

Chapter 5—The Unit Themes

One of the tenets of the ELLC is that it is an integrated curriculum. The foundation for this integration is use of thematic units to tap into an important way children learn. Children can explore knowledge in various subjects in a way that relates all learning back to a central theme. What is learned and applied in one area of the curriculum is related and used to reinforce, provide repetition, and expand the knowledge learned in other areas of the curriculum (School Improvement Research Series #16, 2001). An integrated curriculum encourages depth and breadth in learning, leads to faster retrieval of information and an integrated knowledge base (Lipson et al, 1993). In the ELLC, the themes are relevant to children and are meaningful to everyday experiences.

Placing language and early literacy learning targets within a storybook that relates to the theme provides a natural context for instruction. As children are learning certain language forms and vocabulary, they are also learning about world knowledge, math, science or social sciences, and about books and the imagination that authors and illustrators bring to a story. The repetition of words, phrases, and refrains in books give children an opportunity to hear how language is modeled and to practice using targeted language forms and content over and over. Repetition of language patterns helps to develop memory and sequencing abilities. Carrying the same concepts, vocabulary, sentence structures, and sounds/letters from one Learning Center activity to the next within a theme will help improve retention of information.

The Units

ELLC units have been developed to assist children's language learning and retention of information. Each unit theme lasts two to three weeks. If 22 units are delivered in 2 week blocks, the curriculum covers a 44-week time period. ELLC is designed for a four or five-day week. There are many activities from which to select, extend, or adapt the curriculum schedule. (Refer to *Chapter 1* for half-day and full-day sample schedules.) This program flexibility provides the lead instructor with curricular guidelines for one year, including 6–8 weeks in the summer.

The Storybooks

There is a *main storybook* and a *related storybook* for each unit theme, as well as an additional *rhyming storybook* for most units. In some units, the main or related book serves as the rhyming book. Each unit has one or two key concepts that relate to the unit theme. The main book should be read to children the first day of the unit and at least 4 times during the two-week period. Read the book as often as necessary in order for children to become familiar with it. The related book and rhyming book are alternated between readings of the main book. Theme books are read during story book reading time and are available in the library area (reading center) of the classroom during Center Time. After reading the books, use activities during ELLC Circle Time to reinforce concepts in the book. Encourage children to share any experiences they may have had related to the topic so that they can bring prior knowledge to assist with understanding the new information in the book. By combining new and old information, children will extend their schemas.

Language Targets

Language targets in the curriculum consist of vocabulary (lexicon), word forms, and language structures (grammar). In each unit, a list of vocabulary words is given that reflects the content of the theme for the unit period. Additionally, language targets (e.g., prepositions or verbs) and structures (e.g., **is** + verb + **-ing** or certain question forms) are presented repeatedly and are focal points for the unit. Of course, if specific speech and/or language structures or patterns are included on individual education plans (IEPs) for any of the children, those would be added to the unit to provide a natural context for learning and to improve successful generalization. In the Resources section of the curriculum under “Publications of Dynamic Resources: Special Tips,” you will find resources that support intervention activities for children with speech/language impairment.

Rationale for Sound Choices in Phonological Awareness Training

ELLC was designed to provide children with the language and phonological awareness skills necessary for later success in learning to read. The sounds presented in the phonological awareness groups were chosen based on developmental acquisition, their relationship to vocabulary within a unit theme and, most importantly, their ability to be used for effective *alliteration practice*. The concept of sound blends (e.g. /sp/-, /tr/-, /bl/-) is not addressed within ELLC PA training—nor are all sounds and sound combinations—due to difficult articulation, other developmental considerations, and the fact that the targeted age range for this children’s curriculum is 3–5 years old.

“Instruction can begin with high-utility, low-complexity graphemes and then move to less common, conditional, and more complex graphemes” (Moats, 2000). The premise of ELLC’s *phonological awareness* instruction is to provide alliteration, segmenting, and blending practice with phonemes and graphemes that progress in complexity and with words that are relevant to a child’s experience. For example, the grapheme **X** is not used in our program because, when spoken, **X** is a combination of two phonemes: /k/ + /s/ (as in **box**) and because **X** may also ask for the /z/ sound (as in **xylophone**). Therefore, an alliteration activity for this phoneme combination would be problematic. This does not mean that **X** is not an important grapheme or that it should not be addressed within daily classroom alphabet activities. Certainly, all letters of the alphabet should be taught at some point during the curriculum day, such as opening circle or ELLC Circle Time, or during other literacy activities in the Learning Centers.

According to Horn (1926), there are 251 different spellings for the 44 sounds of English. For children age 3 to 5, the orthography is too irregular to concentrate effort on all letter/sound combinations. In this age range, it is important that children develop a basic framework for literacy (i.e., awareness that there are many sounds in the English language, the sounds we speak make words, and sounds can be written using letters [the alphabetic principle]) in a particularly order to spell words. All of the *rules* of orthography should be left for formal reading instruction. As stated by Moats (2000), “Readiness for learning to use language is less a function of general maturation than it is a function of linguistic knowledge and linguistic awareness.” All children

learn at different rates, and this fact was considered during the development of the phonological groups. ELLC is not designed to teach children to read; rather, our curriculum gives children the foundations for acquiring the *concepts and skill of mapping sounds onto print*—a necessary precursor for learning to read when they enter kindergarten.

