

Ready, set...

Focus

Our names are unique.

How will children grow today?

- Review the sound and shape of /m/
- Make predictions for a story
- Show pride in their own names
- Demonstrate ways of sorting
- Learn uses of equipment and materials in the Literacy Lab

Additional Materials for Day 3

Learning Activities	Materials
Rhyme Time	<ul style="list-style-type: none"> • <i>From Anne to Zach</i> (on a self-stick note for each page write the names of any children in your class whose names begin with the letter and/or beginning sound focus for that page and affix it to the relevant pages) • Children’s name cards or nametags
Story Tree	<ul style="list-style-type: none"> • Leaf for Story Tree • Taco shell (optional)
Dramatic Play	<ul style="list-style-type: none"> • Mirrors (variety): full-length, hand, compact, etc.
Literacy	<ul style="list-style-type: none"> • Key Card for /m/ • White boards or chalkboards, paper, and a variety of appropriate writing implements • <i>Old Black Fly Big Book</i> • <i>Chicka Chicka Boom Boom</i> • Index cards*
Library	<ul style="list-style-type: none"> • Alphabet books including <i>From Anne to Zach</i>
Media	<ul style="list-style-type: none"> • <i>Unit 1: Welcome to School CD</i> • <i>Unit 2: I Am Amazing! I Feel Fine! CD</i>
Snack/ Outside/Gross Motor Play	<ul style="list-style-type: none"> • Melon, meatballs, mangoes, macaroni, or other /m/ snacks • “Did You Ever See a Lassie/Laddie?” card
Math Mysteries	<ul style="list-style-type: none"> • Bags of manipulatives—each bag should contain one type of manipulative (bear family counters, buttons, cubes, or beads) (1 small plastic bag per child) • Sorting Organizers (Appendix) (1 copy per child)

* Keep this item in Literacy Lab each day.

Additional Materials for Day 3

Learning Activities	Materials
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Let's Daydream	<ul style="list-style-type: none">• “Robert, Who Is Often a Stranger to Himself,” p. 65 in <i>The 20th Century Children’s Poetry Treasury</i>
Write Away	<ul style="list-style-type: none">• Chart paper• Colored markers or colored chalk
Let's Think About It	<ul style="list-style-type: none">• Children’s decorated names from Literacy Lab (Days 2 & 3) and from their journal folder cover pages of the first few days• “What Is Your Name?” on <i>Learning Basic Skills Through Music, Volume 1</i>

Day 3

Greetings Readings & Writings

- ▷ Continue to foster the children’s developing skills in the following areas:
 - Recognizing their names orally and in print
 - Putting their belongings in their cubbies
 - Signing in with an attempt to copy their first names written in title case (first letter uppercase, rest lowercase)
 - Selecting an activity, using the Arrival Activities Poster
 - ▷ If any children have jobs to do before gathering time, help them remember to do them with their partners.
 - ▷ Encourage the children’s expressive language by asking about their jobs, morning activities, etc.
- ↪ Sing a “Good morning” song with the children as you and they tidy up. Have them gather in the circle next to their partners.

Let's Get Together



Let's Talk

- ▷ **It's time for our Speaking Stone. Does anyone have anything to talk about or tell?**

If the children have no particular topic of their own to share, you might encourage them to speak with the following prompts.

Perhaps you would like to...

- 🗨️ **tell us about one person in your house who is the same as you in one way and different from you in another way.**
 - **tell us about the job you and your partner did yesterday or this morning.**
 - **tell us what you're thinking of writing about in your journal today.**
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Spotlight On...

- ▷ On the Daily Message board, write in front of the children, saying each word—not each letter—as you write it: **Each of us is special. Each of us has our own name.** Write the phrase “Each of us” in the second sentence under that of the first sentence.
- ▷ Read the Daily Message as you point to each word.
- ▷ **What do you think it would be like if we all had exactly the same name—the same first, the same middle, and the same last names?** [*replies*] Draw the thoughts out beyond “bad” or “silly” with questions that require more thought and detail of response, such as, “If you were all named Pat, what would happen when we assigned jobs or partners each week?” “What would happen if I said, ‘Pat, your mother is here to see you?’” “What other problems might we have?”

