

# Celebrating Me, Celebrating You: We Are Alike and Different

*An Interdisciplinary Unit for Kindergarten*

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## DESCRIPTION

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This four-week, literature-based interdisciplinary unit is designed to build conceptual awareness of the importance of making connections to self, family, and others in the world surrounding us. It is created for kindergarten students. In addition to whole-class and small-group literacy lessons, a reading center is used to facilitate instruction and differentiation and to promote acceptance. These self-selected fiction and informational texts focus on diversity, tolerance, and awareness of similarities and differences. Young

learners are exposed to multiple delivery methods that reinforce movement, song, inquiry, exploration, and self-validation. The materials presented in this unit support cultural equality; the text set includes a variety of diverse perspectives. This interdisciplinary unit was constructed to increase students' awareness, acceptance, and mindfulness of the world they inhabit. It is designed to facilitate community as the children develop enduring understandings and answers to our essential questions.

# UNIT OVERVIEW

Week	Grouping	Central Ideas	Objectives	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
1	Individuals, pairs, small groups, whole group	The meaning of self-appreciation and self-value	<ul style="list-style-type: none"> <li>I am unique.</li> <li>I will always be me, and I like it.</li> </ul>	<ul style="list-style-type: none"> <li>Choral reading and dramatization of poetry</li> <li>Writing</li> <li>Identify and discuss characters</li> <li>Describe the relationship between the illustrations and the story</li> <li>Make text-to-self connections</li> </ul>	<a href="#">RL.K.1</a> <a href="#">W.K.1</a> <a href="#">RL.K.2</a> <a href="#">W.K.2</a> <a href="#">RL.K.3</a> <a href="#">W.K.3</a> <a href="#">RL.K.4</a> <a href="#">W.K.5</a> <a href="#">RL.K.5</a> <a href="#">W.K.7</a> <a href="#">RL.K.6</a> <a href="#">W.K.8</a> <a href="#">RL.K.7</a> <a href="#">RL.K.9</a> <a href="#">SL.K.1</a> <a href="#">RL.K.10</a> <a href="#">SL.K.2</a> <a href="#">SL.K.3</a> <a href="#">RI.K.1</a> <a href="#">SL.K.4</a> <a href="#">RI.K.2</a> <a href="#">SL.K.6</a> <a href="#">RI.K.3</a> <a href="#">RI.K.4</a> <a href="#">L.K.1</a> <a href="#">RI.K.7</a> <a href="#">L.K.2</a> <a href="#">RI.K.8</a> <a href="#">L.K.6</a> <a href="#">RI.K.9</a> <a href="#">RI.K.10</a>	<ul style="list-style-type: none"> <li><i>Me I Am!</i></li> <li><i>I Like Me!</i></li> <li><i>Marisol McDonald Doesn't Match</i></li> </ul>
2	Individuals, pairs, small groups, whole group	The definitions of <i>diversity</i> and <i>tolerance</i> when students compare themselves with peers	<ul style="list-style-type: none"> <li>Friendship is more powerful than difference.</li> <li>We are all different, each special in our own way.</li> <li>If we take the time to get to know each other, we learn something wonderful about someone else and about ourselves. We learn to be tolerant.</li> </ul>	<ul style="list-style-type: none"> <li>Choral reading and dramatization of poetry</li> <li>Ask and answer key details in a text</li> <li>Identify text features of nonfiction</li> <li>Writing</li> <li>Make text-to-text connections</li> </ul>	<a href="#">RL.K.1</a> <a href="#">W.K.1</a> <a href="#">RL.K.2</a> <a href="#">W.K.2</a> <a href="#">RL.K.3</a> <a href="#">W.K.3</a> <a href="#">RL.K.4</a> <a href="#">W.K.5</a> <a href="#">RL.K.5</a> <a href="#">W.K.7</a> <a href="#">RL.K.6</a> <a href="#">W.K.8</a> <a href="#">RL.K.7</a> <a href="#">RL.K.9</a> <a href="#">SL.K.1</a> <a href="#">RL.K.10</a> <a href="#">SL.K.2</a> <a href="#">SL.K.3</a> <a href="#">RI.K.1</a> <a href="#">SL.K.4</a> <a href="#">RI.K.2</a> <a href="#">SL.K.6</a> <a href="#">RI.K.3</a> <a href="#">RI.K.4</a> <a href="#">L.K.1</a> <a href="#">RI.K.7</a> <a href="#">L.K.2</a> <a href="#">RI.K.8</a> <a href="#">L.K.6</a> <a href="#">RI.K.9</a> <a href="#">RI.K.10</a>	<ul style="list-style-type: none"> <li><i>Skin Again</i></li> <li><i>Shades of People</i></li> <li><i>The Colors of Us</i></li> <li><i>The Sandwich Swap</i></li> <li><i>Each Kindness</i></li> </ul>
3	Individuals, pairs, small groups, whole group	There are different types of families; families have different experiences and traditions; families thrive differently in the world	<ul style="list-style-type: none"> <li>Families come in many shapes and sizes.</li> <li>Everyone in the whole world has his or her own family tree.</li> <li>All around the world, families love their children very much and use many different endearments.</li> </ul>	<ul style="list-style-type: none"> <li>Create a simple family tree</li> <li>Experience intergenerational activities and literature-based discussions</li> </ul>	<a href="#">RL.K.1</a> <a href="#">W.K.1</a> <a href="#">RL.K.2</a> <a href="#">W.K.2</a> <a href="#">RL.K.3</a> <a href="#">W.K.3</a> <a href="#">RL.K.4</a> <a href="#">W.K.5</a> <a href="#">RL.K.5</a> <a href="#">W.K.7</a> <a href="#">RL.K.6</a> <a href="#">W.K.8</a> <a href="#">RL.K.7</a> <a href="#">RL.K.9</a> <a href="#">SL.K.1</a> <a href="#">RL.K.10</a> <a href="#">SL.K.2</a> <a href="#">SL.K.3</a> <a href="#">RI.K.1</a> <a href="#">SL.K.4</a> <a href="#">RI.K.2</a> <a href="#">SL.K.6</a> <a href="#">RI.K.3</a> <a href="#">RI.K.4</a> <a href="#">L.K.1</a> <a href="#">RI.K.7</a> <a href="#">L.K.2</a> <a href="#">RI.K.8</a> <a href="#">L.K.6</a> <a href="#">RI.K.9</a> <a href="#">RI.K.10</a>	<ul style="list-style-type: none"> <li><i>In Daddy's Arms I Am Tall</i></li> <li><i>The Great Big Book of Families</i></li> <li><i>My Dog Is as Smelly as Dirty Socks</i></li> <li><i>Me and My Family Tree</i></li> <li><i>Grandfather's Journey</i></li> <li><i>Little Treasures</i></li> </ul>

