

ME/EMOTIONS



Stepping
Stones

A Texas Migrant Early Childhood
Program for 3- and 4-Year Olds

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Me/EMOTIONS

BIG IDEA

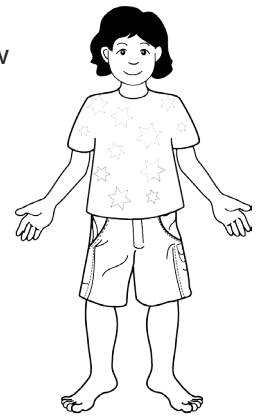
Children begin to appreciate themselves as unique individuals. Children recognize their own and others' physical features and emotions.

Content objective(s):

The child will describe and point to the parts of his/her body and identify how they are related positionally.

Materials needed:

- ◆ Boy (Handout 1)—cut the figure out and cut the head, arms, and legs from the body before arriving at the house
- ◆ Girl (Handout 2)—cut the figure out and cut the head, arms and legs from the body before arriving at the house
- ◆ Glue
- ◆ Markers or crayons
- ◆ Butcher paper



Lesson vocabulary:

- ◆ attached—pegado(a)
- ◆ on top of—encima
- ◆ under—debajo
- ◆ between—entre
- ◆ on the side—al lado
- ◆ flexible—flexible
- ◆ large body parts:
 - head—cabeza
 - legs—piernas
 - arms—brazos
 - body—cuerpo

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.A.2. Child shows understanding by following two-step oral directions, and usually follows three-step directions.

Mathematics:

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

Science:

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

Physical Development:

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

Activities:

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



*We are going to be learning all about ourselves and our emotions. Emotions are the way we feel. First let's learn about our bodies! We have a head. Where is your head? **(Pause)** We have arms. Show me your arms. **(Pause)** How many arms do you have? **(Pause)** We have hands. Show me your hands. **(Pause)** How many hands do you have? **(Pause)** Our hands are attached, or joined, to the ends of our arms. We have legs. Show me your legs. **(Pause)** How many legs do you have? **(Pause)** We have feet. Show me your feet. **(Pause)** How many feet do you have? **(Pause)** Our feet are attached, or joined, to the ends of our legs. We have a body. Our heads, arms, and legs are all connected to our body.*

Show the child the body parts of the boy or the girl from Handout 1 or 2 (the head, arms, and legs should be cut from the body). Use the boy picture if you're working with a boy and the girl picture if you're working with a girl. Discuss each body part (head, body, legs, arms). Say,

Look here is a body!

Place the body piece on a piece of blank paper on the table or floor in front of the child; help him/her to glue it to the paper. Then hand the child the picture of the head. Ask,

*Where does the head go? **(Pause)** Right! The head goes on top of the body.*

Point to your own head to illustrate its position in relation to your body. Invite the child to glue the picture of the head in the appropriate position in relation to the picture of the body. Continue with the arms, saying,

*Here are two arms. Where should the arms go? **(Pause)** Right! The arms go on the sides of the body. (The child should glue the arms to the paper so that they are attached to the sides of the body.) The body is between, or in the middle of, the arms.*


*Here are two legs. Where should the legs go? **(Pause)** Right, the legs are also attached to the body. They go under the body.*

The child should glue the legs to the paper so that they are attached below the body. Once the puzzle is completed say,

Look at the pretty girl/ handsome boy! Let's make a picture of you now!

2. The parent works with the child.

Place a large piece of butcher paper on the floor and have the child lie down on it. Invite the parent to use a marker or crayon to trace the child's body onto a large piece of butcher paper. The parent should trace the head, arms, fingers, legs and feet. Do not cut out the shape. After the tracing is completed, the parent and child should discuss the large body parts and how they are attached to the body. The parent could say,

 *Look at your head! It's on top of your body. Where are your arms? **(Pause)** Right they are attached to the sides of your body. Where are your legs? **(Pause)** Right! They are attached under your body.*

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

Invite the child to explain the picture (tracing/drawing outline) of him-/herself to the home educator, explaining the body parts and how they are attached to the body. Ask the child to identify what is missing from the picture (e.g., hair, eyes, nose, mouth, clothing, etc.). The parent can assist by prompting the child as necessary. Explain to the child that in future lessons, we will be adding these things to the picture. The parent should help the child ensure that the picture is kept in a safe place for future use.

