

**CHAPTER 3**  
**ME AND MYSELF**

---



---

<b>DAY 1</b>	<b>MY NAME AND AGE</b>
<b>DAY 2</b>	<b>PARTS OF MY BODY</b>
<b>DAY 3</b>	<b>THINGS MY BODY CAN DO</b>
<b>DAY 4</b>	<b>FACIAL EXPRESSIONS</b>
<b>DAY 5</b>	<b>MY SENSES</b>
<b>DAY 6</b>	<b>CLOTHES WE WEAR</b>

In this chapter the child will learn his name and age and will have the opportunity to explore the many things that he can do with his body, both in play and in everyday experiences.

## DAY 1 MY NAME AND AGE

---

### MATERIALS

Tape recorder and tape  
Plain paper, glue

**Snack:** pretzels or cookie  
dough

### PROJECTS

**Growth Chart:** commercial or homemade (48" x 5" strip of newsprint, paper measuring tape, glue) growth chart

**Birthday Cake:** pattern for each child cut from white construction paper, paper candles, crayons

**Name Plates:** white construction paper, crayons

---

In advance, make a tape recording reciting lots of different children's names. When your child hears his name, he should stand up. Then have the recording give directions of something to do after hearing his name: "John, march around," or "Jennifer, jump up and down," etc. Have him follow the directions.



If he isn't already doing it, now is a good time for him to learn to write his name. Start by writing the child's name in large letters, both upper and lower case. Have him trace the letters several times. Then have him practice writing each letter individually. (It's more fun if the child can use a different colored crayon for each letter.)

Talk about what "birthday" means, and how we measure his age. Ask him, "How old are you?" and help him respond.

Show pictures of the child at different ages. Kids always love to talk about themselves as babies.

Help the child tell a story about himself: "Once upon a time, there was a little boy/girl named \_\_\_\_\_, who was \_\_\_\_\_ years old," etc. Help him include facts about himself, and the things he like to do. Sometimes, it helps for you to tell a story about the child first, so he understands the idea.

---



**A Birthday for Frances**, Russell Hoban  
**Big Beds, Little Beds**, Dorothy Z. Seymour  
**Big, Bigger, Biggest**, Edward Dolch  
**I'm Glad to be Me**, P.K. Hallinan  
**The Birthday Party**, Ruth Krauss

---

### Happy Birthday Song



Happy Birthday to you.  
Happy Birthday to you.  
Happy Birthday dear \_\_\_\_\_ (Say child's name)  
Happy Birthday to you.

This might be a fun time to play marching music. Ask the child to hop, skip, or jump to the music, according to his name and age—a three-year-old, a four-year-old, anyone named Melissa, etc. Of course, if you just have one child doing this, he will think it's funny having you name other names besides his own.

---

## A Birthday Cake

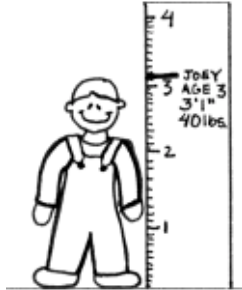


Today is (child's name) birthday.  
Let's make her (or him) a cake.  
We'll stir it and mix it  
And then it can bake.  
Here's our cake, it looks so nice.  
The frosting we'll put on  
And sing a birthday song

(show stirring)  
(place cake in oven)  
(make circle with arms)  
(pretend to frost cake)  
(pretend to blow out candles)

---

## Growth Chart



Measure the child on a growth chart on the wall. This can be ready-made or homemade. To make one, cut a strip of newsprint, 48" by 5" and glue a paper measuring tape along one side. This can be decorated as desired. Weigh him, too. Write this information by his height and mark the date. This is a fun activity to repeat a number of times throughout the year.

## Birthday Cake Card



Make a birthday cake card for the child out of white construction paper. Put name, age, height, and weight on it. Have the child color the candles (put the correct number for each age), cut each out separately and glue on the cake. Display this in the child's room.

## Name Plates



Let the child color in the letters of his name on a piece of white paper. Then he can place the sign by different things in the house that are his. (You can make a number of these, and they can be taped to different belongings for a day or two.)

---



Help the child make his initials out of pretzel or cookie dough (recipes in Appendix). He can make some for the whole family if you would like.

