

6.4.1 - Identity Unit Plan for Grades K-1: Who Am I?

The Asian American Education Project

Unit Title:	Who Am I?	
Essential Question:	What does it mean to identify as an individual and as a member of a family?	
NY Standards:	K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. K.2 Children, families, and communities exhibit cultural similarities and differences. 1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.	
Vocabulary Cards		
Week 1: Defining Identity	Objectives	Students will: <ul style="list-style-type: none">● Define the concept of “identity”● Describe personal traits such as name, appearance, interests, etc.● Define physical and personality traits
	Day 1 <u>Materials</u> Large bubble map	Instruction Have students co-create a definition of “identity.” <ul style="list-style-type: none">- Write “identity” in the middle of a bubble map (see template).- Tell students that identity means “our sense of who we are.”- Have students list things that define a person (i.e., name, looks, language, family, hometown, etc.). List these items on the bubble map. Tell students these are traits.- Define traits as qualities or characteristics that make a person special. Activity Have students sit in a circle. Go around the circle and have each student orally share an identity trait using the sentence frame: “I am special because ____.”
	Day 2	Instruction Have students review the identity bubble map from Day 1, and review the words “identity” and “trait.”

	<p><u>Materials</u> Bubble map from Day 1</p> <p>Mirrors</p> <p>Template</p> <p>Writing supplies (ideally skin tone crayons)</p>	<p>Explain that a self-portrait is a way for us to express who we are and that a self-portrait is a picture an artist makes of themselves. Model creating a self-portrait.</p> <p>Activity Have students create a self-portrait.</p> <ul style="list-style-type: none"> - Have students look into a mirror and name and describe parts of themselves they see. Then, have them draw a picture of themselves (see template). Explain that these are physical traits. - Have students add pictures around their portrait of the following: (1) things they like, (2) things they're good at, and (3) things that make them unique or special. Explain that these are personality traits.
	<p>Day 3</p> <p><u>Materials</u> Read aloud book</p>	<p>Instruction Have students share the story of their names.</p> <ul style="list-style-type: none"> - Have students pair-share and talk about how they got their name. If students do not know, have them share what they like about their name and/or have them ask their parents as a homework assignment. Have some students share out loud to the entire group. - Discuss the importance of names and how names define who we are. <p>Activity Read aloud one of these book options:</p> <ul style="list-style-type: none"> - <i>The Name Jar</i> by Yangsook Choi - <i>Always Anjali</i> by Sheetal Sheth - <i>That's Not My Name!</i> by Anoosha Syed <p>Have students pair-share and discuss what they learned from the book.</p>
	<p>Day 4</p> <p><u>Materials</u> Paper</p> <p>Writing supplies</p>	<p>Instruction</p> <ul style="list-style-type: none"> - Explain that acrostic poems use the first letter of a word as the start of a new line. - Model creating an acrostic poem listing a word that describes a trait for each letter of your name. - Label each word as a physical trait or a personality trait. Explain your thinking out loud. <p>Activity</p>

		<ul style="list-style-type: none"> - Have students create acrostic poems with their names. - Have them include adjectives that describe who they are. - Have students share their acrostic poems with a partner. - Have them identify if the word is a physical trait or a personality trait.
	Day 5 <u>Materials</u> Template	Assessment Have students complete the paragraph frame (see template): “My name is _____. A physical trait of mine is _____. A personality trait of mine is _____. I am special because _____.” Have students illustrate their paragraph.
Week 2: Getting to Know Ourselves and Others	Objectives	Students will: <ul style="list-style-type: none"> • Identify the visible parts (physical traits) of their identity • Identify the non-visible parts (personality traits) of their identity • Identify ways to get to know themselves and others
	Day 1 <u>Materials</u> T-Chart Box/bag filled with teacher’s favorite items or mementos Bubble map from Week 1	Instruction Have students examine how there are things people see and things people can’t see. Create a T-chart with “Things We Can See” in the left column and “Things We Can’t See” in the right column. <ul style="list-style-type: none"> - Fill an opaque bag or box with things that represent your favorite things. - Show students the opaque box or bag. Have students describe it, and say that these are things people can see. Write responses in the left column. - Show students the things inside the box and bag. Tell them that these things help define who you are. - Have students infer what each item says about you. - Write responses in the right column. Remind students that identity means “our sense of who we are” and review the “identity” bubble map from Week 1. Ask them if they have anything new to add to the bubble map. Activity

