

**Multicultural Lesson Plans**

***Understanding and Appreciating Cultural Differences***

**Language Lizard Books Used:**

[That's My Mum](#): Gujarati/English

[Floppy](#): Portuguese/English

[Floppy's Friends](#): Turkish/English

\*\*Lessons can be adapted to use each of these Language Lizard books in any dual language combination

**Focus Languages:** Gujarati, Portuguese, Turkish

**Grades:** Second or Third

**Topic:** Understanding and Appreciating Cultural Differences

**Authors:** Amanda Levengood, Jennifer Russell

**Affiliation:** West Chester University of Pennsylvania, Students in the Teacher Education Program for Elementary Education

*Instructional Unit: Appreciating Cultural Differences*

The three lessons presented in this unit of instruction have been designed to help students

- learn about people, and begin to appreciate people who are similar to or different than each child within the classroom, around the world and in the United States;
- hear and see new languages and text;
- build an appreciation of the diverse languages present in the world and in the United States;
- learn about other countries, and people similar to and different than themselves;
- introduce important Social Studies concept such as Culture and Geography;
- build positive relationships among students in the classroom to promote the acceptance of diversity among students as a part of the classroom environment.

The main Language Lizard books used in these lessons include: [That's My Mum](#), [Floppy](#), and [Floppy's Friends](#) written in: Gujarati, Portuguese, Turkish and English. Each of these titles is available in many other languages, and other language combinations can be substituted for or used in addition to the dual languages presented here.

This unit of instruction is easily aligned with state standards, and national standards in Social Studies and Language Arts. The National Council for the Social Studies Themes that these lessons support include: Culture, People, Places and Environment, Individual Development and Identity, Global Connections, Individuals, Civic Ideals and Practices, Groups and Institutions, and Production, Distribution, Consumption.

## Language Lizard Unit: *Understanding and Appreciating Cultural Differences*

### ***Introduction to Unit: Understanding and Appreciating Cultural Differences***

*As an introduction to this unit of instruction, the teacher can help students locate the countries where the focus languages are spoken around the world. As a supplement, the teacher may offer instruction about these countries and the people who live in them currently. He or she may also share with student's information about each of the languages, including presenting how these languages are represented in the United States, in the state where students reside and in the local community.*

*The teacher may also integrate learning about the languages, countries/regions/areas where the languages are spoken throughout the lessons. The CIA World Factbook Online provides excellent information on countries and people of the world.*

<https://www.cia.gov/cia/publications/factbook/index.html>

## Language Lizard Unit: *Understanding and Appreciating Cultural Differences*

### Lesson One: Floppy

Grade: 2<sup>nd</sup> and 3<sup>rd</sup>

Theme: Appreciating Differences and Learning to Fit In

Suggested placement of unit: The beginning of the school year

Length of time: 45 minutes

#### **Lesson Goals**

1. Students will understand and appreciate differences between themselves and classmates.
2. Students will learn new things about each other.
3. Students will understand that people in the USA and around the world speak different languages

#### **Learning Outcomes**

1. Students will share one thing about themselves that makes them special and unique.
2. Students will complete the “I am Unique Scavenger Hunt.”

#### **Materials**

1. [Floppy](#) by Guido van Genechten
2. One “I am Unique Scavenger Hunt” for each student

#### **Preparation**

1. Teacher will find out one unique quality or fact about each student. He or she will then make a list of the facts without the names.

#### **Anticipatory Set**

1. Students will share one thing about themselves that makes them special and unique. Teacher will share first as an example. Example: I am the only girl in my family.

#### **Procedure**

1. Teacher will introduce begin reading [Floppy](#) and will stop when Floppy ties the balloon to his ear and ask, “How do you think Floppy feels right now? Why? How would you feel if you were Floppy? Why?”
2. Teacher will finish reading the story and ask, “How did Floppy’s friends make him feel better?”
3. Teacher will then explain that they will be doing a scavenger hunt to find out various facts about their classmates. He or she will then hand out the list of facts and tell the students they will have to ask each other questions relating to the facts to find out whose name goes where. Each student will only be listed once. Example: If one fact states, “I can curl my tongue” the student would ask a peer, “Can you curl your tongue?”

