

Teacher:

Subject Area: Social Emotional Learning; ELA extension activities

Grade: Suggested K-1

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| Objectives | Students will... <ul style="list-style-type: none">• Learn that all people have unique differences• Determine that friends and family can have physical differences and still relate to each other• Create a shared classroom book on varied characteristics |
| Goals | I can learn how we are all different. I can be nice to everybody. I can help write a class book. |
| Standards | <p><u>Social Awareness:</u></p> <ul style="list-style-type: none">• C1: Recognize, identify and empathize with the feelings and perspective of others• C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures <p><u>Writing:</u></p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.W.K.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.• <u>CCSS.ELA-LITERACY.W.1.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| Essential Question(s): | How are we all the same and different? How can we treat others with kindness (or respect)? |

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| Common Misconceptions: | <ul style="list-style-type: none"> • Depending on age, some students may have challenges brainstorming differences outside of those listed in the story. • Students may not relate that they have their own unique characteristics. • Vocabulary: Welcoming Day, distractions, crowned |
| Background Knowledge: | Students need to have an understanding of "same" and "different" |
| Materials: | <ul style="list-style-type: none"> • 4-5 various colored hard-boiled eggs (natural colors preferred- white, cream, various browns, speckled, light blue) *if dyed, use light colors as to not die the actual egg • Colorful pictures of various children's faces • <u>I'm Just Me</u> book • Dry erase board or chart paper • Dry erase markers or chart paper markers • Class set of pencils • Crayola multicultural crayons or markers (1 box per table) • Class set of Mirror Sheets, Face Cutouts or puzzle pieces (real puzzle or paper cutouts) • Mirrors (1-2 mirrors per table) • Checklist and/or Exit Slips • Extension Activity <ul style="list-style-type: none"> -Several copied pages of <u>I'm Just Me</u> book -Story book sheets with sentence starters -Coloring page from the book |
| Procedure: | <p>Whole Group-</p> <ol style="list-style-type: none"> 1. Students will sit on carpet in a whole group. Teacher should position him or herself in the group. Teacher can use a document camera if preferred. 2. Teacher holds out a white egg and asks students to describe the egg. Depending on class temperament, teacher can pass around the white egg. <ul style="list-style-type: none"> -sample answers: white, round/oval, hard |

3. As students share answers, teacher writes words on the board under a column labeled "Outside".
4. Once teacher receives egg back, it should be peeled in front of students.
5. Teacher should have students describe the egg's attributes and write them on the board under a column labeled "Inside".
6. Teacher repeats steps 1-5 with the various colored eggs. Those eggs do not necessarily need to be passed around if under time constraints.
7. Teacher will have students determine the differences of the eggs and circle the words with a red (or another color) marker (ex: blue, dots, small, big, brown, white).
8. Teacher will have students determine the similarities of the eggs and circle the words with a blue marker (ex: hard, soft, smooth).
9. Teacher will explain that the class will talk about the differences and similarities between people.
10. Teacher will read the "I can" statements and have students repeat.
11. Teacher holds up the book.

"This book is called I'm Just Me. What do you notice about the cover and title? Turn to your shoulder partner and tell them what you see on the cover?" Teacher should give students 1 minute to share. Teacher can have 3-5 students share their observations.

"What do you predict this story will be about? Remember to use what you noticed on the cover and the title to predict what the story is about." Teacher should give students 1 minute to share. Teacher can have 3-5 students share their observations. After students share, teacher should do a think aloud. "I noticed... I predict this story will be about...As we read the story, I want you to see if your prediction was correct.
12. Teacher will read the story. Teacher should stop after the third page to ask students if their predictions are correct so far. Teacher can have students turn and talk to their partner or pick several students to share their answers.
13. Teacher will continue reading.
14. After the seventh page, teacher can stop and have students predict what will happen next.
15. Teacher will continue reading, stopping several times to ask students about the story.