Phonological Awareness Groups

Within the two-week period of a particular unit, phonological groups meet two times each week, or a total of four times per unit theme. ELLC's phonological group structure is based on research conducted by van Kleeck et al. (1998); however, the content of ELLC phonological groups differs. Van Kleeck et al. trained preschool children in rhyming skills during the first semester and phonemic awareness skills in the second semester. Their findings demonstrated that although rhyming skills clearly increased following the training, the gains were not significant when compared to a control group. But, the gains following the phonemic awareness training were significant following training, indicating that phonemic awareness activities can be effectively targeted in 4-year-old children with *and* without speech-language impairment. The pedagogical methods are consistent with the review of instructional practices reported by Phillips, et. al. (2008) and are intended to be appropriate for children with a wide range of cognitive and sensory abilities, including those with developmental disabilities and delays.

ELLC phonological groups are conducted twice weekly for 15-20 minutes. Instead of spending half the school year on rhyming skills and the other half on phonemic awareness skills, ELLC phonological groups target a variety of phonological awareness and phonemic awareness activities over a two-week unit period. Each level of complexity of phonological awareness (word, syllable, onset-rime/rhyme, and phonemic awareness) is targeted within the four days of instruction. A cyclic approach to phonological and phonemic awareness instruction provides children with consistent exposure to a variety of these types of activities over the course of a school year as well as planned redundancy and systematic review to assist children in gaining mastery of newly acquired skills (Phillips, et.al, 2008). Because of this format, a new child entering into the ELLC classroom in the middle of a school year will receive balanced instruction in phonological and phonemic awareness. The phonological awareness activities are designed to be age-appropriate, interactive, and engaging.

The following is a general description of each phonological group session. Specific directions for each session are included within each thematic unit.

Day 1 Day 1 targets the phoneme level of phonological awareness with first sound alliteration During the first session, the target phoneme and its corresponding letter are introduced. The introduction of a target letter with the phoneme is important due to the correlation between success in reading and a child's knowledge of letter-sound correspondence. Following a period of time in which the phoneme and letter are reviewed, an alliteration exercise is conducted. Children are invited to name words that begin with the target letter; younger children are given hints to help them name their own words or pictures or objects that begin with the target phoneme. After creating a list of words that begin with the target phoneme and letter, the lead instructor should provide a bag or a bucket of actual items beginning with the target

phoneme and letter. Children should be encouraged to guess the items in the bag. If the items are not already on the word list, the words should be added to the list. The alliteration activity may be followed by a craft activity that focuses on the target phoneme and letter.

Day 2 The second session typically targets the rhyming and onset-rime level of phonological awareness. The target rhyming words are a set of words chosen from the rhyming book for the unit. These words are often reviewed in the context of the rhyming story and then reviewed in pairs. Children are then presented with rhyming and non-rhyming word pairs and asked to judge whether the words rhyme. Word families (e.g., **-at**, **-on**, **-it**) are also introduced during this session to initiate rhyming and sound play with previously learned sounds and letters. Word families are especially useful tools in helping children generate their own rhymes based on the word family that has been presented and, also, provide targets for blending and segmenting onsets and rimes.

Day 3 The third session presents a review of the target phoneme and letter with an activity or a review of the alliteration list. These activities vary with each unit, but typically focus on the target phoneme and letter and words beginning with the target phoneme and letter. In addition, syllable level skills such as blending, segmenting, and manipulating may be included on Day 3.

Day 4 The fourth session is reserved for higher-level phonological awareness activities such as blending, and segmenting words in sentences, compound words, syllables in words, onset-rimes, and phonemes as well as initial and final sound identification. These activities vary with each unit. Occasionally, the fourth session may be used to review previous target phonemes and letters and their corresponding sounds. The difficulty level of the fourth session should be adjusted to the skill level of the children in the phonological group.

Early Literacy Targets

There are several early literacy targets that are important in a child's literacy development: oral language, phonemic awareness, print awareness and alphabet. (Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS, 2010) These skills are targeted within the ELLC classroom on a daily basis and are considered to be instructional priorities.

Oral Language and Phonemic Awareness:

- Shared storybook reading is of critical significance in the development of oral language, narrative, and the development of story structure for young children. A major component of shared storybook reading in the ELLC is introducing tiered vocabulary as recommended by Beck, et al (2002). Children are encouraged to participate in storybook reading by answering questions, filling in cloze sentences, repeating familiar text, repeating vocabulary words, asking questions, and commenting on the story. Through the model of storybook literature, children develop their own sense of story and learn to retell stories or narrate story events.

- Participation in conversation between adult/child and child/child is a deliberate language learning strategy of the ELLC. In the preschool years, conversational skills develop and become more complex as new concepts are learned, new words are learned, new ways to change words are learned (e.g., tense, plurality, etc.) new sentence structures are learned and new ways to interact with intention are learned.
- ELLC small phonological awareness groups are a unique element of the curriculum. PA skill is integrated into the daily routine of the curriculum and phoneme learning is carried throughout the curricular day providing a familiar context for new skill development.

Print Awareness and Alphabet:

- One of the important early literacy targets is the **understanding of print and its functions**. Children are given exposure to print in a variety of situations within the ELLC classroom. They learn that print is read from top to bottom and left to right, and they learn to recognize print in their environment. Children also begin to recognize their names in print and familiar words in the room.
- The ELLC classroom has a strong focus on the **alphabetic principle**, which stresses learning the relationship of letters of the alphabet and their corresponding sounds. Children are exposed to learning letters through a variety of methods and in a variety of classroom situations. Alphabet is taught explicitly, including modeling and guided practice (Jones, C., Clark, S., Reutzel, D., 2012). These **connections between letters and sounds** are also reinforced during phonological small-group sessions.
- Another important early literacy target is **emergent writing**. Children are presented with many opportunities to scribble, draw, and imitate letters. They also are assisted in learning to write their names and to write familiar and unfamiliar words. Older children are encouraged to begin to write letters for the sounds they hear.

Regardless of curriculum choices, all learning occurs across a continuum; the development of literacy skills is no different. ELLC classroom children develop their literacy skills over time, and instruction is individualized to the needs of each child.

