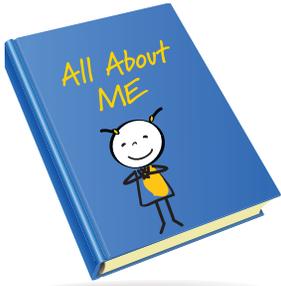


Two-Way Communication for Teachers



“ALL ABOUT ME” BOOKS

“All About Me” books can provide a way for students and families to share important information about themselves, and provide teachers with additional knowledge and insight into children and their families. Teachers and families can use this resource to help students within a classroom community celebrate their individuality and learn about similarities and differences amongst them. The information from these books can help teachers learn about how unique each child is and create a sense of community in the classroom.

This resource is designed for teachers to work with families on developing books about their children. The teacher can distribute the graphic to families to fill out with their children, and use the planning section to determine how the information from the books will be used in the classroom.

Recommendations

- Implementation Settings
 - Family-teacher conferences (Distribution to families)
 - Before and after school (Distribution to families)
 - Teacher collaboratives (Planning for how to use book information)
 - Planned individual time (Planning for how to use book information)

Planning Time: None

Implementation Time: 30 minutes to read through resource; 20 minutes to plan

Teachers can complete this book as a way of establishing rapport with students and families.

Families can use this resource to create books with their children and communicate their children’s strengths to the teacher.

Principals can use this resource to learn about individual children, as well as to support teachers in distributing this information to families.

All About Me



My age is _____

My eyes are: _____

My skin color is: _____

My hair is: _____

My accessories are: (example: glasses, braces, a wheelchair, a hearing aid, other assistive devices)

My family speaks _____ at home.

My favorite thing to do with my family is:

When my family is together we like to:

My favorite way to celebrate with my family is:

Something my family likes to eat during special times is: _____

When I am not in school, I like to spend my time with _____,

and my favorite things to do are:

Things that I can do really well are:

Things that are a little more challenging for me are:

It’s easier for me to learn when:

The people I live with are:

The place where I live is:

I feel frustrated when:

I feel great when:

My favorite games to play are:

My favorite books to read are:

My Personality



- | | | | |
|--|-----------------------------|---------------------------------|-----------------------------|
| 1. I get excited about new situations or people | <input type="radio"/> Never | <input type="radio"/> Sometimes | <input type="radio"/> Often |
| 2. I keep working on tasks and activities even when issues come up | <input type="radio"/> Never | <input type="radio"/> Sometimes | <input type="radio"/> Often |
| 3. I am sensitive to sounds, touch, and/or temperatures | <input type="radio"/> Never | <input type="radio"/> Sometimes | <input type="radio"/> Often |
| 4. Learning is easier when I can move | <input type="radio"/> Never | <input type="radio"/> Sometimes | <input type="radio"/> Often |
| 5. It takes me a little time to become comfortable with new people or situations | <input type="radio"/> Never | <input type="radio"/> Sometimes | <input type="radio"/> Often |
| 6. I am positive and cheerful | <input type="radio"/> Never | <input type="radio"/> Sometimes | <input type="radio"/> Often |
| 7. I like to sit back quietly and observe | <input type="radio"/> Never | <input type="radio"/> Sometimes | <input type="radio"/> Often |
| 8. I am persistent when faced with challenges | <input type="radio"/> Never | <input type="radio"/> Sometimes | <input type="radio"/> Often |
| 9. I let someone know when I need help | <input type="radio"/> Never | <input type="radio"/> Sometimes | <input type="radio"/> Often |

Using “All About Me Books” to Plan for Student Learning:

Use “All About Me” books to invite students to:

- Describe themselves, with the ability to focus on details about their physical and non-physical characteristics (e.g. hair color, eye color, age, etc.).
- Share what makes them special or unique (e.g. their name, things they like to do, language they speak, etc.).
- Describe themselves, their home, and whom they identify as family.
- Add drawings or other visual displays to describe themselves, their home, and whom they identify as family.
- Focus on visual representation through graphing class statistics.
- Make cultural connections between text and self.

- Play games like “Stand-up if...”
- Engage in class discussions on similarities and differences.
- Add your own ideas:

Reflect With Students During and After Reading.

