

All About Me!

Believe in Yourself!



Curriculum Ideas by Cathy Abraham

It's All About Me!!

Curriculum Goal – To increase children’s self-awareness and esteem, and assist in defining the individual, unique attributes they possess – and build upon them.

Vocabulary:

- Personal
- Personality
- Individual
- Special
- Favorite
- Resemblance



- Genetics
- Male
- Female
- Features
- Unique
- Preferences

Letter of the Week: “M”

Colors of the Week: Skin-tone colors

Concepts:

- People are the same in some ways, and different in other ways
- We all have people that love us, just as we are
- There are special and good things about everyone
- We should try to understand and learn about people that are different than we are, and treat them nicely
- How we look usually comes from one or both of our parents
- It is important to take care of our bodies and stay healthy
- Everyone has a “story” (life) that is all their own
- You have choices, and can make good decisions or bad ones. Your choices will determine how your day is, how your life is, if you have friends, etc...
- All people have feelings like we do, and have different kinds of feelings



Sensory Table Idea:

Purchase several skin shades of the inexpensive bubbles of knee-high nylons. Children can put on their arms and explore and compare the differences in shades.

Art Activities:

- Add a mirror by the easel. Put out skin and hair tones of paint. Children may choose to paint a picture of themselves (a self-portrait)
- Fingerprint Art! Children draw features onto the fingerprints they stamped, making animals, objects, etc...
- Footprint paint with the children stepping into a shallow pan of paint and then walking it off on a long piece of butcher paper, making prints

- Add to your art collage area – different hair colors of yarn, googly eyes, felt in skin, eye and hair colors, multicultural crayons, fabric, markers and paper, etc.
- Children can trace and cut out the outline of their hands
- Profile silhouettes. Place a bright lamp behind child to create a shadow to outline onto paper.
- Body tracing of children. Children draw on features, clothing, hair, etc...
- Have children draw Self portraits
- Add simple stencils of the outline shape of children to the art area. Make a few simple stencils of “clothes” for the children to trace onto discarded wallpaper book pages – to cut out and “dress” people. *Variation: Felt*
- Make a group project “People Collage” with pictures cut from magazines (or children can each make individual collages)
- Make “Me! Personal Shields” Cut a piece of paper into a shape of a shield, and, with a pencil, divide into 4 squares. In one, have children draw themselves; next one - their family; in one - something they like or that makes them special; in another one - their home. Encourage them to share what they drew and why, and how it tells about who they are
- Make playdough in skin tone colors *Variation: Add Mr. Potato Head facial feature pieces to use with playdough; Add people-shaped cookie cutters*
- Children can cut out pictures from magazines of eyes, noses, mouths, ears... They can then glue together combinations to make silly people faces
- Make a friendship chain. Have children cut strips - to be stapled together at the ends, making a circle. Interlock the next one.... Discuss how we need other people and friends, and how we link together too
- Allow children to fingerpaint on a mirror. Encourage them to paint or change features “onto” their face in the mirror
- Make paper plate faces using yarn, etc. Place many choices of materials out and allow children to be creative and use whatever things they choose
- Cut paper into the shape of a hand-held mirror. Children can draw or paint their face onto their “mirror”. *Variation: Add a circle of aluminum foil for the mirror*
- Cut out “frames” from wallpaper sample books. Glue to another full piece of paper. Children can draw a self portrait into the center of “frame.”
- Pull out all of the crayons that are skin, hair and eye colors, and put them out for children to draw with. *Variation: Have the children sort the crayons*
- Make “Me” puppets out of paperbags using yarn for hair, markers, etc
- Make coffee filter watercolor flowers. Cut string the height of each child. Display by having the string be the stem of the child’s “flower” (and will show height of child) *Variation: Place picture of child in the flower center*
- Write big outlines of the letters in the word “ME”. Children can cut pictures out of magazines or catalogs of things that they like, and glue them into the letters to fill them in. *Variation: Send home as a family project; Use name*
- Make “Family Tree’s” *(Can also be a family project)*
- Have children each decorate a Pringles can to send home, to create a Personal “Time Capsule” *(cover with a piece of paper, wrapped around it, taped on)*



Cooking Experience:

Discuss individual favorite foods. Choose several that would be appropriate as a simple class cooking activity. Take a vote of the class, then prepare the food selected by the majority. *Extension Activity: Compile a favorite recipe book.*

Community Time: (“Circle Time”)

Monday: Take dictation from the children on a large sheet of paper, writing their responses to the question: “*What do we know about ourselves?*” (Display chart)

Tuesday: Write each child’s response to the question: “*I am good at..... ?*”

Wednesday: Chart: “*What words do we know that begin with the letter “M”?*”

Thursday: Have children reply to the sentence “*One thing that is special about me is _____*”; “*What does it mean to ‘believe in yourself’?*”

Friday: Recap: “*What did we learn this week about ourselves?*”

Follow with books, songs and fingerplays related to the curriculum theme “All About Me!” Let the children know what the choices are for the morning and what activities are new in the classroom for the day. Dismiss the group a few at a time, reinforcing special attributes of each of the children in some way.