		<p>Tell students that some parts of a person's identity can be seen and some can't be seen right away. Tell students it takes time to learn about ourselves and others.</p> <ul style="list-style-type: none"> - Ask students, "How do we learn about ourselves?" (Examples: Try new things, Reflect on our actions, etc.) - Ask students, "How do we learn about others?" Have students brainstorm a list of ways to get to know others. (Examples: Practice active listening when others talk, Ask questions, etc.)
	<p>Day 2</p> <p><u>Materials</u> Photos/image of famous person</p> <p>T-Chart</p> <p>Profile/book about the person</p>	<p>Instruction</p> <p>Have students analyze a photograph or image of a famous person who may not be well-known to students (i.e., Patsy Mink, Larry Itliong, etc.). Create a T-chart with "What We Can See" in the left column and "What We Can't See" in the right column.</p> <ul style="list-style-type: none"> - Have students describe the person based on what they see in the photograph/image. Record responses in the left column. - Share that those are visible parts of identity, or things you can see. But many parts of identity are not visible, or cannot be seen right away. <p>Activity</p> <ul style="list-style-type: none"> - Read a short profile or book of the person. Have students identify what they learned about the person beyond just looks. Record responses in the right column. [Suggestion: Teachers may use books from the Itty-Bitty Bio book series: https://cherrylakepublishing.com/shop/show/53394]
	<p>Day 3</p> <p><u>Materials</u> T-Chart</p> <p>Large sheets of paper</p> <p>Writing supplies</p>	<p>Instruction</p> <ul style="list-style-type: none"> - Remind students of the previous days' lessons on physical versus personality traits. - Tell students that physical traits can be seen and personality traits cannot be seen. - Create a T-chart and list physical traits in the left column and personality traits in the right column. Have them list traits and categorize them as physical or personality. Record them in the correct column. <p>Activity</p>

		<p>Have students think about their own visible (physical) and non-visible (personality) identity traits.</p> <ul style="list-style-type: none"> - Have each student fold a large piece of paper in half. - On the outside cover, have students write/draw parts of their identity that are visible (i.e., hair color/length, skin color, height, clothing). - On the inside, have students write/draw parts of their identity that are not visible (i.e., interests, hobbies, traits, etc.)
	<p>Day 4</p> <p><u>Materials</u> Students' work from Day 3</p>	<p>Instruction</p> <p>Tell students that a person's identity is composed of both physical and personality traits and that people can be a combination of many things.</p> <p>Activity</p> <p>Have students work with a partner and share their work from Day 3. Have them discuss their similarities and differences.</p> <ul style="list-style-type: none"> - Have them identify three similar physical traits and three different physical traits. - Have them identify three similar personality traits and three different personality traits. <p>Facilitate a discussion by asking the following questions: What is exciting about having similar traits? What is exciting about having different traits? Why is it important to value differences?</p>
	<p>Day 5</p> <p><u>Materials</u> Template</p>	<p>Assessment</p> <p>Have students complete these sentence frames: "If people look at me, they will see _____. But, I am also _____, _____, and _____." (See template)</p>
Week 3: Connecting Family to Community	Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Connect being a member of a family as part of their identity • Connect being a member of a culture or community as part of their identity • Define culture
	<p>Day 1</p> <p><u>Materials</u> Paper</p>	<p>Instruction</p> <p>Have students define family. Have students partner and talk and share a fact about their own families.</p>

	<p>Writing supplies</p>	<ul style="list-style-type: none"> - Explain that being a part of a family is part of identity. Tell students that most people are born into families but some families are chosen. - Define families as the people who love and take care of us. Share that being a member of a family is a part of our identity. <p>Activity Have students draw their families.</p> <ul style="list-style-type: none"> - Have students pair-share and describe their picture. - Have students identify similarities and differences between their families.
	<p>Day 2</p> <p><u>Materials</u> Paper</p> <p>Writing supplies</p> <p>Template</p>	<p>Instruction Have a few students share their family picture from Day 1 to the group or host a Gallery Walk displaying all the students' pictures.</p> <ul style="list-style-type: none"> - Explain that every family is special. - Have students identify ways in which families can be special or different (i.e., number of members, number of women, number of men, number of pets, etc.) <p>Activity Have students draw pictures of at least three things that make their own families special.</p> <ul style="list-style-type: none"> - Have students select one of these items. - Have students finish and illustrate this sentence frame: "My family is special because _____."
	<p>Day 3</p> <p><u>Materials</u> Student work from Day 2</p>	<p>Instruction Tell students that every family is special.</p> <ul style="list-style-type: none"> - Have students share their "My family is special because ____" task from the previous day. - Have students identify similarities and differences. <p>Activity Have students play a "jump in jump out" game to identify shared interests and traits between families.</p> <ul style="list-style-type: none"> - Have students stand in a circle. - Have each student finish this sentence: "My family..." (Example statements: My family has two moms; My family likes to play soccer; My family speaks Mandarin; My family has a dog.)

