

## Note to Teacher

---

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

---

### Core Content Objectives up to This Pausing Point

---

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**

---

### **Skills Task Assessment**

---

#### **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**

---

#### **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**

---

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

---

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

---

### *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*

---

### **Read-Aloud and Picture Talk Reviews**

---

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**

---

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.