



MY HAIR IS A MONSTER ON TOP OF MY HEAD



Grade: Two

Subject: Cross Curricular
ELA/Art/Health

Date:

Topic: **Gaining a Positive Self-Image & Learning to Flip Negative Thoughts into Positive Thoughts**

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
- begin to understand how thinking positively is helpful

Part 2: Understanding Body Image (approx. 40 min)

Students will:

- learn about body image
- use adjectives to describe their physical characteristics/features
- practice flipping their thinking

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:

- 2.1.E - apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions
- 2.2.E - connect situations portrayed in oral, print and other media texts to personal and classroom experiences
- 2.2.I - express thoughts or feelings related to the events and characters in oral print
- 2.3.D - identify how pictures, illustrations & special fonts relate to and enhance print texts

Health:

- W.2.4 - describe personal body image

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 and prediction questions along the way. Here are some questions to facilitate discussion:

Materials Needed:

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

Assessment Check Sheet

Chart Paper or Chalk/Smart Board

Before the Book Flips

Comprehension:

- What is the character feeling and why is she feeling this way?
- What is happening in this illustration?
- Do you ever feel like this?
- Why are the words "alone" and "ugly" written smaller than the others?

Prediction:

- What do you think she's going to try next?
- What's going to happen to the hair monster?

After the Book Flips

Comprehension:

- How is she using her mom's advice?
- How is the advice changing her perspective?
- How does the character now see herself?
- Why are ellipses (3 dots) used after she starts to think positively?

Prediction:

- What is she going to do with the advice?

Last Page & After Reading:

- What is the character doing in this image?
- Can you think of an example where you need to flip your thinking from the negative to the positive?

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 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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IMPRESSIVE



Structure / Activity: Part 2

Body Image Mind Map (15 min)

- Write "Body Image" in a large circle in the middle of a chart paper.
- Ask: What do you think "Body Image" means? Write down the answers.
- Explain that body image is how you see yourself when you think about how you look, or when you look in a mirror.

Materials Needed:

A Class Set of Handheld Mirrors

Chart Paper or Chalk/Smart Board

"My Body Image" Handout

Describing Personal Body Image (10 min)

- Hand every student a mirror and have them look at their reflection.
- Ask: When you look at yourself, which adjectives come to mind? How would you describe yourself? As a teacher, model what this looks like.
- Ask: Is there any part of your body that you don't like (just like the main character's hair monster)? How can you flip your thinking to think positively rather than negatively?
- Gather the mirrors. Keep them on hand for Part 3 of this lesson.

"My Body Image" Worksheet (10-15 min)

- Have students complete the "My Body Image" Worksheet.



When students are looking at themselves in their mirrors, watch for negative body language. These students would benefit from self-esteem boosters.

Assessment Part 2

Use the "Body Image" worksheet to assess whether they can describe what body image means.



IMPRESSIVE

MY BODY IMAGE



Name _____ Date _____

Body image is _____

My favourite physical characteristic is

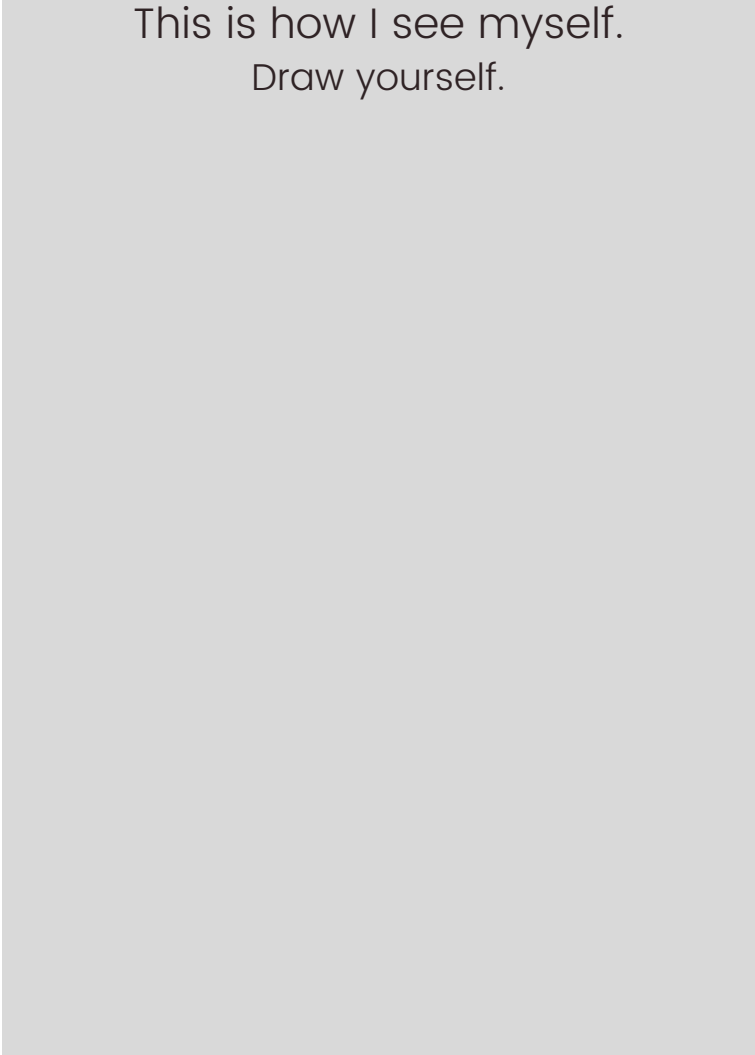
My least favourite physical characteristic is



I can flip my thinking!

Change your negative into a positive.

This is how I see myself.
Draw yourself.





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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 4 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:

Students



Outcomes

Notes