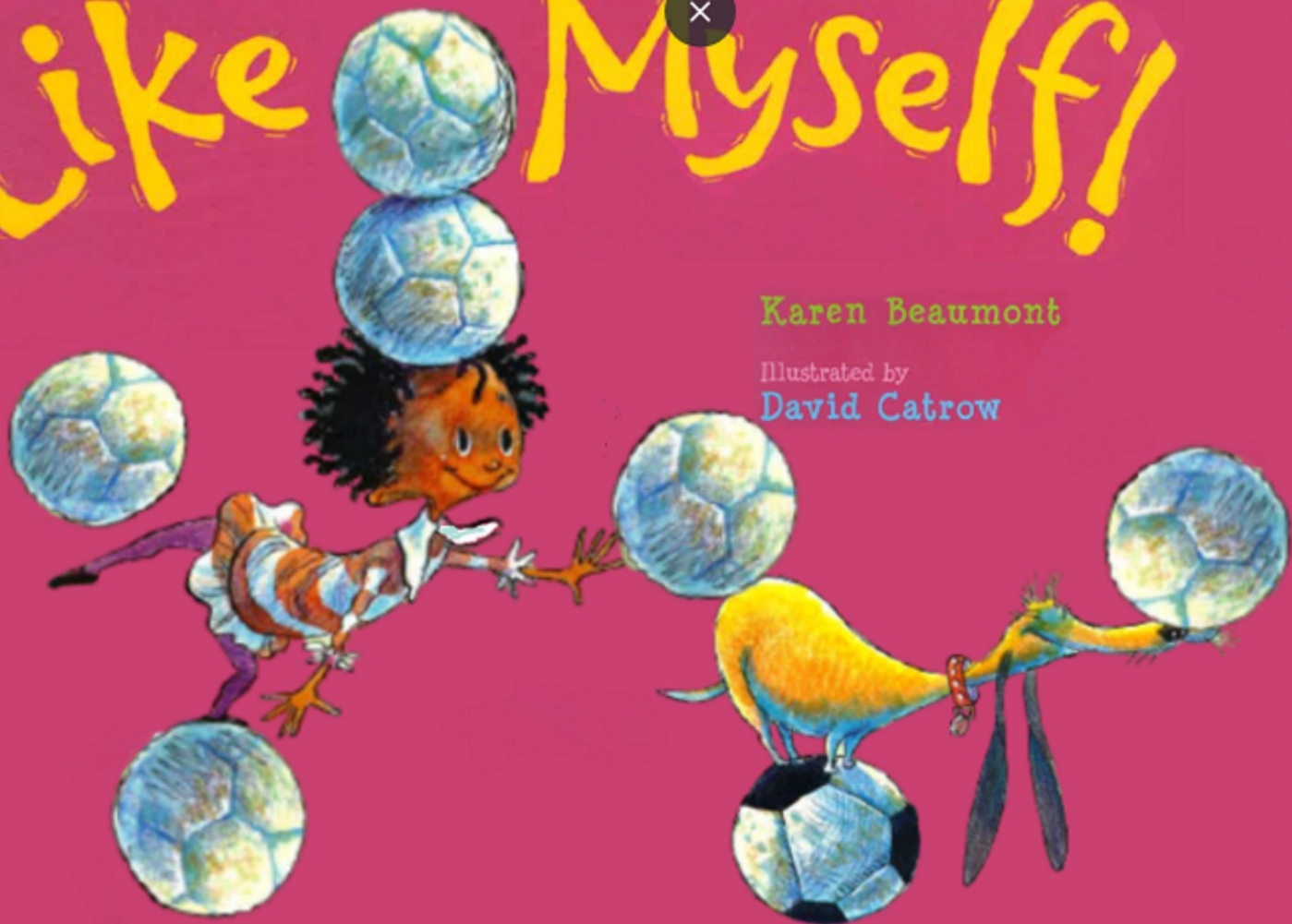


# I Like Myself!

Karen Beaumont

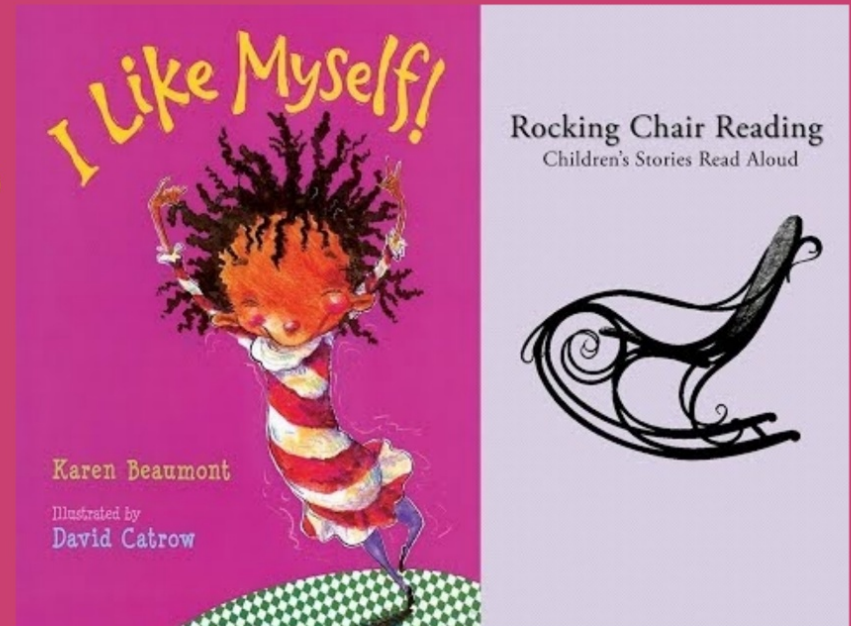
Illustrated by  
David Catrow



Do you like yourself? Karen Beaumont's nameless character does in her book "I Like Myself!"

What's not to like? She has an abundance of self-confidence. She is happy with who she is and doesn't care if other people don't see her for her unique self. There isn't one thing that she doesn't like about herself.

This fun, delightful book will help children to see that although they are different from others, they have so much to offer.



Video found at <https://youtu.be/F2V5NzdRReU>





You likely have things in common with the people around you, yet you are definitely unique!

Unique is away to stand out in a crowd and be yourself.

Being unique allows you try new things.

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Theme - The story is about a girl who likes who she is. She does not care if anyone calls her a silly nut or a crazy cuckoo bird. She would still like herself with knobby knees and polka-dot lips. There is only one of you and you should like who you are. It does not matter what people think about you, you should like who you are.

I Am Special - I Am Special - Yes, I AM -Yes, I Am.

A Very Special Person - A Very Special Person. That is Me! That is Me!





# Self Portrait Collage

Supplies Needed:

Paper plate (for head)

Crayons, markers, colored pencils

Variety of scrap materials such as yarn, tissue paper, circular objects, glue, playdough, pom-poms etc.

Explain to the children that they are going to create a self portrait collage. (You will need to explain what a portrait and collage is.) Many artists such as Eric Carle use collage art for their stories.



Resource from <https://artfulparent.com/mixed-media-collage-portraits-for-kids/>

## Set the Stage

Get the students ready to read by discussing the front and back covers.

Read the title, author, and illustrator.

Talk about the picture and ask them the way they think they will feel while reading this book. Look on the back cover of the book and study the picture. Let the students predict what the story is going to be about.

Reading skills and strategies:

- Asking questions – {possible questions before} I wonder what the story is about? I wonder what she is like?  
{possible questions during} I wonder why she likes herself so much?



Resource from

<http://thepicturebookteachersedition.blogspot.com/2013/04/i-like-myself-by-karen-beaumont.html?spref=pi>



I Like Me and I  
Like You



I like myself, I really do.  
How about you, do you like you too?  
Do you know you are unique?  
The way you look, think and speak?  
There is only one of you.  
I like me and I like you!!