Writing identical words and phrases under each other enhances the opportunities for children to notice that words that are “shaped” the same are the same when read.

- ▷ **I think it's wonderful that you each have your own name. That way, if someone says your name to me, I think only of you and a picture of your marvelous face comes into my mind.**

If you were each named Pat and someone started talking about “that marvelous kindergartner named Pat,” I'd have to say, “Which marvelous kindergartner named Pat? All of my marvelous kindergartners are named Pat!”

- ▷ **Now I can close my eyes and if you each say your name to me, only your face becomes a beautiful picture in my mind. Let's do that now! Let's start with** (name the child to one side of you). **(He/She) will say (his/her) name and I'll close my eyes and see only (his/her) face. I'll keep my eyes closed and you'll each say your name, one after another, and I'll see only your face in my mind.** Close your eyes and ask the children to say their names in turn going around the circle. Tell them to wait between names so that you can “get a really good picture” of them in your mind. You might comment after each name, saying something like “Ah!” or “Oh yes! I see those sparkling black eyes!” or “Yes. There's that smile!” or “When I see you in my mind, you are looking at a book (building blocks, laughing, etc.).”

Rhyme Time

Note: *From Anne to Zach* should be prepared as suggested on the Additional Materials list.

- ▷ **Let's stand up and recite our “Me!” chant with spirit—that means with lots of energy! When you say “Me!” point to yourselves.**

Recite “Me!” with the children once or twice with vigor—maybe you all can march around the circle a bit to stretch out those “sillies.”

Ask the children to settle down by reciting “I Am Listening,” getting softer at the end to help the children settle and refocus.

- ▷ **Each of us is special. Each of us is unique. That means that we're the only ones who are like each of us. Say "unique" with me. [CR: "u—nique"] We each have our own features, we each have things we like to do, and we each have things we don't like to do, so none of us is exactly the same.**
- ▷ **Can you think of something else that makes us unique? [replies]**
Acknowledge all responses without judgment; it is not expected that the children will conclude that names make you special until, perhaps, after you read the book.
- ▷ **I have a colorful and lively book to share with you about 26 unique children. Listen to what this book is about and what makes each child unique.**

Read *From Anne to Zach* with enthusiasm and rhythm.

- ▷ After reading ask, **What made each child unique? [his or her name] Do you each have your own names? [CR: yes] Of course, we talked about that and how great it is that each of you has your very own name.**

Note: If more than one child has the same first name, discuss the middle or last names to illustrate the uniqueness of their names.

- ▷ Distribute the children's nametags or name cards. Have them put their pointer fingers on the first letters of their names.
- ▷ Say, **I'm going to read this story again, and if you hear a name that begins with the same sound or letter as your first name, I'd like you to stand up. Ready? Listen carefully and look at the big letters in the book.** Make sure that the children can see the pictures as you read.

Reread the story, inviting the children to stand up when they see the letters that begin their own names or hear the same sound that begins their names. Use your self-stick notes to make sure that every child is standing when his or her letter is being shown.

Note: A child named Phillip, for example, might stand at the "P" page or the "F" page or both because he is looking for the letter that he sees on his nametag and/or listening for the /f/ sound that begins his name. Similarly, a child named Guido might stand for the "G" (standing for the letter shape), but a child named James

might also stand for “G” because he hears the same sound as that which begins “Ginny” on that page.

Each time a child or group of children stands up, ask the entire class to say “Good morning (names of children with same first sounds/letters)” before having the child or children sit back down.

- Note which children demonstrate recognition of the first letters or sounds of their names by standing up. Note: The emphasis is not on the letter name (e.g., “b” (bee)), but rather on matching the shapes of the first letters of their names with the uppercase letters highlighted on each page.

- ↪ Play the “Let’s Read Together” song, having the children join in on the chorus.