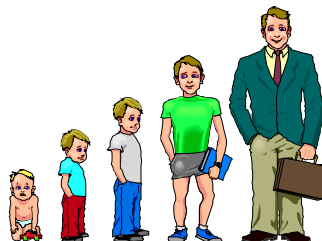
Math Activities:

- Weigh and measure children. Bring in a scale and some other objects to weigh as well (a brick, a heavy book, etc) for comparison; After measuring how tall children are, take a piece of string and run it from head to toe. Cut the length of the child’s height. The children can then also compare strings, in addition to standing side by side, to see who is tallest/shortest
- Have children line up shortest to tallest. Have the children do comparisons and figure out the order (*Record height/weight in each child’s portfolio*)
- Estimation. After weighing children have them make a guess of something in the classroom that they think will weigh the same as they do
- Measure the feet of willing participants. Compare sizes
- Count and name which body parts come in pairs, and what we have just one of
- Counting Ten fingers and Ten toes! Finger subtraction.



Home/School Connection Ideas:

- Ask parents to bring in a copy of a picture of their child as a baby
- Ask parents to draw a picture with their child of something special they have done together (*send home art materials to do project, if necessary*)
- Ask parents to tell their child about the day when they were born
- Ask parents to bring in items representing their culture (*and hopefully discuss*)



Science Table Enrichments:

Add several shapes and sizes of mirrors; magnifying glasses; and paint sample swatches of skin, hair and eye colors; a measuring tape, pictures of internal body parts, an old (real) x-ray, a stethoscope, an illustration of a strand of DNA, books, etc...

Science Concepts/Activities:

- Take fingerprints of the children and have them look at them under a magnifying glass. Let them compare to fingerprints from other people. (Enlarge on a copy machine, if possible)
- Show children how to look at the back of themselves by looking in the mirror and holding another mirror up behind them. Hypothesize/discuss.

Prop Box Ideas/Dramatic Play Enrichments:

HAIR STYLIST/ HAIR CARE

Plastic combs	mirrors	hairpins
Rollers	spray bottles	barrettes
Appointment book	plastic capes	brushes
Hair dryer (w/ cord cut off)	magazines	play money
Curling irons (cord cut off)	empty shampoo bottles	ribbons
Posters of hair styles	telephone	hair clips
Wigs/wig heads	towels	headbands



Note: Things used on hair must be sanitized after use by children;

Supervision is critical to prevent cutting or unbraiding of hair.

Facilitate discussion on the differences in people's hair, and how we take care of our hair.

Movement and Motor:

- "Head, Shoulders, Knees and Toes" Action Song
- Sitting in a circle, have children roll a ball to a friend and say his/her name, and something special or nice about that person
- Let children move to music in creative, free expression
- Fun Love/Hate Run *On one side of the gym put a sign that says "Love" and one on the other side that says "Hate" (or 'Like/Don't Like')* Name things (Ex: broccoli, snow, etc.), and children run to whichever side, showing if they like that item or not
- Play the Hokey Pokey as a review of body parts
- "Bones/No Bones" game. *Discuss how bones support the body. Children move as an animal or an action the Teacher names. When the Teacher says "No Bones!" they drop to the floor (or change their movements to very loose)*

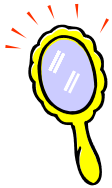
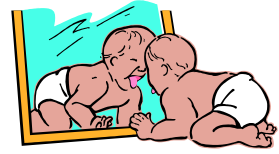


Playground/Walk Activities:

While on a neighborhood walk, discuss where people reside, and how that is *their* neighborhood and where they call "home"; Show children their shadows

Transition/Waiting Ideas:

- Use and sing songs that include individual children's names
- "What can you see that begins with the letter 'M'?"
- "If your name begins with the letter _____ you may..."
- "Who knows in what ways people are all the same?"
- "When I call your name, I want you to tell me something that you are good at... then you may choose an area to go to."
- Hold up name sentence strips at the end of group time or an activity to dismiss children from the group as they recognize their name.
- Play a game in which children pick the next person to be dismissed from group or to go to the next activity, to reinforce learning and knowing names.
- With pictures of the children that can be held up, recite the familiar "Brown Bear, Brown Bear, What do you see?... I see _____ looking at me"



Block Area Enrichments:

Place a clipboard with paper on it, (and a pencil) in the Block Area, so that children can plan/draw what they want to build. At the top of the pages write "I can build a..."; Add letter blocks, and children can spell their names or find letters in their names.; Add hardhats and mirrors to the area; Velcro a mirror to the floor to build on.

