Introduction
1. **Unit Title:** Computer Assisted Language Learning Integrated Into Sheltered Content Instruction (Diversity and Multiculturalism)

2. **Grade level:** Kindergarten and Fifth grade

3. **Target group:** Mainstream class with integrated ELL students

4. **Source of Written Reading Materials:**

5. **Source of Lessons:**

6. **Learning Goals:**
   - I want my students to know that it is okay to be “different.”
   - I want my students to know that people have likes and dislikes.
   - I want my students to know how to express their feelings and ideas.
   - I want my students to know the importance of respect towards others.
   - I want my students to know how they can share their similarities and celebrate their differences among one another.
   - I want my students to know how to operate a computer and understand the language used in working with a specific system.
Lesson 1
# Diversity and Multiculturalism

**Lesson 1: Share Our Similarities, Celebrate Our Differences**

By: Duaah Galal

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students will be able to identity at least 3 similarities and differences about their physical appearance among their peers by creating stick figures and then sharing them.</td>
<td>1) Students will be able to make use of specific vocabulary to orally express 3 similarities and differences about physical characteristics, by presenting in a full group, a hand-made visual of a self-representative stick figure.</td>
</tr>
<tr>
<td>2) Students will be able to recognize their unique characteristics by participating in a game which identifies them by a given a feature.</td>
<td>2) As a whole class, students will be able to listen to teacher’s instructions and respond physically to the given descriptions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Literacy Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students will be able to use the paintbrush tool on the “Sketchbook Express” application, to create their picture for their self-representative stick figure.</td>
</tr>
</tbody>
</table>
## Diversity and Multiculturalism

### Lesson 1: Share Our Similarities, Celebrate Our Differences

### Performance Indicators

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking - similarities and differences among peers</td>
<td>Students will use particular vocabulary to identify 3 similarities or differences among their peers and prepare a stick figure that represents this.</td>
<td>Students will participate in an oral discussion identifying 2 similarities or differences within small groups.</td>
<td>Given phrases, and visual images, students will add 1 or 2 words that will express a characteristic that matches/differs from their peers.</td>
<td>Students will use a word bank to describe a physical characteristic that matches/differs from their peers.</td>
<td>Students will use gestures and/or actions to point at physical characteristics matching/differing from their peers.</td>
</tr>
<tr>
<td>Listen - respond physically to unique characteristics</td>
<td>In full class, students will listen to teacher’s verbal instructions and participate by responding physically to the stated descriptions.</td>
<td>In full class, students will listen to teacher’s instruction and respond using the support of sentence starters.</td>
<td>In small groups, students will listen to instructions and respond by drawing with the support of image cues.</td>
<td>In pairs, students will listen to instructions and use prepared labels and pictures to assist in the response to the given characteristics.</td>
<td>In pairs, students will listen to instructions and use prepared labels and pictures to assist in the response to the given characteristics.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words/Phrases</td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
</tbody>
</table>
| Identify  | Information about physical characteristics | I have 1)________.  
2)_______, 3)_______ .  
I do too.  
I don't have 1) _______ ,  
2)_______, 3)_______ . | 1) small, large, tall,  
short, big, long,  
curly, straight,  
wavy, dark,  
light, thin, thick  
2) brown, black,  
blonde, blue,  
grey, red, green,  
orange, yellow,  
purple  
3) eyes, hair, nose,  
mouth, ear, legs,  
nails, skin, shirt,  
pants, shoes,  
sneakers | Adjectives                      |
| Recognize | Unique characteristics            | Anyone with 1)_______,  
2)_______, 3)________ stand up.  
Why did you choose not to stand up?  
Because I have 1)_______,  
2)_______, 3)_______ .  
I do not have 1)_______,  
2)_______ , 3)_______ . |  | Nouns |
Student Profile and Teaching Context:

Grade Level: Kindergarten

Instructional Group: Mainstream classroom with integrated ELLs

Subject Area(s): Art, Social Studies, and Language Arts

Topic of Lesson: Share Our Similarities, Celebrate Our Differences/ “Whoever You Are”

Instruction Time: 60 minutes

Materials Needed:

- Whoever You Are by Mem Fox
- Hole puncher
- 20 stick figure templates
- Tracers
- Yarn
- 1 chart paper
- Tape
- Crayons
- Scissors
- Glue Sticks
- Large craft sticks
- Word wall (corresponding words/images)
- Bulletin board
- Pointer
- Smartboard/Projector
- Computer
<table>
<thead>
<tr>
<th>Time</th>
<th>Objective</th>
<th>Procedure</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 10 min. |  • Students will explain what it means to be “unique,” after watching the video clip.  
• Students will recognize characteristics that make someone unique based on the video. | 1) Students will view images through a PowerPoint, as a visual aid, to illustrate the meaning of the word *unique*. See Figure 1a and 1b.  
* This can be found in the Appendix section, as indicated in blue for easy access.  
2) Students will watch a video on what it means to be *unique*. See Figure 1c  
3) After the video, they will orally identify the features they recognized which made the main character “unique” throughout the video.  
4) Then, students will be introduced to the topic of “diversity,” by being asked to state their definition of what they think this word means.  
5) The words “unique” and “same” will be defined and discussed as a class through visual aids of shapes to see how they relate to the key terms: “different” and “similar.” See Figure 1d | Link to Video:  
https://www.youtube.com/watch?v=0PnV8RbL6w0 |
| 5 min. |  • Students will compare and contrast their two teachers by identifying what they find to be different between them. | 1) Students will be introduced to the terms: “different” and “similar.” Examples will be modeled through visual aids on the *Smartboard* in order to illustrate what is meant by each term. See Figure 1e  
**Levels 1-3 Question:** “Does the word “unique” mean *similar* or *different*?” (I will point to each word on the board.  
**SIMILAR vs DIFFERENT** as I state the two | Background information regarding each of our cultures will be incorporated when introducing ourselves as individuals.  
For example, the term “hijab,” or headscarf, will be introduced to students. This will include writing the term on the board and providing an example for students to see how people utilize scarfs differently. I.e. around their neck, covering their hair, etc. See Figure 1i |
Levels 4-5 Question: "Tell me what you know about diversity." "How do is the word "unique" related to the word "different?"

2) The Teacher’s Assistant and Teacher will then introduce themselves in regards to their cultural backgrounds and spoken languages. Students will be asked, “Why people do some things in a particular way?” See Figure 1f

3) Then, students will orally share what they find to be different and similar between us. This may include physical appearance, emotions, etc.

15 min.  
• Students will differentiate between the various characteristics stated by the teachers in the “Unique Game.” They will relate to the stated features in this interactive game.

