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Standards for Young Learners

Each lesson in *All About Me!* meets one or more of the following standards, which are used with permission from McREL. Copyright ©2012. Reprinted with permission from Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education [online edition]. <http://www2mcrel.org/compendium/> All rights reserved.

Language Arts

- uses mental images based on pictures and print to aid in comprehension of text
- uses meaning clues to aid comprehension and make predictions about content
- uses basic elements of phonetic analysis to decode unknown words
- uses the general skills and strategies of the writing process

Math

- uses a variety of strategies in the problem-solving process
- understands and applies basic and advanced properties of the concepts of numbers
- uses basic and advanced procedures while performing the processes of computation
- understands and applies basic and advanced properties of the concepts of measurement

Physical and Health Education

- uses a variety of basic and advanced movement forms
- uses movement concepts and principles in the development of motor skills
- understands the benefits and costs associated with participation in physical activity
- understands how to monitor and maintain a health-enhancing level of physical fitness
- understands the social and personal responsibility associated with participation in physical activity
- knows conventional and alternative methods to promote and maintain personal health

Science

- understands the structure and properties of matter
- knows that the sun provides the light and heat necessary to maintain the temperature of the earth
- knows that plants and animals closely resemble their parents
- knows that there are similarities and differences in the appearance and behavior of plants and animals
- knows the basic needs of plants and animals

