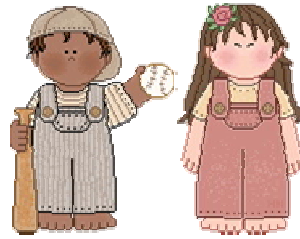
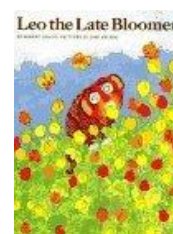
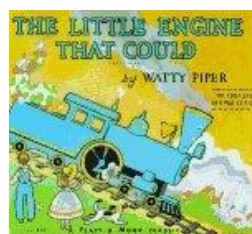
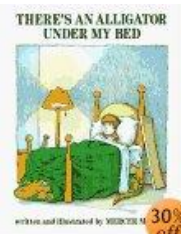
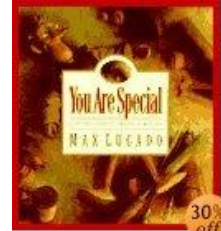
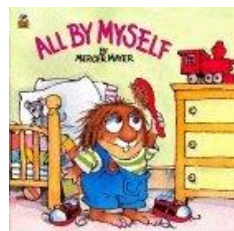
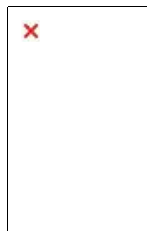
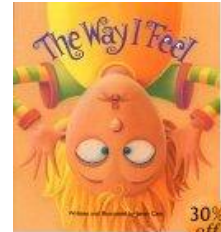
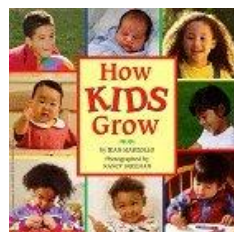
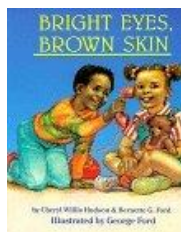
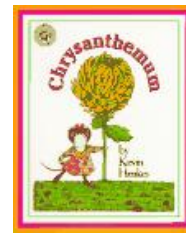
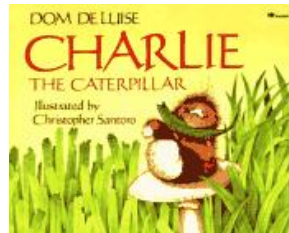
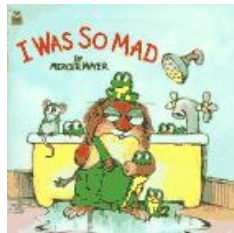