1) The directions of the “Unique Game” will be modeled using physical gestures.

2) A list of statements will be said orally with visual aids. Students will respond physically based on what is asked, similar to “Simon Says…”  
See Figures 1g, 1h, 1i

3) Students will be reminded that we may differ in appearance, but we can still share similarities in the item used for clothing. For example, a scarf can be used in two different ways. This will be demonstrated through use of PowerPoint images and 2 Youtube Videos. See Figures 1j & 1k

Students will be provided with visual aids to assist with comprehension.  
See Figures 1j & 1k

Youtube Video Links:

Clip 1:  
https://www.youtube.com/watch?v=5LYAEz777AU

Clip 2:  
https://www.youtube.com/watch?v=fP72bmAqbF0
| 10 min. | 1) Students will be given a copy of the written text of *Whoever You Are*. See Figure 1m Then, students will each be handed a card that represents a characteristic in the story representing similarities and differences. See Figure 1n  
2) As a class, the key vocabulary words will be reviewed through Quizlet, a flash card study set, by pointing to the image and written form of the word. Visuals included. See Figure 1o. The words will also be located on the class word wall. See Figure 1p  
3) Then, students will watch the video of the story being orally read on Youtube. See Figure 1q Students will individually categorize their given word in the “different” or “same” column, on the Smartboard, once they have heard the speaker read their sentence aloud. See Figure 1r |
| --- | --- |
| 15 min. | 1) Students will be shown a model of a sample stick figure that represents their instructor. See Figure 1s  
2) After, students will provide examples of how they may choose to represent themselves in order to show |

For example, the story states, “Their skin may be different from yours…” The student who has the image/word “skin” will come up to the board and categorize the term under the column titled “different.”

It will be noted that similarities and differences could depend on the cultural background of an individual or group of people. This includes clothing attire, foods, emotions, etc.

- Quizlet: Study Tools Link: [https://quizlet.com/create-set](https://quizlet.com/create-set)
- Youtube Video: *Whoever You Are* by Mem Fox [http://www.youtube.com/watch?v=n9swW1S5PKQ](http://www.youtube.com/watch?v=n9swW1S5PKQ)

Students will be reminded to be as creative as possible and to refer to the color chart, if needed. Also, students will be asked to think about their culture and how they can best illustrate that through their self-represented stick figure.
understanding of instructions. Modeled language for Levels 1-3.

**Levels 1-2:** "Answer the questions: 'What color is/are your eyes/hair/face...' by looking at the picture and pointing to the color wheel. (See Figure 1t) For Level 1, add iconic representations of eyes/hair/face... so ELS can point to the picture.

**Levels 3-4:** Modeled language See Figure 1u

**Level 5:** "What are some colors that we may choose from to represent we are unique in our features?"

3) Then, students will create their stick figures by using the Sketchbook Express Application. See Figure 1v

| 5 min. | 1) Students will share their stick figures with at least one peer, by comparing and contrasting them in a manner that allows them to list what’s “different” and what’s “similar” between the two.  
2) Lastly, students will volunteer and share their work/findings with the class.  
Students will be reminded what the term “unique” means and how it relates to being “different.” This will allow for opportunity to differentiate between what “similar” means.  
In closure, students will be given a homework sheet as an extension to this lesson, which asks them to choose one characteristic in a family member or friend that makes them “different,” or unique from them OR a characteristic that makes them “similar,” or the same. See Figures 1w: Levels 1-2 See Figures 1x: Levels 3-4 See Figures 1y: Level 5 *Students will be reminded that this could come in various forms such as: appearance, emotions, language, education, family, hobbies, etc.  

|  |  |
Unit: Diversity and Multiculturalism
Lesson One: Share Our Similarities, Celebrate Our Differences

The attached lesson, “Share Our Similarities, Celebrate Our Differences,” is a Kindergarten lesson modified for a mainstream classroom with integrated English Language Learners (ELLs). Such types of classrooms are unique in that they include students with various levels of English language proficiency, diverse learning abilities and different backgrounds. These factors are taken into consideration as I implemented different modifications and strategies to make it more comprehensible to meet the needs of various learners.

Students are provided with visuals, text-self connections, and a word wall to enhance vocabulary development as well as understanding of the content. I started the lesson by introducing what *unique* means and modeling different ways that something can be *unique*. I began by building background knowledge and relating the topic of uniqueness to myself as an individual.

This lesson is highly interactive, as it allows for all students to participate, including ELLs. Throughout the lesson I have used gestures, body language and video clips to convey meaning. In addition to online video clips, students are given the opportunity to build their computer skills to enhance their presentation of material. “Sketchbook Express” and “Quizlet” are both tools that incorporate use of technology into the lesson. This lesson reaches out to auditory, visual and kinesthetic learners.
### Levels 1-3

<table>
<thead>
<tr>
<th>Level 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Point to the <strong>red</strong> apple.</td>
<td></td>
</tr>
<tr>
<td>• Point to the <strong>yellow</strong> smiley face.</td>
<td></td>
</tr>
<tr>
<td>• Point to the <strong>red</strong> stick figure.</td>
<td></td>
</tr>
<tr>
<td>• Find the <strong>yellow</strong> flower.</td>
<td></td>
</tr>
<tr>
<td>• Find the <strong>purple</strong> fish.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are all the apples the same color?</td>
<td></td>
</tr>
<tr>
<td>• Which of the smiley faces are yellow?</td>
<td></td>
</tr>
<tr>
<td>• Are all the stick figures the same color?</td>
<td></td>
</tr>
<tr>
<td>• Which flower is not fuchsia?</td>
<td></td>
</tr>
<tr>
<td>• Are all the fish yellow?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• How are the green apples alike?</td>
<td></td>
</tr>
<tr>
<td>• Describe the smiley face that is different than the rest.</td>
<td></td>
</tr>
<tr>
<td>• Explain what is different in the image with the stick figures?</td>
<td></td>
</tr>
<tr>
<td>• How is the fuchsia flower like the rest? How is it not like the rest?</td>
<td></td>
</tr>
<tr>
<td>• Describe the fish that does not look like the rest of the fish.</td>
<td></td>
</tr>
</tbody>
</table>
Figure 1b
I'm Quite Unique
(Celebrating Our Differences)
Unique = **DifFeREnT**

Same = **SIMILAR**
Figure 1e

SIMILAR

DIFFERENT
Figure 1g

HOLA!