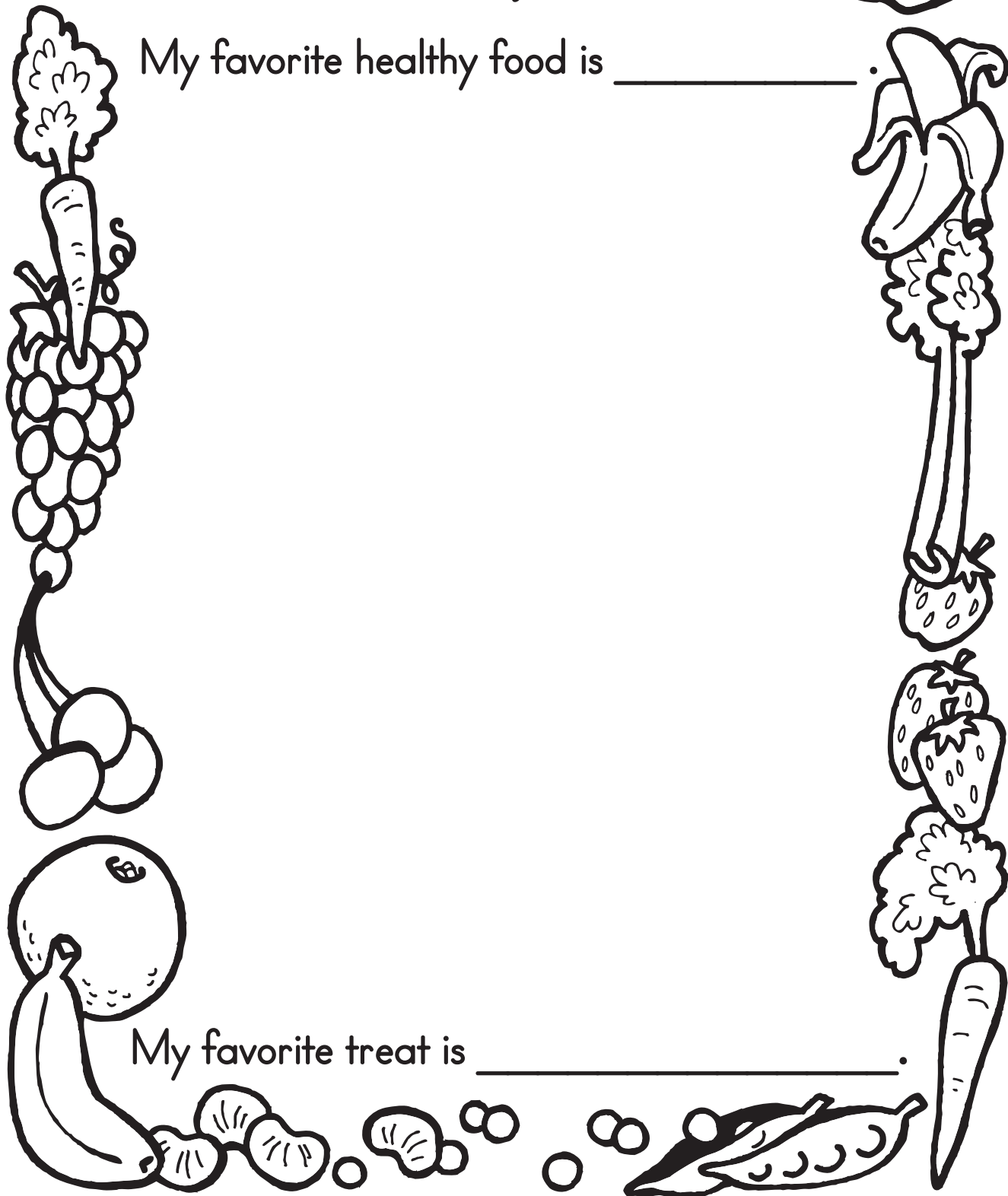
Art

- understands connections between dance and healthful living
- sings, alone and with others, a varied repertoire of music
- understands the characteristics and merits of one's own artwork and others' artwork



Healthy Foods

My favorite healthy food is _____.



My favorite treat is _____.

How Many Exercises Will I Do?

We all need exercise to stay healthy and in shape. Exercise also fights fatigue and boosts energy, which helps students learn. The following is a great physical activity that can be done indoors any time of day. A big open area is nice but not necessary.

Materials

- Exercise picture cards (page 37)
- foam, wood, or paper cube
- number dice

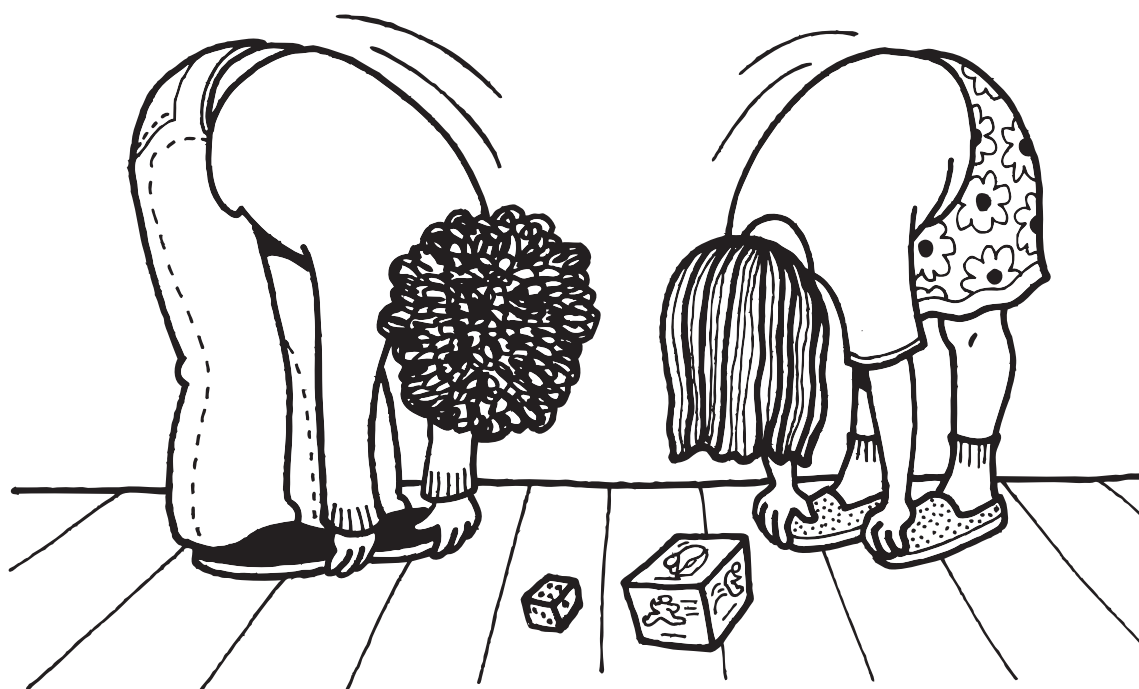


Teacher Preparation: Laminate the exercise pictures and choose six to attach to a ready-made foam or wood cube. If a foam or wooden cube is not available, make a laminated paper cube with pictures of the different exercise movements on it. **Note:** Printable cube patterns are available on the internet.