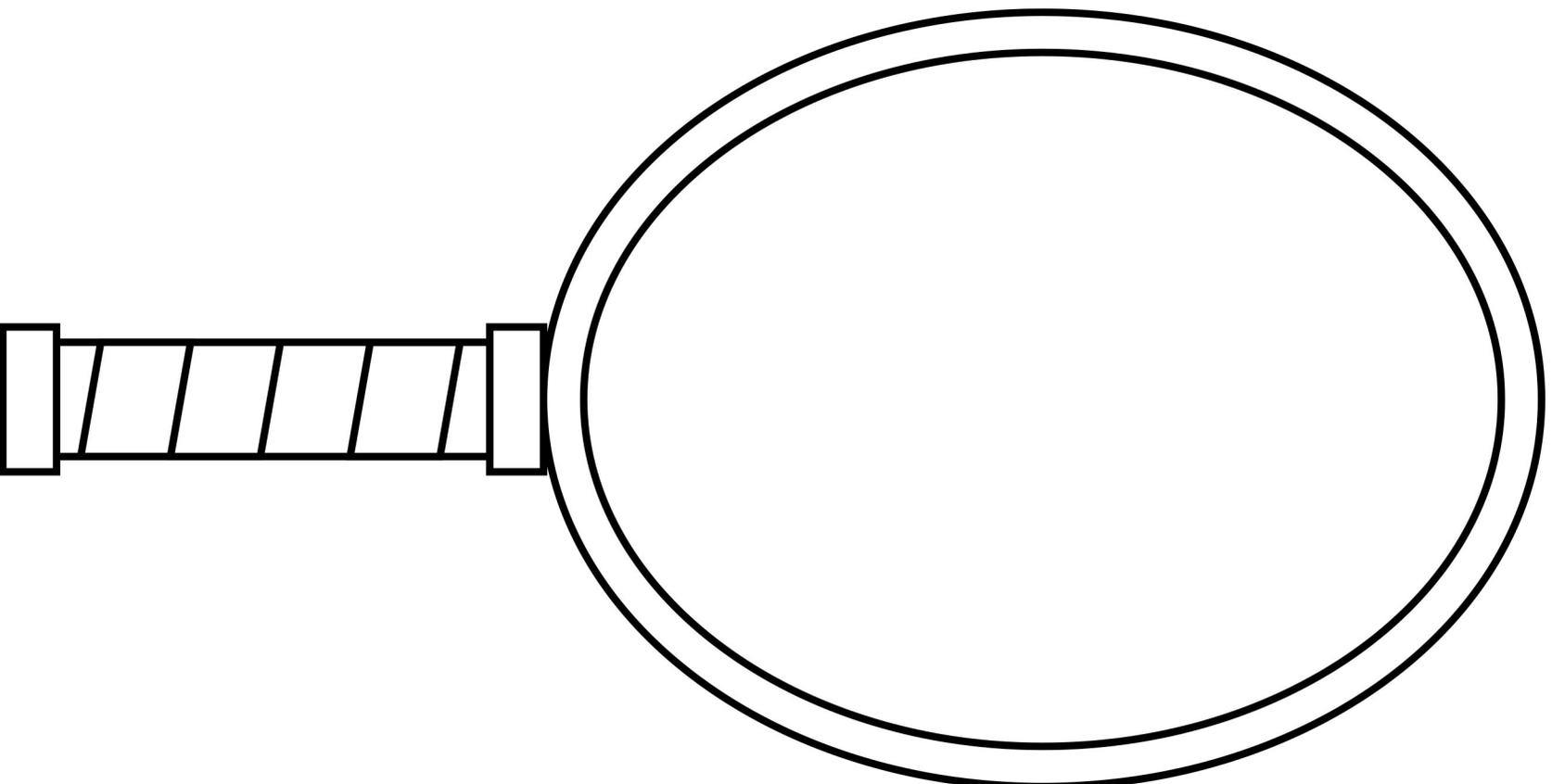
"Why do the people at the beginning look alike? Is it OK that all the children look different?" "Why does the speaker talk about what she does with the other children?, etc
16. Once the story is over, teacher should have several students retell the story in their own words.