spanish
NO PORK ON MY FORK
I love my baby brother

Happy Thanksgiving
<table>
<thead>
<tr>
<th>Phrases</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>• speak Spanish</td>
<td><img src="https://via.placeholder.com/150" alt="HOLA!" /></td>
</tr>
<tr>
<td>• traveled outside the USA</td>
<td><img src="https://via.placeholder.com/150" alt="Map of USA with airplanes" /></td>
</tr>
<tr>
<td>• younger sibling</td>
<td><img src="https://via.placeholder.com/150" alt="Siblings" /></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• celebrate Thanksgiving</td>
<td>Happy Thanksgiving</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• do not eat pork</td>
<td><img src="image" alt="No Pork On My Fork" /></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• black hair</td>
<td><img src="image" alt="Black Hair" /></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• green eyes</td>
<td><img src="image" alt="Green Eyes" /></td>
</tr>
</tbody>
</table>
• live in New Haven

• traveled by train

• eat spicy food

• speak more than one language
• like soccer
“Unique Game”

- if you speak Spanish
- if you have traveled outside the USA
- if you have younger sibling
- if you celebrate Thanksgiving
- if you do not eat pork
- if you have black hair
- if you have green eyes
- if you live in New Haven
- if you traveled by train before
- if you eat spicy food
- if you speak more than one language
- if you like soccer
Figure 1k

Levels 1-3

25 Ways to Wear a Scarf in 4.5 Minutes!

Simple Hijab Tutorial (Square Scarf)
Little one, whoever you are,

whoever you are,

there are little ones just like you all over the world.

Their skin may be different from yours, and their homes may be different from yours.

Image

Their schools may be different from yours.

Image

and their lands may be different from yours.

Their lives may be different from yours,

and their words may be very different from yours.

But inside their hearts are just like yours,

whoever they are, wherever they are, all over the world.

Their smiles are like yours,

and they laugh just like you.

Their hurts are like yours, and they cry like you, too.

whoever they are, wherever they are, all over the world.

Little one, when you are older and when you are grown,

you may be different.

And they may be different, wherever you are, wherever they are, in this big, wide world.

But remember this:

Joys are the same, and love is the same.

Pain is the same, and blood is the same.

Smiles are the same, and hearts are just the same—wherever they are, wherever you are,

all over the world.
Hearts

Smiles

Love

Love
World

Home

Home
## Create a New Study Set

**About your study set**

- **What is Diversity?**

**Optional Info**

- Allow set discussion

**Visible to:** everyone  Editors: just me

**Enter your terms**

1. **Eyes**
   - Add text  Upload image  Search images
2. **Freckles**
   - Add text  Upload image  Search images
3. **Skin**
   - Add text  Upload image  Search images
4. **Hair**
   - Add text  Upload image  Search images
Whoever You Are Read Aloud
Colors

Orange-Yellow
Orange
Red-Orange
Red
Violet-Red
Violet
Blue-Violet
Blue
Blue-Green
Green
Yellow-Green
Yellow
Orange-Yellow
Levels 1-3

Sample: Modeling Language

I have [green, blue, brown, black] eyes.

I have [long, short, curly, straight] hair.
Draw an image to show how you are DifferENT from someone else.
HOMEWORK

Draw an image to show how you are Different or Similar to someone else. Then, label the characteristics that make you Different or Similar. For example,
Write a sentence that describes how you are **Different** or **Similar** to a friend or family member you know. Then, **draw** a picture to support your sentence.
Little one, whoever you are,
wherever you are,
there are little ones just like you all over the world.
Their skin may be different from yours, and their homes may be different from yours.
Lesson 2
## Diversity and Multiculturalism
### Lesson 2: My Family Traditions
By: Duaah Galal

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students will be able to create two pages about their own culture:</td>
<td>1) Students will be able to:</td>
</tr>
<tr>
<td>a- illustrate a picture of their cultural/family tradition</td>
<td>a- listen to the teacher read <em>Family Pictures</em> and then by</td>
</tr>
<tr>
<td>b- describe their cultural/family tradition</td>
<td>listening to teacher's directions, will draw a picture of</td>
</tr>
<tr>
<td>2) Students will be able to share out their contributions to the whole class.</td>
<td>their cultural tradition.</td>
</tr>
<tr>
<td></td>
<td>b- independently write a paragraph describing their</td>
</tr>
<tr>
<td></td>
<td>illustrated cultural tradition.</td>
</tr>
<tr>
<td></td>
<td>c- in groups, write a recipe that represents their culture.</td>
</tr>
<tr>
<td></td>
<td>2) Students will be able to orally present their pages to the whole class.</td>
</tr>
</tbody>
</table>

## Computer Literacy Objectives

1) Students will be able to use a variety of technology and information resources such as "Exploratree," to gather and synthesize information.

2) Students will create a virtual class book that includes artwork and graphics.

3) Students will use word processing skills to incorporate creativity in their writing of their pages for the class book.

4) Students will be able to insert text and choose clip art from the Internet (Google Images) or Microsoft Word (clip art) to create their illustration for the class book.
## Diversity and Multiculturalism
### Lesson 2: My Family Tradition

**Performance Indicators**

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Students will use discuss, as a class, in full sentences, their family traditions.</td>
<td>In small groups, students will discuss their family traditions.</td>
<td>Given a couple oral examples, students will state a family tradition, in small groups.</td>
<td>With a partner, students will talk about their family traditions.</td>
<td>Students will use gestures and visual aids to illustrate their family tradition.</td>
</tr>
<tr>
<td><strong>How their family differs in traditions.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td>Students will write a paragraph of 5 sentences describing their cultural tradition.</td>
<td>Students will write 3 sentences describing their cultural tradition with support of sentence starters.</td>
<td>Students will write a sentence describing their cultural tradition with blanks with support of a word bank.</td>
<td>Students will draw a picture of their cultural tradition and label it with one to two phrases.</td>
<td>Students will draw a picture of their cultural tradition.</td>
</tr>
<tr>
<td><strong>Describe their cultural/family tradition.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen</td>
<td>Students will read silently while listening to the story, <em>Family Practices</em>, read aloud.</td>
<td>Students will listen to the story read aloud and highlight the key information.</td>
<td>In small groups, students will use a text that includes a summary in the margin and highlights the main ideas.</td>
<td>In pairs, students will use versions of the text with important story elements already highlighted with yellow marker.</td>
<td>Students will fill in their story map by placing the appropriate image to the corresponding part of the story.</td>
</tr>
</tbody>
</table>
# Functional Language Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Family traditions in the story “Family Pictures”</td>
<td>It is a family tradition for the 1)_____ to 2)_____ 3)_____</td>
<td>1) grandmother grandfather mother aunt uncle brother sister 2) make wear spread play cook paint 3) corn chickens rabbits jacks tortillas tamales dough overalls</td>
<td>Nouns Verbs Nouns</td>
</tr>
<tr>
<td>Explain</td>
<td>Cultural/Family Traditions</td>
<td>Nouns</td>
<td>Adjectives</td>
<td>Nouns</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------</td>
<td>-------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>My family is from 1) _______. 2) The weather in ______ is 3) _______. Most people speak 4) _______. It is my family tradition to 5) _______ 6) _______.</td>
<td>1) Egypt Mexico France 2) Egypt Mexico France 3) hot dry warm cold wet 4) Arabic Spanish French English 5) watch play bake cook visit celebrate grow 6) movies cookies soccer tomatoes Christmas Eve music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Profile and Teaching Context:**