Flannel Board:

Add/make facial feature pieces for children to put together combinations of faces; Add round pieces for "faces" to put the features onto.



Teacher Made Enrichment Ideas:

- Make a 'Letter Box' with small trinkets and objects, beginning with "M"
- Make a sock sorting activity with several pairs of socks in a basket
- Make a growth chart for the class
- Make "Me" puzzles by gluing a picture of each child onto heavy cardstock. Cut into several pieces to make a puzzle. *(Or name puzzles for each child)*
- Create a "It's still Me! Box". Include a mirror, eyeglasses, a fake mustache, wigs, fake Dracula teeth, sunglasses, scarves, hats, clip-on earrings, a pretend beard, etc...
- Make a "Feeling Wheel" by sectioning off the round cardboard from a frozen pizza. Write a feeling in each section. Children put a clothespin (with their name on it) in the segment that they choose. *Variation: Can be made to be used with magnets, Velcro, etc.; Use as a 'call out' – children act out each*
- Make a "Life Stages" sequencing activity by drawing or finding pictures that represent the stages of growth in *life (baby, toddler, young child, school-ager, teen, young adult, middle-age adult, elderly)* Children put into order.



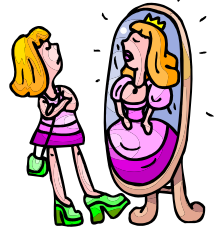
Field Trip Ideas: (Contingent on location and accessibility)



- Take a trip to your local library. Arrange to have a children's librarian read a story incorporating the theme of the week. Ask the librarian to pull out related children's books on the topic of self-concept or "I am Special."

Supplemental Ideas/Activities:

- Bring out "Mr. Potato Head" for children, if you have one
- Chart eye colors of children (Have them identify and tell the color – using a mirror if necessary, or if they want)
- Place pictures of the children onto the blocks in the Block Area
- Name tracing *Write names in highlighter marker for the children to write over for the children that need this*
- Have children match each other to their baby pictures
- Bring in skin-tone colored paint swatches
- Make "All About Me!" books for each child, with their vital statistics and preferences on things, etc... (height, hair/eye color, favs, weight, family info)
- Review/learn body parts. Older children can research and learn more sophisticated and detailed information.
- List/chart what things all people have in common
- Take pictures of the children. Cut out and glue onto craft stick to make a "puppet" of each child. *Variation: Make matching game with 2 pictures each*
- Draw a "family tree". Children can draw the people they are related to, or add pictures *Variation: Have families bring in pictures*
- Have children bring in a favorite stuffed animal or book to share at group time
- Bring in several varying shades of foundation makeup. Show children the differences in shades – and what happens when mixed.
- Discuss allergies. Talk about how some people can't be around certain things, or eat certain things, or they get sick. Let children that have allergies share this information with the group, if they choose to.
- The Milton Bradley game "**Guess Who**" teaches children to notice, identify and differentiate facial features, and individual differences (*Can make one*)
- Write each child's name on a piece of sentence strip. Let children glue dry beans (or rice, etc) all along the lines of the letters; **Or** Let children glue small pieces of torn tissue paper on letters, making a name "mosaic"
- On sentence strips, write each child's name. Hold up, for example, at the end of group time, to dismiss children from the group as they recognize their name. Work individually with the children that do not yet recognize their name, running their finger over the letters with them, telling them the names and making the sounds of the letters. (Focus on first letter and length of name)
- Tape record individual children talking into a tape recorder. Have children guess who is speaking as they listen to the tape
- Who's Missing? Play by having a chosen child out of the sight of the group; **Or...** at group time children can try to figure out who is absent for that day.
- Children can make/decorate "treasure boxes" for special items of theirs



