

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ State that human beings begin life as babies, then grow to be children, then adults
- ✓ Name one thing that babies can do (e.g., sleep, eat, cry), one thing children can do (e.g., paint, tie their shoes, go to school), and one thing adults can do (e.g., take care of babies, go to their jobs, cook, etc.)

### Language Arts Objectives

#### Starting the Day

Students will:

- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ 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)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Memorize and recite with others the nursery rhyme "Where Is Thumbkin?" (RF.P.2a, RL.P.5)

#### Skills

Students will:

- ✓ Imitate clapping pattern sequences of 3–5 claps per pattern (CK Prerequisite)
- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)

- ✓ Identify the direction from which a sound originates (CK Prerequisite)
- ✓ Perform activities requiring small muscle control (L.P.1a)

### Listening & Learning

Students will:

- ✓ Sequence and describe photos and/or drawings that represent a timeline of one's own life and experiences (SL.P.4)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about "I Am Growing and Changing" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "I Am Growing and Changing" (RI.P.2)
- ✓ With prompting and support, sequence three pictures depicting information from "I Am Growing and Changing" (RI.P.2)
- ✓ Sequence and describe photos and/or drawings of a baby, school-age child, and adult (SL.P.4)
- ✓ With prompting and support, use dictation to create an informative text about "I Am Growing and Changing" (W.P.2, W.P.8)
- ✓ Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

### Core Vocabulary

**already, adv.** Before now

*Example:* Mom, I already ate all of my dinner; may I have dessert?

*Variation(s):* none

**clutch, v.** Grab onto

*Example:* I clutch the handlebars of my tricycle tightly so I can steer in a straight line.

*Variation(s):* clutches, clutched, clutching

**grow, v.** Get bigger and older

*Example:* My baby brother is going to grow up to be a preschooler just like me.

*Variation(s):* grown, grew, growing

**siblings, n.** Brothers and sisters

*Example:* Jenna has three siblings—two brothers and one sister.

*Variation(s):* sibling

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Taking Attendance: Two Piles	Attendance Board; Transition Cards: Names; pile labels	During morning circle
<i>Nursery Rhymes</i>	W	Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Good Listening Poster	10
		Animal Sound Circle		
<i>Small Group 2</i>	S	Warm-Ups	Cut plastic straws; pipe cleaners; tape	10
		Straw Bracelets		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	Personal Connections	Baby and current pictures of each student; Transition Cards: Names; pocket chart	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	I Am Growing and Changing		10
<i>Discussing the Read-Aloud</i>	W	What's the Big Idea?	Image Cards 12-1–12-3; chart paper; marker	10
<i>Extension Activity</i>	L	Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

## Take-Home Material

### Using All Our Five Senses

Give students the following material to take home to their family:

**Activity Page 12-1: Using All of Our Five Senses**

### ***Routines***

Before the day begins, sort students' **Name Cards** into a pile for boys and a pile for girls and place them on a low table or somewhere the students can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other pile.

### ***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***

Cut colored plastic straws into 1/2" tubes/beads. Make an example Straw Bracelet following the instructions for Small Group 2.

### ***Introducing the Read-Aloud***

Collect a picture of each student as a baby and/or infant and a current picture of each student. You might take the current picture in your classroom. Keep the photos in a stack, paper-clipped together by a student.

Prepare a bulletin board, pocket chart, or poster with two photograph-sized slots for each child. Label each pair of slots with the child's name. Title the display "I Am Growing and Changing." Place your own baby photograph and a current one in the display labeled with your name as an example for students.

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

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### ***What's the Big Idea?***

Draw a chart with three columns on a piece of chart paper. Label each column "babies," "preschoolers," and "adults."

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W Taking Attendance: Two Piles</b>	Attendance Board; Transition Cards: Names; pile labels	During morning circle
<b>Nursery Rhymes</b>	<b>W Where is Thumbkin?</b>	Nursery Rhymes and Songs Poster 55	

## Routines

### Whole Group

### Teaching Tip

By sorting the Name Cards into two piles, you are giving the students less cards to choose from and increasing their chances of choosing their own name. You might sort students' names in other ways such as by table group.

### Taking Attendance: Two Piles

**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 a constrained group of cards and placing them under the picture of the school on the Attendance Board.

- As students arrive at school, help them sign in on the Attendance Board by directing them to the two piles of **Name Cards**.
- Help students find their **Name Cards** by looking in the appropriate pile. Show students how to use the pile labels you created to know where to look for their **Name Cards**.
- Help students look for their written names and pictures to find the correct **Name Card**.
- Have 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.