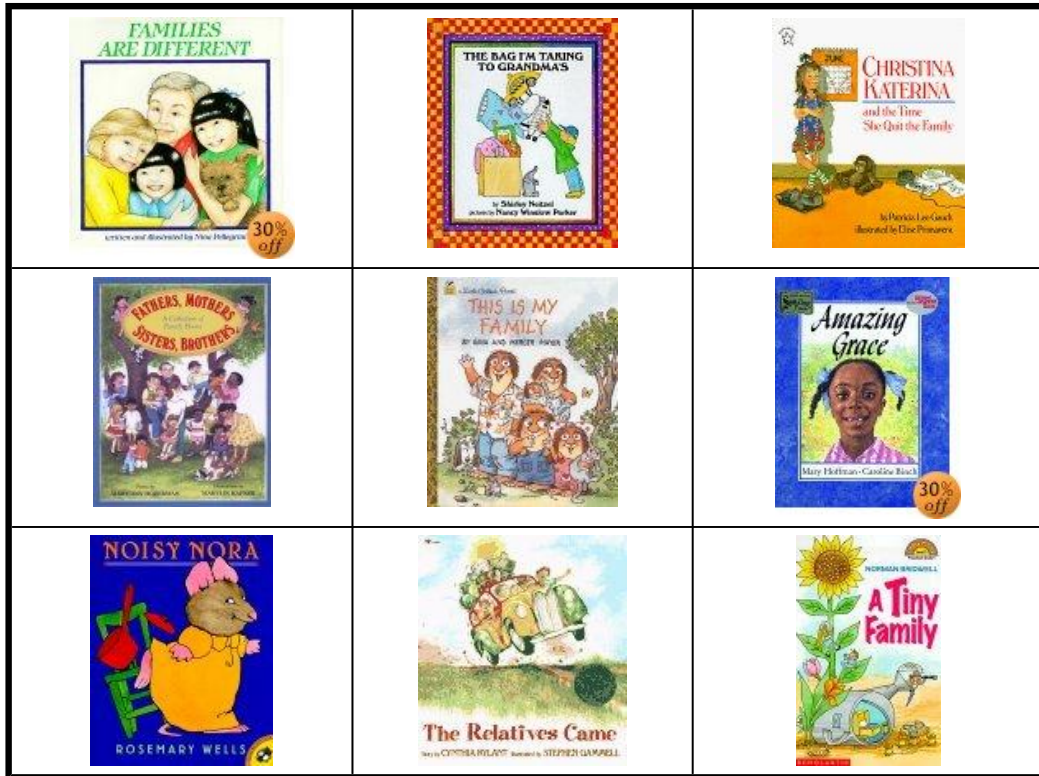
All About Me



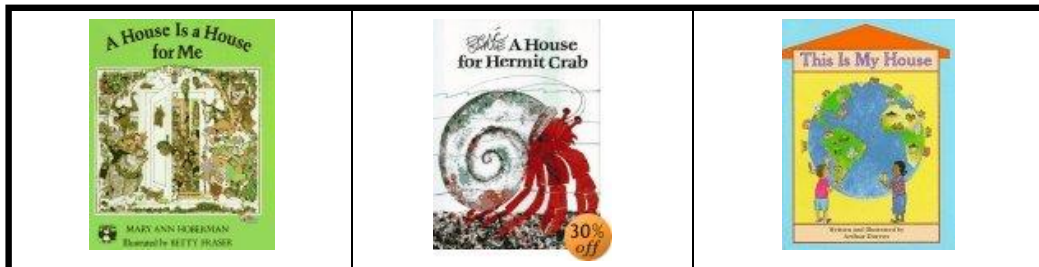
Me Books



Family Books



Home Books



Poems and Songs

I'm Glad I'm Me

No one looks the way I do.
I have noticed that is true!
No one walks the way I walk.
No one talks the way I talk.
No one plays the way I play.
No one says the things I say.
I am special!
I am ME!
There's no one else I'd rather be!

Me

Here are my fingers and here is my nose.
Here are my ears and here are my toes.
Here are my eyes that open wide.
Here is my mouth with my white teeth inside.
Here is my pink tongue that helps me speak.
Here are my shoulders and here is my cheek.
Here are my hands that help me play.
Here are my feet that go walking

Everybody Says
borrowed from The Kindergarten Treehouse
Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's.
But I want to look like ME!