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| | <p>17. Teacher should ask students why the author wrote the book. Students may share this with their neighbor. After 1 minute, teacher should have 2-3 students share.</p> <p>18. Teacher will confirm or explain the author's purpose for writing the story. Teacher will explain that although the eggs are different on the outside, they all beautiful and have purpose or value. Teacher will relate this to people.</p> <p>19. Teacher will explain the next step of the lesson. "We are all special in our own way and have unique differences." Teacher should either draw his or her face on the board or on a sheet under the document camera. Teacher should do a think aloud as he or she draws their own face.</p> <p>Independent w/ Necessary Partner Assistance-</p> <p>20. Teacher will have students return to their seat. Teacher will give each student a face cutout or a puzzle piece. While explaining that students will draw a self-portrait. Students may ask their classmate questions if necessary (i.e. "What color are my eyes?") or use a mirror. Students should be given 10-15 minutes to draw their own faces. Students should be encouraged to make their pictures realistic.</p> <p>21. As students work, teacher can call students over or walk to each student for quick assessment. Teacher can ask each student "quick check" questions or have students (or teacher can) fill out an exit slip for each student.</p> <p>22. Teacher should call students attention back to the board.</p> <p>23. Once all students have finished, teacher should announce, "I want to share my self-portrait now that I am finished. I am just me because... "(I have frizzy hair, I wear square shaped glasses, etc.) Teacher should only share one thing.</p> <p>Small Group Sharing-</p> <p>24. Students will now share while sitting at their seat. Teacher can have students share whole group or have table groups (4-6 students) share with each other using the phrase "I am just me because...". Teacher should encourage students to say one kind thing about their classmates' drawing (i.e. "I like how you drew your freckles", "Your eyes look pretty")</p> <p>25. Teacher can have students move to extension lesson or have students complete extension activity during writing class.</p> |
| Assessment: | A. Purpose- Everyone has a unique difference and we should treat others with kindness. |

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| | <p>Option 1: Checklist- Teacher can have each student explain in a few words or sentence how people can be different and how you can treat others with kindness or respect.</p> <p>Option 2: Exit Slip- If students are capable, teacher can have students complete an exit slip that will determine if they understood the purpose of the reading.</p> <p>B. Writing (Application)- Students are accurately able to complete a book sheet on their level that extends what they learned in the story.</p> <p>Feedback Form- Teacher will place class book together and will fill out feedback form after students turn in their sheet.</p> |
| <p>Implications/ Future:</p> | <p>Completing this initial lesson creates a shared classroom understanding and expectation for how all members of the class community should be treated. As students build community in their current and future classrooms, as well as beyond, creating a foundation of respect for differences will assist them in understanding multiple viewpoints in future school debates, seminars, and relationship conflict.</p> <p>Social Awareness Standards: Grade 3-5: C1. 2.b Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful. C1. 3.b Demonstrate empathetic reactions in response to others' feelings and emotions. C4. 2.b Identify ways that norms differ among various families, cultures and social groups.</p> <p>Completing the extension writing lesson helps students relate a book's theme to themselves as well as the world around them. As students become more competent writers, they will be expected to write on a variety of topics, including reflection of text read.</p> <p>CCSS.ELA-LITERACY.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |