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

The child should be able to name large body parts and explain how they are attached (positionally) to the body.

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 do you need legs?*
2. *What kinds of things do you like to do with your legs? (e.g., dance, run, skip, etc.) Could you do those things with only one leg?*
3. *Why do you need arms?*
4. *What kinds of things do you like to do with your arms? (e.g., throw a ball, jump rope, hug your mom, etc.)*

Ways to extend the lesson concepts:



1. Discuss the fact the arms and legs are flexible (i.e., able to bend and rotate) and that helps us to do many things. Invite the child to pretend to be a robot whose arms and legs are not flexible. Discuss the things the child cannot do without flexibility.
2. Invite the child to participate in balancing activities (e.g., stand on one foot, walk in a straight line) and exercise activities (e.g., jumping jacks, marching, toe touches) and celebrate the things our bodies can do.



3. Teach the child the following song:

Head, Shoulders, Knees, and Toes

Head and shoulders, knees and toes, knees and toes

Head and shoulders, knees and toes, knees and toes

Eyes and ears and mouth and nose,

Head and shoulders, knees and toes, knees and toes.

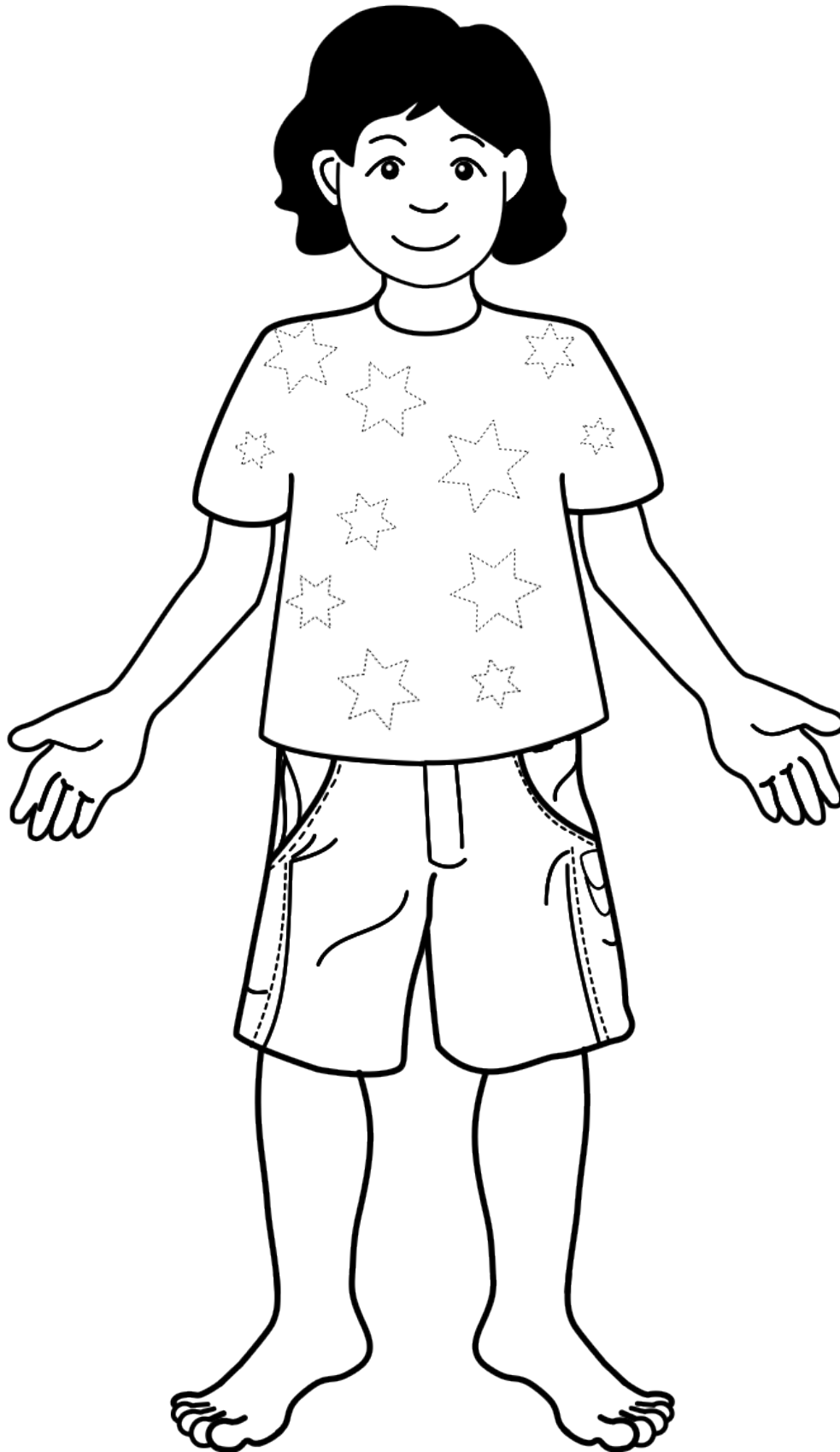
Modifications:

