



Unit 6

My Amazing Body



PROJECT
READY
MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries Preschool Curriculum

Revision Date: January 2025



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Unit 6 My Amazing Body



Project Ready's Joyful Discoveries Preschool Curriculum Unit 6 - My Amazing Body

Unit Overview:

This unit teaches children about the amazing human body. It has three sub themes. The first covers learning the names of different body parts, the five senses, and explores our similarities and differences. The second subtheme discusses the importance of taking care of our bodies through healthy eating, exercise, and the importance of taking care of our teeth. The final sub theme explores human emotions and how to understand and manage them.

Knowledge Building Targets

1. Body Parts
2. Taking care of your body: eating well, exercising, and going to the doctor/dentist
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

Oral Language Skill Targets

1. Answering questions
2. Stating an opinion
3. Basic Vocabulary: prepositions, basic directional words
4. Academic Vocabulary: senses, skeleton, muscles, bones , 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

Early Literacy Skills

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 (who, what, when)
7. Memory for events
8. Retelling
9. Sequence of events
10. Fiction vs. Nonfiction
11. Knowledge of common stories
12. Writing skills: prewriting strokes, letter formation, shared writing

Math Skills

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 equals one more
8. Addition
9. Subtraction
10. Categories: Sizes
11. Patterns
12. Story Problems





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Unit 6: My Amazing Body

Overview

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

BOOK 1	★ BOOK 2	BOOK 3	BOOK 4
<p style="text-align: center;"><i>Me and My Amazing Body</i> by Joan Sweeney</p>  <p style="text-align: center; font-size: small;">by Joan Sweeney, illustrated by Edward Miller</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;"><i>Aiden's Hurt Foot</i> by Project Ready Team</p>  <p style="text-align: center; font-size: small;">Aiden's Hurt Foot Text by The Project Ready! Team</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;"><i>My Five Senses</i> by Aliki</p>  <p style="text-align: center; font-size: small;">My Five Senses by Aliki</p>	<p style="text-align: center;"><i>Counting with My Five Senses</i> by Project Ready Team</p>  <p style="text-align: center; font-size: small;">Counting With My Five Senses Text by The Project Ready! Team</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>
<p style="text-align: center;"><i>We're Different, We're the Same, and We're All Wonderful</i> by Bobbie Jane Kates</p>  <p style="text-align: center; font-size: small;">SEAME STREET WE'RE DIFFERENT, WE'RE THE SAME AND WE'RE ALL WONDERFUL</p>	<p style="text-align: center;"><i>The Colors of Us</i> by Karen Katz</p>  <p style="text-align: center; font-size: small;">Karen Katz</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p style="text-align: center;"><i>Happy in Our Skin</i> by Fran Maushkin</p>  <p style="text-align: center; font-size: small;">Fran Maushkin, illustrated by Lauren Tobia</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;"><i>My Body is a Great Body</i> by Project Ready! Team</p>  <p style="text-align: center; font-size: small;">My Body is a Great Body Text by The Project Ready! Team</p> <div style="text-align: center; margin-top: 20px;">  </div>

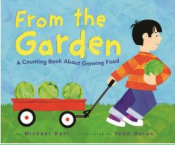

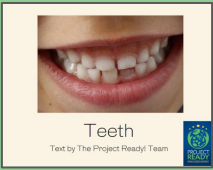

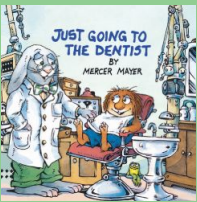


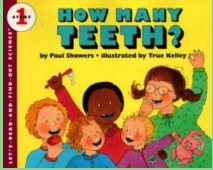


★ = Second Read



Unit 6: My Amazing Body

Overview

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>  <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 20px;">*Dramatic Play Center Introduced</p>	<p><i>The Busy Body Book: A Kid's Guide to Fitness</i> by Lizzy Rockwell</p>  <div style="text-align: center; margin-top: 20px;">  </div> <div style="text-align: center; margin-top: 10px;">  </div>	<p><i>Teeth</i> by The Project Ready Team</p>  <div style="text-align: center; margin-top: 20px;">  </div>	<p><i>Just Going to the Dentist</i> by Mercer Mayer</p>  <div style="text-align: center; margin-top: 20px;">  </div> <div style="text-align: center; margin-top: 10px;">  </div>	<p><i>How Many Teeth?</i> by Paul Showers</p>  <div style="text-align: center; margin-top: 20px;">  </div> <div style="text-align: center; margin-top: 10px;">  </div>

Part 3: Understanding & Managing Feelings

★ BOOK 14	BOOK 15	BOOK 16	BOOK 17	BOOK 18	BOOK 19
<p><i>The Feelings Book</i> by Todd Parr</p>  <div style="text-align: center; margin-top: 20px;">  </div>	<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>  <div style="text-align: center; margin-top: 20px;">  </div>	<p><i>Big Feelings</i> by Alexandra Penfold</p> 	<p><i>Listen</i> by Gabi Snyder</p> 	<p><i>The Listening Walk</i> by Paul Showers</p>  <div style="text-align: center; margin-top: 20px;">  </div>

Wordless Books That Connect To This Unit - SAMMY

Hug by Jez Alborough

Found by Jeff Newman & Larry Day



Materials

Packaged Materials in My Amazing Body Unit

<i>Aiden's Hurt Foot</i> by The Project Ready! Team	<i>My Body is a Great Body</i> by The Project Ready! Team
<i>Counting with My Senses</i> by The Project Ready! Team	<i>Teeth</i> by The Project Ready! Team

Craft Materials

Crayons / Markers	Glue Sticks / Liquid Glue
Q - Tips	Colorful construction paper
Skin tone paper	Brown, black, blonde yarn
Sidewalk chalk	Yellow paper
Toothbrushes	White paint
White construction paper	

Dramatic Play Center Materials - Healthy Restaurant

Play food and dishes	My Healthy Plate felt board
Chef costume	Waitstaff apron
Notepad & pencil for taking orders	Menus from real restaurants or constructed
Cookbooks	

Materials to Prepare - Found in Appendix

Can also be printed from website - www.readingscience.org

<i>My Body is a Great Body All About Me</i> template Print 1 sided (1 per student)	<i>Just Going to the Dentist</i> Tooth template Print 1 sided (1 per student)
<i>The Feelings Book</i> template - Print 1 sided (1 per student)	

My Amazing Body Centers

Healthy Restaurant Center

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

Materials: Play food and dishes, My Healthy Plate felt board, Chef costume and waitstaff aprons, Menus from real restaurants or constructed, notepad and pencil for taking orders, and cookbooks.

We suggest adding this center 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 and include cookbooks and other books about food. 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 around healthy eating and foods.



My Amazing Body Centers

Classroom Posters

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

Materials: Body Poster and Feelings Poster and 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.

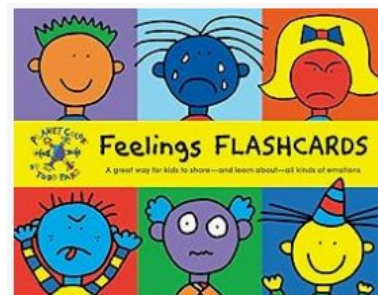
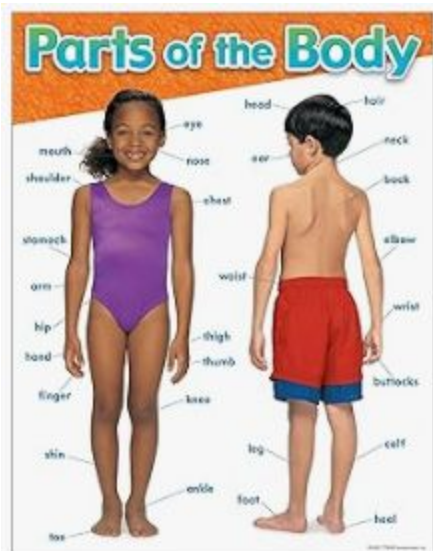
How it Works:

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 also 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 near the poster. 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.





Library Center

Additional preschool books to Include in Classroom Library:

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

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

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



Full List of Unit Vocabulary - My Amazing Body

Book	Word	Definition	Gesture
<i>Me and My Amazing Body</i>	body	all the parts that make up a person	With both hands, point at your body. Start with your head and quickly make your way down to your toes.
<i>Me and My Amazing Body</i>	skin	covers our entire body and lets us feel things	Gently pinch a bit of skin on your cheek.
<i>Me and My Amazing Body</i>	bones	hard parts that hold our body up, the parts that make our skeleton	Reaching behind your back, run your hand down your spine.
<i>Aiden's Hurt Foot</i>	x-ray	a special picture that shows your bones	Hold an imaginary camera in both hands. With your pointer finger, pretend to push down a button to take a picture.
<i>Aiden's Hurt Foot</i>	bone	hard parts that hold our body up, the parts that make our skeleton	Reaching behind your back, run your hand down your spine.
<i>Aiden's Hurt Foot</i>	heal	get better	Place one hand on forehead as if checking for a fever then give a thumbs up.
<i>My Five Senses</i>	senses	special ways the body gathers information	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.
<i>My Five Senses</i>	sight	our eyes help us with this sense, seeing	Point to one eye with one pointer finger
<i>My Five Senses</i>	aware	knowing about something, paying attention	Pointer finger to temple and tap twice
<i>Counting with My Five Senses</i>	gather	bring together	arms in front with palms facing each other and bring hands together like a clap (hands fold together)
<i>Counting with My Five Senses</i>	senses	special ways the body gathers information	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.
<i>Counting with My Five Senses</i>	sight	our eyes help us with this sense, seeing	Point to one eye with one pointer finger



Full List of Unit Vocabulary - My Amazing Body

Book	Word	Definition	Gesture
<i>We're Different, We're the Same</i>	different	not the same, unique, special	Form an X with the pointer fingers on both hands then move fingers apart
<i>We're Different, We're the Same</i>	same	a match, exactly similar	Start with pointer fingers apart then bring together to form an X (the opposite of the sign for different)
<i>We're Different, We're the Same</i>	weep	cry	Ball fists and put under eyes then make a sad face, like you are crying
<i>The Colors of Us</i>	combination	a mixture	Pretend to hold a bottle or jar in each hand. Turn hands over, alternating hands, as if pouring something out.
<i>The Colors of Us</i>	bronze	a yellowish-brown color	(Point to the color in the book)
<i>The Colors of Us</i>	shades	varieties of the same color, some are lighter, some are darker	Make a 90 degree angle with one arm next to your body. Move your hand back and forth to show the spectrum of light to dark.
<i>Happy in Our Skin</i>	splendid	magnificent, amazing	Point into the distance and whisper, "Wow!"
<i>Happy in Our Skin</i>	heal	get better	Place one hand on forehead as if checking for a fever then give a thumbs up.
<i>Happy in Our Skin</i>	tan	a darker shade	Reaching across your body, put one hand on your shoulder. Run your hand down the length of your arm.
<i>My Body is a Great Body</i>	muscles	the body parts that help you lift, move, and stretch; get stronger the more you use them	Make a 90 degree angle with arm and flex bicep
<i>My Body is a Great Body</i>	bones	hard parts that hold our body up, the parts the make our skeleton	Reaching behind your back, run your hand down your spine
<i>My Body is a Great Body</i>	senses	special ways the body gathers information	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.



Full List of Unit Vocabulary - My Amazing Body

Book	Word	Definition	Gesture
<i>From the Garden</i>	hailed	carried a big load	With both hands together, pretend to pick up a heavy sack and place it on your shoulder
<i>From the Garden</i>	bunches	groups	Form a C with both hands and put your arms out in front of you. Bring hands together to form a circle.
<i>From the Garden</i>	plucked	picked, pulled out	Pinch your finger and thumb together and flick your wrist backward quickly as if pulling something out
<i>The Busy Book</i>	skeleton	the 206 bones inside that help our bodies stand tall	Put arms out to the side and pose in an exaggerated way
<i>The Busy Book</i>	muscles	the body parts that help you lift, move, and stretch; get stronger the more you use them	Make a 90 degree angle with arm and flex bicep
<i>The Busy Book</i>	brain	the body part that controls your movements and thoughts, it's in your head	Wave a flat hand in a circle above the top of your head
<i>Teeth</i>	enamel	the hard outside part of a tooth	Point to a tooth with one hand and flex the bicep on your other arm
<i>Teeth</i>	impossible	can't be done	Cross forearms in front of your chest to form a large X.
<i>Teeth</i>	pair	a group of two	Point to your shoes
<i>Just Going to the Dentist</i>	checkup	a visit to the doctor or dentist to make sure everything is okay	Make a checkmark in the air
<i>Just Going to the Dentist</i>	dentist	a doctor who takes care of your teeth	Smile wide and tap finger to a tooth (without actually touching it)
<i>Just Going to the Dentist</i>	cavity	a hole, a rotten part of the tooth	Hold hand to cheek and grimace as if in pain



Full List of Unit Vocabulary - My Amazing Body

Book	Word	Definition	Gesture
<i>How Many Teeth</i>	upper	on the top	Point upward
<i>How Many Teeth</i>	lower	on the bottom	Point downward
<i>How Many Teeth</i>	loose	wiggly	Make your upper body lax and wobble around in your seat.
<i>The Feelings Book</i>	lonely	feeling sad to be all by yourself	close eyes and make a frowny face
<i>The Feelings Book</i>	brave	not afraid	Sit tall in your chair and put your shoulders back.
<i>The Feelings Book</i>	cranky	grumpy, unhappy	Wrinkle your nose and furrow your eyebrows
<i>The Very Grumpy Day</i>	merrily	happily, joyfully	Smile and swing arms rhythmically as if skipping
<i>The Very Grumpy Day</i>	grumped	complained, felt grouchy	Cross arms on chest, slump shoulders, and make a grouchy face
<i>The Very Grumpy Day</i>	apologize	say you're sorry	Make a fist with one hand and bring to your chest. Make a circle with the fist over your heart.
<i>When Sophie Gets Angry</i>	angry	very mad	Make fists with both hands and make a furious face.
<i>When Sophie Gets Angry</i>	smithereens	tiny pieces	With both hands put forefinger and thumb close together
<i>When Sophie Gets Angry</i>	comforts	calms, makes someone feel better	right hand outstretched to side as if putting your arm around someone
<i>Big Feelings</i>	frustrated	bothered because your plans aren't working out	Put hands on both sides of head and grit your teeth
<i>Big Feelings</i>	crew	a team working together	Put both arms out as if putting them around friends' shoulders



Full List of Unit Vocabulary - My Amazing Body

Book	Word	Definition	Gesture
<i>Big Feelings</i>	nervous	worried something bad might happen	Pretend to bite your fingernails and make a worried face
<i>Listen</i>	hear	one of our five senses, we do it with our ears	Point to your ear
<i>Listen</i>	listen	pay attention to what you hear; it takes practice and patience	Cup hand around ear and close eyes
<i>Listen</i>	silence	no sounds at all	One finger over your lips in the "quiet" gesture and shake your head
<i>The Listening Walk</i>	listening	paying attention to what you hear	Cup hand around ear and close eyes
<i>The Listening Walk</i>	noisy	loud	Cover both ears with hands
<i>The Listening Walk</i>	shady	hidden from the bright, hot sun	Put one flat hand across your brow, like the brim of a hat



Active Responding Routines

These are used when asking/answering questions.
Stay away from individual child responses as you want all children actively engaged.