Story Tree



Title: *Pepita Talks Twice*

Author: Ofelia Dumas Lachtman

Illustrator: Alex Pardo DeLange

A continuation (pages 23–28)

Before Reading

- ▷ Invite the children to gather at the Story Tree sitting next to their partners.
- ▷ Invite the children to review the first part of the story by discussing the following questions:
 - **What is the title of this story?** [*Pepita Talks Twice*]
 - **What is special about Pepita?** [*replies; she talks in two languages—English and Spanish*]
 - **Did Pepita feel special? Think, and then tell your partner what**

you think. Pause. **Why do you think she does, or why do you think she does not? {T-P-S}** Restate the replies.

- **How do you think Pepita’s father felt when she told him that she wasn’t going to speak Spanish any more? {T-P-S}**

Note: If the children cannot recall the information from the story, summarize the first part before reading the rest of the book.

- ▷ **Yesterday, you talked about what you would do if you were Pepita. You had some wonderful ideas to help Pepita. Do you have any more ideas to add? [replies] RWE**
- ▷ **Let’s read the rest of the story and find out what she does.**

During Reading

- ▷ After reading page 23, demonstrate a “stubborn” face.
Recognize any of the children’s ideas that match Pepita’s ideas.
If possible, show a taco shell.
- ▷ After reading page 25 ask, **Why isn’t Lobo listening to Pepita?** *[replies; he doesn’t think “Wolf” is his name]*

What do you think will happen? {T-P-S}

What do you think Pepita should do? {T-P-S}


- ▷ Finish reading the story.

After Reading

- ▷ Ask, **How do you think Pepita feels now about being able to speak two languages?** *[replies]* Restate some responses.
- ▷ **What is one of the things that makes Pepita special that this story talks about?** *[replies; she speaks in Spanish and English]*
- ▷ **Why is it so special for Pepita to speak in two languages?** *[replies; she can help a lot of people who don’t know how to speak two languages]*
- ▷ **Think of one thing that makes you special and I’ll think of one**

thing that makes me special. Pause. You may wish to ask the children to share their thoughts.

- ▷ Write the story title on the leaf, saying the words as you write them. Place or have a child place the leaf on the Story Tree.

 Briefly explain the activities available in each of the labs.

Learning Labs

- ▷ Begin with the Literacy Lab today, as you will be introducing this lab to everyone. Afterwards, introduce the new activities in the Dramatic Play Lab and the Library Lab. The children may then select the labs in which they wish to begin.

Literacy: Introduction to Lab; /m/

ABC **When You Tour:** Point to the Literacy Lab sign and say, **This is the Literacy Lab. I'm sure many of you have been in this lab before. What materials are here?** [*replies; magnetic letters, alphabet cards, picture cards, white boards, and markers*] **What kinds of things can you do in this lab?** [*replies*] **In this lab, you can practice what you know about letter shapes and sounds. You can write letters. You can match letters. You can find things that begin with letter sounds.**

What sound did you learn about yesterday? [*/mmm/*] Suggest that while they are in the Literacy Lab, they practice some of the things they have learned about /m/.

Activity: The children might wish to practice writing /m/. They might also find the letter shape /m/ in *Chicka Chicka Boom Boom* and the uppercase /m/ in *Old Black Fly*. They may wish to stamp or write /m/'s on index cards and place them next to items in the room that have an /m/ sound in their names.

In the Literacy Lab the children will have opportunities to form letters through a variety of media and get to know their shapes through many tactile experiences. They will compare upper- and lowercase 2- and 3-D letters and match them in other contexts around the room as well as within the lab. They will practice hearing the letter sounds when they try to match the letter shapes to objects whose names begin with the sounds those letters represent.

Facilitating Learning: Hold up the letter /m/ and ask, **What sound does this letter shape make?** Tug on your ear. [/mmm/] **Can you find anything in the lab that has the /m/ sound?** [markers] **How do we write /m/? Remember: From the man go down, climb one mountain and another—/mmm/.**

Note which children are beginning to associate the sound with the shape of the letter “m.”

As the children finish in the lab, talk about where materials should go when they are finished with them. Ask them what would happen if the tops weren't put back on the markers or the white boards weren't cleaned off.

