



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 identify and describe features that are special about him-/herself, what he/she does well, and other things that make him/her special. The child will fill in sentences to make a book, create a title for the book, and write his/her own name, identifying him-/herself as the author and the illustrator of the book.

Materials needed:

- ♦ Pages for book (Handout 1a–1e)—make several copies of each page
- ♦ Cardstock or cardboard
- ♦ Binder rings or stapler
- ♦ Glue

Lesson vocabulary:

- ♦ title—título
- ♦ illustrator—ilustrador
- ♦ author—autor
- ♦ pages—páginas
- ♦ staples—grapas
- ♦ cardstock—cartulina
- ♦ cardboard—cartón
- ♦ glue—pegamento
- ♦ other materials used to make the book

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.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

Emergent Literacy, Reading:

III.A.1. Child engages in pre-reading and reading related activities.

III.B.1. Child separates a normally spoken four-word sentence into individual words.

Emergent Literacy, Writing:

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

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

Mathematics:

V.A.7. Child uses the verbal ordinal terms.

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.



*We've been learning about you—your body and your emotions. Today, we're going to make a special book that tells all about you, so that you can remember what you learned and you can share it with your family. Remember all of the books we read about growing and emotions? **(Pause)** Each one had an author—or a person who wrote the book. Today, we're going to make a book about you. You'll be the author of your very own book!*

First, let's make a cover for your book and write your name on it so everyone will know that you wrote this book—you are the author!

Create a cover out of cardstock or cardboard, if available. Otherwise use paper for the cover. Help the child write his/her name at the bottom of the cover (Handout 1a). Tell the child that after all the pages of the book are completed, he/she can give the book a title. Say,

Your book will also need a title. The title of the book helps you know what will be in the book. (Point to the part of the page where the title will go.) After we finish all the pages of the book, we can make a title for it.

*Who will draw the pictures for your book? **(Pause)** Right! You will draw the pictures. If you draw the pictures, that means you are the illustrator. (Help the child write his/her name as illustrator.)*

Ask the child to retrieve the picture he/she drew of him-/herself in Lesson #5. This will be the first page of the book. Review the picture and ask the child to recall and describe what makes him/her special, saying,

*Remember when you drew this picture? **(Pause)** You drew some things that are special about you. Tell me what is special about you in this picture. **(Pause)** Very good. This will be the first page inside your book. Remember that books also have words. You and your mom/dad wrote some words to tell about your picture.*

Read the words and discuss meaningful letters and sounds. Then say,

Now we're going to write "This is me." at the top of the page. Let's see what letters you can write.

Help the child write the sentence on the page, allowing him/her to write any letters he/she can.

2. The parent works with the child.



Next, invite the parent to work with the child to make the next page of the book, about something the child likes. The parent says,

What you like and don't like is part of what makes you special. What are some things you like?

Encourage the parent to name some things he/she likes and ask the child whether he/she likes those things as well. The parent should point out that their likes and dislikes may be different and that's okay. Their likes and dislikes make each of them special. The parent guides the child to select one thing he/she likes and to draw a picture of it on Handout 1b.

 *Let's draw a picture of something you like.*

After the child is finished, the parent should invite the child to write/scribble what he/she likes in the blank at the bottom of the page. Then ask the child to "read" what he/she has written. The parent should write what the child says and discuss meaningful letters and sounds. If the parent has difficulty writing, the home educator should offer to do the writing.

The parent should repeat the process with the next page of the book (Handout 1c), drawing and writing about a talent the child has, or something he/she can do well.

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

The child should work, with the parent's help, to complete two more pages of the book. The first one (Handout 1d) should be a drawing and description of something that makes the child happy. The child should write/scribble about the drawing; then the parent should transcribe it on the page and discuss letters and sounds.

The parent should then read the page "I am growing" (Handout 1e) to the child. For this page, have the child draw a picture of what he/she will look like at age 10 or age 20.

When all pages of the book have been completed, the child should be guided to select a title for the book and write it on the cover of the book, with the parent's help. The pages should then be assembled in order and stapled along the left side. The child can practice "reading" his/her book.

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

The child should be able to verbalize what things about him-/herself make him/her unique. The child should be able to create an appropriate and relevant title for the book, write his/her name on the cover, and "read" the book to family members or friends.

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. *Who is the author of your book? (Pause) Can you point to the name?*
2. *Who is the illustrator of your book?*
3. *Why did you name your book _____?*
4. *Would you like to be an author when you grow up? (Pause) If so, about what would you like to write?*

5. *With whom would you like to share this book?*
6. *Tell me about the ways you are special.*

Ways to extend the lesson concepts:

1.  The parent or other family member could make a book about him-/herself and the child can compare the book with his/her own.
2.  Add more pages to the book that include choices by the child (e.g., favorite toys, special accomplishments, events, etc.).
3.   Ask the child to explain to someone how he/she made his/her book. Encourage the child to use terms such as “first,” “next,” “then,” and “last.”

Modifications:

If the lesson activity is too hard—

1. Complete only one or two pages of the book and finish the book later.
2. Provide extra support as the child works to draw and describe each page. (For example, say, “*I like soccer; do you like soccer?*” or “*Rainy days make me happy; what makes you happy?*”)
3. Provide choices for the book title. Suggest a title, such as *All About Me* or *I Am Special*.

If the lesson activity is too easy—

1. Ask the child to identify specific words in sentences. For example, after reading a sentence such as, “*I like baseball*,” ask the child to find the word “*baseball*.”
2. Ask the child to count the words in a sentence.
3. Number the pages of the book.

Written by _____.

Illustrated by _____.

I like _____ .

I am good at _____.

_____ makes me happy.

I am growing.

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ME/EMOTIONS (LESSON 10)

PARENT PAGE

What we are learning:

Your child will identify and describe features that are special about him-/herself, what he/she does well, and other things that make him/her special. Your child will fill in sentences to make a book; create a title for the book; and write his/her own name, identifying him-/herself as the author and the illustrator of the book.

Words to know:

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|--------------------------|---|
| ♦ title—título | ♦ cardstock—cartulina |
| ♦ illustrator—ilustrador | ♦ cardboard—cartón |
| ♦ author—autor | ♦ glue—pegamento |
| ♦ pages—páginas | ♦ other materials used to make the book |
| ♦ staples—grapas | |

What to ask:

1. *Who is the author of your book? (Pause) Can you point to the name?*
2. *Who is the illustrator of your book?*
3. *Why did you name your book _____?*
4. *Would you like to be an author when you grow up? (Pause) If so, about what would you like to write?*
5. *With whom would you like to share this book?*
6. *In what ways are you special?*

What else to do:

1. Make a book about yourself and have your child compare the book with his/her own.
2. Add more pages to the book that include choices by your child (e.g., favorite toys, special accomplishments, events, etc.).
3. Ask your child to explain to someone how he/she made the book. Encourage him/her to use terms such as "first," "next," "then," and "last."

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