



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 observe and discuss how he/she has grown and changed, both physically and in terms of ability, over time.

Materials needed:

- ◆ Unit Book: *I'm Growing*, by Alik
- ◆ Childhood photo of home educator
- ◆ Child's baby pictures and picture of the parent when young—inform the parent before arriving for the lesson that the photos will be needed, if available

Lesson vocabulary:

- ◆ observe—observar
- ◆ grow—crecer
- ◆ change—cambiar

Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.A.3. Child shows reasonable opinion of his own abilities and limitations.

Language and Communication:

II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

Emergent Literacy, Writing: (extension)

IV.A.1. Child intentionally uses scribbles/writing to convey meaning.

Science:

VI.B.2. Child describes life cycles of organisms.

Fine Arts:

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

Activities:

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



Remind the family that we've been learning all about ourselves. Ask the child to recall and describe something special about him-/herself.

Today we will observe—or look to see—how people grow and change. We are going to observe how people grow and change over time.



Model reading the unit book, *I'm Growing*, by Aliko. Ask open-ended comprehension questions (not questions that can be answered with "yes" or "no") throughout the book and relate the book to the child's personal experiences. Then, show the photograph of yourself.

Look! Here is a picture of me when I was younger. Does it look like me? (Pause) What is different? (Prompt the child to notice size, length of hair, color of hair, etc.) Yes, I have grown! I am much taller now than when I was a child. My hair is also shorter and darker than it used to be.

Explain other differences. Talk about things you used to be able to do when you were younger. Say something like this:

When I was young, I could run very fast and I loved taking care of my dog. I can't run very fast now, but I still like taking care of my pets.

2. The parent works with the child.



Invite the parent to talk about him-/herself when he/she was younger (show pictures if available). The parent should talk about how he/she looks different now than as a child, as well as what is different and the same about his/her abilities or activities. For example, the parent could say something like this:

Look how small I was! I was about your size! Over the years, I grew up. Look! My hair used to be very short and curly. How does my hair look now? (Pause) When I was a child, I used to love to ride horses. I liked to play with my brothers and sisters. I don't have horses anymore, but I still get together with my siblings.

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



The parent should show baby pictures of the child, if available, and ask the child to describe how he/she looked then. Then the child can compare that with how he/she looks now. The parent can say,

Look! This is you when you were a baby. How old were you? (Pause) How did you look? (Pause) Yes, your feet were very small. Your hands and fingers were very small too. You were a chubby baby.

What can you do now that you were not able to do when you were a baby? (Pause) Right! You can walk, run, and skip. You can talk and feed yourself. You have changed a lot in three/four years!

The parent should add to the child's description of how he/she looked and what he/she did as a baby. Continue prompting the child to notice how he/she is growing and changing. Compare clothing, shoes, and the length of hair as it changes.

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

The child should be able to describe how he/she has grown and changed.

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 other kinds of things grow and change? [animals and plants]*
2. *Are there some things about you that stay the same, even as you grow up? (Pause) What things stay the same?*
3. *What do you think you will look like when you are 10 years old? (Pause) 20 years old?*
4. *What will you be able to do when you are 10 years old? (Pause) 20 years old?*

Ways to extend the lesson concepts:



1. Have the child draw and write about what he/she will look like and be able to do when he/she is older.
2. Discuss how other family members have grown and changed. Use pictures if available.
3. Help the child draw something else that grows (animal, plant). Show how it looked before and after growing.
4. Visit the public library and check out *The Carrot Seed*, by Ruth Krauss, and *When I Grow Up*, by Leonid Gore. Read the books aloud to the child.

Modifications:

If the lesson activity is too hard—

1. Connect the concept that the child used to be younger by likening him/her to a younger friend or relative (e.g., *You used to be small like _____.*).
2. Ask the parent to provide direct support in describing what the child use to be able to do.

If the lesson activity is too easy—

1. Talk more about how the child might change physically in the future.
2. Talk about things that help children grow physically.



ME/EMOTIONS (LESSON 6)

PARENT PAGE

What we are learning:

Your child will observe and discuss how he/she has grown and changed, both physically and in terms of ability, over time.

Words to know:

- ◆ observe—observar
- ◆ change—cambiar
- ◆ grow—crecer

What to ask:

1. *What other kinds of things grow and change?* [animals and plants]
2. *Are there some things about you that stay the same, even as you grow up?* **(Pause)** *What things stay the same?*
3. *What do you think you will look like when you are 10 years old?* **(Pause)** *20 years old?*
4. *What will you be able to do when you are 10 years old?* **(Pause)** *20 years old?*

What else to do:

1. Have your child draw and write about what he/she will look like and be able to do when he/she is older.
2. Discuss how other family members have grown and changed. Use pictures if available.
3. Help your child draw something else that grows (animal, plant). Show how it looked before and after growing.
4. Visit the public library and check out *The Carrot Seed*, by Ruth Krauss, and *When I Grow Up*, by Leonid Gore. Read the books aloud to your child.

This page left blank intentionally