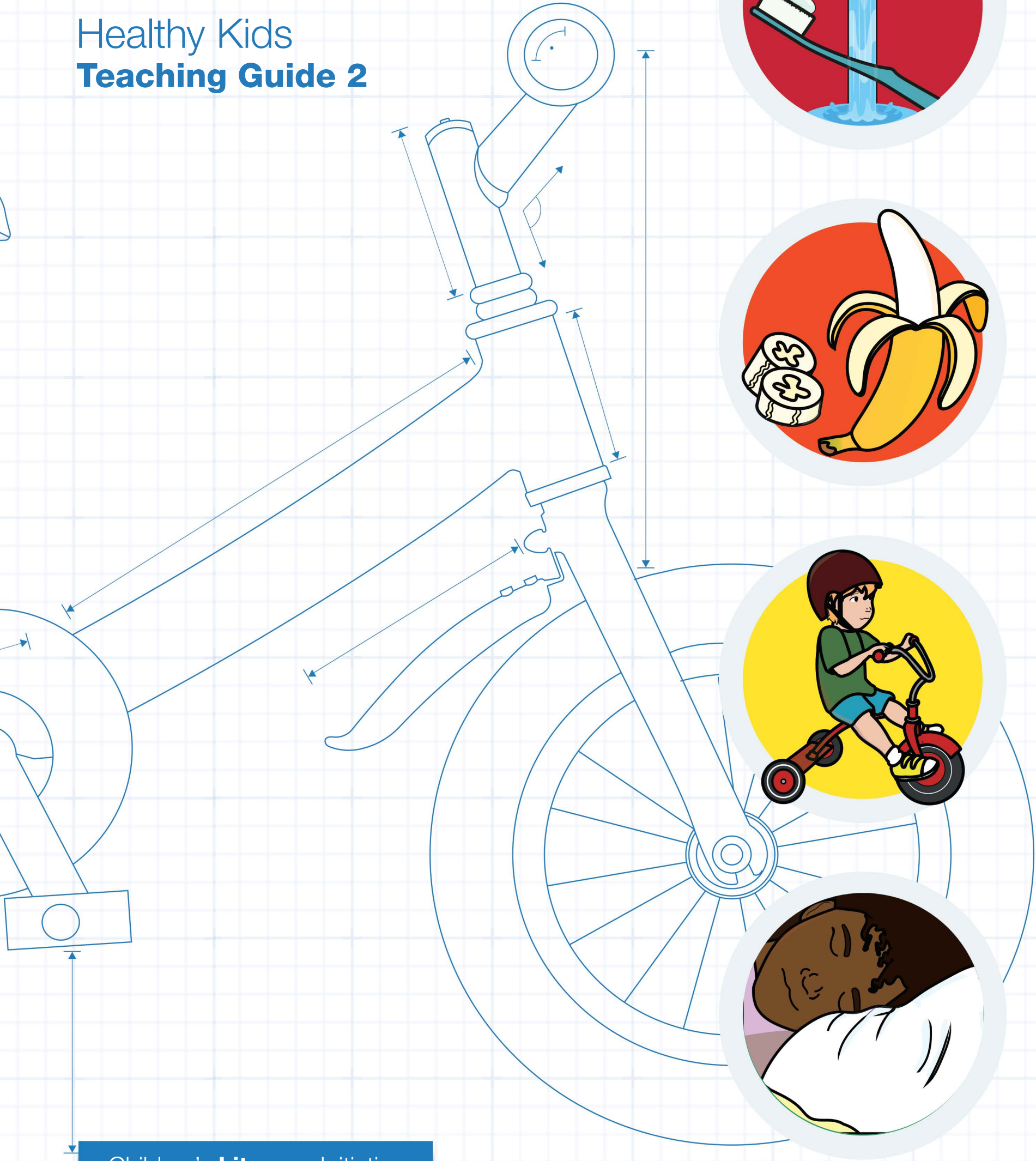


BLUEPRINT

Healthy Kids Teaching Guide 2





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BLUEPRINT



Healthy Kids

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Digital Online Resources



<https://cliblueprint.org/resources-tx>

At the web address above, you will find the following resources and downloads.

- ASL Signs & Videos
- Cheer Images
- Counting 10 Frames
- Exercise Cards
- Family Letters
- Family Invitations
- Featured Class Book
- Freeze Dance Instructions
- Letter and Numeral Formation Guide
- Letter Pronunciation
- Science Journal
- Mindful Moments
- Songs (audio & print)
- Teaching Point Checklist
- Unit 2 Images
- Weekly Materials List
- Wynton Marsalis Links
- Yoga Poses (Images and Videos)

Icon Legend



Keep it Going



Words We Are Learning



Remember...



Song Within the Lesson



Multilingual Learner Support



STEM



Family Engagement



Downloads Available



Tip

Disclaimer
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Healthy Kids

How do I keep my body healthy?

What Children Learn

I keep my body healthy by eating nourishing foods, staying active, and getting plenty of rest.

The children in your classroom are now settling into their classroom community. They are becoming familiar with the routines and schedule of the school day. They are now ready to learn more about their favorite topic – themselves. Children between the ages of two and five are very egocentric. This does not mean they are selfish; rather, they tend to focus on themselves. This unit capitalizes on that intense interest. Children are fascinated by and delighted with the things that they are able to do, their new skills, and their new levels of independence.

In this unit, “Healthy Kids,” children explore the concept of taking care of their bodies. Your class will discuss and explore questions such as “How does eating nourishing foods and staying active help us take care of our bodies?” and “How does sleep help us take care of our bodies?” The focus on taking care of our bodies means learning how to make healthy choices. This includes learning that everyone’s body works differently. In essence, children are exploring life science – what living things need to survive, grow, and thrive.



Week	Guiding Question	What Children Learn	Be Sure To...
1	What are some ways you can take care of your body?	There are many ways to keep our bodies strong and healthy, such as drinking water, being active, and going to the doctor.	<ul style="list-style-type: none">• Launch a new dramatic play center – the doctor’s office.• Launch the class book <i>We Take Care of Our Bodies</i>.• Introduce 10 frames, a math tool that supports one-to-one correspondence.• Teach the <i>letter t</i>.
2	How does eating nourishing foods help you take care of your body?	Nourishing foods keep our bodies strong. These are foods we can eat anytime. Fruits and vegetables are some examples of nourishing foods.	<ul style="list-style-type: none">• Teach children about their five senses.• Invite children to use their senses to explore a variety of nourishing foods.• Help children learn to identify food that not only tastes good, but is good for you.• Teach the <i>letter l</i>.• Launch the Unit Project: Food Alphabet.
3	How does being active help you take care of your body?	Being active means moving our bodies in different ways. We can dance, play games, and stretch. This keeps our muscles strong and flexible.	<ul style="list-style-type: none">• Talk about different ways to move the body.• Introduce the practice of yoga.• Teach the <i>letter f</i>.• Introduce the idea of patterns.
4	How does getting enough rest and sleep help you take care of your body?	Every healthy body needs rest and sleep in order to restore its energy.	<ul style="list-style-type: none">• Talk about children’s bedtime routines.• Use children’s stuffed animals to compare attributes.• Introduce the idea of equal sets.• Teach the <i>letters b and m</i>.



Unit at a Glance

Week 1

What are some ways you can take care of your body?

Children begin this unit's focus on keeping healthy by investigating ways they can take care of their bodies. They share their ideas for keeping healthy and learn how children around the world keep healthy. The new dramatic play center – the doctor's office – is launched, and children talk about their experiences visiting their doctor. They are introduced to "turn and talk," a strategy that encourages them to develop the skills necessary to participate in a conversation with their classmates. In small groups, children explore measurement, 10 frames, and shapes.

Week 2

How does eating nourishing foods help you take care of your body?

Children explore the role of nutrition in healthy living. During read aloud lessons, children identify healthy foods and learn that all living things need healthy food to survive and thrive. They use their senses to make observations of familiar healthy foods in small groups. They also begin to make a food alphabet for display in the classroom. Additionally, they discuss ways they calm themselves down when they are upset, deepening their understanding of what it means to take care of not only their bodies but also their emotions.

Week 3

How does being active help you take care of your body?

Children learn that staying active means moving their body in all different ways. Yoga is introduced as a way to stretch the body and build flexibility. Children spin, squat, and join in the actions described in the read-aloud books. They learn action words such as "stretch" and "bend." They practice movement patterns (e.g. clap and tap). In math they also work with identifying and copying patterns. Finally, children learn two strategies for calming themselves down when they feel upset or over-excited: taking deep breaths and using calming cream.

Week 4

How does getting enough rest and sleep help you take care of your body?

We focus on rest and sleep as important aspects of health. With their stuffed animal companions keeping them company, children think about and share their bedtime routines with their classmates, and they are encouraged to think about how these routines are important for people all over the world. Children listen to two books about bedtime that reinforce the concept of sleep as a universal need for good health. They practice making predictions and identifying rhyming words. Children use their stuffed animals to practice counting and methods of sorting, encouraging them to recognize the attributes that make them different or alike.



Connections to Other Units

Taking Care

In Unit 1: "Building Our Classroom Community," children focused on their immediate experiences in school and the Power of 3 (taking care of themselves, each other, and the classroom environment). In this unit, we build on the idea of "taking care" by focusing on how to take care of our bodies. In Unit 3: "Exploring Our Local Community," children learn how community members take care of each other in different ways. In Unit 7: "Let's Eat," children learn how to take care of seeds, and in Unit 10: "Celebrating Our Classroom Community," children explore different ways they can take care of the earth.

Self-Regulation

Children's emotional vocabulary will continue to be extended. In Unit 1, children learned the names for many common emotions and how to identify them. In this unit, children go beyond naming emotions to exploring strategies for self-regulating them. Unit 3: "Exploring Our Local Community" we build on these skills by helping children develop the vocabulary around taking care of others. Children also revisit the skill of self-regulation in Unit 6: "Mix & Make" when they practice and learn more strategies for calming themselves down.

Exploring Our Family Customs and Cultures

In this unit, children talk about their own families, cultures, and customs, and they discuss and describe their families' routines around eating and bedtime. As they begin to learn about their peers' families, they develop a broader understanding of roles and relationships in families, and of the rich diversity of families and cultures. This emphasis on diversity and commonality will be further developed in Unit 3: "Exploring Our Local Community." We return to discussing family customs and culture when we explore cooking in "Unit 7: Let's Eat."

Yoga

As an example of a healthy activity, yoga is introduced in this unit. In each of the following units, children learn new yoga poses related to the content. We invite children to create their own poses as well.

Jobs

In this unit we talk about how physicians and other health care professionals help us take care of our bodies. Many jobs are explored in Unit 3: "Exploring Our Local Community" when we study community helpers. In later units, we highlight the work of architects (Unit 4), farmers (Unit 5), scientists (Unit 6), and astronauts (Unit 9).

Science Investigations

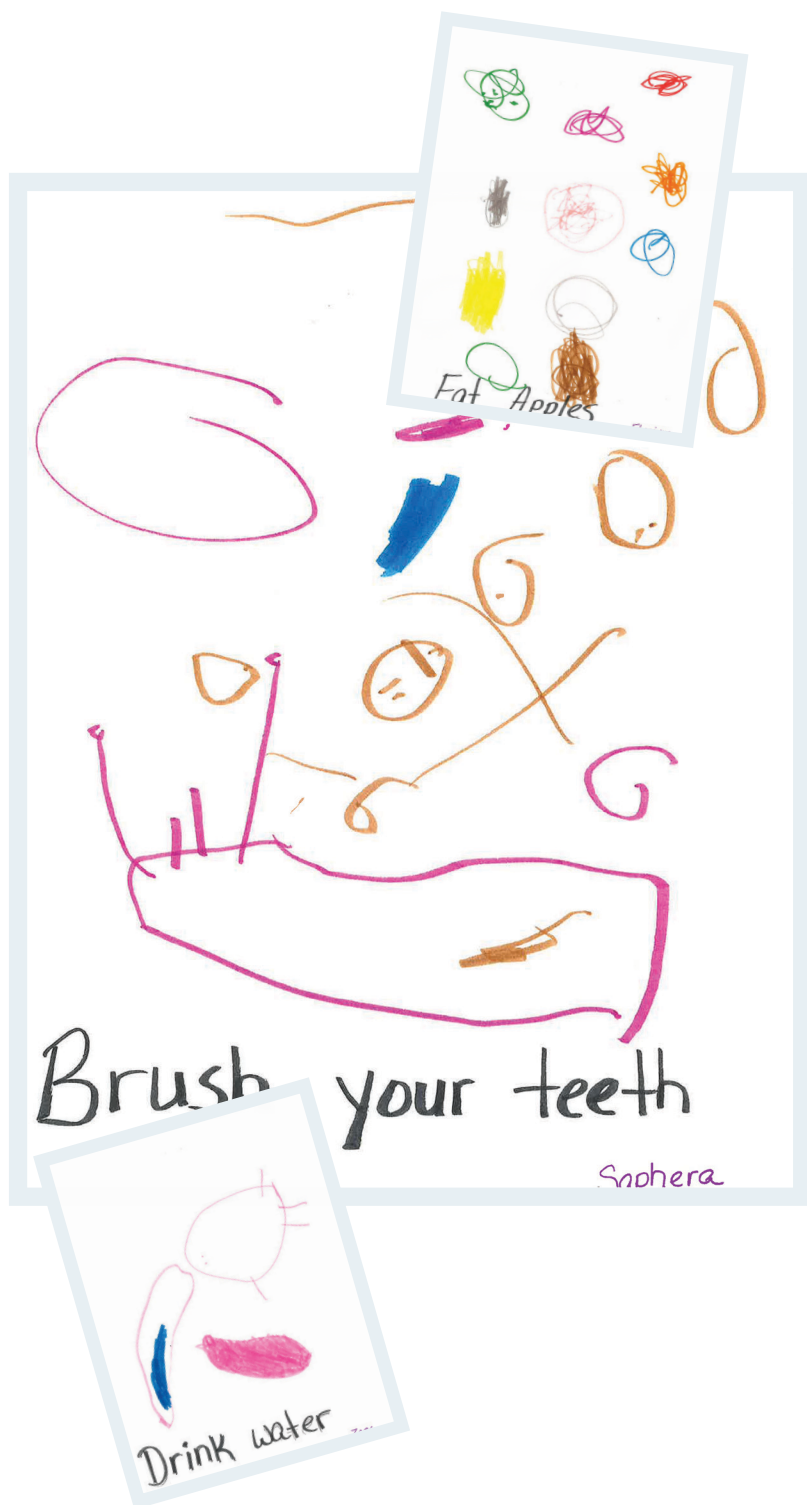
Children participate in their first, of many, science investigations. Lessons are paced so that children have time to interact with the concepts that are being explored. For example, in this unit children use their senses to explore and compare familiar foods. It takes place over three days, by the end of which they should be able to identify the five senses, and explain how they helped them explore the different types of food that were tested. Children will participate in other short- and long-term science investigations throughout the year.



Class Book *We Take Care of Our Bodies*

Create at least one class book during each unit that children contribute to. These books give children a glimpse into the book-making process. They love to see themselves as authors! Everyone can participate in creating the class book, no matter their level of proficiency. For example, children can cut out pictures from magazines or draw their own. They can write their own ideas or dictate them to you. Use the suggested class book title or let children come up with their own. Invite them to help you create a cover. Bind the book together using folders or three-ring binders. Typically, we suggest you read their book to the class towards the end of the unit and invite families to listen as well. After, place this book in the library for children to read (over and over!).

In this unit, children talk about all the different ways they can and do take care of their bodies. For this class book, they write about how they take care of themselves. The book is introduced in Week 1 and can be added to throughout the unit as children make more connections to the content. This book will be read aloud and presented to families during Week 4.



Unit Project: Food Alphabet



When children participate in purposeful and authentic writing experiences, the process and the product are meaningful for them. When children help to brainstorm and plan pieces and contribute to the content of it, they feel proud. When they see their ideas and words displayed, they are more apt to use them as resources when working independently. Commercially-created content is not created with the children or by the children, and, as a result, is not as meaningful. Instead of using a store-bought alphabet, invite children to make their own alphabet. In Week 2, launch the creation of a food-related alphabet which will help children remember and apply the ideas presented around nourishing foods. This chart can also reflect the cultures and languages in the room as children draw and write about foods that are familiar and meaningful to them. Lastly, it serves as a reference tool, as children continue learning about letter shapes and sounds.



Words We Are Learning

New words are drawn from both conversation and read aloud books. These words are often associated with the content of the unit and support children's comprehension. Add these words to the unit chart "Words We Are Learning" as they are introduced. Use the words frequently in the daily life of your classroom. As children hear these robust words in more contexts, they grow their own vocabulary in an authentic and meaningful way. Invite multilingual children in your class to share the words they use at home for these ideas, if they are familiar with them (which they may or may not be). Making connections to words that they already know and new English terms will support language acquisition. A translation app or website can assist with spelling.

Week	Word	Definition
1	apart	two things with distance between them
	together	two things close to each other
	active	moving around a lot
	exercise	to move your body to stay healthy
	nourishing	healthy
	uniform	clothes that people wear to do their jobs
2	recipe	directions for making food
	stir	to mix with a spoon, for example
	rainbow	many different colors shown together
3	stretch	to spread out and reach
	squat	to crouch or bend down low
	flutter	to flap wings quickly and lightly
	rhythm	something that sounds musical and makes us feel like moving our bodies
4	doze	to fall asleep
	drowsy	sleepy
	lullaby	a song that helps you feel sleepy and relaxed
	cuddle	to hug lovingly

When the unit ends, here are some suggestions for how to "retire" this chart:

- Take a picture, and post the photograph in your room for reference (for example, at the writing center).
- Save the chart if you have a place where it can be stored and children can reference it.
- Attach it to poster board, and make a big book out of it; keep it in your library center.
- Take a picture of it, and send the picture home to families. Let them know that these words were introduced during the unit. Encourage them to use the words in conversation. Remind them that children are not expected to be able to read the words or explain their definitions. However, exposure through conversation will build children's oral vocabulary, a precursor to reading.



Anchor Words for Multilingual Learners

New English learners find themselves in a sea of language that can be tough to navigate. Anchor words are vocabulary words that activate their background knowledge from their home language and give them a context for learning a new language. Most children who speak English at home will not need direct instruction to learn these terms, but, for children who are very new to the English language, these words will be absolutely essential. Because these children are just beginning to develop a bank of English vocabulary, explaining the meaning of anchor words using English words will be nearly impossible. Instead, use gestures and pictures to help them acquire these invaluable foundations to the English language. You can also use an online translation tool to translate anchor words into the children's home language.

Week	Word
1	healthy
	body
	doctor
2	food
	eat
	taste
3	moving
	strong
4	sleep
	bedtime



Spotlight on Social Emotional Learning

Teaching children to identify and label their feelings is an important step in helping them learn how to manage them. The word “upset” is an umbrella term that can describe many big feelings that children have, such as anger, frustration, and sadness. Once children name what they are feeling, teaching them strategies for how to calm themselves down, or ease their tension, in socially acceptable ways is the next step.

As teachers, dealing with children’s upsets is not easy. Some common responses of adults when faced with children’s emotions may include the following:

- Ignore their feelings. (“Just ignore Kaya. She always cries when she wakes up. She’ll stop in a few minutes.”)
- Minimize their feelings. (“It’s not that bad. There’s no need to cry about it.”)
- Scold them for being overly emotional. (“Big boys don’t cry when they spill their milk.”)
- Try to cheer them up. (“Relax. It’ll be okay.”)

Instead of these responses, show explicitly that you care about children’s feelings. Once children feel cared for, they will be more open to calming down and problem solving. When a child is feeling strong emotions, you can:

- approach them calmly, and get down physically to the child’s level
- set limits if the child is doing something that is unsafe (“The kicking must stop.”)
- establish an emotional connection to the child with your posture, facial expressions, and language, so that the child feels understood
- acknowledge how the child is feeling by naming the feeling (“You seem frustrated.”)
- listen to the child, and accept – without judging – whatever the child is feeling. This can be difficult, especially if their response doesn’t seem reasonable to us as grownups. However, it is often unhelpful to judge what another person feels or how they respond to a situation.

When children are feeling calm, teach and practice specific calming strategies, such as taking deep breaths or talking to a stuffed animal, so they begin to learn how to take care of themselves when they are upset.





American Sign Language

Children learn several ASL signs throughout the curriculum. Using sign language can help to address a variety of learning styles, such as visual and kinesthetic, and can help children show their thinking. It also strengthens communication among teachers and children who may speak different home languages. Below are step-by-step instructions for each sign. Videos demonstrating how to make each ASL sign are also located on the Blueprint website.

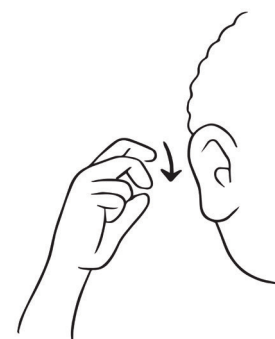
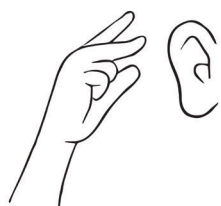
Step by Step

Essentials — For use on charts

I Learned



I Hear



I Remember



CHARTS

Feelings



happy
feliz



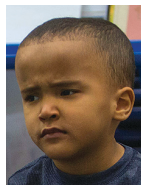
sad
triste



silly
loquito,
loquita



calm
calmado,
calmada



grumpy
gruñón,
gruñona



proud
orgulloso,
orgullosa



upset
molesto,
molesta

Cheers

Round of Applause



Kiss Your Brain



Hip Hip Hooray



Catch a Star



Readers Can Say

I like



I predict



I remember



I learned



We Can Describe

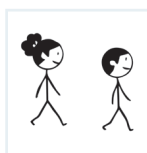
Power of 3

Take Care of
Ourselves

Take Care of
Each Other

Take Care
of Our
Environment

Move safely.



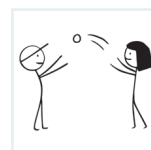
Say, "I can
do it!"



Calm down.



Play
together.



Be helpful.



Put things
away.



Handle books
and toys
carefully.



Anchor Charts

Anchor charts are one of the most effective, engaging, and child-friendly ways to support instruction and reinforce key concepts, skills, and vocabulary that you want to focus on the entire year.

When these are created with children in your classroom, they can be used to capture their thinking and learning. Build anchor charts over time, so they reflect your current instruction.

Use pictures, drawings, children’s names, quotations, or photos. Personalizing the anchor charts will lead to greater child investment. Incorporating multilingual children’s home languages into instruction helps them learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help. Refer to your anchor charts during the natural course of your instruction. The more you model using them for reference, the more the children will use them for their own independent thinking and work.

	Power of 3	Feelings	Readers Can Say	Cheers	We Can Describe
	Words to be added to your charts				
Already Added	Move safely. Say, “I can do it!” Play together. Be helpful. Put things away. Handle books and toys carefully.	happy sad proud silly grumpy	I like I predict	Round of Applause Kiss Your Brain	Capture descriptive vocabulary using this graphic organizer. Continue to add columns with different categories of descriptive words. This chart should be very responsive to the linguistic and cognitive needs of your children and will therefore vary among different classrooms.
In This Unit	Calm down.	upset calm	I remember I learned	Hip Hip Hooray Catch a Star	
To Add in Future Units	Act kindly. Throw trash away. Keep on trying. Treat living things carefully. Think about how others feel.	glad kind confident delighted caring	I see I wonder	Stir It Up Roller Coaster The Robot Happy Horse	

Unit Charts

Unit charts will be created as well. These reflect each unit’s specific content. They should be built and referenced the same way that anchor charts are. However, they will be referenced less frequently throughout the year. Plan your display accordingly.

Unit Charts

- “Words We Are Learning”
- “5 Senses”



Supporting Multilingual Learners

Incorporating multilingual children’s home languages into instruction helps children learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help.

CENTERS

An essential part of your day is Center Time. Center Time supports the development of children's creative, social, cognitive, and language skills.

Each unit has its own suggested theme-related activities and a timetable for introducing them. Offer other choices as well that reflect your children's interests and needs. Centers are also a great place for children to continue practicing and extending their learning from small group and large group activities. Look for "Keep It Going" tips throughout the unit guide where we suggest ways to incorporate materials and ideas from your lessons into your centers. When interacting with children at centers, use the strategy of "Layered Questioning." This involves scaling the discussion to each child's language ability, so they can respond anywhere from using gestures to one word responses to more open ended ones. This will build their confidence and stretch their language skills.





► **WEEK 1 | Build a Body**
Children create bodies with craft materials.
Creative Arts: Visual Arts

Materials	Directions
String, buttons, clothespins, plastic plates and utensils, etc.	Place materials in the art center. Invite children to use the table space to work together to create a body out of classroom and craft materials.

Use what you know about each child’s language skills to start conversations:

- Gesture: Point to the [shape].
- Yes/No: Could we use this to make a [body part]?
- Either/Or: Does this connect to the [body part] or the [body part]?
- Open-ended: What shapes do you need to use to make a human body? Do any of these materials remind you of a body part? How can you connect the body parts?

► **WEEK 2 | Still Life Painting**
Children create still life paintings.
Creative Arts: Visual Arts

Materials	Directions
Images of still life paintings, pretend fruit, various bowls	Download and print several images of still life paintings. Hang these in your art center. Invite children to arrange the fruit in a bowl and to create their own still-life pictures.

Use what you know about each child’s language skills to start conversations:

- Gesture: Point to the [shape].
- Yes/No: Could we use this color to make a picture?
- Either/Or: Will you use [color] or [color] to make your own picture?
- Open-ended: What shapes do you see when you look at the fruit bowl? What colors will you need to make your own picture of this? What art materials do you want to use to create your still-life picture? (Do you prefer crayons, markers, paints, etc.?)



Let Them Stand

Look for ways to encourage children to work while standing up. Creating artwork vertically, on an easel for example, as opposed to flat on a table, helps children develop core strength and better finger and wrist control. It also helps with visual attention.



▶ **WEEK 4 | Tricky Blocks**
Children practice identification of shapes.
Math: Geometry and Spatial Relations

Materials	Directions
Tape, poster board (optional)	Use tape to make various shapes (such as rectangles, triangles, squares, circles) directly on the floor near the block center. Make shapes of different sizes and types (such as long, thin triangles). Or, make more portable versions of these shapes by putting tape onto poster boards. Children can use blocks to build structures in the shape of these tape lines.

Use what you know about each child’s language skills to start conversations:

- Gesture: Point to the [shape]. Point to the [long, thin, etc.] triangle. Point to the [short, wide, etc.] triangle. Point to the materials that you can use to make it.
- Yes/No: What shape is this? Is it a triangle? Is it a rectangle? Is it a square? Is it a long? Is it thin? Is it short? Is it wide?
- Either/Or: Is it a triangle or a rectangle? Is it a circle or oval? Is this a [long, thin, etc.] triangle or a [short, wide, etc.] triangle?
- Open-ended: What shape did you make? How do you know it is a [triangle, rectangle, square, etc.]? How can you use blocks to make a [triangle, rectangle, square, etc.]?

Tip

Supporting Play

Dolls are an important part of children’s play. Keep in mind dolls should be realistic. They should reflect the gender, racial and cultural diversity of your classroom and community. Also, they should reflect different abilities in your classroom and in the community.



Dramatic Play



- **WEEK 1 | Doctor's Office**
Children engage in dramatic play to understand what doctors and nurses do.
Creative Arts: Dramatic and Performance Art

Tip

Home Living/Housekeeping Center

Best practice suggests that maintaining a home living or housekeeping center throughout the year is important for children. It gives them the opportunity to re-enact, retell, and relive familiar situations. Be sure to collaborate with children on ideas for refreshing the center and its related materials as the year progresses. Additionally, co-creating other dramatic play areas with children gives them an opportunity to explore new situations.

Tip

Did You Know?

An important prerequisite of dramatic play is background knowledge. Before children can create stories, assign and accept roles, and act them out, they need to know something about the topic. Build children's background knowledge by encouraging them to share their experiences. Provide experiences for them. Take them on field trips. Read high-quality books to them. Bring in interesting people to talk to them. Provide them with the language they need to participate and expose them to content vocabulary to match a variety of topics. Remember, children cannot engage in successful dramatic play unless they have some background knowledge on the topic.

Materials

Doctor's office supplies, such as cotton balls, swabs, bandages, stethoscopes, tongue depressors, clipboards, etc.

Directions

Gather materials and label baskets (and corresponding spots on the shelf as necessary). Include materials commonly found in most doctor's offices. Put up an "eye" chart and "pain scale" chart. Distribute clipboards with forms for "physicals" for children to complete. Model how to use these charts and forms.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the patient. Point to the doctor.
- Yes/No: Is this patient sick? Is this patient healthy?
- Either/Or: Will you use [supplies] or [supplies] to help this patient?
- Open-ended: How do we know if this patient is sick or healthy? How can we treat a patient with a cold? With a broken bone? With a scraped knee? What happens when you visit the doctor's office? Who goes with you?



Library



- **WEEK 4 | Bedtime Book Basket**
Children read books with a “bedtime” theme.
Literacy: Literate Attitudes and Behaviors

Materials	Directions
Books	Gather books related to this topic. Store them in a basket that is clearly labeled with words and pictures. Share the titles with the children to build their excitement.

Use what you know about each child’s language skills to start conversations:

- Gesture: Point to a book you would like to read. Let’s look through the pictures. I see...
- Yes/No: Do you like to read at bedtime? Does someone read you a bedtime story at home?
- Either/Or: Do you like to hear [kind of book] or [kind of book] at bedtime?
- Open-ended: What kind of books do you like to read before bed? Tell me about your favorite bedtime story.

- **WEEK 4 | Read to a Stuffed Animal**
Children read their books to their reading buddy (stuffed animals).
Literacy: Literate Attitudes and Behaviors

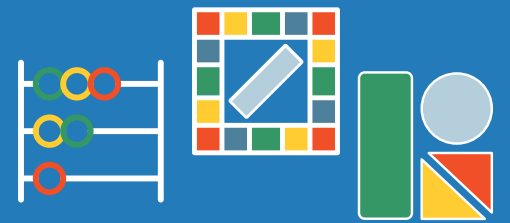
Materials	Directions
Books, stuffed animals	Show children how they can cuddle up with a stuffed animal and read to it. They can point to their favorite pictures and tell the stuffed animal about their favorite parts.

Use what you know about each child’s language skills to start conversations:

- Gesture: Point to a book you would like to read. Point to your favorite part. Oh, I remember that part! That was when [event]...
- Yes/No: Do you like to read? Do you like to read [kind of book e.g. adventures, fairy tales, silly stories]? Did you like the part in the book when [event]?
- Either/Or: Do you like to read [kind of book] or [kind of book]? Was your favorite part when [event in book] or when [event in book]?
- Open-ended: What story can you tell/read to your stuffed animal? What is happening in these pictures?



Math and Table Toys



► WEEK 1 | Skeleton Puzzles

Children put together different parts of a human skeleton.

Physical Development: Concepts of Health

Materials

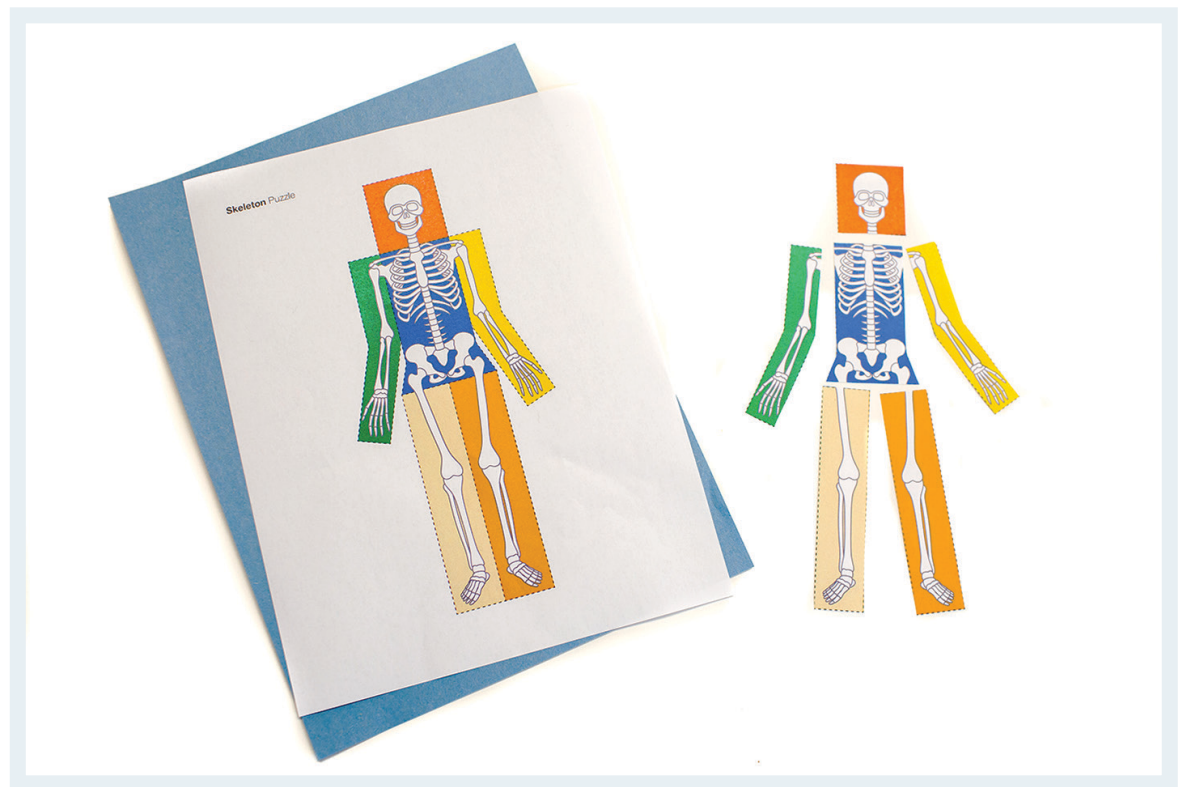
Large image of a human skeleton, scissors, cardstock or construction paper in various colors

Directions

Download and print an image of a human skeleton. Cut along the perforated lines. Mount each piece on a different color piece of cardstock or construction paper and laminate. To encourage independent completion of the task, print a full version of the image with the color-coded pieces highlighted.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [body part].
- Yes/No: Is this connected to the [head, chest, arm, etc.]?
- Either/Or: Is this connected to the [body part] or the [body part]?
- Open-ended: What part of the body are you looking for next?; What part of the body is connected to...? [head, chest, arm, etc.]; How do you know that you completed this puzzle correctly?



► WEEK 3 | Finding Triangles

Children trace the outlines of triangle shapes found in nature.

Math: Geometry and Spatial Relations

Materials

Pictures of naturally occurring triangles, dry erase markers

Directions

Download, print and laminate pictures of things in nature that are shaped like triangles (clovers, mountaintops, birds flying in a v, some flowers, some moths, fern leaves, some seed pods cut in half). Offer children dry erase markers to trace the shapes.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to a triangle. Can you point to another one? Trace the triangle.
- Yes/No: Is this a triangle?
- Either/Or: Is this a triangle or is this?
- Open-ended: What triangle shape will you draw/trace today? How do you know this object is a triangle? What other things around us are triangles?

Science

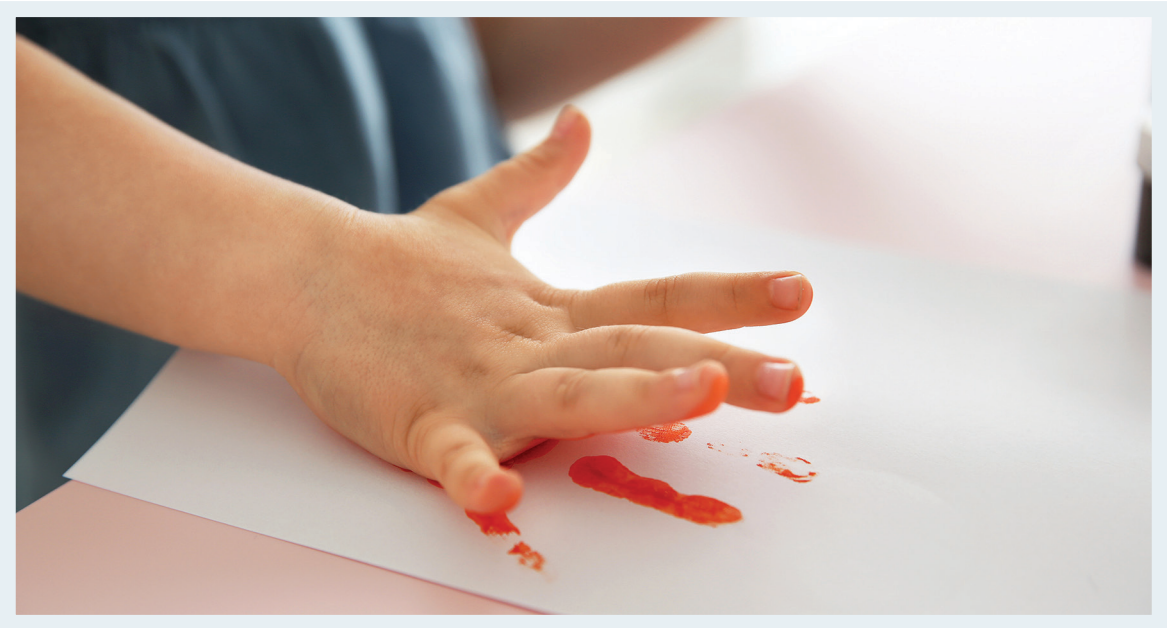


► **WEEK 1 | Handprint Lab**
Children observe their own handprints.
Science: Scientific Inquiry and Practices

Materials	Directions
Ink pads, paper, magnifying glasses	First, children should wash and dry their hands. Then ask them to push their hands onto an ink pad, and make an imprint of their hand on a piece of paper. When a good handprint is taken, children should wash their hands again. Now they can use magnifying glasses to observe the lines and crevices of their hands on the imprint.

Use what you know about each child’s language skills to start conversations:

- Gesture: Point to your hand. Point to your handprint. Trace the lines in your handprint.
- Yes/No: Is this your hand or your handprint? Is this a straight line? Is this a curvy line?
- Either/Or: Is this a straight line or a curvy line?
- Open-ended: What do you notice about the lines in your handprint? How are the lines the same or different from someone else’s?



Tip

Take Science Outside Too

Create an outdoor science kit, so children can use common science tools outside. Include materials such as a notebook and pencils, tape measure, rulers, bucket balance, magnifying glasses, books about birds or insects, and a thermometer. Create a job in your classroom called “Outdoor Kit Keeper.” This child can be responsible for bringing the kit outside and back in again for outdoor playtime.

► **WEEK 2 | Exploring Sound With Shakers**
Children make shakers out of classroom materials.
Science: Physical Sciences

Materials	Directions
Collections of small, safe objects (such as cotton balls, pebbles, acorns, etc.), various clean and allergen-free containers (such as water bottles, paper tubes, tissue boxes, etc.), tape	Gather materials. Demonstrate how to place small objects inside of a container, secure it with tape, and shake it to make noise. Invite children to explore the various sounds made by different materials and shakers.

Use what you know about each child’s language skills to start conversations:

- Gesture: Point to the object that will make a loud sound. Which object will make a soft sound? Point to a hard object. Point to a soft object.
- Yes/No: Does that material make a loud sound? Does that material make a soft sound? Is this shaker filled with hard objects? Is this shaker filled with soft objects?
- Either/Or: Does that material make a loud or a soft sound? Is that shaker filled with hard or soft objects?
- Open-ended: Which object do you think would make the loudest sound? Why? Which object do you think would make the softest sound? Why? What kind of sound would you make if you combined [cotton balls and pebbles; or pebbles and acorns; etc.]? What other objects could we use to make [loud or soft] shakers?

Science



- **WEEK 3 | Loose Parts Basket**
Children explore loose parts using materials that can be built, taken apart and reconstructed into something else.

Science: Physical Sciences

Tip

Loose Parts Basket

These loose parts don't have one purpose; their purpose and use can change based on how children use them. The ways children can use a collection of loose parts at your science center is limitless.

Materials

Basket, collection of materials with different textures and shapes (keys, sandpaper, pine cones, fruit, felt, blocks, marbles, feathers, shells, etc.) Get creative!

Directions

Gather materials, such as buttons, ribbons, and paper towel tubes, in a basket. These loose parts don't have one purpose; their purpose and use can change based on how children use them. The ways children can use a collection of loose parts at your science center is limitless. Invite them to explore textures, shapes, functions, etc. to spark creativity. You might also offer suggestions to spur their imagination; for example, suggest that they make a "cheer up" machine for when a friend feels sad.

Use what you know about each child's language skills to start conversations:

- Gesture: Pick up something [hard, soft, rough, smooth, etc.].
- Yes/No: Is this [hard, soft, rough, smooth, etc.]?
- Either/Or: Is this a [hard or soft; smooth or rough, etc.]?
- Open-ended: What can you make using [sandpaper, keys, felt, marbles etc.]? What do you think this [material or object] will feel like? What does it feel like? What shapes do you see in the [key, feather, shell, etc.]?

- **WEEK 3 | Yoga and Other Cats**
Children observe and mimic cat poses.

Science: Life Sciences

Materials

Images of lions and other cats in various positions and poses

Directions

Download and print pictures of lions from the *Blueprint* website in various poses, and ask children to try to mimic those poses. Download and print pictures of other cats (such as leopards, tigers, and house cats), and invite children make up new yoga moves for all the cats.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the cat. Show me how a cat moves? Can you move like this cat?
- Yes/No: Is this a cat? Can you move like a cat? Does a cat move like you?
- Either/Or: Can you move like this cat or like that cat? Let's see!
- Open-ended: How is this cat moving its body in the same or different ways than you do? What other animals do you think can move their bodies like this?



► **WEEK 2 | Healthy Soup**
Children pretend to make soup.
Creative Arts: Dramatic and Performance Art

Materials	Directions
Plastic fruits and vegetables, bowls, large mixing spoons, measuring spoons and cups	Children play with these items at the water table. They can pretend to make healthy soup (or other meals).

Use what you know about each child’s language skills to start conversations:

- Gesture: Point to the [fruits, vegetables, bowl, spoon, etc.].
- Yes/No: Can we use this for your soup?
- Either/Or: Will you use [ingredient] or [ingredient] to make your soup?
- Open-ended: What ingredients are you adding to your soup? What do you need to do next to make this recipe? What other kind of dish could you make with these ingredients?

► **WEEK 2 | Scrub Fruits and Veggies**
Children clean fruits and vegetables to stay healthy.
Physical Development: Healthy Habits

Materials	Directions
Assorted plastic fruits and vegetables, scrub brushes, toothbrushes, washcloths, basters, etc.	Gather materials, and add them to the sensory table. Talk with children about how it is important to scrub fruits and vegetables to remove dirt and germs before eating them.

Use what you know about each child’s language skills to start conversations:

- Gesture: Point to the [a type of fruit]. Point to the [a type of vegetable].
- Yes/No: Is this fruit clean? Is this vegetable dirty? Can we use this for scrubbing?
- Either/Or: Is this clean or dirty?
- Open-ended: Why do you think we should clean our fruits and veggies? What other tools/items could we use to clean our fruits and veggies?



► **WEEK 1 |** Body Parts Book
Children create a class book about body parts.
Science: Engineering and Technology

Tip

Pencil Grip

Help children along in developing their pencil grip. Give them lots of opportunities to get feedback from their fingers (known as tactile perception). Invite them to explore sensory bins filled with sand, dirt and beads (careful of small pieces!). On the other hand, limit screen time as children do not get the finger feedback they need on a touch screen.

Tip

Differently Abled

Some people are differently abled; their bodies work differently. Be sure to talk about how children who are differently abled can still do lots of things that other children can and can even do some things others can't like read Braille. Discuss how technology such as wheelchairs and hearing aids can be useful.

Materials	Directions
Tablet or computer; digital camera (or device that has a camera application)	Have children select a body part that they want to explore and discuss. Have children draw or take a photo of that body part using digital apps and programs. Add labels, dictation, or writing to explore what the body part is used for or can do. Create a document or file to store all of the children's work. Show children how to open and navigate the document or file to view their classmates' contributions. Extend the activity by printing out each child's work and creating a book for the library.

Use what you know about each child’s language skills to start conversations:

- **Gesture:** Point to the body part you want to draw. Show me one thing you can do with your [body part].* Point to the app you want to use to make your body part page.
- **Yes/No:** Do you want to write about [body part]? Can the [body part] do [insert action]? Do you want to use [app] to make your body part page?
- **Either/Or:** Do you want to write about [body part] or [body part]? Can you [action] or [action] with your [body part]? Do you want to use [app] or [app] to make your body part page?
- **Open-ended:** What is [body part] used for? How do you want to capture or explain what this body part can do? What are some activities that [body part] does at school? At home? In the neighborhood?

*Consider discussing what a person can or cannot do if a particular body part does not work. For example, discuss what a blind person does differently to experience and move through the world. What can the children do that others cannot? What supports can they give to someone who is in a wheelchair or uses a walker?



Writing



► WEEK 1 | Drawing Bodies

Children draw and label body parts.

Physical Development: Concepts of Health

Materials

Magazines, paper, crayons

Directions

Children draw pictures of their bodies and label body parts, or they use real pictures of people and label those.

Use what you know about each child's language skills to start conversations:

- **Gesture:** Point to your [body part]. Point to the part that starts with [letter sound].
- **Yes/No:** Is this your [hand, nose, eye, arm, foot, etc.]? Does this start with [letter sound]? What sound does it start with?
- **Either/Or:** Is this your hand or your [nose, eye, arm, foot, etc.]? Does the word foot start with the *letter b* or the *letter f*?
- **Open-ended:** Look in the mirror or at a neighbor. What body parts do you see that you can draw in your picture? Where does [eye, arm, foot, etc.] go on your body? What sound do you hear at the beginning of the word [head, leg, hand, foot, etc.]?

► WEEK 2 | Grocery List

Children create and organize lists.

Literacy: Writing



Materials

Supermarket circulars, lined paper for making lists, scissors, glue

Directions

Place materials on a table. Show children how to make a grocery list. Invite them to talk about their favorite foods. Show them supermarket circulars and invite them to circle what they want. They can cut out pictures and glue or tape them to the list.

Use what you know about each child's language skills to start conversations:

- **Gesture:** What do we need to make a [pizza, salad, etc.]? What are some healthy foods?
- **Yes/No:** Can we buy this to make a [pizza, salad, etc.]? Do you help your [mom, dad, family member] shop for food?
- **Either/Or:** Would we use this to make a pizza or a salad?
- **Open-ended:** What kind of foods do you need to buy to make [pizza, cupcakes, salad, etc.]? How can we list a food if we don't know how to spell it?

► WEEK 3 | Magnetic Letters

Children explore the shapes of letters.

