

Grade: TK		Subject: Socio-Emotional Unit	Theme: We Are Alike and Different
Essential Question: How did God make us all alike and different?	Resources: <ul style="list-style-type: none">• “I Look in the Mirror” by The Wiggles [Song: http://youtu.be/oowdUBgkfmI] [Lyrics: http://www.songlyrics.com/the-wiggles/i-look-in-the-mirror-lyrics/]• Hand mirror• Copies of a hand mirror outline for each student• Individual pictures of students (headshot only)• Feelings poster• <u>I’m Gonna Like Me: Letting Off a Little Self-Esteem</u> (Curtis & Cornell)• <u>Stand Tall, Molly Lou Melon</u> (Lovell)• <u>The Best Part of Me</u> (Ewald)• <u>We Are All Alike... We Are All Different</u> (Cheltenham Elementary School Kindergarteners)• Copies of a mini booklet for each student, entitled “My Happy Face.” Sentence frames may include the following statements, one per page. Leave an empty space above each statement for the student to draw.<ul style="list-style-type: none">○ I am (name).○ I have two (color) eyes.○ I have (color) hair.○ I have (color) skin.○ I have two ears.○ I have one nose.○ I have one big smile.		Integration of Catholic Values: Catholic Social Teachings: Dignity of Life and the Human Person
Enduring Understandings: <ul style="list-style-type: none">1. God created each one of us to be special and unique.2. God wants me to be myself because I am good.3. We all have different abilities.4. It will be easy for me to do some activities.5. Even though some activities will be hard for me, it does not mean I am not good and special.6. God loves me no matter what I do or look like.7. Some parts of my body look the same as others because we are all made by God.8. Some parts of my body look different than others because that is how God made me special.			SLE(s): ***Please refer to your school SLEs.***
Standards: SE-1d. Demonstrate a positive self-image (*) SE-1e. Begin to develop an awareness of own abilities (*) SE-2a. Compare and contrast their physical characteristics with those of others.			

<p>Concepts:</p> <p>SE-1d</p> <ul style="list-style-type: none"> • God • create • special • unique • good • myself/yourself <p>SE-1e</p> <ul style="list-style-type: none"> • abilities • easy • hard <p>SE-2a</p> <ul style="list-style-type: none"> • physical characteristic • compare • contrast • alike • different • eyes • hair • skin • ears • nose • smile 	<p>Skills:</p> <p>SE-1d</p> <ul style="list-style-type: none"> • Explain why you are special and unique. • Explain why you should be yourself. <p>SE-1e</p> <ul style="list-style-type: none"> • Identify one activity that is easy for you to do. • Identify one activity that is hard for you to do. • Explain what you should do if an activity is hard for you. <p>SE-2a</p> <ul style="list-style-type: none"> • Identify two to three physical characteristics that make you like a classmate. • Identify two to three physical characteristics that make you different from a classmate. 	<p>Social-Emotional Development Connection:</p> <p>See standards.</p>
<p>Summative Assessment:</p> <p>Teacher observes students demonstrating each skill without adult assistance. The teacher may record students' expected development of each skill in an anecdotal record or on a class checklist. The anecdotal record or checklist includes the date on which each student demonstrates expected development. Note: This record is ongoing, and expected development will vary per student. The skills include:</p> <ul style="list-style-type: none"> • SE-1d. Demonstrate a positive self-image (SE-1d) • SE-1e. Begin to develop an awareness of own abilities (SE-1e) <p>One-on-one oral assessment</p> <ul style="list-style-type: none"> • Students will compare and contrast their physical characteristics with those of others. (SE-2a) The teacher places two individual pictures of students (headshots only) side-by-side on the table. One picture is of the student being assessed. The 		

other picture is of another student at random. The teacher begins by identifying both students in the pictures by name and asking, “What parts of your face is the same as your classmate’s?” Students identify two or three physical characteristics that make them similar to the pictured classmate. The teacher then asks, “What parts of your face are different from your classmate’s?” Students identify two or three physical characteristics that make them different from the pictured classmate. The face parts include: eyes, hair, skin, ears, nose, smile.

Instructional Sequence

Day 1: 0 With the help of the whole group, students will explain why they are special and unique.	Day 2: 0 With the help of the whole group, students will explain why they should be themselves.	Day 3: 0 Students will identify one activity that is easy for them to do; students will identify one activity that is hard for them to do. With the help of the whole group, students will explain what they should do if an activity is hard for them to do.	Day 4: 0 Students will identify two or three physical characteristics that make them like a classmate.	Day 5: 0 Students will identify two or three physical characteristics that make them different from a classmate.
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