

# all about me LESSON PLAN

K | 1st

## All About Me Pencil Craft | First Week of School

### All About Me Pencil Craft

LESSON PLAN | FIRST WEEK OF SCHOOL

K  
1st

#### Lesson Objective

Students will share personal information through writing and drawing while developing fine motor skills, oral language, and a sense of classroom community.

#### Materials Needed: Per Student

- All About Me Pencil Craft template (1 copy)
- Pencil
- Crayons or colored pencils
- Scissors
- Glue

#### Teacher Materials

- Read-aloud books (see list below)
- Sample craft for modeling
- Chart paper or whiteboard for brainstorming
- Clipboards (optional, if working on the carpet)

#### Preparation Before the Lesson

- Print one craft template per student.
- Gather all books for the day and place them in the reading area.
- Set out crayons, scissors, and glue in easy-to-reach spots.
- Decide on a display location for finished pencils (bulletin board, hallway, wall).

#### Kindergarten: 3-Day Plan

Each day covers two sections, spaced apart with other activities in between. Timing: Each section will take approximately 20-25 minutes, including the read-aloud, discussion, and craft work.

- Day 1:
- Morning Circle: Chrysanthemum → "My Name"
  - Mid-Morning: When I Was Little → "My Age"
- Day 2:
- Morning Circle: Little Green Peas → "My Favorite Color"
  - Mid-Morning: If You Give a Mouse a Cookie → "My Favorite Food"
- Day 3:
- Morning Circle: Giraffes Can't Dance → "What I'm Good At"
  - Later in the Day: Assemble pencils at tables, share in small groups, and display

#### First Grade: 1-2-Day Plan

- One-Day Version: Morning for three sections; afternoon for last two.
- Two-Day Version: Day 1 for three sections; Day 2 for two sections and sharing.

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Chrysanthemum" by Kevin Henkes  
Chrysanthemum loves her unique name until classmates tease her. With encouragement from her teacher, she learns to be proud again.

about your name?  
Chrysanthemum felt when the other mice laughed at her?  
Why to someone who didn't like their name?  
It: "Chrysanthemum's name was special to her, even when others didn't like it. On this part of your pencil, you're going to write your own name and decorate it in a way that represents you. Think about colors, patterns, or shapes that represent you."

Little: A Four-Year-Old's Memoir of Her Youth" by Jamie Lee Curtis  
Chrysanthemum how she's grown, contrasting "when I was little" with "now that I am bigger" in a way.

What now?  
Special at this age?  
Aged since you were a baby?  
In the story, the little girl noticed all the ways she had grown and learned new things to celebrate who you are right now. On this part of your pencil, you're going to draw a self-portrait, which is a picture of yourself as you are today. Think about what you wear, and anything else that makes your drawing look like you. This will be a good reminder of what you looked like at this age."

Color  
Peas: A Big Book of Colors" by Keith Baker  
The little green peas explores colors through big, bright scenes. Each page highlights a different color. On this part of your pencil, you're going to explore, and create silly surprises.

Color?  
Have you seen that are that color?  
The little green peas showed us so many fun colors today. Now it's your turn to draw a self-portrait, which is a picture of yourself as you are today. Think about what you wear, and anything else that makes your drawing look like you. This will be a good reminder of what you looked like at this age."

Food  
If You Give a Mouse a Cookie" by Laura Numeroff  
The mouse giving a mouse a cookie leads to an unexpected and silly chain of events.

Food?  
What food, would you? Why or why not?  
What serves your favorite food?  
In our story, the mouse loved his cookie and kept thinking of more things he could think about our favorite food. You'll write it on this part of the pencil and draw a picture of what you love to eat."

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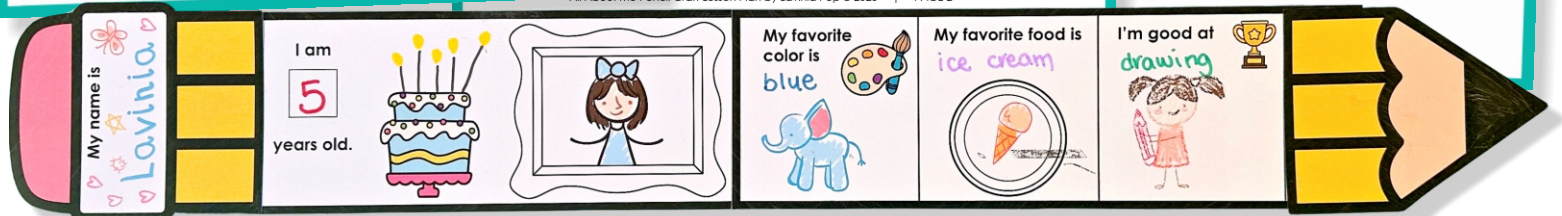
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Lavinia

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**PRINTING TIP** This resource has been designed for printing on Letter-sized paper. If you are printing on a different size, select "shrink to printable area" or "print to fit page" (or a similar option) in order for the contents of this unit to print correctly.