Literacy: Phonological Awareness

Materials

Magnetic letters, modeling clay, cookie sheet (or other mat)

Directions

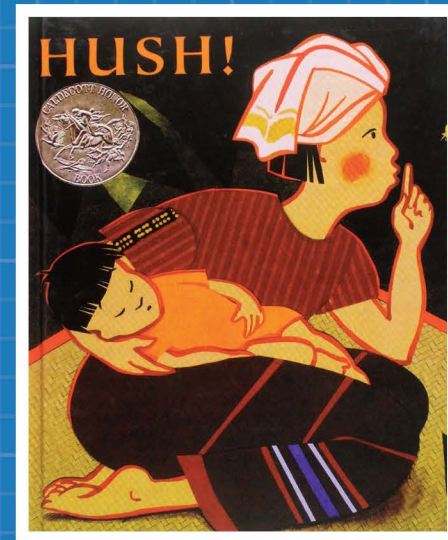
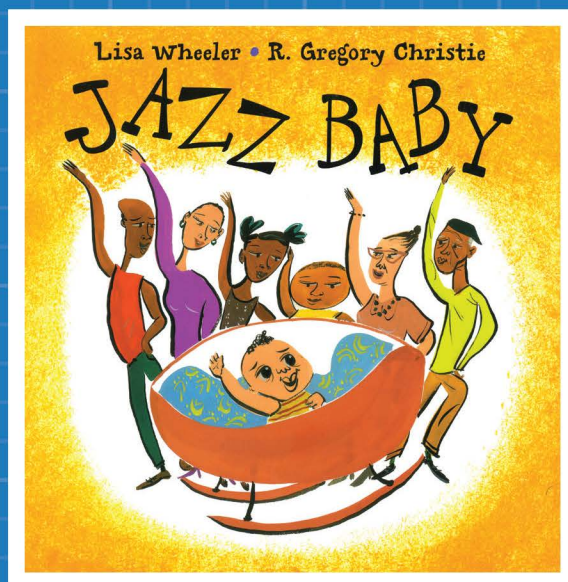
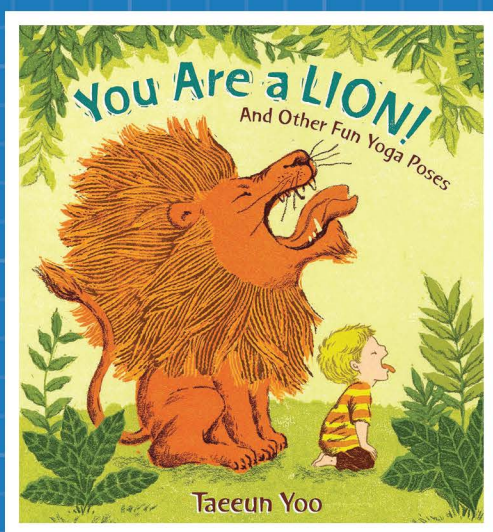
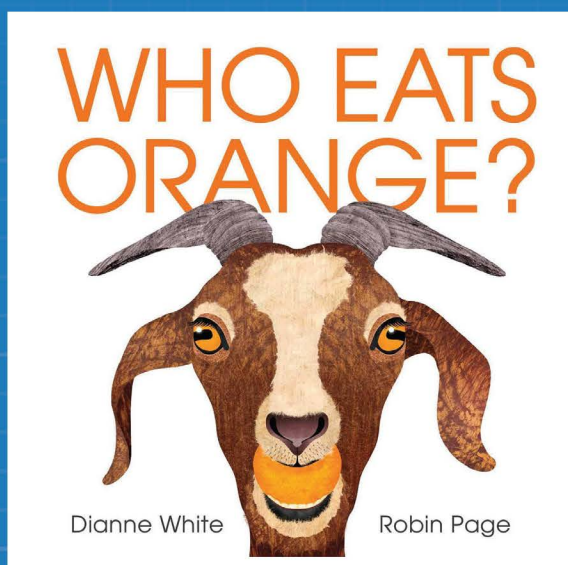
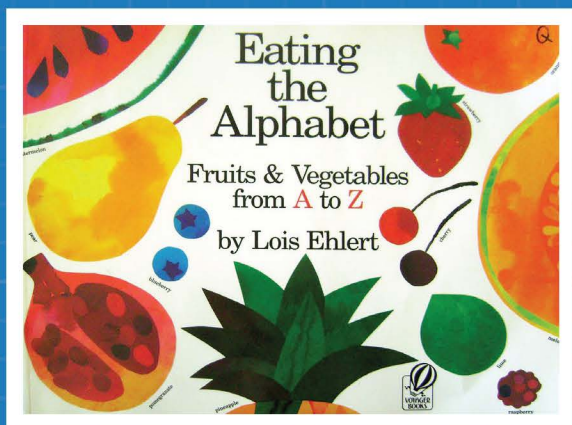
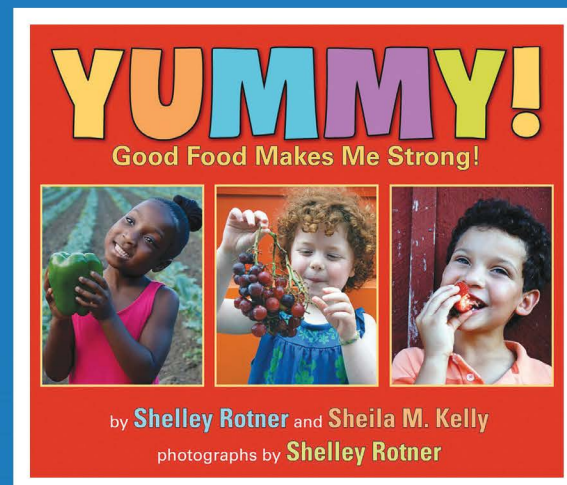
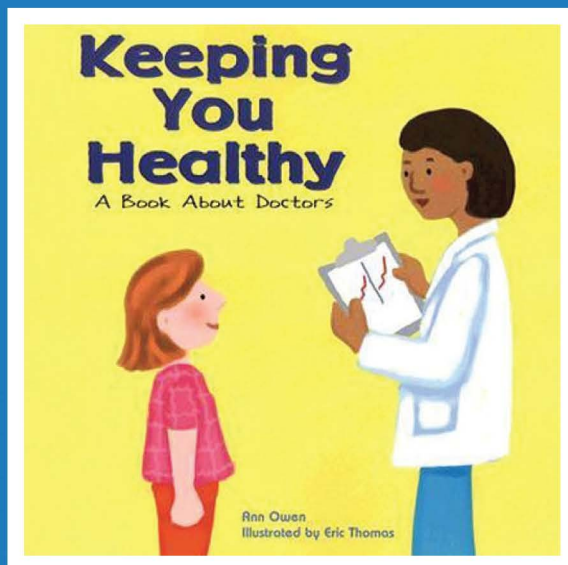
Invite children to flatten out pieces of modeling clay and then press magnetic letters into the clay.

Use what you know about each child's language skills to start conversations:

- **Gesture:** Which letters have [curves, straight lines, both]? Point to a letter with [curves, straight lines]. Point to the uppercase [letter]. Point to the lowercase [letter].
- **Yes/No:** Does this letter have curves? Does this letter have straight lines? Is this an uppercase letter [name]? Is this a lowercase letter [name]?
- **Either/Or:** Does this letter have curves or straight lines? Is this an uppercase letter [name] or a lowercase letter [name]?
- **Open-ended:** Which letters have [curves, straight lines, both]? Does the uppercase letter look the same or different as the lowercase letter? What makes them the same or different?



BOOKS



The children's books suggested here are readily available through Children's Literacy Initiative, most school or public libraries, or your local school equipment supplier.

Descriptions

Healthy Kids

- Written by Maya Ajmera, Victoria Dunning, and Cynthia Pon
- Charlesbridge, 2013

This book describes the universal needs and habits of healthy kids. With an abundance of photographs that provide a glimpse into the lives of children around the world, discussions during read alouds revolve around healthy routines and behaviors like hand washing, doctor visits, and exercise, as well as making connection to the global community of children.

Vocabulary

- nourishing: healthy
- active: moving around a lot
- exercise: to move your body to stay healthy

Eating the Alphabet

- Written and Illustrated by Lois Ehlert
- Houghton Mifflin Harcourt, 1994

This book uses both familiar and exotic fruits and vegetables to highlight each letter of the alphabet. Each letter and food name is shown clearly in both lower and uppercase text, helping children develop their skills in identifying letters in different styles of print.

You Are a Lion! And Other Fun Yoga Poses

- Written and illustrated by Tae-eun Yoo
- Nancy Paulsen Books, 2012

This instructional book provides children with an introduction to simple and fun yoga poses. They use their imaginations to be lions, cats, butterflies, and more, all while practicing healthy movement and reviewing parts of the body.

Vocabulary

- squat: to crouch or bend down low
- flutter: to flap wings quickly and lightly

Keeping You Healthy: A Book About Doctors

- Written by Ann Owen
- Illustrated by Eric Thomas
- Picture Window Books, 2003

This book provides a friendly introduction to what doctors do and what may happen during a visit or check-up. Often a source of anxiety for children, the process of a doctor's examination is made familiar through illustrations and simple informational text. This book encourages children to make connections to their own experiences at the doctor's office and emphasizes these visits as an important element of being healthy.

Vocabulary

- uniform: clothes that people wear to do their jobs

Who Eats Orange?

- Written by Dianne White
- Illustrated by Robin Page
- Beach Lane Books, 2018

This informational book explores the natural rainbow of foods eaten by animals around the world. Using a riddle-like format, children are asked to imagine what foods certain animals might eat based upon their color. Children practice making predictions as they learn about different animals, plants, and environments.

Vocabulary

- rainbow: many different colors shown together

Jazz Baby

- Written by Lisa Wheeler
- Illustrated by R. Gregory Christie
- Houghton Mifflin Harcourt, 2007

In this language-rich book, several members of a multigenerational family dance and sing jazz together as they put the baby to bed. This book reviews concepts of rhythm while teaching children how they can make music with their bodies. Children repeat movements and phrases from the book and the baby's return to his crib at the end of the night provides an introduction to a discussion of bedtime routines.

Vocabulary

- drowsy: sleepy
- doze: to fall asleep

Yummy! Good Food Makes Me Strong!

- Written by Shelley Rotner & Sheila M. Kelly
- Photographed by Shelley Rotner
- Holiday House, 2018

Filled with photos of children preparing, enjoying, and celebrating nourishing food, this book helps children draw connections between a healthy diet and active play. Children explore the garden, grocery store, and kitchen, and they are encouraged to get involved in their daily diets. During read alouds, children identify the main idea of the informational text and create a list of healthy foods they can have for each meal.

Vocabulary

- stir: to mix with a spoon, for example

I Got the Rhythm

- Written by Connie Schofield-Morrison
- Illustrated by Frank Morrison
- Bloomsbury Publishing, 2014

This book follows an energetic young girl as she walks with her mother through her urban neighborhood. While exploring patterns created by beats and rhythms, children are invited to move along with the girl, as they review their five senses and different body parts. Children also practice counting movements and echoing phrases in order to promote fluency.

Vocabulary

- rhythm: something that sounds musical and makes us feel like moving our bodies

Hush! A Thai Lullaby

- Written by Minfong Ho
- Illustrated by Holly Meade
- Scholastic, 2000

This Thai lullaby tells the story of a mother trying to quiet down all the different animals in the surrounding jungle so that her baby can sleep. Each animal makes a different, rhythmic sound, and the mother's pleas for silence create a repetitive rhyme. Children practice identifying these rhymes and making predictions about the animals, while exploring the importance of bedtime routines.

Vocabulary

- lullaby: a song that helps you feel sleepy and relaxed

UNIT 2 WEEK

Be Sure To...

- Launch a new dramatic play center—doctor’s office.
- Launch the class book *We Take Care of Our Bodies*.
- Introduce 10 frames, a math tool that supports one-to-one correspondence.
- Teach the *letter t*.

Books

- *Healthy Kids*
- *Keeping You Healthy*
- *Blueprint Songbook*

Charts

- Anchor Charts:
 - “Cheers”
 - “Readers Can Say”
 - “Feelings”
- Unit Charts:
 - “Words We Are Learning” (make)
 - “Turn and Talk” (make)

Materials

- Items to launch a doctor’s office dramatic play center
- Magazines/brochures
- Pieces of fabric

What are some ways you can take care of your body?

There are many ways to keep our bodies strong and healthy, such as drinking water, being active, and going to the doctor.

Children begin this unit’s focus on keeping healthy by investigating ways that they can take care of their bodies. They share their ideas for keeping healthy and learn how children around the world keep healthy. The new dramatic play center – the doctor’s office – is launched, and children talk about their experiences visiting their doctor. They are introduced to “turn and talk,” a strategy that encourages them to develop the skills necessary to participate in a conversation with their classmates. In small groups, children explore measurement, 10 frames, and shapes.

Keep in Mind

- Remember to keep a copy of the “Letter and Numeral Formation Guide” near your Message Time Plus board. It can be downloaded from the *Blueprint* website. As you pause to focus on letters and numerals to teach and/or review, consult this document for clarity and consistency. Repetition of these descriptions will support children as they learn letter names, sounds, and begin forming letters in their own writing. It will also support children as they learn numerals and form numerals in their own writing.
- Many dentists will happily provide teachers with models of the mouth and teeth. Ask your local dentist if they have one or more to share.
- Begin preparing your dramatic play center, a doctor’s office for Day 4: Talk Time.
- You will be adding the word “upset” to the “Feelings” chart during Day 5: Talk Time. Take a photo of a child modeling this facial expression to add to the chart. If you have multilingual children, ask their families to help you create labels in their home language. A translation app or website can also help you make the Anchor Chart: “Feelings” chart multilingual.
- At the end of Day 7: Small Group, you give each child a science journal (e.g. composition notebook). These will be used throughout the year.



Words We Are Learning

apart

two things with distance between them

together

two things close to each other

nourishing

healthy

active

moving around a lot

exercise

to move your body to stay healthy

uniform

clothes that people wear to do their jobs



Anchor Words for Multilingual Learners

- healthy
- body
- doctor



From the Songbook

“Head, Shoulders, Knees, and Toes”

This song will be featured in Greeting Time. Copy the lyrics and send home to families.



Trips & Visitors

Invite children’s family members or other community members who are doctors, nurses, or other medical professionals to the classroom. Ask them to wear their uniforms and bring in some tools they use at work. Have them talk with the children about their jobs and tell how they take care of people.



Working with Families

Dental health is important! Post this tip on your family bulletin board:

Children should brush their teeth for approximately two minutes. Use a timer to reach this goal. Or use your phone to record your child or someone else in the family, singing the ABC song (which lasts about 30 seconds). Play it four times to try to reach this goal. Also, it is recommended that children brush twice a day, using only a drop of toothpaste each time.



Remember | <https://clibblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Time	Children learn a new song: “Head, Shoulders, Knees, and Toes.” <i>Creative Arts: Music</i>	Children sing “Head, Shoulders, Knees, and Toes” and change the tempo. <i>Creative Arts: Music</i>	Children sing “Head, Shoulders, Knees, and Toes” using silly words. <i>Creative Arts: Music</i>	Children sing “Head, Shoulders, Knees, and Toes” backward. <i>Creative Arts: Music</i>	Children create a new verse for “Head, Shoulders, Knees, and Toes.” <i>Creative Arts: Creative Movement and Dance</i>
Movement Time	Children work on apart/together with their feet. <i>Physical Development: Gross Motor Skills</i>	Children jump with their feet together/apart five times. <i>Physical Development: Gross Motor Skills</i>	Children learn a modified jumping jack. <i>Physical Development: Concepts of Health</i>	Children do and count five jumping jacks. <i>Physical Development: Concepts of Health</i>	Children clap their hands overhead, as they do jumping jacks. <i>Physical Development: Concepts of Health</i>
Talk Time	Children discuss how they take care of their bodies. <i>Physical Development: Healthy Habits</i>	Children discuss going to the doctor’s office. <i>Physical Development: Concepts of Health</i>	Children play the game “How Many Dots?” <i>Math: Numbers and Number Sense</i>	Children launch a doctor’s office dramatic play center. <i>Creative Arts: Dramatic and Performance Art</i>	Children discuss feeling upset. <i>Social Emotional: Self-Awareness and Self-Concept</i>
Message Time Plus	Children name and identify body parts. <i>Physical Development: Concepts of Health</i>	Children learn about the letter <i>t</i> . <i>Literacy: Phonological Awareness</i>	Children discuss how water helps them take care of their body. <i>Physical Development: Concepts of Health</i>	Children begin work on a class book. <i>Literacy: Writing</i>	Children share ideas on how to use fabric in dramatic play. <i>Creative Arts: Dramatic and Performance Art</i>
Intentional Read Aloud	Children tell how they like to stay healthy. <i>Physical Development: Healthy Habits</i>	Children identify ways to be physically active. <i>Physical Development: Concepts of Health</i>	Children learn the routine for “Turn and Talk.” <i>Literacy: Listening and Speaking</i>	Children learn how to take turns listening and speaking. <i>Literacy: Listening and Speaking</i>	Children share what they learn about doctors. <i>Social Studies: Being a Community Member</i>
Small Group	Children compare items to the length of their hand. <i>Math: Measurement and Data</i>	Children are introduced to 10 frames. <i>Math: Numbers and Number Sense</i>	Children play a matching game using 10 frames. <i>Math: Numbers and Number Sense</i>	Children count chips in 10 frames. <i>Math: Numbers and Number Sense</i>	Children identify shapes in a mystery bag. <i>Math: Geometry and Spatial Relations</i>
Reflection Time	Why is it important to take care of your body?	What’s your favorite way to stay active?	What did your body help you do today?	Do you want to be a doctor when you grow up? Why or why not?	What are some ways you can keep your body healthy?

Centers to Launch

See Pages 14-24

Art Center | Build a Body

Dramatic Play Center | Doctor’s Office

Math Center | Skeleton Puzzles

Science Center | Handprint Lab

Technology Center | Body Parts Book

Writing Center | Drawing Bodies



Greeting Time

Children learn a new song: “Head, Shoulders, Knees, and Toes.”

Creative Arts: Music

INTRODUCE the song “Head, Shoulders, Knees, and Toes.”

Friends, I feel happy to be at school today with all of you! Let’s sing a song that gets us up and moving. It’s called “Head, Shoulders, Knees, and Toes.” Do you know that song? Did you ever sing it?

In this song, we name lots of different body parts [point], and we gently touch them like this [demonstrate] as we sing them.

STAND up. SING and gently touch each body part mentioned in the song. If you have children who are multilingual, invite them to name the body parts in the song in their home language.

Listen and watch as I sing “Head, Shoulders, Knees and Toes.”

INVITE children to stand. SING one line of the song and encourage them to echo your words and your movements.

Make & Prepare

- Familiarize yourself with the tune to “Head, Shoulders, Knees, and Toes” on the *Blueprint* website.

Additional Material

- Blueprint Songbook*

Remember...

While the components of Gathering Time can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.

Movement Time

Children work on apart/together with their feet.

Physical Development: Gross Motor Skills

MODEL how to jump, spreading your feet apart and then together. **GUIDE** children to practice.

We just sang about some of our body parts. Now let’s use our bodies to jump!

First, I am going to stand up straight and tall. My feet are together. They are close to each other. Now, I’m going to jump to spread my feet apart like this [demonstrate]. They are farther apart. You try!

Now, let’s jump and move our feet back together again like this [demonstrate]. You try! Let’s try again. Say it with me: Apart. Together.

ADD the words “apart” and “together” to the Unit Chart: “Words We Are Learning.” INVITE children to share words they know that mean the same thing (in English or their home language).

Let’s add the words “apart” and “together” to the list of words we are learning. Do you know any other words that mean the same thing?

Now let’s try doing it two times. We’ll go slowly at first. Apart. Together. That’s one. Apart. Together. That’s two!

Let’s try it three times! Count with me: One... two...three! Moving our bodies and being active is fun!

Make & Prepare

- Start a unit chart titled “Words We Are Learning.”

Words We Are Learning

apart: two things with distance between them

together: two things close to each other

Adapting the Movement

Some children may benefit from practicing this movement while sitting in a chair. This removes the balancing aspect so they can focus on moving their feet apart and together.

Talk Time

Children discuss how they take care of their bodies.

Physical Development: Healthy Habits

LAUNCH the topic of taking care of our bodies.

We just sang a song about different parts of our body. We used other parts to jump! Which of our body parts did we just use to jump? Yes, we use our legs and our feet.

We need to take care of these body parts and our whole bodies to stay healthy.

HOLD a discussion using a few questions from the examples below. CHART children’s ideas.

- What do you look like when you feel healthy? What do you look like when you feel the opposite: sick?
- How do you keep healthy?
- How do you take care of your body?
- How do your family and caregivers help you take care of your body?
- What healthy habits do we have in school?
- What healthy habits do your family and caregivers teach you at home?
- What questions do you have about being healthy?

We will be learning more about how to take care of our bodies [point from head to toe]!

Materials

- Chart paper and markers

Supporting Multilingual Learners

Explicitly teach the words “healthy” and “body” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Before

INTRODUCE the importance of knowing the names of our body parts so we can take care of them. **POINT** to specific body parts as you name them.

We are learning about being healthy and taking care of our bodies. Let's point to some of our body parts.

- Can you touch your head [demonstrate] on the top of your body?
- Can you touch your shoulders in the middle of your body?
- Can you touch your feet on the bottom of your body?

Watch as I draw a picture of a person and use words to label some body parts.

During

DRAW a person touching their head. **DESCRIBE** what you are drawing and thinking. **INVITE** children to contribute.

I want to draw a person singing along to "Head, Shoulders, Knees, and Toes," like we did at Greeting Time. I can show her touching her head with her hands like this. What expression should I draw on her face?

Suggested message: "head" "shoulders"

PAUSE to focus on writing structure (writing labels).

I'm going to label her head, which means I am going to write the word "head" next to it. I am going to draw an arrow from the word to the exact part I am referring to.

REPEAT with the word "shoulders." Then **INVITE** children to reread the labels with you.

After

INVITE children to name other parts of the body. **ENCOURAGE** them to come to the board and point to the body part on the drawing to which they are referring. If you have children who are multilingual, **INVITE** them to name body parts in their home language. **LABEL** the drawing, and emphasize that you are using words.

So far we have used words to label the head and shoulders.

What other words for our body parts do you know?

Are they on the top of your body, the middle, or toward the bottom of your body?

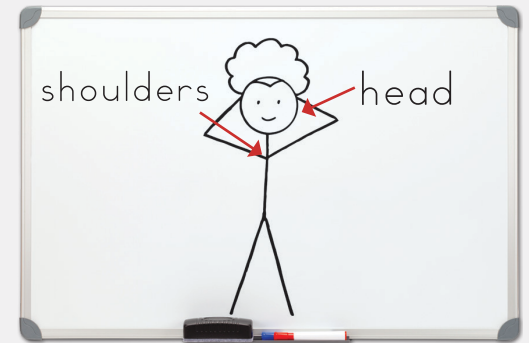
RESTATE that we can use words to name and take care of our body parts.

Today we talked about and labeled our body parts. Knowing the names of our body parts is one way we can begin to learn to take care of them.

REREAD the labels one more time.

[Transition] TEACH children a new cheer, "Hip, Hip, Hooray." **ADD** it to the Anchor Chart: "Cheers."

Let's learn a new cheer using one of our body parts. It's called "Hip, Hip, Hooray," and it goes like this [demonstrate].



Make & Prepare

- Write "Hip, Hip, Hooray" on a sentence strip.
- Download and print the corresponding image for the cheer, and attach it to the sentence strip.
- Familiarize yourself with the cheer on the *Blueprint* website.

Additional Materials

- Anchor Chart: "Cheers"

Responding to Children

During your discussion around body parts, don't be surprised if children refer to more "private" body parts. If and when it occurs, simply acknowledge the existence of these parts ["Yes, that is one of your body parts"] and continue the activity.



MTP Song

Remember to set the tone for MTP by singing the song "Message Time":

Message Time. Message Time.
Let's get together for Message Time.
Reading, writing, playing too,
Message Time is fun to do.

About the "Pause to focus on..."

Message Time Plus® gives you an opportunity to focus on a variety of literacy skills during an authentic reading and writing experience. The "Pause to focus on..." generally focuses on four areas of literacy: phonological awareness, concepts of print, vocabulary, and writing structure. These are important foundational areas for emerging readers and writers. We offer a suggested topic for the "Pause to focus on..." for each lesson. Adapt this to meet the needs of your individual children.



Keep It Going

- When outside, have children partner up to trace their bodies using chalk. Can they label their body parts?

Children tell how they like to stay healthy.



Make & Prepare

- Review the ASL sign for “I like” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

nourishing: healthy

Reference the World Map

Reference the world map in the back of the book. Show children different countries featured in the photos. Help children locate countries that represent their home cultures.

Connection to Other Units

In Unit 3: “Exploring Our Local Community,” children learn more about maps.

Building Background Knowledge

The back of the book features more information on each of the topics. Read this to yourself before the lesson to help enrich the conversations with the children and answer questions that they may ask.



Before

STATE that this is an informational book about children around the world. **PREVIEW** the book by quickly flipping through the photos and naming some countries in the captions. **SHOW** the map at the end of the book.

We are learning about taking care of our bodies. Today we are going to read a book called *Healthy Kids* by Maya Ajmera, Victoria Dunning, and Cynthia Pon. This informational book has photos of children all over the world taking care of themselves. Let’s take a picture walk. Listen for where the children live.

SHOW the front cover. **ASK** children how the child is taking care of her body. **MODEL** and **PROMPT** children to sign “I like” if they also like to run or move their bodies.

Children all over the world take care of their bodies. Look at the child on the front cover. How is she taking care of herself?

Yes, she is running to keep her body healthy. Do you like to run and move your body too? If you also like to run and move, you can sign “I like” [demonstrate].

As we read *Healthy Kids*, listen carefully to the words and look closely at the photos. When we read about other ways that you like to take care of your body, sign “I like.”

During

PAUSE after: “We eat nourishing food.” **MODEL** signing “I like” and sharing a way that you like to take care of your body.

Readers, I am signing “I like” because we are reading about a way that I like to take care of my body. This child in Mexico is eating corn on the cob. I like eating corn and other nourishing foods.

DEFINE the word “nourishing.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Can you say that word with me: nourishing. When something is nourishing it helps to take care of your body. Nourishing foods keep us healthy. Let’s add “nourishing” to the list of words we are learning. Do you know any other words that mean the same thing as “nourishing”?

If you also like to eat nourishing foods, sign “I like.” Let’s read to find out more ways that we like to take care of our bodies.

PAUSE after: “Look, no cavities!” **ACKNOWLEDGE** children signing “I like.” **INVITE** one to three children to share how they like to take care of their bodies. **ENCOURAGE** them to use the sentence stem, “I like...”

I am noticing readers signing “I like.” We are reading about ways that you like to take care of your bodies. If you would like to share how you like to stay healthy, keep making the sign. You can start by saying, “I like...”

After

SUMMARIZE that we share many healthy habits with children all over the world.

Healthy Kids [point to title] shows photos of children who live in different places around the world [show map]. No matter where we live, we share many of the same ways of taking care of our bodies.

If you like to take care of yourself, sign “I like”!

Build Interest

INVITE children to explore the objects that you collected for this investigation.

Learners, look at this box of objects. Let's explore what's inside it.

SELECT an object such as a crayon and place it alongside your hand. **ASK** children how they compare.

Look at this crayon compared to my hand. Are they the same size? Which is longer? Which is shorter? How can we find out?

DISCUSS how to compare fairly.

One way we can compare the length of our hand to another object is to hold it against your hand. But how should we hold it to make a fair comparison? Like this [hold the object below your palm]? Like this [hold the object above your palm]?

How can we make it fair?

INVITE children to share ideas.

Yes, I can hold the object against the bottom of my palm and see if it reaches to the top of my middle finger. So, is this crayon longer or shorter than my hand?

Yes, the crayon is shorter. My hand is longer.

Build Understanding

ASK children to think about how the objects in the box compare to the length of their hand.

Do you think there is an object in this box that is shorter than your hand? How can we find out?

INVITE children to show you how they compare fairly.

Select an object from the box. Show how you hold it against your hand to compare the lengths fairly.

Yes, you can hold the object against the bottom of your palm and see if it reaches to the top of your middle finger.

ASSESS to see how children are holding objects and comparing them.

Build Experience

GIVE children time to explore and compare. **ASSIST** them in adjusting the objects against their hands to make the comparison fair.

Now, let's see how the other objects in this box compare to the length of your hand.

- Which ones are shorter than your hand? How did you know?
- Which objects were equal to the size of your hand? How did you know?
- Which ones were longer than your hand? How did you know?
- What did you learn about comparing your hand to these objects?

RESTATE that we can compare the lengths of objects.

Today we compared objects to our hands. We made our comparisons fair by holding the objects against the bottom of our hand. We did this each time.

Make & Prepare

- Create a collection of ten to fifteen familiar classroom objects that children can use to compare to the size of their hands (such as a paper clip, crayon, pencil, linking cube, block, etc.).

Building Background Knowledge

Linger with the collection of objects, so children can solidify their understanding of objects that are the same size.

Stretch Their Thinking

Ask children to compare objects that are the same size as their foot or other part of their body.

Listen/Look For

- Do children begin to understand how to compare fairly as they look for objects longer, shorter, or equal to their hand?
- Do children appear to use the following terms accurately: longer than, shorter than, same size as?



Robust STEM Terms

When we talk about things being fair with four-year-olds, they think about interactions ("She got to use the special toy car during Center Time! It's not fair."). In this lesson, however, we use the word "fair" in its mathematical sense, meaning to compare equally. Children may need extra time making sense of the different use of the word.



Growing Mathematicians

In this activity, children are asked to make sense of a problem and solve it through a hands-on challenge. They find objects, compare them with their hand, and make a decision about the comparison. Activities like this support those children who are just beginning to learn that objects have an attribute called length and that mathematicians can compare lengths.

Scaffolding Children

In this lesson, we motivate children by giving them time to explore new materials. This scaffolds children's learning by getting them interested in the topic!



Keep It Going

- When playing and working with children in centers, continue to focus on comparing lengths. Ask them to find something smaller than their hand, larger than their hand, or sort objects by how they compare to the size of their hand. Invite them to compare the lengths of different objects. Which ones are the same size? Which are longer? How can we compare them fairly?

Greeting Time

Children sing “Head, Shoulders, Knees, and Toes” and change the tempo.

Creative Arts: Music

REVIEW the song “Head, Shoulders, Knees, and Toes.” **INVITE** children to stand, sing along, and use gestures.

Being active is one way we can take care of our bodies. Let’s sing “Head, Shoulders, Knees, and Toes” again today.

Remember to sing along and gently touch the part of your body that is named in the song like this [demonstrate].

CHANGE the tempo of the song. **MODEL** and **GUIDE** children to sing and move more slowly.

That was fun! Now, let’s sing it again, but this time why don’t we slow down the tempo of the song like this [demonstrate]. Are you ready to try it with a slower tempo?

CONTINUE changing the tempo different ways (i.e. very slowly, somewhat quickly, etc.)

Material

- *Blueprint Songbook*



Did You Know?

Tempo means how fast or slow something is happening. Tempo is very important for music. It can set the mood for the song. For example, if the music is fast, it can sound happy. When indicating the speed at which music should be played, composers use some common tempo markings from *Larghissimo* which means very slow to *Prestissimo* which means extremely fast.

Movement Time

Children jump with their feet together/apart five times.

Physical Development: Gross Motor Skills

MODEL how to jump with your feet apart and then together.

Singing that song was fun! Now let’s continue moving our bodies by jumping.

First, let’s stand up straight and tall, with our legs together like this [demonstrate]. Now, let’s jump and spread our feet apart like this [demonstrate]. Then let’s jump and bring our feet back together like this [demonstrate].

INVITE children to practice.

Try it again with me. Stand straight and tall. Jump and spread your feet apart. Now, jump and bring your feet back together. That’s one! Let’s keep moving in this pattern.

GUIDE children to jump five times and chorally count one through five. **HOLD** up one finger for each jump to show a visual to go along with the verbal counting.

Count along with me: one...two...three...four...five. Doesn’t it feel good to move your body? That’s one way to stay healthy.

Responding to Children

Give children room to make errors and self-correct as they practice jumping their feet apart and together. This will help build their self-confidence in acquiring new skills.

Keep It Going

Play this game outside as well. Can children count higher than five?



Talk Time

Children discuss going to the doctor’s office.

Physical Development: Concepts of Health

SHOW the doctor page in *Healthy Kids*. **HOLD** a discussion about children’s experiences going to the doctor using a few questions from the examples below.

We just moved in different ways. Being active is one way to take care of our bodies. Another way is to go to the doctor. Do you remember this page in our book *Healthy Kids* [show book]?

- Have you ever been to the doctor?
- What is your doctor’s name?
- Why did your family or caregiver take you to the doctor?
- What did the doctor do?

INTRODUCE Dr. Elsie. **SHOW** her photo.

Here is a famous doctor. Her name is Dr. Elsie Taveras. She is a pediatrician. That means she is a doctor who takes care of children.

EXPLAIN that we go to the doctor when we are sick or hurt and for check-ups.

Sometimes we go to the doctor’s office when we are sick or hurt [use gestures such as holding on to your stomach and making a sad face]. Doctors help us get better. And sometimes we go to the doctor’s office when feel fine for a check-up. At a check-up, the doctor checks our body parts to make sure that we are growing and healthy.

Make & Prepare

- Have the book *Healthy Kids* ready. Mark the page that says “A nurse or doctor helps keep us healthy” with a sticky note.
- Download and print a picture of Dr. Elsie. Laminate and attach it to a craft stick to create a puppet.



Highlighting Real People

Help children connect to the content of this unit by featuring real health care workers. For example, we are highlighting Dr. Elsie Taveras, a pediatrician and the first Latina to become a full pediatric professor at Harvard Medical School.

Before

CONNECT to the read aloud *Healthy Kids*. **SHOW** the marked page. **DESCRIBE** what you see, using words that start with the /t/ sound.

There are so many ways we can take care of our bodies. Look at this page from our read aloud *Healthy Kids* [show book]. These children are doing something to keep their teeth strong – they are brushing them! I see lots of toothbrushes. Did you know that lots of kids have 10 teeth on top [point] and 10 teeth on the bottom [point]?

FOCUS on words that begin with the /t/ sound.

Teeth, toothbrush, top. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /t/. Does anyone in our class have a name that begins with the /t/ sound?

DESCRIBE how to form the *letter t* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. Optionally, teach the ASL sign.

We are going to look at a letter – the *letter t*. The *letter t* makes the /t/ sound. To write an uppercase *letter T*, I start at the top and drop down. Then I make a bridge on top. Now you try writing it with your finger in the air. This is the lowercase *letter t*. I start at the top and drop down. Then I make a bridge in the middle. Now you try it. While I write today, be on the lookout for the *letter t*. We are going to learn to read it together!

During

DRAW a picture of teeth. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is a mouth. I am going to draw 10 teeth on the top. What shape should I make them? Yes, I can make them look like small rectangles lined up next to each other. Some of our teeth touch and some might have a little space in between.

Suggested message: “Ten on top”

PAUSE to focus on phonological awareness (/t/ in the word “Ten”).

I hear the /t/ sound in the beginning of the word “Ten.” The *letter t* makes the /t/ sound. Watch me as I write the uppercase *letter T*. I start at the top and drop down. Then I make a bridge on top. Now you try it.

REPEAT with the lowercase *letter t* in the word “top.” After, **INVITE** children to reread the message with you.

After

INVITE children to find all the *letter t*'s in the message. **CIRCLE** them.

Let's find all the *letter t*'s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter t*! Who wants to point to one in the message? I am going to put a circle around the *letter t* because it is a letter. Letters make up words.

PLAY “Sort for the Sound.” **PLACE** two sorting mats on the floor. **ASK** children to sort objects into two groups: those that begin with the /t/ sound and those that do not.

Look at this collection of objects. Let's sort them into two groups [point to the two mats]. We can place objects that begin with the /t/ sound on this mat [point]. We can place objects that do not begin with the /t/ sound on this mat [point]. Here is a turtle, /t/. Does the word “turtle” begin with the *letter t*? Yes. This turtle belongs with the /t/ group. Who wants to select the next object for us to sort?

CONTINUE playing. **RESTATE** the names of all the objects in the *letter t* group. Then **RESTATE** the name and sound of the *letter t*.

Today we listened to the sound the *letter t* makes, talked about what it looks like, and found it in our message. We created a group of objects that begin with the /t/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to tiptoe off the rug.

We are becoming experts at knowing the sound /t/. Let's tiptoe off the rug while saying /t/ /t/ /t/.



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter t* on the *Blueprint* website.
- Create a letter ring. Write the uppercase *letter T* on one side of an index card and the lowercase *letter t* on the other side; attach to a binder clip.
- Collect familiar objects that begin with the *letter t* (e.g. toothbrush, toothpaste, toy turtle) and some objects that do not.
- Have the book *Healthy Kids* ready. Mark the page that begins “We brush our teeth after meals” with a sticky note.

Additional Materials

- Two pieces of different color construction paper to be used as sorting mats.

Letter Formation

- Uppercase *letter T*: drop down, make a bridge on top.
- Lowercase *letter t*: drop down, make a bridge in the middle.

Voiced vs. Voiceless Sounds

Some sounds are voiced, which means if you put your hand gently on your voicebox, you can feel it vibrate. Other sounds are considered voiceless. Your voicebox should not vibrate when you say it.

Pronouncing the Sound

When you make the /t/ sound, you place your tongue at the top of your top teeth. Let out a short burst of air. Be sure not to say “tuh.” The sound is voiceless.

Circle Letters

When identifying individual letters in the message, circle them to help children discriminate between letters and words.

Keep It Going

- Gather children in a small group. Show them an index card with an uppercase *letter T* and an index card with a lowercase *letter t*. Provide them with craft sticks to build the letters.

Children identify ways to be physically active.



Material

- Unit Chart: “Words We Are Learning”

Words We Are Learning

active: moving around a lot

exercise: to move your body to stay healthy

Keep in Mind

Children from diverse backgrounds may be unfamiliar with certain activities, or they may use different names for a particular sport. For example, soccer is commonly known as football around the world.

Did You Know?

This unit – with its focus on what living things need to stay alive, grow, and thrive – links to life science.

Differently Abled

Some people are differently abled: their bodies work differently. Be sure to talk about how children who are differently abled can still do lots of things that other children can. They still like the same books and games, and sometimes they can even do some amazing things others can't, like read Braille. Talk about how technology (such as wheelchairs and hearing aids) can be helpful. Use this opportunity to invite children to talk about family members and caregivers who are differently abled as well.



Before

READ the first page. **DISCUSS** what it means to be “active.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

We are learning about taking care of our bodies. Listen to the first sentence of our book *Healthy Kids*. “Healthy kids grow up, strong, active and ready to go!” What do you think the word “active” means?

When we are active, we move our bodies. Being active makes our muscles strong. People move their bodies in different ways. Some ways to be active are to run, dance, or play soccer [demonstrate]. Let’s add “active” to our list of words we are learning. Do you know any other words that mean the same thing?

ASK children how they like to be active. **SET THE FOCUS:** Notice how children are being active in the book.

How do you like to stay active?

You named many ways to move your body and be active! How is this child on the front cover of *Healthy Kids* being active?

Yes, she is flying a kite by running. She is moving her body. As we reread *Healthy Kids*, look closely at the other photos. Notice the different ways that children around the world are being active.

During

PAUSE after: “We love to be outside!” **DISCUSS** how the children are being active. **MODEL** and **GUIDE** children to act out one of the activities (i.e. playing soccer).

How are these children being active? Yes, they are playing soccer [point], riding a horse [point], and sledding [point]. They are being active by moving their bodies and playing outdoors.

Let’s pretend to play soccer. Everyone stand up and freeze like you are going to run. What does your body look like? Run in place, and kick the ball! Now freeze like you just finished kicking a goal! Please sit back down.

PAUSE after: “We exercise and play all kinds of sports.” **DEFINE** “exercise.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

The children in these photos are exercising. What does the word “exercise” means?

Active children exercise a lot. “Exercise” means to move your body so your muscles get strong. Repeat after me: exercise. Let’s add “exercise” to our list of words we are learning. Do you know any other words that mean the same thing?

PAUSE after: “We wear seat belts on the road, and helmets when we bike or scoot.” **DISCUSS** how the children are being active. **MODEL** and **GUIDE** children to act out one of the activities (i.e. riding a scooter).

How are these children being active? Yes, they are exercising their bodies by riding scooters and bikes.

Let’s pretend to ride scooters. Stand up. Freeze as if you are about to ride a scooter. Place one foot on your scooter. Use your other foot to push off the ground. Start off slowly. Now, push a little faster. Wee! Okay, slow down again, and freeze. What a workout! Please sit.

After

ASK children to recall activities from the book and share what they would like to try. **INVITE** children who are new English learners to answer by pointing to a picture in the book as needed.

We read about different ways that children exercise their bodies and stay active. What do you recall the children doing?

If you could try one of those activities right now, which one would it be? Why?

Build Interest

SHOW children blank 10 frames. **INVITE** them to share what they notice.

Take a look at these counting tools. They are called 10 frames [show]. What shapes do you see? What else do you notice?

RESTATE children's observations (for example, there are many squares, which are a special type of rectangle, or they may have counted 10 squares).

I heard you say...

Build Understanding

MODEL how to fill the boxes in the 10 frames. **START** at the top, filling boxes in order one at a time, and place the chip in the center of each box. **DESCRIBE** what you are doing as you work.

10 frames can help us count. I can fill this blank 10 frames with counting chips. Watch as I put one chip in each box. I start at the top and put one chip in the first square. One [point to the chip as you count]. Then I take another chip, and fill the box next to it. I can count as I fill: one, two.

Who would like to add the next chip? Then we will count how many we have in all.

CONTINUE working with children to fill the 10 frames.

What do you notice about the 10 frames now?

Build Experience

DISTRIBUTE blank 10 frames and a cup of counting chips to each child. **INVITE** them to fill each box on the blank 10 frames. **REMIND** children to place only one chip in the center of each box. **ENCOURAGE** children to point to and count the chips, as they add them.

Here are blank 10 frames and a cup of counting chips for each of you. Use the counting chips to fill each box in the 10 frames. Remember, place only one chip in each box. Try not to let the chip touch the lines!

ASK children to put the chips away. **DISTRIBUTE** a cup of linking cubes and have them fill their 10 frames again.

Let's put our counting chips back in the cup. Now let's fill our 10 frames again using linking cubes. We can fill every box on our 10 frames with one linking cube. Remember, when you are filling the boxes, make sure to put one cube in each box. Try to place it in the center of the square, so it is not touching the lines!

You can point to and count the cubes, as you add them to the 10 frames.

TALK with children as they work. **CONNECT** with children who are new English I learners by describing what you see them doing.

- How many linking cubes do you have? How do you know?
- Can you use your finger and point to each cube while I count?
- I notice you are pointing to the cubes as you count. How does that help you?

SUMMARIZE working with 10 frames.

Today you worked with a new counting tool called 10 frames. To use a 10 frames, you place one object, like a counting chip or a linking cube, inside each square. You can point to and count each one as you fill!



Make & Prepare

- Download and print blank 10 frames (one per child).
- Place 10 counting chips (or another manipulative like pom-poms or paperclips) in a cup (one per child).
- Place 10 linking cubes in a cup (one per child).



Remember to Save

Blank 10 frames

Build Background Knowledge

Orally count one through ten.

Stretch Their Thinking

Invite children to fill different quantities on their 10 frames.

Listen/Look For

- Do children verbally count one through ten in order?
- Do children count one number for each box as they count?
- Do they count in order? Do they say the names of the numbers?
- Do they skip numbers? Do they count the same objects twice?



Counting Accuracy

In this activity and the next two that follow, children are developing their one-to-one correspondence, which is important for counting accurately. Even if they do count objects with one-to-one correspondence, children may not know that the last number they counted is equal to the number of objects in the set. This latter skill is called cardinality and is considered a more sophisticated skill.

Adapt the Lesson

In this activity, we are using paper 10 frames. However, you can use many real-life objects as well. For example, clean egg cartons can be cut to resemble 10 frames, and mancala boards can also be used (if you cover some of the holes). These items can be added to your math center for children's continued explorations.

Parallel Talk

When you describe what a child is doing or seeing without asking them questions or expecting a response, you are using parallel talk. This is a good strategy for supporting children's language development.

Greeting Time

Children sing “Head, Shoulders, Knees, and Toes” using silly words.

Creative Arts: Music

INVITE children to stand, sing along and use gestures as they sing, “Head, Shoulders, Knees, and Toes.”

We like to take care of our bodies. Let’s sing about some of our body parts. Do you remember the song “Head, Shoulders, Knees, and Toes?” As we sing, gently touch the part of your body that is named in the song like this [demonstrate].

PROMPT children to say “bip” and “bop” instead of saying the words “knees” and “toes.”

That was fun. But I wonder if we could sing the song using some silly words? This time let’s say “bip” and “bop” instead of “knees” and “toes” like this [demonstrate]. Are you ready to try?

INVITE children to suggest other words that they can use in place of the original body parts in the lyrics.

Movement Time

Children learn a modified jumping jack.

Physical Development: Concepts of Health

REVIEW how to jump feet apart and together. **MODEL** and **GUIDE** children to add their arms to the movement.

We just used our hands in our song. Let’s try adding our hands and arms to our jump. Start by standing up straight. Now, as you jump and move your legs apart, raise your arms out and up like this [demonstrate]. You try it!

Then as you jump your legs back together, bring your arms down to your sides at the same time. You try it!

GUIDE children to do five modified jumping jacks and chorally count them (or aim for a different target number based on your children’s skills). **MODIFY** the movement if needed.

We call that a jumping jack. Let’s try it again, slowly. Stand up straight. Now, move your feet apart, and raise your arms at the same time [demonstrate]. Now, jump and bring your feet back together and your arms down [demonstrate]. That’s one. Let’s try it again!

When we move our bodies, we are staying active! That’s one way to take care of our bodies!

Talk Time

Children play a game of “How Many Dots?”

Math: Numbers and Number Sense

REVIEW how to play the game “How Many Dots?” **HOLD** up the paper plate with the blank side facing children.

We just counted our jumping jacks. Let’s play more with numbers in a game of “How Many Dots?” In a moment, I’m going to show you the other side of this paper plate. There are dots on the other side of this plate. Your job is to watch carefully, as I quickly turn the paper plate around and show you the other side. Then I’m going to hide the dot side again and ask you how many dots you saw. Are you ready?

SHOW children the side of the plate with dots on it for two seconds. Then turn it back around to hide the dots. **INVITE** children to state how many dots they saw.

How many dots did you see? Can you hold up that many fingers?

REVEAL the dot side of the paper plate again. **ASK** children how they knew the number of dots on the plate.

How did you know how many dots were on the plate?

CONTINUE to play the game.

Material

- *Blueprint Songbook*

**Phonological Awareness**

This activity lends itself to word play, encouraging children to rhyme, sing, and explore with words and sounds. Word play supports the development of phonological awareness. This is an umbrella term used to describe how spoken language can be broken down into its components.

Differentiate Jumping Jacks

As with any skill, children develop gross motor skills on a continuum. Coordinating the upper and lower halves of their bodies may be tricky for some children. You can first ask them to practice by just using their arms. Also, differentiate this movement as necessary (e.g. children can extend their arms to the side instead of up, or children can simply jump up and down). These modifications will support children’s varying levels of development and keep the movement fun.

Make & Prepare

- Using paper plates, attach two to five black dots on each of them in new arrangements (e.g. vertically, in the shape of a triangle)

Additional Materials

- “How Many Dots?” paper plates from Unit 1

More on “How Many Dots?”

