primary crayons; glue; construction paper	10
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Read-Aloud</b>	W	<b>What Do We Know about the Five Senses?</b>	<i>My Five Senses</i> by Aiki	5
		<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b>We Use Our Senses to Learn</b>		10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>	Transition Cards: 5 Senses-Actions and 5 Senses	10
<b>Extension Activity</b>	L	<b>Sensory Center</b>	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers



### ***Routines***

Place students' **Transition Cards: Name Cards** in their cubbies before the start of the day.

### ***Small Groups***

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

### ***Small Group 2***

Cut squares of red, brown, black, and yellow construction paper to use as collage materials. Make the pieces about one inch square. Avoid using tissue paper, which can be frustrating to work with for very young students.

Make an example collage face, following the instructions for Small Group 2.

### ***Listening & Learning***

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

# Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When students arrive
<b>Nursery Rhymes</b>	<b>W</b> Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle

## Routines



### Taking Attendance: Cubbies

Take attendance the same way you did on Day 3. Refer to **Day 3, Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As students arrive, help students sign into school by retrieving their **Name Cards** from their cubbies and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

## Nursery Rhymes



### Do Your Ears Hang Low?

Teach students the motions that go along with the song “Do Your Ears Hang Low?” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**.

#### Teaching Tip

Substitute other body parts in “Do Your Ears Hang Low?” or allow students to create their own version of the song using with different body part and motions.

When you say . . .	Do this . . .
Do your ears hang low?	Hold hands up, palms forward beside ears, and hinge down on ‘low’
Do they wobble to and fro?	Keep hands hinged down beside face and flap
Can you tie them in a knot?	Pretend to tie knot
Can you tie them in a bow?	Pretend to tie bow
Can you throw them over your shoulder	Clasp hands and pretend to throw over shoulder
Like a continental soldier?	Stand up straight, one arm at side, and salute
Do your ears hang low?	Hold hands up, palms forward beside ears, and hinge down on ‘low’

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Nursery Rhymes and Songs Posters 12, 34	10
	<b>S Get the Rhythm of the Rhyme</b>		
<b>Small Group 2</b>	<b>S Collage</b>	Paper plates; primary crayons; glue; construction paper	10

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10** minutes

#### Small Group

#### Warm-Ups

##### Say the Rhyme

Students will recite and demonstrate the motions for “Do Your Ears Hang Low?”

- Lead students in singing the song “Do Your Ears Hang Low?”
- Demonstrate the motions that go along with the song and have students join in.

#### Get the Rhythm of the Rhyme

**Note:** When leading the “Get the Rhythm of the Rhyme” Warm-Up, have students clap, stomp, and tap to the beat of the song and not the words of syllables.

Students will have an opportunity to stomp, clap, and tap the beat of the nursery rhymes “Do Your Ears Hang Low” and “Open, Shut Them.”

- Demonstrate the four-beat rhythm of “Do Your Ears Hang Low” and “Open, Shut Them” to students by clapping the beat while singing the song.
- Have students stand up and stomp to the beat of the rhyme with their feet.
- Have students clap to the beat of the rhyme with their hands.
- Have students tap to the beat of the rhyme on their chest with their fingers.

- If students are ready, have them repeat the rhyme, stomping, clapping, and tapping faster and faster each time. Say the body parts word between recitations (*feet, hands, chest/fingers*) to cue students' movements.

## Small Group 2

10 minutes

Small  
Group

### Collage

**Note:** *Students will not do Warm-Ups today because they will need the full ten minutes to complete this activity.*

#### Learning Center

Put collage supplies in the Art Center for students to experiment with during Learning Center time.

Students will make a paper plate self-portrait by first using collage materials to put on the hair and then by drawing on the facial features.

They will manipulate small pieces of paper and glue, giving them a chance to practice fine motor skills.

Show the example collage you made (see Advance Preparation).

- Explain to students that they are going to put hair on their paper plate by gluing down the small squares of paper you have given them.
- Give students a paper plate, primary crayons, glue, and collage materials.
- Help students glue the collage squares to the plate.
- Help students draw faces on their plates. Discuss the different body parts they might draw on the face (e.g., eyes, nose, mouth, eye brows, eyelashes, etc.). Encourage them to add additional body parts if they wish.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> What Do We Know about the Five Senses?	My Five Senses by Aliko	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> We Use Our Senses to Learn		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	Transition Cards: 5 Senses-Actions and 5 Senses	10
<b>Extension Activity</b>	<b>L</b> Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

### Introducing the Read Aloud

5 minutes

Whole Group

#### What Do We Know about the Five Senses?

Show the Cover of the trade book *My Five Senses* by Aliko

- Show students the cover of the trade book and point to each body part naming the body part and the associated sense.

*“These are eyes (ears, mouth, nose, fingers). Point to your eyes (ears, tongue, nose, hands). I use my eyes to see (hear, taste, smell, touch).”*

#### Purpose for Listening

- Tell students to listen to you read so they can find out more about what they can do with their five senses.

*“You have already learned a little bit about the five senses and today we are going to learn more about the five senses. The five senses are sight, touch, taste, hearing, and smell. Listen to find out all the different things we can do with our five senses.”*

# We Use Our Senses to Learn

**Note:** *This text encourages students to actively participate in the telling of the read-aloud. Encourage students to follow the directions given in the read-aloud (e.g., naming all the senses, pointing to body parts, etc.). Be sure to allow students time to respond to the questions in the text as you read along.*



← **SHOW FLIP BOOK PAGE 10-1: [Wondering boy](#)**

I have five senses. You have five, too.  
Without our five senses, what would we do?

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← SHOW FLIP BOOK PAGE 10-2: **Boy wearing tank top**

Senses help you experience being **alive**,  
Sight, smell, taste, **touch**, hearing—all five.

Most of your sense parts live on your face  
Who can point to them? Let's have a race!

Eyes, nose, mouth, and ears—good job, everyone  
Sit quietly now—the fun's just begun.

Handwriting practice area with five sets of dashed lines for writing.



← SHOW FLIP BOOK PAGE 10-3: **Eyes and girl playing with blocks**

Just under your forehead, two eyes give you sight—  
To see reds and yellows, colors **shiny** and bright!

Handwriting practice area with five sets of dashed lines for writing.



← SHOW FLIP BOOK PAGE 10-4: **Covered eyes and boy in big clothes**

Without eyes to see which size to choose,  
You could end up wearing the wrong clothes and wrong shoes!

- Explain how the boy ended up wearing the wrong clothes and ask how students pick out their own dress-up clothes.

*“This little boy put on the wrong clothes! He didn’t use his sense of sight to figure out what size would fit him best. Oh my goodness! Does anyone in this class like to dress up in different size clothes? What do the clothes you like to dress up in look like?”*



← SHOW FLIP BOOK PAGE 10-5: **Smelling and stinky shoes**

**Between** your eyes, your nose helps you smell.  
Some smells are delightful, others less swell.

If you block your nostrils, you’ll put smells on hold.  
Has that ever happened when you’ve had a cold?

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← **SHOW FLIP BOOK PAGE 10-6: Licking lips and lemon**

Lick your lips now. What part did you use?  
Your tongue is the part that helps you taste foods.

Do you like your foods salty, bitter, or sweet?  
Perhaps sour lemons are your special treat!

- *Discuss salty foods and name examples.*

*“Let’s talk about foods that taste salty. Potato chips are salty. Who can think of other salty foods? [peanuts, French fries, potato chips, pretzels, crackers]”*

- *Discuss salty foods and name examples*



← **SHOW FLIP BOOK PAGE 10-7: Glue or toothpaste**

Your sense of smell works together with taste.  
To tell what’s what—is it glue or toothpaste?

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← **SHOW FLIP BOOK PAGE 10-8: Boy wearing headphones**

That's three of your senses—sight, smell, and taste;  
The fourth's split in two on both sides of your face.

Your ears work together to help you hear noise.  
Do you ever wear headphones like this little boy?

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← **SHOW FLIP BOOK PAGE 10-9: Girl with cat and shouting man**

Quiet sounds and loud sounds—your ears hear them all—  
Both your cat's low purring and your dad's loud call.

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← SHOW FLIP BOOK PAGE 10-10: **Hands over ears**

If sounds are too loud, they can hurt your inner ear.  
So, protect your eardrum so you can still hear.

- Define eardrums and have students practice covering their ears.

*“Did you know that you have a thin, delicate piece of skin deep inside your ear called your eardrum? Loud sounds can hurt your eardrum, so if you hear a really loud sound, you can protect your ears by covering them with your hands. Now you try it!”*



← SHOW FLIP BOOK PAGE 10-11: **Crawling baby**

Your fifth sense is touch. Touch your face, touch your toes.  
What’s helping you feel? Does anyone know?  
Your skin’s sense of touch is all over the place—  
Every inch of your body, not just your face!

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← SHOW FLIP BOOK PAGE 10-12: **Jumping, sliding, cycling**

How does it feel when you jump in a pool?  
Is it hot? Is it cold? Is it warm? Is it cool?

When you sit on your bottom on the playground slide,  
Its smooth, hard surface makes it easy to **glide**.

Bike tires and pavement—both are rough.  
Can you think of other bumpy, rough stuff?

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← SHOW FLIP BOOK PAGE 10-13: **Five senses**

Senses help you experience being alive—  
Sight, smell, touch, taste, hearing—that's five.

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## What's the Big Idea?

### Motions for the Five Senses

- Show each **Transition Card: 5 Senses-Actions** and have students show you the motion (see Day 9 for actions).

*“The other day we learned the motions for the five senses. I’m going to hold up a card showing a sense and I want you to show me the motion.”*

- Hold up each **Transition Card: 5 Senses** and ask students to show you the motion associated.

*“Now I’m going to show you some different pictures. These pictures have body parts on them. I want you to show me the motions for each sense that goes with the body part. For example, if I held up the picture of the eyes, you would do the motion for see. Let’s try it.”*

- Continue holding up the cards in random order until students consistently and accurately demonstrate the corresponding motions.

### Naming the Five Senses

- Ask students to individually name one of the five senses without the aid of the Transition Cards.

*“Now let’s see if we can remember the five senses without any pictures to help us. Who can name one of the five senses? Once you name a sense, I want you to stand up and do the motion we just learned for that sense. Stay standing. Once everyone is standing, each person will say one more sense, do the motion, and then sit down.”*

- If students have difficulty thinking of a sense, prompt them using the motion for a particular sense.
- If students are ready, have them list as many senses as they can before they sit down. Some students may even be able to list all five!

### Five Senses Riddles

- Describe something you can sense and ask students to figure out what you are describing.

*“I am going to describe something using one of my five senses. I want you to try to guess what I am talking about. I’m just going to give you some clues. This is called a riddle. Listen to these riddles and raise your hand if you think you know what I’m talking about. There are lots of right answers, so let’s see how many different answers we can think of.”*

- I see with my little eyes something red. What could it be?
- I see with my little eyes something blue. What could it be?
- I touch with my little fingers something rough. What could it be?
- I touch with my little fingers something smooth. What could it be?
- I taste with my little tongue something salty. What could it be?
- I taste with my little tongue something sour. What could it be?
- I hear with my little ears something very quiet. What could it be?
- I hear with my little ears something very loud. What could it be?
- I smell with my little nose something very stinky. What could it be?
- I smell with my little nose something that smells sweet and nice. What could it be?

## Extension Activity

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Learning  
Center

### Sensory Center

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Continue this activity during Learning Centers. See **Day 9, Sensory Center** for detailed instructions on this Extension Activity.

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ State that the five senses are sight, hearing, smell, taste, touch
- ✓ Identify the body parts that correspond to each sense:
  1. Eyes—Sight
  2. Ears—Hearing
  3. Nose—Smell
  4. Tongue—Taste
  5. Skin—Touch
- ✓ State how each of the five senses helps them experience the world (e.g., eyes help you see colors, ears help you hear sounds, etc.)

### Language Arts Objectives

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#### Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Do Your Ears Hang Low?” (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with “Do Your Ears Hang Low?” (RL.P.10)
- ✓ Using “Do Your Ears Hang Low?” finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)

#### Skills

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)

- ✓ Recognize the initial letter of one’s first name (RF.P.1d)
- ✓ Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students’ names (RF.P.1b)
- ✓ Memorize and recite with others the nursery rhyme “Do Your Ears Hang Low?” (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with “Do Your Ears Hang Low?” (RL.P.10)
- ✓ Listen to pairs of sounds that are either identical or grossly different and indicate whether they are the same or different (CK Prerequisite)

### **Listening & Learning**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “We Use Our Senses to Learn” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from “We Use Our Senses to Learn” (RI.P.2)
- ✓ With prompting and support, use the word *touch* acquired through conversations, reading and being read to, and responding to “We Use Our Senses to Learn” (L.P.6)



- ✓ With prompting and support, ask and answer questions about the word *touch* (RI.P.4)
- ✓ Point to and express sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

At a Glance		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Taking Attendance: Cubbies</b>	Attendance Board; Transition Cards: Names	When students arrive
<b>Nursery Rhymes</b>	W	<b>Do Your Ears Hang Low?</b>	Nursery Rhymes and Songs Poster 12	During morning circle
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Alphabet magnets; Transition Cards: Names	10
		<b>Name Game: Matching Initial Letters</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Nursery Rhymes and Songs Poster 12	10
		<b>Rhyming Words</b>		
<b>LISTENING &amp; LEARNING</b>				
<b>Picture Talk</b>	W	<b>We Use Our Senses to Learn</b>		15
<b>Deepening Understanding</b>	W	<b>Deepening Understanding: Touch</b>	A variety of objects with different textures	10
<b>Extension Activity</b>	L	<b>Sensory Center</b>	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

## Take-Home Material

### “Body Parts” Read-Aloud

Give students the following material to take home to their family:

**Activity Page 11-1: “We Use Our Senses to Learn” read-aloud**

### ***Routines***

Place students' **Transition Cards: Name Cards** in their cubbies before the start of the day.

### ***Small Groups***

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide if necessary so that each Small Group leader has a copy of the lesson for implementation.

### ***Picture Talk***

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When students arrive
<b>Nursery Rhymes</b>	<b>W</b> Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle

### Routines

Whole Group

#### Taking Attendance: Cubbies

Take attendance the same way you did on Day 3. Refer to **Day 3, Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As students arrive, help students sign in to school by retrieving their **Name Cards** from their cubbies and placing them on the **Attendance Board**.
- During morning circle review who is present and who is absent.

### Nursery Rhyme

Whole Group

#### Do Your Ears Hang Low?

**Note:** This activity teaches students the sound /oe/ as in cone. This sounds is represented in the Teacher Guide as /oe/.

Review the song “Do Your Ears Hang Low?” by having students sing and do the motions. Then, have students fill in some of the words to the song.

- Explain to students that some of the words in the song rhyme, or sound the same at the end of the word. Have the students say the rhyming words themselves.