## Where is Thumbkin?

**Note:** *If students are or might be aware of the meaning of raising only the middle finger, consider adjusting the motions for this nursery rhyme. You might hold up all fingers that have been mentioned in the rhyme instead of holding up one finger at a time.*

Teach students the song “Where is Thumbkin?” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes**. As you have students echo each line, do the motions that accompany the song. Do not ask students to do the motions themselves yet; they will learn the motions on Day 13.

When you say . . .	Do this . . .
Where is [finger]?	Hide fists behind back
Here I am	Reveal first fist, with [finger] up in the air
Here I am	Reveal second fist, with [finger] up in the air
How are you today, sir?	Wiggle [finger] as if talking to other [finger]
Very well I say, sir.	Wiggle [finger] as if answering
Run away	Hide first fist behind back
Run away	Hide second fist behind back

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Good Listening Poster	10
	<b>Animal Sound Circle</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Cut plastic straws; pipe cleaners; tape	10
	<b>Straw Bracelets</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.
- Continue practicing the same noises from before, increasing the variation and number of beats if students are ready (e.g., lip smack, lip smack; stomp, clap, stomp; stomp, clap, lip smack, stomp; 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.*

### Teaching Tip

Consider using the following animal sounds:

cow—moo

pig—oink

cat—meow

dog—woof

sheep—bah

goat—meh

monkey—ee ee

lion—rawr

## Animal Sound Circle

Students will point in the direction from which a noise originates.

Students sit in a circle with eyes closed. At first the teacher, and then students, walks around the circle, and then stops to make an animal noise. Without opening their eyes, students point to where they think the noise is originating.

- Have students sit in a circle on the rug.
- Explain that you are going to walk around the circle (or classroom, space permitting) while everyone closes their eyes. When you stop, you are going to make an animal sound. Ask students to point to the place where they think the sound is coming from. You will tell them when to open their eyes to check to see if they are correct.
- Have students close their eyes or cover their eyes with one hand.
- As you walk around the room, repeat the following rhyme in a whisper:

*I'm walking all around.*

*I don't make a sound.*

- When you stop to make your sound, say the following rhyme:

*Time to listen with your ears.*

*And guess the sound that you hear.*

- Have students point in the direction they think the sound is coming from and name the animal that makes the sound.
- When students are ready, allow them to walk around the circle making animal sounds. Say the rhymes for them as they walk.

## Small Group 2

10 minutes

Small  
Group

### 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.

### Straw Bracelets

#### Learning Center

Add straws to the Art Center for students to thread onto pipe cleaners. As students become more proficient at threading, offer them lacing string and yarn to use to make necklaces. Wrap masking tape around one end of the yarn to make a needle.

**Note:** *Cover the ends of the pipe cleaners with tape to prevent injury.*

Students will have an opportunity to practice fine motor skills by stringing straws onto a pipe cleaner.

- Show students the example bracelet you made (see Advance Preparation).
- Give each student a pipe cleaner.
- Demonstrate how to string the straws onto the pipe cleaner.
- Once students have finished stringing, help them twist the ends of the pipe cleaner together to make a bracelet. Have the students place the bracelet on their wrist and identify this body part.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> <b>Personal Connections</b>	Baby and current pictures of each student; Transition Cards: Names; pocket chart	5
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>W</b> <b>I Am Growing and Changing</b>		10
<b>Discussing the Read-Aloud</b>	<b>W</b> <b>What's the Big Idea?</b>	Image Cards 12-1–12-3; chart paper; marker	10
<b>Extension Activity</b>	<b>L</b> <b>Sensory Center</b>	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Personal Connections

**Note:** *If you are unable to attain baby pictures of each student, you might choose to do a picture walk of the Flip Book instead, showing the students each page and talking about what they think the read-aloud might be about.*

#### Teaching Tip

Use this activity to make an interactive bulletin board. Title the bulletin board "Guess Who?" Post baby pictures and current pictures in pairs; make a flap out of paper to cover each student's current picture. Post students' names under their pictures. Students can interact with the display, guessing who each person is by looking at their baby picture or recognizing their name, then lifting the flap to find out if they were correct.