Teacher Prompts	
Thinking About the Answer	Point to Forehead with Finger
Answer all together (choral responding)	Open hand to children to indicate they should respond
Child Responses	
To show they are ready to answer	Thumbs Up Other movements: Stand up, hands in the air
To note if they like something or don't	Thumbs Up/Thumbs Down



For the Teacher:

Preview

Me and My Amazing Body



Unit 6: My Amazing Body, Part 1 - Our Bodies

Book 1: *Me and My Amazing Body* by Joan Sweeney

Materials Needed: None

Vocabulary

Word	Definition	Gesture
body	all the parts that make up a person	With both hands, point at your body. Start with your head and quickly make your way down to your toes
skin	covers our entire body and lets us feel things	Gently pinch a bit of skin on your cheek
bones	hard parts that hold our body up, the parts that make our skeleton	Reaching behind your back, run your hand down your spine



1st Read

Me and My Amazing Body



Language Time

Head, Shoulders, Knees, and Toes (begin 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.

Before

- 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!*
- Book Introduction-** *This book looks like Me on the Map because it's by the same author. Do you remember that book?*
- Title and Author-** Draw attention to title and author. *This book is called My Amazing Body. The author is Joan Sweeney. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

Me and My Amazing Body



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.

Part of Text	Think Aloud (TA) - Question (Q)
“because my skin covers almost every inch of it.”	TA: <i>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!</i>
“Muscles do the hard work of moving my body all around”	TA: <i>Our muscles help us move. Show me your muscles. We even have muscles that help us smile.</i>
“Then my body takes what it needs for energy and growth”	TA: <i>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.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
body	all the parts that make up a person <i>Our body is all of the parts that make up a person. Point to your whole body.</i>	With both hands, point at your body. Start with your head and quickly make your way down to your toes
skin	covers our entire body and lets us feel things <i>Skin is what covers our entire body and lets us feel things. Carefully pinch the skin on your face.</i>	Gently pinch a bit of skin on your cheek
bones	hard parts that hold our body up, the parts that make our skeleton <i>Bones are the hard part that hold our body up, the parts that make our skeleton. Touch your backbone.</i>	Reaching behind your back, run your hand down your spine



1st Read

Me and My Amazing Body



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about your amazing body? (thinking gesture - finger on forehead)

Thumbs up if you liked it. Turn to someone next to you and tell them one body parts we saw in the book.

Check their understanding.

Where are your bones? On the inside or outside of your body?

(Thinking gesture and then hand open to note choral response- the inside)

What gives us the energy we need to grow?

(Thinking gesture and then hand open to note choral response- our food)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Our <u>body</u> is all the parts that make up a person. Ready to clap? Bod-y, body.</i>	With both hands, point at your body. Start with your head and quickly make your way down to your toes
<i>Our <u>skin</u> covers our entire body and lets us feel things. Skin.</i>	Gently pinch a bit of skin on your cheek
<i><u>Bones</u> are the hard parts that hold our body up, the parts that make our skeleton. Bones.</i>	Reaching behind your back, run your hand down your spine



1st Read

Me and My Amazing Body



After Continued

Ask questions

Do you have a body? Hug your body.

(Thinking gesture and then hand open to note choral response- yes)

Do you have skin? Point to your skin.

(Thinking gesture and then hand open to note choral response- yes)

Do you have bones? Point to one of your bones.

(Thinking gesture and then hand open to note choral response- yes)

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 show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Bones do the hard work of moving my body around.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Muscles do the hard word of moving my body around.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *Bones are hard and they hold my body up.*
(Thinking gesture and then hand open to note thumbs up- yes)



For the Teacher:

Preview

Aiden's Hurt Foot



Unit 6: My Amazing Body, Part 1 - Our Bodies

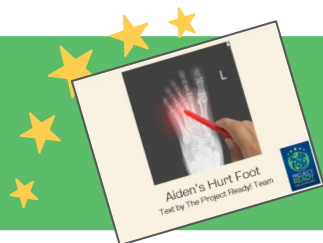
Book 2: *Aiden's Hurt Foot* by The Project Ready! Team

Materials Needed: None

Vocabulary

Word	Definition	Gesture
x-ray	a special picture that shows your bones	Hold an imaginary camera in both hands. With your pointer finger, pretend to push down a button to take a picture.
bone	a hard part that holds our body up, the parts that make our skeleton	Reaching behind your back, run your hand down your spine.
heal	get better	Place one hand on forehead as if checking for a fever then give a thumbs up.

Aiden's Hurt Foot



Language Time

Head, Shoulders, Knees, and Toes (begin 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)

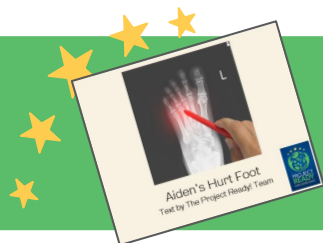
*Try singing in various styles: fast, slow, choppy like a robot, quiet like a mouse, etc.

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. Show me a thumbs up if you want to guess what body part we will be reading about in this book. Remember it's on the inside.* (Thinking gesture and then hand open to note choral response- our bones)
3. **Title and Author-** Draw attention to title and author. *The title of this book is Aiden's Hurt Foot The author is The Project Ready! Team. There is no illustrator because there are real photographs. No one drew these pictures.*

1st Read

Aiden's Hurt Foot



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.

Part of Text	Think Aloud (TA) - Question (Q)
“How would they help her feel better?”	TA: <i>Aiden has so many questions. Sometimes when we are facing something new and scary, we have lots of questions.</i>
“Doctors use many different kinds of tools, like X-rays, to help them see pictures of what is happening inside our bodies.”	TA: <i>I know doctors use X-rays to see pictures of our bones. I wonder how else they use special tools to see what's happening inside our bodies.</i>
“Now summer is almost over and it's time to take off Aiden's cast.”	TA: <i>I remember that Aiden broke her leg at the beginning of the summer. That means she's had the cast for several weeks.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
x-ray	A special picture that shows your bones <i>An x-ray is a special picture that shows your bones. Pretend to take a picture.</i>	Hold an imaginary camera in both hands. With your pointer finger, pretend to push down a button to take a picture.
bone	A hard part that hold our body up, the parts the make our skeleton <i>Bones are the hard parts that hold your body up. Touch your backbone to show your bones.</i>	Reaching behind your back, run your hand down your spine.
heal	Get better <i>Heal means to get better. When you weren't feeling well (place hand on forehead) but got better (give thumbs up), you healed.</i>	Place one hand on forehead as if checking for a fever then give a thumbs up.

Aiden's Hurt Foot



After

1. **Ask Questions**

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Thumbs up if you thought the story of Aiden's broken bone was interesting.

Check their understanding.

Who was this book about?

(Thinking gesture and then hand open to note choral response- Aiden)

Where in Aiden's body was the broken bone?

(Thinking gesture and then hand open to note choral response- her foot)

2. **Review the Vocabulary**

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>An <u>x-ray</u> is a special picture that shows your bones. X-ray, x-ray.</i>	Hold an imaginary camera in both hands. With your pointer finger, pretend to push down a button to take a picture.
<i><u>Bones</u> are the hard parts that hold our body up, the parts that make our skeleton. Ready to clap? Bones.</i>	Reaching behind your back, run your hand down your spine
<i><u>Heal</u> means to get better. Heal.</i>	Place one hand on forehead as if checking for a fever then give a thumbs up.

Aiden's Hurt Foot



After Continued

Ask questions

When you get better you _____?

(Thinking gesture and then hand open to note choral response- heal)

What is the word for a special picture that shows our bones?

(Thinking gesture and then hand open to note choral response- x-ray)

The parts that make up our skeleton are called _____?

(Thinking gesture and then hand open to note choral response- bones)

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 show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Aiden got a cast on her leg.*

(Thinking gesture and then hand open to note thumbs up- yes)

- *Aiden got a cast on her arm.*

(Thinking gesture and then hand open to note thumbs down- no)

- *The x-ray took a picture of Aiden's broken bone.*

(Thinking gesture and then hand open to note thumbs up- yes)



2nd Read

Aiden's Hurt Foot



Unit 6: My Amazing Body, Part 1 - Our Bodies

Book 2: *Aiden's Hurt Foot* by The Project Ready! Team

Re-Read & Activity: Craft

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.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - various answers)

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

The title of this story is Aiden's Hurt Foot. A team of writers called the Project Ready! Team wrote the words for this book. Let's clap the word author. Au-thor. The authors write the words. What does that author do? (Thinking gesture and then hand open to note choral response- writes the words) Writes 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.



2nd Read

Aiden's Hurt Foot



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
“She was scared and didn’t know what to do.”	Q: <i>Oh no! I feel so bad for Aiden. If you were there in the story with Aiden, how would you help her?</i>
“Doctors use many different kinds of tools, like X-rays, to help them see pictures of what is happening inside our bodies.”	Q: <i>Do you remember anything about the other kinds of x-rays doctors use?</i>
“They just need to rest.”	Q: <i>How do doctors help broken bones to rest? What do doctors put on broken bones so they can rest?</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
x-ray	A special picture that shows your bones <i>An x-ray is a special picture that shows your bones. Pretend to take a picture.</i>	Hold an imaginary camera in both hands. With your pointer finger, pretend to push down a button to take a picture.
bone	A hard part that hold our body up, the parts the make our skeleton <i>Bones are the hard parts that hold your body up. Touch your backbone to show your bones.</i>	Reaching behind your back, run your hand down your spine.
heal	Get better <i>Heal means to get better. When you weren't feeling well (place hand on forehead) but got better (give thumbs up), you healed.</i>	Place one hand on forehead as if checking for a fever then give a thumbs up.



2nd Read

Aiden's Hurt Foot



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. Tell me what your favorite part was. Start your sentence with "My favorite part was..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Discussion questions

Who were the characters in this story? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

(Response - Aiden, her brother, the nurses and doctors at the hospital)

What happened to Aiden's foot? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

(Response - It got broken when she jumped off the jungle gym.)

2. Review Vocabulary

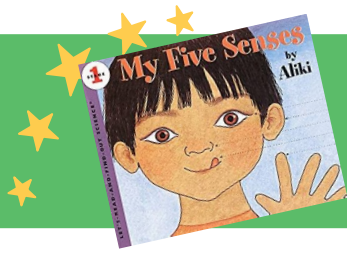
In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A special picture that shows your bones is called an _____ (x-ray). Let's clap that word. X-ray.</i>	Hold an imaginary camera in both hands. With your pointer finger, pretend to push down a button to take a picture.
<i>The hard parts that hold our body up, the parts that make our skeleton, are called _____ (bones). Let's clap the word. Bones.</i>	Reaching behind your back, run your hand down your spine
<i>When something gets better it _____ (heals). Let's clap that word. Heal.</i>	Place one hand on forehead as if checking for a fever then give a thumbs up.

3. Follow-Up Activity: Craft

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 look 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. Consider adding student photos to heads if creating whole body x-rays.



For the Teacher:

Preview

My Five Senses

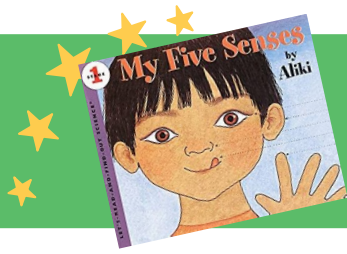
Unit 6: My Amazing Body, Part 1 - Our Bodies

Book 3: *My Five Senses* by Aliki

Materials Needed: None

Vocabulary

Word	Definition	Gesture
senses	special ways the body gathers information	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.
sight	our eyes help us with this sense, seeing	Point to one eye with one pointer finger
aware	knowing about something, paying attention	Pointer finger to temple and tap twice



1st Read

My Five Senses

Language Time

Head, Shoulders, Knees, and Toes (begin 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)

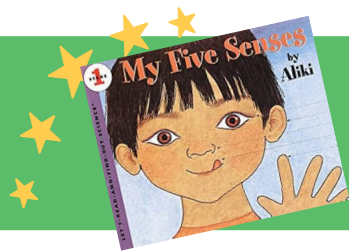
Head, shoulders, knees, and toes

(Point to each body part as you sing)

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

Before

- 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. Think about one body part that we have learned so far. (thinking gesture - finger on forehead) Tell the person next to you the name of one body part we've learned about.*
- 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.*
- Title and Author-** Draw attention to title and author. *The title of this book is My Five Senses and the person who wrote the words is named Aliki. What is the word we use for the person who writes the words? (Thinking gesture and then hand open to note choral response- the author) Yes, the author writes the words.*



1st Read

My Five Senses

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.

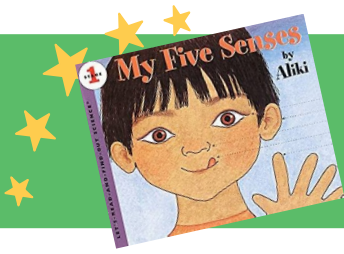
Part of Text	Think Aloud (TA) - Question (Q)
"I hear with my ears."	TA: <i>I see a tiny airplane in this picture. Do you see it? I think that is what this boy is hearing with his ears. Point to your ears.</i>
"Sometimes I use all of my senses at once."	TA: <i>When there is a lot happening around us, we use lots of our senses to get information.</i>
"every minute of the day, my senses are working."	TA: <i>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.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
senses	special ways the body gathers information <i>Senses are the special ways our body gathers information. Our five senses (hold up hand with fingers extended) help us gather (bring hand toward yourself) information.</i>	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.
sight	our eyes help us with this sense, seeing <i>Our eyes help us with our sense of sight, or seeing. Point to your eye.</i>	Point to one eye with one pointer finger
aware	knowing about something, paying attention <i>Aware means knowing about something or paying attention. Tap your brain to show you know something, you're aware.</i>	Pointer finger to temple and tap twice



1st Read

My Five Senses

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about your senses? Thumbs up if you did. (thinking gesture - finger on forehead)

What is one thing your senses help you do? (thinking gesture - finger on forehead)

Turn to someone next to you and tell them one thing your senses help you do.

Check their understanding.

How many senses do most people have?

(Thinking gesture and then hand open to note choral response- five)

What sense do we use to listen to an airplane?

(Thinking gesture and then hand open to note choral response- hearing)

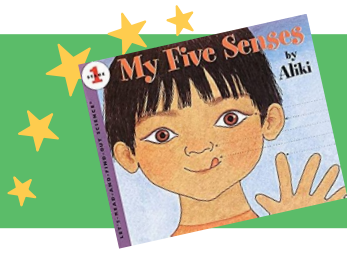
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Senses are the special ways our body gathers information. Ready to clap? Sen-ses, senses.</i>	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.
<i>Sight is the sense we use our eyes for, to see. Sight.</i>	Point to one eye with one pointer finger
<i>Aware means knowing about something or paying attention. A-ware, aware.</i>	Pointer finger to temple and tap twice



1st Read

My Five Senses

After Continued

Ask questions

When you know about something you are _____?

