



Topic: Me and My Friends

Curriculum Planning Template – Somerville Early Education

Trajectory for Thematic Inquiry: Planning from the Big Idea

Consult ELA Pacing & Curriculum Guides, Big Idea Guides, & Building Blocks Math Pacing Guide

Big Idea(s) about Me and My Friends:

- I am a person. I am unique.
- I have my own name.
- I have my own thoughts, experiences and feelings.
- I am like other people. I am different from other people.
- People want to learn all about me, and I want to learn about them.
- We all have similarities and differences.

Project Approach: Working with Big Ideas

(Picturing the Project Approach 2017, Sylvia Chard, Yvonne, Kogan, Carmen Castillo)

- Phase 1: Beginning the Project
- Phase 2: Developing the Project
- Phase 3: Concluding the Project

Anti-bias Education Goals and Outcomes(Derman-Sparks, Edwards and Goins, 2020)

Goal 1: Identity - Each child will demonstrate self-awareness, confidence, family pride, and positive social identities. *Teachers will nurture each child's construction of knowledgeable and confident personal and social identities.*

Goal 2: Diversity - Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections. *Teachers will promote each child's comfortable, empathic interactions with people from diverse backgrounds.*

Goal 3: Justice - Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts. *Teachers will foster each child's capacity to critically identify bias and will nurture each child's empathy for the hurt bias causes.*

Goal 4: Action - Children will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions. *Teachers will cultivate each child's ability and confidence to stand up for oneself and for others in the face of bias.*

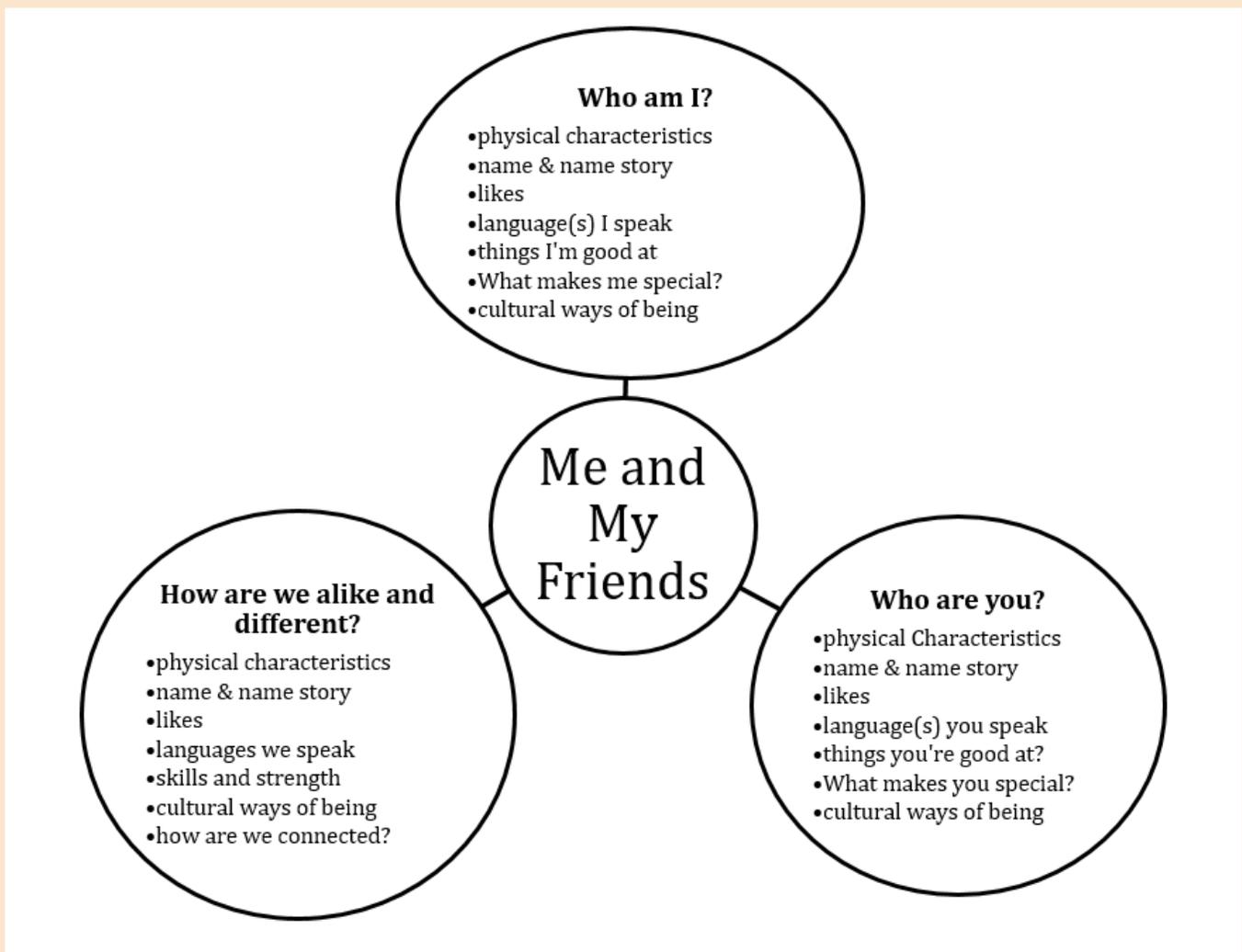
Selected Anti-bias Objectives - [chosen from here](#)