*“I want to see if you can help me say some of the words from our song. I want everyone to be a good listener while I say some of the words. Then, when I point to you, I want you to say the word that comes next.”*

*Do your ears hang low?*

*Do they wobble to and \_\_\_\_\_? [fro]*

- Point to students.
- When they say *fro*, explain to students that these words rhyme because your mouth makes the same shape.

*“Low. Fro. I hear the /oe/ sound at the end of both of those words. They rhyme. Low. Fro. My mouth makes a round shape when I say those words. Let’s all say those words and see if ours mouths make a round shape.”*

- Have students say *low* and *fro* and turn to see if their friends’ mouths make a round shape.
- Continue with the rhyme and stop to talk about rhyming words with students.

*Can you tie them in a knot?  
Can you tie them in a \_\_\_\_\_? [bow]*

- Point to students.
- Review the /oe/ sound again.

*“Bow. I hear the /oe/ sound at the end of that word, too. Low. Fro. Bow. All of those words rhyme. They all have the /oe/ sound at the end. My mouth makes a round shape when I say all of those words. Let’s all say those words and see if ours mouths make a round shape.”*

- Have students say *low*, *fro*, and *bow*, turning to see if their friends’ mouths make a round shape.
- Continue with the rhyme and stop to talk about rhyming words with students.

*Can you throw them over your shoulder  
Like a continental soldier?  
Do your ears hang \_\_\_\_\_? [low]*

- Point to students.
- Review the /oe/ sound again.

*“Low. I hear the /oe/ sound at the end of that word. Low rhymes with fro and bow. Those three words rhyme. Now you say those words.”*

- Have students say *low*, *fro*, and *bow*.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Alphabet magnets; Transition Cards: Names	10
	<b>Name Game: Matching Initial Letters</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Nursery Rhymes and Songs Poster 12	10
	<b>Rhyming Words</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

## Small Group 1

**10** minutes

### Small Group

### Warm-Ups

#### Welcome Song

Students will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the students' **Name Cards** as you sing the song.
- Pause to allow students to figure out whose name is on the card.
- Once you finish the verse, hand the student his/her **Name Card**.

*Good Morning, [name].*

*Good Morning, [name].*

*Good Morning, [name].*

*And welcome to Small Group!*

### Name Game: Matching Initial Letters

Students will match alphabet magnets to the first letters in their names on their **Name Cards**. Be sure to use *only* capital letter magnets for this game.

**Note:** If two students' names start with the same letter, consider placing those students in different groups. You might also try to borrow a duplicate letter from another classroom.

- Students are holding their **Name Card** from the Warm-Up. Explain that you are going to play a game where students need to find the letter of the alphabet that starts their name. Tell students to watch carefully, because this game is going to get tricky!

### Round 1

- From the set of plastic alphabet magnets, set out only the letters which correspond to students' first names.
- Take turns helping each student find his/her letter. Encourage all students to help you hunt for the letter.
- Have each student place his/her own letter on his/her **Name Card**, right on top of the first letter of his/her name.

### Round 2

- From the group of letters, have students locate their own letters and place them on their **Name Cards**.

### Round 3

- Add four additional letters to the group and have students find their own letters.

### Round 4

- Collect students' **Name Cards**.
- Have students find their letters without looking at their **Name Cards**.

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### Say the Rhyme

Students will recite and demonstrate the motions for “Do Your Ears Hang Low?”

- Lead students in singing the song “Do Your Ears Hang Low?”
- Demonstrate the motions that go along with the song and have students join in.

## Rhyming Words

---

Students will listen as you identify rhyming words in the song. Students are not expected to know which words rhyme; they will repeat the rhyming sounds and words you identify for them.

- Remind students of the song you learned this morning, “Do Your Ears Hang Low,” and have them listen for words that rhyme.

*“There are some words in the song that sound the same at the end. When words sound the same at the end, we say that the words rhyme. Listen to me sing the beginning of “Do Your Ears Hang Low?””*

- Draw attention to the /oe/ sound as in *cone* while singing,

*Do your ears hang low?  
Do they wobble to and fro?*

- Describe the /oe/ sound to students.

*“Low and fro. They both have the sound /oe/ at the end. They rhyme. Say the /oe/ sound with me by making your lips into a round shape.”*

- Have students say the /oe/ sound. Have them look at their friends’ round lips.
- Have students say *low*, *fro*, and /oe/ again.

*“Say low, fro, and /oe/ again with me. Low, fro, /oe/. Now, there is one more word in the song that has an /oe/ sound at the end. See if you can hear it.”*

*Do your ears hang low  
Do they wobble to and fro?  
Can you tie them in a knot?  
Can you tie them in a bow.*

- Ask students which word has the /oe/ sound in the song.

*“Yes, the word bow also has an /oe/ sound at the end. Can you say bow? Look at your friends’ lips and see if they are making a circle.”*

- Sing the song again and have students raise their hands when they hear the /oe/ sound.

*“Now, I am going to sing the song and you are going to put your hands up every time you hear the /oe/ sound in a word.”*

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W</b> We Use Our Senses to Learn		15
<b>Deepening Understanding</b>	<b>W</b> Deepening Understanding: <i>Touch</i>	A variety of objects with different textures	10
<b>Extension Activity</b>	<b>L</b> Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

### Picture Talk

15 minutes



#### Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

#### We Use Our Senses to Learn

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown. This Picture Talk addresses each of the five senses. You may need to prioritize the three senses that your class most needs to review to fit within the time allowed.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see General Overview) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.





← **SHOW FLIP BOOK PAGE 10-1: Wondering boy**

- Introduce the Picture Talk by reminding students what you learned from the read-aloud.

*“We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about the five senses and how we use our senses to do things and learn about the world around us. Do you remember anything about the five senses we talked about yesterday?”*



← **SHOW FLIP BOOK PAGE 10-4: Covered eyes and boy in big clothes**

- Ask students to describe the boy with the wrong sized clothes.

*“This is a silly picture. What’s wrong in this picture?”*

- Ask students which sense the boy used to find his clothes.

*“This boy is wearing clothes that are way too big for him! He chose the wrong size clothes to wear.”*

- Talk about the boy using his sense of sight to see his clothes in his dresser or closet.

*“He could have used his sense of sight to see which clothes to wear. Use your sense of sight and tell me what you see on this page.”*

- Call on a few students to respond.
- Talk about the boy’s black hair, his tan necktie, his brown suit, his big black shoes, his white shirt, etc.



← **COVER/HIDE THE FLIP BOOK PAGE**

- Introduce the game “I Spy.”

*“We also use our eyes to see colors and talk about how things look. We are going to play a game called “I Spy.” I am going to use my sense of sight to describe the color of something in this room that I can see with my eyes. I want you to try to guess what it is by listening to the clues I am going to give you. I spy with my little eye something that is red (yellow, blue), has four legs, and has a hole in the back (a chair).”*

- Pause between each clue to allow a few students to guess the object. Ask students how they made their guess.
- Increase or decrease the difficulty of the clues according to the needs of the students.
- If appropriate for your class, allow a few students to come forward and give clues to the class.



← SHOW FLIP BOOK PAGE 10-5: **Smelling and stinky shoes**

- Describe the image showing the child smelling a flower.

*“This child is smelling a flower. Has anyone ever smelled a flower? How did it smell?”*

- Use these words to discuss smells: nose, smell, scent, odor, good, bad.

*“Which body part is this child using to smell?”*

- Call on a few students to answer.
- Have all students point to their noses.
- Ask students about the boy plugging his nose.

*“What is this boy doing? Why is he doing that?”*

- Affirm students’ answers and then ask them about a time they smelled something stinky.

*“He is plugging his nostrils, the holes in his nose, by squeezing his nose like this. He is holding his nose because the shoe is really stinky and he doesn’t want to smell it. Pretend you smell something stinky and hold your nose with me. Have you ever smelled something stinky? What are some stinky things you have smelled?”*

- Have students tell you whether they think certain things smell good or bad.

*“I am going to mention some things that smell. I want you to put your thumb up if it is a smell you like and your thumb down if it is a smell you do not like.”*

- *garbage*
- *flowers*
- *pizza*
- *soap*
- *skunk*
- *cookies*
- *feet*
- *dogs*



← **SHOW FLIP BOOK PAGE 10-6: Licking lips and lemon**

- Remind students about their sense of taste.

*“We can use our tongue to taste. Our sense of taste helps us tell whether or not we like certain food. Do you think this boy likes how the lemon tastes?”*

- Discuss salty foods and whether students like them.

*“The lemon probably tastes sour. We can also use our tongues to taste salty foods and sweet foods. I’m going to say some salty foods and I want you to put your thumb up if it is a taste you like and your thumb down if it is a taste you do not like.”*

- *salty potato chips*
- *salty French fries*
- *salty popcorn*
- *salty peanuts*

Discuss sweet foods and whether students like them.

*“Now I’m going to say some sweet foods and I want you to put your thumb up if it is a taste you like and your thumb down if it is a taste*

*you do not like.”*

- *sweet cupcakes*
- *sweet strawberries*
- *sweet ice cream*
- *sweet apples*
- *sweet cookies*
- *sweet grapes*

- Discuss other foods students like to taste.

*“What are some other foods you like to taste with your tongue?”*



← **SHOW FLIP BOOK PAGE 10-9: Girl with cat and shouting man**

- Remind students about their sense of hearing.

*“We can use our ears to hear. Where are your ears?”*

- Have students point to their ears. Then, ask students to find pairs of ears in the pictures.

*“I want you to look for three pairs of ears on this page. I’m going to give you a hint—one of the pairs of ears is not on a human’s head. Who thinks they can come up and point to one pair of ears on this page.”*

- Have students come forward and point to the three pairs of ears.
- Have students use their ears to identify loud sounds and quiet sounds.

*“We use our ears to hear. Our sense of hearing helps us listen to things. We can hear loud sound and quiet sounds with our ears. I am going to say some different sounds that you might have heard. I want you to say ‘loud’ in a great, big voice if it is a loud sound. I want you to say ‘quiet’ in a tiny, little voice if it is a quiet sound. Is a cat purring LOUD or quiet?”*

- Have students whisper, “quiet.”
- Have students tell you whether different things make loud or quiet sounds.

*“A cat purring is quiet. The cat in this picture is purring quietly so this girl has to listen very carefully and hold her hear very close to the cat*

to be able to hear it. Now I'm going to name some more things; tell me if they are loud or quiet."

- drum
- sleeping baby
- creaky door
- train
- yelling
- whisper
- whistle
- leaves falling
- thunder
- fire siren



← **SHOW FLIP BOOK PAGE 10-11: Crawling baby**

- Remind students about skin and the sense of touch.

*"We can use our skin to touch things. Show me your skin."*

- Have students feel their skin with their hands and then define skin.

*"Skin is all over our bodies. We usually use our hands to touch things, but we can feel things with all of our skin. Where is the baby's skin on this page?"*

- Have a student come forward and point to the baby's skin. Mention that skin covers the baby's entire body.
- Discuss things you can touch and what they feel like using tactile adjectives.

*"I want to talk about some more things we can touch and how they might feel."*

- *Touch the bottom of your shoes. Do they feel rough or smooth?*
- *Touch the carpet/floor. Does it feel rough or smooth?*
- *Touch your belly. Does it feel soft or hard?*
- *Touch your forehead. Does it feel soft or hard?*
- *Touch your shirt. How does it feel?*

- Help students describe their shirts using the words: *soft, scratchy, itchy, thick* (sweater), and *fuzzy*.
- Ask students to touch things on their bodies and describe how they feel.

*“Touch your hair. How does it feel?”*

- Help students describe their hair using the words: *smooth, rough, tangled, bumpy, and stringy*.

*“Touch your skin. How does it feel?”*

- Help students describe their skin using the words: *smooth, rough, dry, itchy, and hairy*.



← SHOW FLIP BOOK PAGE 10-13: **Five senses**

- Read the text from the read-aloud to bring closure to the Picture Talk.  
*Senses help you experience being alive.  
Sight, taste, smell, touch, and hearing—all five.*

## Deepening Understanding

10 minutes

Whole Group

### Deepening Understanding: Touch

#### Defining Touch

**Note:** After the read-aloud “Five Senses,” students learned about their sense of touch and the way different things feel. During Deepening Understanding, students will learn more about different things they can touch and how to talk about the way they feel.

- Ask students to listen for the word *touch* as it was used in the read-aloud.

*“Remember, in our read-aloud, we heard the word touch. Listen for the word touch while I read part of the read-aloud you heard before.”*



← SHOW FLIP BOOK PAGE 10-11: **Crawling baby**

*Your fifth sense is touch. Touch your face, touch your toes.  
What’s helping you feel? Does anyone know?*

*Your skin’s sense of touch is all over the place—  
Every inch of your body, not just your face!*

- Define *touch*

*“Our sense of touch is one of our five senses. Touch is our sense that uses our skin to feel something. When you touch something, you use your hands to feel it.”*

### **Reviewing Touch**

- Remind students how the word *touch* was important to the content of the read-aloud.

*“We talked about all kinds of things we could touch or feel. We even figured out some riddles about the way things feel when we touch them. Let’s do those same riddles again”:*

- *I touch with my little fingers something rough. What could it be?*
- *I touch with my little fingers something smooth. What could it be?*

### **Expanding Touch**

- Introduce students to the objects you want them to experience using their sense of touch and possible adjectives to use to describe them.

*“I have brought some things for everybody to touch. I am going to pass each object around the circle, and I want you to touch it and think about how it feels. Once you’ve touched it, I want you to pass it to your neighbor. We are going to think of all the words we can use to talk about how these objects feel by using our sense of touch. They might feel hairy, rough, smooth, silky, hard, soft, or spongy.”*

- Pass the objects you gathered around the circle and lead a discussion about the way the objects feel.

*“Which thing did you like to touch the best? Turn to your partner and tell your partner which thing you liked to touch the best. Say ‘I liked to touch \_\_\_\_\_. What did you like to touch?’”*

## **Extension Activity**

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### **Sensory Center**

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Continue this activity during Learning Centers. See **Day 9, Sensory Center** for detailed instructions on this Extension Activity.

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ State that human beings begin life as babies, then grow to be children, then adults
- ✓ Name one thing that babies can do (e.g., sleep, eat, cry), one thing children can do (e.g., paint, tie their shoes, go to school), and one thing adults can do (e.g., take care of babies, go to their jobs, cook, etc.)

### Language Arts Objectives

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#### Starting the Day

Students will:

- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Memorize and recite with others the nursery rhyme "Where Is Thumbkin?" (RF.P.2a, RL.P.5)

#### Skills

Students will:

- ✓ Imitate clapping pattern sequences of 3–5 claps per pattern (CK Prerequisite)
- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)



- ✓ Identify the direction from which a sound originates (CK Prerequisite)
- ✓ Perform activities requiring small muscle control (L.P.1a)

### **Listening & Learning**

Students will:

- ✓ Sequence and describe photos and/or drawings that represent a timeline of one’s own life and experiences (SL.P.4)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “I Am Growing and Changing” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from “I Am Growing and Changing” (RI.P.2)
- ✓ With prompting and support, sequence three pictures depicting information from “I Am Growing and Changing” (RI.P.2)
- ✓ Sequence and describe photos and/or drawings of a baby, school-age child, and adult (SL.P.4)
- ✓ With prompting and support, use dictation to create an informative text about “I Am Growing and Changing” (W.P.2, W.P.8)
- ✓ Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

### **Core Vocabulary**

**already, adv.** Before now

*Example:* Mom, I already ate all of my dinner; may I have dessert?