- Show students the piles of photographs and explain that you want students to share them with the class. Share your photographs that are already part of the display (see Advance Preparation).  
*"We are going to look at pictures of everyone to see how much you have grown since you were babies. Each of you will get a turn to share your pictures with the class. I will help you put the pictures under your name so everyone knows who it is. These pictures show me as a baby and as an adult."*
- From the stack of students' photographs, select one pair of student photographs. Ask the student to come up and show the class which photograph shows him when he was a baby and which shows him now. Help the student find his name on the pocket chart/bulletin board/poster and place his photographs in order from left to right beneath his name.
- Allow each student to come up and order his/her photographs. While giving each student a turn, emphasize that people grow from babies into children and from children into adults.

## Purpose for Listening

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- Review the growth process and tell students to listen to a story describing growing and changing.

*“Now we are going to read about how people change as they grow older. Everyone in our class is growing older. You were once a baby, then you grew into a preschooler who can do lots of things. Listen to find out more about how all humans change as they grow up from babies to adults!”*

# I Am Growing and Changing

**Note:** This text encourages students to actively participate in the telling of the read-aloud. Be sure to allow students time to respond to the questions in the text as you read along.



◀ SHOW FLIP BOOK PAGE 12-1: **Leaping boy**

Take a look at yourself. How old are you?

How much more can you do than when you were two?

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◀ SHOW FLIP BOOK PAGE 12-2: **Shoes**

Lots more, I suspect, for you've grown and you've grown—  
That's one of the things for which humans are known.

- Describe the images of shoes and how they demonstrate growth.

*"You start out as a baby wearing little baby slippers and, then, when you get bigger, you wear shoes with Velcro. Then, you grow old enough to tie your own shoes and you can wear shoes with shoelaces. What kind of shoes are you wearing?"*

- Call on a few students and point out what kind of shoes they are wearing.
- Remind students that they don't wear baby slippers anymore because they are preschoolers.

*"No one in this class is wearing baby slippers anymore because you aren't babies anymore. You have grown into preschoolers!"*



◀ SHOW FLIP BOOK PAGE 12-3: **Extended family**

Humans live, humans **grow**, humans change as they age.  
Each age is part of a different life stage.

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← SHOW FLIP BOOK PAGE 12-4: **Pregnant mother and newborn baby**

You began growing and changing for almost a year  
Inside your mom's body, until you appeared.

On the day you were born, you couldn't do much  
But sleep, drink, and fuss—and use your hands to **clutch**.

- Define the word *clutch*.

*"To clutch means to grab. Raise your hand if you've ever had a baby clutch one of your fingers."*

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← SHOW FLIP BOOK PAGE 12-5: **Walking, talking, tying**

As the months rolled by, you learned lots of "how-to's"—  
How to walk, how to talk, how to put on your shoes.

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◀ **SHOW FLIP BOOK PAGE 12-6: Bathing, dressing, eating**

You are no longer a baby; you can do things alone.  
You can bathe, dress, and eat—my, how you’ve grown!

- Ask students what things they can do on their own now that they have grown.

*“Raise your hand if you can wash your own hair when you take a bath. Raise your hand if you can put on your socks all by yourself. Raise your hand if you can eat all by yourself.”*



◀ **SHOW FLIP BOOK PAGE 12-7: Painting, blowing bubbles, reading**

Now you’re taller and stronger, but there’s still much to learn  
School’s a great place to give each child a turn.

A turn to grow bigger and learn many things—  
Like how to mix paint, how to draw, how to sing.

What is it you like about this special age?  
Do you like to blow bubbles or turn a book’s page?

- Ask students what they like to learn in school.

*“As you grow up you get taller and taller and learn lots of new things. What are some things you like to learn at school?”*



◀ SHOW FLIP BOOK PAGE 12-8: **Siblings, writing and boy with backpack**

If you have older **siblings**, then you **already** know  
For many more years, you'll continue to grow.

You may learn to write with pencil and pen  
And read books without pictures, from beginning to end.

And as you get bigger, your backpack will too  
Holding more and more fun things that you'll get to do.

- Define siblings in the context of homework.

.....  
"Who has older siblings who bring home things in their backpacks? SIBLINGS just means brothers  
and sisters."  
.....



◀ SHOW FLIP BOOK PAGE 12-9: **Parents swinging child**

All growth is in stages, with one end result  
All babies keep growing until they're adults.

Once little kids become fully grown  
They may even have some kids of their own.

- Define adults.

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"ADULTS is another word for GROWN-UPS."  
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◀ SHOW FLIP BOOK PAGE 12-10: **Cooking dinner, help with homework, construction worker, family play**

Your parents are adults who take care of you —  
The most special job that they have to do.

