



# MY HAIR IS A MONSTER ON TOP OF MY HEAD



Grade: One

Subject: Cross Curricular  
ELA/Art/Health

Date:

Topic: **Gaining a Positive Self-Image**

## Lesson Focus and Goals:

Part 1: Reading the Story (approx. 30 min)

Students will:

- Make predictions while listening to a read-aloud
- Answer read-aloud comprehension questions
- Relate the book's lessons and themes to their own lives

Part 2: Identifying Physical Similarities & Differences (approx. 40 min)

Students will:

- Identify their own physical similarities and differences compared to classmates
- Begin to understand the importance and significance of having a positive self-image
- Brainstorm ideas on how to be a good friend

Part 3: Creating a Self-Portrait (approx. 45 min)

Students will:

- Learn about self-portraits
- Draw their own self-portrait and identify emotions they see in the artwork
- Create a collective rubric

## Learning Objectives

Aligned to the Alberta Program of Studies

ELA:

- 1.2.A - Listen and respond appropriately to experiences and feelings shared by others
- 2.2.D - Relate aspects of stories and characters to personal feelings and experiences
- 3.4.B - Answer questions directly related to texts

Health:

- W.1.4 - Identify physical characteristics that make themselves both similar to and different from others
- R.1.5 - Identify the characteristics of being a good friend

Fine Arts:

- Expression Purpose 5 - Students will create an original composition
- Expression Purpose 4.A - Feelings and moods can be interpreted visually
- Media & Techniques Component 10iii A.4 - Make drawings from direct observation



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IMPRESSIVE



## Structure / Activity: Part 1

### Reading the Story (15-20 min)

- Before reading "My Hair is a Monster of Top of my Head", show the cover and read the title. Then, allow students to make predictions and connections by asking what they think the book will be about.
- Read "My Hair is a Monster on Top of my Head" and ask comprehension questions along the way. Here are some great questions to facilitate discussion:
  - **Before the book flips:** What is the character feeling and why is she feeling this way? What is happening in this illustration? Do you ever feel like this?
  - **After the book flips:** How is she using her mom's advice? How is the advice changing her perspective? How does the character now see herself?
  - **Last Page:** What is the character doing in this image?
  - **After reading:** Can you think of an example where you need to flip your thinking? (If this question is too difficult, try being more specific: Is there something in your life you don't like? How can you flip your thoughts when you think about that thing?)

#### Materials Needed:

"My Hair is a Monster On Top of my Head"  
Sis&Chrys Book

Assessment Check  
Sheet

Chart Paper or  
Chalk/Smart Board

### Mind Map (10-15 min)

- Write "Positive Thinking" in the middle of a piece of chart paper and have students brainstorm ideas as to how thinking positively helps us.



Your students may need a few movement breaks throughout this portion of the lesson. Take breaks to stand up, stretch, and wiggle.

### Assessment Part 1

Use the Assessment Check Sheet to assess the 3 ELA outcomes listed in the Learning Objectives section. You can also choose which outcomes (from your own district's standards) that you would like to assess.



Use the Check Sheet over multiple storybooks to make sure each student is getting the chance to demonstrate each outcome.



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## Structure / Activity: Part 2

### Identifying Physical Similarities & Differences (10 min)

- Hand every student a mirror and have them look at their reflection. Then, have them look around the room at their peers. Ask: How are you similar to others in this classroom? How are you different?
  - Point out certain things to look at. Ask: what shape is your face? How does your nose look if you turn to the side? Etc.
  - Make sure to emphasize that every body has its own unique and special features and people should not feel sad about those features.
- Gather the mirrors. Keep them on hand for Part 3 of this lesson.

#### Materials Needed:

A Class Set of Handheld Mirrors

Chart Paper or Chalk/Smart Board

"All About Me" Handout

### Mind Map (15-20 min)

- Write "What makes a good friend?" in the middle of a piece of chart paper, and have students brainstorm answers.
- You may choose to play a YouTube video on this topic. There are many fantastic options (see below).
- Have students think back to the last page of "My Hair is a Monster on Top of my Head". Ask: What did the main character do once she flipped her thoughts? (She shares that advice with another girl who has monster feet).
- Remind students that when you share advice and help others, you become a great friend.

### "All About Me" Worksheet (10-15 min)

- Have students complete the "All About Me" Worksheet.

#### Friendship Video Options (YouTube):

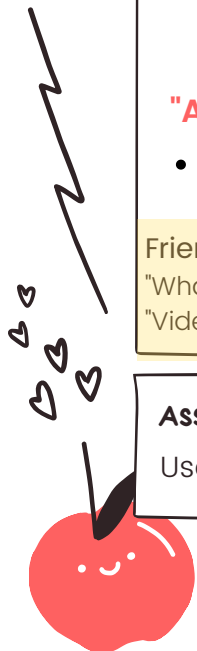
"What Makes a Good Friend?" UpStreet  
"Video Lesson - Friendship Soup Recipe: A NED Short"



When students are looking at themselves in their mirrors, watch for negative body language.

### Assessment Part 2

Use the "All About Me" worksheet to assess retention.





# ALL ABOUT ME



My first name is \_\_\_\_\_

I am \_\_\_\_\_ years old.

My favourite thing about myself is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My least favourite thing about myself is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw yourself here.





# ALL ABOUT ME



Draw your monster here.

If you don't have a monster, draw the character from "My Hair is a Monster on Top of my Head". Don't forget to draw her hair monster!

I can flip my thinking when I'm thinking about



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## Structure / Activity: Part 3

### Creating a Self-Portrait (30-45 min)

- Show some examples of famous self-portraits.
  - Have students guess what emotions the person might have been feeling at the time the portrait was completed.
  - Ask: What makes a self-portrait unique. (They are pictures of people from the shoulders up).
  - Ask: Do self-portraits remind you of any other kind of picture that people often take on their phones? (The Selfie)
- Next, explain that they will be creating their own self-portraits using crayons or pencil crayons.
- As a class, create a rubric. This can be done on chart paper.
  - Ask: What do our self-portraits need? How should our self-portraits look? Come up with at least 3 criteria.
- Give each student a handheld mirror, and explain that to accurately draw themselves, they will need to keep looking in the mirror.
- Give each student a piece of paper.
- Instruct students to first use pencil, and then when they are happy with the shapes they've used, add colour.
- Once everyone is finished, have the students ask their elbow-buddies a question: What emotions do you notice in my self-portrait?
- Display the self-portraits on a bulletin board with a positive message of your choice.

#### Materials Needed:

Examples of self-portraits

A Class Set of Handheld Mirrors

Paper for each student (and extra)

Crayons, pencil crayons

Chart Paper



Have extra paper available for your perfectionists.



Some students may need help getting their self-portrait started.

### Assessment Part 3

Have students grade their own work based on the criteria you selected as a class.



# Assessment Check Sheet

Date:  
Lesson:  
Grade:  
Subject:

Outcomes	Students																			

### Notes