

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that all people are human beings
- ✓ Give an example of one thing that is alive and one thing that is not alive
- ✓ Name human beings' three basic needs: water, food, and shelter

Language Arts Objectives

Starting the Day

Students will:

- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Memorize and recite with others the nursery rhyme "Where is Thumbkin?" (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with "Where is Thumbkin?" (RL.P.10)

Skills

Students will:

- ✓ Memorize and recite with others a nursery rhyme (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with a nursery rhyme (RL.P.10)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw vertical lines between two end points (L.P.1a)

Listening & Learning

Students will:

- ✓ Classify human characteristics into two conceptual categories (L.P.5a)

- ✓ With prompting and support, use dictation to create an informative text about similarities and differences between humans (W.P.2, W.P.8)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “I Am a Human Being” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from “I Am a Human Being” (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

Core Vocabulary

brain, n. a body part inside your head that you use to think

Example: The teacher told Raymond to use his brain to count to ten.

Variation(s): brains

huddle, v. Get close together with other people

Example: My family likes to huddle together by the fire when it is cold outside.

Variation(s): huddles, huddled, huddling

protect, v. Keep safe

Example: Rocky’s helmet will protect his head if he falls off his bike.

Variation(s): protects, protected, protecting, protection

shelter, n. A place to live and sleep that protects you from weather

Example: When it started to rain, Regina ran into her house to find shelter where she would be dry.

Variation(s): shelters

survive, v. Stay alive

Example: Bears hibernate to survive the wintertime.

Variation(s): survives, survived, surviving, survival

temperature, n. How hot or cold something is

Example: It is so hot outside it’s the perfect temperature to go swimming today.

Variation(s): temperatures

At a Glance

	Exercise	Materials	Minutes
STARTING THE DAY			
Routines	W Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When students arrive
Nursery Rhymes	W Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	During morning circle
SKILLS			
Small Group 1	S Warm-Ups Nursery Rhyme Review	Nursery Rhymes and Songs Posters 12, 15, 34, 55	10
Small Group 2	S Warm-Ups Line-Art Mural	Butcher-block paper, tempera paints, cornstarch, paint pots, newspaper or drop cloth	10
LISTENING & LEARNING			
Introducing the Read-Aloud	W What Have We Already Learned? Purpose for Listening	Chart paper, marker	5
Presenting the Read-Aloud	W Three Basic Needs		10
Discussing the Read-Aloud	W What's the Big Idea?		10
Extension Activity	W Basic Needs Picnic	picnic basket, blanket, pretend food	During learning centers

Advance Preparation

Routines

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

Small Groups

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

Small Group 2

Thicken tempera paint: Heat three cups of water and 4 tablespoons of cornstarch in a pot. Stir until dissolved. Gradually add mixture to tempera paint until it reaches desired thickness. Hang a large piece (5') of butcher paper on the wall. Put dots of thickened tempera paint at the top and bottom of the butcher paper for students to connect.

Place paint pots intermittently along the wall so each student will have easy access to at least one paint pot.

Lay down newspaper or a drop cloth on the wall and beneath the painting area to prevent paint from dripping on the floor. Draw an 'X' for each student on the newspaper so they know where to stand. Make sure that students are wearing smocks and have close access to a sink for clean-up.

Presenting the Read-Aloud

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

Prepare a chart entitled 'All About Humans.' Make two columns, one labeled 'different' and the other labeled 'same.'

Extension Activity

Make some type of shelter in the classroom for use during the picnic. You could make a fort out of sheets, pitch a tent, pretend a closet is a house, or use an existing play house.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Taking Attendance: Two Piles	Attendance chart, Transition Cards: Names, pile labels	When students arrive
Nursery Rhymes	W Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	During morning circle

Routines

Whole Group

Taking Attendance: Two Piles

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

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

Nursery Rhymes

Whole Group

Where is Thumbkin?

