ABSTRACT
This unit is designed to help students develop a greater understanding of themselves, and the role they play in the family and at school. They will be able to identify the different kinds of homes people live in. The students will also identify and compare responsibilities they have at home and at school. The students will be involved in various types of hands on activities and literature based instruction. Rubrics, checklists, and direct observations will be used in assessing the students throughout the unit.

II. OVERVIEW
A. Core Knowledge Preschool Sequence content
1. The students will recognize their names and major body parts (body, head, arm, hand, leg, foot, pg.18
2. The students will name their major body parts (Body, Head, Arm, Hand, Leg, Foot), pg. 18
3. The students will recognize, label, and locate their minor facial features, pg.18
4. The students will recognize different types of dwellings (house, apartment, mobile home, town house) and the students will identify their telephone number and home address, pg. 32
5. The students will know about the members of the family unit, pg. 32
6. The students will identify responsibilities in their home, pg. 32
7. The students will identify their responsibilities in their school setting, pg. 19

III. BACKGROUND KNOWLEDGE
A. For Teachers

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS
A. A basic understanding of their home and family life.
V. RESOURCES:
A. Barton, B. Building a House.
B. Scholastic First Dictionary.
C. World Book’s Child Craft: About You.
D. World Book’s Child Craft: Who We Are.
E. World Book Millennium 2000.

VI. LESSONS OUTLINE
Teacher Note: The following lessons will include Circle Time activities as well as Table activities as indicated. Activities included in Circle Time are in addition to daily calendar routines.

Lesson One: Special Me
A. Daily Objective(s)
   1. The students will develop an understanding of their bodies.
   2. The student will recognize and name their major body parts: body, head, arm, hand, leg, foot, shoulder, and neck.

B. Grouping
   1. Circle Time Activities/ Instruction – whole group instruction
   2. Table Activities- small group instruction

C. Materials & Preparation:
   1. sentence strips
   2. markers
   3. glue/glue sticks
   4. buttons
   5. macaroni
   6. glitter
   7. confetti
   8. mini-pompoms
   9. beans
   10. colored rice (rice and food coloring)
   11. sand
   12. cookie sheets
   13. chart tablet for chants and songs
   14. ball
   15. record “Learning Through Basic Skills” by Palmer, H. “Hickety-Pickety Bumble Bee” chant . (Brashears, pg. 7)
      “Where is ________?” (Appendix A)
   16. book: Caps for Sale
   17. book: We’re All Alike, We’re All Different
   18. song “Head Shoulders, Knees and Toes” (See http://www.kididdles.com/mouseum/alpha.html for song)– prepare on a chart tablet
   19. questionnaire “All About Me”(Appendix B) – 1 per student
   20. assessment “Major Body Parts” (Appendix C) – 1 per student
D. Language of Instruction
Teacher: Part-one of the often-indefinite subdivisions into which something is a part of
Students: Body – all of you from the top of your head to the bottom of your feet
Head – the top round part of your body
Arms – long, skinny part of your body that your hand is on
Hand – part of your body at the end of your arm. Your fingers and thumb are part of your hand
Leg – the part of the body we use for standing, walking, and running
Foot – the flat part of the body at the end of the leg used to stand, walk, and run

E. Procedures/Activities

Circle Time:
1. Introduce individual names by singing, “What is your name?” using different names (Palmer, H.). Repeat daily in circle time.
2. The teacher will reinforce individual names by playing a name game. Children will get a chance to roll a ball to a person across the circle and when the person catches the ball he or she has to say his or her name.
3. To expand the students’ abilities to recall names the class will chant “Hickety-Pickety Bumble Bee” and substitute different names each time. (Chant taken from Brashears, pg. 7)
4. The class will learn the song “Where is ________?” and take turns using different names to call other children in the class. (Appendix A: Where Is ________?”)
5. The teacher will introduce the major parts of the body by reading We are All Alike, We are All Different. Then the teacher will expand by naming each part and identifying where it is located physically on the person. The children will be asked to follow the teacher and physically touch the named body part and verbally identify it at the same time as a group. Repeat daily in circle time.
6. Student will practice locating parts of their bodies by participating in the song “Head, Shoulders, Knees and Toes.”(Website)
7. The teacher will read the book Caps for Sale and then lead an informal discussion relating types of clothes that go on different parts of our body.