- I know and like who I am and can talk about my family and myself and name some of my group identities.
- I can talk about interesting and healthy ways that some people who share my group identities live their lives. I know that all my group identities are part of me—but that I am always ALL me.
- I like being around people who are like me and different from me, and I can be friendly to everyone.
- I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.

A TRAJECTORY OF INQUIRY

Phase 1 - Beginning a Project: Starting Out and Setting the Stage

Sample Planning Web:



Create a new web (with your students) once a direction has been defined

Surface prior knowledge. Set the Stage:

- Prepare the environment to provide Windows and Mirrors for children to see themselves and their community. Windows help children see out into the world. Mirrors reflect children back to themselves.
 - Post images of diverse children and adults.
 - Provide books with characters that represent the children in your classroom/community
 - Provide figurines, dolls, puzzles, and other materials that represent a diversity of children.
 - Use photos of your students throughout the room.
 - Have mirrors in different areas of the classroom.

Questions you might ask children:

- **How are we alike? How are we different?**
- **What do you wonder about other people?**
- **What makes you you? How are you special?**
- **How can we share and make connections (friendships) with other people?**

Make connections to children's lives and families

- Invite children to explore their names and tell their **name stories**.
 - Gather children's name stories from their families. Why were they given their names?
 - Do a modified reading of My Name is Johari (*clip together and skip pp. 4-7, we do not need to introduce the conflict on these pages – particularly given the race of the characters in the conflict.*)
 - Read from Anne to Zach
- **Play name games** - Use children's photos and names during greetings/games/songs and around the classroom. Be sure to learn and teach the proper pronunciation of every child's name.
 - Try Lada's Group Gathering Song – "I like _____. _____'s my friend. I like _____. Here we go again."
- Invite children to **tell stories** from their lives – things they like to do, experiences they have had.
 - Invite peers to make connections – noticing similarities and differences.
 - Teach the 'same-same' or 'me too' sign so children can make connections to each other.
- Create a take home "bear" (or stuffy that aligns with your classroom name) with a journal activity, for children to share home experiences with the group.



Generate curiosity: Pose questions, read a high interest book, take a field trip

- Introduce the concepts of 'same' (similarities) and 'different' (differences) by reading:
 - You Be You – emphasize the word "some." What are some ways people in your class are alike and different?
 - Me Too! – What are the ways of your children? How are they alike and different?

