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Myself and Others [pre-kindergarten]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Myself and Others

Grade Level: Pre-Kindergarten

Subject/Topic Area(s): Social Studies

Designed By: Anne Peppers

Time Frame: 1 week

School District: East Central Independent School District

School: East Central Development Center

School Address and Phone: 12271 Donop Rd.
San Antonio, TX 78223

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Brief Summary of Unit (Including curricular context and unit goals):

This unit addresses the Texas Pre-Kindergarten Guideline “Child identifies similarities and differences in characteristics of people.” At the conclusion of this unit, students will know that people are different from one another, people share some characteristics, personal characteristics can be physical or behavioral, and we can describe or name characteristics of people. Students will be able to identify similarities and differences between self and others, identify physical similarities and differences between others, and identify unique characteristics about themselves.

Stage 1 – Desired Results

<p>Established Goals (e.g., standards)</p> <p>Texas Pre-Kindergarten Guidelines: SSVIA1 Child identifies similarities and differences in characteristics of people</p> <p>(SEDID1, LIA1, LIID1, LIID5, LIID2, SSVIID4, FAVIIIA1, FAVIIIA2, FAVIIIA3, FMIXB1)</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> - Draw an image of a group of students (including self) and identify positive similarities and differences (including physical and behavioral) 	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> - There are similarities and differences between individuals and these can be named - Similarities and differences contribute to interpersonal relationships - People possess unique characteristics 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How can we describe or talk about people? 2. How am I special/different from others? 3. With whom do I share characteristics? 4. What do ‘same’ and ‘different’ mean? 5. How are people the same/different?
Acquisition		
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> - People are different from one another - People share some characteristics - Personal characteristics can be physical or behavioral - We can describe/name characteristics of people 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> - Identify similarities between self and others - Identify differences between self and others - Identify physical similarities and differences between others (known or unknown) - Identify unique characteristics about themselves 	

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
	<ul style="list-style-type: none"> - Draws a picture - Identifies similarities - Identifies differences 	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <ol style="list-style-type: none"> 1. Drawing an image including self and at least 2 other students in the class and using the illustration to identify physical and non-physical similarities and differences between people <p>-----</p> <p>Other Evidence (e.g., formative)</p> <ul style="list-style-type: none"> - Observation-participation - ‘Me’ activity (including appropriately accurate representation of self & identification of physical/behavioral characteristics) - Identification of similarities/differences (PowerPoint slides) - Identification of characteristics and whether they are similarities or differences (Venn diagram character compare & contrast) - Identification of characteristic in day 5 game (and recognition of characteristics in self)

Stage 3 – Learning Plan

Stage 3 – Learning Plan		
CODE (A, M, T)	<i>Pre-Assessment</i>	
	Using a journal entry, students will be asked to draw accurate pictures of themselves and explain their choices, then use words to describe themselves. These answers will be written in their journals.	
A	<p>Learning Activities</p> <p>1. Preassessment (as morning work). Read <u>We're Different, We're the Same</u> (Bobbi Kates). Using a game format, teacher will call out characteristics (such as wearing glasses, enjoying reading books by Eric Carle, having friends who like to play house, having brown hair, being 4 years old, liking broccoli, living in a house, etc.) and ask children to stand when a characteristic describes them. When finished playing, ask students to help brainstorm a list of more characteristics. Discuss how some characteristics applied to many children and some applied to fewer, what characteristics were shared between friends, and what new things we learned about each other or what we already knew. (Teacher should make note of students' oral language-descriptive skills, how they understood characteristics, and understanding of the general concept at the conclusion of this activity. For students who lack some understanding at this point, reteach this concept in small group.) In small groups, read <u>People</u> (Peter Spier). Begin 'Me' template activity (students will complete individual template). Students will use various craft supplies (including a mirror and skin-tone crayons) and a body template to create an accurate self-image. As each group is working, promote conversation by noticing what each child is doing (ie: I notice that Sam, Zoe, and Steven are all using brown yarn for their brown hair.). (Students will have an opportunity to finish these tomorrow.) Assign & explain family homework (students, with family involvement, will draw self & members of the household/family then identify similarities and differences).</p> <p>2. Building on yesterday's experiences with characteristics that we do or don't have in common with classmates, compile a list of things we all have in common. Introduce a make-believe scenario where these terms describe everyone <i>and</i> nobody is different. Use think-pair-share format to allow students to discuss; teacher will listen in and join conversations as necessary. When all pairs have completed the exercise, the teacher will share some ideas she heard. As a class, discuss how differences make life and relationships better/more interesting/etc. Watch "Reading Rainbow: Unique Monique" (Discovery Education) and discuss what similarities and differences the twins in the video had. (Book may also be read sometime this week.) Create a list of unique qualities we've seen in people (interactive writing activity) and instruct students to think about unique qualities they see in themselves or their friends for later activity. Call student groups to finish 'Me' template and have them decide on a unique characteristic (or special thing about themselves) to go along with their illustration. (Teacher will write this on the back of their illustrations.) During later whole-group time, invite students to share their illustrations (including details) and unique characteristic, then discuss similarities we saw in each other's illustrations and unique</p>	Progress Monitoring (e.g., formative data)
M		Verbal answers
M		Accurate representation of physical characteristics
M	Participation in discussions	
	Unique characteristic	