Subitizing or recognizing the quantity of objects automatically – without counting – is an important math skill. Respond to children’s needs by adjusting the number of dots up or down, making the arrangements more or less organized, sticking with dots or changing the object (e.g. using squares), or playing games with the cards (make another set, and use both sets to play a memory game where children find two matching cards).



Reflection Time | What did your body help you do today?

Before

CONNECT to the book *Healthy Kids*. **READ** the page you marked in the book. **DISCUSS** children's ideas about why it's important to drink water.

In the book *Healthy Kids* [show] we learn that healthy kids drink water. Why do you think it's healthy to drink water?

Yes, all living things need water. You need water. I need water. All people need water. Even animals and plants need water. Water helps our body do its job. When we get hot, water cools us down. Water helps make our muscles work so we can move.

INVITE children to observe a glass of water.

Here is a glass of water. What do you notice?

Yes, it's clear. You can look right through it.

How many of you drank some water before you came to school today? I did! I had a big glass of cold water. Yum! Watch, as I draw a glass of water.

During

DRAW a glass of water. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I want to draw a picture of a glass of water. Since water is clear, what should I do to show that there is water in the glass?

Ok, I can add a droplet...

Suggested message: "I like to drink water."

PAUSE to focus on concepts of print (explaining what a sentence is).

I often write one or two words. Today I am going to write a whole sentence! Wow! A sentence can be about anyone. This sentence is going to be about me. A sentence can be about anything. This sentence is going to be about how I like to drink water. And sentences usually end with a dot, which is also called a period.

INVITE children to reread the message with you.

After

INVITE children to brainstorm ways that water helps us take care of our bodies.

We know it's good to drink water. But we do more with water than just drink it! How else do we use water in school? How does water help us take care of ourselves, each other, and our classroom environment?

We use water to wash our hands, brush our teeth, wipe off our tables, clean our toys...

RESTATE the importance of water in keeping healthy.

Water is healthy for us. We use it in so many ways. We drink it and we use it to clean ourselves, our toys, and classroom materials. I'm sure Dr. Elsie would agree too [hold up the puppet and use a pretend voice to have her reply].

REREAD the message one more time.

[Transition] **INVITE** children to pretend to drink water.

Let's all pretend to drink a glass of cool water right now. Raise your glass and glub, glub, glub, glub.



Make & Prepare

- Have the book *Healthy Kids* ready. Mark the page that begins "Healthy kids need clean water to drink" with a sticky note.

Additional Materials

- A clear cup of water
- Dr. Elsie puppet



Life Science

Focusing on the importance of water is also teaching life science (i.e., what living things need to survive).

From Labels to Sentences

Previous messages contain a drawing and one-three word labels. In this message, you will model writing a complete sentence to match the image. Children are not expected to independently read or compose these sentences. Rather, as with every message you write, modeled writing offers children the opportunity to experience the process a writer goes through as they draw an idea and write words to express that idea.



Keep It Going

- Invite children to get a drink of water after playing outside or in the classroom. Encourage them to share how the water makes them feel. Does it cool them off after being outside? Does drinking water make them feel good and healthy?
- Provide children with books in the library center about plants and animals. While reading with children at the library center, invite them to look closely at the illustrations. Can they find a part in the book where an animal or plant needed water? Encourage them to share how the water is helping the plant or animal. Mark those spots with a sticky note.



Make & Prepare

- Create a “Turn and Talk” unit chart. On two sentence strips, write: “knee to knee” and “eye to eye.” Include a simple drawing or photo for each one.
- Predetermine partnerships for turn and talk. It may be helpful to tell children who their partner is before the lesson, if assigning partners during the lesson would be distracting. Pairing new English speakers with partners who are more proficient in English will provide new learners with a buddy who can model and explain as well as give them a safe space to practice speaking in their new language.

Turn and Talk

Turn and Talk is a strategy that can be used in any instructional practice. When done regularly, this strategy is an instrumental tool for creating learners who become accustomed to knowing that their ideas are valued. It also promotes oral language development and creates a safe space for dual language learners to share.

Use Children’s Home Languages

It’s very important for children to see, hear, and engage with their home languages in the classroom. Learn key phrases and basic exchanges in your children’s home languages to make them feel welcome and to support their interactions in their classroom environment. Using their home language will also help them make connections and solidify learning in their new language, English. You can ask children how to say common phrases, ask their families or a school staff member, or use an online tool.



Before

INTRODUCE “Turn and Talk.” MODEL (with another adult or a child) how to sit knee-to-knee and eye-to-eye.

Have you ever listened to a book and wanted to talk about it?

Yes, we like to think and talk about the books we read! As we reread *Healthy Kids* today, you will hear parts that excite you or get you thinking. You are going to want to talk about these things!

So, before we start the book, let’s practice one way you can share your ideas with your partner. It’s called “Turn and Talk” [signal by twirling finger then pointing to your lips]. Say it with me: turn and talk.

When you get ready to talk together, you turn your whole body to your partner. Watch as [name] and I sit for turn and talk. Just like this, you and your partner will sit knee-to-knee [point] and eye-to-eye [point]. Then you are ready to talk.

START the Unit Chart: “Turn and Talk.”

Let’s start a chart about how to turn and talk. We sit knee-to-knee... and eye-to-eye.

GUIDE children to practice turning their bodies to their partners and then back to you.

Let’s practice how to sit knee-to-knee and eye-to-eye with a partner. When I say, “Turn and talk,” please sit knee-to-knee and eye-to-eye. Turn and talk. I see partners sitting knee-to-knee and eye-to-eye. Now you are ready to talk. Tell your partner your favorite color.

Now as I count back from five to zero, please turn your whole body back to me: five, four, three, two, one, zero.

Readers, you are ready to read and talk about our book *Healthy Kids*.

During

PAUSE one to three times. USE signals to represent actions such as sleep, eat, drink, and exercise to encourage new English learners to participate. GIVE children practice turning and talking. KEEP the turn and talk times short to maintain pacing. Then SIGNAL for children to turn back to you.

Readers, what are these children doing to stay healthy? Are they sleeping, eating, drinking, and exercising?

Get ready to talk about it with your partner. Remember to sit knee-to-knee and eye-to-eye [point to anchor chart]. Please turn and talk.

Now as I count back from five to zero, please turn your whole body back to me: five, four, three, two, one, zero.

You just turned and talked about how these children are keeping healthy. Let’s keep reading to find out more about these healthy kids!

After

INVITE children to turn and talk about their favorite idea in the book. REMIND them to sit knee-to-knee and eye-to-eye.

This book teaches us many ways to stay healthy. What’s your favorite way to stay healthy? Ready to turn and talk?

Now as I count back from five to zero, please turn your whole body back to me: five, four, three, two, one, zero.

REINFORCE sitting knee-to-knee and eye-to-eye when we turn and talk about books.

We know how to sit knee-to-knee and eye-to-eye [point to anchor chart]. Sitting this way helps us to turn and talk with each other about books.

Build Interest

WARM UP by orally counting to 10. Then **COUNT** to 10 using your fingers. **SHOW** one additional finger each time, so that when you are saying three, they are seeing three fingers.

Are you ready to do some counting today? Let's warm up our brains by counting to 10. Ready?

Now, let's count to 10 again. This time, we'll use our fingers too.

Build Understanding

SHOW a 10 frames. **REVIEW** its features and purpose.

We can also use 10 frames [show] to help us count. What do you remember about this tool?

Here is what we know about using 10 frames [summarize].

INTRODUCE the game "Match My 10 Frames." Children match their 10 frames to yours by adding the same number and arrangement of chips. **PLAY** collaboratively so children understand the game.

Here is my 10 frames for me and here is your 10 frames to share. Here is a bowl of chips for me [point] and here is a bowl for you to share [point].

We are going to play a game called "Match My 10 Frames." The goal of this game is to have you match my 10 frames. Let's play.

I'm going to fill every box on my 10 frames [put one chip in each box of your 10 frames]. Do you see what it looks like? Now can you work together to match my 10 frames? Can you make your blank 10 frames look like mine? How do you know it matches? Let's count the chips together. Ready?

CLEAR off your board and ask children to return their chips to their bowl.

Build Experience

DISTRIBUTE blank 10 frames and a cup of chips to each child. **CONTINUE** playing the game, varying the number of chips that you use on your 10 frames. **INVITE** children to match your 10 frames with their materials.

Let's keep playing "Match My 10 Frames." Here are blank 10 frames and a cup of chips for each of you.

Watch as I fill some of the boxes on my 10 frames, but not all of them! I am going to fill four boxes on my 10 frames [fill four boxes on your 10 frames with chips]. I'll point and count the chips. Join me!

Now it is your turn! Use your blank 10 frames and chips. Match my 10 frames! Point and count to your chips.

SUMMARIZE playing "Match My 10 Frames."

We've been counting using 10 frames. Today we played a game called "Match My 10 Frames." I put chips on my 10 frames, and you made yours match!

Make & Prepare

- Place 10 counting chips (or another manipulative like pom-poms or paperclips) in a cup (one per child).

Additional Materials

- Blank 10 frames (one per child)
- Small bowls

Build Background Knowledge

If children are still developing oral counting, try slowing down as you count or have children repeat after you.



Stretch Their Thinking

Invite partners to play the game "Match My 10 Frames." Have one child fill their 10 frames with a number of chips, and then their partner makes their 10 frames match.

Listen/Look For

- Do children verbally count one through ten in order?
- Do children count one number for each box as they count?
- Do children make their 10 frames match?

Interacting with Children

In this lesson, children use 10 frames to help organize chips as they count. Sometimes children lose track when they are counting because they may still be working on saying the names of numbers in sequential order or on one-to-one correspondence. One strategy you can teach children to promote their counting skills, even if you don't have 10 frames available, is "touch and move." Show children how to move items, one at a time, from one pile to a different pile, counting as you do so. Reinforce how the last number you say indicates the total amount.

Responding to Children

Are children able to accurately use one-to-one correspondence to count objects? If so, have them practice counting larger sets or working on cardinality (knowing that the last number counted equals the quantity of objects in the set). If not, hold their hand while modeling how to touch objects while counting. You can also play matching games, like putting one object in an opaque jar while saying one number at a time.



Keep It Going

- Use chalk to make 10 frames outside. Children can toss beanbags on them or use themselves as counters.

Greeting Time

Children sing “Head, Shoulders, Knees, and Toes” backward.

Creative Arts: Music

INVITE children to stand, sing along, and use gestures as they sing “Head, Shoulders, Knees, and Toes.”

We are talking about taking care of our bodies. Let’s sing a song about some of our body parts. As we sing “Head, Shoulders, Knees, and Toes,” remember to gently touch the part of your body that is named in the song.

MODEL and **GUIDE** children to name and point to the body parts in the opposite order. Then **INVITE** them to sing the song backward.

Who is ready for a challenge? Do you think we can sing this song backward?

Let’s start by touching our toes. Next, let’s touch our knees. Then touch our shoulders, and last touch our heads. Are you ready to sing it backward?

Material

- *Blueprint Songbook*



Supporting Multilingual Learners

The more anxious children feel, the less they understand. Keep new language learners’ stress to a minimum by taking a playful, gentle tone with them, and not forcing them to speak.

Movement Time

Children do and count five jumping jacks.

Physical Development: Concepts of Health

REVIEW how to do jumping jacks. **INVITE** a child to model doing one.

Now that we sang about our bodies, let’s use them to jump! Who can remind us how to do a jumping jack?

Yes, first, you jump to move your legs out and arms out at the same time. Then you jump to close your legs and bring your arms down at the same time. Is there a pattern in a jumping jack, something that repeats?

Yes, we spread our legs and arms out and in, out and in!

GUIDE children to do five jumping jacks and chorally count (or aim for a different target number based on your children’s skills). **MODIFY** the movement if needed.

Let’s try to do five jumping jacks together. Count along with me: one, two, three, four, five. When we move our bodies we are staying active. That’s one way to be healthy!

Take a Mindful Moment

Are children excited after doing their jumping jacks? Lead a Mindful Moment to help them focus and get ready for the next activity.

Responding to Children

Are children able to accurately count to five? If so, have them practice counting to ten. If not, give them more practice with number songs up to five.

Talk Time

Children launch a doctor’s office dramatic play center.

Creative Arts: Dramatic and Performance Art

LAUNCH the new dramatic play center—doctor’s office.

We have been talking about taking care of our bodies. We know that one way we take care of our bodies is by going to the doctor’s office. Doctors like Dr. Elsie [show puppet] help us.

INVITE children to brainstorm what they might need to set up a doctor’s office in the dramatic play center. **LIST** their ideas.

Let’s create a doctor’s office at our dramatic play area.

- What should we call it?
- What are some items we might need to create a doctor’s office here in our classroom?
- What other supplies could we use?
- What signs will we need?

SHARE some of the items that you have brought. Then **DISCUSS** what children might do at the new dramatic play center.

- How can you use these items?
- How might you work with each other?
- What jobs might you pretend to have?

Make & Prepare

- Make space for the new dramatic play center. Collect some items to launch it but leave room for children to co-design it. See Centers: “Dramatic Play” for suggestions.

Additional Material

- Dr. Elsie puppet

First Stage of Dramatic Play

When you set up dramatic play, know that many children will only care about exploring the materials. They will probably use every single adhesive strip! They will not be in productive play. Expect it, and don’t be surprised when it happens. Simply start out with a few materials, and set it up again if the materials are used up.

Before

ASK children to name something they do to keep their body healthy. **REFER** to books and charts to activate children's thinking.

We have been learning about taking care of our bodies. We read *Healthy Kids* [show book] to help us learn more. One thing I do to take care of my body is wash my hands. What do you do to take care of your body?

GIVE children time to share. Then **TELL** them that they are going to make a class book.

Writers, we are going to create a class book. We will all share something we can do to take care of our bodies. Everyone will get a page to draw and write about one way that you take care of yourself. Watch me show how I would make my page in our class book.

During

PLAN ALOUD and then **DRAW** a picture of you washing your hands at the sink. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Let me plan what I am going to draw. I am going to write about washing our hands. I can draw a sink here [point]. I can draw hands here [point]. I can have water coming out of the faucet. What other details can I add to my picture? Great! Now I'm ready to draw.

Suggested message: "I wash my hands."

PAUSE to focus on concepts of print (concept of a word).

I am going to write, "I wash my hands." That would match my picture. Help me count how many words I am going to write [count and hold up one finger for each word.] Four words! I am ready to write.

WRITE the message. Then **POINT** to the words, and count them again. **INVITE** children to reread the message with you.

After

GIVE children time to brainstorm and plan. **INVITE** children who speak the same home language to share with each other in their home language as a support. **REFER** to images from the read alouds if children need ideas. **SHARE** other resources.

Writers, it is your turn to begin your page of our class book. Remember how I got started. First, I thought about something I do to take care of my body. What do you do to take care of your body?

Then I planned what I was going to draw. What will you draw?

Last, I wrote about my drawing. What will you write?

DISTRIBUTE clipboards with paper and crayons. **INVITE** children to work on their page. **CIRCULATE** and assist as necessary. If children need more time, let them know they can finish their page at the writing center.

RESTATE that our class book will help us learn about all the ways we can take care of our bodies.

By making this class book, we will learn about all the ways we can take care of our bodies. I can't wait to read what you write about!

REREAD the message one more time.

[Transition] **INVITE** children to continue writing on the topic at the writing center.

You can continue to write about ways to take care of your bodies at the writing center.



Materials

- Clipboards (one per child)
- Blank paper for writing
- Writing tools (pencils, markers, crayons, magnetic letters, etc.)
- The book *Healthy Kids*
- Resources such as magazines or brochures that feature other children taking care of themselves (your children should be able to cut images from these resources).

Class Book We Take Care of Our Bodies

Children can continue to add pages to this book as the unit progresses and they explore this topic. Invite families to hear the class book on Day 20.

Following Up

Each child is at their own individual stage of writing development. They need praise and support; both are important for growing writers. Knowing where they are in their stage of writing development is also important, as it will help you recognize what they can do and what they are ready to learn next. Take time to analyze children's writing samples to determine their strengths and what they are developmentally ready for next. Look for resources on the *Blueprint* website to help you become more familiar with children's writing stages.



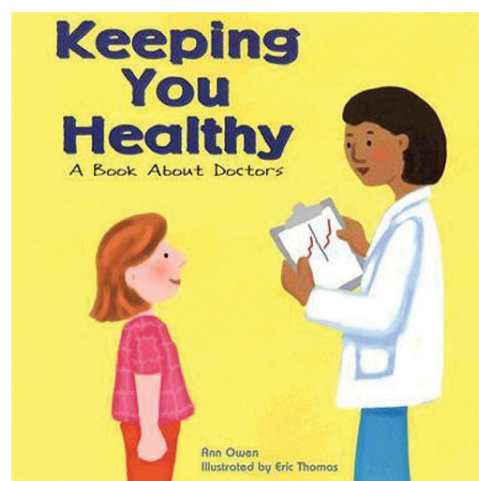
Family Engagement

Download and print "Featured Class Book." Send home for children to share and brainstorm with their family members. For multilingual learners, talking in their home language about ideas from the English classroom will help solidify and extend their learning. Children can bring this information to the classroom to share with their classmates and use it as they create one or more pages for the class book.



Keep It Going

- Join children at the library center. Read books together and look for ways people and characters in them are taking care of their bodies.



Make & Prepare

- Add to the “Turn and Talk” unit chart. On two sentence strips, write: “talk” and “listen.” Include a simple drawing or photo for each one.
- Predetermine partnerships for turn and talk. It may be helpful to tell children who their partner is before the lesson. Pairing multilingual learners with partners who speak the same home language will help them process the lesson more thoroughly.

Additional Materials

- Unit Chart: “Turn and Talk”
- Dr. Elsie puppet

Supporting Multilingual Learners

Explicitly teach the word “doctor” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Adapting the Lesson

Instead of using their hands to signal whose turn it is to talk and whose turn it is to listen, use objects. For example, use images of an ear (the listener) and a mouth (the talker) attached to popsicle sticks.

Executive Function

Think first; act second. This is the underlying concept of impulse control. The skill of taking turns gives children practice controlling impulses with their peers.

Before

REFER to the Unit Chart: “Turn and Talk.” **REVIEW** how to sit with a partner.

We like to talk about the books we read together. We learned how to sit knee-to-knee and eye-to-eye with a partner [point to chart]. Who would like to show us how to sit for turn and talk?

MODEL [with a partner] how to take turns speaking and listening using your hands [or other support].

When we turn and talk, it is important that we take turns talking [point to lips] and listening [point to ears]. Watch as [name a child] and I show you one way we can use our hands to take turns talking and listening.

When we turn to each other we touch our hands. The person with hands on top talks, and the person with hands on the bottom listens. My hands are on top, so I talk, and [name of child] listens to me. Then we flip our hands. Now [name’s] hands are on top, so they talk, and my hands are on the bottom, so I listen to them.

GUIDE children to practice taking turns talking and listening. **ADD** “talk” and “listen” to the chart.

Now it’s your turn to practice taking turns with your hands. Please sit knee-to-knee and eye-to-eye. Touch hands. The person with hands on top will talk first. If your hands are on top, tell your partner your favorite animal. Now flip your hands. If your hands are on top, now it’s your turn to talk. Tell your partner your favorite animal.

Okay, five, four, three, two, one, zero. Let’s add “talk” and “listen” to our chart to remind us to take turns with each other.

INTRODUCE the book *Keeping You Healthy*. **READ** the blurb on the back.

Now we are ready to read and talk about a new book about staying healthy! The title is *Keeping You Healthy: A Book about Doctors*. The author who wrote the words is Ann Owen, and the illustrator who drew the pictures is Eric Thomas. Let’s read the description on the back of the book.

POINT to the page about doctors in the book *Healthy Kids*. **HOLD** up the Dr. Elsie puppet.

We learned that one way healthy kids take care of their bodies is by going to the doctor [refer to *Healthy Kids*].

Now we will learn more about doctors in *Keeping You Healthy*. Let’s have Dr. Elsie [show puppet] join us!

During

PAUSE once. **INVITE** children to turn and talk about what they notice about doctors. **ENCOURAGE** them to use their hands (or the supports you provided) to take turns listening and speaking.

Think about what we are reading about doctors. In a moment, you will turn and talk to a partner about it. Remember to use your hands to take turns talking and listening. The person with hands on top talks, and the person with hands on the bottom listens. Then flip your hands to switch. Turn and talk.

After

MODEL sharing one thing you noticed about doctors. **INVITE** children to turn and talk about what they noticed. **ACKNOWLEDGE** how they take turns talking and listening.

This book is all about doctors. One thing I noticed about doctors is that they use special tools to check people’s body parts. Think about something that you noticed about doctors.

Let’s turn and talk about it. Remember, when your hands are on top, it is your turn to tell your partner what you noticed about doctors. Turn and talk.

Readers, you are taking turns talking and listening about books!

Build Interest

WARM UP by orally counting to 10. **INVITE** children to use a whisper voice as they count.

Counting is so much fun! Let's warm up our brains by counting to 10. This time we can count using a whisper voice [demonstrate]. Ready?

Build Understanding

REVIEW how to use 10 frames.

We are learning how 10 frames [show] can help us count. Who can tell us something about using 10 frames?

Yes! When we fill 10 frames we start at the top [point]. We place one chip in each square at a time [demonstrate]. Then when we count, we point to each chip one at a time and say one number as we count [demonstrate].

EXPLAIN that when you count, the last number you count tells how many.

Today we are going to fill and count our 10 frames some more. When we are pointing and counting, think about the last number you say. That number tells how many are in your group. Let's try it!

PULL a number card from the basket. **FILL** one frame with that many chips. **POINT** to and **COUNT** the chips. **RESTATE** that the last number you say tells how many are in the group.

Who wants to pick a number from our basket? What number is it? How do you know?

Let's fill this 10 frames with that many chips. Then we will count and point to the chips.

How do we know how many chips we have? How can we check?

Build Experience

DISTRIBUTE blank 10 frames and chips. **INVITE** children to select a number card from the basket and fill their frames accordingly. **GIVE** them time to count and check. **RESTATE** that the last number you say tells how many are in the group. **OBSERVE** as children work.

Here are your blank 10 frames and chips. Who wants to select another number from the basket?

We will fill our 10 frames with that many. Check your work by pointing and counting. Remember, the last number you count tells you how many!

SUMMARIZE pointing and counting to objects. **REVIEW** that the last number tells them how many they have.

What are you learning about counting?

Yes, you say one number each time you point to a chip! The last number that you count tells you how many you have.

Make & Prepare

- In a basket add index cards with numbers one through five represented by dots (or with dots and numerals, if children are ready).
- Place 10 counting chips (or another manipulative like pom-poms or paperclips) in a cup (one per child).

Additional Materials

- Blank 10 frames (one per child).

Build Background Knowledge

For children who are still working on counting to 10, begin with one through three.

Stretch Their Thinking

Offer children who are ready number cards six through ten.

Listen/Look For

- Do children identify the number represented on the number card?
- Do children count one number for each box as they count?
- Do children begin to understand that the last number counted tells how many?

Remember to Save

Children will work with 10 frames again in Unit 3. Save blank 10 frames to reuse.

Responding to Children

Some common errors that children make while learning to count objects include saying the number sequence out of order, skipping a number, or repeating a number. If any of these errors occur, pause to practice reciting numbers one to ten without pointing or looking at objects. Then try counting the objects again.

Supporting Multilingual Learners

If a multilingual learner states a number in their home language, enthusiastically encourage them to do so. Making connections between the words they use at home and their new language shows that they are learning English and is essential to their language acquisition.

Family Engagement

Send home blank 10 frames for children to use at home. Download and print suggestions for how families can support children's growing one-to-one correspondence using this tool.

Greeting Time

Children create a new verse for “Head, Shoulders, Knees, and Toes.”

Creative Arts: Creative Movement and Dance

INVITE children to stand, sing along, and use gestures as they sing “Head, Shoulders, Knees, and Toes.”

We are talking about taking care of our bodies. Let’s sing a song about some of our body parts. As we sing “Head, Shoulders, Knees, and Toes,” remember to gently touch the part of your body that is named in the song.

ASK children to name additional body parts. **GUIDE** them to make up another verse of the song based on their suggestions (for example, Neck, Belly, Back, and Hips).

What if we add to this song? What other body parts could we sing about?

Let’s make up our own verse with some of these body parts. First, let’s point to each part as we name it.

Now let’s sing it!

Movement Time

Children clap their hands overhead, as they do jumping jacks.

Physical Development: Concepts of Health

REVIEW how to do jumping jacks. **INVITE** a child to model doing one.

It’s fun to move our bodies in different ways. Who can show us how to do a jumping jack?

INTRODUCE a variation: clapping while doing a jumping jack.

Let’s try something new. Let’s see if we can jump our feet apart and raise our arms all the way over our head and clap them at the same time, like this [demonstrate]. You try! Now we bring our feet together and arms down.

GUIDE children to do this new jumping jack and chorally count to three (or aim for a different target number based on your children’s skills). **MODIFY** the movement if needed.

Let’s try this new clapping jumping jack. Count along with me: One, two, three. Woohoo!

ASK children how they feel after exercising. **AFFIRM** both physical and emotional feelings.

After exercising, or moving your body, how do you feel?

Talk Time

Children discuss feeling upset.

Social Emotional: Self-Awareness and Self-Concept

TALK about the importance of taking care of our feelings.

We have been talking about taking care of our bodies. But it is just as important that we take care of our feelings too. We have been using the “Feelings” chart [point] to name our feelings and talk about them.

DISCUSS what it means to feel upset. **ADD “upset”** with matching photos to the “Feelings” chart. **INVITE** children to share words that mean the same thing (in English or their home language).

Today Sayeh and Elijah want to talk to you about feeling upset. What does it mean to feel upset?

Yes, when you feel upset, you may be angry or frustrated. You also could be sad or grumpy. Do you know any other words that mean the same thing?

USE the puppets to lead a discussion about feeling upset. Below are suggested questions:

- Have you ever felt upset? What happened to make you feel upset?
- What does your expression look like when you feel upset? How does your body feel?

Material

- *Blueprint Songbook*



Supporting Multilingual Learners

Invite multilingual children in your class to share the words they use at home for these new body parts if they are familiar with them (which they may or may not be). Making connections to words they already know and new English terms will support language acquisition.

Multilingual Learner

We use this term as an umbrella for any child who speaks, reads, writes, and thinks (or is learning to speak, read, write, and think) in more than one language. We use this term rather than “bilingual” because we recognize that many children live their lives in more than two languages (e.g. a child of Guatemalan descent who reads bedtime stories in Spanish with their parents, speaks Ki’che’ with their grandparents, and is learning in English at school). We use the term “new English learners” to refer to multilingual children who are new to learning English. They might speak, read, write and/or think in more than one language at home. But in school, they are beginning to learn English.



Make & Prepare

- Have the word “upset” and the matching photograph prepared for the “Feelings” chart.

Additional Materials

- Sayeh and Elijah, the social emotional puppets
- Anchor Chart: “Feelings”

Executive Function

The word “upset” is an umbrella word that can describe many feelings that children have such as anger, frustration, and sadness. Teaching children to identify and label their feelings is an important step in helping them learn how to manage them. Teaching them strategies for how to calm themselves down, or ease their tension, in socially acceptable ways is the next step.

Before

GENERATE excitement about the new dramatic play center.

I get so excited when it is time to transform our dramatic play into something new! We just turned our dramatic play into a doctor's office. What items do we have in our center so far?

GIVE children time to share. Then **SHOW** pieces of fabric that you plan to add to the doctor's office.

I found all these pieces of fabric at home and thought you would enjoy using them at the doctor's office.

- What could we use these pieces of fabric for?
- How could we use them in the doctor's office?
- What could we imagine these pieces of fabric becoming?

We are going to make a list of all the ways we can think of to use these pieces of fabric in the doctor's office. Watch as I begin our list. Then you can share all your creative ideas!

During

[Draw and write on chart paper.]

DRAW a picture of a piece of fabric. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is one piece of fabric. We can use it at the dramatic play center.

Chart title: "Fabric can be..."

PAUSE to focus on writing structure (creating a list).

We are going to write a list of your ideas. Our list needs a heading! At the top of the paper, I'm going to write the words "Fabric can be..." Then you can share all the wonderful ideas you have about the fabric, and I will write them underneath.

INVITE children to reread the chart title with you.

After

PASS around some pieces of fabric. **INVITE** children to share what they can do with the pieces of fabric in the doctor's office dramatic play.

Let's pass this fabric around. What else could you use this pieces of fabric for at the doctor's office? What do you imagine these pieces of fabric can become?

CHART children's responses.

I'm going to write down all your good ideas here [gesture to the list and where you will write].

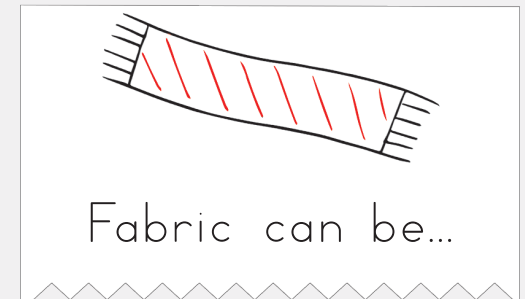
RESTATE that we can use our imaginations to think of creative ways to make pieces of fabric useful.

Today we talked about how we can use pieces of fabric at our dramatic play center.

REREAD the message one more time.

[Transition] **INVITE** children to share their plans about the dramatic play center.

What are you excited about doing at the dramatic play center? What are your plans?



Note: The message should be written on chart paper, so you can keep it as a reference tool.

Make & Prepare

- Pieces of fabric or strips of cloth (to be added in the doctor's office dramatic play)

Additional Materials

- Chart paper and markers

Flexible Thinking

Support children in becoming flexible thinkers. Instead of providing only realistic, representational materials, encourage creativity and executive functioning by offering open-ended supplies (such as fabric) that can be manipulated to represent a variety of things.

Following Up

As you join children in centers and throughout the day, make sure to bring your observation binder along or have it nearby!

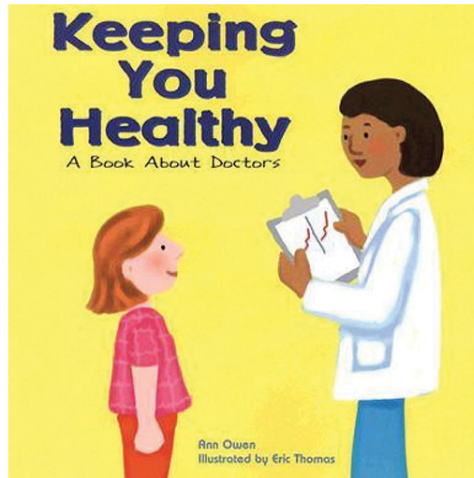
Supporting Multilingual Learners

Multilingual children, like most young children, may still be acquiring the vocabulary necessary to describe what they are imagining. Invite them to draw their ideas on sticky notes that you can add to the chart. If you are not able to make out what a child has drawn, enlist the help of families to transcribe right on the back of the sticky note, and then include it on the chart with a label.

Keep It Going

- Join children at the dramatic play center. Talk with children about the fabric using descriptive vocabulary. How does it feel? What is it made out of? How can it be manipulated?
- Add more items to the dramatic play center over time, and invite children to add more items as well, so they become co-builders in their classroom environment.

Children share what they learn about doctors.



Make & Prepare

- Download and print the ASL sign for “I learned.”
- Familiarize yourself with how to make the ASL sign for “I learned” on the *Blueprint* website.
- Add “I learned” to the Anchor Chart: “Readers Can Say.”
- Attach a bandage to a stuffed animal.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Turn and Talk”
- Dr. Elsie puppet
- Unit Chart: “Words We Are Learning”

Words We Are Learning

uniform: clothes that people wear to do their jobs

Connection to Other Units

The children are learning about doctors. They will continue to expand and deepen their knowledge about different jobs, including community helpers in Unit 3, architects in Unit 4, farmers in Unit 5, scientists in Unit 6, and astronauts in Unit 9.

Anxiety in Children

Children at this age have active imaginations but few life experiences. Combined, these two factors may produce anxiety related to real experiences (such as going to the doctor) or imaginary ones (such as fearing monsters). Acknowledging children’s fears is the first step in easing them.

Keep It Going

Create a Toy & Book Hospital basket where children can place damaged classroom items. Let children know they can bring “sick” or “injured” materials to this hospital, and they will be taken care of.

Before

INVITE children to discuss what doctors do.

We are learning about ways to take care of our bodies. We know that one way to take care of ourselves is to visit the doctor. Why is it important to go to the doctor? What is a doctor’s job?

Yes, a doctor’s job is to take care of us and help us to stay healthy, just like Dr. Elsie [show puppet] takes care of her patients.

HELP new English learners contextualize: use stuffed animals, props, and the Dr. Elsie puppet to role-play going to the doctor.

One of our classroom stuffed animals got hurt – look there is the bandage! She has to go to the doctor to get checked. Dr. Elsie can you help? [Mimic Dr. Elsie’s voice.] Of course, I can. Where does it hurt?

SET THE FOCUS: To learn what doctors do at their job. **INTRODUCE** the ASL sign “I learned.”

Now that Dr. Elsie is taking care of our stuffed animal, we can reread *Keeping You Healthy*. This informational book teaches us all about what doctors do to help us.

As we read today, you can sign “I learned” like this [demonstrate] when you learn something about how doctors help us take care of our bodies. Let’s all try signing “I learned” now.

During

PAUSE after: “I fell down playing soccer.” **THINK ALOUD** about how the doctor asks questions to find out how to help us get better. **REMIND** children to use the “I learned” sign.

I am signing “I learned” because I am learning that doctors ask questions. They need to find out how our body feels, so that they know just how to help us get better. Let’s keep reading to see how else doctors help us. When you learn something about doctors, remember to use your “I learned” sign.

PAUSE after: “The doctor makes your leg jump.” **ACKNOWLEDGE** children signing “I learned.”

I see many of you signing “I learned.” What are you learning about how doctors help us?

Yes, they check many parts of our bodies to make sure they are healthy. And, they sometimes use tools like a stethoscope.

PAUSE after: “A doctor wears a long white coat or...” **FOCUS** on the word “uniform.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

This page teaches us something special about the clothing doctor’s wear. They can wear a long white coat [point], scrubs, or clothes like these [point]. These special clothes are the doctor’s uniforms. Do you know any other job where the workers wear uniforms?

Let’s add the word “uniform” to our chart “Words We Are Learning.” Do you know any other words that mean the same thing?

After

INVITE children to turn and talk about how doctors help us take care of our bodies. **ENCOURAGE** them to use the sentence stem, “I learned...”

Think about what we just read. What’s one thing you learned that doctors do to keep us healthy?

In a moment, we will turn and talk to share our ideas. Remember to sit knee-to-knee and eye-to-eye. Use your hands to take turns talking and listening. When your hands are on top and it is your turn to talk, you can say, “I learned...” and then you can say what you learned about doctors.

Remember that you can practice being a doctor and visiting the doctor’s office at the dramatic play center. We even have some doctor’s uniforms and tools!

Build Interest

SHOW the shapes you chose to use with the group, and review what children know.

We have been singing the song “Head, Shoulders, Knees, and Toes” together. Today I want to focus on two parts of our bodies that help us learn: our eyes [point] and our fingers [rub them together]. First, we will use our eyes to observe and look closely at some shapes.

USE what you know about each child’s language skills to include and extend their participation.

- Gesture: Where is the rectangle? Point to a straight line.
- Yes/No: Is this a triangle? Does this circle have straight lines?
- Either/Or: Is this a rectangle or a square? Does it have straight lines or curvy lines? Does it have three corners or four corners?
- Open-ended: Look at these shapes closely, and tell us about one of them that you know. What do you know about it? What is its name?

Build Understanding

INTRODUCE the mystery bag that has one shape in it. **ASK** children how they might recognize a shape if they were touching it but not seeing it.

Now let’s use our sense of touch by using our fingers to feel some shapes.

Here is a mystery bag. I have added a mystery shape to the bag, and we are going to use just our fingers to feel it and try to guess what shape it is! If you had a shape in your hand but could not see it, what parts would you feel? How would that help you name the shape?

INVITE children to place their hand inside the bag. **ASK** them to describe what they feel and to identify the shape based on the attributes named. Then pull the shape out of the bag to compare.

Let’s see if we can use what we know about shapes to name them without looking. To do this, we place our hand in the bag and feel around for a shape. Then we describe it.

- Does it have straight lines? How many?
- Are there any corners? How many?
- What shape is it?

Build Experience

ADD more shapes to the mystery bag. **GIVE** children a turn to name a shape in the mystery bag. **ENCOURAGE** children to share their thinking and how they identified the shape.

Let’s add more shapes now. Who wants to take a turn to name a shape in our mystery bag.

What do you feel? How many sides? How many corners? Tell us about the shape you are holding.

Are you ready to name it? What shape is it? Check to see!

What shape is it? How do you know?

RESTATE that each shape has features that make it unique. We used our sense of touch to feel for these features.

Each shape has unique or special features. Today, we used our sense of touch, using our fingers, to feel these features. We were able to figure out what shape we were touching without even seeing it!

Make & Prepare

- Select a bag or box that children can put their hands inside of but not see through.
- Gather pattern blocks of different shapes that match your children’s knowledge (circle, triangle, rectangle, square, etc.)

Build Background Knowledge

For children who struggle to describe their thinking or who need more support with shape identification, include a model set of shapes on the table that children can point to when identifying the shape they feel in the box.

Stretch their Thinking

Include more shapes or shapes that are foolers, such as four-sided shapes that have one curvy side. This can spark thinking and discussion about not only what makes a shape a shape, but also what makes a shape NOT a given shape (e.g., it’s NOT a rectangle because one side is not straight).

Listen/Look For

- What shapes can children name?
- Can children match shapes they feel to target shapes?
- What features (or attributes or properties) do children talk about when describing shapes, such as sides and points (or corners)?
- Can children correctly count the number of sides and points (e.g., three for triangles)?

Adapt the Lesson

Choose shapes that suit your children’s abilities: some children may benefit from including only two distinct types of shapes in the bag (such as circles and triangles).



Keep it Going

- We are using the mystery bag to practice shape identification, but it can also be a fun way to focus children’s attention on their sense of touch. For example, fill it with items related to the unit (toothbrushes, adhesive strips, popsicle sticks, etc.). Or fill it with items from nature. Conversations around the texture of different items will promote oral language development and vocabulary.

UNIT 2 WEEK



Be Sure To...

- ☐ Introduce the five senses.
- ☐ Invite children to use their senses to explore a variety of nourishing foods.
- ☐ Help children learn to identify food that not only tastes good, but is good for you.
- ☐ Teach the *letter l*.
- ☐ Launch the Unit Project: Food Alphabet.

Books

- *Healthy Kids*
- *Yummy! Good Food Makes Me Strong!*
- *Eating the Alphabet*
- *Who Eats Orange?*
- *Blueprint Songbook*

Charts

- Anchor Charts:
 - “Feelings”
 - “Readers Can Say”
 - “We Can Describe”
- Unit Charts:
 - “Words We Are Learning”
 - “Turn and Talk”
 - “5 Senses” (make)

Materials

- Gather several samples of the three foods you will investigate in Small Group (i.e. apples, carrots, lemons).
- Yogurt, bananas, lemons
- Easily countably snack food (i.e. pretzels or raisins)
- Supermarket circulars
- Shopping bags from grocery stores

How does eating nourishing foods help you take care of your body?

Nourishing foods keep our bodies strong. These are foods we can eat anytime. Fruits and vegetables are some examples of nourishing foods.

Children explore the role of nutrition in healthy living. During read-aloud lessons, children identify healthy foods and learn that all living things need healthy food to survive and thrive. They use their senses to make observations of familiar healthy foods in small groups. They also begin to make a food alphabet for display in the classroom. Additionally, they are introduced to methods of calming themselves down when they are upset, deepening their understanding of what it means to take care of not only their bodies but also their emotions.

Keep in Mind

- Ask supermarkets for samples of the foods mentioned in the book *Eating the Alphabet*.
- In Week 3, children use shakers during the read alouds. Encourage them to make their own at centers.
- You will be adding the word “calm” to the “Feelings” chart during Day 8: Talk Time. Take a photo of a child modeling this facial expression to add to the chart. If you have multilingual children, ask their families to help you create a label in their home language. A translation app or website can also help you make the Anchor Chart: “Feelings” chart multilingual.
- If you haven’t already, designate an area of your classroom to be the Calm Corner. Keep resources and props in this space so children can practice being calm. Make it cozy and inviting. Add pillows or a bean bag chair so children can sit comfortably. Add a few fidget toys so they have something to do with their hands. Add a special stuffed animal so they can cuddle it. Include your basket of Mindful Moment cards and any other calming tools you have shared. Reflect on the materials in this area with children. Invite them to brainstorm or talk about items they would like to add or share how they are using them when they visit this space. Importantly, remember to use the Calm Corner to promote self-regulation and self-awareness. Visiting the Calm Corner should never be looked at as a punishment but rather as an opportunity for children to practice taking care of themselves.



Words We Are Learning

recipe
directions for making food

stir
to mix with a spoon, for example

rainbow
many different colors shown together



Anchor Words for Multilingual Learners

- food
- eat
- taste



From the Songbook

“Go Bananas!”

This chant will be featured in Greeting Time. Copy it and send home to families.



Trips & Visitors

Visit the local grocery store or supermarket, and explore the foods.

Take a trip to a local farm, and pick apples or other seasonal fruit.

Walking is a great activity. Take children on a walk in and around the local community. Take photographs, and use them in Unit 3 when you talk more about places and people in the local community.

Invite a nutritionist, dietitian, or local organic farmer to the classroom to talk about their jobs.



Working with Families

Ask families to send in some of the food supplies that are needed for the lessons. Also, ask them to send in examples of fruits or vegetables that are special to their family or culture.



Remember | <https://clibblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 6	Day 7	Day 8	Day 9	Day 10
Greeting Time	Children learn a new greeting: “Go Bananas!” <i>Creative Arts: Creative Movement and Dance</i>	Children vary the greeting to be about lemons. <i>Creative Arts: Creative Movement and Dance</i>	Children vary the greeting to be about carrots. <i>Creative Arts: Creative Movement and Dance</i>	Children choose a version of “Go Bananas!” to perform. <i>Creative Arts: Creative Movement and Dance</i>	Children create a new chant based on “Go Bananas!” <i>Creative Arts: Creative Movement and Dance</i>
Movement Time	Children work together to keep plastic bananas from falling out of a picnic blanket. <i>Social Emotional: Social Awareness and Relationships</i>	Children pretend to “squeeze” a picnic blanket like a lemon. <i>Creative Arts: Creative Movement and Dance</i>	Children crawl to a new spot under the picnic blanket. <i>Physical Development: Gross Motor Skills</i>	Children move in a circle while holding the picnic blanket. <i>Physical Development: Gross Motor Skills</i>	Children play a listening game with the picnic blanket. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>
Talk Time	Children discuss their favorite nourishing foods. <i>Physical Development: Concepts of Health</i>	Children vote for which food to investigate first. <i>Math: Measurement and Data</i>	Children discuss calming themselves down. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children participate in writing a food alphabet. <i>Literacy: Writing</i>	Children create a smoothie recipe through interactive writing. <i>Literacy: Writing</i>
Message Time Plus	Children are introduced to their five senses. <i>Science: Scientific Inquiry and Practices</i>	Children learn about the <i>letter l</i> . <i>Literacy: Phonological Awareness</i>	Children name their favorite snack. <i>Physical Development: Concepts of Health</i>	Children learn the word “stir.” <i>Literacy: Vocabulary</i>	Children discuss what nourishing foods they would shop for. <i>Physical Development: Healthy Habits</i>
Intentional Read Aloud	Children identify the main idea. <i>Literacy: Comprehension</i>	Children name healthy foods they like to eat. <i>Physical Development: Concepts of Health</i>	Children learn about fruits and vegetables that start with each letter of the alphabet. <i>Literacy: Phonological Awareness</i>	Children make and confirm predictions. <i>Literacy: Comprehension</i>	Children make connections. <i>Literacy: Comprehension</i>
Small Group	Children use dice to roll and count out snacks. <i>Math: Operations and Algebraic Thinking</i>	Children use their senses to explore a new food. <i>Science: Scientific Inquiry and Practices</i>	Children continue their exploration of new foods. <i>Science: Scientific Inquiry and Practices</i>	Children finish their sensory investigation of new foods. <i>Science: Scientific Inquiry and Practices</i>	Children follow the steps in a recipe to make a banana smoothie. <i>Literacy: Listening and Speaking</i>
Reflection Time	What is the yummiest food you have ever eaten?	If it was raining food, what food would you want it to rain?	What is your favorite nourishing food?	Why do you think fruits come in so many different colors?	How does eating nourishing foods help you take care of your body?

Centers to Launch

See Pages 14-24

Art Center | Still Life Painting

Science Center | Exploring Sound With Shakers

Sensory Table | Healthy Soup

Sensory Table | Scrub Fruits and Veggies

Writing Center | Grocery List



Greeting Time

Children learn a new greeting: “Go Bananas!”

Creative Arts: Creative Movement and Dance

SHOW a banana. **DESCRIBE** it as a healthy food, and demonstrate how to peel it. **INVITE** multilingual learners to share the words they know for “banana.”

We have been learning about taking care of our bodies. One way we can take care of our bodies is by eating food that helps our bodies stay strong. One nourishing, or healthy, food is fruit, like a banana [show].

What do you call “bananas” in your family? Have you ever eaten a banana? How do you get it ready to eat?

Yes, you need to peel a banana like this [demonstrate] to get to the fruit inside.

MODEL and **GUIDE** children to chant and do the actions to the greeting.

Let’s practice a greeting about bananas! We are going to act out picking bananas from a plant, peeling off the yellow skin, eating the fruit inside, and moving our bodies.

First we pick bananas — pick, pick bananas.

[grab with alternating hands]

Next we peel bananas — peel, peel bananas.

[pretend to peel down the skin]

Then we eat bananas— eat, eat bananas.

[bring alternate hands to your mouth]

And we GO bananas — go, go bananas!

[wave your arms overhead and dance]

Make & Prepare

- Familiarize yourself with the chant “Go Bananas!” on the *Blueprint* website.
- Several bananas

Additional Material

- Blueprint Songbook*

Supporting Multilingual Learners

Explicitly teach the words “food” and “eat” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Movement Time

Children work together to keep plastic bananas from falling out of a picnic blanket.

Social Emotional: Social Awareness and Relationships

LAY a picnic blanket in the middle of the circle. **GUIDE** children to sit around the perimeter of it.

Here is a picnic blanket. Let’s pretend we are eating our bananas around our picnic blanket. Yum!

GUIDE children to hold the edges of the picnic blanket. **GUIDE** them to lift it up and down slowly, and then shake it quickly.

Please hold onto the picnic blanket with both hands [demonstrate]. Slowly lift the picnic blanket all the way up... and all the way down. Now let’s do smaller movements. Can you shake it up and down quickly?

ADD one banana to the picnic blanket. **ENCOURAGE** children to keep the banana inside the moving picnic blanket. Then **ADD** a few more bananas, one or more at a time.

I wonder what would happen if we add this toy banana to the picnic blanket? Do you think we could keep it in there? Let’s see! First, lift the picnic blanket slowly up... and down. Now shake it quickly! Try not to let the banana fall outside of the picnic blanket. Keep working together to keep it inside!

