

All About Me

Books

ABC I Like Me by Nancy Carlson

All By Myself by Mercer Mayer

Bright Eyes, Brown Skin by Bernette G. Ford and Cheryl Hudson

Charlie the Caterpillar by Dom De Luise

Chrysanthemum by Kevin Henkes

I Like Me by Nancy Carlson

I Was So Mad by Mercer Mayer

Ira Sleeps Over by Bernard Weber

Leo the Late Bloomer by Robert Kraus and Jose Aruego

Quick As A Cricket by Audrey Wood

The Birthday Cake by Joy Cowley

The Little Engine That Could by Wally Piper

The Way I Feel by Janan Cain

When I Get Bigger by Mercer Mayer

You are Special by Max Lucado

Poems and Songs

<p>I'm Glad I'm Me</p> <p>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!</p>	<p>Me</p> <p>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 each day.</p>	<p>Everybody Says <i>The Kindergarten Treehouse</i></p> <p>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!</p>
<p>Everybody Has a Name <i>Mrs. Williamson's Kindergarten</i></p> <p>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!</p>	<p>Everyone's Important (tune "Have You Ever Seen A Lassie?") <i>Mrs. Williamson's Kindergarten</i></p> <p>(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.</p>	<p>In My Mirror</p> <p>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!</p>
<p>When You're Sad Sung to: "Twinkle, Twinkle Little Star" <i>by Barbara Robinson</i></p> <p>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.</p>	<p>Happy Sung to: "Frere Jacques" <i>by Betty Ruth Baker</i></p> <p>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.</p>	<p>Feelings Sung to: "Twinkle, Twinkle Little Star" <i>by Karen Folk</i></p> <p>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.</p>

I'm Glad I'm Me!

by Susan Munguia for *Lasting Lessons*

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.

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!

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 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.

Literacy Activities

When I Get Bigger

After reading **When I Get Bigger** by Mercer Mayer, discuss with the children the things they would like to do when they get bigger. Record their ideas on chart paper.

Discuss the difference between bigger and older, then make a book entitled,

“When I Get Bigger”

Each page should have the following line,

When I get bigger I want to _____. (have the children give you the rest of the sentence)

Quick As A Cricket

After reading **Quick as a Cricket** by Audrey Wood, the children will love to make a book about characteristics that they share with animals or things. Make an **“I Am Me”** book.

All By Myself

After reading **All By Myself** by Mercer Mayer, make an **“All By Myself”** book.

Discuss "Things I Can Do All By Myself." Record these ideas on chart paper.

Make a book. On the first page, put a child's name and let them draw a self- portrait.

On the next page they can draw a picture of something they can do "all by myself."

The next pages are labeled with **“I can _____ all by myself”**.

Have the children dictate to you what they can do and fill in the blanks.

Let the children cut pictures out of a magazine to illustrate the pages or they can draw pictures.

My Feelings

After reading **The Way I Feel** by Janan Cain, talk with your child about feelings and how they are a natural part of everyone's being. Discuss how to recognize our feelings and how to understand them. Discuss how we cope with our feelings.

Have the children look in a mirror and make happy faces, sad faces, and angry faces.

Make a book using the [face template page](#). Let the children draw a face on the template to illustrate the different feelings. Entitle the book,

“My Feelings”

(p.1) I feel happy when _____.

(p.2) I feel sad when _____.

(p.3) I feel excited when _____.

(p.4) I feel angry when _____.

(p.5) I feel scared when _____.

The Little Engine That Could

After reading **The Little Engine That Could** by Watty Piper, discuss with the children things they can do.
Make a [train shape](#) book of what they can do. The front page is titled,

"I Can"

(make as many pages as the children are interested in illustrating)

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

"I Like"

After reading **I Like Me** by Nancy Carlson, discuss things that you and the children like to do.
Make a [heart shaped](#) pattern book entitled,

"I Like"

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

"My Family"

After reading **This is My Family** by Gina and Mercer Mayer make a "My Family" book.
The children can draw their family members and you can record who they have drawn.
The first page of the book is titled,

My Family

This is my _____.
This is my _____.
This is my _____.
This is my _____.
This is my _____.

Math Activities

Write the children's names on sentence strips.

Have the class count the number of letters in each child's name.

Sort the name strips into groups by numbers of letters in each name.

Graph the sentence strips.

Discuss with the children which names have more letters. ...less?

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, graph "How Many Are In Your Family".

After reading **The Little Engine That Could** by Watty Piper, do a classification activity.

Give each student a blue engine, a red caboose and three white train cars.

Each white car is labeled with one of the following: toys, food and clothing.

Give the children magazines and let them cut out and glue pictures of objects onto the corresponding car.

After reading the **The Birthday Cake** by Joy Cowley, use unifix cubes or cutouts of cake layers to duplicate the cake colors. Discuss top/bottom and first, second, third, etc and last.

Cooking Project

After reading **The Birthday Cake** by Joy Cowley (The Wright Group), make birthday cakes with vanilla wafers and colored frosting. Let the children mix food coloring into white frosting.

They like to watch the frosting change from white to a color. Try mixing colors to make secondary colors.

Let the students choose one color for their cake and spread the frosting on the cookies.