- Make an activity with a chart: **What I Can Do/ What I Need Help With/ What I Will Learn.** *Children categorize what they have mastered/learned*
- As a group process, write down all of the feelings children can name. Ask to describe each feeling, and show how someone looks when they are having each feeling, etc...; Ask what they can do when they have each feeling, etc.
- Incorporate items in the classroom from different cultures, representing all of the children. Check classroom for multicultural pictures and materials.
- With willing participants, touch and compare people's hair; discuss. Compare and contrast. Discuss different things that can be done to hair, the different colors and styles, the texture, genetics, etc...
- Bring out any pictures you have taken of the children, to look at together, to make a collage with, or to make a bulletin board with
- Teach or review with children addresses and phone numbers
- Review the 5 Senses, and include related activities the children enjoyed during the week of that theme
- Discuss &/or list ways in which we can take care of ourselves and our bodies
- Incorporate pictures, materials or activities on feelings/emotions
- For older children, facilitate a discussion about when it is okay &/or necessary to think about yourself (ex: safety),... and in what types of situations you should put others first (ex: sharing).
- Chart "favorite" items, or other commonalities
- Glue a mirror to the bottom of a small box. Tell children that there is something very special and unique in the box! After letting them guess and wonder, tell them not to tell their friends - so it stays a surprise... then let them look inside of the box (one at a time).
- Find pictures of people expressing different emotions. Have children mimic the facial expressions in a mirror. *Variation: "Feelings" Simon Says*
- Update (or create) children's Birthday Board.
- Have children sort/categorize crayons based on if the color is a shade of skin, hair or eyes.
- Make "All About Me!" mobiles. Use a picture of children, a picture of their family, a drawing or picture of their house, and pictures of things they like and like to do, (cut from magazines or drawn) Trace and cut out hands, feet. *Criss-cross 2 metal hangers to hang strings from.*
- Play a game of elimination based on children's features. The teacher calls out a characteristic, and all children that have that feature sit down. (*Ex: green eyes*) Last child standing gets to call out features for next round.
- When complimenting children, focus on the behavior(s) you want to see and personality traits... not superficial things, or things children have no control over (ex: wearing expensive clothes)



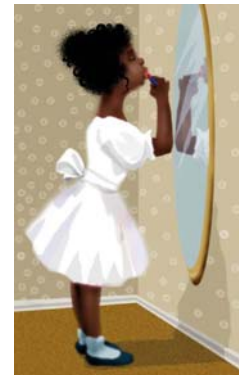


- Show children how to make a spiral shape by twisting a pipe cleaner around a pencil. Tell children that all of us are made up of smaller pieces, and there are smaller pieces called DNA that are spiral-shaped “codes” or recipes that have information about how we are made up. (ex: how tall we will be, color of our hair, color of our eyes, etc.)
- Make a conscious effort to give every child a positive message about themselves on a daily basis, and some individual, undivided attention.
- Display children’s open-ended artwork, and show children how different, unique and one-of-a-kind each piece of art is. Encourage individualism.
- Reflection art - fingerpaint on aluminum foil (or a mirror)
- Ask/discuss the phrase and concept of : “believing in yourself”.
- Children can make a picture frame by decorating and gluing 4 craft sticks together. Put a picture of child in frame. Write on bottom “I am Special”
- Read “Leo the Late Bloomer” Have children cut out flower petal shapes and a circle. Write on each petal something that child can do by themselves.
- Ask children when their birthdays are. Show them the Birthday Board in the classroom, and that they are included; **Or** Let them place their name and date on the month it falls in, and be a part of that process
- Mastering self-help skills is a big self-confidence builder. Work with children on independence and self-sufficiency in dressing, cleaning up after themselves, etc. – and praise them for mastering these things and for efforts.

Books:

I Like Me! *by Nancy Carlson*
 Are You My Mother? *by P.D. Eastman*
 Aunt Flossie's Hats *by James Ransome*
 Big Boy, Little Boy *by Betty Jo Stanovich*
 Is This You? *Ruth Krauss*
 Do Like Kyla *by Angela Johnson*
 Don't Wake Up Mama! *by Eileen Christelow*
 Just Me *by Marie Hall Ets*
 Happy Birthday, Sam *by Pat Hutchins*
 Here Are My Hands *by Martin and Archambault*
 Here Come the Babies *by Catherine and Laurence Anholt*
 I Dance In My Red Pajamas *by Edith Thacher Hurd*
 I Don't Want To Be Me *by Patricia Davis*
 Me Too! *by Mercer Mayer*
 Mama, Do You Love Me? *by Barbara M. Joose*
 Stevie *by John Steptoe*
 The Patchwork Quilt *by Valerie Flourney*
 All About Me *by Deborah Manley*
 When You Were A Baby *by Ann Jonas*
 Whose Mouse Are You? *by Robert Kraus*
 Leo the Late Bloomer *by Robert Kraus*

I Am Special *by Kimberly Jordano*
 My Name is Johari *by Anne S. O'Brien*
 All About You *by Asbodd*

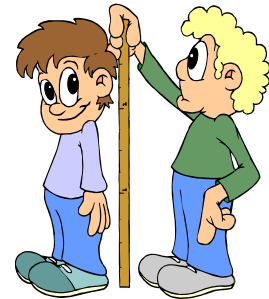


Bring in a baby name book. Show children how many different names there are, and what their name means.

I'm a Can-Do Kid *cassette/CD*

Supplies needed for activities/projects:

- Skin-tone colors of construction paper, paint, crayons
- Glue
- Playdough ingredients (flour, salt, oil)
- Large sheets of easel paper (dictation)
- Felt for flannelboard
- Unbreakable Mirrors
- Roll of butcher paper
- Disposable camera &/or film
- Yarn in hair color shades
- Measuring Tape



Baked Salt Dough

2 cups flour
1 cup salt
Enough water to make a
dough-like mixture.

