

# Educating Culturally and Linguistically Diverse Students



# Table of Contents

Acknowledgments .....3

## Curriculum

**Everybody is Unique: Teaching Respect in a Racially Diverse Classroom**  
by Carey Rojas .....4

**Multiculturalism: Learning About Different Cultures**  
by Amanda Gonzales .....26

**Celebrating Differences and Similarities: Exploring Identity**  
by Michelle White .....41

# Acknowledgments

These multicultural curriculum units were written by pre-service teachers who were enrolled in LLSS 315: Educating Culturally and Linguistically Diverse Students in the Language, Literacy and Social Cultural Studies Department during Fall 2012 and Spring 2013. With guidance from their professor, Katrina Dillon, these pre-service teachers created lesson plans that look at teaching younger students about race, culture, difference, acceptance, and respect. With their permission, the University of New Mexico Latin American & Iberian Institute shares here the curriculum they developed for the course. Suggested grades range from K-3.

## Everybody is Unique: Teaching Respect in a Racially Diverse Classroom

This lesson plan is designed for use in the classroom to help encourage respect and acceptance of racially diverse classrooms. I believe it is important to establish acceptance early in the classroom so students understand that certain behaviors will not be tolerated, and to help all students feel safe in the classroom environment.

I used several different sources such as Read-Write-Think, Teaching Tolerance, and Education World to adapt my unit lesson plan on racial diversity and acceptance. Each lesson is geared toward creating a classroom environment that is accepting of all races. The lessons will also help students develop empathy and understanding towards others. The unit will introduce concepts that many students may or may not have dealt with before, depending on the level of awareness they have towards racial diversity. This unit meets several Common Core Standards in Language Arts such as Speaking, Literature, Writing, and Language.

Everybody is Unique:  
Teaching Respect in a Racially Diverse Classroom

First Grade

Carey Rojas

### **Unit Rationale and Link to Common Core Standards**

This lesson plan is designed for use in the classroom to help encourage respect and acceptance of racially diverse classrooms. I believe it is important to establish acceptance early in the classroom so students understand that certain behaviors will not be tolerated, and to help all students feel safe in the classroom environment.

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## Relevant Common Core Standard

### Language Arts Common Core Standards

#### Reading: Literature

- CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

#### Speaking and Listening

- CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - CCSS.ELA-Literacy.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - CCSS.ELA-Literacy.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

- CCSS.ELA-Literacy.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## Unit Objectives

Students' will-

- Activate prior knowledge about diversity by exploring the words *different, similar, unique*
- Gain knowledge by learning what the term diversity means
- Apply and further that knowledge in class discussions about diversity
- Demonstrate comprehension and practice writing skills by writing about diversity
- Practice collaboration by working in small groups to generate ideas and create books
- Use oral and listening skills during shared readings of the books they create
- Students will learn why it is important that we respect and accept others that may be different from them
- Learn how to give compliments and receive compliments

# Everybody is Unique: Teaching Respect and Acceptance in a Racially Diverse Classroom

## Lesson 1: Introduction to Diversity

Objectives- Students will activate prior knowledge about diversity. Learn about the word *diversity*. Students will discuss thoughts and ideas about diversity.

**Duration-** 40 minutes

### Materials-

- *It's Okay to Be Different* by Todd Parr
- Chart Paper
- Markers

### Procedures-

#### Part One: Introduction (15 minutes)

1. Introduce the topic of diversity by drawing student's attentions to their differences and similarities. Present four or five criteria statements for the class to consider and ask students to stand up. Some examples of criteria statements are:

- All the 6 year olds stand up
- Everyone wearing shoes with shoe laces stand up
- If you like football stand up
- Stand up if you are wearing a gray shirt

Ask students if they can think of other differences that the above criteria statements did not address. Ask the student's why it is important to share these differences? What can they help us understand about each other?

2. Write the word *diversity* on the board and ask students if they know what it means. Write down their responses on the board working towards the definition: *being different from each other*.

**Part Two: (15 minutes)**

3. Read *It's Okay to Be Different* to class. Stop to discuss the text throughout the book and the pictures. Questions for discussion:

- Do you know anyone who is like the characters in this book?
- What do you think of the illustrations? Why do you think the author uses the color he does?
- Which, if any, of these characters is like you?

**Part Three: Closure (10 minutes)**

4. After reading the book, ask students to share their thoughts and ideas about what makes us all different and what makes us the same. Write down students' responses on the chart paper. Save the chart paper for Session Three.

## **Lesson Two: Lesson About Being Unique**

**Objectives-** Students will talk about the word and meaning of *unique*. Draw a unique person once part at a time. Create a unique person with one student creating the head, another student creating the torso, and another student creating the lower body separately. Define the most positive qualities of the person. Write about this person.

**Duration-** 70 minutes

### **Materials-**

- 2 inch squares of plain, white paper (one for each student)
- 3 inch squares of plain, white paper (one for each student)
- 4 inch squares of plain, white paper (one for each student)
- Crayons, markers, color pencils
- Writing paper
- Pencils
- Tape

### **Procedures-**

#### **Part One: (5 minutes)**

1. Begin the lesson by writing the word *unique* on the board. Ask students what the word means to them and work towards the definition.

#### **Part Two: (10 minutes)**

2. Draw a model person on the board. Draw two horizontal lines across the person's body. One line should divide the person's head (including the neck) and torso (shoulders to waist); the other should divide the torso and leg area (from the waist-down). Talk about one section of the body at a time. Discuss features that make up a person's head such as hair, eyes, lips, dark/light skin etc... Next discuss how a person's body can be different, skinny, muscular, heavier etc... Discuss what kind of clothes people wear. Discuss features that make up the lower half of a person's body such as skinny or muscular legs, skin color, what shoes people wear etc... Draw the person on the board as you are discussing the features.