- Invite children to explore the diversity of their physical characteristics.
 - Read Two Eyes, a Nose, and a Mouth – Discuss and explore – “We all have eye. Are eyes are different shapes and colors.”
 - Song chart – “Eyes, Eyes, Eyes”
 - Read The Colors of Us – notice, explore and represent the different skin tones in the classroom.
 - Song Chart – “We Are Made of the Colors of Earth”

- Invite children to share and discuss their skills and strengths.
 - Big Books: - I Like Me, Only One Like This
 - Read Is it Easy? Is it Hard? or A,B,C I Like Me. Discuss “What things are easy for you to do? What things are hard for you to do?” Emphasize that everyone is working on something; and everyone is contributing something.

PHASE 1 – Beginning a Project: Defining A Possible Investigation or Direction

Generate KW (Know, Want to know) Chart: What do we know or think we know about _____ ?

- Physical Characteristics – our skin, our hair, our eyes, our bodies
- Names
- Explore Shades of Brown
- Drawing/Creating a Self-Portrait

Expand Children’s Thinking

So, now that we Know some information and have some ideas about _____, what should we investigate? It seems that you are curious about _____? Brainstorm a list of all the things the children Want know about _____.

Possible Activities:

- Read Shades of People and/or All the Colors of the Earth
 - Gather “signs of fall” natural artifacts and explore the beautiful shades of brown – make a contact paper collage by sticking on all of the brown items that have been gathered. While working, develop vocabulary for shades of brown - dry leaf brown, chestnut seed brown, acorn brown, pine needle brown, etc.
 - Create shades of brown paint

- Study images of self-portraits – “What do you SEE (or notice)?” How do you THINK the artist made it? What do you WONDER about making your own self-portrait?
 - Generate lists of ideas for how to make self-portraits, for possible materials, etc.
 - Explore key features and coloration - take the time to make and explore physical feature
 - find or mix shades of skin color - using paint, playdough, and more
 - Explore hair color and texture – using a variety of materials that reflect the textures and colors of the hair in your classroom (and beyond!)

- Explore and build representations of eyes, noses and mouths



- Use the [Shades of People Kit](#) Lessons
- Explore our identities through art media
 - Learn vocabulary related to characteristics about us, express who we are as individuals through self-portraits, painting, sculpture, etc.
 - Create a self portrait book for classroom display that shows an illustration and description of each child in our classroom.

Phase 2 - Developing a Project: EXPLORING AND LEARNING MORE

Continue to add to knowledge base, add activities and experiences, field trip, find experts, plan class books, family engagement, etc.

POSSIBLE FIELD SITES:

- Visit and art exhibit or invite display an exhibit of portraits, faces, etc.
- Visit and interview diverse people in your school building (nurse, admin, cafeteria workers, etc,) or in your neighborhood.
- Paint store or art studio
- Sewing/craft/yarn shop
- Nature! - collecting and photographing things that are brown

POSSIBLE EXPERTS:

- Children and teachers
- Family members
- Guest readers or volunteers - members of the school community that can provide windows and mirrors for students in your group (This may be important during paint mixing activities if you would benefit from a wider array of shades of people to explore).
- Local artists

Possible Projects (Use one of the following ideas, or co-create an emergent project with your children):

- Unfold a slow and intentional self-portrait exhibit project - Make self-portraits, use mirrors to see self reflections, and take the time to thoughtfully make and explore each physical feature
 - Find or mix colors that match children's skin and then paint it on a template or paper plate
 - Provide yarns, doll hair, wool, etc. to select and glue hair that matches the color and texture of the children in your classroom.
 - Add eyes, noses and mouths – pre-practice drawing then add using crayons. Or for young children use eye stickers.
 - Create "Guess who?" cards with clues that share each student's uniqueness.



One example: <https://www.facebook.com/fayerweatherstreetschool/videos/1640099719337212/>

- Making self-portraits only tells people a bit about us. How could we share more?
 - Read a biography- type book - I Like Me or Marvelous Me – “Could we make books about us?”
 - Brainstorm a list of possible interview questions for ‘All About Me’ books
 - Interview all children for ‘All About Me’ book content. Create books with child specific content, illustrations, etc.
 - Create a ‘We Are Alike’ book – pairing children to draw and write about a similarity.

