



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 be able to identify and describe unique physical characteristics, as well as talents and challenges that make him/her special.

Materials needed:

- ◆ Paper
- ◆ Pencils, crayons

Lesson vocabulary:

- ◆ special—especial
- ◆ talent—talento
- ◆ challenge—desafío

Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.

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

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

Language and Communication:

II.E.3. Child uses sentences with more than one phrase.

Emergent Literacy, Writing:

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

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 about ourselves and our bodies. Ask,

What things can you remember about body parts? (Pause) What are some things you can do with different parts of your body? (Pause) Great! There is a lot about yourself that you remember!

Remember we talked about being special? (Pause) What are some of your favorite things that make you special? (Pause) Today we will be talking more about what makes you special. The things you can do and the way you look also make you special. There is no one else who looks exactly like you do.

Model for the parent and child by describing what is special about yourself. For example, you might say,

I know I am special because I am the only one in my family who has curly hair. Also, when I was a child I could jump rope 100 times. Jumping rope was one of my talents—I was very good at it. I am not very good at keeping my room clean. Keeping my room clean is a challenge for me, so I need to practice and get better at that.

2. The parent works with the child.

Invite the parent to tell how he/she is special. The parent should include one idea connected to his/her physical features (i.e., how he/she looks); one thing he/she can do well (art, music, athletics, cooking, etc.); and one thing he/she needs to practice in order to do it better.

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



Invite the child to draw a picture of him-/herself, including at least one physical feature that makes him/her special and one talent. Include simple talents like making funny faces, skipping, kicking a ball very far, hopping on one foot, etc. The child can also discuss things that he/she thinks are difficult to do. The parent should reinforce that practicing the skill will help the child get better at it. The child should dictate one or two sentences about his/her picture for the parent to write at the bottom of it.

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

The child should be able to identify physical characteristics, talents, and challenges that make him/her special.

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 you special to your mom and dad?*
2. *How did you get good at your talent?*
3. *Does one of your family members or friends have a talent that you wish you had?*
(Pause) *What is it?*
4. *What is something that is hard for you to do? (Pause) What would you need to do to get better at it?*

Ways to extend the lesson concepts:



1. Encourage the child to talk to someone who has a talent that he/she would like to have and ask the person to help him/her get better at it.



2. Have the child teach his/her talent to someone else.
3. Invite family members and friends to showcase their talents in a talent show.



4. Visit the library and check out books about what makes people special (e.g., *We're Different, We're the Same*, by Bobbi Kates; *Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Crull; *The Skin You Live In*, by Michael Tyler). Also, check out books about talents (e.g., *The "You Can Be Anything You Want to Be" Show*, by Angela Santomero, or *Fancy Nancy: The Show Must Go On*, by Jan O'Connor and Robin Preiss Glasser). Read the books aloud to the child.

Modifications:

If the lesson activity is too hard—

1. Provide support in identifying unique physical characteristics (e.g., *You have curly hair. Does anyone else in the family have curly hair?*).
2. Provide choices in selecting talents (e.g., *Are you good at drawing? Are you good at kicking a ball?*).

If the lesson activity is too easy—

1. Have the child make a list of all of his/her special traits.
2. Talk about what makes the child's siblings special.

Teaching tip:

Save the picture the child drew of him-/herself to be used in lesson 10.

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ME/EMOTIONS (LESSON 5)

PARENT PAGE

What we are learning:

Your child will be able to identify and describe unique physical characteristics, as well as talents and challenges that make him/her special.

Words to know:

- ◆ special—especial
- ◆ challenge—desafío
- ◆ talent—talento

What to ask:

1. *Why are you special to me?*
2. *How did you get good at your talent?*
3. *Does one of our family members or friends have a talent that you wish you had? (Pause) What is it?*
4. *What is something that is hard for you to do? (Pause) What would you need to do to get better at it?*

What else to do:

1. Encourage your child to talk to someone who has a talent that he/she would like to have and ask the person to help him/her get better at it.
2. Have your child teach his/her talent to someone else.
3. Invite family members and friends to showcase their talents in a talent show.
4. Visit the library and check out books about what makes people special (e.g., *We're Different, We're the Same*, by Bobbi Kates; *Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Crull; *The Skin You Live In*, by Michael Tyler). Also, check out books about talents (e.g., *The "You Can Be Anything You Want to Be" Show*, by Angela Santomero, or *Fancy Nancy: The Show Must Go On*, by Jan O'Connor and Robin Preiss Glasser). Read the books aloud to your child.

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