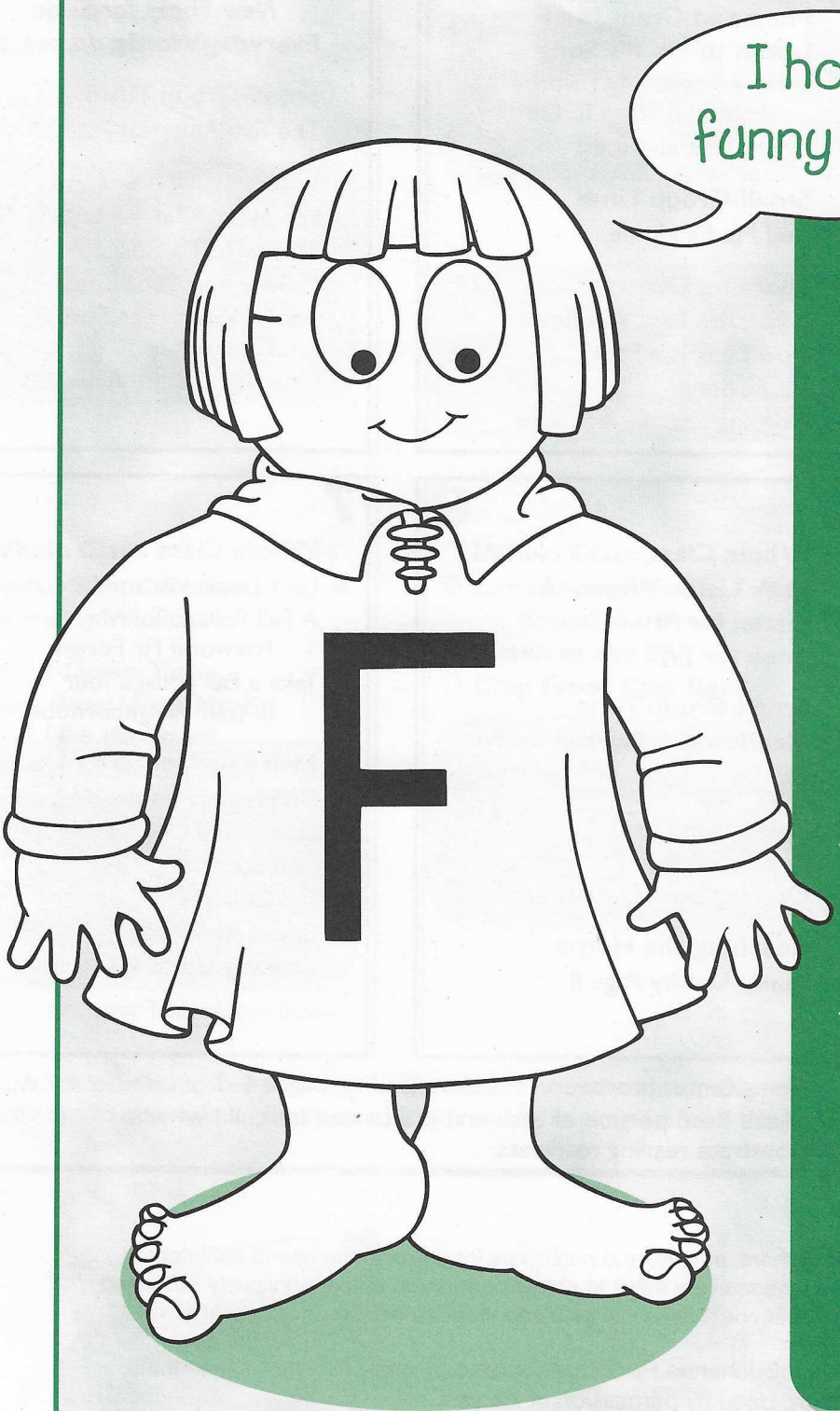
Everyone Has Feelings



Skills

Phonological/Phonemic Awareness: Rhyming, Initial and Final Sounds, Sentences

Book Handling and Print Awareness

Alphabetic Knowledge: Capital and Lowercase F/f

Alphabetic Principle: Associating /f/ With F/f

Reviewing Previously Taught Letters/Sounds

High-Frequency Words

Comprehension: Predicting, Retelling, Rereading

Writing: Shared, Interactive, Independent

Theme Concepts

Feelings

Fall

Literature

Poem: "Tap, Tap, Tap Your Feet"

