



MY HAIR IS A MONSTER ON TOP OF MY HEAD



Grade: Three

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 & Researching Effects of Positive Thinking (approx. 50 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 affects our body and brain
- research the effects of positive thinking

Part 2: Body Image and Sharing Positive Feelings (approx. 25 min)

Students will:

- begin to understand how various factors can affect the way we look
- learn how to flip negative thoughts into positive thoughts
- learn what it feels like to share and receive positive feelings and compliments with/from others

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

Students will:

- learn about self-portraits
- begin to appreciate artistic style found in books
- create their own paper-cut self-portraits and identify emotions they see in the artwork
- create a collective rubric

Learning Objectives

Aligned to the Alberta Program of Studies

ELA:

2.2.D - Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references

2.3.E - Identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques

Health:

W.3.4 - Recognize factors that influence unique body characteristics; e.g., genetics, body type, environment

R.3.1 - Recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others

Fine Arts:

Expression Purpose 3.A - Details, patterns or textures can be added to 2-dimensional works

Expression Purpose 4.A - Feelings and moods can be interpreted visually

Purpose 5 - Students will create an original composition, object or space based on supplied motivation.





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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 great 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

"Digging Deeper" Worksheet

Computers/iPads/Chromebooks

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? Give an example.
- 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:

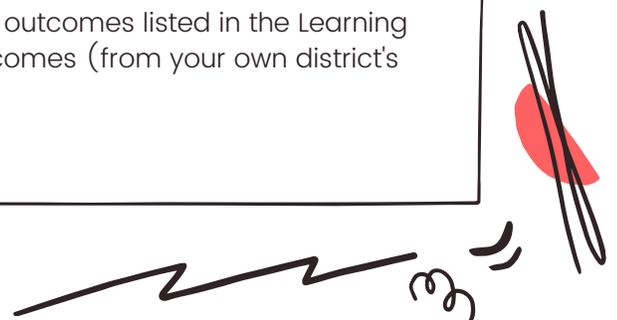
- What is the character doing in this image?
- Can you think of examples where you need to flip your thinking from the negative to the positive?

Mind Map & Research Page (30 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.
- Explain that they will now get a chance to dig a little deeper. Pair students up and hand out the "Digging Deeper" worksheet. To complete this worksheet, students will need the opportunity to research the effects of positive thinking on the body.

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.
- You can also grade the "Digging Deeper" worksheet





DIGGING DEEPER

THE EFFECTS OF POSITIVE THINKING ON THE BODY



Names: _____

Date _____

Positive thinking has many effects on the body.

Use the Internet to research positive thinking and answer the questions below.
Remember to record where you found your information.

List four effects that positive thinking has on the body:

1)	
2)	
3)	
4)	

What are some strategies that you can use to help you think more positively?



IMPRESSIVE

DIGGING DEEPER

THE EFFECTS OF POSITIVE THINKING ON THE BODY



Draw what positive thinking does to the brain.

List the websites that you used to find your information.

- 1)

- 2)

- 3)

- 4)



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Structure / Activity: Part 2

Materials Needed:

A Class Set of Handheld Mirrors

Chart Paper or Chalk/Smart Board

Body Image Mind Map (15 min)

- Write "Factors that Affect Our Bodies" in a large circle in the middle of a chart paper.
- Ask: Which factors affect our body characteristics? Or, why do we look the way we look? (Students should be able to talk about genetics, environment, body types, etc.)
- Ask: Where did the main character in "My Hair is a Monster on Top of my Head" get her monster hair from? Did you get certain physical characteristics from any of your family members? Do you view them as negative or positive characteristics? If you view them as negatives, how can we flip our thinking to make them into positives?

Sharing Positive Feelings (10 min)

- Ask: How does it make you feel when someone gives you a compliment?
- Hand students 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. Use as many positive words as you can.
- Have the students pair up and sit side by side.
- Instruct students to look into the mirrors - seeing their partner's reflection.
- Now have the students give their partners compliments based on their physical characteristics (seen in the mirror). Model what this will look like.
- After everyone has had a chance to receive a couple compliments, gather the mirrors and ask: How did you feel when you received those compliments? How did you feel when you gave a compliment?
- Emphasize that when we think of ourselves in a positive way, it is like we are giving ourselves a compliment. The more compliments we give ourselves, the better we will feel our ourselves.



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

-Your students may need a couple movement breaks during this lesson.

Assessment Part 2

Use the Assessment Check Sheet to assess the Health outcomes listed in the Learning Objectives section.





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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 paper. Just like all Sis&Chrys illustrations are cut out of paper, students will create paper portraits.
- Flip through "My Hair is a Monster on Top of my Head" to remind students of the artistic style used in the illustrations.
- 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 portray themselves, they will need to keep looking in the mirror.
- Have many colours of paper available for students to use. Scrapbook paper works best.
- 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 (optional rough copies)

Paper (various colours)



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.