The chart that follows presents an overview of ELLC unit themes, time frames, storybooks, and target phonemes and letters.

Math, Science, and Social Studies

A comprehensive curriculum addresses all developmental domains. The ELLC is comprehensive and targets a number of areas, including pre-academic areas of math, science and social studies.

Math in the ELLC

The National Council of Teachers of Mathematics (NCTM) (2000) Principles and Standards for School Mathematics lists five content areas for math instruction, Pre-K to Grade 2: 1) number and operations, 2) algebra, 3) geometry, 4) measurement, and 5) data analysis. For preschool children, number and operations includes counting, cardinality, and ordering; algebra encompasses patterning; geometry includes identification, description, and manipulation of

shapes; measurement includes comparison of length and weight; and data analysis to classify, compare, and to ask and answer questions. In the ELLC, the Learning Objectives Charts at the end of each unit describe the Key Components that target math skills recommended by the NCTM: counting, sorting, classifying, estimation, shapes, colors, patterning, order, measurement, graphing and sorting. Each unit provides math experiences. In addition, there are units that specifically target math knowledge and skills such as Shapes and Grocery Store and Size/Order. Certain mathematical content is also targeted more strongly in some units than in others. In the Apple Unit, for example, fractions, classification, counting, and measurement are targeted skills in ELLC Circle Time.

Science in the ELLC

“In pre-K ,children begin to learn the practices of scientific inquiry as well as foundational knowledge in science. Together these skills and concepts lay the groundwork for children’s learning in this key content area.” (Wright & Neuman, 2008) Development of concepts and vocabulary in physical, life, and earth science as well as the process of scientific inquiry are included in the early childhood standards and goals of many states. The ELLC offers several thematic units that focus on science concepts and knowledge and promote interest, curiosity, and problem-solving, for example: Insects, Ocean and Ecology, Nature Walks, Gardening, Apples, and Pumpkins and Sounds. Literature, ELLC Circle Time, and Learning Centers integrate learning for early literacy, scientific inquiry, and mathematics. The ELLC Math and Science Center should contain materials for investigating, measuring, containing, collecting, and recording information and the other Centers should also contain items that promote inquiry and investigation. Suggestions for materials and activities for Centers are included in each thematic unit.

Social Studies in the ELLC

Social sciences for preschool children encompasses social learning and developing a concept of self within broader communities as well as the academic content of social studies. The National Council for Social Studies (NCSS) organizes social studies content around 10 large themes (Beyond the Journal, Young Children on the Web, 2005) that can provide a foundation for social studies for preschoolers. Integrating exploration of social and social studies concepts is accomplished throughout the ELLC key components and units. Contributing to play and discussion, awareness of rules, sharing, and social routines as well as specific units that target social science concepts are part of the curriculum. For example, Same/Different highlights diversity; Nature Walks and Families focuses on family and extended family; Dressing for Winter promotes discussion of climate and how we organize our clothing around seasonal changes; Homes provides study of different types of dwellings; and Transportation gives a broader understanding of the ways in which people can travel. Other units offer study of food (Grocery Stores and Shapes) and communication (Post Office and Beyond). Concepts such as voting and working together are targeted throughout the units during ELLC Circle Time. Children list, organize, categorize, graph, and make webs to display social data in individual, large, and small group activities in Learning Centers and ELLC Circle Time.

ELLC Unit Theme Overview					
UNIT NUMBER	MONTH (WEEKS)	KEY CONCEPT(S)	MAIN STORYBOOK	RELATED STORYBOOKS	TARGET PHONEME/LETTER
Unit 1	August (3-4)	Same/Different and Feelings	We're Different, We're the Same	I Like Me! Hooray for You!*	(Introduction)
Unit 2	September (1-2)	Circus	Olivia Saves the Circus	Paddington at the Circus Put Me in the Zoo*	/t/ —Tt
Unit 3	September (2-3)	Apples	The Apple Pie Tree	Ten Apples Up On Top!	/æ/ —Aa
Unit 4	October (1-2)	Shapes and Grocery Store	Pancakes, Crackers, and Pizza: A Book About Shapes	Our Corner Grocery Store I Shop With my Daddy*	/p/ —Pp
Unit 5	October (3-4)	Pumpkins and Sounds	The Little Old Lady Who Was Not Afraid of Anything	Picking Apples and Pumpkins The Runaway Pumpkin*	/b/ —Bb
Unit 6	November (1-2)	Families and Nature Walks	Grandfather and I	The Bag I'm Taking to Grandma's	/g/ —Gg
Unit 7	November (3-4)	Cookies and Smells	The Gingerbread Man	The Doorbell Rang	/d/ —Dd
Unit 8	December (1-2)	Seasonal Celebrations	The Sweet Smell of Christmas	Hooray for Hanukkah! My First Kwanzaa The Night Before Christmas*	/m/ — Mm
Unit 9	January (1-2)	Dressing for Winter	The Jacket I Wear in the Snow	The Mitten	/dʒ/ —Jj
Unit 10	January (3-4)	Snow and Snowmen	The Snowy Day	Snow	/s/ Ss
Unit 11	February (1-2)	Post Office and Beyond	The Giant Hug	Delivering Your Mail The Jolly Postman*	/v/ —Vv
Unit 12	February (3-4)	Homes	The Three Little Pigs	Let's Go Home Bear at Home*	/h/ —Hh
Unit 13	March (1-2)	Size Order	Goldilocks and the Three Bears	Jesse Bear, What Will You Wear?	/r/ —Rr
Unit 14	March (3-4)	Stores and Shopping	Corduroy	Sheep in a Shop	/k/ —Kk
Unit 15	April (1-2)	Transportation	The Little House	My Truck is Stuck!	/s/, /k/ —Cc
Unit 16	April (3-4)	Farms	Who Took the Farmer's Hat?	Farmer Duck Barnyard Dance!*	/f/ —Ff
Unit 17	May (1-2)	Zoo	Going to the Zoo	Curious George Visits the Zoo Rumble in the Jungle*	/z/ —Zz
Unit 18	May (3-4)	Pets	Franklin Wants a Pet	Clifford, the Small Red Puppy The Digging-Est Dog*	/n/ —Nn
Unit 19	Summer	Insects	The Very Busy Spider	Hey, Little Ant	/ʌ/, /ɛ/ —Uu, Ee
Unit 20	Summer	Camping	Bailey Goes Camping	Fred and Ted Go Camping A Camping Spree with Mr. Magee	/ɑ/ /ɪ/ —Oo, Ii
Unit 21	Summer	Gardening	The Little Red Hen	Can I Help?*	/l/ —Ll
Unit 22	Summer	Ocean and Ecology	The Rainbow Fish	What Does it Mean to be Green?	/w/ —Ww

