

# Domain 1: All About Me

## Teacher Guide



Core Knowledge Language Arts • New York Edition



Core Knowledge®

**PRECHOOL**





# Domain 1: All About Me

## Teacher Guide

**PRESCHOOL**

Core Knowledge Language Arts®  
New York Edition



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## Alignment Chart for All About Me

The following chart contains both core content and language arts objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for Preschool and corresponding Preschool Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for All About Me	Transition Cards				Day														
	Doctor's Office Learning Center	Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16	
<b>Core Content Objectives</b>																			
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	✓								✓	✓									✓
State that the five senses are sight, hearing, smell, taste, touch			✓								✓	✓	✓						

## Alignment Chart for All About Me

	Doctor's Office Learning Center	Transition Cards				Day													
		Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16	
Identify the body parts that correspond to each sense: 1. Eyes—Sight; 2. Ears—Hearing; 3. Nose—Smell; 4. Tongue—Taste; 5. Skin—Touch			✓								✓	✓	✓						
State how each of the five senses helps them experience the world (e.g., eyes help you see toys, ears help you hear sounds, etc.)			✓								✓	✓							
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.)												✓	✓						
Give an example of one thing that is alive and one thing that is not alive														✓	✓				
Name human beings' three basic needs: water, food, and shelter															✓	✓			
State that a body can heal itself when it is hurt or sick	✓																	✓	
State that people stay healthy by exercising, resting, eating good foods, and staying clean	✓																	✓	
<b>Reading Standards for Literature: Prekindergarten</b>																			
<b>Craft and Structure</b>																			
<b>STD RL.P.5</b>	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).																		
<b>CKLA Goal(s)</b>	Memorize and recite with others a simple nursery rhyme, poem, or song																	✓	✓
	Attend and listen to illustrated picture books with simple story lines																	✓	✓



<b>Alignment Chart for All About Me</b>		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>STD RI.P.2</b>	With prompting and support, retell detail(s) in a text.																		
<b>CKLA Goal(s)</b>	With prompting and support, retell important facts and information from a nonfiction/informational read-aloud					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>CKLA Goal(s)</b>	With prompting and support, sequence 3–5 pictures depicting information from a non-fiction read-aloud																		
<b>Craft and Structure</b>																			
<b>STD RI.P.4</b>	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																		
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD.RI.P.5</b>	Identify the front cover and back cover of book; displays correct orientation of book, page turning skills.																		
<b>CKLA Goal(s)</b>	Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page, the end of the book, a word, a letter																		
<b>STD RI.P.6</b>	With prompting and support, can describe the role of an author and illustrator.																		
<b>CKLA Goal(s)</b>	With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that particular book																		

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day													
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16		
<b>Integration and Knowledge of Ideas</b>		With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).																			
<b>STD RI.P.7</b>																					
<b>CKLA Goal(s)</b>	Find the illustration, or object within the illustration, of a book that is being described																				
	Describe an illustration and how it relates to the text																				
<b>Range of Reading and Level of Text Complexity</b>		With prompting and support, actively engage in group reading activities with purpose and understanding.																			
<b>STD RI.P.10</b>																					
<b>CKLA Goal(s)</b>	With prompting and support, actively engage in group reading activities with purpose and understanding																				
<b>Reading Standards for Foundational Skills: Prekindergarten</b>		<i>NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</i>																			
<b>Print Concepts</b>																					
<b>STD RFP.1</b>	Demonstrate understanding of the organization and basic features of print.																				
<b>STD RFP.1a</b>	Follow words from left to right, top to bottom, and page by page.																				
<b>CKLA Goal(s)</b>	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter																				

<b>Alignment Chart for All About Me</b>		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>STD RF.P.1b</b>	Recognize that spoken words are represented in written language by a specific sequence of letters.																		
<b>CKLA Goal(s)</b>	Associate spoken and written language by matching written word labels with spoken words, such as the students' names			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RF.P.1d</b>	Recognize and name some upper- and lowercase letters of the alphabet, especially those in own name.																		
<b>CKLA Goal(s)</b>	Recognize the initial letter of one's first name Recognize the written form of one's first name				✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Phonological Awareness</b>																			
<b>Prerequisite Skills</b>																			
	Identify the direction from which a sound originates																		✓
	Listen to and identify environmental sounds																		✓
	Listen to pairs of sounds that are either identical or grossly different and indicate whether they are the same or different																		✓
<b>CKLA Goal(s)</b>	Imitate clapping pattern sequences of 3-5 claps per pattern																		✓

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>STD RF.P.2</b>	Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).																		
<b>STD RF.P.2a</b>	Engage in language play (e.g., alliterative language, rhyming, sound patterns).																		
<b>CKLA Goal(s)</b>	<p>Memorize and recite with others a simple nursery rhyme, poem, or song</p> <p>With hands and/or feet, clap or tap the beat of a familiar rhyme, poem, or finger play</p> <p>Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word</p>					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Phonics and Word Recognition</b>																			
<b>STD RF.P.3</b>	Demonstrate emergent phonics and word analysis skills.																		
<b>STD RF.P.3b</b>	Recognizes own name and common signs and labels in the environment.																		
<b>CKLA Goal(s)</b>	Recognize the written form of one's first name					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use labels in the classroom to identify different centers, return materials to their proper location, etc													✓					
	Use a simplified schedule of daily activities, depicted in pictures and words, to describe the order of events for the day, i.e., which are the first and last activities														✓				
	Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity																		✓

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day												
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16	
<b>Writing Standards: Prekindergarten</b>																				
<b>Text Types and Purposes</b>																				
<b>STD W.P.2</b>	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																			
<b>CKLA Goal(s)</b>	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic													✓						
<b>Production and Distribution of Writing</b>																				
<b>STD W.P.5</b>	With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.																			
<b>Research to Build and Present Knowledge</b>																				
<b>STD W.P.8</b>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.																			
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic													✓						

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day												
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16	
<b>Speaking and Listening Standards: Prekindergarten</b>																				
<b>Comprehension and Collaboration</b>																				
With guidance and support, participate in collaborative conversations with diverse partners about Prekindergarten topics and texts with peers and adults in small and large groups.																				
<b>STD SL.P.1</b>	Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).																			
<b>CKLA Goal(s)</b>	Attend and listen while others speak during a group activity													✓			✓			✓
	Wait turn to speak in a group													✓						✓
	Demonstrate observable listening behaviors													✓						✓
<b>STD SL.P.1b</b>	Engage in extended conversations.																			
<b>CKLA Goal(s)</b>	Carry on a dialogue or conversation with an adult or same aged peer, initiating comments or responding to partner's comments																		✓	
	Communicate with individuals from different cultural backgrounds.																			
<b>STD SL.P.1c</b>	Communicate with individuals from different cultural backgrounds.																			
<b>CKLA Goal(s)</b>	Recognize and call classmates and teacher by name																		✓	
	Acknowledge and return greetings and farewells																		✓	
	Communicate with individuals from different cultural backgrounds																		✓	
<b>STD SL.P.2</b>	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																			
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions																		✓	
																			✓	

<b>Alignment Chart for All About Me</b>		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>STD SL.P.3</b>	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.																		
<b>CKLA Goal(s)</b>	Ask or answer questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , or <i>why</i>	✓																	
<b>Presentation of Knowledge and Ideas</b>																			
<b>STD SL.P.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																		
<b>CKLA Goal(s)</b>	Describe oneself, home, and immediate family																		✓
	Sequence and describe photos and/or drawings that represent a timeline of one's own life and experiences																		✓
	Progression of the stages of development in the life of one person: Sequence and describe photos and/or drawings of a baby, school-age child, young adult, to elderly adult																		✓
<b>STD SL.P.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.																		
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to describe oneself, home, and immediate family																		✓
<b>STD SL.P.6</b>	Demonstrate an emergent ability to express thoughts, feelings, and ideas.																		
<b>CKLA Goal(s)</b>	Express a personal opinion																		✓
	Assume a different role or perspective and express different possibilities, imaginary or realistic																		✓

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day													
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16		
<b>Language Standards: Prekindergarten</b>																					
<b>Conventions of Standard English</b>																					
<b>STD L.P.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																				
<b>STD L.P.1a</b>	Print some upper- and lowercase letters. (e.g., letters in their name).																				
<b>CKLA Goal(s)</b>	Perform activities requiring small muscle control						✓								✓						
<b>CKLA Goal(s)</b>	Draw horizontal and vertical lines between two end points																				✓
<b>STD L.P.1b</b>	Use frequently occurring nouns and verbs (orally).																				
<b>CKLA Goal(s)</b>	Understand and use precise nouns and verbs related to the human body, families, communities, animals, plants, and habitats.						✓														✓
<b>STD L.P.1d</b>	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).																				
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> questions						✓														✓
<b>Knowledge of Language</b>																					
<b>STD L.P.3</b>	Use knowledge of language and how language functions in different contexts.																				
<b>CKLA Goal(s)</b>	Adapt the volume of one's voice to different settings and different purposes																				✓
<b>CKLA Goal(s)</b>	Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency																				✓