*Variation(s):* none

**clutch, v.** Grab onto

*Example:* I clutch the handlebars of my tricycle tightly so I can steer in a straight line.

*Variation(s):* clutches, clutched, clutching

**grow, v.** Get bigger and older

*Example:* My baby brother is going to grow up to be a preschooler just like me.

*Variation(s):* grown, grew, growing

**siblings, n.** Brothers and sisters

*Example:* Jenna has three siblings—two brothers and one sister.

*Variation(s):* sibling

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	<b>W</b> Taking Attendance: Two Piles	Attendance Board; Transition Cards: Names; pile labels	During morning circle
<b>Nursery Rhymes</b>	<b>W</b> Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	
<b>SKILLS</b>			
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Good Listening Poster	10
	Animal Sound Circle		
<b>Small Group 2</b>	<b>S</b> Warm-Ups	Cut plastic straws; pipe cleaners; tape	10
	Straw Bracelets		
<b>LISTENING &amp; LEARNING</b>			
<b>Introducing the Read-Aloud</b>	<b>W</b> Personal Connections	Baby and current pictures of each student; Transition Cards: Names; pocket chart	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> I Am Growing and Changing		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	Image Cards 12-1–12-3; chart paper; marker	10
<b>Extension Activity</b>	<b>L</b> Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

## Take-Home Material

### Using All Our Five Senses

Give students the following material to take home to their family:

**Activity Page 12-1: Using All of Our Five Senses**

### ***Routines***

Before the day begins, sort students' **Name Cards** into a pile for boys and a pile for girls and place them on a low table or somewhere the students can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other pile.

### ***Small Groups***

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

### ***Small Group 2***

Cut colored plastic straws into 1/2" tubes/beads. Make an example Straw Bracelet following the instructions for Small Group 2.

### ***Introducing the Read-Aloud***

Collect a picture of each student as a baby and/or infant and a current picture of each student. You might take the current picture in your classroom. Keep the photos in a stack, paper-clipped together by a student.

Prepare a bulletin board, pocket chart, or poster with two photograph-sized slots for each child. Label each pair of slots with the child's name. Title the display "I Am Growing and Changing." Place your own baby photograph and a current one in the display labeled with your name as an example for students.

### ***Presenting the Read-Aloud***

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### ***What's the Big Idea?***

Draw a chart with three columns on a piece of chart paper. Label each column "babies," "preschoolers," and "adults."

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Taking Attendance: Two Piles	Attendance Board; Transition Cards: Names; pile labels	During morning circle
<b>Nursery Rhymes</b>	<b>W</b> Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	

## Routines



### Taking Attendance: Two Piles

**Note:** Continue using these steps to take attendance every morning until a new way to take attendance is introduced.

#### Teaching Tip

By sorting the Name Cards into two piles, you are giving the students less cards to choose from and increasing their chances of choosing their own name. You might sort students' names in other ways such as by table group.

Students will sign in to school by retrieving their **Name Cards** from a constrained group of cards and placing them under the picture of the school on the Attendance Board.

- As students arrive at school, help them sign in on the Attendance Board by directing them to the two piles of **Name Cards**.
- Help students find their **Name Cards** by looking in the appropriate pile. Show students how to use the pile labels you created to know where to look for their **Name Cards**.
- Help students look for their written names and pictures to find the correct **Name Card**.
- Have students place their **Name Cards** in the appropriate place on the Attendance Board to show that they are present.
- Comment on the first letter in students' names as they place them under the picture of the school.

*“Rashan, you found your name. I see a letter ‘R’ at the beginning of your name. Your name starts with ‘R’. What letter does your name start with?”*

- During morning circle, review the list of students who are present. Then, get the absent students' **Name Cards** from the cubbies and place them under the house, telling students that these children are absent.

## Where is Thumbkin?

**Note:** *If students are or might be aware of the meaning of raising only the middle finger, consider adjusting the motions for this nursery rhyme. You might hold up all fingers that have been mentioned in the rhyme instead of holding up one finger at a time.*

Teach students the song “Where is Thumbkin?” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes**. As you have students echo each line, do the motions that accompany the song. Do not ask students to do the motions themselves yet; they will learn the motions on Day 13.

When you say . . .	Do this . . .
Where is [finger]?	Hide fists behind back
Here I am	Reveal first fist, with [finger] up in the air
Here I am	Reveal second fist, with [finger] up in the air
How are you today, sir?	Wiggle [finger] as if talking to other [finger]
Very well I say, sir.	Wiggle [finger] as if answering
Run away	Hide first fist behind back
Run away	Hide second fist behind back

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Good Listening Poster	10
	Animal Sound Circle		
<b>Small Group 2</b>	<b>S</b> Warm-Ups	Cut plastic straws; pipe cleaners; tape	10
	Straw Bracelets		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10** minutes

Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Continue practicing the same noises from before, increasing the variation and number of beats if students are ready (e.g., lip smack, lip smack; stomp, clap, stomp; stomp, clap, lip smack, stomp; etc.)

##### Be a Good Listener

Students will learn the steps to being a good listener.

- Show students the Good Listening Poster and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*

## Teaching Tip

Consider using the following animal sounds:

cow—moo

pig—oink

cat—meow

dog—woof

sheep—bah

goat—meh

monkey—ee ee

lion—rawr

## Animal Sound Circle

Students will point in the direction from which a noise originates.

Students sit in a circle with eyes closed. At first the teacher, and then students, walks around the circle, and then stops to make an animal noise. Without opening their eyes, students point to where they think the noise is originating.

- Have students sit in a circle on the rug.
- Explain that you are going to walk around the circle (or classroom, space permitting) while everyone closes their eyes. When you stop, you are going to make an animal sound. Ask students to point to the place where they think the sound is coming from. You will tell them when to open their eyes to check to see if they are correct.
- Have students close their eyes or cover their eyes with one hand.
- As you walk around the room, repeat the following rhyme in a whisper:

*I'm walking all around.*

*I don't make a sound.*

- When you stop to make your sound, say the following rhyme:

*Time to listen with your ears.*

*And guess the sound that you hear.*

- Have students point in the direction they think the sound is coming from and name the animal that makes the sound.
- When students are ready, allow them to walk around the circle making animal sounds. Say the rhymes for them as they walk.

## Small Group 2

10 minutes

Small  
Group

## Warm-Ups

### Move Your Body

Students will make gross motor movements to prepare them to participate in small group.

- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words.

*I can stretch, I can bend*

*I can wave to a friend.*

*I jump so high, I crouch so low*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep*

*I calm my body and plant my feet.*

### Counting to Five

Students will practice counting to five using their fingers. This task visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.
- Have students repeat after you and lift one finger at a time as they count.

### Straw Bracelets

**Note:** *Cover the ends of the pipe cleaners with tape to prevent injury.*

Students will have an opportunity to practice fine motor skills by stringing straws onto a pipe cleaner.

- Show students the example bracelet you made (see Advance Preparation).
- Give each student a pipe cleaner.
- Demonstrate how to string the straws onto the pipe cleaner.
- Once students have finished stringing, help them twist the ends of the pipe cleaner together to make a bracelet. Have the students place the bracelet on their wrist and identify this body part.

### Learning Center

Add straws to the Art Center for students to thread onto pipe cleaners. As students become more proficient at threading, offer them lacing string and yarn to use to make necklaces. Wrap masking tape around one end of the yarn to make a needle.



## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> <b>Personal Connections</b>	Baby and current pictures of each student; Transition Cards: Names; pocket chart	5
	<b>W</b> <b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>W</b> <b>I Am Growing and Changing</b>		10
<b>Discussing the Read-Aloud</b>	<b>W</b> <b>What's the Big Idea?</b>	Image Cards 12-1–12-3; chart paper; marker	10
<b>Extension Activity</b>	<b>L</b> <b>Sensory Center</b>	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Personal Connections

**Note:** *If you are unable to attain baby pictures of each student, you might choose to do a picture walk of the Flip Book instead, showing the students each page and talking about what they think the read-aloud might be about.*

#### Teaching Tip

Use this activity to make an interactive bulletin board. Title the bulletin board "Guess Who?" Post baby pictures and current pictures in pairs; make a flap out of paper to cover each student's current picture. Post students' names under their pictures. Students can interact with the display, guessing who each person is by looking at their baby picture or recognizing their name, then lifting the flap to find out if they were correct.

- Show students the piles of photographs and explain that you want students to share them with the class. Share your photographs that are already part of the display (see Advance Preparation).
 

*"We are going to look at pictures of everyone to see how much you have grown since you were babies. Each of you will get a turn to share your pictures with the class. I will help you put the pictures under your name so everyone knows who it is. These pictures show me as a baby and as an adult."*
- From the stack of students' photographs, select one pair of student photographs. Ask the student to come up and show the class which photograph shows him when he was a baby and which shows him now. Help the student find his name on the pocket chart/bulletin board/poster and place his photographs in order from left to right beneath his name.
- Allow each student to come up and order his/her photographs. While giving each student a turn, emphasize that people grow from babies into children and from children into adults.

## Purpose for Listening

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- Review the growth process and tell students to listen to a story describing growing and changing.

*“Now we are going to read about how people change as they grow older. Everyone in our class is growing older. You were once a baby, then you grew into a preschooler who can do lots of things. Listen to find out more about how all humans change as they grow up from babies to adults!”*

# I Am Growing and Changing

**Note:** *This text encourages students to actively participate in the telling of the read-aloud. Be sure to allow students time to respond to the questions in the text as you read along.*



← **SHOW FLIP BOOK PAGE 12-1: Leaping boy**

Take a look at yourself. How old are you?  
How much more can you do than when you were two?

A large, light blue rounded rectangular area containing six horizontal dashed lines for writing.



← SHOW FLIP BOOK PAGE 12-2: **Shoes**

Lots more, I suspect, for you've grown and you've grown—  
That's one of the things for which humans are known.

- Describe the images of shoes and how they demonstrate growth.

*"You start out as a baby wearing little baby slippers and, then, when you get bigger, you wear shoes with Velcro. Then, you grow old enough to tie your own shoes and you can wear shoes with shoelaces. What kind of shoes are you wearing?"*

- Call on a few students and point out what kind of shoes they are wearing.
- Remind students that they don't wear baby slippers anymore because they are preschoolers.

*"No one in this class is wearing baby slippers anymore because you aren't babies anymore. You have grown into preschoolers!"*



← SHOW FLIP BOOK PAGE 12-3: **Extended family**

Humans live, humans **grow**, humans change as they age.  
Each age is part of a different life stage.

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← SHOW FLIP BOOK PAGE 12-4: **Pregnant mother and newborn baby**

You began growing and changing for almost a year  
Inside your mom's body, until you appeared.

On the day you were born, you couldn't do much  
But sleep, drink, and fuss—and use your hands to **clutch**.

- Define the word *clutch*.

*"To clutch means to grab. Raise your hand if you've ever had a baby clutch one of your fingers."*

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← SHOW FLIP BOOK PAGE 12-5: **Walking, talking, tying**

As the months rolled by, you learned lots of "how-to's"—  
How to walk, how to talk, how to put on your shoes.

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← SHOW FLIP BOOK PAGE 12-6: **Bathing, dressing, eating**

You are no longer a baby; you can do things alone.  
You can bathe, dress, and eat—my, how you’ve grown!

- Ask students what things they can do on their own now that they have grown.

*“Raise your hand if you can wash your own hair when you take a bath. Raise your hand if you can put on your socks all by yourself. Raise your hand if you can eat all by yourself.”*



← SHOW FLIP BOOK PAGE 12-7: **Painting, blowing bubbles, reading**

Now you’re taller and stronger, but there’s still much to learn  
School’s a great place to give each child a turn.

A turn to grow bigger and learn many things—  
Like how to mix paint, how to draw, how to sing.

What is it you like about this special age?  
Do you like to blow bubbles or turn a book’s page?

- Ask students what they like to learn in school.

*“As you grow up you get taller and taller and learn lots of new things. What are some things you like to learn at school?”*



← SHOW FLIP BOOK PAGE 12-8: **Siblings, writing and boy with backpack**

If you have older **siblings**, then you **already** know  
For many more years, you'll continue to grow.

You may learn to write with pencil and pen  
And read books without pictures, from beginning to end.

And as you get bigger, your backpack will too  
Holding more and more fun things that you'll get to do.

- Define siblings in the context of homework.

“Who has older siblings who bring home things in their backpacks? **SIBLINGS** just means brothers and sisters.”



← SHOW FLIP BOOK PAGE 12-9: **Parents swinging child**

All growth is in stages, with one end result  
All babies keep growing until they're adults.

Once little kids become fully grown  
They may even have some kids of their own.

- Define adults.

“**ADULTS** is another word for **GROWN-UPS**.”



← SHOW FLIP BOOK PAGE 12-10: **Cooking dinner, help with homework, construction worker, family play**

Your parents are adults who take care of you—  
The most special job that they have to do.

As adults, they have learned so much on the way—  
How to cook, how to write, how to work, how to play.

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← SHOW FLIP BOOK PAGE 12-11: **Birthday and boy with grandmother**

Your shape and your size are likely to change  
All humans are different—there is quite a range.

Humans keep changing with each new birthday  
Some become grandparents, eager to play.

- *Discuss upcoming birthdays and ages.*

*“Who in this class has had a birthday? Who is going to have a birthday soon? How old will you be? See, you are getting older and older on every birthday!”*





← SHOW FLIP BOOK PAGE 12-12: **Kids raising hands**

Now is the present and you are still young  
Tomorrow's your future; it's barely begun.

You're growing and changing. Hooray for you—  
That's what all human beings are meant to do.

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## Discussing the Read-Aloud

10 minutes

Whole  
Group

### What's the Big Idea?

#### What do Babies do?

#### Show Image Card 12-1: Growth Sequence-Baby

- Ask students to tell you whether or not something is characteristic of a baby.

*“When humans are first born, they are called babies. I am going to say some things about babies. If babies do the thing I say, I want you to put your thumb up. If babies don't do the thing I say, put your thumb down.”*

- drink milk from a bottle
- read a book
- write letters
- talk
- fuss and cry

- crawl
- go to work
- take care of other babies
- wear diapers
- pour milk from a pitcher
- drive a car

### **Show Image Card 12-2: Growth Sequence-Preschooler**

- Ask students to tell you whether or not something is characteristic of a preschooler.

*“Babies grow up to be children who go to preschool. Now I am going to say some things about preschoolers. If preschoolers do the thing I say, I want you to put your thumb up. If preschoolers don’t do the thing I say, put your thumb down.”*

- pour milk from a pitcher
- read a book
- write letters
- talk
- fuss and cry
- crawl
- go to work
- take care of babies
- drive a car

### **Show Image Card 12-3: Growth Sequence-Adult**

- Ask students to tell you whether or not something is characteristic of an adult.

