

Note to Teacher

Pausing Point 1 is an opportunity to review, reinforce, and extend the material taught during the first half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see General Overview) and/or Task Assessments (see the following). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided. Continue conducting Routines during the Pausing Point, including Taking Attendance, reviewing the Daily Schedule, and signing in to Learning Centers daily.

✓ Lesson Objectives

Core Content Objectives up to This Pausing Point

Students will:

- ✓ Describe themselves and their appearance, giving at least two details about themselves (e.g., hair color, eye color, age, etc.)
- ✓ State two things that make them special or unique (e.g., their name, things they like to do, language they speak, etc.)
- ✓ State that all people are human beings
- ✓ State that the outside of the human body is covered by skin
- ✓ Describe their own shade of skin
- ✓ Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- ✓ Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)
- ✓ State that the heart and lungs are parts hidden inside the body

Student Performance Task Assessment

Skills Task Assessment

Teaching Tip

To help students master a rhyme, invite two or three students at a time to recite a nursery rhyme as a group.

Nursery Rhyme Recitation

Note: Be sensitive to students who may be shy or reticent about reciting in front of a group. Have these students recite a rhyme for you during Learning Centers or nap time instead of having them perform in front of their peers.

Assess which students have learned to recite a nursery rhyme by having each student stand by him/herself and recite a rhyme in a whole-group or small-group setting. Show students the Nursery Rhymes and Songs Posters for “Head and Shoulders, Knees and Toes” and “Open, Shut Them” to remind them of the rhymes they have learned. You may need to prompt students to begin the nursery rhyme by saying the first line. If students struggle to recall the rhyme, assist them by modeling the motions or providing the next word or line. Finally, if students are unable to say a nursery rhyme on their own, recite the rhyme with them so that each student experiences success.

Listening & Learning Task Assessment

Body Parts Identification

Assess which body parts students have learned by having them stand as a group and play “Simon Says.” If you notice that particular students are having difficulty identifying body parts, have these students repeat the assessment in a small group so that you can more closely observe which body parts need to be reviewed. You may wish to have the classroom aide call the body parts so that you can observe the students. Review the following body parts: **ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, and wrist.**

Skills Review

Skills Activities Summary

The following chart shows the Small Group activities that students have completed up to Pausing Point 1 and the emergent literacy skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

Skills Activities Summary			Music	Phonological Awareness		Print Knowledge			Handwriting		Shared Writing	Vocabulary
Day(s)	Skills Small Group	Activity	Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes*	Dictation*	Domain-Related Vocabulary
1	1	Mystery Sound Box	✓									
	2	Easel Painting							✓			
2	1	Get the Rhythm of the Rhyme		✓								✓
	2	Make a Placemat				✓	✓	✓	✓			
3	1	Mystery Sound Box: Same or Different?	✓									
	2	Easel Drawing and Coloring							✓			
4	1	Guess the Instruments	✓									
	2	Matching Names Game				✓						
5	1	Words: Same or Different?		✓	✓							
	2	Play Dough Letters				✓	✓		✓			
6–8	Pausing Point 1											
*These skill areas will be addressed in the second half of this domain.												

Additional Skills Activities

Sidewalk Paint

Materials: Cornstarch; water; food coloring; large paint brushes

Make sidewalk paint by mixing together 1 cup of corn starch, 1 cup of water, and a few drops of food coloring. Allow students to paint outside during recess on vertical and horizontal surfaces. Encourage them to make large strokes up and down, back and forth. Students might also try to write the first letters of their names.

Printing Letters

Materials: Paint; paper; primary crayons; capital letter cookie cutters

Write each student's name in the center of a piece of paper. Have students make prints of the first letter of their name by dipping capital letter magnets or cookie cutters into paint and making a print on their paper. Talk with students about the name of "their letter" as they complete their printmaking.

Pompom Pick-up

Materials: Tweezers or clothespins; tongs; ice trays or egg cartons; fuzzy pompoms

Have students practice fine motor skills by moving pompoms from a large bowl into ice trays or egg cartons using tweezers or clothespins. Talk with students about their favorite color, the colors of the pompoms, and the different patterns they can make as they fill their trays or cartons.

Words: Same or Different?

Explain that you are going to say some words and you want students to tell you whether the words are the same or different. As you say the first word, hold up one finger. As you say the second word, hold up a second finger. Use words naming body parts that students have learned. For example, use the following word pairs:

- Eye—eye
- Eye—mouth
- Mouth—nose
- Nose—neck
- Etc.

Listening & Learning Review

Read-Aloud and Picture Talk Reviews

If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

Domain-Related Trade Books

Read non-fiction trade books that are related to the core content objectives addressed up to Pausing Point 1. See the Introduction for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

Quick as a Cricket, by Audrey Wood and Don Wood (Child's Play, 1982)
ISBN 978-0859531511

- Connection to content from “I am Special”:

The boy in this book is special for many different reasons. Talk with students about what makes him special.

- *Where the Wild Things Are*, by Maurice Sendak (HarperCollins, 1988)
ISBN 978-0060254926

- Connection to content from “Body Parts”:

The monsters’ eyes and teeth are mentioned in the story. Have students point to the monsters’ body parts as they are named. Have them point to additional body parts on Max and themselves.

Whoever You Are, by Mem Fox (Sandpiper, 2006) ISBN 978-0152060305

- Connection to content from *Shades of People* by Shelley Rotner and Sheila M. Kelly:

No matter what your color of skin, children are alike on the inside. Talk with students about how children in different lands are all the same, even though there are things about them that are physically different.

Activities

Shades of Skin Handprints

Materials: Butcher paper; paint (red, yellow, brown, white, black); paint brushes

Remind students of all the colors mentioned in the book *Shades of People* by Shelley Rotner and Sheila M. Kelly. Have them mix their own shades of skin by combining different colors of paint. As they mix colors, talk with them about the shades they have created. Then, have students paint their hands and make hand prints on the butcher paper using many different shades of paint. Ask students to describe the shade they have created and write their description next to their handprint.

All About Us! Class Big Book

Materials: Large paper (11" x 14"); markers; primary crayons; photograph of each student (optional)

Tell the class that you are going to make a big book and that each student is going to get his/her own page. The book is going to be about the things that make each student special. As students dictate, write down their responses to the following statements:

- My name is _____.
- I have _____ hair and _____ eyes.
- My favorite food is _____.
- Something that makes me special is _____.

Have students draw a self-portrait to accompany their dictation, or paste in a photograph of each student. Bind all the pages together and place the book in the Library Center for students to read.

Hair Color Graph

Materials: Chart paper; marker; photograph of each student (optional)

Create a bar graph showing how many students in the class have blond, brown, black, and red hair. Title the graph 'Hair Color'. Write the words *blond*, *brown*, *black*, and *red* at the bottom of the chart paper and draw vertical lines to make four columns. Have students put their pictures (or write their names on cards that they can use instead of pictures) in the column that corresponds to their hair color. Then, count the number of students in each column and talk about which column contains the most and least number of students. You could also make a graph for eye color.

Fingerprints

Materials: Ink pad, white paper, primary crayons

Show students their fingerprints. Tell them that each person in the world has their own, unique fingerprints, and that those prints make them special. Trace around students' hands on the paper. Help them use the ink pad to place fingerprints inside their traced hand in the correct position for each finger. Then, have them tell you the name of each finger. If students cannot remember the fingers' names, have them sing the song "Where is Thumbkin?" to remind them.