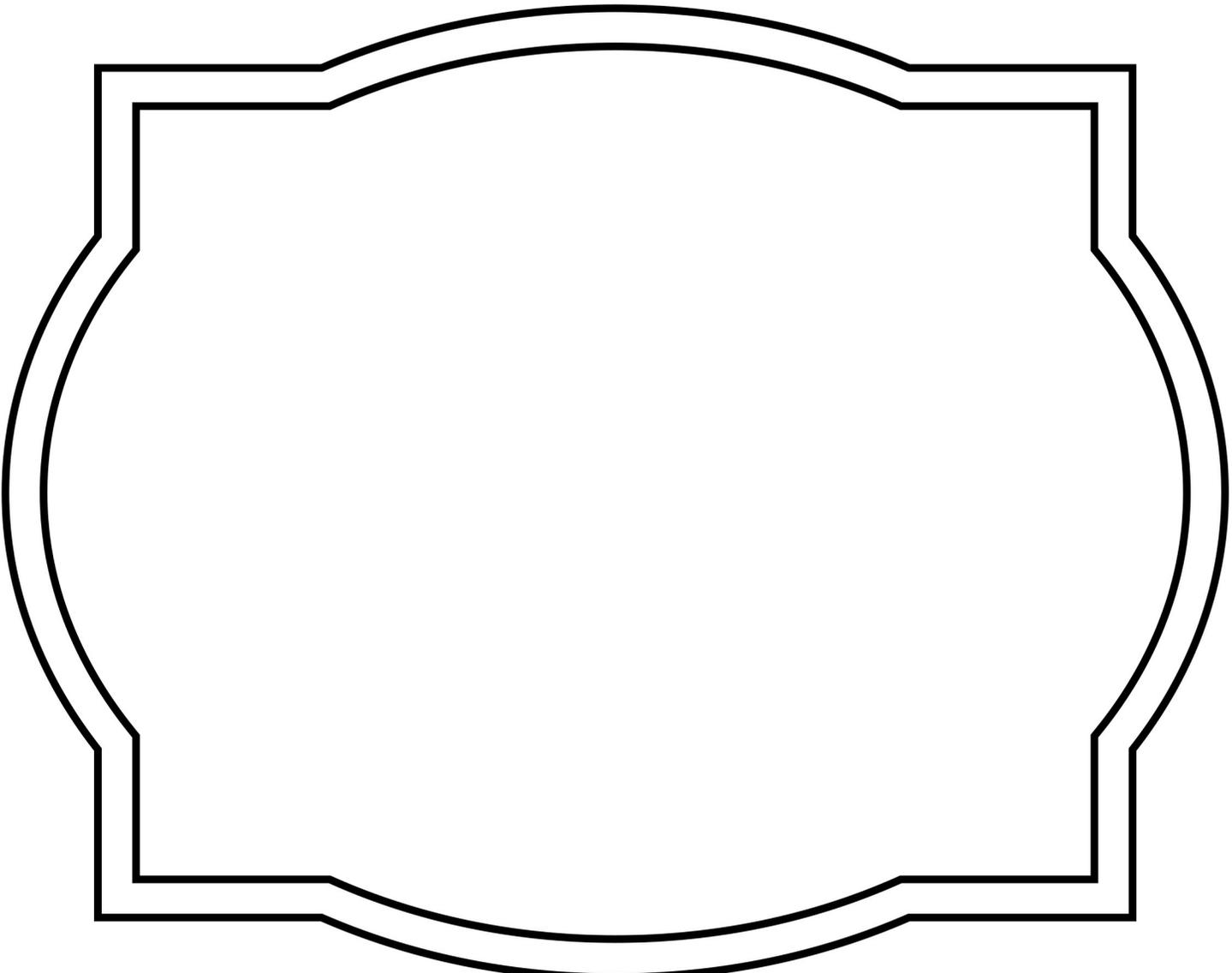
Name: _____

Directions: Draw a picture of your face. (Self-Portrait)