(continued)

## UNIT OVERVIEW (CONT.)

Week	Grouping	Central Ideas	Objectives	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
4	Individuals, pairs, small groups, whole group	Culture, geographical location, geographical resources, wants/needs, foods, likes/dislikes, cultural dress/appearance, games	<ul style="list-style-type: none"> <li>• People in the world may look and act differently, but they are actually similar.</li> <li>• Little one, whoever you are, wherever you are, there are little ones just like you all over the world.</li> <li>• People around the world eat diverse food.</li> </ul>	Literature with diverse perspectives and strong themes heightens students' engagement with cultures around the world	<a href="#">RL.K.1</a> <a href="#">W.K.1</a> <a href="#">RL.K.2</a> <a href="#">W.K.2</a> <a href="#">RL.K.3</a> <a href="#">W.K.3</a> <a href="#">RL.K.4</a> <a href="#">W.K.5</a> <a href="#">RL.K.5</a> <a href="#">W.K.7</a> <a href="#">RL.K.6</a> <a href="#">W.K.8</a> <a href="#">RL.K.7</a> <a href="#">RL.K.9</a> <a href="#">SL.K.1</a> <a href="#">RL.K.10</a> <a href="#">SL.K.2</a> <a href="#">SL.K.3</a> <a href="#">RI.K.1</a> <a href="#">SL.K.4</a> <a href="#">RI.K.2</a> <a href="#">SL.K.6</a> <a href="#">RI.K.3</a> <a href="#">RI.K.4</a> <a href="#">L.K.1</a> <a href="#">RI.K.7</a> <a href="#">L.K.2</a> <a href="#">RI.K.8</a> <a href="#">L.K.6</a> <a href="#">RI.K.9</a> <a href="#">RI.K.10</a>	<ul style="list-style-type: none"> <li>• <i>Whoever You Are</i></li> <li>• <i>Maria Had a Little Llama</i></li> <li>• <i>Homes Around the World</i></li> <li>• <i>Same, Same but Different</i></li> </ul>

## TEXTS

The text sets for this interdisciplinary unit encompass a wide array of diverse perspectives. Multiple genres are also represented in this unit. The fiction texts were chosen on the basis of strong themes connected to self-acceptance, diversity, and tolerance. Informational texts were selected for age-appropriate explanations and photographs of how people thrive and how individuals and families are alike and different in all parts of the world. Poetry was also chosen to express emotion and individuality.

### Week 1: Texts for Interactive Read-Aloud or Shared Reading

- Brown, M. (2011). *Marisol McDonald doesn't match/ Marisol McDonald no combina*. New York, NY: Children's Book Press.
- Carlson, N. (1998). *I like me!* New York, NY: Viking Kestrel.
- Prelutsky, J. (1983). *Me I am!* New York, NY: Scholastic.

### Week 2: Texts for Interactive Read-Aloud or Shared Reading

- Al Abdulla, R., & DiPucchio, K. (2010). *The sandwich swap*. New York, NY: Disney-Hyperion.

- hooks, b. (2004). *Skin again*. New York, NY: Hyperion.
- Katz, K. (1999). *The colors of us*. New York, NY: Henry Holt.
- Rotner, S., & Kelly, S. (2009). *Shades of people*. New York, NY: Holiday House.
- Woodson, J. (2012). *Each kindness*. New York, NY: Penguin/Paulsen.

