



Unit 6 – My Amazing Body

Joyful Discoveries Preschool Curriculum



Revision Date: January 2024



Unit 6 My Amazing Body: Circle Time, Small Group, & Centers






<p><u>Knowledge Building Targets</u></p> <ol style="list-style-type: none"> 1. Body parts 2. Taking care of your body: eating well, exercising, and going to the dentist and doctor 3. Skeleton and bones 4. Humans are the same and different 5. Understanding and appreciating skin color 6. Vegetables 7. Labeling and understanding emotions 8. How to calm down when angry or grumpy 9. How to help a friend who is sad 10. Professions: doctor, dentist 11. Engaging in play with peers: healthy restaurant 	<p><u>Oral Language Skill Targets</u></p> <ol style="list-style-type: none"> 1. Answering questions 2. Stating an opinion 3. Basic Vocabulary—prepositions, basic directional words 4. Academic Vocabulary- kindness, recycling, softly, planet, good deeds, Veterinarian, etc. 5. Story Vocabulary: author, illustrator, title, Character-Who, Setting--Where 6. Length of sentences 7. Extended decontextualized accounts, explanations, and narratives 8. Retelling/Summarizing
<p><u>Early Literacy Skills</u></p> <ol style="list-style-type: none"> 1. Alphabet Letter Names & Sounds 2. Name Recognition 3. Phonemic awareness 4. Print/Book Skills: title, author, directionality 5. Listening Comprehension 6. Answering key questions (focus on 7. Who, When, What questions) 8. Memory for events 9. Retelling 10. Sequencing of events 11. Fiction vs. Nonfiction 12. Knowledge of Common Stories 13. Writing Skills: Prewriting strokes, Letter formation, Shared writing 	<p><u>Math Skills</u></p> <ol style="list-style-type: none"> 1. Shapes 2. Directional words 3. Small Number Recognition without Counting 4. Counting 5. Number Recognition 6. More Than, Less Than, Equal To 7. Number-after knowledge 8. Number comparisons 9. Number-after equals one more 10. Addition 11. Subtraction 12. Categories: Sizes 13. Patterns 14. Story Problems

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Unit 6: My Amazing Body

Overview of Part 1- Our Bodies: Body Parts, Five Senses, Skin




Book 1	Book 2	Book 3	Book 4
<p><i>Me and My Amazing Body</i> by Joan Sweeney</p> 	<p><i>Jessica's X-Ray</i> by Pat Zonta</p>  	<p><i>My Five Senses</i> by Alik</p>	<p><i>Counting with My Five Senses</i> by The Project Ready! Team</p>  

Book 5	Book 6	Book 7	Book 8
<p><i>We're Different, We're the Same, And We're All Wonderful</i> by Bobbi Jane Kates</p>	<p><i>The Colors of Us</i> by Karen Katz</p>  	<p><i>Happy in Our Skin</i> by Fran Maushkin</p> 	<p><i>All Bodies Are Good Bodies</i> by Margaret Lynn Samora</p> 

Overview of Part 2- Taking Care of Our Bodies: Healthy Eating, Exercise, Teeth

Book 9	Book 10	Book 11	Book 12	Book 13
<p><i>From the Garden</i> by Michael Dahl</p>  <p>* Dramatic Play Center introduced</p>	<p><i>The Busy Body Book: A Kid's Guide to Fitness</i> by Lizzy Rockwell</p>  	<p><i>Teeth</i> by The Project Ready! Team</p> 	<p><i>Just Going to the Dentist</i> by Mercer Mayer</p>  	<p><i>How Many Teeth?</i> by Paul Showers</p>  

Overview of Part 3- Understanding and Managing Feelings

Book 14	Book 15	Book 16	Book 17	Book 18	Book 19
<p><i>The Feelings Book</i> by Todd Parr</p> 	<p><i>The Very Grumpy Day</i> by Stella Jones</p>	<p><i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang</p> 	<p><i>Big Feelings</i> by Alexandra Penfold</p>	<p><i>Listen</i> by Gabi Snyder</p>	

Wordless Books for My Amazing Body Unit

<u>Wordless Books—South America</u>
<i>Hug</i> by Jez Alborough
<i>Found</i> by Jeff Newman & Larry Day

Material List for Unit 6- My Amazing Body

Whole Group Reading	
Books	Cost
<i>Me and My Amazing Body</i> by Joan Sweeney	\$8.99
<i>Jessica's X-Ray</i> by Pat Zonta (Challenge)	\$11.87
<i>My Five Senses</i> by Aliko	\$8.00
<i>Counting with My Five Senses</i> by The Project Ready! Team	Cost of printing and lamination
<i>We're Different, We're the Same...</i> by Bobbie Jane Kates	\$4.99
<i>The Colors of Us</i> by Karen Katz	\$7.99
<i>Happy in Our Skin</i> by Fran Manushkin	\$6.85
<i>All Bodies Are Good Bodies</i> by Margaret Samora	\$12.99
<i>From the Garden</i> by Michael Dahl	\$7.95
<i>The Busy Body Book</i> by Lizzy Rockwell (Challenge)	\$6.55
<i>Teeth</i> by The Project Ready! Team	Cost of printing and lamination
<i>Just Going to the Dentist</i> by Mercer Mayer	\$4.50
<i>How Many Teeth?</i> by Paul Showers (Challenge)	\$5.99
<i>The Feelings Book</i> by Todd Parr	\$7.19
<i>The Very Grumpy Day</i> by Stella Jones	\$8.99
<i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang	\$7.99
<i>Big Feelings</i> by Alexandra Penfold	\$10.91
<i>Listen</i> by Gabi Snyder	\$10.85
<i>The Listening Walk</i> by Paul Showers (Challenge)	\$7.99
Wordless Book	
<i>Hug</i> by Jez Alborough	\$5.99
<i>Found</i> by Jeff Newman & Larry Day	\$14.99
Total Book Cost	\$161.57

Craft and Additional Materials	
Crayons or markers (multiple crafts)	Likely already purchased
Glue sticks (multiple crafts)	Likely already purchased
Liquid glue (multiple crafts)	Likely already purchased
Q-tips	\$10.08 (4 boxes of 500 pieces)
Black paper (<i>Jessica's X-Ray</i> craft)	\$4.79 (100 sheets)
Colorful construction paper (<i>The Colors of Us</i> craft)	\$5.99 (96 sheets)
Skin tone paper (<i>The Colors of Us</i> craft)	\$8.61 (50 sheets)
Brown/blonde yarn (<i>The Colors of Us</i> craft)	\$11.95 (4 skeins)
Black yarn (<i>The Colors of Us</i> craft)	\$11.95 (4 skeins)
Sidewalk chalk (<i>The Busy Body Book</i> activity)	\$17.18 (126 pieces)
Yellow printer paper (<i>Just Going to the Dentist</i> craft)	\$15.24 (500 sheets)
Toothbrushes (<i>Just Going to the Dentist</i> craft)	\$8.99 (30 pieces)
White paint (<i>Just Going to the Dentist</i> craft)	\$10.63 (16 oz. bottle)
White cardstock (<i>The Feelings Book</i> craft)	\$11.49 (250 sheets)
Fruit counters (<i>From the Garden</i> optional math manipulative)	\$17.53 (108 pieces)
Total Cost of Crafts and Additional Materials	\$122.48

Material List for Unit 6- My Amazing Body

(Continued)

Dramatic Play Center Materials	
Chef Costume	\$24.99
Play Food	\$20.69 (78 piece set)
My Plate Felt Board	\$24.99
Dish Washing Set	\$15.99
Body Parts Poster	\$9.98
Feelings Poster	\$4.99
Feelings Flashcards	\$13.80
Total Cost of Dramatic Play Center	\$115.43

Total cost for Unit 5A= \$399.48

Materials to Prepare (Found in Materials Binder)			
	Teacher's Manual	www.readingscience.org	Print 2-sided, put in binder
	Book 2- <i>Jessica's X-Ray</i> Example X-Rays	Page 1 materials binder	Print 1-sided, cut, laminate, cut into cards
	Book 4- <i>Counting with My Five Senses</i> book	Page 4 materials binder	Print, laminate, bind into book
	Book 4- <i>Counting with My Five Senses</i> counting cards	Page 17 materials binder	Print 1-sided, cut, laminate, cut into cards
	Book 6- <i>The Colors of Us</i> self portraits	Page 24 teacher's manual	Cut yarn into typical hair length pieces
	Book 6- <i>The Colors of Us</i> self portraits	Page 24 teacher's manual	Cut face shapes from skin tone paper
	Book 8- <i>All Bodies Are Good Bodies</i> All about Me craft template	Page 21 materials binder	Print 1-sided (one for each student)
	Book 9- <i>From the Garden</i> Counting cards	Page 22 materials binder	Print 1-sided, cut, laminate, cut into cards
	Book 11- <i>Teeth</i> book	Page 29 materials binder	Print, laminate, bind into book
	Book 12- <i>Just Going to the Dentist</i> craft template	Page 52 materials binder	Print 1-sided on yellow paper
	Book 14- <i>The Feelings Book</i> craft template	Page 53 materials binder	Print 1-sided on cardstock
	Wordless- <i>Hug</i> Memory Game	Page 54 materials binder	Print 1-sided, cut, laminate, cut into cards

Additional (Optional) Books About Food

Count Your Greens! by Prince James Press

Right This Very Minute- A Table to Farm Book by Lisl H. Detlefsen

Good Enough to Eat by Lizzy Rockwell

Vegetables by Gail Gibbons

Additional (Optional) Books About Bodies

My Body by Jill McDonald

Eyes, Nose, Fingers, and Toes by Judy Hindley

Your Fantastic, Elastic Brain by JoAnn Deak

The Skin You Live In by Michael J. Tyler

Additional (Optional) Books About Feelings

Visiting Feelings by Lauren J. Rubenstein

It's Tough to Lose Your Balloon by Jarrett J. Krosoczka

How Do Dinosaurs Say I'm Mad by Jane Yolen

The Big Angry Roar by Jonathan Lambert

Wemberly Worried by Kevin Henkes

My Many Colored Days by Dr. Seuss

My Amazing Body Dramatic Play Center—Healthy Restaurant



Purpose: Promote creative play, exploration and experimentation, and oral language skills.

Materials:

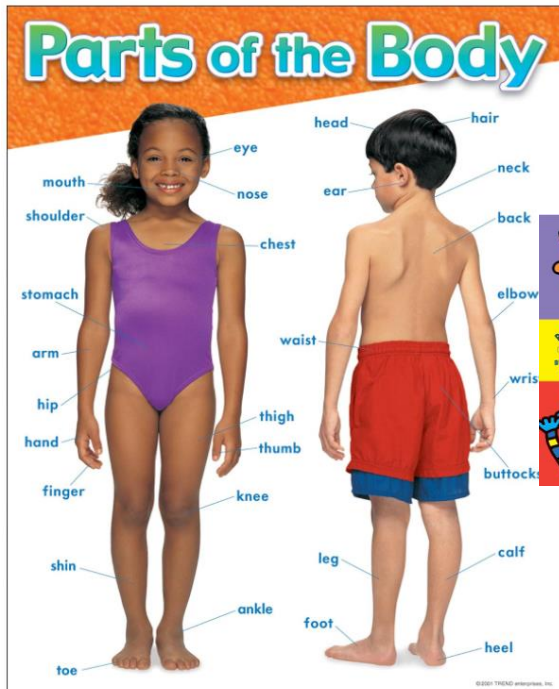
Play food, dishes, My Healthy Plate felt board, chef costume, menus from real restaurants, etc,

We suggest Adding these materials after Book 9 *From the Garden*. Children will have a little background exposure to the concept of healthy foods and will have some ideas of how to create play scenarios around that theme, within the context of a healthy restaurant.

