



# What Makes Me Special?

**I**n this section your students will learn to appreciate their own unique qualities as well as those of their classmates. They'll discover similarities as well as differences, and they'll find ways to use that knowledge to create a stronger sense of themselves and a stronger sense of classroom community.



## SCIENCE NOTES

Hair color, eye color, likes, dislikes...these are just a few of the things that combine to make each of us unique. As children learn more about the ways their bodies work, they can also learn about the less tangible parts of who they are—their personalities, their feelings, their beliefs, and so on.

# Who Am I?

Each child is unique. In that sense, the children in your class are all different. Yet they also share many characteristics—for example, they all go to the same school, they all live in the same town or city, and so on. In this activity your students will play guessing games to discover more about the ways they are alike and different.

## Materials

- ⊙ chart paper
- ⊙ Who Am I? activity sheet (see page 43)
- ⊙ pencils

## Teaching the Lesson

1 Copy the reproducible on chart paper. (See page 43.)

2 Tell students they will be making up riddles about themselves. Explain that a riddle is like a guessing game. Give an example of a riddle—for example, *What has two hands but can't feel anything? A clock!*

**Who Am I?**  
 I am a boy  boy  girl (check one)  
 My favorite food is grilled cheese  
 My hair is brown and curly  
 My eyes are brown  
 My initials are E.W.  
 Who am I?

**Who Am I?**  
 I am a  boy  girl (check one)  
 My favorite food is perogi  
 My hair is brown  
 My eyes are green  
 My initials are D.B.  
 Who am I?

3 Fill in the categories on the chart paper using yourself as a model.

4 Give each child a copy of the activity sheet. Ask children to fill in their own papers secretly. (For younger students, you may have to take dictation.)

5 When everyone is finished, collect the papers. Gather children in a group and explain that you'll be reading each riddle aloud without telling whose it is. One person can make one guess after you read each answer. By number five, the identity will be obvious.

6 When you've shared each child's paper, ask: *What are some ways that you are like other students in the class? What are some ways you are not like any other student in the class?*

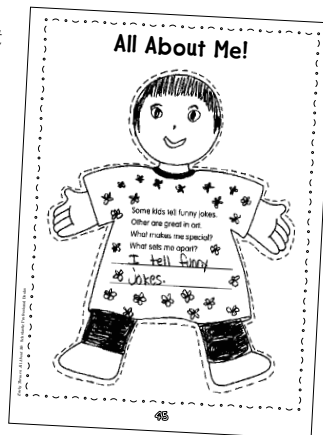
### Literature Connection

In *Freckle Juice* by Judy Blume (Bradbury Press, 1971), Andrew will do anything to have freckles on what he believes is a too ordinary face—including trying Sharon's dubious recipe for freckles. When you finish this compelling and humorous look at uniqueness, invite students to concoct their own recipes for Freckle Juice.



## Learning Center Link

Set up materials for students to make a collaborative All About Me class banner. Copy a class set of the template on page 44. When children visit the center, have them complete the poem, then cut out and decorate the picture. Tape children's finished poems together side by side so that the hands are touching. Display the banner to show how special each child is.



Adapted from *30 Instant Collaborative Classroom Banners* by Deborah Schecter (Scholastic Professional Books, 1999).

# Who Am I?

I am a \_\_\_\_ boy \_\_\_\_ girl. (check one)

My favorite food is \_\_\_\_\_.

My hair is \_\_\_\_\_.

My eyes are \_\_\_\_\_.

My initials are \_\_\_\_\_.

Who am I?

# Who Am I?

I am a \_\_\_\_ boy \_\_\_\_ girl. (check one)

My favorite food is \_\_\_\_\_.

My hair is \_\_\_\_\_.

My eyes are \_\_\_\_\_.

My initials are \_\_\_\_\_.

Who am I?