

Name: Ashley Robinson **Grade:** First
Content Area: Language Arts

- **Standards:**

Reading:

Ask and answer questions about what is read.

Identify who is in the story, the main idea of the story, and compare it to his/her own experiences.

Make connections between what is read and his/her life, the world and other books.

Communication:

Follow simple oral directions.

Pay attention to the person speaking.

Listen politely without interrupting.

Use describing words when speaking.

Writing:

Use describing words when writing about a person, place or thing.

Print legibly with attention to forming letters correctly while leaving spaces between words.

- **Objective:**

Students will be able to demonstrate an understanding of characteristics and traits by creating their own pictures, and communicating their ideas visually and verbally.

Bloom's Taxonomy:

1. **Evaluating:** The students make judgments about themselves, select positive traits about themselves, and interpret their ideas into an object to represent themselves.

2. **Creating:** The students plan what object will represent them, then they produce a drawing out of their fingerprint, using creativity to demonstrate their ideas

- **Materials:**

Incredible Me! By Kathi Appelt

I Like Myself By Karen Beaumont

crayons

A variety of colored paper

A variety of colored ink pads

Baby wipes

A list of different feeling and characteristics

- **Lesson Outline:**

1. Introduce the book Incredible Me by Kathi Appelt, and describe how we are all unique and special.

2. Read the book to the students.

3. Ask the class about the ways we each are different, and make a list on the board.

4. Discuss as a class how we are all different and unique, but we all have the same feelings and needs.

5. Describe how no two fingerprints are a like.

6. Introduce the activity by telling the students we will be using our own fingerprints to make a picture that represents ourselves.
 7. Allow the students to choose which color paper and ink they want to use.
 8. Divide the students into small groups and partners of two or three.
 9. Have the students help each other make a print of one of their fingers on the paper.
 10. Use baby wipes to remove the ink from the student's finger.
 11. Allow students to use crayons to add features to the prints to create an object or animal, it should be something they compare themselves to, such as a flower, animal, person, or car.
 12. After students color their drawings, they will write at least three characteristics that make them special individuals.
 13. Have the students gather in a group.
 14. One at a time, each student stands, shows their picture to the class, and tells what makes them who they are.
 15. Conclude by reading I Like Myself! By Karen Beaumont
- **Assessment:**
 1. Students demonstrated an understanding of differences in characteristics by stating them for the teacher to list on the board.
 2. Students demonstrated an ability to create an object that represent them, and describe three characteristics about themselves.
 3. Students demonstrated an ability to share their ideas when they presented their drawing and characteristics to the class.

4. Students demonstrated an ability to listen to their peers by being quiet and attentive during the presentations.