Art: Self-Portraits



When You Tour: Remind the children of their opportunity to create a portrait of themselves as well as a frame for it. Encourage each child to make a portrait.

Dramatic Play: Mirror, Mirror



When You Tour: Point out the addition of several mirrors to the lab. Invite the children to think of ways to use the mirrors in their play.

Activity: The children use the props to take on various roles.

Facilitating Learning: Join the children in the lab as they dress up and admire themselves in the mirrors. Ask them to describe what they see when they look in the mirror. As you speak with them, refer to the mirror occasionally by emphasizing the beginning /m/ sound. (“Oh! Patrice, look at yourself in the mirror! Oh! Mmmirror. That’s a /m/ word.”)

Library: Alphabet Books



When You Tour: Point out the addition of several alphabet books to the Library Lab, including *From Anne to Zach*.

Facilitating Learning: As the children “read” the alphabet books, encourage them to point to letter shapes they know or letters that are in their names. You might ask, **Can you find the letter shape that begins your name? Can you find the /mmm/?**

Writing: My Story



When You Tour: Remind the children that they may continue to write their own stories. They don't need to wait until Write Away time to continue writing the stories they want to tell.

Facilitating Learning: If you've noticed some children who, during Write Away time, are highly engaged, suggest that they continue writing their thoughts. Make sure that there's a choice of paper and writing implements.



"This Is the Way We Tidy the Labs" or another tidy-up song you prefer

15 Minute Math

Calendar

Gather the children at the 15 Minute Math activity board. Point to the calendar and say, **Let's look at the calendar and say the months of the year.** After you and the children say the months in order say, **It is** (month).

Point to the days of the week on the calendar and say, **Say the days of the week with me. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. What day is today?** [replies] **Today is** (day of the week).

Days of the Week

Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the "Today" card in the pocket holder behind the appropriate date card and say, **Today is** (day of the week) **the** (date) **of** (month).

Days of School Tape

Point to the Days of School Tape and ask, **What number do I need to write on the tape?** [replies] **Why?** [because we have been in school ___ days] Use a marker to record the number on the tape. Point to the numbers on the tape and invite the children to read them with you. Then say, **We have been in school** (number of days) **days.**

Hundreds Chart

Point to the Hundreds Chart and ask, **What number am I going to color in today?** [*replies*] Use a marker to color in the square with the number on the Hundreds Chart. Invite the children to read the numbers in the colored boxes with you.

Ten-Frames

Point to the Ten-Frames and ask the children if they remember what they are called. [*Ten-Frames*] Ask, **Why are these called Ten-Frames?** [*because each big box has 10 little boxes*] **Yes, each Ten-Frame has 10 boxes—5 on the top and 5 on the bottom. If the Ten-Frame has one row filled, you have 5. If both rows are filled, you have 10.**

I place one dot for every day of the month in the Ten-Frame. I need to add a dot for today. Add a dot in the appropriate spot and say, **Now there should be (number) dots on the Ten-Frame. Please count with me as I count the dots.** Point to and touch the dots as you count aloud. When you finish counting say, **Today is the (date) and we have (same number as the date) dots on our Ten-Frames. Tomorrow, we'll add one more dot.**



Encourage looking at books, reciting “Me!” or counting rhymes, or talking about the math activity just completed or what they did in Learning Labs.

Snack/Outside/ Gross Motor Play 🍏🎱

- ▷ Highlight the beginning sound of /m/ snacks if you served any or if some of the children brought any. (“Mmmaria is mmmunching some mmmelon.”)
- ▷ Invite the children who wish some structured activity to join in and play the game Did You Ever See a Lassie/Laddie? Explain that in the country of Scotland a girl is called a lassie and a boy is called a laddie. The children form a circle with the leader in the center. The children on the circle clap hands while singing:

Did You Ever See a Lassie/Laddie?

Did you ever see a lassie, a lassie, a lassie?

Did you ever see a lassie go this way and that?

