

# The Same yet Different: Celebrating Inclusion



Clip art licensed from the Clip Art Gallery on DiscoverySchool.com

**Suggested Group Size:** Whole Group (Read Aloud)    Small Group (Art Activity)

**Objective(s):** The children will show an understanding that people share similarities, as well as differences.

## Activity

Children listen to a story and then they compare and discuss the similarities and differences of their classmates. Children trace their feet on skin-toned paper and decorate the cut-outs of their feet.

## Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
  - **C. Social Studies**
    - **C.a. Individual Development and Identity**
      - **C.a.1** Begin to recognize and appreciate similarities and differences in people

## Materials

- Book: *All Kinds of Friends, Even Green!* by Ellen B. Senisi
  - Supplemental Book(s):
    - Where's Chimpy?* by Berniece Rabe
    - My Friend Isabelle* by Eliza Woloson
    - Whoever You Are* by Mem Fox
- Skin-toned paper
- Scissors
- Glue
- A variety of art materials

## **Procedures**

### **Whole Group: Read Aloud**

1. Introduce the lesson by reading the book *All Kinds of Friends, Even Green!* by Ellen B. Senisi.
2. Discuss how the children in the book are the same as others and how they are different.
3. Relate other similarities and differences of the children in the story to those in the class (e.g., short/tall, talkative/quiet, feelings/emotions).

### **Small Group: Art Activity**

1. Ask the children to take off their shoes and look at their feet. Ask them how their feet are the same or different from their classmates' feet.
2. While the children have their shoes off, ask them to line their shoes up along the wall.
3. Discuss how the similarities and differences in the shoes (e.g., size, color, style).
4. Children trace their feet on skin-toned paper, with assistance as needed.
5. Children cut out their tracings with assistance, as needed.
6. Provide the children with a variety of materials to decorate the cut-outs of their feet.
7. Find a place in the room to display the children's artwork.

## **Adaptations**

- Children with physical impairments should receive assistance, as needed during the art activity.

## **Extensions**

- Music and Movement Activity
  1. Read the book *My Friend Isabelle* by Eliza Woloson.
  2. Ask the children to choose a song from their favorite CD.
  3. Explain that when the music is playing they are to move around the room like Charlie and Isabelle did in the book *My Friend Isabelle*.
  4. Ask for a volunteer to show a movement that the other children can imitate while the music is playing.
- Provide an assortment of shoes in dramatic play area for further comparisons.
- Discuss different types of feelings/emotions (e.g., use pictures showing basic feelings/emotions).

Ask the following questions:

  - How does the person in the pictures feel? How can you tell?
  - What do you do when you feel that way?
- Give children access to pictures showing basic feelings/emotions during center time.
- Include a variety of puppets, dolls, and/or miniature people with differing abilities throughout the classroom (e.g., reading, dramatic play, blocks, math).

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- telling how they are similar and different from their friends (e.g., short/tall, talkative/quiet, feelings/emotions).

## Related Standards for Four-Year-Olds

- **I. Physical Development**
  - **A. Health and Wellness**
    - **A.3.** Demonstrates auditory ability to facilitate learning and healthy growth and development
  - **C. Gross Motor Development**
    - **C.1.** Demonstrates increasing motor control and balance
    - **C.2.** Demonstrates the ability to combine movements for gross motor skills
- **II. Approaches to Learning**
  - **C. Creativity**
    - **C.1.** Approaches daily activities with creativity
- **III. Social and Emotional Development**
  - **B. Relationships**
    - **B.b. Peers**
      - **B.b.1.** Interacts with and develops positive relationships with peers
      - **B.b.3.** Shows care and concern for others
- **IV. Language, Communication, and Emergent Literacy**
  - **A. Listening and Understanding**
    - **A.1.** Increasing knowledge through listening
      - **A.1.a.** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
  - **E. Conversation**
    - **E.1.** Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems
      - **E.1.a.** Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem solving).
    - **E.2.** Initiates, ask questions, and responds to adults and peers in a variety of settings
      - **E.2.a.** Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.
  - **F. Emergent Reading**
    - **F.4.** Demonstrates comprehension of text read aloud
      - **F.4.a.** Child retells or reenacts story after it is read aloud.
      - **F.4.b.** Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).