

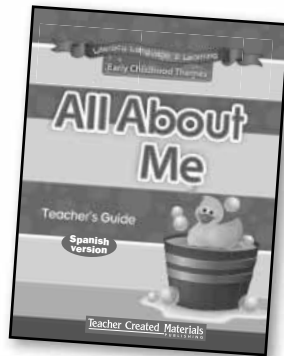
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Introduction

Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *All About Me Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and phonics, math,



social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting people, places, and activities that define “me” for each child. They are bright and colorful and give the children images to which they can relate concepts about “me” as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness, and building knowledge and comprehension.



Introduction (cont.)

The three books included in this kit provide the literature foundation for the theme. The concept book, *Yo soy especial*, is used to introduce the unit and provide pictorial support for the children’s understanding of “me.” A wordless photo book, *Todo sobre mí*, helps develop the children’s oral language as they discuss and create a story that shows the typical places and activities that are part of a young child’s day. A book created around the traditional nursery rhyme “Osito, Osito, di buenas noches” provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged “lap size” book for teacher read-aloud as children gather around for storytime and other learning activities.



The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *Yo soy especial* and the traditional rhyme book *Osito, Osito, di buenas noches*.

The Teacher Resource CD included in the back of this Teacher’s Guide provides a variety of features to supplement the lessons: all patterns from this Teacher’s Guide (pages 82–104) in both color and black-and-white; the vocabulary word cards from this Teacher’s Guide (pages 105–106) in both color and black and white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher’s Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



Eating Healthy



- “Cuerpos sanos” song (p. 77)
- *comer* vocabulary concept card
- Healthy Food Choices Cards (pp. 98–99)
- magazines
- paper plates
- scissors
- glue



Procedure:

- 1 Review the magazines for appropriate content prior to the lesson.
- 2 Gather children together on the rug or in their chairs.
- 3 Teach children the song “Cuerpos sanos.” Draw the children’s attention to the verse that tells about eating healthy foods.
- 4 Display and discuss the *comer* vocabulary concept card.
 - Ask children what they ate for breakfast this morning.
 - Allow time for each child to name what he or she ate.
- 5 Tell children that eating healthy foods is a way to get more energy and to keep their bodies healthy.
- 6 Show children the Healthy Food Choices Cards.
 - Hold up the cards, one at a time.
 - Discuss the food items on the cards and why they are healthy choices for a meal.
- 7 Discuss some food choices that are not healthy. Ask children to name foods that they eat as treats. Point out that some foods are treats for special occasions, but these foods should not be eaten regularly.
- 8 Have children look at the magazines to find pictures of healthy foods they would like to eat for a meal.
 - Provide children with paper plates, magazines, glue, and scissors.
 - Have children cut out and then glue their pictures onto the paper plate.



Refer to the Audio CD track #2.



You may wish to use the Science interactive whiteboard activity. See the Teacher Resource CD.



You may wish to show children the *eat* video clip to support this lesson. See the Teacher Resource CD file eat.mp4.



Extension

Have children work with their parents to make a list of all the foods they eat in one day. Provide children with stickers. Have them place stickers next to foods that are healthy choices.

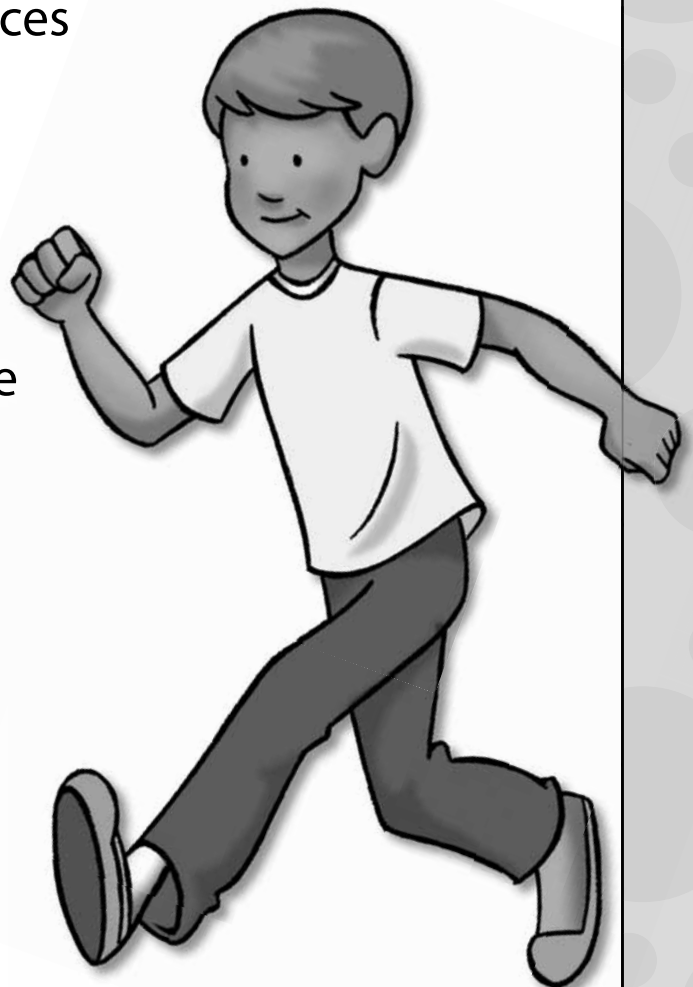
All About Me Songs (cont.)