Table Activity:
8. The students will begin to recognize their written names by each receiving a piece of paper with the individual name written on it. The teacher will provide different materials for them to glue on to their names. Children will present their decorated names to the class during circle time.

Take Home Activity:
9. To connect the new skills to the student’s home environment an “All About Me Questionnaire” (Appendix B: All About Me Questionnaire) will be sent home for the child and his or her family to complete. Throughout the week the children will be able to share their collected information with their new classmates.
F. Go A Little Further
1. For students who have difficulty: Use peer support to help with the activity. You can also use larger items to glue/decorate on their names. Attach a picture of the child to the card with his or her name. (Describe how to modify the activity to provide greater support and cues for students who may have difficulty with the activities as described above.)
2. For students who excel: Have the student trace the letters of his or her name with a different color, or have them write their names by themselves. (Describe how to modify the activity to provide an additional challenge for those students who are readily able to perform the activities as described above.)

G. Assessment/Evaluation
1. Direct Observation
2. Constructed Response
3. Teacher will use a checklist and picture cards to assess if the child can label and correctly locate the major body parts. (Appendix C: Major Body Parts assessment)

Lesson Two: “Happy Face”
A. Daily Objectives
1. The students will develop an understanding of their bodies.
2. The students will recognize, label, and locate their minor facial features.

B. Grouping:
1. Circle Time Activities/ Instruction – whole group instruction
2. Table Activities- small group instruction

C. Materials & Preparation:
1. “Which Part of Me?” (Franco, pg. 24-25)
2. happy/ sad faces (Appendix D) 1 per student
3. glue
4. popsicle sticks
5. song “If Your Happy and You Know It, Clap Your Hands”
6. white oval shape, 1 per student
7. small black circle, 1 per student
8. medium sized color circle, 1 per student (colors: blue, brown, and green)
9. eye patterns (Appendix E)
10. butcher paper
11. black marker
12. tape
13. Mr. Potato Head toys, 2 per class
14. chant “Wiggles” (Scott, L., pg. 43) prepare on a chart tablet
15. my face assessment (Appendix F)

D. Language of Instruction:
Teacher:
most – the largest amount or number
least – the smallest amount or number, “a perfect match”
same – two things that are exactly alike
Student:
face - the front part of the head. One it are the eyes, nose, and mouth
eye – the part of the body used to see
mouth – part of the face that contains your tongue and teeth. It is
used to talk and eat
nose – the part of the body used to smell and breath. It is in the
center of your face

E. Procedures/Activities:

Circle Activity:
1. The teacher will read “Which Part of Me?” (Franco, pg. 24-25)
riddles and have the students fill in the appropriate body part.
2. The class will sing “If You’re Happy and You Know It, Clap
Your Hands” and practice locating body parts emphasizing the facial
body parts (See http://www.kididdles.com/mouseum/alpha.html for
song).
3. The teacher will lead a discussion to review the data collected in the
eye color table activity, emphasizing colors and terms most, least,
and same.
4. The class will play the game “Simon Says” and focus on the facial
features to practice naming their body parts, i.e. blink your eyes,
move your nose....
5. Each child will use his or her Happy/Sad Face to answer question
about his or her likes and dislikes asked by the teacher. If he or she
likes it, show the “Happy Face.” If the child does not like it show
the “Sad Face.”
6. The teacher will lead the class in the finger play “Wiggles”

Table Activity:
7. The students will create a double-sided face. One side will have a
happy face and the other side will have a sad face. A pre-made form
will be given to each child for him or her to trace the eyes, nose, and
mouth (Appendix D). One side of the mouth will be “Happy” and
the other will be “Sad.” The students will mount their faces on
popsicle sticks.
8. To expand each student’s knowledge of facial body parts the teacher
will help each student create an eye the same color as his or her eye
using the patterns for the eye (Appendix E). When the eye is
completed the student will place it on a bar graph to record the
number of different eye colors in the whole class.
9. The students will be able to explore what they have learned about
facial features by playing with Mr. Potato Head toys. (from Scott, L.,
pg 43).

F. Go A Little Further:
1. For students who have difficulty: The teacher will model more
activities and provide one-on-one assistance in constructing the
activity.
2. For students who excel: Have the student draw a picture of a face
and label/identify the features.
G. Assessment/Evaluation:
   1. Direct Observation
   2. Constructed Response
      The students will use a cut and paste format to create a face using the appropriate features and place them in the correct location.
      (Appendix F: My Face)

Lesson Three: My Senses

A. Daily Objectives:
   1. The students will identify the connection between body parts and the corresponding senses (eyes-sight, nose-smell, ears-hearing, mouth-taste, and hands-touch).