*Rhyming books

Learning Objectives

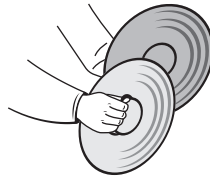
At the end of each unit is a Learning Outcomes Chart that lists the unit skills and indicators (first two columns of chart) and the unit Learning Center activities (remaining columns of chart). The learning objectives for each activity are noted with an “X” (meaning that the activity has a direct relationship to the skill objective) or an “O” (meaning that the activity has an indirect or potential relationship to the skill objective, depending on the focus given the activity by the instructor). The “X” and “O” notations are in boxes under the activity that corresponds to one of the indicators.

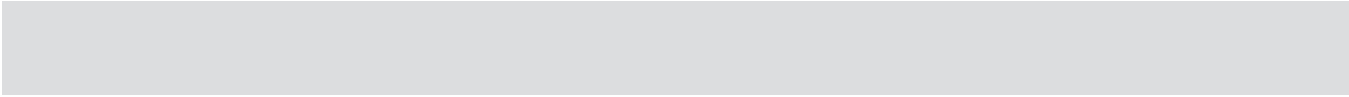
The letters A–J under the “Circle Time” column heading represent ELLC Circle Time activity letters within each unit (e.g., the letter A refers to ELLC Circle Time activity A, the letter B refers to ELLC Circle Time activity B). The numbers 1–4 under the “Phonological Groups” column heading represent day sequence of phonological activities. The letters A–H under the “Themed Art” column heading represent Art Center activity letters within each unit (e.g., the letter A refers to Themed Art activity A, the letter B refers to Themed Art activity B). The two columns under “Open Art” are blank because this term refers to process-driven art; the lead instructor is free to chart his or her own open art activities. The letters A and B under the “Tactile” column heading represent the two Tactile Center activities within each unit. Skills are noted in single columns for the remaining Learning Center activities.

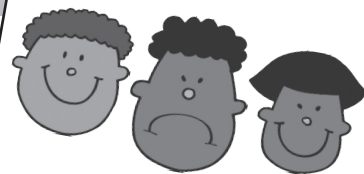
Instructors may use these charts to determine specific activities to satisfy the skill development needs of the class as a whole or of a particular child (see Chapter 4, Figure 4-1. A Model for Developing Learning Outcomes Utilizing a Learning Outcomes Chart).

Team Planning

It is recommended that the ELLC classroom team should meet weekly to plan the upcoming unit using the curriculum guide and to discuss children’s responses to the prior week’s activities as well as success on language, and literacy, cognitive and social targets. The team is usually composed of the lead instructor, an assistant, and, on some teams, a speech-language pathologist or other specialist. The team has the latitude to determine the order of activities for the unit. The most appropriate book is selected for the day’s reading, depending on the activities chosen by the lead instructor and his/her team. Language and emergent literacy should be facilitated throughout the curriculum, but within each unit, there are written “Talking Tips” for the team to facilitate certain target structures, words, or actions. Additionally, there are “Special Tips” that point to specific types of language structures and facilitation for those children in need of such intervention.



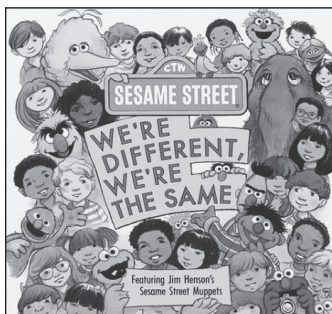




**Same/Different
and Feelings**

Main Book: ***We're Different, We're the Same***

Author: Bobbi Jane Kates Illustrator: Joe Mathieu Publisher: Random House Date: 1992 ISBN: 0679832270



We're Different, We're the Same is a simple book that illustrates the differences and similarities among individuals. This book was chosen for its content and simple explanation of diversity.

Related Book: ***I Like Me!***

Author and Illustrator: Nancy Carlson Publisher: Puffin Books Date: 1988 ISBN: 0140508198

This is a book with simple text about a pig and why she likes herself. The book lends itself to a discussion about what we like about ourselves and how we take care of ourselves.

Rhyming Book: ***Hooray for You!***

Author and Illustrator: Marianne Richmond Publisher: Waldman House Press, Inc. Date: 2001 ISBN: 0931674441

This book is a celebration of the uniqueness of each of us. It was selected for its rhyming verse and colorful illustrations that portray elements of diversity.