**Grade Level:** 5  
**Instructional Group:** Mainstream classroom with integrated ELLs  
**Subject Area(s):** Art, Social Studies, and Language Arts  
**Topic of Lesson:** My Family Tradition  
**Instruction Time:** 60 minutes

**Materials Needed:**
- Family Pictures/Cuadros de familia by Carmen Lomas Garza  
- Computer/Internet  
- Paper  
- Pencil  
- Map

<table>
<thead>
<tr>
<th>Time</th>
<th>Objective</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| 5 min.   | - Students will explain *if* and *when* they use balloons in their family as a tradition | 1) The teacher will begin by having a set of balloons in the classroom in order to explain to students what traditions are.  
2) Students will be asked *if* and *when* they use balloons in their family as a tradition.  
*See Figure 2a (Modifications included for all levels)* |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>- Students will describe what is taking place on the front cover of the story.</td>
<td>1) The word <em>tamales</em>, on the smartboard via <em>charts</em> on Microsoft Word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>See Figures 2b &amp; 2c</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) The teacher will point to the front cover of the book, <em>Family Pictures</em>, and ask students what is happening in the picture. They will describe the picture, making inferences about what they see even if they aren't sure. <em>See Figure 2d</em></td>
</tr>
<tr>
<td>15 min.</td>
<td>- Students will summarize the examples given of family traditions in the story, <em>Family Pictures</em>.</td>
<td>1) The teacher will read the page on “Making Tamales.” <em>Pg. 22</em> <em>See Figure 2e</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Another example of a family tradition will be given from <em>Pg. 18</em>, titled “Rabbit.” <em>See Figure 2f</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Students will share what they found to be a part of these families’ traditions. <em>See Figure 2g</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Level 1: Will <em>point</em> to images throughout the two given passages that illustrate family tradition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Level 5: Will orally describe an example of a family tradition based on the readings.</td>
</tr>
<tr>
<td>5 min.</td>
<td>- Students will compare their family traditions with other members of the class.</td>
<td>1) Each student will write their favorite family dish- something their family members make on special occasions- on a piece of paper. <em>Levels 1-2 will illustrate the dish.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Then, the teacher will model how to crunch their paper up into a “snowball” and bring it with them to stand in a circle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Students will throw their balls in the middle of the circle. Each student will grab someone else’s snowball then reads the snowball while the others try to guess who wrote it.</td>
</tr>
<tr>
<td>20 min.</td>
<td>- Students will create a class book that illustrates and describes their family traditions.</td>
<td>1) Students will begin to make a class book, consisting of 2 pages per person, inspired by <em>Family Pictures</em>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Students will research their countries using CountryWatch.com by finding a map and basic information of a country where their family has roots. <em>See Figure 2h</em> They will gather information in order to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a- draw a picture via drawisland.com of their cultural tradition or something special done with their family</td>
</tr>
</tbody>
</table>
| **5 min.** | **Figure 2i**  
* Level 1 will only illustrate part a and b.  
b- use the internet, word processing program, and “Exploratree.”  
http://www.exploratree.org.uk  
to include a map of the country and description of basic information of a country where their family has roots  
See Figures 2j, 2k, 2l  
3) Students will use clipart or Google Images to copy and paste maps and other images into a word processing document and type in their own text to support part b of step 2 above. See Figure 2m |
| --- | --- |
| **• Students will explain a family tradition of theirs by showing the class the pages they created from the class book.** | **1) After, the teacher will compile the students’ pages into a single class book via the online collaborative storytelling website. See Figure 2n**  
**2) Then, students will orally present their two pages to the class. See Figures 2o & 2p** |
The attached lesson was modified from an original lesson, which is targeted for students in an mainstream classroom integrated with English Language Learners. The goal was to modify the lesson to suit lower and higher level students while addressing the strategies covered throughout my research: multimedia strategies, modifying text and providing opportunities for interaction.

Computer assisted language learning strategies are addressed throughout the lesson along with sheltered strategies. Content and language goals are stated at the start of each lesson. Content has been adapted so that the lesson is comprehensible to students at the pre-production level as well as towards those who are nearly fluent. Vocabulary development is emphasized and supported with appropriate aids such as visuals and graphic organizers.

Students are encouraged to be creative and use their skills in a manner that includes utilizing computer programs and resources. For example, “Country Watch” is an effective tool that provides students with information regarding country data, country maps, and more. Students also explore the use of “DrawIsland,” a drawing tool to promote creativity in their illustrations and work created.

Overall, this lesson provides students with the opportunity to create and share their writing through unique tools on the computer, rather than traditionally with paper and pencil. “My Family Tradition” is a lesson that encourages meaningful discussion and uniqueness.
## Questioning Techniques

<table>
<thead>
<tr>
<th>Levels 1-2</th>
<th>Whose family uses balloons?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Does your family use balloons?</td>
</tr>
<tr>
<td>Level 4</td>
<td>List the times when your family uses balloons?</td>
</tr>
<tr>
<td>Level 5</td>
<td>When does your family use balloons and why?</td>
</tr>
</tbody>
</table>

- **Level 4:**
  - My family uses balloons during...
  - { holidays, birthdays, graduation }

- **Level 5:**
  - My family uses balloons during... because...
<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Picture</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamale</td>
<td><img src="image1.png" alt="Tamale Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Definition</strong></th>
<th><strong>What do you think of?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornmeal dough wrapped and cooked in leaves, and is often filled with meat and chili peppers or sweetened with fruit.</td>
<td>Mexico</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><img src="image2.png" alt="Mexico Map" /></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central America</td>
</tr>
</tbody>
</table>

|  | ![Central America Map](image3.png) |
Figure 2c
Levels 3-4

What is it?
Food item

What is inside?
What is it made up of?
Cornmeal dough
Corn leaves
Meat
Chili Peppers

Where is this eaten?
Mexico
Central America
<table>
<thead>
<tr>
<th>Level 1</th>
<th><em>Point</em> to those who are helping in the kitchen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>What do you see? [two-word responses]</td>
</tr>
<tr>
<td>Level 3</td>
<td><em>List</em> 3 points that are taking place in this front cover page.</td>
</tr>
<tr>
<td>Level 4</td>
<td><em>Tell me</em> about this family.</td>
</tr>
<tr>
<td>Level 5</td>
<td><em>Describe</em> the kitchen setting.</td>
</tr>
</tbody>
</table>
Making Tamales

This is a scene from my parents' kitchen.

