15 DAY 15
All About Me

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ State that all people are human beings
- ✓ 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

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Pat-a-Cake" (RF.P.2a, RL.P.5)

Skills

Students will:

- ✓ Imitate clapping pattern sequences of 3–5 claps per pattern (CK Prerequisite)
- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)
- ✓ Identify the direction from which a sound originates (CK Prerequisite)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)

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Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Three Basic Needs" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Three Basic Needs" (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *shelter* (RI.P.4)
- ✓ With prompting and support, use the word *shelter* acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Taking Attendance: Two Piles**	Attendance chart; Transition Cards: Names; pile labels	When students arrive
Nursery Rhymes	W	**Pat-a-Cake**	Nursery Rhymes and Songs Poster 35	During morning circle
SKILLS				
Small Group 1	S	**Warm-Ups** **Instrument Sound Circle**	Good Listening Poster; Instruments	10
Small Group 2	S	**Welcome Song** **Jump for Your Letter!**	Transition Cards: Names; Transition Cards: Capital Letters	10
LISTENING & LEARNING				
Picture Talk	W	**Three Basic Needs**		15
Deepening Understanding	W	**Deepening Understanding: *Shelter***	Image Cards 15-1–15-3	10
Extension Activity	L	**Basic Needs Picnic**	Picnic basket; blanket pretend food	During learning centers

Advance Preparation

Routines

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

Small Groups

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

Small Group 2

Divide the deck of **Capital Letter Cards** so that you have only the letters that are at the beginning of students' names.

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Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Taking Attendance: Two Piles**	Attendance chart; Transition Cards: Names; pile labels	When students arrive
Nursery Rhymes	W	**Pat-a-Cake**	Nursery Rhymes and Songs Poster 35	During morning circle

Routines

Whole Group

Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.

- As students arrive, help them sign into school by retrieving their Name Cards from the appropriate pile and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

Nursery Rhyme

Whole Group

Pat-a-Cake

Teach students the song "Pat-a-Cake" using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes**.

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Instrument Sound Circle**	Good Listening Poster; Instruments	10
Small Group 2	S	**Welcome Song** **Jump for Your Letter!**	Transition Cards: Names; Transition Cards: Capital Letters	10

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

Small Group 1 — *10 minutes*

Small Group

Warm-Ups

Body Beats

Students will use their bodies to imitate sound patterns.

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

Be a Good Listener

Students will learn the steps to being a good listener.

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

  Eyes look. Look at me eye to eye.
  Mouth closes. Close your lips and stop talking.
  Body is still. Stop your body from moving.
  Ears listen. Listen with your ears.

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Instrument Sound Circle

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

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

  I'm walking around
  I don't make a sound

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

  Time to listen with your ears
  And guess the sound that you hear.

- Have students point in the direction they think the sound is coming from and name the instrument that made the sound.
- When students are ready, allow them to walk around the circle and play an instrument. Say the rhymes for them as they walk around.

Small Group 2 — ***10** minutes*

Small Group

Welcome Song

Students will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the students' **Name Cards** as you sing the song.
- Pause to allow students to figure out whose name is on the card.

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- Once you finish the verse, hand the student his/her **Name Card.**

  Good Morning, [name].
  Good Morning, [name].
  Good Morning, [name].
  And welcome to Small Group!

Jump for Your Letter!

Students will jump up when they see the first letter of their names. Be sure you have set aside only the cards corresponding to the names of the students who are in the group.

- Have students sit on the rug and hold their **Name Cards.**
- Explain to students that you are going to show them some letters and you want them to jump up when they see the letter that is at the beginning of their name. Tell students to watch carefully, because this game is going to get tricky!

Round 1

- From the set of **Capital Letter Cards,** select only the letters that correspond to students' first names.
- As you show each letter, point to the student whose name starts with that letter. Have that student jump up!

