



Me/EMOTIONS

BIG IDEA

Children begin to appreciate themselves as unique individuals. Children recognize their own and others' physical features and emotions.

Content objective(s):

The child will identify and locate smaller body parts (eyes, nose, mouth, ears, hair, eyebrows, eye lashes, nails). The child will begin to compare physical characteristics among family members.

Materials needed:

- ♦ Outline of child's body from previous lesson
- ♦ Crayons or markers

Lesson vocabulary:

- ♦ eyes—ojos
- ♦ nose—nariz
- ♦ mouth—boca
- ♦ ears—orejas
- ♦ hair—pelo
- ♦ eyebrows—cejas
- ♦ eye lashes—pestañas
- ♦ nails—uñas

Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.D.1. Child demonstrates an understanding that others have specific characteristics.

Language and Communication:

II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.

Science:

VI.B.1. Child identifies and describes the characteristics of the organisms.

Social Studies:

VII.A.1. Child identifies similarities and differences in characteristics of people.

Fine Arts:

VIII.A.2. Child uses art as a form of creative self-expression and representation.

Physical Development:

IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Activities:

1. The home educator models and demonstrates for the parent.



Remind the parent and child that we've been learning all about our bodies. Ask the child to get the outline of his/her body that the parent traced during the last visit. Say,



Wow! Look at you! What are the parts of your body you have learned about so far?

(Pause) (To support the child, point to each body part on the outline—arms, legs, head, hands, and feet—discussed in the previous lesson.) *Great!*

After reviewing the body parts on the outline, ask,



What is missing from your body outline?

Start with the head, and guide the child to identify eyes, nose, mouth, ears, hair, eyebrows, eyelashes. Next move to the arms and identify that fingernails are missing from their hands. Next move to the feet and identify that toes and toenails are missing.

Do not mention clothing—it will be added in the next lesson.

2. The parent works with the child.



Invite the parent to help the child draw the missing body parts on the outline of the child's body. The paper should be placed on a hard surface so the child can draw on it easily. The parent should guide the child to add parts (e.g., eyes, nose, mouth, ears, hair, eyebrows, eyelashes) one at a time. It may be helpful to have a mirror available so the child can look at the body parts as he/she draws. The parent should be prepared to guide the child in locating the appropriate placement and drawing each body part by saying, for example,



Your hair is brown and curly. You can make curls like this on the top of the head.

The parent should encourage the child to use complete sentences with details (e.g., *My hair is brown and curly. It looks like my mom's.*) and to stay on topic.

Ensure the outline of the child's body is saved for use in future lessons.

3. The child works with the parent's help.

Once the picture is complete with additional body parts added, the child should be invited to explain the picture of him-/herself to the home educator or another family member.

4. The child works independently as the parent and home educator watch for learning.

The child should be able to name and locate small body parts and to explain them in complete sentences, with details. Watch for the child to remain on topic when describing his/her picture.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child's thinking:



1. Who else in your family has _____ (brown, black, red, blonde) hair?
2. Who else in your family has _____ (brown, blue, green) eyes?
3. Who else in your family has _____ (long, short) eyelashes?
4. Why do you think you have eyelashes? [To keep dust and other objects out of your eyes]
5. Why do you think you have nails? [To protect the ends of your fingers and toes]

Ways to extend the lesson concepts:



1. Use family pictures, if available, and ask the child to name body parts and features. (Ads, magazines, newspapers, catalogs, etc. may be used as well.) Reinforce similar and different characteristics of family members.



2. Encourage the child to make funny faces by manipulating eyes, eyebrows, mouth, eyes, etc. With the child, practice blinking, winking, and throwing kisses.



3. Sing and dance the "Hokey Pokey."

Modifications:

If the lesson activity is too hard—

1. Guide the child to identify missing features on the outline by pointing to your own features (e.g., *Look, I have two eyebrows; does your picture have two eyebrows?*).
2. Have the parent model drawing some of the features. For example, the parent could draw one eye and the child could copy it for the other eye.

If the lesson activity is too easy—

1. Discuss more features (e.g., elbow, knee, shoulder, ankle, wrist).
2. Play "Simon Says" to reinforce body parts (e.g., *Simon says, "Bend your knees." Simon says, "Shake your wrists."*).
3. Have the child identify similarities and differences in body characteristics of family members (e.g., name all the people in the family that have curly hair, all the people that have straight hair, etc.).

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ME/EMOTIONS (LESSON 2)

PARENT PAGE

What we are learning:

Your child will identify and locate smaller body parts (eyes, nose, mouth, ears, hair, eyebrows, eye lashes, nails). Your child will begin to compare physical characteristics among family members.

Words to know:

- | | |
|---------------|-----------------------|
| ♦ eyes—ojos | ♦ hair—pelo |
| ♦ nose—nariz | ♦ eyebrows—cejas |
| ♦ mouth—boca | ♦ eye lashes—pestañas |
| ♦ ears—orejas | ♦ nails—uñas |

What to ask:

1. *Who else in our family has _____ (brown, black, red, blonde) hair?*
2. *Who else in our family has _____ (brown, blue, green) eyes?*
3. *Who else in our family has _____ (long, short) eyelashes?*
4. *Why do you think you have eyelashes?* [To keep dust and other objects out of your eyes]
5. *Why do you think you have nails?* [To protect the ends of your fingers and toes]

What else to do:

1. Use family pictures, if available, and ask your child to name body parts and features. (Ads, magazines, newspapers, catalogs, etc. may be used as well). Reinforce similar and different characteristics of family members.
2. With your child, make funny faces by manipulating eyes, eyebrows, mouth, eyes, etc. Practice blinking, winking, and throwing kisses.
3. Sing and dance the “Hokey Pokey.”

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