

Potential Integration:
ELA; Math

Health

K.ICR.1.2

Compare people in terms of what they have in common and how they are unique.

Materials:

- Differences and Similarities Chart – show on screen or draw on a white board (optional real pieces of fruit as examples)
- Difference Bar Charts – show on screen or draw on a white board (optional – make copies for students and let students shade in columns individually)

Focus Step:

Display the Differences and Similarities Fruit Chart either through a projector or create one on the board. The teacher can record responses to the descriptors/attributes for each fruit on the chart. Look across the chart and ask students to compare how these fruits are similar and how they are different. One obvious similarity is that they are all fruits, another similarity is that they are all sweet; however, there are differences between these fruits that make them enjoyable and good to eat.

Statement of Objectives:

Today we are going to examine what we have in common or how we are the same and what is different or unique for each of us.

Teacher Input:

Just like the fruits we examined earlier today were all fruits but have some similarities and some differences – we are all human and we too have some similarities and some differences. Some people look similar, other people have similar interests, and some people have different talents and gifts. While one person may be very gifted in art another person may be very gifted in creative writing. If these two people work together, they can create a beautiful and exciting book to read (author and illustrator). Our differences can make us more productive by sharing our talents and strengths with one another. Though differences are sometimes more noticeable, we should also recognize that we are far more alike than we are different. Let's examine some of our similarities and differences with a few graphing exercises.

Assessment:

Use the bar charts to help students explore how students in the class are similar and different. Ask students to create their own with a question using the blank table(s). This can be facilitated as a whole class using a projector to display the graph or draw the chart on the board. Students can also shade in their own charts, if capable of doing so. After finding total numbers for each item in the chart ask the students more, less, or equal to questions for the categories in each chart. Ask students to think of other ways we are

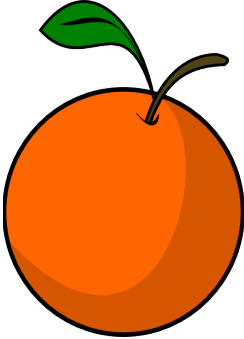
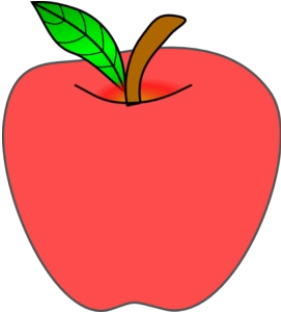
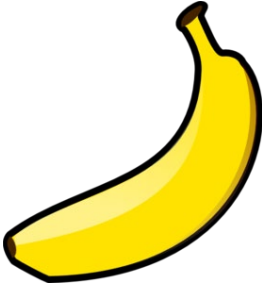

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similar and different and share those ideas. Record their answers on the board. Remind students that there are many ways in which we are similar and different and that both are valuable. It is nice to find similarities with other people yet our differences make us unique and special.

Closure:

You did an excellent job finding differences and similarities in our class. Let's remember that though we have some differences, we also have a lot in common with each other. We appreciate the differences that exist among us because that is what makes us special and unique.

Differences and Similarities

				
Shape				
Skin Texture				
Color				
Length				
Width				
Seeds (Yes/No)				

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Hair Color Chart- Example



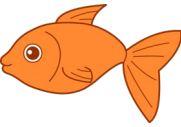

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	Black	Brown	Red	Blonde	Other

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What Color Is Your Hair?





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2					
1					
	Black 	Brown 	Red 	Blonde 	Other

What Kind of a Pet Do You Have?

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	Dog 	Cat 	Fish 	Bird 	No Pets

Potential Integration:
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How Do You Travel to School?

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	School Bus 	Car Rider 	Walk 	Bike 

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Create Your Own

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