

Topic of Study – I Am a Unique Person

Introduction to Topic

A child's world begins with self and family and gradually extends to the community in which he or she lives. Preschool teachers often include in their curriculum a topic of study focusing on self. As children explore the topic, they become aware of their unique characteristics as well as those characteristics they share with other children.

By involving children in the topic of study, **I Am a Unique Person**, they will learn more about themselves and about the other children in their classroom.

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a. The facility should have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children. See Division web-site for a list of approved curricula.

To assist your program in meeting this requirement, refer to *Developing Weekly Activity Plans for Adventures in Learning* for information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning** is an Arkansas approved curriculum.*
- *This topic of study, **I Am a Unique Person**, is important to include in the curriculum you plan. However, each child's uniqueness and developing strengths and capabilities should be a daily focus in all preschool classrooms. Everyday, each child in your care should be made to feel that "I am uniquely me."*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about themselves and their uniqueness. Carry over experiences from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they have a better understanding of the theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are three big ideas about the topic “I Am a Unique Person”

- There are some things about me that are unique: birthday, name, gender, color of skin, hair and eyes, and abilities.
- I am learning to do many things that I couldn't do before.
- I can make choices.

Materials to Collect and Make

- Pictures of children that reflect diversity, including abilities. Laminate or cover the pictures with clear, self-adhesive paper. Place strips of felt, Velcro or magnetic tape on the back of each picture.
- Sequence cards with pictures that reflect different ages of people: baby, toddler, preschool, school age, and adult
- Photos of each child at different ages (baby, toddler and current, for example)
- Children's books about the uniqueness of children:
A My Name Is Alice by Jane Bayer, illustrated by Steven Kellogg
Whoever You Are by Mem Fox, illustrated by Leslie Staub
Giraffes Can't Dance by Giles Andreae, illustrated by Guy Parker-Rees
- Felt or Magnetic Board
- Crayons that represent skin tones
- Photo and name cards for each child
- Name and photo puzzle for each child
- Unbreakable mirror in the bottom of a box with cover
- Full length safety mirror attached to wall or free standing
- Dressing boards that snap, button, zip and shoes for lacing and tying. (Purchased or teacher-made)
- Lacing people shapes. (See Attachment: [Boy and Girl Shape for Lacing](#)). Lacing cards can easily be made from vinyl place mats cut out in shapes and holes can be punched with hand hole-punch. Use shoe laces for lacing.

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.
- Dressing boards can be purchased from school supply catalogs.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about the Uniqueness of Each Child

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

To introduce the topic of “I Am a Unique Person” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group.
- Bring to the group area an unbreakable mirror safely attached to the bottom of a box which has a lid. Explain to children that there is something unique in the box. Help children understand that unique means there is only one like it in the whole world.
- Look in the box and say, “I see something very unique in this box. I am going to pass the box around and let each of you look in the box and pass it to your neighbor. Do not say what is in the box”.
- Allow each child a turn to look in the mirror in the box.
- Ask children, “Did each of you see the same thing in the box or did each of you see something unique?”
- Discuss with children that each one saw his or her unique self in the mirror and that each of us is different.
- Say, “For the next few days we’re going to be learning about our unique selves.”
- Write on chart paper, chalkboard or marker board the words “I Am a Unique Person.”
- Invite children to tell you things they already know about how each is a unique person. Suggest that children look at each other and name some ways they are different. Guide children to notice and describe physical characteristics rather than their clothing.
- Review the list with them and say, “You already know a lot of things about how each of you is unique and we’ll learn even more.”
- Now ask children what they would like to know about how each one is unique.
- Make a list of things children would like to know about their uniqueness.
- Keep the lists until you have completed the topic of study.

Teacher Note: *If there is a child in your group with a disability, discuss that this is something that is unique to the child. For example, “Kari wears glasses to help her see better.”*

What We Know about Our Uniqueness	What We Would Like to Know about Our Uniqueness	Things We Learned about Our Uniqueness

Conclusion: Finding out What Children Have Learned about the Uniqueness of Each Child

- Gather the children in a group at the conclusion of the study about the uniqueness of each child.
- Write on chart paper, chalkboard or marker board, "Things We Learned about Our Uniqueness."
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as "What are some things about each of you that is unique?" "How are you also alike?" "What are some things that you can now do that you couldn't do when you were a baby or a toddler?"
- Make a list of all the things children learned about the uniqueness of each child.
- Read the first two lists you made with the children. Then say, "Here are some new things you found out about our uniqueness" and read today's list with the children.