- ▷ At this time the leader decides on an action, such as balancing on one foot, hopping, walking in place, running in place, jumping, turning around, standing high/low, etc., and demonstrates what the children are to do. Then the children sing while performing the demonstrated action:

**Go this way and that way and this way and
that way?**

Did you ever see a lassie go this way and that?

- ▷ The one who is the leader can close her eyes, turn around, and point to another child who becomes the new leader and the game is repeated.

→ Sing a song such as “Did You Ever See a Lassie/Laddie?” as the children gather to go inside. Recite nursery rhymes or songs as the children wait for their classmates to get ready for the next activity.

→ Sing “Step, Step Stepping Stones” as the children walk along letter Stepping Stones and under the “bridge” to gather in the circle beside their partners.

Stepping Stones



/m/—a stretched sound

Review Picture Names

Ask the children to say the names of all the pictures on the Key Cards Wall Set and the /m/ sound as you point to the “Mm” when you get to the /m/ picture.

Review /m/

Have KinderRoo join the class. She selects the Key Card for /m/ from the pocket chart. She displays the picture side of the /m/ Key Card and says, **I remember this picture! Do you? What is it?** [*man marching on mountains*]

What’s the first sound you hear in “man,” “marching,” and “mountains”? [*/mmm/*] **That’s what I hear, too!** Tug on your ear and say, /mmm/.



Play the *Animated Alphabet* segment (optional) for the focal sound.

/m/ Names

Note: If there is no one in the class whose name begins with /m/ go on to the pictures/objects activity.

KinderRoo says, **I need my friends whose names begin with that sound to stand up.** She asks each standing child to say his name. She moves to the children who might have forgotten that their names begin with /m/ and says, “Your name begins with /m/, doesn’t it? You can stand up, too, if you want.”

You say, **Let’s all say hello to our /m/ friend(s).** Have the class say the names of the children as KinderRoo stands in front of each standing child. Then the children may sit down.

/m/ Pictures and Objects

Will you help me name these pictures and objects, please, as KinderRoo points to them? KinderRoo points to or holds up each picture or object she brought yesterday. You say its name, stretching the beginning /m/ sound and ask the children to repeat the name using My Turn, Your Turn. Tug on your ear and say, **I hear /m/ at the beginning of each of them.**

Make the /m/ Sound

Stretch the sound. Model the /m/ sound and then ask the children if your mouth is open or closed as you make the /m/ sound.

[closed] **Let's all say /mmm/. [mmm] Look at your partner. Take turns saying /m/ to each other. [/m/]**

Note if a child has difficulty forming the sound.

Review the Shape of /m/

Show the picture side of the Key Card and say, **Let's look at the man marching on mountains. Listen to the letter cue to help you remember how to make /m/. Trace your finger over the picture starting at the man's head as you say, From the man go down, climb one mountain and another—/mmm/. Repeat the cue, emphasizing the rhythm a couple of times with the children while tracing the shape of the letter.**

Turn the card over to the letter side and repeat the cue following the letter shape with your finger. Invite the children to say the cue with you, until they seem to have it.

When I look at the /m/, I think about the man marching on the mountains. Look at the /m/ again and imagine the man marching on the mountains. Pause for the children to visualize. Could you picture the man on the mountains in your mind as you looked at /m/?

Place the Key Card in the pocket chart with the letter facing outward.

Write /m/

Watch as I write /m/. Write on a writing board or chart paper a large “m” while saying, **From the man go down, climb one mountain and another—/mmm/.**

Practice Writing /m/

Let’s write /m/ on the carpet with our finger pencils. From the man go down, climb one mountain and another—/mmm/.

Repeat the cue as the children write the letter with their fingers “very big” in the air (write it backwards or turn your back to the children and write it in the air so that they copy your “m” correctly) and “very small” on their legs.

Review It

Review the /m/, using the letter side of the Key Card (in the pocket chart). Point to the letter and tug on your ear as the children say the sound. Turn the Key Card to the picture side if necessary.



Play the *Between the Lions* segment (optional) for the focal sound.



Recite the “Me!” chant as the children wait for their classmates to get ready for the next activity. Emphasize the /m/ of the words “me,” “magical,” “marvelous,” and “magnificent.”



