Self:
This is the story of a little girl who goes in search of beauty, and discovers it is all around her. *Something Beautiful* teaches our youngest readers an important lesson: when we look for good things in life, we will find them in our family, our friends, our neighbors, and the places we hold dear. Just as important, *Something Beautiful* reminds children that they are loved.

Dr. Marilyn Howard, State Superintendent of Public Instruction

1. LETTER RECOGNITION [language arts]
   “Associate letters to letter sounds.”

2. PLANTS [science]
   “Identify the three factors needed for plant growth.”

3. CULTURE [social studies]
   “Demonstrate ways to be helpful to family, school and community.”

4. SORTING AND CLASSIFYING [math]
   “Sort and classify objects by attributes.”

5. MUSICAL EXPRESSION [humanities]
   “Identify ideas and emotions that are expressed through music and other disciplines.”

Books purchased for Idaho’s elementary schools by the Idaho Association for Supervision and Curriculum Development (IASCD)

Idaho Department of Education, (208) 332-6800
Bureau of Curriculum and Accountability:
  Dr. Carolyn Mauer, Bureau Chief
  Kevin Collins, science; Susan Harrington, math;
  Dr. Lynette Hill, language arts, Stacey Joyner, reading
  Dr. Dan Prinzing, social studies; Dr. Peggy Wenner, humanities
Something Beautiful

Name: Janet-lee Murphy
Grade: Kindergarten

School: Shadow Hills Elementary
District Name and Number: Boise School District #01

Phone: (208)322-3817
Email: murphj@shad1.sd01.k12.id.us

Content Area: Language Arts
Lesson Focus: Letter Recognition

“Beautiful! I think it means: something that when you have it, your heart is happy.”

Grade: Kindergarten
Purpose: To build letter recognition skills

Objectives: Students will be able to do the following:
- Name the letters in the word ‘beautiful’ in both upper and lower case letters
- Associate something beautiful with each letter of the alphabet

Idaho Achievement Standards:
671.01 Read a variety of traditional and electronic materials for information and understanding.
Content Knowledge and Skills:
Phonics
671.01e. Recognize names of upper and lower case letters
671.01f. Associate letters to letter sounds

Materials/Resources:
Alphabet books

Procedure for Teaching:

Whole Group Activities
- Read Sharon Dennis Wyeth’s Something Beautiful to the class. Discuss the page in the book that shows the teacher pointing to the word ‘BEAUTIFUL’ on the chalkboard.
- Write the word “beautiful” on the board in both upper case and lower case letters. Pointing to one letter at a time, ask the students to stand if that letter is in their first names.
• Play the song, “America the Beautiful” for the children a couple of times. Help them begin learning it.

Small Group and Center Activities

Create individual or class alphabet books. Discuss what beautiful means. Help the students find words for every letter of the alphabet that means something beautiful to them.

At a center, ask each student to create a flash card for each letter in the word “beautiful”. The students will write the letter and then illustrate a word that begins with that letter. As an additional activity the students may sort the cards by initial letter.

Additional Activities with Coordinating Standards

674.01 Speak to share understanding of information.

Content Knowledge and Skills

674.01a. Develop awareness of speaker behaviors, such as posture, articulation, volume, and use of complete sentences and organization. (using a teacher provided container, students bring three items from home that are beautiful to ‘show and tell’ with the class)

Crosswalk from Idaho’s Language Arts Standards to the Science Standards:

535.01 Understand the relationship between science and technology and develop the abilities of technological design and application.

Content Knowledge and Skills

535.01a. Distinguish between natural objects and objects made by humans. (Take students on a neighborhood walk to identify natural objects that are beautiful.)
Interdisciplinary Unit Lesson Plan Template
Something Beautiful

Name: Carolyn Haenny
Grade: Kindergarten

School: Potlatch Elementary

District Name and Number: Potlatch School District #285

Phone: (208) 875-1331
Email: victory@palouse.net

Content Area: Science
Lesson Focus: Plant Growth
“Someday I’ll plant flowers in my courtyard.”