### Week 3: Texts for Interactive Read-Aloud or Shared Reading

- Hoffman, M. (2011). *The great big book of families*. New York, NY: Dial Books for Young Readers.
- Ogburn, J.K. (2011). *Little treasures: Endearments from around the world*. Boston, MA: Houghton Mifflin Books for Children.
- Piven, H. (2007). *My dog is as smelly as dirty socks: And other funny family portraits*. New York, NY: Schwartz & Wade.
- Say, A. (1993). *Grandfather's journey*. Boston, MA: Houghton Mifflin.
- Steptoe, J. (1997). *In Daddy's arms I am tall: African Americans celebrating fathers*. New York, NY: Lee & Low.
- Sweeney, J. (2010). *Me and my family tree*. New York, NY: Dragonfly/Crown.

## Week 4: Texts for Interactive Read-Aloud or Shared Reading

- Dominguez, A. (2013). *Maria had a little llama/María tenía una llamita*. New York, NY: Henry Holt.
- Fox, M. (2006). *Whoever you are*. Orlando, FL: Houghton Mifflin Harcourt Books for Young Readers.
- Kostecki-Shaw, J. (2011). *Same, same but different*. New York, NY: Henry Holt.
- Moore, M. (2009). *Homes around the world*. New York, NY: DK.

## Books for Reading Center

- Baker, J. (2004). *Home*. New York, NY: Greenwillow.
- Birdsall, J. (2010). *Flora's very windy day*. New York, NY: Clarion.
- Bradby, M., & Soentpiet, C. (2000). *Momma, where are you from?* New York, NY: Orchard.
- Browne, A. (2006). *Voices in the park*. New York, NY: DK.
- Cruise, R., & Dressen-McQueen, S. (2006). *Little mamá forgets*. New York, NY: Farrar, Straus and Giroux.
- Diakité, P. (2006). *I lost my tooth in Africa*. New York, NY: Scholastic.
- Dorros, A. (2008). *Papá and me*. New York, NY: Rayo.
- Harris, R.H. (2002). *Hello Benny! What it's like to be a baby*. New York, NY: Simon & Schuster.
- Jordan-Fenton, C., & Pokiak-Fenton, M. (2013). *When I was eight*. Toronto, ON, Canada: Annick.

- Khan, R. (2010). *Big red lollipop*. New York, NY: Viking.
- Kittinger, J.S. (2012). *The house on Dirty-Third Street*. Atlanta, GA: Peachtree.
- Mason, M.H. (2010). *These hands*. Boston, MA: Houghton Mifflin Harcourt.
- Medina, M. (2001). *Tía Isa wants a car*. Somerville, MA: Candlewick.
- Perrin, C. (2014). *At the same moment, around the world*. San Francisco, CA: Chronicle.
- Rael, E.O. (2001). *Rivka's first Thanksgiving*. New York, NY: McElderry.
- Sheth, K. (2007) *My dadima wears a sari*. Atlanta, GA: Peachtree.
- Sinykin, S. (2012). *Zayde comes to live*. Atlanta, GA: Peachtree.
- Sís, P. (2002). *Madlenka's dog*. New York, NY: Farrar, Straus and Giroux.
- Tafolla, C. (2008). *What can you do with a rebozo?* Berkeley, CA: Tricycle.
- Tafolla, C. (2010). *Fiesta babies*. Berkeley, CA: Tricycle.
- Thong, R.G. (2013). *Round is a tortilla: A book of shapes*. San Francisco, CA: Chronicle.
- Wells, R. (1998). *Yoko*. New York, NY: Hyperion Books for Children.
- Wolff, A. (2009). *I call my grandma Nana*. Berkeley, CA: Tricycle.
- Wolff, A. (2009). *I call my grandpa Papa*. Berkeley, CA: Tricycle.

## TEACHING AND LEARNING ACTIVITIES

Students will participate in a whole-class interactive read-aloud or shared reading each day during this unit. Teachers will encourage partner reading, picture walks, listening, speaking, and communication skills. Most days are structured to have whole-group instruction and discussion for 30 minutes. During whole-class instruction, the teacher will lead discussion to aid the students in uncovering the answers to the essential questions. The enduring understandings for the unit are themes of the read-alouds. Visual representation of the themes will provide students with insights into diversity and tolerance. Students will record their learning in a journal. During independent reading time, students will have daily opportunities to self-select quality fiction and nonfiction literature from the reading center that enhances all concepts presented.

### Week 1: I Am Special!

#### Group Description

These lessons are designed for whole-group, small-group, paired, and individual instruction. The reading center fosters inquiry and exploration about the essential questions and enduring understandings.

#### Essential Question

- How are we alike and different?

#### Objectives

These are the enduring understandings students will embrace.

- I am unique.
- I will always be me, and I like it.