## DAY 2

### PARTS OF MY BODY

---

#### MATERIALS

Doll  
Pictures of body parts (drawn or cut from magazine)  
Flannel board or large piece of cardboard to display pictures  
Magnifying glass

#### PROJECTS

**Fingerprint Art:** blank sheets of paper, ink pad  
**Paper Child Puzzle:** large sheets of butcher paper, crayons,  
**Snack:** gingerbread men cookies

---

Begin by describing the child's physical characteristics and letting the child guess who it is. Talk about the color of his eyes and hair, height, clothes, etc. If you have several children, this can be repeated with all of them.



Ask what a "body" is. Help him understand that it's everything from head to toe.

Put pictures of parts of the body on a board or flannel board. Ask him what they are.

Show him a doll. Have him name each part of your body as you point to it. Then have him do so on his own body. This is easier for him the first time if you go from head to toe: head, hair, eyes, nose, ears, mouth, chin, neck, shoulders, etc. Then repeat, calling out different parts at random.

Draw a stick figure, leaving off the head. Ask what is missing. Repeat several times, leaving off different parts.

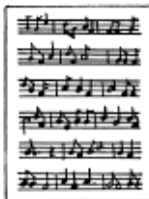
Have him look at his fingerprints through a magnifying glass. Talk about the fact that everyone has different fingerprints which make him special.

---



**About Me,** Jane Moncure  
**The Foot Book,** Dr. Seuss  
**The Shape of Me and Other Stuff,** Dr. Seuss  
**The Very Little Boy,** Phyllis Krasilovsky  
**Tiny Toes,** Donna Jakob

---



#### Head, Shoulders, Knees, and Toes (music in Appendix)

(Point to each body part as you sing about it)  
Head, shoulders, knees, and toes.  
Knees and toes, knees, and toes.  
Head, shoulders, knees, and toes,  
Eyes, ears, mouth, and nose.



#### Pointing

Point to your head. Now point to your nose.  
Point to your knees. Then point to your toes.  
Point to your leg. Now point to your eye.  
Point to your elbow and then to your thigh.

## Harry and Chester

Hello Harry (point to hair)  
How's Chester (point to chest)  
He just got back from the front. (point to back, then front)  
His feet were needed in the Army. (point to feet, knees, then arms)  
Hip, hip, hooray!! (hands on hips then raise in air)

## Your Hands



Open, shut him; open, shut him;  
Give a little clap.  
Open, shut him; open, shut him;  
Lay him in your lap.  
Creep him, creep him way up to your chin!  
Open wide your mouth but do not let him in.

## Me

Ten little fingers (Hold up fingers)  
Ten little toes (Point to toes)  
Two little ears (Point to ears)  
And one little nose. (Point to nose)  
Two little eyes (Point to eyes)  
One mouth (Point to mouth)  
And a chin (Point to chin)  
It's a big secret, But I'll let you in.  
It's me!! (Point to whole body)



## Fingerprint Art

Use an ink pad, including different colors of ink if desired, and blank sheets of paper. To help the child avoid getting the ink from his fingers all over, you can moisten a cotton ball with nail polish remover, so his fingers can be wiped off immediately after stamping the pad. Let him make shapes or designs. You can draw in features as shown, creating an ant, turtle, owl, mouse, bee, frog, etc.



## Child Puzzle

Draw around the child on butcher paper. Have the child color in his face and the clothes he is wearing. Display it for the rest of the chapter. Or cut into a puzzle and let the child put it together.



Make gingerbread men cookies and decorate them.

## DAY 3

### THINGS MY BODY CAN DO

---

#### MATERIALS

Pictures of people cut from magazines, especially children, doing things  
**Snack:** taffy, cookies, vegetables

#### PROJECTS

**Body Collage:** white paper, pictures of body parts, glue, white paper, pictures of people doing things, or drawn stick figures  
**Daily Activity Booklet:** 4" x 11" strip of paper, marker, crayons  
**Mirror:** Cardboard, aluminum foil or dime store mirror, glue, pen

---

Show pictures from magazines or books of a child "doing things." Ask what the child is doing in each picture. Ask what part or parts of his body he is using for each activity.



Have the child do movements with his body. Then ask him what part of his body he is using. For instance: "Jump up and down. Now what are you using?" (Your legs). Try having the child can swing his arms, wiggle his fingers, and nod his head.

Play "What do we do with it?" We hear with our \_\_\_\_\_; we see with our \_\_\_\_\_; we chew with our \_\_\_\_\_; etc. Repeat using incorrect statements, for example, "We smell with our feet," and let him correct you.

Ask him to name the things he can do by himself, such as wash his hands, brush his teeth, pick up toys, etc.