Round 2

- Show the letter but do not point to the student whose name starts with that letter.
- Give the student time to recognize the letter on his/her own. Have that student jump up!

Round 3

- Add three additional cards to the deck with letters that are not at the beginning of anyone's name.
- Tell students this time there are some tricky letters in the pile. These are letters that are not at the beginning of anyone's name. If they see one, they should say, "Tricky letter!" and you will tell them its name.
- Then, everyone gets to jump up!

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Round 4

- Collect students' **Name Cards.**
- Have students stand up when they see their letter without looking at their **Name Cards.**

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Listening & Learning		Exercise	Materials	Minutes
Picture Talk	W	**Three Basic Needs**		15
Deepening Understanding	W	**Deepening Understanding: *Shelter***	Image Cards 15-1–15-3	10
Extension Activity	L	**Basic Needs Picnic**	Picnic basket; blanket; pretend food	During learning centers

Picture Talk — *15 minutes*

Whole Group

Three Basic Needs

Note: *Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.*

Teaching Tip
You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see General Overview) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.

SHOW FLIP BOOK PAGE 14-10: Girl asking question

- Ask students if they remember the three basic human needs.

  "Now we are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about all humans' basic needs, or the things everybody needs to stay alive. There were three basic needs. Do you remember anything about the basic needs we talked about yesterday?"

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SHOW FLIP BOOK PAGE 14-4: Water fountain

- Help students remember that the first basic need is water.

  "What is this boy doing? What is the first basic need?"

- Discuss with students why humans need water.

  "The first basic need is water. All people need water to quench their thirst and keep them cool. Water keeps us alive. Why do we need water?"

- Talk with students about water using the following words: water, *drink, cool, thirst, liquid, quench, healthy,* and *grow*.

- Talk about things that make people thirsty and what they should do.

  "What are some things you do that make you thirsty?"

- Call on a few students to answer. Talk about activities like running and playing that make you feel thirsty. Tell students that when they feel thirsty, their body is telling them to drink water.

- Tell students that water is a liquid and so are other drinks. Talk about how water quenches thirst and that other drinks (e.g., milk, juice) can quench thirst because they are liquids just like water

  "We can drink water when we're thirsty. We can also drink other liquids. Liquids are things that are wet like water. What kinds of liquids do you like to drink?"

SHOW FLIP BOOK PAGE 14-5: Boy eating sandwich

- Help students remember that the second basic need is food.

  "What is this boy doing? What is the second basic need?"

- Discuss with students why humans need food.

  "The second basic need is food. All people need food to eat when they are hungry. Food keeps us alive. Why do we need food?"

- Talk with students about food using the following words: *food, hungry, full, healthy, variety, eat, lunch, dinner, breakfast, meals,* and *energy.*

- Ask students what kinds of foods they like to eat.

  "What kinds of foods do you like to eat?"

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- Call on a few students to answer. When students answer, comment on whether the food they mention is a fruit, vegetable, etc. (e.g., Applesauce is a fruit. Hamburgers have meat in them, etc.).

SHOW FLIP BOOK PAGE 14-8: Thatched roof, apartment building, houseboat

Learning Center
Put human figurines in the Blocks Center and encourage students to build shelters for them. Ask students to describe their shelters and ask how the shelter can protect the people inside.

- Help students remember that the third basic need is shelter.

  "What are these pictures of? What is the third basic need that we talked about?"

- Discuss with students why humans need shelter.

  "All people need shelter, or a warm, safe place to live. Shelter is a basic need. All around the world people have different kinds of shelters. Some people live in huts made out of straw. Some people live in apartment building that reach high into the sky. Some people live in houseboats that float on water. What kind of shelter do you live in?"

- Call on a few students to answer. Discuss how houses keep us dry when it rains, safe from cars and strangers, have cozy warm beds, etc.

SHOW FLIP BOOK PAGE 14-3: Three basic needs

- Read the text from the read-aloud to bring closure to the Picture Talk.

