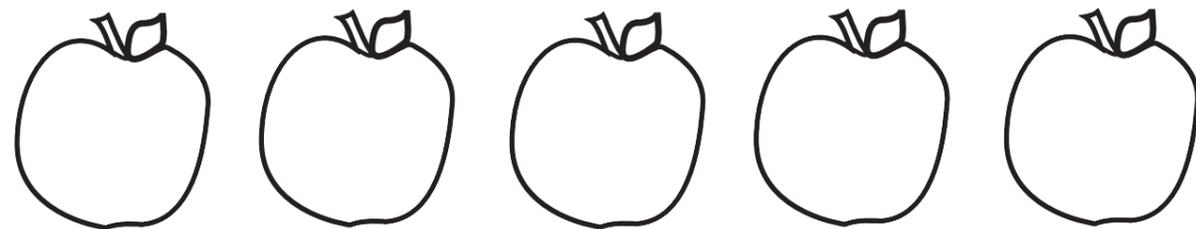
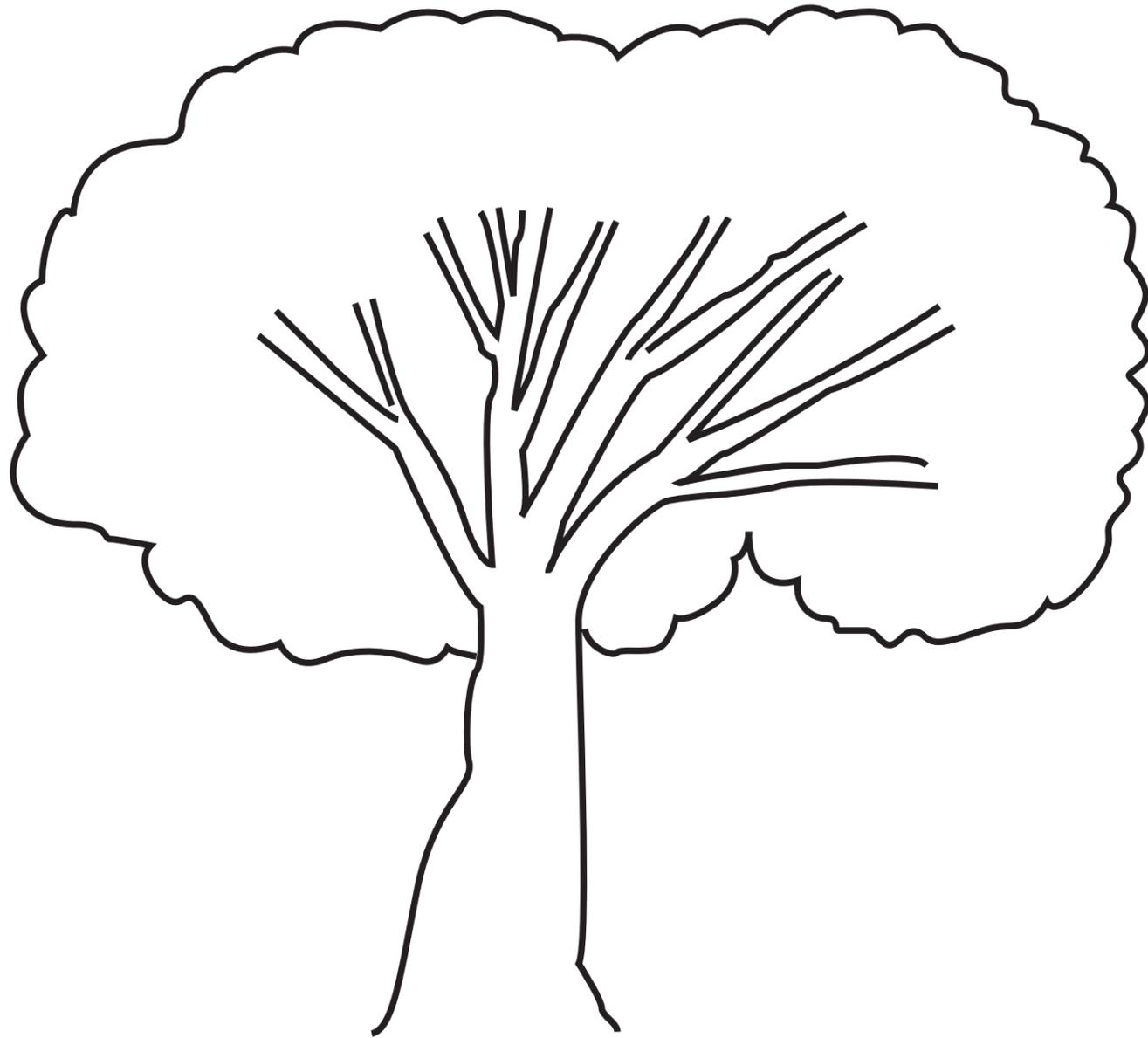


Name \_\_\_\_\_

Date \_\_\_\_\_

# All About Me - Family Tree



**DIRECTIONS:** Cut out apples (make extra copies for extra family members). Have students write the name of a family member and draw a picture of the person on the apple. Glue apples on tree. Student's name goes on the tree trunk.

