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Diverse Families Bookshelf Lesson Plans and  
Activities


Diverse Families

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8-1-2019

## Dumpling Soup

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## Diverse Families Children's Literature Lesson Plan Template

Arielle Tringali

<https://stars.library.ucf.edu/diversefamilies/100/>

<b>Lesson Title</b> <ul style="list-style-type: none"><li>● Include the name, author/illustrator of the book</li></ul>	<b>Book:</b> <i>Dumpling Soup</i> by Jama Kim Rattigan
<b>Content Area(s) and Grade Level(s)</b>	Social Studies Third Grade
<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>● Students will be able to identify and understand the importance of food in their own culture as well as the culture of their classmates by reading in class text and completing activities</li><li>● Students will be able to identify differences in food related traditions among cultures through in class activities and appropriate discussion</li><li>● Students will be able to successfully write a recipe for a food specific to their culture after doing research and understanding a recipe template</li><li>● Students will be able to successfully speak about their own culture's food and traditions when asked to.</li><li>● Students will be able to engage in effective discussions about their own cultures and traditions after listening to <i>Dumpling Soup</i> by Jama Kim Rattigan</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>● SS.3.G.4.2 - Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</li><li>● LAFS.3.W.2.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li><li>● LAFS.3.SL.2.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li></ul>



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- LAFS.3.SL.1.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion

### Assessment:

- Bullet/Explain what you will ask students to do to determine if they have learned what you stated in lesson objectives (progress monitoring)
- The more authentic the assessment is, the better

- Formative
  - Discussions on food and culture will be monitored and noted
  - Participation throughout the lesson will be monitored and noted
  - The students will be required to write about why they think food is important to a culture which relates back to the objective.
- Summative
  - Drawings and writings on plate will be graded based on the quality, detail, spelling and grammar of student work.
  - Students will also be assessed through the recipe homework assignment.



- students will be graded based on the rubric attached

Motivating Activity & Anticipatory Set/Access Prior Knowledge:

- 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

- Give students a sticky note and ask them to write their favorite food on it and think about what country they think it comes from.
  - **UDL Principle 7.1- Optimize individual choice and autonomy -** Allow students to draw pictures on the sticky notes if they cannot write out the foods
  - **ELL Strategy 30 - Encourage drawings and diagrams:** allow students to draw pictures of the food if necessary
- Open google maps
- When students share the food and what country they think it is from, drop a pin on that location
  - **UDL Principle 1.3 - Offer alternatives for visual information -** give students a globe to have on their desk if necessary and allow them to follow along

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:

Closure:

- Explain what you will ask students to for to know they understand the "big picture" of the lesson; how will you

- After motivating activity, read *Dumpling Soup* by Jama Kim Rattigan
  - Read aloud strategies:
    - Maintain eye contact
    - Read at a slow pace so students can follow along
    - Use intonation/stress in voice to show feelings of students
    - Make sure to show all students pictures
  - **UDL Principle 2.1 - Clarify vocabulary and symbols -** go over any confusing words or pictures that students might have trouble throughout read aloud
  - **UDL Principle (3.1) Activate or supply background knowledge**



allow students to wrap up the lesson in their own brains?

- **ELL Strategy 5 Teach technical vocabulary** - go over vocabulary that could be confusing for students
- **UDL Principle 1.1** - Offer ways of customizing the display of information - If another copy of the text is available, give it to students to follow along as the read aloud is going on.
- **UDL Principle 2.4** Promote understanding across languages - give students a list of translations
- Begin discussion about *Dumpling Soup* relating to the importance of culture(s) and food -
  - Ask students why making dumplings is so important to Marisa Have students **turn and talk**(*part of the culture, gets to spend time with family*)
    - **UDL Principle 8.3** - Foster collaboration and community
    - **ELL Strategy 10** (think, pair, share)
  - How did you think Marisa felt being able to make the dumplings? (*excited, happy, nervous*)
  - Discuss how families can have more than one culture like Marisas “chop suey” - how does being a part of more than one culture shape an individual? Have students **turn and talk** (*more traditions, customs, more “spice”, holidays, etc.*)
    - **UDL Principle 8.3** - Foster collaboration and community
    - **ELL Strategy 10** (think, pair, share)
- Ask students to think about important foods in their cultures or families, allow students to **turn and talk** to their neighbors to hear about the foods in their cultures.