## Common Core State Standards and Learning Goals Achieved

[Reading: Literature, Kindergarten, Standard 1](#)  
[Reading: Literature, Kindergarten, Standard 2](#)  
[Reading: Literature, Kindergarten, Standard 3](#)  
[Reading: Literature, Kindergarten, Standard 4](#)  
[Reading: Literature, Kindergarten, Standard 5](#)  
[Reading: Literature, Kindergarten, Standard 6](#)  
[Reading: Literature, Kindergarten, Standard 7](#)  
[Reading: Literature, Kindergarten, Standard 9](#)  
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[Reading: Informational Text, Kindergarten, Standard 1](#)  
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[Reading: Informational Text, Kindergarten, Standard 8](#)  
[Reading: Informational Text, Kindergarten, Standard 9](#)  
[Reading: Informational Text, Kindergarten, Standard 10](#)  
[Writing: Kindergarten, Standard 1](#)  
[Writing: Kindergarten, Standard 2](#)  
[Writing: Kindergarten, Standard 3](#)  
[Writing: Kindergarten, Standard 5](#)  
[Writing: Kindergarten, Standard 7](#)  
[Writing: Kindergarten, Standard 8](#)  
[Speaking and Listening: Kindergarten, Standard 1](#)  
[Speaking and Listening: Kindergarten, Standard 2](#)  
[Speaking and Listening: Kindergarten, Standard 3](#)  
[Speaking and Listening: Kindergarten, Standard 4](#)  
[Speaking and Listening: Kindergarten, Standard 6](#)  
[Language: Kindergarten, Standard 1](#)  
[Language: Kindergarten, Standard 2](#)  
[Language: Kindergarten, Standard 6](#)

## Procedure

**Day 1: Introduction to the Unit.** As a preassessment, have students complete the anticipation guide. Read aloud the following statements on the anticipation chart and ask students if they agree or disagree with the statement.

- People in the world are the same but different.
- Families come in many shapes and sizes.

- Children can be friends even though they live in different countries.

**Day 1: Whole-Group Instruction.** Ask, “How are we alike and different?” Students complete a graphic organizer, “What makes me unique?” Students choral-read the poem on the last page of *Me I Am!* by Jack Prelutsky. Divide the class into four groups and have them practice reading a stanza for the poem “Me I Am.” Demonstrate how to dramatize the poem for a presentation. Students practice choral reading and dramatization of the poem throughout the week for a videotaped presentation on Friday. Students design a collage of themselves, and these collages are made into a quilt to be displayed in the classroom. Students glue or tape a sentence strip containing a describing word that completes the prompt “I am \_\_\_\_\_” to a large sheet of chart paper, creating a whole-class exhibit.

**Day 2: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *I Like Me!* by Nancy Carlson.

**Before Reading:** Students complete a drawing and caption of the “I like me” page in their journals. Students turn and talk with a peer.

Set a purpose for listening. Say, “As I’m reading the story, think about how you are alike and different from the character in this book.”

**During Reading:** Discuss how students are alike and different from the character in the book. Follow up with questions as needed, such as “What do you do when you make mistakes?”

**After Reading:** Practice choral reading and dramatization of the poem “Me I Am.”

Students design a paper bag puppet of themselves and use it to introduce themselves to their peers.

**Day 3: Interactive Read-Aloud: Whole-Group Instruction.** Read and discuss the poem “Me I Am” that was choral-read on Day 1. Focus on how illustrations develop the theme, and the enduring understanding for the unit, “I am unique.”

**Before Reading:** Say, “What do you notice about how the children on the cover of the book are similar and different? What does this say about each of us in regards to the poem ‘Me I Am’? While reading, think about which character reminds you most of yourself.”

**During Reading:** Pause to discuss connections students make to the characters in the illustrations.

**After Reading:** Ask, “How are you alike and different from your classmates?” Completes a Venn diagram. Students create an acrostic poem using their names. Each letter in students’ names is used

to highlight a characteristic or attribute that makes them special and unique. Students present the collage of themselves they made on Day 1.

Students use their Day 2 puppets as they read their acrostic poem.

Students graph a sport they can perform well by writing their name on a sticky note and placing the sticky note on a large sheet of chart paper that serves as a bar graph. The sticky notes tally the number for each chosen sport (soccer, baseball, running, gymnastics, football, dance, swimming, etc.) Students then write in their journal, “I am really good at \_\_\_\_\_.”

**Day 4: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *Marisol McDonald Doesn't Match* by Monica Brown and discuss how Marisol feels about being unique. Students make text-to-self connections.

**Before Reading:** Say, “The title of the book is *Marisol McDonald Doesn't Match*. In what ways do you think she doesn't match? Let's listen to find out how she doesn't match and how she feels.”

**During Reading:** Pause to ask how Marisol doesn't match and how she feels. Students can add symbols to an open-mind portrait of Marisol.

**After Reading:** Ask, “What does it mean to not match? How does Marisol feel about this?” Lead a discussion of the main events of the story and ask, “How does her teacher help her feel better?” Students create a puppet of Marisol. In pairs, students use the puppets to role-play a conversation between Marisol and themselves. In their journals, students create a page to describe something in their life that is mismatched and marvelous.

**Day 5: Whole-Group Instruction.** Students present a choral reading and dramatization of “Me I Am” to another class. Videotape the performance, and view the video afterward. Follow the viewing with a grand conversation about the ways people are unique. Students make text-to-text and text-to-self connections and share unique qualities that they like about themselves.

## Week 2: You Are Special Too!

### Group Description

These lessons are designed for whole-group, small-group, paired, and individual instruction. The reading center fosters inquiry and exploration about the essential questions and enduring understandings.