## Alignment Chart for All About Me

Doctor's Office Learning Center		Transition Cards					Day											
		Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>Vocabulary Acquisition and Use</b>																		
<b>STD L.P.5a</b>																		
Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																		
CKLA Goal(s)		Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by color					✓											
CKLA Goal(s)		Classify by other conceptual categories															✓	
<b>STD L.P.5b</b>																		
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).																		
CKLA Goal(s)		Point to sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry)												✓	✓			
CKLA Goal(s)		Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry)												✓	✓			
<b>STD L.P.5c</b>																		
Identify real-life connections between words and their use (e.g., note places at school that are colorful).																		
CKLA Goal(s)		Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)																✓
CKLA Goal(s)		Demonstrate understanding of spatial words (in-out; in front of-behind; at the top of-at the bottom of; under-over; in a line/row; up-down)																✓
CKLA Goal(s)		Show understanding of adverbs (quickly-slowly, quietly-loudly, carefully, gently)																✓

## Alignment Chart for All About Me

		Doctor's Office Learning Center	Transition Cards					Day											
			Body Parts	Five Senses	Name Cards	Capital Letters	1	2	3	4	5	9	10	11	12	13	14	15	16
<b>STD L.P.5d</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.																		
<b>CKLA Goal(s)</b>	Understand increasingly precise verbs related to eating, movement, and the five senses  Use increasingly precise verbs related to eating, movement, the five senses		✓				✓					✓	✓	✓					✓
<b>STD L.P.6</b>	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																		
<b>CKLA Goal(s)</b>	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts																		✓



# INTRODUCTION

## All About Me

### ***Domain Overview***

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#### **Introduction**

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The Teacher Guide for *All About Me* contains a total of twenty days of instruction. These twenty days are divided into thirteen days of Skills and Listening & Learning activities, six Pausing Point days, and one day for Domain Assessments (see Domain Calendar on the following page). Each day of instruction requires a total of approximately forty-five minutes—twenty minutes for small-group instruction and twenty-five minutes for whole-group instruction. Activities to be conducted during Morning Circle and Learning Center time are also included in the Teacher Guide, and are intended to be conducted during existing daily routines. Guidance for staging and facilitating a domain-related Learning Center is included, as are instructions for facilitating learning during transitions between activities.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the preschool day, as indicated by the Domain Calendar. Each instructional day is divided into three parts: Starting the Day, Skills, and Listening & Learning. Teachers use their professional judgment, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. See the General Overview for suggestions for various ways to structure the preschool day to incorporate Core Knowledge Language Arts.

	Day(s)					
	1	2	3	4	5	6-8
<b>All About Me</b>						
<b>Starting the Day</b>						
<b>Routines</b>	Taking Attendance: One at a Time --	Taking Attendance: One at a Time Introduce Learning Center Labels	Taking Attendance: Cubbies --	Taking Attendance: Cubbies --	Taking Attendance: Cubbies Introduce Learning Centers Sign In	Taking Attendance: Cubbies Open, Shut Them
<b>Nursery Rhyme</b>	Head and Shoulders, Knees and Toes	Head and Shoulders, Knees and Toes	Head and Shoulders, Knees and Toes	Open, Shut Them	Open, Shut Them	Open, Shut Them
<b>Skills</b>						
<b>Small Group 1</b>	Mystery Sound Box	Get the Rhythm of the Rhyme	Mystery Sound Box: Same or Different?	Guess the Instrument	Words: Same or Different?	
<b>Small Group 2</b>	Easel Painting	Make a Placemat	Easel Drawing and Coloring	Matching Names Game	Play Dough Letters	
<b>Listening &amp; Learning</b>						
<b>Read-Aloud/ Picture Talk</b>	Read-Aloud: "I Am Special"	Picture Talk: "I Am Special"	Trade Book: <i>Shades of People</i>	Read-Aloud: "Body Parts"	Picture Talk: "Body Parts"	
<b>Deepening Understanding</b>	--	Humans	--	--	<i>Inside</i>	
<b>Extension Activity</b>	Trace and Label the Body	Trace and Label the Body	Trace and Label the Body	Trace and Label the Body	Learning Center Observations	
<b>Take-Home Material</b>						
	Activity Page 1-1	--	--	Activity Page 4-1	Activity Page 5-1	

*Pausing Point*

## All About Me

### Day(s)

	9	10	11	12	13	14	15	16	17-19	20
<b>Starting the Day</b>										
<b>Routines</b>	Taking Attendance: Cubbies	Taking Attendance: Cubbies	Taking Attendance: Cubbies	Taking Attendance: Two Piles	Taking Attendance: Two Piles	Taking Attendance: Two Piles	Taking Attendance: Two Piles	Taking Attendance: Two Piles	<b>Pausing Point</b>	
	Daily Schedule: Teacher Job	--	--	--	Daily Schedule: Student Job	--	--	--		
<b>Nursery Rhyme</b>	Do Your Ears Hang Low?	Do Your Ears Hang Low?	Do Your Ears Hang Low?	Where is Thumbkin?	Where is Thumbkin?	Where is Thumbkin?	Pat-a-Cake	Pat-a-Cake	<b>Domain Assessment</b>	
<b>Skills</b>										
<b>Small Group 1</b>	Musical Instrument Hide-and-Seek	Get the Rhythm of the Rhyme	Name Game: Matching Initial Letters	Animal Sound Circle	Trace Your Hand	Nursery Rhyme Review	Instrument Sound Circles	Say Your Letter		
<b>Small Group 2</b>	Matching Names Game	Collage	Rhyming Words	Straw Bracelets	Self Portrait	Line Art Mural	Jump for your Letter!	Finger Painting Lines		
<b>Listening &amp; Learning</b>										
<b>Read-Aloud/ Picture Talk</b>	Trade Book: <i>My Five Senses</i>	Read-Aloud: "We Use Our Senses to Learn"	Picture Walk: "We Use Our Senses to Learn"	Read-Aloud: "I Am Growing and Changing"	Picture Walk: "I Am Growing and Changing"	Read-Aloud: "Three Basic Needs"	Picture Walk: "Three Basic Needs"	Trade Book: <i>My Amazing Body</i>		
<b>Deepening Understanding</b>	--	--	<i>Touch</i>	--	<i>Grow</i>	--	<i>Shelter</i>	--		
<b>Extension Activity</b>	Sensory Center	Sensory Center	Sensory Center	Sensory Center	Learning Center Observations	Basic Needs Picnic	Basic Needs Picnic	Basic Needs Picnic		
<b>Take-Home Material</b>										
	Activity Page 9-1	--	Activity Page 11-1	Activity Page 12-1	--	--	--	--		

## Domain Components

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The components needed to implement Core Knowledge Language Arts Preschool are as follows:

- The *All About Me* Teacher Guide outlines the lessons. There is one Teacher Guide for each domain.
- The *All About Me* Flip Book contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The *All About Me* Image Cards contain additional images that are used in Skills and Listening & Learning instruction.
- The *All About Me* Transition Cards are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The *All About Me* Learning Center Cards are designed to be posted in classroom Learning Centers and provide information to students and teachers.
- The *All About Me* Activity Pages contain various activities for students to complete in class or at home with their families. There should be a copy of each Activity Page for every student in the class.
- A set of *All About Me* Nursery Rhymes and Songs Posters are provided for use with every domain. The *Teacher Guide* provides guidance on how to teach a subset of these posters every domain, but teachers may choose to teach additional rhymes at any time.
- The following trade books are required in order to teach the *All About Me* domain:
  - *Shades of People*, by Shelley Rotner and Sheila M. Kelly (Holiday House, 2010) ISBN 978-0823423057
  - *My Amazing Body: A First Look at Health and Fitness*, by Pat Thomas (Barron's, 2001) ISBN 978-0764121197
  - *My Five Senses*, by Aiki (HarperCollins, 1989) ISBN 978-0064450836

## Domain Icons

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The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

## Learning Centers and Transitions

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Learning Centers and Transitions provide opportunities throughout the school day for teachers to reinforce and students to re-encounter content taught in Skills and Listening & Learning instruction.

