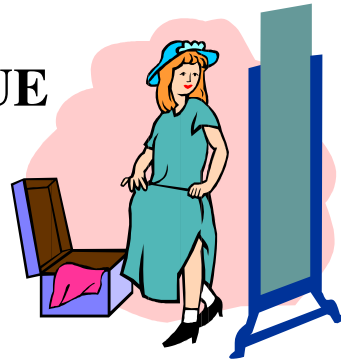


YOU ARE YOU-NIQUE



BENCHMARKS and TASKS

SC.A.1.1.1 The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).

SC.A.2.1.1 The student recognizes that many things are made of smaller pieces, different amounts, and various shapes.

- The student uses senses to make observations about the physical properties of objects (e.g., color, shape, mass, capacity, form, texture, size, position, speed and composition).
- The student compares and classifies objects and living things according to one or two attributes and explains a system of classification (e.g., metals or plastic, rough or smooth).
- The student recognizes that most things are made up of parts which may have different amounts and various shapes.

KEY QUESTION

How are people similar to and different from one another?

BACKGROUND INFORMATION

All science is based upon observations. Scientists use their senses and extensions of their senses to see, touch, hear, and otherwise view the world, observing its characteristics and behaviors as objectively as possible. They use the evidence of their senses to obtain the information upon which scientific work is based.

Sensory observation is fundamental to young students as they learn about the world around them. We must teach students to use their five senses – seeing, hearing, smelling, tasting and touching – to explore and describe their surroundings and themselves. Through exploration, students should become aware that different senses provide different information, and that we often use them in conjunction with each other.

The Sense of Sight: Light comes into the eyes through an opening called the pupil. It is focused by a small lens and projected onto the retina at the back of the eyeball. The retina is composed of light-sensitive receptors (rods and cones) that convert the light into nerve impulses. The nerve impulses go directly to the brain, and we have sight.

MATERIALS

Teacher

class mirror

one pre-drawn outline of teacher
on butcher paper

Look! You Are You-nique graph (Enlarge on bulletin
board paper.)

crayons

Eye color graph (use Hair Color graph as sample)

Eyes by Judith Worthy

red, yellow, black, and brown Unifix cubes

All About Me by Adria Klein (Dominie Press)

I See by Jennifer Schieber (Benchmark Education Co.)

Per student

Unifix cube

markers for graphs

TEACHING TIPS

1. Have two tubs of Unifix cubes with red, yellow, black, and brown Unifix cubes.
2. Cut 1-inch squares from colored paper to represent all possible eye colors.

DAY ONE

ENGAGE

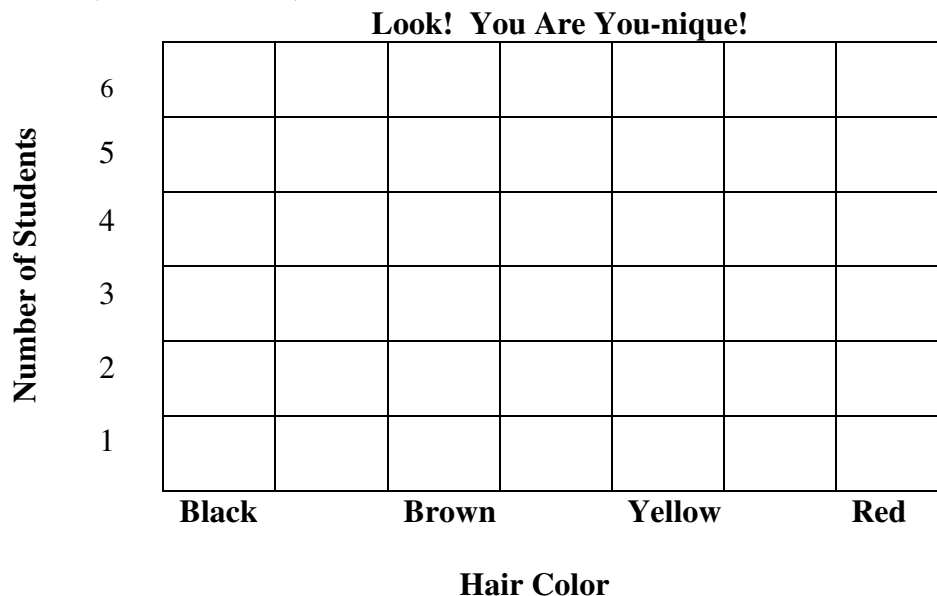
1. Teacher describes his/her face (e.g., color of eyes, hair color, etc.)
2. Ask students to describe teacher’s clothing.
3. Student volunteers draw responses about the teacher’s clothing on butcher paper outline.
4. Have a student volunteer stand next to the teacher and ask classmates to tell the similarities and differences between the teacher and the student.

EXPLORE

1. Divide the class into student pairs.
2. Ask partners to observe each other, noting hair color, eye color, and clothing.
3. Have students select one Unifix cube that matches their hair color.
4. Display the *Look! You Are You-nique!* graph on the floor and ask students to sit around it. Tell the class that they will graph their hair color.
5. The students should hold up the Unifix cubes that represent their hair color. One at a time, students place their Unifix cubes on a space on the graph. Continue this process until all students have had a chance to graph their hair color.

EXPLAIN

1. Ask:
Which hair color has the most Unifix cubes?
Which hair color has the fewest Unifix cubes?
Are there any equal sets?
2. Compare and contrast hair length, hairstyle (e.g., curly, straight). Students may use Unifix cubes, color cubes, color counters, etc.



DAY TWO

ENGAGE

Read and discuss the book *Eyes* by Judith Worthy.

EXPLORE

1. Ask for two student volunteers (boy and girl) and ask the class to describe them.
2. Ask students to look for similarities and differences with their partners, this time looking at eyes.
3. Discuss eye color possibilities (blue, brown, gray, hazel, etc.).
4. Have students select a 1-inch square cut from colored paper that represents their eye color.
5. The students should hold up the squares that represent their eye color. One at a time, students place their squares on a space on the graph. Continue this process until all students have had a chance to graph their eye color.

EXPLAIN

1. Observe the finished graphs with the students:
2. Ask:
What does the graph show?
What is the most common hair color? The least?
What is the most common eye color? The least?
Do any colors have the same number of cubes on the graph?
3. Display the graph for the students to observe during center time.

EXTEND/APPLY

1. Discuss the parts of the human body (e.g., the head, arms and legs, two eyes, one nose, etc.).
2. Discuss how family members are alike and different. Do students have the same color hair and/or eyes as other family members?
3. Exchange graphs with another teacher on your grade level. Use questions from Day 2, to compare and contrast the results of the two classes.
4. Email another class to compare and contrast their results.
5. Read *All About Me*.
6. Read *I See*.

ASSESSMENT

As you observe your students look for these behaviors:

- Do they use appropriate describing words?
- Are they noting similarities and differences?