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This book is a celebration of the wiggle toes, smelly noses, tummy bumps, waggle rumps, and the features that make each child wonderful and precious.

Ages: Infant to 3 years

ATOS Reading Level:

N/A

Lexile: AD190L

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I Love All of Me

What do you love about yourself?

Topics: parts of a whole, counting with one and two, identifying shapes, comparisons, spatial relationships, symmetry

Activities To Do Together:

Before you read the book *I Love All of Me* with your child:

- Notice the child on the cover of the book. Talk about how the child might be feeling and the reasons you think so.
- Tell your child one of the many reasons you think they are a special person.

As you read *I Love All of Me* with your child:

- Take time to count what you see in the story illustrations. Count fingers, toes, eyes, spots on the ladybug, and scoops of ice cream. What else can you count?
- Notice the children's clothing. Talk about stripes, polka-dots, and hearts.

When you are done reading *I Love All of Me*:

- Look at the clothing you and your child are wearing. Notice whether it's similar to the clothes the children are wearing in the story. Are the colors the same? Are the patterns the same? Does your clothing have stripes or shapes? Talk about what you see.
- Look at the illustrations of the children's faces in the story. Count eyes, ears, cheeks, eyebrows and talk about the meaning of the word "pair." What other pairs can you find? What parts of the face don't come in pairs?
- Use positional words to talk about locations of different parts of the face. Point to your own face as you explain, "My nose is **above** my mouth. My teeth are **inside** my mouth. My eyes are **below** my eyebrows. etc."
- Compare parts of your own body with parts of your child's body. For example, place your foot next to your child's foot and talk about what you notice. "We both have five toes, one, two, three, four, five, but my foot is big and your foot is little." Make other comparisons. "My eyes are above my nose, just like your eyes. Let's count your eyes. One eye, two eyes. We both have two eyes."

Conversations During Daily Routines with Infants and Toddlers:

1. Tummy time - Explore faces with your baby. Touch your baby's nose and say, "One nose." Point to your own eyes and count, "One eye, two eyes." Point to your baby's eyes.
2. Play time - Explore the body parts of a favorite stuffed animal. Count its legs, eyes, and ears, aloud.
3. Meal time - Arrange the food on your baby's plate so it's symmetrical. Count the bites your baby takes.
4. Bath time - Talk about what's above the water (towel), on the water (floating toy), and under the water (washcloth). Talk about your bathing routine. What do you do first, second, last?
5. Outside time - Choose an animal or plant and talk about its parts. For example, a hummingbird has one beak, two wings, two feet, two eyes, and lots of feathers. What are the parts of a tree?

Questions for Mathematical Thinking:

1. Think about a face. What parts of a face come in pairs?
2. Think of your body. What parts of your body would you describe with the number five?
3. What do you think the author meant when she said, "I love my smelly nose?" Why do you think so?
4. Our knees are bendy. What other parts of your body will bend like your knees? Do they bend exactly the same or are there differences? Explain.
5. How are toes and fingers similar? How are they different?
6. Where are your eyes, nose, mouth, and ears in relationship to each other?

Early Math Project Resources:

[Rice Cake Faces](#)

[Finish a Face](#)

- [Finish a Face Drawing Pages](#)

[Butterfly Prints](#)

Follow this [link](#) for additional online resources.

Vocabulary for Building Math Concepts: all

Spanish Title: N/A

Related Books: *Color Zoo* by Lois Ehlert; *Color Farm* by Lois Ehlert

This link to the [World Catalog](#) will help you find *I Love All of Me* in the public library.

Math Connections:

Many stories, even those that don't appear to have an overt mathematical connection, can be used to reinforce children's mathematical thinking, reasoning, and development. There are many ways to use *I Love All of Me* to help build your child's developing understanding of math. For example, use this delightful book to explore the shapes and locations of objects, symmetry, parts of a whole object, comparisons, and patterns in rhyme. Additionally, use *I Love All of Me* to practice counting to five and to make predictions about what comes next.

As you read the book with your child, take time to explore the parts of the body that come in twos and fives. Make a game of finding pairs. For example, a pair of eyes, a pair of ears, a pair of eyebrows, etc. How many pairs can you find on your face? Identify the single parts of the face - for example, one nose, one chin, one forehead, one mouth. Count five fingers and five toes. Use positional words to talk about where parts of the face are located. Point to your face and say, "Look, my eyebrows are **above** my eyes. My mouth is **below** my nose, My ears are **on the sides** of my head. My hair grows **around** my head."

It's not too soon to start exploring mathematical ideas with babies. Talk with your baby, even if they aren't providing responses yet. Conversation during the early years is important as it supports language development. If your child responds to questions and conversation, talk about their ideas. Remember, their ideas don't need to be correct for learning to be taking place. Mistakes reinforce our understanding of concepts and are an opportunity to refine our thinking and work through what makes sense. Celebrate mistakes by making the most of the learning opportunities that come with them.