Poem: "My Favorite Foot Fun Thing To Do"

Trade Book: *New Shoes for Silvia*

Poem: "Fall Fun"

PREdecodable: *I Like the Forest*

Book Bank

Explore With Ms. F



What You Need

Ms. F Huggable™, Teacher Time Saver F1, scissors, masking tape, Ms. F's Song, chart paper, marker

What Children Do

Listen to and follow directions

Meet Ms. F and learn about her special characteristic

Recognize F/f

Develop oral language and vocabulary

Listen and move to music

Engage in shared reading

Participate in group writing: shared/interactive

Skip count

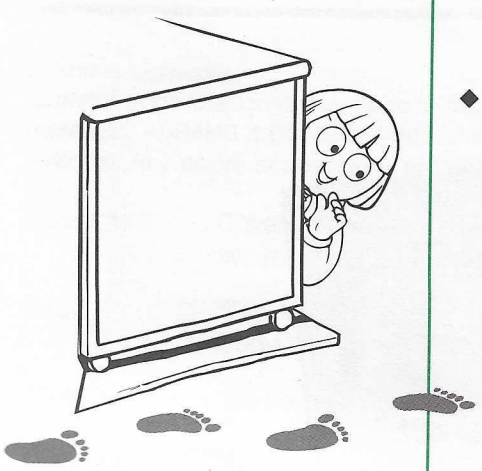
What to Look For

Does the child follow directions?

Does the child interact with others, including Ms. F?

Can the child identify F/f?

Can the child skip count?



Let's Listen Warm-Up

- Hide Ms. F where children will be able to find her. Create several paper footprints using Teacher Time Saver F1 and tape them to the floor leading to Ms. F's hiding place.
- Ask children whether they know who left these footprints on the floor. Tell them that someone also left a poem on your desk. The poem is called a "foot play."
- Ask children what a "foot play" could be. Then say:

  Well, if a *foot* play is anything like a *finger* play, you'll need to listen very carefully to follow the directions.

- Have children sit in a listening position with their eyes and ears turned towards you. Ask them to fold their hands and place them on their laps. Then have children follow your lead as you recite the rhyme.

Tap, tap, tap your feet
As slowly as can be;
Tap, tap, tap your feet;
Do it now with me.
Tap, tap, tap your feet
As quickly as can be;
Tap, tap, tap your feet;
Do it now with me.

- Repeat the rhyme several times, replacing the word *tap* with other action words, such as *stamp* and *shuffle*.
- Ask children what rhyming words they heard in the foot play (*me, be*). Invite children to generate words that rhyme with *be* and *me* and with *tap* and *feet*.

Meet and Greet Ms. F

- Tell the students that you are very curious about who could have left the foot play—and all the footprints. Suggest that the person who did this may be hiding in the classroom. Invite children to follow the footprints. When someone discovers Ms. F, say:

  My goodness, who could this be! We haven't met her before, have we? I wonder what her name is.

- By now, children should recognize that a Letter Person's name matches the letter on his or her front and back. Once children identify Ms. F's capital F and lowercase f, invite them to trace these letter forms on a table or in the air with their fingers. Remind children that Ms. F has a hidden letter. (It's a capital F in her hair.)