# CALM DOWN YOGA FOR KIDS



**I am strong.**



**I am kind.**



**I am brave.**



**I am friendly.**



**I am wise.**



Childhood 101 & Kids Yoga Stories

The little girl in our book showed each of these traits. Take time each day in choosing which physical affirmation the children feel expresses the way they feel.

There is detailed instructions of each yoga position at <https://childhood101.com/yoga-for-kids/>







In the story the author writes, "I like my eyes, my ears, my nose. I like my fingers and my nose."

What do you like best about yourself?

What do you like that is unique about yourself?

Now look at your family and friends, what do you like about them that is unique?

---



Recall: After reading the book, discuss the following with the class:

- How did you feel while we read this book?
- Sometimes authors write books with a message or to help you learn something from the story. What do you think the author was trying to tell you?





# What do you look like inside?

In the book there are pages that show the child and the dog in what looks like an X-ray. An X-ray is a picture of what you look like inside your body. The pictures in the story show their bones. If possible, provide photos of actual X-rays. <https://www.triedandtrueblog.com/childrens-play-x-rays/> has examples.

Invite the children to create an X-ray picture using a piece of black construction paper, and white Tempera paint. See examples at <http://almostunschoolers.blogspot.com/2010/10/ezekiel-and-dry-bones-x-ray-craft.html>



That's Me!



They say I look like my Mommy  
Some say I look like my Daddy  
There are even some who agree  
That I look my sister to some degree.



But looking in the mirror who do I see?  
Who is that person looking back at me?  
She has my hair, my eyes, my grin.  
That's me, there in the mirror I'm looking in.



Do you remember in the story the different transportation vehicles our character rode in?

Join in our yoga instructor as he leads you through a variety of boat rides using your body as the source of energy that keeps the boat afloat.

Video from <https://youtu.be/IVyseYguJXI>





Think of things you like doing the most, It will show people you are unique in the things you do.

Example of things and hobbies you might like to do:

- |                     |                    |                     |                                     |
|---------------------|--------------------|---------------------|-------------------------------------|
| -Play an Instrument | -Dance or Sing     | -Play a Sport       | -Like to play with hair and make-up |
| -Draw or Paint      | -Design new things | -Caring for Animals | -Collecting                         |
-





## Self Esteem

Encourage the children to make a list of things they like about themselves. To help them get started you might talk about what you like about yourself, such as I like that my hair is curly (or straight). When you start pointing out positive things about yourself it makes the children more comfortable in sharing. (Most children are egotistical and like to talk about themselves.) Never correct the child with a negative. You can say, "Wow I didn't know that about you. Thanks for sharing!"



Provide a variety of magazines that have ad's which would appeal to a child. Have children cut out or tear pictures of things they like.





## Rhyme Time

The words in this story rhyme. Go back through the book and let the students take turns pointing to the rhyming words.

Write the rhyming pairs on chart paper or sentence strips.

Let the students think of other rhyming words that could go with each pair. Record their responses.



I  
♥  
Rhyme

# It's Okay to Be Different



It's okay to be different that's what I say.  
No one has to be made the same way.  
I'll be me and you be you,  
Different with different points of view.

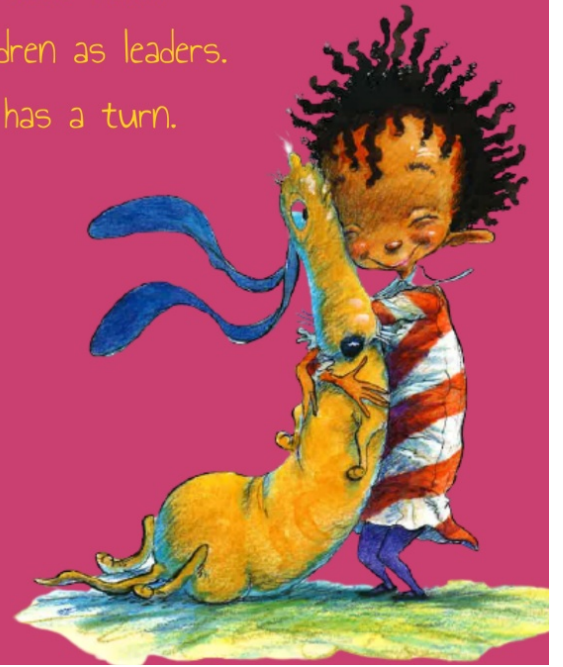
It's okay that we don't always agree.  
As long as we do respectfully.  
It's okay to be different and that's okay.  
There is no right or wrong way.