*“Now I am going to say some things about adults. If adults do the thing I say, I want you to put your thumb up. If adults don’t do the thing I say, put your thumb down.”*

- pour milk from a pitcher
- read a book

- write letters
  - talk
  - fuss and cry
  - crawl
  - go to work
  - take care of babies
  - drive a car
- Life Stages Riddles Explain how to solve riddles.

*“All human beings grow. We all start out as babies, then grow to be children, then adults. I am going to say some things about a baby, a child, or an adult and I want you to try to guess which of those people I am talking about. I want you to guess the answers from the clues I say. This is called a riddle. Listen to these riddles and raise your hand if you know who I am talking about: babies, children, or adults.”*

- **Show Image Cards 12-1–12-3: Growth Sequence**

- Describe adults and ask students to figure out who you are describing.

*“I am thinking of humans who are old enough to drive cars. They also go to work and make dinner. Am I talking about a baby, a child, or an adult?”*

- Describe babies and ask students to figure out who you are describing.

*“I’m thinking of humans who drink milk from bottles, eat mushy food, and crawl around on the floor. Am I talking about a baby, a child, or an adult?”*

- Describe preschoolers and ask students to figure out who you are describing.

*“I am thinking of humans who like to play on the playground, paint and play with blocks, and who are going to school and learning how to read their names. Am I talking about a baby, a child, or an adult?”*

### Life Stages Chart

- Make a Life Stages Chart and describe how you are organizing the chart to students.

*“Now we are going to make a chart. We are going to write down what babies do, what children can do, and what adults can do. A chart is something you write things on so you can remember them. I am going to put the pictures of the baby, the preschooler, and the adult at the top of the chart so that we can all remember who we are talking about. Then, I am going to write what you say on the chart so I can read it later and remember what you said. First, we are going to write about what babies can do. This says babies (point to the word at the top of the chart).”*

- Ask students to think of things babies (children, adults) do.

*“What are some things that babies (children, adults) do?”*

- Call on several students and write down their answers.
- After you write their answer down, read it back to the students, sliding your finger under each word as you read.
- Complete the chart for preschoolers and adults.

## Extension Activity

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Learning  
Center

### Sensory Center

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Continue this activity during Learning Centers. See **Day 9, Sensory Center** for detailed instructions on this Extension Activity.

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ State that human beings begin life as babies, then grow to be children, then adults
- ✓ Name one thing that babies can do (e.g., sleep, eat, cry), one thing children can do (e.g., paint, tie their shoes, go to school), and one thing adults can do (e.g., take care of babies, go to their jobs, cook, etc.)

### Language Arts Objectives

#### Starting the Day

Students will:

- ✓ Use a simplified schedule of daily activities, depicted in pictures and words, to describe the order of events for the day, i.e., which are the first and last activities (RF.P.3b)
- ✓ Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity (RF.P.3b)
- ✓ Show understanding of the temporal words *before*, *after*, *first*, and *last* (L.P.5c)
- ✓ Memorize and recite with others the nursery rhyme “Where is Thumbkin?” (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with “Where is Thumbkin” (RL.P.10)

#### Skills

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Where is Thumbkin?” (RF.P.2a, RL.P.5)

- ✓ Perform previously taught hand and body gestures associated with “Where is Thumbkin” (RL.P.10)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students’ names (RF.P.1b)
- ✓ Create drawings or other visual displays to describe oneself (SL.P.5)
- ✓ Describe oneself (SL.P.4)

### **Listening & Learning**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer who, what, where, when, why, and how questions about “I Am Growing and Changing” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from “I Am Growing and Changing” (RI.P.2)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Sequence and describe photos of a baby, school-age child, and adult (SL.P.4)
- ✓ With prompting and support, use the word *grow* acquired through conversations, reading and being read to, and responding to “I Am Growing and Changing” (L.P.6)

- ✓ With prompting and support, ask and answer questions about the word *grow* (RI.P.4)
- ✓ Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	<b>W</b> Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When students arrive
	<b>W</b> Daily Schedule: Student Job	Pictorial schedule; red arrow	During morning circle
<b>Nursery Rhymes</b>	<b>W</b> Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	During morning circle
<b>SKILLS</b>			
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Paper; primary crayons; Nursery Rhymes and Songs Poster 55	10
	<b>S</b> Trace Your Hand		
<b>Small Group 2</b>	<b>S</b> Warm-Ups	Paper; primary crayons; collage materials; googly eyes; mirrors	10
	<b>S</b> Self-Portrait		
<b>LISTENING &amp; LEARNING</b>			
<b>Picture Talk</b>	<b>W</b> I Am Growing and Changing	Life Stages chart from Day 12 including Image Cards 12-1–12-3	15
<b>Deepening Understanding</b>	<b>W</b> Deepening Understanding: <i>Grow</i>	Image Cards 13-1–13-3 (cut apart)	10
<b>Extension Activity</b>	<b>L</b> Learning Center Observations		During learning centers

## Advance Preparation

### Routines

Before the day begins, sort students' Name Cards into a pile for boys and a pile for girls and place them on a low table or somewhere the students can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other.

Plan how to give students the responsibility of moving the arrow on the Daily Schedule. You may have a jobs board or a list visible to students.

### ***Small Groups***

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### ***Small Group 2***

Make an example self-portrait using the art materials as described in Small Group 2.

### ***Picture Talk***

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

Post the Life Stages Chart you made on Day 12 in the same area where you will conduct the Picture Talk. You and the students will use it as a reference as you conduct the Picture Talk.

Cut apart Image Cards 13-1–13-3.



## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> <b>Taking Attendance: Two Piles</b>	Attendance chart; Transition Cards: Names; pile labels	When students arrive
	<b>Daily Schedule: Student Job</b>	Pictorial schedule; red arrow	During morning circle
<b>Nursery Rhymes</b>	<b>W</b> <b>Where is Thumbkin?</b>	Nursery Rhymes and Songs Poster 55	During morning circle

## Routines



### Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.

- As students arrive, help them sign in to school by retrieving their Name Cards from the appropriate pile and placing them on the **Attendance Board**.
- During morning circle review who is present and who is absent.

### Daily Schedule: Student Job

Starting today, a specific student or students will be responsible for moving the red arrow to indicate where the class is in the schedule. Establish a fair and consistent way to rotate students through this responsibility over the course of the domain and the course of the year.

- Introduce students to the pictorial schedule.
- Talk with students about the order of your daily routine and read any times on your schedule using the words *first*, *last*, *before*, and *after*. Tell students that starting today, they will be responsible for tracking what activity is happening by moving the arrow.

*“Starting today, you will get to move the arrow so we know what activity we are doing. Each time we move to a different activity, I will ask someone to move the arrow.”*

- Continue having a student or students move the arrow as the class transitions from activity to activity throughout the day.

## Nursery Rhymes

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Whole  
Group

### Where is Thumbkin?

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**Note:** *If students are or might be aware of the meaning of raising only the middle finger, consider adjusting the motions for this nursery rhyme. Additionally, students may find it difficult to isolate individual fingers. You might hold up all fingers that have been mentioned in the rhyme instead of holding up one finger at a time.*

#### Teaching Tip

Substitute other paired body parts for fingers, allowing students to practice naming body parts they are having difficulty learning (e.g., Where is knee? Where is elbow?).

Teach students the motions that go along with the song “Where is Thumbkin?” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**. See **Day 12, Where is Thumbkin?** for a list of motions.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Paper; primary crayons; Nursery Rhymes and Songs Poster 55	10
	<b>Trace Your Hand</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Paper; primary crayons; collage materials; googly eyes; mirrors	10
	<b>Self-Portrait</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

## Small Group 1

**10** minutes

### Small Group

### Warm-Ups

#### Say the Rhyme

Students will recite and demonstrate the motions for “Where is Thumbkin?”

- Lead students in singing the song “Where is Thumbkin?”
- Demonstrate the motions that go along with the song and have students join in.

### Trace Your Hand

Students will trace around their hands and talk about the name of each finger.

- Explain to students that they are going to trace their hands.
- Give each student a piece of paper and some crayons.
- Trace around each student’s hand, asking the student to say the names of the fingers as you trace them.
- Sing the song “Where is Thumbkin?”
- Allow students to decorate their hands, drawing on rings, watches, bracelets, fingernails, tattoos, etc. As students draw, use the words *pointer finger*, *middle finger*, *ring finger*, *pinky finger*, and *thumb* to talk about what they are drawing.

### Learning Center

Place black construction paper and white chalk in the Doctor’s Office. While students play doctor, have them make x-rays by tracing each other’s hands and other body parts on the paper.

## Warm-Ups

### Welcome Song

Students will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the students' **Name Cards** as you sing the song.
- Once you finish the verse, hand the student his/her **Name Card**.

*Good Morning, [name].*

*Good Morning, [name].*

*Good Morning, [name].*

*And welcome to Small Group!*

## Self-Portrait

Students will create a self-portrait by drawing, gluing, and collaging. Then, students will locate their own name from a group of names and glue it to their self-portrait. Encourage students to draw their entire body and to also focus on facial features.

- Show students the self-portrait you made (see Advance Preparation).
- Explain to students that they will create a picture of themselves using the art materials. Encourage students to look in the mirror and talk about the different body parts they see so they remember to draw those body parts. Tell students to make their portrait as detailed as possible, for example, adding eyebrows and eyelashes, not just eyes.
- As students create their portraits, move from student to student asking them to name the various body parts that they are adding to their portrait.
- Explain that you also want students to label their portraits with their name so that everyone will know whose it is. Show students the strips with their names on them that you have prepared.

### Teaching Tip

Place the materials from this activity in the **Art Center** so students can continue to make self-portraits. Encourage students to create portraits throughout the year to track their progress.

### Teaching Tip

Use students' self-portraits to make an **'All About Us' bulletin board** showcasing students' work. Post students' actual photographs alongside their self-portraits. Include child-dictated writing by asking each student to tell you something that makes them unique and writing their response beside their portraits. Later, these groupings can be made into a class book that students can enjoy in the **Library Center**.

**Teaching Tip**

Students' work from this activity might be included in their portfolio and examined as part of ongoing assessment. Asking students to draw self-portraits at varying times during the year is a good way to document students' increasing sense of body image and fine motor skills. Make a photocopy of the drawing for inclusion in the portfolio.

- As students create their portraits, help each student find his/her name in the group of name strips and glue it to their portrait.
- Finally, ask students to tell you one thing about themselves that makes them special or unique. Write students' responses below their names on their name strips.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W</b> <b>I Am Growing and Changing</b>	Life Stages chart from Day 12 including Image Cards 12-1–12-3	15
<b>Deepening Understanding</b>	<b>W</b> <b>Deepening Understanding: Grow</b>	Image Cards 13-1–13-3 (cut apart)	10
<b>Extension Activity</b>	<b>L</b> <b>Learning Center Observations</b>		During learning centers

### Picture Talk

**15** minutes



#### I Am Growing and Changing

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

#### Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see General Overview) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



← **SHOW FLIP BOOK PAGE 12-1: Leaping boy**

- Remind students what you read about yesterday and ask them to tell you what they remember about babies, children, and adults.  
*“We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about how all humans start out as babies, then grow into children, and grow up to become adults. Adults is just another word for grown-ups. What do you remember about babies (children, adults)?”*



← **SHOW FLIP BOOK PAGE 12-3: Extended family**

- Have students identify the baby, child, and adult in the picture.  
*“Yesterday we learned about three stages of life: baby, child or preschooler (like you), and adult. Which of these people is a baby (child, adult)?”*
- Review the chart you made yesterday to help students remember what people can do at each life stage.

*“Remember, yesterday we made a chart and wrote down what babies, preschoolers, and adults do. We can use the chart to help us remember what all of these people can do. What kinds of things can a baby (preschooler, adult) do? What kinds of things is a baby (preschooler) not yet able to do?”*



← **SHOW FLIP BOOK PAGE 12-6: Bathing, dressing, eating**

- Ask students to identify the things preschoolers can do shown in the image.

*“As you grow, you learn to do many more things by yourself. These preschool children can do many things by themselves. What can they do?”*

- Affirm and add details to students’ answers regarding bathing, dressing, and eating lunch.

*“What parts of your bath can you do for yourself? What things do you need an adult to help you do?”*

- Talk about the steps in a bath (run the water, dump out the toys, shampoo hair, scrub body) and which of these things preschoolers can do for themselves and which things they need adults to help them do.

*“When you eat lunch, what things can you do for yourself? What things do you need an adult to help you do?”*

- Talk about the steps in having lunch where children might need help: shopping for food, cooking, setting the table, opening a bag of chips.
- Talk about the things children can do for themselves at lunch: get their lunchbox, take bites, use a fork, drink from a cup, etc.

*“At school, what things can you do for yourself? What things do you need an adult to help you do?”*

- Talk about the things children do in your classroom: take attendance, water plants, get out scissors, turn out the lights.
- Talk about the adult things you do in your classroom: plug in the lamp, climb on a stool, use the phone, etc.



← **SHOW FLIP BOOK PAGE 12-11: Birthday and boy with grandmother**

- Explain why people celebrate birthdays

*“Every year on your birthday you get one year older. This grandma started out as a baby, then turned, 1, 2, 3, and then 4 just like you. She has had a lot of birthdays and now she is older. This man is celebrating his birthday. On our birthdays, we celebrate because we are one year older.”*

- Talk about the age students will be on their birthday, emphasizing that they are getting older every year.

*“Who has a birthday coming up? How old will you be?”*

- Discuss the things students are looking forward to doing like tying their own shoes, walking to the bathroom alone, playing on the big-kid playground, going to Kindergarten, etc.

*“What kinds of things do you want to do when you get older?”*



← **SHOW FLIP BOOK PAGE 12-12: Kids raising hands**

- Read the last page of the read-aloud to bring closure to the Picture Talk

*Now is the present and you are still young  
Tomorrow’s your future it’s barely begun.*

*You’re growing and changing. Hooray for you—  
That’s what all human beings are meant to do.*



## Deepening Understanding: Grow

**Note:** After the read-aloud “I am Growing and Changing,” students learned that all humans grow from babies into children, and then become adults. During Deepening Understanding, students will learn about other living things (i.e., plants and animals) that also grow and change.

### Defining Grow

- Ask students to listen for the word *grow* as it was used in the read-aloud.

*“Remember, in our read-aloud, we heard the word grow. Listen for the word grow while I read part of the read-aloud you heard before.”*

- Show **Flip Book Page 12-8: Siblings, writing, and boy with backpack**

*If you have older siblings, then you already know  
For many more years, you’ll continue to grow.*

- Define *grow*

*“To grow means to get older and older, and bigger and bigger.”*

### Reviewing Grow

- Remind students how the word *grow* was important to the content of the read-aloud.

*“We learned that all human beings grow. When humans are born, they are very small and they can’t do much. Babies grow and they grow. And then they are children who are old enough to go to Preschool. Children keep growing bigger and bigger, and older and older. They even grow old enough to be adults who can cook, have jobs, and take care of children.”*

- Ask students how tall they think they will grow to be.