Math chant

Math Mysteries



- ▷ At the end of the chant, when the children get to the area, ask them to sit with their partners. Say, **Now show me what you know.**

- ☑ Note which children understand the concepts of large and small after asking them to **Please use your bodies to make yourself as large as you can.** Then say, **Please make yourself as small as you can.** The children will complete this task in a variety of ways. Encourage their appreciation of each other's inventiveness as you describe the different ways their classmates made themselves large and small.

- ▷ Invite the children to sit with their partners.

Ask the children to think about what they learned the last math time. Invite them to recall with their partners what kind of game they played with the paper shapes. **{T-P-S}** RWE: **Yes, we sorted the paper shapes by color and by size** (and shape). **You're going to practice sorting again today.**

- ▷ Give each child a bag of manipulatives and a Sorting Organizer. Ask the children to look at the objects in their bags. Invite them to share with their friends what they notice about the objects in their own bags. **{T-P-S}**
- ▷ Ask the children to take the objects out of their bags and place them in the center of their Sorting Organizers. Say, **You'll be sorting the objects in your bag. You'll look at your objects and decide how you're going to sort them. What were some of the ways we sorted the pieces of paper in our game yesterday?** *[by color, by size, by shape]* **Can you sort your objects by color?** *[replies]* **Can you sort them by size?** *[replies]* **Can you sort them by shape?** *[replies]* **Decide on a way to sort your objects.**

Show how to use the sections around the edge of the Sorting Organizer to place the different groups of objects as you sort. For example, place red bears in one section, blue bears in another, yellow bears in another, and green bears in another.

- ☑ You might like to use this time to assess the children’s understanding of sorting. As the children finish sorting their objects, ask them to explain how they sorted. Then, ask if the objects can be sorted a different way.
- ▷ As the children work, circulate and assist those children who might be struggling with the activity. Ask them to tell you what is alike and what is different about their objects. Then lead them into sorting. For example, if they say the objects are different sizes, ask if they could make one group of big ones and one group of small ones.
- ▷ After most of the children have had an opportunity to sort their objects, invite them to share with a friend how they sorted. **{T-P-S} Some of you sorted by size. Some of you sorted by color. Some of you sorted by shape. There are many different ways to sort.**
- ▷ If time allows, ask the children to try sorting their objects in a different way. For example, if they sorted by color the first time, they could sort by shape this time.
- ▷ After completing the activity, take a few minutes to discuss today’s lesson. Ask the children questions such as “What does sorting mean?” “Is there more than one way to sort a group of objects?”



Get ready for Let’s Daydream.

Let's Daydream



- ▷ **Many of you have been looking in the mirror as you create your self-portraits or as you try on different clothes in the Dramatic Play Lab.**

Another word for “mirror” is “looking glass.” Think Aloud: Looking glass—that’s a name that makes sense. It is made of glass and you look into it.

The author of today’s poem is writing about someone named Robert who, when he looks in the mirror or looking glass, sometimes is surprised to see the way he looks. Here is the poem called “Robert, Who Is Often a Stranger to Himself.” A stranger is someone you don’t know. Read the poem on page 79 in *The 20th Century Children’s Poetry Treasury*.

Note: A mirror is referred to as a “looking-glass” in the poem.

Note: The bulleted statement below and the transition are the routine procedures after the poem or image-rich prose is read, and they won’t be repeated. We assume you’ll follow this approach.

- ▷ Continue with a quiet rest time, reading to the children, playing music, or letting them quietly look at books or sleep. If some children find it too difficult to rest for 20 minutes, they should be permitted to get up and begin writing if they wish.

↪ After 20 minutes or so of rest time, ask the children to put away their blankets, etc. Have those who have already done so or who are waiting their turns to do so, look at books, or you may wish to teach and/or invite them to recite some nursery rhymes. Then gather the children at the gathering area.

