

**Manchester College
Education Department**

Lesson Plan by: Abby White and Jillian Cartwright

Lesson: We are all alike, We are all different

Length: Fifteen to twenty minutes

Age or Grade Intended: Kindergarten

Source: Adapted from <http://www.uni.edu>

Academic Standards

Social Studies

K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.

Performance Objective

The students will demonstrate their understanding/appreciation of similarities and differences between people by actively participating in the classroom discussion/activity.

Advanced Preparation by Teacher

The teachers will obtain a copy of People by Peter Spier. The teachers will obtain an apple for each student in the class (the apples should be various sizes, shapes, and colors). The teachers will obtain a sharp knife and a cutting board. The teachers will create a worksheet to use as enrichment.

Introduction

Can someone please describe/tell us what the word ‘similarity’ means? (*The teachers will clarify that similarity means a trait or feature resembling another's*). For example, Ms. Cartwright and Ms. White are both female. Ms. Cartwright and Ms. White are both teachers. Can someone please describe/tell us what the word ‘difference’ means? (*The teachers will clarify that a difference is the degree to which one person or thing differs from another or it may also mean a distinguishing characteristic.*) For example, Ms. Cartwright is a bit shorter than Ms. White. Ms. Cartwright has blonde hair and Ms. White has brown. Today we will be learning much more about similarities and differences. *Intrapersonal, Verbal-Linguistic, and Knowledge*

Procedure

- The teachers will unveil the apples in the front of the classroom and will instruct the students to quickly and quietly walk to the table and choose a single apple.
- The teachers will instruct the students to become familiar with their particular apple. The teachers will suggest that the students notice/observe the apple’s special characteristics. *Intrapersonal and Visual-Spatial*
- The teachers will explain to the students that they will make up a short, creative story about their apple. The teachers will model an example. The teachers will provide appropriate assistance if necessary. *How did the particular apple get a bruise? Why is there a leaf on the apple? How will the apple taste? Where did the apple come from?* The students will share their creative stories with an assigned partner. *Interpersonal, Verbal-Linguistic, Logical-Mathematical, Comprehension, and Application*
- The children will then be asked to return their apples to the front of the classroom.
- The teachers will explain to the students that everyone is different in their own ways, but that is certainly okay. The teachers will then share People by Peter Spier with the class. *Verbal-Linguistic*
- The students will be asked to return to the front of the classroom and attempt to locate their specific apple. The teachers will then ask the students to explain how they knew which apple was theirs (color, size, shape, special features). *Interpersonal, Verbal-Linguistic, Application, Analysis, and Synthesis*
- The teachers will ask students to give examples of similarities and differences between people. The teachers will make a list on the board as the students provide examples. *Interpersonal, Verbal-Linguistic, Visual-Spatial, Application, Analysis, and Synthesis*

Closure

The teachers will explain that every person has a 'star quality' inside of them, something that makes them stand out and shine. This quality could be a particular physical feature, an activity you may excel in, and/or something/someone in your life that you are proud of. The teachers will ask for volunteers to share their 'star quality' with the class. The teachers will conclude by cutting each student's apple open to reveal the star within. *Verbal-Linguistic, Visual-Spatial, and Evaluation*

Adaptations/ Enrichment

As enrichment, the teacher will encourage the student(s) to take the star worksheet home and complete it with their parents/guardian. The student(s) will first draw a picture of themselves in the center of the star and will then collaborate with their parents/guardian and write five different words on the points of the star that describe them and/or make them feel special about themselves.

As an adaption, an accountable student, a classroom assistant, or a parent volunteer will be assigned to the student(s) to provide support and assistance. The student(s) and his/her assigned 'partner' will collaborate and complete the project.

Assessment

The teachers will informally assess each student focusing primarily on involvement in the group activity/experience, and showing courtesy/respect towards the teacher and fellow classmates.

Self-Reflection

Did the students gain an appropriate understanding of similarities and differences? Did they enjoy the activity? Were our adaptations and enrichments effective? Will we do this activity again? If so, what will we do differently in the future?