*“How big and tall do you think you will grow to be when you are an adult? Turn to your partner and tell your partner how tall you will grow to be when you are an adult. Show your partner with your hand how tall you will grow to be. Say, ‘I will grow up to be this tall. How tall will you grow to be?’”*

- Pair students and have them ask each other how tall they will grow to be when they are adults.

### **Expanding Grow**

- Explain that many other living things grow just like humans.

*“Humans are not the only things that grow. Did you know that animals and plants grow, too? Baby animals grow and change as they become adults. Kittens grow up to be cats. Puppies grow up to be dogs.”*

- Show **Image Cards 13-1–13-2: Baby and Adult Animals**

*“I have some pictures of baby animals and some pictures of adult animals. I want us to see if we can match the babies to their parents.”*

- Call up individual students or lead the whole class in forming pairs of baby and adult animals.
- Explain that plants also grow just like animals and humans.

*“Humans and animals grow, and so do plants. Plants start out very little and then grow into bigger and bigger plants. Even great, big, tall trees were once tiny plants that started growing. Everything that is alive grows and changes.”*

- Show **Image Cards 13-3a–13-3b: Plant Stages**

*“I want to see if we can put these pictures of a plant in order. First the plant starts out very small, then it gets bigger and bigger.”*

- Call up individual students or lead the whole class in putting the pictures in order.
- Recast students’ comments using the word *grow*

## Extension Activity

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### Learning Center Observations

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Use this opportunity to conduct observations in the Doctor's Office Learning Center and other Learning Centers, following the steps given in the Domain Assessment.

## ✔ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✔ State that all people are human beings
- ✔ Give an example of one thing that is alive and one thing that is not alive
- ✔ Name human beings' three basic needs: water, food, and shelter

### Language Arts Objectives

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#### Starting the Day

Students will:

- ✔ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✔ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✔ Memorize and recite with others the nursery rhyme "Where is Thumbkin?" (RF.P.2a, RL.P.5)
- ✔ Perform previously taught hand and body gestures associated with "Where is Thumbkin?" (RL.P.10)

#### Skills

Students will:

- ✔ Memorize and recite with others a nursery rhyme (RF.P.2a, RL.P.5)
- ✔ Perform previously taught hand and body gestures associated with a nursery rhyme (RL.P.10)
- ✔ Perform activities requiring small muscle control (L.P.1a)
- ✔ Draw vertical lines between two end points (L.P.1a)

#### Listening & Learning

Students will:

- ✔ Classify human characteristics into two conceptual categories (L.P.5a)

- ✓ With prompting and support, use dictation to create an informative text about similarities and differences between humans (W.P.2, W.P.8)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “I Am a Human Being” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from “I Am a Human Being” (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

### Core Vocabulary

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**brain, n.** a body part inside your head that you use to think

*Example:* The teacher told Raymond to use his brain to count to ten.

*Variation(s):* brains

**huddle, v.** Get close together with other people

*Example:* My family likes to huddle together by the fire when it is cold outside.

*Variation(s):* huddles, huddled, huddling

**protect, v.** Keep safe

*Example:* Rocky’s helmet will protect his head if he falls off his bike.

*Variation(s):* protects, protected, protecting, protection

**shelter, n.** A place to live and sleep that protects you from weather

*Example:* When it started to rain, Regina ran into her house to find shelter where she would be dry.

*Variation(s):* shelters

**survive, v.** Stay alive

*Example:* Bears hibernate to survive the wintertime.

*Variation(s):* survives, survived, surviving, survival

**temperature, n.** How hot or cold something is

*Example:* It is so hot outside it’s the perfect temperature to go swimming today.

*Variation(s):* temperatures

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	<b>W</b> Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When students arrive
<b>Nursery Rhymes</b>	<b>W</b> Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	During morning circle
<b>SKILLS</b>			
<b>Small Group 1</b>	<b>S</b> Warm-Ups Nursery Rhyme Review	Nursery Rhymes and Songs Posters 12, 15, 34, 55	10
<b>Small Group 2</b>	<b>S</b> Warm-Ups Line-Art Mural	Butcher-block paper, tempera paints, cornstarch, paint pots, newspaper or drop cloth	10
<b>LISTENING &amp; LEARNING</b>			
<b>Introducing the Read-Aloud</b>	<b>W</b> What Have We Already Learned? Purpose for Listening	Chart paper, marker	5
<b>Presenting the Read-Aloud</b>	<b>W</b> Three Basic Needs		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?		10
<b>Extension Activity</b>	<b>W</b> Basic Needs Picnic	picnic basket, blanket, pretend food	During learning centers

## Advance Preparation

### Routines

Before the day begins, sort students' **Name Cards** into a pile for boys and a pile for girls and place them on a low table or somewhere students can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other.

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

### ***Small Group 2***

Thicken tempera paint: Heat three cups of water and 4 tablespoons of cornstarch in a pot. Stir until dissolved. Gradually add mixture to tempera paint until it reaches desired thickness. Hang a large piece (5') of butcher paper on the wall. Put dots of thickened tempera paint at the top and bottom of the butcher paper for students to connect.

Place paint pots intermittently along the wall so each student will have easy access to at least one paint pot.

Lay down newspaper or a drop cloth on the wall and beneath the painting area to prevent paint from dripping on the floor. Draw an 'X' for each student on the newspaper so they know where to stand. Make sure that students are wearing smocks and have close access to a sink for clean-up.

### ***Presenting the Read-Aloud***

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

Prepare a chart entitled 'All About Humans.' Make two columns, one labeled 'different' and the other labeled 'same.'

### ***Extension Activity***

Make some type of shelter in the classroom for use during the picnic. You could make a fort out of sheets, pitch a tent, pretend a closet is a house, or use an existing play house.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> <b>Taking Attendance: Two Piles</b>	Attendance chart, Transition Cards: Names, pile labels	When students arrive
<b>Nursery Rhymes</b>	<b>W</b> <b>Where is Thumbkin?</b>	Nursery Rhymes and Songs Poster 55	During morning circle

### Routines

Whole Group

#### Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.

- As students arrive, help them sign into school by retrieving their **Name Cards** from the appropriate pile and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

### Nursery Rhymes

Whole Group

#### Where is Thumbkin?

**Note:** *If students are or might be aware of the meaning of raising only the middle finger, consider adjusting the motions for this nursery rhyme. Additionally, students may find it difficult to isolate individual fingers. You might hold up all fingers that have been mentioned in the rhyme instead of holding up one finger at a time.*

- Review the song “Where is Thumbkin?” by having students sing and do the motions.
- Then, review the names of the fingers with students by holding up each finger and having them say its name.
- Finally, have students label their fingers without your help as they sing the song “Where is Thumbkin?” Rather than giving them the word for each finger, pause and point to students to indicate that they should provide the word.



## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Nursery Rhymes and Songs Posters 12, 15, 34, 55	10
	Nursery Rhyme Review		
<b>Small Group 2</b>	<b>S</b> Warm-Ups	Butcher-block paper; tempera paints; cornstarch; paint pots; newspaper or drop cloth	10
	Line-Art Mural		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10** minutes

#### Small Group

#### Warm-Ups

##### Say the Rhyme

Students will recite and demonstrate the motions for “Where is Thumbkin?”

- Lead students in singing the song “Where is Thumbkin?”
- Demonstrate the motions that go along with the song and have students join in.

#### Nursery Rhyme Review

Students will review the words and motions they have learned across the entire domain.

- Remind students that they have learned “Head and Shoulders, Knees and Toes,” “Open Them, Shut Them,” and “Do Your Ears Hang Low?”
- Show students the Nursery Rhymes and Songs Posters for each song.
- Allow students to choose which song they would like to sing.
- Review all songs, reminding students of the body parts they have learned that are mentioned in each song.

## Warm-Ups

### *Move Your Body*

Students will make gross motor movements to prepare them to participate in Small Group.

- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words.

*I can stretch, I can bend*

*I can wave to a friend.*

*I jump so high, I crouch so low*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep*

*I calm my body and plant my feet.*

### *Counting to Five*

Students will practice counting to five using their fingers. This task visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.
- Have students repeat after you and lift one finger at a time as they count.
- Count five fingers on both left and right hands.

## Line-Art Mural

**Note:** Consider conducting this activity outside during Small Group or during recess if it is too messy for your classroom.

Students will use paint brushes to draw vertical lines on a vertical surface. Students make large motions starting at the shoulders and moving down to the wrists in preparation for making marks on a horizontal surface holding a writing utensil.

- Show students the butcher block you have taped to the wall.
- Explain that you are all going to work together to make a big painting called a mural. The painting is going to have lots of colors going up and

down. Show students the dots of thickened tempera paint you made at the top and bottom of the paper. Demonstrate how they are to connect the dots by going from the top to the bottom with their paintbrushes.

- Tell students to stand with their feet on one of the 'Xs' that you have drawn on the newspaper. Tell them not to walk around the classroom with the paintbrushes.
- Provide students with paintbrushes and place a paint pot between each student.
- Have students paint vertical lines on the paper. Encourage them to make long, straight strokes using a range of motions (e.g., large motions with the shoulders and arms, small motions with the wrists and hands).
- Assist students who need help holding the paintbrush and making lines.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> <b>What Have We Already Learned?</b>	Chart paper; marker	5
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>W</b> <b>Three Basic Needs</b>		10
<b>Discussing the Read-Aloud</b>	<b>W</b> <b>What's the Big Idea?</b>		10
<b>Extension Activity</b>	<b>W</b> <b>Basic Needs Picnic</b>	picnic basket; blanket; pretend food	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Have We Already Learned?

- Remind students that you learned how people can be the same and different.

*“We have learned ways all people are different. We have also learned ways that all people are the same. Let’s talk about some of the ways people can be different (unique, special) and some of the ways people can be the same.”*

- Introduce students to the chart you are going to create showing ways people can be the same and ways people can be different.

*“I’m going to write your answers up here on our chart (see Advance Preparation). This says ‘different,’ and this says ‘same.’ Let’s start with ways people can be different.”*

- Provide students with an example and then call on various students to answer.
- Use the list below as a guideline to give students hints and elicit answers

*“What do all humans start out as? They all start out as babies! Would we write that under ways all people are the same or ways all people are different?”*

- As you discuss how people are the same and different, write students' answers on chart paper:

Different	Same
Different color hair	Have body parts
Different color eyes	Grow and change
Like to eat different food	Were once babies
Like to do different things	Have names

### Purpose for Listening

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- Explain to students what basic needs are.

*“Today you are going to hear about three things that all humans need to stay alive. We call these things ‘basic needs’ because everybody needs them to stay alive.”*

- Ask students where you would write these needs in your chart.

*“Would we write the ‘basic needs’ under things that are the same about all people or things that are different?”*

- Tell students to listen to find out what the three basic needs are.

*“Listen to find out what these three things are so that we can add them to our chart under things that are the same for all humans.”*

# Three Basic Needs



← SHOW FLIP BOOK PAGE 14-1: **Girl asking question**

We're all human beings, as you have now seen—  
Some young, some old, and some in-between.

Sometimes I wonder, what do all humans need?  
To find out, listen carefully—see if you agree.

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← SHOW FLIP BOOK PAGE 14-2: **Blocks and socks**

Human beings are living, unlike blocks and socks  
They grow and they change with each tick of the clock.

Humans are living—like you, they're alive  
And all humans need certain things to **survive**.

- Define *ALIVE* and give examples of things that are alive and not alive.

*"SURVIVE means stay alive. Humans are alive, but blocks and socks are not alive.*

*Moms and dads are alive, but cars and trains are not alive, even though they can move.*

*Let's listen to hear the three things everyone needs to stay alive."*



← SHOW FLIP BOOK PAGE 14-3: **Three basic needs**

There are three basic needs—can we list them? Let's think...

The first thing we need is water to drink.

People's second basic need is good food to eat.

What's the third? **Shelter**—like a warm place to sleep.

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← SHOW FLIP BOOK PAGE 14-4: **Water fountain**

Water cools humans off, from a drink to a dive  
But, much more than that—it keeps you alive!

We need to drink water every single day  
It keeps us from being thirsty, so we can play.

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← SHOW FLIP BOOK PAGE 14-5: **Boy eating sandwich**

The second basic need is the food that you eat  
What's for lunch? A sandwich, fried rice, a taco with meat?

- Summarize why people need food.

*"We all need food so that we won't be hungry."*

- Ask students what kind of foods they like to eat for lunch.

*"What kinds of foods do you like to eat for lunch?"*



← SHOW FLIP BOOK PAGE 14-6: **Healthy lunch**

All kinds of food nourish your body and brain  
There are fresh fruits and vegetables, meat, dairy, and grains.

- Explain that people need many different foods to stay healthy.

*"To stay healthy, we need to eat a lot of different kinds of food."*

- Point to and discuss the foods shown in the pictures using the words *FRUIT, VEGETABLE, MEAT, DAIRY,* and *GRAINS* to categorize different foods.





← SHOW FLIP BOOK PAGE 14-7: **Houses**

The third basic need is a safe place to stay.  
A place to come home to at the end of the day.

- Define the word *SHELTER* by referring to the text and images.

*“The third basic need is a safe place to stay—a shelter is a safe place to stay, a home, a place where you live. Your home is where you sleep and stay safe. These are all different homes so they are shelters.”*

- Ask students about their own shelter.

*“Does anyone live in a shelter that looks like one of these?”*



← SHOW FLIP BOOK PAGE 14-8: **Thatched roof, apartment building, houseboat**

A home can be made of straw or of clay  
Some rise high in cities; some float on the bay.

- Describe the shelters shown in the images.

*“People can live in lots of different houses. This family lives on a boat! It is called a houseboat. This family lives in a house made of straw and clay. The walls are clay and the roof is made of straw to keep the rain out and keep them safe and warm.”*



← SHOW FLIP BOOK PAGE 14-9: **Hot and cold**

Homes are shelters that **protect** us from weather  
When it's cold outside, humans **huddle** together.

When the **temperature** rises to ninety or more.  
Humans run from the sun, cooling off indoors.

Shelters protect humans from rain and snow,  
From heat and cold, and winds that blow.

- *Explain how the images show people being protected from weather by their shelters.*

*"A shelter helps keep us the right temperature, not too hot and not too cold. What do you see in this picture that might help you stay warm when the weather is really cold outside? What do you see in this picture that might help you stay cool when the weather is really hot outside?"*



← SHOW FLIP BOOK PAGE 14-10: **Girl asking question**

So what three things do humans need to survive?  
What are the things that keep us alive?

The first is something you drink from a cup.  
The second thing fills your stomach up.

What is the third? It's a safe place to be.  
These are the basic needs. How many?

- *Reread the text and ask students to tell you the basic need you are describing.*

*"Let's read that again and see if we can remember what the three basic needs are."*

### What's the Big Idea?

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#### *Is It a Basic Need?*

- Ask students to tell you whether something is or isn't a basic need.

