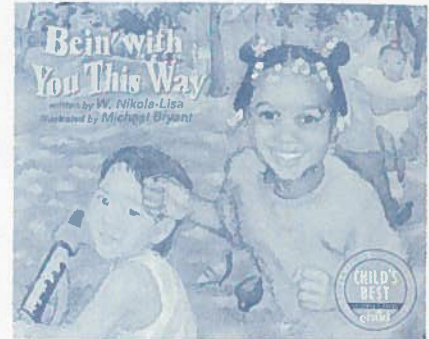


Celebrating Differences

Synopsis *Bein' with You This Way* by W. Nikola-Lisa and Michael Bryant

This is a toe-tapping text set with beautiful water colour paintings exploring the beauty of physical diversity.



Body Image Expectations

Students will:

- show that they have a positive body image by accepting all similarities and difference in body sizes, appearance, and faces;
- demonstrate an acceptance of all people.

Curriculum Expectations

Mathematics: Data Management and Probability

Students will:

- collect and organize data;
- collect first-hand data from their environment.

Language: Writing

Students will:

- begin to write more elaborate sentences by using adjectives and adverbs.

Materials

- ✓ *I Like Being ME* by Judy Lalli and Douglas L. Mason-Fry
- ✓ construction paper “quilt pieces”
- ✓ Which Would You Rather Have? BLM 3A

Mathematics

1. Discuss the question: Which would you rather have – long legs or short legs? Direct students to give supporting evidence for both characteristics; then survey the class. Tally the results. Organize the data on a Tally Chart as shown. See BLM 3A for student use.

Sample Tally Chart

CHARACTERISTIC 1	CHARACTERISTIC 2	EITHER 1 OR 2
Long Legs	Short Legs	Either
		+++

2. Have students use a second set of body characteristics, e.g., thick arms or thin arms, to survey 12 class members each. Instruct them to write out and complete the statement, "I found out that ..." at the bottom, e.g., I found out that most children choose "either." Have them share the various ways they will organize survey data as they collect it.
3. Share results with the class and discuss what the children found. For example, if the survey showed most votes for "either," we can interpret that most children in the class say it doesn't matter whether you have long legs or short legs.

Assessment

Language

Through the activities, anecdotal comments can be recorded about each student's ability to recognize and use adjectives.

Mathematics

The survey results and summary may be filed in student math portfolios or glued into math journals as a sample of data management understanding and evidence of student learning.

Support For Every Learner

Some children may be more successful completing their quilt piece as a drawing instead of using words.

Home Connections

Suggest that students talk to their parents/guardians about things they like to do together. They could complete the phrase "When I'm with my family, we like to ..."

Taking The Lesson Further

Visual Arts

Have students view the illustrations in *Bein' with You This Way*. Ask them to identify the techniques they can see such as the pencil drawings and watercolour paintings. Discuss the use of colour and the mood of the illustrations.

Students can then explore a similar art technique by drawing with watercolour markers, then blurring the lines with water on a paintbrush, or as an alternative, painting with watercolour paints. Have them practise a variety of brush techniques to gain understanding of techniques they might wish to choose.

When ready, invite the children to produce their own watercolour painting. Students might choose to use a park where they play as the location of the illustrations. These illustrations could be put into a class book.

Compare the student art with the illustrations in the book in terms of the subjects, the medium, how colour was used, the mood created etc.



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Learning Skills

Ask the students to identify the ways children are playing together in the illustrations: Are they co-operating, collaborating, sharing, helping each other swing, sitting in groups etc.?

Language: Writing

Have the class write individual acrostic poems, with words or phrases, using the word **MYSELF**:

Marvellous
Yes, I Like Me!
Special
Energetic
Lovable
Fun!

Related Resources

Just Because I Am by Lauren Murphy Payne and Claudia Rohling

Edward the Emu by Sheena Knowles and Rod Clement