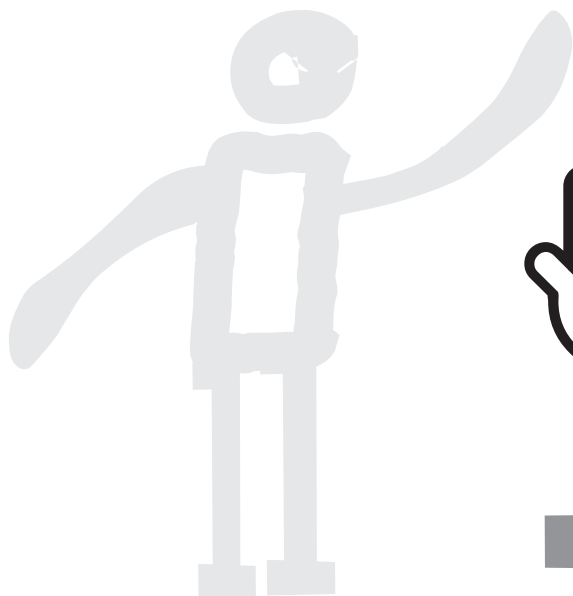


LEARNING NEW WORDS

SECTION ONE



part one



Date _____

Dear Parents,

This week our class will learn about the things that make each of us a unique individual.

Students will have an opportunity to share with the class an item or a picture of something that is special about them. For example, a student might bring in a picture of their dog and say, "Something special about me is that I have a big dog named Wilson." Please send the item or picture to school with your child by _____ date. Please take a few minutes to help your child identify something the activities below by writing down the thing that is special about him/her.

Thanks so much for your help with this.

Sincerely,

My name is _____ and something special about me is _____

Today I brought in _____ to share with the class.

R#1



Teacher Note:

At least two days prior to teaching Learning New Words Lesson #1, send home the Lesson #1 Parent Letter R#1.

Throughout these Learning New Words lessons, students will be learning about themselves and growing in their understanding of “Who I Am.” Students will share things about themselves, work with their name, learn to recognize themselves as a boy or a girl, and identify some of the things that they are able to do.



This “character and community” icon will signal a lesson activity through which this sense of “Who I Am” can be reinforced.

LEARNING
NEW WORDS

LESSON #1



Teacher Note:

Parent Letter #1 needs to be sent home at least two days prior to this lesson.

Students learn about the word “me.”

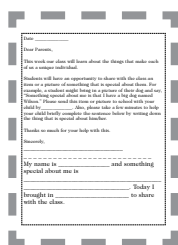
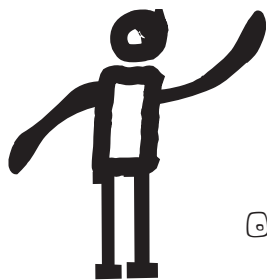
MATERIALS:

- “me” vocabulary card R#2, R#3
- special items students have brought from home

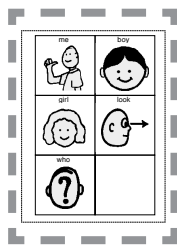
- chart paper
- markers
- pencils
- note cards
- container to draw cards from

OPTIONAL:

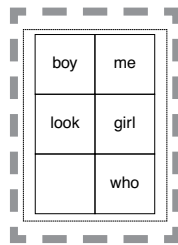
- student photos
- All-Turn-It® spinner



R#1



R#2



R#3

Students are introduced to the word “me.”

- The teacher introduces the “me” vocabulary word. The teacher shows and reads the vocabulary card.
- The teacher leads the students in **saying** the word at least three to five times.
- The teacher points to himself/herself and encourages students to point to themselves.

Students play a name game to practice using the word “me.”

OPTION: Program the script below into a Step-by-Step communicator. The student then uses the communicator to give directions and lead students in the game.



Game Directions Script

“Ready for a game?”
 “Here’s a piece of paper.”
 “Write your name on it.”
 “Who wants to collect the papers?”
 “Put the names in this box.”
 “Who wants to draw a name first?”
 “Read the name.”
 “If that’s your name say, ‘That’s me!’ ”
 “You can mark a star on your name card.”
 “The person with the most stars wins!”

- The teacher, or a student, **reads** game directions to the students. See Game Directions Script
- Students **write** their name on a note card. If your students will need the visual support of a photo in order to recognize their name, give the student their photo so that they can glue it next to their name. The name cards are put in a container or on the All-Turn-It® spinner.
- Students take turns selecting, or spinning for a name card.
- When a name is selected, the student selecting the name **says**, “Who is (name)?”
- The student belonging to that name **says**, “That’s me!”
- That student **draws** a star on their name card.
- Play continues until every student has been called at least twice.
- The student with the most stars on their card at the end of the game wins.

Students take turns sharing with the class something special about themselves.

- Students **show** an item or a picture of a person or experience that supports the sentence, “Something special about me is _____.”
- Students **tell** about the item or picture they brought in from home by **reading** the sentence on the parent note.
- The teacher writes on the chart paper exactly what the student says is special about himself/herself.
 Ex: “Sister Jane.”
 Ex: “I have an iguana named Alfredo.”
- The student **writes** his/her name at the end of, or near, the sentence.
- The students in unison **read** the sentence and the student being read about again **shows** the item/picture to the class.
- Other students **ask** questions about the item/picture.