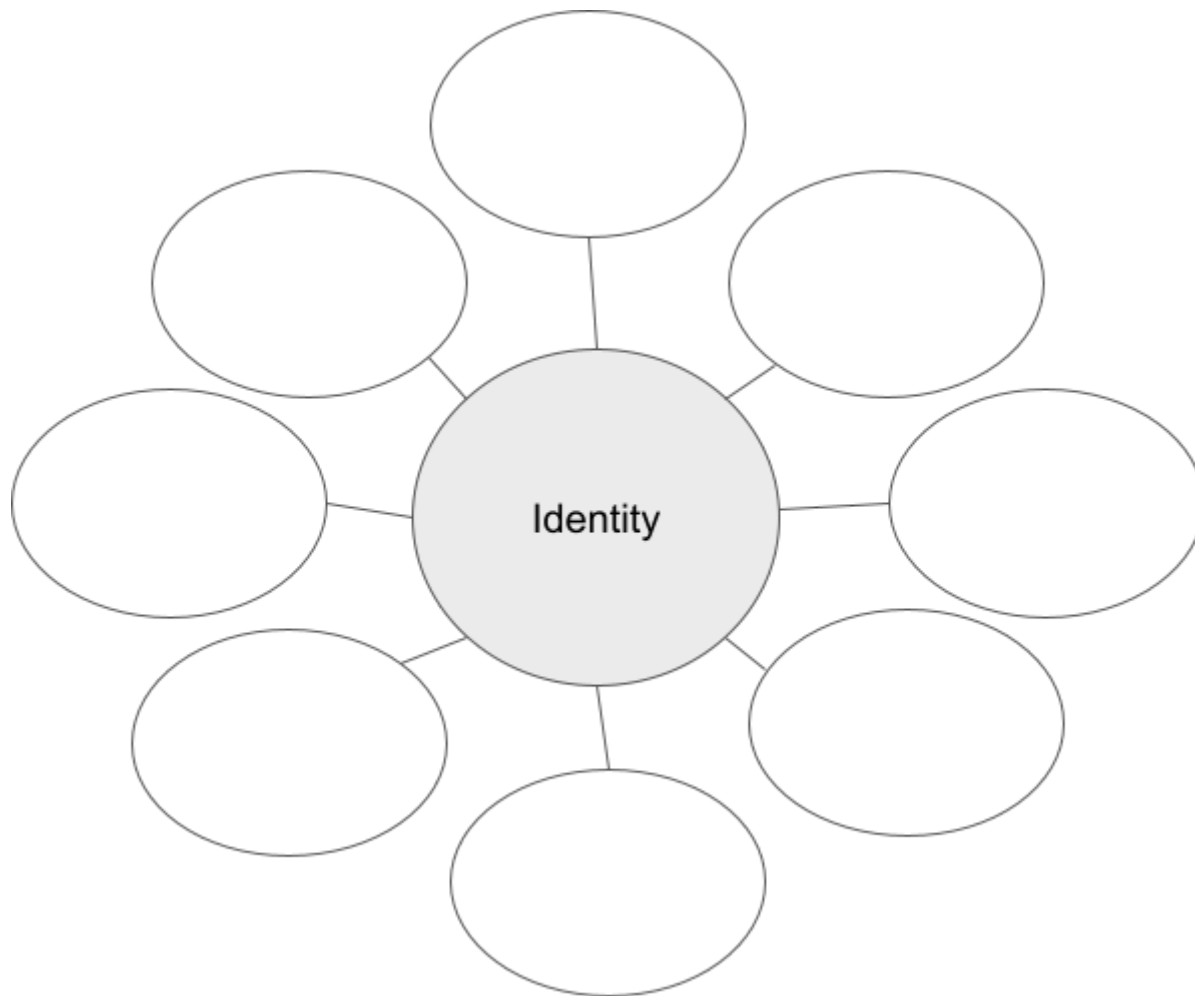
		<ul style="list-style-type: none"> - Have students jump into the circle if their family shares this statement. - Have students jump out before the next statement is read. - Have students discuss what accounts for the similarities and differences. <p>Have students share one way they are similar to their family members and one way they are different. Explain that being a member of a family means that there will be both similarities and differences.</p>
	<p>Day 4</p> <p><u>Materials</u> Bubble map</p>	<p>Instruction</p> <p>Tell students that families are part of larger communities and that there are many different communities.</p> <ul style="list-style-type: none"> - Have students define community (i.e., a community is a group of people with something in common). - Have students identify some of these communities (i.e., school, church, sports, culture, etc.) - Tell students that communities can be a part of a culture. - Have students use a bubble map (see template) to define culture (i.e., how a group of people live, including language and traditions). - Tell students that a defining trait of cultures are its traditions, which are beliefs or ways of doing things that are passed down through families. <p>Activity</p> <ul style="list-style-type: none"> - Have students bring in an item/artifact that represents their culture and host a “show and tell.” [If pressed for time, have them share with a partner.] - Have students share similarities and differences between everyone’s artifacts. - Explain that being a member of a community means that there will be both similarities and differences. Explain that differences should be valued and make us unique and special.
	<p>Day 5</p> <p><u>Materials</u> Template</p>	<p>Assessment</p> <p>Have students complete the graphic organizer by identifying three traits that define who they are in the left column, three traits that identify their family in the middle column, and three</p>

