

University of Central Florida

**STARS**

---

Diverse Families Bookshelf Lesson Plans and  
Activities

Diverse Families

---

7-24-2023

## Drawn Together

Paityn Pohren

*University of Central Florida*, pa440592@ucf.edu



Part of the [Curriculum and Instruction Commons](#), and the [Early Childhood Education Commons](#)

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](mailto:STARS@ucf.edu).

---

### STARS Citation

Pohren, Paityn, "Drawn Together" (2023). *Diverse Families Bookshelf Lesson Plans and Activities*. 75.  
<https://stars.library.ucf.edu/diversefamilies-project/75>

Diverse Families Children’s Literature Lesson Plan

Written by Paityn Pohren

STARS Database BOOK URL <https://stars.library.ucf.edu/diversefamilies/1674/>

Lesson Title:	<p><b>Title:</b> A World Beyond Words  <b>Book:</b> Drawn Together  <b>Illustrator:</b> Dan Santat  <b>Author:</b> Minh Le</p>
Content Areas and Grade Level:	<p>Kindergarten          ELA and VA integration</p>
Lesson Objectives:	<ul style="list-style-type: none"> <li>● The students will be able to create a narrative in chronological order using a combination of drawing, dictating, and or writing.</li> <li>● The students will learn how to create a story through art.</li> <li>● The students will be able to use multimedia elements to enhance oral tasks.</li> <li>● The students will be able to explain how people express ideas and feelings through art-making.</li> </ul>
Florida Standards:	<ul style="list-style-type: none"> <li>● ELA.K.C.1.2 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</li> <li>● ELA.K.C.1.AP.2: Using a combination of drawing, dictating and/or writing, create a narrative.</li> <li>● ELA.K.C.5.1 Use a multimedia element to enhance oral or written tasks.</li> <li>● VA.K.H.1.3 Explain how art-making can help people express ideas and feelings.</li> </ul>
Assessment:	<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>● Teacher observation will be conducted during the silent game, creating the storyboard, and group presentations.</li> <li>● Teacher questions after the read-aloud. Ask the students to compare and contrast the grandfather's drawings and the grandsons and the emotion between them.</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>● The students will create a storyboard in a small group without talking to each other and share their stories with the class. The teacher will ask questions after their presentation.</li> </ul>
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	<p><b>Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>● The teacher will go over chronological order by doing a picture walk and asking them what happened first, and second, and continue until they get to the end of the book.</li> </ul> <p><b>UDL: Clarify vocabulary and symbols (2.1)</b></p>



- The student should also know how to work in a group setting and use listening and talking skills during the read-aloud and presenting the final project to the class.

**Motivating Activity:** The teacher will have the students partner up to play “Silent Talk”.

**EL Strategy: 13. Use preview/review activities**

**EL Strategy: 46. Use discovery learning activities (hands-on-activities)**

How to play:

1. After the students find a partner, each student will get one minute to tell their partner what they did over the weekend or what plans they have.
2. There is no talking. Everyone must stay silent during the game.
3. The students may use any materials on their desks or themselves to communicate with.
4. When each partner has had a turn communicating, they will share what they think their partner said.

After playing the game, the teacher will have a group discussion about the difficulty of communicating without speaking. The teacher will then have the students brainstorm some ideas on how they could communicate with each without using their voices. The teacher will write these ideas on the board for the students to see. After brainstorming, the teacher will introduce the book, “ Drawn Together” by Minh Le.

**UDL: Guide information processing and visualization (3.3)**

Procedures:

- The teacher will read “Drawn Together” by Minh Le aloud to the class and ask the students the following questions:

**EL Strategy: 36. Ask numerous questions which require higher level thinking responses**

1. *“ How do you think the little boy and his grandfather felt at the beginning of the book when they could not understand each other's language?”*
2. *“ What similarities and differences do you see in the pictures as we read the story?” ( what were they eating? What were they watching? What was the difference in their drawings).*
3. *“ How did the boy and his grandfather start communicating?”*
4. *“Looking at the drawings, how do you think they were feeling? Sad? Brave? Strong? Can you give me an example of how they show their feelings through art?”*
5. *“What did you learn after reading this story?”*

- The teacher will help guide the discussion by showing the drawings from the book and pointing out the facial expressions and motions in each drawing and how they represent the boy's and grandfather's feelings.
- The teacher will then tell the students that they are going to create a story of their own without talking, just like the boy and his grandfather did in the book.



Closure:

- The teacher will break the class into small groups (2-4 students in each group). Each group will get one large white piece of paper and art materials.

**EL Strategy: 32. Use student pairs for team learning, especially for reports, experiments and projects**

- The teacher will then have the students fold or divide with a pencil the paper into eight squares. The teacher will walk around and offer help to the struggling groups.

**UDL: Foster collaboration and community (8.3)**

[FREE Free Storyboard Template - 8 Panel | Education World](#) (optional)

- The teacher will then put the rules on the board as they are explained.

**UDL: Offer ways of customizing the display of information (1.1)**

Story Rules:

1. No one is allowed to talk to each other.
2. The story must be in chronological order. ( What happens first, what happens second, how are you going to end the story?).
3. There must be a main character. (Who is the story going to be about?).
4. The first artist will start the story on square one and then pass the paper on to the second artist. Each student will draw at least two squares.
5. Each square must connect to the square before it to create a storyline.
6. Each artist gets one to two minutes (depending on time) to drawl.
7. Be creative!

- The teacher will set the timer and have the students start. The teacher will walk around the room for observations.

**UDL: Enhance capacity for monitoring progress (6.4)**

- When the squares are full, the teacher will give the students five minutes to talk in their groups about the story they have created before presenting it to the class.
- Each student will show off their storyline and explain how their story started and ended.
- The teacher will ask the following questions:
  1. *“Did you think it was easy or hard to work on the story without being able to talk to each other?”*
  2. *“ Were you able to talk to each other by looking at each other's drawings?”*
  3. *“ How do you feel about your artwork? About the story created?”*
  4. *“ Looking at your drawings, What emotions do you see?”*



Materials:

- “Drawn Together” by Minh Le
- large white paper
- markers
- crayons
- colored pencils
- [Free Storyboard Template - 8 Panel | Education World](#) (Optional)