As adults, they have learned so much on the way —  
How to cook, how to write, how to work, how to play.

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◀ SHOW FLIP BOOK PAGE 12-11: **Birthday and boy with grandmother**

Your shape and your size are likely to change  
All humans are different — there is quite a range.

Humans keep changing with each new birthday  
Some become grandparents, eager to play.

- Discuss upcoming birthdays and ages.

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*"Who in this class has had a birthday? Who is going to have a birthday soon? How old will you be? See, you are getting older and older on every birthday!"*

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◀ **SHOW FLIP BOOK PAGE 12-12: Kids raising hands**

Now is the present and you are still young  
Tomorrow's your future; it's barely begun.

You're growing and changing. Hooray for you—  
That's what all human beings are meant to do.

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## Discussing the Read-Aloud

**10** minutes

Whole  
Group

### What's the Big Idea?

#### *What do Babies do?*

#### **Show Image Card 12-1: Growth Sequence-Baby**

- Ask students to tell you whether or not something is characteristic of a baby.

*"When humans are first born, they are called babies. I am going to say some things about babies. If babies do the thing I say, I want you to put your thumb up. If babies don't do the thing I say, put your thumb down."*

- drink milk from a bottle
- read a book
- write letters
- talk
- fuss and cry

- crawl
- go to work
- take care of other babies
- wear diapers
- pour milk from a pitcher
- drive a car

### Show Image Card 12-2: Growth Sequence-Preschooler

- Ask students to tell you whether or not something is characteristic of a preschooler.

*“Babies grow up to be children who go to preschool. Now I am going to say some things about preschoolers. If preschoolers do the thing I say, I want you to put your thumb up. If preschoolers don’t do the thing I say, put your thumb down.”*

- pour milk from a pitcher
- read a book
- write letters
- talk
- fuss and cry
- crawl
- go to work
- take care of babies
- drive a car

### Show Image Card 12-3: Growth Sequence-Adult

- Ask students to tell you whether or not something is characteristic of an adult.

*“Now I am going to say some things about adults. If adults do the thing I say, I want you to put your thumb up. If adults don’t do the thing I say, put your thumb down.”*

- pour milk from a pitcher
- read a book

- write letters
  - talk
  - fuss and cry
  - crawl
  - go to work
  - take care of babies
  - drive a car
- Life Stages Riddles Explain how to solve riddles.
 

*“All human beings grow. We all start out as babies, then grow to be children, then adults. I am going to say some things about a baby, a child, or an adult and I want you to try to guess which of those people I am talking about. I want you to guess the answers from the clues I say. This is called a riddle. Listen to these riddles and raise your hand if you know who I am talking about: babies, children, or adults.”*
  - **Show Image Cards 12-1–12-3: Growth Sequence**
  - Describe adults and ask students to figure out who you are describing.
 

*“I am thinking of humans who are old enough to drive cars. They also go to work and make dinner. Am I talking about a baby, a child, or an adult?”*
  - Describe babies and ask students to figure out who you are describing.
 

*“I’m thinking of humans who drink milk from bottles, eat mushy food, and crawl around on the floor. Am I talking about a baby, a child, or an adult?”*
  - Describe preschoolers and ask students to figure out who you are describing.
 

*“I am thinking of humans who like to play on the playground, paint and play with blocks, and who are going to school and learning how to read their names. Am I talking about a baby, a child, or an adult?”*

### Life Stages Chart

- Make a Life Stages Chart and describe how you are organizing the chart to students.

*“Now we are going to make a chart. We are going to write down what babies do, what children can do, and what adults can do. A chart is something you write things on so you can remember them. I am going to put the pictures of the baby, the preschooler, and the adult at the top of the chart so that we can all remember who we are talking about. Then, I am going to write what you say on the chart so I can read it later and remember what you said. First, we are going to write about what babies can do. This says babies (point to the word at the top of the chart).”*

- Ask students to think of things babies (children, adults) do.

*“What are some things that babies (children, adults) do?”*

- Call on several students and write down their answers.
- After you write their answer down, read it back to the students, sliding your finger under each word as you read.
- Complete the chart for preschoolers and adults.

### Extension Activity

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Learning  
Center

#### Sensory Center

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Continue this activity during Learning Centers. See **Day 9, Sensory Center** for detailed instructions on this Extension Activity.