Help him notice the parts of our bodies that help us move—our joints (elbows, knees, wrists, knuckles, ankles, shoulders).

---



**Hop, Skip and Jump Book**, Jack Kent  
**I Can, Can You?**, Ada Litchfield  
**Is It Hard, Is It Easy**, Mary M. Greer  
**The Run, Jump, Bump Book**, Robert Brooks  
**The Running, Jumping Throwing, Sliding, Racing, Climbing Book**, Oscar Weigle

---

#### Mirror



Make a "mirror" out of cardboard for the child. The "face" can be made by gluing in aluminum foil or having the child draw his own face. On the handle of the mirror you can write his name and age, or the list of things the child told you earlier that he can do by himself. This little poem can be put on the other side:

"When I look in the mirror, what do I see?  
A smiling face looking back at me.  
That face looks so nice,  
Now who could it be?  
Well, what do you know?  
That face must be me!"



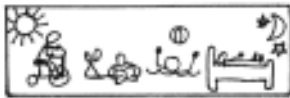
### **Body Collage**

Make a collage of body-part pictures cut from magazines. This can include eyes, noses, ears, mouths, arms, hands, legs, etc.



### **Body Booklet**

Have the child make a little booklet with pictures of people (preferably boys and girls) running, throwing, sleeping, etc. He can use the pictures from the introduction or you can draw stick figures that they can color. (See Chapter 2, Teaching Aids, for basic booklet instructions.)



### **Daily Activity Booklet**

Cut a strip of paper, 4" x 11". Make a small chart with the sun on one side and the moon on the other. Draw little stick figures of what the child tells you they do during the day. Have the child color it.

Have the child make taffy (recipe in Appendix) and talk about using his arms and hands to pull and stretch it.



Make cookies and let the child roll out the dough. Talk about how he uses his hands and arms to do this.

Make a vegetable tray. The child can help peel the carrots and cucumbers if you hold his hand as he holds a vegetable peeler. If you make a dip to use, he can shake it or stir it for you.

## DAY 4

### FACIAL EXPRESSIONS

---

#### MATERIALS

Mirror  
Pictures cut from magazines  
or drawn of different objects  
Tape recorder (optional)

#### PROJECTS

**Happy-Frowny Face:** paper plate, marker  
**Face Game:** cardboard, marker, pencil  
**Snack:** sugar cookie faces

---

Have the child look in a mirror. (Give him a hand mirror or have him stand in front of a bathroom mirror or some other large mirror.) Ask him to look surprised, angry, happy, sad, etc.



Still in front of the mirror, show pictures of different things. Let the child show on his face how each picture makes him feel, such as a birthday cake, a present, a rainy day, or a dog.

Make a list drawing a happy face on one side and a sad face on the other. Ask the child to think of things that make him happy. Then think of things that make him sad.

Use a tape recorder to play back crying, yelling, laughing, giggling, and other vocal sounds. Have the child name the emotion that he hears. Then you name an emotion, and record the child making that sound. Let him hear himself. (If you don't have a tape recorder, you can make the sounds at first, and then let the child make them.)

---



**Alexander and the Terrible, Horrible, No Good, Very Bad Day,**  
Judith Viorst  
**Where the Wild Things Are,** Maurice Sendak

---

#### If You're Happy and You Know It



If you're happy and you know it, make a grin,  
If you're happy and you know it, make a grin,  
If you're happy and you know it,  
Then your face will surely show it,  
If you're happy and you know it make a grin.

(Repeat with other verses:  
"If you're sad and you know it, make a frown."  
"If you're sleepy and you know it, make a yawn."  
"If you're angry and you know it, make a scowl," etc.)

---





### Happy-Frowny Face

Make a happy-frowny face (see illustration) for the child on a paper plate. Cut out eye holes in the middle. Let the child dance around, changing the face and his actions accordingly.



### Face Game

Have the child make and color a “Face Game” to play. Cut out a hexagon and have the child color in six faces. Insert a short pencil through the center. Spin it like a top and take turns imitating the facial expression shown when it stops.



Bake already prepared, round sugar cookies (recipe in Appendix) or use refrigerator cookie dough available in the dairy section of your grocery store. Let the child frost them and put different faces on them with cinnamon candies or raisins.

Spread peanut butter on a cracker. Add a face with raisins, peanuts, etc.