  So what three things do humans need to survive?
  What are the things that keep us alive?

  The first is something you drink from a cup.
  The second thing fills your belly up.

  What is the third? It's a safe place to be.
  These are the basic needs. How many?

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Whole Group

Deepening Understanding: *Shelter*

Defining *Shelter*

Note: *After the read-aloud "Three Basic Needs," students learned that all humans need shelter, or a safe place to live. During Deepening Understanding, students will discuss three different types of shelters (e.g., apartment building, farm house, suburban house) and how they keep people safe.*

SHOW FLIP BOOK PAGE 14-9: Hot and cold

- Explain the meaning of the word *shelter*.

  "Remember, in our read-aloud, we heard the word shelter. A shelter is a safe place to live, like a house or an apartment. Listen for the word shelter while I read part of the read-aloud you heard before."

  Homes are shelters that protect us from weather.
  When it's cold outside, humans huddle together.

  When the temperature rises to ninety or more.
  Humans run from the sun, cooling off indoors.

  Shelters protect humans from rain and snow,
  From heat and cold, and winds that blow.

Reviewing *Shelter*

- Explain why shelters are important.

  "We learned that all human beings need shelter. Shelters protect us from weather and extreme temperatures. If it is raining, shelters keep us dry. If it is snowing, shelters keep us warm. If it is really hot and sunny outside, we can cool off indoors in a shelter. Humans live in all different kinds of shelters. We saw some of those different kinds of shelters in our read-aloud."

- Introduce students to the concept of different kinds of shelters.

  "Now, I want to talk about how different shelters can keep us safe. Here are three different shelters. People live in them in different places so you might not have seen some of these types of shelters or homes before. Let's talk each of these shelters."

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Expanding *Shelter*

- Show **Image Card 15-1: Apartment Building**

  "This is a picture of an apartment building. People who live in the city might live in an apartment building. Imagine you live in an apartment building. Your shelter is made of bricks. If it's a hot sunny day, you can find cool shade inside. Other people live in other apartments in the same building. In an apartment, you have a bed to sleep in at night with warm blankets. If you are hungry, you can get a snack out of the refrigerator. Who would like to live in an apartment? Why or why not?"

- Have students raise hands if they would like to live in an apartment and tell why or why not.

- Show **Image Card 15-2: Farmhouse**

  "This is a picture of a farm house. Farmhouses are way out in the country where there are few cars and trees. There is lots of grass to play in all around the farmhouse. Maybe cows live in the barn behind the farmhouse. If you want a drink of milk, you might be able to get it straight from the cow! Who would like to live in a farmhouse? Why or why not?"

- Have students raise hands if they would like to live in a farmhouse and tell why or why not.

- Show **Image Card 15-3: Houseboat**

  "This is a picture of a houseboat. People who live near rivers might live in a houseboat. Imagine you live in a houseboat. Your shelter floats on the water, and you can move it whenever you want by floating it down the river. There is a roof above your head made out of the grasses that grow in the river beside your house. If you need something to eat, you can catch a fish in the river right outside your house. Instead of a bed, you might sleep in a hammock that hangs from the ceiling and gently rocks as the waves in the river lap against the side of your houseboat. Who would like to live in a houseboat? Why or why not?"

- Have students raise hands if they would like to live in a houseboat and tell why or why not.

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- **Show Image Cards 15-1–15-3: Apartment Building, Farmhouse, Houseboat**
- Pair students and have them tell and ask each other which type of shelter they prefer.

  "We just talked about three different shelters; an apartment building, a farmhouse, and a houseboat. Which shelter would you prefer to live in? Turn to your partner and say, 'I would like to live in a(n) _____. What kind of shelter would you want to live in?'"

Extension Activity

Learning Center

Basic Needs Picnic

Continue this activity during Learning Centers. See **Day 14, Basic Needs Picnic** for detailed instructions on this Extension Activity.

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