**Part Three: (30 minutes)**

3. Pass out the 2 inch pieces of paper to students. Have each student write their name on the back of the square. Then tell the students to draw their person's head on the other side. Tell the students that this person should not be someone they know. Tell the students to be as detailed as possible while creating their person. Once students are finished with the head, collect the papers with the head on them and pass out the 4 inch squares and have them draw the body. Have students put name on back of paper and on front draw the body being as detailed and unique as possible. After students have completed the body, collect those. Pass out the 4 inch squares instructing them to draw the lower half of the body, following the same directions as the other pieces. Once the students are done with the lower half of the body, collect those pieces.

**Part Four: (15 minutes)**

4. Pass out to students one of each lower body, head, and torso piece. Students should not receive one that they created. Have students tape together the pieces to create a unique person. Once students construct their person the student will then write about the person that was created.

Direct the students to write a brief story about their friend discussing what their friend's unique qualities are, what their new friend likes, what they have in common with their new friend, and why they like their new friend.

**Part Five: Closure (10 minutes)**

5. Have the students share their new friend and their stories about their friend.

**Lesson Three: Lesson About Diversity and Differences**

**Objectives-** Students will apply knowledge that they learned in whole class and small group discussions. Practice collaboration. And further understand what diversity is.

**Duration-** 40 minutes

**Materials-**

- Chart paper from day one
- Markers
- Pencils
- Group Exploration Worksheet

**Procedures-**

**Part One: Introduction (5 minutes)**

1. Remind students about the chart paper that was created on day one. Talk a little about differences and similarities on it and ask them if they can think of additional kinds of differences they have experienced.

**Part Two: (20 minutes)**

2. Have students get into small groups and hand of Group Exploration worksheet. Explain to students that they will discuss about how they and their friends are different from each other and other people in the world. Each group should use the Exploration sheet to make lists of differences that are not included on the list from Lesson one. Students should take turns writing ideas on the list; every student should write at least one idea. Remind students that they all need to make sure that their group members are sharing positive ideas that will not hurt anyone's feelings. Walk around the classroom to insure discussion is staying on topic and students are not being offensive.

3. Gather students back to a whole class discussion. Ask them what kinds of differences they discovered in their groups. Ask students what was the most surprising difference to them? What did they learn from their group discussion? Do they have more in common with the students in their groups than with people in the rest of the world?

4. Ask students to pick one difference that their group talked about; it should be one that has affected them personally. Let students know they will be writing about this topic and also creating a page on this topic for a book they create with their group.

**Part Three: Closure (15 minutes)**

5. Have students write about the difference that they are focusing on in their journals. Questions for them to consider include:

- Has anyone ever made you feel especially good or bad about this difference? Who and why?

- What do you like the most about this difference? What do you like the least?
- Do you have to do things differently because of this difference?
- Do you know anyone else who has the same difference?

#### **Lesson Four: Positively Respectful**

**Objectives-** Students will learn about each other. Practice sharing compliments. Learn how to give a compliment and receive a compliment. Learn about citizenship and manners.

**Duration-** 60 minutes

#### **Materials-**

- White drawing paper
- Crayons, markers, pencils, color pencils
- Worksheet, *What I Like...*

#### **Procedures-**

##### **Part One: Introduction (5 minutes)**

1. Explain to students that they are going to learn about their classmates and what their interests, likes and dislikes are.

##### **Part Two: (15 minutes)**

2. Provide each student a piece of paper measuring 5 by 4 inches. Have students draw a self-portrait on the paper. When students are done creating their self-portrait have them glue the picture on to an 8x10 sheet of construction paper. Have them write their names in the upper left corner.

**Part Three: (15 minutes)**

3. Gather students for a class discussion. Start the discussion by introducing the following ideas:

- What I Like About Me
- What I Like to Eat
- What I Like About My Family
- What I Like About School
- What I Like to Do
- What I Like to Think About

4. Talk about each topic and ask a few students to discuss. Then have students return to their desks to complete worksheet: What I Like... Have students attach their list to their self-portrait.

5. Gather students again and ask if a student would like to share. Have the student read their list, and then model the act of compliments. Once you have given a few compliments to the student that shared, have the class offer compliments about the student that is sharing.

**Part Four: (10 minutes)**

6. When students are comfortable giving compliments, continue the activity by having each student share his or her list or essay. Encourage students to listen carefully to one another and think about a compliment they might give in response. Instead of having classmates share aloud their compliments, have them think about their compliments.

**Part Five: Conclusion (15 minutes)**

7. When all students have had a chance to share their lists or essays, have them return to their desks and pass their self-portraits to the person sitting behind them. Allow students to write one compliment on each of classmate's self-portrait on the part that surrounds the picture. Remind students not to take time to read the compliments others have written; explain that they should be sharing compliments from their own minds and hearts. By the end of the activity each class member's self-portrait should have compliments all around it. Display the portraits in the classroom.

### **Lesson Five: Creating a Book about Differences**

**Objectives-** Students will continue to practice collaboration in creating a book. Students will share ideas and practice writing skills.

**Duration-** (80 minutes)

#### **Materials-**

- Computers with internet access
- Student writing journals
- Flip book website
- Author's website
- Crayons, markers, color pencils, pencils

#### **Procedures-**

##### **Part One: Introduction (10 minutes)**

1. Explain to students that they are going to learn about the author that wrote *It's Okay to be Different* on the authors website About Todd Parr. Have students read about him and explore the

“Fun” section on the site making sure they all see the Allen Brook School’s The Okay Book webpage. Tell students they will work in groups to create a book. Each student will contribute to their group’s book. Each page will have text and illustrations.

**Part Two: (20 minutes)**

2. Have students get in groups from lesson three. Model a sentence for the book page on the board.

3. Have students take out their journals and review what they wrote in during lesson three.

Students should use what they wrote to plan a sentence that will go on their page of the book.

Have students write the sentence they would like to use in their journal, and have other students from their group review it and provide feedback. Walk around the room to offer assistance.

4. Students should write together to decide the book’s title. They also can choose a name for their group that they feel reflects differences they share. The title might highlight each person’s individual difference (ex. Curly hair, pierced ears,).