### Learning Centers

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This Teacher Guide contains instructions for staging and facilitating a domain-specific Learning Center that is designed to be set up in the classroom during the entire twenty days of instruction. Because each domain-specific Learning Center is considered an essential context for oral language and content knowledge development, there are Core Content and Language Arts Objectives that accompany each Learning Center plan. Learning Center Cards are also provided to provide reminders of language to be used during interactions with students. The Learning Center Cards provide reminders of vocabulary words and phrases for adults to model and facilitate in the center. These cards should be posted in the domain-specific Learning Center at the beginning of every domain.

**Note:** *In order to ensure that all students spend time in the domain-related Learning Center, it may be necessary to keep track of which students choose this center so you can encourage students who have not*

*visited the center on their own to choose it at least once a week during Learning Center time.*

The Teacher Guide also includes general suggestions for activities and materials that might be included in a variety of other Learning Centers (e.g., writing center, library center, sensory table, etc.) that already exist in the preschool classroom. The purpose of providing materials and conducting activities in a variety of Learning Centers is to give additional opportunities for students to encounter domain-related content and skills throughout the school day. We do not include Core Content or Language Arts Objectives for these Learning Centers, because they are considered supplemental contexts for instruction.

### ***Facilitating Conversations in Learning Centers***

Learning Centers provide an important context for modeling and scaffolding students' expressive language. During Learning Centers, students can engage in extended conversations with adults and peers, practicing important social skills like greeting people by name and asking questions. Preschoolers will likely need adult support in order to have conversations with peers and adults that last multiple turns (see the General Overview for specific suggestions regarding scaffolding and continuing conversations with students), particularly at the beginning of the school year.

Adults play important and evolving roles as language facilitators in Learning Centers. At the beginning of the domain, students may not be equipped with the vocabulary and language needed to play different roles or participate in particular activities. They may be unfamiliar with the materials found in the Learning Center and their intended usage. Initially, students may rely on teachers and aides to model language to play different roles in the Learning Center. Gradually, students will become more skilled at playing various roles, and teachers may step back and act as facilitators, providing input as needed rather than actively participating. The Teacher Guide provides suggestions as to different ways teachers might facilitate language in the Learning Center *before* the first Pausing Point when students are unfamiliar with roles, and *after* the first Pausing Point when students have had opportunities to learn related vocabulary by interacting in the Learning Center and from read-alouds.

## **Facilitating Emergent Writing in Learning Centers**

Learning Centers provide important opportunities for students to use writing to communicate and to develop an understanding of the different ways writing is used to communicate (i.e., emergent writing). Teachers facilitate students' understanding of the purpose of print by modeling and providing opportunities for students to write in the Learning Center. Initially, teachers may need to model writing for various purposes; eventually, students will begin to make attempts to write themselves. When working with students in the emergent writing stage of development, it is important to accept whatever form of writing students produce; it is not important that students write letters or form them correctly. What is important is that students represent their ideas through writing by drawing pictures, scribbling, writing letter-like shapes, and, eventually, writing individual letters and even words. The Teacher Guide gives suggestions for how teachers might provide opportunities for emergent writing *before* and *after* the first Pausing Point.

## **Transition Cards**

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Transition Cards provide teachers with meaningful ways to help students move between different activities during the school day. Suggestions are given for ways to use these cards during transitions to complement the knowledge and skills students are acquiring in Skills and Listening & Learning. These cards can be used when students are expected to wait for another activity to begin, such as while standing in line for the bathroom or waiting for lunch to be served. Occasionally, these cards are also used during Skills and Listening & Learning activities to support instruction.

### ***All About Me* Transition Cards**

In the *All About Me* domain, there are three sets of Transition Cards. The first set depicts various body parts, the second set shows the five senses (both body parts and associated actions), and the third set is comprised of students' name cards that are used for taking attendance and in small-group activities. Teachers will find suggested ways to use these Transition Cards in *the All About Me* Teacher Guide. Teachers are also encouraged to think of other ways to use these cards.

## Starting the Day

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Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

### Classroom Routines

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Classroom routines are everyday activities such as taking attendance, signing into Learning Centers, putting away materials, and so on, that keep classrooms running smoothly. Many teachers already conduct classroom routines (e.g., attendance, calendar, weather, show-and-tell, etc.) during a Morning Circle, and so may choose to do the Starting the Day portion of the lessons at that time. Thus, Starting the Day activities are not considered part of the forty-five minutes needed to deliver the Core Knowledge Language Arts Preschool program.

Participating in routine activities gives students the sense that the school day is predictable. Eventually taking on a leadership role in these activities will give students a feeling of ownership over their school experience. As the school year progresses, various classroom routines will be introduced and modified to correspond to students' developing academic and behavioral skills. **The intent is that previously taught routines are continued and modified, changing as necessary to suit the needs of teachers and classrooms. Routines should continue during the Pausing Point and Assessment days.**

### All About Me Routines

At the start of the year, when students begin the *All About Me* domain, they will likely not be familiar with the general schedule or rhythm of the school day. Thus, in this domain, the classroom routines that are introduced are those that are most fundamental to efficient movement through the school day. As students gain more school-based experiences, they begin to learn and even facilitate these everyday activities that occur in their classroom. The routines taught in this domain include:

- Taking attendance (introduced on Day 1; modified on Days 3 and 11)
- Using a daily schedule (introduced on Day 8; modified on Day 12)
- Learning Centers Labels and Sign In (introduced on Day 2; modified on Day 5)

## Nursery Rhymes and Songs

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In addition to completing classroom routines, students also develop the habit of learning and reciting one nursery rhyme at the beginning of every school day. Reciting nursery rhymes helps students become familiar with the rhythm of our language and gives them exposure to the sound structure of words. Reciting the same rhyme again and again builds verbal fluency and helps students eventually recite rhymes independently. Nursery rhymes are chosen to complement either the content from Skills or Listening & Learning. During this domain, nursery rhymes are explored more in-depth during small-group time. Reciting rhymes and songs also gives all students an opportunity to participate during whole-group time, and helps keep students engaged by giving them a chance to talk, to sing, and to move their bodies.

### **All About Me Nursery Rhymes and Songs**

During the *All About Me* domain, students learn nursery rhymes and songs that have accompanying motions. Introducing nursery rhymes with motions is an excellent beginning point for young preschoolers, because motions allow students of all ability levels to participate in the rhymes. Additionally, these motions give teachers ways to prompt students who are learning the words to rhymes and provide students who have difficulty reciting the rhymes with a way to participate. Each of these rhymes has an accompanying Nursery Rhymes and Songs Poster that shows the words of the rhyme and a related illustration. The nursery rhymes and songs included in the *All About Me* domain include:

- “Head and Shoulders, Knees and Toes” (Poster 15)
- “Open, Shut Them” (Poster 34)
- “Do Your Ears Hang Low?” (Poster 12)
- “Where is Thumbkin?” (Poster 55)
- “Pat-a-Cake” (Poster 35)

## Skills Instruction

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During Skills instruction, students gain experience with emergent literacy skills that develop during the Preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

### Small Group Skills Instruction

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Each day of Core Knowledge Language Arts Preschool instruction includes two ten-minute Small Group activities. Small Groups are intended to be conducted simultaneously with a teacher and classroom aide each leading a different group. Students participate in both small groups every day so that each student receives twenty minutes of small-group instruction daily. Some teachers may prefer to lead both small groups themselves, which would require a total of forty minutes of instruction for every student to complete both activities.

Small Group instruction includes a range of activities that are designed to be conducted in various areas of the classroom. Some Small Group activities could even be conducted outside. When planning Small Group, it is important to consider the least restrictive area where an activity might be conducted and to give students as much freedom of movement as is reasonable. Many activities can be conducted with students standing on the rug or moving around a Learning Center, rather than sitting at a table. Additionally, while adults usually begin the activity by modeling and teaching skills and/or concepts, the opportunity is provided in each Small Group activity for students to explore and work independently with more limited teacher direction. Suggestions as to how teachers might gradually release control of the activities to students are given in the Teacher Guide, and we encourage teachers to think of additional ways to let students take the lead during Small Group.

### All About Me Skills Instruction

In the *All About Me* domain, students are introduced to a variety of emergent literacy skills through child-friendly activities such as painting, coloring, singing, and gross motor movement. Each Small Group begins with a Warm-Up, which is a movement opportunity designed to help students transition into their Small Group. Small Group activities are repeated across days so that students are increasingly able to participate in them, and eventually lead them. When possible, domain-related

vocabulary from the Listening & Learning portion of the day is also included in Skills activities. The particular Skills areas addressed in the *All About Me* domain include:

- Environmental Noises
- Phonological Awareness
- Print Awareness
- Fine Motor Skills and Handwriting
- Shared Writing

### **Skills Small Group Activities Summary**

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The following table shows the activities that students will participate in during Small Groups and the various skills that are covered in those activities. Many activities cover multiple skill areas (for a more detailed explanation of these skills areas, see the General Overview).

