



# 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 describe his/her feet and learn about things he/she can do with them. The child will measure and identify comparative foot sizes.

### Materials needed:

- ♦ Unit Book: *My Feet*, by Alik
- ♦ Paper
- ♦ Pencil or marker
- ♦ Scissors
- ♦ Ruler

### Lesson vocabulary:

- ♦ arch—arco
- ♦ flat—plano
- ♦ heel—talón
- ♦ walk—caminar
- ♦ jump—brincar
- ♦ kick—patear
- ♦ run—correr
- ♦ hop—saltar

### Texas Prekindergarten Guidelines (Revised) domains addressed:

#### Language and Communication:

II.A.1. Child shows understanding by responding appropriately.

#### Emergent Literacy, Reading:

III.D.1. Child retells or reenacts a story after it is read aloud.

#### Mathematics:

V.A.3. Child counts 1-10 items, with one count per item.

V.E.2. Child collects data and organizes it in a graphic representation.

#### Physical Development:

IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).

IX.A.2. Child coordinates sequence of movements to perform tasks.

## Activities:


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

Remind the child that we've been learning about body parts and things that make him/her special. Talk about the body parts discussed in previous lessons, then say,

 *Tell me about some of the things that make you special.*



Model reading the unit book, *My Feet*, by Alik. Say,

 *Today, let's read this book together and find out about all the things we can do with our feet.*

Ask comprehension questions (e.g., *Where are your toes/heels/soles?* Or *Why do you think the baby has smaller feet than the boy?*). Draw attention to features of print (e.g., where to start reading, print is read left to right, print in speech bubbles indicates what characters are saying, etc.) throughout the reading.

### 2. The parent works with the child.



Give the book to the parent; ask him/her to go through it and complete several of the activities described (e.g., identify parts, count toes, measure feet with a ruler, compare foot size with other family members). Provide support to the parent as necessary. The parent should help the child trace his/her foot on a piece of paper and cut out the shape. Then the child should help the parent trace his/her foot or shoe on another piece of paper and cut out the tracing. Trace one more family member's foot/shoe, or if no one else is available, trace the home educator's foot. The parent can then help the child arrange and label the foot shapes with the words, "big," "bigger," and "biggest."

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



The child can practice or pretend to do specific activities with his/her feet—walk, run, skip, march, kick, hop, tiptoe, skate, dance—with prompting from the parent. The child can practice placing the foot shapes in order from smallest to largest.

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

The child should be able to compare and order shoe sizes. With prompting, the child should be able to discuss and perform several activities he/she can do with his/her feet.

### 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. *What else can we do with our feet?* (e.g., leap, climb, etc.)
2. *Where are your feet?* (Prompt for verbal descriptions, e.g., attached to the bottom of the legs, below the ankles, below the knees.)
3. *Do you think other children can do the same things with their feet that you can?*
4. *Do you like to go barefoot or wear shoes? (Pause) Why?*
5. *What are things that you can do with your feet that you cannot do with your hands?*
6. *What are things that you can do with your hands that you cannot do with your feet?*

## Ways to extend the lesson concepts:



1. Visit the public library and check out books about feet: *The Foot Book*, by Dr. Seuss, or *Dancing Feet!*, by Lindsey Craig and Marc Brown. Read the books aloud to the child.



2. Visit the public library and check out other books about body parts and read them together.
3. Try to pick things up with your feet.
4. Have the child try to draw a picture with his/her feet.



5. Gather all the family members' shoes together. Help the child count the shoes and sort them by shape (e.g., sandals, boots, slippers, etc.), color, and size.

## Modifications:

### If the lesson activity is too hard—

1. The parent can model actions (e.g., skip, tiptoe, hop, etc.) first and child can imitate.
2. Reinforce and practice the concept of "big, bigger, biggest" by arranging other objects (e.g., toys, pans, etc.) that have greater size differences.

### If the lesson activity is too easy—

1. Practice hopping on one foot and then the other.
2. Rename and reorganize the categories into small, smaller, and smallest.
3. Sort into more complex groups (e.g., shoes with laces, shoes with Velcro, shoes with heels, shoes with buckles, etc.).

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# ME/EMOTIONS (LESSON 4)

## PARENT PAGE

### What we are learning:

Your child will describe his/her feet and learn about things he/she can do with them. Your child will measure and identify comparative foot sizes.

#### Words to know:

- |                |                |
|----------------|----------------|
| ♦ arch—arco    | ♦ jump—brincar |
| ♦ flat—plano   | ♦ kick—patear  |
| ♦ heel—talón   | ♦ run—correr   |
| ♦ walk—caminar | ♦ hop—saltar   |

### What to ask:

1. *What else can we do with our feet?* (e.g., leap, climb, etc.)
2. *Where are your feet?* (Prompt for verbal descriptions, e.g., attached to the bottom of the legs, below the ankles, below the knees.)
3. *Do you think other children can do the same things with their feet that you can?*
4. *Do you like to go barefoot or wear shoes? (Pause) Why?*
5. *What are things that you can do with your feet that you cannot do with your hands?*
6. *What are things that you can do with your hands that you cannot do with your feet?*

### What else to do:

1. Visit the public library and check out books about feet: *The Foot Book*, by Dr. Seuss, or *Dancing Feet!*, by Lindsey Craig and Marc Brown. Read the books aloud to your child.
2. Visit the public library and check out other books about body parts and read them together.
3. Encourage your child to try to pick things up with his/her feet.
4. Have your child try to draw a picture with his/her feet.
5. Gather all the family members' shoes together. Help your child count the shoes and sort them by shape (e.g., sandals, boots, slippers, etc.), color, and size.

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