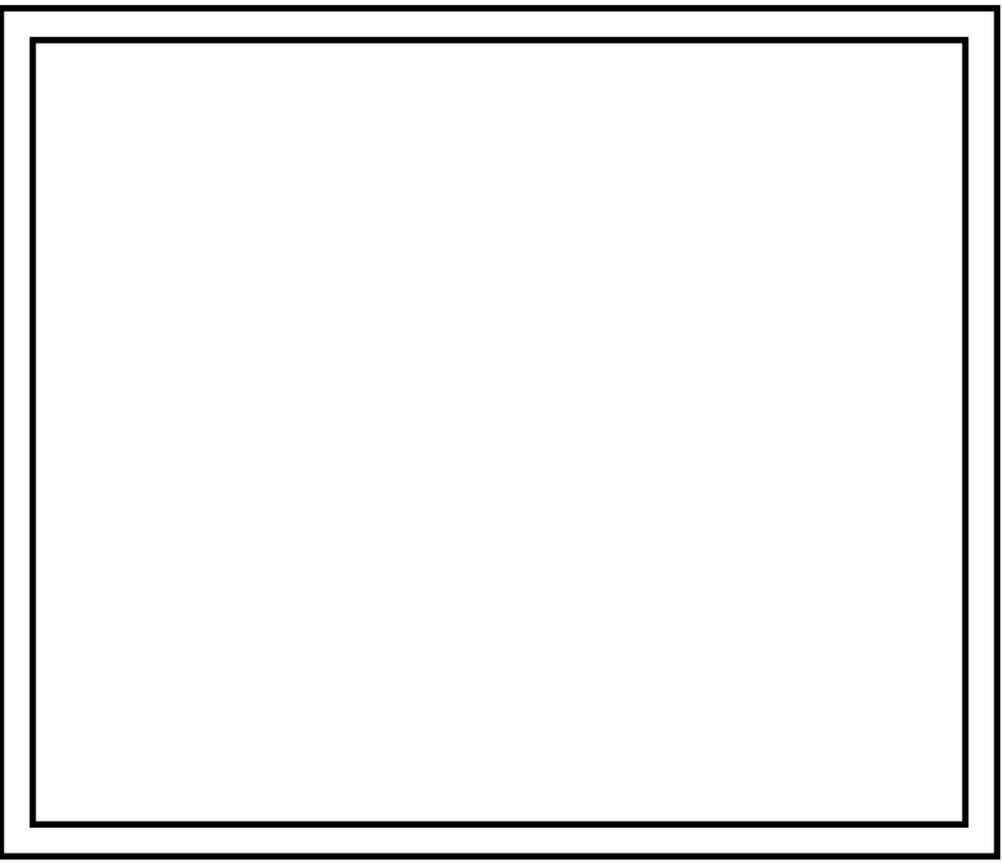
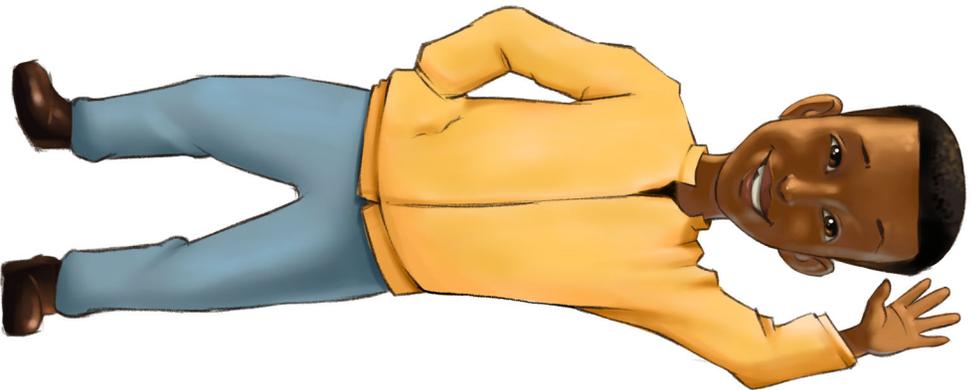
Name: _____

Directions: Draw a picture of yourself. (Full-Body)



Name: _____

Directions: Trace the words in the sentence. Draw your version of the character.



