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## Early Childhood Themes —Health and Safety Kit

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Table of Contents** (1 page)
- Introduction** (2 pages)
- Lesson Plan** (1 page)
- Vocabulary Concept Card** (2 pages)
- Song page from Unit Resource** (1 page)
- Pattern Page from Unit Resource** (3 pages)
- Reader** (9 page)

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Literacy, Language, & Learning

Early Childhood Themes

# Health and Safety

Teacher's Guide



Teacher Created Materials  
PUBLISHING

# Table of Contents

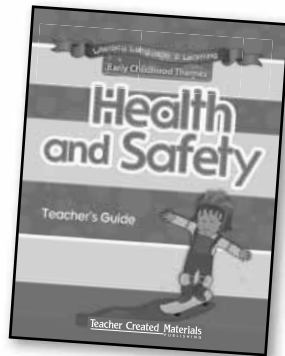
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## Introduction

Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *Health and Safety Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and



phonics, math, social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

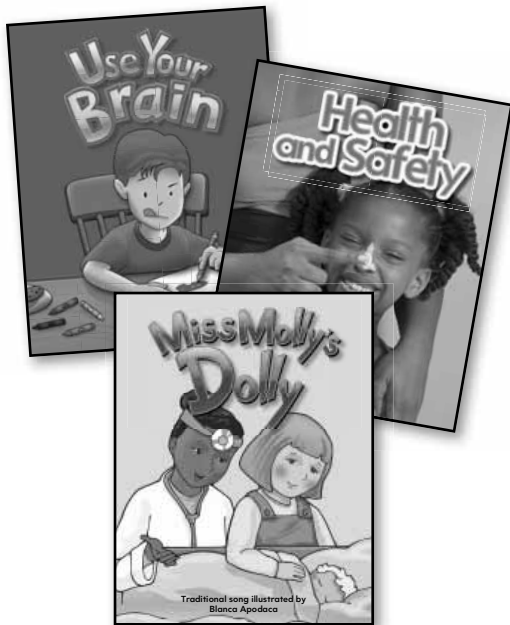
The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting items that keep us healthy and safe. They are bright and colorful and give the children images to which they can relate concepts about health and safety as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness and phonics, and building knowledge and comprehension.



## Introduction *(cont.)*

The three books included in this kit provide the literature foundation for the theme. The concept book, *Use Your Brain*, provides pictorial support for the children’s understanding of activities that are healthy and safe. A wordless photo book, *Health and Safety*, helps develop the children’s oral language as they discuss and create a story that shows good health and safety practices. A book created around the traditional nursery rhyme “Miss Molly’s Dolly” provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged “lap size” book for teacher read-aloud as children gather around for storytime and other learning activities.



The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *Use Your Brain* and the traditional rhyme book *Miss Molly’s Dolly*.

The Teacher Resource CD included in the back of this Teacher’s Guide provides a variety of features to supplement the lessons: all patterns from this Teacher’s Guide (pages 82–104) in both color and black-and-white; the vocabulary word cards from this Teacher’s Guide (pages 105–106) in both color and black and white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher’s Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



# Health and Safety Counting



- sticky notes
- Counting Cards (pp. 86–88)
- *sunscreen* vocabulary concept card
- large index cards
- crayons or markers

## Procedure:

- 1 Prior to the lesson, use a sticky note to cover the numeral on each Counting Card.
  - 2 Gather children together on the rug or in their chairs.
  - 3 Display the *sunscreen* vocabulary concept card. Review the importance of using sunscreen to protect our skin from the sun.
  - 4 Tell children that they will practice counting different items. Ask children to practice counting various things on the *sunscreen* vocabulary concept card. For example, you may wish to ask children the following questions:
    - How many eyes does the girl in the photograph have?
    - How many noses?
    - How many eyebrows?
  - 5 When children have counted each item, write the number on the board. Talk about how to form each number as you write it.
  - 6 Show children the Counting Cards with the numbers covered.
    - Show the cards in numeric order, and have children count the items on each card.
  - 7 After children have counted the items on each card, remove the sticky note to reveal the number. Trace the number with your finger to demonstrate how it is made. You may wish to have children “write” each number in the air.
- 7 Distribute one index card to each child.
    - Ask each child to choose a number 1–9. Depending on children’s abilities, encourage each child to write the number on his or her card or assist children as needed.
    - Have children draw pictures of items to match the numbers that they wrote on their cards.