## Skills and Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Music	Phonological Awareness		Print Knowledge			Handwriting		Shared Writing	Vocabulary
			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 Name Cards				✓						
5	1	Words: Same or Different?		✓	✓							
	2	Play Dough Letters				✓	✓		✓			
6–8	<b>Pausing Point 1</b>											
9	1	Musical Instrument Hide-and-Seek	✓									
	2	Matching Names Game				✓						
10	1	Get the Rhythm of the Rhyme		✓								✓
	2	Collage							✓			✓
11	1	Name Game: Matching Initial Letters				✓	✓					
	2	Rhyming Words		✓	✓							✓
12	1	Animal Sound Circle	✓									
	2	Straw Bracelets							✓			
13	1	Trace Your Hand							✓			✓
	2	Self-Portrait				✓			✓		✓	✓
14	1	Nursery Rhyme Review		✓								✓
	2	Line-Art Mural							✓	✓		✓
15	1	Instrument Sound Circles	✓									
	2	Jump for Your Letter!				✓	✓					
16	1	Say Your Letter		✓			✓					
	2	Finger Painting Lines							✓	✓		
17–19	<b>Pausing Point 2</b>											
20	<b>Domain Assessment</b>											

## Listening & Learning Instruction

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Listening & Learning instruction is designed to give students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds, read-aloud reviews (e.g., Picture Talks), and explicit vocabulary instruction.

### Interactive Read-Alouds

---

Each Teacher Guide contains support for conducting interactive, whole-group read-alouds using both original texts and trade books. In order to demonstrate how teachers might make these texts interactive, suggested language is given for each of the read-alouds that occur *before* the first Pausing Point. This suggested language is provided to demonstrate how teachers might present these texts in a way that engages young children and sustains their attention. For the read-alouds that occur *after* the Pausing Point, ample space is provided for teachers to write in their own notes as to how they will make the read-alouds interactive. For trade books, space is given under each page reference that provides good opportunities for engaging students in the read-aloud. **For all interactive, whole-group readings, it is imperative that teachers read the text and plan the prompts that they will use to engage students *before* conducting the read-aloud.**

***Note:** Teachers may need to adapt the core content addressed during Listening & Learning instruction in response to the beliefs and characteristics of individual students in their classes. For example, if there are students who have visual or hearing impairments, it may be appropriate to change the wording of the read-alouds and activities related to the five senses. Adaptations to instruction related to body parts and movement may be needed in classrooms where students have physical impairments.*

The *All About Me* domain includes five original read-alouds and three trade books that address the Core Content Objectives for this domain. The read-alouds in the *All About Me* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *All About Me* domain include:

- “I Am Special”

- *Shades of People* by Shelley Rotner and Sheila M. Kelly
- “Body Parts”
- *My Five Senses* by Alik
- “We Use Our Senses to Learn”
- “I Am Growing and Changing”
- “Three Basic Needs”
- *My Amazing Body* by Pat Thomas

### Introducing the Read-Aloud

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Each interactive read-aloud is preceded by a brief introduction to the content that will be addressed in the text. By intentionally introducing the read-aloud, teachers help students make connections to things they already know, introduce words or ideas that might be unfamiliar, and help students make predictions. Teachers always end the introduction by giving students a specific purpose for listening to the read-aloud.

### Presenting the Read-Aloud

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Teachers present read-alouds to the entire class by reading the text from the Teacher Guide and showing the accompanying images in the Flip Book. Teachers present trade books by reading from the book using the Teacher Guide as support. Preschool read-alouds are designed to be interactive—meaning that teachers engage students in a conversation about the text, as the read-aloud is delivered. Teachers conducting interactive read-alouds pause frequently to allow students to ‘interact’ with the text by sharing their own ideas, answering questions, or moving their bodies.

### What’s the Big Idea?

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After each interactive read-aloud or trade book reading, there are two or three teacher-led activities designed to help students engage with the core content of each text. Typically, these activities progress from less to more difficult by requiring students to first use receptive language skills, then expressive language skills, and finally to refer back to the text to respond. These activities provide excellent opportunities for teachers to quickly gauge whether students have grasped key concepts of the text they just heard.

## Picture Talks

---

Picture Talks are presented the day after students hear originals. They provide opportunities for repeated exposure to vocabulary and content that students heard during interactive group readings. While Picture Talks are designed to be facilitated by the teacher, they are also meant to give students many opportunities to use the vocabulary and talk about the content that they heard the day before during the interactive read-aloud. Teachers are encouraged to respond to and elaborate on any ideas that students contribute during a Picture Talk.

During a Picture Talk, teachers present a subset of the original Flip Book images that students encountered during the interactive read-aloud. The chosen images are designed to focus teachers' and students' attention on the central content or to review more challenging vocabulary from the original text. For all Picture Talks, suggested language is provided so that teachers can create opportunities to enrich students' understanding of the original text. Additionally, teachers are requested to reread particular passages from the original text and guide students' understanding of these passages. **Like the interactive group read-alouds, it is imperative that teachers read the Picture Talk and become familiar with the prompts used to engage students before conducting the Picture Talk.**

### All About Me Picture Talks

Picture Talks accompany the following read-alouds in the *All About Me* domain:

- “I Am Special”
- “Body Parts”
- “We Use Our Senses to Learn”
- “I Am Growing and Changing”
- “Three Basic Needs”

## Deepening Understanding

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After each Picture Talk, students receive explicit vocabulary instruction designed to deepen their understanding of a particular word or group of words. This explicit vocabulary instruction is in addition to the rich implicit and explicit vocabulary instruction embedded in the read-alouds and Picture Talks. During Deepening Understanding, teachers

remind students of a word they heard in the read-aloud, give a definition of that word, and then expand students' knowledge of that word. Finally, students have the opportunity to use the word themselves in a meaningful context.

Students' vocabulary knowledge is intentionally expanded by introducing related words or concepts that students did not necessarily encounter in the read-aloud, but that are beneficial for students' understanding of read-aloud content or of a particular word. For example, students might have heard the word *inside* during a read-aloud, and they might learn its opposite (*outside*) during Deepening Understanding; or, students might learn the word *shelter* during a read-aloud, and then learn words related to *shelter* (e.g., *protect*, *temperature*, *weather*, *live*, *safe*, *bed*, *house*, *igloo*, etc.) during Deepening Understanding.

### **All About Me Deepening Understanding**

Words included in Deepening Understanding may be domain-specific or general academic words. In the *All About Me* domain, Deepening Understanding instruction is given for the following words:

- *humans*
- *inside*
- *touch*
- *grow*
- *shelter*

### **Core Vocabulary**

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Core Vocabulary words and definitions are included in each Teacher Guide and are intended to provide teachers with child-friendly ways to teach key words to young students. Teachers might use these words and definitions in a variety of ways. Teachers might refer to them when planning interactive read-alouds, telling students the given definition as she reads aloud. If teachers are unsure how to define particular words in a child-friendly way, the core vocabulary definitions give examples of how to do so. If there are other words not included in the list that students need to learn, teachers might model their own definitions and example sentences after those given in the Teacher Guide. Teachers are not expected to define every word that they think may be unfamiliar to students, or even every word included as Core Vocabulary. Teachers

should define words that are central to the meaning of a particular read-aloud, particularly as that word relates to core content addressed in the domain. In this way, students’ vocabulary knowledge is built in a systematic way centering around domain-related content.

It should be noted that the inclusion of the words on this list does not indicate that students are expected to use these words on their own. Repeated exposure throughout the day, in activities such as read-alouds, nursery rhymes, and Picture Talks, will provide students many opportunities to hear and understand these words. Encountering these words throughout the day will provide the contextual experiences students need to add words to their own vocabularies.

The following list contains all of the core vocabulary words in *All About Me* in the forms in which they appear in the text of the read-aloud or trade book. Bold-faced words in the list have an associated Deepening Understanding activity.