	each day.	
Everybody Has a Name <i>Borrowed from Mrs. Williamson's Kindergarten page</i> Everybody Has a name. Some are different, Some, the same. Some are short, Some are long. All are right, None are wrong. My name is _____, It's special to me. It's exactly who I want to be!	Everyone's Important (sung to "Have You Ever Seen A Lassie?") <i>Borrowed from Mrs. Williamson's Kindergarten Page</i> (Student's name) is important, important, important. (Student's name) is important to me and to you. In work and in play He (she) does his (her) best each day. (Student's name) is important to me and to you.	In My Mirror In my mirror I can see Two little eyes that look at me. two little ears, one little nose ten little fingers, ten little toes. One little mouth I open wide Two little rows of teeth hidden inside A tongue that pops both in and out, Lots of joints that bend about. When I look in the mirror, what do I see? A beautiful person looking back at me!
Look At Me And Remember (Sung to 'Frere Jacques') <i>Borrowed from Mrs. Williamson's Kindergarten Page</i> Look at me, look at me, Remember me, remember me, What am I wearing? What am I wearing? Look at me, look at me.	I Am Special There are so many stars. There are so many trees. There are so many buildings. There are so many bees. There are so many cars. Many fish in the sea. But in all the world, There is only one ME!	I'm Really Neat (Tune: Twinkle, Twinkle, Little Star) Here I am, I'm really neat From my head down to my feet. Sometimes happy, sometimes sad. Sometimes silly, sometimes mad. I'm so glad that I am me. What a special thing to be!
When You're Sad Sung to: "Twinkle, Twinkle Little Star" <i>by Barbara Robinson</i> Sometimes when I'm feeling sad, I think of mom and I think of dad. I think of all the things they do, To try and help me not be blue. So when you're sad and all alone, Think of all you have at home.	Happy Sung to: "Frere Jacques" <i>by Betty Ruth Baker</i> I am happy. I am happy. Feel so good. Feel so good. Playing with my friends. Playing with my friends. Knew I could. Knew I could.	Feelings Sung to: "Twinkle, Twinkle Little Star" <i>by Karen Folk</i> Sometimes on my face you'll see, How I feel inside of me. My smile means happy, frown means sad, And when I grit my teeth I'm mad. When I'm proud, I beam and glow, But when I'm shy my head hangs low.
I'm Glad I'm Me! <i>by Susan Munguia for Lasting Lessons</i> Sometimes I wish I was someone else, but mostly I'm glad I'm ME! We all have likes and differences as everyone can see. Some of us like to hurray, some like to take our time. Some spend all their money, others save each dime. Some of us are the gigglers while someone is the clown, Some jump off the high board, others climb back down.	Faces Look grouchy. Look glad. Look silly. Look sad. Look scary. Look sleepy. Look surprised. Look weepy. Look sweet. Look funny. Look angry. Look sunny. Look at your nose. Make it wiggle. Don't you look And feel like a giggle?	If You're Happy and You Know It If you're happy and you know it, clap your hands. If you're happy and you know it, clap your hands. If you're happy and you know it, Then you're face will surely show it, If you're happy and you know it, clap your hands. If you're happy and you know it, nod your head. If you're happy and you know it, nod your head. If you're happy and you know it, Then you're face will surely show

Some are good at English, some are
good at math,
Some of us like showers, some
prefer the bath.

Some of us are quiet, some of us are
loud,
Some of us like to be alone, some of
us like a crowd.

Some of us are tall, some of us are
short,
Some like to play an instrument,
some like to play a sport.

Some of us are black or brown, and
some of us are white,
Some of us leave the light on when
we go to bed at night.

All of us are special as everyone can
see,
You like you and I like you, but also
I like ME!

it,
If you're happy and you know it,
nod your head.

If you're happy and you know it,
stomp your foot.
If you're happy and you know it,
stomp your foot.
If you're happy and you know it,
Then you're face will surely show
it,
If you're happy and you know it,
stomp your foot.

If you're happy and you know it,
do all three.
If you're happy and you know it,
do all three.
If you're happy and you know it,
Then you're face will surely show
it,
If you're happy and you know it,
do all three.



Class Books

After reading When I Get Bigger by Mercer Mayer, we brainstorm things that we would like to do when we get bigger. I record these ideas on chart paper. We discuss the difference between bigger and older, then we make a class book.

When I get bigger, I want to _____.

We make a class book titled "I Love My Family." The sentence frame is I love my family because _____.