What if we add another banana?

Make & Prepare

- Bring in a large picnic blanket (or use a sheet or parachute as a pretend picnic blanket).
- Bring at least one plastic banana.

Did You Know?

Bananas do not grow on trees. Whereas tree trunks are made of wood, banana plants have a soft stem. The banana plant is actually one of the largest plants in the world.

Talk Time

Children discuss their favorite nourishing foods.

Physical Development: Concepts of Health

REFER back to the book *Healthy Kids*, and the Unit Chart: “Words We Are Learning.” **EXPLAIN** that eating nourishing food helps us to take care of our bodies.

We just had a lot of fun with bananas. Bananas are one type of nourishing food.

We read about eating nourishing foods in our book *Healthy Kids* [show page] and learned the word “nourishing” [refer to chart]. Nourishing foods are good for our bodies. They help our bodies grow in healthy ways. When we eat healthy or nourishing foods, we are taking care of ourselves.

SHOW some pictures of nourishing foods from supermarket circulars. **TALK** about one of your favorite nourishing foods. Then **INVITE** children to share.

One of my favorite nourishing, or healthy, foods is bananas.

- What is a favorite, healthy food you like to eat?
- When do you like to eat that food?
- Who prepares it for you?
- What questions do you have about healthy food?

If you are excited to talk more about nourishing food, say, “Yum, yum!”

Make & Prepare

- Have the book *Healthy Kids* ready. Mark the page that says “We eat nourishing food” with a sticky note.

Additional Materials

- Unit Chart: “Words We Are Learning”
- Supermarket circulars

Food That Helps Our Bodies

Children equate “good” food with taste. As you talk about nourishing food, help children differentiate between tasty food that helps our bodies grow in healthy ways and tasty food that isn’t quite so healthy. Try to find the healthy part of whatever foods children say.

Before

CONNECT to healthy eating. **SHOW** a banana. **ASK** children to describe what they see.

Learners, we have been talking about how eating nourishing, or healthy, foods is one way to take care of our bodies. I brought a nourishing food for us to investigate: a banana. Do you like bananas? What do you see when you look at this banana?

SUMMARIZE what children say.

You just used your eyes [point] to observe the banana. Using our eyes [point] to see is one way we explore food and other objects. Seeing is one of our senses. Repeat after me: senses.

Watch as I begin a list of our senses.

During

[Draw and write on chart paper.]

DRAW a picture of two eyes. **DESCRIBE** what you are doing and thinking as you draw **INVITE** children to contribute.

I want to draw eyes because we used our eyes to observe the banana. Should I use straight or curved lines to draw the eyes?

Suggested message: “eyes to see”

PAUSE to focus on concepts of print (concept of a word).

I am going to write, “eyes to see.” That would match my picture. Help me count how many words I am going to write. [pount and hold up one finger for each word.] Three words! I am ready to write.

WRITE the message. Then **POINT** to the words, and count them again. **INVITE** children to reread the message with you.

After

NAME the five senses and chart them. **INVITE** multilingual learners to share the words that they know for eyes, ears, nose, mouth, fingers, etc. **GIVE** non-verbal cues to support comprehension; for example, point to eyes as you describe seeing.

We just used our eyes to describe what the banana looks like. How else could we learn more about the banana?

Yes, we can use our senses to learn about the banana. Seeing is one of our five senses. We can also use our other body parts and senses to observe the banana. We can use:

- skin to touch
- nose to smell
- ears to hear
- mouth to taste

Seeing, touching, smelling, hearing, and tasting are our five senses! What should we name this chart [e.g. Our Senses, The 5 Senses]?

PASS around a few bananas. **INVITE** children to explore the bananas with their senses [except for taste].

Let’s pass around a few bananas and explore them with our senses. You can see up close all the details in the banana. Explore to find out how the banana smells. Touch the banana. How does it feel?

RESTATE that the five senses help us to explore the world around us.

Today we explored a banana using our five senses. Our senses help us to find out more about the world around us. The five senses allow us to see, hear, smell, taste, and touch.

REREAD the message one more time.

[Transition] **GIVE OUT** a slice of banana on a napkin for children to taste.

I have pieces of banana for you to taste. What sound does the banana make as you eat it?



eyes to see

Note: The message should be written on chart paper as a new Unit Chart: “5 Senses.” Save it for future lessons.

Make & Prepare

- Cut small pieces of bananas and place them on plates for children to taste in the “After” part of the lesson.



Supporting Multilingual Learners

Explicitly teach the word “taste” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Did You Know?

A common misconception with young learners is that you only use your hands and fingers when you use your sense of touch. Actually, all the skin on your body is able to give you touch-information about your world. You can help children realize this by encouraging them to touch a feather to different parts of the body (“Touch the feather to your elbow, your ankle, your belly button, etc.”). Help them realize that their skin is the part of their body that is doing the feeling.



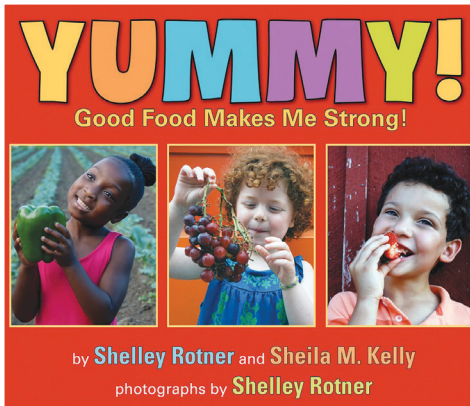
Growing Scientists

The work of scientists starts with the senses! We can’t make any observations about the great big world around us without them. Children can learn to pay close attention, observe carefully, collect and interpret the data they get from their senses to make claims about the world. When they do this, they are doing science and being scientists!



Keep It Going

- Create a banana observation station which will offer children a chance to learn about life sciences and change. Place two bananas out for observation. Keep one in the peel, and remove one from the peel, but keep the peel next to it. Invite children to observe and compare them each day. They will use all of their senses except for taste (and there won’t be many changes they can hear). What happened to the bananas? Why do they think that happened? Why did they change so differently from each other? You can do the same with other fruits with peels and also pretzels or crackers, and have children monitor the changes (or lack thereof.)



Make & Prepare

- On a sentence strip, write “Good food makes me strong!”

Good food makes me strong!

Additional Material

- Unit Chart: “Words We Are Learning”

Words We Are Learning

stir: to mix with a spoon, for example

Reading the Fine Print

The book contains fine print at the bottom of the pages. Before the lesson, read this information to yourself. Even though you will not read it during the lesson, it may help you to answer children’s questions and to enrich classroom conversations.

In Informational Books

In many informational books, important and interesting information appears in the back pages, such as a glossary (or list of terms), a bibliography, maps, or timelines. Model making the connection between this information and the main part of the text.

Connections to Other Units

We will return to the concept of stirring, and to other mixing actions and vocabulary words, in Unit 6.

Building Vocabulary

Use the “Words We Are Learning” words in your daily conversation, so children get repeated exposure. If and when children use the words themselves, be sure to celebrate it!

Before

EXPLAIN that this book teaches us about nourishing foods. **ASK** children what foods they see on the front cover. **SHOW** what yummy means for new English learners.

We are learning about taking care of our bodies. One way we can do that is to eat nourishing foods. Today we are going to read a book about healthy food by Shelley Rotner and Sheila M. Kelly. The title is *Yummy!* [rub your tummy and show satisfaction.] *Good Food Makes Me Strong!*

This book has real photos of children choosing nourishing foods. Let’s look on the cover. What healthy foods are these children eating?

Yes, we see grapes, strawberries, and peppers. These are considered healthy foods. Do you like these foods? Let’s read to find out how eating healthy foods helps us take care of our bodies.

INVITE children to join in a choral reading of the repeated words that tell the main idea. **POINT** to the pre-written sentence strip.

Each time we come to these words – “Good food makes me strong!” – I will point at this sentence strip. We will read these important words together. Let’s practice now [point]. So we all say: “Good food makes me strong!”

During

PAUSE each time you come to the words: “Good food makes me strong!” **POINT** to the sentence strip before reading. **PROMPT** children to join in.

PAUSE after “I stir the oatmeal.” **DISCUSS** the word “stir.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Look closely at this photograph. What is the girl doing with that spoon in her oatmeal?

Yes, she is mixing the oatmeal. When you mix something with a spoon, for example, you stir it. Say that with me: stir. Can you pretend to stir your oatmeal, too? Let’s add “stir” to our list of words we are learning! Do you know any other words that mean the same thing?

PAUSE after the “Breakfast Time” section. **THINK ALOUD** about how the children in the photos are eating healthy foods to help their bodies grow strong.

These children are eating yummy food that is good for their bodies. They are helping their bodies grow strong.

PAUSE after: “Yummy fruit!” **ASK** children what kinds of fruit they see in the photos. **Help** them name the fruits (if necessary). **RESTATE** the main idea.

Readers, look at these photos. What kind of yummy fruit are these children eating? Fruits – like berries, grapes, watermelon, and bananas – help our bodies grow strong. Fruit tastes good and helps our bodies stay healthy.

PAUSE after: “I made the salad.” **TURN** back to the page that says, “Let’s check the garden.” **ASK** children what kind of vegetables they see in the photos. **Help** them name the vegetables if needed. **RESTATE** the main idea.

These children went to check the garden. When you check something, you look to see how it is doing. Let’s check these photos. What kinds of vegetables did the children grow?

We see lettuce, cucumbers, peppers, and tomatoes [point]. They used these vegetables to make a colorful salad. Eating nourishing foods help our bodies grow in healthy ways.

After

ASK children to recall what this book is teaching us. **RESTATE** the main idea.

In this book, we looked closely at photos of children eating healthy foods. And we repeated, “Good food makes me strong!” So, readers, what is this book teaching us?

Yes, the photos and the words teach us how some food help our bodies grow in healthy ways. Let’s all say those words together one more time: “Good food makes me strong!”

Build Interest

DISTRIBUTE dice for children to explore. **DISCUSS** what they notice (e.g., dice are shaped like cubes, not squares; each of the six two-dimensional faces of the dice is a square, but the whole three-dimensional shape is a cube; they can be stacked, lined up, rolled, have dots on them).

Hello learners! Have you ever played with dice? What do you notice about them? What can they do?

PRACTICE how to roll and count the dots on a dice.

Yes! Dice are fun to use. You can roll them [demonstrate]. You can count the number of dots [point]. Let's practice that right now!

Build Understanding

PLACE the bowls of snacks and napkins in front of each child. Then **DESCRIBE** the snack game: roll the dice, count the number of dots, and then count that number of snack pieces (moving the pieces from their bowl to their napkin). They can roll the dice inside of a bowl to prevent it from rolling off the table.

Let's use the dice to play a game today. Everyone will take a turn rolling the dice and counting the dots on the side that lands up. Then count out that same number of snack from your bowl and put it on your napkin. Once everyone has a turn rolling and counting their food, we can eat!

PLAY a practice round.

Who wants to roll the dice? Remember to roll carefully, so the dice stays on the table.

What number did [child] roll? How do you know?

How many snack pieces should [child] take? Let's count them together.

Build Experience

GIVE children time to roll and count out snack pieces. **INVITE** them to count in any language they choose. **PLAY** several rounds.

Now it's your turn. First roll the dice gently. Then count the dots on your dice. Then count out that same number of snack.

REMIND children they can use dice to help them roll a number and then they can count out that many objects.

Today we used dice! Dice are a fun math tool with dots that we can use to roll and count. We rolled a number. Then we counted out that many pieces of snack. Now it's time to eat!

ENCOURAGE conversation as children eat to help reinforce language development. **USE** descriptive language as they explore the snack's taste and texture. **INVITE** new English learners to participate in the conversation through gestures, pointing, or one-word answers to simple questions.

Make & Prepare

- Add easily countable food such as pretzels or raisins into small bowls (one per child). If children have allergies, or there are rules about using food in activities, use other items such as bear counters, paper clips, pom-poms, etc.

Additional Materials

- Napkins or coffee filters (one per child)
- Dice (one per child in your group)
- Plastic bowl

Building Background Knowledge

Practice counting, and assist children with one-to-one correspondence as needed (e.g., by holding children's hand with finger out, pointing to each dot one at a time, etc.).

Stretch Their Thinking

Ask children to form groups of different numbers with their snack. "Make a group of five raisins."

Listen/Look For

- Are children familiar with dice?
- Do they count the dots on the sides, or do they subitize (that is, already know the number just by looking at the dots)?
- What counting strategies do children use?
- When asked how many objects were in their group, did the children reply with the last number they counted, or did they have to re-count?

Responding to Children

If a child names a different number than the number of dots on the dice, gently invite them to count again. Have larger index cards available with the same number of dots, arranged in the same pattern as on the dice, for the child to use. Some children may need larger print to track and count each dot. You might try offering dice with only one, two, and three dots.



Counting Strategies

Help children count accurately by teaching them strategies, when necessary, such as:

- Touch and count – they touch and count each object
- Line up and count – they line up the objects and then count them
- Move and count – they move an object from one pile to separate pile, counting as they move the object

Greeting Time

Children vary the greeting to be about lemons.

Creative Arts: Creative Movement and Dance

SHOW the lemon. **INVITE** multilingual learners to share the words that they know for “lemon.” **STATE** that we will change “Go Bananas!” to be about lemons.

It’s fun to move and chant along to “Go Bananas!” What other fruits can we chant about? Do you know other fruits that are yellow?

Yes, lemons are yellow and they are fruits [show]. What do you call “lemons” in your family? Have you ever eaten a lemon? How do you get the juice out of a lemon? What do they taste like?

Let’s act out forming the shape of lemons, peeling them, squeezing them, and then eating them!

MODEL the greeting and dance. **ACT OUT** forming, peeling, squeezing, and eating.

First we form a lemon —
form, form a lemon
[lift arms above head in an oval shape].

Next we peel a lemon —
peel, peel a lemon
[lower one arm, and then the other].

Then we squeeze a lemon —
squeeze, squeeze a lemon
[give yourself a hug].

Last we eat a lemon —
eat, eat a lemon
[pretend to eat a piece; pucker your lips].

INVITE children to act out the movements and join in chanting the words.

Make & Prepare

- Bring in several lemons.

Additional Material

- Blueprint Songbook*

Adapting the Greeting

Feel free to use other examples of nourishing foods that reflect your children’s interests and/or cultures.

Connection to Other Units

We return to talking about lemons and lemon trees in Unit 6 when we engage in making mixtures, including lemonade.

Movement Time

Children pretend to “squeeze” a picnic blanket like a lemon.

Creative Arts: Creative Movement and Dance

LAY the picnic blanket in the middle of the group. **GUIDE** children to hold the edges of the picnic blanket. **GUIDE** them to lift it up and down slowly.

Here is our picnic blanket. Please hold onto it with both hands [demonstrate].

Slowly lift the picnic blanket all the way up and then all the way down. Let’s do it one more time.

GUIDE children to raise it and then slowly lower it to the ground a few times.

Now, let’s raise it all the way up and bend down so our hands (and blanket) are touching the ground [demonstrate].

GUIDE children to “squeeze” the blanket by walking on their knees with the blanket towards the middle of the circle.

What if this blanket were a lemon? How could we get the juice out of it?

Yes, we would squeeze it! Let’s pretend to squeeze the blanket. Raise it up. Touch the ground. Now, slowly walk on your knees towards the middle. Squeeze out some lemon juice!

Let’s stand up, walk backward to our spots and try it again!

Material

- A large picnic blanket (or use a sheet or parachute as pretend picnic blankets)

Responding to Children

Most children develop movement milestones along the same sequence but at different rates. For example, walking backwards, from the toe to the heel, is a major milestone for children ages four-to-five. Children may be ahead, behind, or right on time for these milestones. Expose them to these types of activities, giving them lots of time and practice to develop these skills.

Talk Time

Children vote for which food to investigate first.

Math: Measurement and Data

TELL children that we will be observing different foods. **ASK** children to think about which food they want to investigate first.

We are learning about nourishing foods. To help us learn more, we are going to observe three foods very closely using our senses. We are going to observe apples, carrots, and lemons [show each one]. Think about which food you would like to investigate first.

HOLD up each food, and have children stand in line beside the food. **COUNT** how many children vote for each one. **Then ASK** children to compare numbers and determine which food got the most votes.

We are going to vote for which food we want to investigate first. If you want to observe the apple, please come up now. Let’s count how many children have voted for the apple.

If you want to observe the carrots...

Which food got the most votes? How do you know?

CHOOSE which food to investigate first based on the results.

The first food we will use our senses to observe will be [name food].

Make & Prepare

- Bring in one apple, carrot, and lemon.

Adapting Talk Time

We chose three foods for their varied textures, tastes, and appearance. Adapt the lesson by selecting foods that better reflect your children’s cultures and tastes. Or ask children to name three foods they want to investigate.

Growing Mathematicians

Asking questions like “Which food got the most votes? How do you know?” gives children the chance to reason abstractly and quantitatively. They must look at the number of votes, know how many that is, and figure out that six comes later so it must be more than four. Eventually, children can look at a number line to reason that six (with six dots) is further to the right than four (with four dots), so it must be larger.

Before

REVIEW the letter on the letter ring.

We are learning many letters of the alphabet. Do you know the name of this letter [show the card]? What sound does it make?

SHOW a lemon. **GIVE** children time to explore, talk, and pass around the lemon.

Look at this lemon [show]. It is light yellow. Let's pass it around. Look, touch, and smell the lemon. What do you notice?

FOCUS on words that begin with the /l/ sound.

Lemon, look, light. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /l/. Does anyone in our class have a name that begins with the /l/ sound?

DESCRIBE how to form the *letter l* as you write the letters in the corner of your board.

INVITE children to skywrite the letters. Optionally, teach the ASL sign.

The *letter l* makes the /l/ sound. To write an uppercase *letter L*, I start at the top and drop down. Then I make a bridge at the bottom. Now you write it with your finger in the air. This is the lowercase *letter l*. I start at the top and drop down. Now you try it. While I write today, be on the lookout for the *letter l*. We are going to learn to read it together!

During

DRAW a picture of a lemon. **DESCRIBE** what you are doing and thinking as you draw.

INVITE children to contribute.

I want to draw a lemon. What shape do you think I should draw? I'll use curved lines to show the oval shape of the lemon.

Suggested message: "Lemons are light yellow."

PAUSE to focus on phonological awareness (/l/ in the word "Lemons").

I hear the /l/ sound in the beginning of the word "Lemons." The *letter l* makes the /l/ sound. Watch me as I write the uppercase *letter L*. I start at the top and drop down. Then I make a bridge at the bottom. Now you try it.

REPEAT with the lowercase *letter l* in the word "light." After, **INVITE** children to reread the message with you.

After

INVITE children to find all the *letter l*'s in the message. **CIRCLE** them.

Let's find all the *letter l*'s. Put on your "I spy" goggles like this [demonstrate], and look for the *letter l*! Who wants to point to one in the message?

PLAY "Sign for the Sound." **ASK** children to sign "yes" if a word that you say begins with the /l/ sound or "no" if it does not.

We are becoming experts in the *letter l*. Let's practice listening for words that begin with the /l/ sound. I'll say a word. If the word starts with the sound /l/, sign "yes." If the word does not begin with /l/, sign "no." Let's try one together: the word is "lamp." What should we do? Yes, the word "lamp" does begin with /l/, so we should all sign "yes."

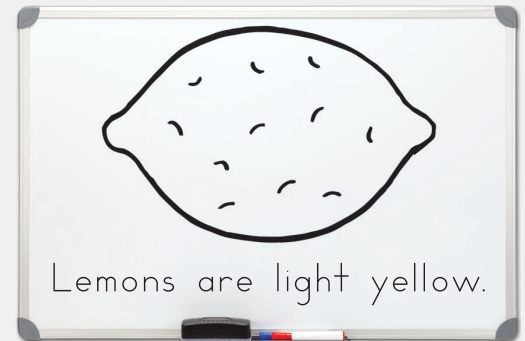
CONTINUE playing. Then **RESTATE** the name and sound of the *letter l*.

Today we listened to the sound the *letter l* makes, talked about what it looks like, and found it in our message. We learned that "lemons" begin with the /l/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to take little leaps.

We are becoming experts in hearing the sound /l/! Let's take little, /l/, leaps, /l/, like this [demonstrate] as we exit from the rug. /l/, /l/, /l/, little leaps.



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter l* on the *Blueprint* website.
- Letter ring—write the uppercase *letter L* on one side of an index card and the lowercase *letter l* on the other; add this to the letter ring after the lesson.
- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

Additional Materials

- A lemon

Letter Formation

- Uppercase *letter L*: drop down; make a bridge.
- Lowercase *letter l*: drop down, not too far!

Pronouncing the Sound

When you make the /l/ sound, you open your mouth a little bit, put your tongue tip behind your top teeth, turn on your voice, and keep it on. You can place your hand gently on your throat and feel it. The ability to make this sound develops later for some children, and some of your children may not have mastered it yet, which is fine. Continue to focus on sound discrimination, and use mirrors to help children learn what their mouth looks like when they say /l/.

Anatomy of the Mouth

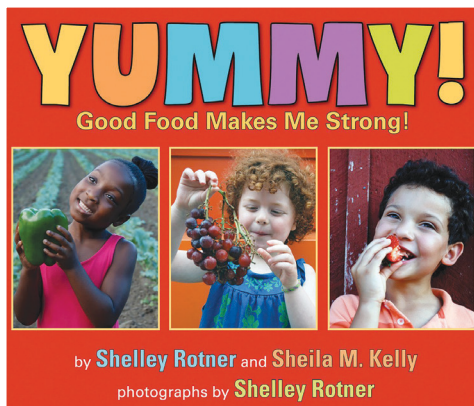
As we explain how to pronounce letters, we use words such as tongue, teeth, roof of the mouth, etc. Clarify what these words mean by creating a picture of the mouth and labeling it. Review these frequently used terms with children who would benefit from review.



Keep It Going

- Join children in the sensory center. Encourage them to tell you the names of the fruit at the center. Remind them that they learned about the *letter l* and the sound it makes. Can they sort fruit by those that begin with the sound /l/ and those that don't?

Children name healthy foods they like to eat.



Make & Prepare

- Review the ASL sign for “I like” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Turn and Talk”

When Children Turn and Talk

This can be a good time to assess. Use this time to listen to what some of the children are saying and/or observe how they are responding.

Naming New Foods

If certain foods in the photos are not familiar and/or are not explicitly named, you may have to tell children what they are. Use the fine print at the bottom of the pages, and answer questions as needed.

Diversity and Food Choices

Expect children to choose foods that are not typical for breakfast, lunch, or dinner in the United States. For example, in some countries, heavier meals consisting of meats, grains and starch are eaten for breakfast. Confirm children’s responses by asking, “Do you have this food for your first meal in the morning?”

Supporting Multilingual Learners

All multilingual learners, whether they are new English language learners or completely fluent in English, will benefit from talking with a partner who speaks the same home language. Thinking and sharing in both of their languages solidifies their learning.



Before

CONNECT to the main idea of the book. **ASK** children what nourishing foods they like to eat.

What are you learning about how we can keep our bodies healthy?

Yes, one thing we are learning is that nourishing food helps our bodies grow strong. We learned that by reading the book *Yummy! Good Food Makes Me Strong!*

What nourishing foods do you like to eat?

PROMPT children to look and listen for healthy foods they like to eat for breakfast, lunch, dinner, and snack.

As we read, look and listen for nourishing foods that you like to eat. Imagine that you are choosing what healthy foods you would like to eat for breakfast, lunch, dinner, and snacks.

During

PAUSE after the “Breakfast Time” section. **ASK** children to think about which foods they like to eat for breakfast. **PROMPT** them to use the sign and sentence stem, “I like.” **INVITE** multilingual learners to name foods in their home language.

We just read about some healthy foods we can eat for breakfast, which is the first meal in the morning. Think about which of these foods you like to eat for breakfast... If you would like to share, sign “I like” [demonstrate]. You can say, “I like...”

PAUSE after the “Come have a snack!” section. **ASK** children which foods they like to eat for a snack. **PROMPT** them to use the sign and sentence stem, “I like.” **INVITE** multilingual learners to name foods in their home language.

We just read about some healthy foods we can eat for a snack between meals. Snacks are foods that we eat in smaller portions [gesture with both hands a small portion]. Think about which foods you like to eat for a snack. If you would like to share, sign “I like.” Say, “I like...”

PAUSE after the section “Lunch is ready!” **ASK** children which foods they like to eat for lunch. **PROMPT** them to use the sign and sentence stem, “I like.” **INVITE** multilingual learners to name foods in their home language.

We just read about some healthy foods we can eat for lunch, which is our meal in the middle of the day. Think about which foods you like to eat for lunch. If you would like to share, sign “I like.” Say, “I like...”

PAUSE after the section “Dinner’s ready!” **ASK** children which foods they like to eat for dinner. **INVITE** one to three children to share. **PROMPT** them to use the sign and sentence stem, “I like.” **INVITE** multilingual learners to name foods in their home language.

We just read about some healthy foods we can eat for dinner, which is usually our last meal of the day. Think about which foods you like to eat for dinner. If you would like to share, sign “I like.” Say, “I like...”

After

INVITE children to turn and talk about their favorite nourishing foods. **ENCOURAGE** them to use the sentence stem “I like...”

This book made me hungry! What about you?

We read about some nourishing foods that we can eat for breakfast, snack, lunch, and dinner. You noticed many healthy foods that you like to eat. Think about which one you would like to eat right now if you could. Turn and talk to your partner about what you would like to eat. When it is your turn to talk you can say, “I like...”

Build Interest

CONNECT to voting on which food to investigate first from Talk Time.

We are going to explore some foods together: apples, lemons, and carrots (or name the foods that your class is using). In Talk Time, we voted to find out which food we would investigate first. This food [name] got the most votes!

PLACE the first food on the table for children to look at and touch. **INVITE** children to share their experiences eating this food. **USE** what you know about each child's language skills to include and extend their participation.

- Gesture: Where is the _____ ?
- Yes/No: Do you like to eat this food? Does your family eat it?
- Either/Or: Do you eat it for breakfast or for lunch?
- Open-ended: How would you describe it?

Build Understanding

INVESTIGATE the food, one sense at a time, together as a group (save tasting for last). **REFER** to the Unit Chart: "5 Senses" to review the senses. **REFER** to the Anchor Chart: "We Can Describe" to support children's ability to articulate their thoughts.

We already know some things about the food we that are going to explore. And our senses can help us learn more about it! Here is a chart that shows our five senses. Let's explore our food using our senses.

We use our eyes [point to the chart] to help us to see. How does this food look? You can use the chart "We Can Describe" [point] to help you describe it.

GIVE children time to look. Then **RESTATE** their observations focusing, for example, on color and shape.

You used your eyes to see...

GIVE children time to touch the food. Then **RESTATE** their observations. Focus on texture words such as smooth, mushy, hard or rough.

You used your skin to feel...

CONTINUE with the other senses (except taste).

Build Experience

GIVE each child a piece. **INVITE** them to compare the inside and the outside of the food using their senses. Then **INVITE** them to taste it.

Let's observe the inside of this food now. What does it look like? What do you notice?

How are the inside and the outside different? Do they smell the same? Feel the same?

The last sense to talk about is our sense of taste. We use our mouth to taste. Let's see how this food tastes.

GIVE children time to taste the food. Then **RESTATE** their observations. Focus on vocabulary words such as sweet, bitter, or salty.

RESTATE that our five senses help us to explore the world.

Today we used our five senses to explore _____ .

We discovered that [restate some of the children's observations and descriptions]. We can use our senses to learn more about food!

INTRODUCE the science journal.

Here are our science journals. When we work on science in our small groups, we can use these journals to draw and write about what we do and what we learn. What are some things we could draw and write about today? Yes, we can draw the food we investigated. I might draw what it looks like on the inside. What are you going to draw and write about?



Make & Prepare

- Science journals (one per child)
- Download, print, and add a copy of "Food Investigation #1" to children's science journals (one per child).

Additional Materials

- Unit Chart: "5 Senses"
- Anchor Chart: "We Can Describe"
- Several items of the food you are investigating (apples, lemons, carrots, or the food your class is investigating)
- Cutting board
- Small plastic knife
- Small paper plates, napkins or coffee filters
- Science journals
- Writing tools

Building Background Knowledge

Ask children to point to the different parts of their body that match each sense.

Stretch Their Thinking

Invite children to describe other foods that they enjoy eating.

Listen/Look For

- What do children know about their five senses?
- What are children noticing as they investigate?
- What language do children use as they explore the food with their senses?

Working with Food

Make sure children wash their hands before and after this lesson and whenever they are working with food. Review proper hand-washing techniques. Also, use the plastic knife with care.



Science Journals

These journals provide a place for children to draw and write about what they observe, learn, and think about. Keep these in the science center, so children can use them when they choose to. Introduce them in small groups to help children learn how they function. Affirm how they use them, and expect their work to reflect their stage of writing.

Greeting Time

Children vary the greeting to be about carrots.

Creative Arts: Creative Movement and Dance

ASK children what foods grow underground. **SHOW** a carrot. **INVITE** multilingual learners to share the words they know for “carrot.” **MODEL** and **INVITE** them to act out picking and washing carrots.

We are learning about nourishing foods! We pretended to squeeze lemons. Lemons grow on trees. But not all fruits grow on trees. Some grow underground! Do you know any food that grows underground?

Carrots do [show]. What do you call “carrots” in your family? Have you ever eaten a carrot? What do they taste like?

Today, let’s bend down and pick some carrots. If it comes from the ground, do you think it will be clean or dirty?

Okay, let’s wash our carrots like this [demonstrate]. Now let’s put it together.

MODEL the greeting and dance. **ENCOURAGE** children to do it too.

First we pull carrots – pull, pull carrots.
[bend down low and pull with alternating hands]

Next we wash carrots – wash, wash carrots.
[pretend to wash the carrot]

Then we chop carrots – chop, chop carrots.
[use the side of your hand to chop]

And we eat carrots – eat, eat carrots!
[bring alternate hands to your mouth]

Make & Prepare

- Bring in several carrots.

Additional Material

- *Blueprint Songbook*

Did You Know?

Carrots are a root vegetable. What we eat is the taproot of the carrot plant. Carrots can be prepared in numerous ways, such as boiled, baked, juiced, roasted, and sautéed. In fact, they are one of the world’s most popular vegetables. Ask children how their families cook and eat carrots!

Movement Time

Children crawl to a new spot under the picnic blanket.

Physical Development: Gross Motor Skills

LAY the picnic blanket in the middle of the group. **GUIDE** children to hold the edges of the picnic blanket. **GUIDE** them to lift it up and down slowly.

Here is our picnic blanket. Please hold onto it with both hands [demonstrate]. Slowly lift the picnic blanket all the way up and then all the way down. Let’s do it one more time.

GUIDE children to raise the picnic blanket in the air, and then call the names of two children. **INVITE** them to switch spots by creeping or crawling under the blanket.

Carrots grow underground. Why don’t we travel under the blanket today?

We will all raise the blanket. When it’s all the way in the air, I’ll call two children’s names. When you hear your name, creep or crawl under the blanket, and switch spots like this [demonstrate]. Then we will gently lower the blanket. Let’s try!

Material

- A large picnic blanket (or use a sheet or parachute as pretend picnic blankets)

Did You Know?

Children first develop control over the muscles closer to the center of their body such as their shoulders and arms, and then control over the smaller muscles further from their body such as their hands. As a result, for children to eventually learn how to hold a pencil or crayon correctly, they need to participate in activities that strengthen their shoulder and arm strength such as creeping, crawling, climbing and pushing.

Talk Time

Children discuss calming themselves down.

Social Emotional: Self-Awareness and Self-Concept

REFER to “upset” on the “Feelings” chart. **USE** Sayeh and Elijah to invite children to share strategies for calming down when they feel upset.

When we sing and play games together, we feel happy. But there are many feelings we can have. Sometimes we feel upset [point to Anchor Chart: “Feelings”].

Sayeh and Elijah were wondering: When you feel upset, how can you take care of yourself? How do you help yourself calm down or feel better?

ADD “calm” to the “Feelings” chart. **INVITE** children to share words they know that mean the same thing (in English or their home language).

What does it mean to feel calm? When you are calm you are not upset. You feel better. Let’s add “calm” to our “Feelings” chart. Can you show a calm expression on your face?

ADD the responsibility “Calm down.”

When we feel upset, we can calm ourselves down. Let’s add this responsibility to our “Power of 3.” That’s the “Power of 3” [sign]!

Make & Prepare

- Have the word “calm” and the matching photograph prepared for the “Feelings” chart.
- On a sentence strip write “Calm down.”
- Download, print and attach the corresponding image to the sentence strip.
- Review the ASL sign for “Power of 3” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Feelings”
- Anchor Chart: “Power of 3”
- Sayeh and Elijah, the social emotional puppets

Before

CONNECT to the book *Yummy! Good Food Makes Me Strong!*. **FOCUS** on snack time.

At school we have snack time. The children in *Yummy! Good Food Makes Me Strong!* eat snacks, too [show book]! Let's take a look at what they eat.

SHOW the page you marked in the book.

What do you see on these pages?

Yes, we see nourishing foods like raspberries, watermelon, and grapes [point to each].

THINK ALOUD about snacks you like to eat. **SHOW** a carrot.

I like to eat nourishing snacks too. My favorite thing to eat is a carrot. Look at this carrot. [show children the carrot.]

Watch as I write about my favorite snack, carrots.

During

DRAW a picture of a carrot. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I want to draw a carrot. What shape should I make it? Yes, the carrot is shaped like a triangle. It looks like it has three sides.

Suggested message: "Carrots are my favorite snack."

PAUSE to focus on concepts of print (spaces between words).

We are learning that writers use words when they write. I want to make sure my words are separated and are not squished up next to each other. When I am finished writing one word, I leave some space and then start writing my next word. Like this. [point to the space between words.]

FINISH writing the sentence. Then **INVITE** children to reread the message with you.

After

ASK children to share their favorite snacks.

Take a moment to think about something you like to eat for snack. Then we will share.

RESTATE that people like to eat different foods for snack.

Today we thought about and shared what we like to eat at snack time. Some of us liked [food], and some of us liked [food].

REREAD the message one more time.

[Transition] **INVITE** children to sing and dance to "The Carrot Song" they performed in Greeting Time.

We have a song and dance about carrots that we learned in Greeting Time. Let's do it again!

First we pull carrots – pull, pull carrots.
[bend down low and pull with alternating hands]
Next we wash carrots –
wash, wash carrots.
[pretend to wash the carrot]
Then we chop carrots –
chop, chop carrots.
[use the side of your hand to chop]
And we eat carrots – eat, eat carrots!
[bring alternate hands to your mouth]



Make & Prepare

- Some carrots
- Have the book *Yummy! Good Food Makes Me Strong!* ready. Mark the page that begins "Come have a snack!" with a sticky note.

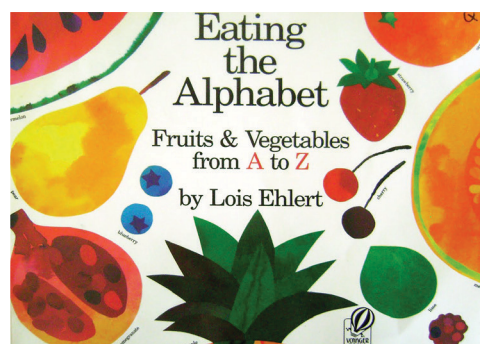
Responding to Children

Be open and aware of how you respond to children's ideas around food. Remember to point out what is healthy in whatever the children offer (such as, "Oh, that has protein in it!"). Don't make children feel that their families give them unhealthy food.



Keep It Going

- Children can be mindful when they eat during snack and lunch time. Encourage them to slow down and pay attention to their food. Discuss how their food looks, sounds, feels, smells, and/or tastes.
- During snack, talk about children's favorite foods. Did anyone bring their favorite snacks to school? Do any children like the same foods?
- Join children at the science center. Encourage them to share what they notice happening to the banana. Do they notice the banana changing? Why do they think the banana is changing? Which of their senses are they using? Support children's growing vocabulary by using words such as sweet, ripe, rotten, etc.



Make & Prepare

- Locate the big book version of *Eating the Alphabet* included with the curriculum.
- Examples of food from *Eating the Alphabet*.
- A letter stick for each child that shows the first letter in their first name.

Additional Materials

- Your list of class names
- Unit Chart: “Turn and Talk”

Highlighting Foods

If you were able to procure some of the foods in the book, or if families were able to send some in, plan ahead to make time before the read aloud to observe them and even taste them.

Sounds in the English Alphabet

Note that in this book, the vegetables chosen for the *letter j* (jalapeño and jicama) are pronounced with the /h/ sound, representing the Spanish pronunciation of the *letter j* (/h/).

Children's Unique Names

Keep in mind that children's names may begin with letter sounds that differ from the sounds represented in the English alphabet. For example, the *letter h* is silent in Spanish.

Using Big Books

Continue using this big book to deepen children's understanding of various concepts of print. You can support children in distinguishing between words and pictures. Invite them to match the food labels to their matching picture (e.g., the word "fig" and the picture of a fig). And, because this book includes the name of each food written both in uppercase and lowercase letters, help children distinguish between and match up uppercase and lowercase letters.

Before

USE the class name chart. GUIDE children to identify the first letter in their own first names.

All words, like each of our own names, start with a letter. Let's look at our class name chart, and say the first letter in each of our names. The first letter in [name] is [letter].

GIVE each child a letter stick that matches the first letter of their name. ASK children if they know any foods that start with the same letter as their names.

Here is a letter stick that matches the first letter of your name. Say the letter. Do you know any foods that start with the same letter as your name?

STATE that this book names fruits and vegetables that start with each letter of the alphabet.

Today we are going to read the book *Eating the Alphabet: Fruits & Vegetables from A to Z* by Lois Ehlert. This book shows many different fruits and vegetables. They are all grouped together by the first letter of their name.

INVITE children to hold up their letter sticks when you read the page that matches their letter.

For each page, first, I will say the name of the letter. Then I will read the name of each fruit and vegetable that starts with that letter. If your first name begins with the letter we are reading about, you can hold up your letter stick!

During

On each page, POINT to the letter, and say its name. Then POINT to each fruit or vegetable, and say its name. ASK children if they have ever seen or eaten the food.

Aa. The names of these fruits and vegetables all start with the *letter a*: apricot, artichoke, avocado, apple, and asparagus. Have you ever seen or eaten any of these foods?

REMINDE children to hold up their letter stick when we read about the first letter in their first name.

If your name also starts with the *letter a*, please hold up your letter stick.

After

INVITE children to talk about the fruits and vegetables they want to eat.

We just read about fruits and vegetables that start with each letter of the alphabet. There are so many healthy choices to choose from! Were there fruits or vegetables in this book that you already eat? Which ones?

Were there any new foods that you would like to try? Lean and tell a partner!

Build Interest

RECALL the senses investigation with food you are doing.

Learners, we are investigating different healthy foods with our five senses.

INVITE children to vote on which food they would like to work with today.

We have two foods left to explore. Let's vote on which healthy food we should try today!

PLACE the food with more votes on the table. **INVITE** children to share their experiences eating this food. **USE** what you know about each child's language skills to include and extend their participation.

- Gesture: Where is the _____ ?
- Yes/No: Do you like to eat this food? Does your family eat it?
- Either/Or: Do you eat it for breakfast or for lunch?
- Open-ended: How would you describe it?

Build Understanding

INVESTIGATE the food, one sense at a time, together as a group (save tasting for last). **REFER** to the Unit Chart: "5 Senses." **REFER** to the Anchor Chart "We Can Describe" to support children's ability to articulate their thoughts. **ENGAGE** children by asking questions and inviting exploration.

Let's investigate this food. Here is a chart that shows our five senses. Who would like to remind us of one of the senses?

What body part do we use to see? Yes, our eyes. How does this food look? [give children time to look, then restate their observations focusing, for example, on color and shape.]

What body part do we use to smell? Yes, our nose. How does this food smell? [give children time to smell, then restate their observations.]

What body part do we use to touch and feel? Yes, our skin. [give children time to touch the food, then restate their observations; focus on texture words such as smooth, mushy, hard or rough.]

What body parts do we use to hear? Yes, our ears. Does this food make any noise? [give children time to shake it, for example, then restate their observations.]

Build Experience

GIVE each child a piece. **INVITE** them to compare the inside and the outside of the food using their senses. Then **INVITE** them to taste it.

Let's observe the inside of this food now.

What does it look like? What do you notice?

How are the inside and the outside different? Do they smell the same? Feel the same?

The last sense to talk about is our sense of taste. What part of our body do we use to taste food with? Yes, our mouth. Let's see how this food tastes. [give children time to taste the food, then restate their observations; focus on vocabulary words such as sweet, bitter or salty.]

RESTATE that our five senses help us to explore the world.

Today we used our five senses to explore _____. We discovered that _____. [Restate some of the children's observations and descriptions.]

Healthy kids eat nourishing foods and use their senses to learn more about the world around them, including food!

DISTRIBUTE the science journals. **ASK** children to brainstorm what they could write or draw about and then give them time to record their thinking. Support as necessary.

Here are our science journals. When we work on science in our small groups, we can use these journals to draw and write about what we do and what we learn. What are some things we could draw and write about today?



Make & Prepare

Download, print, and add a copy of "Food Investigation #2" to children's science journals (one per child).

Additional Materials

- Unit Chart: "5 Senses"
- Anchor Chart: "We Can Describe"
- Several items of the food you are investigating (apples, lemons, carrots, or the food your class is investigating)
- Cutting board
- Small, plastic knife
- Small paper plates, napkins or coffee filters
- Science journals
- Writing tools

Building Background Knowledge

Read and point to the images on the senses chart.

Stretch Their Thinking

Invite children to select non-food classroom materials to investigate with some of their senses.

Listen/Look For

- What do children know about their five senses?
- What are children noticing as they investigate?
- What language do children use as they explore the food with their senses?
- Do children compare the different foods they explore?

Working with Food

Make sure children wash their hands before and after this lesson and whenever they are working with food. Review proper hand washing techniques.



Supporting Multilingual Learners

No matter what their level of English proficiency may be, every child in your class will be able to participate in class discussions in some way. As we did in the "Build Interest" section, use the strategy of Layered Questioning, where you pose questions based on what you know about each child's language skills, to include and extend their participation.

Greeting Time

Children choose a version of “Go Bananas!” to perform.

Creative Arts: Creative Movement and Dance

REVIEW the names of the fruits that have been featured in Greeting Time. **INVITE** them to select which one they would like to perform today.

We have been acting out different greetings about nourishing foods. Which foods have we used?

Yes, bananas [show], lemons [show], and carrots [show]. Think about which one of these foods you want to move to today.

GROUP the children by the fruit they selected.

If you want to chant about bananas, please sit over here [point].

If you want to chant about lemons, please sit here [point].

If you want to chant about carrots, please sit here [point].

GIVE each group a chance to perform. **MODEL** as necessary.

Get ready to chant and move based on the nourishing food that you chose!

Movement Time

Children move in a circle while holding the picnic blanket.

Physical Development: Gross Motor Skills

LAY the picnic table in the middle of the group. **GUIDE** children to hold the edges of the picnic blanket. **GUIDE** them to lift it up and then down slowly.

We just sang and danced about nourishing foods in groups. Now let's play a game all together! Here is our picnic blanket. Please hold onto it with both hands [demonstrate]. Slowly lift the picnic blanket all the way up and then all the way down. Let's do it one more time.

GUIDE children to walk in a circle while holding the blanket. Then **SWITCH** directions.

Keep holding onto the picnic blanket as we travel around in a circle [point in the direction you want them to walk]. We will stop walking when we return to the spot we are standing in right now.

Now let's walk around in the opposite direction, this way [point].

CONTINUE moving around the circle in other ways: tiptoe, walk on heels, walk backward, jump, etc.

How else could we walk?

Okay, try walking on your tiptoes like this [demonstrate].

Talk Time

Children participate in writing a food alphabet.

Literacy: Writing

STATE that we will create a food alphabet chart.

It's fun to play games together. How would you like to work on a special project together?

When we read our book *Eating the Alphabet* [show], we noticed that there are foods that start with each letter of the alphabet. Now we are going to create our own alphabet! We have paper with each letter of the alphabet on it. We are going to draw a picture of a food that starts with that letter.

MODEL how to create one page [letter I].

Do you know the name of this letter? Yes, it's the *letter I*. What food do you know begins with the *letter I*? We can look at the *letter I* page in *Eating the Alphabet* to get an idea. Lemon is the name of a food that starts with the *letter I*. So I can draw a lemon. Then I'll write the word “lemon” on the bottom. The word will match my picture.

TELL children that the letter papers will be in the writing center for them to use independently and also for you to work with them in small groups to complete.

Make & Prepare

- Bring in one banana, one lemon, and one carrot.

Additional Material

- Blueprint Songbook*

Developing Audience Skills

Encourage children in the “audience” to look and listen as their classmates perform. Ask them how else they can be good audience members. After, ask the “audience” members to think about or discuss the performance. What did they like about it? How did it make them feel?

Material

A large picnic blanket (or use a sheet or parachute as pretend picnic blankets)

Keep It Going

In this activity we move in a big circle in one direction and then the other. In other words, we are moving clockwise and counterclockwise. Clockwise means moving in the direction of the hands of a clock. Counterclockwise means the opposite. Give children more foundational experiences with this concept by encouraging them to twirl or spin in one direction (clockwise) and then the other (counterclockwise).

Make & Prepare

- To make the food alphabet: write each uppercase and lowercase letter at the top of a piece of 8 ½ x 11 unlined paper. Leave space below for children to draw.
- Mark the page that shows the *letter I* in the book *Eating the Alphabet*.

Food Alphabet Pacing & Display

Work with children to create the pages, which can be completed in any order (the “A” page does not necessarily have to be the first one produced). Eventually, when a page has been created for each letter, post them on the wall in alphabetical order to form an alphabet chart. Make sure it is displayed on the children's level so that they can use it as a learning resource and appreciate their work displayed in the classroom. Invite families to see the food alphabet on Day 18.

Before

CONNECT to the book *Yummy! Good Food Makes Me Strong!* **FOCUS** on the vocabulary word “stir.” **REFER** to the Unit Chart: “Words We Are Learning.”

We read *Yummy! Good Food Makes Me Strong!* This book teaches us that eating nourishing foods helps us take care of our bodies. The author uses the word “stir” to describe how you can mix [make a mixing motion with your hand] nourishing foods together to make new ones.

INTRODUCE the ASL sign for “I hear.” **PROMPT** children to sign “I hear” when they hear the word “stir.”

Look at the picture and listen for the word “stir.” When you hear it, make the sign for “I hear” like this [demonstrate]. Can you practice signing “I hear” now? Sign “I hear” just like that when you hear the word “stir” in the book.

INVITE children to act out what it means to “stir.”

You signed “I hear” when you heard the word “stir.” The word “stir” means to mix something, using a spoon for example [demonstrate]. Let’s pretend we have oatmeal in a bowl. Hold the bowl in one hand. Pick up your spoon with your other hand. Now let’s stir the oatmeal! Stir, stir the oatmeal. Yummy!

Let’s keep thinking about the word “stir!” Listen for it in the message today.

During

DRAW a picture of a bowl with a spoon inside of it. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

Here is a bowl. What do you think is inside of it? I’m going to draw a spoon and stir it up.