Teacher Note: *This method of introducing and concluding the topic is known as KWL. What do children know, what they want to know, and what did they learn.*

Reading Books with Children

Learning Goals:

SE3.1 Shows awareness of self as unique individual

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL1.2 Engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print (*book knowledge*)

EL3.2 Shows knowledge of the shapes, names and sounds of letters

SS1.1 Demonstrates positive connection to family and community (*learning community*)

Book #1: *A My Name Is Alice* by Jane Bayer, illustrated by Steven Kellogg

First Reading of *A My Name Is Alice*

- Prepare to read the book, *A My Name Is Alice*.
- Show the cover, give title, and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures)
- Repeat the title and ask each child to say his or her name.
- Read story so all children can see the pictures in the book.
- Follow up by showing each page and involving children in discussing names in the story that are familiar to them and names that they have never heard before.

Teacher Note: *While reading to the whole group, consider **not** reading the names of the animals at the bottom of the page. Save this for a small group reading. Learn the correct pronunciation for each of the unfamiliar animals. See the last page of the book for facts about less familiar creatures in the story.*

Second Reading of *A My Name Is Alice*

- Show the cover, give title, author and illustrator.
- Invite children to recall the names of some of the animals in the book. For example, Barbara and Bob.
- Read story so all children can see the pictures in the book.
- Follow up the second reading of the story by distributing individual name cards.
- Review each child's name card and call attention to the letter the name begins with.
- Reread each page and invite children to look at their name cards to see if their name begins with the letter on the page. Run your hand under the letter as you say it.
- Help each child be successful with this activity. Acknowledge children's successes by stating, "Yes, Benjamin, your name begins with a B, just like Barbara and Bob," as you run your finger under the names in the book.

Teacher Note: Repeat this reading and follow up activity at a later time if children appear interested. This is also appropriate as a small group activity.

Third Reading of *A My Name Is Alice* (Small Group)

- Gather a small group of children, three to five.
- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Review this small group reading by inviting children to name the animals that they know on each page.
- Introduce the unfamiliar animals to the children and invite them to say the names with you.

Teacher Note: Allow each child in the classroom an opportunity to participate in this small group activity.

Fourth Reading of *A My Name Is Alice* (Small Group)

- Gather a small group of children, three to five
- Show the cover, give title, author and illustrator
- Read the story so all children can see the pictures in the book.
- Review this small group reading by showing pages, especially those that represent the first letter in the name of each child that is in the group.
- Call attention to the featured letter and say, "This is a D. Daniel, can you find another letter that looks like this one?" Help the child locate the D in Doris, Dave and Denmark.
- Help each child be successful with this activity.

Teacher Note: Allow each child in the classroom an opportunity to participate in this small group activity.

Book #2: *Whoever You Are* by Mem Fox, illustrated by Leslie Staub**First Reading of *Whoever You Are***

- Prepare to read the book, *Whoever You Are*.
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the children on the cover and discuss how they are alike (all have same body parts, for example) and how they are different (different color of skin, eyes and hair, for example).
- Read story so all children can see the pictures in the book.
- Follow up by showing the pages that present differences (skin, homes, schools, land, lives, words).
- Invite children to look at illustrations and discuss the differences they can see.

Second Reading of *Whoever You Are*

- Prepare to read the book, *Whoever You Are*.
- Show cover, invite children to recall the title, give author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages where likenesses are presented (hearts, smiles, laughs, hurts, cry, joys, love, pain, blood)
- Invite children to look at the illustrations and discuss the likenesses. Encourage them to discuss that they all smile, laugh, hurt and cry, for example.

Book #3: *Giraffes Can't Dance* by Giles Andreae, illustrated by Guy Parker-Rees

First Reading of *Giraffes Can't Dance*

- Prepare to read the book, *Giraffes Can't Dance*
- Invite children to tell you what they know about giraffes. Ask questions such as, "*Have you ever seen a giraffe?*" "*Where did you see a giraffe?*" "*What are some things you noticed about the giraffe?*" "*How tall do you think a giraffe might be?*"
- Show cover, give title, author and illustrator. (Explain that author is person who writes the book and the illustrator is the person who draws the pictures)
- Ask children if they think giraffes can or can't dance and to explain their answers.
- Read book with children sitting so all can see the pictures.
- Follow up with questions such as, "*Were you right?*" "*Could Gerald the giraffe dance?*" "*What music did Gerald dance to?*" "*How do you think Gerald felt when the other animals called him clumsy and weird?*" "*How do you think Gerald felt when he danced and the animals said, 'Gerald's the best dancer that we've ever seen'?*"

Second Reading of *Giraffes Can't Dance*

- Prepare to read the book, *Giraffes Can't Dance*.
- Show cover and ask children to recall the title. Give the author and illustrator.
- Follow up the second reading by showing each page and having children tell the story by looking at the pictures.