B. Grouping:
   1. Circle Time Activities/ Instruction – whole group instruction
   2. Table Activities- small group instruction

C. Materials & Preparation:
   1. tape recorder
   2. tape of environmental sounds, i.e. water running, horn honking, train whistle, baby crying
   3. pictures of the environmental sound on the audio tape
   4. sand
   5. cookie sheets, 4 per class
   6. sorting trays, 4 per class
   7. cotton balls, 3 bags
   8. kidney beans, 2 bags
   9. popcorn kernels
   10. oil
   11. air popper
   12. paper cups
   13. large bowl
   14. sequence pictures, 1 set for class(Appendix G: How to make popcorn)

D. Language of Instruction:
   Teacher: sense- the ability of the nerves and the brain to receive and react to things in the environment such as light and sound
   Student: sight – when you look at something with your eyes
            smell-to use the nose to find out an odor
            hearing – to have sounds come into the ear
            touch – to use the hand or another part of the body to feel something
            taste – to put some food on you tongue to tell what it is like; some foods taste sweet, salty, or sour

E. Procedures/Activities:
   Circle Time Activities:
   1. To investigate the sense of hearing the teacher will lead a listening lotto game. A sound will be played on a tape recorder and the teacher will give the class two picture choices to identify the correct sound.
2. The teacher will lead the class in the song “Where is Thumbkin?” (See http://www.kididdles.com/mouseum/alpha.htm for song).

3. To experience the sense of taste and smell the class will work together to make popcorn. The teacher will lead them through the steps of making popcorn using an air popper. After the popcorn is made and enjoyed, the class will construct a sequence of events to record their popcorn experience. The teacher will read the book Brown Bear, Brown Bear, What Do You See?

4. To practice using the sense of sight the teacher will lead the “Eye Spy” modified game and identify things in the classroom using color and shape. The teacher will start the repetitive phrase “Teacher, Teacher, What do you see?” and end it with something he or she sees by saying, “I see a yellow ball looking at me.” Then he or she will ask a child, “Ashley, Ashley, what do you see?” Then the student can respond using the repetitive phrase.

Table Activities:
5. The students will investigate the sense of touch by writing and drawing pictures in the sand. Place two handfuls of sand on a cookie sheet. Shake to evenly disperse sand.

6. The students will sort objects that are hard and soft using kidney beans and cotton balls as objects.

7. The student will sequence pictures in the appropriate order on the steps for making popcorn. (Appendix G: How to Make Popcorn.)

F. Go A Little Further:
1. For students having difficulty:
   a. Show the student a picture of drawing in the sand, and pair the student up with a friend.
   b. Use smaller groups of items for sorting activities.
   c. Shorten the sequencing activity from 3 to 2 steps and talk the student through the activity with modeling.

2. For students who excel:
   a. Have students write/draw on paper using pencils, crayons, or markers.
   b. Increase the number of items to be sorted.
   c. Have students verbally tell the correct sequence or steps in the activity and predict what comes next.

G. Assessment/Evaluation:
1. Direct Observation: The students will identify orally which sense is used with the following items: record player- hearing, flower-smell, play-doh-touch, cracker-taste, and bird-sight.

Lesson 4: Home Sweet Home
A. Daily Objectives:
1. The students will develop an understanding of their roles in their families and home habitats.
2. The students will recognize different types of dwellings. (house, apartment, mobile home, town house)
B. Groupings:
1. Circle Time Activities/ Instruction – whole group instruction
3. Table Activities- small group instruction

C. Materials
1. poem, *Homes* by Elizabeth McKinon (taken from Kotomainoce K., pg, 86) prepared on a chart tablet
2. book: *The Three Little Pigs*
3. tablet
4. markers
5. assorted magazines
6. Unifix cubes
7. white paper
8. glue
9. book: *Building a House*
10. power point presentation “Home, Not a Home”
11. happy/sad faces from lesson Two; 1 per student
12. blocks- wood or Lego

D. Language of Instruction:
Teacher: dwelling- a place to live in, a house.
          materials- what is used to make things (ex. boards, bricks, nails).
Student:  home - the place where a person lives.
          apartment – one room or a small group of rooms where people live. There can be many apartments in one big building.
          furniture – things in a house (ex: chairs, sofas, tables, beds and desks).

