

☑ Lesson Objectives

Core Content Objectives

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

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

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
STARTING THE DAY			
Routines	W Taking Attendance: One at a Time	Transition Cards: Names; Attendance Board	During morning circle
	Learning Center Labels	Learning Center labels	
Nursery Rhymes	W Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	
SKILLS			
Small Group 1	S Warm-Ups	Nursery Rhymes and Songs Poster 15	10
	Get the Rhythm of the Rhyme		
Small Group 2	S Warm-Ups	Construction paper; primary crayons; stickers; collage paper; smocks	10
	Make a Placemat		
LISTENING & LEARNING			
Picture Talk	W I Am Special		15
Deepening Understanding	W Deepening Understanding: Humans		10
Extension Activity	L 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
Routines	W Taking Attendance: One at a Time	Transition Cards: Names; Attendance Board	During morning circle
	Learning Center Labels	Learning Center labels	
Nursery Rhymes	W Head and Shoulders, Knees and Toes	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
Small Group 1	Warm-Ups	Nursery Rhymes and Songs Poster 15	10
	Get the Rhythm of the Rhyme		
Small Group 2	Warm-Ups	Construction paper; primary crayons; stickers; collage paper; smocks	10
	Make a Placemat		

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
Picture Talk	W I Am Special		15
Deepening Understanding	W Deepening Understanding: Humans		10
Extension Activity	L 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



Trace and Label the Body

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