

## Expansion Activities for *What I Like About Me* by Allia Zobel-Nolan Preschool (3- to 5-year-olds)

### Activity: Find the Rhyming Words

Children will identify the rhyming words on each page in the book *What I Like About Me!* when read aloud.



#### Rhyming word guide

Page 1 great/straight  
Page 2 misty/twisty  
Page 3 ball/tall  
Page 4 fun/one  
Page 5 giggle/wiggle  
Page 6 teachers/features  
Page 7 white/bright  
Page 8 distinguished/English  
Page 9 spot/hot  
Page 10 eight/great  
Page 11 petite/feet  
Page 12 great/celebrate

**Standards: Language and Literacy** - Listens and matches rhyming, volume, and pitch of rhymes, songs, and chants.

### Activity: Paper Plate & Self Portrait

Provide children with a variety of paper plate sizes. Have each child pick out the materials they would like to use before actually creating their self-portraits. The activity can be done during free choice or small groups. Using the mirror, they look at their eyes, nose, mouth, ears and hair and talk about which materials would best reflect their features. The children can count how many eyes and ears they have on their plate. Have fun with this activity, and remember it's about self-expression.



**Supplies:** Paper plates, tissue paper, yarn, crayons or markers, construction paper, pom-poms, buttons, popsicle sticks, pipe cleaners, googly eyes, safety scissors, glue, fabric

#### **Standards:**

- **Physical Development** - Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
- **Approaches to Learning** - Approaches daily activities with creativity and inventiveness.
- **Social and Emotional Development** - Develops sense of self-awareness and independence.
- **Language and Literacy** - Uses increased vocabulary to describe objects, actions and events (expressive).

- **Mathematical Thinking** - Immediately recognizes without counting the number of objects in a set of four objects.
- **Scientific Inquiry** - Uses senses to explore and understand their social and physical environment.
- **Social Studies** - Identifies characteristics of self as an individual. Identifies the ways self is similar to and different from peers and others.
- **Creative Expression Through the Arts** - Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented, and diverse art materials. Uses appropriate art vocabulary to describe own art creations and those of others.

#### **Activity: "All About Me" Mirror**

The children will create an "All About Me" mirror and describe their individual facial features and characteristics. For example, "I see two brown eyes." First, the children will draw a mirror shape on card stock and cut it out. They will then cut out a circle or oval shape from tin foil paper and glue it onto the cardstock. The children can decorate around the mirror using various art materials.

**Example Materials:** Safety scissors, tin foil, glue sticks, large tongue depressors, two different color cardstock paper (thick), crayons and pencils



#### **Standards:**

- **Physical Development** - Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks.
- **Approaches to Learning** - Approaches daily activities with creativity and inventiveness. Social and Emotional Development - Develops sense of self-awareness and independence. Language and Literacy - Uses increased vocabulary to describe objects, actions and events (expressive).
- **Mathematical Thinking** - Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle).
- **Scientific Inquiry** - Uses senses to explore and understand their social and physical environment.
- **Social Studies** - Identifies characteristics of self as an individual; identifies the ways self is similar to and different from peers and others.
- **Creative Expression Through the Arts** - Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials; uses appropriate art vocabulary to describe own art creations and those of others.



**Activity: What I Like About Me!**

After reading the book *What I Like about Me!*, have a group discussion about differences each child has (e.g., hair/eye color, short/long hair, straight/curly hair). Discuss the different hair colors represented in your classroom. Help the children provide a label for each hair color. Go around the room and have the children tell what their own hair color is when you point to them. Explain to the children that you would like to make a graph or picture showing the different hair colors in your classroom. Make the graph with a column for each hair color represented in the classroom. In each column, color one square for each child with that specific hair color. Have the children count the number of squares that have been filled in for each color of hair represented in the classroom. Discuss which hair color had more squares filled in and which hair color had fewer squares filled in.

**Standards: Mathematical Thinking** - Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects.

**Teacher Resources**

NAEYC

<https://www.naeyc.org/resources/pubs/tyc/dec2017/now-read-pattern-books>

Florida Office of Early Learning Standards Book List

<http://flbt5.floridaearlylearning.com/docs/Preschool%20Book%20List-ADA.pdf>

Florida Literacy Association, Children's Book Awards

<https://flareads.org/childrens-book-awards/>

NPR Book List

<https://www.npr.org/2020/08/31/905804301/welcome-to-story-hour-100-favorite-books-for-young-readers>