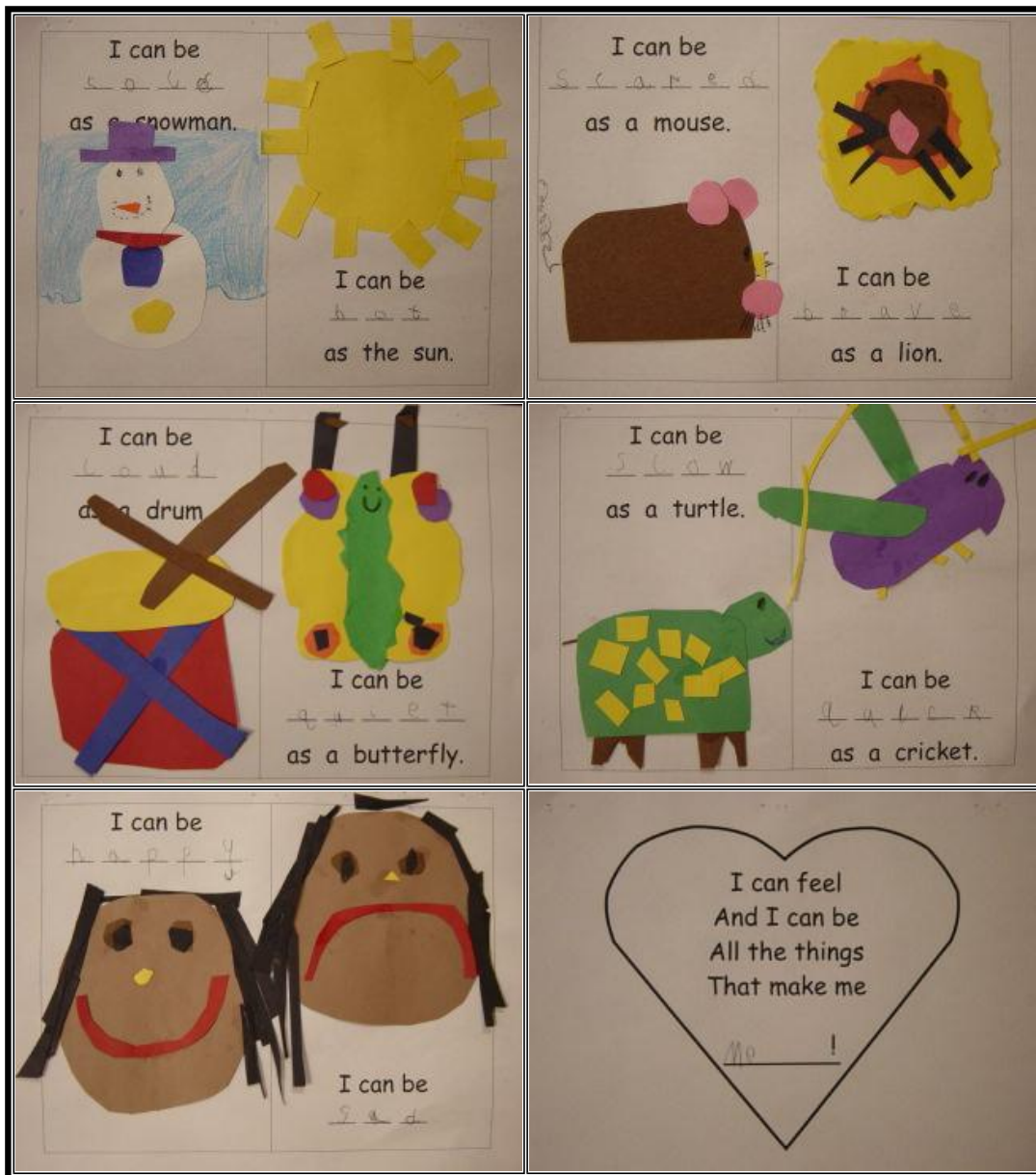
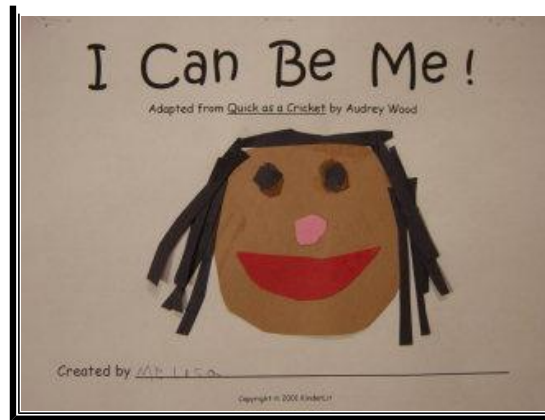
Individual Books/Language Experience Stories

I Can Be Me!
by KinderLit

<http://web.archive.org/web/20070311222328/http://www.kinderlit.com/>

After reading Quick as a Cricket by Audrey Wood, your students will love to make "I Can Be Me!" It is a great self awareness book that uses opposites to describe our feelings. This is wonderful book to use during your All About Me unit.