Listen to Ms. F's Song

- When everyone has had an opportunity to welcome Ms. F, ask children why they think Ms. F is so interested in feet. Encourage volunteers to ask Ms. F directly and share what she says.
- Then it's your turn to listen to Ms. F. Explain that Ms. F says that the very best way to understand why she is so interested in feet is to listen to her song.
- Play Ms. F's Song several times. Ask:

  What words does Ms. F use to describe her feet?

  What does Ms. F like to do with her funny feet?

  Why doesn't Ms. F wear shoes?

  How do you think Ms. F feels about her funny feet? What makes you think this?

- Replay Ms. F's Song, and encourage children to feel the famous beat by tapping their feet to the music. Invite children whose names begin with Ms. F's letter to lead the group. Of course, Ms. F would love to dance with the help of her new friends.

Teacher to Teacher

"My class went bonkers for Ms. F's Song! I was really amazed how they learned the words. We put on a show of Ms. F's Song for the first grade because the first-grade teachers said the words were too fast and the kids couldn't learn it. You should have seen the principal's face when she saw Ms. F's Song show!"

Dotti Reisbord
Carson, California

Share a Poem

- To review Ms. F's Song, ask children what Ms. F likes to do with her feet. *(She loves to move her funny feet to her famous beat.)* Encourage children to name things that they like to do with *their* feet.
- Display the following poem on chart paper.

My Favorite Foot Fun Thing To Do

I like to walk.
I like to run.
On my feet
I'm having fun.
My favorite
Foot fun thing to do
Is _____.
How about you?

Lori McGovern

- Chant the poem as you track the text with your hand. When you get to "My favorite foot fun thing to do is _____," point to a child and have him or her verbally fill in the blank. Repeat the poem a number of times, encouraging children to chime in as they become familiar with the words. Each time you reach the blank, have a volunteer supply the missing foot-fun activity, and have the rest of the class act out the activity. Record children's responses, following the shared or interactive writing procedure on page 19 of *Let's Get Ready.*
- Volunteers can help Ms. F make her contribution.

English-Language Learner Link

Hold up your foot and say "one foot." Point to both feet and say "two feet." Have children point to one of their own feet and repeat the word *foot* after you. Repeat for the word *feet.* Invite children to hop and jump, demonstrating if necessary. Ask them whether they use one foot or two feet for the action.

Introduce the vocabulary of Ms. F's Song with visuals, facial expressions, and body language.

Encourage children to show their favorite foot fun thing to do by using pictures or by acting it out.

LEARNING CENTERS

MEETING INDIVIDUAL NEEDS
Let's Get Ready, 4–7

WORD WORKSHOP
A Favorite Foot Fun Book, 20
Something Old, Something New, 21
Thanks to Tía Rosita, 21
Fancy File Folders, 22
Make Foam F/f's, 22
Write in a Journal, 22
Find Funny Feet Footprints, 23

COMPUTER CORNER
Find Foliage on the Web, 23
Type Ms. F's Letters, 23

MATH FACTORY
Continue a Name Graph, 23
Make a Real Shoe Graph, 24
How Many Steps Away?, 24
Leaf Count, 25
Match the Feet, 25

SCIENCE LAB
How Long Is a Foot?, 25
Leaf Sort, 26
The Colors of Fall, 26

ART DEPARTMENT
My Feelings Web, 26
Feeling Blue and Seeing Red, 27
Funny Feet Paint Patterns, 27
Fall Collages, 27
Make a Ms. F Puppet, 28

SOUND STUDIO
Ms. F's Song, 28
If You're Happy, 28
Ms. F and Her Funny Feet, 29

RIVERSIDE RESTAURANT
Flavorful Fruit Fondue, 29

BOOK BANK
Revisit *I Like the Forest*, 19
Books About Feet, Sizes, Graphing, Feelings, Ms. F's Sound—/f/, Fall, Ms. F, 30

ONGOING LITERACY ACTIVITIES
Let's Get Ready, 6

What Children Do

Make a class book

Express ideas by drawing and writing

Engage in shared reading

What to Look For

Can the child express ideas in writing?