Ready, Set, Go!

1. Make a laminated cube with 6 different Exercise cards on it. (Or make two cubes and alternate use.)
2. Roll a number die and the exercise die.
3. The number die will tell you how many times you have to do the exercise.

Adding On: Let students take turns being the caller once they are familiar with the game.



Families Come in All Sizes

Families come in all sizes. Some are big, some are middle-sized, and some are small. Families grow and change. Graphing and charting family members is a great way to examine different families. Start with siblings and see what other topics might work.

★ Siblings Chart

Materials

- chart paper and pens



Ready, Set, Go!

1. To start, make a **yes** column and a **no** column on the chart paper.
2. Ask for a show of hands. How many children have brothers or sisters or both? Count the hands and add tally marks to the chart for each one in the **yes** column. Explain that brothers and sisters are called *siblings*.
3. Next, ask students to raise their hands if they do not have siblings. Count the hands and add tally marks to the chart for each one in the **no** column.
4. Together, count the tally marks for **yes** and **no**. Write the totals in each box.

? How Many Siblings? Graph

Materials

- graphing floor mat
- large cards for labels
- number cards
- chart paper

Ready, Set, Go!

1. Explain that today's graph will involve counting how many siblings each student has. Title the graph, "How Many Siblings?"
2. Ask for a show of hands for each question. How many students have one sibling, two, three, etc.?
3. Make a large number card for each number of siblings noted. Hold up the numbers and review with students. Don't forget to make a zero for children who do not have siblings.
4. Lay out the large floor graph and ask students to sit or stand around it. Add the title and the numbers needed.
5. Ask students to stand in the appropriate column for the number of siblings they have.
6. Take time to analyze the graph and record the information on a piece of chart paper. "There are 3 students with no siblings, 4 students with one sibling," etc.

How Many Siblings?				
	U			
U	U			
U	U	U	U	
U	U	U	U	U
0	1	2	3	4

Adding On: Try additional graphing and charting topics about families.

Pets, Pets, Pets

Use a graph or chart to encourage higher thinking skills including sorting and critical thinking.

☆ Pet Graphs

Materials

- pictures of pets for labels
- graphing floor mat (See page 25.)
- student name cards



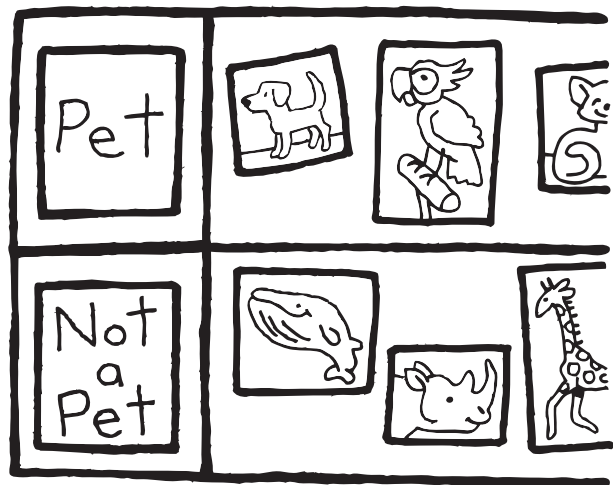
Ready, Set, Go!

1. Lay out the large floor graph. Ask students to sit or stand around it. Determine if the day's graph will be horizontal (long) or vertical (tall). Add the pet pictures.
2. Explain the topic of the day's graph and remember the rule is—one card, one space.
3. Have students graph their favorites of the pets shown by placing their name cards in the correct column or standing in the square of their choice.

? Pets Question of the Day

Materials

- pictures of different animals such as lion, parrot, dog, hamster, camel, or elephant
- labels—**Pet** and **Not a Pet**
- butcher paper
- sentence strips



Ready, Set, Go!

1. Have students collect pictures of animals.
2. Make labels for two rows, one for "Pet" and one for "Not a Pet." Place the labels at one end of the butcher paper.
3. Ask students to take turns placing their animal cards in the correct row.
4. Talk about the featured animals while students are voting. Where can it live? What does it eat? When does it sleep? Is it wild or does it need to be taken care of?

Note: You may wish to do a different animal each day or change pictures after five or six answers to keep things interesting.