

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 VPK Education Standard(s):

- **VI. Mathematical and Scientific Thinking**
 - **A(f).2.** Represents and analyzes data
 - A(f).2.(a).** Child assists with collecting and sorting materials to be graphed.
 - A(f).2.(b).** Child works with teacher and small groups to represent mathematical relations in charts and graphs.
 - A(f).2.(c).** Child analyzes, with teacher and small group, the relationship between items/objects represented by charts and graphs.
- **VII. Social Studies and The Arts**
 - **A(a).1.** Identifies similarities and differences in personal and family characteristics

Related VPK Education Standards:

- **III. Social and Emotional Development**
 - **A.1.** Demonstrates self-concept
 - **D.3.** Participates in the group life of the class
- **IV. Language and Communication**
 - **C.1.** Shows an understanding of words and their meanings
 - C.1.(a).** Child has age appropriate vocabulary in several categories and demonstrates a wide variety of words within each category (e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe; adjectives and adverbs; and action words; verbs).

Related VPK Education Standards (continued)

- C.1.(b).** Child has mastery of instructional language of the classroom and objects in the classroom (e.g. same and different, in front of and behind, next to, opposite, below).
- **E.1.** Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems
- **E.2.** Initiates, ask questions, and responds to adults and peers in a variety of settings

- **V. Emergent Literacy**
 - **A.1.** Shows motivation for reading
 - A.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).

- **VI. Mathematical and Scientific 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 less.
 - **A(a).4.** Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range of five to ten.

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.

Procedures (continued)

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.

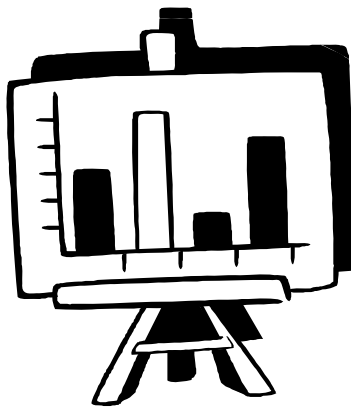
Checking for Understanding

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).

Submitted by

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