**Part Three: Writing Book (30 minutes)**

5. Each group will work on one computer to create the book. Direct students to the Flip Book and show how to use it. Have them enter their first names as the labels for their individual pages.

The first page will be the title page, so the label should be *Title*.

6. After entering the labels, each student should type a sentence on the page that is labeled with his or her first name. Students can choose the templates that they want to use on their pages.

**Part Four: Illustrating Book (15 minutes)**

7. Have students print off their pages and illustrate them. Then students can assemble their group's book.

**Part Five: Conclusion (5 minutes)**

8. Explain to students that in a different lesson they will be able to share the books they created with another classroom.

**Lesson Six: Sharing What We Know about Racial Diversity and Acceptance**

**Objectives-** Students will display their diversity books and discuss what they have learned about racial diversity and acceptance.

**Duration-** 60 minutes

**Materials-**

- Students books that were created from Lesson Five

**Procedures-**

**Part One: Introduction (5 minutes)**

1. Explain to class that you have arranged for them to share their book with another classroom.

**Part Two: Sharing books (30 minutes)**

2. Line each student up in front of class by the order that their pages are in the book. Each student will read his or her page in front of the class.

3. After students have read the book, they can pass it around to show the pictures.

**Part Three: Discussion (15 minutes)**

4. After each group has had a chance to share, exchange discussion with the new class. Questions to consider include:

- Did any of the students who were listening hear an author share a difference that they also have?
- Do you know anyone who is similar to any of the authors?
- Does anyone have a special difference that has not been mentioned?
- Why do you think it is important to understand our differences?

**Part Four: Conclusion (5 minutes)**

Wrap up unit by explaining that diversity and acceptance is something they will see and should practice every day, not only in the classroom.

**Assessment**

Assessment for the lesson unit will be mostly informal. I will make observations during the lessons to record if objectives are being met. I will assess individual student comments to ensure that comments are respectful and constructive. I will informally observe students while they work in their small groups. Read and reflect on students' journal entries and respond to each student's entry, correcting misconceptions and applauding accepting comments. I will review the student's artwork and books for creativity, thoughtful text, and making sure student understands the importance of accepting differences? I will assess students' artwork and illustrations; does it reflect the main idea of the text? I will assess group work. Did the student work with other

members of the group to edit the page? Did the group assign an appropriate title for the book? Did the student read his or her page clearly? Was he or she able to discuss the page and answer questions about it? Did student participate in self-portrait activity? Did students leave compliments? By using these measurements and observation, I will be able to determine if students met objectives.

## Appendix

Adapted from Lesson Plan: *It's Okay to Be Different: Teaching Diversity with Todd Parr*

[www.readwritethink.org](http://www.readwritethink.org)

Adapted from Lesson Plan: *Positively Respectful*

[www.educationworld.com](http://www.educationworld.com)

Adapted from Lesson Plan: *A Lesson in Respect for Others*

[www.educationworld.com](http://www.educationworld.com)

Name:

## WHAT I LIKE...

What I Like About Me

What I Like to Eat

What I Like About My Family

What I Like About School

What I Like to Do

What I Like to Think About

Names of group members: \_\_\_\_\_

## GROUP EXPLORATION SHEET

**Directions:** Discuss the ways that you are all different than each other and ways that you are different from people outside of our classroom. You should all take turns adding to the list. Write down at least one way that you are different from your friends and at least one way that you are different from people all over the world. If you need more space to write, you can use the back of this paper.

**We are different from each other in the following ways:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**We are different from people all over the world in the following ways:**

\_\_\_\_\_

## Multiculturalism: Learning About Different Cultures

This unit plan is based upon multiculturalism and giving the students a chance to learn about different cultures around the world and in our community.

*Multiculturalism:  
Learning About Different Cultures*

*2<sup>nd</sup> Grade Reading and Language Arts*

*Amanda Gonzales*

## Unit Rationale and Link to Standards

This unit plan is based upon multiculturalism and giving the students a chance to learn about different cultures around the world and in our community. This unit first begins by introducing the word “culture” into their vocabulary, asking students to think of the word “culture” and establish a working definition as a class by making predictions and using the word in a sentence. A final definition is then established and a class move is made for the word “culture.” Students are interactive in the discussion and should be able to participate in the cognitive content dictionary taken from Glad as taught by Katrina Dillon. The second part of the unit is an interest activity where we will take the song “It’s s Small World” by Robert B. Sherman and Richard M. Sherman and distribute copies of the lyrics to follow along with. The song lets students know that even though there are many cultures of the world and they may be different we are all alike and share the same hopes and dreams. By providing the YouTube video of lyrics and graphics by Ipohteh we open up the discussion about culture and provide students the opportunity to write about culture and what it means to them.

The next lesson takes begins by reading the book *Same, Same but Different* by Jenny Sue Kostecki-Shaw. By using this literature students are able to see two different boys that are growing up in different cultures but still enjoy the same types of activities. They are introduced to the idea of pen pals and learning about someone who lives in a place other than where they do. We continue the lesson by comparing and contrasting the two boys from the story by using a T-chart on the board as a class. Students are asked to compare and contrast and answer questions regarding key details of the text. Students are then instructed on letter writing to write to a corresponding class in Roswell, NM. Students will begin writing for purpose and strengthen their writing by revising and editing. Students will then use Character Mapping to answer questions about the text and recall key details for understanding such as who, what, where, when, why, and how. The last part of the unit focuses on art from around the world and myths or folktales from different cultures. Students are introduced to different cultures through their art and stories. Students are able to see the connection of how historical events help to shape the history of many different cultures.

The unit will help students by strengthening their reading and writing skills, by increasing their vocabulary, teaching them various techniques to organize information, teaching them letter writing skills, and helping them learn how to write short texts constructed for meaning. Students will learn to organize their writing while learning about multiculturalism. This unit meets a number of the New Mexico Common Core Standards. The appropriate standards have been listed below.

## **Relevant New Mexico Common Core Standards**

### **Reading /Key Details**

CCSS.ELA-Literacy.RL.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3. Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters setting, and plot.

CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### **Writing**

#### ***Text Types and Purposes***

CCSS.ELA-Literacy.W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to prove points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-Literacy.W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### **Language**

CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.

### **Vocabulary Acquisition and Use**

CCSS.ELA-Literacy.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

## **Unit Objectives**

1. Students will begin to become introduced to the concept of culture and that we are all a part of a bigger culture. Students will gain perspective that there are many cultures throughout the world and we can learn something from each culture.

2. Students will begin to question literature to understand key information from the text. Students will begin Ask students what the story that we just read was about? Discuss how Elliot and Kailash were different? What was different about where the two boys lived? What things did Elliot and Kailash do that were the same? How were Elliot and Kailash the same?

3. Students will learn letter writing skills and strengthen their writing by editing and revising their papers as well as participating in peer revision.

4. Students will use the idea of Character Mapping to ask themselves questions about the characters in the text. They will begin to form an idea of who the characters are and learn more about these characters through question inquiry. Students will ask questions such as: Who are the characters from the story that just read? What do the characters like to do? Where do the characters live? How are the characters alike? How are the characters different?

5. Students will learn about the art history of cultures around the world and the importance of art in culture. Students will produce their own artwork as seen throughout history.

6. Students will reproduce a story or work of literature that can be a myth, fable, or folktale that represents a central message, lesson or moral to be taught after hearing a Native American folktale. Students will strengthen their writing skills and write for purpose.

# Multiculturalism: Learning About Different Cultures

## Lesson 1: Introduction to Cultures around the World

### Part 1 Introduction of Culture and its meaning

#### Objectives:

Students will- 1. Become introduced to the concept of culture and that we are all a part of a bigger culture. 2. Students will gain perspective that there are many cultures throughout the world and we can learn something from each culture.

CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

CCSS.ELA-Literacy.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

**Duration:** 15-20 minutes

#### Materials:

1. Paper
2. Colored Markers
3. Dictionary

#### Procedure

1. Introduce the word *Culture* on a Cognitive Content Dictionary from GLAD.

Example:

Word	Prediction	Final Meaning	Oral Sentence
Culture	Language, food, religion, traditions, location of a certain type of people	A group of people with similar customs relating to people's religion, language, clothes, technology, foods, sports, markets, housing, entertainment and the many other cultural traits.	A student that lives in China may have a different culture than students that live in the United States.

2. The students will then come up with a move for the word culture that they can agree on.

**Duration:** 15-20 minutes

**Materials:**

1. Paper
2. Colored Markers
3. Dictionary

**Part 2**

**It's a Small World**

**Duration:** 20-25 minutes

**Materials:**

1. Song "It's a Small World" by Robert B. Sherman and Richard M. Sherman
2. 19 copies of lyrics of song
3. 1 overhead copy of lyrics and song from YouTube by Ipohteh  
[http://www.youtube.com/watch?v=Xkypf1aLi\\_Y](http://www.youtube.com/watch?v=Xkypf1aLi_Y)

**Procedures:**

1. Hand out copies of lyrics to the song. (2 *minutes*)
2. Instruct students to listen to the song and follow along reading the copy of the lyrics. (3 *minutes*)
3. Play the song "It's A Small World" by Robert B. Sherman and Richard M. Sherman. YouTube Video by Ipohteh (4 *minutes*)
4. Discuss the meaning and significance of the song. Using a copy of the lyrics displayed on overhead go through the lines of the song and discuss why this song is significant and what does this song tell us about different cultures. How are we similar? How are we different?

It's a world of laughter, a world or tears  
It's a world of hopes, it's a world of fear  
there's so much that we share  
that its time we're aware  
It's a small world after all

**CHORUS:**

It's a small world after all

It's a small world after all  
It's a small world after all  
It's a small, small world

There is just one moon and one golden sun  
And a smile means friendship to everyone.  
Though the mountains divide  
And the oceans are wide  
It's a small, small world

(10 minutes)

### **Closure and Evaluation:**

#### **Part 3**

**Duration:** (10-15 minutes)

#### **Objectives:**

End the class by giving students a chance to write in their journals using the following writing prompts.

1. What does culture mean to you?
2. How would you explain your culture?

#### **Materials:**

1. Student Journals
2. Pencils
3. Dry Erase Board
4. Markers

#### **Procedure:**

1. Hand out student journals.
2. Have students get out their pencils.
3. Introduce the writing prompts that the students will be writing in their journals about by writing the topics on the dry erase board.

4. Explain to students that they will have 10 minutes to write in their journals they can use one of the following prompts or write a little about both prompts.
5. Collect Journals and grade by participation throughout the introductory lessons and the writing prompts.

## **Lesson 2:**

### **Introduction: Same, Same but Different**

#### **Objectives:**

Students will begin to question literature to understand key information from the text. Students will begin Ask students what the story that we just read was about? Discuss how Elliot and Kailash were different? What was different about where Elliot and Kailash lived? What things did Elliot and Kailash do that was the same? How were Elliot and Kailash the same?

CCSS.ELA-Literacy.RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3. Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters setting, and plot.

**Duration:** (40 minutes)

#### **Materials:**

1. The Book: *Same, Same but Different* by Jenny Sue Kostecki-Shaw
2. Dry Erase Board
3. Markers

#### **Procedures:**

1. Have students sit around in a circle in their assigned spots to hear the story. (2 minutes)
2. Introduce and read the book *Same, Same but Different* by Jenny Sue Kostecki-Shaw. (10 minutes)

3. Have students return to their desks. (2 minutes)
4. Make a T-chart on the board to compare and contrast the characters from the story Same, Same but Different by Jenny Sue Kostecki-Shaw. (5 minutes)
5. Begin the discussion by asking the following questions. (10 minutes)

Ask students what the story that we just read was about? (2 minutes)

Discuss how Elliot and Kailash were different? (2 minutes)

What was different about where Elliot and Kailash lived? (2 minutes)

What things did Elliot and Kailash do that was the same? (2 minutes)

How were Elliot and Kailash the same? (2 minutes)

## **Closure**

6. Conclude by discussing how the book showed that Elliot and Kailash had different cultures but we were also able to see how they are the same because they are the same age and enjoy doing the same things such as climbing trees. This is an example of how there are many different cultures around the world but in the end we are all the same so we need to be accepting of different cultures. (5 minutes)

7. Discuss with students that we will be writing a letter to a pen pal that lives in a different city than us like Elliot and Kailash did in the story that we just read. We are going to be writing a letter to a 2<sup>nd</sup> grade class that is located in Roswell, New Mexico and discuss our culture and their culture as well as what they like to do for fun where they live in our next lesson.