Special Tip

See optional activities



Language Targets

Vocabulary		Prepositions	Language Forms
<ul style="list-style-type: none"> • different • same • bed • towel • toys • home • school • friend • family • washing 	<ul style="list-style-type: none"> • playing • smiling • sleeping • reading • dressing • tall • short • curly hair • straight hair • shampoo 	<ul style="list-style-type: none"> • in • out • under • over 	<ul style="list-style-type: none"> • Same/Different • Superlatives • His/Her
		Phonemes/Sounds and Letters	
		Introduction/Review of all phonemes and letters	



Same/Different
and Feelings



Phonological Awareness Groups

Day 1 This theme lends itself to discussion about the concepts of same and different. Use this group activity to introduce/review same and different concepts and same and different sounds. Begin the activity with a simple introduction of same and different. Draw a circle and a square on a board. Ask children if these shapes are the same or different. Continue these types of examples until children demonstrate an understanding of the concepts. Increase the difficulty level of the activity by adding and subtracting details from simple line drawings. For example, draw two houses with windows and a door. Draw one house with half a roof and the other house with a full roof. Allow children to tell you if the houses are the same or different. When children state that the houses are different, have them describe *how* they are different. After children demonstrate an understanding of this task, lead a discussion about words that are the same. Give children two identical monosyllabic words (e.g., **cat/cat, day/day**). Ask children if the words are the same or different. Begin introducing words that are different (e.g., **frog/dish, sad/meat**). As children master the task, increase the difficulty by introducing words with one sound difference (e.g., **sad/Sam, bit/big**). Finally, introduce same and different using individual sounds (e.g., **b/s, m/m, p/g, t/f**). Use as many examples as needed for each activity.

Talking Tips

The concepts *same* and *different* form a critical foundation for phonological groups. Review these concepts during Circle Time and throughout the day to reinforce learning.

Day 2 Lead a discussion about rhyming. Talk about how rhyming words sound the same at the end. Ask each child in the group to create a rhyme for their name (e.g., **Justin/Bustin, Casey/Lacey**). If time permits, sing “The Name Song” with children to provide sound play with their names:

Justin, Justin, Bo Bustin,
Banana Fana Fo Fustin,
Mi My Mo Mustin-Justin.

Introduce the rhyming words for the unit.

day → hooray	apart → heart
see → me	face → race
play → way	red → head
glad → sad	shelf → self

If time allows, read the unit rhyming book. Create rhyming picture cards with strips of Velcro on the back of the cards and on a display board. Ask children to repeat the rhyming words with you as you go through the pictures. Show children a pair of words. Tell children to stick the pictures on the board only if the words rhyme.



Day 3 Review the concepts of same and different with activities similar to those used on Day 1, if necessary. Engage children in sound-play games and songs. You can find your own sound-play activities in phonological awareness resource books, or you can make up your own songs. For example:

(Sing to the tune “Hi-Ho the Derry-O”)

/t/ /t/ sounds the same,

/t/ /t/ sounds the same,

Hi-Ho the Derry-O,

/t/ /t/ sounds the same.

Day 4 Ask children to clap the syllables in each child’s name (e.g., *Charlie* would have two claps, and *Jessica* would have three claps). Collect enough small wooden blocks for each child to have at least four blocks. Begin a discussion about word length. Talk about how some words are long and some words are short. Use children’s names or other names to illustrate this concept. Use the blocks to represent syllables in children’s names. Continue the activity using long and short word pairs, such as **bat/microwave**, **computer/fly**, **car/rainbow**. Ask children to determine which word is longer in each pair of words.

ELLC Circle Time

A. Attributes Graph

MATERIALS Chart paper, marker

SET-UP Assemble materials in the Circle Time area. Set up chart paper for discussion.



Lead a discussion with the class about attributes that we share and those that make us different. For example, *Bobby has brown hair* and *Susie has curly blonde hair*. Talk about skin color, eye color, hair types, etc. Choose one or more attributes to graph with the class. List attributes along the top of chart paper. Ask children to print their names under the attributes that best describe them. If children are unable to print their names, you may provide hand-over-hand assistance or allow them to trace their names. After all children have written their names under the attributes, you can work on counting by totaling how many names are under each attribute. Write the total at the bottom of each column.



Reminder

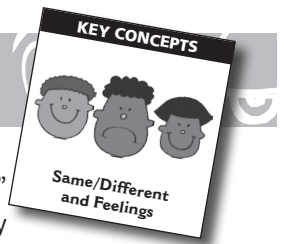
Read the unit theme storybooks multiple times during the course of the unit to provide children with extensive exposure to the targeted language forms in the books.

B. Body Part Riddle

MATERIALS Prepared riddles about body parts

SET-UP None necessary





Read a riddle to children (e.g., say, “I’m thinking of a body part you put socks and shoes on” or “I’m thinking of a body part you use to listen with”). Another way to complete this activity is to secretly name a body part to the older children in the class and ask them to create a riddle about it for the other children to guess.

C. My Family

MATERIALS Chart paper, marker

SET-UP None necessary

Lead a discussion about families. Talk about who is part of a family. Remember that families take many shapes and forms. Encourage children to share the members of their families. If time allows, list each child’s family members on chart paper. If you have pictures of the children’s families, they can be used to aid the discussion.

D. Feelings

MATERIALS Mirror, chart paper, a marker

SET-UP None necessary

Lead a discussion about feelings. Talk about the reasons why we may have different emotions. Make a facial expression that shows an emotion (e.g., sad, happy, angry). Have each child imitate your facial expression. (You may want to use a mirror to help children copy the same facial expression.) After each expression, lead a discussion about what kind of feeling might make you have that facial expression (e.g., “We may have a sad face when our favorite toy is broken”). Write each child’s suggestion on the chart paper.

E. “Hokey Pokey” Song

MATERIALS Chart paper, marker, “Hokey Pokey” song lyrics

SET-UP Write song lyrics on chart paper

Sing “Hokey Pokey” along with children, pointing to the lyrics on the chart. Allow each child to choose a body part to use in the song.

