TEACHING

We Are Alike and Different

Foods
Clothes
Schools
Holidays

Kindergarten Reading Level
Standards

Behavioral Studies
- Understands that group and cultural influences contribute to human development, identity, and behavior.

Language Arts
- Uses the general skills and strategies of the writing process.
- Uses reading skills and strategies to understand and interpret a variety of informational texts.

Mathematics
- Recognizes regularities in a variety of contexts (e.g., events, designs, shapes, sets of numbers).

Physical Education
- Uses movement concepts and principles in the development of motor skills.

Thinking and Reasoning
- Effectively uses mental processes that are based on identifying similarities and differences.

Working with Others
- Displays effective interpersonal communication skills.

Multiple Intelligences Utilized
- Bodily-kinesthetic, interpersonal, intrapersonal, linguistic, logical-mathematical, and spatial


Lesson 1
We Are Alike and Different Minibook

Purpose: Students will create their own nonfiction books about similarities and differences among people.

Materials
- We Are Alike and Different books
- minibook template pp. 7–11
- pencils
- colored pencils
- stapler

Objectives
- Recall information from We Are Alike and Different books.
- Explain how people are alike and different.
- Interview classmates.
- Identify how students are alike and different.
- Create a book about similarities and differences.
- Compare similarities and differences between classmates.

Activity Procedures

Prepare (teacher)
- Copy minibook template pp. 8–9 and pp. 10–11 back-to-back for each student. Copy minibook template p. 7 for each student.
- Assemble the student books. Fold pp. 8–11 on the dotted line. Fold p. 7 on dotted line so the printed side is on the inside. Place p. 7 on top of pp. 8–11 and staple in the fold. If the book is assembled correctly, the cover should be blank and the page numbers will be sequential.

Pretest (class)
- Is there anyone in this class who is exactly like you? How are you and your classmates alike? How are you different?

Read (student, small group)
- Read books from the We Are Alike and Different series.
- Brainstorm ways students may be alike and different not mentioned in the We Are Alike and Different series.

Model (teacher, class)
- Read the minibook text aloud to the class. Brainstorm ideas for each page.
- Explain the directions for finishing the alike and different minibooks. The teacher may choose to do each step as a whole group or let students work at their own pace.

Practice (student, pairs)
- Students write their name and book title on the cover and decorate.
- Assign students their first partner. Each student will need to rotate to four more partners to complete the book. Students could complete the entire book with just one partner, if desired.
- Fill in the first blank of each page with the partner’s name.
- Draw a picture to illustrate each page.

Discuss (class)
- Do you think it is better to be alike, different, or both?

Evaluate (teacher)
- Check that students have completed their minibooks pp. 7–11 correctly.
**Activity Ideas**

Use in the classroom after reading the *We Are Alike and Different* series.

**Art**

**Title:** One of a Kind?

**Objective:** Students will identify personal preferences.

**Materials:** crayons, pencils, 11x17 construction paper, (magazines, glue, and scissors optional)

**Description:** Students will draw pictures (or cut and paste pictures from a magazine) showing their favorite holiday activity, favorite food, favorite thing to wear, favorite type of transportation, and favorite part of school. Hang these posters without the name showing and have the class guess who made it. Show the names on the posters, and students could find others who have the same favorite food, holiday activity, etc.

**Large Motor**

**Title:** Same Circle

**Objective:** Students will listen and move when a personal experience or attribute is identified.

**Materials:** none

**Description:** Before starting the game, explain that we want to see how some of us are the same and different. Tell students that they will not run into the circle every time. Encourage students to be honest. Students and teacher stand in a large circle. The teacher will call out a question, such as “Who has ridden in a fire truck?” Any student who has ridden in a fire truck runs into the center of the circle. The teacher will then compare how many people are on the outside and the inside. By pointing out the differences, students will be encouraged to answer honestly. Everyone claps, and the students run back to their spots. The teacher calls out another question and the activity repeats. Integrate the activity with math by counting how many move to the center or how many stay.

Possible questions:

- Who has . . .
  - decorated for a holiday?
  - blue shorts?
  - helped a grownup cook?
  - a raincoat?
  - ridden in a bus?
  - eaten chips and salsa?
  - ridden on a horse?
  - eaten spaghetti?

**Math**

**Title:** Comparing Classmates (graph)

**Objective:** Students will create a graph showing similarities and differences within the class.

**Materials:** chart paper, markers, sticky notes with each student’s name

**Description:** Create a simple three-column vertical graph on the chart paper. Title the graph “How we get to school.” At the bottom of the columns, draw a car, a bus, and a person walking (or a shoe). Have students place their labeled sticky note in the correct column to create a class bar graph. (If this is a first graphing experience, the teacher could provide students with labeled die-cuts of a car, bus, and shoe, instead of a sticky note). Discuss results with the class.

Other possible graphs: favorite breakfast food, favorite holiday activity, whether students wear gloves or mittens, type of home, how many people students live with (2, 3, 4, 5+), favorite school activity, bedtime clothes (2-pieces, nightgown, sleeper), eye color, hair color, etc.