After reading All By Myself by Mercer Mayer, we do an "All By Myself" book found in 1990 Teacher Created Materials, Inc. #252 Thematic Unit-My World. First we discuss "Things I Can Do All By Myself." I record these ideas on the board. I make each student a copy of the pages we will be using in our books. On the cover the students draw a self-portrait. On the next page they draw a picture of something

they can do "all by myself." There is also a book page for writing. I can _____ all by myself. I record what they can do. These books can be used for "reading" or telling their story to a friend. Extra blank pages can be added so they can add to the book at home. I have used these books on a "All By Myself" bulletin board right before Open House.

After reading The Way I Feel by Janan Cain, we talk about feelings and how they are a natural part of everyone's being. We discuss how to recognize our feelings and how to understand the different reasons for them. And finally, we discuss how to deal with our feelings. I have the students look in a mirror and make happy faces, sad faces, and angry faces. Then we make our books. The students illustrate their feelings and I record in their books.

My Feelings

I feel happy when _____.
I feel sad when _____.
I feel excited when _____.
I feel angry when _____.
I feel scared when _____.

After reading The Little Engine That Could by Watty Piper, we brainstorm ideas of what they can do. Students illustrate in their own train shape books what they can do. I will record in the books. This becomes our class motto "I think I can, I think I can."

I Can

I can _____.
I can _____.
I can _____.
I can _____.
I can _____.

After reading I Like... by Jillian Cutting (The Wright Group), we brainstorm things that we like to do. We make a heart shaped pattern book. I also have a pocket chart story "I Like." The students illustrate their books and I record in them.

I Like

I like _____.
I like _____.
I like _____.
I like _____.
But I do not like _____.

After reading This is My Family by Gina and Mercer Mayer we make "My Family" books. The students illustrate their family members and I record who they have drawn.

My Family

This is my _____.
This is my _____.

This is my _____.

This is my _____.

This is my _____.

We continue to study a color a week and use pocket chart stories to help us illustrate our books.

Blue

A _____ can be blue.

A _____ can be blue.

A _____ can be blue.

A _____ can be blue.

A _____ can be blue.



Yellow

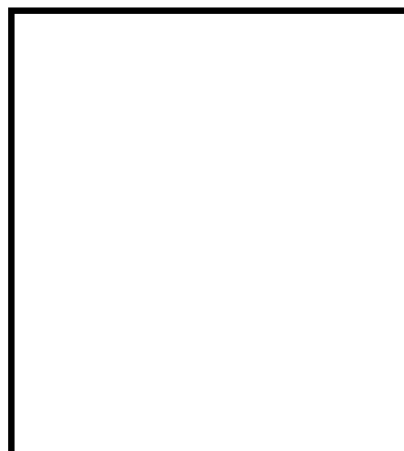
A _____ can be yellow.

A _____ can be yellow.

A _____ can be yellow.

A _____ can be yellow.

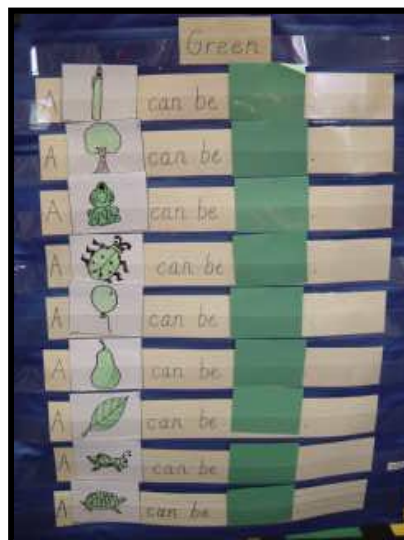
A _____ can be yellow.