Note: *If students are or might be aware of the meaning of raising only the middle finger, consider adjusting the motions for this nursery rhyme. Additionally, students may find it difficult to isolate individual fingers. You might hold up all fingers that have been mentioned in the rhyme instead of holding up one finger at a time.*

- Review the song “Where is Thumbkin?” by having students sing and do the motions.
- Then, review the names of the fingers with students by holding up each finger and having them say its name.
- Finally, have students label their fingers without your help as they sing the song “Where is Thumbkin?” Rather than giving them the word for each finger, pause and point to students to indicate that they should provide the word.

Skills

	Exercise	Materials	Minutes
Small Group 1	S Warm-Ups	Nursery Rhymes and Songs Posters 12, 15, 34, 55	10
	Nursery Rhyme Review		
Small Group 2	S Warm-Ups	Butcher-block paper; tempera paints; cornstarch; paint pots; newspaper or drop cloth	10
	Line-Art Mural		

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

Small Group 1

10 minutes

Small Group

Warm-Ups

Say the Rhyme

Students will recite and demonstrate the motions for “Where is Thumbkin?”

- Lead students in singing the song “Where is Thumbkin?”
- Demonstrate the motions that go along with the song and have students join in.

Nursery Rhyme Review

Students will review the words and motions they have learned across the entire domain.

- Remind students that they have learned “Head and Shoulders, Knees and Toes,” “Open Them, Shut Them,” and “Do Your Ears Hang Low?”
- Show students the Nursery Rhymes and Songs Posters for each song.
- Allow students to choose which song they would like to sing.
- Review all songs, reminding students of the body parts they have learned that are mentioned in each song.

Warm-Ups

Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words.

I can stretch, I can bend

I can wave to a friend.

I jump so high, I crouch so low

I tap the floor with my toe.

I cross my arms and breathe in deep

I calm my body and plant my feet.

Counting to Five

Students will practice counting to five using their fingers. This task visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.
- Have students repeat after you and lift one finger at a time as they count.
- Count five fingers on both left and right hands.

Line-Art Mural

Note: Consider conducting this activity outside during Small Group or during recess if it is too messy for your classroom.

Students will use paint brushes to draw vertical lines on a vertical surface. Students make large motions starting at the shoulders and moving down to the wrists in preparation for making marks on a horizontal surface holding a writing utensil.

- Show students the butcher block you have taped to the wall.
- Explain that you are all going to work together to make a big painting called a mural. The painting is going to have lots of colors going up and

down. Show students the dots of thickened tempera paint you made at the top and bottom of the paper. Demonstrate how they are to connect the dots by going from the top to the bottom with their paintbrushes.

- Tell students to stand with their feet on one of the 'Xs' that you have drawn on the newspaper. Tell them not to walk around the classroom with the paintbrushes.
- Provide students with paintbrushes and place a paint pot between each student.
- Have students paint vertical lines on the paper. Encourage them to make long, straight strokes using a range of motions (e.g., large motions with the shoulders and arms, small motions with the wrists and hands).
- Assist students who need help holding the paintbrush and making lines.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Have We Already Learned?	Chart paper; marker	5
	Purpose for Listening		
Presenting the Read-Aloud	W Three Basic Needs		10
Discussing the Read-Aloud	W What's the Big Idea?		10
Extension Activity	W Basic Needs Picnic	picnic basket; blanket; pretend food	During learning centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Have We Already Learned?

- Remind students that you learned how people can be the same and different.

“We have learned ways all people are different. We have also learned ways that all people are the same. Let’s talk about some of the ways people can be different (unique, special) and some of the ways people can be the same.”

- Introduce students to the chart you are going to create showing ways people can be the same and ways people can be different.

“I’m going to write your answers up here on our chart (see Advance Preparation). This says ‘different,’ and this says ‘same.’ Let’s start with ways people can be different.”

