

Myself and Others

Fall Assessment- Recognizing similarities and differences in one another

This assessment is to be given after the students have learned that there are similarities and differences among one another, families and friends.

MAJOR UNDERSTANDINGS:

1. My identity includes my gender, ethnicity, family, language and physical self
2. People are unique and important

ESSENTIAL QUESTIONS:

History/ Culture:

1. What are some of our physical attributes?
2. How are people alike and different (Physically, ethnicity, language, gender, personal likes and dislikes)
7. What is a family?
8. How are families alike and different?

Teacher Directions:

Part 1: Introduction

- Read the following book focusing on the big idea that all people have physical similarities and differences:
- Two Eyes, a Nose, and a Mouth by Roberta Grobel Intrater
- Re-read and discuss the photographs in the book.
- Point out the similar and different physical attributes, such as gender, hair color, eye color, complexion, etc.
- Discuss how people can look alike and different.

Part 2: Teacher modeling

- Show the class the Jumbo Atlas, page 2 picture.
- Model how you are alike and different from the pictures of the children.
- "I am like Maria because I am a girl."
- "I am like Kate because we both have long hair."
- "I am different than James because he is a boy."
- "I am different from Don because his hair is black and mine is blonde."
- Ask children to tell ways they are alike or different from the children in the photos.

Part 3: Activity

Students will now look and choose a picture from the color photographs of diverse children (attached) and tell how they are alike and different from the children in the color photographs.

- Introduce the activity with the whole class.
- Review the previous lessons.
- Small groups of children will observe the photographs.
- After the children have observed the photographs, give each child a black and white handout that is a replica of the color photographs.
- Each child will circle a photo of one of the children in the handout that is like him/her and place an X on a photo of one of the children in the handout that is different from him/her.
- **Each child will also dictate to the teacher his/her reason for circling and crossing out a photo.**

Other books that reinforce this concept:

Guided Reading Books

*My Friend and I

*Hair

*We Are Special

*People Everywhere

*Together

Shades of People, Shelley Rotner and Shelia M. Kelly (2009)