Write Away

- ▷ **Today as you do your writing you might want to write some words that describe how you look when you see yourself in the mirror. What are some words you might want to use?** [*replies; eyes, nose, mouth, ears, skin, hair, blue, brown, black, green, tan, pink, curly, straight, wavy, blond, happy, silly, serious, etc.*] Make a list, suggested by the children, of words with accompanying illustrations, using colored markers or colored chalk.
- ▷ **You may prefer to write about something else, but if you can't think of something else to write about, you should write or draw how you look in the mirror. You do not need to use the words on the list. You may prefer to use only drawings to tell about yourself or some letters or words and some drawings.**
- ▷ **While you're waiting for the date stamp, I'll come around to help you if you would like some help. Then I'll go and work on my journal too.**



It is important that the children see you writing in order to show that writing is an important and enjoyable daily activity for you also. The children are likely to respect your need for quiet as you work as well as their classmates' needs. As you go around to help individuals, use a very quiet voice.

- ▷ After 10 minutes, gather the children together. Use “I Am Listening” as needed to foster the children’s respect for the work of the child in the Author’s Chair.
- ▷ If your children seem ready, invite them to comment on the authors’ works. Encourage them to use “I noticed that...” phrases if you have been modeling that approach sufficiently. This gets away from the “I liked” or “I didn’t like” approach that is intimidating to authors. Their work needs to be observed and the efforts need to be noticed without judgment. While “I liked” comments are usually appreciated, they often give rise to imitative, repetitive comments. “I noticed...” comments encourage the audience to do exactly that—look for, listen to, and notice. You are more likely to get interesting comments such as “I noticed that you used letters and pictures.” “I noticed that you like to write ‘me.’” and “I noticed that you tell about sports a lot so you must like sports.”

We all want our children to be lifelong learners. Children who depend on external praise to achieve satisfaction when they acquire a skill rarely come to see the intrinsic value of learning and knowledge. Personal satisfaction with one’s achievements will foster continued development and learning—even without an audience present. We therefore strive to minimize words of praise or cheers. We encourage you to use words of appreciation and acknowledgement of a child’s efforts, abilities, and acts.

- ▷ When the children have finished sharing, or after about 10 minutes, whichever comes first, they may put their papers in their folders. Have some children collect the journal folders and put them away.

↪ “Let’s Think About It”

Let's Think About It

Review the concept that names are unique.

- ▷ Ask the permission of each “name artist” before showing his or her work.
- ▷ Say, **I have some examples of the ways some of you have decorated your names in Literacy Lab and in your journals. Each name is unique. Each of you decorated your name in a unique way.**

I would like some of our “name artists” to show their names to you and tell you why they decorated their names the way they did. Maybe they liked the colors or decorations they used. I would like you all to appreciate how everyone’s decoration is as unique as everyone’s name.

Soon we’ll do the same thing with your self-portraits, so if you would like to share your self-portrait, make sure you have done one. However, you don’t have to share it if you don’t want to.

- ▷ After each child shares her name, make an “I noticed that…” comment.
- ▷ End the activity with a comment about how wonderful it is that there is such a variety of people in the class and that it is definitely not a dull class—it is a very interesting class.
- ▷ If time permits say, **Let’s sing a song about each of our names. Our song is called “What Is Your Name?” When we sing, “What is your name?” I’ll point to one of you. If I point to you, you sing**

“My name is” and then say your own name. Let’s stand up and try it. Play the song called “What Is Your Name?” on *Learning Basic Skills Through Music, Volume 1*.

As you sing the song with the children, begin by pointing to yourself first so that you can model the response “My name is (your name).” Choose some of the more verbal children at the beginning of the song and assist less verbal children by singing along with them when it is their turn.


Note: Continue to use this song periodically during morning activities and transition times.

Home Link/ Departure

- ▷ **Today when you go home, talk with an adult in your family about why you were given your name.**

Ask if you were named after a relative or if your family just liked your name or maybe your name means something! Perhaps your name is the name of a beautiful country or the name of your grandfather or perhaps the name has a strong or a gentle sound.

It is interesting to find out why we were given the names we were given by our families. Tomorrow when you are holding the Speaking Stone you might like to share with everyone the reason you were given your name.

 **Hugs, goodbye song, or other end-of-the-day custom**