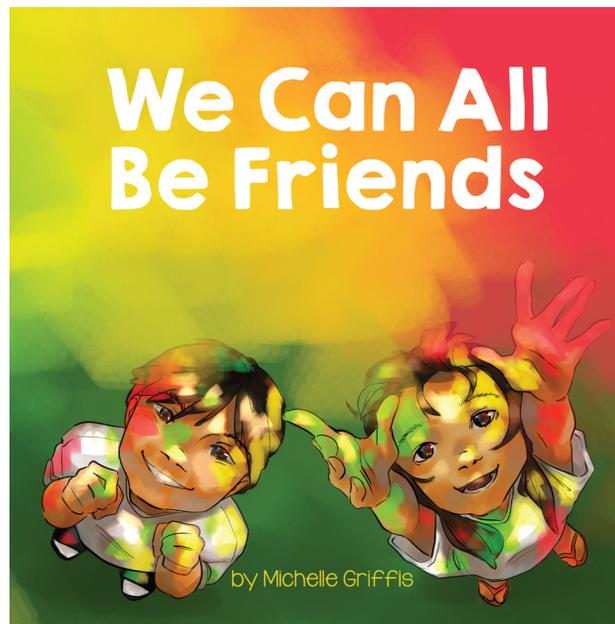


THEME: LIVING IN HARMONY

Topic: Interconnectedness, Inclusion, Respect



Goal: Explore the aspects of our lives that are shared in order to foster attitudes of inclusion, interconnectedness, and respect.

Book Used in Lesson: *We Can All Be Friends*

By Michelle Griffis

This book is available in English-only and in many bilingual editions with text in English and one other language. Please visit Language Lizard (www.LanguageLizard.com) to see a full list of available languages.

Snapshot of Lesson:

- **Discussion and group 'survey'** of things students do that are common
- **Predict the story** from the cover
- **Read the book** using pictures as the guiding voice
- Asking a range of **differentiated questions**

- Summarizing and **recapping of the story** in groups
- **Vocabulary and word identification** games
- Verbal (oral language) and visual (drama) **picture walks** based on the book
- **Extension activity**: continue the book or add a page to the book

Background Information for Facilitator

This lesson can be used as a standalone lesson or be incorporated into a wider unit on living in harmony. The facilitator should promote the values of this book in their interactions with students. Some useful resources to help with this can be found here:

*Michele Coulombe, Kate Lafferty Márquez (2020). *Supporting Multilingual Students in the Early Grades*. Retrieved from <https://www.edutopia.org/article/supporting-multilingual-students-early-grades>

*Amanda Armstrong. (2020). *How to Support Young Learners in Racially Diverse Classrooms*. Retrieved from <https://www.edutopia.org/article/how-support-young-learners-racially-diverse-classrooms>

It may be a good idea to pre-teach the students the new vocabulary in the story first so that they are able to focus on the reading and content of the book instead during this lesson.

Each page in the book has been carefully illustrated to reflect diverse cultures, people and places. These **illustrator notes** from the book may help guide your own understanding and the students' understanding of the deeper message this book has to offer:



We all play – In this picture, a child and a few friends are practicing Jegichagi, which is a traditional Korean game similar to hacky sack. Jegichagi is usually played on holidays in the winter. It is also an easy to play game that represents an aspect of South Korean culture that has become a year-round game.

<https://en.wikipedia.org/wiki/Jegichagi>

We all eat - In Mali, there are communal meals in which families and groups gather and eat from the same platters using their hands. In large gatherings, men, women, and children all eat from separate bowls. This page depicts a larger gathering with each social group sitting separately, showing the distinctions between the groups, yet also maintaining the sense of familiarity and happiness that comes with sharing a meal and the community that forms alongside this action.

<https://madisoneatsfoodtours.com/the-art-of-communal-eating/>

https://www.etiquettescholar.com/dining_etiquette/table-etiquette/africa-n_dinner_etiquette/malian.html

We all celebrate - Holi is celebrated by Hindus mainly in North India and surrounding countries, including Nepal. In this illustration, two children dressed in white shirts are throwing Holi powder in the air, as is done during this celebration. White shirts are also worn during the festival to allow the powder to show on people's clothes.