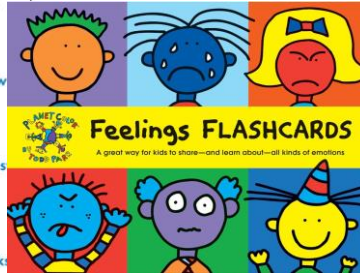
How it Works:

- In the dramatic play center set up a restaurant stocked with healthy food options. Provide a chef costume.
- Include books about food. Consider including a recipe book or two.
- Include menus, created by your students and/or from actual restaurants.
- Encourage early writing skills by including a notepad for taking orders.
- Consider naming the restaurant and making a sign.
- Introduce the center to the children after reading *From the Garden*. Remind students that we take care of our amazing bodies by eating healthy foods. Healthy food gives us the energy our bodies need to grow.

For the first few days, a teacher should be near this center to help students engage appropriately with the new toys and tools, using their new vocabulary and knowledge. The teacher should model playing different roles in a restaurant. Remember to encourage use of new vocabulary and schema surrounding oceans.



How Are You Feeling Today?



Purpose: Promote creative play, exploration and experimentation, and oral language skills.

Materials:

Body Parts poster, Feelings poster, Feelings flashcards

We suggest Adding the Body Parts poster after Book 1 *Me and My Amazing Body*. Children will have a little background exposure to the names of body parts. We suggest adding the Feelings poster and flashcards after Book 14 *The Feelings Book*. Children have some background exposure to the concept and names of feelings.

How it Works:

Body Parts Poster-

- Hang the poster in an accessible place in your classroom after reading Book 1.
- Encourage children to name and locate their body parts at various points in the day. This is a great poster to place near an area with frequent transitions. For example, you could use the poster to discuss body parts while waiting in line for the restroom or while waiting for friends to put on their coats or backpacks.

Feelings Poster and Flashcards-

- Hang the poster in an accessible place in your classroom after reading Book 14.
- Encourage children to name their feelings at various points in the day. Point out the feelings you notice in your students. This is a great poster to place near an area with frequent transitions. For example, you could do a feelings check in with your students as they enter the room in the morning or as they come in from recess.
- Place the flashcards in an accessible place. Encourage students to name the feelings on the poster. Play a game where one student makes a facial expression and another student finds the feelings flashcard that matches and names the feeling.
- Encourage students to match the feelings flashcards to the feelings on the poster.

Whole Group Circle Time—Basic Outline

1. Gathering Together (2 min): ABC Song to call student to circle.
2. Language Time! (3 min) – Nursery Rhyme, Finger Play, Song, Poem
3. Learning New Things (10 min)
 - a. Topic discussion for week 1: Showing Kindness to our Friends & Community
 - b. Story & Discussion Using 1, 2, 3 Shared Story Routine
 - c. Included periodically: Shared Writing Experience
4. Highlight Center Where You Can Learn More

Second Read of Circle Time Story – Basic Outline

1. Story & Discussion, 1, 2, 3 Shared Story Routine
2. Follow Up Activity or Craft

The 1, 2, 3 Shared Story Routine – Read Two Times

1st Read – Focus on Listening to the Story—Whole Group Story Time

1. Before:

1. Introduce the topic
2. Introduce the book to generate excitement.
3. Point out title, author, & illustrator.

2. During:

1. Read with very few interruptions so children can get a sense of the full story.
2. Model Thinking Aloud.
3. Draw children’s attention to key content, vocabulary, and story elements: characters, setting, the problem, etc.

3. After:

1. Ask their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Questions: Ask simple questions about the book.
3. Review vocabulary & connect content of the book to their knowledge of the topic.
(2 & 3 should go in the order that makes sense for the book discussion)

2nd Read – Discuss Together & Activity

1. Before:

1. Ask the children if they can remember what this book is about—show them the cover to remind them.
2. Point out the title, author, & illustrator.
3. Tell them we are going to read the story again and discuss the story. So be ready to share your ideas!

2. During:

1. Read with excitement and fluency.
2. Ask questions about how characters feel or what they might be thinking.
3. Highlight key vocabulary, content, and story elements.

3. After:

1. Ask for their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Ask a few questions about story elements and discuss 2-3 interesting vocabulary words.
3. Complete follow up activity



Shared Writing Experience - Basic Outline

Exposing children to print at an early age is helpful in many aspects of learning to read. The Shared Writing Routine is done across a number of books (not all) in each Unit at least once a week.

Goals of the Shared Writing experience:

- Meaningful exposure of children to print, helping them understand that print carries meaning,
- Demonstration of the process of transcribing speech to print,
- Highlighting of specific letter-sound relationships and conventions of writing.

When planning Shared Writing experiences, make sure to keep the following in mind:

1. Facilitate the production of a topical message that is reflective of your current Project Ready! theme. Make sure this message incorporates **target vocabulary** and **current theme**.
2. Keep sentences constructed short (5-7 words) and the total text brief (2-4 sentences).
3. When gathering input from children regarding the written message construction, “recast” the messages to ensure that they are clear and reflect content from the theme. This “recasting” requires restating students’ input into clear and grammatically standard statements.

You can use this Shared Writing Preparation Template to prepare for a shared writing experience:

1. Topic of Message: (to be reflected in the first and last sentence):

Plan your topic sentence or the topic that you will communicate in the first sentence.

Vocabulary word(s) to include:

Include a word or words that have been highlighted in the 1, 2, 3 Shared Reading Routine.

Specific letter(s) or conventions to highlight:

This could include attention to spaces between words, directionality, punctuation, capital letters, and sentence types.

2. Plan your sentences. *Often you will follow this pattern:*

Topic -

Detail -

Detail -

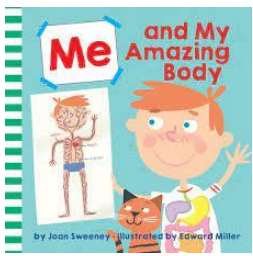
Detail -

Concluding

The Shared Writing Routine utilizes these three steps repeatedly for each sentence written together: Plan – talk to the children about what to write; Write – write within view of the children and “think aloud” as you write your sentence, highlighting the vocabulary and conventions you planned; Read – Point to each word and read the sentence together. There are four different types of writing highlighted across the curriculum

1. Tell a Story 2. Express Ideas 3. Share Information 4. Discuss & Respond to Questions

With most writing teachers should facilitate the development of a paragraph structure including an introductory (topic) sentence, followed by details, and finished with a “wrap up” (concluding) sentence. By continually modeling the basic paragraph structure, a foundation for this type of organization within children’s writing is established.



Unit: My Amazing Body, Part 1- Our Bodies

Book 1: Me and My Amazing Body by Joan Sweeney

Extra Materials Needed:



Language Time

Head, Shoulders,
Knees, and Toes

(Standing)

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Eyes, and ears, and
mouth, and nose
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

*Try singing in
various styles: fast,
slow, choppy like a
robot, quiet like a
mouse, etc.

1. Before

1. Topic Introduction- *Today we are starting a new unit. We will be learning about our amazing bodies! Bodies are fascinating! We are going to learn about some of our body parts, how to take care of our bodies, and we're going to learn about our feelings. Let's clap the words amazing bodies. A-ma-zing bod-ies. Great!*

2. Book Introduction- *This book is called Me and My Amazing Body. It looks like Me on the Map because it's by the same author. Do you remember that book?*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "because my skin covers almost every inch of it." *I never thought about that. We have body parts that are inside of our skin. We can't see them because our skin covers them up. Interesting. Point to your skin. It covers everything!*

- "Muscles do the hard work of moving my body all around" *Our muscles help us move. Show me your muscles. We even have muscles that help us smile.*

- "Then my body takes what it needs for energy and growth" *We eat food because our bodies turn it into energy that we need to grow. That's why it's really important to eat healthy foods. They help us to grow.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

We have many body parts. Some are outside and some are inside.

Our body parts do many amazing things!

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

body- all the parts that make up a person

Our bodies are amazing! There are parts outside and inside.

skin- covers our entire body and lets us feel things

Our skin holds our bodies together. Skin comes in different colors.

bones- hard parts that hold our body up. The parts that make our skeleton

We have more than 200 bones in our bodies!

3. After

1. Ask their Opinion- *Did you like learning about your amazing body? Thumbs up if you enjoyed that book. Turn to someone next to you and tell them one body parts we saw in the book.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Where are your bones? One the inside or outside of your body?* (the inside)

- *What gives us the energy we need to grow?* (our food)

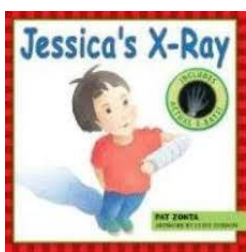
3. Follow Up Activity- Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Bones do the hard work of moving my body around.* (No)

- *Muscles do the hard word of moving my body around.* (Yes)

- *Bones are hard and they hold my body up.* (Yes)



Language Time

Head, Shoulders,
Knees, and Toes

(Standing)

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Eyes, and ears, and
mouth, and nose
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

*Try singing in
various styles: fast,
slow, choppy like a
robot, quiet like a
mouse, etc.

Unit: My Amazing Body, Part 1- Our Bodies

Book 2: Jessica's X-Ray by Pat Zonta

Extra Materials Needed:

CHALLENGE



1. Before

1. Topic Introduction- *Yesterday we started learning about something new. We are learning about our amazing bodies! We know that we have many body parts on the outside and inside of our bodies. This book is about a body part on the inside.*

2. Book Introduction- *Look at this picture. Raise your hand if you want to guess what body part we will be reading about in this book. Remember it's on the inside.*

3. Title and Author- *Draw attention to title and author. The title of this book is Jessica's X-Ray. The author is Pat Zonta. Clive Dobson is the illustrator.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- Page 7- "...and take pictures of your bones." *X-rays are pictures of your bones. X-rays don't hurt.*

- Page 11- "Can you see where Jessica's arm is broken?" *Let's look really closely at this x-ray. I think the broken parts are these little bumps here on her arm bones.*

- Page 21- "Can you see his baby teeth?" *I see two teeth stacked on top of each other. The one on top is the baby tooth and the one on the bottom is the grown up tooth, waiting to grow in.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

X-rays are pictures of bones.

If a bone gets broken, doctors and nurses can help it to heal.

There are different kinds of x-rays that can show other body parts.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

bones- hard parts that hold our body up. The parts that make our skeleton

X-rays zoom through your body and take pictures of your bones. Cool!

body- all the parts that make up a person

A lead apron covers the rest of your body when you get an x-ray.

cast- a stiff wrap that holds your bones still while they heal

Doctor Dave will put a cast on Jessica's arm so her bones can heal.