Everybody is making tamales.

My grandfather is wearing blue overalls and a blue shirt.

I'm right next to him with my sister Margie.

We're helping to soak the dried leaves from the corn.

My mother is spreading the cornmeal dough on the leaves and my aunt and uncle are spreading meat on the dough.

My grandmother is lining up the rolled and folded tamales ready for cooking.

In some families just women make tamales, but in our family everybody helps.

- The scene is parent's kitchen.
- Everybody is making tamales.
- Grandfather, Me, Sister (Margie): soaking the dried leaves from the corn
- Mother: spreading the cornmeal dough
- Aunt + Uncle: spreading meat on the dough
- Grandmother: lining up the rolled and folded tamales.
- Everybody helps.
My grandfather used to:
- have a garden
- raise chicken and rabbits
In this painting:
- he is coming into the kitchen with a freshly prepared rabbit for dinner
My grandmother:
- is making tortillas
My little brother (Arturo):
- sitting on the bench
- liked to watch my grandmother cook
My younger sister (Margie):
- playing jacks on the floor
I am:
- watching from my grandparents' bedroom which is next to the kitchen.
Levels 2-4

**WORD BANK**

<table>
<thead>
<tr>
<th>grandmother</th>
<th>make</th>
<th>corn</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandfather</td>
<td>wear</td>
<td>chickens</td>
</tr>
<tr>
<td>mother</td>
<td>spread</td>
<td>rabbits</td>
</tr>
<tr>
<td>aunt</td>
<td>play</td>
<td>jacks</td>
</tr>
<tr>
<td>uncle</td>
<td>cook</td>
<td>tortillas</td>
</tr>
<tr>
<td>brother</td>
<td>paint</td>
<td>tamales</td>
</tr>
<tr>
<td>sister</td>
<td></td>
<td>dough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>overalls</td>
</tr>
</tbody>
</table>

It is a family tradition for the _________________ to _________________ _________________.

69
CountryWatch.com

Political & Economic Intelligence, Analysis, Forecasts & News Across the Globe

CountryWatch provides critical country-specific intelligence and data through its suite of products to over 4000 clients including public and private sector organizations with overseas operations and global interests.

more...

Political Intelligence Briefing

The “Featured Country” is Nigeria. The “Special Report” looks at Ukraine, with reference to Russia, Moldova, European Union, and United States. The section titled “In the News” looks at Holy See (Vatican City). The “Foreign Policy Spotlight” focuses on Israel, West Bank and Gaza, Iran, and United States. The section titled “International Hot Stories” covers: Afghanistan, United States, Iran, Syria, Yemen, Egypt, Libya, Kenya, Somalia, and South Sudan. The section titled “Government and Politics” covers: Libya, South Korea, Slovenia, and Finland. Included in the coverage of the “Elections Update” are: Afghanistan, Hungary, India, Indonesia, Guinea-Bissau, Former Yugoslav Republic of Macedonia (FYROM), Algeria, Lebanon, Iraq, Panama, South Africa, Malawi, Colombia, Ukraine, Egypt, Syria, Mauritania, Thailand, New Zealand, Fiji, Solomon Islands, and Tunisia. See “Election Central” for international election coverage. See the “Global Guide” for coverage of some of the most challenging issues and contested territories on the international scene. See the “CountryWatch News Wire” for the latest developments across the world.

more...

Intelligence Wire

- 200 female students abducted in vicious terror attacks in Nigeria by Boko Haram Islam....
- Somali terror group al-Shabab suspected of attacks in Kenya
- Air strikes in Yemen kills al-Qaida terrorists; further progress against militants in....
- South Sudanese military carries out offensive in response to ethnic slaughter and ren....
- Special Report: Syrian civil war continues; civilian casualties evoke condemnation fr....
- Special Report: Crisis in Eastern Ukraine
- Egyptian court sentences more than 600 members of outlawed Muslim Brotherhood to death....
- Gunmen storm Libyan parliament as members try to vote on new prime minister
Effective Online Graphic Organizers

**Ready-made thinking guides**

**Map your ideas**
- **Blank template**
  - Futurelab
  - A blank thinking guide where you can create your own from scratch
- **Review plans**
  - Futurelab
  - Analyse or appraise anything in a structured way
- **Anticipate issues**
  - Futurelab
  - Work backwards from the ideal future to a realistic present
- **Invite feedback**
  - Futurelab
  - Create lots of ideas around an issue then turn ideas into actions
- **Possible futures**
  - Futurelab
  - Think about the way an issue may develop in the future

**Solve problems**
- **Knowing trees**
  - Futurelab
  - Think through a question and identify supporting evidence
- **Is / is not**
  - Futurelab
  - Scope a problem by identifying what it is and is not
- **Reversal**
  - Futurelab
  - Reverse a problem to stimulate new thinking when stuck
- **Use the essence**
  - Futurelab
  - Get to the heart of the issue then look for new ideas
- **Digging up roots**
  - Futurelab
  - Explore a problem by digging down to its roots

**Explore**
- **Futures wheel**
  - Futurelab
- **T.A.S.C.**
  - Belle Wallace
- **Question things**
  - Futurelab
- **Compare and contrast**
  - Futurelab
- **A day in the life**
  - Futurelab

**Level 4**

Exploratree: [http://www.exploratree.org.uk](http://www.exploratree.org.uk)
Levels 2-3

My Family Tradition

Where

Language spoken

Food eaten

Weather

Something special
Level 4

My family is from ..................................

The weather in ..................................

is ................................................

Most people speak .............................................

It is family tradition to ....................................

bake cookies when someone is sick.
open presents on Christmas Eve.
hit a piñata during my birthday.
have Thanksgiving dinner at my grandmother’s house.
Protagonize lets you create, publish & share your writing, collaborate with other authors, & connect with your readers.

Join Protagonize  Login
Levels 1-3

It is tradition for my {family
brother
sister
grandmother
grandfather
aunt
uncle
cousin} to {grow
plant
sell
eat
cook
raise
celebrate} {crops
chickens
rabbits
holidays
money}.