## Extension

Put children’s index cards in numeric order and staple them into a counting book. Make the book available during free-choice time, and encourage children to practice counting and tracing the numbers.



# sunscreen

A close-up photograph of a young girl with dark hair and brown eyes, smiling. She has white sunscreen applied to her forehead, nose, and cheeks. She is holding a white tube of sunscreen in her hands. Her skin is wet with water droplets. The background is a bright, clear blue sky. The entire image is framed by a white dashed border on a purple background.

Sunscreen protects  
our skin from the sun.

# sunscreen



## Connecting Pieces: Activating Prior Knowledge

- Gather children on the rug. Show them the front of the card. Encourage children to share what they see in the picture.
- Ask children whether they have used sunscreen. Provide each child the time to talk about when they have put on sunscreen.
- Ask children to think about what would happen if they didn't put on sunscreen. Encourage children to talk about times when they didn't put on sunscreen and should have.
- Ask children whether they put sunscreen on themselves or if someone helps them. Encourage children to name the people who help them put on sunscreen.



## Building Blocks: Phonemic Awareness and Phonics

- Ask children to look at the picture on the front of the card. Read the word *sunscreen* aloud as you point to it. Ask children to repeat the word. Read the word together.
- Provide some words that begin with the /s/ sound and some that do not. Have children put their thumbs up if the word begins with the /s/ sound and thumbs down if the word does not begin with the /s/ sound. You may wish to use the following words:

sun (thumbs up)                      seat (thumbs up)

soap (thumbs up)                      car (thumbs down)

crosswalk (thumbs down)                      helmet (thumbs down)



## New Ideas: Building Knowledge and Comprehension

- Gather children on the rug. Have children look at the card. Have them share what they have learned about sunscreen. Ask them to tell why sunscreen is needed. If necessary, remind children that the purpose of sunscreen is to protect your skin from the sun.
- Point out that the best way to avoid the sun is to stay in the shade or to wear protective clothing (e.g., a hat, long-sleeved shirts). You may wish to bring a hat and a long-sleeved shirt to show them how these items can cover your skin.
- Tell children that sunscreen also needs to be reapplied every few hours and after being in water. Explain that sunscreen needs to be kept out of their eyes. You may wish to apply sunscreen to your face to show children how to do it. Encourage them to talk to their parents about the importance of wearing sunscreen.



# Health and Safety Songs (cont.)

.....

## Rules

*(sung to the tune of "The Ants Go Marching")*

The rules are made for you and me.

Hoorah, hoorah.

The rules are made for you and me.

Hoorah, hoorah.

The rules are made for you and me

To keep us safe, so we agree

To do our best to

Follow the rules each day.



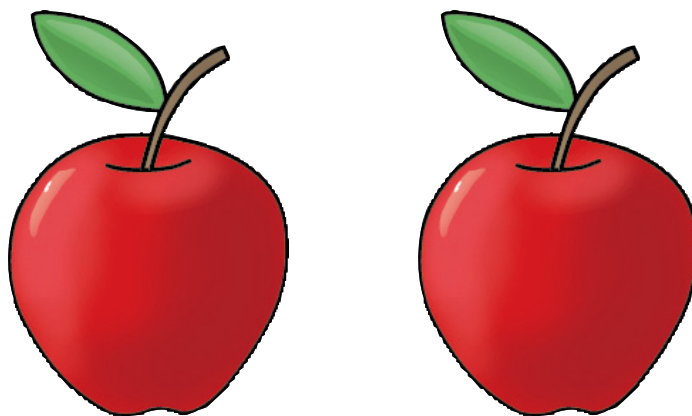
# Counting Cards (cont.)