Green

- A _____ can be green.
 A _____ can be green.
 A _____ can be green.
 A _____ can be green.
 A _____ can be green.



Story Mapping

I use Ira Sleeps Over by Bernard Waber for story mapping in this unit.



Math Activities

I graph each student's birthday on a birthday graph. I use student photos that were photo copied at the beginning of the year.

We also graph their favorite color, hair color, and eye color.

Have each child count the number of letters in his/her name. Then each student comes to the graph and records the results using a crayon to color in the appropriate box. You could also use student photos. After completing the graph, ask questions. How many students have three letters in their name? ...four letters? ...five letters?

Which amount of letters has more? ...less?

This idea was taken from Lasting Lessons Glad to be Me,
<http://web.archive.org/web/20070311222328/http://www.lastinglessons.com/>

After reading Ira Sleeps Over by Bernard Waber, graph "Have You Ever Been On a Sleep-Over?"

After reading Families are Different by Nina Pellegrini, we graph How Many Are In Your Family.

We do a classification activity after reading The Little Engine That Could by Watty Piper. The students have a blue engine, three white cars, and a red caboose. A ditto sheet with toys, clothes, and food is given to each student. Each white car is labeled. They color, cut, and glue the pieces on the correct white cars.



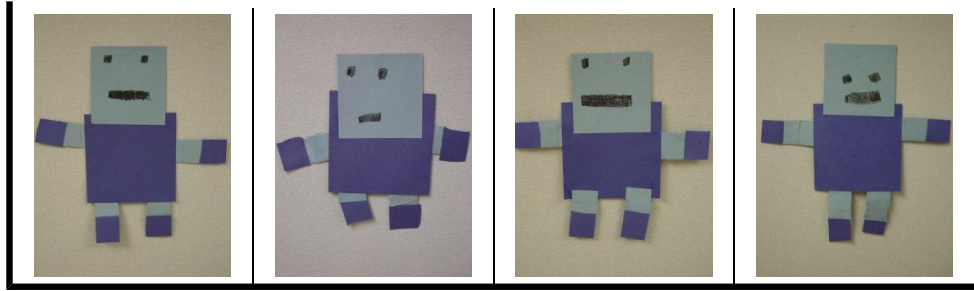
We use unifix cubes to sequence the cake colors in The Birthday Cake by Joy Cowley. We discuss top/bottom and ordinal numbers.

Robot

We continue our shape study with the square. We did the Robot lesson from the Beginning Lessons book.

www.tlclessons.com





Building Blocks

www.tlclessons.com

This was the September 2003 online lesson from TLC.



House

Our shape study continues with the rectangle. We did the House lesson from the Beginning Lessons book.

www.tlclessons.com



Art Projects

We make a Look-Alike Paper Plate Doll. The students paint a small white paper plate their skin tone. I have several choices of multicultural paint to choose from. I let them make the choice after we discuss the different colors. This is done the day before we color the clothes for our doll. I then let them use markers to make their face. We discuss hair color and they choose the color of yarn that they want.

Yarn is glued on the paper plate for hair. The doll clothes are cut out and glued together, then glued onto the head. This idea was taken from Carson Dellosa. These boy and girl dolls are great for your unit bulletin board.





TLC Boy and Girl
www.tlclessons.com
 You can find the boy and girl in the TLC People Book.