## Essential Questions

- What is diversity?
- What is tolerance?
- Why is tolerance important?

## Objectives

These are the enduring understandings students will embrace.

- Friendship is more powerful than difference.
- We are all different, each special in our own way.
- If we take the time to get to know each other, stand in each other's shoes, and listen to a different point of view, we learn something wonderful about someone else and about ourselves. We learn to be tolerant.

## Common Core State Standards and Learning Goals Achieved

[Reading: Literature, Kindergarten, Standard 1](#)

[Reading: Literature, Kindergarten, Standard 2](#)

[Reading: Literature, Kindergarten, Standard 3](#)

[Reading: Literature, Kindergarten, Standard 4](#)

[Reading: Literature, Kindergarten, Standard 5](#)

[Reading: Literature, Kindergarten, Standard 6](#)

[Reading: Literature, Kindergarten, Standard 7](#)

[Reading: Literature, Kindergarten, Standard 9](#)

[Reading: Literature, Kindergarten, Standard 10](#)

[Reading: Informational Text, Kindergarten, Standard 1](#)

[Reading: Informational Text, Kindergarten, Standard 2](#)

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[Reading: Informational Text, Kindergarten, Standard 8](#)

[Reading: Informational Text, Kindergarten, Standard 9](#)

[Reading: Informational Text, Kindergarten, Standard 10](#)

[Writing: Kindergarten, Standard 1](#)

[Writing: Kindergarten, Standard 2](#)

[Writing: Kindergarten, Standard 3](#)

[Writing: Kindergarten, Standard 5](#)

[Writing: Kindergarten, Standard 7](#)

[Writing: Kindergarten, Standard 8](#)

[Speaking and Listening: Kindergarten, Standard 1](#)

[Speaking and Listening: Kindergarten, Standard 2](#)

[Speaking and Listening: Kindergarten, Standard 3](#)

[Speaking and Listening: Kindergarten, Standard 4](#)  
[Speaking and Listening: Kindergarten, Standard 6](#)  
[Language: Kindergarten, Standard 1](#)  
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## Procedures

**Day 1: Whole-Group Instruction.** Students draw a picture in their journal of what they think diversity is and explain it to a partner. Have volunteers share their pictures with the whole class and, if needed, make connections to the books read last week.

Conduct a shared and choral reading of *Skin Again* by bell hooks. Dramatize the poem by using different colored tablecloths and have students look inside to “see me.” Record the performance and put it onto a DVD to share with family at the culminating activity.

**Day 2: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *Shades of People* or *The Colors of Us*.

**Before Reading:** Say, “As you look at the cover of the book and think about the title, how do you think this book is going to be similar to and different from *Skin Again*? What type of diversity do you think we’ll see in this book? As I’m reading, pay attention to the various colors of the children’s skin and think about what color you are.”

**During Reading:** Pause to have students share what color they think their skin is.

**After Reading:** Students choose one spice or food that is most similar to their skin color. Students record in their journal, “I am the color of \_\_\_\_.” Students compare and contrast their own spices or foods with those of classmates. Create a graph to discuss the diversity of skin color. Students use mirrors to draw a self-portrait in their journal, listing eye color, hair color, and skin color.

**Day 3: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *The Sandwich Swap*.

**Before Reading:** Students draw a picture in their journal of what they think tolerance is and explain it to a partner. Have volunteers share their pictures to the whole class. Say, “How do you think this story might connect to what we’ve been discussing in this unit? As we are listening to the story, think about what this story tells us about friendship.”

**During Reading:** After reading the first two pages (“It all began with a peanut butter and jelly sandwich...

and it ended with a hummus sandwich”), ask the students to predict what they think happens between these two statements.

**After Reading:** Discuss how the two friends are alike and different. Ask, “What are your thoughts about what happened in the story?” Students create a puppet of the main character in *The Sandwich Swap* and role-play tolerance with a partner using a puppet of himself or herself. Students create a sketch-to-stretch to illustrate the theme “Friendship is more powerful than difference.” Discuss how the characters were tolerant toward each other.

**Day 4: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *Each Kindness*.

**Before Reading:** Say, “Why do you think the title of this book is *Each Kindness*? How do you think it connects to the stories we’ve read before? Let’s read to find out.”

**During Reading:** Students contribute to an open-mind portrait of one of the characters. Assign students to show either how Maya, the new student from poverty, feels at different points in the story or how the narrator, who is not friendly toward Maya, feels throughout the story.

**After Reading:** Have students partner up to share their open-mind portraits and discuss how tolerant Maya’s classmates were. Say, “The teacher in the book says, ‘Each kindness makes the whole world a little bit better.’ In the story, let’s pretend that we are Maya’s classmates and we are kind and tolerant.” Have students role-play an enduring understanding of the unit: “If we take time to get to know each other, we learn something wonderful about someone else and about ourselves.”

**Day 5: Whole-Group Instruction.** Use a shared reading and choral reading format to read the poem “A Circle of Friends.” Students sit in a circle and take turns rolling a ball. Students roll the ball to a friend and describe an act of kindness that friend has been observed doing at school. The information shared is added to the poem on chart paper so that students can practice chorally reading the additional information. At the end, repeat the poem. Students practice chorally reading this poem. It is videotaped and put onto a DVD to share with parents at the culminating event.