		<p>traits that identify their community or culture in the right column.</p> <p>Then, have students complete these sentence frames: “I am connected to my family because _____. I am connected to my community or culture because _____.”</p>
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Name _____

Date _____

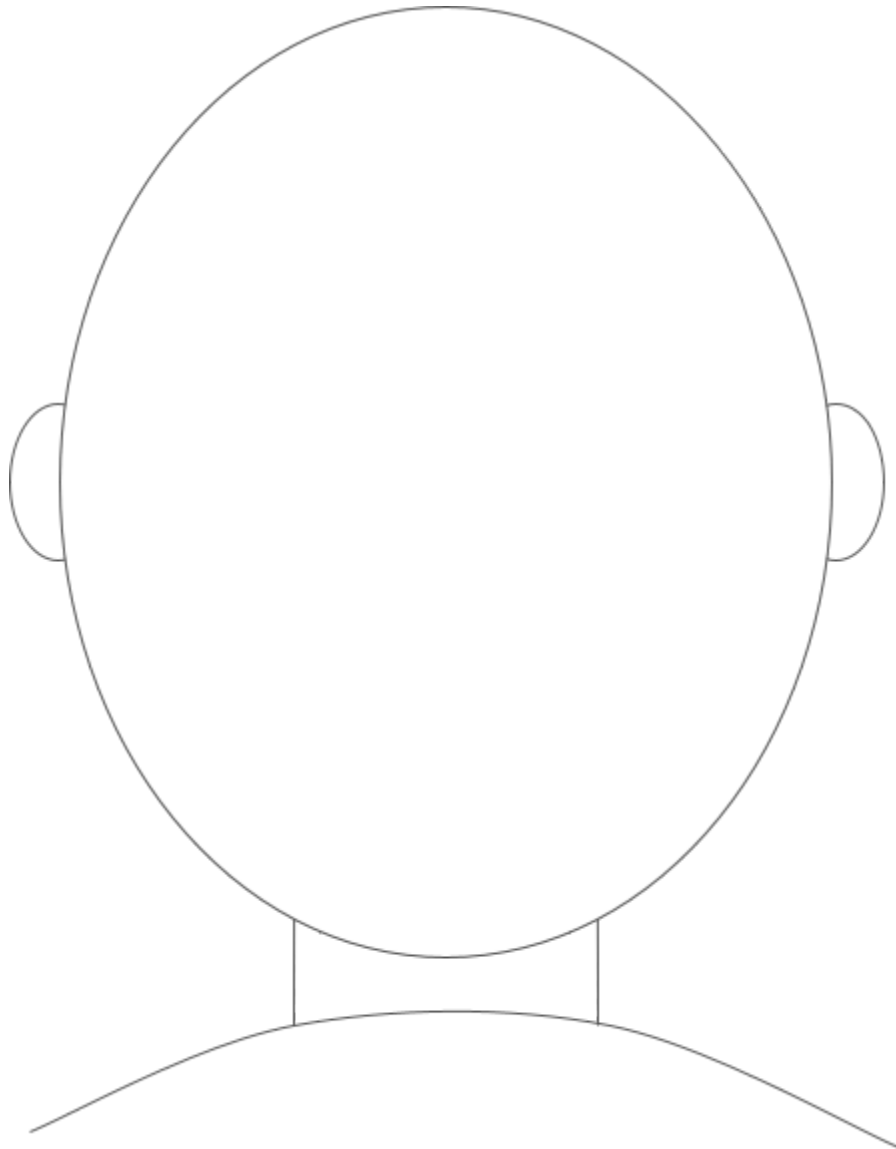
Grade K-1 Week 1 Day 1: Identity Bubble Map



Name _____

Date _____

Grade K-1 Week 1 Day 2: Self Portrait



Name _____

Date _____

Grade K-1 Week 1 Day 5: Assessment

My name is _____.