*As the teacher explains the activity to the students, where students must find one unique characteristic about each other, the teacher can introduce the idea that some people have the special ability to speak many languages. He/she can give examples of students, families, etc.*

*Then, the teacher can show the students that Floppy was written using 2 languages--English and Portuguese (in this case Portuguese). He/she can share with the students some information about Portugal, Brazil, and Portuguese speaking people around the world. Then, the teacher can either re-read Floppy in Portuguese, have available an audio taped reading in Portuguese, or allow students to*

## Language Lizard Unit: *Understanding and Appreciating Cultural Differences*

*look at the difference in the English and Portuguese versions of the story. He/she can remind students that they may find that some of their friends can speak multiple languages as they learn about each other's unique*

4. Students will have time to complete the scavenger hunt.

### **Closure**

1. Teacher will go over the scavenger hunt and ask the students to share one thing they learned about one of their classmates that they didn't know before.

### **Assessment**

1. Teacher will listen to the things students share about themselves.
2. Teacher will observe as students complete the “I am Unique Scavenger Hunt.”

## Language Lizard Unit: *Understanding and Appreciating Cultural Differences*

### **Lesson Two: Floppy's Friends**

Grade: 2<sup>nd</sup> and 3<sup>rd</sup>

Theme: Appreciating Differences and Accepting Others

Suggested placement of lesson: Following lesson one or throughout the year

Length of time: 1 hour (Our Friend of the Week will be ongoing)

#### **Lesson Goals**

1. Students will understand and appreciate differences between themselves and classmates.
2. Students will learn the importance of accepting others regardless of any differences.

#### **Learning Outcomes**

1. Students will share qualities and characteristics they would like in a friend.
2. Students will discuss the story and how they would feel if they were the dappled rabbit.
3. Students will act out how to be a good friend.
4. Students will write in their journals what they think it means to be a good friend.
5. Students will write a sentence for each classmate describing what they like about him or her.

#### **Materials**

1. [Floppy's Friends](#) by Guido van Genechten
2. Written scenarios (one for every three students)
3. Picture of each student
4. Bulletin board for "Our Friend of the Week"

#### **Anticipatory Set**

1. Each student will share good qualities and/or characteristics they would like in a friend. Teacher will share first as an example. Example: I would want a friend who shares with me.

*The teacher may also begin by discussion the previous day's scavenger hunt activity, having students list what they learned about their classmates' special characteristics. The teacher can refer to the list created for the first lesson. He/she can direct a conversation about how people can be unique: abilities, family configuration, physical appearance, likes, dislikes, place of birth, language, etc...*

*Then, teacher can direct the conversation to discuss how people have many differences but also many similarities; there are similar characteristics that make someone a good friend.*

*\*\*In order to integrate awareness of and appreciation for language diversity, the teacher may want to structure the bulletin board to introduce students culturally and help them begin to see unique and similar experiences among the class. The teacher may want to choose sections for the bulletin board Student Name Family Members Favorite activities, foods Languages spoken Family heritage Things that make me special Things that make me a good friend*

*The teacher could remind students of language diversity, of similarities and differences among people around the world, and have them recall the languages used in the Floppy book (Portuguese and English)*

*The teacher may then have students guess the language other than English presented in [Floppy's Friends](#) (Turkish).*

## Language Lizard Unit: *Understanding and Appreciating Cultural Differences*

*The teacher can show students the text and differences/similarities in Turkish and English writing and allow kids the opportunity to hear the book audio taped in Turkish and English and/or view the book during the rest of the year.*

### Procedure

1. Teacher will introduce [Floppy's Friends](#) by saying that it is about many different kinds of rabbits.
2. Teacher will read the story to the class. Teacher will stop after the dappled rabbit is introduced and ask, "What do you think will happen with the dappled rabbit? Why?"
3. Teacher will continue reading after some students answer. Teacher will stop after the other rabbits begin to make fun of Samy and ask, "What do you think will happen next? Why?"
4. Teacher will finish reading the story.
5. Teacher will ask the students to think about how they would feel being the new kid in a group. Students will share with their neighbor. Students may share with the class as well.
6. Teacher will ask the students to think about how they would feel if other students made fun of something about them. Students will share with their neighbor. Students may share with the class as well.
7. Students will be divided into groups of three and given scenarios related to the previous questions that they will act out. Examples: 1) Two students are good friends and playing together at recess. A new student approaches and asks to join them. 2) You see a classmate making fun of another student. 3) A classmate comes to school and looks upset. 4) You see a classmate playing alone at recess. 5) You see a classmate struggling with an assignment.
8. Students will put together a skit for their scenario and act it out for the class.
9. Teacher will explain that everyone is different and that everyone has unique characteristics that make them special. Example: Some students are good at math while other students are good at music.
10. Teacher will introduce the "Our Friend of the Week" bulletin board. Each week one student's name will be selected randomly. This student will have his or her picture placed on the bulletin board. The other classmates will write a sentence and/or draw a picture about something they like about that student. Example: I like how she shares her crayons with me.
11. Each of these will be placed on the bulletin board around the picture. The teacher will take down the bulletin board at the end of each week and make a book out of the sentences and pictures. The students will receive the books at the end of the year.