E. Procedures/ Activities:

Circle Time:
1. The teacher will read the poem, *Homes* by Elizabeth McKinon (Kotomainoce K., pg, 86) from the chart. Then he or she will lead a discussion about what different types of homes each student lives in.
2. The teacher will read *The Three Little Pigs* aloud to the class.
3. To check for understanding, the teacher will review the sequence of the story with the students.
4. The teacher will read *Building a House* and then discuss the materials used in building a house, i.e. bricks, lumber, and shingles. The teacher will help the class identify different rooms and furniture in a home.
5. The students will get a chance to apply their new knowledge of homes and the things that are in a home by acting out the story *The Three Little Pigs*, using pretend furniture and homes.

Table Activities:
6. The students will construct a house or apartment using Unifix cubes. Then they will trace on a piece of paper their finished product as a record.
7. Each student will look through magazines and cut out different kinds of homes or things that go in a home and past them on a piece of construction paper to form a collage.
8. In the block center, the student will build houses, apartments, and town homes using wood or Lego blocks.
F. Go A Little Further:
1. For students having difficulty:
   Activity 1: The teacher will demonstrate how to put a house together, and how to trace it. A peer can work with a slower student. A step-by-step diagram can be placed in front of the student to follow.
   Activity 2: If cutting the pictures out of magazines is difficult, give the child individual magazine pages with pictures to make cutting easier. If regular scissors are too difficult, you may need some adaptive or loop scissors. Hand over hand cutting assistance may be needed. Another alternative to the activity is to have pre-cut pictures for the student to look through.

2. For students who excel:
   Activity 1: Have the students draw freehand and label the parts of a house.
   Activity 2: Have the students organize the pictures for the collage by rooms in a house. They should group all pictures of kitchen items in a specific area, etc.

G. Assessment/ Evaluation:
   Direct Observation:
   1. The students will identify the rooms in a house
   2. The students will identify the types of materials used in building a home.
   3. Constructed Response:
      The students will trace their Unifix creations as a record including the following: roof, door, and windows.

Lesson 5: “X Marks the Spot”
A. Daily Objectives
   1. The students will develop their roles in their families and home habitats.
   2. The students will learn their telephone numbers and home addresses.

B. Groupings:
   1. Circle Time Activities/ Instruction – whole group instruction
   2. Table Activities- small group instruction

C. Materials and Preparation:
   1. newsprint paper
   2. easel
   3. paint brushes
   4. assorted colors of tempera paint
   5. masking tape
   6. a list with each student’s home address
   7. index card with student’s phone number on it, 1 per student.
   8. different types of phones
   9. dramatic play center including: table, chairs, dishes, utensils, pans, sink, refrigerator, etc.
   10. blocks center including: wooden blocks and Lego blocks
D. Language of Instruction:
Teacher: address – An address tells people where a home is located, so they can go there or send mail there. It contains the street name and town where one lives.
television number – the number code people must dial to call another person on a telephone.

E. Procedure/ Activities:

Circle Time:
1. To connect the prior lesson, the teacher will review the different types of homes the class learned about.
2. The teacher will introduce what an address is by explaining that an address is the physical location where the home is located. He or she might need to draw a picture of a street and the different homes on that street. The teacher will need to label each home with a different address to clearly explain what an address is to the class. A discussion with the class will be necessary to check for understanding and clarification.

Table Activity:
3. Each student will create his or her own home by painting the inside of an outline of his or her home using paintbrushes and paint. They will match the colors of their homes with the color of paint they choose to paint their houses. When their houses have dried the teacher and the students will write the home address on the houses and add doors and windows. The collection of different homes will be displayed in the classroom according to the groups of actual areas or neighborhoods that the students live in. The student can trace the address that the teacher has written for practice (taken from The Developmentally Appropriate Inclusion Classroom in Early Education, Miller., pg, 340).
4. In the block center, the teacher will supply several different types of telephones for the students to use in practicing dialing their telephone numbers. Each child will need to have a copy of his or her telephone number on an index card to serve as a guide for number matching on the telephone.
5. In the dramatic play center, the students will be able to experiment with parts of a home by playing with the kitchen and laundry furniture.
6. The teacher will review what an address and telephone number are by asking the students about the activities they did and the centers they played in. He or she will focus on the vocabulary definitions.
7. Read Tar Beach (Ringgold, F.).