*"I am going to name some different things. Some of these things are basic needs and some of them are not. I want you to show me 'thumbs-up' if the thing is a basic need and 'thumbs-down' if the thing is not a basic need."*

- toy trucks
- food
- magic wands
- crayons
- water
- television
- shelter
- tables
- water
- paper
- food
- glitter
- shelter
- baby dolls

#### *Basic Needs Riddles*

- Describe a basic need and ask students to figure out which basic need you are describing.

*"I am going to talk about one of the basic needs. I want you to try to guess which basic need I am talking about, but I'm not going to say the name of the basic need. I'm just going to give you some clues. This is called a riddle. Listen to these riddles about basic needs and raise your hand if you think you know the answer."*

- I'm thinking of something that you drink. What is it? [water]
- I'm thinking of something that you eat. What is it? [food]
- I'm thinking of a place where you live. What is it? [shelter]
- I'm thinking of fruits, vegetables, meats, and grains. What are those things? [food]
- I'm thinking of apartment buildings, and houses. What are all those things? [shelter]
- I'm thinking of something clear and cool that you need when you're thirsty. What is it? [water]

### **Same and Different Chart: Adding Basic Needs**

- Show **Flip Book Page 14-2: Three Basic Needs** and discuss where you should list the three basic needs on your chart.

*“We just learned about three things all humans need to stay alive. So, let’s add the three basic needs to our chart. Do you think the basic needs go on the ‘same’ side or the ‘different’ side of our chart? Do all humans need the same things to stay alive, or do they need different things? What are those basic needs?”*

- Talk with students about how all humans need food, water, and shelter, so basic needs are something that are the same for all humans.
- Add each basic need to your chart.

## Extension Activity



### Language Facilitation

Use the parallel talk strategy to describe what students are doing. Model language and vocabulary that go with specific actions and activities by narrating what students are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

### Basic Needs Picnic

Students will go on a pretend picnic and talk about the three basic needs (water, food, shelter). You can either go outside for the picnic or have the picnic inside, pretending that you are outside. At the picnic, there will be *food* to eat and *water* to drink. When it starts to rain and ruins the picnic, students will look for *shelter* to keep them safe and protect themselves from the weather.

- Explain that you are going to go on a pretend picnic. A picnic is a meal you have outside sitting on the ground. Remind students that humans' basic needs are water, food, and shelter. Tell students that you are going to have two of the basic needs that they learned about (e.g., water and food) at the picnic. Tell students that something exciting is going to happen during the picnic and they will need to find the third basic need—shelter.
- As students unpack the picnic basket and pretend to eat their food, talk to them about basic needs using the parallel talk strategy to narrate what you are doing

*“Ayana is making a delicious ham sandwich to eat. All humans need food to give them energy.”*

*“Juan Carlos is pouring everyone some clean, cool water. We need water so we won't be thirsty.”*

- Once students have had their meal, tell students you think it's going to rain.

*“Oh no! I think it's going to rain. I feel some raindrops.”*

- Sing this song to the tune of “Are You Sleeping?:”

*Is it raining? It IS raining!  
Drip, drop drip! Drip, drop, drip!  
Hear the rain, it's falling.  
Hear the rain, it's falling.  
Don't get wet. Don't get wet.*

- Tell students they are getting wet and need to find shelter. Tell them shelter protects everyone from the weather.

- Take students to the shelter you made (see Advance Preparation) or have them huddle under the picnic blanket.
- Now that the picnic is over, review humans' three basic needs: water, food, and shelter.

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ State that all people are human beings
- ✓ Give an example of one thing that is alive and one thing that is not alive
- ✓ Name human beings' three basic needs: water, food, and shelter

### Language Arts Objectives

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#### *Starting the Day*

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Pat-a-Cake” (RF.P.2a, RL.P.5)

#### *Skills*

Students will:

- ✓ Imitate clapping pattern sequences of 3–5 claps per pattern (CK Prerequisite)
- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)
- ✓ Identify the direction from which a sound originates (CK Prerequisite)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Recognize the initial letter of one’s first name (RF.P.1d)
- ✓ Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students’ names (RF.P.1b)

## Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about "Three Basic Needs" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Three Basic Needs" (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *shelter* (RI.P.4)
- ✓ With prompting and support, use the word *shelter* acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)



## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	<b>W</b> Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When students arrive
<b>Nursery Rhymes</b>	<b>W</b> Pat-a-Cake	Nursery Rhymes and Songs Poster 35	During morning circle
<b>SKILLS</b>			
<b>Small Group 1</b>	<b>S</b> Warm-Ups Instrument Sound Circle	Good Listening Poster; Instruments	10
<b>Small Group 2</b>	<b>S</b> Welcome Song Jump for Your Letter!	Transition Cards: Names; Transition Cards: Capital Letters	10
<b>LISTENING &amp; LEARNING</b>			
<b>Picture Talk</b>	<b>W</b> Three Basic Needs		15
<b>Deepening Understanding</b>	<b>W</b> Deepening Understanding: Shelter	Image Cards 15-1-15-3	10
<b>Extension Activity</b>	<b>L</b> Basic Needs Picnic	Picnic basket; blanket pretend food	During learning centers

## Advance Preparation

### Routines

Before the day begins, sort students' **Name Cards** into a pile for boys and a pile for girls and place them on a low table or somewhere the students can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other.

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

### Small Group 2

Divide the deck of **Capital Letter Cards** so that you have only the letters that are at the beginning of students' names.

### ***Picture Talk***

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When students arrive
<b>Nursery Rhymes</b>	<b>W</b> Pat-a-Cake	Nursery Rhymes and Songs Poster 35	During morning circle

### Routines

Whole Group

#### Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.

- As students arrive, help them sign into school by retrieving their Name Cards from the appropriate pile and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

### Nursery Rhyme

Whole Group

#### Pat-a-Cake

Teach students the song “Pat-a-Cake” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes**.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Good Listening Poster; Instruments	10
	Instrument Sound Circle		
<b>Small Group 2</b>	<b>S</b> Welcome Song	Transition Cards: Names; Transition Cards: Capital Letters	10
	Jump for Your Letter!		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10** minutes

#### Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern, then point to students when it is their turn to copy.
- Today, make patterns using up to three stomps, claps, and knee pats (e.g., knee pat, knee pat, knee pat; stomp, stomp, knee pat; knee pat, clap; clap, stomp, knee clap; etc.).

##### Be a Good Listener

Students will learn the steps to being a good listener.

- Show students the Good Listening Poster and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*

## Instrument Sound Circle

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Students will point in the direction from which a noise originates. Students sit in a circle with eyes closed. At first the teacher, and then students, walks around the circle, then stops to make a noise. Without opening their eyes, students point to where they think the noise is originating.

- Have students sit in a circle on the rug.
- Explain that you are going to walk around the circle (or classroom, space permitting) while everyone closes their eyes. When you stop, you are going to play an instrument. They should point to the place where they think the sound is coming from. You will tell them when to open their eyes to check to see if they are correct.
- Have students close their eyes or cover their eyes with one hand.
- As you walk around the room, repeat the following rhyme in a whisper:

*I'm walking around  
I don't make a sound*

- When you stop to make your sound, say the following rhyme:

*Time to listen with your ears  
And guess the sound that you hear.*

- Have students point in the direction they think the sound is coming from and name the instrument that made the sound.
- When students are ready, allow them to walk around the circle and play an instrument. Say the rhymes for them as they walk around.

## Small Group 2

10 minutes

Small  
Group

### Welcome Song

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Students will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the students' **Name Cards** as you sing the song.
- Pause to allow students to figure out whose name is on the card.

- Once you finish the verse, hand the student his/her **Name Card**.

*Good Morning, [name].*

*Good Morning, [name].*

*Good Morning, [name].*

*And welcome to Small Group!*

## **Jump for Your Letter!**

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Students will jump up when they see the first letter of their names. Be sure you have set aside only the cards corresponding to the names of the students who are in the group.

- Have students sit on the rug and hold their **Name Cards**.
- Explain to students that you are going to show them some letters and you want them to jump up when they see the letter that is at the beginning of their name. Tell students to watch carefully, because this game is going to get tricky!

### **Round 1**

- From the set of **Capital Letter Cards**, select only the letters that correspond to students' first names.
- As you show each letter, point to the student whose name starts with that letter. Have that student jump up!

### **Round 2**

- Show the letter but do not point to the student whose name starts with that letter.
- Give the student time to recognize the letter on his/her own. Have that student jump up!

### **Round 3**

- Add three additional cards to the deck with letters that are not at the beginning of anyone's name.
- Tell students this time there are some tricky letters in the pile. These are letters that are not at the beginning of anyone's name. If they see one, they should say, "Tricky letter!" and you will tell them its name.
- Then, everyone gets to jump up!

#### **Round 4**

- Collect students' **Name Cards**.
- Have students stand up when they see their letter without looking at their **Name Cards**.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W</b> Three Basic Needs		15
<b>Deepening Understanding</b>	<b>W</b> Deepening Understanding: <i>Shelter</i>	Image Cards 15-1–15-3	10
<b>Extension Activity</b>	<b>L</b> Basic Needs Picnic	Picnic basket; blanket; pretend food	During learning centers

### Picture Talk

15 minutes

Whole Group

#### Three Basic Needs

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

#### Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see General Overview) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



#### ← SHOW FLIP BOOK PAGE 14-10: Girl asking question

- Ask students if they remember the three basic human needs.

*“Now we are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about all humans’ basic needs, or the things everybody needs to stay alive. There were three basic needs. Do you remember anything about the basic needs we talked about yesterday?”*





← SHOW FLIP BOOK PAGE 14-4: **Water fountain**

- Help students remember that the first basic need is water.

*“What is this boy doing? What is the first basic need?”*

- Discuss with students why humans need water.

*“The first basic need is water. All people need water to quench their thirst and keep them cool. Water keeps us alive. Why do we need water?”*

- Talk with students about water using the following words: water, *drink*, *cool*, *thirst*, *liquid*, *quench*, *healthy*, and *grow*.
- Talk about things that make people thirsty and what they should do.

*“What are some things you do that make you thirsty?”*

- Call on a few students to answer. Talk about activities like running and playing that make you feel thirsty. Tell students that when they feel thirsty, their body is telling them to drink water.
- Tell students that water is a liquid and so are other drinks. Talk about how water quenches thirst and that other drinks (e.g., milk, juice) can quench thirst because they are liquids just like water

*“We can drink water when we’re thirsty. We can also drink other liquids. Liquids are things that are wet like water. What kinds of liquids do you like to drink?”*



← SHOW FLIP BOOK PAGE 14-5: **Boy eating sandwich**

- Help students remember that the second basic need is food.

*“What is this boy doing? What is the second basic need?”*

- Discuss with students why humans need food.

*“The second basic need is food. All people need food to eat when they are hungry. Food keeps us alive. Why do we need food?”*

- Talk with students about food using the following words: *food*, *hungry*, *full*, *healthy*, *variety*, *eat*, *lunch*, *dinner*, *breakfast*, *meals*, and *energy*.
- Ask students what kinds of foods they like to eat.

*“What kinds of foods do you like to eat?”*

- Call on a few students to answer. When students answer, comment on whether the food they mention is a fruit, vegetable, etc. (e.g., Applesauce is a fruit. Hamburgers have meat in them, etc.).



← SHOW FLIP BOOK PAGE 14-8: **Thatched roof, apartment building, houseboat**

### Learning Center

Put human figurines in the Blocks Center and encourage students to build shelters for them. Ask students to describe their shelters and ask how the shelter can protect the people inside.

- Help students remember that the third basic need is shelter.

*“What are these pictures of? What is the third basic need that we talked about?”*

- Discuss with students why humans need shelter.

*“All people need shelter, or a warm, safe place to live. Shelter is a basic need. All around the world people have different kinds of shelters. Some people live in huts made out of straw. Some people live in apartment building that reach high into the sky. Some people live in houseboats that float on water. What kind of shelter do you live in?”*

- Call on a few students to answer. Discuss how houses keep us dry when it rains, safe from cars and strangers, have cozy warm beds, etc.



← SHOW FLIP BOOK PAGE 14-3: **Three basic needs**

- Read the text from the read-aloud to bring closure to the Picture Talk.

*So what three things do humans need to survive?*

*What are the things that keep us alive?*

*The first is something you drink from a cup.*

*The second thing fills your belly up.*

*What is the third? It's a safe place to be.*

*These are the basic needs. How many?*

Whole Group

Deepening Understanding: Shelter

Defining Shelter

**Note:** After the read-aloud “Three Basic Needs,” students learned that all humans need shelter, or a safe place to live. During Deepening Understanding, students will discuss three different types of shelters (e.g., apartment building, farm house, suburban house) and how they keep people safe.



← SHOW FLIP BOOK PAGE 14-9: Hot and cold

- Explain the meaning of the word shelter.

*“Remember, in our read-aloud, we heard the word shelter. A shelter is a safe place to live, like a house or an apartment. Listen for the word shelter while I read part of the read-aloud you heard before.”*

*Homes are shelters that protect us from weather.  
When it’s cold outside, humans huddle together.*

*When the temperature rises to ninety or more.  
Humans run from the sun, cooling off indoors.*

*Shelters protect humans from rain and snow,  
From heat and cold, and winds that blow.*

Reviewing Shelter

- Explain why shelters are important.

*“We learned that all human beings need shelter. Shelters protect us from weather and extreme temperatures. If it is raining, shelters keep us dry. If it is snowing, shelters keep us warm. If it is really hot and sunny outside, we can cool off indoors in a shelter. Humans live in all different kinds of shelters. We saw some of those different kinds of shelters in our read-aloud.”*

- Introduce students to the concept of different kinds of shelters.

*“Now, I want to talk about how different shelters can keep us safe. Here are three different shelters. People live in them in different places so you might not have seen some of these types of shelters or homes before. Let’s talk each of these shelters.”*

## Expanding Shelter

- Show **Image Card 15-1: Apartment Building**

*“This is a picture of an apartment building. People who live in the city might live in an apartment building. Imagine you live in an apartment building. Your shelter is made of bricks. If it’s a hot sunny day, you can find cool shade inside. Other people live in other apartments in the same building. In an apartment, you have a bed to sleep in at night with warm blankets. If you are hungry, you can get a snack out of the refrigerator. Who would like to live in an apartment? Why or why not?”*

- Have students raise hands if they would like to live in an apartment and tell why or why not.

- Show **Image Card 15-2: Farmhouse**

*“This is a picture of a farm house. Farmhouses are way out in the country where there are few cars and trees. There is lots of grass to play in all around the farmhouse. Maybe cows live in the barn behind the farmhouse. If you want a drink of milk, you might be able to get it straight from the cow! Who would like to live in a farmhouse? Why or why not?”*

- Have students raise hands if they would like to live in a farmhouse and tell why or why not.