F. Favorite Things

MATERIALS Chart paper, marker

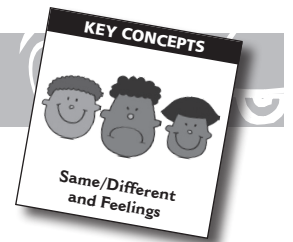
SET-UP None necessary

Lead a general discussion about favorite things. Give examples for children by naming your own favorites. For example, “Miss Julie’s favorite color is *yellow*. Her favorite food is *chocolate cake*. Her favorite toy is her *computer*.” Continue the activity using the same three favorite categories for each child. Emphasize the use of “his” and “her” as pronoun references.

Hokey Pokey

You put your right foot in,
You put your right foot out,
You put your right foot in,
And you shake it all about.

You do the Hokey Pokey
And you turn yourself around,
That’s what it’s all about!
(Repeat song, substituting *right foot* with children’s choice of body parts.)



G. “All About Me” Bag

MATERIALS Paper sacks, crayons or markers, glitter, glue, pictures

SET-UP Have materials assembled and ready to use

This activity may be completed in the classroom or may be sent home to be completed as a family project. Ask children to decorate the outside of a plain paper bag with information about themselves, drawings of things they like to do, pictures of family members, pictures of things they like to eat, etc. Have each child put one favorite toy inside the bag. In a Show and Tell format during Circle Time, ask children to talk about their bag decorations and their favorite toy.

Talking Tips

Children love to talk about themselves and what is important to them. Use this activity to encourage questions and comments from children about themselves and their classmates.



H. Body Part Bingo

MATERIALS Bingo markers, premade body part Bingo cards (with body parts instead of numbers in each square). Vary the placement of body parts on each card.

SET-UP Make body part Bingo cards using both familiar and unfamiliar body parts

Lead children in a game of Bingo. When a body part is named, have children point to the body part on their own body and place the marker on their card if they have it. You may allow children to win by one line across, one line down, diagonally, or covering the whole card.



I. Taking Care of Myself

MATERIALS None

SET-UP None necessary

Lead a discussion about things we do to take care of ourselves. Have children take turns acting out activities in their daily routine (e.g., brushing teeth, taking a bath).

J. Body Part Game

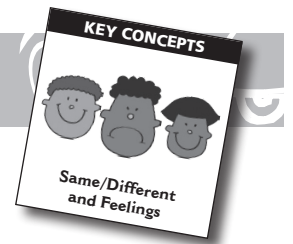
MATERIALS None

SET-UP None necessary

Repeat the following chorus while children walk in a circle: “You walk and you walk and you walk and you walk and you stop.”

When children stop, call out a body part. Have each child find a partner and touch the named body part to each other (e.g., if you call “feet,” children touch their feet together).





Art Center

Themed Art Activities

“My Book About Me”

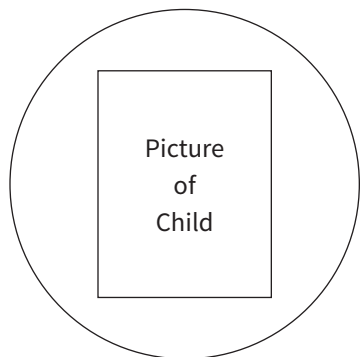
A. Title Page, Page 1, Page 2

MATERIALS 9" × 12" construction paper in a variety of colors (three different colors for each child), markers, small ink pad, large inkpad, glue or glue sticks, hole puncher, ring binders, a picture of each child, tape measure, scale

SET-UP Have materials assembled and ready to use

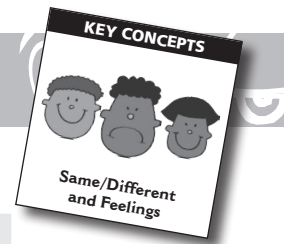
Have children print “My Book About Me” with a marker on one color of construction paper for the title page. Make a template for the right side of page 1 on which to list children’s data of name, birthday, and gender. Copy the page 1 template onto a different color construction paper than the title page. On the left side of page 1, have each child use the inkpad to press his/her thumbprint in a circle shape. Help children glue a picture of themselves inside their thumbprint circle. Page 1 template:

My name is _____

 <p>Picture of Child</p>	<p>My birthday is:</p> <p>_____</p> <p>I am a:</p> <p>Girl</p> <p>Boy</p>
---------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------

Make a template for page 2 that leaves a blank area on the left side of the page for children to press a footprint. On the right side of page 2, the template should list the child’s weight and height. Copy the template onto a different color of construction paper than the title page and page 1. Page 2 template:

<p>Imprint of footprint</p>	<p>I weigh _____ pounds.</p> <p>I am _____ feet, _____ inches tall.</p>
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B. **Page 3, Page 4**

MATERIALS 9" × 12" construction paper in two colors that are different than previous pages, crayons or markers, pictures of children's houses, large inepad

SET-UP Have materials assembled and ready to use

Make a template for page 3 that lists information about the kind of house that children live in, the address, and phone number. Copy the template onto a different color of construction paper than the previous pages. Have children look at a picture of their house and attempt to draw it on page 3. Depending on the child's skill level, you may have to help with the drawing. Page 3 template:

I live in a(n): _____

(Draw house or apartment here.)