(5 minutes)

## **Lesson 3: Letter Writing**

### **Objectives:**

Students will learn letter writing skills and strengthen their writing by editing and revising their papers as well as participating in peer revision.

CCSS.ELA-Literacy.W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to prove points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-Literacy.W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.

**Duration** (60 minutes) Part 1 and 2

**Materials**

- 1. Sample Letter
- 2. Sample Envelope
- 3. Overhead Projector
- 4. Final Letter
- 5. Final Envelope
- 6. Large Envelope to mail letters

**Procedures**

- 1. Place a sample letter and sample envelope up on the overhead projector for students to see as an example.
- 2. Pass out a practice envelope and practice letter to all students.

Sample Letter Example:

\_\_\_\_\_Date

\_\_\_\_\_, Heading

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_Body

\_\_\_\_\_Sincerely,

\_\_\_\_\_Name

3. Let students follow along with the sample letter and practice writing a letter to their pen pal in Roswell, New Mexico.
4. Provide prompts written on the dry erase board for students if they get lost while writing their letter. Or students can come up to the teacher's desk to ask for help if needed. (15 minutes)
5. When the letters are finished students will pair up with another student to correct each other's letters if needed. (10 minutes)
6. Students will return their letters to their owners and students will turn in their letters to the teacher for revision. (5 minutes)

### **Evaluation and Closure:**

#### **Part 2** (30 minutes)

7. Teacher will make revisions and return letters to students.
8. Students will be graded upon their rough drafts of their letters.
9. Letters will be returned to the students and provided with a final envelope and paper. (5 minutes)
10. Students will write their letter and place in their completed envelope. (15 minutes)
11. The teacher will mail the letters together to the other classroom. (5minutes)
12. Discuss that the letters will be sent to the other classroom and that the other corresponding class from Roswell, NM will be sending their letters back to us. (5 minutes)
13. Students will also receive a grade for their completed letters when turned in.

### **Lesson 4: Character Mapping**

#### **Objective:**

Students will use the idea of Character mapping to ask themselves questions about the characters in the text. They will begin to form an idea of who the characters are and learn more about these characters through question inquiry. Students will ask questions such as: Who are the characters from the story that just read? What do the characters like to do? Where do the characters live? How are the characters alike? How are the characters different?

CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**Duration** (15 minutes)

**Materials:**

1. 2 copies of the book *Same, Same but Different* by Jenny Sue Kostecki-Shaw
2. Notebook Paper
3. Pencils
4. Character Map (handout)

**Procedures:**

1. Students will do character mapping by using a handout that will ask the students questions about the character from the text.
2. Students will answer the following questions on the character map:  
Who are the characters from the story that just read?
3. What do the characters like to do?
4. Where do the characters live?
5. How are the characters alike? How are the characters different?
6. Students will use the book as a reference to help complete their character mapping handout.
7. Students will turn in their character maps to the teacher.

**Evaluation and Assessment**

8. Students will be evaluated on their character maps that are turned in.

**Lesson 5: Art from around the World**

**Objective :**

Students will learn about the art history of cultures around the world and the importance of art in culture. Students will produce their own artwork as seen throughout history.

CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Duration** (60 minutes)

## **Materials**

1. Pictures of various Art from around the world
2. History of Lesson from Art around the World
3. Construction Paper
4. Glue
5. Sand
6. Rocks
7. Feathers

## **Procedures**

### **Part 1**

1. Students will begin by looking at art from different cultures.
2. Students will read the history of art from around the world as a class.
3. The teacher will let students know that we will be making a sand painting like the Native American culture that we read about.
4. They will be shown an example at the front of the classroom.
5. Materials will be distributed to all students.
6. Students will be given the option of completing their sand painting at their own desks.
7. The teacher will walk around the classroom providing assistance and guidance to all students.

## **Closure**

8. As students finish their artwork it will be placed to dry and set up.

### **Part 2**

## **Objectives**

Student's will reproduce a story or work of literature that can be a myth, fable, or folktale that represents a central message, lesson or moral to be taught after hearing a Native American folktale. Students will strengthen their writing skills and write for purpose.

CCSS.ELA-Literacy.RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3. Describe how characters in a story respond to major events and challenges.

**Duration** (50-55 minutes)

## **Materials**

1. *The Good RAINBOW ROAD* by Simon J. Ortiz
2. Paper
3. Pencils

## **Procedure**

1. Students will gather around the reading circle. (2 minutes)
2. Students will listen to *The Good RAINBOW ROAD* by Simon Ortiz. (15 minutes)
3. After the story is completed we will return to our desks. (2 minutes)
4. Students will listen to a lecture about how fables and folktales have been a part of many cultures for a long time. These stories usually have a meaning or lesson that is being taught. We will be writing a folktale or fable of our own. (5 minutes)
5. Paper and pencils will be distributed to every student. (2 minutes)
6. Steps for writing a fable or folktale will be written on the board for students to follow as they are writing.
7. Students will begin writing their story. (25 minutes)
8. The teacher will walk around the room providing assistance and guidance to students as needed.

## **Closure and Assessment**

9. Students will turn in their fables or folktales to be graded by the teacher. (2 minutes)
10. Art work and their stories will be placed on the bulletin board for display.
11. Students will be asked to bring in one object that they think represents their culture in can be anything that they choose and we will share and display in the classroom to represent our classroom culture.