Third Reading of *Giraffes Can't Dance* (Small Group)

- Gather a small group, three to five children
- Prepare to read the book, *Giraffes Can't Dance*
- Invite children to recall the title. Give author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the third reading by pausing at the end of a line and inviting children to fill in the missing word. For example, read, "Gerald was a tall giraffe whose neck was long and _____(slim). But his knees were awfully crooked and his legs were rather _____ (thin). Run your hands under the words as you read the story.

Teacher Note: *The process of pausing and allowing children to fill in the missing word is called the cloze technique.*

Additional Books

ABC I Like Me! by Nancy Carlson

All By Myself by Alike

I Like Me! by Nancy Carlson

Jake at Gymnastics by Rachel Isadora

People by Peter Spier

Quick as a Cricket by Audrey Wood, illustrated by Don Wood

Titch by Pat Hutchins

Language and Literacy Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language

CA1.1 Explores through listening, singing, creating and moving to music

The Giraffe

I went walking one sunny day
And guess what I saw coming my way?

I saw an animal walking toward me
Eating the leaves off the top of a tree.

He had the longest neck I've ever seen
As he ate the leaves that were so very green.

This animal I saw was really quite tall
With legs so thin I thought he might fall.

This strange looking animal was a sight to behold.
This very tall animal was a giraffe, I'm told.

-Dot Brown

Teacher Note: Say this poem with the children as an introduction to a reading of the story, *Giraffes Can't Dance*.

I Am Mary

(Sing to tune of "Are You Sleeping?")

I am Mary, I am Mary.
Yes, I am. Yes, I am.
Yes, my name is Mary,
Yes, my name is Mary.
Here I am. Here I am.

Teacher Note: Substitute each child's name for Mary as you sing the song.

Growing

(Suit actions to words)

When I was a baby, I was so small.
I could not speak a word at all.
I could not sing, I could not talk.
I could not crawl, I could not walk.

Now look at me, I grew and grew.
Now that I'm (age), here's some things I can do,
I learned to crawl, and then to walk.
I learned to sing and learned to talk.

When I was a baby, I was so small,
Now that I'm (age) I am so tall.
I'll keep on growing and learning things new.
What exciting things I'll learn to do.

Teacher Note: *Involve children in discussing the new things they think they will learn and do as they reach the next age; five for example.*

Learning Goals:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotional expression*)

SE3.1 Shows awareness of self as unique individual

SE3.2 Demonstrates competence and confidence

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: A Story about Me

- Create a book for each child. (See Attachment: "[A Story About Me](#)")
- Involve children in developing their books during the following topics of study: **I Am a Unique Person, I Have an Amazing Body, I Use my Senses to Learn about Things in My Environment, and I Have Feelings and Emotions.**
- Involve children in adding to the book as different activities are completed during the four topics of study that are identified.
- Add to the "I Can Do It" page as children accomplish the different tasks. Include dates that child accomplishes each task, either with help or independently.

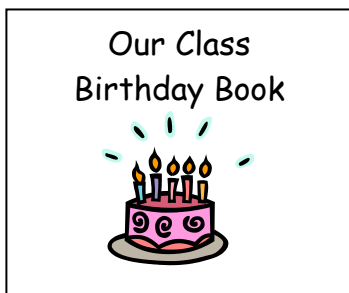
Learning Goals:

SE3.1 Shows awareness of self as unique individual (*sense of identity*)

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Class Birthday Book

- Create a class birthday book. Allow one page for each child. Suggested page size is 8½ X 11”.
- Involve each child in completing his or her page.
- Make a cover for the book.
- Consider using rings to put the cover and the pages together.
- Read the book with the children at least once per week.



Learning Goals:

SE3.1 Shows awareness of self as unique individual (*characteristics of self and others*)

ST1.1 Engages in scientific process to collect, analyze and communicate information (*observation*)

Activity: I Spy a Unique Person

- Include this activity with either a small or large group of children.
- Begin to describe a child in the group by saying: "I spy a very special person. I want you to listen as I describe that person and guess who it is."
- Describe characteristics such as gender, age, color and length of hair and how it is styled, color of eyes, things the child likes to do, and other characteristics that are unique to that child. Encourage the children to look at each other as the person is being described.