*Encourage children to roll
dough into letters in their name.
Flat objects can be baked at
300°F. for 1 hour.*

Paint designs after baking.

Discuss how creations are
unique and one-of-a kind.

Bulletin Board Ideas:

“It’s All About Me!”

*“There is one special child,
and every mother has one”*

“Superstars!” (on stars)

Star of the Week (focus on
one child per week)

“Moi!”

“Me and Mine!”

Handprint Mold

Follow directions to make
Plaster of Paris. Pour
enough into a pie pan to
cover the bottom.

Children press hand into
center. Let dry. Remove
from pie pan. Write
child’s name and date on it

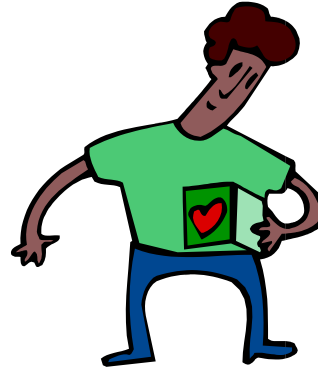


To learn more about names & the origin of names,
on-line, go to:

www.pearlmoon.net/pmschool/archtheme001.html

What Are My Favorite...

Foods
Clothes
TV shows
Toys
Friends
Books
Places to go
Games



What I am good at...

What I think and feel...

Makes me ... me

Me Songs and Fingerplays

I am Special

Tune: "Frere Jacques"

I am special, I am special,
Look at me,
You will see,
Someone very special,
Someone very special,

It is me! It is me!



All of Me!

See my eyes.
See my nose.
See my fingers.
See my toes.
See my lips.
See my knee.
Now you have seen all of me!

Me!

There's no one in
This whole wide world
Exactly just like me.
I am me and
You are you,
We're all special,
don't you see?

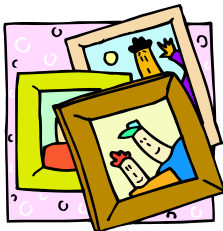


I am Special

Hundreds of birds in the sky,
Hundreds of fish in the sea,
Hundreds of flowers in the field
But there's only one of me!

I'm Very Happy to be Me

_____ is my hair,
_____ are my eyes.
I'm _____ years old,
I'm just the right size.
My name is _____
And as you can see,
I'm very happy to be me!



Me!

I have 10 little fingers
And 10 little toes,
2 little arms, and 1 little nose.
1 little mouth,
And 2 little ears,
2 little eyes
For smiles and for tears.
1 little head
And 2 little feet,
1 little chin -
That's me! I'm complete!

Glad to Be Me!

Sometimes I wish I was someone else, but mostly I'm glad I'm ME!
We all have our likes and differences as everyone can see.
Some of us like to hurry, some like to take our time.
Some spend all their money, some save each dime.
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!



Everybody Says

By: Dorothy Aldis

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 just want to look like ME!

I Am Me!

I am special because I am me!
And there's nobody anywhere just like me
I have my own shape and my very own size
My very own hair and my very own eyes.
I like what I like, and dislike some things too.
You're special too, but I can't be you!
'Cause the very best person that I can be ...
IS 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 tongue that helps me speak.
 Here are my shoulders and here are my cheeks.
 Here are my hand that help me play.
 Here are my feet that go walking every day.

I'm Glad I'm Me

No one looks
 The way I do.
 I have noticed
 That it's 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!

~Author Unknown~

Everybody Has A Name

Everybody has a name.
 Some are different
 and some are the same.
 Some are short and 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!

Mirror, Mirror

I look in the mirror and what do I see?
 A very wonderful, special me!
(point to self.)
 With pretty eyes all shiny and bright,
(Point to eyes.)
 My smile show my teeth all pearly white
(Smile and Point to teeth.)
 It certainly is great to be
 This very wonderful, special ME!
(Hug self!)

~Author unknown

Hickety Pickety Bumble Bee

Hickety Pickety Bumble Bee.
 Won't you say your name for me. *(Child says name)*
 Hickety Pickety Bumble Bee.
 Can you clap your name for me?
(clap syllables),
 Hickety Pickety Bumble Bee.
 Can you whisper your name for me?
(whisper child's name).



Nicknames

by Kenn Nesbitt

My aunt calls me "Elizabeth."
My grandma calls me "Liz."
My sister calls me "Lisa,"
and the baby calls me "Wiz."



My uncle calls me "Betty,"
while my grandpa calls me "Beth."
My brother calls me "Dizzy Liz"
or sometimes "Lizard Breath."

My teacher calls me "Betsy,"
and my friends all call me "Bess."
I find these nicknames more annoying
than you'd ever guess.