**Days 1–2: “I Am Special”**

**humans**  
 infants  
 mood  
 prefer  
 unique

**Day 3: Shades of People**

between  
 exactly  
 shades

**Days 4–5: “Body Parts”**

beneath  
**inside**  
 joints  
 muscle  
 planted  
 softly

**Day 9: My Five Senses**

aware  
 often  
 only  
 senses  
 sometimes

**Days 10–11: “We Use Our Senses to Learn”**

alive  
 glide  
 shiny  
**touch**

**Days 12–13: “I Am Growing and Changing”**

already  
 clutch  
**grow**  
 siblings

**Days 14–15: “Three Basic Needs”**

brain  
 huddle  
 protect  
**shelter**  
 survive  
 temperature

**Day 16: My Amazing Body**

amazing  
 bathe  
 germs  
 quietly

## Extension Activities

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Extension activities provide opportunities for teachers to reinforce and for students to apply content knowledge presented in the read-alouds. These activities are designed to be conducted by the teacher or classroom aide during Learning Center time across a period of 3–5 days. Since these activities cover certain Core Content and Language Arts Objectives, it is important that every student have an opportunity to participate in each activity.

Teachers are active facilitators of extension activities in that they provide the appropriate materials and model and facilitate the language needed to complete an activity. Nevertheless, these activities are intended to be primarily child-led. That is, once the general instructions have been explained, the teacher strategically supports students' learning by a) following the students' lead, b) scaffolding their language, and c) providing content-related information.

### **All About Me Extension Activities**

The extension activities designed to be conducted during the *All About Me* domain include:

- Days 1–4: Tracing and Labeling Body Parts
- Days 9–12: Sensory Center
- Days 14–16: Basic Needs Picnic

## **Take-Home Material**

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The purpose of Take-Home Material is to inform families as to what their students are learning in school and to provide examples of how to reinforce this learning at home. [Take-Home Material can be found in the Activity Pages component.] Family Letters are sent home at the beginning and in the middle of each domain. These letters summarize what students will learn at school and give suggestions as to how families might talk with their children about these things. One of the nursery rhymes that students are learning in school is printed on the back of each Family Letter. Read-alouds that students have already heard in school are also provided for them to take home. Children enjoy hearing these texts again and again, and parents enjoy sharing them as bedtime stories. Activity Pages that family members and children complete together are

also provided, so that families who wish to participate in more structured activities have an opportunity to do so.

Take-Home Material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *All About Me* domain. Some teachers might choose to use the Take-Home Material during the school day.

### **All About Me Take-Home Material**

In the *All About Me* domain, we recommend that students take home the following:

- Day 1: Family Letter 1
- Day 4: “Body Parts” read-aloud
- Day 5: Show Me Activity Page
- Day 9: Family Letter 2
- Day 11: “We Use Our Senses to Learn” read-aloud
- Day 12: Using All Five of our Senses Activity Page

## **Pausing Points**

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Pausing Points are opportunities to complete any activities from previous days or revisit material with which students are experiencing difficulty. Pausing Points do not follow the same daily structure (i.e., Starting the Day, Small Groups, Listening & Learning) as other days during the domain, but you could plan to do so if you wish. Each Pausing Point includes both a Skills and Listening & Learning Task Assessment that can be used to quickly evaluate students’ knowledge of important material taught up to that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for students. Additional ideas for activities that reinforce or extend material from both Skills and Listening & Learning are included in the Pausing Point as well.

## **Student Performance Task Assessments**

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CKLA Preschool assessments are designed to provide a “snapshot view” of whether or not each student is mastering specific Language Arts and Core Content Objectives. In addition to the specific assessments detailed here, teachers should continuously monitor students’ understanding

of concepts and knowledge as well as skill development by interacting with and observing students on a daily basis. By using the assessments provided, in addition to daily observations, teachers can make informed day-to-day instructional decisions relevant to each student's progress.

Because it is important to assess students in multiple ways, each domain contains three types of assessment: Portfolio Collection, Assessment Opportunities, and Task Assessments. Portfolios are used to document students' work throughout the domain. Assessment Opportunities involve observing students in the context of Core Knowledge Language Arts lessons and activities. Portfolio Collection and Assessment Opportunities should occur throughout the domain. Task Assessments are direct assessments administered individually to each student. They occur during the first Pausing Point and at the end of the domain during the Domain Assessment.

It is important to remember that, while many objectives are taught in each domain, the expectation is not that students will master every objective taught in a single domain; the goal is mastery of all objectives by the end of the school year. Therefore, some objectives that are taught in a given domain will not be assessed until subsequent domains.

## Portfolio Collection

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Portfolio collection is an authentic, meaningful assessment technique that is very useful at the Preschool level. It involves collecting samples of each student's work across time. Drawings, paintings, samples of dictated work, and journal entries all may be collected to illustrate a student's skill level and competency in a particular area. Photographs and audio recordings may also be included to document a student's work.

### **All About Me Portfolio Collection**

In the *All About Me* domain at the beginning of the school year, students are not yet asked to produce many examples of written work during Skills activities. Nonetheless, students' artwork and drawings can be included as items in their portfolios. These products document students' earliest efforts at using fine motor movements and writing utensils to represent people and objects, and are thus relevant products for inclusion. Products that students produce at any point in the domain can be included in the portfolio. In this domain, students' work from the following activities may be included in their portfolios:

- Doctor’s Office Learning Center: Students’ emergent writing samples, such as their efforts to represent their names when signing in with the receptionist
- Day 13: Self-Portrait

## Assessment Opportunity

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Assessment Opportunities are activities during the day that lend themselves to direct observation of students’ skills. Direct observation is one of the most common and best methods for assessing Preschool students’ behavior and development. This type of observation can occur in a naturalistic setting or during specific activities designed to showcase the skill a teacher wishes to assess. Naturalistic settings include the playground, Learning Centers, and mealtimes; these settings are ideal for observing students’ language skills and usage. Specific activities that lend themselves to observation include everyday whole-group and small-group activities where students give individual responses that are readily recorded.

### All About Me Assessment Opportunities

In the *All About Me* domain, the Doctor’s Office Learning Center provides an excellent Assessment Opportunity for observing students’ language skills in a naturalistic setting throughout the entire domain. Teachers should pay particular attention to observing the Language Arts and Core Content Objectives assigned to the Doctor’s Office. One way to record these observations is to take a pad of sticky notes to the Learning Center and to date and record observations about individual students on each note. At the end of the day, these observations can be affixed to a page inserted into each individual student’s portfolio. As these observations are conducted over a period of time and across different settings, they together reflect students’ progress across different areas of competency.

The *All About Me* domain also includes routine activities that provide excellent opportunities for direct observation. For example, teachers might focus on observing students’ daily participation in reciting and performing the motions for nursery rhymes during Starting the Day. Teachers might lead the activity while aides record students’ levels of participation, or vice versa. There are numerous Assessment Opportunities during small-group and whole-group activities in the *All About Me* domain.

## Task Assessments

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Task Assessments are particular activities, similar to those that students participate in on a day-to-day basis, that permit the observation of a student performing a particular skill or demonstrating particular knowledge. Well-designed Task Assessments incorporate the use of the same kinds of manipulative, concrete materials and tasks that children have been working with to learn the new skills and knowledge. Thus, the tasks students are asked to perform during Task Assessments are those that they have already performed during domain instruction.

### ***All About Me* Task Assessments**

During the *All About Me* domain, students participate in Task Assessments during Pausing Point 1 and during the Domain Assessment. Pausing Point 1 Task Assessments are designed to give teachers a general idea of how students are performing relative to particular Language Arts and Core Contents Objectives addressed in this domain. Students are asked to participate in tasks that demonstrate their competency in both Skills and Listening & Learning. These assessments are administered in either whole-group or small-group settings. The Task Assessments that students perform in the *All About Me* Pausing Point 1 include:

- Skills: Nursery Rhyme Recitation
- Listening & Learning: Body Parts Identification

Task Assessments presented during the Domain Assessment are designed to record students' progress relative to objectives that students can reasonably be expected to master by the end of the *All About Me* domain. The Task Assessments that students perform in the *All About Me* Domain Assessment include:

- Skills: Recognize Your Name and Initial Letter
- Listening & Learning: Body Parts Identification
- Listening & Learning: Five Senses Identification

## ***Domain Materials***

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Lists of materials required before and after the first Pausing Point to teach the *All About Me* domain are provided in the following pages. Use substitutions when necessary, but be sure to read the Teacher Guide before choosing substitute materials. These lists do not include materials

for Pausing Point activities. Please see the Pausing Point to choose activities and gather the associated materials.

## Preparation

Prepare the following for use throughout this domain and in other domains throughout the school year:

### **Attendance Board**

The Attendance Board will be introduced on Day 1 and used throughout the year to take attendance during morning routines. Make an Attendance Board for taking attendance by drawing a vertical line down a white board to create two columns. Affix a picture of a school (preferably your school) as the header for one column and a picture of a house as a header for the other column. Attach hook-and-loop tape to the Attendance Board so that students can affix their **Name Cards** (see later) to the board. Alternatively, you could use magnets. You may also use a pocket chart instead of a white board, still using the house and school pictures as headers.