Use this pattern with the lesson on page 54.

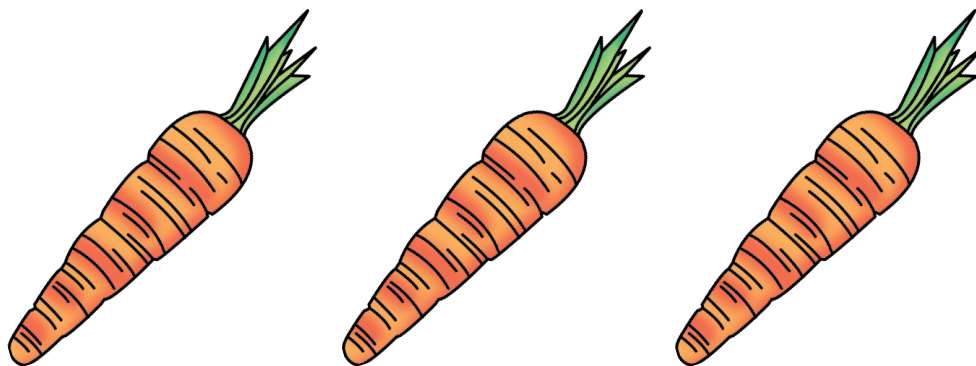
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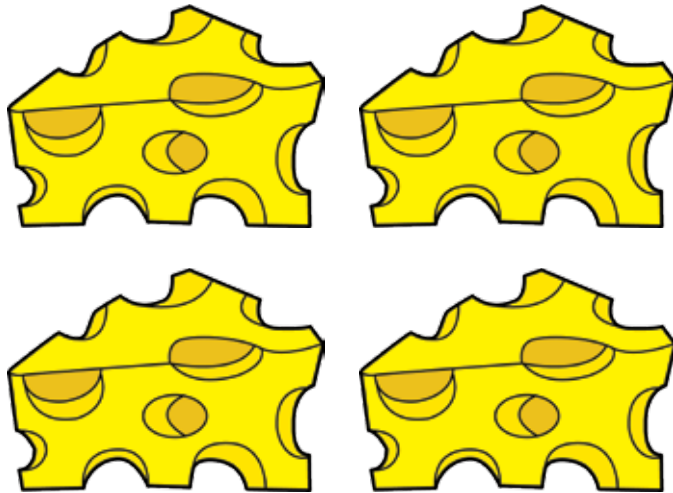
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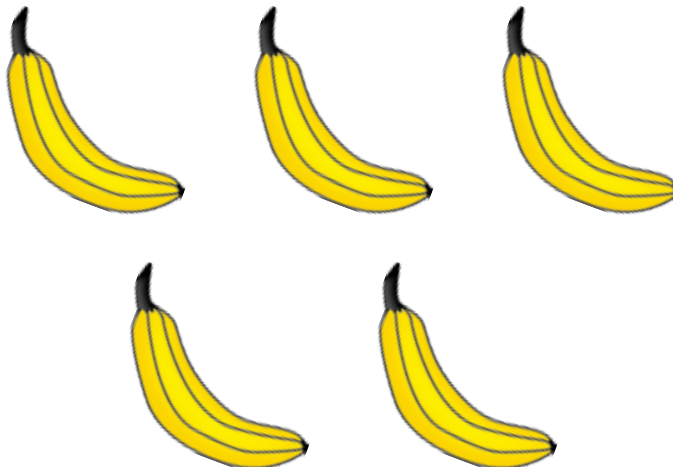
# Counting Cards (cont.)

Use this pattern with the lesson on page 54.

4



5



6



# Counting Cards (cont.)

Use this pattern with the lesson on page 54.