If the lesson activity is too hard—

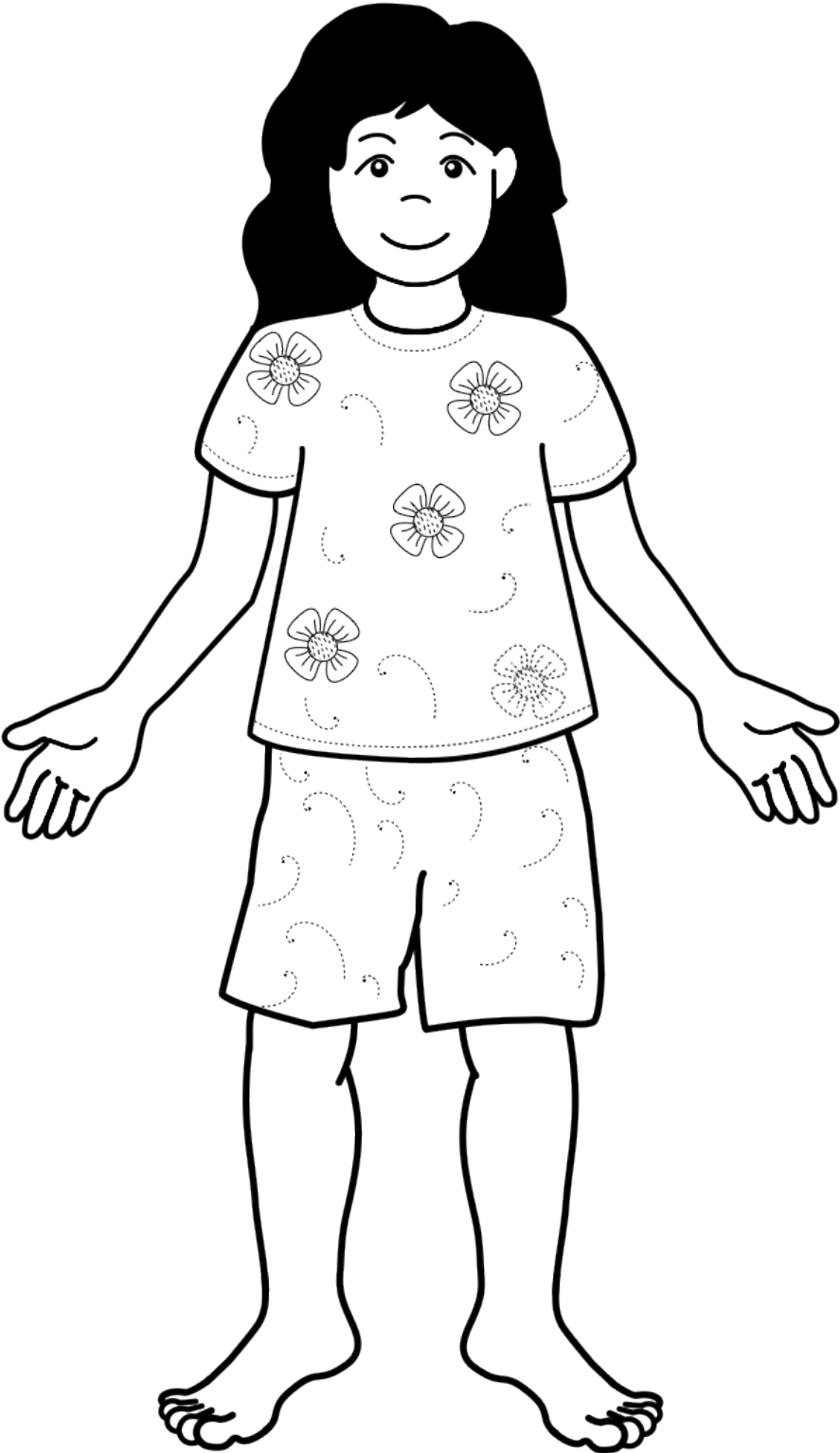
1. Provide more practice with body parts and positions by looking at other people, dolls, etc.
2. Hold the cut-out puzzle vertically next to the parent's body so that the positions are more obvious.