- What makes me special?
- How am I different from other people?
- How am I like other people?
- What is important about me?
- What did I learn about my classmates?
- How can I find out if I share similar interests with others?
- How much can I tell about people just by looking at them?
- Which similarities and differences can I see and which ones can't I see?
- What kinds of things do all my classmates have in common?
- Why is it okay to be different?

Further Your Relationship With Families.

- Have families present "All About Me Books" together with their children.
- Use "All About Me Books" to guide conversations during home visits and family conferences.
- Send home information from classroom activities for families to discuss. (*"Here is a graph of how many siblings all of our students have! Where is your family in our graph?"*)

Break Up Themes From "All About Me Books" Across the Year.

- Understanding our language;
- Examining my self-portrait, and portraits of my family;
- Things we do at home with family; and
- Similarities and differences.

"All About Me" Themed Books to use as Book Study Partnerships with Families

Below are a list of recommended books that you might find useful to share with families. Think about ways you can use these themed books to promote two-way communication and engage with families.

	PreK	K	1 st	2 nd	3 rd
Self-Esteem (Appearance)	ABC I Like Me by Nancy Carlson				
	Bright Eyes, Brown Skin by Cheryl Willis Hudson				
	Happy to Be Nappy by Bell Hooks				
	It's Okay to Be Different by Todd Parr				
	Arthur's Eyes by Marc Brown				
	The Colors of Us by Karen Katz				
		Paul Needs Specs by Bernard Cohen, Geoff Kelly			
		We Are All Alike-- We Are All Different by Cheltenham Elementary School Kindergarteners			
				Wonder by R. J. Palacio	
			Why Are People Different Colors?: Big issues for little people around identity and diversity by Chris McCurry, Emma Waddington, Louis Thomas		

	PreK	K	1 st	2 nd	3 rd
<i>Self-Esteem (Other)</i>	Chrysanthemum by Kevin Henkes				
	I Can Be Anything! by Jerry Spinelli				
		I'm Gonna Like Me: Letting Off a Little Self-Esteem by Jamie Lee Curtis			
		Leo the Late Bloomer by Robert Kraus			
			Jasmine Can: Creating Self-Confidence by Bena Hartman		
				No More Spanish! by Marisa Montes, Joe Cepeda	
				Life Doesn't Frighten Me by Maya Angelou, Jean-Michel Basquiat	
				Being Me: A Kid's Guide to Boosting Confidence and Self-Esteem by Wendy L. Moss	
		Incredible You!: 10 Ways to Let Your Greatness Shine Through by Wayne W. Dyer, Kristina Tracy, Melanie Siegel			
		I Am Jazz by Jessica Herthel, Jazz Jennings, Shelagh McNicholas			
	PreK	K	1 st	2 nd	3 rd
<i>Independence</i>	When I Was Little: A Four-Year-Old's Memoir of Her Youth by Jamie Lee Curtis				
		All by Myself by Mercer Mayer			
		The Things I Can Do by Jeff Mack			
				Freak the Mighty by Rodman Philbrick	

	PreK	K	1 st	2 nd	3 rd
Exploring Bodies	Eyes, Nose, Fingers, and Toes by Judy Hindley				
	Here Are My Hands by Bill Martin Jr.				
	From Head to Toe by Eric Carle				
	Hello Toes! Hello Feet! by Ann Whitford Paul				
				Who Has What? All About Girls' Bodies and Boys' Bodies (Let's Talk about You and Me) by Robie H. Harris	
	Your Body Belongs to You by Cornelia Maude Spelman, Teri Weidner				
	PreK	K	1 st	2 nd	3 rd
Feelings	The Way I Feel by Janan Cain				
	Today I Feel Silly and Other Moods That Make My Day by Jamie Lee Curtis				
	When Sophie Gets Angry -- Really, Really Angry by Molly Bang				
			How to Take the Grrrr Out of Anger by Marjorie Lisovskis		
			What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety by Dawn Huebner		
	Steps and Stones: An Anh's Anger Story by Gail Silver, Christiane Kromer				

Add your own ideas of books as well as strategies for using these books to more effectively engage families.