(Thinking gesture and then hand open to note choral response- aware)

What sense do we use our eyes for?

(Thinking gesture and then hand open to note choral response- sight)

What do we call the special way our body gathers information?

(Thinking gesture and then hand open to note choral response- senses)

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. Ready?*

- *Hearing?* (thumbs up)
- *Touching?* (thumbs up)
- *Smelling?* (thumbs up)
- *Running?* (thumbs down)
- *Seeing?* (thumbs up)
- *Tasting?* (thumbs up)



For the Teacher:

Preview

Counting with My Five Senses



Unit 6: My Amazing Body, Part 1 - Our Bodies

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

Materials Needed: None

Vocabulary

Word	Definition	Gesture
gather	bring together	Arms in front with palms facing each other and bring hands together like a clap (hands fold together)
senses	special ways the body gathers information	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.
sight	our eyes help us with this sense, seeing	Point to one eye with one pointer finger



Counting with My Five Senses

Language Time

Head, Shoulders, Knees, and Toes (begin 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.

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-** *Our senses are things our bodies can do that help us get information about the world around us. 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. *The title of this book is Counting with My Five Senses and the author is The Project Ready! Team. Sometimes there is more than one author!*



1st Read



Counting with My Five Senses

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.

Part of Text	Think Aloud (TA) - Question (Q)
"I smell one pizza baking in the oven. Delicious!"	TA: <i>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.</i>
"and his soft fur as I give him a pat. Good dog!"	TA: <i>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.</i>
"and the orange sun just beginning to set. Beautiful!"	TA: <i>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.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
gather	bring together <i>Gather means to bring together. Bring your hands together to show gather.</i>	Arms in front with palms facing each other and bring hands together like a clap (hands fold together)
senses	special ways the body gathers information <i>Senses are the special ways our body gathers information. Our five senses</i> (hold up hand with fingers extended) <i>help us gather</i> (bring hand toward yourself) <i>information.</i>	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.
sight	our eyes help us with this sense, seeing <i>Our eyes help us with our sense of sight, or seeing. Point to your eye.</i>	Point to one eye with one pointer finger



1st Read



Counting with My Five Senses

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like counting the things she used her senses to explore? Thumbs up if you enjoyed reading the story. (thinking gesture - finger on forehead)

What was your favorite part? Thumbs up if you have an idea to share. Start your sentence with “My favorite part was...”

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What was this book about? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- our senses, counting, numbers)

Who was in the story? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- a girl, her sister, her dad, her dog)

2. Review the Vocabulary

In today’s story, we learned 3 new words. Let’s clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Gather means to bring together. Ready to clap? Gath-er, gather.</i>	Arms in front with palms facing each other and bring hands together like a clap (hands fold together)
<i>Senses are the special ways our body gathers information. Sen-ses, senses.</i>	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.
<i>Sight the sense we use our eyes for, to see. Sight.</i>	Point to one eye with one pointer finger



1st Read

Counting with My Five Senses



After Continued

Ask questions

Is sleeping one of our senses? (Thinking gesture and then hand open to note choral response- no)

What body part do we use for our sense of sight?

(Thinking gesture and then hand open to note choral response- eyes)

What do we call when we bring things together?

(Thinking gesture and then hand open to note choral response- gather)

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!*



Shared Writing

Counting with My Five Senses



Planning Guide - Share Information

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

I have five senses.

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

Detail: I use sight to see my teddy bear.

Detail: I can hear music.

Detail: I can smell flowers.

Conclusion: This is how my senses gather information.

Vocabulary to Include if Possible		
Word	Definition	Gesture
gather	bring together	Arms in front with palms facing each other and bring hands together like a clap (hands fold together)
senses	special ways the body gathers information	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.
sight	our eyes help us with this sense, seeing	Point to one eye with one pointer finger

Let's Write!

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.*



Shared Writing

Counting with My Five Senses



Write Topic Sentence

1. **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? (thinking gesture - finger on forehead and then hand open to note choral response - five) Five. Good! Let's write five to finish our sentence.*
2. **Write:** Write *five* to complete the sentence.
3. **Read aloud, pointing to each word:** *I have five senses.*

Write Detail Sentence(s)

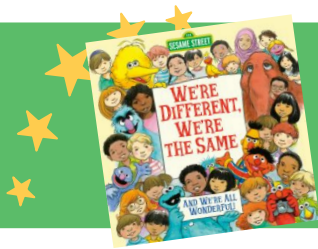
1. **Plan:** *Let's share information about our senses. What do we do with our senses?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *I use sight to see my teddy bear.*
3. **Read** aloud, pointing to each word: *I use sight to see my teddy bear.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **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 my senses gather information."*
2. **Write:** *This is how my senses gather information.*
3. **Read aloud, pointing to each word:** *This is how my senses gather information.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

**We're Different, We're the Same,
And We're All Wonderful**

Unit 6: 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

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
different	not the same, unique, special	Form an X with the pointer fingers on both hands then move fingers apart
same	a match, exactly similar	Start with pointer fingers apart then bring together to form an X (the opposite of the sign for different)
weep	cry	Ball fists and put under eyes then make a sad face, like you are crying



1st Read

We're Different, We're the Same, And We're All Wonderful

Language Time

Head, Shoulders, Knees, and Toes (begin 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.

Before

1. **Topic Introduction-** *We have been learning about our amazing bodies. We have learned about our body parts and our senses. Do you remember a body part? (thinking gesture - finger on forehead) Turn to someone next to you and tell them one body part.*
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. I wonder how we are different?*
3. **Title and Author-** Draw attention to title and author. *The author of this book is Bobbie Jane Kates. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

We're Different, We're the Same, And We're All Wonderful

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.

Part of Text	Think Aloud (TA) - Question (Q)
"Our noses are different."	TA: <i>Everyone's nose looks different. Do you see anyone else with a big yellow nose like Big Bird?</i>
"Our noses are the same."	TA: <i>Everyone's nose breathes and sniffs and sneezes and whiffs. Noses look different but they do the same jobs.</i>
"Our skin is different."	TA: <i>Everyone's skin is a different color.</i>
"Our skin is the same."	TA: <i>Wow! Skin has so many important jobs! It covers our bodies and tells us if something is hot or cold.</i>
"That's what makes the world such fun."	TA: <i>Our differences make the world a better, brighter place!</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
different	not the same, unique, special <i>Different means not the same, things that are different are unique or special. Make an X with your fingers then move them apart to show different, not the same.</i>	Form an X with the pointer fingers on both hands then move fingers apart
same	a match, exactly similar <i>Same means a match, exactly the same. Start with your fingers apart and bring them together to show same, a match</i>	Start with pointer fingers apart then bring together to form an X (the opposite of the sign for different)
weep	Cry <i>Weep means cry. Put your fists under your eyes and make a sad face to show weeping.</i>	Ball fists and put under eyes then make a sad face, like you are crying

1st Read

We're Different, We're the Same, And We're All Wonderful



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like this book about the ways we are different and the same?

(thinking gesture - finger on forehead)

Show me a thumbs up if you liked this book.

Check their understanding.

How is our hair different? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - It looks different- long/short, straight/curly, etc.)

How is our hair the same? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - It grows on our heads and keeps our heads warm)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Different</u> means not the same, things that are different are unique or special. Ready to clap? <i>Dif-fer-ent, different</i>	Form an X with the pointer fingers on both hands then move fingers apart
<u>Same</u> means a match, exactly similar. <i>Same.</i>	Start with pointer fingers apart then bring together to form an X (the opposite of the sign for different)
<u>Weep</u> means cry. Ready to clap it? <i>Weep.</i>	Ball fists and put under eyes then make a sad face, like you are crying



1st Read

We're Different, We're the Same, And We're All Wonderful

After Continued

Ask questions

Are apples and oranges the same or different?

(Thinking gesture and then hand open to note choral response- different)

If I have two apples that are a match, are they the same or different?

(Thinking gesture and then hand open to note choral response- same)

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?*



For the Teacher:

Preview

The Colors of Us



Unit 6: My Amazing Body, Part 1 - Our Bodies

Book 6: *The Colors of Us* by Karen Katz

Materials Needed: None

Vocabulary

Word	Definition	Gesture
combination	A mixture	Pretend to hold a bottle or jar in each hand. Turn hands over, alternating hands, as if pouring something out
bronze	A yellowish-brown color	(Point to the color in the book)
shades	Varieties of the same color, some are lighter, some are darker	Make a 90 degree angle with one arm next to your body. Move your hand back and forth to show the spectrum of light to dark.



1st Read

The Colors of Us

Language Time

Head, Shoulders, Knees, and Toes (begin 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.

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-** *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. *The title of this book is The Colors of Us. The author's name is Karen Katz. She is also the illustrator. Let's clap the word illustrator. Il-lus-tra-tor. Illustrator. (make sure they say the word with you). Who draws the pictures in a book? (illustrator)*



1st Read

The Colors of Us

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.

Part of Text	Think Aloud (TA) - Question (Q)
“brown is brown”	TA: <i>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.</i>
“His skin is reddish brown”	TA: <i>Her cousin Kyle has skin that is the color of leaves in fall. Everyone has a different color of skin.</i>
“I’ve painted everyone.”	TA: <i>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!</i>

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.

Word	Definition to use and how to introduce gesture	Gesture
combination	A mixture <i>Combination means a mixture. Pour different things together to make a mixture.</i>	Pretend to hold a bottle or jar in each hand. Turn hands over, alternating hands, as if pouring something out
bronze	A yellowish brown-color	(Point to the color in the book)
shades	Varieties of the same color, some are lighter, some are darker <i>Shades are varieties of the same color, some are lighter and some are darker. Move your arm back and forth to show shades.</i>	Make a 90 degree angle with one arm next to your body. Move your hand back and forth to show the spectrum of light to dark.



1st Read

The Colors of Us

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

*Did you like reading about all the different shades of skin? (thinking gesture - finger on forehead)
Thumbs up if you liked that story.*

Check their understanding.

Who was this story about? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - Lena, her mom, her neighbors and friends)

What colors of skin did we see in the book? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - various answers - peachy, cinnamon, bronze, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>combination</u> is a mixture. Ready to clap? Com-bin-a-tion, combination.</i>	Pretend to hold a bottle or jar in each hand. Turn hands over, alternating hands, as if pouring something out
<i><u>Bronze</u> is a yellowish-brown color. Bronze.</i>	(Point to the color in the book)
<i><u>Shades</u> are varieties of the same color, some are lighter and some are darker. Shades.</i>	Make a 90 degree angle with one arm next to your body. Move your hand back and forth to show the spectrum of light to dark.



1st Read

The Colors of Us

After Continued

Ask questions

Shades are varieties of the same _____?

(Thinking gesture and then hand open to note choral response- color)

What is a name for a yellowish-brown color?

(Thinking gesture and then hand open to note choral response- bronze)

What do we call a mixture?

(Thinking gesture and then hand open to note choral response- combination)

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me. Show me a thumbs up 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!)



2nd Read

The Colors of Us



Unit 6: My Amazing Body, Part 1 - Our Bodies

Book 6: *The Colors of Us* by Karen Katz

Re-Read & Activity: Craft

Materials Needed: book, colorful construction paper for background, paper in various skin colors, yarn in various hair colors, glue, markers or crayons

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? Show me a thumbs up if you remember. In this story, Lena walks around her neighborhood and notices all of the different shades of brown.
2. **Point out title & author-** ask if anyone can tell you what the author does.
*The title of this story is *The Colors of Us*. Karen Katz is the author. Let's clap that word. Au-thor. The author writes the words. What does that author do? (Thinking gesture and then hand open to note choral response- writes the words) *Writes the words! She is also the illustrator. 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.



2nd Read

The Colors of Us



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
“Mom says she could eat me up.”	Q: <i>Have you ever tried cinnamon? Do you like it?</i>
“Look at everyone’s legs, Mom - all the different shades.”	Q: <i>Do you see the different beautiful shades in this picture? Do you see a shade that looks like you?</i>
“Kathy is tawny tan like coconuts...”	Q: <i>Do you see the coconut in this picture? Can you point to it?</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
combination	A mixture <i>Combination means a mixture. Pour different things together to make a mixture.</i>	Pretend to hold a bottle or jar in each hand. Turn hands over, alternating hands, as if pouring something out
bronze	A yellowish-brown color <i>Bronze is a yellowish-brown color. Which color in this picture is bronze? Point to it.</i>	(Point to the color in the book)
shades	Varieties of the same color, some are lighter, some are darker <i>Shades are varieties of the same color, some are lighter and some are darker. Move your arm back and forth to show shades.</i>	Make a 90 degree angle with one arm next to your body. Move your hand back and forth to show the spectrum of light to dark.



2nd Read

The Colors of Us



After

1. Ask Questions

Ask their opinion

Did you like reading this story? (thinking gesture - finger on forehead)

Thumbs up if you liked that story.

Discussion questions

What was this story about? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - the different beautiful shades of skin)

Who was this story about? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - Lena, her mom, her neighbors and friends)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Another word for a mixture is called a _____ (combination).</i>	Pretend to hold a bottle or jar in each hand. Turn hands over, alternating hands, as if pouring something out
<i>A yellowish-brown is called _____ (bronze).</i>	(Point to the color in the book)
<i>When there are varieties of the same color, some are lighter and some are darker they are called _____ (shades).</i>	Make a 90 degree angle with one arm next to your body. Move your hand back and forth to show the spectrum of light to dark.

3. Follow-Up Activity: Craft

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.



Shared Writing

The Colors of Us



Planning Guide - Express Ideas

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Our skin is beautiful.

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

Detail: (Student name's) skin is a dark shade of brown, like hot chocolate.

Detail: (Student's name) has light skin like a peach.

Detail: (Student's name) has bronze skin.

Conclusion: Everyone's skin is beautiful!

Vocabulary to Include if Possible		
Word	Definition	Gesture
combination	A mixture	Pretend to hold a bottle or jar in each hand. Turn hands over, alternating hands, as if pouring something out
bronze	A yellowish-brown color	(Point to the color in the book)
shades	Varieties of the same color, some are lighter, some are darker	Make a 90 degree angle with one arm next to your body. Move your hand back and forth to show the spectrum of light to dark.

Let's Write!

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!*



Shared Writing

The Colors of Us



Write Topic Sentence

1. **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? (thinking gesture - finger on forehead and then hand open to note choral response - beautiful) Beautiful! I like that word! Let's write beautiful to finish our sentence.*
2. **Write:** Write *beautiful* to complete the sentence.
3. **Read aloud, pointing to each word:** *Our skin is beautiful.*

Write Detail Sentence(s)

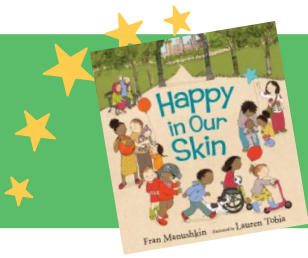
1. **Plan:** *Let's write to express that idea that our skin is beautiful. What makes our skin beautiful? The different colors and shades! What color is your skin? What does your skin look like? Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences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

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **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."*
2. **Write:** *Everyone's skin is beautiful.*
3. **Read aloud, pointing to each word:** *Everyone's skin is beautiful.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.