3. After

1. Ask their Opinion- *Thumbs up if you thought seeing the inside of bodies in those x-rays was interesting. Raise your hand if you want to tell us about the x-ray you thought was most interesting.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Who was this book about?* (Jessica)

- *Where in Jessica's body were the broken bones?* (her arm)

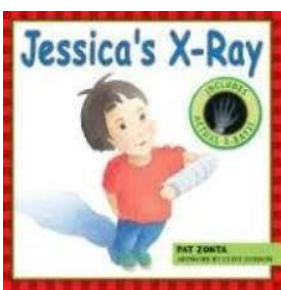
3. Follow Up Activity- Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Jessica got a cast on her leg.* (No)

- *Jessica got a cast on her arm.* (Yes)

- *The x-ray took a picture of Jessica's broken bones.* (Yes)



Unit: My Amazing Body, Part 1- Our Bodies
Book 2: Jessica's X-Ray by Pat Zonta



Re-Read & Activity- Craft

Extra Materials Needed: book, liquid glue, Q-tips (consider cutting into various sizes), black paper, white crayon for tracing, student photos (optional)

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Raise your hand if you want to tell us one thing you remember about this story.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Jessica's X-Ray. Pat Zonta is the author. Let's clap that word. Au-thor. The author write the words. What does that author do? Writes the words! The illustrator is Clive Dobson. He drew the pictures. Let's clap the word illustrator. Ill-us-tra-tor.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "I was climbing a tree when I fell and broke my arm." *Oh no! Do you think that hurt? There's something else that broke in this picture. What else broke? I'm wondering if Jessica was on this branch when it broke. Do you think she fell out of the tree?*

b. "we need an x-ray to see what happened inside your arm." *What does an x-ray do?*

c. "I'll put a cast on now to help the bones heal properly." *How does a cast help a broken bone to get better? What will the cast do for Jessica's arm?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Thumbs up if you did. What was your favorite part?

2. Discussion questions

a. Who were the characters in this story? (Jessica, her parents, Dr. Dave, etc.)

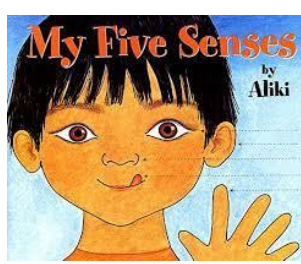
b. What happened to Jessica's arm? (It got broken when she was climbing a tree.)

3. Do craft activity. Decide which kind of x-ray (full body, a specific body part, etc.) students will make and prep the necessary materials. Explain, *We are going to make our own x-rays. X-rays show our bones.*

They give us a picture of our body parts underneath the skin. In an x-ray, our bones looks white. We are going to use these Q-tips to represent our bones in our x-rays. Give students liquid glue and Q-tips.

Explain how to glue Q-tips to make the x-ray. Discuss the basic structure of the bones in the body part represented in the x-ray.





Unit: My Amazing Body, Part 1- Our Bodies

Book 3: My Five Senses by Aliki

Extra Materials Needed:

Language Time

Head, Shoulders,
Knees, and Toes

(Standing)

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Eyes, and ears, and
mouth, and nose
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

*Try singing in
various styles: fast,
slow, choppy like a
robot, quiet like a
mouse, etc.

1. Before

1. Topic Introduction- *We are learning about our bodies. We all have bodies and our bodies are amazing. Let's clap the word amazing. A-ma-zing. Our bodies have many parts. Those parts do different things. Tell the person next to you the name of one body part we've learned about.*

2. Book Introduction- *This book is called My Five Senses. Our senses are things our bodies can do that help us get information about the world around us.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "I hear with my ears." *I see a tiny airplane in this picture. Do you see it? I think that is what this boy is hearing with his ears. Point to your ears.*
- "Sometimes I use all of my senses at once." *When there is a lot happening around us, we use lots of our senses to get information.*
- "every minute of the day, my senses are working." *That's interesting to think about. Even when I'm not paying attention to the sounds around me, my ears are still listening. My senses are always making me aware.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Most people have five senses.

Our senses allow us to see, hear, taste, touch, and smell.

Our senses give us information about the world around us.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

senses- special ways the body gathers information

Most people have five senses. We can hear, see, taste, touch, and smell.

sight- our eyes help with this sense, seeing

He used his sense of sight to see the sun, a frog, and his baby sister.

aware- knowing about something, paying attention

Our senses help us to be aware of the world around us.

3. After

1. Ask their Opinion- *Did you like learning about your senses? Thumbs up if so. Turn to someone next to you and tell them one thing your senses help you do.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *How many senses do most people have?* (five)

- *What sense do we use to listen to an airplane?* (hearing)

3. Follow Up Activity- Vocabulary Review

- Explain, *This book was about our senses. Our senses are special ways our body gathers information. We have five senses. I'm going to say a word. If that word is the name of one of our senses, you will give me a thumbs up. If it's not a sense, show me thumbs down.*

- *Hearing?* (Yes!)

- *Touching?* (Yes!)

- *Smelling?* (Yes!)

- *Running?* (No!)

- *Seeing?* (Yes!)

- *Tasting?* (Yes!)



Counting With My Five Senses
Text by The Project Ready! Team



Unit: My Amazing Body, Part 1- Our Bodies

Book 4: Counting with My Five Senses by The Project Ready! Team



Extra Materials Needed:

1. Before

1. Topic Introduction- *Yesterday, we read a book about our senses. Most people have five senses. We can see* (encourage students to point to their eyes). *We can hear* (encourage students to point to their ears). Continue naming senses and pointing to associated body parts until you have named all five senses.

2. Book Introduction- *This book is called Counting with My Five Senses. This is a counting book. I think we are going to see numbers in this book. Let's read!*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "I smell one pizza baking in the oven. Delicious!" *This is a picture of a nose. We use our noses to smell. I see one pizza in this picture and this is the number one.*
- "his soft fur as I give him a pat. Good dog!" *I love to feel a dog's soft fur, but not all of these things are nice to feel to me. I do NOT like to feel sticky dishes. Yuck.*
- "and the orange sun just beginning to set. Beautiful!" *This is the number 5. Help me count the five things she saw when she looked around. She saw the green grass, the blue sky, her neighbor's house, a daisy, and the orange sun. 1,2,3,4,5.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Most people have five senses.

Our senses allow us to see, hear, taste, touch, and smell.

We use our senses all day long.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

gather- bring together

Our senses help us to gather information about the world.

senses- special ways the body gathers information

Most people have five senses. We can hear, see, taste, touch, and smell.

sight- our eyes help with this sense, seeing

She used her sense of sight to see three things. Help me count them.

3. After

1. Ask their Opinion- *Did you like counting the things she used her senses to explore? Tell someone sitting near you about your favorite part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What was this book about?* (our senses, counting, numbers)

- *Who was in the story?* (a girl, her sister, her dad, her dog)

3. Follow Up Activity- Math Word Problem

- Explain, *In this book, we counted things that the girl saw, smelled, tasted, touched, and heard. Let's count the things she tasted. She tasted 2 things on her pizza-cheese and pepperoni* (hold up 2 fingers) *then she got an ice cream treat and tasted four things- vanilla, strawberry, pistachio, and the cherry on top* (hold up 4 fingers). *How many things did she taste altogether? Let's use our fingers to figure that out. 2* (hold up 2 fingers) *plus 4* (hold up 4 fingers on other hand) *equals 1,2,3,4,5,6* (wiggle each finger as you count). *She tasted six things!*

Language Time

Head, Shoulders,
Knees, and Toes

(Standing)

Head, shoulders,
knees, and toes
(Point to each body part as you sing)

Head, shoulders,
knees, and toes
(Point to each body part as you sing)

Eyes, and ears, and
mouth, and nose
(Point to each body part as you sing)

Head, shoulders,
knees, and toes
(Point to each body part as you sing)

*Try singing in various styles: fast, slow, choppy like a robot, quiet like a mouse, etc.



Unit: My Amazing Body, Part 1- Our Bodies

Book 4: Counting with My Five Senses by The Project Ready! Team
Re-Read & Activity- Math Activities



Extra Materials Needed: book, *Counting with My Five Senses* counting cards

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What was this story about? Raise your hand if you can tell me one of the things we counted in this book.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Counting with My Five Senses. The author of the story is The Project Ready! Team. Who remembers what the author does? Yes, the author writes the words. A whole team of people wrote the words in this book. There is no illustrator for this book because there are real photos.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "I have five senses." *What can we do with our senses? Do you remember?* (smell, taste, see, hear, touch)

b. "We're almost done with dinner, and I use my sense of hearing." *What body part do we need for our sense of hearing?* (ears)

c. "I taste vanilla, strawberry, pistachio, and my favorite- the cherry on top." *How many flavors did she taste?* (four)

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Raise your hand to tell me. "My favorite part was..."

2. Discussion questions

a. *How many senses do we have?* (five)

b. *What did she hear?* (her sister giggling, her dog's whine, the ice in her mom's water glass, her dad, a bird, the ice cream truck)

c. *When do we use our senses?* (all day long, all the time, etc.)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: *Counting with My Five Senses* counting cards (see My Amazing Body Materials Binder)



Share Information

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Share Information

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

I have **five** senses.

Vocabulary to include, if possible:

senses- special ways the body gathers information
Most people have five senses. We can hear, see, taste, touch, and smell.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: **I can see my teddy bear.**

Detail: **I can hear music.**

Detail: **I can smell flowers.**

Conclusion: **This is how I use my five senses.**

Steps in the Process

Discuss the book and vocabulary: *We read this book called Counting with My Five Senses. It is a counting book. We counted things the girl saw, tasted, touched, heard, and smelled. She used her senses. Senses are special ways our body gathers information.*

Write Topic Sentence

Plan: *We are going to work together to share information about our senses. Let's start by finishing this sentence I wrote here. It says I have _____ senses. How many senses do we have? Five. Good! Let's write five to finish our sentence.*

Write: Write five to complete the sentence.

Read aloud, pointing to each word: *I have five senses.*

Write Detail Sentence(s)

Plan: *Let's share information about our senses. What do we do with our senses?* Guide children by providing a few examples, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: I can see my teddy bear.

Read aloud, pointing to each word: *I can see my teddy bear.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

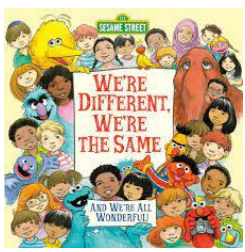
Write Concluding Sentence

Plan: *We shared information about our senses. Now let's write a sentence to tell our readers that we are done. How could we do that? Maybe we could write, "This is how I use my five senses."*

Write: This is how I use my five senses.

Read aloud, pointing to each word: *This is how I use my five senses.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



Unit: My Amazing Body, Part 1- Our Bodies

Book 5: We're Different, We're the Same, And We're All Wonderful by Bobbie Jane Kates

Extra Materials Needed:

Language Time

Head, Shoulders,
Knees, and Toes

(Standing)

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Eyes, and ears, and
mouth, and nose
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

*Try singing in
various styles: fast,
slow, choppy like a
robot, quiet like a
mouse, etc.

1. Before

1. Topic Introduction- *We have been learning about our amazing bodies. We have learned about our body parts and our senses. Turn to someone next to you and tell them one body part. Raise your hand if you want to tell everyone the name of a body part. Turn and talk then raise hand to share a sense if there is interest and time.*

2. Book Introduction- *This book has a really long title. It is called We're Different, We're the Same And We're All Wonderful. How wonder how we are different.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Our noses are different." *Everyone's nose looks different. Do you see anyone else with a big yellow nose like big bird?*
- "Our noses are the same." *Everyone's nose breathes and sniffs and sneezes and whiffs. Noses look different but they do the same jobs.*
- "Our skin is different." *Everyone's skin is a different color.*
- "Our skin is the same." *Wow! Skin has so many important jobs! It covers our bodies and tells us if something is hot or cold.*
- "That's what makes the world such fun." *Our differences make the world a better, brighter place!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
*Body parts look different on every person.
Body parts do the same job even though they look different.
We're all wonderful!*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
different- not the same, unique, special
Our noses are different because they don't look the same.
same- a match, exactly similar
Our noses are the same because they do the same jobs.

