

STARS

University of Central Florida
STARS

Diverse Families Bookshelf Lesson Plans and
Activities

Diverse Families

3-28-2021

All are Welcome

Amanda Van Vliet
University of Central Florida, vanvlieta@yahoo.com

Find similar works at: <https://stars.library.ucf.edu/diversefamilies-project>
University of Central Florida Libraries <http://library.ucf.edu>

This Lesson Plan is brought to you for free and open access by the Diverse Families at STARS. It has been accepted for inclusion in Diverse Families Bookshelf Lesson Plans and Activities by an authorized administrator of STARS. For more information, please contact STARS@ucf.edu.

STARS Citation

Vliet, Amanda Van, "All are Welcome" (2021). *Diverse Families Bookshelf Lesson Plans and Activities*. 38.
<https://stars.library.ucf.edu/diversefamilies-project/38>





Diverse Families Children’s Literature Lesson Plan

Written by: Amanda Van Vliet

STARS Database BOOK URL: <https://stars.library.ucf.edu/diversefamilies/1383/>

Lesson Title	Book Title: <i>All Are Welcome</i> Author: Alexandra Penfold Illustrator: Suzanne Kaufman
Content Area(s) and Grade Level(s):	World Languages/ 3rd Grade
Lesson Objective(s):	<ul style="list-style-type: none"> - The student will understand that everyone’s differences will be loved and celebrated within the classroom. - The student will be able to explain why Multiculturalism is important in the classroom and how they can learn from one another's differences. - The student will learn about different cultural foods shared by classmates. - The student will share what they feel makes their culture unique. - The student will share what they learned through a 3-2-1 response assessment.
Florida Standards:	<p>WL.K12.NH.8.3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p> <p>LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LAFS.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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.</p> <ol style="list-style-type: none"> 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).



	<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>
<p>Assessment:</p>	<p>Teacher observation- informal assessment Partner/group discussion- informal assessment Comprehension worksheet- formal assessment</p> <ul style="list-style-type: none"> ● Teacher assesses student’s prior knowledge through pre-lesson group discussion. ● Students will be informally assessed through High Order Thinking Questions about culture and diversity while reading “<i>All Are Welcome</i>” (provided below). ● Students share in a group discussion their idea of culture and diversity- Informal Assessment. ● Teacher will informally assess student’s understanding throughout the video using Higher Order Thinking- Scaffold (provided below). ● Students will provide definitions on the dry erase board for Culture, Diversity, and Multiculturalism after watching the video provided. ● Teacher will listen & monitor the students while they are grouped up to discuss their own cultures. This includes verbally sharing ideals, holidays, clothing, etc. ● Students will share aloud one thing they learned about their classmates' culture. They will then share their own culture and share similarities/ differences amongst the two. ● Students will complete a 3-2-1 (3 things learned, 2 interesting things, and 1 question) reflection at the end of the lesson- Formative assessment. ● Students will share what they learned during this lesson, with the class.
<p>Motivating Activity & Anticipatory Set/Access Prior Knowledge:</p>	<p>Prior to this lesson, students will have researched their family’s home country/culture and prepared an edible dish specific to their culture to share with the class during a social studies unit meeting the National Council for Social Studies theme: Culture https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction</p> <ul style="list-style-type: none"> ● Teacher will call students to the rug and introduce the lesson on culture and diversity. ● Teacher will write the three vocabulary words, Culture, Diversity, and Multiculturalism on the dry-erase board. (EL strategy 9- Write words that are used in lesson) (UDL 1.1- Offer ways of customizing the display of information) (UDL 3.2- Highlight patterns, critical features, big ideas, and relationships) (UDL 3.1- Activate or supply background knowledge) ● Teacher will have students share in a group discussion what they think culture, diversity and multiculturalism mean prior to beginning the lesson. (EL Strategy