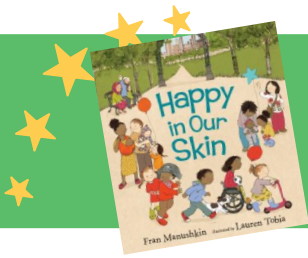


For the Teacher:
Preview
Happy in Our Skin



Unit 6: My Amazing Body, Part 1 - Our Bodies
Book 7: *Happy in Our Skin* by Fran Manushkin
Materials Needed: None

Vocabulary		
Word	Definition	Gesture
splendid	Magnificent, amazing	Point into the distance and whisper, "Wow!"
heal	Get better	Place one hand on forehead as if checking for a fever then give a thumbs up.
tan	A darker shade	Reaching across your body, put one hand on your shoulder. Run your hand down the length of your arm.



1st Read

Happy in Our Skin



Language Time

Head, Shoulders, Knees, and Toes (begin 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)

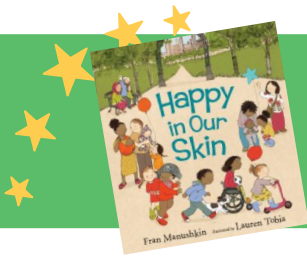
Head, shoulders, knees, and toes

(Point to each body part as you sing)

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

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. *The author is Fran Manushkin, she wrote the words. The illustrator is Lauren Tobia. Who remembers what the illustrator does? Tell me.* (Thinking gesture and then hand open to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*



1st Read

Happy in Our Skin



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.

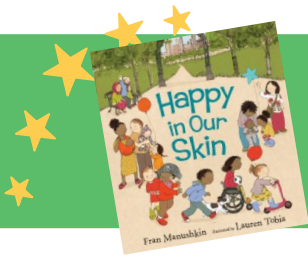
Part of Text	Think Aloud (TA) - Question (Q)
“cocoa brown, cinnamon, and honey gold.”	TA: <i>I was right! This book is about the beautiful colors of skin.</i>
“your skin will heal with a scab”	TA: <i>Skin is amazing! If it gets hurt, it can heal itself and get better.</i>
“What a wonderful world! Such a hullabaloo-with all of us in it.”	TA: <i>We make the world a better place! It's amazing how we are all different but we're all the same.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
splendid	Magnificent, amazing <i>Splendid means magnificent or amazing. Point and say, "Wow!"</i>	Point into the distance and whisper, "Wow!"
heal	Get better <i>Heal means get better. When you weren't feeling well (place hand on forehead) but got better (give thumbs up), you healed.</i>	Place one hand on forehead as if checking for a fever then give a thumbs up.
tan	A darker shade <i>Tan is a darker shade. Rub your arm to show tan, a darker shade.</i>	Reaching across your body, put one hand on your shoulder. Run your hand down the length of your arm.



1st Read

Happy in Our Skin



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

*Did you like this story? (thinking gesture - finger on forehead)
Thumbs up if you liked that story.*

Tell me what your favorite part was. Start your sentence with “My favorite part was...”
Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What was this story about?
(Thinking gesture and then hand open to note choral response- our amazing skin)

How does our skin heal itself when it gets hurt? What does our skin make to heal itself?
(Thinking gesture and then hand open to note choral response- with a scab)

2. Review the Vocabulary

In today’s story, we learned 3 new words. Let’s clap out our new words
Review each word stating the definition, making the gesture, and then clapping out the word.
Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Splendid means magnificent or amazing. Ready to clap? Splen-did, splendid.</i>	Point into the distance and whisper, "Wow!"
<i>Heal means to get better. Heal.</i>	Place one hand on forehead as if checking for a fever then give a thumbs up.
<i>Tan is a darker shade. Tan</i>	Reaching across your body, put one hand on your shoulder. Run your hand down the length of your arm.



1st Read

Happy in Our Skin



After Continued

Ask questions

What do we call something that is magnificent or amazing?

(Thinking gesture and then hand open to note choral response- splendid)

When our skin gets a scab what is it doing?

(Thinking gesture and then hand open to note choral response- heal)

What do we call a darker shade?

(Thinking gesture and then hand open to note choral response- tan)

3. Follow Up Activity- Story Retell

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**.*
(Thinking gesture and then hand open to note choral response- Yes)
- *When you fall, your skin will **heal** ... a perfect **seal**.*
(Thinking gesture and then hand open to note choral response- Yes)
- *It's always **there** beneath our **clothes**.*
(Thinking gesture and then hand open to note choral response- No)



For the Teacher:

Preview

My Body is a Great Body



Unit 6: My Amazing Body, Part 1 - Our Bodies

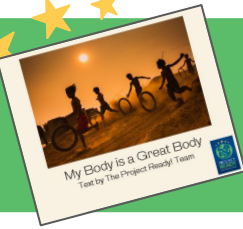
Book 8: *My Body is a Great Body* by The Project Ready! Team

Materials Needed: None

Vocabulary

Word	Definition	Gesture
muscles	The body parts that help you lift, move, and stretch; get stronger the more you use them	Make a 90 degree angle with arm and flex bicep.
bones	Hard parts that hold our body up, the parts that make our skeleton	Reaching behind your back, run your hand down your spine.
senses	Special ways the body gathers information	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.

My Body is a Great Body



Language Time

Head, Shoulders, Knees, and Toes (begin 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)

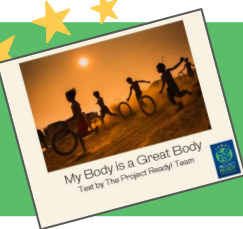
*Try singing in various styles: fast, slow, choppy like a robot, quiet like a mouse, etc.

Before

- 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 senses that help us to gather information. Today we are going to read one more book about our amazing bodies. Next, we will learn about taking care of our bodies.*
- Book Introduction-** *I see lots of people running and playing in this picture. It looks like their bodies are very busy having fun.*
- Title and Author-** Draw attention to title and author. *The title of this book is My Body is a Great Body. The authors are called The Project Ready! Team. The authors wrote the words in this book. Let's clap the word author. Au-thor.*

1st Read

My Body is a Great Body



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.

Part of Text	Think Aloud (TA) - Question (Q)
“There are many ways that bodies can be different.”	TA: <i>All of these people look different. I see that some are young and some are old. Some have short hair and some have long hair. No one looks exactly the same.</i>
“Bodies are great because they can do amazing things.”	TA: <i>These bodies are doing really neat things. They're riding bikes, playing soccer, and climbing.</i>
“Bodies have hearts that pump blood and deliver blood throughout the body.”	TA: <i>Look how red this child's cheeks are. They're red because of all the blood that is pumping through them.</i>

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

Key content: All bodies look different. All bodies are great! Bodies do amazing things!

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
muscles	The body parts that help you lift, move, and stretch; get stronger the more you use them <i>Muscles help you lift, move and stretch. Show how strong your muscles are.</i>	Make a 90 degree angle with arm and flex bicep.
bones	The hard parts that hold our body up; the parts that make our skeleton <i>Bones are the hard parts that hold your body up. Touch your backbone.</i>	Reaching behind your back, run your hand down your spine.
senses	Special ways the body gathers information <i>Our five senses</i> (hold up hand with five fingers extended) <i>help us gather</i> (bring hand toward yourself) <i>information.</i>	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.



1st Read

My Body is a Great Body



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

*Did you like this story? (thinking gesture - finger on forehead)
Thumbs up if you liked that story. Thumbs up if you agree that your body is a great body.*

Check their understanding.

*Who has a great body?
(Thinking gesture and then hand open to note choral response- everyone)*

*What is one thing that our great bodies can do?
(Thinking gesture) Encourage all children to think of a response then call on 1-2 students with thumbs up to share their ideas. Say, "One thing our bodies can do is..."*

2. Review the Vocabulary

*In today's story, we learned 3 new words. Let's clap out our new words
Review each word stating the definition, making the gesture, and then clapping out the word.*

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Muscles</u> are the body parts that help you lift, move, and stretch. They get stronger the more you use them. Mus-cles. Muscles.</i>	Make a 90 degree angle with arm and flex bicep.
<i><u>Bones</u> are the hard parts that hold our body up. They're the parts that make our skeleton. Let's clap it. Bones.</i>	Reaching behind your back, run your hand down your spine.
<i><u>Senses</u> are the special ways the body gathers information. Sens-es.</i>	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.

1st Read

My Body is a Great Body



After Continued

Ask questions

What part of our bodies help us to lift, move, and stretch?

(Thinking gesture and then hand open to note choral response- muscles)

What are the hard parts of our body that make our skeleton?

(Thinking gesture and then hand open to note choral response- bones)

What do we call the special ways our bodies gather information?

(Thinking gesture and then hand open to note choral response- senses)

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 show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.* Practice thumbs up and down.

- *All bodies are great bodies.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *Bodies can do amazing things.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *All bodies look the same.*
(Thinking gesture and then hand open to note thumbs down- no)



2nd Read

My Body is a Great Body



Unit 6: My Amazing Body, Part 1 - Our Bodies

Book 8: *My Body is a Great Body* by The Project Ready! Team

Re-Read & Activity: Craft

Materials Needed: book, All About Me 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 thing you remember about this story. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers)
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is My Body is a Great Body. A team of writers called the Project Ready! Team wrote the words for this book. Let's clap the word author. Au-thor. The authors write the words. What does that author do? (Thinking gesture and then hand open to note choral response- writes the words)
Writes 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.



2nd Read

My Body is a Great Body



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
“There are many ways that bodies can be different.”	Q: <i>What is one difference you notice in this picture?</i>
“What is your favorite?”	Q: <i>What food do you like to eat to give your body energy?</i>
“How can you celebrate your great body?”	Q: <i>What can you do to celebrate your body?</i>

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

Key content: All bodies look different. All bodies are great! Bodies do amazing things!

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
muscles	The body parts that help you lift, move, and stretch; get stronger the more you use them <i>Muscles help your body lift, move, and stretch. They get stronger when you use them. Show how strong your muscles are.</i>	Make a 90 degree angle with arm and flex bicep.
bones	The hard parts that hold our body up; the parts that make our skeleton <i>Bones are the hard parts that make up our skeleton. Touch your backbone.</i>	Reaching behind your back, run your hand down your spine.
senses	Special ways the body gathers information <i>Our five senses (hold up hand with five fingers extended) help us gather (bring hand toward yourself) information.</i>	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.



2nd Read

My Body is a Great Body



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)
Show me a thumb if you liked this book. Tell me what your favorite part was.
Start your sentence with "My favorite part was..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Discussion questions

Who has a great body?
 (Thinking gesture and then hand open to note choral response- everyone)

What is one thing that our great bodies can do? (Thinking gesture)
 Encourage all children to think about a food from the book then call on 1-2 students with thumbs up to share their ideas.
Say, "One thing our bodies can do is..."

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Muscles are the body parts that help you lift, move, and stretch. They get stronger the more you use them.</i> Mus-cles. Muscles.	Make a 90 degree angle with arm and flex bicep.
<i>Bones are the hard parts that hold our body up. They're the parts that make our skeleton. Let's clap it.</i> Bones.	Reaching behind your back, run your hand down your spine.
<i>Senses are the special ways the body gathers information.</i> Sens-es.	Hold up one hand with all five fingers extended, palm facing out. Turn hand toward you and bring to your chest.

3. Follow-Up Activity: Craft

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.



For the Teacher:
Preview
From the Garden



Unit 6: My Amazing Body, Part 2 - Taking Care of Our Bodies

Book 9: *From the Garden* by Michael Dahl

Materials Needed: None

Vocabulary

Word	Definition	Gesture
hailed	carried a big load	With both hands together, pretend to pick up a heavy sack and place it on your shoulder
bunches	groups	Form C's with both hands and put your arms in front of you. Bring hands together to form a circle.
plucked	picked, pulled up	Pinch your finger and thumb together and flick your wrist backward quickly, as if pulling something out



1st Read



From the Garden

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)

Before

1. **Topic Introduction-** *Today we are going to start learning about taking care of our amazing bodies. Our bodies are amazing! They can do so many incredible things, and they work best when we take care of them.*
2. **Book Introduction-** *I see a child with four green things. They kind of look like balls. I wonder what they could be.*
3. **Title and Author-** Draw attention to title and author. *Let's see if the title gives us a clue about this book. The title is From the Garden: A Counting Book About Growing Food. I think this book might be about foods that we can grow in a garden. The author is Michael Dahl. The illustrator, the person who drew the pictures, is Todd Ouren.*



1st Read

From the Garden



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.

Part of Text	Think Aloud (TA) - Question (Q)
“Tony tugged TWO golden carrots”	TA: <i>Let’s pretend to tug two carrots out of the ground. It’s hard work. Count as we tug them out. One, two. Good job!</i>
“Grandpa picked SEVEN outstanding onions”	TA: <i>Onions also grow under the dirt, just like carrots. Let’s pretend to pick seven onions. Count with me as we pretend.</i>
“The twins rooted up TEN ripe radishes”	TA: <i>Radishes are another plant that grows under the ground. Let’s pretend to root up ten radishes. Let’s count as we do it.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
hailed	Carried a big load <i>Hailed means to carry a big load. Pretend to pick up a big, heavy bag and put it on your shoulder to haul it.</i>	With both hands, pretend to pick up a heavy sack and place it on your shoulder
bunches	Groups <i>Bunches are groups. Bring your hands together to make a group.</i>	Form C’s with both hands and put your arms out in front of you. Bring hands together to form a circle.
plucked	Picked, pulled out <i>Plucked means picked or pulled out. Use your fingers to pluck something out.</i>	Pinch your finger and thumb together and flick your wrist backward quickly, as if pulling something out.



1st Read



From the Garden

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like counting the fruits and vegetables from the garden? Thumbs up if you liked it.
(Thinking gesture)

What is one healthy food we saw in the book? Thumbs up when you know one food we saw.

Encourage all children to think about a food from the book then call on 1-2 students with thumbs up to share their ideas. *Say, "One food in the garden was..."*

Check their understanding.

What did we count in this book?

(Finger to forehead in thinking gesture then open hand to note choral response- foods from a garden)

Where did the story take place?

(Finger to forehead in thinking gesture then open hand to note choral response- in a garden.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Hauled means carried a big load. Let's clap it. Hauled. That's one clap.</i>	With both hands together, pretend to pick up a heavy sack and place it on your shoulder
<i>Bunches are groups. Bunch-es, bunches.</i>	Form C's with both hands and put your arms out in front of you. Bring hands together to form a circle.
<i>Plucked means picked or pulled out. Plucked. That's one clap, too.</i>	Pinch your finger and thumb together and flick your wrist backward quickly, as if pulling something out.



1st Read

From the Garden



After Continued

Ask questions

Haul means to carry something that is...

(Finger to forehead in thinking gesture then open hand to note choral response- heavy.)