Suggested message: “I stir with a spoon.”

PAUSE to focus on vocabulary (the word “stir”).

I want to write the word that means to mix. What word do I want to use? [encourage children to recall the word “stir.”] Yes, “stir” is another word for mix!

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word “stir” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “stir” in the message?

How do you know that is the word “stir?” What does it mean?

INVITE children to name ingredients for a pretend smoothie. **DISTRIBUTE** spoons. **GUIDE** them to pretend to “stir.”

We can make or cook nourishing foods too. We are going to be making smoothies. Have you ever had a smoothie?

When we make them, we will stir [demonstrate] the ingredients together. Let’s pretend we are making smoothies. What ingredients should we put in our smoothies? How about yogurt? Pour in the yogurt, and stir, stir, stir your smoothie! Now what should we add?

COLLECT the spoons. **REVIEW** the meaning of the word “stir.”

Today we learned the word “stir.” We stir when we mix ingredients together. Sometimes we use a spoon to stir.

REREAD the message one more time.

[Transition] **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don’t you teach someone in your family what the word “stir” means? Let’s rehearse what you might say and do. Tell your partner what it means to “stir.”



Make & Prepare

- Have the book *Yummy! Good Food Makes Me Strong!* ready. Mark the page that says “I stir the oatmeal” with a sticky note.
- Familiarize yourself with the ASL sign for “I hear” on the *Blueprint* website.

Additional Materials

- Spoons for each child to make the activity more concrete
- Unit Chart: “Words We Are Learning”

Scaffolding in MTP

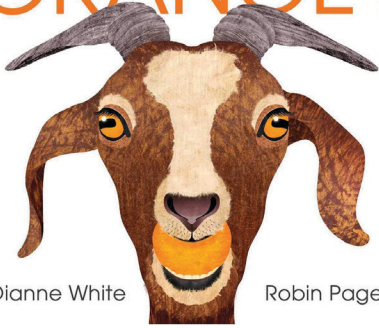
We encourage you to invite children to the board to find a letter or a word in the message. Extend this opportunity to engage with the message by asking children to find something they know. Keep it open-ended! They can come up to the board and point out what they know and how they know it. If they find a letter, draw a circle around it. Follow up by asking what sound the letter makes or what words begin with that sound. If they find a word, draw a box around it. Ask them to show you what the word means or if they know other words that mean the same thing. Use what you know about the child to help move them from what they know to new learning. If they do not know the answer to a question you ask, offer them the support they need.

Use Props

When children come up to the MTP board, show your excitement that they are up front by giving them a prop to use. For example, they can wear fake glasses or a special thinking cap, or use a special pointer to point to what they noticed in the message. Make a point of asking them to select a cheer from the “Cheers” chart to celebrate their efforts.

Keep It Going

- While children are waiting in line, invite them to show you how to stir their fruit salad. Say: “Stir means to mix something with a spoon. Let me see you stir your fruit salad fast! Now stir slowly. What else can we add into our bowl to stir?”
- Join children at the housekeeping center. Using bowls and spoons from the lesson, encourage them to use the new vocabulary word “stir.” Can they use the word correctly? Can they act out how to stir?

WHO EATS
ORANGE?

Make & Prepare

- Review the ASL sign for “I predict” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

rainbow: many different colors shown together

Building Background Knowledge

The back of this book features more information on each of the animals and environments that are referenced. Read this to yourself before the lesson to help enrich your conversations with the children or answer questions they may ask.

Dianne White

The author of this book has a website that you can explore, <https://diannewrites.com/>. It includes downloadable masks of two of the main characters of this book as well as suggested activities.

Brain Break

You may sometimes notice behaviors that signal your children are having trouble focusing. Some behaviors may include: lack of attention, increased activity, or sleepiness. These can be signs that your children need a brain break. It may be time to move on to a different activity!



Before

ACTIVATE children’s knowledge about what animals eat in nature.

One way to take care of our bodies is to eat nourishing foods. But did you know that we are not the only ones who eat nourishing foods? Animals do, too! What do you know about the kinds of food animals who live in nature eat? Do they go to the supermarket to buy their food? Do they go to restaurants?

No, animals in nature eat food they find in their environment, the space around them.

SHOW the front cover. **ASK** children what they notice.

Today we are going to read a book about the foods that animals eat in nature. The title is *Who Eats Orange?* The author is Dianne White. The illustrator is Robin Page. What do you notice in the illustration on the front cover? Do you know what animal this is? How do you know?

Yes, it is a goat! What is the goat eating? It looks like an orange. An orange is a fruit that is named after its color. But there are other foods that are orange, too. Can you think of any other orange fruits or vegetables? Maybe goats eat some of those orange foods, too.

INVITE children to predict what colors will come next in the book. **ENCOURAGE** them to sign and use the sentence stem, “I predict....”

Let’s read this book and think about what other foods animals eat. If you would like to share your prediction, sign “I predict” like this [demonstrate]. Let’s practice that now.

During

PAUSE after: “Gorillas don’t eat orange. They eat...” Before turning the page, **MODEL** your thinking about what color gorillas might eat.

Hmm, I know gorillas live in forests. Forests have lots of trees and other plants. I think gorillas eat leaves. They must eat the color...green!

PAUSE after: “Turkeys don’t eat red. They eat...” **INVITE** children to predict what color comes next.

What do you know about turkeys? Where do they live? What do you think they eat? What color would that be? Let’s turn the page to find out.

PAUSE after: “Reindeer don’t eat purple. They eat...” **INVITE** children to predict what color comes next.

What do you know about reindeer? Where do they live? What do you think they eat? What color would that be? Let’s turn the page to find out.

PAUSE after: “Maybe you?” **ASK** children if they eat blue foods. **INVITE** them to name which ones.

Do you eat any foods that are the color blue? What blue foods do you eat?

After

RECAP how the animals ate foods of all different colors of the rainbow. **ASK** children what color foods they like to eat.

The animals in this book eat foods of all different colors of the rainbow. A rainbow shows lots of different colors together. Think about all of the colorful fruits and vegetables we read about.

- What nourishing food do you like to eat?
- What color of the rainbow is it?
- Why is it healthy to eat all the colors of the rainbow?

ADD the word “rainbow” to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Build Interest

RECALL the senses investigation with foods you are using. **TELL** children they will investigate the last food today.

Learners, we are investigating different healthy foods with our five senses. So far we have explored [food] and [food]. That leaves us with our last food [name food]!

PLACE the food on the table for children to look at and touch. **INVITE** children to share their experiences eating this food. **USE** what you know about each child's language skills to include and extend their participation.

- Gesture: Where is the [food]?
- Yes/No: Do you like to eat this food? Does your family eat it?
- Either/Or: Do you eat it for breakfast or for lunch?
- Open-ended: How would you describe it?

Build Understanding

INVESTIGATE the food, one sense at a time, together as a group (save tasting for last). **REFER** to the Unit Chart: "5 Senses" chart to review the senses. **REFER** to the chart Anchor Chart: "We Can Describe" to support children's ability to articulate their thoughts. **ENGAGE** children by asking questions and inviting exploration. **RESTATE** their observations.

Who can remind us how we have been investigating our food?

Yes, we have been using our senses. Who wants to name a sense that they know and point to it on our "5 Senses" chart?

Now let's get started on our investigation!

- How does this food look? [give children time to look, then restate their observations] You used your eyes to see...
- How does this food smell? [give children time to look, then restate their observations] You used your nose to smell...
- How does this food feel? [give children time to look, then restate their observations] You used your skin to feel...
- How does this food sound? [give children time to look, then restate their observations] You used your ears to hear...

Build Experience

GIVE each child a piece. **INVITE** them to compare the inside and the outside of the food using their senses. Then **INVITE** them to taste it.

Let's observe the inside of this food now.

- What does it look like? What do you notice?
- How are the inside and the outside different? Do they smell the same? Do they feel the same?

Now we will each get some of the food to taste. What do you notice about the taste? [give children time to taste the food, then restate their observations].

RESTATE that our five senses help us to explore the world.

We have been using our five senses to explore apples, lemons, and carrots. We discovered that [restate some of the children's observations and descriptions]. Our five senses help us to learn more about the world around us.

DISTRIBUTE the science journals. **ASK** children to brainstorm what they could write or draw about and then give them time to record their thinking. **Support** as necessary.

Here are our science journals. When we work on science in our small groups, we can use these journals to draw and write about what we do and what we learn. What are some things we could draw and write about today?



Make & Prepare

- Download, print, and add a copy of "Food Investigation #3" to children's science journals (one per child).

Additional Materials

- Unit Chart: "5 Senses"
- Anchor Chart: "We Can Describe"
- Several items of the food you are investigating (apples, lemons, carrots, or the food your class is investigating)
- Cutting board
- Small, plastic knife
- Small paper plates, napkins or coffee filters
- Science journals
- Writing tools

Building Background Knowledge

Play a riddle game using the five senses. Say: "I'm thinking of a body part I use to (see, hear, etc.)." Ask children to name the body part.



Stretch Their Thinking

Invite children to look back over their notes in their science journals from the sensory food investigations. Encourage them to compare their observations across the days and/or share their thinking with each other.

Listen/Look For

- What do children know about their five senses?
- What are children noticing as they investigate?
- What language do children use as they explore the food with their senses?
- Do children compare the different foods they explore?

Working with Food

Make sure children wash their hands before and after this lesson and whenever they are working with food. Review proper hand washing techniques.

Vocabulary Development

Continue to add new vocabulary to the Anchor Chart: "We Can Describe" for children's reference. Add words, for example, that describe the taste and texture of foods. **ENCOURAGE** multilingual learners to share descriptive words from their home language.

Greeting Time

Children create a new chant based on “Go Bananas!”

Creative Arts: Creative Movement and Dance

INVITE children to select a fruit or vegetable of their choice to create a chant and dance about. REFER to the book *Eating the Alphabet*.

We have been moving and chanting about different fruits and vegetables.

What fruit or vegetable [refer to book] would you like to move and chant about today?

What do we need to do to prepare it so we can eat it?

How should we move?

DECIDE on a fruit or vegetable and practice the movements. **PERFORM** the chant and dance together.

Movement Time

Children play a listening game with the picnic blanket.

Social Emotional: Self-Regulation and Responsible Behavior

CONNECT to senses. **PROMPT** children to point to the body part that helps them to hear.

We have been exploring different foods with our senses. Now let’s play a game with one of our senses. Can you point to the body part that helps you to hear?

PLAY a listening game. **PLAY** one sound (such as a triangle) to indicate children should shake the blanket at knee height. **PLAY** a different sound (such as wooden sticks) to indicate that children should shake it overhead.

Let’s use our sense of hearing to play a listening game.

If you hear this sound [demonstrate], please shake the blanket by your knees like this [demonstrate].

If you hear this sound [demonstrate], raise it and shake it above your head like this [demonstrate]. Let’s practice.

CONTINUE playing sounds and inviting children to move accordingly.

Talk Time

Children create a smoothie recipe.

Literacy: Writing

EXPLORE what children know about recipes. **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

In that listening game, we followed directions. When we heard a sound, we knew what to do. Sometimes when we cook, we follow directions, too. Do you know what cooking directions are called?

Yes, a recipe. A recipe lists the steps in the order that we need to do them. Let’s add “recipe” to our list of words we are learning! Do you know any other words that mean the same thing?

Have you ever used a recipe? Let’s write a recipe for a smoothie! We can use bananas and yogurt.

ENGAGE children in shared writing. **NARRATE** each step for making the smoothie. **ADD** simple drawings.

Sample the sample recipe below.

Smoothie Recipe

- 1 Pour yogurt.
- 2 Mash bananas.
- 3 Add bananas.
- 4 Stir with a spoon.

Materials

- *Blueprint Songbook*
- The book *Eating the Alphabet*

Connection to Other Units

In Unit 7: “Let’s Eat,” we take a deeper dive into growing a variety of fruits and vegetables, and preparing them to cook and eat.

Materials

- A large picnic blanket (or use a sheet or parachute as pretend picnic blankets)
- Two different musical instruments (e.g. a triangle, wooden sticks, maracas, etc.)

Keep It Going

Continue focusing on children’s sense of hearing. Take them on a listening walk. Ask them to predict what kind of sounds that they think they will hear. Make a list of what they do hear and then compare with their predictions.

Materials

- Chart paper and markers
- Unit Chart: “Words We Are Learning”

Words We Are Learning

recipe: directions for making food

Shared Writing

During Shared Writing, children help brainstorm and compose the text but you do all the transcribing. By encouraging the connection between spoken ideas and written words, you are supporting children’s emerging writing skills.

Before

CONNECT to the smoothie recipe you wrote in Talk Time.

At Talk Time, we wrote a recipe for a banana smoothie. Let's reread it again.

Hmm. It looks like we are going to need to buy some items from the supermarket, so we can make this recipe.

INVITE children to talk about their experiences food shopping. **SHOW** a few shopping bags from different stores to contextualize the conversation for new English learners.

- Do you go food shopping with family members?
- Where do you go?
- What do you do when you are at the supermarket?

Some people make a shopping list before they go to the supermarket, so they don't forget what they need to buy. Let's make a list of the items that we will need to purchase, so we can make our smoothie!

Watch me as I write the list.

During

DRAW a container of yogurt and a banana. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

What will we need to buy at the supermarket? Ok, I'll draw a container of yogurt and a banana.

Suggested message: "yogurt," "bananas"

PAUSE to focus on writing structure (writing a list).

When you write a list, you write each idea or thing, one at a time, and then write the next one below. The first thing we need on our list is "yogurt." I will write that here [point to where you will write the word]. "Bananas," the next item, will go under it, here [point to where you will write the word].

INVITE children to reread the message with you.

After

ASK children to think about what nourishing foods they would want to buy if they were going shopping with their families or caregivers. **DISTRIBUTE** supermarket circulars for children to look through.

If someone in your family or a caregiver was taking you to the supermarket after school, what other nourishing foods would you want to buy?

Here are supermarket circulars. Find a nourishing food you would want to buy at the supermarket. Then we'll share.

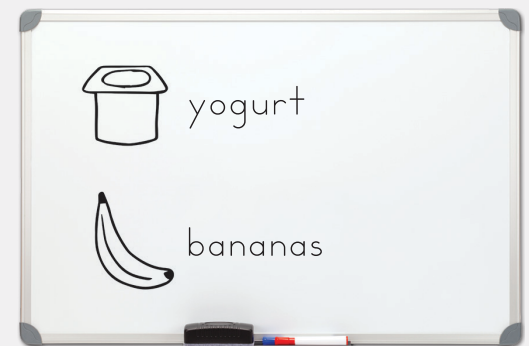
RESTATE that eating nourishing foods is one way we can take care of our bodies.

Today we talked about the types of nourishing foods we would want to buy at the supermarket. Eating nourishing foods is one way we can take care of our bodies.

REREAD the message one more time.

[Transition] **INVITE** children to pretend to eat one of these nourishing foods.

Think [point to your temple] about one of the nourishing foods you would want to buy. Pretend to eat it as you walk off the rug. Yum!



Make & Prepare

- Gather shopping bags from grocery stores and supermarkets.

Additional Materials

- The smoothie recipe you wrote in Talk Time
- Supermarket circulars

Responding to Children

Find the healthy part of whatever children say. For example, if they say "pizza," point out how pizza has tomato sauce on it and tomatoes are nourishing vegetables!

Connection to Other Units

This lesson is about making a list to go food shopping. In Unit 7, we suggest you create a supermarket dramatic play center as we read books about families shopping and cooking together.



Growing Scientists

What is that? Can I touch it? Why is that happening? Children ask questions, as they make observations using their senses to notice details or describe things. Encourage these kinds of observations and invite children to draw conclusions. Opportunities for close observation abound: during cooking (observe how things look, smell, and change), during outside play (watch nature and animals; think about how our bodies move when we run and play), and while in centers (adding colors together at the art center; exploring with float and sink at the sensory table).



Keep It Going

- Join children in the housekeeping center. Encourage children to pretend to be grocery shopping. Invite them to share what they might buy if they were at the grocery store. Together draw or write what they would buy.
- Join children in the writing center. Encourage them to share their grocery lists with you. Can they create a list with nourishing foods? Did they draw pictures? Did they scribble, write letters, or words? Invite children to share what they wrote.



Make & Prepare

- On a sentence strip, write “I remember...”
- Download and print the corresponding ASL visual for “I remember.”
- Familiarize yourself with how to make the ASL sign for “I remember” on the *Blueprint* website.
- Before reading the book, make sure you can name the foods that are pictured. Use the reference pages in the back of the book to help you identify any unfamiliar ones. All the animals and foods are in bold print.

Additional Material

- Anchor Chart: “Readers Can Say”

Responding to Children

If a child shares a connection that is less clear, ask clarifying questions. Examples: “Which picture on this page reminds you of that? What does this part of the book make you remember from your own life?” These kinds of questions help children to better understand the concept of making connections. They also reinforce the language associated with this concept.

End Page

Extend children’s learning about books by choosing another concept to explain such as the end page. Draw children’s attention to the pages on the inside of the front and back covers. In picture books, these often have additional illustrations, pictures, or icons related to the book as well as colors that relate to the mood of the story. Have children explore these pages and talk about the relationship between these pages and the book.

Before

RESTATE that eating nourishing foods is one way to take care of our bodies.

We have been learning about healthy foods. We know that nourishing foods help our bodies grow and become strong.

MODEL making a connection to eating the orange on the cover. **INTRODUCE** the ASL sign “I remember.”

In the book *Who Eats Orange?* we discovered that animals all over the world eat nourishing foods of all different colors. Look at the animal on the cover. What is the goat eating? Yes, it’s a sweet, juicy orange!

This reminds me of my own life. I can remember that I have eaten oranges too! When something in a book reminds you of your own life, you are making a connection. You can show the connection to the book by signing “I remember” like this [demonstrate]. Can you practice that sign now?

PROMPT children to sign “I remember” when they make a connection to the book.

Can you remember eating an orange too? If you are making a connection to the book, you can sign “I remember.”

As we read *Who Eats Orange?* today, notice what other fruits and vegetables the animals are eating. When we read about a nourishing food that you also have eaten, you can sign “I remember” to show your connection.

During

PAUSE after: “Chickens in the hen-house too.” **NAME** the foods on these two pages. **ASK** children if they can remember eating these foods. **MODEL** and **REMIND** them to sign “I remember.”

What is the bunny rabbit eating? Can you remember eating carrots too? Sign “I remember” if you are making a connection to this part of the book.

What is the chicken eating? Yes, cantaloupes are orange, too. Can you remember eating a cantaloupe? If this part of the book reminds you of your own life, sign “I remember.”

PAUSE after reading about zebras. **EXPLAIN** what rooigras is. **ASK** children to name other green things they eat.

The zebra is eating a special kind of grass called rooigras. Most people don’t eat grass, but what other green things do you eat?

PAUSE after: “Raccoons in the fields do.” **PROMPT** children to sign “I remember.” **INVITE** one to three children to share their connections. **ENCOURAGE** them to use the sentence stem, “I remember...”. **DISCUSS** how children like to eat corn on the cob.

Do you know what food the raccoon is eating? Can you remember eating corn on the cob too? Sign “I remember” if you have a connection. If you would like to share your connection, keep signing. You can start by saying, “I remember...”

How was your corn on the cob? Did you add butter? How about salt and pepper?

After

INVITE children to name nourishing foods from the book that they might add to the food alphabet.

We just made connections while reading. We noticed what foods the animals were eating, and remembered eating some of those same foods in our own lives.

Did we read about any nourishing foods that we might add to the food alphabet we are creating? Which foods? What questions do you have about nourishing foods?

Build Interest

LINK to Talk Time and the smoothie recipe. **GIVE** children a piece of fabric. **SHOW** them how to mash it with their hands. **ASK** children how their hands feel as they are working.

We wrote a smoothie recipe in Talk Time [show]. When we make our smoothie, we are going to use our hands to mash our banana. What does it mean to mash something? [give children time to share their thinking]

Let's practice some mashing. Here is a piece of fabric. Open and close your hands around the fabric to show how you would mash it. How do your hands feel as they are working?

COLLECT the materials.

Build Understanding

REVIEW the smoothie recipe from Talk Time.

Now that our hands are warmed up, let's start working on our recipe. We will use the recipe we wrote and follow the steps in order. Look at how we have a different numeral for each step. Do you know what it means to "follow the steps in order?"

Yes, that means we will do what number one says first [point], and then do what number two says next [point].

Let's reread the recipe we wrote together to help us learn the ingredients, what to do with them, and the order of the steps.

DISCUSS each step. **USE** gestures to make each step clear. **COLLABORATE** with children to make one smoothie together. **POINT** out standard measurement symbols on the tools you are using.

Let's make one together. What should we do first? Yes, we need to pour the yogurt in the bowl. Let's use $\frac{1}{2}$ cup of yogurt. See this on the cup? That means $\frac{1}{2}$. Who wants to pour it?

We poured the yogurt. What should we do next? Let's mash the banana. We can put the banana in a plastic bag and take turns mashing it, using the same mashing motion with our hands and fingers that we used with the fabric [give everyone a try]. How will we know when we have mashed it enough?

We poured the yogurt. We mashed the banana. Now what should we do? Ok, let's add it to the bowl and stir. We know the word "stir" [point to the Unit Chart: "Words We Are Learning"].

How will we know when it's ready? Yes, when it looks all smooth and combined, it is ready.

Build Experience

POUR the smoothie into small cups. **GIVE** children time to taste the smoothie.

Now, we get to drink it! How does it taste?

RESTATE that using a recipe involves following steps in order.

It is so much fun to make yummy foods. Today we used a recipe and followed the steps in order to make a smoothie.

EXTEND this language practice for new English learners. **RECAP** in the form of charades. **ASK:** What did we do first [make gesture for pouring]? **CONTINUE** with next [use gestures for mashing]. **CONTINUE** with each step.

Make & Prepare

- Acquire pieces of fabric (or paper towel) to practice mashing
- $\frac{1}{2}$ cup of yogurt (per group)
- One banana (per group)

Additional Materials

- Recipe from Talk Time
- Large bowl
- Spoons (one for each child)
- Small cups (one for each child)
- Measuring cup
- Unit Chart: "Words We Are Learning"

Building Background Knowledge

Talk about other things you mash, mix, or knead with your hands.



Stretch Their Thinking

Explore how kitchen technology makes the work easier. Bring in a blender and make one of the smoothies. Ask children to notice what the blender does and if it makes it easier or harder to make the smoothie. Try this with other kitchen tools such as a spatula. Ask children if it is easier to pick up food with your hands or with a spatula.

Listen/Look For

- Are children able to mash up their banana? Observe this fine motor task.
- Can children follow the order of the recipe?
- Are children excited to drink the smoothie?

Adapting the Activity

There are many ways to adapt this lesson. Instead of mashing inside a plastic bag, children can mash the banana with a fork, on a paper plate. You can have them work in partners to make a smoothie. Increase the amount of ingredients depending on the size of the group, or the kind of ingredients based on children's tastes and allergies.



Family Engagement

Send home a copy of the banana smoothie recipe you used so children can make it with their families.



Remember...

Check on the banana observation station. What's happening to the bananas? What are children noticing?

UNIT 2

WEEK 3

Be Sure To...

- ☐ Talk about different ways to move the body.
- ☐ Introduce some new yoga poses.
- ☐ Teach the *letter f*.
- ☐ Introduce the idea of patterns.

Books

- *Healthy Kids*
- *I Got the Rhythm*
- *You Are a Lion!*
- *Blueprint Yoga*

Charts

- Anchor Charts:
 - “Feelings”
 - “Readers Can Say”
- Unit Charts:
 - “Words We Are Learning”
 - “5 Senses”
 - “Turn and Talk”

Materials

- One empty, clean plastic bottle

How does being active help you take care of your body?

Being active means moving our bodies in different ways. We can dance, play games, and stretch. This keeps our muscles strong and flexible.

Children learn that staying active means moving their body in all different ways. Yoga is introduced as a way to stretch the body and build flexibility. Children spin, squat, and join in the actions described in the read-aloud books. They learn action words such as “stretch” and “bend.” They practice movement patterns (e.g. clap and tap). In math they also work with identifying and copying patterns. Finally, children learn two strategies for calming themselves down when they feel upset or over-excited: taking deep breaths and using calming cream.

Keep in Mind

- Ask families to send children in with a favorite teddy bear (or other stuffed animal) for Week 4 activities.
- Remember to have the class book completed, laminated, and bound by Day 20.
- In Week 4, you have two opportunities to invite families into the classroom to celebrate children’s learning. They can come see the food alphabet and/or listen to the class book. Send out invitations so families can prepare accordingly. Create your own or download and print samples from the *Blueprint* website.



Words We Are Learning

stretch

spread out and reach to make longer

rhythm

something that sounds musical and makes us feel like moving our bodies

squat

to crouch or bend down low

flutter

to flap wings quickly and lightly



Anchor Words for Multilingual Learners

- moving
- strong



Trips & Visitors

Invite an exercise instructor or a yoga teacher to the class to talk to the children about the importance of being active and to lead them in movement activities.



From the Songbook

“Move Your Body!”

- Copy the poem, and send home to families.
- Explain how this poem is about our body parts and how they can move.
- Invite children to match their moves to the actions described in the poem
- Invite children to share their ideas. What other body parts and actions can they add?
- Insert the names of body parts and their actions in your children’s home languages.



Working with Families

As children continue to learn the names and attributes of geometric shapes, remind families to playfully engage with these ideas. For example, you can post this tip:

Point out geometric shapes in your home. The top of cereal bowls are circles. A doorway is a rectangle. Play the game “I Spy” using shape words: “I spy a circle in the bathtub” [the drain].



Remember | <https://clibblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 11	Day 12	Day 13	Day 14	Day 15
Greeting Time	Children play the game “Follow the Leader.” <i>Creative Arts: Creative Movement and Dance</i>	Children play “Follow the Leader” and make patterns. <i>Creative Arts: Creative Movement and Dance</i>	Children play “Follow the Leader” using only their faces. <i>Creative Arts: Creative Movement and Dance</i>	Children play “Follow the Leader” using sounds. <i>Creative Arts: Creative Movement and Dance</i>	Children play “Follow the Leader” and move like animals. <i>Creative Arts: Creative Movement and Dance</i>
Movement Time	Children practice cat pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice dog pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice snake pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice butterfly pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice frog pose. <i>Creative Arts: Creative Movement and Dance</i>
Talk Time	Children discuss the importance of staying active. <i>Physical Development: Concepts of Health</i>	Children learn to calm down by taking deep breaths. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children play “Exercise Math.” <i>Math: Numbers and Number Sense</i>	Children learn to calm down by using “calming cream.” <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children guess yoga poses. <i>Creative Arts: Creative Movement and Dance</i>
Message Time Plus	Children describe ways they like to move. <i>Physical Development: Gross Motor Skills</i>	Children play the game “Is This a Triangle?” <i>Math: Geometry and Spatial Relations</i>	Children learn about the letter <i>f</i> . <i>Literacy: Phonological Awareness</i>	Children learn the word “stretch.” <i>Literacy: Vocabulary</i>	Children explore how different body parts bend. <i>Physical Development: Concepts of Health</i>
Intentional Read Aloud	Children match the rhythm of the words with shakers. <i>Creative Arts: Music</i>	Children echo the repeating words. <i>Literacy: Fluency</i>	Children repeat the actions. <i>Literacy: Literate Attitudes and Behaviors</i>	Children make and confirm predictions. <i>Literacy: Comprehension</i>	Children share which yoga poses they like. <i>Literacy: Listening and Speaking</i>
Small Group	Children measure jumping distances. <i>Math: Measurement and Data</i>	Children measure backward jumping distances. <i>Math: Measurement and Data</i>	Children identify patterns. <i>Math: Patterns and Attributes</i>	Children copy AB patterns with linking cubes. <i>Math: Patterns and attributes</i>	Children copy AB patterns with pattern blocks. <i>Math: Patterns and Attributes</i>
Reflection Time	Would you rather jump high or jump far? Why?	Would you rather have three arms or three legs? Why?	What can you do to stay active on a rainy day?	Would you rather fly like a bird or swim like a shark? Why?	How does being active help you take care of your body?

Centers to Launch

See Pages 14-24

Math Center | Finding Triangles

Science Center | Exploring Sound With Shakers

Science Center | Loose Parts Basket

Science Center | Yoga and Other Cats

Writing Center | Magnetic Letters



Greeting Time

Children play the game “Follow the Leader.”

Creative Arts: Creative Movement and Dance

RESTATE that one way to take care of our bodies is to be active. **REREAD** the relevant section from the book *Healthy Kids*.

We have been talking about staying healthy. One way to take care of our bodies is to be active [refer to the Unit Chart: “Words We Are Learning”]. Let’s read the page in *Healthy Kids* [show book] where the author of the book taught us that.

INTRODUCE the game “Follow the Leader.” **TEACH** the chant. **MARCH** in place. **ENCOURAGE** children to mimic you.

Let’s play a game called “Follow the Leader.” I will move my body. What I do, you should do! Use your sense of sight [point to your eyes] to watch my body. We can say, “Use your eyes to see what the next move will be!” Can you stand up and say that?

Here I go. What am I doing? Yes, marching in place. Keep the beat.

CHANGE the rhythm or tempo of your march. **ENCOURAGE** children to follow you.

Now use your eyes to see what the next move will be! I’m going to change the rhythm of my march. I’m tapping one foot two times. Then switching and tapping two times with my other foot. Follow the leader!

Make & Prepare

- Mark the page in the book *Healthy Kids* that refers to being active.

Remember...

While the components of Gathering Time can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.



Movement Time

Children practice cat pose.

Creative Arts: Creative Movement and Dance

STATE that another way to be active is to practice yoga, moving our bodies to imitate an animal or other part of nature.

We just marched together. Now let’s be active in another way. Have you ever heard of yoga?

When we do a yoga pose, we pretend to be an animal or something else in nature. We move our bodies to look and feel like what we are pretending to be. Today we are going to practice being a cat by doing a cat yoga pose.

REFER to the cat page in the book *Blueprint Yoga*.

Here is what the pose looks like. What do you notice?

Yes, when we do a cat yoga pose, we arch our back just like a cat.

MODEL the steps for cat pose.

Watch how I do a cat pose. First, I come down onto my hands and knees. Next, I press my hands down to arch my back. I get so round that I can see my belly. Do I look like a cat?

GUIDE children to do the pose.

Now it is your turn to practice the cat pose. First you...

Do you feel like a cat? Can you purr? What else do cats say? Meow, meow.

Make & Prepare

- Familiarize yourself with how to do the yoga “cat pose” on the *Blueprint* website.

Additional Material

- Blueprint Yoga*

The Benefits of Yoga

Yoga has both physical and mental benefits. The practice of bending and stretching helps children develop strength, balance, and flexibility. In addition, as they pretend and imagine, yoga helps children to maintain focus, think creatively, and channel energy.

Talk Time

Children discuss the importance of staying active.

Physical Development: Concepts of Health

ENCOURAGE children to share ways to be active.

Marching and doing yoga are two great ways to be active. What are some other ways you like to exercise?

RESTATE children’s responses and do a quick pantomime of each one to help new English learners understand.

Yes! Running [run in place] is a way of being active and moving your body. Jumping [do a small jump] is a way of being active and moving your body. Swimming [pretend to swim] is a way of being active and moving your body.

DISCUSS why being active is important.

Why do you think it’s important to be active?

How does moving our bodies help us take care of them?

What questions do you have about being active?

Exercise and activity helps keep our muscles strong. Different people’s bodies can stay active in different ways. We feel good inside when we are active! Some people may even feel happier!

Supporting Multilingual Learners

Explicitly teach the words “strong” and “moving” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



Before

CONNECT to learning about staying active. **REFER** to the Unit Chart: “Words We Are Learning.” **DISPLAY** a few objects that are tied to an activity such as a jump rope and a soccer ball. **INVITE** children to look at the objects and talk about the ways that people can be active.

What are you learning about how we can keep our bodies healthy?

Yes, one thing we are talking about is different ways we move or stay active [point to the word]. Being active helps our bodies stay strong. Look at these objects. They help people stay active. What do they make you think of? What are some ways people stay active?

RECAP children’s thoughts. Then **GIVE** an example of children in your class that you observed using a jump rope [or another way they stayed active].

Yes, people exercise, play sports, play games, and more to stay active and healthy. I noticed Henry jumping rope as a way to have fun and take care of his body. He held the ends of the jump rope in each of his hands and moved them to turn the jump rope around his body like this [demonstrate].

INVITE children to stand up and pretend to jump rope.

Let’s all imagine we are using a jump rope like Henry. Everyone stand up and pretend to hold your jump rope. Ready? Let’s jump three times. Ok, let’s all sit back down. Watch as I write about jumping rope.

During

DRAW a child using a jump rope. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

I want to draw Henry jumping rope. He turned the jump rope around his body and jumped over it when it came near his feet. Should I draw the jump rope above his body?

Suggested message: “Henry likes to jump rope.”

PAUSE to focus on phonological awareness (/l/ in the word “likes”).

Likes. Say that with me: likes. What sound do you hear at the beginning of the word “likes”? The sound /l/. What letter makes the /l/ sound? Yes, the *letter l* makes the /l/ sound. When I write the lowercase *letter l*, I start at the top and drop down. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

INVITE children to share ways that they move and stay active.

I just wrote about how Henry likes to jump rope to keep his body strong. There are so many different things you can do to stay active.

If you were visiting Dr. Elsie [show puppet], and she asked you how you stay active to keep your body strong, what would you tell her? What is your favorite way to be active?

RESTATE that one way we keep our body strong and healthy is to be active.

Today we thought about different ways that people move their bodies to take care of them. You shared some great ways to stay active. I heard you say...

REREAD the message one more time.

[Transition] **PRACTICE** jumping jacks.

We learned how to do jumping jacks recently. Let’s stay active by practicing those. Let’s do five jumping jacks. Ready?



Materials

- Dr. Elsie puppet
- A few concrete items people use to stay active such as a soccer ball or ballet slipper
- Jump rope
- Unit Chart: “Words We Are Learning”

Connecting MTP Lessons

Today you will write the *letter l* when you write the word “like.” If you highlight a different letter today or any day, consult the “Letter and Numeral Formation Guide” on the *Blueprint* website. As you use letters in your message that you have previously taught, take time to invite children to attend to its sound. This quick incidental review reinforces children’s phonological awareness. You can also circle the letter to reinforce letter awareness.



Keep It Going

- Bring a jump rope out to the playground. Invite children to share ways they can use it outside.
- If there’s not already one on the playground, draw a hopscotch board, so children can practice their gross motor skills (jumping with their feet apart and together).
- Join children in the writing center. Invite them to draw and write about how they like to move.

Read the class book *We Take Care of Our Bodies*

To celebrate children’s writing and to encourage them to continue working on the class book, read what’s been written so far.



Make & Prepare

- Shakers or other musical instruments (one per child)

Additional Material

- Anchor Chart: “Feelings”

Beat vs. Rhythm

The beat in music is steady and constant throughout a song. Rhythm, on the other hand, is the way the melody goes. Rhythm is layered on top of the beat. Rhythm can be fast or slow or somewhere in between.

Create a Discovery Box

When children sit on the rug, they may discover fascinating items that grab their attention, such as pieces of string or broken crayons. To help them focus on the lesson, suggest they put these items in a Discovery Box that lives in the science center, where they can explore these items in more depth later. This is one way to show respect for their curiosity.



Before

CLAP a steady beat and have children match you.

I’m going to clap. See if you can match my beat.

VARY the speed, encouraging children to match you.

Now, I’m going to clap faster but still keep a steady beat.

DISTRIBUTE shakers (or other musical instruments). **MODEL** a steady beat and have children match you again. **VARY** the speed of the beat, and encourage children to match you.

Let’s practice shaking these musical instruments. Can you follow the beat?

INTRODUCE the concept of rhythm by varying the way you shake the shakers.

Beats stay the same, but rhythm changes. Let’s shake our shakers with some rhythm now.

INTRODUCE the book. **SHOW** the front cover.

We are going to read a book called *I Got the Rhythm*, which is written by Connie Schofield-Morrison and illustrated by Frank Morrison. In this book the girl [point] feels a rhythm with lots of her body parts and senses. And when we read the book, you will feel the rhythm of the words, too.

INVITE children to shake their shakers to the rhythm of the book.

Each time the girl gets the rhythm, we will shake our shakers to the rhythm, too. Are you ready to get the rhythm, readers?

During

MODEL and **GUIDE** children to use their shakers to echo the rhythm. **Be sure to read and shake at a pace that allows children to follow along. PAUSE** after reading: “Think, think.”

Watch and listen as I shake out that rhythm. Think, think [shake, shake.] You try it: [shake, shake.]

As you read along, keep the rhythm going without pausing to explain as much. For example, PAUSE after reading: “Beat, beat.”

Beat, beat [shake, shake]. Your turn: [shake, shake].

NOTE the page that says “Ooh la la,” requires three shakes rather than two.

Ooh la la [shake, shake, shake]. You try: [shake, shake, shake].

On the last page that says, “Boom box, beat bop, kaboom, kaboom,” SHAKE out the pattern.

Listen: Boom box, beat bop, kaboom, kaboom [shake-shake, shake-shake, shake-shake, shake-shake]. Your turn: Boom box, beat bop, kaboom, kaboom [shake-shake, shake-shake, shake-shake, shake-shake].

Then READ the last line: “I got the rhythm and you can too.”

After

ASK children how the girl in the book was feeling. **REFER** to the “Feelings” chart. **INVITE** children to shake their shakers freely.

Wow, the girl sure felt the rhythm with her whole body! How do you think she’s feeling? How do you know? You can use the “Feelings” chart to help you.

Yes, she appears very happy or excited! How did shaking along with this book make you feel? Do you also feel so happy that you want to move your body? If you feel excited, stand up and shake out your shakers!

Build Interest

ENGAGE children in a conversation about jumping. **INVITE** children to do some standing jumps and describe how their body moves.

We've been having so much fun moving our bodies. But I wonder: Is there just one way we can move our body?

No! There's lots of ways we can move our body. Can you name some ways?

Yes, we can clap, shake, stomp, and jump! Do you know how to jump up? How do you jump up? What does your body look like? Let's see each of you jump up [point]. How does your body move when you jump up?

SUMMARIZE what children said.

Build Understanding

TELL children they are going to test their forward jump to see how far they can go.

We just jumped up [point]. Now, we are going to jump forward [point]. How far do you think you can jump? How can we figure it out?

SUMMARIZE children's ideas. **USE** one of their methods if it is fair.

I heard you say...[summarize].

Yes, we should all start at the same place each time. The tape can be our starting point.

- Where should our feet go?
- How can we mark where we land?
- How will we measure how far we have jumped?

Ok, this is what we decided. We will all put our feet behind the line. We will use tape to mark where we land. And, we will use blocks to measure the distance.

Let's try one together.

DEMONSTRATE: stand behind the starting line; jump and then mark where you land with tape. **USE** blocks to measure the distance from the starting line to the tape. **COUNT** the blocks.

I'll try my jump! I wonder how far I will jump. Will you help me? Where should I stand? Where should my feet go? Ok, now I'll jump! Who can put the tape down? Should we put the tape by my toes [point] or by my heel [point]?

Now, I can use the blocks to see how far I jumped. Let's line them up from the starting line to the tape. How should I line them up? Let's count how many blocks I jumped!

Build Experience

GIVE each child a turn standing at the starting tape and jumping. **MARK** the spot where their toes land, and write their name on the tape. Then **INVITE** children to measure the distance using blocks.

Now it is your turn to test out your jumps. Stand with your toes behind the starting line. Jump and then we can mark the place where you land.

- How far did you go? How do you know?
- How could you make yourself go even further?
- Did you jump the same distance as anyone else?

RESTATE that jumping is one way that you can move your body.

Jumping is one way that we can move our body. Today we wanted to find out how far we could jump. We jumped and measured with blocks.

Materials

- Blocks (or another non-standard measuring tool); use longer blocks to keep the quantity children need to count within their skill range
- Masking tape
- Standard measurement tools (rulers, measuring tape, etc.) for association with measurement

Note about Space

Children will be jumping in this lesson and Day 12. If possible, clear a space in your classroom, or find an area where children will have some room. Another option is to do the lesson outside or in the gym, if your building has one.

Building Background Knowledge

Review movements used in prior lessons such as shake, bend, arch, and march.

Stretch Their Thinking

Encourage children to think of other ways to make their jump go further. If they suggest a running jump, encourage them to try it outside. What could they use outside to mark their spots?

Listen/Look For

- How do children describe their jump? Do they notice and name what their body is doing?
- How do children measure the lengths of the jumps? Do they line up and count the blocks accurately?
- Do children use descriptive words (such as shorter, longer, equal, etc.) to compare their jumps to the other children's jumps?



Measuring With Blocks

As you choose blocks for children to use in measuring their jumps, think about children's counting accuracy. Selecting a longer size block will mean less blocks to measure with and count. Make sure everyone uses the same sized blocks once they are selected.

Jumping with Children

Anytime you introduce kids to jumping, they may want to "extend their own learning" by jumping off everything in the classroom! Be proactive and identify objects that they can jump off of in the classroom (Here are items we are allowed to jump off of such as this block and this...) and objects they can jump off outside.

Greeting Time

Children play “Follow the Leader” and make patterns.

Creative Arts: Creative Movement and Dance

REVIEW the game “Follow the Leader.”
INVITE children to say the chant.

We are paying attention to how our body moves and how to stay active. Let’s play “Follow the Leader.”

I will move my body. What I do, you should do! When I change my movement, you change your movement too. Last time we played, I told you how I was changing my movements. Today let’s see if you can do it without me telling you.

Use your sense of sight [point to your eyes] to watch my body. We can say, “Use your eyes to see what the next move will be!” Can you stand up and say that?

TIPTOE in place. **ENCOURAGE** children to mimic you.

Here I go. Watch and follow what I do.

ADD a spin to make a pattern: tiptoe, spin, tiptoe, spin.

Now use your eyes to see what the next move will be! I’m going to change it up!

CONTINUE to change your movements, so you have two movements in a pattern (e.g. tiptoe, touch your toes).

INVITE volunteers to take a turn being the leader. **SUMMARIZE** by naming the moves they tried.

Did You Know?

It’s important to teach children a love of physical activity to create healthy routines that will last into their adulthood. Regular exercise helps children develop strong muscles and bones, maintain a healthy weight, sleep better, and may even help children feel more motivated and focused in school.

Movement Time

Children practice dog pose.

Creative Arts: Creative Movement and Dance

REVIEW what a yoga pose is.

We have been playing “Follow the Leader” and matching movements. Now let’s move our bodies by doing a yoga pose. When we do a yoga pose, we pretend to be an animal or something else in nature. We move our bodies to look and feel like what we are pretending to be.

SHOW dog page in the book *Blueprint Yoga*.

This is what a dog pose looks like. What do you notice?

Yes, when we do a dog yoga pose, we pretend to lift our tail all the way up into the sky.

MODEL the steps for dog pose. Then **GUIDE** children to do the pose.

Watch how I do a dog pose. First, I come down onto my hands and knees. Now, look at my feet. Watch what I do with my toes. I tuck my toes under and lift up my knees. Then I pretend to have a tail and lift it way up into the sky. Do I look like a dog?

Now it’s your turn to practice dog pose. First you...

Do you feel like a dog? Can you wag your tail from side to side? Let’s hear some dogs barking, “Woof! Woof!”

Make & Prepare

- Familiarize yourself with how to do the yoga pose “dog pose” on the *Blueprint* website.

Additional Material

- Blueprint Yoga*

Talk Time

Children learn to calm down by taking deep breaths.

Social Emotional: Self-Awareness and Self-Concept

USE puppets to invite children to share ways to feel calm.

Yoga helps us take care of our bodies. It also helps us to focus and stay calm [refer to the “Feelings” chart]. We don’t always feel calm though. Sayeh and Elijah were wondering:

How do you take care of yourself when you feel upset?

How do you calm down?

SHOW the balloon image. **MODEL** and **GUIDE** children to practice taking deep breaths.

One way we can calm ourselves is to take deep breaths. Let’s practice!

Place your hands on your belly. Imagine you have a balloon like this one [show] inside your belly. Can you use your breath to fill up the balloon?

Take a deep breath in: one. Now let out a long breath to empty the balloon. Feel your body relax. Take another deep breath in: two. And let out a slow breath. Take a deep breath in: three. Let it out. How do you feel?

Let’s keep this balloon in our Calm Corner to help us take deep breaths. We can take care of ourselves by calming down [refer to the “Power of 3” chart].

Make & Prepare

- Download, print, and laminate the image of a balloon.

Additional Materials

- Sayeh and Elijah, the social emotional puppets
- Anchor Charts: “Feelings,” “Power of 3”

Belly Breaths

If you notice a child’s shoulders rising as they inhale, they are breathing into their upper chest. This can increase feelings of anxiety. When we breathe into the lower belly, it soothes the nervous system and sends a message to the body and mind to relax. On Day 19 we introduce a Mindful Moment to help children practice belly breathing.

Before

SHOW dog pose in *Blueprint Yoga*. **TRACE** your finger around the shape. **ASK** children to name what shape the pose reminds them of.

During Movement Time, we moved our bodies into a new yoga pose: dog! Let's look at dog pose again [show page]. What shape does it remind you of? Why?

Yes, it does look like a triangle.

DISTRIBUTE several triangles for children to observe.

Here are some triangles. Let's pass them around, so we can look at them and feel them. Run your finger down the sides like this [demonstrate].

ASK children to share what they know about triangles.

What do we know about triangles? Yes! Triangles have three straight sides. They have three corners.

COLLECT the shapes. Then **TELL** children that they will look at other examples of shapes to determine if they are triangles.

Today we are going to play a game. I'm going to draw a shape, and I want you to answer this question: “Is this a triangle?” Use what you know about triangles to answer the question!

During

DRAW a skinny triangle. **INVITE** children to contribute their ideas. **DESCRIBE** what you are doing and thinking as you draw.

I am going to draw a shape that is tall and skinny. Is it a triangle?

Suggested message: “Is this a triangle?”

PAUSE to focus on concepts of print (spaces between words).

We are learning that writers use words when they write. I want to make sure my words are separated and are not squished up next to each other. When I am finished writing one word, I leave some space and then start writing my next word like this [point to the space between words].

INVITE children to reread the message with you.

After

INVITE children to answer the question and explain their reasoning.

Make the sign for “yes” [demonstrate] if you think this is a triangle. Make the sign for “no” [demonstrate] if you don't think it is a triangle. Let's talk about your thinking!

Yes, it is a triangle. It has three sides and three corners.

PASS out other shape cutouts. Encourage children to touch the sides and corners of the shape as they explore. **INVITE** discussion and ask, “Is this a triangle?”

Let's keep playing. I am going to pass around some more shapes. Look at each one, and ask, “Is this a triangle?” When you get the shape, hold it in your hands. Run a finger along the sides as you count them. Touch the corners. Remember what you know about triangles, as you explore the shape.