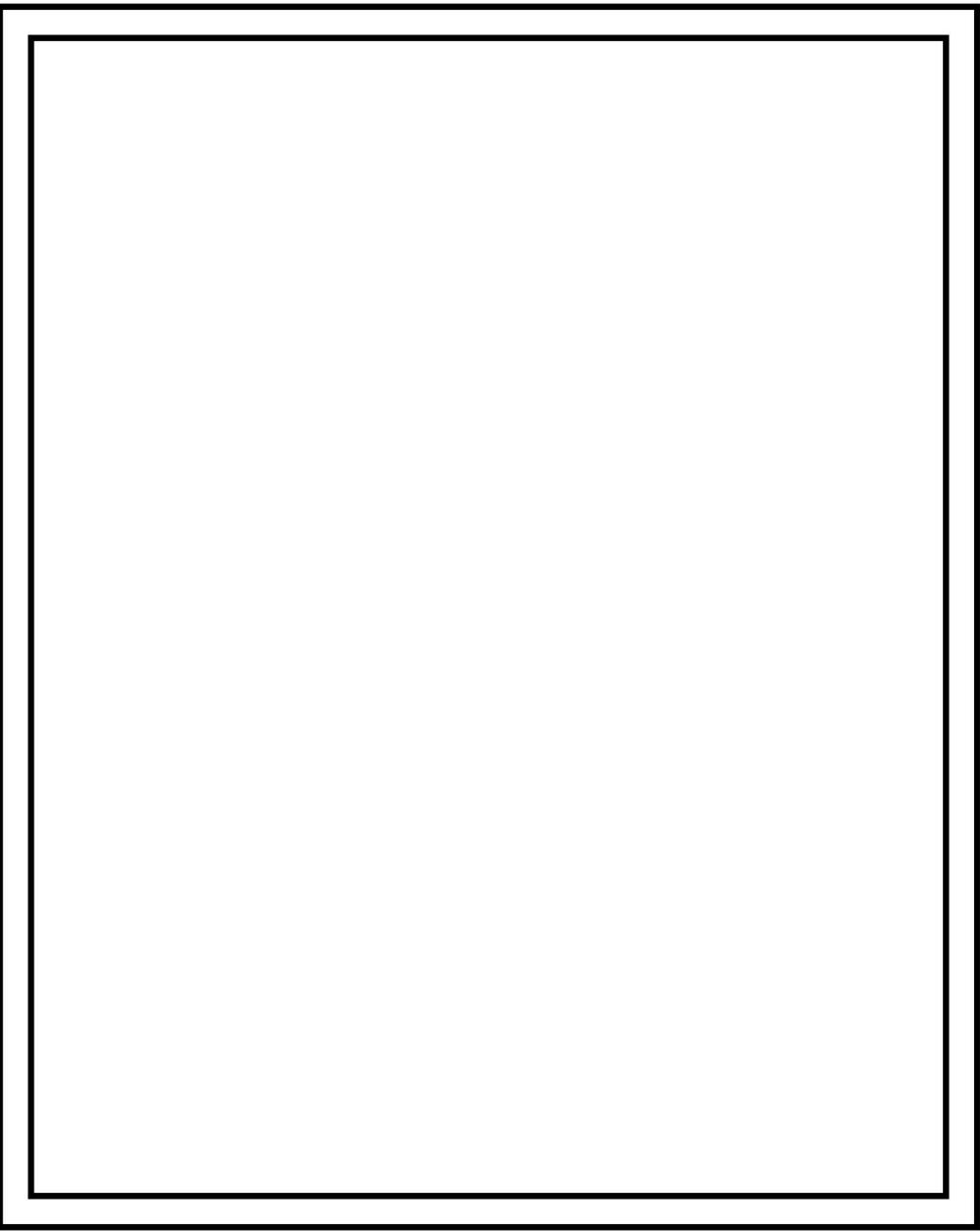
I went outside and met

a boy who had skin like

chocolate ice cream.