- Show **Image Card 15-3: Houseboat**

*“This is a picture of a houseboat. People who live near rivers might live in a houseboat. Imagine you live in a houseboat. Your shelter floats on the water, and you can move it whenever you want by floating it down the river. There is a roof above your head made out of the grasses that grow in the river beside your house. If you need something to eat, you can catch a fish in the river right outside your house. Instead of a bed, you might sleep in a hammock that hangs from the ceiling and gently rocks as the waves in the river lap against the side of your houseboat. Who would like to live in a houseboat? Why or why not?”*

- Have students raise hands if they would like to live in a houseboat and tell why or why not.

- **Show Image Cards 15-1–15-3: Apartment Building, Farmhouse, Houseboat**
- Pair students and have them tell and ask each other which type of shelter they prefer.

*“We just talked about three different shelters; an apartment building, a farmhouse, and a houseboat. Which shelter would you prefer to live in? Turn to your partner and say, ‘I would like to live in a(n) \_\_\_\_\_. What kind of shelter would you want to live in?’”*

## **Extension Activity**

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Learning  
Center

### **Basic Needs Picnic**

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Continue this activity during Learning Centers. See **Day 14, Basic Needs Picnic** for detailed instructions on this Extension Activity.

## ✔ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ State that the heart and lungs are parts hidden inside the body
- ✓ State that a body can heal itself when it is hurt or sick
- ✓ State that people stay healthy by exercising, resting, eating good foods, and staying clean

### Language Arts Objectives

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#### Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Pat-a-Cake” (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with “Pat-a-Cake” (RL.P.10)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Recognize the written form of one’s first name (RF.P.3b)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)

#### Skills

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Pat-a-Cake” (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with “Pat-a-Cake” (RL.P.10)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (L.P.1a)

## Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen to the illustrated picture book *My Amazing Body* (RL.P.5)
- ✓ Point to the front and back cover, title, where to start reading a book, the order that words are read on a page, and a word (RI.P.5, RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator each contributed to the creation of *My Amazing Body* (RI.P.6)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about *My Amazing Body* (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from *My Amazing Body* (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to communities (L.P.1b)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

## Core Vocabulary

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**amazing, *adj.*** Wonderful, great, terrific

*Example:* My teacher told me she loved my amazing painting.

*Variation(s):* none

**bathe, *v.*** Clean yourself

*Example:* Dad says I can stay up late if I bathe and put on my pajamas first.

*Variation(s):* bathes, bathed, bathing

**germs, *n.*** Tiny, living things you can't see, but can make you sick

*Example:* Please wash your hands before lunch so that you won't have any germs on them.

*Variation(s):* germ

**quietly, *adv.*** Softly

*Example:* My teacher whispers very quietly at nap time so she won't wake us up.

*Variation(s):* none

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	<b>W</b> Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When students arrive
<b>Nursery Rhymes</b>	<b>W</b> Pat-a-Cake	Nursery Rhymes and Songs Poster 35	During morning circle
<b>SKILLS</b>			
<b>Small Group 1</b>	<b>S</b> Warm-Ups	Transition Cards: Capital Letters; Nursery Rhymes and Songs Poster 35	10
	<b>S</b> Say Your Letter		
<b>Small Group 2</b>	<b>S</b> Warm-Ups	Finger paints; trays or cookie sheets for each student; hand wipes or paper towels; smocks	10
	<b>S</b> Finger Painting Lines		
<b>LISTENING &amp; LEARNING</b>			
<b>Introducing the Read-Aloud</b>	<b>W</b> Print Awareness Purpose for Listening	<i>My Amazing Body</i> by Pat Thomas	5
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>My Amazing Body</i> by Pat Thomas	<i>My Amazing Body</i> by Pat Thomas	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	<i>My Amazing Body</i> by Pat Thomas; chart paper; marker; magazine cut-outs of foods exercises, and hygiene	10
<b>Extension Activity</b>	<b>L</b> Basic Needs Picnic	Picnic basket; blanket; pretend food	During learning centers

## Preparation

### Routines

Before the day begins, sort students' **Name Cards** into a pile for boys and a pile for girls and place them on a low table or somewhere the students can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other.

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.



### **Small Group 2**

Immediately before Small Groups, set out enough trays for half of the class to each have one. Put enough finger paint in each tray that a student could smear it around in the tray and create a painted work surface. Make sure you have smocks for half the class and multiple rolls of paper towels rolls and the sink are easily accessible for quick clean up and transition between groups.

### **Listening and Learning**

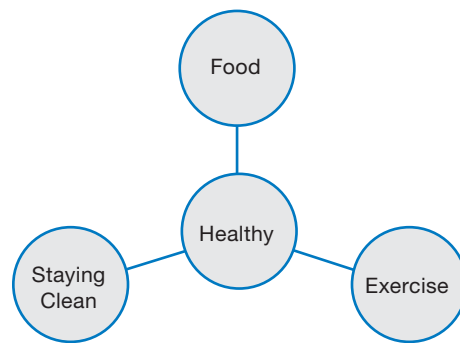
Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

### **Presenting the Read-Aloud**

Number the pages of the book *My Amazing Body* by Pat Thomas. Begin numbering from the front of the book; page 1 is the first page after the endpaper. Continue by numbering every single page until you reach the end of the book.

### **What's the Big Idea**

Make a Healthy Web using chart paper, a marker, and images that represent healthy “food,” “exercise,” and “staying clean” from magazines. Fitness or parenting magazines often contain pictures of healthy food and exercise, and the advertisements in them often show people practicing good hygiene. Paste an image representing “healthy” in the middle of the paper and write “healthy” beneath it. Draw a circle around this. Create the three healthy categories stemming off this central circle and paste images in each of these categories. Leave room to tape multiple pictures stemming off of each category. Cut out at least 5 additional images for each category that will be familiar to students.



## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Taking Attendance: Two Piles	Attendance chart, Transition Cards: Names, pile labels	When students arrive
<b>Nursery Rhymes</b>	<b>W</b> Pat-a-Cake	Nursery Rhymes and Songs Poster 35	During morning circle

### Routines

Whole Group

#### Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.

- As students arrive, help them sign in to school by retrieving their **Name Cards** from the appropriate pile and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

### Nursery Rhymes

Whole Group

#### Pat-a-Cake

**Note:** *When drawing the letter in the air, make sure to draw it so that it is oriented correctly towards the student (i.e., not backwards). Students will not know how to draw letters themselves; they should simply make a motion in the air with their pointer finger at the appropriate time during the rhyme.*

- Teach students the motions that go along with the rhyme “Pat-a-Cake.” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**.
- Explain that you are going to say the rhyme about a particular student, and you are going to say the first letter of the student’s name in the rhyme.
- Choose a student to sing about, and tell students the first letter of the chosen student’s name. Show students the motions as you sing.

- Then, have students sing and do the motions with you.

<b>When you say . . .</b>	<b>Do this . . .</b>
Pat-a-cake, pat-a-cake, baker's man! Bake me a cake as fast as you can.	Alternate slapping thighs and clapping
Pat it	Pat knees
Prick it	Point with index fingers
And mark it with a [name's first letter],	Draw letter in air with pointer finger
And put it in the oven for [student's name] and me.	Point at person named then self

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Transition Cards: Capital Letters; Nursery Rhymes and Songs Poster 35	10
	<b>S</b> <b>Say Your Letter</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Finger paints; trays or cookie sheets for each student; hand wipes or paper towels; smocks	10
	<b>S</b> <b>Finger Painting Lines</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10** minutes

#### Small Group

#### Warm-Ups

##### *Say the Rhyme*

Lead students in singing the nursery rhyme “Pat-A-Cake.” Demonstrate the motions that go along with the song and have them join in.

#### Say Your Letter

Each student will have an opportunity to say the first letter of their name while the group says the rhyme. Use the **Capital Letter Cards** to remind students of the first letter of their name.

- Explain to students that they are going to each get a chance to say the first letter of their name while the group sings “Pat-A-Cake.”
- Show students a **Capital Letter Card** that shows the first letter of the name of one of the students in the group. Ask students whose name begins with that letter.
- Give the **Capital Letter Card** to the student whose name starts with that letter. Continue around the circle.
- Explain that everyone is going to say “Pat-A-Cake” and you want the student you are singing about to hold up their letter when you point to them (point after “Mark it with an X”).
- Say the rhyme once for each student in the group.

## Warm-Ups

### Move Your Body

Students will make gross motor movements to prepare them to participate in small group.

- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words.

*I can stretch, I can bend*

*I can wave to a friend.*

*I jump so high, I crouch so low*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep*

*I calm my body and plant my feet.*

### Counting to Five

Students will practice counting to five using their fingers. This task visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.
- Have students repeat after you and lift one finger at a time as they count.
- Count five fingers on both left and right hands.

## Finger Painting Lines

**Note:** *During Finger Painting Lines, you do not need to wipe down the finger paint trays between groups, but you may need to add more paint to each tray for the second group.*

Students will use finger paints to draw horizontal and vertical lines on a tray. Students make small motions with their wrists and fingers in preparation for making marks on a horizontal surface holding a writing utensil. The tray provides boundaries that help students start and stop their lines.

- Squirt paint into each tray and give one to each student.

### Learning Center

Put finger paints in the Art Center for students to practice drawing lines.

- Have students spread the paint around in the tray with their hands to create a surface in which they can make marks.
- Explain that you are going to practice drawing lines from top to bottom and side to side in your trays.
- As students explore the finger paint, help each student make vertical lines from top to bottom and horizontal lines from left to right in their tray. Then, have them erase the paint by swishing it around with their palms before trying again.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> <b>Print Awareness</b>	<i>My Amazing Body</i> by Pat Thomas	5
	<b>W</b> <b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>W</b> <b><i>My Amazing Body</i> by Pat Thomas</b>	<i>My Amazing Body</i> by Pat Thomas	10
<b>Discussing the Read-Aloud</b>	<b>W</b> <b>What's the Big Idea?</b>	<i>My Amazing Body</i> by Pat Thomas; chart paper; marker, magazine cut-outs of foods, exercises, and hygiene	10
<b>Extension Activity</b>	<b>L</b> <b>Basic Needs Picnic</b>	Picnic basket; blanket; pretend food	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Learning Center

Place *My Amazing Body* in the Library Center so students can practice identifying book parts and look more closely at the pictures while pretend reading.

#### Print Awareness

- Identify the title of the book. Then, point to the first letter in the title and tell students to start reading the words in the title there.
- Slide your finger from left to right as you read each word, pausing at the end of each word.

*“The title of this book is My Amazing Body. I am going to start reading the words here and go across. My . . . Amazing . . . Body.”*

- Explain to students how you can tell when a word ends and a new word begins.

*“Words have a space in between them; that is how you can tell when one word ends and another begins. Let’s count the words in the title together.”*

- Read the title again as you model counting by holding your own fingers up as you read each word.

*“My, then there’s a space; that’s one. Amazing, then there’s a space; that’s two. Body, then there’s a space and that’s the last word; that’s three words! So how many words are there in our title?”*

- Explain to students that some words are longer than others because they have more letters in them.

*“Look at the word Amazing, that is a long word. It has lots of letters*

*in it. It's longer than the first word, My, and longer than the last word, Body."*

- Point to the author's name as you read it and explain what the author does.

*"The author of this book is Pat Thomas. What does the author do to help make the book?"*

*The author writes the words in the book. Who can come point to the author's name on the front cover of our book?"*

- Call on a few students to point to the author's name.

### **Purpose for Listening**

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- Tell students to listen to find out how to keep their bodies healthy

*"Our bodies can do lots of things. We also need to do things to care for our body and keep it healthy. Listen as I read the book My Amazing Body by Pat Thomas to find out how to keep your body healthy. I'm going to read the words in the book just like I read the words in the title."*



# My Amazing Body by Pat Thomas

**Note:** Below are select page cues from *My Amazing Body* by Pat Thomas. There is also space for notes under pages that provide good opportunities for engaging students in the read-aloud. Use the notes space provided to plan how to make the read-aloud interactive, adding additional notes where you see fit.

➔ PAGE 5 (TITLE PAGE) . . . Illustrated by Lesley Harker

- Tell students what the illustrator does.

*"The illustrator is the person who draws the pictures in the book."*

➔ PAGE 8 . . . than any computer.

- Explain what a brain is and describe how thought bubbles represent thoughts.

*"This boy is using his brain to think. Your brain is a body part hidden inside your head. These pictures show the different things he's thinking. I can tell he is thinking about these things because they are in bubbles on the page."*

- Point to each thought bubble.

➔ PAGE 11 . . . having to tell it to.

- Discuss with students a time they got hurt and it healed.

*"Have you ever scraped or grazed your knee? Did it get better?"*

*"That is your body healing itself!"*

➔ PAGE 13 . . . are fun as well.

Handwriting practice area with seven horizontal dashed lines.

➔ PAGE 15 . . . it needs to grow.

Handwriting practice area with seven horizontal dashed lines.

➔ PAGE 19 . . . breathe in more air.

Handwriting practice area with seven horizontal dashed lines.

➔ PAGE 20 . . . free from germs.

- Explain what germs are and why you wash your hands at school.

*“Germs are little living things that make you sick. You can’t see germs, but they are there. At school we wash our hands to make sure we get rid of all of the germs so we don’t get sick.”*

➔ PAGE 25 . . . get better more quickly.

.....

.....

.....

.....

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.....

## Discussing the Read-Aloud

10 minutes

Whole Group

### What’s the Big Idea?

#### What’s for Dinner?

- Tell students you are going to describe some dinners and they are going to decide whether a dinner is healthy or not healthy.

*“I am going to describe some dinners. Some of these dinners are healthy and have a lot of different kinds of food. Some of these dinners are not very healthy and have a lot of the same kinds of food. I want you to show me a ‘thumbs-up’ if the dinner is healthy and has lots of different kinds of foods. Show me a ‘thumbs-down’ if the dinner is not very healthy and has all of the same kind of food.”*

- broccoli, chicken, rice, apples, and milk
- candy, cookies, and soda
- ice cream sundae, potato chips, and chocolate milk
- corn, chicken and cheese tortilla, strawberries, and water
- macaroni and cheese, green beans, fish, orange juice

### **Tell Me about a Time You Were Sick or Hurt**

- Show students Page 11 and reread the text ending with “. . . you having to tell it to.”
- Show students Pages 24 and 25 and reread the text ending with “. . . get better more quickly.”
- Ask students to share a story about being sick and how they got better.

*“In the book we learned that when you are hurt or sick your body can make you better without you having to think about it or tell it to. Have you ever been hurt or sick before? What did it feel like? How long did it take for you to get better?”*

- Recast students’ answers to include an explanation of how their body healed and made them better.

### **Healthy Web**

- Remind students of what they learned during the read-aloud and explain the purpose of the Healthy Web and what it will look like when it is complete (see Advance Preparation for an example of the beginning of a Healthy Web).

*“We just learned about a lot of things we can do to keep our bodies healthy and feeling good. We are going to try to remember what we can do to keep ourselves healthy. We are going to make a web showing all the things we know about being healthy. It is called a web because it’s going to look like a spider’s web when I’m finished. Watch and see if you think it looks like a spider’s web. I have already written some things in our web (see Advance Preparation). In the middle it says healthy because we are thinking of things that keep us healthy.”*

- Describe the image you chose to represent *healthy*.
- Describe the three categories you will be discussing today.