### **Learning Center Labels**

The Learning Center labels will be introduced on Day 2 and will stay in place throughout the year. To create labels, take photographs of each Learning Center in your classroom. Mount and label the photograph on a piece of cardstock. Consider laminating each label for durability.

### **Transition Cards: Name Cards**

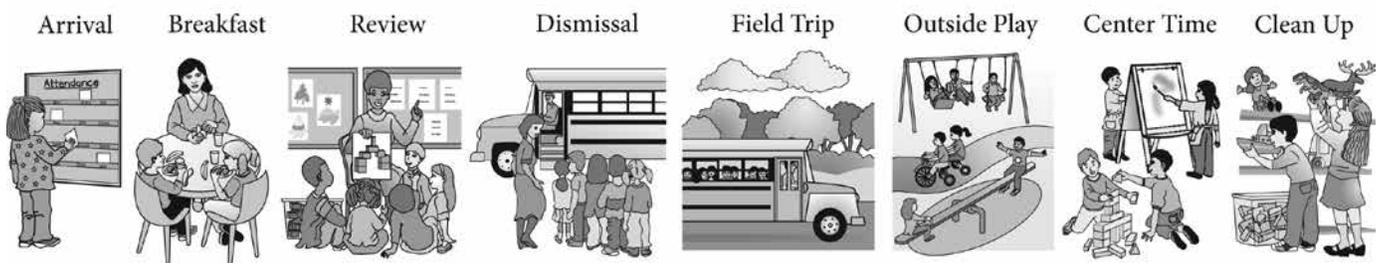
**Name Cards** will be introduced on Day 1 and used throughout the year to help students learn to recognize, and eventually write, their own names. To create **Name Cards**, copy the **Name Card** template from the Transition Cards component. Take a photograph of each student, or have them bring one from home. Attach the photograph to the **Name Cards**. Also make a **Name Card** for yourself. Write each student's name, using a red marker for the first letter and a black marker for the other letters. Laminate the **Name Cards** to be used throughout the year.



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## Pictorial Schedule

The Pictorial Schedule will be introduced on Day 9 and will be used throughout the year. A pictorial schedule gives students a visual plan of what their daily routine will be and lets them know what to expect. Create a picture card that represents each of your daily activities so that you can review your schedule with students and, eventually, so students can review and manage the schedule themselves. To make a picture card, take a photograph of students engaged in a specific activity or draw or print a representative picture. Label this card with the name of the activity. Establish a designated place in your classroom to post the schedule, making sure it is low enough that students can manipulate it themselves. Then, create a red arrow to place beside the schedule cards to designate which activity is occurring. Finally, put hook and loop dots or some other durable fastener on the back for easy reorganization on atypical days. Make sure to create a space for the arrow to be posted beside or under each picture.



## Materials Required Before the Pausing Point

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### **CKLA Materials**

- Activity Pages 1-1, 4-1, and 5-1
- Transition Cards: Names
- Transition Cards: Body Parts (cut apart)
- Good Listening Poster made from
- Image Card 1-1
- Image Cards 3-1–3-4 (cut apart)
- Image Cards 4-1–4-2
- Nursery Rhymes and Songs Posters 15 and 34

### **Other Materials**

- Attendance Board
- Learning Center labels
- piece of chart paper with students' names on it
- collage paper
- construction paper
- drawing paper
- smocks
- easels
- sticky notes
- cookie cutter letters
- paint brushes
- paint or colored water
- play dough
- primary crayons
- teacher marker
- stickers
- a cardboard box
- musical instruments
- various noisemakers
- mystery sound objects

## Materials Required After the Pausing Point

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### **CKLA Materials**

- Activity Pages 9-1, 11-1, and 12-1
- Nursery Rhymes and Songs Posters 12, 15, 35, 55
- Image Cards 12-1–12-3 and 15-1–15-3
- Image Cards 13-1–13-3 (cut apart)
- Transition Cards: Names
- Transition Cards: Five Senses-Actions (cut apart)
- Transition Cards: Five Senses-Body Parts (cut apart)
- Good Listening Poster (made from Image Card 1-1)

### **Other Materials**

- Attendance Board
- Pictorial Schedule, schedule picture cards, and arrow (see previous)
- baby and current pictures of each student
- a pretend “shelter”
- a variety of objects that students can sense
- objects with varying textures
- blanket
- picnic basket
- pretend food
- teacher marker
- alphabet magnets
- butcher-block paper
- chart paper
- collage paper
- construction paper
- paper plates
- tempera paints
- cornstarch
- plastic straws
- finger paints
- glue
- trays or cookie sheets (enough for half the class)
- googly eyes
- paper towels
- instruments
- continuous noisemaker (such as beeping timer or wind-up baby toy)
- small mirrors
- magazines that include pictures of foods, exercise, and good hygiene
- pipe cleaners
- pocket chart
- primary crayons
- smocks
- tape

## Recommended Resources for All About Me

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### Trade Books

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We highly recommend the inclusion of the following books in your Library Center and/or for use as time permits throughout the year as additional whole-group read-alouds.

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An asterisk(\*) indicates that the text complexity or length of this trade book is likely above the comprehension level or attention span of Preschool students. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

### Recommended for Pausing Points

1. *\*A Life Like Mine: How Children Live Around the World*, by DK Publishing (DK Publishing, 2002) ISBN 978-0756618032
2. *Whoever You Are*, by Mem Fox (Sandpiper, 2006) ISBN 978-0152060305

### Supplementary Books

3. *All About Me*, by Lee Aucoin (Teacher Created Materials, 2009) ISBN 978-1433314674
4. *All Kinds of Children*, by Norma Simon and Diane Paterson (Albert Whitman, 1999) ISBN 978-0807502815
5. *Amazing Grace*, by Mary Hoffman and Caroline Binch (Dial, 1991) ISBN 978-0803710405
6. *\*Ballerina Dreams*, by Lauren Thompson and James Estrin (Feiwel & Friends, 2007) ISBN 978-0312370299
7. *Body Parts*, by Bev Schumacher (Learning Props, 2006) ISBN 978-0976870609
8. *\*Boundless Grace*, by Mary Hoffman and Caroline Binch (Puffin, 2000) ISBN 978-0140556674
9. *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin, Jr. and Eric Carle (Henry Hold, 1992) ISBN 978-0805017441
10. *\*Children Just Like Me: A Unique Celebration of Children Around the World*, by Barnabas and Anabel Kindersley (DK Children, 1995) ISBN 978-0789402011

11. *\*Dear Primo: A Letter to My Cousin*, by Duncan Tonatiuh (Abrams, 2010) ISBN 978-0810938724
12. *I Am A Living Thing*, by Bobbie Kalman (Crabtree, 2007) ISBN 978-0778732297
13. *I Like Myself!*, by Karen Beaumont and David Catrow (Harcourt, 2004) ISBN 978-0152020132
14. *I Love My Hair*, by Natasha Anastasisa Tarpley and E.B. Lewis (Little Brown, 2001) ISBN 978-0316523752
15. *Marisol McDonald Doesn't Match/Marisol McDonald no combina*, by Monica Brown and Sara Palacios (Children's Book Press, 2011) ISBN 978-0892392353
16. *Me and My Amazing Body*, by Joan Sweeney and Annette Cable (Dragonfly, 2000) ISBN 978-0375806230
17. *My Book About Me*, by Dr. Seuss and Roy McKie (Random House, 1969) ISBN 978-0394800936
18. *My Friend Has Autism*, by Amanda Doering Tourville and Kristin Sorra (Picture Window, 2010) ISBN 978-1404861091
19. *\*Outside-In: A Lift-the-Flaps Body Book*, by Clare Smallman (Barron's, 2010) ISBN 978-0764162817
20. *People*, by Peter Spier (Doubleday, 1988) ISBN 978-0385244695
21. *Quick as a Cricket*, by Audrey Wood and Don Wood (Child's Play, 1982) ISBN 978-0859531511
22. *Rolling Along With Goldilocks and the Three Bears*, by Cindy Meyers and Carol Morgan (Woodbine House, 1999) ISBN 978-1890627126  
*An adaptation of the Classic Tale where Little Bear uses a wheelchair*
23. *Shades of Black: A Celebration of Our Children*, by Sandra L. Pinkney and Myles C. Pinkney (Scholastic, 2000) ISBN 978-0439148924
24. *Sleep is for Everyone*, by Paul Showers and Wendy Watson (HarperCollins, 1997) ISBN 978-0064451413
25. *Strega Nona*, by Tomie dePaola (Little Simon, 2011) ISBN 978-1442433557
26. *The Five Senses: Hearing*, by María Rius, J.M. Parramón and J.J. Puig (Barron's, 1985) ISBN 978-0812035636