Grade: Kindergarten

Purpose: Understand and observe the growth of plants.

Objectives: Students will be able to do the following:
• Illustrate the steps necessary to grow a plant from seed to maturity
• Identify the three factors needed for plant growth; soil, water, light

Idaho Achievement Standards:
532.01 Understand the theory of biological evolution.

Content Knowledge and Skills:
532.01.a Observe and explore the characteristics of plants and animals.

Materials/Resources:
“Science Units with Reproducible Little Books” – Teacher Created Materials, Inc. pages 8-11.
ISBN 0-7439-3253-6
Authors: Renee Chauncey, Ed.S. and Tammy Girtman, Ed.S

--Supplies for gardening: seeds, plants, containers, soil/peat pellets, watering can

Procedure for Teaching:

Whole Group Activities
Read the story Something Beautiful by Sharon Dennis Wyeth to the class.
Assess prior knowledge by using the following questions:

--How many of you have a garden?
--What do you grow in your garden?
--What will we need to start growing plants in our classroom?

Isolate three established plants and remove one factor for each to observe results: one without water, one without soil and one without light. Document the findings.

**Small Group and Center Activities**

Students choose from a variety of seeds and plant them in an individually labeled container.
Students monitor the plant’s growth in a science log/journal.
Students create a little individual booklet called “Plants” from, “Science Units with Reproducible Little Books” - included

**Additional Activities with Coordinating Standards**

527.02 Understand constancy, change and measurement.
   **Content Knowledge and Skills**
   527.02a. Explore changes (use unifix cubes to monitor plant’s growth)

**Crosswalk from Idaho’s Science Standards to the Social Studies Standards:**

378.02 Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.
   378.02c. Recognize that many kinds of plants and animals live on the Earth (take the class on a nature walk and collect specimens)
Plants need sunlight.

A plant has roots.

Plants need soil.
Gardens have many plants.

Plants need water.

A plant has a stem.

A plant has leaves.
Name: Janet-lee Murphy

School: Shadow Hills Elem.

District Name and Number: Boise School District #01

Phone: (208)322-3817

Email: murphj@shad1.sd01.k12.id.us

Content Area: Social Studies

Lesson Focus: Helping Others at School and at Home

“I pick up the trash. I sweep up the glass. I scrub the door very hard. When Die disappears, I feel powerful.”

Grade: Kindergarten

Purpose: Develop the ability to recognize the needs of others and foster the desire to help.

Objectives: Students will be able to do the following:

- Illustrate ways to be helpful in their school and home communities.
- Describe ways to provide services for the needy.
- Develop a sense of empowerment from helping others.

Idaho Achievement Standards:

372.01 Understand the cultural and social development of the United States

Content Knowledge and Skills:
372.01g Describe how people in communities help each other.

375.01 Understand that all citizens of the United States have responsibilities and rights

Content knowledge and skills

375.01a Identify individuals who are helpful to people in their everyday lives such as principal, school secretary, doctor and police officer. (invite guest speakers to the classroom)
375.01b Demonstrate ways to be helpful to family, school and community. (use a teacher-generated assignment for students to complete at home and return to school to earn a “Happy Helper Badge”)

Materials/Resources:

Character Counts
Frank Schaffer Publications
ISBN 0768210062
Procedure for Teaching:

Whole Group Activities
Read the story, *Something Beautiful* by Sharon Dennis Wyeth to the class.

Assess prior knowledge by using the following questions:

- Why do you think the girl in the story said that she wanted to give the lady in the cardboard carton a real home? Do you think she could really give her a home?
- What were the real things that she did to make her home better?
- What things have you done to help make your home a better place?
- What things could we do at school to help others?

Small Group or Center Activities
Students create a stand-up display of things they care about by using the master called “I Care!” from “Character Counts”.

Crosswalk from Idaho’s Social Studies Standards to the Humanities Standards:
872.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge and skills.