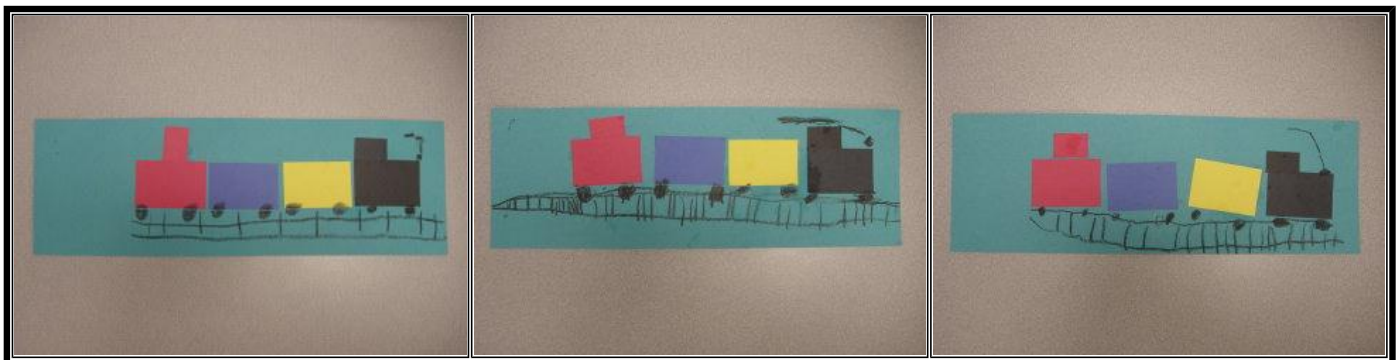




TLC Train

www.tlclessons.com

You can find the train in the TLC Pre-Kindergarten Lessons Book.











I Can...

<http://web.archive.org/web/2007031222328/http://www.tlclessons.com/>

You can find the train in the TLC Pre-Kindergarten Lessons Book.

We used our TLC Train to make a class book for our student teacher, Ms. Luna.

Home Projects

I copy pages from Lasting Lessons Glad To Be Me unit "All About Me." I send this home because it is a good way for the teacher to find out things about the students like, favorite color and food of each student. I will make hand and foot prints at school for each child's book. I ask that the books are to be

returned to school on a specific date. These could also be displayed at Open House on a bulletin board.

Creative Teaching Press has a ditto titled "This Is Me." These go home on Friday for show and tell the following week. It's in the form of a note to parents asking them to help prepare their child to share at least three complete sentences with the class. The child's draws a picture of himself/herself or brings a favorite photograph to share with the class.

I send home copied leaves and a tree trunk for Family Trees. I don't send home any other instructions except for parents to help their child make a family tree. It is interesting to see how each family makes theirs and to see who they include in their family tree. Some make theirs with just the immediate family members, while others include extended family members.

Cooking

After reading The Birthday Cake by Joy Cowley (The Wright Group), we make birthday cakes from vanilla wafers and colored icing. I mix food coloring into white icing. They like to watch the icing change from white to a color. The students choose one color for their cake and use their finger to spread the icing on the cookies. They stack them and then enjoy!

Just For Fun

Using the Schoolhouse Bingo pattern cards from Lasting Lessons Glad to Be Me unit, I write eight different student names on the bingo cards and copy on red paper. This is a fun way for children to learn to recognize their names as well as their classmates.

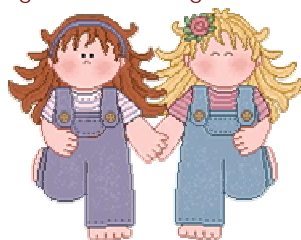
Make Pop-Up Portraits. Use copied student photos and make a pop-up page for their picture.

Bulletin Board Ideas

Special Me
All By Myself
All About Me
I Am Special
Super Kids

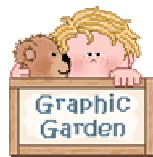
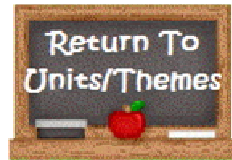
How Do You Feel?

The purpose of this bulletin board is to help the children become aware of their feelings, as well as recognize their printed names. Prepare individual name cards with student photos. Then prepare different expression faces such as happy, sad, and angry. Staple faces to top of bulletin board. The children place their name cards under the face they decide they feel when arriving at school. This can be used throughout the "All About Me" unit. During large group or sharing time, you can discuss the board and see if any feelings have changed since arriving at school.





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Last Updated 10/07/2006