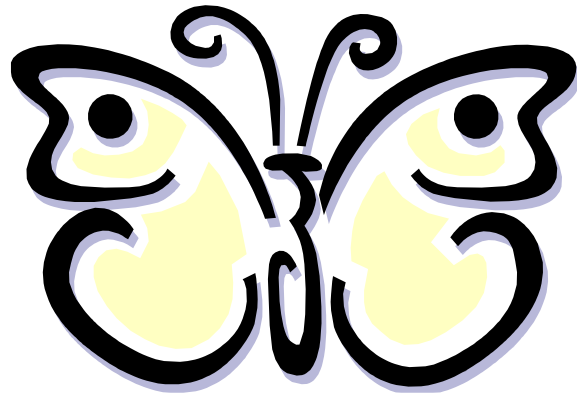
I wish that they would call me
by my real name instead.
I simply *hate* those nicknames;
see, my real name is Fred!

Life Stages Sequencing:



Small Group Activity:

Let children cut pictures of people out of magazines, then categorize by life stage.



A Child is a butterfly
in the wind;

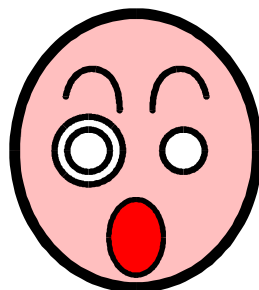
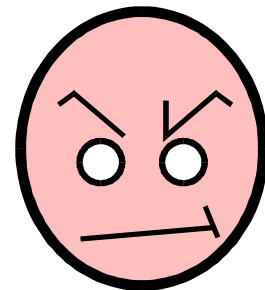
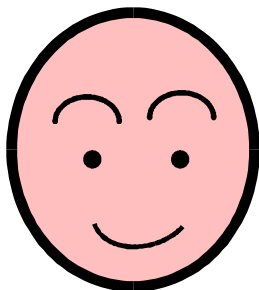
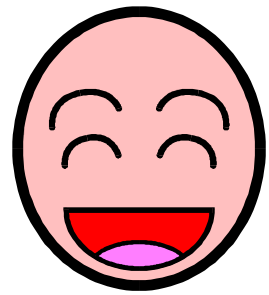
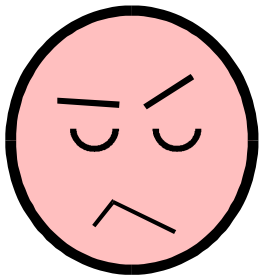
Some can fly higher than others,
but each one flies...
the best it can.

Why compare one
against the other?

Each one is different
Each one is special
Each one is beautiful

“Feelings” Puppets

Cut out pictures and glue onto craft sticks to use as puppets. Encourage discussion about feelings, emotions and positive ways to express feelings. *Variation: Use real pictures of people, or pictures cut from magazines.*



My Body Has Many Parts!

Words in Spanish



Face

cara

Mouth

boca

Arm

brazo

Leg

pierna

Knee

rodilla

Back

espalda

Head

la cabeza

Hair

cabello/pelo

Nose

nariz

Eye

el ojo

Foot

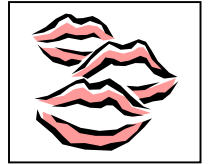
el pie

Toe

dedo del pie

Ear

oreja





*EACH CHILD IS
LIKE A
SNOWFLAKE...*



*UNIQUE, SPECIAL AND
ONE OF A KIND.*





By Meish Goldish



In the mirror what do I see?
Someone special... that's me!

My eyes, my ears, my lips, my nose.
No one's looks are just like those!

All my favorite things to do
are not all the same for you!

What I like to eat and drink,
What I like to say and think.

How I laugh how I talk,
How I run, how I walk.

In the mirror what do I see?
Someone special... that's me!

I Can! By Peter and Katie Stewart

I can use my imagination
To set a fantasy free
I can perform and be someone else
The inspiration comes from me!

There are places I'll explore
That I may never get to see.
There are people I can play
Who I may never get to be.
Not tomorrow, but today
I can through dramatic play!



I can be a pirate
With my dirty, strong mates.
Through my spyglass I look for treasure
As I sail the seas and straights.



I can be a princess
Beautiful and fair
The only entrance to my tower
Is to climb up my long hair.
I can be a fairy
And know how to fly
I'll wear a dress made of petals
Drink honey and never cry.

I can be a dish
And run away with a spoon.
Or a genie in a lamp
Or ride a unicorn past the moon.
I can dance around a tribal fire
Or daintily sip my tea.
Or I can make people cry, clap, and laugh
The inspiration comes from me.

And after I've been every thing
I can possibly pretend to be
I can realize how special
It is to be me!



Songs that include children's names...

(To dismiss the group, to make transitions, or call children to come to group)

- **“I Have a Very Special Friend”**

(Tune “Bingo”)

I have a very special friend,
Can you guess his name-o?
B-I-L-L-Y, B-I-L-L-Y, B-I-L-L-Y,
And Billy is his name-o.