3. After

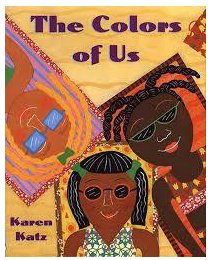
1. Ask their Opinion- *Did you like that book about the ways we are different and the same? Thumbs up if so.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *How is our hair different?* (It looks different- long/short, straight/curly, etc.)
- *How is our hair the same?* (It grows on our heads and keeps our heads warm)

3. Follow Up Activity- Vocabulary Review

- Explain, *We learned that our body parts are different and the same in this book. Same means a match. Different means special or not the same. We're going to look at pictures in the book and you will tell me if your body looks the same or different. Point to various pictures (focus heavily on the silly muppets) and ask students if their body part looks the same or different. For example, This person has blue hair that sticks up all over. Is your hair the same or different?*



Unit: My Amazing Body, Part 1- Our Bodies

Book 6: The Colors of Us by Karen Katz

Extra Materials Needed:



Language Time

Head, Shoulders,
Knees, and Toes

(Standing)

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Eyes, and ears, and
mouth, and nose
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

*Try singing in
various styles: fast,
slow, choppy like a
robot, quiet like a
mouse, etc.

1. Before

1. Topic Introduction- *We have been learning about our amazing bodies. Yesterday we learned that our bodies are different but they're also the same. Everyone's skin looks different but it does the same job.*

2. Book Introduction- *The title of this book is The Colors of Us. This book is all about skin and the different colors that it can be. Do you remember what job our skin does? It covers our bodies and helps us to feel with our sense of touch.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "brown is brown" *I think Lena is saying all browns are the same. Her mom is an artist and says there are many kinds of brown. I wonder who is right.*
- "His skin is reddish brown" *Her cousin Kyle has skin that is the color of leaves in fall. Everyone has a different color of skin.*
- "I've painted everyone." *Wow! She used the same colors of paint and mixed them in different combinations to make the colors of her friends' skin. Look at all the beautiful pictures!.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Skin comes in different colors. All colors are beautiful!

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

combination- a mixture

The right combination of colors will make paint that matches her skin.

bronze- a yellowish-brown color

Candy's skin is bronze and amber. Her skin is a yellowish brown.

shades- varieties of the same color- some are lighter, some are darker
Look at their legs. Do you see the different shades?

tawny- a color that is a mix of yellow, orange, and brown

Kathy is tawny tan. Her skin is a mix of yellow, orange, and brown.

3. After

1. Ask their Opinion- *Did you reading about all the different shades of skin? Thumbs up if you liked that story.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- Who was this story about? (Lena, her mom, her neighbors and friends)

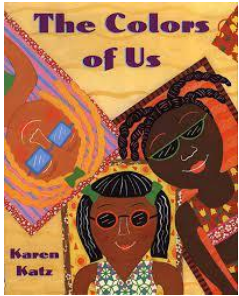
- What colors of skin did we see in the book? (peachy, cinnamon, bronze, etc.)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

Lena's mom is an... (artist.) She tells Lena that there are many different shades of each color. They go outside for a... (walk) to see their neighbor's beautiful skin.

Everyone is a different color, but everyone's skin is... (beautiful!)



Unit: My Amazing Body, Part 1- Our Bodies
Book 6: The Colors of Us by Karen Katz



Re-Read & Activity- Craft

Extra Materials Needed: book, large paper for mural (teacher may create jungle background ahead or have students create background), crayons, glue sticks, animals

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Raise your hand if you want to tell us one animal in this book. In this story, a fluffy seed grew into something. Turn to the person next to you and tell them what the seed grew to be. A tall tree!

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is The Rainforest Grew All Around. Susan K. Mitchell is the author. Let's clap that word. Au-thor. The author write the words. What does that author do? Writes the words! The illustrator is Connie McLennan. She drew the pictures.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "the fluffiest seed that you ever did see" *What did this fluffy seed grow up to be?*

b. "And near the cat, there was a vine" *Where is the vine in this picture? What is a vine?*

c. "And near the bird, there hung a bat" *What animals do you see in this picture?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Thumbs up if you did.

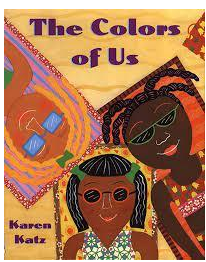
2. Discussion questions

a. *What was this story about?* (the different beautiful shades of skin)

b. *Who was in the story?* (Lena, her mom, their neighbors and friends)

3. Do craft activity. Explain, *Do you remember how Lena made paintings of all of her friends at the end of this story? We are going to do something similar today. We are going to make pictures of ourselves. Show students the variety of skin tone paper and hair color yarn. Discuss which looks most similar to their beautiful skin and hair. Students will glue the skin tone paper to a colorful background, draw their faces, and attach yarn for hair to create a self-portrait.*





Express Ideas

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Express Ideas

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:
Our skin is **beautiful**.

Vocabulary to include, if possible:
shades- varieties of the same color- some are lighter, some are darker
There are many different colors and shades of skin.

Specific letters or conventions to highlight:
Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)
Detail: (Student's name) has brown skin like hot chocolate.
Detail: (Student's name) has light skin like a peach.
Detail: (Student's name) has golden skin.
Conclusion: **Everyone's skin is beautiful!**

Steps in the Process

Discuss the book and vocabulary: *We read this book called The Colors of Us. We learned that there are different shades of colors. We can make any shade by mixing the right combination of colors. Everyone has skin that is a different color and all colors of skin are beautiful!*

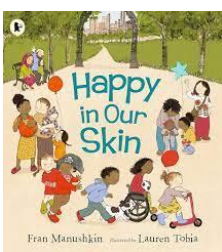
Write Topic Sentence
Plan: *We are going to work together to express an idea about our skin. Let's start by finishing this sentence I wrote here. It says Our skin is _____. What is a word we can use to describe our skin? Beautiful! I like that word! Let's write beautiful to finish our sentence.*
Write: Write beautiful to complete the sentence.
Read aloud, pointing to each word: *Our skin is beautiful.*

Write Detail Sentence(s)
Plan: *Let's write to express that idea that our skin is beautiful. What makes our skin beautiful? The different colors and shades! What color is your skin? What does your skin look like? Guide children by providing a few examples, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.*
Write: (Student's name) has brown skin like hot chocolate.
Read aloud, pointing to each word: *(Student's name) has brown skin like hot chocolate.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

Write Concluding Sentence
Plan: *We expressed the idea that all skin is beautiful. We told about our different skin colors. Now let's write a sentence to tell our readers that we are done. How could we do that? Let's write, "Everyone's skin is beautiful."*
Write: Everyone's skin is beautiful.
Read aloud, pointing to each word: *Everyone's skin is beautiful.* Read again, encouraging children to read with you.

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."** 25



Unit: My Amazing Body, Part 1- Our Bodies
Book 7: Happy in Our Skin by Fran Manushkin
Extra Materials Needed:



Language Time

Head, Shoulders,
Knees, and Toes

(Standing)

Head, shoulders,
knees, and toes
(Point to each body part as you sing)

Head, shoulders,
knees, and toes
(Point to each body part as you sing)

Eyes, and ears, and
mouth, and nose
(Point to each body part as you sing)

Head, shoulders,
knees, and toes
(Point to each body part as you sing)

*Try singing in various styles: fast, slow, choppy like a robot, quiet like a mouse, etc.

1. Before

1. Topic Introduction- *We have been talking about our amazing bodies. We've learned about different body parts and our senses. Skin comes in many different beautiful colors and shades.*

2. Book Introduction- *This book is called Happy in Our Skin. I think this book might be a little like the book The Colors of Us. I think we might be reading about our beautiful skin again in this book. Do you think I'm right?*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "cocoa brown, cinnamon, and honey gold." *I was right! This book is about the beautiful colors of skin.*
- "your skin will heal with a scab" *Skin is amazing! If it gets hurt, it can heal itself and get better.*
- "What a wonderful world! Such a hullabaloo- with all of us in it." *We make the world a better place! It's amazing how we are all different but we're all the same.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are different colors and shades of skin. All are beautiful!

Skin covers our bodies.

Skin can heal itself when it gets hurt.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

splendid- magnificent, amazing

Our skin is splendid.

heal- get better

Skin can heal itself with a scab when it gets hurt.

tan- a darker shade

Our skin gets tan when we are outside in the sun.

3. After

1. Ask their Opinion- *Thumbs up if you liked that story. Tell the person next to you about your favorite part.*

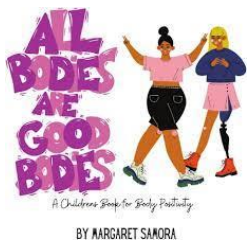
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What was this story about?* (our amazing skin)
- *How does skin heal itself when it gets hurt?* (with a scab)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book. Reread the passages. Emphasize the words in bold. Ask Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- ... bouquets of babies sweet to **hold** and honey **gold**. (Yes)
- When you fall, your skin will **heal** ... a perfect **seal**. (Yes)
- It's always **there** beneath our **clothes**. (No)



Unit: My Amazing Body, Part 1- Our Bodies

Book 8: All Bodies Are Good Bodies by Margaret Lynn Samora

Extra Materials Needed:



Language Time

Head, Shoulders,
Knees, and Toes

(Standing)

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

Eyes, and ears, and
mouth, and nose
*(Point to each body
part as you sing)*

Head, shoulders,
knees, and toes
*(Point to each body
part as you sing)*

*Try singing in
various styles: fast,
slow, choppy like a
robot, quiet like a
mouse, etc.

1. Before

1. Topic Introduction- *We have been learning about our amazing bodies. Let's clap the word amazing. A-ma-zing. We have lots of body parts and we have beautiful skin. We have five sense that help us to gather information. Today we are going to read about our bodies. Next, we will learn about taking care of our bodies.*

2. Book Introduction- *This book is called All Bodies Are Good Bodies. I think that means that everyone has a good body. What do you think?*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Your senses- touch, taste, smell, sight, and sound- rely entirely on your body." *Our senses need our bodies to work. We can't smell without a nose, right?*
- "Not one person is exactly like YOU." *Everyone is unique. No one is exactly the same. Do you remember when we read the book about the ways our bodies are different and the same? This book is telling us the same thing!*
- "and feel all of the emotions." *We need our bodies to feel different things like happy or sad. We are going to talk more about feelings soon.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
All bodies are good.
Every body is unique. None are exactly the same.
We need our bodies to sense things and feel emotions.
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
capable- can do, possible
Your body is capable of doing so many incredible things!
senses- special ways the body gathers information
Most people have five senses. We can hear, see, taste, touch, and smell.
emotions- feelings
Our bodies allow us to feel our emotions. We have many feelings.