   Content Knowledge and Skills
   c. Theatre:
      2. Create characters, environments, and situations for dramatization. (Let’s pretend.) (role-play helping others in the classroom and/or different community helper jobs)
I Care!

Follow these steps to make a stand-up display.
1. Draw a picture to match each caption.
2. Cut out the three pieces.
3. Glue the pieces together at the tabs.
4. Fold along the dotted lines.

I care about my family.

I care about my friends.

I care about animals.

I care about people who need help.

I care about Earth.

This display was made by ____________________

TAB Glue here.

TAB Glue here.

TAB Glue here.

© Frank Schaffer Publications, Inc. / CHARACTER COUNTS!®
reproducible
F5136318 Caring
Interdisciplinary Unit Lesson Plan Template
Something Beautiful

Name: Susan Haskins  Grade: Kindergarten

School: Farmin-Stidwell Elem.

District Name and Number: Lake Pend Oreille District #84

Phone: (208)263-3013  Email: Susie.Haskins@sd84.k12.id.us

Content Area: Math  Lesson Focus: Sorting and Classifying
“My fruit store is one beautiful store,” says Mr. Lee.

Grade: Kindergarten

Purpose: Develop the concept of sorting and classifying within the context of a grocery store.

Objectives: Students will be able to do the following:
• sort and classify fruits and vegetables in the produce department
• sort and classify items in the dairy, canned goods, boxed foods and nonfood departments

Idaho Achievement Standards
263.01. Understand the concept of functions.

Content Knowledge and Skills:
263.01.b: Sort and classify objects by attributes.

Materials/Resources
Teacher Provided:
Plastic fruit and vegetables, cash register, money, cart and/or basket, shelving

Student Donations:
Clean/empty food containers, other empty nonfood items (i.e. toothpaste)

Procedure for Teaching:

Whole Group Activities
Read Something Beautiful by Sharon Dennis Wyeth to the class.
Assess prior knowledge by recording student’s level of experience with a grocery store by making a chart.

Sample questions:
- How many of you have been to a grocery store?
- What did you see there?
- Did you notice where they keep fruit and vegetables?
- How could we set up a grocery store in our classroom?

**Small Group Activities**
Students take their grocery donations and stock the store shelves.
Students role-play the parts of shoppers, cashier and bagger during a free choice time.
At clean-up time all participants take part in sorting the items back into the appropriate areas of the store.

**Additional Activities with Coordinating Standards**
257.01. Understand and use numbers.

- **Content knowledge and skills**
  - 257.01b Demonstrate an understanding of the verbal, symbolic and physical representations of a number. (counting the number of fruit purchased)
  - 257.01c Identify a penny as a value of money. (using money to buy groceries)

259.01. Understand and use U.S. customary and metric measurements.

- **Content knowledge and skills**
  - 259.01a. Explore the use of standard and nonstandard tools for measuring time, length, volume, weight and temperature. (use a simple balance scale to weigh fruits and vegetables)

**Crosswalk from Idaho’s Kindergarten Math Standards to the Kindergarten Language Arts Standards.**

672.02 Write and edit for correctness and clarity.
  - 672.02b Develop a sentence that focuses on a main idea
  - Differentiate between letters and words;
  - Write for personal and practical needs (write a grocery list)
Name: Carolyn Haenny

Grade: Kindergarten

School: Potlatch Elementary

District Name and Number: Potlatch School District #285

Phone: (208)875-1331

Email: victory@palouse.net

Content Area: Humanities

Lesson Focus: Musical Expression

“Hear my sounds!” says Georgina, dancing on the sidewalk.

Grade: Kindergarten

Purpose: Demonstrate ideas and emotions through music.

Objectives: Students will be able to do the following:

- Listen to music and describe the feeling it creates.
- Move to music through dance.
- Perform musical activities in front of an audience.

Idaho Achievement Standards:
868.02 Understand the interrelationships among visual and performing arts disciplines.

Content Knowledge and Skills:
868.02a. Music
1. Identify ideas and emotions that are expressed through music and other disciplines.