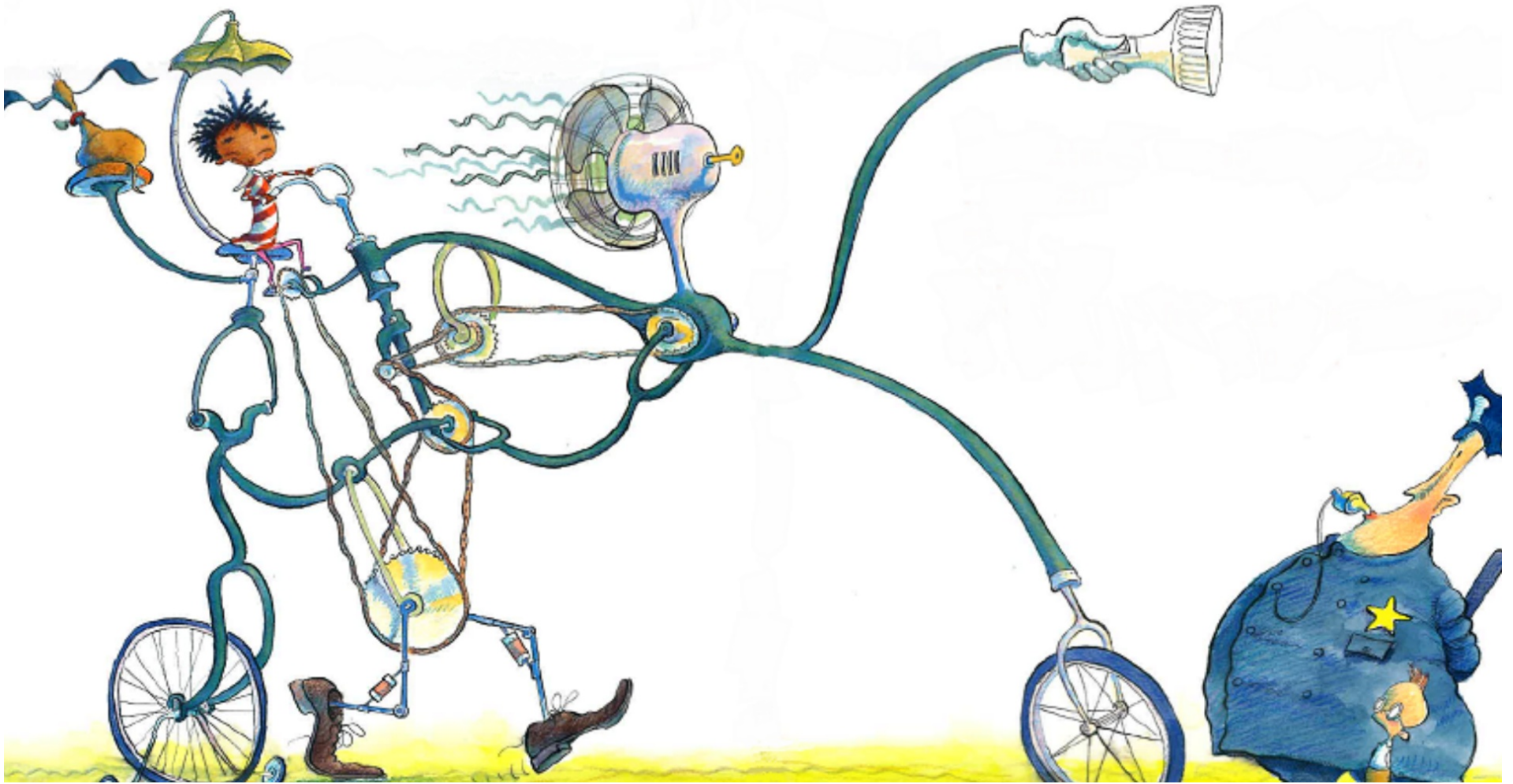




## I Am Good at That!

Have your group gather in a large circle. One person is chosen to be the first leader. That person stands in the center of the group and declares a physical movement in which he or she is very good at. The leader makes a statement such as, "I am good at standing on one foot." The child demonstrates the action and challenges the other children to try and copy the movement. When completed the children can shout, "I'm good at that too!" Continue with different children as leaders. It would be best to play this challenge game with a small group to ensure everyone has a turn.





"The things that make me different are the things that make me."

- Winnie The Pooh

---

Gather a deck of UNO cards. Put them in the middle of a circle. Children will choose a card (face down not showing the number or color).

The color describes what they must do, and the number how many times they must do the movement.

Red - Hop

Yellow - Stomp

Green - Twirl

Blue - Touch Elbows to Opposite Knees

You can get creative and make up your own set of actions applied to color.



Resource from [stillplayingschool.com](http://stillplayingschool.com)





## Character Development

Bring a small box to circle time and build the children's curiosity. Explain that there is something very valuable inside the small box. Explain the word "valuable." Have the children take turns guessing what they think is inside the box. Slowly open the box and pull out something important to you. (Jewelry, photograph, etc.) Explain why the object in the box is valuable to you. It's not because it's expensive but it has a special importance to you. Finish by saying that each of the children are very valuable and there is not another like them in the whole world.



## Just Imagine!



In our story the little girl had a great imagination. Look at how she made transportation vehicles.

Try using your imagination. What could you create today that is uniquely you?

Have a box of recyclables, add different types of tape such as painter's tape, duct tape (they now have colored patterned duct tape) and masking tape.

Ask parents to bring in some recyclables such as boxes, tubes, etc.