F. Go A Little Further:
For students having difficulty:
1. If a student has difficulty painting he or she can color with crayons. If the student can not remember what color is needed, he or she can choose a different color. Another option for this activity is for students to use pre-cut colored paper.
2. For activity #4, pair the child with another student who can help the child locate the correct numbers on the phone.
G. Assessment/Evaluation
1. Direct Observation-Discussion: The student will identify what an address is, and why it is important to know one’s own address.
2. Direct Observation-Discussion: The student will identify why different families have different phone numbers.
3. Direct Observation-Retelling: The student will identify the name of the street he or she lives on, or the name of the apartment complex he or she lives in.
4. Direct Observation-Retelling: The student will state his or her phone number on request.
5. Response Provided: The student will circle which one is an address.
6. Response Provided: The student will circle which one is a phone number.

Lesson Six: My Family
A. Daily Objectives
1. The students will develop an understanding of their roles in their families and home habitats.
2. The students will learn about the members of the family unit.

B. Grouping:
1. Circle Time- large group instruction
2. Table Activities- small group instruction

C. Materials
1. butcher paper for KWL chart
2. marker
3. words to “The Farmer In the Dell” (See http://www.kididdles.com/mouseum/alpha.html for song)
4. painted houses from lesson five, 1 per student
5. die-cut body patterns: (mother, father, and children) (Attachment I: Body Patterns) enough for each student
6. glue
7. book: Goldilocks and the Three Bears
8. paper, 1 sheet per student

D. Language of Instruction:
Teacher: dramatic play center- an area of play which includes: a table, chairs, dishes, utensils, pans, a sink, a refrigerator, etc.
Student: mother – a grown-up lady who has children of her own.
father – a grown-up man who has children of his own.
sister –a girl who shares the same mom and dad.
brother - a boy who shares the same mom and dad

E. Procedures/Activities
Circle Time:
1. The teacher will lead a discussion using a KWL chart to document what the class knows and wants to know about families emphasizing the different roles.
2. The class will sing the song “The Farmer in the Dell” to get acquainted with the terms used to address family members (See http://www.kididdles.com/mouseum/alpha.html for song).

Table Activity:
3. Each of the children will use his or her painted home made in lesson five to glue on the correct number of family members. The students
will need to correctly distinguish between the adult figures and the child figures to properly represent their family. Then they will glue the body figures on to the painted home. The homes will be placed on the classroom bulletin board neighborhoods (Attachment I: Family Body Patterns).

4. In the dramatic play center the students will work cooperatively to cook pretend meals.

**Circle Time II:**

5. The teacher will read *Goldilocks and the Three Bears* aloud to the students. The class will discuss the different roles the family of bears had in the book.

6. The teacher will help record the newly learned information that the students communicate to him or her on the KWL Chart. They will review the whole chart and make conclusions about their questions from the chart.

G. **Go A Little Further:**

1. Students having difficulty: The teacher should use pictures from home of family members.

2. Students that excel: Have the child draw his or her own family members.

H. **Assessment/Evaluation**

1. Constructed Response: Each child will be asked to draw a picture of his or her family using a pencil and paper. The teacher will label the different parts of the drawing dictated by the students.

2. Direct Response: The student will list the members in his or her family by name.

**Lesson 7: Responsibilities in the Home**

A. **Daily Objectives**

1. The students will develop their roles in their families and home habitats.

2. The students will identify responsibilities in their home.

B. **Groupings:**

1. Circle Time- large group instruction

2. Table Activities- small group instruction

C. **Materials**


3. dramatic play center including (table, chairs, dishes, utensils, pans, sink, refrigerator, etc.)


5. Appendix J: Lesson 7 Check List

6. Appendix K: My Responsibilities Rubric

7. Appendix L: Job Match

D. **Language of Instruction:**

Teacher: job – something that needs to be done

responsibility – a job a person takes care of by himself or herself

attitude – to do a job with a good or bad feeling

work ethic – to do a job the right way
E. Procedures/Activities

Circle Time I:
1. To introduce household jobs, the teacher will start a discussion with the students asking them the following questions: “What jobs do you do around the house?” “What are other jobs that have to be done around the house?” and “Who is supposed to do the different types of jobs in the home?”
3. The class will sing about household jobs to the tune of Mulberry Bush. Ex: This is the way we wash our cloths, wash our cloths, wash our cloths…. (See http://www.kididdles.com/mouseum/alpha.html for song)
4. The class will wrap up their discussion about jobs in the home by expanding on any jobs they might have forgotten or not thought of before. The teacher will focus on the vocabulary words responsible and attitude.