3. After

1. Ask their Opinion- *Did you like that book? Thumbs up if you agree that all bodies are good bodies.*

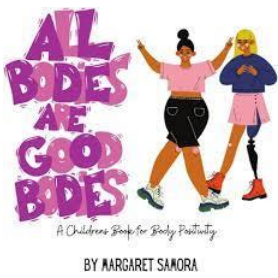
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *How many senses do we have?* (five)
- *What are some things our bodies can do?* (help you sense, help you get better, etc)

3. Follow Up Activity- Wrap up the sub-theme

- Explain, *We are have been reading and talking all about our bodies. We learned about our body parts, our senses, and our skin. Turn to someone sitting near you so you can have a discussion about bodies. Tell someone sitting next to you:*

- *One of our senses.* - *Find something that is the same about you.*
- *The name of one body part.* - *Find something that is different.*



Unit: My Amazing Body, Part 1- Our Bodies
Book 8: All Bodies Are Good Bodies by Margaret Lynn Samora



Re-Read & Activity- Craft

Extra Materials Needed: book, All About Me craft template (see My Amazing Body Materials binder)

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Raise your hand if you want to tell us one thing we learned about in this book. In this story, we learned that all bodies are good.
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is All Bodies Are Good Bodies. Margaret Samora is the author. Let's clap that word. Author. The author write the words. What does that author do? Writes the words! I'm not sure who the illustrator is. There is no name on the cover. Maybe Margaret Samora is also the illustrator?
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "Did you know that your body is capable of doing so many incredible things?" *What is one incredible thing your body can do?*
 - b. "Your body lets you cry, laugh, smile, and feel all of the emotions." *Emotions are feelings. Are there any other feelings? We can feel happy and we can feel...* (pause to see if they can name the feeling "sad".)
 - c. "your body produces 25 million new cells?" *Cells are the building blocks of our bodies. Did you know your body was made of cells? Did you know your body is always making new cells?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Thumbs up if you did.
2. Discussion questions
 - a. What can our bodies do? (help us feel, help us get better, carry our memories, etc.)
 - b. Who has a good body? (everyone!)
3. Do craft activity. Explain, *We are going to do a craft to tell everyone about what makes us special and unique.* Show students the template and explain each section. Support students in completing the template. Some students may need you to dictate their words. Others might be able to draw pictures. Use your knowledge of your students to help them be successful.

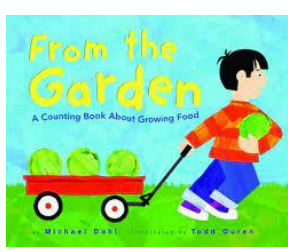
ALL ABOUT ME

MY NAME IS...

MY AGE

MY FAVORITE THINGS

A PICTURE OF ME



Unit: My Amazing Body, Part 2- Taking Care of Our Bodies

Book 9: From the Garden by Michael Dahl

Extra Materials Needed:



Language Time

It's Time to Wiggle
(tune of Farmer & the
Dell)

It's time to wiggle
your toes.

It's time to wiggle
your toes.

It's time to wiggle
your toes.

Then reach up and
touch your nose.

*(Point to toes and
nose as you sing)*

It's time to wiggle
your hands.

It's time to wiggle
your hands.

It's time to wiggle
your hands.

Yay! Now it's time
to stand.

*(Point to hands and
then stand)*

It's time to wiggle
your feet.

It's time to wiggle
your feet.

It's time to wiggle
your feet.

Then sit down upon
your seat.

*(Point to feet and then
sit with hands in lap)*

1. Before

1. Topic Introduction- *Today we are going to start learning about taking care of our amazing bodies. Our bodies are amazing and can do so many incredible things, and they work best when we take care of them.*

2. Book Introduction- *This book is called From the Garden. I think this book might be about foods that are good for our bodies. Fresh fruits and vegetables, like the ones that grow in gardens, have lots of good things that our bodies need.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Tony tugged TWO golden carrots" *Let's pretend to tug carrots out of the ground like Tony. It's hard work!*

- "Grandpa picked SEVEN outstanding onions" *Onions also grow under the dirt, just like carrots. Let's pretend to pick seven onions. Count with me as we pretend.*

- "The twins rooted up TEN ripe radishes" *Radishes grow under the ground, also. Let's pretend to root up ten radishes. Help me count.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Fruits and vegetables grow in gardens.

Foods like fruits and vegetables help to keep our bodies healthy.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

hauled- carried a big load

Harry hauled four heads of lettuce. He needed a wagon to help with the big load.

bunches- groups

Dad grabbed five bunches of broccoli. I see the five groups of broccoli.

plucked- picked, pulled out

Piper plucked six juicy strawberries. Let's count the strawberries.

3. After

1. Ask their Opinion- *Did you like counting the fruits and vegetables from the garden? Thumbs up if you enjoyed that story.*

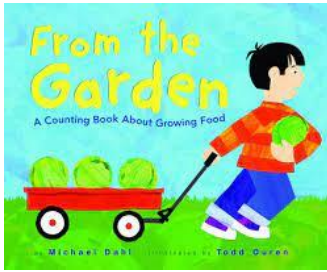
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What was this book about?* (a garden)

- *What grew in the garden?* (vegetables and fruits, carrots, radishes, etc.)

3. Follow Up Activity- Introduce Dramatic Play Center

Explain, *"I thought it would be fun to pretend that we have our own healthy restaurant."* Show students some of the toys and give them a few ideas for how to play and explore. One teacher should remain in the Healthy Restaurant during center/free play time to help students use their new background knowledge and vocabulary to play different scenarios around the restaurant theme. The teacher can encourage students to play different roles (server, patron, chef, dishwasher, etc.) This teacher should remain there until are able to play independently.



Unit: My Amazing Body, Part 2- Taking Care of Our Bodies
Book 9: From the Garden by Michael Dahl
Re-Read & Activity- Math Activities



Extra Materials Needed: book, *From the Garden* counting cards (see My Amazing Body Materials Binder) or fruit counters

Before:

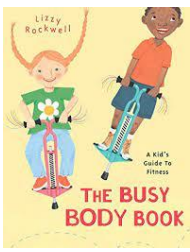
1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What was this story about? Raise your hand if you can tell me what we counted in this book.
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is From the Garden. The author of the story is Michael Dahl. Who remembers what the author does? Yes, the author writes the words. Todd Ouren is the illustrator. He drew the pictures in the book.
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "ONE fat tomato" *What color is the tomato?* (red)
 - b. "SIX juicy strawberries" *Are there six strawberries in the basket?* (no) *Where is the other strawberry?* (in her hand)
 - c. "ELEVEN perfect peppers" *What color are the peppers?* (red, yellow, green) *Let's count them.*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. "My favorite thing in the garden was..."
2. Discussion questions
 - a. *What did we count in the book?* (fruits and vegetables- cucumbers, peppers, etc.)
 - b. *Where did all of these fruits and vegetables grow?* (in the garden)
 - c. *What did they make with all the fruits and vegetables?* Show picture in book if necessary. (salad)
3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Fruit counters (\$17.53 for 108 piece set) or *From the Garden* counting cards (see My Amazing Body Materials Binder)



Unit: My Amazing Body, Part 2- Taking Care of Our Bodies

Book 10: The Busy Body Book by Lizzy Rockwell

Extra Materials Needed:



Language Time

It's Time to Wiggle
(tune of Farmer & the
Dell)

It's time to wiggle
your toes.
It's time to wiggle
your toes.
It's time to wiggle
your toes.
Then reach up and
touch your nose.
*(Point to toes and
nose as you sing)*

It's time to wiggle
your hands.
It's time to wiggle
your hands.
It's time to wiggle
your hands.
Yay! Now it's time
to stand.
*(Point to hands and
then stand)*

It's time to wiggle
your feet.
It's time to wiggle
your feet.
It's time to wiggle
your feet.
Then sit down upon
your seat.
*(Point to feet and then
sit with hands in lap)*

1. Before

1. Topic Introduction- *We are learning all about our amazing bodies. Raise your hand if you have an amazing body. We all do! We learned a lot about how our bodies work and now we are reading about taking care of our bodies. Our bodies work best when we take good care of them.*

2. Book Introduction- *This book is called The Busy Body Book. This book is about exercise and moving our bodies in healthy ways. Exercise is good for our bodies.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- *“You can do all that because your body is build to move.” I wonder what that means? Our bodies are built to move? Let's keep reading to find out.*
- *“Food gives your body energy.” Food is energy for our bodies When we eat healthy foods, we give our bodies lots of energy.*
- *“Rest lets your body heal” Resting is very important. We rest when we sleep. It's important to sleep so that our bodies can heal and grow and get ready for the next day.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Our bodies are built for movement. Exercise is good for our bodies.

We use our bones and muscles when we move.

Healthy food and rest are good for our bodies.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

skeleton- the 206 bones inside that help our bodies stand tall

Look at all the bones in your skeleton. These bones help you stand up.

muscles- help you lift, move, and stretch; get stronger the more you use them

This person is lifting weights with their muscles.

brain- controls your movements and thoughts

Your brain is inside your head. Our brains tell our bodies what to do.

3. After

1. Ask their Opinion- *Did you like learning about busy bodies? Thumbs up if so.*

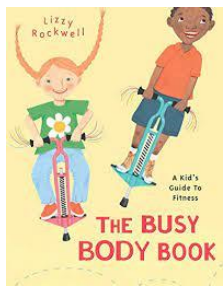
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What is your favorite way to move your body/get exercise?* (various answers)
- *Where is your brain? Point to it.* (Inside your head)

3. Follow Up Activity- Play Simon Says

- Explain, *We are going to play a game where we will move our bodies in fun ways. This game is called Simon Says. I'm going to tell you to do a movement, but you only do the movement if I say Simon says first. If I don't say Simon says, you stand still like a statue and don't do the movement.* Some ideas for movements:

- *Touch your toes*
- *Hop up and down 5 times*
- *Stretch to the ceiling*
- *Pat your head*
- *Blink your eyes*
- *Tap your nose*
- *Shrug your shoulders*
- *Clap your hands*



Unit: My Amazing Body, Part 2- Taking Care of Our Bodies
Book 10: The Busy Body Book by Lizzy Rockwell



Re-Read & Activity- Shadow Tracing with Chalk

Extra Materials Needed: book, sidewalk chalk, a safe and sunny place for tracing shadows

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? We read about healthy ways to move our bodies in this book. We learned about the parts of our bodies that help us move. (Show diagram of skeleton) Tell the person sitting next to you what this is. (Briefly pause to allow conversation) It's a skeleton. We all have a skeleton inside our bodies. The skeleton has 206 bones! Raise your hand if you want to share one thing we learned about exercise in this book.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is The Busy Body Book. Lizzy Rockwell is the author. Let's clap that word. Au-thor. The author write the words. What does that author do? Writes the words! The illustrator is also Lizzy Rockwell. She drew the pictures and wrote the words.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "When you get busy, what do you do?" *How do you like to exercise? What kind of movement makes your body feel strong and happy?*

b. "It gets information about the world from your five senses." *Our five senses give our brains information about the world! What are the five senses?*

c. "Your heart beats faster and your lungs breathe deeper." *Have you ever noticed that before when you exercise? Have you felt your heart beating faster?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

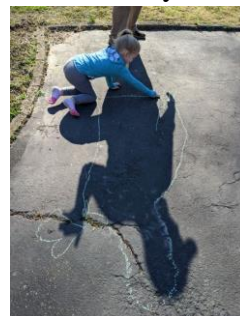
Did you like this story? Thumbs up if you did.

2. Discussion questions

a. *What was this book about?* (exercise, our bodies, the parts of our bodies that help us move, etc.)

b. *What happens when we exercise?* (our muscles get stronger, we breathe deeper, our hearts beat faster, we need to rest, etc.)

3. Do craft activity. Explain, *We are going to do a craft outside today! We're going to use chalk and our shadows. One person will do a pose. Their partner will use the chalk to draw around their shadow.* Take students to a safe, outside location with a lot of sun. Support them as they take turns posing and tracing shadows.