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- **UDL Principle 8.3** - Foster collaboration and community
  - **ELL Strategy 10** (think, pair, share)
- Give each student a paper plate and have them draw pictures of foods that represent their culture - they can also write the countries that represent these foods around the edge of the plate
  - provide students with colored pencils, markers, crayons, etc.
  - If students are having trouble, remind them that they can be American, think about the traditions and important foods in their families
  - **ELL Strategy 32 (use student pairs for team learning):** Allow students to work with a responsible partner to complete assignments
  - **UDL Principle 4.2** -Optimize access to tools and assistive technologies - if students cannot draw allow them to use a computer or magazines for pictures to place on the plate.
- Have students turn and talk to classmates and note the differences or similarities
  - **UDL Principle 8.3** - Foster collaboration and community
  - **ELL Strategy 10** (think, pair, share)
- Open another google maps site on a different tab and when students share their work and talk about countries, place pins on the digital map
  - **UDL Principle 1.3** -Offer alternatives for visual information - give students a globe to have on their desk if necessary and allow them to follow along
- Emphasize how each student might come from a different country and that is one thing that can make a family unique



- After students have shared have students discuss when they eat their cultural meals (ex: *during holidays, important events*) and who they eat them with (ex: *family, close friends*) and why they are important in their culture (*brings them closer together, represents group, represents New Year*)  
**Turn and talk** to neighbor
  - **UDL Principle 8.3** - Foster collaboration and community
  - **ELL Strategy 10** (think, pair, share)
- Refer back to the motivating activity and make connections between the favorite foods of students and if any of them relate to their peers cultures - look at the two google earths
- Closure - On the back of the paper plate students must write a short paragraph (3 sentences) about why they think food is important in a culture (ex: *allows them to spend time together, represents their culture, brings family members closer together, a way to identify as a group*)
  - **ELL Strategy 2 - Promote Cooperation:** Allow students to work **with a partner** to complete activity.
  - **UDL Principle 8.3** - Foster collaboration and community
  - **ELL Strategy 8 - Scaffolding:** Give students **sentence frames** or allow them to write with simple sentences or draw pictures based on thoughts.
  - **ELL Strategy 34 de-emphasize speed:** Give students **extra time** if necessary
  - **UDL Principle 9.3** - Develop self-assessment and reflection (9.3) - give students extension on time if necessary to allow them to reflect on their work to make sure it is their best



- Extension - Ask students to choose one of the foods that they drew on the paper plate and for homework, they must write out the recipe (teacher can then create a classroom recipe book to display) using recipe template
  - Review template with students and show them a completed example with a food from the teachers culture
  - Make sure to go over necessary parts of a recipe (prep time, cooking time, ingredients, etc.)
  - **ELL Strategy 12 teach to two languages:** Translate directions in students in home language so they can parents can assist in assignment.
  - **ELL Strategy 34 de-emphasize speed:** Give students extra time if necessary
  - **UDL Principle 9.3 - Develop self-assessment and reflection (9.3) -** give students extension on time if necessary to allow them to reflect on their work to make sure it is their best

Materials:

- Bulleted or numbered format
- List all materials and texts needed for lesson
- Add additional resources that may be helpful
- If only using portion of a text include page numbers as well
- Include copies of any teacher-made or textbook related handouts, worksheets, assessments, etc.....

- *Dumpling Soup* by Jama Kim Rattigan
- Post-it notes
- Markers/crayons/colored pencils
- Paper Plates
- Google Earth site
- Recipe Template attached as a PDF
- Recipe Rubric attached as a PDF
- Globe



Recipe For \_\_\_\_\_

Photo of  
Completed Dish

Prep Time: \_\_\_\_\_

Cooking Time: \_\_\_\_\_

BY: \_\_\_\_\_

Culture(s)

Represented:

\_\_\_\_\_

Ingredients:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
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Directions:

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CATEGORY	4	3	2	1
<b>Organization</b>	Has the complete structure of the recipe filled out correctly and neatly. It is easy to follow and has the materials and procedures in the correct place	Has the majority of structure completed, may be missing one element or something is out of order	Has most of the structure of a recipe, two or more elements are missing or out of order	Template is filled out completely wrong, it is difficult to tell it is a structure of a recipe
<b>Materials</b>	Plans effectively; identifies all materials and how much of each is needed	Plans well; identifies and lists all materials	Has something of a plan; lists some materials	Does not plan, identify or list materials
<b>Procedural Steps</b>	Provides detailed steps, so the cook does not have questions	Provides most steps without enough detail	Provides some steps; details are missing	Provides few or no steps
<b>Grammar</b>	There are no grammatical mistakes	There are 1-2 grammatical mistakes	There are 3-4 grammatical mistakes	There are more than four grammatical mistakes
<b>Wording</b>	Use clear and concise wording to communicate Uses a variety of cooking language Uses a variety of transitional words	Uses appropriate wording to communicate ideas Uses some cooking language Uses some transitional words	Uses limited wording to communicate ideas Uses basic cooking language Uses a few transitional words	Uses unclear wording to communicate ideas Does not use cooking language Does not use transitional words
<b>Conventions</b>	No spelling mistakes Correct punctuation and capitalization	Has a few spelling mistakes Uses correct punctuation and capitalization in majority of writing	Has spelling mistakes Has more than three mistake relating to punctuation or capitalization	Has more than 5 spelling mistakes Has difficulty using punctuation and capitalization correctly