- Provide students with an example and then call on various students to answer.
- Use the list below as a guideline to give students hints and elicit answers

“What do all humans start out as? They all start out as babies! Would we write that under ways all people are the same or ways all people are different?”

- As you discuss how people are the same and different, write students' answers on chart paper:

Different	Same
Different color hair	Have body parts
Different color eyes	Grow and change
Like to eat different food	Were once babies
Like to do different things	Have names

Purpose for Listening

- Explain to students what basic needs are.

“Today you are going to hear about three things that all humans need to stay alive. We call these things ‘basic needs’ because everybody needs them to stay alive.”

- Ask students where you would write these needs in your chart.

“Would we write the ‘basic needs’ under things that are the same about all people or things that are different?”

- Tell students to listen to find out what the three basic needs are.

“Listen to find out what these three things are so that we can add them to our chart under things that are the same for all humans.”

Three Basic Needs



← SHOW FLIP BOOK PAGE 14-1: **Girl asking question**

We're all human beings, as you have now seen—
Some young, some old, and some in-between.

Sometimes I wonder, what do all humans need?
To find out, listen carefully—see if you agree.

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← SHOW FLIP BOOK PAGE 14-2: **Blocks and socks**

Human beings are living, unlike blocks and socks
They grow and they change with each tick of the clock.

Humans are living—like you, they're alive
And all humans need certain things to **survive**.

- Define *ALIVE* and give examples of things that are alive and not alive.

"SURVIVE means stay alive. Humans are alive, but blocks and socks are not alive.

Moms and dads are alive, but cars and trains are not alive, even though they can move.

Let's listen to hear the three things everyone needs to stay alive."



← SHOW FLIP BOOK PAGE 14-3: **Three basic needs**

There are three basic needs—can we list them? Let's think...

The first thing we need is water to drink.

People's second basic need is good food to eat.

What's the third? **Shelter**—like a warm place to sleep.

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← SHOW FLIP BOOK PAGE 14-4: **Water fountain**

Water cools humans off, from a drink to a dive
But, much more than that—it keeps you alive!

We need to drink water every single day
It keeps us from being thirsty, so we can play.

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← SHOW FLIP BOOK PAGE 14-5: **Boy eating sandwich**

The second basic need is the food that you eat
What's for lunch? A sandwich, fried rice, a taco with meat?

- Summarize why people need food.

"We all need food so that we won't be hungry."

- Ask students what kind of foods they like to eat for lunch.

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



← SHOW FLIP BOOK PAGE 14-6: **Healthy lunch**

All kinds of food nourish your body and brain
There are fresh fruits and vegetables, meat, dairy, and grains.

- Explain that people need many different foods to stay healthy.

"To stay healthy, we need to eat a lot of different kinds of food."

- Point to and discuss the foods shown in the pictures using the words *FRUIT, VEGETABLE, MEAT, DAIRY,* and *GRAINS* to categorize different foods.



← SHOW FLIP BOOK PAGE 14-7: **Houses**

The third basic need is a safe place to stay.
A place to come home to at the end of the day.

- Define the word *SHELTER* by referring to the text and images.

“The third basic need is a safe place to stay—a shelter is a safe place to stay, a home, a place where you live. Your home is where you sleep and stay safe. These are all different homes so they are shelters.”

- Ask students about their own shelter.

“Does anyone live in a shelter that looks like one of these?”



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

A home can be made of straw or of clay
Some rise high in cities; some float on the bay.

- Describe the shelters shown in the images.

“People can live in lots of different houses. This family lives on a boat! It is called a houseboat. This family lives in a house made of straw and clay. The walls are clay and the roof is made of straw to keep the rain out and keep them safe and warm.”



← SHOW FLIP BOOK PAGE 14-9: **Hot and cold**

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

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

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

- *Explain how the images show people being protected from weather by their shelters.*

"A shelter helps keep us the right temperature, not too hot and not too cold. What do you see in this picture that might help you stay warm when the weather is really cold outside? What do you see in this picture that might help you stay cool when the weather is really hot outside?"