# Celebrating Differences and Similarities: Exploring Identity

This unit was created as a back to school unit for building community in the classroom and celebrating one another's differences and similarities. The unit introduces children to a variety of topics surrounding multiculturalism and fosters an appreciation of diversity. Children will be introduced to one another as individuals and begin to understand the many differences and similarities that they share. In this unit students will explore what some of the things that make us different are and what some of the things that we share are. Children will be introduced to racial diversity in a developmentally appropriate way and observe it as only one part of our identity. Students will learn that they all share similarities with one another and also with children from around the world. This unit will foster an appreciation of one another's identities and an understanding that even though we do have all of these differences the more important things about us are our similarities.

In developing this unit I did not want to make it merely a multicultural unit, I wanted to make this unit an introduction to just some of our differences and similarities that we share in a multicultural classroom. Although this is only one unit that celebrates these things, multicultural literature and resources would be included in many units throughout the year. This unit will cover several Common Core State Standards for English Language Arts. The standards that are covered in this unit are in the Reading Literature strand, Reading Informational Texts strand, and the Speaking and Listening strand. A full list of the standards that will be covered are on the following page.

*Celebrating Differences and Similarities:  
Exploring Identity*

Kindergarten Mini-Unit  
By Michelle White

## **Unit Rationale and Link to Standards:**

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## **Relevant Common Core Literacy Standards:**

### **Strand: Reading Literature**

CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

### **Strand: Reading Informational Texts**

CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.

### **Strand: Speaking and Listening**

CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## **Unit Objectives**

1. Students will recognize themselves as unique individuals and recognize others as unique individuals.
2. Students will develop an appreciation for, and understanding of diversity.
3. Students will build an appreciation for their similarities and differences.
4. Students will see the value in the similarities that they share with one another and others in the world.

# Celebrating Differences and Similarities: Exploring Identity

## Lesson 1: Introduction to Ourselves

### Objectives:

1. Introduce concept of identity
2. Give students the opportunity to get to know one another

**Focus Questions:** Who are each of us? What makes us who we are?

**Duration:** 60 minutes

### Materials:

1. Letter to Parents (sent out prior to activity, an example provided in the Appendix)
2. Brown paper bags (given to students with the letter to parents)
3. Teacher's paper bag and each student's paper bag filled with the following things: A picture of your family, a drawing of your home, something from your family's favorite holiday, something that makes you happy, and something that makes you cry.

### Procedures:

#### *Part One: Introduction (5 minutes)*

1. Call all students to the carpet area and instruct them to bring their paper bags with them. An explanation of the assignment will have been given to students the previous day, but restate what the assignment is about so that the children will be more comfortable sharing. Explain that in each of our paper bags we have things that describe who all of us are. Explain that each of our bags contain pictures of our family, a picture that we drew of our home, something from our family's favorite holiday, something that makes us happy, and something that makes us cry.

#### *Part Two: (~42 minutes)*

2. As the teacher, present your bag first. Take out the things one at a time and explain what they are and why you chose each of them to put in your bag. (2 minutes)
3. Going around the circle at the carpet area, give each student the opportunity to present his/her bag (~ 2 minutes for each student)

### Closure and Evaluation:

#### *Part Three: Closing Discussion (13 minutes)*

4. Discuss with students some of the things that we all learned about one another. Going around the circle have each student share something surprising that they learned about someone else in the classroom (10 minutes)
5. Explain how each of the things in our bags tells something about who each of us is. (3 minutes)

## Lesson 2: Self-Portrait

**Objectives:** Students will:

1. Recognize how each one of us has a different appearance
2. Create an accurate self-portrait of themselves

**Duration:** 48 minutes

**Materials:**

1. *Shades of People* by Shelly Rotner
2. A mirror
3. Large piece of white paper for each student
4. Paintbrush for each student
5. Multicultural paints
6. Black, white, red, pink, blue, green, brown, yellow paint (for eyes and physical features) on paper plates for each group
7. A cup for each shade of multicultural paint at all of the tables
8. Spoons for each cup
9. Small paper plates to mix paints on
10. Cup of water for each student
11. Yarn in various colors and textures representative of hair

**Procedures:**

**Part One: (10 minutes)**

1. Read *Shades of People* by Shelly Rotner. Discuss the book with students. Explain that we all have a different appearance and we all have different and beautiful shades of skin. Explain that we are going to paint a self-portrait of ourselves and mix paint to be the same color as our skin. Explain that we are going to paint our eyes the color that they are, and we are going to add yarn that looks like our hair to our pictures. Pass the mirror around so that each student can observe their own hair, skin and eye color.

**Part Two: (~42 minutes)**

2. Explain to students that at each table there is a cup that is filled with a different shade of (multicultural) paint. Tell the students to hold their hand above each shade of paint to see which one is closest to the shade of their skin. Instruct students to then put a spoonful of that color onto their plate and then if the shade needs to be a little bit lighter to add a drop of white and if it needs to be darker add one of the darker shades to the paint and mix it in. (Demonstrate how adding white or a darker color changes the color). Go around the room and assist anyone who needs help making their skin color. (10 minutes)
3. Tell the students that after they have mixed the colors to match the shade of their skin that they need to paint a large oval on the paper for their face. Explain that they are just doing the skin and that they will do their mouths and eyes after they have painted their skin. (Do a quick example to show students). (3 minutes)

4. Once student have painted their skin-tone circle or oval on their paper, pass out a paper plate with all of the other colors on it to each table. Explain that they need to paint things accurately and tell them that can outline their eyes, nose, and mouth in black and then fill them in with the appropriate colors. (Quickly add these features to the example to show the students) (15 minutes)
5. Once students have completed their face have them find the yarn that resembles their own hair and allow them to glue it to their paper. (5 minutes)

**Closure and Evaluation:**

***Part Three: Closing Discussion (5 minutes)***

6. Discuss the experience of creating a self-portrait with the students. Ask students what it felt like when they finally matched the color of paint to the color of their skin. Discuss how each one of the self-portraits shows how different and special all of us are.