<https://www.stunningnepal.com/holi-festival-in-nepal/>

We all laugh - Japanese women often cover their mouths when they laugh due to women wanting to be seen as subtle and graceful among their peers, as these traits are desirable in Japanese society. However, in western countries such as England, people are more open and outspoken, and independence and self-expression are common and expected. The pair of female students on this page are from differing cultures (Japan and England), to depict how cultures on opposite sides of the world express themselves differently, but still feel the same emotions and share humor.

<https://blog.gaijinpot.com/why-japanese-women-cover-mouth-laughing/#:~:text=Have%20you%20ever%20wondered%20why,they%20laugh%20or%20even%20smile%3F&text=Because%20Japanese%20women%20aren't,generally%20have%20very%20misaligned%20teeth.>

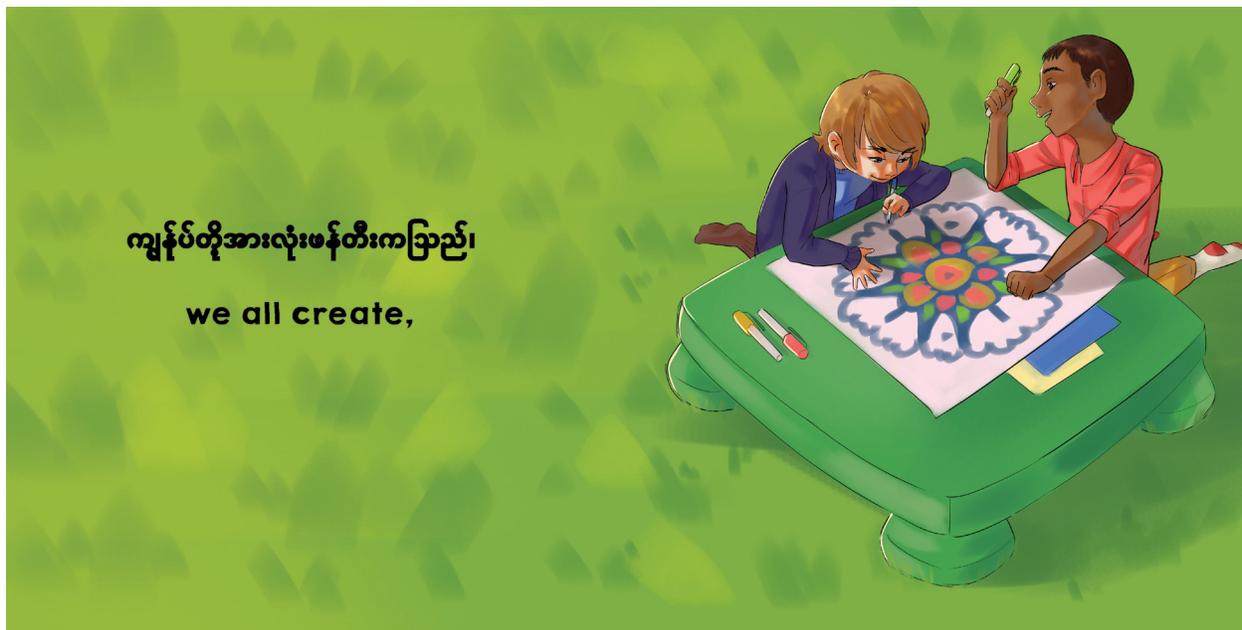
We all cry – This image is of two children crying, with one comforting the other and appearing to empathize with the child. The background has some comforting items so it is clear the children are safe despite being upset.

We all make music – The two children in this image, one singing and one playing the tambourine are relatable for many children around the world. This instrument is usually cheap and widely available, making it something easy to relate to for many children. The depictions of other instruments on posters behind the children further pushes the notion that they are in a music room and creating music together, while also referencing other instruments such as a piano, saxophone, and maracas.

We all learn – This picture illustrates the unique educational experience of Malaysian Islamic schools. These institutions educate students about the Islamic religion and can be the only education rural students receive. They are also found in urban areas, supplementing other schooling. The student depicted is dressed in traditional Malay clothes and reading the Quran.

https://en.wikipedia.org/wiki/Education_in_Malaysia

We all dream - A boy dreaming of becoming an astronaut shows how universal dreams can be, no matter one's background or country.