Table Activity:
5. In the dramatic play center the students will be able to act out many different jobs that are done in the home.
6. Each child will match household objects with what they are used for by connecting them with a line using a pencil (Appendix L: Job Match)

F. Go A Little Further:

G. Assessment/Evaluation

Direct Response:
1. The student will complete a checklist of activities to help work around the house. This is to be signed by the parent and returned to school when it is completed (Appendix J: Checklist).
2. Discussion: The student will discuss ways in which he or she helps around the home.  
Rubric: The student will be given a rubric to give to his or her parents. The parents will rate the child on how well he or she helps around the house. The scale is ranked from 1 to 4 with 1 being the lowest score possible and 4 being the highest score. (Appendix K: My Responsibilities Rubric)

Lesson 8: School

A. Daily Objective(s)

Concept Objective(s)
1. The students will develop an understanding of their school environment.

Lesson Content
2. School responsibilities

Skill Objective(s)
3. The students will identify their responsibilities in their school

B. Groupings

Circle Time- large group activity
Table Activity- small group instruction

C. Materials

1. record player
2. active tempo music
3. blocks center including: wooden blocks and Lego blocks
4. Manipulative center includes different forms of puzzles (flat puzzles, 3D puzzles, form fit puzzles, lock and key puzzles.)

5. Song: “The Wheels on the Bus” (see http://www.kididdles.com/mouseum/alpha.html for song)


7. Song: “Put a Bubble In Your Mouth” (Appendix M: Put a Bubble In Your Mouth)

8. Song: “Clean-Up” (Adams, M. More Piggyback Songs, pg, 63)

D. Language of Instruction

Teacher: following directions – a person does what he or she was asked to do.

Good behavior – the person follows all of the rules.

Bad behavior – the person is not following directions or causing others to not pay attention in class.

E. Procedures/Activities

Circle Time I:

1. The teacher will play a game with the class asking the students to copy her “Good Behaviors” and “Bad Behaviors.” He or she will clearly describe the correct behavior that is expected and act out the correct behavior. Then the students will have a chance to practice that behavior. Ex: “Good Behavior” is sitting still. The teacher models sitting still. The students then practice sitting still by first wiggling until the teacher stops the music then they have to sit still. The routine is repeated as many times as needed with many different behaviors.

2. The class will sing “The Wheels on the Bus” (See http://www.kididdles.com/mouseum/alpha.html for song)

3. The teacher will teach the students different songs that will help them know when a transition is going to happen.

   - “Clean-Up” – to be sung when it is time to clean up in the classroom. (Adams, M. More Piggyback Songs, pg, 63)

Table Activity:

3. The students will continue to learn jobs in the classroom by playing in the Blocks Center. They will practice stacking the blocks in the designated area and then getting them back out. This step should be repeated several times to make sure the students understand.

4. The Manipulative Center will be accessible to the students to take out the puzzles and try to work them and then replace the puzzles in the correct places. This step should be repeated several times to make sure the students understand.

F. Go A Little Further

G. Assessment/Evaluation

1. Direct Observation: Discussion and retelling of all classroom responsibilities.

2. Direct Observation: Check sheet (Appendix N)
VII. **CULMINATING ACTIVITY** (Optional)
   A. The teacher will create a Venn diagram by asking the students to name all the jobs that are done at home. These will be listed on the right side of the diagram. Then the class will discuss all the jobs done at school and list them on the left side of the diagram. The teacher will point out the jobs that are on both lists and record them in the middle of the diagram.
   B. Read *Pancakes* by Tomie DePaola
   C. Make pancakes
   D. Students will follow clean-up procedures at the end of the cooking activity.