### Closure

1. Students will write in their journals about what it means to them to be a good friend.

### Assessment

1. Teacher will listen to the qualities and characteristics the students would like in a friend.
2. Teacher will listen to the students' responses about the story and how they would feel if they were the dappled rabbit.
3. Teacher will observe the students as they act out how to be a good friend.
4. Teacher will collect and read the journals what it means to them to be a good friend. He or she will respond in the journals.
5. Teacher will read the sentences written for "Our Friend of the Week."

***Lesson 3: That's My Mum***

Grade: 2<sup>nd</sup> and 3<sup>rd</sup>

Theme: Appreciating differences and resolving conflict

Suggested placement of unit: at the beginning of the school year following lessons 1 and 2

Length of Time: 1 hour

**Lesson Goals**

1. Students will appreciate the differences in each others' families.
2. Students will learn various ways to resolve conflicts.

**Learning Outcomes**

1. Students will describe different types of families.
2. Students will create a collage with at least five photos and/or drawings of their family.
3. Students will write a paragraph in their journals about a time there was a conflict in their family and how it was or could be resolved.

**Materials**

1. [That's My Mum](#) by Henriette Barcow and Derek Brazell
2. Poster board, glue, scissors, markers, crayons, colored pencils

**Preparation**

1. Teacher will ask the students to bring in at least five photos and/or drawings of their family by a certain day.

**Anticipatory Set**

1. Students will share one photo or drawing with the class and tell something that makes their family special.

*In order to promote appreciation of language diversity and awareness, the teacher may direct a discussion about families being different and composed of people who are both similar and different-- Families and people within families may have different appearances, speak different languages, come from different towns, states, or countries, have different likes/dislikes, abilities/skills, etc... but each family can cherish their individual similarities and differences within their family as well as between families.*

**Procedure**

1. Teacher will introduce and read [That's My Mum](#). He or she will stop when they are at the playground and ask, "Why do you think people are confused about Mia's and Kai's mums?"
2. Teacher will continue reading and stop when they are shopping with their fathers. He or she will ask, "Why do people assume those men are their dads?"
3. Teacher will continue reading and stop when Mia and Kai are trying to decide what to do. He or she will ask, "What do you think Mia and Kai will do? Why?"
4. Teacher will finish the story and ask the students, "Has anything like this ever happened to you?" The students can share if they are comfortable doing so.
5. Teacher will talk about the differences in all families and how no family is exactly the same as another. He or she will also say that these differences make families special.

### Language Lizard Unit: *Understanding and Appreciating Cultural Differences*

6. Students will use the photos and/or drawings they have collected to create a family collage to be displayed in the classroom.
7. Once students have finished their collages, they will write in their journals about a conflict in their family and how it was or could be resolved. Teacher will share an example. Example: My sister wanted to go to the zoo and I wanted to go to the park. My parents decided to go to the zoo one day and the park the next day. The students will write a paragraph about the situation.

### Closure

1. Students will share their collages with the class. The collages will then be displayed in the classroom.
2. Teacher will ask the students to share one thing they learned about families and resolving conflicts.

*During Lesson #3, the teacher may also emphasize the dual languages presented in [That's My Mum](#) by examining the print similarities and differences in Gujarati and English, talking about India and other places where Gujarati is spoken.*

*As an extension, the teacher may have guest readers either audio tape the book in Gujarati or come in to read it in both Gujarati and English languages.*

### Assessment

1. Teacher will listen to the discussion about different types of families.
2. Teacher will check to make sure the collages have at least five photos and/or drawings.
3. Teacher will read and respond to the students' journal entries.