

Alike and Different

Activity: Children will work in pairs to create pages for a classroom book about differences and similarities.



Objective

Children will discover similarities and embrace differences as they work together to create a class book.

Targeted Standards

III. Social and Emotional Development

III.D.2. Develops a sense of identity and belonging through exploration and persistence

Benchmark a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities

III.D.4. Develops sense of self-awareness and independence

Benchmark a., b., c., d.

http://www.fluel.org/standardsresource/standards.html#d=III&a=four_year_olds

Checking for Understanding

Children will demonstrate understanding of this lesson by, discovering difference and similarities about each other and contributing to a class book.

Scaffolding

Some children may benefit from assistance in discovering differences and similarities about each other.

Help them think about:

- Favorite colors, food, flavors, activities, books, places, and movies
- Family members and traditions or activities
- Physical traits
- Things they are good at doing
- What they want to be or do when they grow up

Extensions

- Encourage children to pair up with another friend and find out things they have in common and things that are different.
- As you read books, encourage the children to think of ways in which the characters are different in some ways but alike in others ways.
- Invite families to attend a special book reading and ask the children to “read” their page of the book to the visitors.

Materials Needed

Construction paper

Camera (for taking a class picture)

Markers

Hole punch

Binder rings or yarn (to hold the book together)

Alike and Different

Activity: Children will work in pairs to create pages for a classroom book about differences and similarities.



Targeted Standards

III. Social and Emotional Development

III.D.2. Develops a sense of identity and belonging through exploration and persistence

Benchmark a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities

III.D.4. Develops sense of self-awareness and independence

Benchmark a., b., c., d.

http://www.floel.org/standardsresource/standards.html#d=III&a=four_year_olds

Procedures

1. During whole group time, have a discussion about differences and similarities among friends. Cite specific examples. Help the children to discover things they have in common and ways in which they are different (i.e., “Lizzy has long hair and Ana’s hair is short but they both like chocolate chip cookies and the color pink.”).
2. Invite them to help write and illustrate a classroom book about being alike and different.
3. Pair up the children and ask them to draw pictures of themselves (each child will draw a picture of both children together).
4. Help the pairs think of ways they are alike and ways they differ. Print their observations at the bottom of their pictures. Print similarities on one picture and differences on the other (i.e., “Carlos and Hunter are friends. Carlos has a big sister and Hunter has a baby brother but they both like pizza, watching movies, and riding bikes.”).
5. Take a picture of the whole class together and print it out for the cover of the book. Create a cover and assemble the pictures into a book titled, Friends are Alike and Friends Are Different (or ask the children to vote on a similar title).
6. Read the book to the class and then place it in the reading center so that children may explore it on their own.