We all create - The mandala is an important symbol in Hinduism and Buddhism. One of the children in this picture is Sri Lankan, which has a majority Buddhist population. In spiritual mandala art, the colors used have important spiritual significance. However, in this case the two children are depicted bonding over a shared interest in creating something relevant to one of the children's cultures.

<https://en.wikipedia.org/wiki/Mandala>

https://en.wikipedia.org/wiki/Buddhism_in_Sri_Lanka#:~:text=Theravada%20Buddhism%20is%20the%20largest,well%20as%20the%20Tamil%20population.&text=There%20are%20around%206%2C000%20Buddhist,Lanka%20with%20approximately%2015%2C000%20monks.

We all love - Parental love is shown differently in cultures around the world. Bengali mothers can show their love through the careful peeling and feeding of an orange to their children, which this moment demonstrates.

https://www.huffpost.com/entry/how-parents-express-love-in-different-parts-of-the-world_b_6511164

Lesson Plan: We Can All Be Friends

Grade Level: K-3 (Note: The activities in this lesson plan can be tailored to suit the needs of the specific group that is being taught, at the discretion of the facilitator.)

Time Frame: 30-40 minute session.

Objectives:

Knowledge:

- Learn about the traditions of other cultures around the world.
- List things that they do in their daily lives with their families.

Skills:

- Identify, define and use the new vocabulary in the story.
- Enhance their comprehension strategies using literal, inferential and evaluative questioning.
- Explore the alternative languages of the text for similarities and differences.
- Identify things that they have in common with other people.

Attitudes:

- Appreciate similarities among cultural traditions.
- Develop a deeper understanding of interconnectedness and respect for others.

Essential Questions:

- What is the lesson or message that *We Can All Be Friends* has to teach us?

Materials and Resources:

- *We Can All Be Friends* by Michelle Griffis.
- Sticky notes to cover sentences.
- New vocabulary flashcards and pictures.
- Talking object (e.g. ball) to signify whose turn it is to talk during discussion.
- Blank storybook template (see appendix).

Linkage and Integration Across Subject Areas:

Language Arts/Reading: Engaging with literature.

Drama: Recreating scenes from the book.

Art: Discussion of pictures and their symbolism.

Geography: Locating cultural traditions around the globe.

Music: Listening to pieces of music from around the globe.

Vocabulary to be Developed in Lesson:

Key Vocabulary	Story-Specific Vocabulary
<ul style="list-style-type: none">• unique• play• eat• celebrate• laugh• cry• make music• learn• dream• create• love• friends	<ul style="list-style-type: none">• We can all _____.• We all _____.

Procedure:

Introduction:

1. Allow the students to think of things that they enjoy doing or do everyday (for example sleep, eat, play, learn). Engage in group discussion and sharing of these ideas. Write or draw them on a list. Encourage the students to make connections to one another if they repeat the same thing.
2. Conduct a 'survey' by asking students who does each of these things listed. Focus on the things the students have in common.
3. Show students the cover of the book *We Can All Be Friends*. Ask their predictions about the book using guided questions:
 - *What do you think this book will be about? Why do you say that?*
 - *Who do they mean when they say we can ALL be friends? How can we ALL be friends?*

Vocabulary Development:

4. Engage in vocabulary development with the students using the list of words above or any additional words as you see fit. Using flashcards, pictures or interactive white-board slides, invite the students to identify, say, use, syllabify and define the new terms in their own words. You may wish to pre-teach the vocabulary first.

Reading:

5. Ask children's predictions about the book or any connections they may have based on the book's title and cover. Connections may be *text-to-text* (what does the child notice from one book/story to another book/story), *text-to-self* (what does the child notice from the book in relation to their own lived experiences) or *text-to-wider-world* (what does the child notice from the book in relation to real world historical or current contexts). Read the blurb at the back of the book to help shape their predictions.
6. At this point, you may wish to show the children the pictures in the book and have some of the words hidden with a sticky note (e.g. we all ____). Get them to guess what the words might be from the pictures.
7. Read the book with the children, ideally sitting together so you can show them the pictures while reading. This can be done by conducting a read-aloud, getting the children to read sections after the facilitator (echo reading), all reading it together (choral reading) or reading a sentence each between facilitator and child (see-saw reading). It may also be desirable to get the children to sit in a circle so they can be shown the pictures while reading. Read with appropriate tone, pace, inflection and enthusiasm to engage the children as much as possible. If there are children who speak the language of the

dual language book, here would be a nice opportunity to get them to read/translate a section if they would like, or to identify some words they can recognize in the print.

