

WILD ONION PRESS

LESSON PLANS



Plan Overview

Grade Level: Early Learning

Love Is is about the meaning of love seen through the eyes of children. There is a different child on each page, with some children having obvious physical differences. This will start conversation about differences among people. Miniature horses figure prominently in every picture. This book can be read over and over again, with many benefits coming from repeated readings. Some of these include the enjoyment of repetition, improving vocabulary, learning sequencing skills, memorization of words and phrases, predicting words and phrases, allowing children to become more involved in the reading process, giving children a sense of independence, and helping children get a sense of rhythm and rhyme while reading (from Read It Once Again series, 2005).

The numerals in parentheses after each activity reference the Head Start Child Development and Early Learning Framework and Florida Voluntary Prekindergarten Education Standards listed on our website. Also on our website are a word list, a list of identifiable objects (for vocabulary development), and examples of matching activities that could be used on the Smartboard.

Pre-Reading:

Introduce *Love Is* to the class by showing them the cover and some pages of the book. Then ask:

- What do you think this book is about? Some answers might include children, children who look different, horses, shapes, love.(1)
- Ask the children if they know anyone who is different from them...maybe someone who uses a wheelchair, has no hair, or speaks differently. If children use inappropriate words to describe someone, rephrase their statements in a more appropriate way. Explain that they might see some children in the book who look different than they do.(2)

Reading:

After reading through the book with the children, begin a discussion about differences among people. Some questions might include:

- How are all children/people alike? (All have things like bodies, hair, faces, and need things like love, food, a home, etc.) How are they different? (Different bodies, hair, faces, skin color, etc.)(2)
- Why do people need love? Why is love important? How is love “the answer?”(2)(3)
- How do you feel when you see someone who looks different from you?(2)
- What if that person is in a wheelchair? (Teacher may substitute any other differences.)(2)
- How do you act when you see someone who is in a wheelchair (or has any other difference)?(2)
- What would you say to someone who is in a wheelchair (or has any other difference)? Emphasize typical verbal conversation rules (appropriately taking turns, not interrupting, using appropriate verbal expressions, and using appropriate intonation) and typical nonverbal conversation rules (eye contact, appropriate facial expressions, appropriate distance in conversations), as well as discussion of “keeping hands to self” (not touching adaptive equipment and guide animals unless being invited to do so).(3)
- Do you notice anything about the horses? (Miniature horses are not “baby” horses or ponies.)(4)
- What special shape do you see on some of the pages?(5) What does that shape mean?
- What do you see when you look at the children’s faces? Talk about feelings...i.e. “How do you feel when you dress up, hug or kiss a pet, etc.?”(6)

Throughout the discussion, emphasize the “Golden Rule” (“Treat others as you would want to be treated.”). Another good saying to discuss...”We are all alike, we are all different, we are all friends.”(6)

Re-Reading

Repeated readings might include reading “Love is” and letting the children fill in the word or phrase on each page. The teacher might also let the children fill in different words to describe what they see on the page... “Love is dressing up in matching raincoats with your pet.” This is a good book to use to introduce/discuss “concepts about print.” (7) Children may also be asked to find objects the teacher names or to name objects in the pictures, some of which may be novel to the children. (The teacher could have a theme for this vocabulary activity... dress-up clothes, horse words, etc.) (8)

Writing

- Have the children draw or use magazine pictures to make their own “Love is...” picture. Then have the children dictate the caption for their picture. Children who can write words may label their own. Put words from the book on a “word wall” for children to use. (9)
- Copy each child’s picture and put all of them together to make a class book. Read the book to the class. (9)
- Show the children how to write the word “love.” Explain that sometimes a heart shape is used to symbolize the word love. Show them that they can write “I love you” as “I ♥ U” using just two letters and a shape. (10)
- Have the children draw hearts or write the word LOVE in the sandbox or shaving cream. (10)

Math

Use tangram shapes to make hearts (2 half circles and a diamond or 2 triangles and 2 half circles). (5)

Letter Identification

- Provide 2 flash cards with the word love printed on it (one in upper case and one in lower case letters). Provide the children with magnetic letters (upper and lower case) so they can manipulate the letters to make the word by copying from the card(s). (11)
- Some children may notice that the word love in the book is often capitalized and the rest of the word is not. This would be the time to explain that when a word is at the beginning of a sentence, it begins with a capital letter. (11)
- Use the letters in the word love to work on matching uppercase letters, matching lowercase letters, and matching a capital letter to its lower case letter on the Smartboard, with magnetic letters, etc. (11)

Fine Motor

Give the children access to puzzles picturing people with obvious differences (i.e. Lakeshore career series featuring different jobs being performed by people of all races, both sexes, and physical differences).(12)