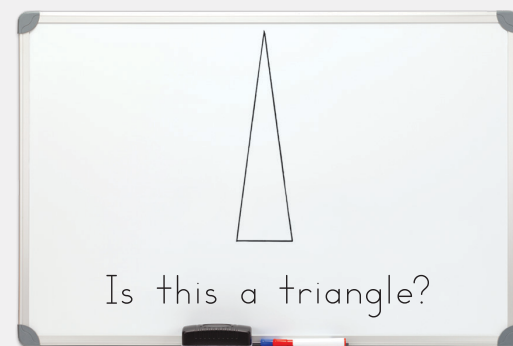
TALK to children as they work and then share. **RESTATE** that triangles have three straight sides and three corners.

Yes! Triangles can come in different sizes. They can be skinny or wide. But as long as they have three sides and three corners, they are triangles.

REREAD the message one more time.

[Transition] MODEL and **INVITE** children to practice dog pose.

Now that we know so much about triangles, let's turn our bodies into a shape like a triangle. Let's all do dog pose again.



Make & Prepare

- Have the book *Blueprint Yoga* ready. Mark the page featuring the “dog pose.”
- Several cutouts of triangles that are typical and some that are atypical (e.g. long and skinny triangles)
- Cutouts of shapes that are not triangles.
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.



Shape Development

This activity is designed to give children another opportunity to explore the attributes of shapes, but this time they will use more atypical examples of triangles. Children that are early in their shape understanding may be “fooled” by these new sizes of triangles. Give them more time to touch and count sides and corners, naming what they know about triangles, and applying it to these different examples.



Does Orientation Matter?

Triangles, and all two dimensional shapes, are defined by their attributes – NOT by their orientation. It doesn't matter if a corner is pointing up, to the side, or pointing down; it's still a triangle! This is unlike letters; a *letter p* is not the same as a *letter d*. Orientation DOES matter with letters! Test children's knowledge of this by showing triangles in different orientations to see if they know it's still a triangle.

Responding to Children

Do children know and accurately use the names of shapes when identifying two-dimensional objects (e.g. circle, triangle)? If yes, show them atypical shapes such as skinny triangles. Show them different orientations of these regular shapes. Try new shapes, like hexagons. If not, focus on attributes of shapes they are still learning (e.g. triangles have three straight sides that are all connected and three points).



Keep It Going

In your math center, add cutouts of shapes that are almost like standard shapes, and talk about how they are the same and how they are different. How is the three-sided shape with one curvy side like a triangle? It has three sides, all connected at three points! How is it different? It has one curvy side!



Materials

- Unit Chart: "Words We Are Learning"

Words We Are Learning

rhythm: something that sounds musical and makes us feel like moving our bodies

Building Confidence

You may notice that some children do not repeat a word or phrase when you ask the group to do so. Continue to encourage participation and vocabulary growth for the reluctant speaker, but without putting them on the spot. Frequently ask the group to echo your voice as you say a word. When you need to know if a child can identify what a certain word means, offer them the option of pointing to the object or a picture of the object.

Responding to Children

Matching kinesthetic patterns may be challenging for some children. Be sure to slow down the pacing. This helps to isolate the individual beats and actions. It also may be helpful to say the action as you do it to the beat. For example, shake [shake], shake [shake]. If you notice that children need more support, try using only one action and creating a steady rhythm. For example: [clap, clap, clap, clap].



Before

DEFINE "rhythm." **ADD** the word to the Unit Chart: "Words We Are Learning." **INVITE** children to share words they know that mean the same thing (in English or their home language).

Readers, today we are going to reread *I Got the Rhythm*! What do you know about rhythm?

Yes, rhythm is when something sounds like music, and that makes us feel like moving. The girl in this book gets the rhythm in different parts of her body. The rhythm makes her move and helps her to stay active! Let's add the word "rhythm" to our list of words that we are learning. Do you know any other words that mean the same thing?

INVITE children to echo read the rhythm words on each page. **INVITE** children to practice with an example.

Let's get the rhythm with the words in the book today. On each page, I am going to read the words to the rhythm. Then it is your turn to echo the words and keep the rhythm. Let's practice now. I got the rhythm with our book: Read, read! Your turn: Read, read!

During

On each page, MODEL saying the colorful words to the rhythm. Then **PROMPT** children to repeat the words and keep the rhythm. For example:

"Think think." You try! [children echo: think think]

SUPPORT children with the longer lines towards the end of the book. **GUIDE** children by saying the lines again along with them. **SLOW** down the pace. Optionally break down the lines into smaller bits for children to echo and/or **REPEAT** these lines twice. For example:

"Beat bop, bing bang, boom boom boom." Wow, this is a long one! Let's take it bit by bit. Repeat the words to the rhythm after me:

Beat bop [children echo: beat bop]

Bing bang [children echo: bing bang]

Boom boom boom [children echo: boom boom boom]

Now let's try putting all the bits back together to the rhythm. Ready? Beat bop, bing bang, boom boom boom! Everyone: Beat bop, bing bang, boom boom boom!

After

CREATE patterns that have a musical rhythm by patting your legs and clapping your hands. **INVITE** children to match the patterns and feel the rhythm. **INVITE** them to create new ones. Below are some suggestions:

We sure got the rhythm with this book! Now let's play a rhythm matching game! I'm going to make a rhythm with my hands. Watch and listen closely. Then match what I did. Ready?

Pat your legs one time and clap your hands one time [pat, clap]. Now you try it.

Pat your legs two times and clap your hands one time [pat, pat, clap]. Your turn!

Pat your legs two times and clap your hands two times [pat, pat, clap, clap]. Match the rhythm.

That last rhythm sounds like the rhythm from the book. Readers, I got the rhythm, and you can too! Who wants to volunteer and make a pattern that we all match?

Build Interest

LET children know they will be jumping again today. DO some warm up exercises.

We are going to be jumping again today, so let's warm up our body and do some stretches. Stand up straight. Let's touch our toes and count to three. Let's reach into the air and count to three. Let's run in place for a few seconds. Ok! Are you ready?

Build Understanding

TELL children they are going to test their backward jumps to see how far they can go.

We jumped forward and measured how far we jumped. Today, we are going to do the same activity but backward! Can you jump backward?

How can we measure how far we can jump backward?

SUMMARIZE the children's ideas. USE one of their methods if it is fair.

I heard you say... [summarize].

Yes, we should start at the same place each time. The tape can be our starting point [point]. We will put our feet behind the line. We can jump and use tape to mark where we land. We can measure how far we jumped using blocks.

DEMONSTRATE: stand behind the starting line; jump backward and then use tape to mark where your heel landed. USE blocks to go from the starting line to the tape. COUNT the blocks.

I'll try my jump! I wonder how far I will jump. Will you help me? Where should I stand? Where should my feet go? Ok, now I'll jump! Who can put the tape down? Should we put the tape by my toes [point] or by my heel [point]?

Now, I can pick up the blocks and use them to see how far I jumped. Let's line them up from the starting line to the tape. How should I line them up? Let's count how many blocks I jumped!

Build Experience

GIVE each child a turn standing at the starting tape and jumping backward. MARK the spot where their heels land, and write their name on the tape. Then INVITE children to measure the distance using blocks.

Now it is your turn to test out your backward jumps. Stand with your feet behind the starting line. Jump backward and then we can mark the place where you land.

- How far did you go? How do you know?
- Did you jump farther when you faced forward or when you faced backward?
- Did you jump the same distance as anyone else?

RESTATE that jumping is one way that you can move your body.

Jumping is one way that we can move our body. We can jump forward or backward. We discovered we went further when we jumped forward than backward. Why do you think that's true?

Materials

- Blocks (or another non-standard measuring tool); use longer blocks to keep the quantity they need to count within their skill range
- Masking tape
- Standard measurement tools (rulers, measuring tape, etc.) for association with measurement

Building Background Knowledge

Practice lining up blocks fairly and counting them.



Stretch Their Thinking

Invite children to try again. Did the number change? Invite them to think about why or why not.

Listen/Look For

- How do children move their bodies?
- How do children measure the lengths of the jumps? Do they line up and count the blocks accurately?
- Do children use descriptive words (such as shorter, longer, equal, etc.) to compare their backward and forward jumps?

Vary the Lesson

If children have a hard time jumping backward, ask them about other ways that they might jump. Using one leg? Using their hands and feet on all fours?



Standard Measurement Tools

Add and introduce measuring tape and simple rulers to the math center. It's not developmentally appropriate to spend a lot of time on how to accurately use these tools, but children can begin to associate these objects with measurement.



Keep It Going

Encourage children to explore jumping at the playground. Invite them to go further, try new jumps or movements, and measure the distance.

Greeting Time

Children play “Follow the Leader” using only their faces.

Creative Arts: Creative Movement and Dance

REVIEW the game “Follow the Leader.”
EXPLAIN how you are only going to move parts of your face today.

Who can remind us how to play “Follow the Leader?”

Yes, if I am the leader, I will move my body, and you match what I do! We all say, “Use your eyes to see what the next move will be.” This reminds us to watch closely! When I change my movement, you should change your movement too.

We have been playing while standing up, but today let’s try it sitting down. And look carefully because I’m only going to move parts of my face! Ready? Everybody say, “Use your eyes to see what the next move will be!”

USE different facial movements, such as puckering your lips, wiggling your nose, and blinking your eyes in an exaggerated manner.

INVITE volunteers to take a turn being the leader.

Movement Time

Children practice snake pose.

Creative Arts: Creative Movement and Dance

REVIEW that when we do a yoga pose we move our bodies to look and feel like what we are pretending to be.

We just played our game using only our faces. We didn’t use our legs or our feet. Do you know any animals that don’t have legs or feet?

Snakes don’t have any legs or feet. How do they move? They slither [gesture with your hand]. Today we are going to pretend that we are snakes by doing a snake yoga pose. When we do a yoga pose, we move our bodies to look and feel like what we are pretending to be.

SHOW snake pose in the book *Blueprint Yoga*.

This is the snake pose. What do you notice? Yes, when we do this pose, we lie down like a snake about to slither.

MODEL the steps for the snake pose.

Watch how I do a snake pose. First, I come down onto my belly. Next, I place my hands next to my shoulders. Then I push down to lift up my head and chest. Do I look like a snake?

GUIDE children to do the pose.
ENCOURAGE them to slither and hiss.

Now it is your turn to practice the snake pose. Spread out so you have plenty of space. First you...

Do you feel like a snake? Pretend to slither from side to side. Let me hear you hiss: “Hissss!”

Talk Time

Children play “Exercise Math.”

Math: Numbers and Number Sense

EXPLAIN that we will play a counting and movement game to stay active.

There are so many ways to stay active. Let’s play another game called “Exercise Math.” This game will include counting. Let’s warm up our brains by counting to ten. Ready? One...two...three.

Here are some exercise cards. Let’s look at each of these cards together and practice the movement we see.

REVIEW each exercise card. **NAME** each movement. **MODEL** and **GUIDE** children to practice each one.

What kind of exercise do you see on this card? Yes, it is showing a child doing a knee bend. Who can show us how to do a knee bend? Let’s all try it...

EXPLAIN the game: pick an exercise card, and roll the dice. **DO** that movement the corresponding number of times.

Who wants to volunteer to go first? Pick a card. Which card did you get? Now roll the dice. What number did you roll? Now we all have to do three knee bends. Ready everyone?

CONTINUE to play. Then **REFLECT** on the game.

What parts of your body did you move?

Did You Know?

People have more than 600 muscles in our bodies, some of which we control (like our arms and legs) and some we don’t (like our hearts). Our faces have plenty of muscles too! These muscles are attached to our skin so we can control them with just the tiniest bit of movement. Did you know your tongue is made of many muscles as well?

Make & Prepare

- Familiarize yourself with how to do the yoga pose “snake pose” on the *Blueprint* website.

Additional Material

- Blueprint Yoga*

Yoga Pose Cards

In addition to the book *Blueprint Yoga*, you can download and print cards of each pose from the *Blueprint* website. Create a basket or ring with these cards and make them accessible throughout the day. Use them to take yoga breaks and invite children to do the same.

Make & Prepare

- A single die
- Download and print exercise cards. Laminate them so they last longer.

Keep it Going

- Move the exercise cards to the math center, so children can continue practicing number sense and exercise movements.
- Identify “Excellent Exercise Areas” in the playground. Have children identify great places to jump, run, and stretch (for example). They can make labels for these areas that you laminate so others will know as well.

Before

REVIEW some of the letters on the letter ring.

We are learning many letters of the alphabet. Do you know the name of this letter [show a card]? What sound does it make?

SHOW the page with children stomping their feet in the book *I Got the Rhythm*. **DESCRIBE** how the rhythm moves through her body.

We have also been learning about ways we stay active and move our bodies. In the book *I Got the Rhythm* [show], we followed a child through her day as a rhythm started in her mind, found its way to her fingers, and then made its way to her feet [show the page].

FOCUS on words that begin with the /f/ sound.

Followed, found, fingers, feet. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /f/. Does anyone in our class have a name that begins with the /f/ sound?

DESCRIBE how to form the *letter f* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. Optionally, teach the ASL sign.

The *letter f* makes the /f/ sound. To write an uppercase *letter F*, I start at the top and drop down. Then I make a bridge at the top and a bridge in the middle. Now you try writing it with your finger in the air. This is the lowercase *letter f*. I curve around and drop down. Then I make a bridge in the middle. Now you try it. While I write today, be on the lookout for the *letter f*. We are going to learn to read it together!

During

DRAW a picture of one of your children with their foot out like it is tapping. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I want to draw a picture of [name] feeling the rhythm! What parts of the body move when you feel the rhythm? Ok, I'll draw feet tapping.

Suggested message: "Feel the rhythm in your feet."

PAUSE to focus on phonological awareness (/f/ in the word "Feel").

I hear the /f/ sound in the beginning of the word "Feel." The *letter f* makes the /f/ sound. Watch me as I write the uppercase *letter F*. I start at the top and drop down. Then I make a bridge at the top and a bridge in the middle. Now you try it.

REPEAT with the lowercase *letter f* in the word "feet." After, **INVITE** children to reread the message with you.

After

INVITE children to find all the *letter f*'s in the message. **CIRCLE** them.

Let's find all the *letter f*'s. Put on your "I spy" goggles like this [demonstrate], and look for the *letter f*! Who wants to point to one in the message?

PLAY "Sort for the Sound." **PLACE** two sorting mats on the floor. **ASK** children to sort objects into two groups: those that begin with the /f/ sound and those that do not.

Look at this collection of objects. Let's sort them into two groups [point to the two mats]. We can place objects that begin with the /f/ sound on this mat [point]. We can place objects that do not begin with the /f/ sound on this mat [point]. Here is a fork, /f/. Does the word "fork" begin with the *letter f*? Yes. This fork belongs with the /f/ group. Who wants to select the next object for us to sort?

CONTINUE playing. **RESTATE** the names of all the objects in the *letter f* group. Then **RESTATE** the name and sound of the *letter f*.

Today we listened to the sound the *letter f* makes, talked about what it looks like, and found it in our message. We created a group of objects that begin with the /f/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to brainstorm foods that begin with /f/ for the child-made alphabet.

Our food alphabet is really coming along. Practice saying /f/, /f/, /f/, food alphabet! Let's say the food that begins with /f/.



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter f* on the *Blueprint* website.
- Letter ring – write the uppercase *letter F* on one side of an index card and the lowercase *letter f* on the other side; add this to the letter ring after the lesson.
- Collect familiar objects that begin with *letter f* (e.g., fork, football, fan, etc.) and some that do not.

Additional Materials

- The book *I Got the Rhythm*
- Two pieces of different color construction paper to be used as sorting mats

Letter Formation

- Uppercase *letter F*: drop down; make a bridge; make a bridge.
- Lowercase *letter f*: curve around; drop down; make a bridge.

Pronouncing the Sound

The correct pronunciation of the /f/ sound is voiceless. When you make the /f/ sound, you gently bite your bottom lip with your top teeth. You push air through your lip and teeth to say /f/ like a fan blowing. You should not feel your voicebox vibrate. If it does, you might be adding a vowel to the sound (e.g., /fuh/ or /fah/).



Keep It Going

- While reading alphabet books with children in the library center, turn to the page with the *letter f*. Invite children to use a magnetic *letter f* to match the letter on the page. Together read the pictures that start with the sound /f/.
- Gather children in a small group. Provide children with multiple *letter l* and *letter f* magnetic or foam letters. Invite them to sort the letters. Can they describe the attributes of the letter? Can they sort the letters into the correct column or pile?

Children repeat the actions.



Adapt the Lesson

When playing the game “Simon Says” change the numbers according to children’s abilities. For groups who are ready, clap four times. For a group of children who are still working on counting fundamentals, keep numbers to one and two.

Keep It Going

Take children outside and practice movement patterns. Remember to use at least three complete repetitions of the AB pattern. For example, small step, big step / small step, big step / small step, big step.



Before

INVITE children to match the action you model for each page.

Today we are going to reread *I Got the Rhythm*. Are you ready to get the rhythm?

We are going to be active just like the girl in the book. As we read each page, first I will say the words and do the action. Then we call all repeat the words, and do the actions.

INVITE children to stand.

Let’s get ready to move our healthy bodies! Please stand up and take care of yourself and each other by making sure there is enough space around you. Also, make sure you can still see the pictures in the book because they show the girl doing the actions. It’s time to take care of ourselves by getting active along with the book!

During

MODEL the action as you read or ask children to create an action to go along with the words. **INVITE** everyone to repeat the words, and match the actions. Here are some suggestions:

- Think think! [point to your head and tap it twice]
- Beat beat! [use your hand to cup behind your ear]
- Sniff sniff! [scrunch up your nose and inhale twice]
- Ooh la la? [sing or chant the words, “Ooh la la!”]
- Snap snap! [children pretend to snap twice]
- Shake shake! [rock your hips to one side and the other]
- Knock knock! [bend your knees and gently tap them together]
- Beat bop! [pat your leg with your hand twice]
- Beat bop, bing bang, boom boom boom! [wway your whole body side to side to the beat]
- Boom box, beat bop, kaboom, kaboom! [dance freely to the beat]

After

REVIEW how to play the game “Simon Says.” **PLAY** a few rounds using body parts and actions from the book.

It’s so much fun to be active along with the girl in *I Got the Rhythm*! Think about some of the body parts we used and the actions we did. Let’s play a game of “Simon Says.” Who can remind us how to play?

As we play, I am going to say some of the body parts and the actions from the book. Here we go!

Simon says clap your hands two times: one, two.

Simon says stomp your feet two times: one, two.

Simon says blink your eyes two times: one, two.

Tap your toes two times. I didn’t say, “Simon says!”

Simon says tap your toes two times: one, two.

Simon says sniff your nose two times: one, two.

Simon says knock your knees together two times: one, two.

Shake your hips. Oops, I didn’t say, “Simon says!”

Simon says shake your hips from side to side.

Simon says shake out your whole body!

When we are active, we are helping our bodies grow strong and stay healthy. Now let’s sit down and take a little rest. Take some deeps breaths. Breathe in through your nose, and sigh out through your mouth: Ahhh!

Build Interest

GIVE each child a handful of cubes on their tray. If these are new materials for children, give them plenty of time to observe and explore with them before asking them to focus on patterns.

We are talking about taking care of our bodies. Let's use some of our body parts and senses to play with a special material. Today we are going to use linking cubes. Why do you think they are called linking cubes?

Yes, they can link, connect, or attach to one another [demonstrate]. Here's a handful of linking cubes to play with. What are you discovering about the linking cubes?

INVITE children to share.

Build Understanding

ASK children to share what they know about patterns.

I can use my linking cubes to make a pattern. Have you ever made a pattern before? What is a pattern?

GIVE children time to share. Then **DEFINE** a pattern.

Yes, a pattern is something that has a special order that repeats over and over. Let me show you what I mean.

SHOW a set of linking cubes that is in an AB pattern [A=red, B=blue].

Look at my linking cubes. What is repeating? Yes, the colors RED, BLUE repeat over and over in my pattern.

SHOW a set of linking cubes that is not in a pattern.

Here is another set of linking cubes. Is it pattern? Why or why not?

No, it's not in a pattern. The colors are not repeating.

Build Experience

PLAY the game "Is It a Pattern?" **SHOW** the mystery bag. **GIVE** each child a turn selecting a group of linking cubes from the bag. **INVITE** them to determine whether or not the set of linking cubes is in a pattern.

Want to play a game? It's called "Is It a Pattern?" Here is our mystery bag. There are sets of linking cubes inside of it. Each of you will have a turn selecting one of the sets out of the mystery bag. When we pull it out of the bag, we can ask ourselves: Is it a pattern? How do we know?

RESTATE that a pattern is something that has an order that repeats.

Today we talked about and looked at patterns. We discovered that patterns have an order that repeats over and over.

Make & Prepare

- To serve as pattern examples, connect cubes with at least three repetitions of an AB pattern together (for example, A=red, B=blue). Make three to five different pattern sample sets.
- Make three to five sets of cubes that do not repeat and are not a pattern.

Additional Materials

- A mystery bag (something that children can put their hand in but cannot see through)
- Tub of linking cubes
- Tray

Building Background Knowledge

Review colors by naming the colors of the linking cubes.

Stretch Their Thinking

Invite children to try to "fix" the non-patterns to give them an open-ended experience.

Listen/Look For

- How do children use the cubes? Do they link them together? Do they begin to make patterns?
- Do children use the word "pattern" during this activity? Have you heard them use the word "pattern" during other times of the school day?
- Do children recognize if a set of cubes is a pattern or not a pattern? How do they describe their thinking?



Three Complete Repetitions

When creating patterns as a model for children, make sure to show at least three complete repetitions of the AB pattern unit to emphasize the repeating nature. So, for example, if you are using linking cubes, you would need to connect at least six cubes together in this order: red, blue / red, blue / red, blue. Although a child might be able to identify if something is a pattern, they may not yet be able to describe the rule, or repeating part, of the pattern.

Responding to Children

Patterning may be a new math concept for young children. The first step to understanding patterns is identifying patterns versus non patterns. Support this understanding by naming the pattern (for example, "red, blue / red, blue / red, blue") and pointing out what repeats (for example, "Yes that is a pattern because red and blue repeat.").



Keep it Going

Move materials to the math center so children can continue to practice recognizing patterns.

Greeting Time

Children play “Follow the Leader” using sounds.

Creative Arts: Creative Movement and Dance

REVIEW the game “Follow the Leader.” **EXPLAIN** how you are going to make sounds for children to repeat. **CHANGE** the chant.

Moving our bodies is one way we take care of them. Are you ready to be active? Who can tell us how to play “Follow the Leader?”

Yes, we all match what the leader does. Let’s start by standing up. Today we are going to walk in a circle. As we move, I will make different sounds. Follow the leader, and repeat those sounds! But when I change the sounds, follow the leader, and match my sounds too!

We can change our chant to: Use your ears [point to your ears] to hear... the next sound we will cheer! Can you all say that with me?

WALK in a circle with children. **SAY** “flutter flutter,” “roar roar,” “meow meow,” or another easily repeatable phrase. **Change** the phrase periodically, and encourage children to follow.

INVITE volunteers to take a turn being the leader. **REPEAT** the chant when the leader changes.

Keep It Going

Take the game outside and have children match the sounds that they hear. Vroom, vroom! Tweet, tweet! What other sounds can they mimic?



Movement Time

Children practice butterfly pose.

Creative Arts: Creative Movement and Dance

REVIEW that when we do a yoga pose we move our bodies to look and feel like what we are pretending to be.

“Follow the Leader” is a fun way to be active. When we play that game, it’s important to look at and listen to the leader, so you can follow the movements. But when we do a yoga pose, we move our bodies to look and feel like what we are pretending to be. Today we are going to practice being a butterfly.

SHOW butterfly pose in the book *Blueprint Yoga*. **POINT** out the wings.

This is what a butterfly yoga pose looks like. What do you notice? Yes, when we do a butterfly yoga pose, we use our legs instead of our arms to make its wings.

MODEL the steps for the butterfly pose.

Watch how I do a butterfly pose. First, I sit with my feet together. Next, I hold onto my toes. Then I bounce my legs up and down like butterfly wings. Do I look like a butterfly flying?

GUIDE children to do the pose. **ENCOURAGE** them to flap their wings slowly and to flutter them quickly.

Now it is your turn to practice the butterfly pose. First you...

Can you flap your wings slowly? Can you flutter your wings quickly? Do you feel like a butterfly? Flutter, flutter.

Make & Prepare

- Familiarize yourself with how to do the yoga pose “butterfly pose” on the *Blueprint* website.

Additional Material

- Blueprint Yoga*

Preview Vocabulary

We incorporated the word “flutter” in today’s Movement Time. Children will hear this word in the book *You Are a Lion*. Using robust vocabulary from a book before you read it is a strategy for previewing and preparing children for it.

Talk Time

Children learn to calm down by using “calming cream.”

Social Emotional: Self-Awareness and Self-Concept

USE puppets to invite children to share ways to feel calm.

Yoga helps us take care of our bodies. It also helps us to focus and stay calm [refer to the “Feelings” chart]. We don’t always feel calm though. Sayeh and Elijah were wondering: how can we help ourselves calm down when we are upset [refer to “Power of 3”]?

INTRODUCE “calming cream”

We practiced taking deep breaths to feel better. Now we are going to learn another way we can take care of ourselves when we feel upset or even too excited. We can use “calming cream” [show bottle]. You may not be able to see it, but it works like magic. When we gently rub it onto our bodies, it helps us calm down.

MODEL and **GUIDE** children how to use “calming cream.”

Hold out your hands, and I’ll squeeze out some (imaginary) calming cream for each of you. Rub your hands together [demonstrate], and spread some on one arm and the other... on one leg and the other...on the back of your neck... Doesn’t that feel relaxing?

Who wants to add the calming cream to our Calm Corner?

Make & Prepare

Label an empty bottle “calming cream.”

Additional Materials

- Anchor Chart: “Feelings”
- Anchor Chart: “Power of 3”
- Sayeh and Elijah, the social emotional puppets

Following Up

Now that children have learned some methods for calming down, observe them. Do they try to use these strategies? Which ones? Be sure to review them often and as needed.

Before

INVITE children to stand. **MODEL** stretching different parts of your body, and have children match you. **GUIDE** them in choral counting to five, as you hold the stretches.

Let's stand up and stretch some parts of our bodies.

- Stretch your mouth like a big yawn like this [demonstrate].
- Stretch your arms up high [demonstrate]. Let's count to five, as we stretch our arms.
- Stretch your hands by opening your fingers wide [demonstrate]. Let's count to five, as we stretch our fingers.

INVITE children to sit. **DEFINE** “stretch.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

What do you think the word “stretch” means?

Yes, when we stretch, we make something bigger or longer.

Repeat after me, “stretch.” Let's add the word “stretch” to our list of words we are learning! Do you know any other words that mean the same thing?

Look for the word “stretch” in the message.

During

DRAW a simple picture of yourself stretching your arms into the air. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I'm going to draw my arms stretching way up into the air. How high should they go?

Suggested message: “My arms can stretch.”

PAUSE to focus on vocabulary (the word “stretch”).

I want to write the word that means that I am making my arms longer. What word do I want to use? [encourage children to recall the word “stretch”] Yes, “stretch” is another word for making something longer!

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word “stretch” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “stretch” in the message?

How do you know that is the word “stretch?” What does it mean?

GUIDE children to stand up and stretch.

Yes, to stretch means to make something bigger or longer. Let's all stand up and stretch again. Bend forward and reach your fingers down for your toes. Do you feel how this movement stretches your legs? Let's count to five, as we stretch our legs.

INVITE a few children to demonstrate other ways to stretch.

Who wants to show us one new way that they can stretch their body? Let's match their movements!

INVITE children to sit back down. Then **RESTATE** that we can use action words to describe how our body parts move.

Please sit. Today we talked about an action word that describes how our bodies move – “stretch.”

REREAD the message one more time.

[Transition] **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don't you teach someone in your family what the word “stretch” means? Let's rehearse what you might say and do. Tell your partner what it means to stretch.



Material

- Unit Chart: “Words We Are Learning”

Adapting the Messages

Feel free to change the messages and use your children's names in them. This is a great strategy for engaging the children and making them feel important.



Words We Are Learning

stretch: spread out or reach to make longer

Stress Reduction

Children may, and often do, feel anxious or stressed. Movement is one useful way to reduce stress in children. Stretching relaxes built up tension in the muscles.

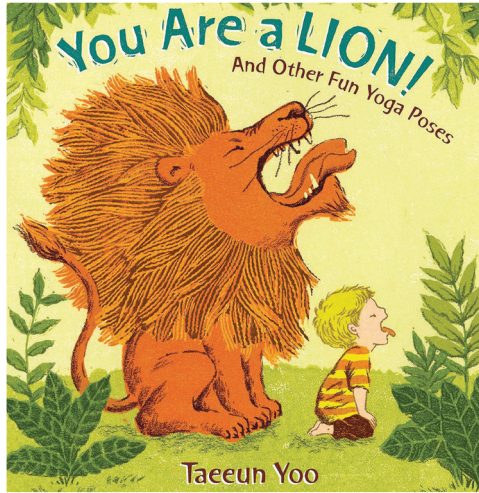
Supporting Vocabulary Development

Using new vocabulary repeatedly in everyday interactions is so important. Did you know it takes 12 repetitions for a typical child to “learn” a new word, and 25 repetitions for a language impaired child to “learn” a new word?



Keep It Going

- During transitions throughout the day, use the new vocabulary word “stretch,” and invite children to stretch with you. When children hear the word, ask them to make the “I hear” sign. Encourage them to use the word as well.
- Gather children in a small group. Provide children with putty. Start to pull it apart. Encourage the children to notice that it is stretching, growing longer. Share with the children that not only can we stretch our bodies, but also some objects can stretch and grow longer. Encourage them to use the new vocabulary word “stretch.”



Make & Prepare

- Familiarize yourself with the yoga poses in the book.
- Review the ASL sign for “I predict” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”
- Dr. Elsie puppet

Words We Are Learning

squat: to crouch or bend down low

Reading Critically

Raise children’s awareness of how authors and illustrators portray gender roles. For instance, in this book a boy practices lion pose, and a girl does butterfly pose. But like any activity, animal poses are not gender specific. Ask children questions such as “Can only boys be lions?”, “Can boys be butterflies too?”, and “Would lion and lioness pose look or feel different?” Encouraging children to think through these kinds of questions, and to ask their own questions, helps them become critical readers.

Keep It Going

Children will continue practicing different yoga poses throughout the year. Next up, they will do yoga poses in Unit 3 to make their bodies look and feel like familiar animals that they can observe in books and/or around their community. Use these poses (and others that children create) during transitions and at other times of the day to help children stretch and relax.

Before

CONNECT to staying active and practicing animal yoga poses.

Dr. Elsie [show puppet] was wondering what you are learning about keeping your bodies healthy?

Yes, one way to take care of our bodies is to be active. There are lots of ways to move. We have been practicing some animal yoga poses. For each pose, we move our bodies into a special shape. Sometimes we move or make sounds like the animal we are pretending to be.

INTRODUCE the book. **ASK** children what they notice on the cover.

Today we are going to read a book about children practicing yoga poses. The title is *You Are a Lion! And Other Fun Yoga Poses*. It is written by Taeun Yoo. What do you notice in the illustration on the front cover?

MODEL and **GUIDE** children to pose and roar like a lion.

Let’s pretend to be a lion, too! First, sit on your heels, and place your hands on your knees. Next, open up your mouth wide, and stick out your tongue. Listen to how I roar with my breath. Now you roar with your breath!

INVITE children to predict what other yoga poses will do from the book. **ENCOURAGE** them to sign, and use the sentence stem, “I predict...”

Think about what other yoga poses we might read about in this book. If you would like to share your prediction, sign “I predict” [demonstrate]. Say, “I predict” and then tell us one yoga pose that you think will be in the book.

Those are all good predictions. Let’s read to find out!

During

PAUSE each time you read: “You are a...” Before turning the page, **INVITE** children to look at the pose and predict the animal. **PROMPT** them to use the sign and sentence stem, “I predict...”

For example, **PAUSE** after: “Hold on to toes. Legs flap! You are a...”

Look at what the child is doing with her body in this yoga pose. What animal do you think she is pretending to be? If you would like to share your prediction, sign “I predict.” You can say, “I predict...”

Now let’s turn the page to check our predictions!

PAUSE after: “Squat on your feet.” **DEFINE** “squat.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

To do this next pose, the child needs to squat. Can you all say that word “squat”? When you squat, you crouch or bend down low. Do you see in the illustration how he is bending down low? He is squatting. Let’s add the word “squat” to our list of words we are learning! Do you know any other words that mean the same thing?

Let’s keep reading to find out more about this pose.

PAUSE after: “Mountain.” **NOTE** that some yoga poses are not animals, but instead they are other parts of nature.

We predicted this pose would be an animal like the others. But some yoga poses are of other parts of nature.

After

INVITE children to practice a lion pose based on the cover of the book.

The children in this book practiced many fun yoga poses! Let’s look closely at the cover of the book and try the lion pose together. How should we move our bodies into lion pose?



Build Interest

SHOW one example of a linking cube pattern and one that is not a pattern. **INVITE** children to find the pattern and explain their thinking.

We have been playing so many fun games together! Who is ready to play “Is it a Pattern?”

One of these sets of linking cubes has a pattern and one doesn’t. Can you find the pattern?
[encourage children to point to the pattern]

How did you know that was the pattern? Yes, patterns have an order that repeats.

Build Understanding

PUT ASIDE the example of the non-pattern. **FOCUS** on the one with the pattern. **ASK** children how they would copy the pattern.

Let’s look closely at the pattern on the linking cubes. What colors do you see? What order are they in? Yes! Red, blue / red, blue / red, blue / red blue.

What if we wanted to make another set of linking cubes that exactly matched this one? What should we do?

GIVE children time to share. Then **COLLABORATE** on building a copy of the original set of linking cubes.

Yes, we can copy the same order! Let’s put one together as a group. What color should we use first? What should come next? Then what?

INVITE children to compare the two sets of linking cubes.

Do these two sets of linking cubes exactly match? Are they the same? How do you know?

Build Experience

GIVE children time to copy more AB linking cube patterns.

Now it is your turn to copy patterns. Here’s another set of linking cubes. Is it a pattern? How do you know? Can you make another set that has the same exact pattern? Let’s try it!

RESTATE that, when you copy a pattern, you build the same pattern.

We are discovering a lot about patterns. We discovered that patterns have an order that repeats. We also found out we can copy patterns.

Make & Prepare

- To serve as pattern examples, connect linking cubes with at least three repetitions of an AB pattern unit together (for example, A=red, B=blue). Make two to four different pattern sample sets.
- Make one set of cubes that is not a pattern.

Building Background Knowledge

Spend more time showing pattern examples and non-examples. Keep these patterns simple.

Stretch Their Thinking

Introduce more complex patterns such as ABA or ABC for children who are ready.

Listen/Look For

- Do the children copy the pattern in the same sequence?
- Do children “read” the pattern (in other words, name the pattern)?
- Can they expand the AB pattern to other objects/characteristics?

Did You Know?

When looking at patterns, note that the part that repeats is often called the core unit. Identifying and naming the core is a powerful connection to future math learning, such as algebra.

Responding to Children

If you notice children are unable to copy a pattern or they make a mistake while copying the pattern, go back to the original pattern. Try “reading” the pattern again, and encourage children to join you. Ask them what repeats. Then invite them to look back at their copy of the pattern. Ask if their copy looks the same and if the same colors repeat in their copy. Children will benefit from talking about the part that repeats (the core unit) and “reading” the pattern back to hear the repetition.



Robust STEM Terms

In this lesson, children work on identifying patterns. Identifying, describing and extending patterns are important math skills. They provide a foundation for children’s later work on understanding algebra and analyzing data. However, patterns can be found everywhere: in nature, in books, in art and in music. Invite children to look for and talk about the patterns they observe. How do they know it’s a pattern? Can they identify the repeating part (the core unit)?

Greeting Time

Children play “Follow the Leader” and move like animals.

Creative Arts: Creative Movement and Dance

PLAY a variation of the game “Follow the Leader” by inviting children to act out animal movements. **REFER** to the book *You Are a Lion!*

We have been keeping our bodies active by playing “Follow the Leader.” Today let’s pretend to move like animals. There are animals in our yoga book [show cover]. What are some animals we could try to move like?

Yes, lion, dog, cat, butterfly, frog... What else?

INVITE children to lead animal movements.

Who wants to be the leader? The leader has to choose an animal to act like, and we will all follow the leader and act just like that animal too! If you are ready to start the game, let me hear you say, “Use your eyes to see what the next move will be!”

Movement Time

Children practice frog pose.

Creative Arts: Creative Movement and Dance

SHOW frog pose in the book *Blueprint Yoga*.

It’s fun to do animal movements. Let’s do a frog yoga pose. This is what it looks like. What do you notice?

REFER to the word “squat” on the Unit Chart: “Words We Are Learning.” **MODEL** and **GUIDE** children to do the frog pose. **INVITE** them to pretend to catch and eat flies.

Yes, frogs squat [point to the word on the chart]. Now you try! Squat down like a frog. Do you know what kind of food frogs like to eat? They love to catch and eat flies. For frogs, that is nourishing food. Can you reach one of your frog-hands up? Catch a fly, and gobble it up. Now reach your other frog-hand up. Catch another fly, and gobble it up. Yummy!

LINK eating nourishing food and staying active. **ENCOURAGE** children to hop and say “ribbit!”

That nourishing frog food has given us energy to be active! How do frogs like to move their bodies?

Yes, they like to hop. So, on the count of three, let’s all hop up and say, “Ribbit!” Ready, frogs? One...two...three: Ribbit!

Talk Time

Children guess yoga poses.

Creative Arts: Creative Movement and Dance

REVIEW that to do a yoga pose we move our bodies to imitate an animal or part of nature. **TELL** children you will adopt a yoga pose and they have to guess what you are.

We have been having fun trying out our new yoga poses. We talked about how, when we do a yoga pose, we pretend to be an animal or something else in nature. We move our bodies to look and feel like what we are pretending to be. I’m going to do a yoga pose, and your job is to guess what I am. Ready?

DO the cat yoga pose: Get onto your hands and knees and arch your back.

Yes, you guessed I was a cat! How did you know?

INVITE children to create their own pose, and have everyone else try to guess.

Who would like to do a yoga pose for us? We can guess what you are pretending to be!

SUMMARIZE why taking care of our bodies is important.

Doing yoga is one way to move our bodies into different shapes and positions. Why is moving our bodies important? Yes, being active keeps our muscles strong and flexible.

Material

- The book *You Are a Lion!*

Keep It Going

- Repeat these movements outside. For example, ask children to flutter like butterflies around the yard or slither like snakes up the slide.



Make & Prepare

- Familiarize yourself with how to do the yoga “frog pose” on the *Blueprint* website.

Additional Materials

- Blueprint Yoga*
- Unit Chart: “Words We Are Learning”

Family Engagement

Invite children to do yoga at home with their families. Send copies of the yoga poses you practiced home. Directions are located in the back of this unit guide.



More Than One “Right” Answer

Children may have different answers to the clues you give in this lesson. Encourage them to share their thinking, as there may be several answers to the clue that make sense.

Before

EXPLAIN that we use our senses to observe and learn. **SHOW** a few examples of objects that can bend, and pass them around.

We use our senses, like our sense of sight [point to eye], to observe and learn about the world. I was using this pipe cleaner, and I observed that it bends, like this [demonstrate]. Here are some other objects that bend.

MAKE A CONNECTION to how some of our body parts can bend.

We have been learning so much about our body parts and what they can do. And I made an discovery. I was watching my arm as it moved, and I noticed that my arm can bend too, right here at the elbow [point]. Watch!

Can your arm do this too? Try it!

This is another way that we can move our body. We can bend some parts of our body. I am going to write about this discovery! While I am writing, you can think about other parts of your body that can bend.

During

DRAW a picture of your arm straight. Then **DRAW** a picture of it bent. **INVITE** children to contribute. **DESCRIBE** what you are doing and thinking as you draw.

My arms are one of my body parts. They do so much! One thing my arms do is bend. I am going to draw a picture of my arm straight, and now I am going to draw a picture of my arm bent. See the angle here?

Suggested message: “My arms can bend.”

PAUSE to focus on concepts of print (concept of a word).

I am going to write, “My arms can bend.” That would match my picture. Help me count how many words I am going to write. [Count and hold up one finger for each word.] Four words! I am ready to write.

WRITE the message. Then **POINT** to the words, and count them again. **INVITE** children to reread the message with you.

After

INVITE children to think about what other parts of their bodies that can bend.

We just talked about how our arms bend. Now let’s stand up. What other parts of your body bend?

INVITE them to sit back down. **HOLD** a discussion about what they discovered using a few questions from the examples below.

- What parts of our body bend?
- Why do you think those parts bend?
- Why can’t other parts of our bodies bend, such as our shin?
- What would you tell Dr. Elsie [show puppet] about what you are learning?
- What other questions do you have?

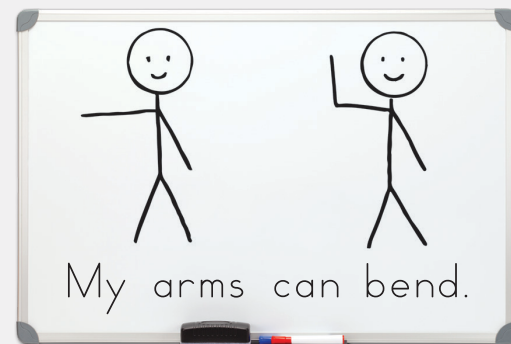
RESTATE that parts of our bodies bend. **SUMMARIZE** children’s discoveries.

We use our sense of sight to observe and learn about the world. We just used our sense of sight to observe how parts of our bodies bend. We learned that our fingers, arms, toes, knees, and necks bend.

REREAD the message one more time.

[Transition] **INVITE** children to bend their fingers, as they leave the rug.

We know a lot of our body parts can bend! We can bend our toes, our knees, our arms, and many more! As you leave the rug, try bending your fingers like this [demonstrate].



Materials

- Some bendable objects (e.g. pipe cleaners, silly straws, paper clips)
- Dr. Elsie puppet

Drawing in MTP

Often we suggest you ask children to make suggestions for how to compose the illustration. Remember to entertain a variety of responses. Children will come up with lots of ideas that we would never think of. It’s not about a right or wrong answer. They may just envision the illustration differently.

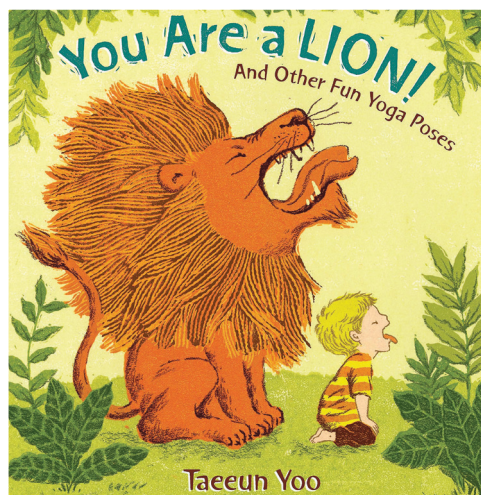
Following Up

Remember to consult your observation binder as you adapt lessons to meet your children’s needs. You might find it helpful to create a schedule for observing children at various times of the day (large group, small group, Center Time, playground time) so you make sure you collect information about all your children.



Keep It Going

- Join children at the science center. Encourage them to explore the objects in the Loose Parts Basket. Do any of these objects bend like our body parts? Why might they be able to bend like our bodies? Invite them to share what they discover.
- When outside, encourage children to extend their thinking around what parts of their body bend as they play. What body parts bend when they swing? When they run? When they go up and down the slide? Talk to children about what would happen if you couldn’t bend those body parts. Ask them to walk without bending their knees. Ask them to walk without bending their arms. Ask them to climb the slide without bending their legs. What do they notice?



Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Turn and Talk”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

flutter: to flap wings quickly and lightly

Extending Children’s Thinking

One way to extend children’s thinking is by providing them with specific language support. The sentence stem “I like...” helps children to name what they like.

Supporting Multilingual Learners

Meaningful communication leads to language acquisition. When you teach children a new vocabulary word or any new idea in English, you become a language teacher! This means that you need to make this new word or idea comprehensible, or understandable, to the child. Some ways of doing this include using pictures, gestures, role playing, graphic organizers, and charts. Making sure that your communication is meaningful ensures that your children will acquire more language.



Before

REVIEW the importance of staying active and how to practice yoga poses.

Why is it important to be active?

Yes, being active helps us take care of our bodies. One way to keep active is to practice yoga. In each pose, we stretch and move our bodies into a special shape.

ASK children to think about which pose they like the most.

Today we are going to reread our yoga book, *You Are a Lion! And Other Fun Yoga Poses* by Taeuun Yoo. Remember to listen carefully to the words and look closely at the pictures. Notice how the children are moving their bodies to do each yoga pose. As we read, think about which yoga pose you like the most!

During

GUIDE children to do some of the yoga poses along with the book. **POINT** to the pictures, and/or **MODEL** if needed. For example, for lion pose:

Let’s follow along with this child! Listen to the words, and look at the pictures so that you know how to move your body. “Sit on your heels. Hands on your knees. Tongue out! You are a...”

INVITE children to stay in the pose, as you read the next page. **ENCOURAGE** them to roar with their breath out.

“...LION! King of the jungle, roaring so loud; make the woods rumble.” Okay lions, listen to how I roar with my breath out [demonstrate]. Now you roar with your breath out!

TURN to the next page. **INVITE** children to do the butterfly pose along with the book.

Get ready to move your body into the next shape. Listen to the words, and look at the pictures to help you. “Sit with feet together. Hold on to toes. Legs flap! You are a...”

INVITE children to stay in the pose, as you read the next page. **ENCOURAGE** them to act out fluttering their wings by bouncing their knees up and down. **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

“...BUTTERFLY! Spread your bright wings. Flutter and fly, as the breeze sings.” Remember, when a butterfly flutters, it flaps its wings quickly and lightly. Let’s add the word “flutter” to the list of words we are learning. Do you know any other words that mean the same thing?

Can you pretend to flutter? Bounce your knees quickly and lightly like butterfly wings. Flutter, flutter!

CONTINUE guiding children to do the poses as you read. Below are some suggestions.

- Dog: Wag your tail side to side and bark.
- Snake: Pretend to slither side to side and hiss.
- Frog: Hop up from the squat and say, “ribbit.”
- Cat: Purr and say, “meow.”

After

INVITE children to turn and talk about which pose they like the most and **REFER** to the Anchor Chart: “Readers Can Say.” **ENCOURAGE** them to use the sentence stem, “I like...”

Practicing yoga poses is a fun way to stay active. Think about which pose in this book you like the most and why.

In a moment, you will turn and talk to a partner about your favorite yoga pose. When it is your turn to talk, you can say, “I like... Tell your partner which pose you like the most and what you like about it. Ready? Turn and talk: “I like...”

Build Interest

SHOW one example of a pattern using pattern blocks and one that is not a pattern. **INVITE** children to find the pattern and explain their thinking. **USE** what you know about each child's language skills to include and extend their participation.

We played the game "Is It a Pattern" with linking cubes. Today let's play "Is it a Pattern?" with a new material. One of these sets of pattern blocks has a pattern and one doesn't.

- Gesture: Which of these groups shows a pattern?
- Yes/No: Does this group of blocks show a pattern? Do these groups have the same pattern?
- Either/Or: Is this a pattern [point] or is this a pattern [point]?
- Open-ended: How did you know which one is the pattern?