Give the child lots of room to spread out so they can have sufficient workspace. Children could partner together to work on a project.

Make sure you have a camera on hand to capture their creations.



The Learning Station has  
a good video to help  
teach this skill.



Video from <https://youtu.be/TW4OQxUVjiE>

## Opposites



The story includes some  
opposite words such as:  
Different/Same

Fast/Slow

Inside/Outside

Happy/Sad

Full/Empty

Hot/Cold

In/Out

Little/Big



## All of Me



Do you see this fingerprint? All together there are ten.  
Wrapped up together in the skin I'm in.  
These two eyes above my nose,  
Help me see way down to my toes.

These two legs take me places.  
Down narrow streets or wide-open spaces.  
In the middle of my arms, I have elbows.  
I couldn't bend my arms if I didn't have those!

I have shoulders and a neck to hold my head in place.  
And on my head, I have a beautiful face.  
I have ears, and lips and even eyebrows.  
Why do I need them anyhow?

There are so many parts from my hair to my toes.  
When they all come together, well what do you know.  
They make me. And I'm special, one of a kind.  
And that's ok, I really don't mind.  
If you missed me you'd have to be blind!





The character in the story thought of some pretty silly things to make themselves unique.

What are some silly things you would like to have to be unique?

Draw a photo of you and your new silly things.

---





## Compliments

The little girl in our story liked everything about herself. She was happy with who she was. Did you know happy people also see good things when they look at others. Invite the children to choose someone else in the room and tell what they like about that person. Be careful that no one gets left out. Again, as the leader you pick a child and tell what you like about him or her. (It would be a good idea to pick out someone that you think might not get chosen quickly.)





# Go, Car, Go! Simple Machines & Inclined Planes

This fast experiment is one that every car lover will be doing over and over! Use a piece of cardboard, or other hard, flat surface that you can manipulate. This will be the car track or inclined plane. Place 2 books on the floor and prop the car track on top of them. Start a car rolling at the top of the track and release the car.