My address is: _____

My phone number is: _____

—

Make a template for page 4 that will list a child's favorite things. Copy the template onto a different color construction paper than the previous pages. Leave space on the left side of the page for children to press their handprints. Copy the following phrases onto the right side of the page. Page 4 template:

My favorite color is: _____

My favorite food is: _____

My favorite toy is: _____

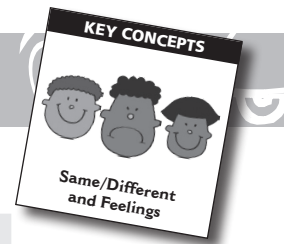
My favorite cartoon is: _____

My favorite pet is: _____

My favorite book is: _____

My favorite sport is: _____

My favorite song is: _____

C. **Page 5**

MATERIALS 9" × 12" white construction paper, markers in a variety of colors, arts and crafts supplies in an assortment of colors, glue

SET-UP Have materials assembled and ready to use

For page 5, ask children to name their favorite color. For each child, write the name of the color in large letters with a matching color marker on construction paper. Have children use the same color arts and crafts materials to glue onto their letters

D. **Page 6**

MATERIALS 9" × 12" white construction paper, brown markers, apple-shape sponges or stamps, red and green paint or ink pads

SET-UP For each child, draw an outline pattern of a tree trunk on a sheet of construction paper. Have other materials assembled and ready to use.

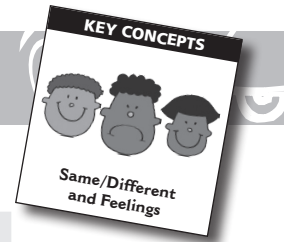
For the last page of "My Book About Me," distribute the outline patterns to children, and have them color their tree trunks with brown markers. Talk about family members with children, and ask them who their family members are. Have children press the apple-shape sponge or stamp into the red paint or ink pad and add as many apples around the tree trunk as there are family members. Ask children to print the names of their family members inside or next to the apples. Have children dip their fingers onto the green paint or ink pad and press them onto the paper for leaves on the tree.

E. **Paper Plate Face**

MATERIALS Red, green, brown, and blue construction paper; a variety of skin-tone color paper; white paper; white paper plates; multicultural crayon colors; yarn in a variety of hair colors; scissors; sequins; glue

SET-UP Precut circles from white paper and smaller circles from green, brown, and blue construction paper for eyes. Draw lip shapes on red construction paper. Draw ear and nose shapes on skin-tone color papers. Have materials assembled and ready to use.

Give each child a blank paper plate. Ask children to color their plates with the same color crayon as their skin color. Have each child select a color of yarn (hair color) and two precut construction paper circles (eye color). Assist children in cutting the yarn into lengths to simulate their hair. (Children may also braid the yarn with assistance from an adult.) Give each child two precut white paper circles. Have children select and glue their eye-color circles onto the white circles. Ask children to select and cut out lip, ear, and nose shapes from your prepared drawings. Children are now ready to assemble their paper plate faces by gluing on hair, eyes, lips, ears, and nose. (They may want to use yarn for eyebrows.) Girls may want to fashion hair bows or earrings from sequins. These paper plate faces may be glued onto sheets of construction paper and included in the children's "My Book About Me."



F. Body Tracing

MATERIALS Roll of butcher paper, scissors, markers, crayons (including multicultural colors), glue, variety of craft materials (including buttons, ribbon, fabric rickrack), hair-colored yarn

SET-UP Cut a length of butcher paper to the height of each child. Have materials assembled and ready to use.

Have each child lie on the precut length of butcher paper, and ask a peer or an adult to trace the child's body outline. Have children draw on their clothes and then color them. Children may then decorate their clothes with buttons, ribbon, rickrack, or any other craft materials. Have children complete their self-portraits by drawing face parts and gluing on yarn for hair.

G. "All About Me" Quilt

MATERIALS Squares of felt in different colors, items from children's homes (e.g., a picture of each child and things or pictures that describe the child's interests and personality), craft glue, old bed sheet

SET-UP Have materials assembled and ready to use

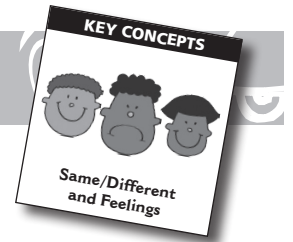
Ask children to select two or three felt squares in their favorite colors. Set out children's items from home, and have children glue them onto their felt squares. Glue all the felt squares onto the bed sheet to make a class quilt.

H. Emotion Puppets

MATERIALS Skin-tone tag board (or color white tag board with multicultural marker colors), tongue depressors, glue, scissors, yarn, face-parts template

SET-UP To create face-parts templates, draw a variety of face parts that convey different emotions (e.g., happy smile, scrunched-up nose, surprised eyebrows, sad eyes). Have materials assembled and ready to use.

Have each child cut out four large circles of tag board, the color of which most closely approximates their skin tone. Then, give each child a face-parts template, and ask children to think of four different emotions to illustrate on the tag board circles. Ask children to select shapes of eyes, mouths, noses, and eyebrows that are appropriate for the emotions they select. Have children color and cut out their face pieces and glue them onto their four circles. (Children may add ears or hair.) After children have completed their faces, have them apply a thin line of glue to the back of one of the faces and attach it to a tongue depressor, creating a handle. Then have children glue another face onto the other side of the tongue depressor, creating a two-sided puppet. Repeat the process with the remaining two faces and another tongue depressor.



Create-A-Book Center

“My Feelings” Book

MATERIALS Unlined paper, construction paper, pencil, crayons, markers, stapler or other way to attach pages

SET-UP Print each of the following lead-in phrases (or create your own) on the top of a sheet of unlined paper, positioned horizontally. Use only one phrase per page.

- Makes me angry
- Makes me sad
- Makes me happy
- Makes me scared
- Makes me lonely

Read a lead-in phrase to each child. Depending on the child’s writing skills, print the child’s answer on the paper or dictate the letters of each word for the child to print. If the child needs additional assistance, you can make dotted letters or print letters for the child to trace. Encourage children to draw a picture under each sentence to show each feeling. Assist children as necessary. Have children print the title “My Feelings” and their name on the cover of the book.