Discussion to Encourage Reflection and Response:

8. Invite the students to share anything they enjoyed, connected with, didn't understand or wanted to question through the use of a talking object or other suitable strategy. This can be passed around the group and only the student who has the talking object may speak, encouraging careful listening and turn-taking skills in the students.
9. Ask a range of literal, inferential and evaluative questions to gauge comprehension of the text (selected at the discretion of the facilitator):

Literal Questions:

(Readers use information taken directly from the text to answer this type of question.)

- i. *What was the word used at the beginning of the book to describe how you are one of a kind? (unique)*
- ii. *Can you list the things that the children in the book all did?*

Inferential Questions:

(Reader must use the information in the text to deduce the answer to this type of question.)

- i. *Why do you think they are showing all of the things we do together in this book?*
- ii. *Do you think the people in this story all come from the same place? Why do you say this?*
- iii. *Where do you think this picture is from? Why do you think this? (The illustrator notes in the background information for facilitator section will be useful here).*

Evaluative Questions:

(Reader uses their own knowledge to explore answers to this type of question.)

- i. *Which of the things in the book do you also do with your friends or family?*
- ii. *What are some of the things you dream about/create/eat/learn/etc.?*
- iii. *What was your favorite page or picture in the book? Why was this so?*

Word Identification/Fluency Development:

10. **Summarizing the Story:** Break the students into pairs. Challenge the students to see if they can take turns at remembering some of the things the people in the story did. Scaffold the students where necessary using the pictures in the story as visual supports.
11. **Revisit the Story and Identify Key Vocabulary Words:** Allow children to revisit some of the vocabulary of the story using the flashcards. For example, the students could re-read a section of the story and put up their hands as soon as they hear or see a new vocabulary word, or play language/word games (e.g. charades, hangman/snowman, vocabulary). They may also match the flashcards to the pictures in the book if you have the sentences covered in the book from earlier (step 6).

Independent Work/Group Work Activity:

12. **Art and Oral Language Activity – Verbal Picture Walk:**
Engage in a brief discussion with the students about the role of an illustrator in a story and how they make the words come to life. In groups of 3-5, the students will each take a picture from the book. The students will take turns describing the pictures they have in as much detail as possible. You may model this first and encourage them to talk about the people on the page, what they are doing, how they may be feeling, why are they doing what they are doing, the colors on the page, anything they like about the picture, etc. Once each child in the group has had a turn, you can provide them with some more information about the pictures, using the background information for facilitator above.
13. **Alternative Drama Activity - Visual Picture Walk:**
In the same groups or alternative groups, you may assign each group one of the pictures and ask them to create a still image or scene (e.g. “we all eat” could be a family meal at the table, a drive-through restaurant, lunch with their friends, making a meal). Invite the other groups to guess what picture that group is dramatizing.

Conclusion:

14. At this point, the facilitator may want to revisit the essential questions to determine whether the children have understood the main ideas of the lesson:
 - What is the lesson or message that *We Can All Be Friends* has to teach us?

As a concluding activity, invite the children to discuss this question with the whole group, in smaller groups, in pairs, or as a written reflection.

Assessment:

Drama as an Assessment Tool: to gauge the student's interpretation and ability to extend their thinking of the story.

Facilitator Observation: of responses to questioning, of drama.

Facilitator questioning: from a range of lower to higher order questions.

Accommodations/Differentiation:

Differential Product/Response: Ask higher-order thinking questions of the advanced students.