Thumbs up if this is something that you might haul, something that is heavy:

- *A tiny toy car* (No)
- *A real car* (Yes, you would even need a special tool to haul a car.)
- *A puzzle piece* (No)
- *A huge rock* (Yes)

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 all children are able to play independently.



For the Teacher:

Preview

The Busy Body Book



Unit 6: My Amazing Body, Part 2 - Taking Care of Our Bodies

Book 10: *The Busy Body Book* by Lizzy Rockwell

Materials Needed: None

Vocabulary

Word	Definition	Gesture
skeleton	The 206 bones inside that help our bodies stand tall	Put arms out to the side and pose in an exaggerated way
muscles	The body parts that help you lift, move, and stretch; they get stronger the more you use them	Make a 90 degree angle with arm and flex bicep
brain	The body part that controls your movements and thoughts; it's in your head	Wave a flat hand in a circle above the top of your head



1st Read

The Busy Body Book



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)

Before

1. **Topic Introduction-** *We are learning all about our amazing bodies. Raise your hand if you have an amazing body. (Encourage all students to raise their hands.) We all do! We have 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-** *Look at these children! They look like they're having fun bouncing up and down. That looks fun but it also looks like hard work. Thumbs up if you think it would be hard to bounce up and down on this.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is The Busy Body Book. These children have busy bodies because they are moving them. Lizzy Rockwell is the author and the illustrator. She did both jobs for this book. The author writes the words and the illustrator... (Finger to forehead in thinking gesture then open hand to note choral response- draws the pictures.)*



1st Read

The Busy Body Book



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.

Part of Text	Think Aloud (TA) - Question (Q)
“You can do all that because your body is built to move.”	TA: <i>I wonder what that means? Our bodies are built to move? Let’s keep reading to find out.</i>
“Food gives your body energy.”	TA: <i>Our bodies get energy from food. When we eat healthy foods, we give our bodies lots of energy!</i>
“Rest lets your body heal”	TA: <i>Resting is very important. One way that we rest is sleeping. When we sleep, our bodies can heal and get ready for the next day.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
skeleton	The 206 bones inside that help our bodies stand tall <i>Your skeleton is all the bones inside your body. Put your arms out and make your bones freeze to show your skeleton.</i>	Put arms out to the side and pose in an exaggerated way.
muscles	The body part that helps you lift, move, and stretch; they get stronger the more you use them <i>Your muscles get stronger the more you use them. Show how strong your muscles are.</i>	Make a 90 degree angle with arm and flex bicep
brain	The body part that controls your movements and thoughts; it’s in your head <i>Your brain controls your movements and it’s inside your head. Marke a circle over your brain.</i>	Wave a flat hand in a circle above your head



1st Read



The Busy Body Book

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like reading about our busy bodies? Thumbs up if you liked it. (Thinking gesture)

What is one way you like to move your busy body?

Thumbs up when you know one way you like to move your body.

Encourage all children to think about their favorite way to move (or get exercise) then call on 1-2 students with thumbs up to share their ideas.

Say, "My busy body likes to..."

Check their understanding.

What gives our bodies energy?

(Finger to forehead in thinking gesture then open hand to note choral response- food)

Where is your brain? Point to it.

(Encourage all children to point to their heads to show their brain's location.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Your <u>skeleton</u> is the 206 bones inside your body that help it stand tall. Skel-e-ton, skeleton.</i>	Put arms out to the side and pose in an exaggerated way.
<i>Your <u>muscles</u> are the body parts that help you lift, move, and stretch. They get stronger the more you use them. Mus-cles, muscles.</i>	Make a 90 degree angle with arm and flex bicep.
<i>Your <u>brain</u> is the body part that controls your movements and thoughts. It's inside your head. Let's clap it. Brain.</i>	Wave a flat hand in a circle above the top of your head.



1st Read

The Busy Body Book



After Continued

Ask questions

Point to your brain.

(Encourage everyone to point to their head.)

Show me your muscles.

(Encourage all children to flex biceps or point to different muscles in their body.)

Your skeleton is made of...

(Finger to forehead in thinking gesture then open hand to note choral response- bones.)

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*

Consider playing this game at different transition times throughout the day, as a way to celebrate our amazing bodies.



2nd Read

The Busy Body Book



Unit 6: My Amazing Body, Part 2 - Taking Care of Our Bodies

Book 10: *The Busy Body Book* by Lizzy Rockwell

Re-Read & Activity: Shadow Tracing

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? Show me a thumbs up if you remember. In this book, we read about our busy... (Finger to forehead in thinking gesture then open hand to note choral response- bodies.)
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 and illustrator. Let's clap those words. Au-thor. Il-lus-tra-tor. The author writes the words and the illustrator draws 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.



2nd Read

The Busy Body Book



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
“When you get busy, what do you do?”	Q: <i>How do you like to exercise? What kind of movement makes your body feel strong and happy?</i>
“It gets information about the world from your five senses.”	Q: <i>Our five senses give our brains information about the world. What are the five senses? Thumbs up if you can tell me one.</i>
“Your heart beats faster and your lungs breathe deeper.”	Q: <i>Have you noticed that when you move your body? Have you felt your heart beating faster?</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
skeleton	The 206 bones inside that help our bodies stand tall <i>Your skeleton is all of your bones. Put your arms out and make your bones freeze to show your skeleton</i>	Put arms out to the side and pose in an exaggerated way.
muscles	The body part that helps you lift, move, and stretch; they get stronger the more you use them <i>Muscles help you lift, move, and stretch. Show how strong your muscles are</i>	Make a 90 degree angle with arm and flex bicep
brain	The body part that controls your movements and thoughts; it's in your head <i>Your brain is inside your head and it controls your movements and thoughts. Marke a circle over your brain.</i>	Wave a flat hand in a circle above your head



2nd Read

The Busy Body Book



After

1. Ask Questions

Ask their opinion

Did you like that story about moving your body? Thumbs up if you like moving your busy body.

Discussion questions

What is one thing we learned about in this book? Thumbs up when you know one thing we learned about.

Encourage all children to think about one thing they learned about then call on 1-2 students with thumbs up to share their ideas.

What is one thing that happens to our bodies when we exercise?

Encourage all children to think about what happens when they exercise then call on 1-2 students with thumbs up to share their ideas.

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Your <u>skeleton</u> is the 206 bones inside your body that help it stand tall. Skel-e-ton, skeleton.</i>	Put arms out to the side and pose in an exaggerated way.
<i>Your <u>muscles</u> are the body parts that help you lift, move, and stretch. They get stronger the more you use them. Mus-cles, muscles.</i>	Make a 90 degree angle with arm and flex bicep.
<i>Your <u>brain</u> is the body part that controls your movements and thoughts. It's inside your head. Let's clap it. Brain.</i>	Wave a flat hand in a circle above the top of your head.

3. Follow-Up Activity: Shadow Tracing

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.



For the Teacher:

Preview

Teeth



Unit 6: My Amazing Body, Part 2 - Taking Care of Our Bodies

Book 11: *Teeth* by The Project Ready! Team

Materials Needed: None

Vocabulary

Word	Definition	Gesture
enamel	The hard outside part of a tooth	Point to a tooth with one hand and flex the bicep on your other arm
impossible	Can't be done	Cross forearms in front of your chest to form a large X.
pair	A group of two	Point to your shoes.



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)

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. There are other ways to take care of our bodies, too. We're going to read more about taking care of our bodies today.*
2. **Book Introduction-** *This is a counting book. Look at this picture. What do you think we will be counting in this book?* (Finger to forehead in thinking gesture then open hand to note choral response- teeth.)
3. **Title and Author-** Draw attention to title and author. *This book is called Teeth. The author is a whole group of people called The Project Ready! Team. What does the author do?* Finger to forehead in thinking gesture then open hand to note choral response- writes the words.) *There is no illustrator. This is a non-fiction book so the pictures are real photos.*



1st Read

Teeth



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.

Part of Text	Think Aloud (TA) - Question (Q)
“talking and singing”	TA: <i>I didn't know that I use my teeth when I'm talking. I learned something new!</i>
“With a mouthful of teeth, you can eat many things.”	TA: <i>I eat crunchy carrots with my teeth.</i> Q: <i>What do you eat with your teeth?</i>
“You'll have all your grown up teeth around the age of twelve.”	TA: <i>Twelve means you're almost a teenager. When you have all of your grown up teeth, you aren't a grown up yet, but you are a big kid.</i>

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

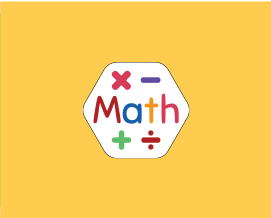
Key content: Babies grow teeth when they are young. These teeth fall out and are replaced. The strongest material in your body is on your teeth- enamel.

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
enamel	The hard outside part of a tooth <i>Point to your tooth and flex your muscle to show that enamel is the strong outside part of a tooth</i>	Point to a tooth with one hand and flex the biceps on your other arm
impossible	Can't be done <i>Make an X to show impossible. It can't be done.</i>	Cross forearms in front of your chest to form a large X.
pair	A group of two <i>A pair is a group of two. Point to your pair of shoes.</i>	Point to your shoes



1st Read



Teeth

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like counting the teeth in each baby's smile? Thumbs up if you liked counting all of those teeth.

Check their understanding.

What did we count in this book?

(Finger to forehead in thinking gesture then open hand to note choral response- teeth)

Where do you find the strongest material in your body?

(Finger to forehead in thinking gesture then open hand to note choral response- on your tooth)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Enamel is the hard outside part of a tooth. E-nam-el, enamel.</i>	Point to a tooth with one hand and flex the bicep on your other arm
<i>If something can't be done, it is impossible. Im-pos-si-ble, impossible.</i>	Smile wide and tap finger to a tooth (without actually touching it)
<i>A group of two is called a pair. Let's clap it. Pair.</i>	Point to your shoes.



1st Read

Teeth



After Continued

Ask questions

What is the hard outside part of our tooth, the strongest material in our body, called?

(Finger to forehead in thinking gesture then open hand to note choral response- enamel.)

Something that can't be done is...

(Finger to forehead in thinking gesture then open hand to note choral response- impossible.)

A pair is a group of...

(Finger to forehead in thinking gesture then open hand to note choral response- two.)

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.*



For the Teacher:

Preview

Just Going to the Dentist



Unit 6: My Amazing Body, Part 2 - Taking Care of Our Bodies

Book 12: *Just Going to the Dentist* by Mercer Mayer

Materials Needed: None

Vocabulary

Word	Definition	Gesture
checkup	A visit to the doctor or dentist to make sure everything is okay	Make a checkmark in the air
dentist	A doctor who takes care of your teeth	Smile wide and tap finger to a tooth (without actually touching it)
cavity	A hole, rotten part of the tooth	Hold hand to cheek and grimace as if in pain



1st Read

Just Going to the Dentist

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)

Before

- 1. Topic Introduction-** *We have been talking about our amazing...* (finger to forehead in thinking gesture then open hand to note choral response- bodies.) *Bodies, yes. 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.* (Thinking gesture) *What is one way we take care of our teeth? Thumbs up when you have an idea.* (Encourage all children to think about how we care for our teeth then call on 1-2 students to share their ideas.)
- 2. Book Introduction-** *This is an interesting picture! I see someone sitting in a special chair. The room is full of tools, and look! There's a little sink here by the chair. I wonder where these characters are. Let's read the book to find out.*
- 3. Title and Author-** Draw attention to title and author. *The title of this book is Just Going to the Dentist. The author and illustrator is Mercer Mayer. He is the author and the illustrator, so he drew the...(pictures) and wrote the...(words.)*



1st Read

Just Going to the Dentist

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.

Part of Text	Think Aloud (TA) - Question (Q)
“so we sat in the waiting room.”	TA: <i>Dentists and doctors are very busy helping lots of people. Sometimes we have to wait for our turn to see them.</i>
“It looked like a spaceship.”	TA: <i>There are so many tools! I wonder what they all do.</i>
“But it didn’t hurt.”	TA: <i>Little Critter was worried that getting his cavity fixed would hurt.</i> Q: <i>Did it hurt?</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
checkup	A visit to the doctor or dentist to make sure everything is okay <i>A checkup is a visit to the dentist or doctor to make sure everything is okay. Make a checkmark to show that everything is okay.</i>	Make a checkmark in the air
dentist	A doctor who takes care of your teeth <i>A dentist is a doctor who takes care of your teeth. Give a big smile and point to your tooth.</i>	Smile wide and tap finger to a tooth (without actually touching it)
cavity	A hole, rotten part of the tooth <i>A cavity is a hole or rotten part of your tooth. Put your hand on your cheek and make a face like your tooth hurts.</i>	Hold hand to cheek and grimace as if in pain



1st Read

Just Going to the Dentist

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story about a checkup at the dentist? What was your favorite part of the story?

Thumbs up when you know your favorite part.

Encourage all children to think about their favorite part then call on 1-2 students with thumbs up to share their ideas. *Say, "My favorite part was..."*

Check their understanding.

Who were the characters in this story?

(Finger to forehead in thinking gesture then open hand to note choral response- Little Critter and his dentist)

Where did Little Critter go in this story?

(Finger to forehead in thinking gesture then open hand to note choral response- the dentist office)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>checkup</u> is a visit to the doctor or dentist to make sure everything is okay. Check-up, checkup.</i>	Make a checkmark in the air
<i>A <u>dentist</u> is a doctor who takes care of your teeth. Den-tist, dentist.</i>	Smile wide and tap finger to a tooth (without actually touching it)
<i>A <u>cavity</u> is a hole or rotten part of your tooth. Cav-it-y, cavity.</i>	Hold hand to cheek and grimace as if in pain.



1st Read

Just Going to the Dentist

After Continued

Ask questions

What do we call a doctor who takes care of our teeth? (Finger to forehead in thinking gesture then open hand to note choral response- a dentist)

A checkup is a visit to the doctor or dentist to make sure that everything is... (Finger to forehead in thinking gesture then open hand to note choral response- okay)

What do we call a hole or rotten part in a tooth? (Finger to forehead in thinking gesture then open hand to note choral response- a cavity)

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me. When I stop, you tell me the word that completes 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.



2nd Read

Just Going to the Dentist



Unit 6: My Amazing Body, Part 2 - Taking Care of Our Bodies

Book 12: *Just Going to the Dentist* by Mercer Mayer

Re-Read & Activity: Craft - Painting with a toothbrush

Materials Needed: book, tooth template printed on yellow paper (one for each student), 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? Show me a thumbs up if you remember. Where did Little Critter go in this story? Thumbs up if you remember. Everyone tell me. (Finger to forehead in thinking gesture then open hand to note choral response- the dentist's office.)
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 illustrator. Let's clap those words. Au-thor. Il-lus-tra-tor. The author writes the words and the illustrator draws 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.