7



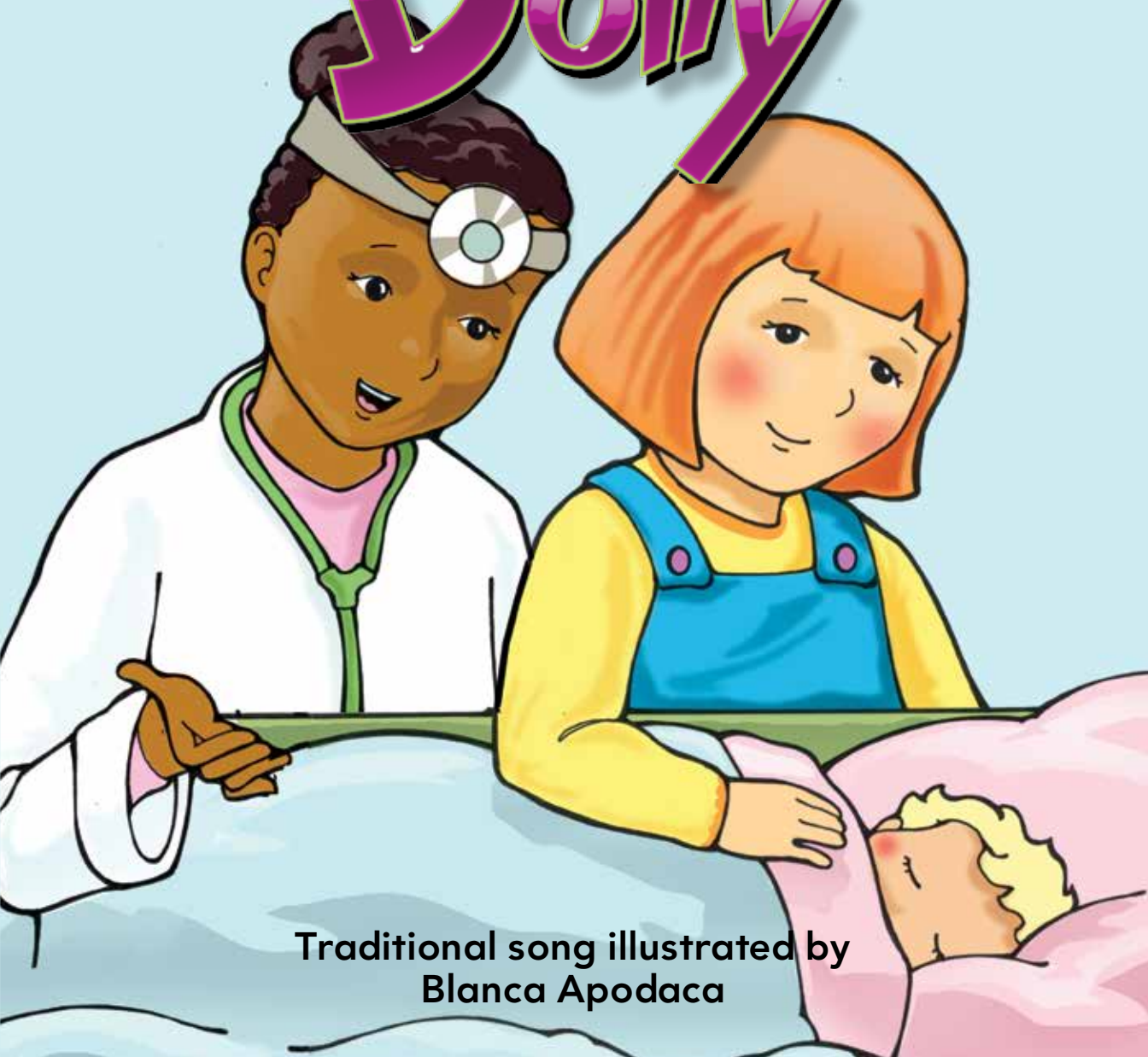
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# Miss Molly's Dolly



Traditional song illustrated by  
Blanca Apodaca

Miss Molly had a dolly  
who was sick, sick, sick!



So she called for the doctor to come quick, quick, quick.



