

Note to Teacher

Pausing Point 1 is an opportunity to review, reinforce, and extend the material taught during the first half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessments (see below). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting routines that have been introduced up until this point (e.g., attendance, daily schedule, classroom jobs, signing in to Learning Centers, etc.).

☑ Lesson Objectives

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Name the members of their own families
- ✓ State that their family is made up of the people who love and care for them
- ✓ Define a home as a shelter where a family lives and cares for each other
- ✓ Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)
- ✓ Name two chores or routines that they do with their families
- ✓ Name two activities that they do with their families

Student Performance Assessment Task

Skills Task Assessment

Name Recognition

Assess which students have learned to recognize their own names without the support of a photograph using the students' **Name Cards**. Cover students' photographs using a piece of paper and a paperclip. Use the **Name Cards** to move students from one activity to another by holding up a **Name Card** and having students stand up when they see their name. After giving adequate wait time, support students who are not yet able to recognize their own name by showing their photographs so that all students are successful at this task. Provide more intensive support for name recognition to students who are not yet able to recognize their names.

Listening & Learning Task Assessment

Family Member Identification

Assess which students can name at least some of their family members by having them talk about their 'My Family Book' with you or another student. Have students sit down at a table or in the Library Center and go through the pages of their Family Book, naming each family member and talking about who they are.

Skills Review

Skills Activities Summary

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

Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Music	Phonological Awareness					Print			Handwriting	
			Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Rhyme	Syllable: Segmenting	Syllable: Blending	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes
1	1	Old MacDonald	✓	✓									
	2	Words That End in /ae/		✓	✓	✓							
2	1	Musical Instrument Circle	✓									✓	
	2	Handwriting Strokes with Fingers							✓	✓	✓	✓	✓
3	1	Musical Instrument Circle	✓									✓	
	2	Words That End in /ed/		✓	✓	✓							
4	1	How Many Noises?	✓									✓	
	2	Tracing with Primary Crayons							✓	✓	✓	✓	✓
5	1	Step Forward for Your Word		✓	✓								
	2	Sorting /at/ and /ee/ Words				✓							
6	1	How Many Words?			✓								
	2	Writing with Primary Crayons							✓	✓	✓	✓	✓
7–9	Pausing Point 1												

Additional Skills Activities

Developing Fine Motors Skills

Ideas for activities that develop fine motor skills:

- Building with interlocking blocks
- Pouring water from a pitcher to a cup
- Cutting and pasting
- Hole punching
- Stringing beads
- Lacing hole-punched cards
- Making shapes with play dough
- Playing with squirt bottles

- Screwing and unscrewing lids
- Popping air-bubbled packing plastic
- Using a turkey baster or nasal aspirator to blow ping pong balls back and forth
- Using tongs or clothespins to pick up small objects

Chalkboard Painting

Materials: Blackboard; paintbrushes; cups of water

Allow students to use space on the classroom chalkboard to practice drawing and writing strokes. Give each student their own paintbrush and a cup of water. Encourage students to draw and practice the writing strokes they have learned up until Pausing Point 1.

Dry Erase Writing Strokes

Materials: My First Strokes Books; dry erase marker; tissues

Give each student their My First Strokes book, a dry erase marker, and a tissue. Have students practice their writing strokes by drawing on the page protector and erasing with a tissue.

Show Me How Many Noises You Heard

Materials: Various instruments or noisemaker

Make up to four noises with the instrument or noisemaker. Have students jump, clap, or bang on the table to indicate how many noises they heard.

Sentences: Smooth or Choppy?

Select a nursery rhyme or song that students have heard. Say each line of the nursery rhyme, making it either ‘smooth’ (i.e., no pauses between words) or ‘choppy’ (i.e., slight pauses between words). Tell students you will say a sentence and it will either be ‘smooth’ or ‘choppy.’ After listening, ask students to indicate if the sentence was smooth by using a swooping motion with their hand or choppy by using a chopping motion. Once the correct answer is established, have students repeat the sentence in the same way it was originally said while using the associated motion. For choppy sentences, model and encourage students to use one chop for each word.

Catch the Rhyme

Teaching Tip

You may also use a large ball that students can roll, toss, or pass to each other. Affix hook and loop tape to the ball and images.

Materials: Image Cards 5-1-5-4

Make a large cube out of cardboard and use hook and loop tape to affix six cards from various rhyme families (using rhyme family **Image Cards**). Have students toss the cube to each other. Once they catch it, students must say a word that rhymes with the image on the top of the cube. Continue tossing the cube, changing out the rhyme family cards as needed.

Listening & Learning Review

Read-Aloud and Picture Talk Reviews

If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity for students to practice using Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to plan and conduct a Picture Talk addressing pages not shown in the original Picture Talk.

Domain-Related Trade Books

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

Goldilocks and the Three Bears, by Jan Brett (Puffin, 1996) ISBN 978-0698113589

Connection to content from “All Kinds of Families”: There are three members of the Bear family. Talk about who the family members are and what makes the Bears a family.

Make Way for Ducklings, by Robert McCloskey (Puffin, 1999) ISBN 978-0140564341

Connection to content from “Families Work and Play Together” and *Houses and Homes* by Ann Morris: The Mallard family is looking for a

home, but are having trouble finding just the right place to live. Talk with students about what kinds of places make good homes for ducks and what kinds of places make good homes for people. The Mallard family also does lots of things together; Mr. and Mrs. Mallard do chores and they also play in the water. Talk with students about what kinds of chores and activities they do with their own families.

The Runaway Bunny, by Margaret Wise Brown and Clement Hurd (HarperCollins, 2005) ISBN 978-0060775827

Connection to content from “All Kinds of Families” and “Families Work and Play Together”: The members of the bunny family include the little bunny and his mother. Little bunny wants to run away from home, but his mother loves him so much that she thinks of all the ways she will get him back.

Activities

Family Blocks

Materials: Photo frame cubes; cardboard cubes; or empty tissue boxes; magazines; scissors; glue

Make family blocks by cutting out pictures of different kinds of family members (baby, mother, father, grandparents) from magazines. Glue or tape the pictures to the cubes and add them to the Blocks Center. As students build with them, encourage them to talk about the different families shown on the blocks. If students are able to bring in pictures of their own family members, you might even make blocks using students' own families.

Families Class Big Book

Materials: Large paper (11" x 14"); markers; primary crayons; magazines; glue

Help students cut out people from magazines to represent each of their family members. Have students glue the cut-outs on a large sheet of paper. Label the cut-outs with each family member's name. Ask each student to tell you something about his/her family and write it at the bottom of the piece of paper. Bind all the pages together and place the book in the Library Center for students to read.

Counting Family Members

Materials: Teddy bear counters in various sizes

Have students use the teddy bear counters to make their family. Ask them to count how many people are in their family. Then, have students make various groupings of counters representing different families. Ask them to count the number of people in each family. Ask students to talk about the family members, using the words *mother*, *father*, *son*, *brother*, *daughter*, *sister*, *aunt*, *uncle*, *stepmom*, etc.

Decorate a House

Materials: Large box (e.g., refrigerator box); markers; construction paper; glue; scissors

Help students make their own house out of the large box. Ask them where they would like the windows and doors and cut them out for them. Encourage them to decorate the outside of the house. Allow a few students at a time to play in the house during Learning Centers.