Teeth

Text by The Project Ready! Team



Unit: My Amazing Body, Part 2- Taking Care of Our Bodies

Book 11: Teeth by The Project Ready! Team

Note: This is a math skills book but there is not accompanying math lesson



Language Time

It's Time to Wiggle
(tune of Farmer & the
Dell)

It's time to wiggle
your toes.

It's time to wiggle
your toes.

It's time to wiggle
your toes.

Then reach up and
touch your nose.
*(Point to toes and
nose as you sing)*

It's time to wiggle
your hands.

It's time to wiggle
your hands.

It's time to wiggle
your hands.

Yay! Now it's time
to stand.

*(Point to hands and
then stand)*

It's time to wiggle
your feet.

It's time to wiggle
your feet.

It's time to wiggle
your feet.

Then sit down upon
your seat.

*(Point to feet and then
sit with hands in lap)*

1. Before

1. Topic Introduction- *We have been talking about our amazing bodies and how to take care of them. We know that eating healthy food gives us energy to grow and exercise helps our bodies stay healthy.*

2. Book Introduction- *This book is called Teeth. This is a counting book. What do you think we will count in this book? Teeth! We have to take care of our teeth. Tell the person sitting next to you how you take care of your teeth.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- *"We use our teeth in many ways." I knew that I used my teeth to bite, chew, and smile, but I didn't realize I use my teeth when I'm talking. I learned something new!*

- *"With a mouthful of teeth, you can eat many things." I eat crunchy things like carrots with my teeth. What do you eat with your mouthful of teeth?*

- *"You'll have all your grown up teeth around the age of twelve." That's almost a teenager. So when you have all your permanent teeth, you won't be a grown up yet but you will be a big kid.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Babies grow teeth when they are young. These teeth fall out and are replaced.

The strongest material in your body is on your teeth- enamel.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

enamel- the hard outside part of a tooth

Enamel is the strongest thing in your body.

impossible- can't be done

Babies can't eat food because they don't have teeth. It's impossible.

pair- a group of two

Babies usually grow teeth two at a time, in pairs.

3. After

1. Ask their Opinion- *Did you like counting teeth in the babies' smiles? Thumbs up if you thought that was fun.*

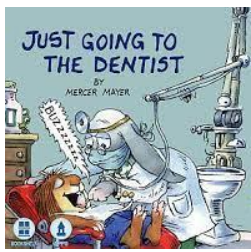
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What did we count in this book?* (teeth)

- *Where do you find the strongest material in your body?* (on your teeth)

3. Follow Up Activity- Math Word Problem

- Explain, *We counted teeth in this story. I want to go back and look at the teeth in one baby's smile now. (Turn to page with 6 teeth) This baby has 2 teeth on top (hold up 2 fingers) and 4 teeth on the bottom. (hold up 4 fingers) How many teeth is that altogether? Let's use our fingers to figure that out. 2 (hold up 2 fingers) plus 4 (hold up 4 fingers on other hand) equals 1,2,3,4,5,6 (wiggle each finger as you count). Six! 2 plus 4 equals 6.*



Unit: My Amazing Body, Part 2- Taking Care of Our Bodies

Book 12: Just Going to the Dentist by Mercer Mayer

Extra Materials Needed:



Language Time

It's Time to Wiggle
(tune of Farmer & the
Dell)

It's time to wiggle
your toes.

It's time to wiggle
your toes.

It's time to wiggle
your toes.

Then reach up and
touch your nose.
*(Point to toes and
nose as you sing)*

It's time to wiggle
your hands.

It's time to wiggle
your hands.

It's time to wiggle
your hands.

Yay! Now it's time
to stand.
*(Point to hands and
then stand)*

It's time to wiggle
your feet.

It's time to wiggle
your feet.

It's time to wiggle
your feet.

Then sit down upon
your seat.
*(Point to feet and then
sit with hands in lap)*

1. Before

1. Topic Introduction- *We have been talking about our amazing... (pause to allow children to answer) bodies. We know we need to take care of our bodies. We eat healthy food and we move our bodies in healthy ways. We also need to take special care of our teeth.*

2. Book Introduction- *This book is called Just Going to the Dentist. The dentist is a doctor who helps us to take care of our teeth. It's important to go to the dentist.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "so we sat in the waiting room." *Dentists and doctors are very busy people. Sometimes we have to wait until it's our turn to see them.*
- "It looked like a spaceship." *There are so many tools in this room! I wonder what all of those tools do. What does the dentist use them for?*
- "But it didn't hurt." *Dentists are very gentle. They do their best to take care of our teeth without hurting us. Little Critter was worried about getting his cavity fixed but it didn't hurt.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Dentists help us take care of our teeth.

It is important to have checkups with a dentist.

Dentists use special tools, like x-rays, drills, and mirrors.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

checkup- a visit to a doctor or a dentist to make sure everything is okay

He doesn't think he needs a checkup for his teeth but he went anyway.

dentist- a doctor who takes care of your teeth

The dentist looked inside his mouth with his tool, a mirror on a stick.

cavity- a hole, a rotten part of the tooth

He has a cavity that the dentist can fix.

3. After

1. Ask their Opinion- *Did you like that book about the checkup at the dentist?*

Raise your hand if you want to tell me your favorite part.

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

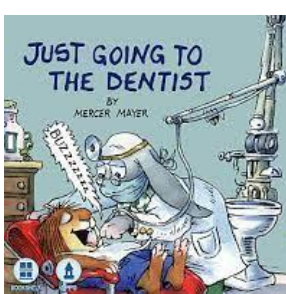
- Who was this story about? (Little Critter, his dentist)

- Where did Little Critter go in this story? (the dentist's office)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

Little Critter went to the dentist for a... (checkup.) The nurse cleaned his teeth and took a special picture of his teeth called an... (x-ray.) The dentist looked in his mouth and showed him the x-rays. The dentist said he had a hole in his tooth called a... (cavity.) The dentist fixed the cavity and it didn't hurt at all. The end.



Unit: My Amazing Body, Part 2- Taking Care of Our Bodies
Book 12: Just Going to the Dentist by Mercer Mayer



Re-Read & Activity- Craft

Extra Materials Needed: book, yellow paper for printing tooth template (see My Amazing Body Materials binder), white paint, toothbrush

Before:

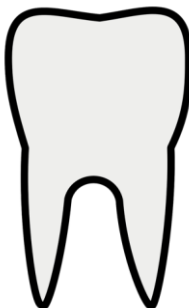
1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Raise your hand if you want to tell me where Little Critter went in this book? Tell someone sitting near you one thing that happened while Little Critter was at the dentist.
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is Just Going to the Dentist. Mercer Mayer is the author and the illustrator. Let's clap those words. Au-thor. Ill-us-tra-tor. Mercer Mayer wrote the words and drew the pictures.
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

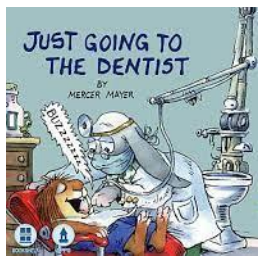
During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "But we went anyway." *Have you ever been to the dentist for a checkup? Do you like to go to the dentist?*
 - b. "But I didn't mind- too much." *How do you think Little Critter feels about seeing the dentist by himself, without his mom?*
 - c. "The nurse gave me a treat for free." *Do you get treats when you visit your dentist?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story about the dentist check up? Thumbs up if you did. Raise your hand if you want to share your favorite part.
2. Discussion questions
 - a. Who was this story about? (Little Critter, his dentist, his mom)
 - b. What did the dentist find in Little Critter's tooth? (a cavity)
3. Do craft activity. Prepare this craft by printing the tooth template onto yellow paper. Explain, *We are going to practice brushing our teeth in a fun way today. When we brush our teeth, we get all the yucky germs off and it makes our teeth shiny and white. We are going to use a toothbrush to paint this yucky tooth and make it clean and shiny.* Students dip the toothbrush into white paint and brush the paint onto the yellow tooth.





Share Information

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Share Information

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

Dentists take care of our **teeth**.

Vocabulary to include, if possible:

cavity- a hole, a rotten part of the tooth

Dentists can fix cavities in our teeth.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: *Dentists clean our teeth with tickly brushes.*

Detail: *Dentists take x-rays to see inside our teeth.*

Detail: *Dentists fix cavities.*

Conclusion: *That is how dentists take care of our teeth.*

Steps in the Process

Discuss the book and vocabulary: *We read this book called Just Going to the Dentists. In this story, Little Critter went to the dentist for a checkup. The dentist did many things to take care of his teeth. They cleaned his teeth and took x-rays. They fixed the cavity in his tooth. Dentists are very helpful and important.*

Write Topic Sentence

Plan: *We are going to work together to share information about how dentists help us. Let's start by finishing this sentence I wrote here. It says Dentists take care of our _____. What do dentists take care of? Our teeth. Good!*

Write: Write teeth to complete the sentence.

Read aloud, pointing to each word: *Dentists take care of our teeth.*

Write Detail Sentence(s)

Plan: *Let's share information about dentists. How do they take care of our teeth?* Guide children by providing a few examples, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: Dentists clean our teeth with tickly brushes.

Read aloud, pointing to each word: *Dentists clean our teeth with tickly brushes.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

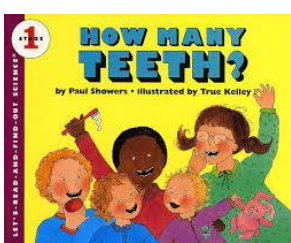
Write Concluding Sentence

Plan: *We shared information about dentists and how they take care of our teeth. Now let's write a sentence to tell our readers that we are done. How could we do that? Let's write, "That is how dentists take care of our teeth."*

Write: That is how dentists take care of our teeth.

Read aloud, pointing to each word: *That is how dentists take care of our teeth.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."** 39



Unit: My Amazing Body, Part 2- Taking Care of Our Bodies

Book 13: How Many Teeth? by Paul Showers

Extra Materials Needed:



Language Time

It's Time to Wiggle
(tune of Farmer & the
Dell)

It's time to wiggle
your toes.

It's time to wiggle
your toes.

It's time to wiggle
your toes.

Then reach up and
touch your nose.
(*Point to toes and
nose as you sing*)

It's time to wiggle
your hands.

It's time to wiggle
your hands.

It's time to wiggle
your hands.

Yay! Now it's time
to stand.
(*Point to hands and
then stand*)

It's time to wiggle
your feet.

It's time to wiggle
your feet.

It's time to wiggle
your feet.

Then sit down upon
your seat.
(*Point to feet and then
sit with hands in lap*)

1. Before

1. Topic Introduction- *Today we are going to read our last book about taking care of our amazing bodies. We know that our bodies needs healthy... (pause) food and lots of healthy movement called... (pause) exercise. We also know we need to brush our... (pause) teeth and go to the dentist for checkups.*

2. Book Introduction- *This book is called How Many Teeth? I see one child is holding a toothbrush and another has a healthy food. What healthy food is it?*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "He doesn't need teeth to help him chew." *Paul doesn't need teeth to chew because he is a new baby. He drinks milk. He doesn't eat food.*

- "He uses them to chew things." *His sharp front teeth are for biting and his flat back teeth are for chewing. His teeth have different shapes and do different jobs.*

- "He will keep his new teeth for the rest of his life" *Sam is extra careful to brush his teeth every night and morning. He has grownup teeth that will not fall out like the baby teeth. He will have the grownup teeth the rest of his life.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Babies aren't born with teeth. Teeth grow in over time.