**Title:** Alike or Different

**Objective:** Students will identify which objects in a group are alike and different.

**Materials:** Alike or Different p. 13, crayons, pencils

**Description:** As a class, read the directions for each set of pictures. Following the directions, students will color the pictures that are the same one color and the one that is different another color.
Social Studies

**Title:** American English

**Objective:** Students will understand that names of items vary in different parts of the United States.

**Materials:** Different Names p. 12, pencils, crayons

**Description:** As a class, discuss how most people in the United States speak English, but some things have different names depending on where you live. Complete Different Names p. 12 together. Students will be able to match the identical pictures, while the teacher reads the two different names.

**Title:** Are We Alike or Different?

**Objective:** Student pairs will compare their preferences and experiences.

**Materials:** file folder templates pp. 14-16

**Description:** Follow the directions on file folder template p. 15 to prepare the game board and pieces. One student will be represented by the moon image, and the other by the stars. To play the game, the pair of players takes turns selecting pieces and placing them in the correct space on the game board. Players must decide if the item relates to just one of them or both of them. Pieces that do not match either player may be set aside. Once all the pieces are sorted, the players may count the pieces and compare to decide if they are very alike or very different.

**Bulletin Board**

**Title:** We are Alike and Different

**Objective:** Students will compare similarities and differences between classmates.

**Materials:** computer or die-cut letters, yarn, pictures brought in by students, small sticky notes (2x1.5), magazines (optional)

**Description:** Divide the bulletin board into five vertical columns. Staple lengths of yarn to create column borders. Print out or cut out the following sentences. Everyone . . .

- eats.
- wears clothes.
- travels.
- has a family.
- celebrates.

Place “Everyone . . .” at the top of the board and place one of the remaining labels at the top of each column. Assign students a column and have them bring in a photograph that relates to the topic. If personal photographs are not available, have students find an image from a magazine. Use sticky notes to label the front of the picture with the student’s name. Post the pictures in the corresponding columns.

**Reading Incentive**

**Title:** So Many Good Books

**Materials:** teacher-prepared book list, bulletin board or wall, 11 pieces of 9x12 construction paper

**Description:** Have students keep track of the books they read or listen to at home with their families. Send home a list of ten recommended books, but encourage them to choose any book. Label each piece of construction paper with one of the titles from the recommended list. Label the remaining piece “Others.” Post the papers on the bulletin board. Have class incentives for reaching certain goals, such as ten students reading the same book or the class reading thirty different books. Collect the lists of books read weekly. Record the data by placing tally marks under the corresponding book titles. For titles not on the recommended list, record them on the sheet labeled, “Others.” Integrate with math by explaining tally marks and comparing the numbers of books read (more than/less than).
**Additional Resources**

**Books**


This series of books celebrates how members of a community can be alike and different at the same time.


Eight-year-old Jasmin describes her school, favorite sites to visit, and her city’s government, arts, sports, neighborhoods, and tall buildings.


Kindersley, Anabel, and Barnabas. *Children Just Like Me: Celebrations!*. New York: DK Children, 1997. The clothing, food, homes, schools, family lives, and cultures of young people around the world are described. *Celebrations* focuses on holidays and festivals from around the world. Both books feature color photography.


**WEBSITES**

**K4 Modules: Weather, Seasons, and Climate**
http://www.cet.edu/ete/modules/k4/weather/Whanson3.html
This lesson plan gets kids thinking about how climate influences what people wear.

**Kindergarten Home Page Directory**
http://www.jsd.k12.ak.us/hbv/classrooms/Fontanella/fontanejKworld.html
A kindergarten teacher, Jack Fontanella, compiled a list of kindergarten home pages from the United States and abroad. Teachers and students can learn about other kindergarten classrooms and then compare them with their own.

**Public Transportation Safety Kids Page**
http://www.nysgtsc.state.ny.us/kids/kid-tran.htm
Students can brush up on safety tips that cover all kinds of transportation.

**Zoom**
http://pbskids.org/zoom/activities/cafe/
Visitors to this site can view kid-friendly recipes for many occasions.
We are alike and different.

My friend and I are different. We wear different clothes.

My friend and I are alike.

We both play.
My friend and I are different. We play with different things.

Me

and I am alike.

We both wear clothes.
Teaching We Are Alike and Different

My friend and I are alike. We both travel.

My friend and I are different. We eat different foods.

Me
My friend and I are different. We like school in different ways.

My friend and I are alike. We both like school.
My friend and I are alike.

My friend and I are different ways.

We travel in different ways.

Me

We both eat food.

and I are alike.
Different Names

Match the pictures that are the same.

pop
bucket
sneaker
tennis shoe
soda
pail
couch
Alike or Different

Color the one that is different red.
Color the ones that are the same yellow.

Color the one that is different red.
Color the ones that are the same yellow.

Color the one that is different red.
Color the ones that are the same yellow.

Color the one that is different red.
Color the ones that are the same yellow.
train

soup

raincoat

boat

apple pie
give a gift
plane
bike

car
sports clothes
dress-up clothes
ice cream

hear holiday music
eat holiday food
look at pictures
bus

Teaching We Are Alike and Different
• To make the gameboard, cut out and glue the large rectangles from p. 16 inside a file folder as shown below.
• Cut out and color the game pieces.
• For durability, laminate the pieces and gameboard.
• Secure pieces in a zipper-top plastic bag for storage.
Me

Us

Teaching We Are Alike and Different