Differential Processes:

- Provide extra wait time and language scaffolds/supports for students who need them (e.g. showing pages from the book, sentence starters).
- Model and support students in the creation of the drama by providing hints and suggestions as to characters they could take on during the scene.
- All students (but especially English Language Learners, or ELLs) will benefit from pictures accompanying the vocabulary to be learned in the story.
- For ELLs, it may be helpful to allow the child to take home the dual language book either before or after the lesson. It can then be read at home in the home language before class engagement which will promote students' confidence in talking about the book in class. If possible, ask the parents to record the book being read in the home language. The book and recording can then be brought into school so that other students can see and hear some of the home languages spoken by their classmates, deepening their appreciation for language diversity.

Extension Activities:

- **Art and Writing:** Continue the book/ Add a page to the story. See the differentiated templates provided in the appendix. Depending on the ability level of the students, they may construct their own sentences or just fill in the word at the end. These can be compiled within the group to create a new book or as an extension to the original. This can be done as a follow up lesson or as an activity to do at home.
- **Social Studies:** Return to the page in the book "we all eat". Gather a list of the foods that students eat. This could include their favorite foods, foods they make with their families, foods they have on special occasions, etc. Invite the children to choose one of these foods and complete a mini-project on this topic. Aspects for investigation could include: what are the ingredients of the food? Where are

they grown/produced? How are they grown/produced? What is the recipe for making the food? How is it traditionally eaten/served? When is it traditionally eaten/served? The facilitator can help the students choose the format for presenting their mini project, based on their age and ability level (e.g., a poster, a PowerPoint presentation, a written piece, an oral presentation). The students may need extra scaffolding and support if they are unfamiliar with this style of task. Alternatively, the project could be completed as a whole-group activity, where each child may take a certain question or aspect of the food being studied.



Again, a similar style of project could be completed with reference to the “we all play” page in the book. The students could investigate games and pastimes from around the world. Guiding questions here could include: what is the name of the game? Where does it come from? How is it played/What are the rules? How many people can play it? What equipment do you need to play? Is there a winner? How is the winner decided? Once this project is completed, the facilitator could host a ‘games day’ with the group where they each play the games they studied. This could provide a rich source of discussion on their favorites, which could be compiled into a group collection of activities.

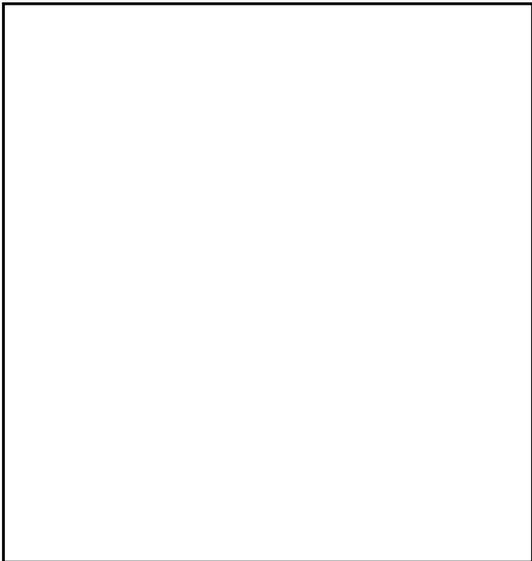
- **Music:** The page “we all make music” can lead to a group discussion about genres of music and instruments around the world. The children could be shown videos, pictures, or audio clips of various instruments around the world (e.g. Traditional Irish Harp Playing <https://www.youtube.com/watch?v=w0HaiiSVaiU> , Iranian Kurdish Tambour <https://www.youtube.com/watch?v=k8XqjEMF69U>, Chinese Erhu Playing <https://www.youtube.com/watch?v=1GqVXBlqeT4>, Eastern European

Hurdy Gurdy https://www.youtube.com/watch?v=ypuaJLHK_LQ, African Djembe Music https://www.youtube.com/watch?v=LOS0kA_06IQ). Depending on the age and ability level of the group, the students could investigate instruments or traditional music from around the world in a similar manner to the food project above.