Measure how far it went from the end of the track. Use a measuring tape or their own feet. To get the most distance, you'll want to do this on an uncarpeted surface. Next, add two more books to the stack and roll the car again, measure again. And repeat as many times as you like!

Resource from <https://hands-on-as-we-grow.com/10-hands-on-science-math-activities/>



Silly Suggested  
Vocabulary/phrases:

knobby knees

warts

tame

protruding



snout

wild

# Happy to Be Me

(Tune of Do Your Ears Hang Low)



Oh, I have two eyes, one mouth and one nose.  
Wouldn't it be silly if I had more than those?  
I might be tall, short, chubby, or thin.  
But I am happy in the skin I'm in.



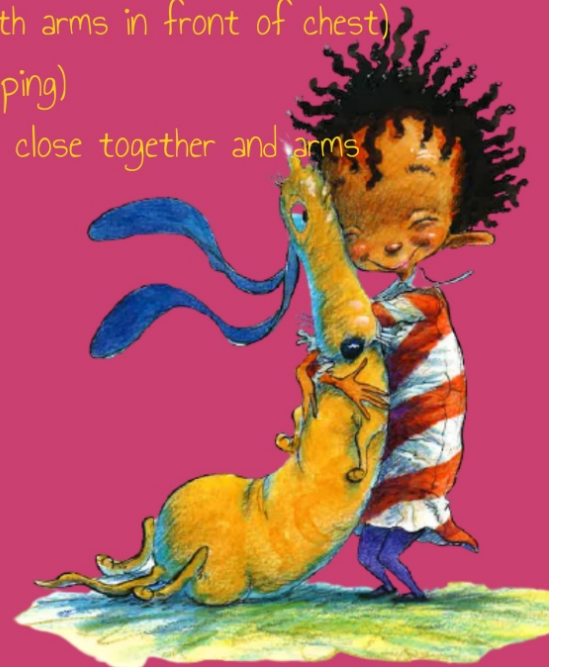
## Move like an animal



You'll need some open space, but this is a great way to get kids using new muscles. Here are some ideas:

- Move like a bird (run with arms outstretched)
- Move like a snake (wiggle on tummies on the floor)
- Move like a bear (walk on all fours)
- Move like a frog (get down on haunches and hop)
- Move like a kangaroo (take big leaps with arms in front of chest)
- Move like an elephant (with heavy stomping)
- Move like a penguin (waddle with ankles close together and arms pinned to sides)

Resource from  
[themeasuredmom.com](http://themeasuredmom.com)





## Tips for Caregivers

## Florida Standards

These daily activity suggestions are a basic framework of ideas. Follow the child's lead and feel free to use as many or as few of the content areas throughout the day or week. Base your selections on the child's interest and abilities.

Most of all, have fun!



## Social and Emotional Development - Social and Emotional Functioning

Demonstrates appropriate affect (emotional response) between behavior and facial expression

Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures, and facial expressions to respond appropriately

☐ Children may...

- ☐ • Recognize when a peer is upset and try to comfort them (e.g., "I'll be your friend until your daddy comes back," while patting the peer on the back).
- ☐ • Help a classmate with a physical disability line up to go outside.
- ☐ • Label emotions or copy expressions on peers' faces (e.g., "You look sad.").
- ☐ • Go to the educator for help when a peer is hurt.
- ☐ • Model empathy and verbalize while modeling (e.g., "I can see that Jasmine feels sad, so I'm going to comfort her").
- ☐ \_\_\_\_\_

☐ Educators may...

- ☐ • Teach children how to recognize emotions through posture and facial expressions of peers.
- ☐ • Recognize helpful and kind interactions among children and acknowledge how the behavior helped someone else (e.g., "You shared your blue crayon with Aaron so he could color the sky. That was helpful.").
- ☐ • Read children's books that illustrate various emotions to increase children's understanding and vocabulary.
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

☐ Families may...