If the lesson activity is too easy—

1. Introduce elbows, knees, wrists, and ankles; discuss joints and how they provide flexibility.
2. Introduce additional position words—"over" and "below"—to be used with "on top of" and "under."



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ME/EMOTIONS (LESSON 1)

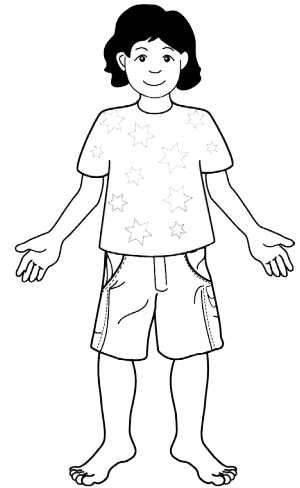
PARENT PAGE

What we are learning:

Your child will describe and point to the parts of his/her body and identify how they are related positionally.

Words to know:

- ◆ attached—pegado(a)
- ◆ on top of—encima
- ◆ under—debajo
- ◆ between—entre
- ◆ on the side—al lado
- ◆ flexible—flexible
- ◆ large body parts:
 - head—cabeza
 - legs—piernas
 - arms—brazos
 - body—cuerpo



What to ask:

1. *Why do you need legs?*
2. *What kinds of things do you like to do with your legs? (e.g., dance, run, skip, etc.) Could you do those things with only one leg?*
3. *Why do you need arms?*
4. *What kinds of things do you like to do with your arms? (e.g., throw a ball, jump rope, hug your mom, etc.)*

What else to do:

1. Discuss the fact the arms and legs are flexible (or able to bend and rotate) and that helps us to do many things. Invite your child to pretend to be a robot whose arms and legs are not flexible. Discuss the things your child cannot do without flexibility.
2. Invite your child to participate in balancing activities (e.g., stand on one foot, walk in a straight line) and exercise activities (e.g., jumping jacks, marching, toe touches) and celebrate the things our bodies can do.

3. Teach your child this song:

Head, Shoulders, Knees, and Toes

Head and shoulders, knees and toes, knees and toes
Head and shoulders, knees and toes, knees and toes
Eyes and ears and mouth and nose,
Head and shoulders, knees and toes, knees and toes.