	<p>1- Use pre reading strategies to activate former knowledge) (UDL 8.3- Foster collaboration & community) (UDL 3.1- Activate or supply background knowledge)</p>
<p>Procedures:</p>	<p><i>*Intended for 3rd grade students*</i> <i>*Full lesson may take 3 twenty-minute sessions*</i></p> <ul style="list-style-type: none"> ● After accessing the student’s prior knowledge, the teacher will then bring out the book “All Are Welcome”. (EL Strategy 2-Plan readings that have repetitious text) (UDL 1.1- Offer ways of customizing the display of information) ● Teacher will read the title and share both the author and illustrator's name to the students. The teacher will briefly ask the students pre-reading questions: (EL Strategy 5- Check frequently for understanding) <ul style="list-style-type: none"> - “What will this book be about? How do you know?” (Higher Order Thinking- Predicting) - “What are you wondering about this book?” (show the front and back cover) (Higher Order Thinking- Questioning) ● Teacher will begin reading the book (EL Strategy 12- Read to students) ● Teacher will pause after the sentence “Raise your hand we’ll go around. All are welcomed here.” Here, the teacher will ask “What does the Author mean by “Fears are lost, and hope is found.”? (Higher Order Thinking-Infering), and “Why do you think the students are raising their hands? What are they sharing that the author didn’t tell us?” (Higher Order Thinking- Infering) (EL Strategy 5- Check frequently for understanding) ● Teacher will continue reading with excitement until the sentence, “Pass it around till everyone’s fed.” She will pause after reading this and ask the students, “Why is everyone’s food so different?” (Higher Order Thinking-Infering). <ul style="list-style-type: none"> - Teacher will follow this question with “Have you ever traveled somewhere and eaten different food than what you’re used to? (Higher Order Thinking- Connecting) - Teacher will mention that the class will be sharing cultural foods with one another at the end of the lesson, just like this page shows us. ● Teacher will continue reading aloud then pause after the sentence “A shelter from adversity.” Here, the teacher will ask the students, “What do you think adversity means? What context clues help you figure out this definition?” (Higher Order Thinking- Monitoring Comprehension) (EL Strategy 6- Check for word/sentence recognition.) <ul style="list-style-type: none"> - The teacher will then write this word on the dry-erase board along with its definition. (EL Strategy 4- Use visual aids.)



- The teacher will also emphasize the sentence “Our strength is our Diversity” and remind them of their vocabulary word “Diversity”. **(EL Strategy 6- Check for word/sentence recognition.)**
- After this, the teacher will ask, “*How do the students feel in their classroom? How do you know this?*” (Higher Order Thinking- Inferring)
- The teacher will continue reading, and stop at the page that says, “*You have a space here.*” and pause to open the pages that create a panoramic of the classroom. On this page the teacher will ask the students “*How does everyone’s differences bring them together?*” (Higher Order Thinking- Connecting).
 - The students should answer this question using knowledge from the book. (E.g., Our differences can bring us together by sharing new ideas, food, clothes, stories, ways of thinking, etc.)
- At the end of the book, the teacher will stop reading, close the book and ask the students, “*Have you ever felt different? Has this ever allowed you to learn more about your friends and the people around you?*” (Higher Order Question- Connecting).
 - The teacher will then tell the students to close their eyes and think of a world where everyone looked and acted the same way. She will give them a few seconds then say (using a concerned voice), “*It wouldn’t be very exciting right? We would not have anything unique to teach each other about ourselves. Being different is what makes us special.*” **(UDL 3.3- Guide information processing, visualization, and manipulation)**
- After this, the teacher will ask the following questions allowing the students time in between to answer: **(EL Strategy 5- Check frequently for understanding) (UDL 3.3- Guide information processing, visualization, and manipulation)**
 - “*How does multiculturalism in the classroom benefit us as learners?*”
 - “*How can we use our experience through those we meet, in our future?*” (Higher Order Thinking- Connecting)
 - “*What similarities do you see within this book, to our classroom?*” (Higher Order Thinking- Connecting)
- The teacher will start the [video](#) “Cultures of the world” (9:20 long) **(EL Strategy 4- Use visual aids) (UDL 1.1- Offer ways of customizing the display of information) (UDL 2.5- Illustrate through multiple media)**
- Teacher will pause the video at 1:38 and ask students, “*What are some things that define culture?*” (Higher Order Question- Monitoring Comprehension). The teacher will then follow this with, “*Do you know much about your own culture?*” (Higher Order Thinking Question- Connecting). **(UDL 3.2- Highlight patterns, critical features, big ideas, and relationships)**



