

We Are Different, We Are the Same!

Summary

Students compare how they are the same and different from their classmates.

Main Core Tie

Social Studies - Kindergarten

[Standard 1 Objective 1](#)

Time Frame

10 class periods of 15 minutes each

Group Size

Large Groups

Materials

Literature:

- Two Eyes, a Nose, and a Mouth
by: Roberta Grobel Intrater ISBN: 9780439116800

Other Materials

Butcher Paper
Markers
Picture Icons

Additional Literature:

- Children Just Like Me
. by: Barnabas and Anabel Kindersley ISBN: 0-7894-0201-7
A unique celebration of children around the world.
- I Am America
by: Charles R. Smith Jr. ISBN: 0-439-43179-4
- We Are All Alike...We Are All Different
by:Cheltenham Elementary School Kindergartners ISBN: 0590491733
- The Colors of Us
by: Karen Katz ISBN: 0805071636
- I Am Me
by: Karla Kuskin ISBN: 0689814739
- I Am
by: Rita Milios ISBN: 051642081X
- Different Just Like Me
by: Lori Mitchell ISBN: 0913589659

Teacher Resources

- Hands Around the World
by: Susan Milord

Background for Teachers

Teachers should be aware of the cultural and ethnic backgrounds of their students as well as those who might have disabilities, learning or physical challenges.

Student Prior Knowledge

Students need to be aware of his/her own cultural traditions and practices, as well as physical characteristics.

Intended Learning Outcomes

1. Recognize similarities and differences in others.
2. Recognize own values, talents, and skills.
3. Respect similarities and differences in self and others.

Instructional Procedures

Begin the lesson by introducing the book Two Eyes, a Nose, and a Mouth. Before reading story, ask the students if they know what the word "difference" means. Explain to them that we are all different, or not the same. We have different colors of hair, eyes, skin, and cultures. Proceed to reading the story Two Eyes, a Nose, and a Mouth. While reading the story, ask the students if they notice any differences in the characters (i.e.: "Were there characters that had the same color of hair, eyes, skin, etc.? Were there differences in the characters? Can you name some of the differences you saw?"). After reading and discussing the differences and similarities in the story, have the students notice and describe how they are similar and/or different from one another. Have them share with a partner, or share whole group in a community circle. To further examine similarities and differences have the students answer questions each day in graph form. Some ideas might be:

What color are your eyes?

Are you left handed or right handed?

What color is your hair?

Are you a boy or a girl?

How many people live in your home?

Do you live in a house or an apartment?

How do you get to school (walk, ride a bus, car, bike, etc.)?

What is your favorite food?

What is your favorite color?

Do you have a pet?

What is your favorite game to play?

Is your hair long or short?

Is your hair curly or straight?

Are you tall or short?

As a class, talk about the graph each day and compare the results to previous days. Are they the same? Are they different? Display the graphs in the hall or on a bulletin board for observation.

Strategies for Diverse Learners

Along with posting the written question for each graph, use picture icons (boy, girl, etc.) to help students make the correct choice for their answer to the question.

Extensions

When the students come in for testing or on the first day of school send home a paper cut out of a gingerbread boy or girl and have the student decorate them at home to represent them. When they come back to school, have the students share their gingerbread person with the class, and talk about how they are the same or different from others, then display them in the hall or on a bulletin board.

Make a class book of differences with photographs taken of the students. Each page shows a

different trait (i.e.: This is short hair. This is long hair.) making sure to use simple words that the children will easily recognize or incorporate sight words they are learning.

Give each of the students a small mirror to look at their facial features. Have the students draw a self portrait using crayons, markers, or colored pencils. They then mount them on a star shaped cut out. Then, have them finish the sentence "I'm marvelous me because....." and display them on a bulletin board or in the hall.

Make a class book based on the alphabet book From Anne to Zack. Take a picture of each student and create a page for each student (i.e.: "T" my name is Thomas.), and have the students dictate a sentence of one thing they like to do or a game they like to play. Have the student illustrate the game or activity they said. Read the book as a class and talk about the differences and similarities. Put the class book in the class library for the students to reread.

This activity can be done multiple times throughout the year (we encourage teachers to do it at the beginning and end of the school year). Take a picture of each student in your class to glue on to the sheet in the small box in the upper left corner of the I Am Special worksheet. Have the student write his/her name on the line, draw a self portrait in the large box, and the teacher will need to weigh each child and measure his/her height. This is a fun way to chart and show physical growth, as well as fine motor and drawing skills.

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