Build Understanding

PUT ASIDE the example of the non-pattern. **FOCUS** on the one with the pattern. **ASK** children how they would copy the pattern.

Let's look closely at the pattern. What shapes do you see? What order are they in? [Name the shapes of the pattern that you created. Encourage children to join you, as you name and point to the shapes.]

What if we wanted to make another set of pattern blocks that exactly matched this one? What should we do?

GIVE children time to share. Then **COLLABORATE** on building a copy of the set of pattern blocks.

Yes, we can copy the same order! Let's put one together as a group. What shape should we use first? What should come next? And then?

INVITE children to compare the two sets of pattern blocks.

Do these two sets of pattern blocks exactly match? How do you know?

Build Experience

GIVE children time to copy more AB pattern block patterns.

Now, it is your turn to copy a pattern. Here's another set of pattern blocks. Is there a pattern? How do you know? Can you make another set that has the same exact pattern? Let's try it!

RESTATE that, when you copy a pattern, you build the same pattern.

We know that patterns have an order that repeats. We have been copying or building the same pattern. Today we made patterns with a new material.



Materials

- Pattern blocks (or download and print pattern block pattern examples and one non-example).

Building Background Knowledge

Give children some time to explore the pattern blocks and talk about what they know about the shapes.

Stretch Their Thinking

Ask children what repeats in the pattern? Ask them how they would "read" the pattern.

Listen/Look For

- Can children create patterns?
- Can they explain what repeats in their pattern?



Growing Mathematicians

Growing mathematicians make sense of problems and persevere in solving them. Some math problems take some extended thinking, actions, or operations to solve. We want children to be able to persist – that is, to keep trying even when it's difficult. Support children's persistence by praising their effort, rather than their intelligence or skill. "Wow. You kept trying to copy that triangle-square pattern even though it was really hard to figure out!"



Keep It Going

Can children make patterns at other times of their day? Can they make patterns with the blocks in the block center? With their food at mealtimes?

UNIT 2 WEEK



How does getting enough rest and sleep help you take care of your body?

Every healthy body needs rest and sleep in order to restore its energy.

We focus on rest and sleep as important aspects of health. With their stuffed animal companions keeping them company, children think about and share their bedtime routines with their classmates, and they are encouraged to think about how these routines are important for people all over the world. Children listen to two books about bedtime that reinforce the concept of sleep as a universal need for good health. They practice making predictions and identifying rhyming words. Children use their stuffed animals to practice counting and methods of sorting, encouraging them to recognize the attributes that make them different or alike.

Keep in Mind

- Remind families to send in favorite stuffed animals.
- Extend children's engagement in the content by designating one day as a Pajama Day. Invite children to wear their favorite pajamas to school.
- When you wrap up this unit, be sure to revisit the artifacts you created with children (e.g. charts, books). Discuss what children learned, what their favorite things were, and what new ideas they want to keep. Share with others in your community (e.g. other classrooms, families).
- Remember to have the class book completed, laminated, and bound by Day 20.

Be Sure To...

- ☐ Talk about children's bedtime routines.
- ☐ Use children's stuffed animals to compare attributes.
- ☐ Introduce the idea of equal sets.
- ☐ Teach the *letters b* and *m*.

Books

- *Healthy Kids*
- *Keeping You Healthy*
- *Yummy! Good Food Makes Me Strong!*
- *Eating the Alphabet*
- *Who Eats Orange?*
- *I Got the Rhythm*
- *You Are a Lion!*
- *Jazz Baby*
- *Hush! A Thai Lullaby*
- *Blueprint Yoga*
- Unit 2 Class Book

Charts

- Anchor Charts:
 - "Readers Can Say"
 - "We Can Describe"
 - "Feelings"
 - "Power of 3"
- Unit Charts:
 - "Words We Are Learning"
 - "Turn and Talk"
 - "5 Senses"
- Unit Project: Food Alphabet

Materials

- A pair of pajamas
- Small, easily countable food (pretzels, crackers, etc.)



Words We Are Learning

lullaby

a song that helps you feel sleepy and relaxed

cuddle

to hug lovingly

drowsy

sleepy

doze

to fall asleep



Anchor Words for Multilingual Learners

- sleep
- bedtime



Trips & Visitors

Ask families to visit the classroom and share lullabies in their home languages that they sing to their children.



From the Songbook

"Teddy Bear"

This song will be used in Greeting Time beginning on Day 19. Feel free to share it with children before then. Copy the lyrics and send home to families.



Working with Families

Share this information with families:

Invite families to participate, as you celebrate this unit's learning. During Gathering Time on Day 18 and 20, if families are present, have them join in the greeting and movement! Then they can listen as you share the food alphabet (Day 18) and celebrate the learning across the unit (Day 20). See the Blueprint website for examples of invitations.

Invite them to send in audio and/or video recordings of their favorite lullabies.



Remember | <https://clibblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 16	Day 17	Day 18	Day 19	Day 20
Greeting Time	Children learn a new greeting using stuffed animals. <i>Social Emotional: Social Awareness and Relationships</i>	Children chant and move their stuffed animals. <i>Creative Arts: Creative Movement and Dance</i>	Children play a matching game with stuffed animals. <i>Math: Patterns and Attributes</i>	Children sing a lullaby to stuffed animals. <i>Creative Arts: Music</i>	Children sing a lullaby to stuffed animals using their names. <i>Creative Arts: Music</i>
Movement Time	Children dance to jazz music. <i>Creative Arts: Music</i>	Children learn how to play "Freeze Dance." <i>Creative Arts: Creative Movement and Dance</i>	Children play "Freeze Dance" to jazz music. <i>Creative Arts: Creative Movement and Dance</i>	Children play "Freeze Dance" without moving their feet. <i>Creative Arts: Creative Movement and Dance</i>	Children play "Freeze Dance" holding stuffed animals behind their backs. <i>Creative Arts: Creative Movement and Dance</i>
Talk Time	Children discuss the importance of rest and sleep. <i>Physical Development: Concepts of Health</i>	Children learn to calm down by talking to a stuffed animal. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children read the food alphabet they made. <i>Literacy: Phonological Awareness</i>	Children practice "Belly Breaths." <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children listen to the class book and review what they have learned. <i>Literacy: Listening and Speaking</i>
Message Time Plus	Children learn about the <i>letter b</i> . <i>Literacy: Phonological Awareness</i>	Children share their bedtime routines. <i>Physical Development: Healthy Habits</i>	Children identify pairs of rhyming words. <i>Literacy: Phonological Awareness</i>	Children learn about the <i>letter m</i> . <i>Literacy: Phonological Awareness</i>	Children explore the difference between the daytime and nighttime sky. <i>Science: Earth and Space Sciences</i>
Intentional Read Aloud	Children make and confirm predictions. <i>Literacy: Comprehension</i>	Children listen for rhyming words. <i>Literacy: Phonological Awareness</i>	Children learn that sleep is important for people around the world. <i>Social Studies: Self and Society</i>	Children join in saying the repeating lines. <i>Literacy: Fluency</i>	Children vote for their favorite book from the unit. <i>Literacy: Literate Attitudes and Behaviors</i>
Small Group	Children sort and count their stuffed animals. <i>Math: Patterns and Attributes</i>	Children put their stuffed animals in size order. <i>Math: Measurement and Data</i>	Children count and compare quantities of bear counters. <i>Math: Operations and Algebraic Thinking</i>	Children create equal groups of bear counters. <i>Math: Operations and Algebraic Thinking</i>	Children view self-portraits by different artists and then paint their own. <i>Creative Arts: Visual Arts</i>
Reflection Time	What did your stuffed animal do at school today?	What is your favorite part of your bedtime routine?	How does jazz music make you feel? Why?	How do you help your body relax?	How does getting enough rest and sleep help you take care of your body?

Centers To Launch

See Pages 14-24

Block Center | Tricky Block Shapes

Library Center | Bedtime Book Basket

Library Center | Read to a Stuffed Animal



Greeting Time

Children learn a new greeting using stuffed animals.

Social Emotional: Social Awareness and Relationships

FOCUS on the importance of sleep.
REFER to the book *Healthy Kids*.

One way to take care of our bodies is to get enough sleep [show relevant page in the book].

DEFINE “cuddle.” **ADD** the word to the Unit Chart: “Words We Are Learning.”
INVITE children to share words they know that mean the same thing (in English or their home language).

When we go to sleep at bedtime, it can be nice to cuddle with a stuffed animal [demonstrate]. Can you tell what “cuddle” means?

Yes, cuddle means you get close to someone and hug them. Cuddle your bedtime buddy! Let’s add “cuddle” to our list of words we are learning. Do you know any other words that mean the same thing?

MODEL and **GUIDE** children to introduce their stuffed animals.

Let’s introduce our bedtime buddies! Hold yours out, so everyone can see it. You can say, “Meet…” and tell us their name. I’ll start: “Meet [stuffed animal]. Your turn, [name]!”

Make & Prepare

- Have children bring a teddy bear (or other stuffed animal). Give extra stuffed animals from the classroom to children who do not bring one.
- Have the book *Healthy Kids* ready. Mark the page that begins “Sometimes we sleep…” with a sticky note.

Additional Material

- Unit Chart: “Words We Are Learning”

Words We Are Learning

cuddle: hug lovingly

**Movement Time**

Children dance to jazz music.

Creative Arts: Music

NAME the type of music children will hear: jazz.

It was nice to meet all of your bedtime buddies! How about we have some more fun with them? Let’s dance!

We are going to dance to a special kind of music called jazz. Can you say that word “jazz”? Have you ever heard of “jazz” before? Have you ever listened to jazz music?

INTRODUCE the featured jazz artist, and show a photo.

This is a picture of Wynton Marsalis. He is a famous jazz musician! This is the musical instrument he plays [point]. Do you know what it is called? He plays the trumpet. Let’s pretend to play the trumpet [demonstrate]. Listen for the trumpet in Wynton Marsalis’ jazz music.

INVITE children to dance for one to three minutes to the jazz music while holding their stuffed animals. **At the end, ENCOURAGE** them to say, “Go, friends, go!”

Please stand up with your bedtime buddy. Spread out a bit. Make sure you are taking care of yourself and your friends by leaving enough space to dance to the jazz music.

When people enjoy jazz music, they might say, “Go, friends, go!” Let’s all say it: “Go, friends, go!”

Make & Prepare

- Download and print a photograph of Wynton Marsalis.
- Have jazz music performed by Wynton Marsalis ready to play.

Additional Materials

- Children’s stuffed animals
- Extra stuffed animals for children who need them

Jazz Musicians

To make the idea of jazz more concrete, display a photograph of a real jazz musician such as Wynton Marsalis, an acclaimed jazz trumpeter and composer. However, there are numerous jazz musicians that you might recognize. Select one that you feel represents your community and one that your children will find interesting.

**Talk Time**

Children discuss the importance of rest and sleep.

Physical Development: Concepts of Health

INVITE children to keep their stuffed animals on their lap. **ASK** children to share ways they know to take care of their bodies. **RECAP** their responses.

Now your bedtime buddy can sit on your lap for Talk Time.

Dancing is a great way to be active! We know that moving and exercising is one way that we can take care of our bodies. What else can we do to take care of our bodies? Will you tell Dr. Elsie [show puppet]?

FOCUS on sleep. **DISCUSS** why we need to get enough rest.

Yes, one other way that we can take care of our bodies is by resting and sleeping. Why do you think our bodies need to rest and sleep? What questions do you have about sleep?

Yes, sleep makes us feel better. After sleeping, we feel more energetic and more alert [use facial expressions to demonstrate]. Some people may even feel happier! Getting enough rest [use gestures to indicate] helps our bodies to stay healthy. When we sleep at night, we are taking care of ourselves! Dr. Elsie [show puppet] says sleep is important!

Materials

- Children’s stuffed animals
- Extra stuffed animals for children who need them
- Dr. Elsie puppet

Supporting Multilingual Learners

Explicitly teach the words “sleep” and “bedtime” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



Before

REVIEW some of the letters on the letter ring.

We are learning many letters of the alphabet. Do you know the name of this letter [show a card]? What sound does it make?

CONNECT to talking about sleep. **TELL** a story using several words that begin with the *letter b*.

In Talk Time, we talked about how important it is for our bodies to rest and sleep. At night, before I go to sleep in my bed, I always read a book [show]. I also have Bear, my stuffed animal, to cuddle with.

FOCUS on words that begin with the /b/ sound.

Bed, before, book, bedtime. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /b/. Does anyone in our class have a name that begins with the /b/ sound?

DESCRIBE how to form the *letter b* as you write the letters in the corner of your board.
INVITE children to skywrite the letters. Optionally, teach the ASL sign.

The *letter b* makes the /b/ sound. To make an uppercase *letter B*, I start at the top and drop down. Then I bump out at the top and bump out again. Now you try writing it with your finger in the air. This is the lowercase *letter b*. I start at the top and drop down. Then I bump out from the middle. Now you try it. While I write today, please look for *the letter b*. We are going to learn how to read it together.

During

DRAW a bed. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I want to draw my bed. What shape should I draw? And here is my stuffed animal, Bear. He helps me feel calm before I go to sleep.

Suggested message: “Bear and I read books.”

PAUSE to focus on phonological awareness (/b/ in the word “Bear”).

I hear the /b/ sound in the beginning of the word “Bear.” The *letter B* makes the /b/ sound. Watch me as I write the uppercase *letter B*. I start at the top and drop down. Then I bump out at the top and bump out again. Now you try it.

REPEAT with the lowercase *letter b* in the word “books.” After, **INVITE** children to reread the message with you.

After

INVITE children to find all the *letter b*’s in the message. **CIRCLE** them.

Let’s find all the *letter b*’s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter b*! Who wants to point to one in the message?

PLAY “I Spy” and describe objects in the classroom that begin with the /b/ sound.

So many things in our classroom start with the /b/ sound. Let’s put our “I spy” goggles back on. I’m going to describe something in the classroom that starts with the /b/ sound. See if you know what it is! I spy with my little eye...

- Something we like to read [books]
- Something we bring to school that holds papers, clothes, lunch boxes [bag/bookbag/backpack]

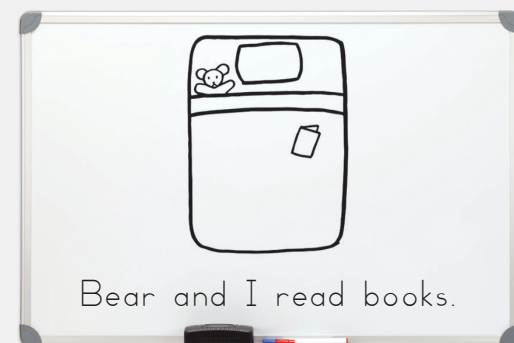
RESTATE the name and sound of the *letter b*.

Today we listened to the sound the *letter b* makes, talked about what it looks like, and found it in our message. We learned that “bed” begins with the /b/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to brainstorm foods that begin with /b/ for the food alphabet.

Our food alphabet is looking terrific! What foods do you know that begin with /b/ that we can add to it? [e.g. bananas, beans, butter]



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter b* on the *Blueprint* website.
- Letter ring – write the uppercase *letter B* on one side of an index card and the lowercase *letter b* on the other; add this to the letter ring after the lesson.

Additional Materials

- A book (any book)
- A teddy bear

Letter Formation

- Uppercase *letter B*: drop down; bump out; bump out.
- Lowercase *letter b*: drop down, bump out

Pronouncing the Sound

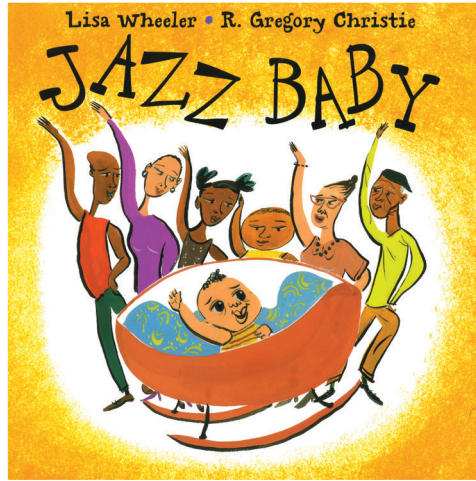
The /b/ sound (like the sound /p/) is made by producing a quick puff of air (bump your lips together, and burst them apart). It is a voiced sound. When isolating the /b/ sound be sure not to distort it by saying “buh.” Think about the word “bat.” You do not want children to learn to sound it out by saying buh-a-tuh.

Supporting Individual Learners

To offer children extra practice with the correct placement of their mouth while pronouncing letter sounds, have handheld mirrors available. Using a mirror offers visual feedback and is especially helpful to support children as they work to follow verbal directions. Explain how to pronounce the sound as children view their mouth and practice in the mirror.

Keep It Going

- While on the playground, encourage children to find objects that begin with the sound /b/. Invite them to share.
- Gather children in a small group. Tell them that they are going to go on a letter hunt around the classroom. Show the children the *letter b*. Discuss how the letter looks. Invite children to search the room looking for *letter b*. Encourage them to explain how they knew that was the correct letter.



Make & Prepare

- Review the ASL sign for “I predict” on the *Blueprint* website.

Additional Materials

- Unit Chart: “Turn and Talk”
- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

drowsy: sleepy

The Front Cover

One way to teach book concepts is to talk about one aspect of a book, such as the front cover, each time you do a read aloud. Explore the cover illustration. Explain that the illustration gives us information about the book. If the book has a jacket, explore that concept.

Lisa Wheeler

The author of this book has a website that you can explore: <http://www.lisawheelerbooks.com>. It includes downloads and suggested activities for *Jazz Baby* and other books she has written.

Making Predictions

The author writes one outcome in a book, but as readers we can imagine something else happening instead. Empower children to use their imaginations and knowledge about the world to envision alternate plot lines.

Keep It Going

Make a playground orchestra! Using pencils or sticks, what sounds can the children make on the playground equipment? Does the slide sound different than the chain on the swings? Does tapping a tree sound different than tapping the blacktop? Can you make soothing lullaby noises and swinging party music?

Before

CONNECT to listening to jazz music. **SHOW** the cover. **ASK** children what they notice.

We listened and moved to a special kind of music. Do you recall the name? Yes, jazz! Today we are going to read a book called *Jazz Baby*, written by Lisa Wheeler and illustrated by Gregory Christie. Look at the illustration on the front cover. What do you notice?

Yes, we see a baby in a crib. The other family members have one of their arms up. Hmm, I wonder why?

REVIEW what it means to predict. **PROMPT** children to sign, “I predict.” **INVITE** them to turn and talk about their predictions. **ENCOURAGE** them to use the sentence stem, “I predict...”

We can use the title and picture on the cover to make a prediction. What does it mean to predict?

Yes, when we predict we think about what might happen. Making a prediction gets us ready to read the book. So, think about the title and picture on the cover of *Jazz Baby*. What do you think this book will be about? When you think of your prediction, sign “I predict” [demonstrate].

Turn and talk to your neighbor about your predictions. When it is your turn to talk, you can say, “I predict...”

SUMMARIZE what children said. **AFFIRM** how the title and cover help us make predictions.

Wow, I heard lots of readers making predictions. I heard...

The title of the book and the picture on the cover help us to think about what this book will be about. Now we are ready to read and find out what happens in *Jazz Baby*.

During

PAUSE after: “Snazzy-jazzy Baby says, ‘Go, man, go!’” **HIGHLIGHT** the rhythm of the book as the family makes music. **INVITE** children to echo the passage “Go, man, go!” each time you read it.

Do you notice how this book sounds and feels? Yes, it has a beat – just like music. It has a rhythm! Why? What is this family doing in the book so far? Yes, they are using different parts of their body to move and make music.

Do you think that the baby likes the family’s music? Why? What does the baby say?

Let’s all say it: “Go, man, go!” That is what some people say when they enjoy jazz music. So each time the baby says those words, I will raise my arm, and then you all say, “Go, man, go!” Let’s practice now.

PAUSE after: “Swingin’-singin’ Baby says, ‘Go, man, go!’” **NOTE** how the family is active.

This family sure is singing and dancing to the rhythm of their jazz music! They are really active!

PAUSE after: “Drowsy-dozy Baby sings, ‘Laa-laa-loo.’” **DEFINE** “drowsy.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Oh, the baby is feeling drowsy. Can you say that word “drowsy”? What do you think “drowsy” means? Look at the picture. What do you notice about the baby’s face in this picture?

Yes, “drowsy” is another word for sleepy. Can you pretend to look drowsy or sleepy? Let’s add “drowsy” to our list of words we are learning. Do you know any other words that mean the same thing?

ASK children to make a prediction. **PROMPT** them to use the sign and sentence stem, “I predict...”

What do you think will happen next? If you want to share your prediction, sign: “I predict.” Say, “I predict...”

After

INVITE children to predict what will happen next.

This family made the baby’s bedtime a musical celebration! What do you predict they will do now that the baby is sleeping? Why?



Build Interest

INVITE children to observe their stuffed animals. **DISCUSS** what they notice. **REFER** to the Anchor Chart: “We Can Describe” to support children’s expressive language skills.

We brought our stuffed animals to small group today. Let’s take a look at them. What do you notice about them?

Build Understanding

RESTATE the features that children observed.

You observed some features on the stuffed animals that were the same and some that were different. I heard you say [restate some observations].

INVOLVE them in choosing one feature to sort the stuffed animals by (e.g., stuffed animals with hat/no hat, clothes/no clothes, brown fur/another color, or by the actual type of stuffed animal – rabbits, bears, etc.).

We can sort our stuffed animals, or put them into groups, based on their features. Let’s choose one way to sort these stuffed animals. What should we choose?

Ok! Let’s sort the stuffed animals that have hats. We will put the stuffed animals into two groups. One group will be the stuffed animals that have hats. The other group will be the stuffed animals that don’t have hats.

GIVE children time to put their stuffed animals in the sorting circles.

I’ll make two circles on the table with yarn. Into which circle should we put the stuffed animals with hats? What about the stuffed animals with no hats? Okay learners, sort your stuffed animals!

ASK guiding questions. **COUNT** how many stuffed animals are in each group. **LABEL** the groups (e.g. three with hats, five without hats).

- Why did you put your stuffed animal in that circle?
- How many stuffed animals are in each sorting circle?
- Are the two groups equal? Which group has more stuffed animals? Which has less?

Build Experience

GIVE children more opportunities to sort their stuffed animals by different features. **ENCOURAGE** them to discuss what they see, and then count and compare the number of stuffed animals in each sorting circle.

We just sorted the stuffed animals into two groups: stuffed animals with hats and stuffed animals without hats. There are many more ways that we can sort our stuffed animals! Who has another idea?

Let’s try it! Tell us which stuffed animals should be in each circle. Then we will count them.

- How do you want to sort the stuffed animals? What feature do you want to choose?
- Which circle should we put the stuffed animals into?
- How many stuffed animals are in each group?
- Which group has more stuffed animals? How do you know?

RESTATE that, to sort objects or stuffed animals, you choose a feature or attribute.

There are so many ways to sort our stuffed animals. Today we chose [summarize the ways the group sorted the stuffed animals].

Make & Prepare

- Cut two lengths of yarn long enough (approximately three feet) to create two circles for sorting the stuffed animals.

Additional Materials

- Anchor Chart: “We Can Describe”
- Stuffed animals children brought to school
- Extra stuffed animals for children who need them
- Index cards to label the circles
- Writing tools

Building Background Knowledge

Invite children to describe their stuffed animals before observing all the stuffed animals. Encourage them to use descriptive language and details.

Stretch Their Thinking

Do children notice that certain stuffed animals have more than one attribute in common? Encourage them to sort by two features, such as stuffed animals with brown fur and clothes.

Listen/Look For

- What do children notice about the stuffed animals?
- Do children sort their animal correctly?
- Do children begin to name sorting categories?

Counting Strategies

In this lesson, children are asked to count the groups of stuffed animals. Help children count accurately by teaching them strategies, when necessary, such as:

- Touch and count: they touch and count each object.
- Line up and count: they line up the objects and then count them.
- Move and count: they move an object from one pile to a separate pile, counting as they move the object,



Greeting Time

Children chant and move their stuffed animals.

Creative Arts: Creative Movement and Dance

INTRODUCE a chant. **USE** actions that children can do with their stuffed animals. **MODEL** how to move your stuffed animal.

Welcome bedtime buddies! We are learning that one way to take care of our bodies is to get enough rest and sleep. Let's chant and have our stuffed animals move with us in slow, restful ways.

Teddy Bear, Teddy Bear, one, two, three, will you sway in my arms with me? Help your stuffed animal sway side to side like this [demonstrate].

Teddy Bear, Teddy Bear, one, two, three will you rock back and forth with me? Help your stuffed animal rock back and forth like this [demonstrate].

Teddy Bear, Teddy Bear, one, two, three will you swing gently around with me? Help your stuffed animal swing gently around like this [demonstrate].

Who else has an idea for how to move our stuffed animals in slow, restful ways?

Movement Time

Children learn how to play "Freeze Dance."

Creative Arts: Creative Music and Dance

SHOW the book *Jazz Baby*. **EXPLAIN** how to play "Freeze Dance." **INVITE** one to two children to demonstrate how to play.

Imagine we are getting ready for bed like the family in *Jazz Baby* [show book]. What kind of music does the family make? Yes, jazz. We are going to play a game while we listen to jazz music.

The game is "Freeze Dance." Have you ever played "Freeze Dance" before? Who can tell us how to play?

Yes, we are going to listen and dance to Wynton Marsalis' jazz music [show his photo]. When the music stops, everybody will "freeze." That means we'll stop moving and hold our bodies still like a statue [demonstrate]. When you hear the music start again, everybody will start dancing again. Who would like to show us how to play?

INVITE children to dance holding their stuffed animals. **If they are shy or reluctant, invite them to move their stuffed animals instead. PAUSE** the music two to three times.

Stand up with your bedtime buddy. Make sure everyone has space around them to dance. Here comes the music.

If you and your bedtime buddy enjoyed playing "Freeze Dance" to jazz music, say, "Go, friends, go!"

Talk Time

Children learn to calm down by talking to a stuffed animal.

Social Emotional: Self-Awareness and Self-Concept

INTRODUCE Teddy, a stuffed animal children can talk to about their feelings.

Your bedtime buddy can sit on your lap now. I want to introduce you to another special stuffed animal named Teddy. You can find him in the Calm Corner. His job is to listen to you when you want to share your feelings and feel more calm [refer to the "Feelings" chart].

DRAMATIZE a scenario in which Elijah, the puppet, tells how he shared his feelings with Teddy.

Our friend Elijah talked to Teddy about his feelings.

"I really wanted to play with the dump truck at the block center. But someone else was playing with it. I was feeling upset. So I found Teddy. I said, 'Teddy, I never get to play with the dump truck, and I feel upset.' When I talked to Teddy about my feelings, it helped me to calm down."

How did Elijah take care of himself?

When we calm down, we are taking care of ourselves [point to "Power of 3"].

Do you have anything you need to tell Teddy?

Materials

- Children's stuffed animals
- Extra stuffed animals for children who need them

Building Empathy

Empathy helps children see the world from another person's perspective. Supporting children's relationships with stuffed animals is one terrific way to build empathy.

Make & Prepare

- Jazz music ready to play, performed by Wynton Marsalis



Additional Materials

- The book *Jazz Baby*
- A photograph of Wynton Marsalis
- Children's stuffed animals
- Extra stuffed animals for children who need them

Make & Prepare

- Designate a stuffed animal to be Teddy.

Additional Materials

- Children's stuffed animals
- Extra stuffed animals for children who need them.
- Anchor Chart: "Feelings"
- Anchor Chart: "Power of 3"

Connection to Other Units

Children will revisit the skill of self-regulation in Unit 6. They will practice more strategies for calming down.

Before

SHARE a description of your favorite pajamas [adapt the description so it matches your item]. **INVITE** children to talk about their favorite pajamas too.

What are you learning about being a healthy kid?

Yes, one thing we have been talking about is getting enough sleep at nighttime, so we feel energized the next day [exaggerate facial expression]. One thing I do before going to bed is put on my favorite pajamas [show them]. I love them because they are soft and have tiny, or very little, moons on them. When I put on my pajamas before bed, I begin to feel relaxed and sleepy.

Do you have a pair of favorite pajamas? What do they look like?

Watch as I write about my favorite pajamas.

During

DRAW a picture of your pajamas. [Adapt the drawing and message, so it matches your pajamas.] **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of my pajamas. Here are the pants, and here is the shirt. I am going to draw tiny moons on them. How many should I draw?

Suggested message: “My pajamas have tiny moons.”

PAUSE to focus on phonological awareness (/t/ in the word “tiny”).

Tiny. Say that with me: tiny. What sound do you hear at the beginning of the word “tiny?” /t/. What letter makes the /t/ sound? Yes, the *letter t* makes the /t/ sound. When I write the lowercase *letter t*, I start at the top and drop down. Then I make a bridge. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

INVITE children to turn and talk to a partner to share their bedtime routines. **INVITE** multilingual learners to share with a partner in their home language.

I just wrote about putting on my favorite pajamas before bedtime. They help me feel relaxed and sleepy.

- How do you help your body relax and rest each night?
- What things are parts of your bedtime routine?
- How does your family or caregivers help you get ready for bed?

Let’s turn and talk to a partner about our bedtime routine. Then if you would like, you can share with the group.

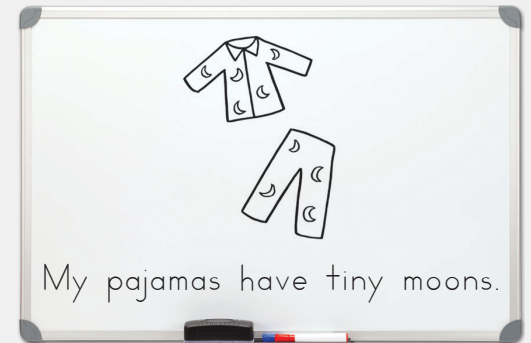
RESTATE that your bedtime routine includes all the things that you do to get ready to sleep.

Our bedtime routine includes the things we do each night to get ready to go to sleep. We all have ways we get ready for bed and ways we like to sleep. When our body gets rest and sleep, we get energy, so we can be active the next day!

REREAD the message one more time.

[Transition] **INVITE** children to stretch and yawn.

Has all this talk about bedtime made you sleepy? Let’s stand up and stretch to wake ourselves up! Raise your arms overhead. Try to touch the ceiling. That feels good!



Make & Prepare

- Bring in a pair of your favorite pajamas.



Supporting Multilingual Learners

If children who are new to English learning are not yet ready to communicate using words, remember that they can tell you what they are thinking by using gestures, pointing at pictures, and answering yes/no questions.

Responding to Children

Be open and aware of how you respond to what children say about their bedtime routines. There’s no one “right” routine. Remember to point out what is special in whatever the children offer (such as, “Putting yourself to bed shows independence!”). Don’t make children feel that their families are not taking care of them.

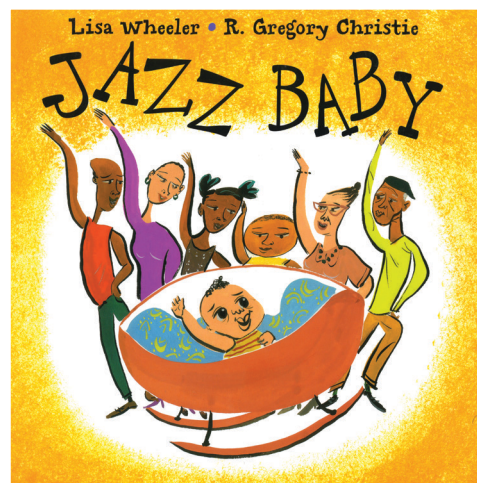
Growing Writers

Message Time Plus provides you an opportunity to model writing. What do you notice about children’s own writing? Are they scribbling and experimenting with writing? If so, support their continued development. Provide opportunities for writing to happen across centers. Draw attention to familiar words like children’s names by pointing out and naming the letters. Encourage children to write their name in writing activities. You can also use sign-ins sheets or boards (for arrival time or at centers) so children can try to write their name.



Keep It Going

- Invite children to play a game with you. Act out something you do during your bedtime routine, and invite children to guess what you are doing. Invite a child to act out part of their bedtime routine. Can others guess what they are doing?
- At the dramatic play center (doctor’s office), explain that your stuffed animal is having trouble falling asleep. Can the doctor help? What advice can the doctor give the stuffed animal?



Make & Prepare

- Review the ASL sign for “I hear” on the *Blueprint* website.

Additional Material

Jazz music

Reading with Expression

To engage your children in learning, make your voice as dramatic as possible while reading aloud. For example, read exciting parts enthusiastically, and read sad parts slowly. Also, give the characters unique voices.

Supporting Multilingual Learners

Anxiety and self-doubt greatly interfere with the process of acquiring a second language. These negative feelings become a filter between the speaker and the listener that reduces the amount of language the listener is able to understand. This is called the “affective filter.” It’s important to keep the affective filter low, so language learners can be successful.

Keep It Going

Invite families to send in baby photos of their children. Invite children to use mirrors and compare their baby photos with how they look now. What is the same? What is different?



Before

REVIEW what the book is about. **ASK** children if they enjoyed listening to the story.

We read *Jazz Baby*. Do you recall what the book is about?

Yes, it is about family members who are singing and dancing to jazz music as they put the baby to sleep. Do you think this book is fun to listen to? Why?

REVIEW that rhyming words sound the same at the end. **GIVE** children practice recognizing pairs of rhyming words. **PROMPT** them to sign “I hear” for words that rhyme.

One of the reasons this book is so fun is that the authors used lots of rhyming words, such as “itty-bitty” and “snazzy-jazzy.” How do we know when words rhyme?

Yes, rhyming words sound the same at the end. For example, listen [point to your ears] to the words “make” and “cake.” They rhyme!

Let’s play a rhyming game. Use your sense of hearing to listen closely. I’m going to say two words. If the words rhyme, or sound the same at the end, make the sign for “I hear” like this [demonstrate]. You try! Ready?

- bat, sat
- bed, paper
- tap, lap
- sleep, deep

PROMPT children to listen for rhyming words in the book.

As we read *Jazz Baby* today, listen carefully for words that sound the same at the end. When you hear words that rhyme, please show me by signing “I hear.”

During

USE your voice to emphasize rhyming words throughout the book.

PAUSE after: “Itty-bitty Baby’s hands CLAP-CLAP-CLAP!” **MODEL** recognizing words that rhyme.

Readers, I am signing “I hear” because I heard some rhyming words. Listen: snap, clap. These words sound the same at the end. Say those words: snap, clap [snap, clap]. They both end with “ap.” They rhyme! Go, rhyme, go!

PAUSE one to three times to **ACKNOWLEDGE** children signing “I hear” when they hear rhyming words.

Oh, I am noticing some readers signing “I hear.” That means that you hear some words that rhyme. This book sure has lots of rhyming words. Go, rhyme, go!

After

REITERATE what rhyming words are.

We noticed lots of rhyming words in this book. How do you know if two words rhyme?

Yes, they sound the same at the end.

TRANSITION the children off the rug by playing some jazz music.

We used our ears and our sense of hearing to listen for rhyming words. Now let’s use our ears and our sense of hearing to listen to some more jazz music as we leave the rug.

Build Interest

INVITE children to discuss what “size order” means.

I was wondering. Do you know what it means to stand in line or line up in size order?

ASK children to line up in size order.

- Can you line up now in size order?
- Who should be first in line?
- Who should be next?
- Who will go last?
- How do you know if you lined up in size order?

Build Understanding

INVITE children to compare the height of their stuffed animals and then line them up in size order. **DISCUSS** how to make the comparison fair.

Learners, we just lined ourselves up by how tall we are. Do you think we could line up our stuffed animals in size order by how tall they are, too? How should we do it? How do we make it a fair comparison?

USE what you know about each child’s language skills to include and extend their participation. **ENCOURAGE** the use of comparative language (i.e., taller, tallest).

- Gesture: Which of these is taller? Point to the tallest.
- Yes/No: Is this animal taller than the other one? Is this the tallest animal in the group?
- Either/Or: Is this animal tall or short? Is this animal the tallest or the shortest in the group?
- Open-ended: Which animal is taller than [another animal]? How do you know? Which animal is shorter than [another animal]? How do you know? Which animals are equal in size? How do you know?

Build Experience

INVITE them to consider other ways to arrange them.

We just put our stuffed animals in size order from shortest to tallest. How else can we arrange them? Let’s do it!

RESTATE that one way you can arrange objects is in size order.

Today we put our stuffed animals in size order. We used words such as “shortest” and “tallest” to help us organize the animals.

Materials

- Stuffed animals that children brought to school
- Extra stuffed animals for children who need them

Building Background Knowledge

Explore and discuss size word vocabulary with children (e.g. small, big, and tall).

Stretch their Thinking

Invite children to measure the length of their stuffed animals using linking cubes.

Listen/Look For

- Do children help decide what size order to put the animals in?
- Do children place their stuffed animal in the right order?



Seriation: Arranging Objects in Increasing or Decreasing Order

Children often arrange objects in groups according to different attributes. In addition to grouping, children also organize objects in increasing or decreasing order. This is called seriation. In this lesson, children use size (shortest to tallest) to organize their stuffed animals. Look for or model opportunities to place items in an increasing or decreasing order using other attributes. For example:

- Length: Fruits and vegetables can be put in order from shortest to longest at the dramatic play center.
- Shades of color: Observe and order all the blue crayons at the art center.
- Sound: Bean shakers might be arranged from loudest to softest.
- Weight: Natural objects at the science center can be ordered from lightest to heaviest.



Precision in Math Language

We use the language of “shortest” and “tallest” to be more precise. “Smallest” and “biggest” are more general terms and can refer to length, weight, width, etc.

Interacting with Children

Asking the question – “How do you know?” – is one of the most powerful questions that you can ask when you interact with children. This question invites them to explain and expand upon their thinking. If children are not used to hearing and responding to this question, you can also try these two questions: “Why do you think that?” and “Can you show me how you did that?”

Greeting Time

Children play a matching game with stuffed animals.

Math: Patterns and Attributes

EXPLAIN and **MODEL** how to play a stuffed animal matching game. **PROMPT** children to look closely at their stuffed animals to see if they share the attribute you mention. If they do, **INVITE** them to walk to the middle of their circle to where they can greet their partners.

Today we are going to play a game with our bedtime buddies. Please look closely at your stuffed animal.

If your bedtime buddy is wearing a hat, stand up and walk to the middle of the circle. When you get there, say hello to the other stuffed animals. Great! Now, let's sit back down.

If your stuffed animal is brown...

If your stuffed animal has buttons...

If your stuffed animal has shoes...

What other ideas do you have for ways that we can have our bedtime buddies greet each other?

Materials

- Children's stuffed animals
- Extra stuffed animals for children who need them

Keep It Going

Invite children to bring their stuffed animals to the playground. Have them show the stuffed animals how to play on the equipment.



Movement Time

Children play "Freeze Dance" to jazz music.

Creative Arts: Creative Movement and Dance

REVIEW how to play "Freeze Dance."

Ask your stuffed animal if they want to listen to more jazz music today. Do they? Yes!

We are going to listen to jazz music performed by Wynton Marsalis [show photo] again. Who can remind us how to play "Freeze Dance?"

Yes, when you hear the music, you dance. And when the music stops, you "freeze." That means you stop moving and hold your body still like a statue [demonstrate]. When you hear the music begin to play, then start dancing again!

INVITE children to dance holding their stuffed animals. **PAUSE** the music two to three times. At the end, **ENCOURAGE** them to say, "Go, friends, go!"

Please stand up with your bedtime buddy. Make sure everyone has space to dance. Here comes the music.

If you and your bedtime buddy enjoyed playing "Freeze Dance" to jazz music, say, "Go, friends, go!"

Make & Prepare

- Jazz music ready to play, performed by Wynton Marsalis

Additional Materials

- Children's stuffed animals
- Extra stuffed animals for children who need them
- A photograph of Wynton Marsalis, the jazz musician

Keep It Going

- Teach children how to make devices "freeze." Show them how to turn devices on and off and/or how to use the "play" and "stop" features.



Talk Time

Children read the food alphabet they made.

Literacy: Phonological Awareness

SHOWCASE the food alphabet hanging up in the classroom.

Now let's place our bedtime buddies in our laps and show them our alphabet chart! Look at all of the letter cards hanging up in our classroom. You all helped to draw pictures of different nourishing foods that start with each letter of the alphabet.

EXPLAIN how to read the alphabet chart: name the letter and the food on each card. Children echo each of these components. **LEAD** children in reading the alphabet chart.

Let's celebrate our "yummy" alphabet by reading it from A to Z. First, I will point to each letter. Next, I will say the name of the letter, and you will say it back. Then I will name the food on the card that starts with that letter, and you will say it back.

Here we go: *letter a* [children echo: a]. Apple [children echo: apple]...

CELEBRATE by selecting a cheer from the Anchor Chart: "Cheers."

You have created a great alphabet chart for our classroom. We can read it and use it every day. Dr. Elsie [show puppet] is proud that you know the names of so many nourishing foods. Let's celebrate by giving ourselves a cheer. Which one should we choose?

Make & Prepare

- Have the "Food Alphabet" completed and hanging up in one row from A to Z within easy view and reach of the children. Leave it up for children to reference.

Additional Materials

- Anchor Chart: "Cheers"
- Children's stuffed animals
- Extra stuffed animals for children who need them
- Dr. Elsie puppet

Before

REVIEW what rhyme means. **REFER** to the book *Jazz Baby*.

Listen to these words: say/pay. What do you notice about them?

Yes, they rhyme. They sound the same at the end.

The book *Jazz Baby* [show] has lots of rhyming words in it such as “low” and “go.” I can write a message using rhyming words too! Listen for the two rhyming words in the message.

During

DRAW a picture of a lamp on a table. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

When I go to bed at night, I like to sleep with a light on. That way the room is not completely dark. Here’s my bedside table. And here’s the light that I keep beside my bed. What do you keep beside your bed?

Suggested message: “I use a light at night.”

PAUSE to focus on phonological awareness (rhyming words).

Now, I am going to write a sentence that matches the picture. “I use a light at [pause].” I need a word that rhymes with “light” and makes sense. Night! Yes!

INVITE children to reread the message with you.

After

ASK children to whisper the two words that rhyme from the message.

In the message, I included two words that rhymed. I’m going to reread the message to you again, and I want you to listen closely. When I’m done, I want you to whisper in your hand the two words that rhyme in the message.

What were the two words that rhymed? Yes, “light” and “night.”

PLAY “Listen for the Rhyme.” **SAY** two words. **INVITE** children to sign “yes” if the words rhyme or “no” if they do not.

I want you to listen to some more words and tell me if they rhyme. When you hear a rhyme, show me by signing “yes,” like this [demonstrate]. If the words do not rhyme, show me by signing “no,” like this [demonstrate]. Ready?!

- book, look
- say, way
- tree, grass
- water, bus

RESTATE that rhyming words are words that sound the same at the end.

Today we talked about rhyming words. These are words that sound the same at the end.

REREAD the message one more time.

[Transition] **INVITE** children to tell you whether or not they use night lights as well.

In the message, I wrote about using a light at night. Do you?



Make & Prepare

- Review the ASL signs for “yes” and “no” on the *Blueprint* website.

Supporting Rhyme Development

One way to help children hear rhyme is to say the rhyming words out loud, like in this activity. Make sure to use vocal cues, like emphasizing the end of the word, to make the rhyme stand out. Try this when reading rhyming books with children as well.

ASL Signs

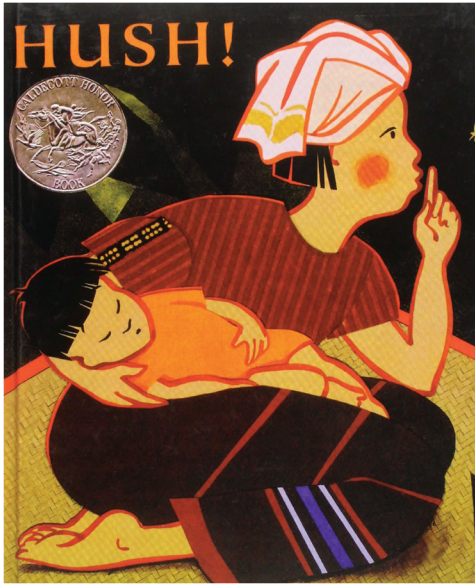
ASL signs are incorporated into read alouds and Message Time Plus lessons as a way to invite and extend children’s participation. Don’t end there! Feel free to incorporate the use of signs into Gathering Times, Small Groups, transitions, and other times during the day. They are a wonderful way to encourage children’s engagement with the content and classroom community.



Keep It Going

- During transitions, continue to play the rhyming game from the lesson. Provide them with pairs of words that rhyme and words that do not rhyme. Encourage the children to sign “yes” if the word rhymes or “no” if it does not rhyme.
- Gather children in a small group. Provide the children with objects or pictures that rhyme (e.g., tree/bee). Together read the objects or pictures. Invite children to think about rhyme. Say: “Does tree rhyme with bee? Tree? Bee? Yes! They sound the same at the end, so they rhyme.” Together sort the remaining objects or pictures.
- Listen for authentic experiences to engage with rhyme. For example, in the dramatic play center, if children are making fruit salad point out rhyming words like “berry” and “cherry.”

Children learn that sleep is important for people around the world.



Make & Prepare

- Review the ASL sign for “I predict” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- A world map or globe
- Dr. Elsie puppet

Minfong Ho

The author of this book has a website that you can explore: <http://minfong.ag-sites.net/index.htm>. It includes a brief biography, photos of the author, and links to her other works.

Geography Tools

While the concept behind maps and globes may be too abstract for children to grasp, it's important to expose them to these geographic tools.

Connection to Other Units

Children will continue to explore books that take place in different countries. In Unit 3, children will read about a vehicle in India called a tuk tuk. When children are exposed to authors, characters, and stories from other countries, it helps them to appreciate both differences and similarities of people and places around the world.

Before

HAVE Dr. Elsie share that sleep is important for people around the world.

Dr. Elsie has something important to tell us...

Getting enough rest keeps us healthy. Did you know that sleep is important for children all over the world? In every community, children, their families, and their neighbors sleep. Everyone needs to sleep to stay healthy.

As an option, SHOW where Thailand is on a world map.

Thank you Dr. Elsie! Today we will read a book that takes place in a country called Thailand. Here is a map of all the countries in the world. Here is the United States where we live [point], and all the way across the ocean is Thailand [point]. Even though Thailand is far away, people there take care of their bodies in the same ways that we do!

ASK children what they notice in the illustration on the front cover. **MODEL** and **PROMPT** them to match the “hush” signal that the mama is doing.

The title of this book is *Hush!* It is written by Minfong Ho and illustrated by Holly Meade. What do you notice in the illustration on the front cover? What is the baby doing? And what is the mama doing?

Yes, she is holding the baby, and she has her finger over her lips like this [demonstrate]. Can you try that? Do you know what that signal means? Yes, it means to be quiet. It is a way of saying, “Hush!”

INVITE children to predict why the mama is saying hush. **ENCOURAGE** them to use the sign and sentence stem, “I predict.” **SET** the purpose: To find out why the book is called *Hush!*

Why do you think the mama is saying hush? Who or what might she be asking to quiet down? If you would like to share your prediction about this book, please sign “I predict” like this [demonstrate]. Say, “I predict” and then tell why you think the mama is saying hush.

Your predictions have helped you get ready to read. Now let's find out why this book is called *Hush*.

