

4-2019

Acceptance of other differences and unity (Susan Laughs): Lesson Plan

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Ryan, Katelyn, "Acceptance of other differences and unity (Susan Laughs): Lesson Plan" (2019). *Diverse Families Bookshelf Lesson Plans and Activities*. 3.

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Acceptance of other differences and unity (Susan Laughs)	Duration:
Grade Level: Pre- Kindergarten	
<p>Objectives-Goals: Students will be able to relate to and compare the things they have in common with all peers including those children with a disability.</p>	
<p>Academic Standards: <i>(List the standard number/code and the description for each standard.)</i> http://flbt5.floridaearlylearning.com A1A. Engages in multiple back and forth communicative interactions with adults and peers to set goals, follow rules, solve problems and share what is learned with others. A2A. Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge. F1B. Makes real-world connections between stories and real-life experiences. F4A. Retells or reenacts story with increasing accuracy and complexity after it is read aloud. F4A. Asks and answers appropriate questions about the story.</p>	
<p>Concept Planning/Scaffolding:</p> <p><u>Description of the Lesson Content/Concepts:</u> The students will use a T-Chart for comparison. Teacher will reinforce concept of same feelings/emotions/likes and dislikes. Teacher reads the book "Susan Laughs." Teacher will ask questions about the book to enable students for higher order thinking. Students will explore the concept of a wheelchair. Students will create a self-portrait. Teacher will trace students' hands. Students will glue arms and legs to figure.</p> <p><u>Background Knowledge Required:</u> If class does have a student in a wheelchair, Teacher should talk to student prior to doing the lesson and make sure he/she is comfortable with discussion of disability. Is there anything that student would like added to lesson? If class does not have a student in a wheelchair, Teacher can conduct lesson. Teacher has the option of bringing in a wheelchair so that students may ask questions and learn about the wheelchair.</p> <p><u>Instructional Sequencing:</u> The students will use a T-Chart for comparison. Teacher will reinforce concept of same feelings/emotions/likes and dislikes. Teacher reads the book "Susan Laughs." Teacher will ask questions about the book to enable students for higher order thinking. Students will explore the concept of a wheelchair.</p>	

<p>Students will create a self-portrait. Teacher will trace students' hands. Students will glue arms and legs to figure.</p> <p><u>Anticipate Performance:</u> Grasping the concept of having the same feelings/likes etc. may be new to the students Higher order questions may be a more difficult area for the students</p>	
<p>Teacher Materials/Resources:</p> <p>Teacher Lesson Plan Florida Standards http://flbt5.floridaearlylearning.com</p> <p>Book "Susan Laughs" Author: Jeanne Willis.</p>	<p>Student Materials/Resources:</p> <p>Paper Glue Crayons Pictures from book Labels (to be done with teacher assistance)</p>
<p>Before conducting this lesson plan, teacher should take into consideration if the class contains a child in a wheelchair. If class does have a student in a wheelchair, Teacher should talk to student prior to doing the lesson and make sure he/she is comfortable with discussion of the disability. Is there anything that student would like added to lesson? If class does not have a student in a wheelchair, Teacher can conduct lesson.</p> <p>Lesson Steps/Procedure:</p> <p>Engage</p> <ol style="list-style-type: none"> 1. Teacher will call students to the carpet area. Students will sit down on the rug using a 3-2-1 technique. (Interpersonal/Bodily Kinesthetic) 2. Teacher will introduce the learning goal and topic by informing students that they will be listening to a book about how we are all the same. Teacher will explain that after listening to the story the students will make their own portraits. 3. Teacher will show students a blank T-Chart that will be used to list their answers from the discussion. 4. Teacher will reinforce the concept of people having the same feelings/emotions/likes and dislikes. Teacher will ask the children if they have a favorite color. (Higher Order Thinking - Remembering) Demonstrating that some children do like things and some don't. Teacher will list student answers on T-Chart. (Interpersonal/Verbal-Linguistic/Visual-Spatial) 	

Explore

5. Teacher will show the book "Susan Laughs" by Jeanne Willis. Teacher shows the cover for "Susan Laughs" and asks the students "What do you think this story is about?"
6. Reading the book, the teacher comes to the "Susan Laughs" page and asks the students "Do you laugh?" (Higher Order Thinking – Remembering)
7. Teacher continues reading book and, on the page, "Susan's happy, Susan's sad" teacher asks the students "Have you ever been happy, have you ever been sad?" (turn and talk)
8. Upon finishing the book, teacher will ask "What would you say happened in the book?" (Higher Order Thinking– Understanding)
9. Teacher will ask the students what is one thing that Susan does or feels that you do too? (Higher Order – Applying)