Levels 4-5

It is family tradition to ____________________________ (action, belief, or practice)

because ________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Family Pictures • Cuadros de familia

CARMEN LOMAS GARZA
Carmen Lomas Garza used a variety of materials in her paintings for Family Pictures: oil on canvas, acrylic on canvas, and gouache on arches paper. The paper cut-out ("papel picado") images on the text pages were cut from black paper with exacto knives. "Papel picado" is a traditional Mexican folk-art technique which Carmen often uses to portray intricate images. The text is the result of a close collaboration between Carmen and editor Harriet Rohmer, who interviewed Carmen about each picture and prepared the final manuscript with the help of David Schecter.

Children's Book Press is grateful to the Pacific Telesis Foundation whose generous donation has supported the publication of Family Pictures/Cuadros de familia.

Copyright © 1990 by Carmen Lomas Garza. All rights reserved.
Design: Armagh Cassil and Veg Reisberg, Somar Graphics
Photography: Wolfgang Dietze Production Assistant: Monica Sanjur
Typesetting: Berna Alvarado-Rodriguez
Printed in China through Marvin Productions
Children's Book Press is a nonprofit community publisher.

Lomas Garza, Carmen.

Family pictures = Cuadros de familia / paintings by = cuadros de Carmen Lomas Garza / stories by = relatos de Carmen Lomas Garza / as told to = escritos por Harriet Rohmer / version in Spanish = versión en español, Rosalma Zurbizarreta.

Summary: The author describes, in bilingual text and illustrations, her experiences growing up in a Hispanic community in Texas.

ISBN 0-89239-050-6 (lib. bdg.)


E184 S751 1990
306.85 08966 — dc:20
89-27845
CIP
AC
The pictures in this book are all painted from my memories of growing up in Kingsville, Texas, near the border with Mexico. From the time I was a young girl I always dreamed of becoming an artist. I practiced drawing every day; I studied art in school; and I finally did become an artist. My family has inspired and encouraged me for all these years. This is my book of family pictures.

Carmen Lomas Garza

Los cuadros de este libro los pinté de los recuerdos de mi niñez en Kingsville, Texas, cerca de la frontera con México. Desde que era pequeña, siempre soñé con ser artista. Dibujaba cada día; estudié arte en la escuela; y por fin, me hice artista. Mi familia me ha inspirado y alentado todos estos años. Este es mi libro de cuadros de familia.
The Fair in Reynosa

My friends and I once went to a very big fair across the border in Reynosa, Mexico. The fair lasted a whole week. Artisans and entertainers came from all over Mexico. There were lots of booths with food and crafts. This is one little section where everybody is ordering and eating tacos.

I painted a father buying tacos and the rest of the family sitting down at the table. The little girl is the father's favorite and that's why she gets to tag along with him. I can always recognize little girls who are their fathers' favorites.

La Feria en Reynosa

Una vez, mis amigos y yo fuimos a una feria muy grande en Reynosa, México, al otro lado de la frontera. La feria duró una semana entera. Vinieron artesanos y artistas de todo México. Había muchos puestos que vendían comida y artesanías. Ésta es una pequeña parte de la feria donde todos están comprando tacos y comiéndose los.

Pinté a un padre comprando tacos y al resto de la familia sentada a la mesa. La niñita pequeña es la preferida de su papá, y por eso es que él la permite acompañarlo. Aún hoy, siempre puedo reconocer cuando una niñita es la preferida de su papá.
Oranges

We were always going to my grandparents’ house, so whatever they were involved in we would get involved in. In this picture my grandmother is hanging up the laundry. We told her that the oranges needed picking so she said, “Well, go ahead and pick some.” Before she knew it, she had too many oranges to hold in her hands, so she made a basket out of her apron. That’s my brother up in the tree, picking oranges. The rest of us are picking up the ones that he dropped on the ground.

Naranjas

Siempre íbamos a la casa de mis abuelos, así que cualquier cosa que estuvieran haciendo ellos, nosotros la hacíamos también. En este cuadro, mi abuela está colgando la ropa a secar. Nosotros le dijimos que las naranjas estaban listas para cosechar, y ella nos respondió: —Vayan pues, recójanlas. En un dos por tres, tenía demasiadas naranjas para sostenerlas en las manos, así que convirtió su delantal en canasta. Ése es mi hermano, en el árbol, recogiendo naranjas. El resto de nosotros estamos recogiendo las que él deja caer al suelo.
Checklists
Sheltered EL Strategies Checklist

<table>
<thead>
<tr>
<th>SHELTERED FEATURES</th>
<th>PRESENT IN LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Contextualize Lesson</strong></td>
<td></td>
</tr>
<tr>
<td>1.A. Build &amp; Activate Background Knowledge</td>
<td>1, 2</td>
</tr>
<tr>
<td>1.B. Develop Vocabulary</td>
<td>1, 2</td>
</tr>
<tr>
<td>1.C. Use Visuals, Gestures, &amp; Realia</td>
<td>1, 2</td>
</tr>
<tr>
<td>1.D. Create Opportunities to Negotiate Meaning</td>
<td>1, 2</td>
</tr>
<tr>
<td><strong>2. Make Academic Text Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>2.A. Use Graphic Organizers Intentionally</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.B. Modify Written Text</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.C. Amplify Number of Activities per Text</td>
<td>1, 2</td>
</tr>
<tr>
<td><strong>3. Make Talk Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>3.A. Pace Teacher’s Speech</td>
<td></td>
</tr>
<tr>
<td>3.B. Use Listening Guides</td>
<td>1, 2</td>
</tr>
<tr>
<td>3.C. Use Word Walls</td>
<td>1</td>
</tr>
<tr>
<td>3.D. Frame Main Ideas</td>
<td>1, 2</td>
</tr>
<tr>
<td>3.E. Check for Understanding</td>
<td>1</td>
</tr>
<tr>
<td><strong>4. Change Traditional Classroom Talk</strong></td>
<td></td>
</tr>
<tr>
<td>4.A. Practice Instructional Conversations</td>
<td></td>
</tr>
<tr>
<td>4.B. Ask Big Questions and Signal “Listening” in Responses</td>
<td>1</td>
</tr>
<tr>
<td><strong>5. Engage at Appropriate Language Proficiency Levels</strong></td>
<td></td>
</tr>
<tr>
<td>5.A. Vary Question Techniques Based on Students’ Proficiency Levels</td>
<td>1, 2</td>
</tr>
<tr>
<td>5.B. Challenge Students to Produce Extended Academic Talk</td>
<td>1, 2</td>
</tr>
<tr>
<td><strong>6. Give Students Voice</strong></td>
<td></td>
</tr>
<tr>
<td>6.A. Model Language for Oral and Written Production</td>
<td>1, 2</td>
</tr>
<tr>
<td>6.B. Use Small Group/Pair Work to Elicit Student Talk; Students as Researchers</td>
<td>1, 2</td>
</tr>
<tr>
<td>6.C. Respond to Student’s Voice – Writing and Error Correction</td>
<td></td>
</tr>
</tbody>
</table>