Baby teeth fall out and are replaced by permanent teeth.

It's important to brush our teeth!

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

upper- on top

Sam has ten upper teeth, on the top.

lower- on the bottom

Sam has ten lower teeth, on the bottom.

loose- wiggly, not firm

Sam has a loose tooth. It feels good to wiggle it.

3. After

1. Ask their Opinion- *Did you like that book about teeth? Thumbs up if you like it.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What was this book about?* (teeth)

- *How many teeth does a new baby have?* (zero, none)

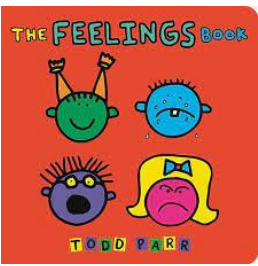
3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book. Reread the passages. Emphasize the words in bold. Ask Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *He doesn't need teeth to help him **chew**. Very young babies never **do**.* (Yes)

- *32 teeth for biting and **crushing**. 32 teeth need a lot of **brushing**.* (Yes)

- *Sam is growing **up**. He is getting his grown-up **teeth**.*



Unit: My Amazing Body, Part 3- Understanding and Managing Feelings

Book 14: The Feelings Book by Todd Parr

Extra Materials Needed: Feelings poster



Language Time

If You're Happy and
You Know It

(Start standing)

If you're happy and
you know it,
clap your hands.

(Clap 2 times)

If you're happy and
you know it,
clap your hands.

(Clap 2 times)

If you're happy and
you know it
then your face will
surely show it.

*(Point to smiling
cheeks)*

If you're happy and
you know it,
clap your hands.

(Clap 2 times)

*Repeat with other
variations: nod your
head, stomp your feet,
turn around, etc.

1. Before

1. Topic Introduction- *We have amazing bodies. Everyone say, "My body is amazing!" Our bodies allow us to feel our emotions. Let's clap that word. E-motions. It means feelings. We're going to read lots of books about our emotions.*

2. Book Introduction- *This book is called The Feelings Book. The cover is very colorful! These people are all feeling different things. Do you see someone who looks happy? Sad?*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Sometimes I feel like standing on my head." *I think this person feels happy right now, and maybe a little bit silly.*

- "Sometimes I feel cranky." *I can see that this person feels cranky by looking at her face. Her eyes look angry. The shape of her mouth looks angry, too.*

- "don't keep your feelings to yourself." *It's important to let our feelings out. It feels good to share your feelings with someone else.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are so many different kinds of feelings.

We can sometimes see how someone is feeling by looking at their face.

All feelings are important.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

lonely- sad to be by yourself, without friends or family

The fish is by himself in his bowl. He is lonely.

brave- not afraid

This person is dressed like a hero. Heroes are brave.

cranky- grumpy, unhappy

Her eyes and mouth show me that she is cranky.

3. After

1. Ask their Opinion- *Did you like that colorful book? Raise your hand if you would like to share your favorite feeling from the book. Say, "My favorite feeling was..."*

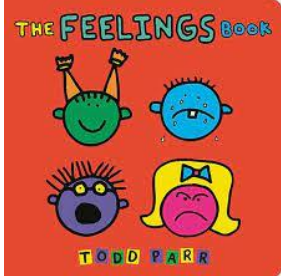
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What was that book about?* (feelings)

- *How do you feel today?* (various answers)

3. Follow Up Activity- Explore feelings

- Explain, *We have a poster to help us name the different feelings we might have. This is called our Feelings Poster.* Identify various feelings on the poster and point out how the facial expression helps you to identify the feeling. Encourage children to use this poster to show you or their friends how they are feeling.



Unit: My Amazing Body, Part 3- Understanding and Managing Feelings
Book 14: The Feelings Book by Todd Parr



Re-Read & Activity- Craft

Extra Materials Needed: book, white paper for craft template, crayons or markers

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Raise your hand if you want to tell us one feeling we saw in this book.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is The Feelings book. Todd Parr is the author. Let's clap that word. Au-thor. The author write the words. What does that author do? Writes the words! The illustrator is also Todd Parr. He drew the pictures and wrote the words.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "Sometimes I feel scared." *Why do you think this mouse is scared?*

b. "Sometimes I feel like dancing." *How do you think this person feels? How can you tell?*

c. "Sometimes I feel like crying" *How does this person feel? How can you tell?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Thumbs up if you did. Raise your hand if you want to tell us your favorite part.

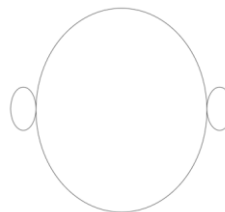
2. Discussion questions

a. *What was this book about?* (feelings)

b. *What does your face look like when you're happy? Show me.* (Various answers)

3. Do craft activity. Explain, *We are going to create our own colorful face to show how we are feeling today.*

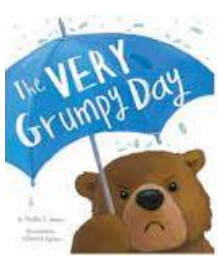
Describe how students can color the face on the template to show how they are feeling. Ask child to name the emotion they drew. Dictate their emotion on the line of the template.



The Feelings Book
by Todd Parr

Sometimes I feel

_____.



Unit: My Amazing Body, Part 3- Understanding and Managing Feelings

Book 15: The Very Grumpy Day by Stella Jones

Extra Materials Needed:

Language Time

If You're Happy and
You Know It

(Start standing)

If you're happy and
you know it,
clap your hands.
(Clap 2 times)

If you're happy and
you know it,
clap your hands.
(Clap 2 times)

If you're happy and
you know it
then your face will
surely show it.
*(Point to smiling
cheeks)*

If you're happy and
you know it,
clap your hands.
(Clap 2 times)

*Repeat with other
variations: nod your
head, stomp your feet,
turn around, etc.

1. Before

1. Topic Introduction- *Yesterday we started reading about our feelings. Feelings are carried inside our amazing bodies and sometimes we can see our feelings on our faces.*

2. Book Introduction- *This book is called The Very Grumpy Day. I see a bear on the cover who looks very grumpy. I wonder why this bear is grumpy. Should we read the book to find out?*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "He loves a sweet treat." *That is so kind of Mouse. He is taking Bear a cupcake.*
- "Now everyone was in a BIG BAD mood." *Oh no! It looks like Bear's grumpy feelings spread to his friends and now they feel grumpy.*
- "And for the very first time that day, Bear smiled." *Bear is happy now because Mouse showed him kindness. I wonder if Mouse's kindness will spread to Bear and inspire him to be less grumpy.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Our feelings can affect the people around us.

There are lots of different feelings.

It feels good to spread kindness.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

merrily- happily, joyfully

The bees buzzed merrily. They were happy.

grumped- complained, felt grouchy

Bear grumped because his boots were too big.

apologize- say you're sorry

Bear apologized to Mole for stomping on his tunnel. He was sorry.

3. After

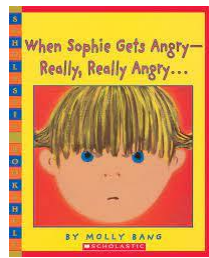
1. Ask their Opinion- *Did you like that story about grumpy bear? Thumbs up if so.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Who was this book about?* (Bear, Mouse, Hedgehog, etc..)
- *Where did this story take place?* (in the woods, in the forest)

3. Follow Up Activity- Vocabulary Review

- Explain, *We learned about two emotions in this book. Merry and grumpy. In the beginning of the book, Mouse was merry and Bear was grumpy. Merry means joyful and grumpy means grouchy. If this would make you feel merry, show me a big smile. If it would make you feel grumpy, show me your grouchy face.*
 - *You get a big bag of your favorite candy?* (Merry!)
 - *You dance with your friend to your favorite song?* (Merry!)
 - *Your cookie falls on the ground and gets muddy?* (Grumpy!)



Unit: My Amazing Body, Part 3- Understanding and Managing Feelings
Book 16: When Sophie Gets Angry- Really, Really Angry by Molly Bang
Extra Materials Needed:



Language Time

If You're Happy and
You Know It

(Start standing)

If you're happy and
you know it,
clap your hands.
(Clap 2 times)

If you're happy and
you know it,
clap your hands.
(Clap 2 times)

If you're happy and
you know it
then your face will
surely show it.
*(Point to smiling
cheeks)*

If you're happy and
you know it,
clap your hands.
(Clap 2 times)

*Repeat with other
variations: nod your
head, stomp your feet,
turn around, etc.

1. Before

1. Topic Introduction- *Today we are going to read another book about feelings. Turn to someone next to you and tell them the name of one feeling. We need our amazing bodies to feel our feelings.*

2. Book Introduction- *Look at the cover of this book. What feeling do you think this person has right now? How can you tell what they are feeling?*

3. Title and Author- *Draw attention to title and author. This book is called When Sophie Gets Angry- Really, Really Angry...*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Her sister grabbed Gorilla." *Sophie was playing with her toys and her sister took one away. I wonder how Sophie will feel about that.*
- "Sophie is a volcano, ready to explode." *Look at all these bright colors. These colors show me that Sophie is feeling very angry. Her feelings are very big!*
- "Sophie feels better now" *Look! There is no more red in the picture. Do you remember how everything was red when Sophie was angry? Now there are different colors. These colors make me feel peaceful.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Some feelings are very big and don't feel very nice in our bodies.

We can help ourselves to feel better when we get angry.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

angry- extremely mad

Sophie is angry that her sister took her gorilla.

smithereens- tiny pieces

Sophie is so angry that she wants to smash everything to smithereens.

comforts- smaller parts of a continent

Looking at the wide world from the tall beech tree comforts Sophie.

3. After

1. Ask their Opinion- *Did you like reading out Sophie? Thumbs up if so.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

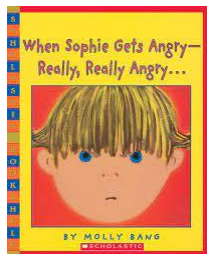
- Who is this story about? (Sophie)

- What is the problem in this story? (Sophie's sister took her gorilla)

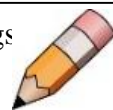
3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

Sophie was playing with her toys when her sister took... (Gorilla.) That made Sophie feel very... (angry.) Sophie stomped and roared and wanted to explode until she remembered a way to help herself feel better. She started to run. She ran and ran until she couldn't anymore and then she started to cry. She climbed a tall beech tree and looked at the world. She felt comforted so she climbed down from the tree and went back... (home) The end.



Unit: My Amazing Body, Part 3- Understanding and Managing Feelings
Book 16: When Sophie Gets Angry by Molly Bang



Express Ideas

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Express Ideas

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

Sometimes I feel **angry**.

Vocabulary to include, if possible:

angry- extremely mad

Sophie is angry that her sister took her gorilla.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: (Student's name) feels angry when Daddy says, "No cookies."

Detail: (Student's name) feels angry when he can't play outside.

Detail: (Student's name) feels angry when it's bedtime.

Conclusion: **It's okay to feel angry sometimes.**

Steps in the Process

Discuss the book and vocabulary: *We read this book called When Sophie Gets Angry- Really, Really Angry. Sophie's sister took her Gorilla and it made Sophie so angry! She calmed herself down by running and climbing a tree. She felt better and then came home.*

Write Topic Sentence

Plan: *We are going to work together to express the idea that we all feel angry sometimes. Let's start by finishing this sentence I wrote here. It says Sometimes I feel _____. What is the name of the feeling that means extremely mad? Angry. Good!*

Write: Write angry to complete the sentence.

