



University of Central Florida  
**STARS**

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Diverse Families Bookshelf Lesson Plans and  
Activities


Diverse Families

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10-2019

## Hello, My Name is Octicorn

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Diverse Families Children's Literature Lesson Plan

Lesson written by Tori Glaubitz

<https://stars.library.ucf.edu/diversefamilies/399/>

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| <b>Lesson Title</b> <ul style="list-style-type: none"><li>● Include the name, author/illustrator of the book</li></ul>   | <ul style="list-style-type: none"><li>● Book: <i>Hello, My Name is Octicorn</i></li><li>● by Kevin Diller and Justin Lowe</li></ul>   |
| <b>Content Area(s) and Grade Level(s)</b>  | <ul style="list-style-type: none"><li>● English Language Arts</li><li>● 3<sup>rd</sup> Grade</li><li>● First day/week of school activity</li></ul>  |
| <b>Lesson Objective(s)</b> <ul style="list-style-type: none"><li>● Bulleted or numbered format</li><li>● Write out what you expected students to learn</li><li>● Begin objectives with <i>The Student will...</i></li></ul>  | <ul style="list-style-type: none"><li>● The student will listen to gather information about characters from a read-aloud.</li><li>● The student will describe the feelings and traits of the characters of a fictional story and compare his or her own point of view with that of the character.</li><li>● The student will determine the main idea of a teacher read-aloud of a story.</li><li>● The student will distinguish their own point of view from the main character of the story.</li><li>● The student will participate in and contribute to small and large group discussions and activities.</li></ul> |
| <b>Florida Standards:</b> <ul style="list-style-type: none"><li>● Bulleted or numbered format</li><li>● Write out FL Standards code and verbiage that correlate to your lesson objectives</li><li>● All standards must have aligned objectives</li></ul>                     | <ul style="list-style-type: none"><li>● <u>LAFS.3.RL.1.3</u>: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li><li>● <u>LAFS.3.SL.1.2</u>: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li><li>● <u>LAFS.3.RL.2.6</u>: Distinguish their own point of view from that of the narrator or those of the characters.</li></ul>   |
| <b>Assessment:</b> <ul style="list-style-type: none"><li>● Bullet/Explain what you will ask students to do to determine if they have learned what you stated in lesson objectives (progress monitoring)</li><li>● The more authentic the assessment is, the better</li></ul> | <ul style="list-style-type: none"><li>● Students will complete a written exit slip to demonstrate understanding of story's purpose and to distinguish their point of view from that of the main character</li><li>● Informal questioning about the main character and message of the story</li></ul>  |
| <b>Motivating Activity &amp; Anticipatory Set/Access Prior Knowledge:</b>  | <ul style="list-style-type: none"><li>● Invite students to sit in a circle on the floor<ul style="list-style-type: none"><li>○ Read the following criteria to students aloud. If a statement applies to them, they may stand up.</li></ul></li></ul>  |



- You should include an activity to get students motivated and curious about what you'll have them learning, you also need to find out what they already know about the topic

- *All of the 8-year olds stand up*
- *If you are wearing blue shoes stand up*
- *Stand up if you do not have any siblings*
- *If you like to play music stand up*
- *Ask students what it means to be **different**? To be **similar**? How can these words help us understand each other?*

- *Include examples of cultural differences and similarities*

- Show students the cover of the story, *Hello, My Name is Octicorn*.
  - *Ask students to predict what they think this story might be about*
  - *Pre-teach vocabulary*
    - *similar*
    - *different*
    - *unique*
  - *Emphasize the words "similar" and "different", write these words on the board, reference examples from the stand-up activity to clarify meaning- Offer alternatives for visual information (UDL 1.3)*
  - *Clarify vocabulary and symbols (UDL 2.1)*
  - *While I read, pay careful attention to the main character. Think about why he is feeling the way he does. Can you relate to his feelings?*