Reorder Number

GP971

1.1

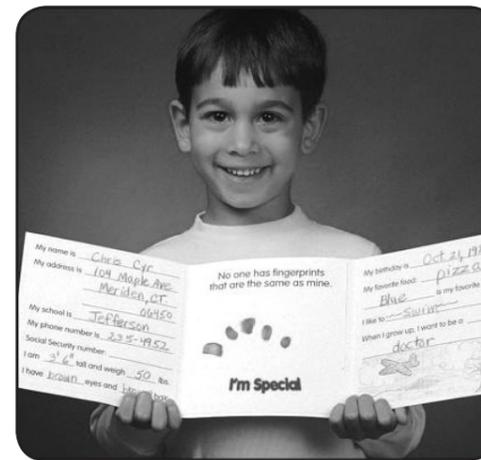
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Project Ideas • Cross Curricular Links • Activity Sheets

## All About Me (Pk/30)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



**YOUR KIT CONTAINS:**

- Cards
- Washable Ink Pad
- Crayons
- Tablecloth

**YOU WILL NEED:**

- Photo of Each Class Member
- Photo of Each Class Members' Family
- Tape or Glue

**AGE GROUP: 4 and up**

**PROJECT TIME: 60 minutes**

### INSTRUCTIONS:

- Have each class member lay their card on a flat surface with the side that reads "This is me" facing down.
  - Fold over the right and left sections of the card along the dotted lines. The left side of the card will be the cover, so the left flap should be on top.
- Have each class member choose the crayon colors they wish to use on the I.D. card.
  - Fill in the date on the front cover. Open the card and write their name, address and other information about themselves in the blanks in each section. You may need to help them with this.
- Using tape or glue, class members attach a photo of themselves to the front cover. If a photo is not available, suggest they draw a self portrait.
  - Attach the family photo the same way in the section that reads "Here I am with my family"
- Press one finger onto the stamp pad and then onto the middle section of the card under "No one has fingerprints that are the same as mine." To get the best fingerprint, touch the card lightly and roll finger from outside toward inside of card. Repeat for all fingers on each hand.
  - Wash hands with soap.
- If desired, any plain areas on the card may be decorated with words or pictures.

## SOCIAL STUDIES

**OBJECTIVE:** Develop a timeline of their life.  
**SUGGESTED TIME FRAME:** 25 minutes  
**ADDITIONAL MATERIALS:** Paper (approximately 6" x 48" long), ruler, personal information sheet  
**PROCEDURE:** On the day before this activity, explain to the students that they are going to make a timeline of important events in their lives. Develop a personal information sheet and ask students to complete this sheet at home with their parents' help. When the sheet is completed, pass out long paper. Assist the students in drawing a horizontal line and short vertical lines equally spaced along the horizontal line. Label each vertical line with a year. Have the students mark and label when and what important events took place on their strip of paper.

Examples of personal information sheet:

	Date
First Crawl	
First Walk	
First Bike Ride	
Trip	
Broken Bone	
First Day of School	
Siblings Born	
New Pet	
Other	

## SOCIAL STUDIES/ LANGUAGE ARTS/ARTS

**OBJECTIVE:** Design a "ME" poster with pictures, drawings and labels.  
**SUGGESTED TIME FRAME:** 30 minutes.  
**ADDITIONAL MATERIALS:** Poster size paper, markers, scissors and glue.  
**PROCEDURE:** Prior to the lesson, tell all the students that they need to bring in pictures, drawings, or writing that relates to each student's life. Encourage students to think about family, sports, activities, likes and dislikes, and feelings when choosing their material. On the day of the lesson, students should write their names in large letters on the poster. Have the children place their materials on the poster in any design they like. Encourage the students to label or write a short sentence describing the pictures and drawings. When finished, have students share their posters with their classmates. Display the posters in the hallway or classroom walls.

## MATH

**OBJECTIVE:** Measure each other using non-standardized measurement instruments.  
**SUGGESTED TIME FRAME:** 30 minutes.  
**ADDITIONAL MATERIALS:** Recording sheet, non-standardized measurement instruments (e.g. Unifix cubes, blocks, string, clothespins)  
**PROCEDURE:** With the students, brainstorm ways of measuring an object or person. Discuss examples of standardized measurement instruments (inches, feet, centimeters) and non-standardized measurement instruments (blocks, string, pencils. Encourage the students to think of other non-standardized measurement instruments that they would like to use to measure the length of their body from head to toe. Working with a partner, have students pick three ways to measure each other and record their choices on a recording sheet. The recording sheet is a sheet of paper with a place for the students' names, the three chosen instruments, and the results. Taking turns, the students should measure each other and record their results on the recording sheet.