**Lesson 3: Ourselves as Individuals with Kandinsky Concentric Circles**

*(This was adapted from Erin Sample's activity found at: <http://samplesuperstars.blogspot.com/2012/07/i-am-unique-back-to-school-unit.html>)*

**Objectives:** Students will:

1. View themselves as unique individuals
2. View others as unique individuals

**Duration:** 45 minutes

**Materials:**

1. 6x6 piece of white paper for each students
2. Paintbrush for each student
3. Small cup of water for each student
4. Paper towel for each student
5. A paper plate at each group with the following colors of paint on it: purple, blue, red, orange, yellow, black, pink, green, and gold.
6. A large picture of Wassily Kandinsky's *Squares with Concentric Circles* painting
7. A projector to project the directions onto the white board or copies of the directions for each student.

**Procedures:**

***Part One: (10 minutes)***

1. Show students the large picture of Kandinsky's *Squares with Concentric Circles* and have a discussion about the painting with the students. Ask the students questions about what they observe in the painting, the different colors, etc. Help guide the discussion and lead the students to observe that each of the squares with the circles in them is unique. Explain to the students that together we are all going to paint a picture just as beautiful as Kandinsky's but that our picture is going to be extra special. Explain that

each of us is going to paint a square with circles in it that represents who we are, and that each of our circles will be different.

***Part Two: (30 minutes)***

2. Instruct students to go to their tables where all of the supplies have been laid out. Explain that although they may want to just start painting right away that it is very important that they wait and follow each of the directions (3 minutes)
3. Go through the directions one step at a time, projecting the instructions so that students are able to hear and visualize what color they are supposed to paint. Allow students enough time to paint the appropriate color before moving to the next step (27 minutes)

**Step One:** In the middle of your square paint a small circle with the color that matches your answer: “Are you a boy or girl?” Boy-Blue, Girl-Purple.

**Step Two:** Paint a ring around your circle with the color that matches your answer: “How many kids are in your family?” 1-Red, 2-Green, 3-Orange, 4-Yellow, 5 or more-Black.

**Step Three:** Paint a ring around your circle with the color that matches your answer: “Do you have brothers or sisters?” Brothers only-Blue, Sisters only-Pink, Brothers and Sisters-Orange, None-Purple.

**Step Four:** Paint a ring around your circle with the color that matches your answer: “What do you like to do for fun?” Read-Green, Movies-Yellow, Sports-Red, Draw-Purple.

**Step Five:** Paint a ring around your circle with the color that matches your answer: “What is your favorite food?” Spaghetti-Blue, Tacos-Black, Pizza-Orange, Chicken nuggets-Purple, Something else-Green.

**Step Six:** Paint a ring around your circle with the color that matches your answer: “What kind of pet do you have?” Dog-Red, Cat-Yellow, Fish-Green, Other-Purple.

**Step Seven:** Paint a ring around your circle in Gold to show that we are all in this class together to learn and have fun.

**Step Eight:** Paint in the leftover white on your square with your favorite color.

**Closure and Evaluation:**

***Part Three: Closing Discussion (5 minutes)***

4. Spread all of the completed squares out on the floor to dry and have students gather around them to observe the differences. Explain how each square is unique just like each one of us is unique but that together we make a beautiful picture. (After the squares are dry hang them all side by side to create a large mural in the classroom).

## Lesson 4: Appreciating Diversity

**Objectives:** Students will:

1. Develop an appreciation for diversity and differences

**Duration:** 40 minutes

**Materials:**

1. *The Crayon Box That Talked* by Shane DeRolf
2. Large piece of white paper for each student
3. Paintbrush for each student
4. Paper plate at each table with light purple paint on it
5. Small cup of water for each student
6. Paper towel for each student
7. Several more colors of paint on paper plates for each group

**Procedures:**

***Part One: (5 minutes)***

1. Explain to the students that we are going to do a fun painting activity, but tell them that there is one rule for this activity. Tell the students that they can paint whatever they want but that they are only allowed to use one color to paint their picture!

***Part Two: (20 minutes)***

2. Have students go to their tables and begin the activity. Allow them to begin their pictures and work on them for about 3 minutes.
3. Then, call out “FREEZE”! Tell all of the students to stop what they’re doing, and put their brushes down. Then, give each table paper plates with all of the other different colors of paint on them. Tell students that now they can use all of the colors on the table to paint their picture (11 minutes)
4. Once students have finished have everyone gather at the carpet area. Have a conversation with the students about what it felt like to only use one color. Ask them if it was hard to paint what they wanted to paint with only one color. Then ask them what it felt like to use all of the colors, ask students if their picture looked better with only one color or after they used all of the colors. (6 minutes)

**Closure and Evaluation:**

***Part Three: Closing Discussion (15 minutes)***

5. Read *The Crayon Box That Talked* by Shane DeRolf. Discuss the story with the students, explaining how we are all kind of like crayons because we are all very different but that each one of us brings something very special to the classroom and the world. Remind the children that we all through that the pictures that we painted were much more beautiful when we used all of the colors instead of only one.

## Lesson 5: Our Similarities and Differences

**Objectives:** Students will:

1. Observe the things that make each of them different
2. Observe the similarities they share with one another
3. Recognize the significance of the similarities that we all share

**Duration:** 35 minutes

**Materials:**

1. *Whoever You Are* by Mem Fox

**Procedures:**

***Part One: (10 minutes)***

1. Gather students at the carpet area and explain to them that we are going to play a game. Explain to the students that you are going to ask some questions. If their answer to the question is “yes” they should stay at the carpet area, if their answer is “no” they should go across the room to the chalkboard.
2. Ask the following questions (begin with questions that will illustrate the differences in the group and then lead to questions that will unify the group):
  - Do you have red hair?
  - Do you have brown hair?
  - Is your favorite color blue?
  - Is your favorite color purple?
  - Do you have a sister?
  - Do you ride the bus to school?
  - Does your name have the letter A in it?
  - Do you have a pet?
  - Do you know the ABC song?
  - Do you like surprises?
  - Do you like the smell of stinky feet?
  - Do you like recess?
  - Do you get scared when you see a kitten?
  - Do you like to play games with your parents?
  - Do you get sad when you get hurt?
  - Do you go to (name of school) Elementary?