#### Procedures:

- Bulleted or numbered format
- Explain step-by-step what you and the students will do during lesson to accomplish stated objectives
- If applicable, include all elements of an effective read aloud
- Include and italicize teacher questions and questions you anticipate students might have as well as your possible response(s)
- Include UDL principles and EL strategies as they occur in context:

1. Read *Hello, My Name is Octicorn* to the students aloud. Invite students to sit on the floor in a circle (if possible) to create a sense of closeness and community.
2. While reading aloud, use expression, read clearly and slowly, and point out illustrations to students. Ask them to comment on illustrations as you read.
3. While reading, verbally ask students the following questions to gauge understanding of the story content and the message it portrays.
  - *Who were Octicorn's parents?*
  - *How does Octicorn feel about being different?*
  - *How would you feel if you were Octicorn?*
  - *What were some things that Octicorn didn't like about himself?*



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## Closure:

- Explain what you will ask students to know they understand the “big picture” of the lesson; how will you allow students to wrap up the lesson in their own brains?

- *What kind of character is Octicorn?*
- *What were some things that Octicorn DID like about himself?*
- *What do you think Octicorn thinks about people being different?*
- *How is this story important for our classroom community and how we treat people?*

4. Students will then complete a string activity to show how they are all connected. Just like Octicorn said “I know I look different than everyone else, but that’s okay. Because in the end, we all want the same things: cupcakes, friends, and a jet ski.” Students will stand in a circle, and the teacher will start by holding the end of a ball of yarn. Model for the students: say your name and something good about yourself (I try my best, I listen to others, I am a good teammate, I help my parents with my baby brother etc...), then toss the ball of yarn to another person across the circle. Students will toss the yarn back and forth until all students have participated. At the end, a web should be formed with the yarn in the middle of the circle. Tell students to really look at the web and observe what has happened. They should not talk or make comments, simply look.

Foster collaboration and community (UDL 8.3)

## Closure



1. Students will complete an exit slip writing what the web of yarn means about their class. Example answers might include: shows we are connected, we are a team, even though we are different we are similar, differences make us special.

- Allow students to draw a response for exit slip activity
- Rephrase exit slip prompt so that it contains more direct language that corresponds to the students’ levels of language ability.
- Pair ESOL students up with English-speaking students for exit slip activity

Build fluencies with graduated levels of support for practice and performance (UDL 5.3)

2. Debrief with students after they complete their exit slips. Ask students to share what they wrote with an

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|   | <p>elbow partner. After discussing, be sure to emphasize to the entire class that although we are different, we each have something special about us, and together we form a team.</p>   |
| <p>Materials:</p> <ul style="list-style-type: none"> <li>● Bulleted or numbered format</li> <li>● List all materials and texts needed for lesson</li> <li>● Add additional resources that may be helpful</li> <li>● If only using portion of a text include page numbers as well</li> <li>● Include copies of any teacher-made or textbook related handouts, worksheets, assessments, etc.....</li> </ul> | <ul style="list-style-type: none"> <li>● <i>Hello, My Name is Octicorn</i> by Kevin Diller and Justin Lowe</li> <li>● pencils for each student</li> <li>● one large ball of yarn</li> <li>● exit slip document handout</li> <li>● Related lesson: Population Education             <ul style="list-style-type: none"> <li>○ <a href="https://populationeducation.org/resource/web-of-life/">https://populationeducation.org/resource/web-of-life/</a></li> </ul> </li> </ul> |

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| Name: _____ Date: _____<br><br><div style="background-color: #cccccc; padding: 10px; border-radius: 10px; text-align: center;">Exit Ticket</div><br><br><div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>What does it mean that a web formed in the middle of our circle? What does that tell you about our class?</p> </div><br><br><br><br><br><br><br> | Name: _____ Date: _____<br><br><div style="background-color: #cccccc; padding: 10px; border-radius: 10px; text-align: center;">Exit Ticket</div><br><br><div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>What does it mean that a web formed in the middle of our circle? What does that tell you about our class?</p> </div><br><br><br><br><br><br><br> |
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