27. *The Five Senses: Sight*, by María Rius, J.M. Parramón and J.J. Puig (Barron's, 1985) ISBN 978-0812035643
28. *The Five Senses: Smell*, by María Rius, J.M. Parramón and J.J. Puig (Barron's, 1985) ISBN 978-0812035650
29. *The Five Senses: Taste*, by María Rius, J.M. Parramón and J.J. Puig (Barron's, 1985) ISBN 978-0812035667
30. *The Five Senses: Touch*, by María Rius, J.M. Parramón and J.J. Puig (Barron's, 1985) ISBN 978-0812035674
31. *The Listening Walk*, by Paul Showers and Alikei (HarperCollins, 1993) ISBN 978-0064433228
32. *\*The Name Jar*, by Yangsook Choi (Dragonfly, 2003) ISBN 978-0440417996
33. *The Snowy Day*, by Ezra Jack Keats (Viking, 2011) ISBN 978-0670012701
34. *We Can Do It!*, by Laura Dwight (Star Bright, 1998) ISBN 978-1887734349
35. *What's Alive?*, by Kathleen Weidner Zoehfeld and Nadine Bernard Westcott (Perfection Learning, 1995) ISBN 978-0780754133
36. *Where the Wild Things Are*, by Maurice Sendak (HarperCollins, 1988) ISBN 978-0060254926
37. *Your Body Has Parts*, by Caroline Hutchinson (Newmark Learning, 2010) ISBN 978-1607192954

## Online resources for teachers and students

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### *I Am Special*

1. “I Am Special” Sesame Street clip  
<http://www.youtube.com/watch?v=Gms-Yk7mzv4>
2. “What I Am” music video featuring Will.i.am and Sesame Street characters  
<http://www.youtube.com/watch?v=cyVzjoj96vs>
3. Name recognition activities  
<http://handsonaswegrow.com/35-name-activities-for-preschoolers>
4. Circle time name song  
<http://www.aplaceofourown.org/activity.php?id=296>

### *Shades of People*

1. Blank face and blank body for coloring and drawing  
<http://printables.atozteacherstuff.com/download/all-about-me/allaboutmefacetemplate-bw.pdf>  
[http://printables.atozteacherstuff.com/download/all-about-me/body\\_template.pdf](http://printables.atozteacherstuff.com/download/all-about-me/body_template.pdf)
2. Eye color graphing activity  
<http://printables.atozteacherstuff.com/download/all-about-me/eyecolorgraphing-colored.pdf>
3. Various *All About Me* activities listed by learning center  
<http://www.preschooexpress.com/theme-station09/all-about-me-aug.shtml>
4. Interactive game describing appearances  
<http://games.muslimvideo.com/play/1888c714c58079409a07/All-About-Me>
5. “Head and Shoulders, Knees and Toes” video with modifications (1:30 minutes)  
<http://www.youtube.com/watch?v=ka7d-13iWbA>

### *Body Parts*

1. Body Parts Lesson and Game  
<http://www.turtlediary.com/preschool-games/science-games/body-parts-prek.html>
2. Body Parts Game  
[http://www.kiddiesgames.com/en/games/parts\\_of\\_the\\_body.swf](http://www.kiddiesgames.com/en/games/parts_of_the_body.swf)
3. Body Parts Game in Spanish (click the little boy and girl in the backdrop)  
[http://www.educa.jcyl.es/educacyl/cm/gallery/Recursos%20Infinity/escritorio\\_infantil\\_/c\\_astellano/escritorio.html](http://www.educa.jcyl.es/educacyl/cm/gallery/Recursos%20Infinity/escritorio_infantil_/c_astellano/escritorio.html)

4. Video example of whole group discussion of body parts  
<http://www.youtube.com/watch?v=a6hULt0yv84>

5. Moving Muscles Game  
<http://pbskids.org/sid/sidsays.html>

### ***My Five Senses***

1. Book by Aliko read aloud by child  
<http://www.watchknowlearn.org/Video.aspx?VideoID=34065&CategoryID=9452>
2. Five Senses Guessing Game  
<http://pbskids.org/sid/isense.html>
3. Sounds activity  
<http://pbskids.org/sid/sandboxsymphony.html>

### ***We Use Our Senses to Learn***

1. Hands-only hide and seek game exploring sense of touch  
<http://www.scholastic.com/teachers/lesson-plan/activity-plan-3-4-hands-only-hide-and-seek>
2. Game matching sounds to objects  
<http://www.scholastic.com/magicschoolbus/games/sound/index.htm>
3. Name the five senses game  
[http://www.kviekids.org/games/discover\\_science/my\\_five\\_senses.htm](http://www.kviekids.org/games/discover_science/my_five_senses.htm)
4. Various short educational videos about the five senses  
<http://pbskids.org/video>  
  
(click on “Browse Videos” at the top right and select “Topics” then “Senses”)

### ***I Am Growing and Changing***

1. Various activities related to healthy eating and growth  
<http://pubs.cas.psu.edu/freepubs/pdfs/ue005.pdf>
2. Healthy eating activity  
<http://pbskids.org/sid/mixitup.html>
3. “Where is Thumbkin?” song with motions  
<http://www.mothersgooseclub.com/videos.php>

### ***My Amazing Body***

1. “I Will Not Take a Bath” Interactive Poem  
<http://www.storyplace.org/preschool/activities/bathonstory.asp>

2. Information on healthy eating

<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

3. Indoor marching game to promote exercise and practice gross motor skills

<http://www.aplaceofourown.org/activity.php?id=294>

***Skills Related Resources***

1. Getting Ready to Read: Ideas on integrating print awareness into your classroom activities

[http://www.getreadytoread.org/images/content/downloads/skill-building-activities/EngINDIVIDUAL121\\_All.pdf](http://www.getreadytoread.org/images/content/downloads/skill-building-activities/EngINDIVIDUAL121_All.pdf)

### Doctor's Office Learning Center

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#### Core Content Objectives

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Students will:

- ✓ Describe themselves and their appearance, giving at least two details about themselves (e.g., hair color, eye color, age, etc.)
- ✓ 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
- ✓ State that a body can sometimes heal itself when it is hurt or sick
- ✓ State that people stay healthy by exercising, resting, eating good foods, and staying clean

#### Language Arts Objectives

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Students will:

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Ask or answer questions beginning with *who*, *what*, *where*, *when*, or *why* (SL.P.3)
- ✓ Adapt the volume of one's voice to different settings and different purposes (L.P.3)
- ✓ Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3)

## Staging the Learning Center

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**Roles:** Doctor, nurse, patient, receptionist, parent

**Play Props:** Doctor kit with stethoscope, thermometer, white cloth or paper for examining table, telephone, bandages, flashlight, dolls, white doctor's coat, nurse's scrubs

**Reading Props:** Magazines or books in waiting room, non-fiction books about body parts

**Writing Props:** Small notepad and pen for "prescriptions"; calendar for receptionist to write appointments; black construction paper and chalk to create x-rays; clipboard, paper, and pen for patient check-in and examination; manila folders and lined paper for patients' charts

### Assessment

Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of the ongoing assessment.

## Facilitating the Doctor's Office

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Teachers and aides play important roles as facilitators of Learning Centers, particularly when Learning Centers are first added to the classroom. **Post the Center Cards for the Doctor's Office so students can identify the center and so adults can reference language and play facilitation strategies.**

**Vocabulary:** 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, temperature, thermometer, fever

### Suggested Phrases:

- **Who** is next?
- **What** is your name?
- **Where** does it hurt?
- **When** is your appointment?
- **Why** are you here?
- Do you have a **fever**?
- Let me take your **temperature**.
- Let me listen to your **heart**.
- Let me look in your **ears (eyes, nose, mouth)**.
- Stick out your **tongue** and say "Aaaah."
- You need to **fill this prescription** and take this **medicine**.

### Assessment

The Learning Center provides excellent assessment opportunities throughout the entire domain. See the Domain Assessment for instructions for conducting naturalistic observations during Learning Centers.

### ***Before the Pausing Point***

- Teacher acts as receptionist and models calling and registering patients, scheduling appointments by phone, etc.
- Teacher models role of parent signing in upon arrival, talking with the doctor about what is wrong with the patient (could be a doll or another student).
- Students bring doll “patients” to the doctor.
- Teacher models role of doctor, asking questions about what is wrong, writing notes in the patient’s chart, writing prescriptions, tracing student’s hand with chalk on black paper to represent bones on an X-ray, etc., and then prompts students playing this role.