- Class Interviews
 - Learn what an interview is and how it is used to learn about someone’s life. Practice asking questions about others, help children to prepare interview questions and record answers.
 - Children can present what they learn about their friends for the class or at an event for families.

EXTENSIONS/COMPLETION

Reflect on next steps, sharing the work with others, extensions of content, new directions.

Ideas for Sharing Learning/Work:

- Invite families to come into the classroom (throughout the school year) to share a special something (activity, book, celebration, etc.) from their home.

- Host an event to share children’s ‘All About Me’ and ‘We Are Alike’ books and Self-Portraits, call it an Author Study, Publishing Breakfast, etc.
 - Work with the children to plan for a family event – to share children’s ‘All About Me’ books, the ‘We Are Alike’ book, and their Self-Portraits. How would they like to share their work? *Be sure each child has an adult who can focus on their work. If a family member cannot make it ask another adult in the building to attend.*

- Display self-portraits with clues, to share identities, similarities, and unique features.



Possible Extensions:

- Keep 'All About Me' and 'We Are Alike' books in the classroom throughout the entire year
 - Inspire children to learn about their peers, read about themselves, etc.
 - Notice if things that were true about them in the Fall have changed by the end of the year
 - Add to and edit books throughout the year
- Make a 'Things We Are Good At, Things We Are Working On' book
 - Use this book to discuss how children can help one another in the classroom.
 - Invite children to share advice and ideas for how to get better at things that we are learning.
- Go deeper by exploring, discussing and creating curriculum around the following books:
 - We are All Alike, We Are All Different or I'm Like You, Your're Like me – Yo Soy Como Tu, Tu Eres Como You . These books will lead into explorations around families, homes, kindness, and more. (See the Families Big Idea Guide.)
 - Introduce the concept of 'Race' by reading Our Skin - A First Conversation About Race
 - Preview the [Sesame Street Coming Together to Talk About Race and Identity](#) site.
 - Share the Sesame Street Video - [Explaining What Race Is](#)

Content and Room Areas	Activities Connected to Big Idea
<p>Blocks</p>	<p>Props/Provocations:</p> <ul style="list-style-type: none"> ● Add blocks with child photos to the block area.  <ul style="list-style-type: none"> ● Add diverse figurines to the block area. ● Post images that represent diverse people in diverse places. ● Post photos of children’s structures (over time) and invite conversations about the ways that the structures are alike and different. “One way they are alike is _____. One way they are different is _____.”
<p>Dramatic Play</p>	<p>Generate play props and themes with children:</p> <ul style="list-style-type: none"> ● Provide materials and props for family and home play. - including diverse cooking tools (tortilla press, wok, comal, etc.), diverse plastic foods and eating utensils, diverse clothing - or simply diverse scarves and fabrics (to invite open-ended expression and play) ● Provide lots of mirrors. ● Provide a diversity of dolls (and also doll house figurines) ● Provide diverse images of caring for children, carrying children, etc. ● Provide books with images of diverse babies and families, or the children’s own families.
<p>The Arts</p>	<p>Group and Individual Projects:</p> <ul style="list-style-type: none"> ● Make a brown collage – using torn paper, paper bags, natural artifact, etc. Brown is Beautiful! ● “I Like”... Collage Webs (Individual child’s picture at the center with images of items/activities they like surrounding their photo) ● Unfold a slow and intentional self-portrait project (EP2:FMDW) <ul style="list-style-type: none"> ○ spend time mixing shades of brown – open exploration ○ first using brown paint and adding drops of white or black <ul style="list-style-type: none"> ○ experimental mixing of yellow, red, white and black (from <u>The Colors of Us</u> book) ○ find or mix colors that match children’s skin and then paint it on a template or paper plate

- Provide yarns, doll hair, wool, etc. to select and glue hair that matches the color and texture of the children in your classroom.
- Add eyes, noses and mouths – pre-practice drawing then add using crayons. Or for young children use eye stickers.