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*Timing:* Each section will take approximately 20–25 minutes, including the read-aloud, discussion, and craft work.

*Day 1:*

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*Day 2:*

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*Day 3:*

- Morning Circle: Giraffes Can't Dance → “What I'm Good At”
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## Section 1: My Name

- *Read-Aloud:* "Chrysanthemum" by Kevin Henkes
- *Summary:* Chrysanthemum loves her unique name until classmates tease her. With encouragement from her parents and a kind teacher, she learns to be proud again.
- *Discussion Prompts:*
  1. What do you like about your name?
  2. How do you think Chrysanthemum felt when the other mice laughed at her?
  3. What could you say to someone who didn't like their name?
- *Teacher Transition Script:* "Chrysanthemum's name was special to her, even when others didn't understand it. On this part of your pencil, you're going to write your own name and decorate it in a way that shows your personality. Think about colors, patterns, or shapes that represent you."

## Section 2: My Age

- *Read-Aloud:* "When I Was Little: A Four-Year-Old's Memoir of Her Youth" by Jamie Lee Curtis
- *Summary:* A child reflects on how she's grown, contrasting "when I was little" with "now that I am bigger" in a humorous and thoughtful way.
- *Discussion Prompts:*
  1. How old are you right now?
  2. What makes you special at this age?
  3. How have you changed since you were a baby?
- *Teacher Transition Script:* "In the story, the little girl noticed all the ways she had grown and learned new things. Today, we're going to celebrate who you are right now. On this part of your pencil, you're going to write your age and then draw a self-portrait, which is a picture of yourself as you are today. Think about your hair, the clothes you like to wear, and anything else that makes your drawing look like you. This will be a special keepsake so you can remember what you looked like at this age."

## Section 3: My Favorite Color

- *Read-Aloud:* "Little Green Peas: A Big Book of Colors" by Keith Baker
- *Summary:* A playful group of peas explores colors through big, bright scenes. Each page highlights a different color word while the tiny peas play, explore, and create silly surprises.
- *Discussion Prompts:*
  1. What is your favorite color?
  2. What are some things you've seen that are that color?
  3. How does that color make you feel?
- *Teacher Transition Script:* "The little green peas showed us so many fun colors today. Now it's your turn to think about your favorite color. You'll write your favorite color on this section of your pencil, then decorate the space with that color; maybe a pattern, a background, or something you love that's that color."

## Section 4: My Favorite Food

- *Read-Aloud:* "If You Give a Mouse a Cookie" by Laura Numeroff
- *Summary:* A funny story where giving a mouse a cookie leads to an unexpected and silly chain of events.
- *Discussion Prompts:*
  1. What is your favorite food?
  2. If you could eat it every day, would you? Why or why not?
  3. Who usually makes or serves your favorite food?
- *Teacher Transition Script:* "In our story, the mouse loved his cookie and kept thinking of more things he wanted. Now we're going to think about our favorite food. You'll write it on this part of the pencil and draw what it looks like so your classmates can see what you love to eat."

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## Section 5: What I'm Good At

- *Read-Aloud:* "Giraffes Can't Dance" by Giles Andreae
- *Summary:* Gerald the giraffe is laughed at for his awkward dancing, but he finds his own rhythm and dances proudly in the end.
- *Discussion Prompts:*
  1. What is something you are proud of being able to do?
  2. How did you learn to do it?
  3. What would you say to someone who wants to get better at something?
- *Teacher Transition Script:* "Gerald found out he could dance his own way, and that made him proud. Now I want you to think of something that you're proud of. On this section of your pencil, write what you're good at and draw yourself doing it."

## Assembly & Sharing (Final Day) (30–40 minutes)

*Location:* Desks/tables for assembly, then carpet for sharing

1. Students cut out pencil sections and glue them in order.
2. Arrange finished pencils on display area.
3. Invite students to the carpet to share their pencil with a partner or small group.
4. Finish by walking as a class to admire the bulletin board display.

## Classroom Management Tips

- Pre-distribute supplies or place in shared bins.
- Use soft music or transition signals between carpet and desks.
- Model each section before students begin.
- Provide sentence starters or visual examples for support.
- Offer books or quiet coloring for early finishers.