### ***After the Pausing Point***

- Students play the role of receptionist, using appropriate language on the telephone and pretend writing.
- Students play the role of the parent, signing in upon arrival, talking with the doctor, etc.
- Students themselves are the patients.
- Students independently play the role of “doctor,” asking their patients appropriate questions, writing notes in the patient’s chart, writing prescriptions, tracing student’s hand with chalk on black paper to represent bones on an X-ray, etc.

# TRANSITION CARDS

## All About Me

*All About Me* contains four distinct sets of Transition Cards that reinforce learning in both the Listening & Learning and Skills strands. Some of the Transition Cards are used for only part of the domain to reinforce core content knowledge; others are used throughout the domain to develop name recognition skills. Suggestions are given for ways to maximize learning time during transitions by using the Transition Cards. Transition Cards are also used occasionally to support instruction during Skills and Listening & Learning activities. Below is a list showing when specific sets of Transition Cards are used.

### *Listening & Learning Transition Cards*

**Body Parts:** Days 1–18

**Five Senses:** Days 8–18

### *Skills Transition Cards*

**Name Cards:** Days 1–18

**Capital Letter Cards:** Days 11–18

## Advance Preparation

- Cut apart all four sets of Transition Cards to prepare for the entire domain. Group the cards into sets for easy use during activities and transitions. You may put them in zip top bags or clip them together with a binder clip. Label each set so they are easy to find during transitions and instruction.



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## Transition Cards: Body Parts

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### Core Content Objectives

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Students will:

- ✓ 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.)

### Language Arts Objectives

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Students will:

- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)

Use the **Transition Cards: Body Parts** throughout the *All About Me* domain to help students move from one activity to the next. Ideas for how to use these cards are presented below; these ideas progress from less to more difficult.

#### **Point to the Body Part**

**Note:** *The images on the **Transition Cards: Body Parts** often show more of the body than just the body part being taught. The body parts depicted on the card are written on the card itself. In conjunction with the **Body Parts** cards, use your own body and point out specific body parts when asking students to name them.*

Hold the **Transition Cards: Body Parts** in a stack so students cannot see them. Tell students that you are going to say the name of a body part and you want them to point to the body part on their own body when you say it. Say, “Point to your \_\_\_\_\_.” Allow a student who is pointing to the correct body part to transition to the next activity. If students are having difficulty, show the corresponding Transition Card. Point to the body part as depicted on the card and show the card to the entire class as you acknowledge that the student you called upon is correctly pointing to the body part.

### ***Name That Body Part***

Tell students you are going to show them a picture of a body part and you want them to tell you the name. Show the first card, point to the body part on the card and/or on your own body, and ask a student, “What is this body part called?” Allow that student to transition to the next activity and continue asking students to identify body parts until all students have had a chance to respond.

### ***What Does it Do?***

Explain to students that you are going to show them a picture of a body part and you want them to show you an action they can do with that body part. For example, if you show a picture of an elbow, they can bend their elbow. Hold up a Transition Card and point to the body part and ask a student what they can do with that body part. If students are having difficulty, give them a hint by describing in words what they can do with the body part and asking them to act it out. If students are ready, ask them to describe in their own words what they can do with the body part. You can also ask them to name the body part.

### ***Solve the Riddle***

Tell students that you are going to describe a body part and you want them to guess which part you are describing (do not show cards to students at this point). Tell students, “I am thinking of a body part that is on my face and helps me see.” Call on one student to answer, then show all students the Transition Card showing the eye.

## ***Transition Cards: Five Senses***

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### ***Core Content Objectives***

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Students will:

- ✓ Point to and name the following body parts: ear, eye, finger, hand, mouth, tongue, nose
- ✓ State that the five senses are sight, hearing, smell, taste, touch

- ✓ Identify the body parts that correspond to each sense:
  1. Eyes—Sight
  2. Ears—Hearing
  3. Nose—Smell
  4. Tongue—Taste
  5. Skin—Touch
- ✓ State how each of the five senses helps them experience the world (e.g., eyes help you see toys, ears help you hear sounds, etc.)

## Language Arts Objectives

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Students will:

- ✓ Point to and name parts of the body: ear, eye, finger, hand, mouth, tongue, nose (L.P.1b)
- ✓ Understand increasingly precise verbs related to eating, movement, and the five senses (L.P.1b, L.P.5d)
- ✓ Use increasingly precise verbs related to eating, movement, the five senses (L.P.1b, L.P.5d)

We have provided you with two ways of representing the five senses. The first set of **Transition Cards: Five Senses** depict only the body part associated with the sense. The second set of **Transition Cards: Five Senses—Actions** depict an action associated with the sense. You may want to use both sets simultaneously to create more challenging transition activities for students.

## Transition Cards: Five Senses

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### *Find That Body Part*

Place **Transition Cards: Five Senses** in a pocket chart where all students can see them. Tell students that you are going to name one of the five senses and you want them to find the body part that goes with that sense. Say, “What part of the body do you use to \_\_\_\_\_?”

### *Name That Sense*

Tell students you are going to show them a body part and you want them to tell you which of the five senses goes with that body part. Show the first card and ask students, “What do you use your \_\_\_\_\_ for?”

## Transition Cards: Five Senses-Actions

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### Act It Out

Tell students you are going to show them a body part and you want them to act out the sense depicted. Show the first card and ask a student, “Show me how you smell with your nose.” Once the student demonstrates sniffing, allow him/her to transition to the next activity. Hold up the **Transition Cards: Five Senses-Actions** one at a time and call on a student to perform the action associated with the sense. Students will know these actions from the read-aloud. For an additional challenge, conduct this same activity with the body parts cards.

### What Do You Sense?

Show students one of the **Transition Cards: Five Senses-Actions** and ask them to name something that they can explore with that sense. For example, if you show a picture of an eye, ask students to name something they can see (e.g., a friend, fireworks, their name written on their cubby, etc.).

## Transition Cards: Name Cards

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### Language Arts Objectives

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Students will:

- Associate spoken and written language by matching written word labels with spoken words, such as the students’ names (RF.P.1b)
- Recognize the written form of one’s first name (RF.P.1d)

Use the **Transition Cards: Name Cards** throughout the *All About Me* domain to help students move from one activity to the next. Ideas for how to use these cards follow; these ideas progress from less to more difficult.

**Note:** *The **Transition Cards: Name Cards** will be used in other learning contexts as well. Be sure to keep them organized and readily accessible throughout the day.*

### Find Your Name

Place only a few **Transition Cards: Name Cards** in a pocket chart. Call on a student whose name is displayed to come forward and find his/her

name. Remind students that they can use the photo to help them find their name. Gradually increase the number of student names you display at any one time until students can find their name from among eight or more names. Remind each student to look at the first letter to help locate his/her name (e.g., Jamal, your name starts with the letter 'J'. You can look for the letter 'J' to help you find your name. Look, you found the card with the letter 'J'.)

### **Raise Your Hand for Your Name**

Follow the directions for 'Find Your Name,' but this time, have students raise their hand if they see their name in the pocket chart. That is, do not call on a student whose name is in the pocket chart, but ask students to raise their hand if they see their own name.

### **Hide the Photograph**

**Note:** *'Hide the Photograph' is designed to prepare students to find their names without their photographs. Only do this activity for students who are clearly beginning to rely less and less on their photograph and who are recognizing their name in other contexts where they do not have the support of a photograph. You could hide the photograph of only the students who are ready, and leave the photographs visible on other students' cards.*

If students are ready, paperclip a piece of paper over their photograph. Tell students that you want them to look at the letters in their name to help them find their name. Remind students that they can also look for "their" letter, or the first letter of their name.

## **Transition Cards: Capital Letters**

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### **Language Arts Objectives**

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Students will:

- ✓ Recognize the initial letter of one's first name (RF.P.1d)

### **Recognize Your Letter**

**Note:** *Begin using **Transition Cards: Capital Letters** after Day 11 Small Groups when students have had the opportunity to recognize the first letter of their name.*

Give each student his/her **Name Card**. Tell students that you are going to show them some letters and you want them to raise their hand when they see the letter that is at the beginning of their name. Tell students that the letter at the beginning of their name is the large letter, written in red, on the left side of their **Name Cards**. Have students point to the first letter in their name. From the set of **Capital Letter Cards**, select only the letters that correspond to students' first names. Hold up a **Capital Letter Card** and ask students to look to see if that letter is at the beginning of their name. Once a student raises his/her hand, tell them the name of the letter by saying, "That's right, Jamal. The letter 'J' is at the beginning of your name. Your name starts with 'J'."