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Cuerpos sanos

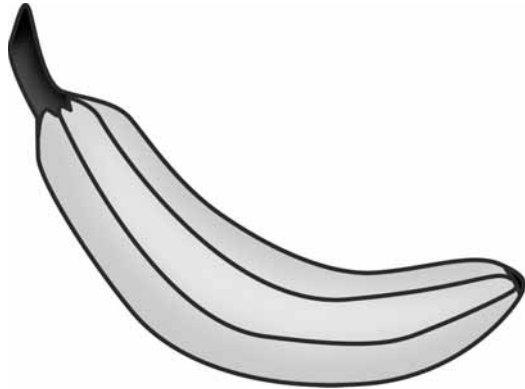
(cantada al ritmo de "La pequeña arañita")

Nuestros cuerpos felices
hacen tantas cosas,
como correr,
saltar, y reír.
Comemos bien,
y ejercitamos siempre
para mantener
el cuerpo feliz.

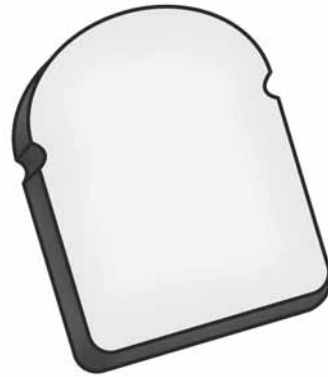


Healthy Food Choices Cards

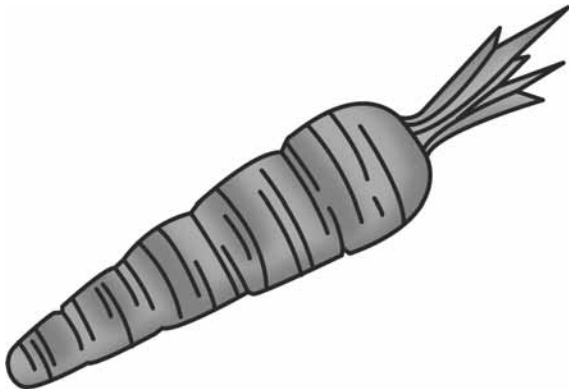
Use these cards with the lesson on page 61.



plátano



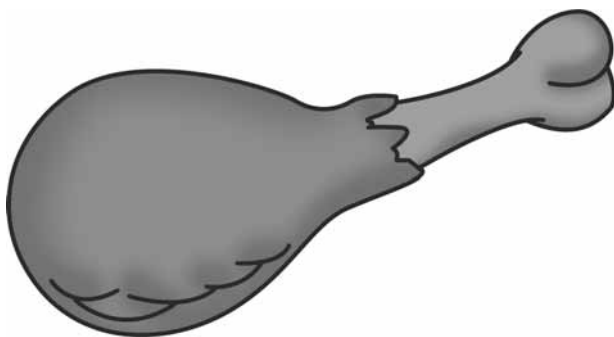
pan



zanahoria



yogur



pollo



manzana

A close-up photograph of a young boy with light brown hair and green eyes, smiling broadly as he eats a slice of watermelon. The watermelon slice is bright red with black seeds and a white rind. The boy is wearing a white shirt. The background is a soft-focus outdoor setting with green foliage. The entire image is framed by a red border with a white dashed line.

comer

Puedo comer
para ser fuerte y sano.

comer



Connecting Pieces: Activating Prior Knowledge

Ask children what they ate for breakfast this morning. Allow each child the opportunity to talk about what he or she ate. Display the front of the card for children to see. Ask children what they see in the picture. Read the word *comer* at the top of the card. What is the child in the photograph eating? What meal is it? Where is he eating his food? Is he at school, home, or some other place?



Building Blocks: Phonemic Awareness and Phonics

Show the card to children. Ask them to notice the word *comer*. Read the word and sentence to children and have them repeat what you have read. Tell children that words can be broken down into syllables, by clapping as you say the word aloud. Explain that syllables can be put together to create words. Say the word *comer* aloud to the children clapping between syllables. Repeat this, and have the students clap with you. Let them tell you how many times they clapped. Write the word on the board broken into syllables (co-mer). Say the words from the list below, one word at a time. Ask children to give a thumbs-up if the word has two syllables like *comer* does, or thumbs-down if it has more than two syllables.

caja (ca-ja)

luna (lu-na)

tamaño (ta-ma-ño)

dedo (de-do)

zapato (za-pa-to)

cine (ci-ne)



New Ideas: Building Knowledge and Comprehension

Display the card again for children to see. Tell children that we eat several times a day. Ask children to name what those times of day are called. Answers will vary depending on where you live, but answers may include desayuno, almuerzo, cena, and bocados. Write the name of each meal on an index card and post it for children to see. Name some foods and have children decide at which meal each food would most likely be eaten. Note that some foods could be eaten at more than one or at all of the various meals.

cereal

pizza

galletas

emparedado

arroz

ensalada

manzana

pollo

No hay nadie igual a mí.
Soy especial, es así.