Teacher Time Saver F2

Name _____

My Favorite Foot Fun Thing To Do

I like to walk.
I like to run.
On my feet
I'm having fun.
My favorite
Foot fun thing to do
Is _____.
How about you?

Lori McGovern

WORD WORKSHOP A Favorite Foot Fun Book

What You Need

Ms. F Huggable™, Teacher Time Saver F2, drawing paper, pencils, crayons, markers, hole punch, yarn

Invite children to contribute to a *Favorite Foot Fun* class book. For each child, attach a copy of Teacher Time Saver F2 to a large sheet of drawing paper. Invite children to write their names at the top of the page and then fill in the blank on the poem with their favorite foot activity. Children who are ready should be encouraged to "write what you hear." Other children may wish to dictate an activity for you to record. Then have children illustrate that activity on the drawing paper. Bind the pages together and place the *Favorite Foot Fun* book in the classroom library for rereading and sharing with Ms. F.

Something Old, Something New

What You Need

drawing paper, crayons, markers

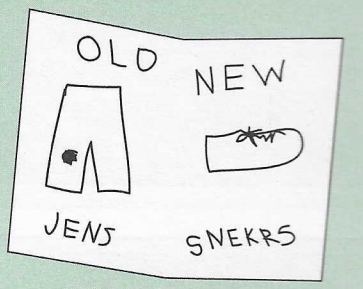
Remind children that although Silvia loved her new red shoes, she very happily wore her old brown sandals until the red shoes fit. Have children fold pieces of drawing paper in half. On one side, invite them to draw a picture of something old that they like to wear. On the other side, have them draw a picture of something new they would like to have. Encourage children to label each drawing. Have them show their finished drawings to a partner or to a small group. As they do so, they can share additional details about each item as well as their feelings about it.

What Children Do

Express ideas by drawing and writing

What to Look For

Can the child express ideas in writing?



Thanks to Tía Rosita

What You Need

book: *New Shoes for Silvia*, chart paper, marker, drawing paper, crayons

Invite children to pretend that they have just received a gift from a relative who lives far away. Ask them how they would thank the person who sent it. A phone call, an e-mail, or a thank-you note may be mentioned. Explore why thanking someone is important.

Then review the illustrations on the cover and on the first few pages of *New Shoes for Silvia* to see what else Tía Rosita sent to Silvia's family. Have children pretend to be Silvia and dictate the opening words of a thank-you note, such as the following, for you to record on chart paper:

> Dear Tía Rosita,
>
> Thank you for the gifts.
> We love them.

Have children follow along as you read the text aloud. Then invite them to contribute to the note. Explain that they can draw the gifts, or they can add words of their own.

Have children write or draw their contributions on drawing paper, then share them with the group. Hang the note on the wall as a model of how to begin a thank-you note. Suggest that children tape their additions under the text of the note.

What Children Do

Share personal experiences

Write a letter

What to Look For

Can the child express ideas in writing?



Books About Feet

Aliki. **My Feet.** New York: HarperCollins, 1992. Multicultural illustrations present different facts about feet. **Informational**

Paul, Ann Whitford. **Hello Toes! Hello Feet!** New York: DK, 1998. A little girl talks to her feet as they lead her on different adventures throughout the day. **Read-Together**

Seuss, Dr. **The Foot Book.** New York: Random House, 1968. This Dr. Seuss classic shows many different, fanciful feet. **Read-Together**

Books About Sizes

Bourgeois, Paulette. **Big Sarah's Little Boots.** New York: Scholastic, 1987. Did Sarah's favorite boots shrink or did Sarah grow? **Storybook**

Hoban, Tana. **Is it Larger? Is it Smaller?** New York: Greenwillow, 1985. Beautiful photos invite children to talk about and compare the sizes of the objects in this wordless picture book. **Read-Together**