- ☐ • Empathize with their child and talk about feelings of others.
- ☐ • Read stories relating to feelings with children (e.g., Feelings by Alike, The Feelings Book by Todd Parr).
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Continued





- Educators may...
- • Display photographs of the children and their families, as well as children and families from other cultural groups around the world.
  - • Include cultural and ethnic activities and materials (e.g., books, clothes, music, etc., of different cultures and ethnicities) in the curriculum on a daily basis.
  - • Plan for field trips or bring community resources into the classroom.

- ☐ Families may...
- ☐ · Share family photographs for the child to use in the classroom.
  - ☐ · Participate in community events for preschool children.

- Children may...
- Respond to a friend appropriately (e.g., Jeremy says, "Let's put the gorillas in the jungle next." Addie responds, "Yeah, I think the gorillas should live in this part over here.").
- Sing/chant during group time and add hand and body motions at the appropriate time.
- Act appropriately in response to a game (e.g., "Simon Says").
- Provide ideas relevant to context when the teacher asks, "What will happen next?" when reading a book to the class.

- Educators may...
- Ask children recall questions and expansion questions during "Show and Tell," read alouds and similar large-group discussions about their experiences.
  - Ask children "who," "what," "where," and "why" questions during shared reading.
  - Engage in daily conversations with children on themes and content-related topics or in social conversations where children take multiple turns listening and responding.
  - Create an environment where educators and children listen attentively to all ideas expressed.
  - Use props and modeling to demonstrate and reinforce active listening (e.g., talking stick, giant ear prop).

- Families may...
    - Ask children "who," "what," "where," and "why" questions while reading a book with children.
    - Engage in conversations with children about what is happening around them

## Mathematical Thinking – Measurement and Data

☐ Children may...

- Measure the height of a table and a book using linking cubes to see how tall each is and note which is taller or shorter.
- Use measuring cups and spoons in the sand box to count how many scoops it takes to fill a bowl.
- Measure the length of the rug using blocks, and say the rug is, "14 blocks long!"
- Cut a piece of string and find items around the room that are the length of the string.
- Experiment with the balance scale to decide which is heavier- the rocks or the acorns.

☐ Educators may...

- Plan activities for children to use nonstandard tools to measure items around the room (e. g., linking cubes, paper clips, shoe, yarn, blocks).
- Plan activities outside for children to measure the distance between objects (e.g., walking heel to toe from the sidewalk to the slide or counting the number of hops between the swing and slide).
- Measure children's height on a wall chart monthly and talk about how much each child grows from month to month.
- Provide a variety of standard measuring tools for children to use as they explore measurement (e.g., rulers, yard sticks, balance scale, measuring cups and spoons, etc.).

☐ Families may...

- Use nonstandard measuring tools, including paper strips, straws, pieces of yarn and plastic spoons and cups.
- When outside, start a fun game with children by giving them a place to stand and have them guess how many steps they are from you. When they walk back, have them count their steps aloud. Try different distances.



## Scientific Inquiry - Physical Science

Demonstrates knowledge related to physical science

• Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens

☐ Children may...

- ☐ • Guess which ramp the car will go down faster.
- ☐ • Move the ramp to make a toy car or ball go different speeds.
- ☐ • Records observations through dictating to an adult and drawing pictures, or using other forms of writing.
- ☐ • Experiment with objects and materials to gather information and observe reactions.
- ☐ • Predict whether round objects or flat objects will move down the ramp at the same speed.
- ☐ • Experiment with tubes and funnels at the sand and water tables.
- ☐ • Make predictions about an outcome. (e.g., "What might happen to a kite when the wind blows or slows down?").
- ☐ \_\_\_\_\_

☐

Educators may...

- ☐ • Engage children in predicting what will happen as they experiment.
- ☐ • Provide opportunities for children to test predictions.
- ☐ • Model asking questions about objects/materials, and encourage children to find answers (e.g., "I wonder how we can make cars go down the ramp faster? How do you think we can find out?").
- ☐ • Support children when they are experimenting with cars or balls on ramps. Use paper and markers to document which cars or balls go faster down the ramps.
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

☐ Families may...