During

PAUSE after the page about the mosquito: “My baby's sleeping right nearby.” **ASK** children why the mama is saying hush. **CONNECT** back to the importance of sleep.

Why is the mama saying hush to the mosquito? Why doesn't she want the mosquito to make noise?

She wants the mosquito to be quiet because her baby is sleeping. She doesn't want the noise to wake up the baby, because she knows how important it is to get enough rest. She is helping her baby take care of his body.

PAUSE after: “Hush! Is everyone asleep?” **RECAP** the book. **INVITE** children to predict what will happen now that all of the animals are asleep. **PROMPT** them to use the sign and sentence stem, “I predict...”

What has the mama been doing? Yes, she has been hushing all the animals around her house. Why did she want them to be quiet? Right, because her baby is sleeping and she didn't want the animals' noises to wake him up. Now it is nighttime, and she asks if all the animals are finally quiet and asleep too.

What do you think will happen next? If you want to share your prediction, sign “I predict.” Say, “I predict...”

TURN the page, and **LINGER** on the two-page spread illustration of all the animals sleeping.

After

ASK children why the mama falls asleep at the end. **CONNECT** back to the importance of sleep.

What happened once all of the animals were finally quiet? After all that, the baby woke up!

Why do you think the mama fell asleep? She was tired. She needs to take care of herself by getting enough rest, too!

Build Interest

INTRODUCE bear counters. **INVITE** children to explore.

We have had fun sorting and comparing our stuffed animals. Today, I brought some teddy bear counters [show several in a bowl]. Take a look. Have you used these teddy bears before?

PLACE three bears on the table in front of the children in a line. **ASK** them to tell you how many bears are there.

Can you tell me how many bears I just placed on the table? How did you know?

REPEAT this process a few times, using different amounts of bears and different arrangements.

Build Understanding

INVITE children to think and talk about how many bears they can scoop out in one handful. **SUMMARIZE** their thinking.

It was fun to try to share how many bears we had on the table. Now I wonder how many bears we can scoop out in one handful. Do you think we would all scoop out the same amount of bears? How can we find out?

I heard you say [repeat].

DEMONSTRATE how to scoop out the counters.

Ok, I'll go first. I'll gently place my hand in the bear tub and take a handful.

GIVE children time to share ideas about counting and help you count.

Let's count how many I have. How should I count these bears? Can someone help?

Yes, I scooped out six bears. Do you think you will scoop out the same number of bears as I did? Why or why not?

INVITE a child to scoop out a group of bears and count them. **ASK** questions to encourage children to compare the quantities. **USE** comparative vocabulary such as more, less, and equal to.

Let's have someone else scoop a handful. How many do you have?

You scooped out three bears. Is that the same amount I scooped? Is it more? Less? How do you know?

Build Experience

INVITE the rest of the children in the group to scoop and compare. **COMPARE** the quantities using words such as "more than," "less than," and "equal to."

Let's keep scooping! Each of you can scoop out a handful of bears. Count your bears, and then we'll compare.

- How many bears can you scoop?
- Who scooped out the most bears? How do you know?
- Who scooped out the same or equal number of bears?
- Why do you think [name] scooped out the most?

INVITE them to participate in this activity again using their other hand. **Will the results be the same or different? Why?** Then **RESTATE** that, when you look at two groups of objects, you can compare them.

Today we took handfuls of bears and compared how many we were able to scoop out. We used the words "more than," "less than," and "equal to" to describe the groups.

Materials

- Bear counters (or other available counters)
- Large container or tub

Building Background Knowledge

Give children practice counting a set number of objects. Review counting strategies such as "touch and count," "move and count," and "line up and count."

Stretch Their Thinking

Invite children to figure out how many more or less they can pick out of the tub compared to another person.

Listen/Look For

- What counting strategies do children use?
- Do children accurately count the bears?
- What descriptive words do children use as they compare the quantities?

Responding to Children

Children will be doing lots of counting during this lesson. This is a great opportunity to observe and record the strategies that they use while counting objects. Some children point to objects as they count. If you notice a child point but not count an object, stop and invite the child to try again. Encourage the child to slow down while counting. Explain that each item that is pointed to or touched gets a number in the order you are counting. Try modeling and then asking the child to try.



Subitizing

This lesson begins with an activity where you are asked to lay out different amounts of counting bears in different arrangements. This activity helps children with subitizing – their ability to tell the number of objects in a set – without counting. Children have been strengthening their subitizing skills by counting dots on plates/index cards. This activity gives them another opportunity to practice. Some children may subitize when shown three bears, and some may need to count. Either is fine. Point out how we can figure out how many in different ways.



Keep it Going

Move materials to the math center, so children can continue comparing quantities using bear counters. Add spoons, tongs, tweezers, etc. for them to use to pick up the counters. Show them where they will be located.

Greeting Time

Children sing a lullaby to stuffed animals.

Creative Arts: Music

DISCUSS what a lullaby is. **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

When you go to sleep at night, does someone in your family sing to you? What do they sing?

A song that makes you feel relaxed and sleepy is called a lullaby. Lullabies have been around for a long time. Let’s add “lullaby” to our list of words we are learning. Do you know any other words that mean the same thing?

USE echo singing to teach the lyrics. **INVITE** children to rock their stuffed animals as they sing.

Why don’t we sing a lullaby to our bedtime buddies? You can cuddle or rock your stuffed animal. Sing after me.

Are you sleeping?
[children echo: are you sleeping]

Teddy Bear
[children echo: teddy bear]

Morning bells are ringing
[children echo: morning bells are ringing]

Ding, ding, dong!
[children echo: ding, ding, dong]

How do you think your stuffed animal feels?

Materials

- Children’s stuffed animals
- Extra stuffed animals for children who need them
- Unit Chart: “Words We Are Learning”

Words We Are Learning

lullaby: a song that helps you feel sleepy and relaxed

Did You Know?

This song is typically entitled “Brother John” but was changed to match the content of the unit. It was originally written in French (“Frere Jacques”). You can sing it in its original language or find it online in many other languages, such as Spanish (“Fray Santiago”) or in Afrikaans (“Vader Jakob”).

Movement Time

Children play “Freeze Dance” without moving their feet.

Creative Arts: Creative Movement and Dance

REVIEW how to play “Freeze Dance.”

Now that our bedtime buddies feel rested, let’s get ready to move with them! What kind of music are we listening and dancing to? Yes, jazz music, performed by Wynton Marsalis [show photo].

Who can remind us how to play “Freeze Dance?” Yes, when you hear the music, you dance. When the music stops, you freeze. In this game, what does “freeze” mean? Yes, you stop moving and hold your body still. When you hear the music play again, start dancing!

PROMPT children to dance without moving their feet.

Let’s try dancing without moving our feet! Pretend your feet are glued to the rug. As you dance, move everything but your feet [demonstrate]. You try it!

INVITE children to dance without moving their feet with their stuffed animals. **PAUSE** the music two to three times. **At the end, ENCOURAGE** them to say, “Go, friends, go!”

Please stand up with your bedtime buddy. Make sure everyone has space to dance. When you hear the music, dance, but try not to move your feet.

If you and your bedtime buddy enjoyed dancing to jazz music, say, “Go, friends, go!”

Make & Prepare

- Jazz music ready to play, performed by Wynton Marsalis

Additional Materials

- Children’s stuffed animals
- Extra stuffed animals for children who need them
- A photograph of Wynton Marsalis, the jazz musician

Impulse Control

When you control your impulses, you think before you act. Games like “Freeze Dance” help children practice impulse control. The skill of taking turns also gives children practice with controlling impulses with their peers.

Talk Time

Children practice “Belly Breaths.”

Social Emotional: Self-Awareness and Self-Concept

ASK children how they calm down after exercising. **EXPLAIN** that taking deep breaths relaxes our bodies and our feelings.

Being active is one way we take care of our bodies. After we exercise, how can we calm ourselves down?

Yes, one way we can calm down is to rest our bodies. Sometimes we rest without going to sleep. One way we can calm down our feelings is to take deep breaths. Taking deep breaths also relaxes our bodies. Let’s use our bedtime buddies to breathe and relax.

GUIDE children to do “Belly Breaths.” **INVITE** them to lie down and take deep breaths with their stuffed animals on their bellies.

Please make space for everyone to lie down on their backs. Place your bedtime buddy on top of your belly. Let’s do “Belly Breaths” [show card]. This Mindful Moment will help us relax our bodies and our minds.

Take a deep breath into your belly, and watch your bedtime buddy gently rise up. Let a slow breath out, and watch your bedtime buddy move back down.

Take a few more deep breaths in and out of your belly. You can keep watching your bedtime buddy go up and down on your belly. You can also close your eyes and feel it gently move...

ADD the “Belly Breaths” card to your Mindful Moment basket.

Make & Prepare

- Download and print the “Belly Breaths” card.

Additional Materials

- Children’s stuffed animals
- Extra stuffed animals for children who need them

Mindful Moment

Deep belly breathing relaxes both the body and the mind. “Belly Breaths” and many other Mindful Moments can be used to calm children, relax them, and/or raise their awareness of the present moment.

Before

REVIEW the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **REFER** to the book *Hush!* **TELL** a story about seeing the moon.

Here is the book *Hush!* See the moon in this illustration [point]. Last night, before bed, I was drinking warm milk. I looked out the window and saw the moon too. It made me happy.

FOCUS on words that begin with the /m/ sound.

Milk, moon, made, me. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /m/. Does anyone in our class have a name that begins with the /m/ sound?

DESCRIBE how to form the *letter m* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. As an option, teach the ASL sign.

The *letter m* makes the /m/ sound. An uppercase *letter M* has four lines in it. I start at the top and drop down. Then I slide down, slide up, and drop down. Now you try writing it with your finger in the air. This is the lowercase *letter m*. I start in the middle and drop down. Then I make a hill and another hill. Now you try it. While I write today, please look for the *letter m*. We are going to learn to read it together!

During

DRAW a crescent moon. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I want to draw a picture of the moon that I saw last night. It was was a crescent moon. Have you ever seen a crescent moon? It is curved like this. What does it remind you of? It reminds me of a banana. Should I add anything else to the night sky?

Suggested message: “Moon, you make me happy.”

PAUSE to focus on phonological awareness (/m/ in the word “Moon”).

I hear the /m/ sound in the beginning of the word “Moon.” The *letter m* makes the /m/ sound. Watch me, as I write the uppercase *letter M*. I start at the top and drop down. Then I slide down, slide up, and drop down. Now you try it.

REPEAT with the lowercase *letter m* in the word “make.” After, **INVITE** children to reread the message with you.

After

INVITE children to find all the *letter m*’s in the message. Circle them.

Let’s find all the *letter m*’s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter m*! Who wants to point to one in the message?

PLAY “Sign for the Sound.” **ASK** children to sign “yes” if a word you say begins with the /m/ sound or “no” if it does not.

We are becoming experts in the *letter m*. Let’s practice listening for words that begin with the /m/ sound. I’ll say a word. If the word starts with the sound /m/, sign “yes” [demonstrate]. If the word does not begin with /m/, sign “no” [demonstrate]. Let’s try one together: the word is “mouse.” What should we do? Yes, the word “mouse” does begin with /m/ so we should all sign “yes.”

CONTINUE playing. Then **RESTATE** the name and sound of the *letter m*.

Today we listened to the sound the *letter m* makes, talked about what it looks like, and found it in our message. We learned that “moon” begins with the /m/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to march off the rug.

We are becoming experts in hearing the sound /m/! Let’s march, /m/, like this [demonstrate], as we exit from the rug. /m/, /m/, /m/, march.



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Have the book *Hush!* ready. Mark the page that shows the full moon and has the words “All is quiet, all is still.”
- Familiarize yourself with the ASL sign for the *letter m* on the *Blueprint* website.
- Letter ring – write the uppercase *letter M* on one side of an index card and the lowercase *letter m* on the other side; add this to the letter ring after the lesson.
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.

Letter Formation

- Uppercase *letter m*: drop down; slide down; slide up; drop down.
- Lowercase *letter m*: drop down; make a hill; make a hill.

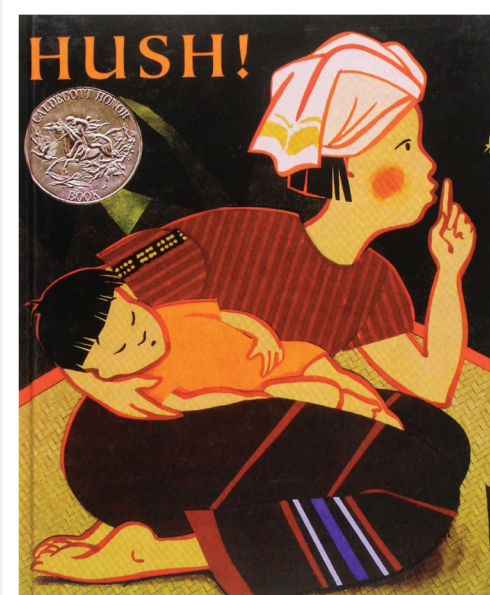
Pronouncing the Sound

The /m/ sound is voiced. When you make the /m/ sound, bump your lips together, turn your voice on, and hold it. Gently touch your throat to feel the vibrations. Be sure not to say /muh/ or /mah/.



Keep It Going

- Gather children in a small group. Provide pictures of some objects that begin with the /m/ sound and some that do not. Have children say the words out loud and sort them into groups: words that begin with /m/ and words that do not. Children who are new to the English language may need to be paired with children who speak English at home to help them with words they haven’t learned yet.
- Gather children in a small group. Say four words that begin with the sound /m/. Invite the children to listen closely and to tell you the first sound that they hear in the words. Now say three words that begin with the sound /m/ and one that does not. Have the children tell you which word did not start with /m/ sound.



Materials

- Unit Chart: “Turn and Talk”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

doze: to fall asleep



Open-Ended Questions

Use open-ended questions to help children think and talk about books. Open-ended questions require more than one-word answers and develop language and thinking skills. For example, ask, “What was your favorite part of the book? Why?” When asking open-ended questions, you are checking for connections, not correctness. Invite children to talk, and encourage and support all answers.

Connection to Other Units

In Unit 5, children learn where farm animals sleep. In Unit 9, children explore objects in the sky in more detail.

Turn and Talk

Children will continue to engage in conversations around books throughout the year. Post the Unit Chart: “Turn and Talk” in the large group meeting area where children participate in Intentional Read Aloud lessons. Use the chart to revisit the procedure as needed. For instance, children may need a reminder of how and why to sit facing their partner. You may also periodically refresh their method for taking turns listening and speaking, or add to the process.

Before

SHOW a few pages from the book. **GUIDE** children to recall what it is about. **CONNECT** back to the importance of sleep.

We read this bedtime book from Thailand called *Hush!* Let’s look back at some pages of this book to help us remember what it is about. What is the mama doing? And why is she hushing all of the animals? Yes, her baby is sleeping. She knows that the baby needs to get enough rest, so that he can take care of his body.

INVITE children to join in making the “hush” signal and chorally reading mama’s repeating lines. **GUIDE** them to practice chorally saying, “Can’t you see that Baby’s sleeping?” and “My baby’s sleeping right nearby.”

Readers, let’s help mama hush these noisy animals. Each time mama says “hush,” we also can put our finger over our lips like this. Try that signal for “hush” now.

Every time mama asks the animals to be quiet, she asks, “Can’t you see that Baby’s sleeping?” Can you practice saying that line with me now? “Can’t you see that Baby’s sleeping?” Then mama always says, “My baby’s sleeping right nearby.” Let’s practice saying that line too. “My baby’s sleeping right nearby.”

Please join in saying these parts with mama and me today!

During

PROMPT children to chorally read mama’s repeating lines. For example:

“Mosquito, mosquito, don’t come weeping.” [children say: “can’t you see that Baby’s sleeping”]

“Mosquito, mosquito, don’t you cry.” [children say: “my baby’s sleeping right nearby”]

“Hush!” [demonstrate putting your finger over your lips and have children match]

PAUSE after: “All is quiet, all is still. The mother dozes at the windowsill.” **DEFINE** “dozes.” **MODEL** and **INVITE** children to act out falling asleep like the mama.

Readers, it has been a noisy evening for mama. All of the animals were making sounds, and she was busy hushing them. Now that the animals are asleep, it is finally quiet. How do you think mama is feeling now?

Yes, mama is feeling tired and sleepy. She is dozing, or falling asleep. Can you say the word “doze” with me? Watch as I pretend to doze, too. Can you pretend that you are dozing like mama?

ADD the word “doze” to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Let’s add “doze” to our list of words that we are learning. Do you know any other words that mean the same thing?

After

PROMPT children to open their eyes wide like the baby at the end. **INVITE** them to turn and talk about what they think will happen next.

What happens to the baby at the end of the book? Yes, he wakes up. His eyes are big and round [demonstrate]. Can you make your eyes big and round too?

I wonder if the baby will stay awake or go back to sleep. Turn and talk with a partner about what you think will happen next.

Build Interest

LAY out a napkin in front of each child. **TELL** them that you will be giving them a snack.

Let's start small group today with a snack. I have some crackers. Please wait to eat your snack until everyone receives crackers. I'll place them on the napkins in front of you.

GIVE each child in your group a cracker for example. **GIVE** one child two crackers. **WAIT** to see if children notice that you have given more to one child. **INVITE** children to discuss how to make it equal.

What's wrong? Does everyone have the same amount?

What should we do if we want to make sure everyone has the same amount of snack?

SUMMARIZE what children noticed. Then **CHECK** that everyone has an equal amount.

When I handed out the snack, not everyone had the same or equal amount. To make sure everyone did, I heard you say we should [repeat their answer].

Now does everyone have the same or equal amount?

DEFINE "equal."

When we have the same amount of things, we can say that we have an equal amount. Equal means same. Let's create some more equal groups today.

LET children eat their snacks and remove the napkins.

Build Understanding

BRING OUT teddy bear counters and two paper plates. **GUIDE** children to create two groups that have equal amounts of teddy bear counters.

We can make equal groups of teddy bear counters. We can make the groups of bears on these plates.

Who wants to scoop out a handful of teddy bear counters to put on the first plate?

- How many are there? [count with the children.]
- What should we do next if we want to create equal groups?
- Who can create an equal group on this plate? What did you do?
- How can we make sure that we have equal amounts on both plates?

Build Experience

DISTRIBUTE two paper plates and one bowl of teddy bear counters to each partnership. **GIVE** children practice making equal groups of teddy bear counters while working in partnerships.

Now it is your turn.

Each partnership will get two paper plates and a bowl of teddy bear counters. One partner will place a handful of bears on their plate. The other partner will then create an equal amount of bears on their plate.

Then you can put the bears back and do it again.

RESTATE that we can describe objects of the same quantity with the word "equal."

Today we used the word "equal" to describe groups of teddy bear counters that were the same. They were equal because they had the same number.

Make & Prepare

- Teddy bear counters (or any other available counter) in small bowls (one for each partnership)
- A small, easily countable food (pretzels, crackers, etc.)

Additional Materials

- Napkins (one per child)
- Paper plates (two per partnership)

Building Background Knowledge

Review the counting strategies you have taught.

Stretch Their Thinking

Invite children to add counters to a third plate to make another equal group.

Listen/Look For

- What do children suggest to make things fair?
- How do children count the bears in their group?
- Do children create equal groups?



Growing Mathematicians

Mathematicians construct viable arguments and critique the reasoning of others. The questions built into this activity provide children with the chances to think and argue for their points of view. The conversations may provide opportunities for children to discuss their own as well as each other's ideas and use evidence to support their opinions. "It's not fair because Shawana has two, and I only have one. She has more see" (shows two fingers on one hand next to one finger on his other hand).

Food Safety

Remember, when handling snack or food in the classroom, make sure to wash hands, use gloves, and be aware of children's allergies.



Keep It Going

Explain to children that the materials will be in the math center. Show them where they will be located.

Greeting Time

Children sing a lullaby to stuffed animals using their names.

Creative Arts: Music

REVIEW the song “Are You Sleeping?”

Let’s sing “Are You Sleeping?” again today to our bedtime buddies. Here are the words in the songbook. Let’s read and sing together, as we rock our stuffed animals.

INVITE children to use their stuffed animals’ names in the song instead of saying “Teddy Bear, Teddy Bear.” **GUIDE** and support children.

Let’s use the names for our bedtime buddies in the song today. For example, my stuffed animal is named “Curly Bear.” Listen to how I sing the song...

Are you sleeping? Are you sleeping?

Curly Bear, Curly Bear.

Morning bells are ringing!

Morning bells are ringing!

Ding, ding, dong.

Ding, ding, dong.

Now, you try it.

Do you think your bedtime buddies enjoyed hearing their names in the song?

Movement Time

Children play “Freeze Dance” holding stuffed animals behind their backs.

Creative Arts: Creative Movement and Dance

REVIEW how to play “Freeze Dance.” **PROMPT** children to dance while holding their bear behind their back.

Our bedtime bears just enjoyed the song. Now, let’s dance with them!

Tell your bedtime bear how to play “Freeze Dance.” Whisper in their ear like this [demonstrate].

Now, let’s hold them behind our back like this [demonstrate] as we get ready to play “Freeze Dance” again. You try it!

INVITE children to dance with their stuffed animal behind their back. **PAUSE** the music two to three times. **At the end, ENCOURAGE** them to say, “Go, friends, go!”

Make sure everyone has space to dance. Are you ready?

Talk Time

Children listen to the class book and review what they have learned.

Literacy: Listening and Speaking

INVITE children to share what they learned about how to take care of their bodies. **REFER** to artifacts you created in this unit.

Why don’t we tell our bedtime buddies about taking care of our bodies? What are some ways that you like to stay healthy?

READ the class book. **ADD** a short comment about each child’s page.

You know a lot about staying healthy, just like Dr. Elsie [show puppet]! Each of you created a page for our class book *We Take Care of Our Bodies*. Let’s read our class book to find out how we like to take care of our bodies.

[For example: Look how Mariah likes to take care of her body. She brushes her teeth every day!]

REMIND children that the class book will be kept in the library for them to read together. **INVITE** children to choose a cheer to celebrate their learning.

Wow, what healthy kids! You take care of your bodies in many different ways! Let’s keep the class book in our classroom library where you can read it and reread it!

Who would like to select a cheer from our cheer chart to help us celebrate our learning?

Materials

- Children’s stuffed animals
- Extra stuffed animals for children who need them

Make & Prepare

- Jazz music ready to play, performed by Wynton Marsalis

Additional Materials

- Children’s stuffed animals
- Extra stuffed animals for children who need them

Family Engagement

Invite families to play “Freeze Dance” at home. Download and print the directions from the *Blueprint* website.

Make & Prepare

- Completed, laminated, and bound Unit 2 Class Book.

Additional Materials

- Dr. Elsie puppet
- *Blueprint Yoga*
- Unit Chart: “Words We are Learning”
- Unit Chart: “5 Senses”
- Anchor Chart: “Cheers”
- Any additional charts and artifacts that reflect children’s learning in this unit.

Remember to Save

Save the Unit Chart: “5 Senses” for future investigations.

Before

ASK children whether it is daytime or nighttime.

Do you know what time of day it is now? Is it daytime or nighttime? How do you know?

SHOW the page in the book *Hush!* that has the full moon on it. **HELP** children to think about the nighttime sky.

I want to show you a page from the book *Hush!* [show the page that begins “All is quiet, all is still”]. What do you see in the sky?

Yes, the moon [point]. Do you think it is daytime or nighttime on this page? Why?

Yes, the moon is usually out in the night sky, although sometimes you can see it in the day as well.

Watch as I draw a picture of a night sky.

During

DRAW a picture of the moon and some stars. **INVITE** children to contribute. **DESCRIBE** what you are doing and thinking as you draw.

I am going to draw a full moon. What shape is a full moon? What else should I add to show it is nighttime?

Suggested message: “We see the moon at night.”

PAUSE to focus on concepts of print (concept of a word).

I am going to write, “We see the moon at night.” That would match my picture. Help me count how many words I am going to write. [count and hold up one finger for each word.] Six words! I am ready to write.

WRITE the message. Then **POINT** to the words and count them again. **INVITE** children to reread the message with you.

After

SHOW pages from books you have marked. **ASK** children to think about whether it is daytime or nighttime and how they know.

Now let’s play a game. I am going to show you a picture from one of our read alouds. I want you to think to yourself: is it daytime or nighttime in that picture?

Let’s practice together. Here’s a picture from the book *You are a Lion!* [the page that shows the full moon and begins “CAT”].

Do you think it’s daytime or nighttime? How do you know? Yes, it must be nighttime because the sky is dark and there is the moon. Let’s try some more!

CONTINUE with the other marked pages. Then **RESTATE** that the sky is different in the daytime and the nighttime.

We realized that the sky is different in the daytime and the nighttime. In the daytime, you may see the sun. At nighttime, you may see the moon and stars. The colors are different as well. In daytime, the sky might be light blue. At night, it is usually dark blue or black.

REREAD the message one more time.

[Transition] TEACH children the cheer “Catch a Star.” **ADD** it to the Anchor Chart: “Cheers.”

Let’s practice a new cheer to celebrate all of our learning. It’s called “Catch a Star.” Let’s all stand up. I’ll toss pretend stars to you. You can put them in your pockets like this [demonstrate]. And we can all say, “We work hard. We’re so fine. Catch a star and we will shine.”



Make & Prepare

- Mark the following pages:
 - in the book *Hush!* on the page that shows the full moon and has the words “All is quiet, all is still.”
 - in the book *You are a Lion!* on the page that shows the full moon and begins “CAT.”
 - in the book *You are a Lion!* on the first page that shows the rising sun and begins “When the golden sun rises.”
- Write “Catch a Star” on a sentence strip.
- Download and print the corresponding image for the cheer, and attach it to the sentence strip.
- Familiarize yourself with the cheer on the *Blueprint* website.

Additional Material

- Anchor Chart: “Cheers”

Did You Know?

Some children may say that they’ve seen the moon during the day, too. A brief explanation of this is that there are times when the moon moves into the light from the sun, and it reflects its light brightly enough to be seen during the day.

Keep It Going

- While on the playground, encourage children to observe the sky. Can they tell whether it is day or night? Can they describe what they see that lets them know it is daytime? Invite them to share how they know it is daytime. Did any of the children mention seeing the moon in the sky during the day? Together discuss why they might see the moon during the day.
- Gather children in a small group. Provide them with objects or pictures from the daytime and nighttime sky (such as a sun, a moon, stars, a rainbow, a blue sky, a dark sky, etc.). First discuss the objects or pictures together. Invite the children to share how these objects or pictures might relate to each other. Together sort the objects by day or night.

Make & Prepare

- Review the ASL sign for “I like” on the *Blueprint* website.

Additional Materials

- Anchor Chart: ““Readers Can Say”
- Anchor Chart: “Cheers”
- Index cards (one per child)
- All read-aloud books from Unit 2
 - *Healthy Kids*
 - *Keeping You Healthy: A Book about Doctors*
 - *Yummy! Good Food Makes Me Strong!*
 - *Eating the Alphabet*
 - *Who Eats Orange?*
 - *I Got the Rhythm*
 - *You Are a Lion!*
 - *Jazz Baby*
 - *Hush!*

Favorite Book

Each unit, your class will choose a favorite book. You can keep track of this by drawing a copy of the cover, or inviting a child to do so, and displaying it in the library center. Or, you can write the title on your daily calendar.

Be Aware

There might be one or more children that didn't vote for the “favorite” book. Address this upfront and acknowledge that it may happen. If their favorite doesn't get picked, assure them the book will be available in the library center for them to reread on their own or with you.

Collecting Data

There are many reasons to collect data. You can collect data to answer a question (How do you get to school?), survey children's preferences (Would you like to have red or green apples for snack?) or by voting on which book children want to reread.

Assessment

Use the resources on the *Blueprint* website to gather and analyze information about children's progress.

Before

HOLD UP the front cover of each of the read aloud books from this unit. **SUMMARIZE** each one. **PLACE** the books down one by one in a row.

We have been learning about ways to take care of our bodies. Let's look at the books that we have read in this unit.

First, we read about staying healthy. *Healthy Kids* taught us that children all over the world do many of the same things to take care of their bodies. *Keeping You Healthy* taught us more about how doctors and nurses help us take care of our bodies.

Next, we focused on eating nourishing food. *Yummy! Good Food Makes Me Strong!* taught us that eating nourishing foods makes us grow strong. *Eating the Alphabet* helped us learn the names of fruits and vegetables that start with each letter of the alphabet. *Who Eats Orange?* taught us that animals also eat nourishing foods in each color of the rainbow.

Then we focused on being active. *I Got the Rhythm* helped us move different body parts in different ways to the beat. *You Are a Lion!* showed us yoga poses that we can do to make our bodies look and feel like different animals.

Finally, we read books about sleeping. *Jazz Baby* showed a family who turns bedtime into a musical celebration. *Hush!* taught us about a mama who tries to get all the animals to quiet down at bedtime, so that her baby can rest.

GIVE children time to reflect on which book is their favorite. **ASK** children how we can find out what the class's favorite books is (the example below suggests having children vote using index cards).

Take a look at each of these books, and think about which one you enjoyed the most. How can we find out what our class' favorite book was? Yes, we can vote!

INVITE children to place their index card next to the book that was their favorite. **ASK** children how we can find out which book most readers chose. **GUIDE** them in counting and determining which book received the most votes. **ACKNOWLEDGE** that some children's favorite book may not get the most votes. **ASSURE** them their favorite will be available in the library.

I wonder which of these books the most readers chose? How can we find out?

Yes, let's count the number of index cards by each book. Then we will reread the book with the most cards today! Please count along with me.

During

REREAD the book with the most votes.

PAUSE once to **INVITE** children to share what they like about the book. **PROMPT** them to use the sign and sentence stem, “I like...”

Readers, think about what you like in this book. If you would like to share what you like, please make the sign for “I like” [demonstrate]. You can start by saying, “I like...”

After

CHEER for the children's accomplishments.

We have read and enjoyed our books. Now we just listened to one of our favorite books. Let's celebrate all of our great reading and thinking by choosing a cheer.

Build Interest

SHOW children mirrors. **INVITE** them to talk about what they see.

We have been learning all about taking care of our bodies. I brought these mirrors to our group today, so we can take a closer look at ourselves. Let's look at our faces in the mirror.

- What do you see when you look in the mirror?
- What shape are the different parts of your face?
- What color are your eyes?

Build Understanding

RESTATE what children observed.

You observed so much. I heard [repeat/summarize].

SHOW children self-portraits by different artists. **HOLD** a discussion using a few questions from the examples below.

Now I'd like to show you some paintings that were created by different artists. These are all self-portraits. They are pictures artists drew of their own faces. Let's take a look at them.

What do you notice?

Do the paintings look just like real people? How are they the same? How are they different?

How are the paintings different from one another?

- What shapes do you see?
- What colors do you see?
- What else do you notice?

RESTATE what children observed in the pictures. **SUMMARIZE** that artists can paint their faces many different ways.

You observed so much. I heard [restate a few observations that you heard from children]. We are learning that artists can paint their self-portraits in many different ways. Let's create our own self-portraits.

Build Experience

GIVE children time to paint.

Here are all our supplies: smocks to keep our clothes clean, paper, water, brush, and mirrors. First, look at your reflection in the mirror and take time to think about what you see before you start to paint it. How will you paint your face today?

RESTATE that artists can paint objects in many different ways.

Artists create in their own unique way. There are so many ways to make paintings. Today we looked at how different artists painted their self-portraits. Then we painted our own self-portraits in our own way.



Make & Prepare

- Download and print self-portraits.
- Fill cups with water (one per child).
- Spread paint trays out for children to share.

Additional Materials

- Mirrors (one per child)
- Paint
- Brushes
- Paper
- Smocks

Building Background Knowledge

Review how to take care of art supplies, like brushes and paint. Spend a few minutes reviewing how to dip a brush in water to clean it and get a new color of paint.

Stretch Their Thinking

Continue this kind of exploration of painting. Hang, or make available, images of other paintings by different artists in the art center. Invite children to experiment with their own style of painting.

Listen/Look For

- Do children enjoy painting?
- How do children use the materials (brushes, paint, etc.)?

Art as Exploration

Encourage children to explore and paint as they choose. One goal of art is exposure and experience with materials. Today, children may want to try to paint a self-portrait, or they may choose to paint something else. Encourage their creative independence and choice!



APPENDIX

116	Continued Conversations
117	Coming Up in Unit 3: “Exploring Our Local Community”
118	Teaching Point Checklist
122	Family Letter - What’s Happening Now
123	Family Letter - Keep It Going...At Home
124	Family Letter - Songs, Poems and Chants
125	Family Letter - Yoga Poses

Digital Online Resources



<https://clibblueprint.org/resources-tx>

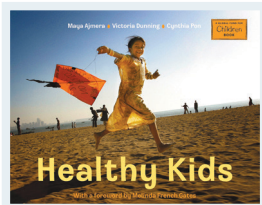
At the web address above you will find the following resources to help your instruction.

- ASL Signs & Videos
- Cheer Images
- Counting 10 Frames
- Exercise Cards
- Family Letters
- Family Invitations
- Featured Class Book
- Freeze Dance Instructions
- Letter and Numeral Formation Guide
- Letter Pronunciation
- Science Journal
- Mindful Moments
- Songs (audio & print)
- Teaching Point Checklist
- Unit 2 Images
- Weekly Materials List
- Wynton Marsalis Links
- Yoga Poses (Images and Videos)



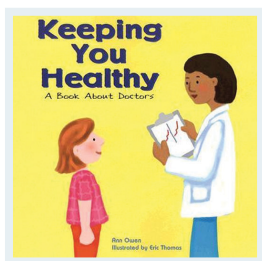
Continued Conversations

The books selected for this curriculum are used to promote certain skills and concepts based around specific thematic goals. However, each book is rich with other ideas and topics worth exploring and discussing. As children re-engage with books used during class read alouds, encourage other ways of thinking about them. Below are examples of ways to continue these conversations.



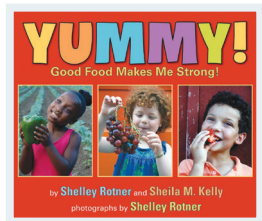
Healthy Kids

- How do you get your water for drinking and brushing your teeth? Where do the children in this book get their water?
- Have you seen homes like these before? What do you think they are like on the inside?
- Have you been to the dentist? What did the dentist do?



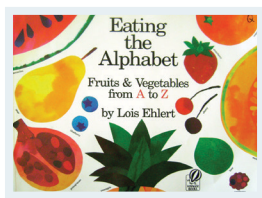
Keeping You Healthy

- Have you ever had a cast before? What did it look like?
- Do you know any other tools that doctors use?
- Look at the doctor on the cover. What do you think this doctor does when she feels sick?



Yummy! Good Food Makes Me Strong!

- What do you help make in the kitchen?
- What is your favorite breakfast? Lunch? Dinner?
- Do you ever go to the grocery store? What do you do there?
- Have you ever seen food growing from the ground?



Eating the Alphabet

- What do you notice about these illustrations? How do you think they were made?
- Which foods have you eaten? Which foods would you like to try?
- What do you think this fruit/vegetable looks like when it grows? What do you think the inside looks like?



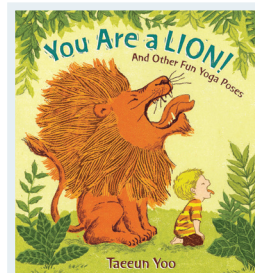
Who Eats Orange?

- Are there any animals in this book that you haven't seen before?
- Do you know what grows in the savanna? The jungle?
- What do you think a whale eats? An octopus? A butterfly?
- What colors of the rainbow do you eat the most?



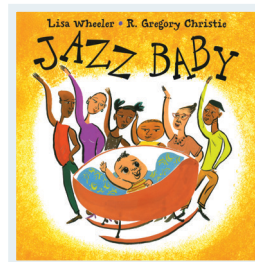
I Got the Rhythm

- Do you like to dance alone? Who else do you like to dance with?
- Can you spot characters from other pages watching her dance?
- What do you think the song sounds like?



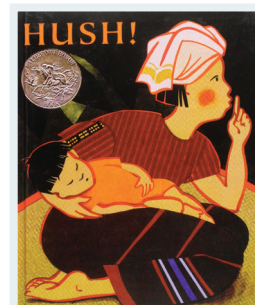
You are a Lion!

- When do you like to do yoga or stretch? Why?
- What other yoga poses can people do?
- If you could be any animal in this book, which one would you be? Why?



Jazz Baby

- What do you notice about the illustrations?
- Does your family listen to music? What kind?
- Have you ever helped to put a baby to sleep?



Hush!

- How do you think these illustrations were made?
- What kinds of noises can you hear from your bed at night?
- What do you do when you can't fall asleep?

Coming Up in Unit 3:

“Exploring Our Local Community”

So far, children have focused on their immediate environment. They are contributing to building a positive classroom community and they are learning about ways to take care of their bodies and feelings. In Unit 3, the focus shifts slightly outwards.

In Unit 3: “Exploring our Local Community,” children look outside their classroom and school to their community and the world around them. They learn that a community is made up of people living and working together who take care of one another. There are community places and community helpers. Even animals can be considered part of a community. Multiple opportunities for hands-on activities take place as children build buildings, explore basic maps and build obstacle courses for their toy cars to ride around.

In preparation for Unit 3:

- Collect small boxes of various sizes (cube-shaped tissue boxes, milk cartons, food containers, etc.).
- Collect and clean bottle caps.
- Take photographs of places and signs in and around the school community. Make sure to take photos of the local fire station, library, post office, and typical apartments and houses. Have photos printed by Unit 3 Day 1. If you have taken walks with your class, use those photos too.



Primary Standard	Teaching Point	Date	Observation Notes
Social Emotional: Self-Awareness and Self-Concept	Children discuss feeling upset.		
	Children discuss calming themselves down.		
	Children learn to calm down by taking deep breaths.		
	Children learn to calm down by using calming cream.		
	Children learn to calm down by talking to a stuffed animal.		
	Children learn “Belly Breaths.”		
Social Emotional: Social Awareness and Relationships	Children work together to keep plastic bananas from falling out of a picnic blanket.		
	Children learn a new greeting using stuffed animals.		
Social Emotional: Self-Regulation and Responsible Behavior	Children play a listening game with the picnic blanket.		
Literacy: Literate Attitudes and Behaviors	Children repeat the actions in the book.		
	Children vote on and reread their favorite book.		
Literacy: Listening and Speaking	Children learn the routine for “turn and talk.”		
	Children learn how to take turns listening and speaking.		
	Children follow the steps in a recipe to make a banana smoothie.		
	Children share which yoga poses they like.		
	Children listen to the class book and review what they have learned.		
Literacy: Phonological Awareness	Children identify pairs of rhyming words.		
	Children listen for rhyming words.		
	Children learn the <i>letters t, l, f, b, and m.</i>		
	Children learn about fruits and vegetables that start with each letter of the alphabet.		
	Children read the food alphabet they made.		
Literacy: Writing	Children begin work on a class book.		
	Children participate in writing a food alphabet.		
	Children create a smoothie recipe through interactive writing.		
Literacy: Vocabulary	Children learn the word “stir.”		
	Children learn the word “stretch.”		

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Primary Standard	Teaching Point	Date	Observation Notes
Literacy: Comprehension	Children make connections.		
	Children identify the main idea of the book.		
	Children make and confirm predictions.		
Literacy: Fluency	Children join in saying the repeating lines.		
	Children echo the words in the book and match rhythms		
Math: Numbers and Number Sense	Children practice automatically recognizing a quantity of dots.		
	Children are introduced to 10 frames.		
	Children count chips in 10 frames.		
	Children play a matching game using 10 frames.		
	Children count out different movements.		
	Children identify shapes in a mystery bag.		
Math: Geometry and Spatial Relations	Children play the game "Is This a Triangle?"		
Math: Measurement and Data	Children compare items to the length of their hand.		
	Children vote for which food to investigate first.		
	Children measure jumping distances.		
	Children measure backward jumping distances.		
	Children put their stuffed animals in size order.		
Math: Patterns and Attributes	Children identify patterns.		
	Children copy AB patterns using different manipulatives (pattern blocks and linking cubes)		
	Children play a matching game with their stuffed animals.		
	Children sort and count their stuffed animals.		
Math: Operations and Algebraic Thinking	Children use dice to roll and count out snack.		
	Children count and compare quantities of bear counters.		
	Children create equal groups of bear counters.		

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Primary Standard	Teaching Point	Date	Observation Notes
Science: Scientific Inquiry and Practices	Children are introduced to their five senses.		
	Children use their senses to explore foods.		
Science: Earth and Space Sciences	Children explore the difference between the daytime and nighttime sky.		
Social Studies: Becoming a Community Member	Children share what they learn about how doctors help take care of our bodies.		
Social Studies: Self and Society	Children learn that sleep is important for people around the world.		
	Children identify ways to be physically active.		
	Children talk about their experiences going to the doctor's office.		
	Children name and identify body parts.		
	Children discuss how water helps them take care of their body.		
	Children discuss their favorite nourishing foods.		
	Children name healthy foods they can choose to eat.		
	Children discuss the importance of staying active.		
	Children explore how different body parts bend.		
	Children discuss the importance of rest and sleep.		
	Children tell how they like to stay healthy.		
	Children talk about how they take care of their bodies.		
	Children share their bedtime routines.		
Physical Development: Concepts of Health	Children learn to do jumping jacks.		
	Children describe ways they like to move.		
	Children crawl to a new spot under a picnic blanket.		
	Children move in a circle while holding a picnic blanket.		
Creative Arts: Visual Arts	Children view self-portraits by different artists and then paint their own.		

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Primary Standard	Teaching Point	Date	Observation Notes
Creative Arts: Creative Movement and Dance	Children create a new verse based on “Head, Shoulders, Knees, and Toes.”		
	Children perform “The chant “Go Bananas! and variations of it using the names of other fruits and vegetables.		
	Children create a new chant based on ““Go Bananas!”		
	Children pretend to “squeeze” a picnic blanket like a lemon.		
	Children learn the game “Follow the Leader” and play variations of it such as making patterns, using sounds, and moving like animals.		
	Children practice animal yoga poses (cat, dog, snake, butterfly, and frog).		
	Children chant and make their stuffed animal move.		
	Children play “Freeze Dance” to jazz music and add variations such as keeping their feet still and moving while holding their stuffed animals behind their back.		
Creative Arts: Music	Children learn the song “Head, Shoulders, Knees, and Toes” and sing variations of it (vary the tempo, use silly words. sing it backward).		
	Children echo the rhythm of the words in the book with shakers.		
	Children sing a lullaby to their stuffed animals.		
	Children dance to jazz music.		
Creative Arts: Dramatic and Performance Art	Children launch a doctor’s office dramatic play center.		
	Children share ideas on how to use fabric in dramatic play.		

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What's Happening Now

Dear Families,

In this unit “Healthy Kids,” children explore how to take care of their bodies. They discuss their experiences going to the doctor, and they learn about nourishing foods, staying active, and getting a good night’s sleep. They also:

- begin to learn letter names and their sounds (t, f, l, b, m)
- learn to identify and copy beginning patterns
- compare the sizes of objects
- play more games with rhyming words



Keep It Going

Share Learning

As part of learning about taking care of their bodies, children are drawing a picture of a nourishing food for every letter of the alphabet. You can do the same thing at home! Select a letter and draw a food that you eat at home that begins with that letter. You can use any size paper (in school we are using 8 ½ x 11). You can use crayons, markers, or the drawing material of your choice. We will happily display your art work on our family bulletin board!

Share Your Expertise

We are looking for family members who work in the health care professions (or in a related field), such as doctors, nurses, dentists, ophthalmologists, dietitians, technicians, nutritionists, exercise teachers, gym teachers, or yoga teachers. Please let us know if you have experience in one of these areas.

Share Some Supplies

Our classroom is in need of the following items. We hope you are able to share:

- any items (real or toy) associated with a doctor’s office for our dramatic play center
- pieces of fabric (strips of cloth)
- clean, empty containers (such as water bottles, cardboard tubes, and tissue boxes)
- old magazines and brochures
- circulars from local supermarkets

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Keep It Going...At Home

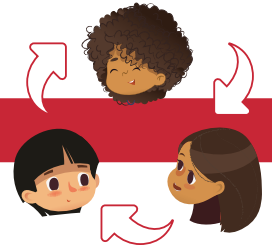
Keep Them Healthy & Active

Did you know that the American Dental Association recommends children should brush their teeth for up to two minutes, twice each day? Use a timer to keep track. Or use your phone to record your child or someone else in your family singing the ABC song (which lasts about 30 seconds). Sing it four times to try to reach this goal.



Develop Their Emotional Well-Being

Getting upset is natural. Learning how to self-soothe takes time. Taking deep breaths to calm down and talking to a favorite stuffed animal are two strategies we will review in school. Have your child practice these strategies at home. If your family has another technique, feel free to share it.



Help Them Communicate

Children are having fun listening for words that rhyme, or sound the same at the end, in our books. At home, when reading books with rhyming words, point them out. Invite your child to name other words that rhyme with those words.



Explore Their World

Invite your child to help you cook and talk about what you are doing as you do it. Build their vocabulary by describing the textures of food (fuzzy, smooth, bumpy, rough, etc.), the smells (garlicy, lemony, vinegary, etc.), and the tastes (sour, sweet, salty, etc.).



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Songs, Poems and Chants

“Head, Shoulders, Knees, and Toes”

Head, shoulders, knees, and toes,
Knees and toes.
Head, shoulders, knees, and toes,
Knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes,
Knees and toes.

“Go Bananas!”

First we pick bananas — pick, pick bananas.
Next we peel bananas — peel, peel bananas.
Then we eat bananas — eat, eat bananas.
And we GO bananas — go, go bananas!

“Move Your Body!”

Wiggle your fingers,
Shake your legs,
Raise your arms,
Nod your head,
Move your body side to side,
Dance around, smile wide!

“Teddy Bear” [Sing to the tune of “Brother John.”]

Are you sleeping?
Are you sleeping?
Teddy Bear, Teddy Bear.
Morning bells are ringing!
Morning bells are ringing!
Ding, ding, dong.
Ding, ding, dong.




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Yoga Poses

Cat Pose	Dog Pose	Snake Pose
<ol style="list-style-type: none"> 1. Come down to your hands and knees. 2. Press your hands down to arch your back. 3. Get so round that you can see your belly. Meow, meow! 	<ol style="list-style-type: none"> 1. Come down to your hands and knees. 2. Tuck your toes under and lift up your knees. 3. Lift your "tail" way up to the sky. Woof, woof! 	<ol style="list-style-type: none"> 1. Come down onto your belly. 2. Place your hands next to your shoulders. 3. Push down to lift up your head and chest. 4. Pretend to slither from side to side. Hiss!
 	 	 
Butterfly Pose	Frog Pose	
<ol style="list-style-type: none"> 1. Sit with the soles of your feet together and knees apart. 2. Hold onto your ankles. 3. Flap and flutter your legs like wings. Flutter, flutter! 	<ol style="list-style-type: none"> 1. Squat down. 2. Reach one of your arms up and pretend to catch a fly, and eat it. 3. Switch hands. 4. Hop up and say "Ribbit." 	
 	 	

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In loving memory of Lidia Lemus. Her dedication to children, equity and kindness live throughout these pages. Thank you for working to make these values come alive with the children in your care.



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