https://www.amazon.com/Roylco-R3338-Eyeball-Stickers-Large/dp/B0017OAPBM/ref=sr_1_18?keywords=eye+stickers&qid=1568389608&s=gateway&sr=8-18



- Make self-portrait puppets
- Use mirrors to closely examine eye color and make eye collages, color in eye templates with colored pencils, or make model of eyes. *Teach children to layer and integrate the colors they see in their eyes.*



Sensory

Sensory Table:

- Make playdough in shades of brown. *Allow the children to mix the shades and make new shades of brown.* Put the playdough out with rolling pins and people (gingerbread) cookie cutters.
- Make plain playdough – invite children to add spices into tiny balls of playdough to create shades of brown and use vocabulary from books.



- Finger paint with (or mix with a brush) small blobs of red, yellow, white and black to create browns.
- Water Table: Home Connection - If children mention washing dishes at home, add dish soap, sponges and dramatic play plates, bowls, etc. for washing and towels for drying.

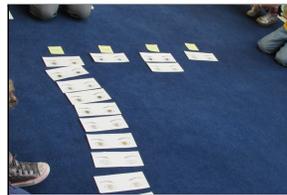
- Add baby dolls in water table: giving babies bath. (Some young children believe skin color may be dirt or can be washed off. This supports learning that skin color is not dirt and does not wash off.)

Mathematical Thinking

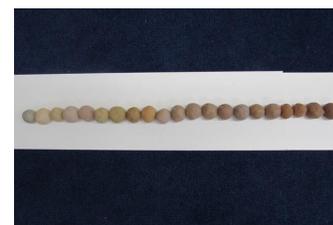
- Play matching and memory games with photos of the children, photos of distinct body parts., or samples of skin colors.



- Play matching and memory games with photos of students and with photos of other children from around the world.
- Notice and count body parts – “All of us have eyes. How many do we have?”
- Make graphs of the physical attributes of children in the class: eye color, hair color, hair type, etc.



- Create Venn Diagrams – inviting children to place their photos where they belong. *Categories can include likes, skills, attributes, etc. Use “some people . . .” language.*
- Measure children with string and display lengths. Compare height and discuss measurement vocabulary. Discuss what they notice.
- Use beautiful stuff, paint samples, playdough samples etc. to practice seriation from dark to light, light to dark.



Science, Technology, Engineering

- Add mirrors to the science area to encourage children noticing their reflection as well as other features of a reflective surface.
- Explore natural materials that are brown – with magnifying glasses (pinecones, leaves, branches, shells, sands, dirt, seedpods, etc.)

- Use ink pads to make fingerprints and look closely with a magnifying glass to observe the patterns of ridges on our fingertips.
- Look for fingerprints in playdough and/or clay.
- Provide color mixing experiments – using eye droppers and liquid watercolors.
- Provide exploration of various textures – maybe samples of the yarns and materials used for hair – yarn, wool, etc.



**Library/Read
Aloud**

Book:

All Are Welcome by Alexandra Penfold
You Be You by Linda Kranz
Me Too! by Michel Boucher
The Colors of Us by Karen Katz
Is It Hard? Is it Easy? By Mary McBurney Green
A,B, C I Like Me by Nancy Carlson
Shades of People by Shelley Rotner
Two Eyes, A Nose and a Mouth by Roberta Grobel Intrater
All the Colors of the Earth by Sheila Hananaka
All the Colors We Are by Katie Kissinger
Hairs/Pelitos by Sandra Cisneros
I Love My Hair by Natasha Anastatia Tarpley
Big Hair, Don't Care by Crystal Swain-Bates
Whoever You Are by Mem Fox
I like Myself by Karen Beaumont
From Anne to Zach by Mary Jane Martin
I'm Like You, You're Like Me: A Book About Understanding and Appreciating Each Other by Cindy Gainer
I Like Me by Nancy Carlson
What I Like About Me by Allia Zobel Nolan
Only One Like This - Avenues Big Book
We're Different, We're the Same (Sesame Street) by Bobbi Kates
When I Was Little :A Four Year Olds Memoir of Her Youth by Jamie Lee Curtis
We Are All Alike... We Are All Different by The Cheltenham Elementary School Kindergarten
Our Skin - A First Conversation About Race by Madison, Ralli & Roxas