Source: Lorrie Verplaetse, Southern Connecticut State University, Training for All Teachers Program
Unit: Diversity and MultiCulturalism
Grammar and Functions Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>1, 2</td>
</tr>
<tr>
<td>Verbs</td>
<td>2</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>1</td>
</tr>
<tr>
<td>Recognize</td>
<td>1</td>
</tr>
<tr>
<td>Describe</td>
<td>2</td>
</tr>
<tr>
<td>Explain</td>
<td>2</td>
</tr>
</tbody>
</table>
Original Lessons
### Lesson Plan Template

1. **Introductory Information at the Top:**

<table>
<thead>
<tr>
<th>Date of Lesson</th>
<th>Duration</th>
<th>Name of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject Area(s)</th>
<th>Social Studies, Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic of Lesson</th>
<th>Social Studies Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prejudice and Tolerance, Multiculturalism</td>
<td><em>Whoever You Are</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CT/district Standards</th>
<th>Social Studies Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Standards:</strong></td>
<td></td>
</tr>
<tr>
<td><em>Standard 1- Content Knowledge</em></td>
<td></td>
</tr>
<tr>
<td>1.13. Understand the characteristics of and interactions among culture, social systems, and institutions</td>
<td></td>
</tr>
<tr>
<td><em>Standard 2- History/Social Studies Literacy Skills</em></td>
<td></td>
</tr>
<tr>
<td>2.1. Access and gather information from variety of primary and secondary sources including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text).</td>
<td></td>
</tr>
<tr>
<td>2.2. Interpret information from variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art Standards:</th>
</tr>
</thead>
</table>

*Content Standard 4: History and Culture*

*Students will understand the visual arts in relation to history and cultures.*

4.3 Create art work that demonstrates understanding of how history or culture can influence visual art

<table>
<thead>
<tr>
<th>Instructional Group</th>
<th>Whole Class</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Source Citation (if Applicable)</th>
<th><a href="http://www.memfox.com/whoever-you-are.html">http://www.memfox.com/whoever-you-are.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.papertoys.com/">http://www.papertoys.com/</a></td>
</tr>
</tbody>
</table>
2. **Materials**

- *Whoever You Are* by Mem Fox
- Hole puncher
- 20 person cut-outs
- Tracers
- Colored yarn
- 1 chart paper
- Markers
- Crayons
- Scissors
- Graph
- Colored buttons
- Glue Sticks
- Large craft sticks
- Multicultural flesh construction sheets

3. **Objectives**

Students will identify differences between people.
Students will identify similarities among people.
Students will recognize self as a unique individual.
Students will recognize others as unique individuals.
Students will use writing tools and drawings to express feelings and ideas.

4. **Procedure**

- **Initiation**
  
  > The lesson will begin by an introduction to the topic of diversity through playing the “Unique game.”
  >  
  > “Boys and girls, today we will be playing the unique game.”
  >  
  > “Can someone tell me what the word unique means?”

  > Students will be asked to stand and by process of elimination (e.g. all students with brown hair) sit down until one child is left, being “unique.”

  > Then, as a class we will brainstorm ways that all students are unique.
  >  
  > “Based off of what we saw just now, list some ways we can be unique.”

  > Sorting activity using some of those differences e.g. hair, eye color etc and then recording results in a graph.

  > The story, *Whoever You Are* by Mem Fox will then be read aloud.
  >  
  > “Boys and girls, today we are going to read a story by Mem Fox, titled
Whoever You Are.

➢ Discussion of story.
“So how are we all different and the same? Give me an example based off what we saw in the story.

*Discuss that one example that is different about each of us is that we have different names.

---

**Lesson Development**

- Students will create a hand puppet of themselves with materials provided.
- A demonstration of what is expected of them will be shown as an example.

  *Boys and girls, today we are going to create our own people puppet. This will allow each one of us to come up with an example of how we see ourselves, what features we have (light eyes, dark hair, freckles etc.) and then later on compare it with our friends to see how we are different and the same in the way we look."

- Model the puppet I have created that resembles who I am- my unique characteristics as well as qualities that illustrate who I am.

  *As you can see, my person puppet will look different, or unique than my friends here in class. Student A, how do you think so? Does Miss G’s puppet show a specific hair color?*

- Each child will be provided with a person cutout. *Note: due to time restraint, people puppets may be traced and cut beforehand.

- Students will then choose from the multicultural flesh colored construction paper which shade of paper best represents their skin tone.

- The person cutout will be created from this by students then tracing the multicultural flesh sheet on their pre-cut paper person.

- Students will then use glue to stick the two sheets together.

  *Who remembers the rule when using glue? Are we going to put too much on our papers?*

- Students will draw their eyes, nose and other features based on how they view themselves.

  *Boys and girls, you can use the different color buttons to show whether you have blue eyes, brown eyes etc. You can also use the different sizes to let others know if you think you have big eyes or small eyes."

- Glue and yarn will also be provided in various colors. (i.e. black yarn can be used to illustrate Student A’s black hair.)

- Markers/crayons will then be provided so that the students can decorate their self images.

  *Remember boys and girls to think about your eye color and dress the puppet in your favorite color."

- Students will be assisted in gluing their person cut out to a large craft stick.
- EXTRA: The teacher may choose to use a hole-puncher to put yarn through each one of the people puppet’s hands and hang it in a banner-like manner in the classroom to remind students of our differences and similarities.

**Closure**

- Recap of what today’s lesson was about.
  “Today, we were able to celebrate the similarities and differences among ourselves and those around us. We all have the right to be respected regardless of how different we may be from our friends.”

- Ask students what they have learned after listening to Mem Fox’s Whoever You Are.
  “Someone raise their hand and tell me what they think was important in today’s story. What did you learn about “same” and differences?”

  (Possible replies: “We are different in the way we look- hair, eye, and skin color; where we live; what language we speak; where we go to school.)

- Students will then discuss how what they learned today relates to past experiences where they may have been the only “different” person or instead where they were comfortable because they were the “same” as everyone else.