2nd Read

Just Going to the Dentist



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
“But we went anyway.”	Q: <i>Have you ever been to the dentist?</i>
“But I didn’t mind- too much.”	Q: <i>How do you think Little Critter feels about seeing the dentist by himself, without his mom?</i>
“The nurse gave me a treat for free.”	Q: <i>Does your dentist or doctor give you a treat after your checkup?</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
checkup	A visit to the doctor or dentist to make sure everything is okay <i>A checkup is a visit to the doctor or dentist to make sure everything is okay. Make a checkmark to show that everything is okay.</i>	Make a checkmark in the air
dentist	A doctor who takes care of your teeth <i>A dentist is a doctor who takes care of your teeth. Give a big smile and point to your tooth.</i>	Smile wide and tap finger to a tooth (without actually touching it)
cavity	A hole, a rotten part of the tooth <i>Cavities are hole or rotten parts of your tooth. Put your hand on your cheek and make a face like your tooth hurts.</i>	Hold hand to cheek and grimace as if in pain



2nd Read

Just Going to the Dentist



After

1. Ask Questions

Ask their opinion

Did you like that story about a checkup at the dentist? What was your favorite part of the story? Thumbs up when you know your favorite part.

Encourage all children to think about their favorite part then call on 1-2 students with thumbs up to share their ideas.

Say, "My favorite part was..."

Discussion questions

Where did this story take place?

(Finger to forehead in thinking gesture then open hand to note choral response- the dentist's office)

What did the dentist find in Little Critter's tooth?

(Finger to forehead in thinking gesture then open hand to note choral response- a cavity)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>checkup</u> is a visit to the doctor or dentist to make sure everything is okay. Check-up, checkup.</i>	Make a checkmark in the air
<i>A <u>dentist</u> is a doctor who takes care of your teeth. Den-tist, dentist.</i>	Smile wide and tap finger to a tooth (without actually touching it)
<i>A <u>cavity</u> is a hole or rotten part of your tooth. Cav-it-y, cavity.</i>	Hold hand to cheek and grimace as if in pain.

3. Follow-Up Activity: Craft

Before starting this 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. Brushing our teeth makes them shiny and clean. We are going to use a toothbrush to paint this dirty tooth and make it clean and shiny.*

Students dip the toothbrush into white paint and brush the paint onto the yellow tooth.



Shared Writing

Just Going to the Dentist



Planning Guide - Share Information

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Dentists take care of our teeth.

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: This is how dentists take care of our teeth.

Vocabulary to Include if Possible

Word	Definition	Gesture
checkup	A visit to the doctor or dentist to make sure everything is okay	Make a checkmark in the air
dentist	A doctor who takes care of your teeth	Smile wide and tap finger to a tooth (without actually touching it)
cavity	A hole, rotten part of the tooth	Hold hand to cheek and grimace as if in pain

Let's Write!

Discuss the book and vocabulary: *We read this book called Just Going to the Dentist. 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.*



Shared Writing

Just Going to the Dentist



Write Topic Sentence

1. **Plan:** *We are going to work together to share information about dentists. Let's start by finishing this sentence I wrote here. It says Dentists take care of our _____.* What do dentists take care of? (thinking gesture - finger on forehead and then hand open to note choral response - teeth) *Our teeth, yes.*
2. **Write:** Write *teeth* to complete the sentence.
3. **Read aloud, pointing to each word:** *Dentists take care of our teeth.*

Write Detail Sentence(s)

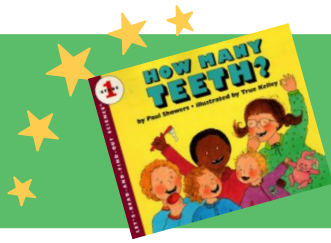
1. **Plan:** *Let's share more information about how dentists care for our teeth. What else do dentists do?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *Dentists clean our teeth with tickly brushes.*
3. **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. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We shared a lot of information about how dentists take care of our teeth. Now let's write a sentence to tell our readers that we are done. How could we do that? Maybe we could write that is how dentists take care of our teeth? Is that a good sentence to say we're done?*
2. **Write:** *That is how dentists take care of our teeth.*
3. **Read aloud, pointing to each word:** *That is how dentists take care of our teeth.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



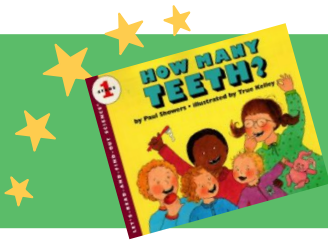
For the Teacher:
Preview
How Many Teeth?

Unit 6: My Amazing Body, Part 2 - Taking Care of Our Bodies

Book 13: *How Many Teeth?* by Paul Showers

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
upper	On top	Point upward
lower	On the bottom	Point downward
loose	Wiggly	Make your upper body lax and wobble around in your seat



1st Read

How Many Teeth?

Language Time

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

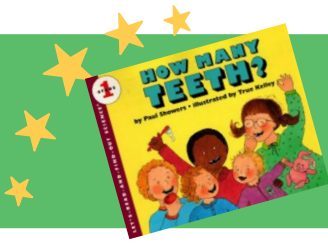
*It's time to wiggle your toes.
It's time to wiggle your toes.
It's time to wiggle your toes.
Then reach up and touch your nose.*
(Point to toes and nose as you sing)

*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)

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 need healthy food and lots of healthy movement called...* (Finger to forehead in thinking gesture then open hand to note choral response- exercise.) *We also know we need to brush our...* (Finger to forehead in thinking gesture then open hand to note choral response- teeth) *and we need to go to the dentist for check-ups.*
2. **Book Introduction-** *When I look at the cover of this book, I see one child is holding a toothbrush and another has a yummy food. What food is it?* (finger to forehead in thinking gesture then open hand to note choral response- an apple.)
3. **Title and Author-** Draw attention to title and author. *The title of this book is How Many Teeth. Paul Showers is the author. That means he wrote the...* (finger to forehead in thinking gesture then open hand to note choral response- words.) *The illustrator is True Kelley. The illustrator drew the...* (finger to forehead in thinking gesture then open hand to note choral response- pictures.)



1st Read

How Many Teeth?

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.

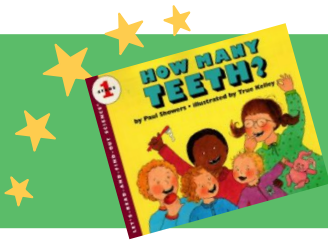
Part of Text	Think Aloud (TA) - Question (Q)
“He doesn’t need teeth to help him chew.”	TA: <i>Paul is a new baby. He doesn’t need teeth to chew because he doesn’t eat food. He just drinks milk.</i>
“He uses them to chew things.”	TA: <i>That’s interesting! His teeth have different shapes and they do different jobs.</i>
“He will keep his new teeth for the rest of his life”	TA: <i>He is extra careful to brush his teeth because his new teeth won’t fall out. He will have them forever.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
upper	On top <i>Upper means on top. Point up to show upper.</i>	Point upward
lower	On the bottom <i>Lower means on the bottom. Point down to show lower.</i>	Point downward
loose	Wiggly <i>Loose means wiggly. Make your body wobble to show loose.</i>	Make your upper body lax and wobble around in your seat



1st Read

How Many Teeth?

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about teeth? Thumbs up if you liked it. (Thinking gesture)

What did you learn about teeth? Thumbs up when you know one thing you learned.

Encourage all children to think about their favorite feeling then call on 1-2 students with thumbs up to share their ideas. *Say, "I learned..."*

Check their understanding.

What was this story about?

(Finger to forehead in thinking gesture then open hand to note choral response- teeth)

How many teeth does a new baby have?

(Finger to forehead in thinking gesture then open hand to note choral response- zero, none)

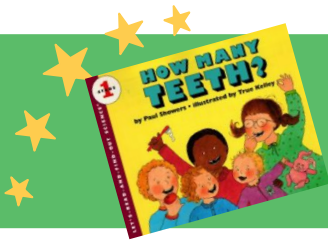
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>The teeth on the top are the <u>upper</u> teeth. Up-per upper.</i>	Point upward
<i>The teeth on the bottom are the <u>lower</u> teeth. Low-er, lower.</i>	Point downward
<i><u>Loose</u> means wiggly. Loose.</i>	Make your upper body lax and wobble around in your seat.



1st Read

How Many Teeth?

After Continued

Ask questions

Point to your upper teeth. (Encourage everyone to point, without actually touching their teeth)

Point to your lower teeth. (Encourage everyone to point, without actually touching their teeth)

Raise your hand if you have a loose tooth. (Encourage all to think about if they have a wiggly tooth)

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**.* (No)



For the Teacher:
Preview
The Feelings Book



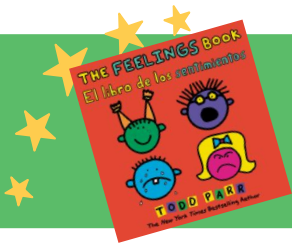
Unit 6: My Amazing Body, Part 3 - Understanding and Managing Feelings

Book 14: *The Feelings Book* by Todd Parr

Materials Needed: None

Vocabulary

Word	Definition	Gesture
lonely	Feeling sad to be all by yourself	Close eyes and make a frowny face
brave	Not afraid	Sit tall in your chair and put your shoulders back
cranky	Grumpy, unhappy	Wrinkle your nose and furrow your eyebrows



1st Read

The Feelings Book

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)

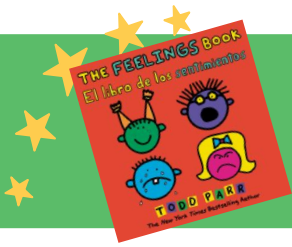
*If you're happy and you know it,
clap your hands.*

(Clap 2 times)

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

Before

1. **Topic Introduction-** *We have amazing bodies. Everyone say, "My body is amazing! Inside of our bodies, we all have feelings. Feelings are the way we feel. Sometimes we feel happy and sometimes we feel sad. There are so many different ways we can feel. We are going to read lots of books about the different feelings we can have in our amazing bodies.*
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? Point to the person who looks like they feel happy.*
3. **Title and Author-** Draw attention to title and author. *The author and illustrator is Todd Parr. He is the author and the illustrator. That means he wrote the words and drew the...* (finger to forehead in thinking gesture then open hand to note choral response- pictures.)



1st Read

The Feelings Book

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.

Part of Text	Think Aloud (TA) - Question (Q)
"Sometimes I feel like standing on my head."	TA: <i>I think this person feels happy right now, maybe a little bit silly, too.</i>
"Sometimes I feel cranky."	TA: <i>I can see that this person is cranky when I look at her face. Often, we can tell how someone is feeling by the way their face or body looks.</i>
"don't keep your feelings to yourself."	TA: <i>It is important to feel our feelings, to let them out. It feels good to share our feelings with someone else.</i>

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

Key content: There are 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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
lonely	Feeling sad to be all by yourself <i>Lonely mean feeling sad to be alone. Make a sad face to show lonely.</i>	Close eyes and make a frowny face
brave	Not afraid <i>Brave mean not afraid. Sit up tall to show how brave you are</i>	Sit tall in your chair and put your shoulders back
cranky	Grumpy, unhappy <i>Cranky is grumpy or unhappy. Make your eyebrows look angry and make a cranky face</i>	Wrinkle your nose and furrow your eyebrows



1st Read

The Feelings Book

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that colorful book? (Thinking gesture)

What was your favorite feeling in this book? Thumbs up when you know your favorite feeling.

Encourage all children to think about their favorite feeling then call on 1-2 students with thumbs up to share their ideas.

Say, "My favorite feeling was..."

Check their understanding.

What was this story about?

(Finger to forehead in thinking gesture then open hand to note choral response- feelings)

How do you feel today? (Thinking gesture)

Thumbs up when you know how you feel.

Encourage all children to think about their current feelings then call on 1-2 students with thumbs up to share their ideas.

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Lonely</u> means feeling sad to be all alone. Lone-ly, lonely.</i>	Close eyes and make a frowny face
<i>If you are not afraid, you are <u>brave</u>. Brave.</i>	Sit tall in your chair and put your shoulders back
<i><u>Cranky</u> means grumpy or unhappy. Crank-y, cranky.</i>	Wrinkle your nose and furrow your eyebrows



1st Read

The Feelings Book

After Continued

Ask questions

When you are sad to be all alone, you feel...?

(Thinking gesture and then hand open to note choral response- lonely)

Brave means that you are not...?

(Thinking gesture and then hand open to note choral response- afraid)

Cranky is another word for...?

(Thinking gesture and then hand open to note choral response- grumpy)

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. Consider incorporating a feelings check-in at various times of your day.



2nd Read

The Feelings Book



Unit 6: My Amazing Body, Part 3 - Understanding and Managing Feelings

Book 14: *The Feelings Book* by Todd Parr

Re-Read & Activity: Craft

Materials Needed: book, template printed on white paper (one for each student), 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? Show me a thumbs up if you remember. This book was about different feelings. Thumbs up if you remember one feeling from the book. Encourage all students to think of an answer. Call on 1-2 students to share their ideas. Say, "One feeling was..."
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 and illustrator. Let's clap those words. Au-thor. Il-lus-tra-tor. The author writes the words. The author writes the words and the illustrator draws 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.



2nd Read

The Feelings Book



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
“Sometimes I feel scared.”	Q: <i>Who feels scared in this picture? Why are they scared?</i>
“Sometimes I feel like crying.”	Q: <i>Why is this person crying?</i>
“Sometimes I feel like yelling really loud.”	Q: <i>Do you ever yell really loud? Do you yell when you’re happy, mad, or sad?</i>

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

Key content: There are 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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
lonely	Feeling sad to be all by yourself <i>Lonely means feeling sad to be alone. Make a sad face to show lonely</i>	Close eyes and make a frowny face
brave	Not afraid <i>Brave is not afraid. Sit up tall to show how brave you are</i>	Sit tall in your chair and put your shoulders back
cranky	Grumpy, unhappy <i>Cranky is another word for grumpy. Make your eyebrows look angry and make a cranky face</i>	Wrinkle your nose and furrow your eyebrows



2nd Read

The Feelings Book



After

1. Ask Questions

Ask their opinion

What is your favorite feeling in this story? (thinking gesture - finger on forehead)

Thumbs up when you know which feeling was your favorite.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

Discussion questions

What was this story about?

(Finger to forehead in thinking gesture then open hand to note choral response- feelings)

What does your face look like when you're happy? (Thinking gesture) *Show me.*

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Lonely means feeling sad to be all alone. Lone-ly, lonely.</i>	Close eyes and make a frowny face
<i>If you are not afraid, you are brave. Let's clap it. Brave.</i>	Sit tall in your chair and put your shoulders back
<i>Cranky means grumpy or unhappy. Crank-y, cranky.</i>	Wrinkle your nose and furrow your eyebrows

3. Follow-Up Activity: Craft

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 children to name the emotion they drew. Dictate their emotion on the line of the template.



For the Teacher:

Preview

The Very Grumpy Day

Unit 6: My Amazing Body, Part 3 - Understanding and Managing Feelings

Book 15: *The Very Grumpy Day* by Stella Jones

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
merrily	Happily, joyfully	Smile and swing arms rhythmically as if skipping
grumped	Complained, felt grouchy	Cross arms on chest, slump shoulders, and make a grouchy face
apologize	Say you're sorry	Make a fist with one hand and bring to your chest. Make a circle with fist over your heart.



