

# Being My Very Best

## Supplies Needed:

- Crayons
- Markers
- Paper Pads
- Scissors

## Categories:

- Language Arts
- Social Studies
- Visual Arts

## Grades:

- Grade 1
- Grade 2
- Kindergarten

## Time Needed:

- 30 to 60 minutes

How can your class become a community of learners? These self-portrait paper dolls encourage everyone to become better friends.

1. With your classmates, read books about getting along with others, such as "When I Feel Good About Myself" by Cornelia Maude Spelman. As a class, make a list of ways that people act when they care about each other.
2. On construction paper, draw a miniature version of yourself with Crayola Twistables® Crayons and Washable Markers. Add details such as hair, eyes, and clothing. Use Crayola Scissors to cut out your paper doll. On the back, list two or three ways you can be an even better friend with your classmates, team members, and family.
3. Divide into small groups. Together, write a skit about a situation you might face at school. How would you react if a friend won a poster contest? How would you deal with a bully? What would you do if you found lunch money on the playground? Make sure you use correct grammar and whole sentences in your skit—and give it several different endings! Use your paper dolls to act out possible solutions. Choose one of the best resolutions to share with your classmates.

## Standards:

- LA: Know and apply grade-level phonics and word analysis skills in decoding words.
- LA: Read with sufficient accuracy and fluency to support comprehension.
- LA: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- SS: Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.
- SS: Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.
- VA: Use art materials in a safe and responsible manner.
- VA: Use visual structures of art to communicate ideas.
- VA: Select and use subject matter, symbols, and ideas to communicate meaning

## Adaptations:

- As an extension of reading *When I Feel Good About Myself* by Cornelia Maude Spelman, set up centers in the classroom. Place students in small groups and have the group pair-share the reading, discussing the text as they proceed. At the close of the read, students will write 3-4 key words that reflect what they have read. Students share their reflections in a whole-class meeting. Possible classroom resources include: *Pink and Say* by Patricia Polacco; *Stellaluna* by Janell Cannon; *Fly Away Home* by Eve Bunting; *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas; and/or *Thank You, Mr. Falker* by Patricia Polacco.
- In small groups, students create a set of large speech bubbles with sayings they can use when faced with situations where they should remember to be a better friend or take on a leadership role in the classroom. A bulletin board can be dedicated to a daily conversation about friendship and leadership with an appropriate speech bubble posted each day.
- Children with fine motor difficulties may appreciate help to cut out their figure.
- Assessment: Students make realistic replicas of themselves, list two or three pertinent behaviors to improve, and work cooperatively with classmates to role play solutions to challenging situations.