**A Circle of Friends** (author unknown)

We’ve joined together as classmates  
as the new year begins...

A year full of learning  
while we become friends.  
We'll share and be kind  
as we work and play.  
And our friendship will grow  
with each passing day.

## Week 3: Family Matters

### Group Description

These lessons are designed for whole-group, small-group, paired, and individual instruction. The reading center fosters inquiry and exploration about the essential questions and enduring understandings.

### Essential Questions

- How are we alike and different?
- What is diversity?

### Objectives

These are the enduring understandings students will embrace.

- Families come in many shapes and sizes.
- Everyone in the whole world has his or her own family tree.
- All around the world, families love their children very much and use many different endearments.

### Common Core State Standards and Learning Goals Achieved

[Reading: Literature, Kindergarten, Standard 1](#)  
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[Reading: Informational Text, Kindergarten, Standard 4](#)  
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### Procedures

**Day 1: Interactive Read-Aloud and Choral Reading/ Dramatization: Whole-Group Instruction.** Read the poem “In Daddy’s Arms” from *In Daddy’s Arms I Am Tall* and have students practice choral reading and dramatization of this poem. Discuss students’ responses to the poem by making text-to-self connections.

Read aloud sections of *The Great Big Book of Families*.

**Before Reading:** Ask, “Look at the cover of the book. What do you think we will learn about families?” In their journal, students draw a picture of their family and label family members. Say, “We are going to read about how families come in many shapes and sizes. Think about how these families are alike and different from yours.” Read aloud the two-page sections “Families” and “Who Is in Your Family?”

**During Reading:** After reading the pages about families, have students share how their family is alike and different from the book. Make a graph of the different types of families.

**After Reading:** After reading the section “Who Is in Your Family?” have students add to their family journal page and share with a classmate.

**Day 2: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *My Dog Is as Smelly as Dirty Socks*.

**Before Reading:** Ask, “What do we know about this family’s dog based on the cover of the book?” Tell students that when an author makes a comparison

like this, it is called a simile. Say, “As I read this book, think about how the family in this book compares to your family.”

**During Reading:** Ask students to identify the similes about each family member.

**After Reading:** Students create family portraits that include a simile about a family member. These portraits are added to the class quilt.

**Day 3: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *Me and My Family Tree*.

**Before Reading:** Say, “What’s a family tree? Who do you think is in your family tree? Let’s read to find out.”

**During Reading:** As you read aloud various members of the family tree in the book, ask students to compare with their own family trees.

**After Reading:** Students create their own simple family tree using photographs or illustrations, labels, and a brief written description done at home. Students bring their family trees to school to share with peers. The family trees are displayed and used as a springboard to discuss diversity.

**Day 4: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *Grandfather’s Journey*.

**Before Reading:** Prompt students to discuss their family traditions, location, and history. Students also share special activities or traditions they celebrate with their families each year. Ask, “Why do you think the title of this book is *Grandfather’s Journey*?” Do a picture walk and make predictions about *Grandfather’s Journey*. Discuss characters’ diversity and connect to Allen Say, the author.

**During Reading:** Guide examination of the full-page illustrations and discuss the diversity in setting and characters.

**After Reading:** Have students make text-to-text connections to Say’s family tree. Then have them make text-to-self connections to compare their family to his while emphasizing the concept of diversity.

**Day 5: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *Little Treasures: Endearments From Around the World*.

**Before Reading:** Ask, “What sweet names do your parents call you?” Students might suggest *honey*, *sweetie*, and so on. Say, “These sweet and silly names are endearments. Let’s listen to find out what other endearments are used all over the world.”

**During Reading:** Provide opportunities for students to discuss the various global terms of endearment.

**After Reading:** Have students select an endearment that they like from the book, draw a picture of it, and provide a caption for this new endearment. Say, “Next week, we will continue to learn other ways that people are alike and different around the world.”

## Week 4: Connecting to Our World

### Group Description

These lessons are designed for whole-group, small-group, paired, and individual instruction. The reading center fosters inquiry and exploration about the essential questions and enduring understandings.

### Essential Questions

- How are we alike and different?
- What is diversity?
- What is tolerance?
- Why is tolerance important?

### Objectives

These are the enduring understandings students will embrace.

- People in the world may look and act different, but they are actually similar.
- Little one, whoever you are, wherever you are, there are little ones just like you all over the world.
- People around the world eat diverse food.

### Common Core State Standards and Learning Goals Achieved

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## Procedures

**Day 1: Interactive Read-Aloud, Choral Reading, and Dramatization: Whole-Group Instruction.** Read aloud *Whoever You Are*.

**Before Reading:** Say, “What have we learned so far about how you are alike and different from children from all over the world? Let’s listen to find out other ways you are alike and different.”

**During Reading:** Students make text-to-text connections from this poem to the book *Little Treasures* to uncover the diversity and similarities depicted in characters from around the world.

**After Reading:** Record students’ responses to how they are alike and different in a graphic organizer (e.g., Venn diagram, T-chart). Students practice choral reading and dramatization of the poem throughout the week for a videotaped presentation on Friday.

**Day 2: Interactive Read-Aloud, Choral Reading, and Dramatization: Whole-Group Instruction.** Read aloud *Maria Had a Little Llama*.

**Before Reading:** Say, “The title of this book is *Maria Had a Little Llama*. What nursery rhyme does this remind you of? Let’s all sing ‘Mary Had a Little Lamb.’” After singing, say, “Look at the cover of our book. Where do you think Maria lives? Why? Let’s

listen to find out how Mary and Maria are the same and different.”

**During Reading:** Students identify similarities and differences between Mary and Maria. Record them on a graphic organizer (Venn diagram, T-chart).

**After Reading:** Students chorally read and dramatize *Maria Had a Little Llama*. Because this book has both English and Spanish words, you could also have students do a staggered choral reading in which one group reads in English and the other group reads in Spanish. Performances are videotaped.

**Day 3: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *Same, Same but Different*.

**Before Reading:** Ask the students to examine the cover of the book and ask, “Why do you think the title of this book is *Same, Same but Different*? On the basis of the illustrations, where do you think the characters live?” Do a picture walk with the students and ask, “What do you notice is the same, and what is different?” Tell the students that one of the boys, Kailash, lives in India. Ask them to share what they know about India. Show India on a map or globe and share information about India if needed.

**During Reading:** Discuss what students are learning about the theme, “People in the world may look and act different, but they are actually quite similar.”

**After Reading:** Students draw a picture and make a caption in a pen-pal letter to Kailash to describe how they are alike and different.

**Day 4: Interactive Read-Aloud: Whole-Group Instruction.** Read aloud *Homes Around the World*.

**Before Reading:** Review how the homes of the two boys in *Same, Same but Different* are alike and different. Say, “In today’s book, you will learn about other homes from around the world.”

**During Reading:** Discuss why homes vary in appearance and in the materials used to construct their foundations, as related to environment, climate, and resources.

**After Reading:** Lead a grand conversation about the diversity of homes around the world. Students draw a picture and write a caption to show a text-to-text or text-to-self connection.

**Day 5: Culminating Project: *Celebrating Us!*** At the conclusion of this unit, each student showcases his or her family heritage and individual characteristics. Students display photographs, illustrations, and captions on a T-shirt to be worn for peers, guests, and family members to see. Students also display artifacts

unique to their family heritage. The students, T-shirts, and artifacts are arranged in a central location for guests. In addition, a class quilt is created and displayed that includes the themes focusing on diversity and tolerance as well as artifacts created throughout the unit. Students perform choral readings and dramatizations of *I Am Special*, *Skin Again*, *In Daddy's Arms*, *Whoever You Are*, and *Maria Had a Little Llama*.

**Assessment.** Formative and summative assessment occur throughout the unit. The rubrics listed

here are aligned to the ELA Common Core State Standards. As a postassessment, have students complete the anticipation guide. Read aloud the following statements on the anticipation chart and ask students if they agree or disagree with the statement.

- People in the world are the same but different.
- Families come in many shapes and sizes.
- Children can be friends even though they live in different countries.
- I will always be me, and I like it.

### Rubric: Fiction Interactive Read-Aloud

Criteria	Below Level	Developing	Satisfactory	Mastery
Actively engage in group reading activities. <a href="#">RL.K.10</a>	Does not participate	Will participate when called upon	Sometimes volunteers to participate	Volunteers to participate most of the time
With prompting and support, ask and answer questions about key details in a text. <a href="#">RL.K.1</a>	Does not ask or answer questions	Can sometimes provide a reasonable question or answer	Can usually provide a reasonable question or answer	Can always provide a reasonable question or answer
With prompting and support, identify characters, settings, and major events in a story. <a href="#">RL.K.3</a>	Cannot identify story elements	Can correctly identify 1–2 story elements	Can correctly identify more than 3 story elements	Can correctly identify all of the story elements
With prompting and support, name the author and illustrator of a story and define the role of each in telling a story. <a href="#">RL.K.6</a>	Cannot name the author and illustrator or the role of each	Can name either the author or illustrator but not their roles	Can name the author and illustrator and can name at least one of their roles	Can name both the author and illustrator and identify their roles
With prompting and support, describe the relationship between the illustrations and the story. <a href="#">RL.K.7</a>	Cannot describe the relationship between the illustration and the story	Has little understanding of the relationship between the illustration and the story	Has some understanding of the relationship between the illustration and the story	Has a clear understanding of the relationship between the illustration and the story
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <a href="#">RL.K.9</a>	Cannot compare and contrast	Has little understanding of comparison and contrast	Has some understanding of comparison and contrast	Has a clear understanding of comparison and contrast

### Rubric: Informational Text Interactive Read-Aloud

Criteria	Below Level	Developing	Satisfactory	Mastery
Actively engage in group reading activities. <a href="#">RI.K.10</a>	Does not participate	Will participate when called upon	Sometimes volunteers to participate	Volunteers to participate most of the time
With prompting and support, ask and answer questions about key details in a text. <a href="#">RI.K.1</a>	Does not ask or answer questions	Can sometimes provide a reasonable question or answer	Can usually provide a reasonable question or answer	Can always provide a reasonable question or answer
With prompting and support, identify the main topic and retell key details of a text. <a href="#">RI.K.2</a>	Cannot identify the main topic or retell key details of a text	Can identify the main idea of a text but is unable to retell key details of text	Can identify the main idea of a text and retell 1–2 key details	Can identify the main idea of a text and retell all the important key details
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <a href="#">RI.K.3</a>	Cannot describe the connections	Can somewhat describe the connections	Can describe the connections satisfactorily	Can describe the connections in an exemplary manner
With prompting and support, describe the relationship between illustrations and the text. <a href="#">RI.K.7</a>	Cannot describe the relationship between the illustration and the text	Has little understanding of the relationship between the illustration and the text	Has some understanding of the relationship between the illustration and the text	Has a clear understanding of the relationship between the illustration and the text
With prompting and support, identify the reasons an author gives to support an idea. <a href="#">RI.K.8</a>	Cannot identify the reasons an author gives to support an idea	Has little understanding of the reasons an author gives to support an idea	Has some understanding of the reasons an author gives to support an idea	Has a clear understanding of the reasons an author gives to support an idea
Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <a href="#">L.K.6</a>	Cannot use words and phrases acquired through conversations, reading or being read to, or responding to texts	Can sometimes use words and phrases acquired through conversations, reading and being read to, and responding to texts	Can usually use words and phrases acquired through conversations, reading and being read to, and responding to texts	Can always use words and phrases acquired through conversations, reading and being read to, and responding to texts
Ask and answer questions about unknown words in a text. <a href="#">RI.K.4</a>	Does not ask or answer questions about unknown words in a text	Sometimes asks and answers questions about unknown words in a text	Usually asks and answers questions about unknown words in a text	Always asks and answers questions about unknown words in a text

### Rubric: Journal Writing Tasks

Criteria	Below Level	Developing	Satisfactory	Mastery
Use words and pictures to develop a main idea and provide some information about a topic. <a href="#">W.K.2</a>	Does not use words and pictures to develop a main idea or provide some information about a topic	Sometimes uses words and pictures to develop a main idea and provide some information about a topic	Usually uses words and pictures to develop a main idea and provide some information about a topic	Always uses words and pictures to develop a main idea and provide some information about a topic
Use words and pictures to narrate a single event or simple story, arranging ideas in order. <a href="#">W.K.3</a>	Does not use words or pictures to narrate a single event or simple story	Sometimes uses words or pictures to narrate a single event or simple story; sometimes arranges ideas out of order	Usually uses words and pictures to narrate a single event or simple story, arranging ideas in order	Always uses words and pictures to narrate a single event or simple story, arranging ideas in order
Print many uppercase and lowercase letters correctly. <a href="#">W.K.1</a>	Does not print many uppercase and lowercase letters correctly	Sometimes prints uppercase and lowercase letters correctly	Usually prints uppercase and lowercase letters correctly	Always prints many uppercase and lowercase letters correctly
Demonstrate command of conventions of standard English, capitalization, punctuation, and spelling. <a href="#">L.K.2</a>	Demonstrates little or no command of conventions of standard English, capitalization, punctuation, and spelling	Demonstrates some command of conventions of standard English, capitalization, punctuation, and spelling	Usually demonstrates command of conventions of standard English, capitalization, punctuation, and spelling	Always demonstrates command of conventions of standard English, capitalization, punctuation, and spelling
Spell simple words phonetically. <a href="#">L.K.2d</a>	Does not spell simple words phonetically	Sometimes spells simple words phonetically	Usually spells simple words phonetically	Always spells simple words phonetically

## Rubric: Speaking and Listening During Interactive Read-Aloud

Criteria	Below Level	Developing	Satisfactory	Mastery
Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <a href="#">SL.K.3</a>	Does not ask or answer question in order to seek help, get information, or clarify something that is not understood	Sometimes asks and answers question in order to seek help, get information, or clarify something that is not understood	Usually asks and answers question in order to seek help, get information, or clarify something that is not understood	Always asks and answers question in order to seek help, get information, or clarify something that is not understood
Continue a conversation through multiple exchanges. <a href="#">SL.K.1b</a>	Does not continue a conversation through multiple exchanges	Sometimes continues a conversation through multiple exchanges	Usually continues a conversation through multiple exchanges	Always continues a conversation through multiple exchanges
Asks appropriate questions about what a speaker says. <a href="#">SL.K.3</a>	Does not ask appropriate questions about what a speaker says	Sometimes asks appropriate questions about what a speaker says	Usually asks appropriate questions about what a speaker says	Always asks appropriate questions about what a speaker says
Speak audibly and express thoughts, feelings, and ideas clearly. <a href="#">SL.K.6</a>	Does not speak audibly or express thoughts, feelings, or ideas clearly	Sometimes speaks audibly and expresses thoughts, feelings, and ideas clearly	Usually speaks audibly and expresses thoughts, feelings, and ideas clearly	Always speaks audibly and expresses thoughts, feelings, and ideas clearly

## REFERENCE

National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). *Common Core State Standards for English*

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