1st Read

The Very Grumpy Day

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.

Before

1. **Topic Introduction-** *Yesterday we started reading about our feelings. Feelings are carried inside our amazing bodies. Sometimes we can see our feelings on our faces.* (Finger to forehead in thinking gesture) *What would your face look like if you were feeling happy? Show me.*
2. **Book Introduction-** *On the cover of this book, I see a bear who looks very grumpy. I wonder why this bear is grouchy. I want to read the book to find out. Everyone put your thumbs up to show that you want to read the story about the grouchy bear, too.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is The Very Grumpy Day. The author is Stella J. Jones. Everyone tell me what the author does.* (Finger to forehead to note thinking gesture then open hand for choral response- writes the words.) *Yes, the author writes the words. The illustrator draws the pictures. Let's clap illustrator. Il-lus-tra-tor. Alison Edgson is the illustrator of this book. She drew this grouchy bear and all the pictures inside the book.*



1st Read

The Very Grumpy Day

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.

Part of Text	Think Aloud (TA) - Question (Q)
“He loves a sweet treat.”	TA: <i>How kind of mouse! Mouse is bringing a cupcake to Bear because he knows Bear likes sweet treats.</i>
“Now everyone was in a BIG BAD mood.”	TA: <i>Oh no! It looks like Bear’s bad mood has spread to his friends. Now everyone feels grumpy.</i>
“And for the very first time that day, Bear smiled.”	TA: <i>Bear finally noticed that Mouse was trying to be kind to him. Now he feels happy.</i> Q: <i>Do you think his kindness will spread just like his grumpiness did? I hope so!</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
merrily	Happily, joyfully <i>Merrily means happily. Smile and move your arms like you’re skipping merrily.</i>	Smile and swing arms rhythmically as if skipping
grumped	Complained, felt grouchy <i>Grumped means complained. Cross your arms and make a grouchy face to show grumped.</i>	Cross arms on chest, slump shoulders, and make a grouchy face
apologize	Say you’re sorry <i>Apologize means say you’re sorry. Make a circle over your heart to show you’re sorry, you apologize.</i>	Make a fist with one hand and bring to your chest. Make a circle with the fist over your heart.



1st Read

The Very Grumpy Day

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story about the grumpy bear? Thumbs up if you enjoyed it.

Check their understanding.

Who were the characters in the story? (Thinking gesture)

Thumbs up when you know one of the characters in the story.

Encourage all children to think about the characters then call on 1-2 students with thumbs up to share their ideas.

Where did the story take place?

(Finger to forehead in thinking gesture then open hand to note choral response- in the woods)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Merrily means happily or joyfully. Mer-ril-y, merrily.</i>	Smile and swing your arms rhythmically as if skipping
<i>Grumped means complained, felt grouchy. Let's clap it. Grumped.</i>	Cross arms on chest, slump shoulders, and make a grouchy face
<i>When you say you're sorry, you apologize. A-pol-o-gize, apologize.</i>	Make a fist with one hand and bring to your chest. Make a circle with the fist over your heart.



1st Read

The Very Grumpy Day

After Continued

Ask questions

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, swing your arms like you are skipping merrily. If it would make you feel grumpy, cross your arms and make a 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!)*

3. **Follow Up Activity-** Story Retell

Explain, We are going to tell the story again. I want you to help me. When I stop, you tell me the word that finishes my sentence. Show pictures in book to help children remember if necessary.

It was a perfect day. Mouse decided to bring his friend Bear a... (cupcake.) Bear was in a very bad mood. He felt... (grumpy.) As Bear stomped through the woods, his bad mood spread to all his friends. His stomping made Mole's tunnel collapse. Mole threw his shovel down and Hedgehog tripped on it. Hedgehog roly-polied right into Fox. On and on it went until everyone was in a very bad... (mood.) When Bear saw Mouse's cupcake gift, he felt happy and decided to say he was... (sorry.) Everyone apologized. The smiles spread like rays of sunshine. It was a perfect day again. The end.



For the Teacher:

Preview

When Sophie Gets Angry - Really, Really Angry



Unit 6: My Amazing Body, Part 3 - Understanding and Managing Feelings

Book 16: *When Sophie Gets Angry - Really, Really Angry* by Molly Bang

Materials Needed: None

Vocabulary

Word	Definition	Gesture
angry	Very mad	Make fists with both hands and make a furious face
smithereens	Tiny pieces	With both hands, put forefinger and thumb close to each other to show something tiny
comforts	Calms, makes someone feel better	Right arm outstretched to the side as if putting your arm around someone



1st Read

When Sophie Gets Angry - Really, Really Angry

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.

Before

1. **Topic Introduction-** *Today we are going to read another book about feelings. (Finger to forehead in thinking gesture) Think about the name of a feeling. What is one feeling you can have? Thumbs up when you know one feeling. Encourage all students to think. When you have an idea, turn to someone next to you and tell them the name of the feeling. Briefly pause while students name feelings to partners. We need our amazing bodies to feel our feelings.*
2. **Book Introduction-** *Look at the cover of this book. I see a lot of the color red. Thumbs up if you see red. I wonder what feeling this person has right now. (Finger to forehead in thinking gesture) Think about it. What do you think she is feeling? Thumbs up when you have an answer. Call on 1-2 students to share their ideas.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is When Sophie Gets Angry-Really, Really Angry. The author and illustrator are the same person. Her name is Molly Bang. That means she wrote the words and drew the pictures.*



1st Read

When Sophie Gets Angry - Really, Really Angry

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.

Part of Text	Think Aloud (TA) - Question (Q)
“Her sister grabbed Gorilla.”	<p>TA: <i>Her sister took her special toy!</i></p> <p>Q: <i>How do you think that made Sophie feel?</i></p>
“Sophie is a volcano, ready to explode.”	<p>TA: <i>I’m noticing there are a lot of bright colors on this page. I think those colors show me that Sophie is having some really big feelings right now.</i></p>
“Sophie feels better now”	<p>TA: <i>There aren’t any more bright colors in this picture. These new colors make me feel peaceful.</i></p> <p>Q: <i>Do you remember all the red in the colors when Sophie felt angry?</i></p>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
angry	<p>Very mad</p> <p><i>Angry means very mad. Make fists with your hands and make your face look really mad to show angry.</i></p>	Make fists with both hands and make an angry face
smithereens	<p>Tiny pieces</p> <p><i>Smithereens are tiny pieces. Pretend to hold tiny pieces in your hands to show smithereens.</i></p>	With both hands, put forefinger and thumb close together to show something tiny
comforts	<p>Calms, makes someone feel better</p> <p><i>Comforts means to help someone feel better. Pretend to comfort a friend by putting your arm around them.</i></p>	Right hand outstretched to side as if putting your arm around someone



1st Read

When Sophie Gets Angry - Really, Really Angry

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like reading about Sophie and her big feelings? Thumbs up if you liked that story.

Sophie felt like a volcano ready to explode when her sister took her gorilla. Thumbs up if you have ever felt like that.

Check their understanding.

Who was this story about?

(Finger to forehead to note thinking gesture then open hand for choral response- Sophie.)

What was the problem in this story? (Thinking gesture)

Thumbs up when you know what the problem was.

Why did Sophie feel so angry?

Encourage all children to think about the problem then call on 1-2 students with thumbs up to share their ideas.

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Angry</u> means very mad. Ang-ry, angry.</i>	Make fists with both hands and make a furious face.
<i>Smithereens are tiny pieces. Smith-er-eens, smithereens</i>	With both hands, put forefinger and thumb close together to show something tiny
<i>When something calms you and makes you feel better, it <u>comforts</u> you. Ready to clap comforts? Com-forts, comforts</i>	Right hand outstretched to side as if putting your arm around someone.



1st Read

When Sophie Gets Angry - Really, Really Angry

After Continued

Ask questions

When we are very mad, we feel...?

(Thinking gesture and then hand open to note choral response- angry)

What is the big word we learned that means tiny pieces?

(Thinking gesture and then hand open to note choral response- smithereens)

Something that comforts you makes you feel...?

(Thinking gesture and then hand open to note choral response- better)

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me. When I stop, you tell me what word comes next.* 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 run 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.



Shared Writing

When Sophie Gets Angry - Really, Really Angry



Planning Guide - Express Ideas

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Sometimes I feel angry.

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: Hugs comfort (student's name) when she is angry.

Conclusion: It's okay to feel angry sometimes.

Vocabulary to Include if Possible		
Word	Definition	Gesture
angry	Very mad	Make fists with both hands and make a furious face
smithereens	Tiny pieces	With both hands, put forefinger and thumb close to each other to show something tiny
comforts	Calms, makes someone feel better	Right arm outstretched to the side as if putting your arm around someone

Let's Write!

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. Do you remember that when Sophie felt angry, she felt like she could explode?*



Shared Writing

When Sophie Gets Angry - Really, Really Angry



Write Topic Sentence

1. **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 very mad? (thinking gesture - finger on forehead and then hand open to note choral response - angry) *Angry, yes.*
2. **Write:** Write *angry* to complete the sentence.
3. **Read aloud, pointing to each word:** *Sometimes I feel angry.*

Write Detail Sentence(s)

1. **Plan:** *Let's express the idea that we all feel angry sometimes. What makes you feel angry? What comforts you when you're very mad?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** (Student's name) feels angry when Daddy says, "No cookies."
3. **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. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **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.*
2. **Write:** *It's okay to feel angry sometimes.*
3. **Read aloud, pointing to each word:** *It's okay to feel angry sometimes.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

Big Feelings

Unit 6: My Amazing Body, Part 3 - Understanding and Managing Feelings

Book 17: *Big Feelings* by Alexandra Penfold

Materials Needed: None

Vocabulary

Word	Definition	Gesture
frustrated	Bothered because your plans aren't working out	Put hands on both sides of head and grit your teeth
crew	A team working together	Put both hands out to the sides as if putting them around friends' shoulders
nervous	Worried something bad might happen	Pretend to bite your fingernails and make a worried face



1st Read

Big Feelings

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.

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. There are so many feelings!*
2. **Book Introduction-** *These children all seem to be having different feelings right now. Do you see anyone who looks like they feel happy? Do you see anyone who looks sad?*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Big Feelings. The author's name is Alexandra Penfold. What does the author do? (Finger to forehead in thinking gesture then open hand to note choral response- writes the words.) The author writes the words, yes. The illustrator draws the pictures. Suzanne Kaufman is the illustrator of this book.*



1st Read
Big Feelings

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.

Part of Text	Think Aloud (TA) - Question (Q)
“It’s time to play”	TA: <i>I notice some of these children are holding rakes and shovels. I wonder what they are going to play with those tools.</i>
“I have big feelings. You have them, too.”	TA: <i>We all have big feelings.</i> Q: <i>What big feelings are the characters having right now?</i>
“Begin again. Start anew.”	TA: <i>They have a new plan for moving that big, heavy tire.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
frustrated	Bothered because your plans aren’t working out <i>We get frustrated when our plans aren’t working out. Put your head in your hands and make a frustrated face.</i>	Put hands on both sides of head and grit your teeth
crew	A team working together <i>A crew is a team working together. Pretend to put your arms around your friends, your crew</i>	Put both arms out to your sides as if putting them around friends’ shoulders
nervous	Worried something bad might happen <i>Nervous means worried. Make a worried face and pretend to bite your fingernails to show nervous</i>	Pretend to bite your fingernails and make a worried face



1st Read

Big Feelings

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like seeing how the children worked together and helped each other when they had big feelings? Thumbs up if you liked that story.

Check their understanding.

What feelings did the children in this book have? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers, happy, sad, tired, frustrated, etc.)

How did the children feel at the end of the story?

(Finger to forehead to note thinking gesture then open hand for choral response- happy.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Frustrated</u> means bothered because your plans aren't working out. Frus-tra-ted, frustrated.</i>	Put hands on both sides of head and grit your teeth
<i>A <u>crew</u> is a team working together. Crew.</i>	Put both arms out to your sides as if putting them around friends' shoulders
<i><u>Nervous</u> means worried something bad might happen. Ner-vous, nervous.</i>	Pretend to bite your fingernails and make a worried face



1st Read

Big Feelings

After Continued

Ask questions

When we are bothered because our plans aren't working out, we are...

(Thinking gesture and then hand open to note choral response- frustrated)

What is a group of people working together called?

(Thinking gesture and then hand open to note choral response- a crew)

When we are worried something bad might happen, we are...

(Thinking gesture and then hand open to note choral response- nervous)

3. Follow Up Activity- Vocabulary Review

Explain, *One feeling we read about was frustrated. We feel frustrated when our plans don't go the way we were hoping. The children were frustrated when they couldn't move the big tire. 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.)*



For the Teacher:

Preview

Listen

Unit 6: My Amazing Body, Part 3 - Understanding and Managing Feelings

Book 18: *Listen* by Gabi Snyder

Materials Needed: None

Vocabulary

Word	Definition	Gesture
hear	One of our senses, we do it with our ears	Point to your ear
listen	Pay attention to what you hear	Cup hand around ear and close eyes
silence	No sounds at all	One finger over your lips in the “quiet” gesture and shake your head



1st Read

Listen

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.

Before

1. **Topic Introduction-** *We are going to read another book about feelings today. There are so many different feelings. I wonder what feelings we will see in this book.*
2. **Book Introduction-** *This picture has so many things to look at. I see a girl with her eyes closed. Behind her, I see a whole city with lots of things going on. Look at all the people walking up and down the street. This book is about paying attention to our feelings and the feelings of the people around us. I wonder how this girl feels right now.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Listen. Gabi Snyder is the author, so she wrote the words. The illustrator is Stephanie Graegin. What does the illustrator do? (Finger to forehead to note thinking gesture then open hand for choral response- draws the pictures.) Yes. The illustrator draws the pictures.*



1st Read

Listen

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.

Part of Text	Think Aloud (TA) - Question (Q)
“Sometimes all you hear is... NOISE!”	TA: <i>Hearing is one of our five senses. We hear with our ears. Sometimes we hear too much at once and it feels uncomfortable.</i>
“and LISTEN? Can you hear each sound?”	TA: <i>Listening is a bit different than hearing. You have to pay attention and be patient when you listen. It takes practice and patience.</i>
“Can you hear what she’s feeling, too?”	Q: <i>How do you think the friend is feeling? Are there any clues that can help us figure it out?</i>

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 other senses, too.

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
hear	One of our senses, we do it with our ears <i>Hearing is one of our senses. Point to your ear to show that we hear with our ears.</i>	Point to your ear
listen	Pay attention to what you hear <i>Put your hand to your ear and close your eyes so you can listen, pay attention to what you hear.</i>	Cup hand around ear and close eyes
silence	No sounds at all <i>Silence is no sounds at all. Make the quiet signal and shake your head.</i>	One finger over your lips in the “quiet” gesture and shake your head



1st Read

Listen

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story about listening?

Thumbs up if you liked learning about the different ways we can listen.

Check their understanding.

What did the girl listen to? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers - playground noise, traffic sounds, her friend's feelings, etc.)

How do we listen? What do we use to listen?