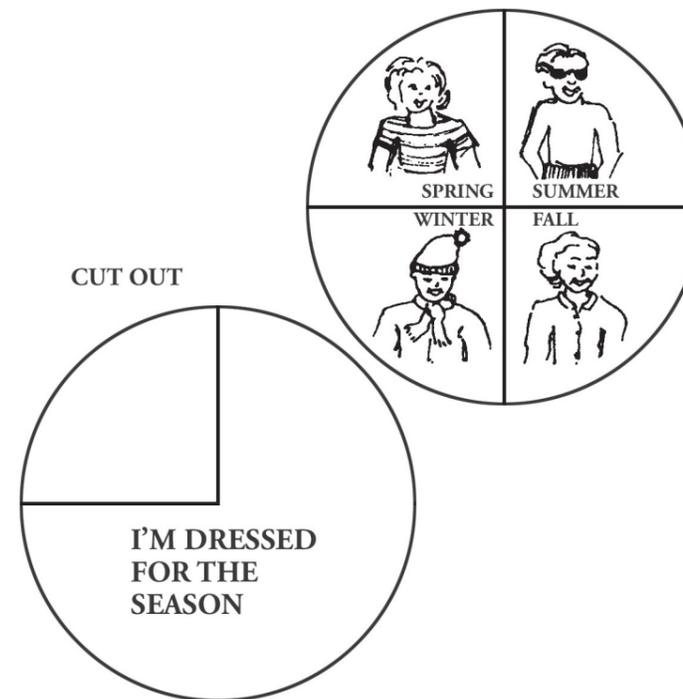
## MATH

**OBJECTIVE:** Graph personal characteristics (eye color, hair color)  
**TIME FRAME:** 20 minutes.  
**ADDITIONAL MATERIALS:** Graph, 2" x 2" square pieces of paper, crayons, glue.  
**PROCEDURES:** Decide which characteristic (eye color or hair color) will be shown on the graph. Two graphs could be made to graph both characteristics. On a large piece of paper, draw a graph with the title "OUR PERSONAL CHARACTERISTICS" and the labels "TOTAL NUMBER" and "EYE COLOR" ("HAIR COLOR"). Space each vertical and horizontal line 2 inches apart. Pass out a 2" square to all the students and have them write their name and draw their face with the appropriate eye color (hair color). Have students come up to the chart and glue their square in the appropriate column. When all the students have put their squares on the graph, they can compare and contrast the results.

		OUR PERSONAL CHARACTERISTICS			
TOTAL #	3				
	2				
	1				
		blue	green	hazel	brown
		EYE COLOR			

## SCIENCE/ARTS

**OBJECTIVE:** Draw pictures of themselves wearing an appropriate outfit for each season.  
**TIME FRAME:** 35 minutes.  
**ADDITIONAL MATERIALS:** Two paper circles (approximately 10" diameter), markers, crayons, brads, ruler, scissors.  
**PROCEDURE:** Discuss the four seasons and the things that you change in your life because of the weather. Include the topic of different clothes that should be worn in each season. Brainstorm ideas and write lists of appropriate clothes under each season. Pass out two paper circles to each student. Have the student divide the circles into fourths, using a pencil and a ruler. On one circle, cut out one-fourth and write the title "I'M DRESSED FOR THE SEASON" on the remaining three-fourths of the circle. On the other circle, label each fourth with a different season. In each fourth, the students need to draw a picture of themselves wearing an appropriate outfit for that season. Put the cut circle on top of the picture circle and attach the two circles with a brad.



## ARTS/WRITTEN LANGUAGE

**OBJECTIVE:** Make fingerprint designs, objects and animals using the ink pad and write a sentence describing their picture.  
**SUGGESTED TIME FRAME:** 20 minutes.  
**ADDITIONAL MATERIALS:** Different colored ink pads (black comes with the group pack), paper, markers.  
**PROCEDURE:** After making the fingerprints on the All About Me card, discuss other uses for fingerprints. Encourage students to think of designs, objects and animals that could be made using fingerprints. Using ink pads, have students make fingerprint designs, objects and/or animals on their paper. Add scenery on the paper using markers. Write a sentence describing what is happening in the picture.

## WRITTEN LANGUAGE

**OBJECTIVE:** Write a descriptive paragraph about their likes and dislikes.  
**SUGGESTED TIME FRAME:** 30 minutes.  
**ADDITIONAL MATERIALS:** Writing paper.  
**PROCEDURE:** Brainstorm a list of words that can describe student likes and dislikes. Remind the students to think about family, friends, activities, sports and feelings. Discuss the necessary parts of a paragraph: topic sentence, detail sentences, concluding sentence. To model, write a paragraph about a fictitious person. Have students suggest sentences for the model paragraph. Make any corrections or additions to their sentences so they can see what a paragraph should look like. Once the students start writing, help them with spelling and grammar.

## WRITTEN LANGUAGE

**OBJECTIVE:** Write a name poem.  
**SUGGESTED TIME FRAME:** 20 minutes.  
**ADDITIONAL MATERIALS:** Paper, marker, pencil.  
**PROCEDURE:** Brainstorm a list of words that can be used to describe students. Remind students to think about their family, friends, activities and feelings. On a piece of paper, have the students write their name in capital letters down the left hand side with a marker. After each letter, have the students write a word or phrase that begins with the letter on the left hand side of their paper.

Just got a bike  
 Only child  
 Happy and fun  
 Never had chicken pox

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