Explain

10. Teacher will talk to the students about how Susan is like us. Teacher will complete T-Chart with things that both students and Susan do and feel.
11. Teacher will ask the students to look at the picture at the end of the story (Susan in her wheelchair) – what is Susan sitting in? Do you know what wheelchairs are used for? Does being in a wheelchair change those things Susan and you all liked? Teacher explains "No, it doesn't." Susan is just like you.
12. Students will then make a self-portrait by gluing pre-made cut outs of the picture of the book. They will then glue on the labels to express their emotions/feelings/likes or dislikes.
13. Teacher will then handout a paper plate to each student and pre- cut yarn the color of their hair and googly eyes.
14. Teacher will then tell students to take a picture of their face using the googly eyes and the yarn as their hair.
15. Teacher will trace student's hands as the students work on making their face and cut them out.

Elaborate

16. When students are done with their faces. Teacher will hand out piece of construction paper to use as the body and two stripes to use as the arms. (same color as their hands).

17. Teacher will then tell the children to glue the hands to the arms and after the arms to the body. Then glue the head on top of the body. (demonstrating as teacher explains)

18. Teacher will then handout the pre-cut pictures from book. Then explain to students they will pick out the pictures they feel/likes and glue them on to body. (demonstrating as teacher explains)

19. As students are working teacher will walk around room to observe and help any students struggling.

Evaluate

20. Self-portraits.

Planning for Diverse Learners:

- Small groups
- Pair with another classmate
- Extra time for work completion
- Picture labels

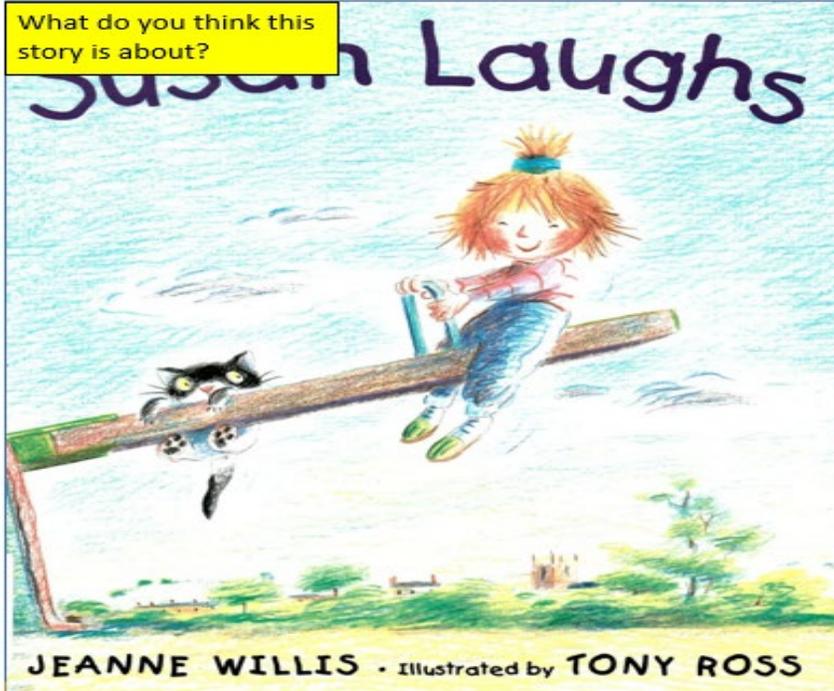
Higher Order Thinking Questions:

- Remembering
 - What things made Susan happy?
 - Tell me about things that make you happy.
- Understanding
 - What do you think happened in the book?
- Applying
 - What does Susan feel that you feel too?
- Analyzing
 - What did you learn about Susan?
- Evaluating
 - Is there something that you would like to know about Susan?
- Creating
 - What from the book can you use for your own portrait?

Gardner's Intelligences Covered: Visual Spatial Interpersonal Intrapersonal Linguistic verbal Bodily Kinesthetic	
Plans for Assessment: Teacher Observation – informative assessment Group Discussion/Partner Peer Assessment – informative assessment	
Extension Activities: Use information collected on the T-Chart to create a song about how we are the same.	Home Connection: Send home copies of the student's self portraits Students will talk to parents about their self-portraits
Self-Assessment and Reflection: <ul style="list-style-type: none">*Was the learning objective met? How do I know the student's understood the lesson?*Did the students seem to like the activity?*Did I have to change or add to the lesson as it went on?*Is there any other additional things that should be added to the lesson to make it more successful?*Are there any areas that I would omit or any areas that I would expand upon?	



What do you think this story is about?



What would you say happened in this book?

