

# LL76

## Library



# The “Me” Book

## What You Do

**Materials:** photos of the child and his or her family; work samples; photo album or bookmaking materials (e.g., cardboard or card stock for the book cover, blank paper); pencils, crayons, or markers; large, nontoxic ink pads or nontoxic paint and shallow tray; bookbinding supplies (e.g., hole punch and yarn or metal rings)

Prepare each child's book by asking family members to share photos of themselves, the child, other family members, pets, and the child's home. Affix the photos and work samples to each page of the book.

1. **Show the children their books of photos. Encourage them to create book covers by drawing self-portraits and writing their names on the front of the books.**

“This is a book all about you. Can you draw a picture of yourself on the cover of the book?”

2. **Demonstrate how to press your hand onto a large, nontoxic inkpad and then firmly press your hand onto a sheet of paper. Invite the children to make their handprints on sheets of paper to include in their books. Invite them to include their footprints in the book as well. Support them as they press the inkpad onto the bottom of their feet or place their feet into a shallow tray of paint and step onto sheets of paper.**

“Look what happens when we put your hand on the paper. It made a handprint that looks just like your hand. Now we can put that in your book!”

3. **Invite the children to add labels and descriptions to the images in the book.**

“Can you write a little bit about each picture on each page? You can write who is in the picture or what is happening.”

4. **Make the book available for the children to access independently. Offer the book during quiet times or when a child appears to need some reassurance about seeing her family.**

### Primary Objective 19

#### Demonstrates writing skills

b. Writes to convey ideas and information

Related Objectives: 2a, 7b, 11a, 15c, 16a, 16b, 17b, 19a, 19c, 29

### Including All Children

- Print words that the child would like to include in his book for him to copy.
- Use high-contrast photos.
- Create books with large, thick pages that are easy to grip.
- Add lines or caption boxes to the pages.
- Point to people and items in the book as you say the name in English. Invite the child to name what you are pointing to in his home language.\*\*
- Provide writing samples in English as well as the child's home language.\*\*

## Teaching Sequence

YELLOW	Invite the child to write on each page of his book. Describe the marks the child makes. “This is the cover of your book. Can you write your name on the cover? You made a big line on the cover!”
YELLOW	Ask the child to explain what her scribbles and marks mean. Record her words and read them back to her. “What did you write next to this picture of you with your cat? Oh, you wrote your cat's name, Milly.”
GREEN	
GREEN	Point out the mock letters or letter strings you notice in the child's writing. Ask her to read you what she wrote. Record her words and read them back to her.
BLUE	“I see three <i>m</i> 's in this word. See, <i>m, m, m</i> . What other letters did you write?” “Can you read what you wrote on this page to me?”
BLUE	Repeat the word slowly while the child is writing and encourage him to listen to the sounds that make up the word. “You said this was a picture of your mom baking cookies. What sounds do you hear in ‘mom?’ Let's say it slowly together.”
PURPLE	
PURPLE	Invite the child to read you the messages he added to his book. “I see that you wrote on almost every page of your book. Can you read me what you wrote?”

### Questions to Guide Your Observations

- What ideas or messages did the child convey in her writing? (19b)
- How did the child hold the writing utensil as he wrote in his book? (7b)
- What information did the child include in his book about himself? (29)

### Related LearningGames®

- 152. My Family

## Objective 14

Uses symbols and images to represent something not present

b. Engages in sociodramatic play

Related Objectives: 2b, 4, 8a, 26, 36

## What You Do

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### 1. Invite the children to act out the following story with you.

The happy giant walks with his big, giant feet. *Boom, boom, boom, boom*

He walks over the grassy hill. *Swish, swish, swish*

He walks through the deep river. *Splash, splash*

When he finally reaches his big, giant cottage, he opens the big, creaky door, *Cre-e-e-a-k*

and the happy giant is happy because he sees his big family smiling at him.

- **Ask the children to think of different obstacles the giant can travel through, under, around, and over.**
- **Invite the children to think of different creatures, e.g., a small mouse, a fast rabbit, or a bouncy kangaroo, and act out how they would sound going different places.**
- **Adapt the story to reflect the current study topic, e.g., going up a tall *tree*, zipping up his tall *jacket*, the giant bakes a loaf of *bread*, the giant does *calisthenics*, etc.**
- **Invite children to create props for the story using materials from the classroom.**
- **Use this activity outdoors and include movements such as leaping, spinning, balancing along a line, etc.**