← SHOW FLIP BOOK PAGE 14-10: **Girl asking question**

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

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

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

- *Reread the text and ask students to tell you the basic need you are describing.*

"Let's read that again and see if we can remember what the three basic needs are."

What's the Big Idea?

Is It a Basic Need?

- Ask students to tell you whether something is or isn't a basic need.

"I am going to name some different things. Some of these things are basic needs and some of them are not. I want you to show me 'thumbs-up' if the thing is a basic need and 'thumbs-down' if the thing is not a basic need."

- toy trucks
- food
- magic wands
- crayons
- water
- television
- shelter
- tables
- water
- paper
- food
- glitter
- shelter
- baby dolls

Basic Needs Riddles

- Describe a basic need and ask students to figure out which basic need you are describing.

"I am going to talk about one of the basic needs. I want you to try to guess which basic need I am talking about, but I'm not going to say the name of the basic need. I'm just going to give you some clues. This is called a riddle. Listen to these riddles about basic needs and raise your hand if you think you know the answer."

- I'm thinking of something that you drink. What is it? [water]
- I'm thinking of something that you eat. What is it? [food]
- I'm thinking of a place where you live. What is it? [shelter]
- I'm thinking of fruits, vegetables, meats, and grains. What are those things? [food]
- I'm thinking of apartment buildings, and houses. What are all those things? [shelter]
- I'm thinking of something clear and cool that you need when you're thirsty. What is it? [water]

Same and Different Chart: Adding Basic Needs

- Show **Flip Book Page 14-2: Three Basic Needs** and discuss where you should list the three basic needs on your chart.

“We just learned about three things all humans need to stay alive. So, let’s add the three basic needs to our chart. Do you think the basic needs go on the ‘same’ side or the ‘different’ side of our chart? Do all humans need the same things to stay alive, or do they need different things? What are those basic needs?”

- Talk with students about how all humans need food, water, and shelter, so basic needs are something that are the same for all humans.
- Add each basic need to your chart.

Extension Activity



Language Facilitation

Use the parallel talk strategy to describe what students are doing. Model language and vocabulary that go with specific actions and activities by narrating what students are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

Basic Needs Picnic

Students will go on a pretend picnic and talk about the three basic needs (water, food, shelter). You can either go outside for the picnic or have the picnic inside, pretending that you are outside. At the picnic, there will be *food* to eat and *water* to drink. When it starts to rain and ruins the picnic, students will look for *shelter* to keep them safe and protect themselves from the weather.

- Explain that you are going to go on a pretend picnic. A picnic is a meal you have outside sitting on the ground. Remind students that humans' basic needs are water, food, and shelter. Tell students that you are going to have two of the basic needs that they learned about (e.g., water and food) at the picnic. Tell students that something exciting is going to happen during the picnic and they will need to find the third basic need—shelter.
- As students unpack the picnic basket and pretend to eat their food, talk to them about basic needs using the parallel talk strategy to narrate what you are doing

“Ayana is making a delicious ham sandwich to eat. All humans need food to give them energy.”

“Juan Carlos is pouring everyone some clean, cool water. We need water so we won't be thirsty.”

- Once students have had their meal, tell students you think it's going to rain.

“Oh no! I think it's going to rain. I feel some raindrops.”

- Sing this song to the tune of “Are You Sleeping?:”

*Is it raining? It IS raining!
Drip, drop drip! Drip, drop, drip!
Hear the rain, it's falling.
Hear the rain, it's falling.
Don't get wet. Don't get wet.*

- Tell students they are getting wet and need to find shelter. Tell them shelter protects everyone from the weather.

- Take students to the shelter you made (see Advance Preparation) or have them huddle under the picnic blanket.
- Now that the picnic is over, review humans' three basic needs: water, food, and shelter.