

<p>Unit 1 Title: Friendship Is The Perfect Blendship</p> <p>Lesson Title: How We Are Alike and Different Lesson 3 of 4</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectation (GLE): SE.2.B.0K: Identify similarities and differences between self and others.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p>2 clear drinking glasses 1 half-pint carton of white milk 1 can of caramel colored soda Chart paper and markers/dry erase board/ SMART Board or other visual display Teacher Activity Sheet <i>Stand Up Sit Down Song</i></p>

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability and statistics
Social Studies	
X Science	3. Characteristics and interactions of living organisms
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three likes, dislikes, and/or traits.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.

Assessment can be question answer, performance activity, etc.

Students will participate in a game to identify likes, dislikes, and/or traits.

Lesson Preparation

Essential Questions: How am I like my friends? How am I different from my friends?

Engagement (Hook): “Look at these two glasses. They are the same. Look at this carton. What is inside of it? (Call on students who have raised their hands to give guesses.) Let’s open this carton and pour what is inside in this glass. (Demonstrate.) What’s inside? (Milk.) Raise your hand if your guess was correct. Look at this can. What do you think is inside of it? (Call on students who have raised their hands to give guesses.) Let’s open this can and pour it into the other glass. What was inside? (Soda.) Raise your hand if your guess was correct.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor says, “Let’s think about how the milk and the soda are alike. I am going to draw a glass of milk here and a glass of soda here. See how they are connecting? (Draw the glasses like a Venn diagram with an overlapping space where they connect.) We are going to put a mark here [in the connecting space] for every way we can think of that shows how milk and soda are the same. How are they the same?” {Possible answers: drinks, taste good, pour them, they go in glasses, liquids, etc} As students give plausible answers, make tally marks in the area the glasses connect. 2. Counselor says, “Now, let’s think of ways the milk and soda are different.” Counselor writes the word ‘DIFFERENT’ on the board. “Who can tell me how they 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students follow directions and brainstorm ways they are the same. 2. Students raise their hands and offer suggestions.
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<p>are different?" {Possible answers: milk's white, soda is brown; milk is not carbonated, soda is; milk is from a cow, soda is made by man; milk has fat, soda has sugar; some people think milk is healthy for you, most people agree soda is not so healthy for you; milk is good for your teeth, soda is bad for your teeth; etc.} As the students give plausible differences, the counselor puts tally marks under the word 'DIFFERENT' on the board.</p> <p>3. Look at and discuss how many tally marks were made; how milk and soda are the same in some ways and different in others.</p> <p>4. Counselor says, "Now we are going to see how we are the same as each other and how we are different from each other. Stand up if you like pizza. Look around. Did everyone stand up? [Say either: "Yes, because we all think pizza is tasty!" OR "No, some people do not like pizza and that's OK!"]</p> <p>5. Counselor says, "If pepperoni pizza is your favorite pizza, sit down. Did everyone sit down? [Validate students' choices.]</p> <p>6. Counselor says, "If cheese pizza is your favorite pizza, sit down. Did everyone sit down? [Validate students' choices.]</p> <p>7. Counselor calls on students who are left to tell their favorite pizza, then sit down.</p> <p>8. Counselor says, "Did we all like pizza? Did we all like the same kind of pizza? Is one pizza better than another? NO! Some people just like one kind of pizza more and THAT'S OK! We are alike because we like pizza and we are different because we like different types of pizza."</p> <p>9. Counselor says, "Stand up if you have hair. Does everyone have hair? Sit down if you</p>	<p>3. Students participate in the discussion.</p> <p>4. Students who like pizza stand up.</p> <p>5. Students who like pepperoni pizza best sit down.</p> <p>6. Students who like cheese pizza best sit down.</p> <p>7. Students participate appropriately.</p> <p>8. Students participate appropriately.</p> <p>9. Students participate appropriately.</p>
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<p>have dark colored hair. Did everyone sit down? NO! Sit down if you have light colored hair. Did everyone sit down? Yes! We are alike because we have hair. We are all different because our hair is different colors. Is one color better than another? NO! Different is not bad it is just DIFFERENT!”</p> <p>10. Continue with all choices on the Teacher Activity Sheet.</p> <p>11. End the Lesson by summing up how students are alike and different, and singing the <i>Stand Up Sit Down</i> song.</p>	<p>10. Students participate appropriately</p> <p>11. Students participate appropriately</p>
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Teacher Follow-Up Activities

Call students to line up by ways they are the same and different (color of eyes, boys and girls, blonde hair, etc.).

Counselor reflection notes (completed after the lesson)

Teacher Activity Sheet

Be Sensitive to individual differences in the group.

Ice Cream	chocolate	vanilla
Eyes	blue	brown
Cookies	oatmeal	chocolate chip
Skin	dark	light
Cake	chocolate	yellow
Candy	chocolate bars	suckers
Child	boy	girl
Clothes	pants	skirt or dress
Shoes	tennis shoes	boots
Popsicles	cherry	grape
Hair	long	short
School, like best:	recess	lunch
Recess	swing	basketball
Lunch	bring from home	school lunch
Color	favorite is red	favorite is blue
See	wear glasses	don't wear glasses
Legs	two legs	"We all have two legs!!!!"
Ears	two ears	"We all have two ears!!!!"
Nose	one nose	"We all have one nose!"

Stand Up Sit Down Song

Written by Annie Moffatt

(Sung to the tune of Old MacDonald Had A Farm)

In this class there are some kids,
We are all alike,
We look different, yes, it's true
Different things we like.

Will the boys stand up?
Will the girls stand up?
Boys down,
Girls down,
We are kids all around

In this class there are some kids
We are different too!