Name: _____

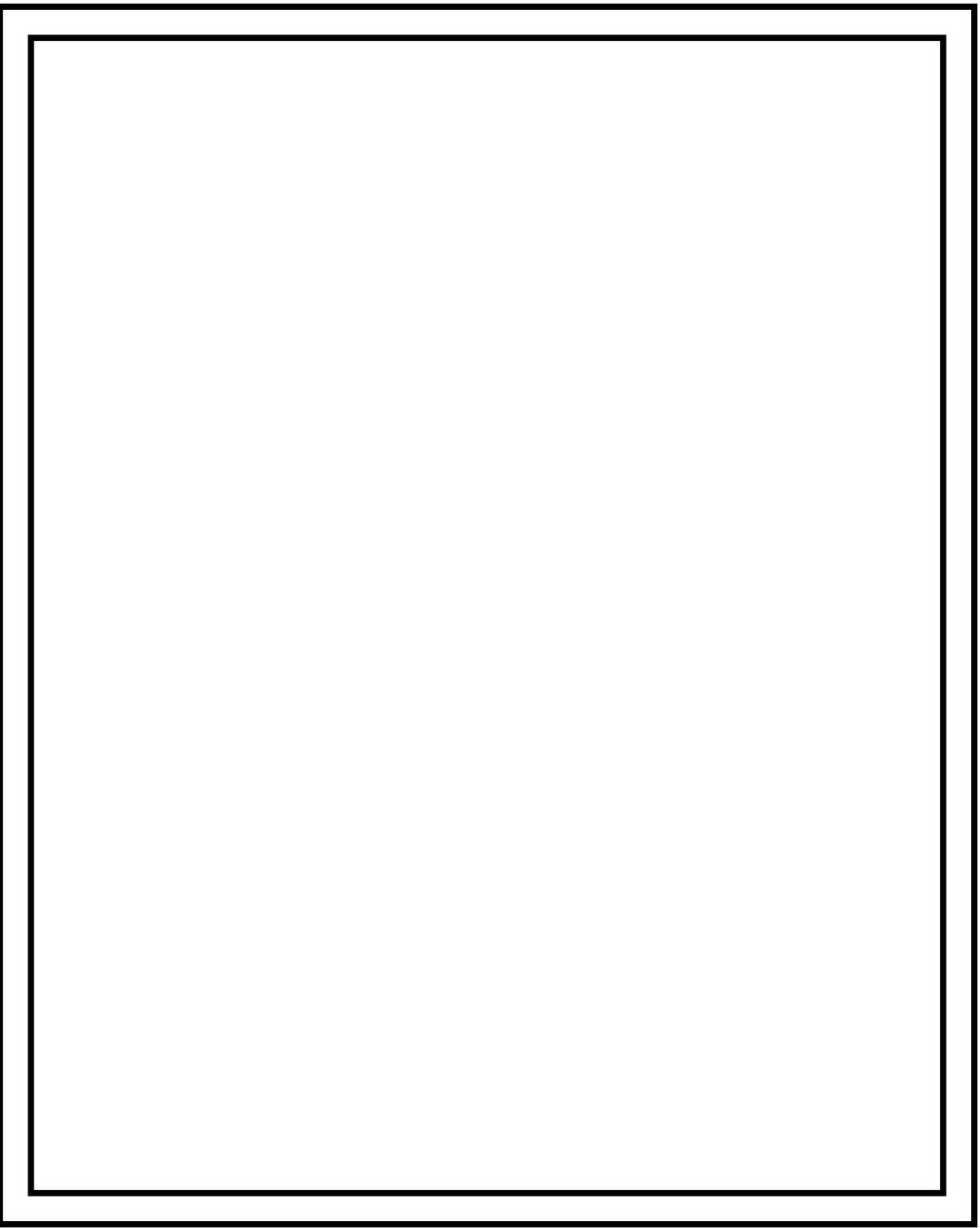
Directions: Read the sentence. Fill in the blank. Draw a picture to match your sentence.



I grew smarter and a
little bit _____ and
the whole _____ grew
around me.

