



Belonging: We Are Similar and Different

GRADES: 3 – 5

INTRODUCTION

In this lesson, students learn about what it means to belong and how to include others. Students will identify similarities and differences between themselves and a partner but understand how they are still part of the same community.

Standards

INSS.ELA-SPEAKING AND LISTENING.3.SL.2.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

INSS.ELA-SPEAKING AND LISTENING.3.SL.2.4
Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.

INSS.ELA-SPEAKING AND LISTENING.4.SL.2.1 and INSS.ELA-SPEAKING AND LISTENING.5.SL.2.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

INSS.ELA-SPEAKING AND LISTENING.4.SL.2.4
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

INSS.ELA-SPEAKING AND LISTENING.5.SL.2.4
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

INSS.ELA-SPEAKING AND LISTENING.5.SL.2.5
Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

Themes

- Belonging
- Inclusion
- Friendship

OBJECTIVES

During this lesson, students will:

- Explain why it is important to belong to a group or community.
- Construct a belonging goal that will help members of a community feel included.
- Organize similarities and differences of students into a Venn diagram.

ESSENTIAL QUESTIONING

Students should be able to answer these questions by the end of this lesson:

- What does it mean to belong?
 - “A feeling of closeness with others and that you fit into a group”
- How do I help others feel like they belong/are included?
- In what types of communities do students belong?
 - Classroom
 - School
 - Family
 - Sports
 - Etc.
- Has there ever been a time or place when you have felt like you did not belong?

MATERIALS

- One “We Are Similar and Different” Venn diagram per two students (provided below)
- One “About Me” page per student (provided below)

LESSON

1. Give each student a copy of the “About Me” page and fill in the information individually.
2. Have students cut out the squares.
3. Place students into pairs.
4. Students will paste squares on the “We Are Similar and Different” Venn diagram under their individual name for different answers or under similar for the same answer.
5. Encourage students to discuss their answers.
6. Discuss with students the items they had in common with one another and items that were different.
 - How can people that have so many differences still be friends and belong together in a community?

ASSIGNMENT

Create a goal to help others feel like they belong. Belonging goals can be related to school, family, community, etc.

Example:

My belonging goal(s):

- I will invite a new student to sit with me at lunch.
- I will ask someone playing alone to join me at recess.

GRADING

This is an ungraded activity.

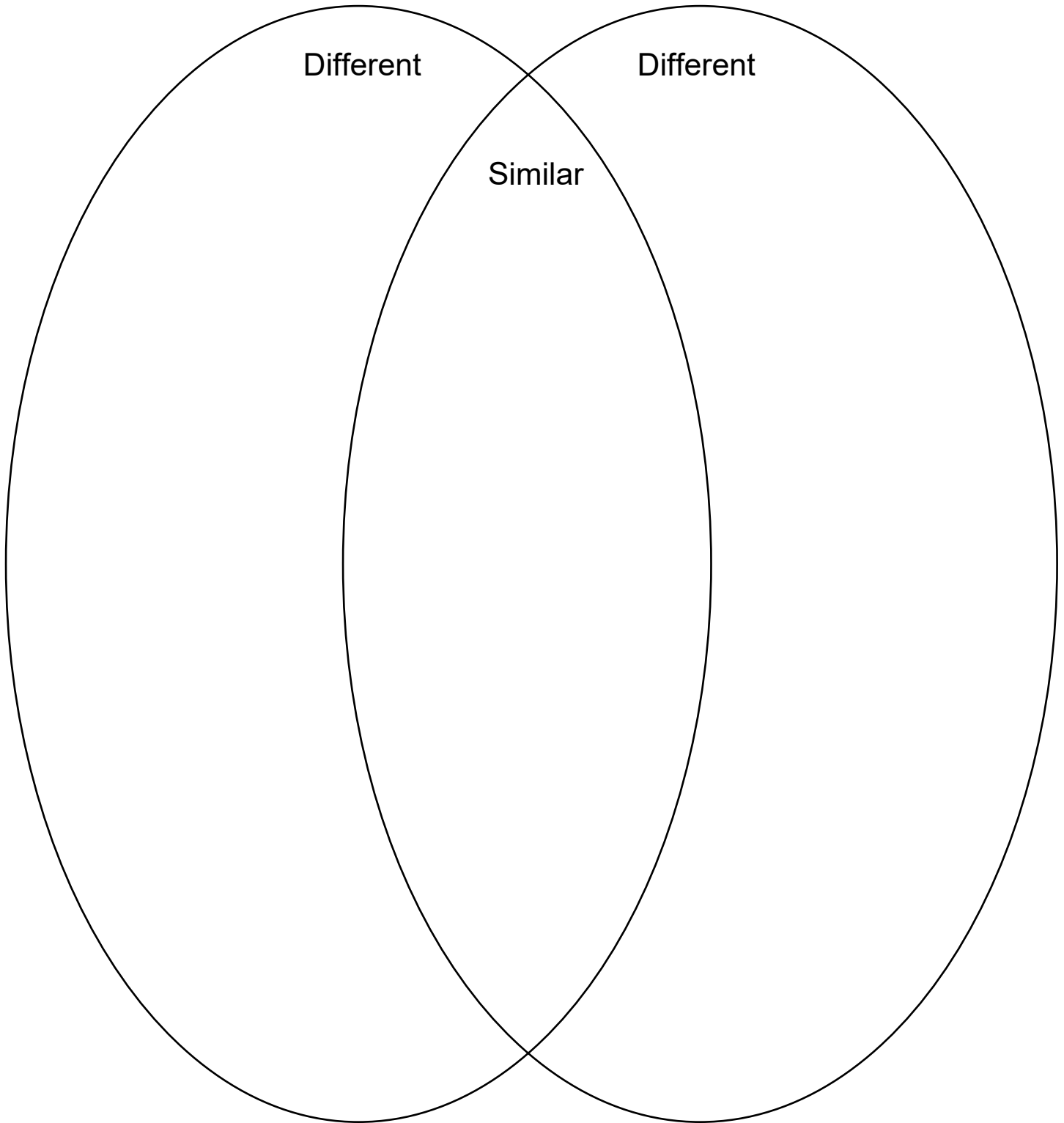
ABOUT ME

My hair color is	I have freckles  
My eye color is	I have glasses  
My favorite food is	I have a pet  
My favorite season is	I have a sibling  
My favorite holiday is	I like playing outside  

WE ARE SIMILAR AND DIFFERENT

Name: _____

Name: _____



SUPPLEMENTAL MATERIALS

Read the book, *Big AI*, by Andrew Clements. Then ask the following questions:

- Why do you think the other fish did not accept Big AI?
- Does this happen in real life or just in the ocean?
- Why was having a friend so important to Big AI?

Additional books about belonging and inclusion:

- *We're All Wonders* (Ages 4+)
- *The Boy Who Grew Flowers* (Ages 4+)
- *You Belong Here* (Ages 4+)
- *Orphan Train* (Ages 8+)
- *Wonder* (Ages 8+)
- *The Hero Two Doors Down* (Ages 9+)

DIFFERENTIATION IDEAS

- This lesson can be completed without the “About Me” page. Have students discuss their similarities and differences in pairs and complete the Venn diagram. Then, have a class discussion comparing the different Venn diagrams.
- If necessary, only give students the options with checkmarks and x's on the “About Me” page to complete.
- Consider having the whole group share and discuss the belonging goals. They can be shared by the teacher without sharing the author's name.
- An additional component to the Belonging Goals may be to provide an opportunity for the students to follow up and share progress with their goals. This may be communicated through a writing prompt or verbally in a whole group, small groups, or individually.

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