- Closing remarks
  “Boys and girls just remember that although we may have many differences among one another, we are all the same in that we all need to feel love, we all smile and laugh when we are happy, and we all cry when we are hurt or sad.”

5. **Assessment**

**Objectives 1 & 2:** Students will identify differences between people. Students will identify similarities among people.

- Students will be invited to help complete the chart based on the story, Whoever You Are by Mem Fox. As a class, students will decide what to write under each category word: “different” and “alike,” by describing differences and likeness they recall from the story.

  “Based on what we read today, what is an example of a similarity we have between each other?”

  What are some differences you noticed?

  o (For example, a student will point to the different types of homes shown in the story. They will say the word and then decide whether it was something different among people or alike. Then, I will write the word “homes” under the “different” column.)

**Objective 3:** Students will recognize self as a unique individual.

- Students will each take a turn and state at least one characteristic that makes them unique.

  “Today, we learned the word “unique” and what it means for one to be unique.” Someone remind me what it means to be unique.”
Objective 4: Students will recognize others as unique individuals.
- Students will pair up and take 1 minute to come up with how they would consider their partner “unique” or “different.”
  “Turn to your friend on your left hand side and take a minute to think about how they are unique or different than the rest of our friends here.”
- (An example will be provided: I will pair up with Student A and take a minute to think of something that makes Student A different/unique from me or the rest of my friends.)

Objective 5: Students will use writing tools and drawings to express feelings and ideas.
- Students will share their person cut out with the class and compare/contrast it to their peers’ work.
  “Who would like to share their person cut out, first?” “Student A, what is it in your person cut out that makes your self-image more different or the same as some of your classmates?”
- (I will use my self-portrait puppet as an example once more to clarify what I expect of them when sharing with their peers. Student A may state that his hair color is darker than Student B. Student C may state that she has similar hair length as Student D.)
LESSON PLAN

My Family Traditions: Class Book
Resource: www.readwritethink.org

1. Before students arrive, review the "Making Tamales" page of Family Pictures/Cuadros de Familia by Carmen Lomas Garza and write the words tamales, cornmeal dough, and corn leaves on the board. Write the words Family Pictures in large letters to build a sense of curiosity.

2. When the students arrive, ask what they think the Family Pictures activity is. After a few guesses, show them the front of the book and ask a few volunteers to predict what it is about.

3. Tell students to take out their writing journals or a sheet of lined paper and write the words Family Pictures as the title. Show students the front cover of the book and ask them what is happening in the picture. If they don't know, explain that the family is making tamales together. Ask for a definition of the word tamale. (It is cornmeal dough wrapped and cooked in leaves, and is often filled with meat and chili peppers or sweetened with fruit.) Explain that tamales are a typical food in Mexico and Central America, and point out that the family is using cornmeal dough and corn leaves (indicate words on board) to make them.

4. Instruct students to skip a line on their paper and write and underline the words book cover followed by their own written description of the cover. You want students to describe as much detail as possible about the picture, making inferences about what they see even if they aren't sure (for example, "this is an extended family from Mexico," "they make tamales together every Sunday," etc.). Pass around the book, allowing them to take turns observing the picture carefully as they write. Questions to prompt student writing might include:
   - What do you see in this picture?
   - Who is in the picture and how are they related to each other?
   - Why are people doing what you see them doing?
   - What are some artistic details you like about this picture?

5. When students are finished, ask volunteers to read their descriptions aloud. Inform them that you will read them the entire book and will give them a short quiz on it later to see what they understood about the book.

6. Read about the author on the page that begins with the text, "The pictures in this book are painted from my memories...." Help students locate Kingsville, Texas; Reynosa, Mexico; and the Gulf of Mexico (mentioned later in the book) on a map.

7. Tell students to skip a line on their papers and write the words The Fair in Reynosa. Show the picture that accompanies this page and ask a couple of students to orally
describe what they see. Have each student write a description of the picture, as they did in Step 4. Then read the text aloud (in English, Spanish or both), making clarifications and answering questions as needed. Ask students if they made any assumptions about the drawing that turned out to be different after hearing the text. Invite them to comment on the anecdotes and compare them to activities they have done with their families.

**Note:** Spanish-speaking ESL students might benefit from reading the book on their own or with another adult in Spanish first.

8 Explain that the book can inspire them to write stories about their own family cultures, similar to how the author did.

1 Conduct a whole class discussion about traditions. Ask students to define the phrase *family tradition* and the phrase *national tradition.* Write both terms on the board. Have volunteers look up the words *tradition* and *national* in the dictionary. Try to get as many students as possible to offer their opinions and examples, either from *Family Pictures/Cuadros de Familia* or their own lives. Make sure students understand that we all have different family traditions and discuss why it's important to respect these differences.

2 Have each student write their favorite family dish - something their family members make on special occasions - on a piece of paper. Show them how to crunch their paper up into a "snowball" and bring it with them to stand in a circle. Have students throw their balls in the middle of the circle. Each student grabs someone else's snowball then reads the snowball while the others try to guess who wrote it.

4 Explain that students will begin work on a project to make a class book, inspired by *Family Pictures.* Pass out the **Requirements for Each Page** and read it carefully to the students, making any necessary clarifications. Pass out folders and instruct students to label it "Family Pictures Project." This is where they will keep all of their work until they turn it in. Explain also that they will be having a potluck lunch to which they will invite their families. Tell them the date, time, and place you have selected for the potluck.

5 Ask if there are two or three volunteers who would like to help bind the book. Allow them to peruse the **Binding a Book** and **Bind it Fast** websites and decide how they will bind the book (a sewn book will last longest), asking you for the materials they will need or bringing them from home. This might take two or three sessions; students should be ready to bind the book by the time the covers are complete at the end of Session 7.
1. Ask a few volunteers to read their homework page to the class. Pass out two Family Pictures Class Book: Peer Editing Rubrics per student. Go over the rubric carefully with the class, emphasizing that they are not grading each other but giving each other ideas, or feedback, to improve their work so that the class book will be spectacular.

2. Have students work on their second pages, researching their countries using CountryWatch.com and Country @ a Glance while taking notes. They can copy and paste maps and other images into a word processing document and type in their own text. Students should complete a draft of the page.

3. As students finish, have them switch both the pages they have completed with a partner who is also finished and use the Family Pictures Class Book Peer Editing Rubric to give each other feedback. They can then use the feedback to make improvements on their pages as needed. The completed rubrics should go in the folders with students' other work.

4. Break the class into groups of two or three and give them a couple of minutes to brainstorm and make a list of special foods and meals they enjoy eating with their families. Ask a volunteer from each group to share their list with the class.