



Lesson Plan Title: My Hands are Unique

Books: Brandenburg, Alike. *My Hands*. Toronto: Fitzhenry & Whiteside. 1962
Millman, Isaac. *Moses Goes to a Concert*. New York: Frances Foster Books. 1998
Mitchell, Lori. *Different Just Like Me. MA*: Talewinds Book: Charlesbridge Publishing. 1999
Rankin, Laura. *The Handmade Alphabet*. New York: Dial Books. 1991
Web Site: <http://where.com/scott.net/asl/abc.html> (American Sign Language)
<http://afb.org/braillebug/braille.asp> (braille)

Description: In this lesson children will learn about the many actions that hands can do. Students will learn that their handprint and fingerprints are unique.

Objectives:

- ♦ Students will be able to name several actions that their own hands can do.
- ♦ Students will be able to identify several actions that other people's hands can do. (Actions that they can't necessarily do.)

Activity #1:

Materials: -

- The books, "Different Just Like Me" and "My Hands"
- Chart paper
- Felt pens

Procedure:

- Before reading the first story tell the children to make note of all the things that they notice that hands can do in the story.
- Read the story, "Different Just like Me".
- ♦ After reading the story, have children recall all the actions that were done with hands. Record these ideas on the chart paper.
- Read the story "My Hands" and add more ideas to the list.
- Add to the list by having children think of other actions that hands can do.

(I have listed resources about sign language and Braille. You may wish to extend the learning in this regard.)

Suggested critical thinking and discussion questions:

- Tell me about some actions that you have done with your hands that are similar to the actions the hands did in the stories.
- Tell me about some actions that you have done with your hands that are different from the actions that the hands did in the stories.
- How might these stories have been different if all the people in the stories were forbidden to use their hands?



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Activity #2:

Materials:

- 11" X 17" piece of manilla tag or yellow construction paper (one for each student)
- Photo of each student
- A copy of the flower page 26 (one for each student copied on brightly coloured paper)
- Green tempera paint pencils

Procedure:

- Cut the children's photos into a circle to fit the inside of the flower. (an adult will need to do this)
- Copy the flower petals onto brightly coloured paper or construction paper.
- Have the students cut out the flower shape and glue it towards the top of the yellow construction paper.
- Apply the green tempera paint with a finger to make the stem for the flower.
- Put green tempera paint on a sponge. Have the students make two green handprints near the base of the stem to form the flower's leaves. (They may also put finger-prints on the flower petals)
- Glue the picture of the child to the centre of the flower.
- Have student print his/her name on the paper.



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My Hands Are Unique Assessment

Allow students to use the charts created in activity #1 to find one word for each letter of the words, "Hands Can". For example, "H" might be help, "A" might be American Sign Language, etc.

H _____

A _____

N _____

D _____

S _____

C _____

A _____

N _____

Sample