*“Over here it says food (exercise, staying clean) so we are going to try to think of foods (exercise, cleaning habits) that keep us healthy. There is a line connecting food to healthy because we are going to think of foods that keep us healthy.”*

- Describe the image you chose to represent healthy foods (exercise, staying clean).

*“So, let’s see what we can add to our web. First let’s think about foods that keep us healthy. I am going to call on someone to come up and pick a healthy food to put on our web.”*

- Call on a few students to come up and pick foods from the images you cut out of magazines.
- Ask students to describe the image to the class and explain why they picked it (e.g. “I like eating green beans and they are a healthy vegetable.”). Let the student help you affix the image to the web.
- Then, draw a circle around the picture and draw a line to the circle that says “foods.”

*“This says food so I am going to connect this picture of healthy foods to the circle that says food.”*

- Spread the exercise images and then the staying clean images on the floor and use the same steps to complete the other two parts of the web.
- When the web is complete, review the categories and the pictures the students chose for each category. Remind students that this web shows them things they can do to stay healthy; eating healthy foods such as \_\_\_\_\_, staying clean by \_\_\_\_\_, and exercising by \_\_\_\_\_.

## Extension Activity

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Learning  
Center

### Basic Needs Picnic

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Continue this activity during Learning Centers. See **Day 14, Basic Needs Picnic** for detailed instructions on this Extension Activity.

## Note to Teacher

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Pausing Point 2 is an opportunity to review, reinforce, and extend the material taught during the second half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see General Overview) and/or Task Assessments (see the following). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. Continue conducting Routines during the Pausing Point, including Taking Attendance, reviewing the Daily Schedule, and signing into Learning Centers daily.

## ✔ Lesson Objectives

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### Core Content Objectives up to This Pausing Point

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Students will:

- ✔ State that the heart and lungs are parts hidden inside the body
- ✔ State that the five senses are sight, hearing, smell, taste, touch
- ✔ Identify the body parts that correspond to each sense:
  1. Eyes—Sight
  2. Ears—Hearing
  3. Nose—Smell
  4. Tongue—Taste
  5. Skin—Touch
- ✔ State how each of the five senses helps them experience the world (e.g., eyes help you see toys, ears help you hear sounds, etc.)
- ✔ State that human beings begin life as babies, then grow to be children, then adults

- ✓ Name one thing that babies can do (e.g., sleep, eat, cry), one thing children can do (e.g., paint, tie their shoes, go to school), and one thing adults can do (e.g., take care of babies, go to their jobs, cook, etc.)
- ✓ Give an example of one thing that is alive and one thing that is not alive
- ✓ Name human beings' three basic needs: water, food, and shelter
- ✓ State that a body can heal itself when it is hurt or sick
- ✓ State that people stay healthy by exercising, resting, eating good foods, and staying clean

## ***Student Performance Task Assessment***

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### **Skills Task Assessment**

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#### ***First Name Recognition***

Assess which students are able to recognize the first letter of their name when given a choice between four capital letters. Have small groups of students come to a quiet area of the classroom. Using the **Transition Cards: Capital Letters**, show students four letters (one should be the first letter of their name, and the other three should be distractors). Ask students to choose which is “their” letter, or the letter that is at the beginning of their name. If students need help, allow them to look at their **Name Card** and match the **Capital Letter Card** to the first letter of their name.

### **Listening & Learning Task Assessment**

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#### ***Five Senses Identification***

Assess whether students know the five senses that correspond to their body parts. Have individual students come to a quiet area of the classroom or playground. Tell the student you are going to point to a body part you and want them to tell you which of the five senses goes along with that body part. If the student is unable to name a sense, prompt the student by saying, “These are my ears? What are my ears for?”

## **Skills Review**

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### **Skills Small Group Activities Summary**

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The following chart shows the Small Group activities that students have completed up to Pausing Point 2 and the emergent literacy skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.



## Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Music	Phonological Awareness		Print Knowledge			Handwriting		Shared Writing	Vocabulary
			Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes	Dictation	Domain-Related Vocabulary
1	1	Mystery Sound Box	✓									
	2	Easel Painting							✓			
2	1	Get the Rhythm of the Rhyme		✓								✓
	2	Make a Placemat				✓	✓	✓	✓			
3	1	Mystery Sound Box: Same or Different?	✓									
	2	Easel Drawing and Coloring							✓			
4	1	Guess the Instruments	✓									
	2	Matching Name Cards				✓						
5	1	Words: Same or Different?		✓	✓							
	2	Play Dough Letters				✓	✓		✓			
6–8	<b>Pausing Point 1</b>											
9	1	Musical Instrument Hide-and-Seek	✓									
	2	Matching Names Game				✓						
10	1	Get the Rhythm of the Rhyme		✓								✓
	2	Collage							✓			✓
11	1	Name Game: Matching Initial Letters				✓	✓					
	2	Rhyming Words		✓	✓							✓
12	1	Animal Sound Circle	✓									
	2	Straw Bracelets							✓			
13	1	Trace Your Hand							✓			✓
	2	Self-Portrait				✓			✓		✓	✓
14	1	Nursery Rhyme Review		✓								✓
	2	Line-Art Mural							✓	✓		✓
15	1	Instrument Sound Circles	✓									
	2	Jump for Your Letter!				✓	✓					
16	1	Say Your Letter		✓			✓					
	2	Finger Painting Lines							✓	✓		
17–19	<b>Pausing Point 2</b>											
20	<b>Domain Assessment</b>											

## Additional Skills Activities

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### *3D Collage*

**Materials:** Collage materials like cotton balls; pompoms; puzzle pieces; feathers; foam shapes; etc.

In the art center, have students make a three-dimensional collage by gluing materials to a piece of cardboard. Include collage materials that are relatively large and sturdy so that they are easy for students to manipulate.

### *Shaving Cream Line Art*

**Materials:** Shaving cream

Have students draw vertical and horizontal lines in shaving cream. You could put the shaving cream in the sensory table, in individual trays or cookie sheets, or directly on top of a table in the classroom.

### *Make a Cake*

**Materials:** Play dough; capital letter cookie cutters

Have students pretend to be the baker in the “Pat-a-Cake” rhyme. Give each student some play dough and show them how to roll it and pat it. Then, have students mark the cake with their letter by using the capital letter cookie cutter to make an impression in the top of the cake.

## *Listening & Learning Review*

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### **Read-Aloud and Picture Talk Reviews**

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If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

### **Domain-Related Trade Books**

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Read non-fiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 2. See the Introduction for suggestions. You might also choose to read a fiction trade book that

complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and Eric Carle (Henry Hold, 1992) ISBN 978-0805017441

- Connection to content from “My Five Senses”:

*Brown Bear sees lots of different colors and animals. Talk with students about how they can use their eyes to see lots of different things, including colors.*

*Strega Nona*, by Tomie dePaola (Little Simon, 2011) ISBN 978-1442433557

- Connection to content from “My Five Senses”:

*Strega Nona boils up a big, hot pot of pasta. Talk with students about which of her senses Strega Nona uses as she cooks and eats pasta.*

*The Snowy Day*, by Ezra Jack Keats (Viking, 2011) ISBN 978-0670012701

- Connection to content from “I am Growing and Changing”:

*Peter wants to join the big boys in a snowball fight, but he is not old enough yet. Talk with students about the things they want to do when they get older.*

*A Life Like Mine: How Children Live Around the World*, by DK Publishing (DK Publishing, 2002) ISBN 978-0756618032.

- Connection to content from “Three Basic Needs”:

*Children in this book live all over the world, and they all have the same basic needs. Talk with students about the children who are profiled and how they all need water, food, and shelter.*

## Activities

---

### **Food and the Five Senses**

**Note:** *When offering food to students to taste, be sure to follow whatever procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

**Materials: Various foods; chart paper; marker; student photographs**

You use all of your senses when you eat. Help students make a for snack and talk with them about what they hear, see, taste, smell, and feel. Be sure to include a variety of foods. Foods you can hear include puffed rice, cereal, crunchy potato chips, and fizzy drinks. Make a bar graph showing how many students like each food by drawing a smiley face and a frowny face at the bottom of a piece of chart paper. Draw vertical lines to make columns for each food and title the graph “How Many Students Like Each Food?” Ask students to vote whether or not they like each food. Help each student staple a picture of themselves to the chart to indicate whether or not they like each food. Help students count how many students like and do not like each food.

***Line Up by Size***

**Materials: Large sheets of paper; marker**

Have students stand in a line from shortest to tallest. Explain to students that they are all growing taller, just at different speeds. Tell students that they will get taller as they grow older. Then, mark each student’s height on a piece of paper on the wall and label it with their name and the date. Throughout the year, students can measure themselves to see how much they have grown. Help students make new marks on the paper as they grow, continuing to label with names and dates.

***Dress for the Weather***

**Materials: Dress-up clothes including coats, hats, bathing suits, boots, rain coats, etc.**

In the Housekeeping Center, have students dress for different kinds of weather. Let students choose outfits to put on, then have them describe how the outfit protects them from the weather and temperature.

***Cook a Balanced Meal***

**Materials: Pretend foods like fruits, vegetables, pizza, ice cream, etc.**

In the Housekeeping Center, have students use pretend food to cook meals. Talk with them about the difference between healthy choices and treats. Show them the fruits and vegetables and tell them the names for each one. Have them cook meals for each other, being careful to include at least one fruit and one vegetable.

This Domain Assessment evaluates each student’s knowledge relative to Language Arts and Core Content Objectives addressed in the *All About Me* domain. Portfolio Collection and Assessment Opportunities can occur throughout the domain; the Task Assessment is designed to be administered to each student at the end of the domain (i.e., during Pausing Point 2 and the Domain Assessment days of *All About Me*). In order to conduct individual Task Assessments, teachers may find it convenient to pull individual students into a quiet corner of the classroom, perhaps during Learning Center or snack time.

## Portfolio Collection

---

### Materials

- Manila folders
- Large zip-top bags
- Marker

### Portfolio Preparation

---

Prepare a portfolio for each student where you can collect work samples and reflections across the school year. Write each student’s name on a manila folder and a zip-top bag.

### Work Samples

---

**Note:** *Be sure to date each piece of student work as it is added to the portfolio.*

In this domain, students’ work from the following activities may be included in their portfolios:

- Doctor’s Office Learning Center: Students’ emergent writing samples, such as their efforts to represent their names when signing in with the receptionist
- Day 12: Self-Portrait

## Assessment Opportunities

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### Observing Learning Centers

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#### Language Arts Objectives Assessed

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)

#### Materials

- Various colored sticky notes
- Pen

### Doctor's Office Learning Center

---

As you observe the Doctor's Office Learning Center, keep the above Language Arts Objectives with you. When you see a student demonstrating a behavior or using language that is related to the objective, write that student's name and a brief description of what occurred on a sticky note. You might use different colored notes for each objective. At the end of the day, reflect on these notes and distribute them to students' portfolios, sticking them inside the manila folder or on a separate piece of paper. At the end of the domain, review notes collected in each student's portfolio, perhaps writing a sentence or two reflecting on each student's progress across the domain and current performance relative to the Language Arts Objectives.

## Task Assessments

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### Skills Task Assessment

---

#### Language Arts Objectives Assessed

- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)

#### Materials

- **Transition Cards: Name Cards**
- **Transition Cards: Capital Letters**

### **Recognize Your Name and Letter**

**Name:** Put four **Transition Cards: Name Cards** on the table (include the student's name and three other classmates' names). Ask the student to point to his/her own name. If the student is unable to point to his/her own name, reduce to three choices and ask again. Continue reducing choices until only one name card is left.

**Letter:** Show the students four of the Capital Letter Cards (include the student's letter and three other classmates' letters). Ask the student to identify his/her letter from among the group. If the student is unable to point to his/her own letter, reduce to three choices and ask again. Continue reducing choices until only one letter card is left.

## **Listening & Learning Task Assessments**

---

### **Core Content Objectives Assessed**

- ✓ Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- ✓ State that the five senses are sight, hearing, smell, taste, touch
- ✓ Identify the body parts that correspond to each sense:
  1. Eyes—Sight
  2. Ears—Hearing
  3. Nose—Smell
  4. Tongue—Taste
  5. Skin—Touch

### **Materials**

- **Transition Cards: 5 Senses** (one set)
- **Transition Cards: 5 Senses-Actions** (one set)

### **Body Parts Identification**

Remind students that you have been learning about the names of body parts. Say the names of different body parts and ask the student to point to the body part on his or her own body. Use the list below to ensure that the student knows all or most of the body parts taught in this domain.

- head
- hair
- scalp
- lips
- tongue
- nose
- nostrils
- chin
- cheeks
- forehead
- ears
- eyes
- neck
- hands
- shoulders
- arms
- elbow
- wrist
- fingers
- hip
- waist
- back
- chest
- toes
- knees
- legs
- feet
- ankles

### **Five Senses Identification**

**Five Senses:** Remind students that you have been talking all about the five senses. Ask the student to name the five senses. If students are unable to name the five senses, show the **Transition Cards: 5 Senses-Actions** to the student. Point to each card and ask the student to name the sense depicted. Accept both noun and verb forms of the senses as correct (e.g., sight and seeing, touch and touching).

**Body Parts:** Show students **Transition Cards: 5 Senses** (one set). Tell students that you want them to tell you the sense that goes with each body part. Point to each card and say, “Which body part do you use to \_\_\_\_\_ (see, taste, touch, hear, smell)?”



## Key to Domain Assessment Record Form

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### Recognize Your Name and Letter

---

#### **Not Yet**

Student does not yet demonstrate this skill, knowledge or behavior.

- Name: Does not locate his/her name
- Letter: Does not locate his/her letter

#### **Progressing**

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Name: Locates his/her name when one or two distractor cards are present
- Letter: Locates his/her letter when one or two distractor cards are present

#### **Ready**

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Name: Locates his/her name when three distractor cards are present
- Letter: Locates his/her letter when three distractor cards are present

### Body Parts Identification

---

#### **Not Yet**

Student does not yet demonstrate this skill, knowledge or behavior.

- Correctly points to fewer than ten body parts.

### ***Progressing***

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Correctly points to between ten and twenty body parts.

### ***Ready***

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Correctly points to more than twenty body parts.

## **Five Senses Identification**

---

### ***Not Yet***

Student does not yet demonstrate this skill, knowledge or behavior.

- Five Senses: Does not name any of the five senses
- Body Parts: Does not correctly associate any body parts with the senses

### ***Progressing***

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Five Senses: Names one to four of the five senses with or without the help of the Transition Cards
- Body Parts: Correctly associates one to four of the body parts with its corresponding sense

### ***Ready***

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Five Senses: Names five senses without the help of the Transition Cards
- Body Parts: Correctly associates all five body parts with their corresponding senses



# CORE KNOWLEDGE LANGUAGE ARTS

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# Domain 1: All About Me

## Teacher Guide

PRESCHOOL

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