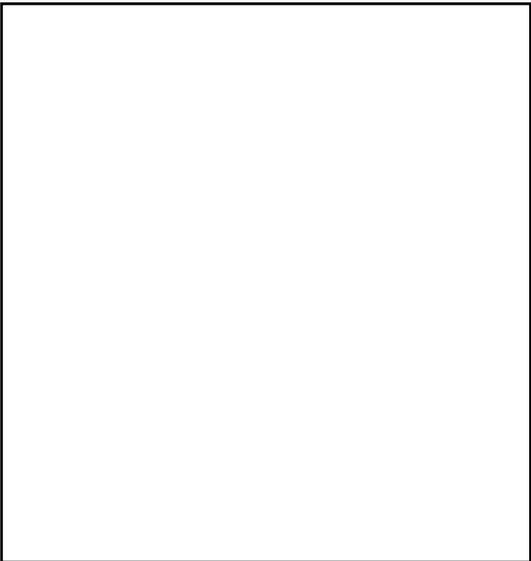
Vocabulary Flashcards for *We Can All Be Friends:*

unique	play	eat
celebrate	laugh	cry
make music	learn	dream
create	love	friends

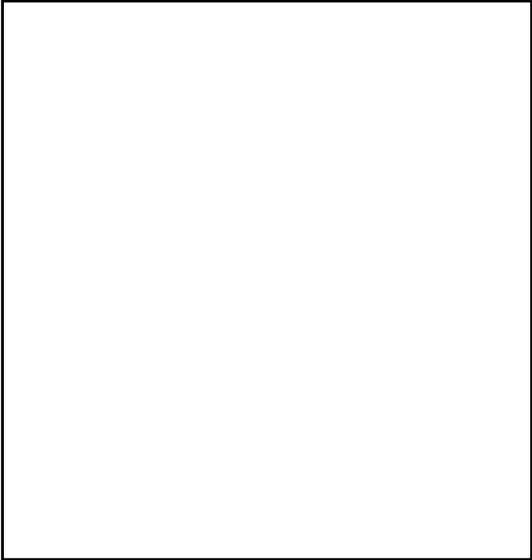
Storybook Template for *We Can All Be Friends:*

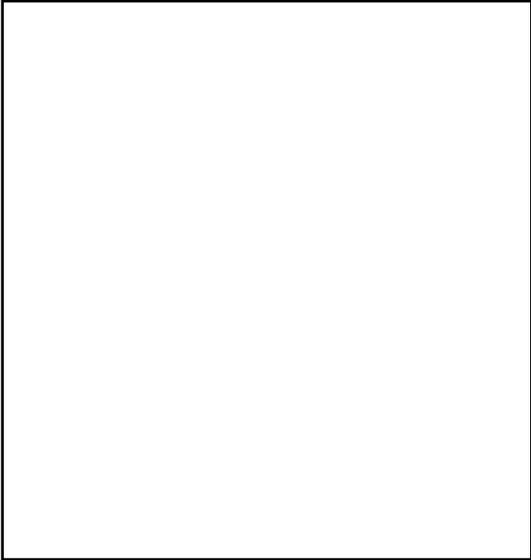


We can all _____



We can all _____





"This is an amazing resource! . . . This book will be so useful to so many!"

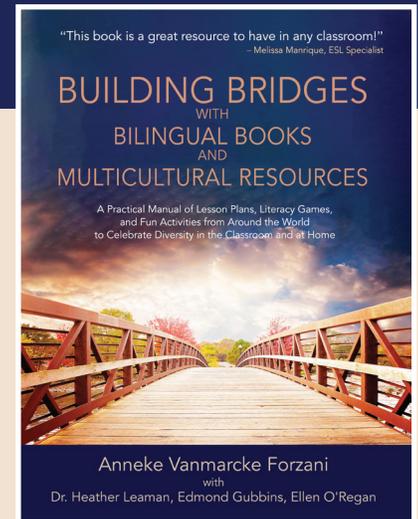
– *Caia Schlessinger, President of NJTESOL/NJBE*

"A tremendous resource that is practical and contains relevant literacy lessons rooted in best practice."

– *Lisa Gordon, Adjunct Professor, Department of Literacy, West Chester University*

"This book is a celebration of diversity in a global age."

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- **10 Simple Ways to Use Bilingual Books to Promote Literacy** and Language Awareness
- **10 Games** from Around the World
- **Foods and Crafts** from Around the World
- Diverse **Language Profiles**
- **Unique Holidays** to Promote Multiculturalism and Literacy
- Community-Building **Handouts**
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Paperback ISBN: 9781951787004
Ebook ISBN: 9781951787011



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