VIII. **HANDOUTS/WORKSHEETS**
   Appendix A: Where Is _______?
   Appendix B: All About Me Questionnaire
   Appendix C: Major Body Parts Assessment
   Appendix D: Happy/Sad Faces
   Appendix E: Eye Patterns
   Appendix F: My Face Assessment
   Appendix G: How to Make Pop Corn
   Appendix H: Family Body Patterns
   Appendix I: Lesson 7 Checklist
   Appendix J: My Responsibilities Rubric
   Appendix K: Job Match
   Appendix L: Put a Bubble in Your Mouth
   Appendix M: Lesson 8 Checklist

   **Directions for Appendices**
   1. Label each handout as a new appendix, using alphabetical order, i.e., Appendix A, Appendix B, and so on.
   2. The word “Appendix” should be centered at the top of each page.
   3. Position all appendices at the end of the activity descriptions, following the “Bibliography.”
IX. BIBLIOGRAPHY

C. Brashears, D., & Krull, S. Circle Time Activities For Young Children. Mt. Ranier, MD: Gryphon House Inc., 1981. (0-9614717-1-9)
F. Cheltenham Elementary School Kindergarteners. We Are All Alike – We Are All Different. New York: Scholastic, 1991. (0-590-49173-3)

Appendix A: All About Me Questionnaire

Name_______________

My Family

Number of:

People_____ Sisters_____
Pets_______ Brothers_____

My Favorite Song
_____________________

My Pets

_____________________

My Hobbies

_____________________

My Best School Subject

My Favorite Colors:

My Favorite Sport

“Magnificent Me,” 2003 Core Knowledge® National Conference Saturday Presentation
Appendix B: Major Body Parts Assessment

Major Body Parts

Child’s Name____________________
Date________________________

Child can name…     Child can locate………

_____ Arm      _____ Arm

_____ Hand      _____ Hand

_____ Head      _____ Head

_____ Leg      _____ Leg

_____ Arm      _____ Arm

_____ Foot      _____ Foot
Appendix D.: Eye Patterns

[Diagram of eye patterns]

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Appendix F: My Face Assessment Cont’d.
My Facial Features

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Appendix G: How to Make Popcorn
Appendix H: Lesson 7 Checklist

Name ______________________

- Clean Room
- Make My Bed
- Set The Table
- Help Wash Dishes
- Help Feed the Pet
- Take the Trash Out

Please sign and return the checklist when your child has completed the jobs listed.

__________________________ Parent Signature  _________________ Date

“Magnificent Me,” 2003 Core Knowledge® National Conference Saturday Presentation 25
Appendix I: My Responsibilities Rubric

Student ______________________________________

**My Responsibilities**

<table>
<thead>
<tr>
<th>JOB</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick up toys</td>
<td>Picks up all toys daily without being told</td>
<td>Picks up toys with some reminders</td>
<td>Picks up toys only when told to do so</td>
<td>Never picks up toys</td>
</tr>
<tr>
<td>Makes bed</td>
<td>Makes bed by him/herself each day</td>
<td>Makes bed daily with assistance</td>
<td>Makes up bed sometimes with/without assistance</td>
<td>Never makes bed</td>
</tr>
<tr>
<td>Sets table</td>
<td>Sets table daily with plate, silverware, and napkin</td>
<td>Sets table daily with silverware and napkin only</td>
<td>Assists in setting table sometimes</td>
<td>Never sets the table</td>
</tr>
<tr>
<td>Cleans dirty dishes.</td>
<td>Assists daily in washing/drying dishes, loading/unloading dishwasher</td>
<td>Brings dirty dishes to the kitchen, after each meal</td>
<td>Brings dishes to kitchen sometimes</td>
<td>Leaves dirty dishes on table</td>
</tr>
<tr>
<td>Put silverware away.</td>
<td>Puts all silverware away daily in the correct place</td>
<td>Puts silverware away daily, but not always in the correct place.</td>
<td>Puts silverware away when reminded</td>
<td>Never puts silverware away</td>
</tr>
<tr>
<td>Take out trash.</td>
<td>Takes trash out daily without being asked</td>
<td>Takes trash out daily with a few reminders</td>
<td>Takes trash out only when reminded</td>
<td>Never takes trash out.</td>
</tr>
</tbody>
</table>
Appendix J: Job Match

Name: ____________________

Job Match

Directions: Draw a line from the tool to the job it matches
Appendix K: Class Responsibility Check List

Class Responsibility

_________________________
Brings materials to school daily

_________________________
Puts personal belongings away

_________________________
Sits and listens appropriately during instruction

_________________________
Puts manipulatives back in designated place

_________________________
Puts all trash in receptacle