(Finger to forehead to note thinking gesture then open hand for choral response- our ears.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>We <u>hear</u> with our ears. Hearing is one of our senses. Let's clap the word hear. Hear. Hear.</i>	Point to your ear
<i><u>Listen</u> means to pay attention to what you hear. Let's clap it. Lis-ten. Listen.</i>	Cup hand around ear and close eyes
<i><u>Silence</u> means no sounds at all. Si-lence. Silence.</i>	One finger over your lips in the "quiet" gesture and shake your head



1st Read

Listen

After Continued

Ask questions

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.

Thumbs up if you are listening to something.

Encourage all students to think of something they are listening to.

Raise your hand if you want to share what you are listening to.

Call on 1-2 students to share.

*Repeat this exercise throughout the day and across the week. Remind them that listening is being patient and paying attention to what your ears hear.

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

Explain, *I'm going to say something. If it was in the book, give a thumbs up. If it wasn't in the book, shake your head and say, "No."*

Practice thumbs up for yes and shaking your head for no. *Ready?* Show pictures in book to help students remember.

- *Sometimes when we step outside, all we hear is NOISE?* (yes)
- *We can hear a dog barking?* (yes)
- *We can listen to our friend's feelings?* (yes)



For the Teacher:

Preview

The Listening Walk



Unit 6: My Amazing Body, Part 3 - Understanding and Managing Feelings

Book 19: *The Listening Walk* by Paul Showers

Materials Needed: None

Vocabulary

Word	Definition	Gesture
listening	Paying attention to what you hear	Cup hand around ear and close eyes
noisy	Loud	Cover both ears with hands
shady	Hidden from the bright, hot sun	Put one flat hand across your brow, like the brim of a hat



1st Read

The Listening Walk



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.

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. I like going for walks. Thumbs up if you do, too.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is The Listening Walk. The author is Paul Showers. Everyone (finger to forehead in thinking gesture) get ready to tell me what the author does. (Open hand to note choral response- writes the words.) Yes. Paul Showers wrote the words in the book. Alikei is the illustrator. That means Alikei drew the*



1st Read

The Listening Walk



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.

Part of Text	Think Aloud (TA) - Question (Q)
"I listen to all the different sounds."	TA: <i>I remember that listening is a little bit different than hearing. Listening means you are paying attention and thinking about what you hear.</i>
"Other sprinklers turn around and around"	TA: <i>She looks so happy! Look at her smile! I think she is having fun on her listening walk.</i>
"At the pond the ducks are waiting."	TA: <i>It looks like there is a lot to listen to at the pond. She is listening to the ducks.</i> Q: <i>What else could she listen to at the pond?</i>

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

Key content: Listening is hearing with patience and 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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
listen	Paying attention to what you hear <i>Put your hand to your ear and close your eyes so you can pay attention to what you hear.</i>	Cup hand around ear and close eyes
noisy	Loud <i>Cover your ears to show it's noisy, too loud.</i>	Cover both ears with hands
shady	Hidden from the bright, hot sun <i>Put your hand up like you are hiding your eyes from the bright hot sun to remember shady.</i>	Put one flat hand across your brow, like the brim of a hat



1st Read

The Listening Walk



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story about the listening walk? The story made me feel peaceful.

Think about how the story made you feel (thinking gesture - finger on forehead)

Thumbs up when you know how the story made you feel.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

Check their understanding.

Who were the characters in the story? (thinking gesture - finger on forehead)

If you know one character in the story, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - a girl, her dog, her dad)

What did the girl listen to on her walk? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - various answers - her dad's shoes, a lawn mower, cars, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Listening</u> is paying attention to what you hear. Ready to clap? Lis-ten-ing, listening.</i>	Cup one hand around ear and close eyes
<i>If something is <u>noisy</u> it is loud. Nois-y, noisy.</i>	Cover both ears with hands
<i><u>Shady</u> means hidden from the bright, hot sun. Shad-y, shady.</i>	Put one flat hand across your brow, like the brim of a hat.



1st Read

The Listening Walk



After Continued

Ask questions

If something is noisy, it is too...

(Thinking gesture and then hand open to note choral response- loud)

If this is noisy, give a thumbs up:

- *A mouse?* (no)
- *A barking dog?* (yes)
- *A banging drum?* (yes)
- *A soft hum?* (no)
- *Yelling children?* (yes)
- *Whispering children?* (no)

3. Follow Up Activity- Wrap Up 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...*



Appendix

Blackline Masters

- ★ *Book 8: My Body is a Great Body All About Me* template
 - Print 1 sided - one for each student

- ★ *Book 12: Just Going to the Dentist* Tooth template
 - Print 1 sided on yellow paper - one for each student
 - Also needed: toothbrushes and white paint

- ★ *Book 14: The Feelings Book* template
 - Print 1 sided - one for each student





ALL ABOUT ME



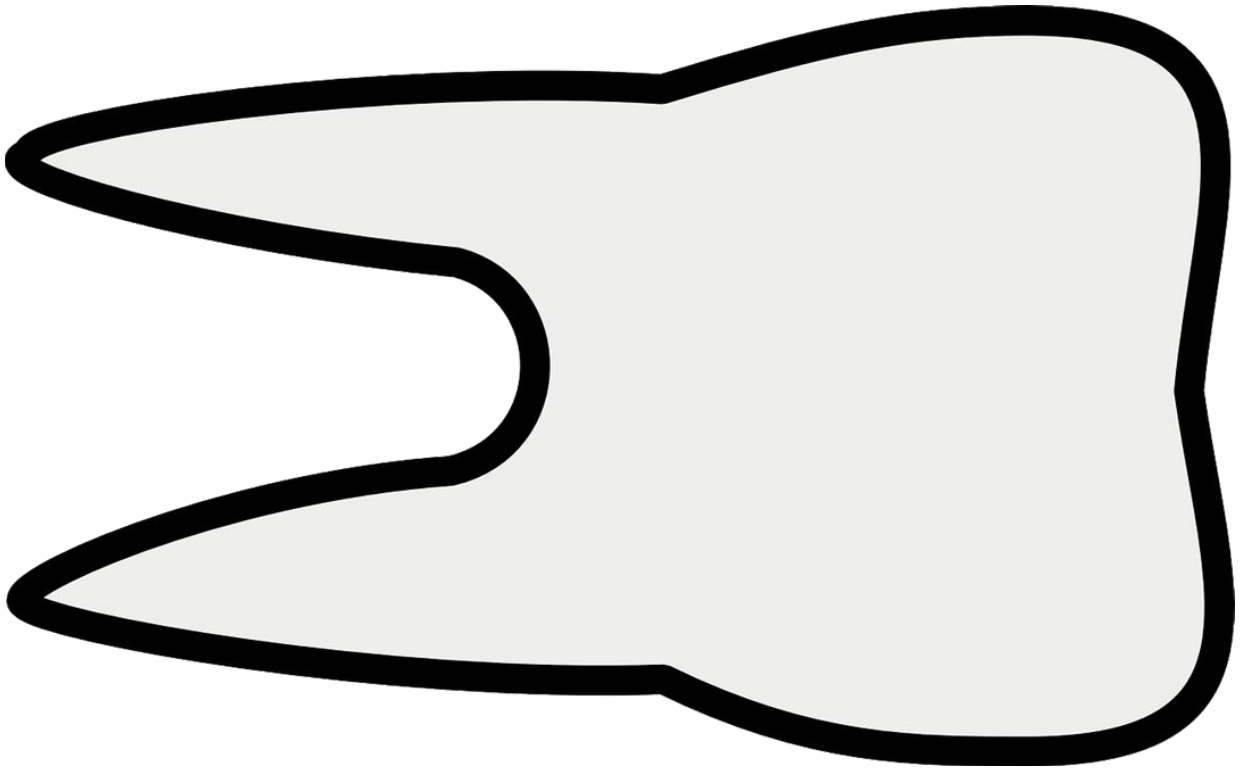
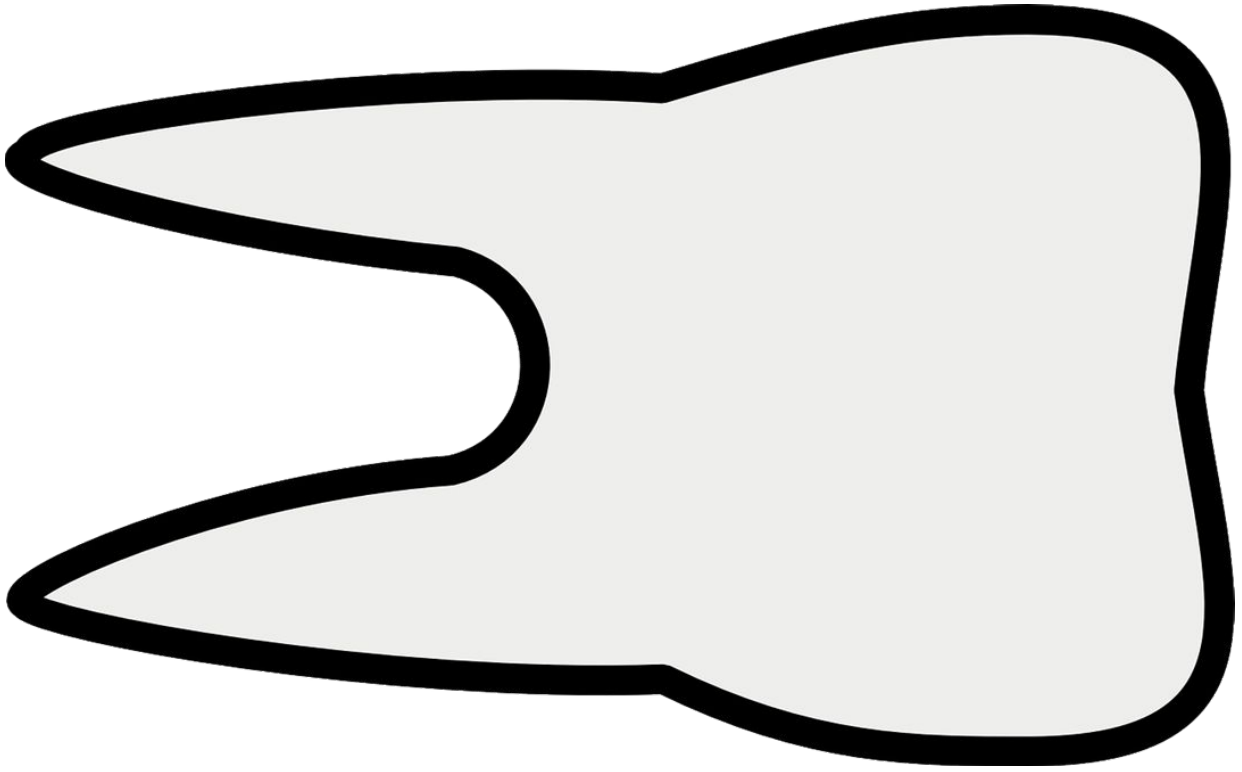
MY NAME IS...

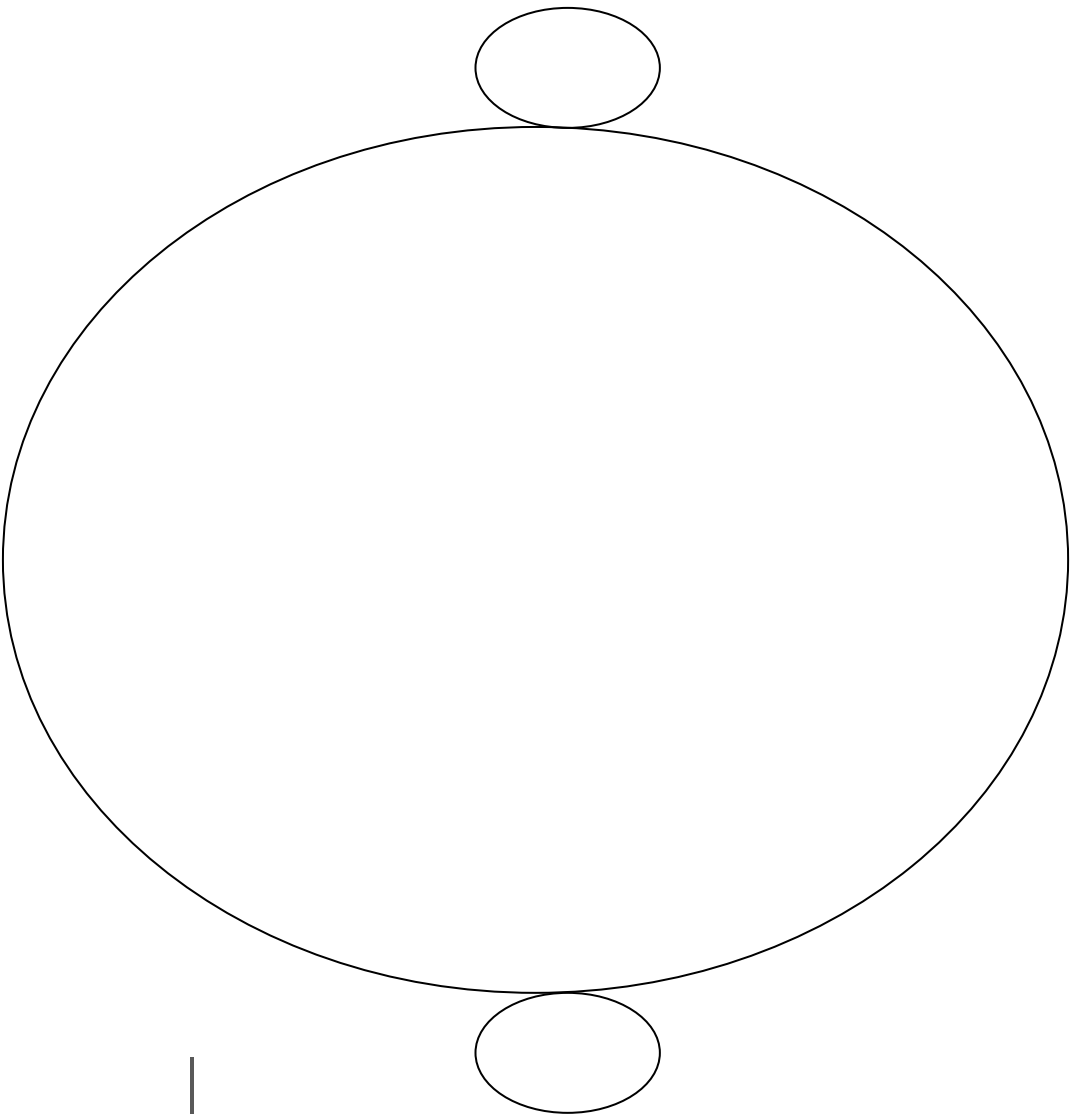
MY AGE

MY FAVORITE THINGS

A PICTURE OF ME

A large, empty rounded rectangle intended for a child to draw a picture of themselves. The rectangle is framed by a decorative, curly line on its left and bottom sides.





The Feelings Book
by Todd Parr

Sometimes I feel

_____.



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