That child can select an area to play in, or has come to the group

- **“I’m Looking for Someone”**

I’m looking for someone named, _____,
I’m looking for someone named, _____,
If there is someone named _____ here now,
Stand up and take a bow. *(or, stand up and go to lunch, stand up and put on your coat, etc.)*

- **“Where, Oh, Where is My Friend”**

Where, oh, where is my friend _____?
Where, oh, where is my friend _____?
Where, oh, where is my friend _____?
Please come to the group *(table, door, etc)*



- **One Elephant Went Out to Play**

One elephant went out to play
Upon a spider’s web one day.
She had such enormous fun
She called for another elephant to come

Child selects another “elephant” to go next

- **“This Train”**

(Tune: “This Train is Bound for Glory”)

This train is bound for the **playground*,
This train is bound for the playground,
This train is bound for the playground,
Suzie, get on board,
Jeremy get on board,
Sally get on board.

**or whatever transition*





Who's Here Today?

(Tune: Twinkle, Twinkle)

_____ came to
school today.
We're so glad we'll shout
Hooray!

Stand Up

(Tune: Frere Jacques)

Stand up _____. Stand
up _____.
Stand up _____. Stand
up _____.
Reach up very high now.
Reach up to the sky now.
Then sit down. Then sit down.

Where is _____?

(Tune: Frere Jacques)

Where is _____?
Where is _____?
Here I am, here I am,
How are you today
_____?
Very well, thank-you.
Yes I am. Yes I am.

Here We Are Together

(Tune: Did you Ever See a Lassie?)

Here we are together,
Together, together,
Here we are together,
Back at school again
There's _____, and _____,
_____, and _____,
Here we are together,
Back at school again.

Good Morning!

(Tune: If You're Happy and You Know It)

Good morning, (first name / last name).
How are you?
Good morning, (first name / last name).
How are you?
How are you this special day?
We're so glad you came to play.
Good morning, (first name / last name).
How are you?

