

Social Studies

Unit Title: "All About Me"

Grade: First

Concept: Individuality

Generalizations:

1. A person is individual and unique.
2. A person shares similarities or common traits with others.
3. A person has strengths and weaknesses.
4. We can learn to appreciate our own individuality and can accept others by learning about them.
5. A person must understand who he is before he can understand others.

The students will KNOW:	The students will UNDERSTAND THAT:	The students will BE ABLE TO:
Classmates' names Personal address and phone number	They are unique. It's okay to be different. We all have strengths and weaknesses. We should respect one another's differences.	Share information about themselves and classmates. Identify some of their strengths and weaknesses. Write a book. Explain what makes them unique.

**Activities:**

All About Me Bags

Each student will bring in a bag containing six different objects that tells something about him or her. Students will share their bags "show and tell" style. Classmates will have the opportunity to ask the student who is sharing questions. Students will also be asked questions like: "Which student in our class takes violin lessons?"

All About Me Books

Each student will create an individual book about himself. The first page will consist of a self-portrait. Students may choose other personal information to include in the rest of their book using the All About Me Bulletin Board for ideas.

Picture This

Each student will bring in a baby picture and a recent photo. The photos will be placed on a bulletin board with numbers. As part of center time, students may fill out a "Guess Who" form to see if they can identify their classmates now and when they were babies!

## The Hello Book

This class book is a great way for students to get to know each other. Create a page for each student with his or her picture and the words “Hello, (child’s name)!” Read it with the class during circle time.

## Name Puzzles

Write each child’s name on a sentence strip. Cut the letters apart, scramble them and store them in an envelope. Paste a picture of the student on the front of the envelope. This can also be done on meat trays.

Extension activity: “Letter Seek” Hide the letters around the room. Give each student an envelope with her name on it and a crayon or pencil. As a student finds a letter, she should cross it off of the front of the envelope and put the letter inside her envelope. This can be done with first names, last names, or both. Ask students to return to their seats to do the following activities:

- Count the letters in their name
- Graph the letters in their name
- Unscramble the letters to form their name

*Helpful Hint: Read the story Chrysanthemum by Kevin Henkes before doing this activity. Then, model the activity using Chrysanthemum’s name. Count and graph the letters as a group. Send home name activity sheet to find out how each student got their name.*

## Floating Names

Place rubber letters in water. Have students retrieve letters with tongs and place on a laminated mat to spell classmates’ names.

Variation: Put letters in sand. Have students dig for letters and unscramble them on a laminated mat. This could also be done for phone numbers.

## Personal Pocket Chart

Write students first and last names on a sentence strip. Make a puzzle like cut between the first and last names of each child. Place the cards in a pocket chart. Place the first names in a column down the left side of the chart, leaving enough space after each name for the last name to follow. Place the last names (in the wrong order) in a column down the right side. Have each student find her last name and place it beside the correct first name. Once students can match their first and last names easily, change the puzzle cards to have students match their names with addresses, phone numbers, or birthdates. Adding a photo to the first name is helpful and very engaging in the beginning of the year.

## Morning Message

As part of your morning greeting, have students sign in by writing their name on the board or by placing their name on a chart.

## Calling Roll

Have a sentence strip name for each child. Class reads the names. When you come to a name of a child that isn’t here, put their name in the pocket chart. Add a strip

that says “is absent.” behind the name of each child to help children focus on the fact that print has meaning. Add the roll call to the pocket chart with your schedule.

### Name Sorting

Read the names and sort them into the pocket chart by various ways. See if the children can figure out how the names were sorted.

Examples:

Names with 6 letters/names that don't have 6 letters

Names that end with a certain letter/names that don't

Names containing a certain letter/names that don't

Sort names by asking a question:

Do you have your tree yet?

Do you know your birthday?

Do you know your phone number?

How do you feel today? Happy/Sad/Ok

Questions related to specific themes

Be sure to talk about how you sorted and label columns, so other people can tell how it was done.

### Name Matching

Make 2 copies of each child's name. Have students find the matching name. This works well as a floor mat or interactive bulletin board.

### Magnetic Letter/Word Game

Set out a basket of magnetic letters and a set of picture cards. The student selects a card and finds the letters to match the name on the card. When they have matched it, they ask a partner to check it. Then the letters are scrambled, the picture turned over. The student tries to reconstruct the word correctly. The child can check to be sure or get help by peeking at the card.

### Names in a Sleeve

Gather sentence strip name cards for the children in a group. Put them all inside a sleeve made of construction paper. Pull one name out so just the first letter shows. “Whose name do think this might be?” Children make guesses and predict what other letters we'll see. Slowly more letters are shown until the children agree.

### Phone “Phun”

Call out a student's phone number. When a child hears her number, she should pick up a telephone receiver ( or a pretend one) and say “Hello!” You can answer with “Congratulations! You've won a prize” and present the child with an award. If the number identified by the child is incorrect, simply say, “I'm sorry. I must have the wrong number. I was calling \_\_\_\_\_.”

### Phone Book

Make a class phone book. You might want to make two! One organized by first names and one organized by last names.

**Differentiation:**

During this unit, acrostic poems are introduced to students. Higher level students can be challenged to create an acrostic poem using the letters of their names.

Advanced students can also be asked to compare and contrast two students either orally or in written form.

All About Me books:

- Emergent writer: uses mainly drawings to communicate information and dictates to the teacher
- Average: uses pictures and writing to communicate information
- Advanced writers: use at least 2-3 sentences

**Interdisciplinary Connections:**

Language Arts: The All About Me books are part of the Open Court Reading program as a writing assignment.

Poetry: acrostic poems

Handwriting: Practice writing each of their classmates' names, writing personal address and phone number

Math: graphing the letters in their name

Assessment:

- Formal and informal observation of student participation in activities and discussion
- Writing rubric for "All About Me" books

Resources:

*Chrysanthemum* by Kevin Henkes

*The Relatives Came* by Cynthia Rylant

*The Patchwork Quilt*

All About Me bulletin board set

All About Mrs. McDowell Bag: bag containing items that tell all about Mrs. McDowell