	<p>characteristics. Discuss these as similarities between people.</p>	
T	<p>3. Read <u>The Sneetches</u> (from <u>The Sneetches and Other Stories</u>, Dr. Seuss). Discuss what the characters did and why they might have done it. If necessary, refer to discussion about what our lives would be like if we were all the same. Discuss whether the Sneetches needed to change anything about themselves. Introduce PowerPoint lesson. Each slide will have 2 photographs or photo-like images of places, objects, characters, animals, or people. Using an example slide, identify at least 1 similarity and at least 1 difference between the two images. Each student will have a slide to study and speak about. (Make sure to have extra slides for students who may need extra practice.)</p>	Correct identification of characteristics
A	<p>In small groups, call students back to their ‘Me’ templates. Ask them what they see on each paper. Explain that these are physical characteristics, or things that we can see on the outside of all people (like what we noticed about the pictures on PowerPoint slides). No matter whether we know them or not, we can notice hair color, height, etc. Ask students if they can see their classmates’ likes or dislikes in their illustrations; explain that we can use words to describe qualities other than the physical. Generate examples of these words that apply to each student and have students dictate both types of characteristics to be written on their projects.</p>	Participation in discussion Appropriate characteristics for self
A	<p>4. Watch “Diversity Elementary: Culture and Ethnicity” (Discovery Education), read <u>Same, Same But Different</u> (Jenny Sue Kostecki-Shaw). Introduce concept that some characteristics shared by people are part of their culture and that we can learn about other cultures from one another’s differences. Give examples of shared language (with clips of books being read in another language) and shared holiday celebrations (Fourth of July and Mexican independence celebration traditions). In small groups: read one of the following books with each group, instructing students to pay attention to the characters in the story: <u>Two Good Friends</u> (Judy Delton), <u>Frog and Toad Together</u> (Arnold Lobel), <u>Henry and Mudge</u> (Cynthia Rylant), <u>Runaway Bunny</u> (Margaret Wise Brown). Ask students to tell you about the characters in the story, then use their ideas in a Venn diagram (labeled with character images) comparing characteristics of the characters. Make sure that they tell about both physical and behavioral characteristics, and encourage them to use the book as a resource. (Draw reminders of characteristics on Venn diagram so that students can ‘read’ it on their own.) During whole-group, share Venn diagrams with students’ help and hang in the classroom as a reference.</p>	Volunteers appropriate information for Venn diagram
T		
A/M		
M	<p>5. Play introductory game from day1 again, but invite students to lead the game by calling out characteristics. (Make sure all students have at least one turn.) Read <u>We Are All Alike...We Are All Different</u> (The Cheltenham Elementary School Kindergartners).</p>	Identifies a characteristic for game
T	<p>In small groups, instruct students to draw appropriately accurate pictures of themselves and 2 friends in the class. When completed, ask each student (individually) to name similarities and differences in the people they drew (both physical and behavioral). (Use pacing guide assessment.)</p> <p>During whole-group, invite students to share their family homework and/or their performance tasks.</p>	(Performance task)
	Throughout each day, read poems from <u>I Like Being Me: Poems for Children</u>	

	<p><u>About Feeling Special, Appreciating Others, and Getting Along</u> (Judy Lalli M.S.), <u>Me I Am!</u> (Jack Prelutsky)</p> <p>* Make sure to use positive statements of similarities & differences and ensure that students do, as well.</p> <p>* Teacher should participate in creating/sharing 'Me' template and game (days 1 & 5).</p> <p>Additional books: <u>Chrysanthemum</u> (Kevin Henkes) (self) <u>Everyone is Special and Unique: Learning about Acceptance</u> (Regina G. Burch) <u>You're Different and That's Super</u> (Carson Kressley) (self) <u>I'm Like You, You're Like Me: A Child's Book About Understanding and Celebrating Each Other</u> (Cindy Gainer) <u>Different Just Like Me</u> (Lori Mitchell) <u>The Skin You Live In</u> (Michael Tyler) (culture) <u>I'm Gonna Like Me</u> (Jamie Lee Curtis) (self) Weekly Readers issues (self)</p>	
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Grading guidelines for performance task (pacing guide assessment):

+	Identifies 2 similarities and 2 differences
√	Identifies 1 similarity and 1 difference
-	Cannot identify any similarities or differences

Drawing rubric for performance task:

+	Student creates accurate drawings of people on his/her own
√	Student creates drawings of people with guidance/direction
-	Student needs consistent redirection to create accurate drawings