- ☐ • Help children create ramps by propping up one end of a flat board or heavy cardboard with a small box. Challenge children to find objects that will roll down the ramp. Look for ramps in playgrounds or other places. Talk about how ramps make life easier for people riding in wheelchairs or on bicycles.
- ☐ • Help children talk about their observations when they experiment with objects. Record the dictation in a special science notebook, and have children draw pictures.
- ☐ • Ask probing questions. When children make an observation (e.g., "What makes you say that?" or, "How do you know?").
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### **Health and Wellbeing -Personal Care Routines**

Responds to and initiates care routines that support personal hygiene

- \*Initiates and completes familiar hygiene routines independent

### **Fine Motor Development**

Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

- \*Shows hand control using various drawing and art tools with increasing coordination
- \*Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)

### **Approaches to Learning -Eagerness and Curiosity**

Shows increased curiosity and is eager to learn new things and have new experiences

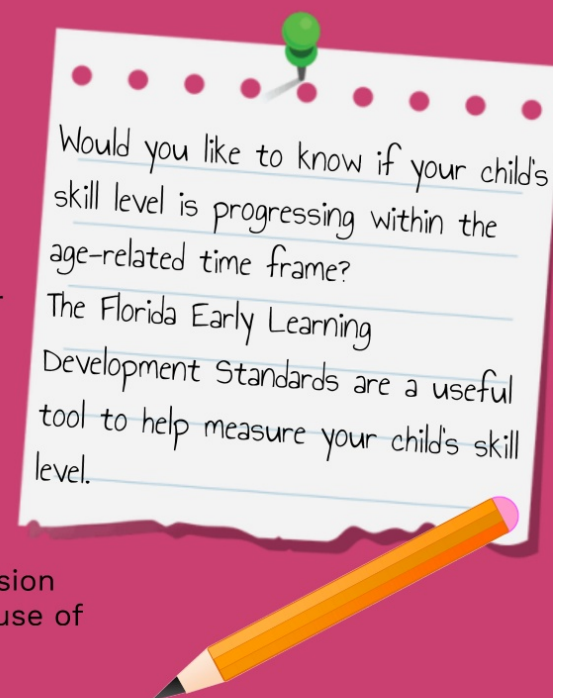
### **Emotional Functioning - Expresses, identifies, and responds to a range of emotions**

- \*Recognizes the emotions of peers and responds with empathy and compassion
- Demonstrates appropriate affect (emotional response) between behavior and facial expression
- \*Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures, and facial expressions to respond appropriately

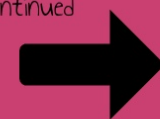
### **Sense of Identity and Belonging - Develops sense of identity and belonging through play**

- \*Engages in associative play and begins to play cooperatively with friends
- Develops sense of identity and belonging through exploration and persistence
- \*Persists at individual planned experiences, caregiver-directed experiences and planned group activities
- Develops sense of identity and belonging through routines, rituals and interactions
- \*Demonstrates willingness to be flexible if routines must change
- Develops sense of self-awareness and independence

Adapted from the Florida Early Learning and Developmental Standards <http://flbt5.floridaeearlylearning.com/>



Continued



### **Language and Literacy - Shows motivation for and appreciation of reading**

\*Selects books for reading enjoyment and reading related activities including pretending to read to self or others

Makes real-world connections between stories and real-life experiences

\*Interacts appropriately with books and other materials in a print-rich environment

\*Asks to be read to, asks the meaning of written text or compares books/stories

\*Initiates and participates in conversations that demonstrate appreciation of printed materials

### **Demonstrates comprehension of books read aloud**

#### **Retells or reenacts story with increasing accuracy and complexity after it is read aloud**

\*Asks and answers appropriate questions about the story (e.g., “What just happened?”

“What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)

### **Mathematical Thinking - Measurement and Data**

Measures object attributes using a variety of standard and nonstandard tools

Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects

### **Physical Science - Demonstrates knowledge related to physical science**

\*Discusses what makes objects move the way they do and how the movement can be controlled

\*Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens

