



Grades K-2

Theme: Health and Wellness

LINK TO COMMON CORE INFORMATIONAL STANDARD 1 (Grades K-2):

Know and use various text features to locate key facts or information in a text.

OBJECTIVE:

Children will use text features such as photos and captions to gain information.

MATERIALS NEEDED:

- *We Are Alike, We Are Different*
- Magazines
- Scissors
- Tape or glue
- Construction paper
- Markers and crayons

VITAL VOCABULARY:

- People
- Skin
- Chopsticks
- Tuba

WE ARE ALIKE, WE ARE DIFFERENT

By Janice Behrens

Before Reading



10 min

1. Invite children to look at the cover of the book. Read the title and author's name aloud, *We Are Alike, We Are Different* by Janice Behrens. Invite the children to look at the cover illustration. Ask:
 - What do you see on the cover photo of the book? (*a group of children smiling*) Have children use the photo and title to predict what this book will be about.

During Reading



20 min

1. Read aloud the title of the first spread: "We Are All People." Then read pages 4–5. Ask:
 - How are the people in the pictures alike? (*Answers will vary, but children may say they are all children; all wearing white shirts.*)
 - How are the people different? (*Answers will vary, but children may mention that some are boys and some are girls, they are different ages, they have different hair colors.*)
2. Read pages 6–7. Ask:
 - How are the children's clothes alike on page 7? (*They're all wearing hats.*)
 - How are they different? (*They are each a different kind of hat and worn for different reasons.*)
3. Read pages 8–11.
 - Brainstorm with children and record on chart paper sensory words that tell about skin, such as *soft, warm, smooth, dark, light, oily, dry*.
 - Have children describe the types of hair pictured on page 11. (*thick, thin, straight, blonde, red, brown, curly, long, short, spiked, braided*)
4. Read the title on page 12: "Food and Fun." Then read pages 12–15. Ask:
 - What different foods do you see on page 13? (*hamburger, noodles, vegetables, fruit*)
 - What are the children doing on page 15? (*playing video games, clapping hands, playing guitar, playing tug-of-war, jumping rope, playing baseball*)

During Reading (CONTINUED)

- Are most of the activities ones children play together or alone? Tell why you think so. (*Most are played together. Only the girl jumping rope, the boy pitching, and the boy playing the tuba are shown alone.*)

5. Read the title on page 16: "Getting Around."

Then ask:

- What ways of getting around are pictured here? (*wheelchair, crutches, bus, bike, walking*)
- How do you move around at the playground? (*Answers will vary.*)

6. Wrap up the section by reading pages 18–23. Say:

- The author says that we are all alike and we are all different. What is another important message she gives? (*We can all be friends.*)
- Look at the picture on page 19. How are these children alike and different? (*They are all running, but their clothing is different. The girls are barefoot, but the boys have shoes.*)
- On pages 20–21, what does the author say is another difference we may have? (*We may speak different languages.*) What languages are on these pages? (*English, French, Arabic, Chinese, Swahili, Spanish*)

7. Invite children to use the words they learned in the book.

- Have children take turns saying hello to each other in different languages.
- Ask children to choose a word on pages 22–23, in a sentence.
- Finally, have children work in groups and challenge them to create stories using all seven words. Then, invite each group to share their stories with the others.

2. Then decide on four of the most popular foods. Create a chart like this:

Food	Number of Students
Pizza	
Hamburger	
Pasta	
Tacos	

3. Have children raise their hands when you name their favorite food. Explain that they can only vote once. Count the number of hands and draw tally marks to note the data on the chart. When everyone has voted, discuss the results. Which food has the most tally marks? Which has the least?
4. Invite the children to take and chart the results from other class surveys; these might include:
 - languages spoken in class
 - favorite children's books
 - favorite games
 - pets at home
 - other ideas the children suggest

wrap up



5 min

Ask students to summarize or retell what the book was about. **Ask:**

- How are we alike? (*Possible answers may be: we are all people, we like the same foods, we move from place to place, we have fun*)
- How are we different? (*Possible answers may be: we speak different languages, we may dress differently, we may eat different foods*)

Ask: What was the author's final message? (*No matter how different we may be, we can all be friends.*)

After Reading



30 min

CONNECT TO MATH: Favorite Foods

1. Tell children that you will make a chart showing their favorite foods. Explain that a chart shows information that can be read and compared quickly. Begin by having volunteers name possible favorite foods. List them on the board.