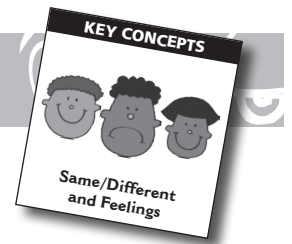
Dramatic Play Center

Barber Shop/Beauty Salon

MATERIALS Cape to drape shoulders, combs, brushes, towel, hair clips, fake scissors (make out of heavy cardboard and attach the two pieces with a fastener), mirror, empty bottles of shampoo, conditioner, and hairspray, curlers, barrettes, ponytail holders, dolls with hair, broom and dustpan, chair, plastic tub for washing hair, pretend hair dryer, pretend curling iron, cash register, money, telephone, appointment book, old hairstyle books or pictures from magazines, nail files, empty nail polish container and brush, plastic bin to soak feet for pedicure

SET-UP Set up the area to resemble a beauty salon

Assist children in determining jobs in a beauty salon, including manicurist, hairstylist/barber, receptionist, manager, and clients. Encourage children to name the salon/barber shop, and assist them in making and hanging a sign with the name printed or painted on it. Encourage children to make appointments, style hair, give manicures and pedicures, etc.



Tactile Center

A. Washing Babies

MATERIALS Doll babies that are safe to place in water, water, bubble bath, sponge or washcloth, soap, shampoo, towels, hairbrush, lotion, baby powder, tray

SET-UP Fill a tactile table with water. Pour in bubble bath and swish to make bubbles. Set up other bath supplies on a tray.

Ask children to undress the babies to give them a bath. Have children put soap on a sponge or washcloth and bathe all body parts of the babies. Encourage children to also wash the babies' hair. After they are done bathing the babies, ask children to dry them off and apply lotion or powder. Then, ask children to brush the babies' hair and dress the babies.

B. Matching Emotions

MATERIALS Milo (available at grain/feed stores), multicultural faces (laminated) that show a variety of emotions, index cards, marker

SET-UP Fill a tactile table with milo. Hide the laminated faces in the milo. Write a variety of emotion words (e.g., "sad," "happy," "angry," "surprised") on index cards.

Have each child dig into the milo to find a face. Discuss with the class the emotion each face is showing. Have children match the face with the index card word that identifies the emotion.

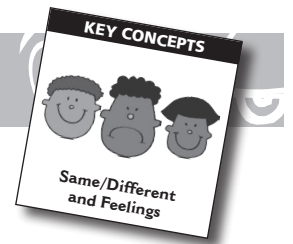
Construction Center

Body Puzzles

MATERIALS Variety of different body-parts puzzles (you may make your own)

SET-UP Have materials assembled and ready to use

Encourage children to complete a variety of different skill-level puzzles related to the unit theme.



Math and Science Center

Sorting

MATERIALS Variety of pictures of people with different physical attributes

SET-UP Have materials assembled and ready to use

Have children sort the pictures by similar attributes (e.g., all people with similar hair color together, similar eye color together). After children have sorted the pictures, have them count how many people are in each group.

Fingerprints

MATERIALS Paper, ink pad, marker, magnifying glass

SET-UP Have materials assembled and ready to use

Have children press their fingerprints onto a piece of paper and then print their name on the paper. Allow children to examine their fingerprints with a magnifying glass. Discuss with children that no one else in the whole world has the same fingerprints.

Smells

MATERIALS Variety of nontoxic items that have a scent (e.g., spices, shaving cream, bubble gum), nontransparent containers with lids

SET-UP Have materials assembled and ready to use

In each container, place a certain amount of one of the scented items. Close the container, and poke small holes in the lid. Ask children to identify each item with only their sense of smell.



Same/Different
and Feelings

Optional Activities

Note: Check children's medical records for food allergies before beginning any activity with food.

1. Make a snack.

A. Face Cookies

MATERIALS Packaged cookie dough, cookie sheet, spatula, packaged white frosting, small bowls, food coloring, knives or craft sticks, cookie-decorating toppings (e.g., candy-coated chocolate pieces, chocolate chips, sprinkles, licorice string)

SET-UP Arrange for access to a stove or toaster oven. Have materials assembled and ready to use. Have children wash and dry their hands before they begin making the cookies.

Roll the cookie dough into balls, and place on cookie sheet. Bake cookies as directed on package. Allow cookies to cool. Help children color the frosting to colors of choice. Have children ice the cookies with frosting and add toppings to make faces. Encourage children to discuss the different characteristics of their cookie faces.

B. Favorite Snacks

Have each child bring their favorite snack to share with the class.

2. Ask families to create a "My Child Is a Star" poster.

MATERIALS Send home a piece of poster board with each child. Have the child's family make a poster with the title "My Child Is a Star." Instruct the family to include pictures and words that describe their child. Encourage families to be creative and to make the posters unique.

SET-UP None

Have children share their posters with the class during Circle Time. Display the posters in the classroom for children to talk about.



Raincoats and Rainbows

Targets questions, vocabulary, and phonemic awareness

See Resources Section, page XXX



I Can Do That!

Word Sprouts (Book 1)

Targets early verbs and gestures

See Resources Section, page XXX

Learning Outcomes Chart

UNIT 1 • KEY CONCEPT: Same/Different and Feelings • MAIN STORYBOOK: *We're Different, We're the Same*

SKILLS		Story Time		ELLC Circle Time												Phonological Awareness Groups				Themed Art								Open Art		Tactile		Construction	Create-A-Book	Writing	Listening	Dramatic Play	Language and Literacy	Reading	Technology	Math and Science																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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X=direct relationship to skill

O=indirect or potential relationship to skill