



I'm Like You

Age: Pre-Primary

Level: Pre-A1

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters concept of both national and global identities with regards to citizenship, including where they may diverge.

Learning Outcome: PP.D1.S6.LO1 Compare and contrast own identity with that of others

Standard for Global Skill: Student highlights his multiple but connected identities.

Global Skill: PP.D3.S4.LO1 Show understanding of words, phrases, short texts and make associations with images/objects

Sustainable Development Goal: 4: Quality Education

Part 1 (10 min)

- A.** Display pictures of boys and girls blowing out five or six candles on birthday cakes, and children painting or singing. Point to the pictures Ask students what they see. Explain to them that our name, our age, and also what we can do, make us who we are and give us our identity. Point to the picture of a child on the board. Explain to them that although we are unique, we can also find similarities with other's identities. For example, our age.

Then, draw students' attention to the girl on page 1. Say, as you point to each picture, *This is Maria. Maria is five years old. Maria can paint.* Have students repeat. Ask students to raise their hands if they five years old like Maria, and if they can paint like Maria. Then, point to Marcus and do the same (Marcus can sing.).

Then give a ball to a student. Chant the *What About You?* song as the students pass around the ball. When you say the last line of the chorus (*When it's your turn*) ask the student with the ball to say the first stanza. The child has to say their age and then ask the child next to them their age.

Continue playing as many times as you wish. Encourage students to join in once they learn the language.

As a suggestion, you can chant the chorus and first stanza the first class and add a new stanza once the students have learned the first one.

What About You?

(Chorus)

Let's play this game!

It's really fun!

Say your age

When it's your turn!

I am [5/6 years old]

What about you?

Are you [5/6 years old], too?

Yes/No!

(Chorus)

Let's play this game!

It's really fun!

Say what you can do

When it's your turn!

I can [paint/sing]

What about you?

Can you [paint/sing], too?

Yes/No!

Part 2 (15 min)

- A.** Sing the *What About You?* song. Add a new stanza or sing the chorus and the second stanza, so students can learn it.

Ask students if they remember what gives us our identity. Help them answer: our name, age, and also what we can do.

Draw students' attention to the outline of the head. Explain to students that they have to draw themselves. Draw an outline of a head on the board. Put the word *I* below and draw yourself, too, so students know what to do. Once they finish, then, ask them if they are five or six. Have them circle the picture that represents them. Continue guiding the activity until you finish. Monitor, check, and help if necessary.

Answer Key: Students circle the pictures that represent them.



Pre-Primary | Teacher's Notes

Part 3 (25 min)

- A. Sing the *What About You?* song. Sing the chorus and all the stanzas so students can learn it.

Remind students what gives us identity: our name, age, and also what we can do. Then draw their attention to the chart. Have them look at the example and say as you point to the check marks: *Maria is five years old. Maria can paint.* Then point to Marcus and say, *Marcus is ...* Have students say, *six*. Ask them to draw a check mark in the correct place. Show them how on your worksheet so they know what to do. Continue asking about Marcus until you finish. Then ask the students to draw themselves and complete the chart with information about them. Monitor, check, and help if necessary.

Then, draw students attention to the whole chart. Explain to them that the chart shows them similarities between them and Maria or them and Marcus. Point to your own worksheet and say, *Look! (Maria/Marcus) is a (age). I am a (age), too!*, as you show them that you also put a check mark in the same column as (Maria/Marcus) have their check marks. Ask them who is (six/five) like (Maria/Marcus), too. Then ask them who can paint and sing as Maria and Marcus can, too.

Answer Key: Students draw check marks to fill in the chart. For Marcus: six years old, sing. Students give their own answers in the last row.

Part 4

- A. Sing the *What About You?* song. If time allows, sing the chorus and all the stanzas once.

Draw students' attention to the first rebus. Explain to them that they have to complete it by looking at the chart on Page 3.

Do the first rebus using your own chart as an example. Point to your chart and say, *(Maria/Marcus) is (five/six). I am (five/six), too!* Cut out the pictures you need to complete the first rebus and paste them in the correct place. Then point to the complete rebus and read it. Have students repeat.

Have students cut out and paste the pictures they need to complete their first rebus. Monitor, check, and help if necessary.

When they finish, ask some volunteers to share their work with the class, by pointing to the pictures and say, *(Maria/Marcus) is (five/six). I am (five/six), too!*

Continue guiding the activity until you finish.

Answer Key: Students complete the rebuses with the pictures that represent the similarities they have with the children that were introduced in the unit.