A physical trait of mine is

_____.

A personality trait of mine is

_____.

I am special because _____

_____.



Name _____

Date _____

Grade K-1 Week 2 Day 5: Assessment

If people look at me, they will see

_____.

But, I am also _____,

_____.

and _____.



Name _____

Date _____

Grade K-1 Week 3 Day 2: My Family

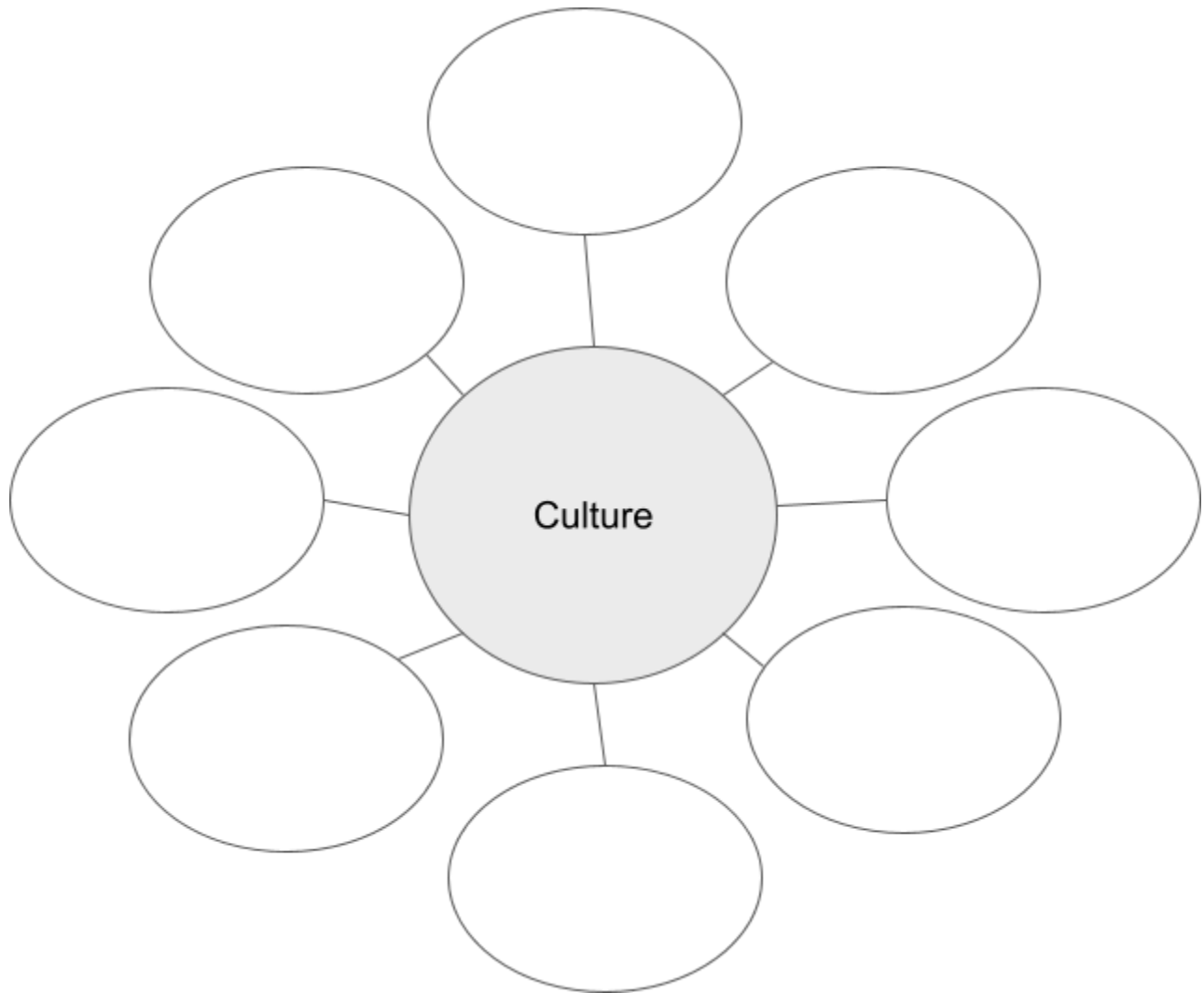
My family is special because



Name _____

Date _____

Grade K-1 Week 3 Day 4: Culture Bubble Map



Name _____

Date _____

Grade K-1 Week 3 Day 5: Assessment

Me	My Family	My Community or My Culture

I am connected to my family because _____

I am connected to my community or culture because