<p>Balanced Literacy</p>	
<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Provide, teach and practice key vocabulary <ul style="list-style-type: none"> ○ unique, different, differences, special ○ alike, same , similar, similarities ○ some people ○ me too! ○ beautiful, rich, deep, etc. ○ shades of brown ○ darker, lighter, deeper, richer (colors) ○ color words for eyes ○ texture words for hair - straight, curly, thick, thin, wavy, long, short ○ 'good at' and 'working on'
<p>Oral language and Concept Development</p>	<ul style="list-style-type: none"> ● Add surveys or question to your Morning Meeting message. Ex: What color are your eyes? ● Explore collections of natural object and discuss/name the shades of brown represented in nature ● Create opportunities for group project planning and brainstorming. How could we make representation of our unique selves? What materials would we need? ● Invite conversations and opportunities to share about ourselves. Encourage children to share ideas, ask questions, and make comments. Openly discuss similarities and differences. ● Once the groups knows one another well play Crazy Train or I Spy - using descriptors and attributes of member of the group. ● Use CROWD Strategies during read alouds.
<p>Fine Motor, Drawing, and Writing</p>	<ul style="list-style-type: none"> ● Have children use a dry erase marker to trace their own face on a tabletop mirror. ● Add multicultural colored pencils, crayons, and/or markers. ● Add table top mirrors for close examination of physical features. ● Introduce Mat Man and practice drawing self. ● Make Mat Man Face and practice drawing faces. ● Draw yourself – draw a friend. ● Practice building names and writing name. ● Use Model Magic, clay, or playdough to make eyes, noses, mouths, or entire faces.

<p>Expressive and Writing Language</p>	<ul style="list-style-type: none"> ● Work on pages of 'All About Me' book (EP3:EWL) ● Work in pairs to make a page for the 'We Are Alike' book. ● STSA - Tell and act out favorite personal and family stories ● Tell and write about (dictation) the story of your name ● Co-create classroom displays that use environmental print to highlight key vocabulary. ● Create a book about what children are <u>Good At and Working On</u> - sharing expertise and places for learning and supporting one another.
<p>Phonological and Phonemic Awareness</p>	<p>Songs and Poems</p> <ul style="list-style-type: none"> ● Sing rhyming name games - Ex. Wallaby Walloughy Woo ● Sesame Street "The Amazing Song" ● Sesame Street "Colors of Me Song" ● Sesame Street "I Love My Hair" ● Sesame Street "I Love My Hair" – Mando's Spanish version ● Sesame Street "Beautiful Skin Song" ● Sesame Street "What I am" - Will.i.am ● "We Are Made of the Colors of Earth" <p>Explore syllables and rhythm</p> <ul style="list-style-type: none"> ● Tap out children's names - first names, middle names and full names - how many syllables are there? ● Highly rhyming sounds in songs and read alouds <p>Word Building and Writing:</p> <ul style="list-style-type: none"> ● Use word cards to label parts of the face - skin, eyes, nose, mouth, hair, ears, etc.
<p>Differentiation/ Modifications</p>	<ul style="list-style-type: none"> ● Provide vocabulary in different languages when possible. Talk about the languages we speak. ● Provide sentence starters/scaffolding to help children verbalize their likes and strengths (i.e. "I like _____. I like to _____. My favorite toy is _____. I am able to ____.) ● For non-verbal or limited English speakers, offer selection of pictures and objects to choose from and identify likes/dislikes, etc. <p>After weeks of this sharing and getting to know one another, add guessing games – "I am thinking of a friend who has _____ hair, likes to eat _____, and like to play _____."</p>