## DAY 5

### OUR SENSES

---

#### MATERIALS

Boxes or bags  
Pictures of ear, nose, mouth,  
hand, eye  
Tape recording of different sounds

#### PROJECTS

**Face Plate:** paper plate, glue, pictures of facial features  
**Senses Game:** index cards, marker or crayon

---

Show picture of ears, a nose, a mouth, hands, and eyes. Let the child talk about what each can do.

Mark little bags or boxes with the names of the various senses. Fill each with some of the items listed or add your own. These should be prepared ahead of time for each sense. Blindfold the child (except for the “eyes” bag), and let him guess what is in each bag. If he doesn’t want to be blindfolded, he can just close his eyes.



**Hearing:** Rattle, bell, watch or clock, whistle, aluminum foil to crush or rattle, radio, silverware, seeds or beans in a box to shake.

**Smell:** Orange, banana, a match after the flame has been blown out, ammonia, perfume, flower, pine (candle or scent).

**Taste:** Apple, peppermint candy, cracker, peanut butter, jelly, licorice, lemon, pickle, salt, sugar, ice cream or something cold, cocoa or something warm.

**Touch:** Piece of cloth, round rubber ball, sand, sticky tape, ice, sandpaper, glass surface (mirror or bottle), shell, broom straw, feather, piece of fruit (orange, apple, banana).

**Sight:** Picture of a rainbow or butterfly, things to view through a piece of colored glass or colored cellophane, a magnifying glass to look at his skin, kaleidoscope.

Tape record sounds and see if he can name what he hears: running water, emptying ice from an ice tray, opening the refrigerator door, the door bell, etc.

---



**Do You Know What I Know?**, Helen Borton  
**Five Senses**, Tasha Tudor  
**Hailstones and Halibut Bones**, Mary O’Neill  
**If You Listen**, Charlotte Zolotow  
**Listen! Listen!**, Ylla

---

## My Senses



(Point to each part as you talk about it).

My tongue can taste.

My eyes can see.

My nose can smell wherever I may be.

My fingers touch.

My ears can hear.

My body lets me know about whatever may appear.

---



## Face Plate

Have the child glue pictures cut from magazines of eyes, ears, nose, and mouth onto a round circle face or paper plate putting them where they belong.



## Senses Game

Cut plain index cards in half and draw eyes, ears, noses, mouths and hands on different cards. Have the child color them. He can then play a game by drawing a card and naming something that he can see, smell, etc., with that sense.

---



Let the child eat some of the food that he has previously tasted or smelled.

## DAY 6 CLOTHES WE WEAR

---

### MATERIALS

Pictures of different articles of clothing  
Clothing in garbage bag or box

### PROJECTS

**Paper Dolls:** construction paper, crayons, glue, fabric  
**Snack:** cookies

---

Show pictures of different articles of clothing. Have the child name each one. (Catalogs are great sources for these.)

Pull clothing out of a large bag and let the child put each piece on. This is especially fun if you put in Daddy's big boots, a costume clown hat, Mommy's gloves or other articles of clothing he wouldn't ordinarily wear.



Talk about the different kinds of clothes we wear depending on the weather—jackets, snow pants, hats, and gloves in winter; shorts and swimsuits in summer, etc. Talk about what kinds of clothes we wear at different times of the day—pajamas or nightgowns at night, play clothes for outside with friends, special clothes for church or parties.

Talk about each part of the body and what we wear on it: head—hat or ear muffs: hands—gloves or mittens: body—shirt or blouse, sweater or jacket; legs—pants or skirt; feet—socks, shoes, slippers, or boots. The child can make-believe he is putting on the different articles of clothing as you talk about them.

---

**Aaron's Shirt**, Deborah Gould  
**All Dressed Up & Nowhere to Go**, Daniel M. Joseph  
**Blue Hat, Green Hat**, Sandra Boynton  
**Clothes**, Debbie Baily  
**Clothes**, Fiona Progoff  
**Clothes**, Matthew Price  
**Elizabeth Jane Gets Dressed**, Anne Tyrell  
**How Do I Put It On?**, Shigeo Watanabe  
**Let's Get Dressed**, Harriet Ziefert  
**New Shoes**, Sam Vaughn  
**Oh Lewis**, Eve Rice  
**Purple Sock, Pink Sock**, Jonathan Allen  
**What Will I Wear?**, Lyn Calder



### Paper Dolls

Make paper dolls and have the child color in the clothes or glue clothes cut from fabric onto them.

---



Make cookies, cutting the dough into shapes of boots, hats, coats, pants, etc.