Teacher Note: *Describe clothing only if children are unable to guess who it is by the characteristics you describe. The purpose of the activity is to focus on the child.*

Learning Goals:

SE3.1 Shows awareness of self as unique individual

PH2.1 Demonstrates fine motor strength, control and coordination (*hand-eye coordination*)

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Photo and Name Puzzle (Small Group Activity)

- Gather a small group, from four to six children.
- Place on the table the two piece photo and name puzzle pieces for the children in the group.
- Invite children to match their photo to their name.
- Allow the children to play with the puzzles independently. Observe to see if they match other children's names and photos.

Teacher Note: *Make a photo name puzzle for each child using card stock or a large index card. Make the puzzles self-correcting by making each cut different for each child's puzzle. Cut between the name and the photo.*

Store four to six puzzles in a clear, self-closing bag and allow children to use on their own.

Learning Goals:

EL3.1 Responds to features of books and print (*print knowledge*)

EL3.2 Shows knowledge of shapes, names and sounds of letters

Activity: My Name Is

- Have alphabet cards that represent the first letters of each child's name.
- Provide each child with his or her name card.
- Hold up a card and say, "B my name is..." and invite children to look at their name cards to see if the first letter in their name matches the letter you are holding up.
- Help each child be successful with this activity.
- Acknowledge their efforts and successes. For example, say "Yes, Benjamin. B your name is Benjamin."

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*characteristics of self and others*)

EL3.1 Responds to features of books and print (*print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity

Activity: What Color Are My Eyes?

- Create a chart to graph eye color of the children in the classroom.
- Bring a hand-held mirror to group time and have each child look in the mirror and say color of eyes.

Our Eye Color

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	<input type="text" value="Brown"/>	<input type="text" value="Green"/>	<input type="text" value="Blue"/>

- Write a summary story and read it with the children.

Our Eye Color

Five children have brown eyes. Three children have green eyes. Four children have blue eyes.

- Insert the information about each child's eye color into that child's "A Story About Me" book.

Activity: What Color Is My Hair?

- Create a chart to graph hair color of the children in the classroom.
- Bring a hand-held mirror to group time and have each child look in the mirror and say color of hair.

Our Hair Color

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Brown	Black	Blonde

- Write a summary story and read it with the children.

Our Hair Color

Five children have brown hair. Three children have black hair. Four children have blonde hair.

- Insert the information about each child's eye color into that child's "A Story about Me" book.

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*sense of identity*)

EL3.1 Responds to features of books and print (*print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity

MT2.1 Uses classification and patterning skills (*classification*)

Activity: How Many Boys and How Many Girls?

- Ask a boy to start one line and a girl to start another line. State that this line is for boys and this one is for girls.
- Invite children to stand in correct line.
- Involve children in counting the number of boys in one line and the number of girls in the other.
- Discuss with children which line has the most and which has the least.
- Write a summary story of the experience and read it with the children.

Our Class

We have eight girls in our class. We have twelve boys in our class. There are more boys than girls in our class.

Food/Nutrition Experience

Learning Goals:

PH2.1 Demonstrates fine motor strength, control and coordination (*hand-eye coordination*)

PH2.2 Adjusts grasp and coordination to use tools (*utensils*)

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices (*exploration of food experiences*)

Activity: Spreading Butter

- Introduce food/nutrition experiences with a simple task such as spreading butter on toast or on crackers.
- Provide each child with a table knife, a small plate, a piece of toast or crackers, and a small amount of butter.
- Invite children to spread the butter on the toast or crackers.
- Serve with milk or juice.

Teacher Note: *Allow the children to do as much of the food experience as possible.*

Teacher Note: *Teachers and children should always wash hands before participating in a food experience.*

Movement/Physical Education

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*sense of identity*)

PH2.1 Demonstrates fine motor strength, control and coordination (*grasp & manipulation*)

Activity: Beanbag Name Game

- Invite children to hold hands and form a circle, drop hands and sit down.
- Sit in the circle with the children holding a beanbag in your hand.
- Say, "Hello, my name is (teacher's name)," and hand the beanbag to the child on your right.
- Invite the child with the beanbag to say his or her name and hand the beanbag to the next child.
- Continue around the circle until the beanbag gets back to you.

Learning Goal:

PH1.3 Demonstrates gross motor manipulative skill (*throwing*)

Activity: Beanbag Toss

- Follow up the Beanbag Name Game with Beanbag Toss.
- Place a basket on the floor.
- Create a line on the floor with masking tape or a piece of rope or yarn.
- Allow each child a turn to toss two or three beanbags into the basket.
- Help each child be successful.

Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

However, there will also be activities included and these will have specific learning goals.

Art Center

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*characteristics of self and others*)

PH2.1 Demonstrates fine motor strength, control and coordination

PH2.2 Adjusts grasp and coordination to use tools (*writing and drawing tools, scissors*)

EL3.1 Responds to features of books and print (*print knowledge*)

SS1.1 Demonstrates positive connection to family and community (*family & cultural identity*)

Activity: Skin Tone Crayons

- Add crayons that are skin tone.
- Call children's attention to the crayons and suggest that they locate a crayon that best matches the color of their skin.

Activity: Body Drawing

- Provide strips of paper that are large enough to trace around each child's body.
- Place paper on floor and have children, one at a time, lie on their backs on the paper.
- Trace around each child's body outline.
- Provide a full length mirror and encourage children to look at themselves. Suggest that they look at the color of their skin, hair and eyes, and at the clothing they are wearing.
- Suggest that children fill in their features and clothing using markers, crayons, and tempera paint. Be sure to include skin tone colors.
- Provide yarn, large buttons and fabric scraps for children who have had experience with making collages.
- Allow this project to take place over several days.
- Suggest that children write their name or you can write it on their body drawing.
- Invite children to dictate something about themselves as you write it under their body drawing.
- Display the body drawings in the classroom.
- Invite families to view the displays.

Teacher Note: *Consider adding this body drawing to the child's portfolio. Repeat the process in six months and allow children to compare their body drawings and notice the changes in their size. Their creative art ability may have also changed.*

Activity: Self-portrait

- Invite children to draw a self-portrait for their book, "**A Story about Me.**"
- Involve children in adding the self-portrait to their book.

Learning Goals:**PH2.1 Demonstrates fine motor strength, control and coordination** (*hand-eye coordination*)**PH2.2 Adjusts grasp and coordination to use tools** (*scissors*)**MT2.1 Uses classification and patterning skills** (*classification*)**Activity: People Mural**

- Post a large sheet of butcher paper on the wall.
- Divide the paper into three sections. Label each section as follows: Babies, Children and Adults.
- Involve children in selecting one picture to represent each section of the paper and glue it to the appropriate section of the paper.
- Provide magazines that include pictures of people of different ages.
- Suggest that children cut pictures from the magazines and add them to the appropriate section of the mural.
- Allow children to add to this mural for the entire week.

Block Center

- Add to the block center small people figures that reflect diversity.

Library/Book Corner

- Add books about the uniqueness of each child.
- Add pictures of children that reflect diversity; pictures that have been laminated or covered with clear, self-adhesive paper and to which Velcro, felt or magnet strips have been added to the back.
- Add a felt or magnetic board.

Home Living/Dramatic Play

- Add both male and female dress up clothes and accessories. Provide clothes that children can put on by themselves and that have large buttons.
- Allow children to dress up in the clothes of their choice

Teacher Note: *Add only enough clothes to accommodate the number of children allowed in the center. Demonstrate for children the proper way to put away the items when they have finished playing with them. This means that there must be adequate storage for the clothing items. Rotate items as children's interests change.*

Teacher Note: *Provide dress up clothes that are safe. For example, make sure dresses are a length to not cause tripping and shoes have low heels.*

Learning Goal:**PH2.1 Demonstrates fine motor strength, control and coordination****Manipulatives**

- Add the dressing boards. Demonstrate skills such as snapping and describe what you are doing. Observe children as they use them and make notes of the skills that children accomplish. Help children to be successful. Encourage children to focus on one skill at a time.
- Add the lacing people shapes and shoe laces. Introduce the children to the shapes and laces. Demonstrate how to lace around the cards.

Teacher Notes:

- *Children may lace in many different ways and directions. Accept all efforts. The process is more important than the product.*
- *Encourage children to pull the laces out when they have completed lacing around the shape so it will be ready for the next person.*

Science/Discovery

Learning Goal:

MT3.1 Participates in exploratory measurement activities and compares objects (*seriation*)

- Add the sequence cards, from baby to adult, to the science/discovery center.
- Invite children to put the cards in order and discuss why they sequenced the cards as they did.

Quiet Corner

Learning Goal:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.

Transition Times

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*sense of identity, preferences*)

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

SS1.1 Demonstrates positive connection to family and community (*learning community*)

Jack Be Nimble

- Place a block in the middle of the circle.
- Chant the following:
(Child's name) be nimble,
(Child's name) be quick.
(Child' name) jump over the candlestick.
- Child transitions to next activity.