The doctor came  
with her bag and hat,

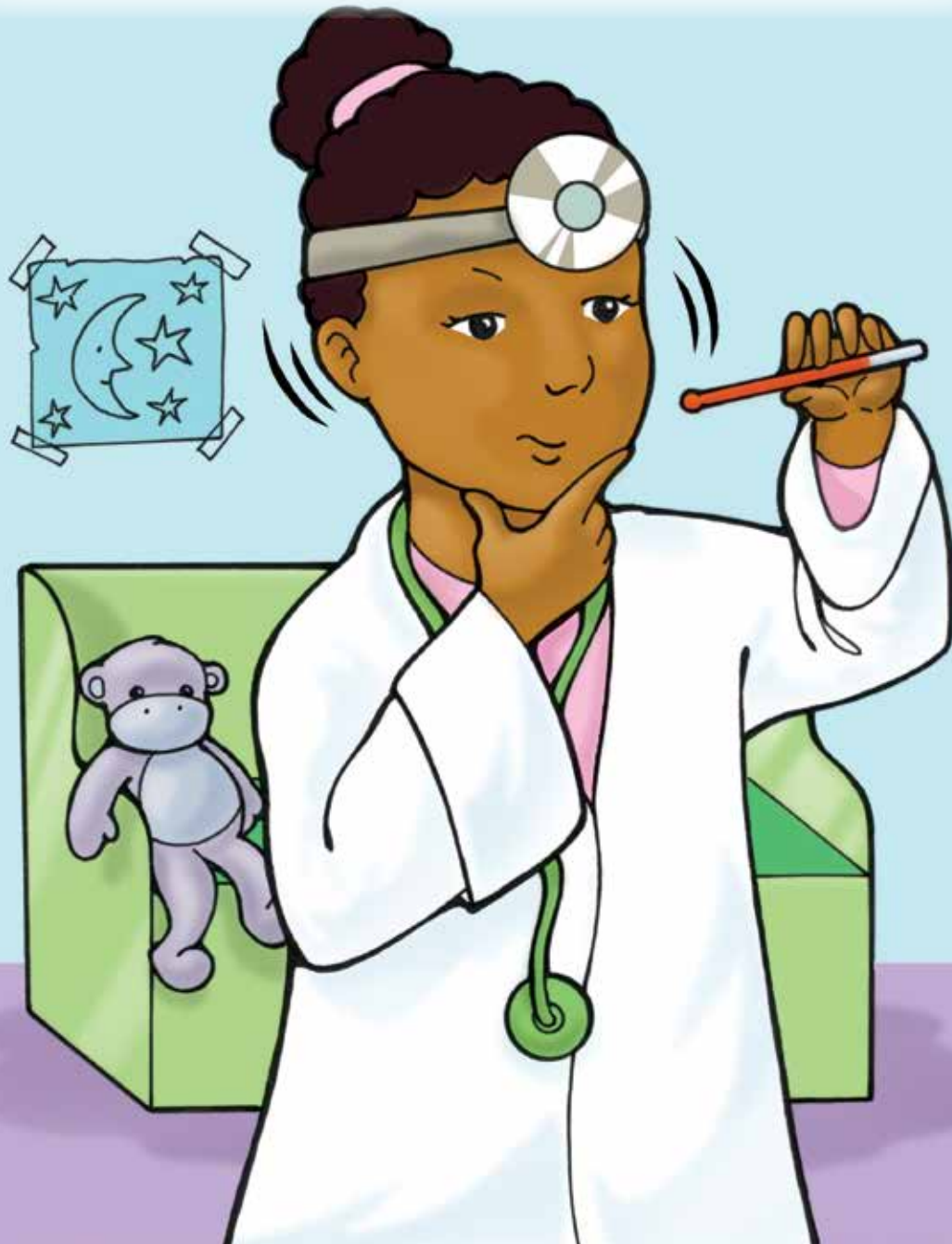




And she knocked on the door with a rat-a-tat-tat.



She looked at the dolly and she shook her head.



Then she said, "Miss Molly,  
put her straight to bed!"



She wrote on a paper  
for a pill, pill, pill.



“I’ll be back in the morning  
with my bill, bill, bill.”