Read aloud, pointing to each word: *Sometimes I feel angry.*

Write Detail Sentence(s)

Plan: *Let's express the idea that we all feel angry sometimes. What makes you angry? Guide children by providing a few examples, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.*

Write: (Student's name) feels angry when Daddy says, "No cookies."

Read aloud, pointing to each word: *(Student's name) feels angry when daddy says, "No cookies."* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

Write Concluding Sentence

Plan: *We expressed our ideas about anger and what makes us feel angry. Now let's write a sentence to tell our readers that we are done. How could we do that? Let's write, "It's okay to feel angry sometimes."*

Write: It's okay to feel angry sometimes.

Read aloud, pointing to each word: *It's okay to feel angry sometimes.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



Unit: My Amazing Body, Part 3- Understanding and Managing Feelings

Book 17: Big Feelings by Alexandra Penfold

Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been reading about our feelings. Yesterday we read about a girl with a really big feeling, called anger. We experience our feelings inside our amazing bodies.*

2. Book Introduction- *This book is called Big Feelings. When I look at the picture on the cover, I see a group of kids. Some kids look happy and others look like they have other feelings right now.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “It’s time to play” *I notice that these kids are holding rakes and shovels. I wonder how they will be playing. Will they use those tools in their game?*
- “I have big feelings. You have them, too.” *We all have big feelings sometimes. We can help each other with our big feelings, right?*
- “I feel frustrated.” *It looks like they are feeling frustrated because they can’t get this huge tire to do what they want it to do.*
- “Begin again. Start anew.” *They’re starting a new plan for moving the tire. I wonder if they will be able to move it this way.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content:
 - *We all have big feelings at times.*
 - *We can work together and help each other when we have big feelings.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
 - frustrated-** bothered because your plans aren’t working out
These children feel frustrated because this tire won’t move the way they want.
 - crew-** a team working together
It’s helpful to have a crew of people working together.
 - nervous-** worried something bad might happen
They feel nervous. I think it’s because of the rain.

3. After

1. Ask their Opinion- *Did you like that book about the children working together and helping each other? Tell someone near you about your favorite part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- What feelings did the children in this book have? (happy, sad, tired, etc.)
- How did the children feel at the end of the book? (happy)

3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some important words in that book. One feeling we read about was frustrated. We feel frustrated when our plans don’t go the way we were hoping. Nod your head if this would make you feel frustrated:*
 - *You’re building the tallest tower ever and suddenly it falls down?* (Yes!)
 - *You’re walking to the park. It starts to rain so you have to go home.* (Yes!)
 - *You snuggle under a warm blanket and watch your favorite movie.* (No.)

Language Time

If You’re Happy and You Know It

(Start standing)

If you’re happy and you know it,
clap your hands.

(Clap 2 times)

If you’re happy and you know it,
clap your hands.

(Clap 2 times)

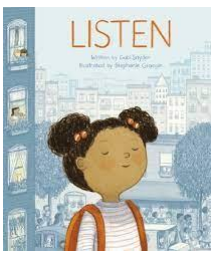
If you’re happy and you know it
then your face will surely show it.

(Point to smiling cheeks)

If you’re happy and you know it,
clap your hands.

(Clap 2 times)

*Repeat with other variations: nod your head, stomp your feet, turn around, etc.



Language Time

If You're Happy and
You Know It

(Start standing)

If you're happy and
you know it,
clap your hands.
(Clap 2 times)

If you're happy and
you know it,
clap your hands.
(Clap 2 times)

If you're happy and
you know it
then your face will
surely show it.
*(Point to smiling
cheeks)*

If you're happy and
you know it,
clap your hands.
(Clap 2 times)

*Repeat with other
variations: nod your
head, stomp your feet,
turn around, etc.

Unit: My Amazing Body, Part 3- Understanding and Managing Feelings

Book 18: Listen by Gabi Snyder

Extra Materials Needed:

1. Before

1. Topic Introduction- *We are going to read another book about feelings today. There are so many feelings!*

2. Book Introduction- *This book is about paying attention to our feelings and the feelings of the people around us. How do you think this girl feels? This book is called Listen. We use our ears when we listen, but we also use our other senses as well. Let's read this book to find out how.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Sometimes all you hear is... NOISE!" *Hearing is one of our five senses. We hear with our ears. Sometimes we hear too much and it feels like NOISE.*

- "and LISTEN? Can you hear each sound?" *Listening is a bit different than hearing. You have to pay attention and be patient when you listen. It takes practice.*

- "Can you hear what she's feeling, too?" *What do you think this girl is feeling? What clues tell you she feels that way?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Hearing is one of our five senses.

Listening is paying close attention to what we are hearing and using our other senses, too.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

hear- one of our five senses, we do it with our ears

I wonder what she hears as she steps outside.

listen- pay attention to what you hear, it takes practice and patience

We can listen to our friends' feelings if we pay attention.

silence- no sounds at all

Sometimes we are silent when we are feeling something big.

3. After

1. Ask their Opinion- *Did you like that book about listening? Thumbs up if so.*

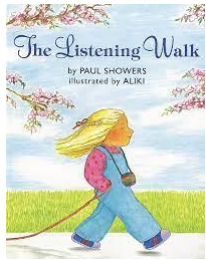
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What did the girl listen to?* (playground noises, traffic sounds, her friend's feelings, the hush at night, etc.)

- *How do we listen? What do we use to listen?* (with our ears, we have to be patient and pay attention)

3. Follow Up Activity- Vocabulary Review

- Explain, *We learned about listening in this book. We use our ears to listen. We have to be patient and pay attention when we listen. Let's all close our eyes now and listen to the sounds of the classroom. What do you hear?* Encourage students to pause and listen to the world around them or each other throughout the day and across the week. Remind them that listening is being patient and paying attention to what your ears hear.



Unit: My Amazing Body, Part 3- Understanding and Managing Feelings

Book 19: The Listening Walk by Paul Showers

Extra Materials Needed:

CHALLENGE

Language Time

If You're Happy and
You Know It

(Start standing)

If you're happy and
you know it,
clap your hands.

(Clap 2 times)

If you're happy and
you know it,
clap your hands.

(Clap 2 times)

If you're happy and
you know it
then your face will
surely show it.

*(Point to smiling
cheeks)*

If you're happy and
you know it,
clap your hands.

(Clap 2 times)

*Repeat with other
variations: nod your
head, stomp your feet,
turn around, etc.

1. Before

1. Topic Introduction- *Today we are reading our last book about our amazing bodies. We learned so much about our body parts, our senses, how to take care of our bodies, and our feelings.*

2. Book Introduction- *When I look at this cover, I see someone going for a walk. I'm guessing that she feels peaceful right now. It's a beautiful day and she looks happy and calm. This story is called The Listening Walk. We learned about listening!*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "I listen to all the different sounds." *Do you remember that listening is a little bit different than hearing. We have to pay attention and be patient when we listen.*
- "Other sprinklers turn around and around" *I think she feels very happy! I can tell by her smile. She is running in the water. I think she likes it.*
- "At the pond the ducks are waiting." *It looks like there's a lot to listen to at the pond. I think she is listening to the ducks. What else can she listen to at the pond?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Listening is hearing with patience and attention.

There's a lot to listen to when you pay attention.

Listening can make us feel different emotions.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

listening- paying attention to what you hear

The girl goes for a listening walk. She doesn't talk. She pays attention to what she hears.

noisy- loud

The old cars are very noisy. They are loud.

3. After

1. Ask their Opinion- *Did you like that book about the listening walk? I felt peaceful when I read that book. Did you feel calm and peaceful, too? Raise your hand if you want to tell us how that book made you feel.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Who was the story about?* (a girl, her dog, her dad.)
- *What did the girl listen to on her walk?* (bicycle bell, dribbling ball,)

3. Follow Up Activity- Wrap up the sub-theme

- Explain, *We have been reading and talking all about feelings. Turn to someone sitting near you so you can have a discussion about feelings. Tell someone sitting next to you:*

- *Right now, I feel...*
- *One thing that makes me feel happy is...*
- *One thing that makes me feel sad is...*

Wordless Books Small Group Work for My Amazing Body Unit

Books in this Unit

Hug by Jez Alborough

Found by Jeff Newman & Larry Day

Wordless Books General Outline

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, and print/book skills.

Materials: Books and follow up activity

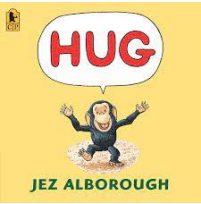
Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*What do you think this book is about?*”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read.
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing: who the characters were, what the problem was that resolved, and how it ended.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed—what is happening on this page? Who is that? How did the story end? Have the child complete your sentence--The girl and the boy became ____ (friends).
6. After Reading Activity.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



Hug by Jez Alborough

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: *Hug* by Jez Alborough, Hug Memory Game

Story Synopsis: This wordless picture book tells the story of a little chimpanzee who notices different animal families giving each other a hug. He realizes that he wants a hug and becomes sad when no one will give him a hug. He cries and his mommy hears him. She runs to give him a hug. Then, everyone gives each other hugs. *Point out the word hug and read it with the children. *This is the word hug. What does this word say? Hug!* This draw children's attention to the concept of a word vs. a picture.

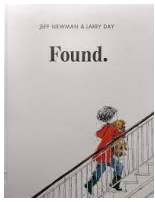
Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement by pointing out the chimpanzee on the cover.
2. **Ask** "*what do you think this book is about*" Say, "How do you think the chimpanzee feels? What makes you feel happy? What do you think will happen in this book?"
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. "How does the chimpanzee feel when he sees the elephants hugging?" "How does the baby elephant feel while he's getting a hug?" "Why is the chimpanzee crying?" "How do the other animals feel?"
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. "Who was in this story? Did the girl like the waves? How did the story end?"
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Animal memory game (see Materials binder)
Show the children the animal picture cards. Name the animals. Clap the syllables in the animal names. Explain the game, "*We are going to play a game where you have to match the animals together. But, I'm going to mix up the cards and lay them face down first. You won't know what animal is on the card. We will take turns flipping over 2 cards to make a match. You have to really pay attention to remember where the cards are as your friends turn them over.*"

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



Found by Jeff Newman & Larry Day

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: Found by Jeff Newman, Feelings flashcards

Story Synopsis: This wordless picture book is about a little girl who finds a lost dog. It is clear that she had a dog and it is now gone (has a picture by her bedside, dog bed, dog toys in her room). She takes the found dog in and cares for it. Despite a rocker start, she falls in love with this new dog but then realizes it has a home and family. She is torn about what to do. She ends up taking the dog to its home and feels very sad. However, on the way home she walks by a pet shop and connects with a new dog.

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement by pointing out the girl on the girl carrying a dog up the stairs.
2. **Ask** “*what do you think this book is about*” Guide children to understanding that this book is about. *This story is called Found. Do you think he found this dog? How exciting!*
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. “How does the girl feel when she finds the dog?” “Why did she take the ball back from the dog?” “They are playing. How does she feel about the dog now?” “Someone misses the dog! How does she feel?” “She returned the dog to its family. How does that feel?” “She has a new dog. How does that make her feel.”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “Who did the girl find outside in the rain?” “What did she do when she found the dog?” “Did the girl love the dog?” “Did the girl keep the dog forever?” “How did the story end?”
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Identify the main character’s feelings. Use the feelings flashcards to identify and discuss how the girl’s feelings changed throughout the story.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.

