

# What I Like About Me Graphing



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## Suggested Group Size

Small Group

## Objective(s)

The children will analyze and display data about their classmates' similarities and differences.

## Activity

Children analyze data about their classmates' similarities and differences and graph the data.

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

- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **A.f. Measurement**
      - **A.f.1.** Engages in activities that explore measurement
      - **A.f.2.** Compares continuous quantities using length, weight, and height
        - **A.f.2.a.** Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.
        - **A.f.2.b.** Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.
        - **A.f.2.c.** Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.

## Materials

- A large piece of butcher block paper
- Markers
- Book: *What I Like About Me!* by Allia Zobel Nolan and Miki Sakamoto
  - Supplemental Book(s):
    - I Like Myself!* By Karen Beaumont

*ABC I Like Me!* and *I Like Me!* by Nancy Carlson  
*I Like Being Me!* By Judy Lalli  
*I'm Like You, You're Like Me* by Cindy Gainer

## Procedures

1. Introduce the lesson by reading the book *What I Like About Me!* by Allia Zobel Nolan and Miki Sakamoto.
2. Discuss how everyone has similarities and differences in their appearances (e.g., hair/eye color, short/long hair, straight/curly hair).
3. Discuss the different hair colors represented in your classroom. Help the children provide a label for each hair color.
4. Go around the room and have the children tell what each person's hair color is when you point to them.
5. Explain to the children that you would like to make a graph or picture showing the different hair colors in your classroom.
6. Make the graph with a column for each hair color represented in the classroom.
7. In each column, color one square for each child with that specific hair color.
8. Have the children count the number of squares that have been filled in for each color of hair represented in the classroom. Discuss which hair color had more squares filled in and which hair color had fewer squares filled in.

## Adaptations

- Avoid comparisons that may make some children feel uncomfortable (e.g., height or weight).
- Use verbal, visual, and physical cues to help children know what to do.

## Extensions

- Have each child decorate a skin-toned face cut-out.
- You may also graph eye color, short/ long hair; straight/curly hair, etc.

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- analyzing and graphing data about their classmates' similarities and differences (e.g., hair color, eye color).

## Related Standards for Four-Year-Olds

- **IV. Language, Communication, and Emergent Literacy**
  - **C. Vocabulary**
    - **C.1.** Shows an understanding of words and their meanings
      - **C.1.a.** Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).
      - **C.1.b.** Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).

## **Related Standards for Four-Year-Olds (continued)**

- **IV. Language, Communication, and Emergent Literacy**
  - **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.1.** Shows motivation for reading
      - **F.1.a.** Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).
  
- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **A.a.3.** Shows understanding by participating in the comparison of quantities
      - **A.a.3.b.** Child compares two sets to determine if one set has more.
      - **A.a.3.c.** Child compares two sets to determine if one set has fewer.
    - **A.a.4.** Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10
  - **C. Social Studies**
    - **C.a. Individual Development and Identity**
      - **C.a.1.** Begins to recognize and appreciate similarities and differences in people