- Teacher will start the video again, and pause it at 9:20, (the end of the video) and ask the students *“What in your culture are you most proud of?”* (Higher Order Thinking- Connecting). The teacher will follow this with the question, *“Why do you think diversity is important?”*. (Higher Order Question-Inferring) **(EL Strategy 5- Check frequently for understanding) (UDL 3.2- Highlight patterns, critical features, big ideas, and relationships)**
- After the video, the teacher will return the students attention to the dry-erase board where the words Culture, Diversity, and Multiculturalism are written.
- The teacher will have a few students come up to write their own definition under culture, diversity, or multiculturalism. (Differently worded definitions are acceptable under the same word) (*E.g.: Diversity- Understanding that everyone is different and unique. AND Human differences including race, age, height, or size*) **(EL Strategy 9- Write words that are used in lesson & supply definitions) (EL Strategy 30- Provide highlighted texts and materials for students for them to see what you consider important concepts.) (UDL 3.2- Highlight patterns, critical features, big ideas, and relationships)**
- Once the students are done sharing, the teacher will group students off into small groups and provide 8 minutes to discuss their own cultural traditions, holidays, ideals, etc. **(EL Strategy 29- Use small groups/partner work.) (UDL 2.4- Promote understanding across languages.)**
- While the students are working in groups, the teacher will walk around and listen as students share with one another to monitor comprehension and understanding. **(EL Strategy 5- Check frequently for understanding)**
- Parent volunteers will place each student's cultural dish on their desk and prepare plates/napkins.
- Once the 8 minutes are up, students will be instructed to head back to their desks where their food dishes have been placed.
- The teacher will call on each student to stand up and share one thing they learned about their classmate, and then introduce their own culture to us, what makes them unique and how their food dish plays a role in their culture/traditions. **(EL Strategy 5- Check frequently for understanding)**
- Once everyone shares, the teacher will instruct students to wash their hands and (with the help of the teacher / parent volunteers) fill their plate with 1 scoop of various cultural dishes they would like to try.
- The students will have 20 minutes to eat their food and talk with classmates about the different dishes they are eating. **(UDL 8.3- Foster collaboration & community)**
- After time is up, students will clean up their mess, and the teacher, along with parent volunteers, will cover/ move the leftover food to the back of the classroom.



	<ul style="list-style-type: none">● Students will be instructed to sit at their desks and create a “3-2-1” reflection response to the lesson. (3 things I learned, 2 things I found interesting, 1 question I have) (Worksheet provided below) (UDL 9.3- Develop self-assessment and reflection)● The teacher will call on students to share their “3” section in the 3-2-1 reflection, only sharing something new that no one has said yet. The teacher will write the short responses out on the board. (EL Strategy 5- Check frequently for understanding)● To close the lesson, the teacher will answer each student's “1” section, leaving no unanswered questions. Then, the teacher will reiterate the importance of diversity and culture, and how functioning in a multicultural environment positively impacts your life. The teacher will reread all the “learned” responses given by the students to show examples of how multiculturalism impacts their life and makes a community come together. (EL Strategy 30- Provide highlighted texts and materials for students for them to see what you consider important concepts.) (UDL 3.2- Highlight patterns, critical features, big ideas, and relationships)
Materials:	Teacher: <ul style="list-style-type: none">● Lesson Plan● Florida Standards● <i>All Are Welcome</i> by Alexandra Penfold & Suzanne Kaufman● <u>3-2-1 reflection sheet</u> (Included below)● <u>Cultures Around the World</u> video (up to 9:20)● Parent volunteers may be helpful for the food portion. Students: <ul style="list-style-type: none">● Cultural dish● Background knowledge from home on his/her culture● Pencil

Note: Assessment and closure do not necessarily have to be separate activities, but they must meet guidelines above



NAME:

DATE:

Use these sentence starters to write your 3-2-1 reflection. Be specific.

- 3 things I learned...

- 2 things I found interesting...

- 1 question I still have...