(Questions can be added or removed according to the particular group of students)

***Part Two: (15 minutes)***

3. Read *Whoever you Are* by Mem Fox, engaging students in the reading (5 minutes)

4. Tell the students to try and recall some of the things from our paper bags. Ask the students what were some of the things that were different about us? Ask the students what were some of the things that were similar about us? (Record answers in a Venn Diagram or T-chart on the board). Lead the discussion to reveal that a lot of the things were the same about us were the things that made us happy or sad. Explain how although we all may be different we all have the very same feelings. Allow the students time to discuss and share some of their feelings that are the same or some examples that they have recalled. (10 minutes)

**Closure and Evaluation:**

***Part Three: Closing Discussion (10 minutes)***

5. Going around the circle have each student share something special that they have learned about themselves, someone else, or all people.
6. Explain that although we are all very different and unique we are also all very alike and although people from all over the world may be very different and unique, they are also a lot like us too.

## Appendix:

### Paper Bag Activity Letter to Parents:

Dear Parents and Guardians,

In our classroom we have been getting to know one another and will be talking about what makes us different and why our differences make us special. We will be doing an activity in class this week where we will all be presenting things about ourselves. Your child has been provided with a paper bag and we ask that you help them select the following items to put into their bag and present to the class:

- A picture of my family (can be a drawing if you do not have any photos available)
- A drawing of my home
- Something from my family's favorite holiday
- Something that makes me happy
- Something that makes me cry

Please contact me if you have any additional questions about this assignment.

The due dates is \_\_\_\_\_.

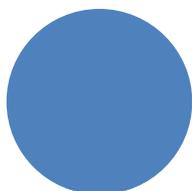
Thank you,

Wassily Kandinsky, *Squares with Concentric Circles*

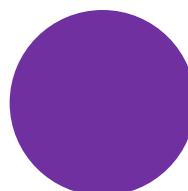


**Are you a boy or girl?**

**Boy**

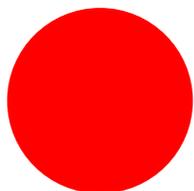


**Girl**

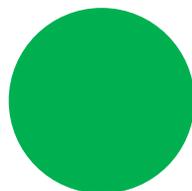


**How many kids are in your family?**

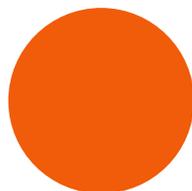
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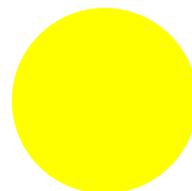
**2**



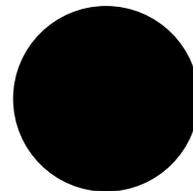
**3**



**4**



**5 or more**



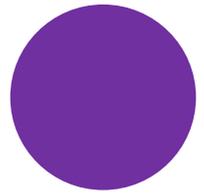
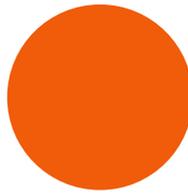
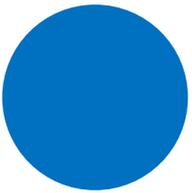
**Do you have brothers or sisters?**

**Brothers only**

**Sisters only**

**Brothers and Sisters**

**None**



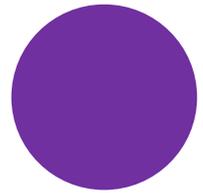
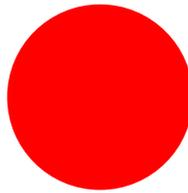
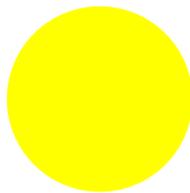
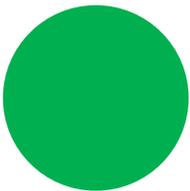
**What do you like to do for fun?**

**Read**

**Movies**

**Sports**

**Draw**



## What is your favorite food?

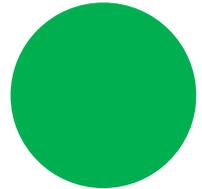
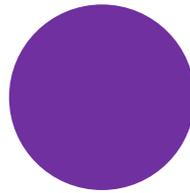
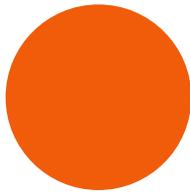
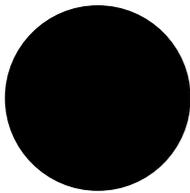
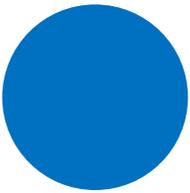
**Spaghetti**

**Tacos**

**Pizza**

**Chicken  
Nuggets**

**Something  
else**



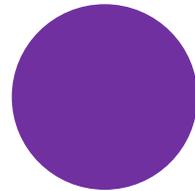
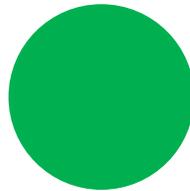
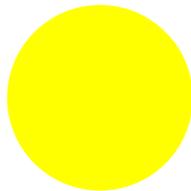
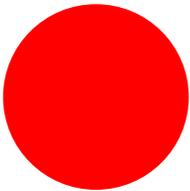
## What pet do you have?

**Dog**

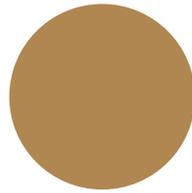
**Cat**

**Fish**

**Other**



**Paint a ring around your circle in Gold to show that we are all  
in this class together to learn and have fun.**



**Paint in the left over white on your square with your favorite  
color.**

**Related Children's Literature:**

All the Colors We Are by Katie Kissinger

The Colors of Us by Karen Katz

Same, Same but Different by Jenny Sue Kostecki-Shaw

**Credits:**

The Kandinsky Concentric Circles Activity was adapted from an activity by Erin Sample, found here at:

<http://samplesuperstars.blogspot.com/2012/07/i-am-unique-back-to-school-unit.html>