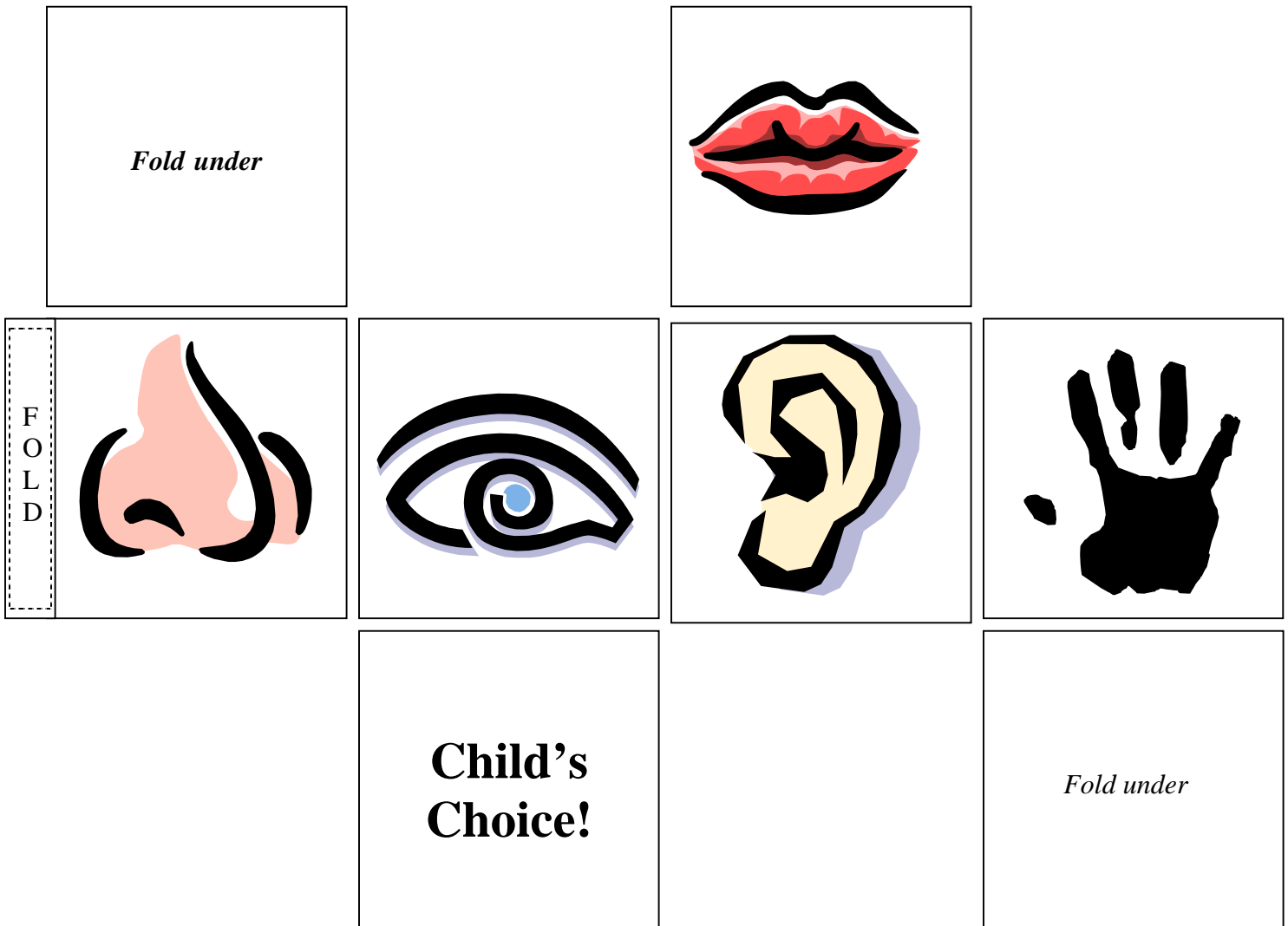
I Am

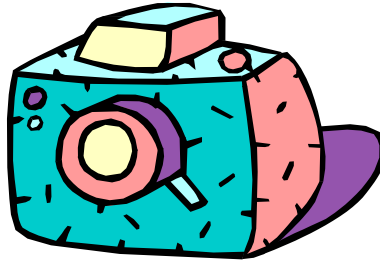
(tune: Frere Jacques)

I am _____
I am _____
That's my name,
That's my name,
I am glad to be here,
I am glad to be here,
At school today,
At school today.

5 Senses Dice

Directions: Cut out dice (all in one connecting piece.) Fold so that it makes a square. Tape. Children take turns “rolling” the dice. Whatever sense the picture represents that it lands on, children name something that is done with it. Ex: “Nose – can smell popcorn.”



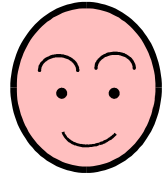


“Our words
should be like
a magic camera
upon which
a child cannot help
but paint a
positive picture
of himself.”

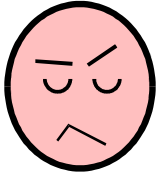
- *Haim G. Ginott*

MY FEELINGS

By Meish Goldish



*There are things I have that I can't see,
Things that change inside of me.
What, oh what, can those things be?
My feelings!*



When a friend calls up
and says "let's play,"
When I play outside
on a sunny day.
When my favorite dinner
is on its way....

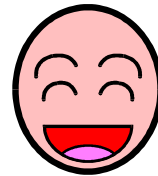
I'm _____!

*(Ask children what kinds of
things make them happy)*

When I can't go out
because of rain,
When my tummy hurts
and I'm in pain,
When my favorite toy
goes down the drain...

I'm _____!

*(Ask children what kinds
of things make them sad)*



When thunder booms,
and the lights go out
When suddenly I
hear a shout,
When an ugly bug
will crawl about...

I'm _____!

*(Ask children what kinds
of things scare them)*

At times I'm happy,
At times I'm sad.
At times I'm scared,
At times I'm glad.
I know I'm me,
Because I have...

My _____!

*(Ask children what other
feelings they've had)*

Have children make up their own feeling riddles!

Me I Am!

I am the only ME I AM
Who qualifies as me;
No ME I AM has been before,
And none will ever be.

No other ME I AM can feel
The feelings I've within;
No other ME I AM can fit
Precisely in my skin.

There is no other ME I AM
Who thinks the thoughts I do;
The world contains one ME I AM,
There is no room for two.

I am the only ME I AM
This earth shall ever see;
That ME I AM always am
Is no one else but ME!



W H E N I

W A S A

B A B Y...

Shades of Black



I am Black
I am Unique
I am the Creamy White frost
in a vanilla ice cream
And milky Smooth Brown
in a chocolate bar
I am the Midnight Blue
in a licorice stick
And Golden Brown
in sugar
I am the Velvety Orange
in a peach
And the Coppery Brown
in a pretzel
I am the Radiant Brassy Yellow
in popcorn
And the Gingery Brown
in a cookie
I am Black
I am Unique
I come from ancient
Kings and Queens.
When you look at me,
What do you see?
I am Black
I am proud to be me

*By Sandra L. Pickney
From the book "Shades Of Black" © 2000*

'Feelings' Dice

Directions: Cut out dice (all in one connecting piece.) Fold so that it makes a square. Tape. Children take turns "rolling" the dice. Whatever 'feeling' the picture represents that it lands on, children name. Can have children mimic that face, talk about experiences, &/or use for the next verse of "If Your're Happy and You Know It" (Better yet... use real pictures!)