Name: _____

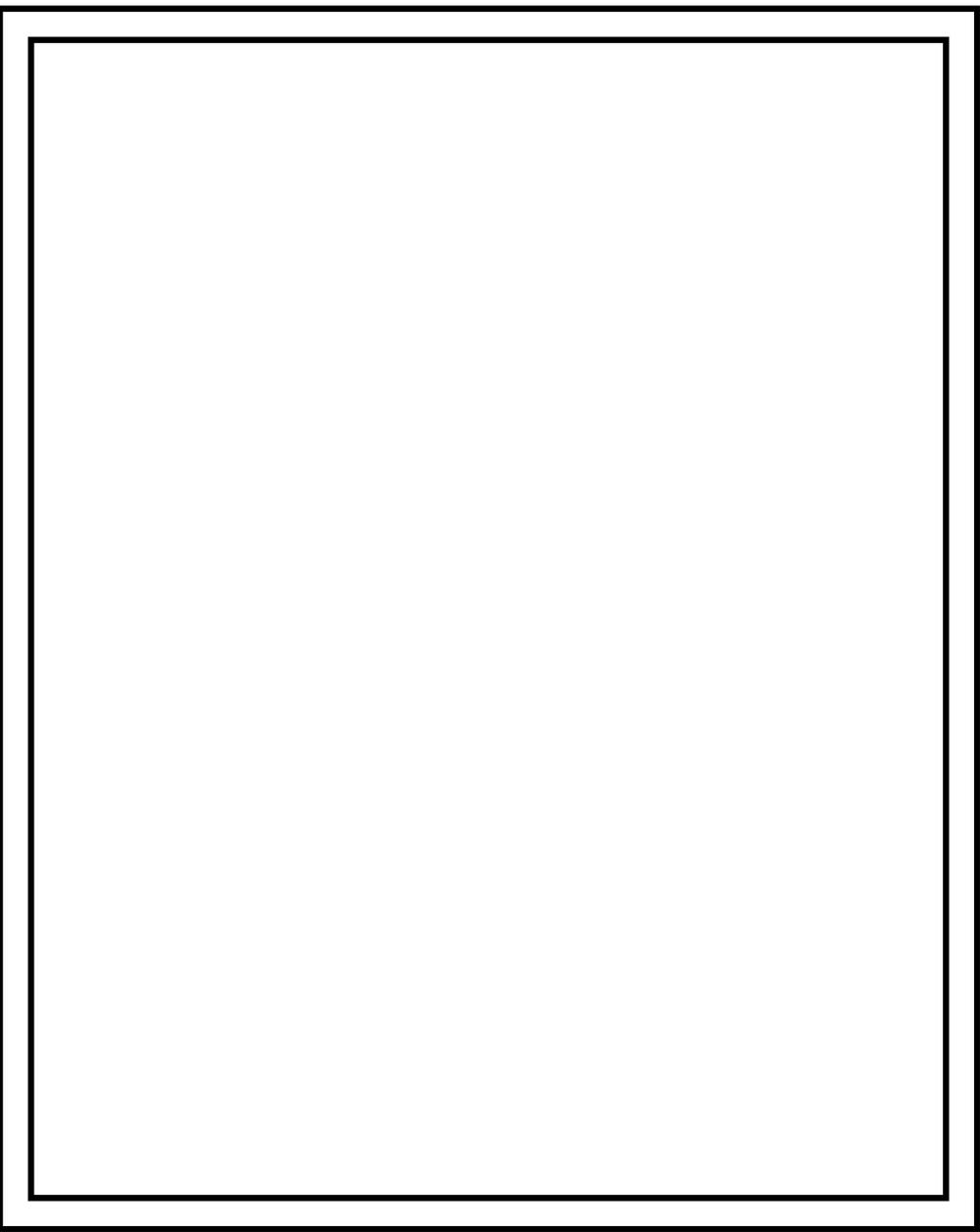
Directions: Read the sentence. Write a sentence about a friend you may see in class or outside. Draw a picture to match your sentence.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

Name: _____

Exit Ticket A: Draw two unique children in a class.



Name: _____

Exit Ticket C:

I like that I have:

I like that my friend has:
