

## **Invitation to All About Me**

Our September lessons and activities will start at the beginning, with observations and facts about your child and opportunities to document where your child is in September to compare with the end of the school year in June. These lessons will include Me, My Family and Community, My Senses, and My Feelings.

### **Week 1 - All About Me – The Facts**

CT Standards of Learning – All About Me Week 1

C. 48.4, C.60.5

C.48.12

SE.48.9

SE.48.10

PH.48.1

PH.60.1

PH.48.3

PH.60.2

CA.48.4

M.60.2

<b>3 to 4-year-olds</b>	<b>4 to 5-year-olds</b>
C. 48.4 Engage in and complete learning activities	C.60.5 Plan and complete learning activity
C.48.12 Represent people, places, or things through simple drawings, movements and three dimensional construction	C.60.14 Represent people, places, or things through drawings, movements and three dimensional constructions that are increasingly abstract (i.e. may draw a map that includes an “X” that marks the location of a treasure)
SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g. gender, hair color, etc.) and skills	SE.60.11 Identity themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles)

SE.48.10 Recognize and describe themselves in terms of basic preferences	SE.60.12 Describe self by referring to preferences, thoughts, and feelings
PH.48.1 Walk up and down stairs alternating feet while carrying an object	PH.60.1 Alternate direction while running and stop easily without losing balance
PH.48.3 Hop on one foot	PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)
CA.48.4 Spontaneously sing songs and/or participate in songs with gestures	
	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set

**Invitation:** This week you are going to learn all about “Me,” that is, we are going to talk all about *you*! We will talk about what you look like, measure how tall you are, you will draw a picture of yourself, and we will read some books, sing, dance and play a game!

**We will need:**

1. photocopy (or handwritten) or pages on a device of the following “All About Me” pages\*
2. pencil, crayons, markers or paints
3. paper
4. camera

**Things to remember:** We want to remember to be kind. Remember that your own body is your own personal space. We don’t want to use unkind words when we talk about someone else, their body or their looks. We also want to be mindful and kind when talking about where/how someone else lives, and with whom.

**All About Me Facts:**

Parents will want to use the All About Me pages\* to ask questions (give kids time to answer) and, for documentation and possible follow up activities later in the week, jot down children’s observations and take photos. Some children will need to practice saying their full names, birthdays, addresses for several or more days. Make a note to keep this practice ongoing.

## **\*ALL ABOUT ME**

*Sample template to be created and filled out at the beginning of school year with help from parent/caregiver and saved in portfolio to be compared with same at end of school year.*

Today is

---

\_\_\_\_\_.

My name is

---

\_\_\_\_\_.

I am \_\_\_\_\_ years old.

I am \_\_\_\_\_ feet \_\_\_\_\_ inches tall.

I weigh \_\_\_\_\_ pounds.

My hair is

---

\_\_\_\_\_.

My eyes are

---

\_\_\_\_\_.

My skin is

\_\_\_\_\_.

My favorite thing to eat is

\_\_\_\_\_.

My favorite game is

\_\_\_\_\_.

I like to (circle) cuddle, dance, play, sing, swing, listen to stories, run, jump and climb!

### **ALL ABOUT ME** page 2

Here are some of the things I can do already (✓ check for “can”) and some of the things I hope I can do soon (H for “hope”)!

\_\_\_\_\_ I can (circle) copy/trace/write my name.

\_\_\_\_\_ I can say my birthday.

\_\_\_\_\_ I can say my address.

\_\_\_\_\_ I can say my phone number.

\_\_\_\_\_ I can walk up and down stairs alternating feet.

\_\_\_\_\_ I can run forward. \_\_\_\_\_ I can run backwards.

\_\_\_\_\_ I can hop. \_\_\_\_\_ I can hop on one foot. \_\_\_\_\_ I can skip.

\_\_\_\_\_ I can pump when I swing.

\_\_\_\_\_ I can ride on a tricycle/bicycle.

\_\_\_\_\_ I can hold a pencil or crayon and “write” or “draw”.

\_\_\_\_\_ I can go to the bathroom on the toilet.

\_\_\_\_\_ I can brush my teeth all by myself.

\_\_\_\_\_ I can get dressed and undressed all by myself (circle) socks, shirt, pants.

### **All About Me – My Drawing Pages**

*Example templates for each page to be transferred to full size pages:*

Today is

\_\_\_\_\_

My name is

---

—.

Here is a picture I drew of myself.

Today is

---

——.

My name is

---

—.

Here is an outline of my hand (separate page).

Today is

---

——.

My name is

---

—.

Here is an outline of my foot.

Today is

---

\_\_\_\_\_.

My name is

---

\_\_\_\_\_.

Here are my fingerprints.

### **All About me Building Body Vocabulary**

Let's see how many parts of your body you can name. Using the child body outline, have your child name the body parts while you write them in (this helps to realize the connection between spoken words and their symbols). Some children will be able to match the words (if you type and cut them out!) and some may be able to write (invented spelling, ie., nk for neck).

Hopefully children will learn some new words, too. Enlarge and print out the child body outline or draw your own for child to work with.

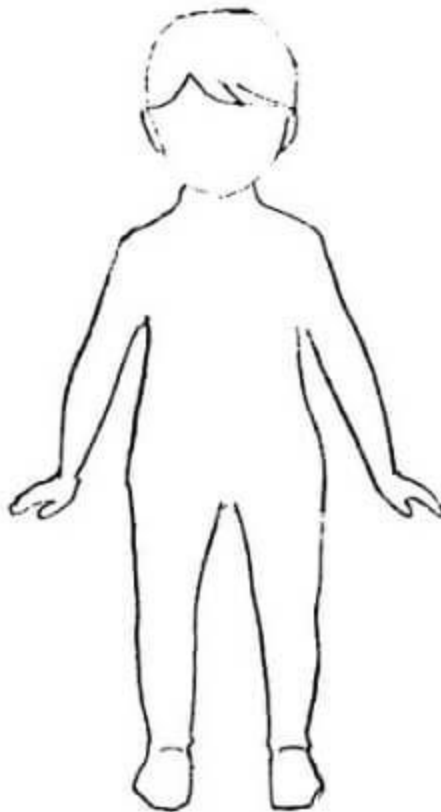


**I Can Name My Body Parts**

Sample Template

Today is \_\_\_\_\_.

My name is \_\_\_\_\_.



**All About Me Practice**

For practice another day, children can name the parts of the

body on a doll.

**Compare** – What are some of the ways that you and (your brother, sister, parent, caregiver) are alike? Different? Think taller, shorter; hair, eye, skin color; compare hand sizes, feet, hair length, etc.)

**Find** – Can you find something (in the house or outside, wherever you are) that is:

as tall as you?

as big as your hand?

as round as your head?

as white as your teeth?

as long/wide as your foot?

### **Imagine, and Listen – What We Can't See**

We have talked about what we can see. How about what you can't see about your body.

Can you think of some things you can't see that are a part of your body? Say as many things as you can and I will write them down for our All About Me word bank. (bones, heart, blood)

Listen. What are some of the things you hear? Can you hear your heartbeat? Can you feel your breath on your hand going in and out?

### **Life sized ME**

You will need a roll of brown packing paper, a cardboard piece from a box or other paper or cardboard the size of your child. You may need to tape some pieces together.

Have your child lie flat on the paper and trace the outline of their body. (Don't worry if it is not perfect.)

Child will need crayons, paints or markers. Ask child to color in their hair, eyes, nose, mouth (younger children will probably not get this much detail). Go on to the clothes and the rest of the body.

Hang this self portrait in a prominent spot, preferably behind your screen where you sit for important work-related zoom meetings!

## **DOCUMENTATION**

For all the activities, parents will want to *Make Learning Visible* through photos and examples of child/ren's work. You may want to create a digital (such as Evernote) and a hard copy folder/portfolio. This will help you and future teachers know what your child has done.

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## **Books, Songs, Poetry, Movement and Games**

Here is a suggested list of books, songs, poetry, movement and games to enhance our lessons. GNP recommends reading daily to children, both those recommended as part of the program and those of additional interest to your child/ren. Members will find many of these on our YouTube channel. You may also want to check your own YouTube preferences, and, for stories, apps such as Audible.

Emily's First 100 Days of School

On the Day You Were Born

Chicka Chicka Boom Boom

Jamaica's Find

Have You Filled My Bucket?

One Morning in Maine  
The Feelings Book by Todd Parr  
I can't said the ant, P. Cameron  
The Hair Book,  
Stanley and Rhoda, Rosemary Wells

Hokey Pokey  
If You're Happy and You Know It  
Head, Shoulders, Knees and Toes  
The Cleanup Song  
I'm a Little Teapot  
You Are My Sunshine (Elizabeth Mitchell)  
Clean-up Song  
Days of the Week Clap Clap  
I'm Being Swallowed by a Boa Constrictor  
1, 2, 3, 4, 5, 6, 7, 8 (Elizabeth Mitchell)  
Abphabet Dub A B C Song (Elizabeth Mitchell)  
1, 2, Buckle My Shoe  
One Misty, Moisty Morning

Simon Says (We recommend this not be a competition; when a child misses something they can continue playing. The goal is to listen and respond, and to keep trying which is the biggest win. As with many activities, these are always much more fun when the whole household participates!

# Mother, May I