Materials/Resources:
Simple rhythm instruments
Musical selections

Procedure for Teaching:

Whole Group Activities

Read the story, Something Beautiful by Sharon Dennis Wyeth to the class.
Discuss Georgina’s reaction to music in the book.

Play a musical selection and ask students to illustrate the feelings that the music invokes.
Play a variety of musical selections and ask students to respond to the music through movements with scarves.
Distribute rhythm instruments and ask students to compose a beautiful musical selection.

**Small Group and Center Activities**

Place a musical selection in a listening center.

**Additional Activities and with Coordinating Standards**

868.02 Understand the interrelationships among visual and performing arts disciplines.

**Content Knowledge and Skills**

868.02b. Visual Art

2. Identify ideas and emotions that are expressed through visual arts and other disciplines. (Present visual artistic samples and ask students to examine how the artists may have felt when they created the work.)

**Crosswalk from Idaho’s Humanities Standards to the Health Standards:**

769.01 Acquire the essential skills to lead a healthy life.

**Content Knowledge and Skills**

769.01d. Describe how each person experiences a variety of feeling and moods (ask students to demonstrate a feeling nonverbally while the class tries to guess the emotion.)
Name: Susan Haskins  
Grade: Kindergarten

School: Farmin-Stidwell Elem.

District Name and Number: Lake Pend Oreille School district #84

Phone: (208) 263-3013  
Email: Susie.Haskins@sd84.k12.id.us

Content Area: Health  
Lesson Focus: Exercise

“Watch my moves,” says Marc, playing ball in the playground.

Grade: Kindergarten

Purpose: Understand the importance of exercise in maintaining a healthy lifestyle.

Objectives: Students will be able to do the following:
• Demonstrate healthy body movements
• Describe healthy recreational activities
• Develop a classroom exercise plan

Idaho Achievement Standards:
769.01 Acquire the essential skills to lead a healthy life.

Content Knowledge and Skills:
769.01a. Describe exercise.

Materials/Resources:
“Sit and Be Fit” exercise tape for children
Mousercize” by Disney, exercise tape

Procedure for Teaching:

Whole Group Activities
Read the story, *Something Beautiful* by Sharon Dennis Wyeth

Assess student’s home activity level by creating a homework questionnaire that surveys healthy activities: jogging, hiking, bicycling, etc.

Create a list of five exercises. Each day one student is chosen to lead the class in a five-minute exercise routine, rotate until all students have had a turn being the leader.
Additional Activities with Coordinating Standards
770.01 Demonstrate the ability to practice health-enhancing behaviors and reduce health risks
   **Content Knowledge and Skills**
   770.01d Recognize risky behaviors: wearing safety gear, following safe riding rules.

773.01 Understand and demonstrate the key components to positive mental and emotional health
   **Content Knowledge and Skills**
   773.01c Explore the benefits of play (create a class book of favorite play activities)

Crosswalk from Idaho’s **Health Standards to the Math Standards:**
262.02 Collect organize and display data.
   262.02a Create a graph using real objects or pictorial representations (using the information gathered from the home survey, have children plot their responses on a pictorial graph).
Home Exercise Survey

Name: ________________________________

Dear Families:

Please complete the following survey with your child. We will be using this information in our Exercise Unit.

Have your child place a smiley face in the box beside the activities that are enjoyed by your family on a regular basis.

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>We ride bikes.</td>
<td></td>
</tr>
<tr>
<td>We roller blade.</td>
<td></td>
</tr>
<tr>
<td>We hike.</td>
<td></td>
</tr>
<tr>
<td>We ski.</td>
<td></td>
</tr>
<tr>
<td>We go for walks.</td>
<td></td>
</tr>
<tr>
<td>We swim.</td>
<td></td>
</tr>
<tr>
<td>We jump rope.</td>
<td></td>
</tr>
<tr>
<td>We play basketball.</td>
<td></td>
</tr>
<tr>
<td>We play baseball.</td>
<td></td>
</tr>
<tr>
<td>We play soccer.</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>