Name Cards with Photos

- Have name cards with photos
- Show a name card and ask children to identify the child by name.
- Child transitions to next activity

Five More Minutes Till Clean Up Time (Sing to tune of Mary Had A Little Lamb)

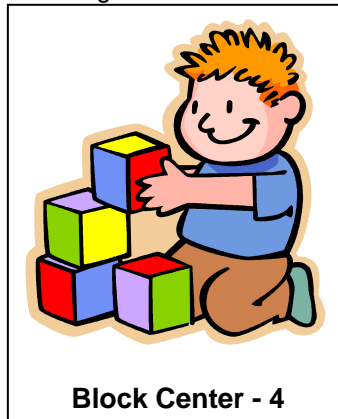
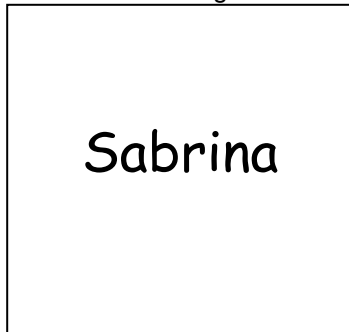
- Give children advance notice of clean up time so that they can begin to complete their play activities.
- Sing this song as a way to give children notice:
“ Five more minutes till clean up time,
Clean up time, clean up time.
Five more minutes till clean up time.
Then we'll clean up our room.”

This Is the Way We Clean Up Our Room (Sing to tune of Mulberry Bush)

- Begin to sing, "This is the way we clean up our room" when it is time for children to put away toys.
- Include specific directions in the song. For example, sing, "This is the way we put blocks on the shelf." "This is the way we fold/hang up the clothes." "This is the way we put up the puzzles." "This is the way we put books on the shelf."
- Create words for the song that fit the situation.

Learning Center Cards

- Make a set of cards representing each of the learning centers you have available for children during the time they select where to play. For example, make a card on which you write "Art Center" and add a picture of crayons and markers, a card on which you write "Block Center" and add a picture of one of the types of blocks you have available. On each card write the number of children who can be in that center. For example, if four children can play in the block center, write the numeral 4 on that card.
- Show each card to the children, discuss with them the name of the center and some of the materials they will find there, and the number of children who can play in that center at one time.
- Turn the cards face up on the floor as children are preparing to go from group time to learning center time.
- Show a child's name card and help the child recognize his or her name card. Invite the child to select a center card. Help the child name the center and discuss what he or she might do in the center.
- Ask the child to go to the selected center.
- Remove a learning center card when the designated number of children have selected that center.



Teacher Note: *Have a fair system for allowing children to select a center. For example, have the children's name cards in the same order each day. When the first child has selected a learning center, put that child's name card last in the stack.*

Family Connection and Engagement

Send home a note to parents stating for the next few days the children will be learning about themselves and how they are unique. Suggest some ways families can be involved in the topic of study:

- Send photos of their child as an infant, a toddler (18 months to 36 months), and a current photo.
- Include the titles and authors of some of the children's books about the uniqueness of children. Suggest that they look for these books in the local library, check them out and read them with their child.
- Ask families to share with you how they chose the name they did for their child.
- Share with families their child's book, "**A Story about Me**".
- Invite families to look at their child's body drawing. Explain to them that you will keep the drawing in their child's portfolio and add another one in six months that will show how much child has grown.
- Send home The Family Connection Activity #1B sheet, page 17, and ask that families complete and return it to you.

THE FAMILY CONNECTION

Activity #1B

“I Can Do It”

Dear Families,

In our classroom, children can do many things for themselves. We say the children are “acting independently.” We thought you might like to know some of the things your child does in our classroom, either with help or independently.

_____ can:	With help	Independently	No opportunity to observe
-----wash hands			
-----use the toilet			
-----zip and unzip			
-----snap			
-----button			
-----put on coat			
-----tie shoe laces			
-----help set table for snack and meals			
-----rest quietly on cot/mat			
-----fold covers after rest time			
-----use tissue to blow nose			
-----help put away toys			
-----other (list) _____			

Join us in helping your child “act independently.” It sometimes takes a little more time for children to be independent and it takes a lot of patience. It’s worth it. The children are so proud when they can say “I did it all by myself!”

We’d like to hear from you. What are some things your child does at home that we do not know about?

Sincerely,

_____ signature

Date: _____