

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

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

### Language Arts Objectives

#### Starting the Day

Students will:

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

#### Skills

Students will:

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

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

### **Listening & Learning**

Students will:

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

### **Core Vocabulary**

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

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

*Variation(s):* none

**exactly, adv.** Perfectly

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

*Variation(s):* none

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

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

*Variation(s):* shade

## At a Glance

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

## Advance Preparation

### Routines

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

### Small Groups

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

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

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

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

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

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

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

## Starting the Day

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

## Routines

Whole Group

### Taking Attendance: Cubbies

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

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

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

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

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

## Nursery Rhymes

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Whole  
Group

### Teaching Tip

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

### Head and Shoulders, Knees and Toes

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

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

- Sing and act out the nursery rhyme very slowly.

*“Now let’s sing it very slowly.”*

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

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

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

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

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

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

## Skills

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

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

### Small Group 1

**10** minutes

Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns.

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

##### Be a Good Listener

Students will learn the steps to being a good listener.

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

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

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

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

*Ears listen. Listen with your ears.*

### Mystery Sound Box: Same or Different?

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

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

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

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

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

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





## Warm-Ups

### Move Your Body

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

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

*I can stretch, I can bend*

*I can wave to a friend.*

*I jump so high, I crouch so low*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep*

*I calm my body and plant my feet.*

### Counting to Five

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

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

## Easel Drawing and Coloring

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

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

### Learning Center

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

## Listening & Learning

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

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Learning Center

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

#### Book Parts

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

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

- Talk about and show the pages of the book.

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

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

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

- Talk about and show the spine of the book.

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

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

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

### Essential Background Information or Terms

- Explain the meaning of the word *shade*.

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

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

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

### Purpose for Listening

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

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

***Shades of People* by Shelley Rotner and Sheila M. Kelly**➔ **PAGE 1 (TITLE PAGE) . . . by Shelley Rotner and Sheila M. Kelly**

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

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

➔ **PAGE 2 [photos of many children]**

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

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

➔ **PAGE 5 . . . but shades.**

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

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

➡ PAGE 6 . . . There's creamy, ivory,

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

"Those are shades of white."

➡ PAGE 7 . . . sandy and peach,

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

"Those are shades of pink."

➡ PAGE 9 . . . copper and tan.

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

"Those are shades of brown."

➡ PAGE 11 . . . and almond;

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

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

➡ PAGE 13 . . . bronze, and brown.

- Comment on the beauty of the shades.

"All of the shades are beautiful."

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

- Explain what the girl in the picture is doing.

*"This little girl is touching her skin. Touch your skin."*

➡ PAGE 16 . . . like wrapping paper.

- Tell students how skin is like wrapping paper.

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

➡ PAGE 19 . . . be many shades.

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

*"People in the same family don't always have the same shade of skin."*

➡ PAGE 20 . . . many different shades.

- Explain how students can have different shades of skin.

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

➡ PAGE 24 . . . and in the park.

- Draw students' attention to shades of skin.

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

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

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

## Discussing the Read-Aloud

10 minutes

Whole  
Group

### What's the Big Idea?

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

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

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

#### *Shades of Hands*

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

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

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

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

### **Matching Shades of Skin**

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

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

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

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

## **Extension Activity**

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

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