Art

Give each child a pre-cut red, pink, or purple heart (at least 8"x10"). Using red, pink, purple or white tempera paint, have the children paint on the hearts, then fold them in half quickly, making sure both painted sides touch before the paint dries, so that the design is the same on both sides. After the hearts are dry, use the back side to write children's dictations entitled "I love...", having them talk about who/what they love and why.(9)(13)

Cutting

Show the children how to fold any size paper in half, draw one half of a heart, and cut it out, resulting in a whole heart. They can use these in their "Love is" picture (above). They can also fold their hearts in 4, and cut designs in them (as you would a snowflake), so the resulting heart looks like the hearts in the book.(13)

Gross Motor:

- Help 4 children use their bodies to make a heart shape on the floor.(14)
- Help 9 children use their bodies to spell out the word LOVE on the floor.(14)
- Children can try standing on one foot and drawing a heart in the air with their other foot.(14)

Books

Ensure that the children always have access to books picturing many different children and adults...including those with obvious differences.(15)

Dramatic Play:

Provide the class with adaptive equipment for dolls (wheelchair, crutches, leg braces, hearing aids, guide/assistance dog, cane, walker, glasses, protective helmet). (Lakeshore Learning Materials has a well made set.) Playing with these materials will let children manipulate the equipment and see close up what the equipment looks like. Help the children learn the names of each piece of equipment and what each piece is for.(16)

HS-2011 Head Start Child Development and Early Learning Framework
VPK-2008 Florida Voluntary Prekindergarten Education Standards

- (1) HS** – Attends to language during conversations, songs, stories, or other learning experiences; VPK-V.A.1-Shows motivation for reading
- (2) HS** – Understands similarities and respects differences among people, Expresses empathy and sympathy to peers, Asks and answers questions and makes comments about print materials; VPK-III.D.4-shows empathy and caring for others. IV.A.1. Gains meaning by listening
- (3) VPK-IV.E.** – Uses appropriate language and style for content
- (4) HS** – Observes, describes, and discusses living things and natural processes; VPK-VI.B(a).1. Asks questions and uses senses to observe and explore materials and natural phenomena
- (5) HS** – Recognizes and names common shapes, their parts, and attributes; VPK-VIA(d).1.Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g. trapezoid)
- (6) HS** – Recognizes and labels others' emotions, Recognizes and labels emotions
- (7) HS** – Shows interest in shared reading experiences and looking at books independently, Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator; VPK-V.A.1.Shows motivation for reading
- (8) HS** – Asks and answers questions and makes comments about print materials, Comprehends increasingly complex and varied vocabulary; VPK-V.A.1Shows motivation for reading, Shows an understanding of words and their meanings
- (9) HS** – Uses language to express ideas and needs, Retells stories or information from books through conversation, artistic works, creative movement, or drama, Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion; VPK-IV.C.2. Uses an expanded vocabulary to describe many objects, actions, and events, IV.D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

HS-2011 Head Start Child Development and Early Learning Framework
VPK-2008 Florida Voluntary Prekindergarten Education Standards *(cont)*

(10)HS – Experiments with writing tools and materials, Uses scribbles, shapes, pictures, and letters to represents objects, stories, experiences, or ideas, Copies, traces, or independently writes letters or words; VPK-V.B.2.Uses letter-like shapes, symbols, and letters to convey meaning, Demonstrates age-appropriate ability to write letters

(11)HS – Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named; VPK-V.A.3. Shows alphabetic knowledge

(12)HS – Understands similarities and respects differences among people; VPK-VII.A(a).1. Identifies similarities and differences in personal and family characteristics

(13)HS – Creates artistic works that reflect thoughts, feelings, experiences, or knowledge; VPK-VII.B(a).1. Uses a variety of art materials for tactile experience and exploration, VII.B.3.Shows beginning control of writing, drawing, and art tools

(14)HS – Participates in structured and unstructured physical activities; VPK-VII.A.1. Moves with balance and control

(15)HS – Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics; VPK-II.A.1. Shows eagerness and curiosity as a learner

(16)HS – Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations; VPK-VII-Participates in creative movement, dance, and drama

Word List:

love	happy	kiss	being
is	hug	joy	together
fun	a	and	friends
family	time	to	play
good	way	feel	every
day	you	me	always
all	I	need	important
answer	the		

Identifiable Objects:

heart	hat	girl	boy
fence	horse	sweater	shirt
raincoat	umbrella	poncho	rain boots
necklace	crown	bridle	kerchief
mane	tail	trees	grass
hair	bald	pool	swim ring
clown suit	basket	bow tie	field
sandals	eyes	nose	tennis shoes
muzzle	miniature	horse	

Matching Activities Suitable for a Worksheet or Smart Board

1) Draw a line to match the capital letters.

L

O

O

V

V

E

E

L

2) Draw a line to match the small letters.

l

o

o

v

v

e

e

l

3) Draw a line to match the capital letters to the small letters.

L

e

O

I

V

o

E

v