



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 draw and describe clothing on the traced figure to resemble his/her own clothes. The child will identify favorite things and physical features that contribute to his/her uniqueness.

Materials needed:

- ◆ Outline of child's body from Lesson 1
- ◆ Crayons, pencils
- ◆ Tempera paint or water colors (optional)
- ◆ Brushes (optional)

Lesson vocabulary:

- ◆ special—especial
- ◆ specific types of clothing, colors, and other favorite things identified by the child

Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from his/her own.

Language and Communication:

II.E.4. Child combines more than one idea using complex sentences.

Emergent Literacy, Writing: (extension)

IV.B.2. Child writes own name (first name or frequent nickname) not necessarily with full correct spelling or well-formed letters.

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.



*Do you remember what we've been learning about? **(Pause)** Right! We've been learning all about ourselves—our bodies. Show me the outline of your body that you made.*

Encourage the child to locate the outline drawing from Lesson 1 and describe body parts and features he/she has learned. Say,

*Great job! I love the picture you have made of yourself! Did you know that no one else looks exactly like you? **(Pause)** You are special! Part of what makes you special is that you have different likes and dislikes. What are some things you like?*

The home educator should identify one of the things that the child does like but the home educator does not. For example, if the child says, *I like bananas*, the home educator could say, *I don't like bananas but I like oranges. Do you like oranges?*

Help the child understand that people have different preferences. Say,

All of us have different favorite things. My favorite color is _____. What is your favorite color?

Continue with this line of questioning, naming (and asking the child to name) favorite foods, songs, television programs, stories, etc.

Our favorite things are part of what makes us special.

2. The parent works with the child.



Invite the parent to return to the outline of the child and ask him/her what is missing. Prompt the child to identify that clothing is missing. The parent should support the child in drawing his/her favorite clothing on the picture. The child can discuss why the clothing is his/her favorite and describe the color and the type of clothing (e.g., shorts, skirt, pants, sweater, etc.). Add shoes and accessories.

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



When the child is finished with the picture, the parent should compliment him/her and say,

This picture reminds me of you. There are so many things that make you special.

The parent should name one or two examples of how the child is special, then ask,

Can you tell me how else you're special?

Provide the child support if needed (e.g., *You have big brown eyes and curly hair. What else is special about you?*).

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

The child should be able to name his/her own characteristics that make him/her special, when prompted. The child should be able to state preferences and draw favorite clothing items.

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. *Why are these clothing items your favorites?*
2. *Does anyone else in your family like to wear _____ (e.g., shorts, sweaters, etc.)?*
3. *Would you let one of your family members borrow your favorite _____ (e.g., sweater, shirt, etc.)? (Pause) Why/Why not?*
4. *Is it okay for people to have different favorite things? (Pause) Why/Why not?*

Ways to extend the lesson concepts:



1. Have the child write about the traced picture of him-/herself. On a separate piece of paper, write, "This is _____ (Have the child write his/her name in the blank.). I am special because _____." List the features that the child identifies as making him/her special (e.g., *I am special because I am tall and my favorite color is purple. I have big brown eyes and long eyelashes and I like to sing.*)



2. Have the child explain his/her picture to another family member, adding details and explaining what makes him/her special.



3. Encourage the child to talk to siblings, cousins, or other family members about their favorite things. Compare by creating a chart. The child will name his/her favorite things; those should be listed on the left side of a chart. The child's name and the names of other family members should be added across the top of the chart. Help the child to check all the people who share the same favorites, as in the example below.

(child's name)	Mom	Dad	(brother)	(sister)
puppies	x		x	
ice cream	x		x	x
baseball		x	x	

Modifications:

If the lesson activity is too hard—

1. Support the child in making choices by asking the parent to contribute personal experiences (e.g., *Remember, you always like to buy clothes that are yellow. Remember, you always choose chocolate ice cream.*).
2. In order to support the child as he/she draws the clothing, allow the child to go get his/her favorite clothes.

If the lesson activity is too easy—

1. Have the child tell more about what makes the choices his/her favorites.
2. Add more details to clothing (e.g., zipper, shoelaces, buttons, etc.).



ME/EMOTIONS (LESSON 3)

PARENT PAGE

What we are learning:

Your child will draw and describe clothing on the traced figure to resemble his/her own clothes. Your child will identify favorite things and physical features that contribute to his/her uniqueness.

Words to know:

- ◆ special—especial
- ◆ specific types of clothing, colors, and other favorite things identified by the child

What to ask:

1. *Why are these clothing items your favorites?*
2. *Does anyone else in our family like to wear _____ (e.g., shorts, sweaters, etc.)?*
3. *Would you let one of our family members borrow your favorite _____ (e.g., sweater, shirt, etc.)? Why/Why not?*

What else to do:

1. Have your child write about the cut out picture of him-/herself. On a separate piece of paper, write, "This is _____ (have your child write his/her name in the blank.). *I am special because _____.*" List the features that your child identifies as making him/her special (e.g., *I am special because I am tall and my favorite color is purple. I have big brown eyes and long eyelashes and I like to sing.*).
2. Have your child explain his/her picture to another family member, adding details and explaining what makes him/her special.

3. Encourage your child to talk to siblings, cousins, or other family members about their favorite things. Compare by creating a chart. Your child will name his/her favorite things; those should be listed on the left side of a chart. Your child's name and the names of other family members should be added across the top of the chart. Help your child to check all the people who share the same favorites, as in the example below.

(child's name)	Mom	Dad	(brother)	(sister)
puppies	x		x	
ice cream	x		x	x
baseball		x	x	