Hutchins, Pat. **You'll Soon Grow into Them, Titch**. New York: Morrow, 1992. Titch always gets hand-me-downs from his big brother and sister. When a new baby joins the family, it is Titch's turn to hand things down. **Storybook**

Miller, Margaret. **Big and Little.** New York: Morrow, 1998. Simple text and photos of children at play encourage the reader to compare big and little things. **Read-Together**

A Book About Graphing

Williams, Rozanne Lanczak. **We Can Make Graphs.** Cypress, CA: Creative Teaching Press, 1995. Children graph shoes, birthdays, months, and more in their classroom. **Read-Together**

Books About Feelings

Bang, Molly. **When Sophie Gets Angry—Really, Really Angry....** New York: Scholastic, 1999. Sophie does get angry, but she also knows how to calm herself down. This might be used as a discussion starter on ways to handle angry feelings. **Storybook**

Havill, Juanita. **Jamaica's Blue Marker.** Boston: Houghton Mifflin, 1995. Jamaica feels angry and hurt when a classmate is unkind. She overcomes those feelings with the help of her teacher and her family. **Storybook**

Joosse, Barbara M. **Mama, Do You Love Me?** San Francisco: Chronicle, 1991. An Inuit child seeks the assurance of her mother's love. The girl's questions and her mother's answers provide a look at the Inuit culture of northern Alaska. **Storybook**

Keats, Ezra Jack. **Peter's Chair.** New York: Puffin, 1998. Peter experiences different feelings as he adjusts to a baby sister's arrival in the family. **Storybook**

Modesitt, Jeanne. **Sometimes I Feel Like a Mouse: A Book About Feelings.** New York: Scholastic, 1992. A young boy explains his feelings by comparing them to animal behaviors. **Read-Together**

Polacco, Patricia. **Thundercake.** New York: Philomel, 1990. A grandmother helps her granddaughter be brave; they gather ingredients and make a special cake as a thunderstorm approaches. **Storybook**

Viorst, Judith. **Alexander and the Terrible, Horrible, No Good, Very Bad Day.** New York: Macmillan, 1972. Alexander has trouble from the beginning to the end of his day. **Storybook**

Wilson-Max, Ken. **L Is for Loving.** London: David Bennett Books, 1999. An alphabet of feelings is accompanied by a situation for each feeling. **Informational**

Books With Ms. F's Sound–/f/

McPhail, David. **First Flight.** Boston: Little, Brown, 1987. A teddy bear accompanies his owner on their first airplane trip. **Storybook**

McPhail, David. **Fix-It.** New York: Dutton, 1987. When the TV breaks, everyone tries to fix it—and to fix Emma's feelings. **Storybook**

Wu, Norbert. **Fish Faces.** New York: Henry Holt, 1997. Magnificently photographed fish and limited text show life under the sea. **Informational**

Books About Fall

Hall, Zoe. **Fall Leaves Fall.** New York: Scholastic, 2000. A little girl and her brother have fun raking and playing in fall leaves. **Read-Together**

Hirshci, Ron. **Fall.** New York: Dutton, 1991. Nature photos enhance the text, which describes the changes taking place in nature during the autumn season. **Informational**

Maass, Robert. **When Autumn Comes.** New York: Henry Holt, 1990. Beautiful photographs show nature changing and people enjoying fall activities and getting ready for winter. Halloween and Thanksgiving celebrations are included. **Informational**

A Book About Ms. F

Johnson, Lynell. **Follow My Funny Feet.** Waterbury, CT: Abrams & Company, 2000. The reader follows funny footprints to discover important things about Ms. F. **Read-Together**

Copyright © 2002 ABRAMS & COMPANY Publishers, Inc., 61 Mattatuck Heights, Waterbury, CT 06705. All rights reserved. No part of this program may be reproduced; stored in a retrieval system; or transmitted in any form or by any means, electronic, mechanical, photocopying, or other; without special permission from the publisher.

Printed in the United States of America ISBN 0-7665-0366-6