Play peek-a-boo with your baby and encourage older siblings and relatives to do so too. It helps babies develop their expectations and understand that you're still there even if they can't see your face. Try asking, "Where am I?" then hide by covering up your face. Stay "hidden" for three seconds, then uncover your face and announce, "Peek-a-boo, I see you."

Try making funny faces or sounds and encourage your baby to repeat what you do. When your baby makes a face or sound copy it too. Talk about the faces and sounds you're making.

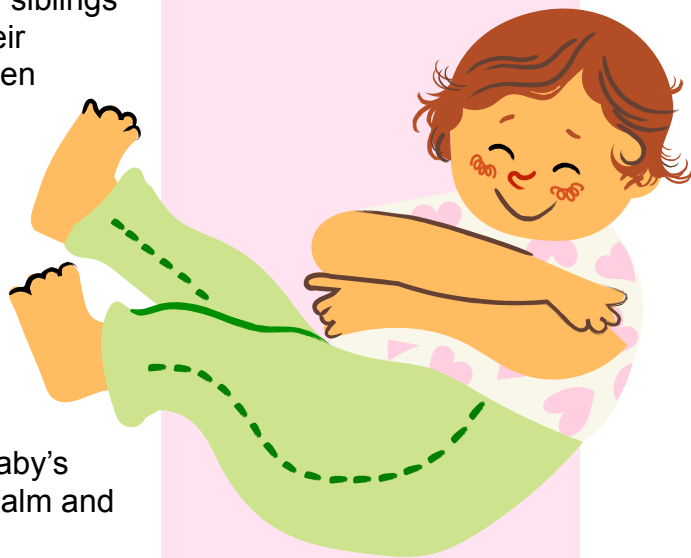
Compare parts of your own body with parts of your baby's body. For example, place your palm on your baby's palm and talk about what you notice.

Vocabulary for Extending Math

Concepts: angle, pair, part, symmetry, whole

Vocabulary for Reading**Comprehension:**

bendy, blinky, bump, scaredy, smelly, squeeze, waggle, wiggle, wise

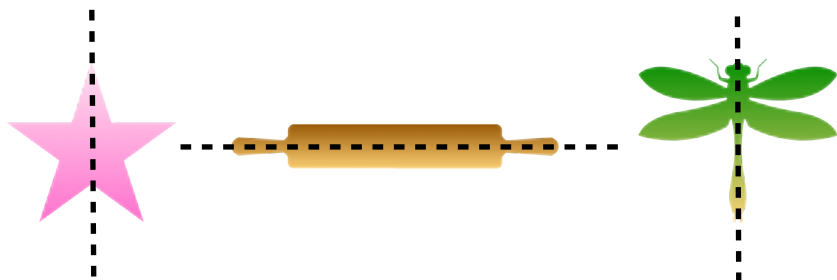


DISCOVERING THE MATH: BOOK GUIDE

“We both have five fingers, one, two, three, four, five, but my hand is big and your hand is little.” Make other comparisons. “Your hair is curly and brown, my hair is curly and black. My ears are on the sides of my head, just like your ears. Let’s count your ears. One ear, two ears. I have two ears too.”

Emphasize the rhymes in the book. Read it several times so your child is familiar with the words. Then read it again and pause when you come to a rhyming word and encourage your child to fill in the missing word. For example, read the line, “I love my wiggle toes. I love my smelly ____.” Ask your child what comes next. Have fun discovering other rhyming words that might work for the missing word. For example, would “rose,” “crows,” or “clothes” work in the place of nose? Have fun finding words to substitute to make a silly rhyme, “I love my arms that squeeze. I love my bendy cheese.” Help your child to create a new rhyme to add to the story that talks about something your child loves about them self.

Talk about symmetry - an object is symmetrical if it has two or more parts that are identical mirror images. The objects below are symmetrical.



Explore the symmetry of your face and your child’s face. You might start by taking turns covering up parts of your face. For example, hold your hand so it covers half of your face vertically and ask if the covered part looks like the part that isn’t covered. Then cover up half of your face horizontally and ask if the part of the face above your hand looks the same as the part of your face that is below your hand. Talk with your child about which way the halves of the face looked the same and which way they looked different. Use a mirror to look at the profile of your face. Does each side of your profile look the same? If not, what differences do you notice?

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Age Level	Related Infant Toddler Foundations and Preschool Foundations
Infant/ Toddler	Classification The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
Preschool/ TK	Algebra and Functions 2.1 Children begin to identify or recognize a simple repeating pattern.

