

Devon Harter

Children's Literature Unit

Grade: 1

Theme: Individuality

Book #3: *It's Okay to be Different*

Anchor Paper: Free Verse Poem:

Differences

Many people have varied differences

These can include physical and cultural

Some physical differences include:

Walking “normally”, using a walker to walk, using a
wheelchair, and crutches.

Some cultural differences include:

Differences in skin color, traditions, customs, or
ways of life.

Such cultural differences depend upon where you live.

All physical and cultural differences
need to be accepted and not teased.

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Multiple Choice Assessment-Quiz #2:

Book #3: *It's Okay to be Different*

- 1.) It's okay to be what in terms of height?
 - a.) Small/medium
 - b.) Large
 - c.) Extra large
 - d.) All of the above

- 2.) What does the person in the picture wear on their face?
 - a.) Contacts
 - b.) Glasses
 - c.) Smile
 - d.) Nose

- 3.) Which animal is discussing feelings?
 - a.) A lion
 - b.) A bird
 - c.) A cat
 - d.) A dog

- 4.) What is the person in the picture eating in the bathtub?
 - a.) Lasagna
 - b.) Hot dogs
 - c.) Macaroni and cheese
 - d.) Steak

- 5.) Which animals are under water?
 - a.) Cats
 - b.) Dogs
 - c.) Lions
 - d.) Fish

- 6.) What are the fish doing in the story?
 - a.) Saying NO to bad things
 - b.) Eating
 - c.) Swimming
 - d.) Smiling

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Children's Literature Unit

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Theme: Individuality

Book #1: *The Keeping Quilt*

Anchor Paper:

Some traditions in my family include: eating dinner with my extended family on Thanksgiving and some special events on Christmas Eve and Christmas Day. On Thanksgiving, the last few years my family has gone out to eat. This is especially helpful when my mother has work at three in the afternoon so that she doesn't have to clean dishes. On Christmas Eve my parents, brother, grandmother, and I go to church. Following the special Eve service, my parents and I drive around the neighborhood to look at Christmas lights and decorations around people's houses. On Christmas Day, my grandmother, parents, brother, and I get up early to open presents. Christmas is always an extra special day for my grandmother since it is also her birthday. We all enjoy each other's company and spending time together!

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Multiple Choice Assessment-Quiz #1:

Book #1: *The Keeping Quilt*

- 1.) Which were the strategies you used during reading and/or listening?
 - a.) Used picture clues
 - b.) Used context clues
 - c.) Phonics-sounded out the new word
 - d.) All of the above

- 2.) While reading the story, which of the following did you use?
 - a.) Predicting what's about to occur
 - b.) Make new predictions/revise predictions if incorrect
 - c.) Use text graphics to understand the story better
 - d.) All of the above

- 3.) Where did the author's great-grandmother Anna's family live before they arrived in America?
 - a.) Russia
 - b.) Canada
 - c.) Mexico
 - d.) The Bahamas

- 4.) What was made in the story?
 - a.) A scarf
 - b.) A quilt
 - c.) A pillow
 - d.) A sweater

- 5.) What, of Anna's was put into the new item?
 - a.) Her hair
 - b.) Her teeth
 - c.) Her babushka and old dress
 - d.) Her shoes

- 6.) What genre is this story?
 - a.) Fiction
 - b.) Nonfiction
 - c.) Nature story
 - d.) Informational

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Children's Literature Unit

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Theme: Individuality

Book #2: *The Way I Feel*

Anchor Paper:

First, I am thankful for my family because they care about me. Second, I am thankful for my friends because they play with me at our houses when we have time. Third, I am thankful for books because they're fun and help me learn. Next, I am thankful for school where I feel safe and the teachers are friendly and helpful. Finally, I am thankful for my favorite toy, a doll, because I've had it since I was little.

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Multiple Choice Assessment-Quiz #1:

Book #2: *The Way I Feel*

- 1.) Which were the strategies you used during reading and/or listening?
 - a.) Used picture clues
 - b.) Used context clues
 - c.) Phonics-sounded out the new word
 - d.) All of the above

- 2.) While reading the story, which of the following did you use?
 - a.) Predicting what's about to occur
 - b.) Make new predictions/revise the predictions if incorrect
 - c.) Use text graphics to understand the story better
 - d.) All of the above

- 3.) What was the first feeling mentioned?
 - a.) Silly
 - b.) Sick
 - c.) Sad
 - d.) Scared

- 4.) What is the child in the story afraid of?
 - a.) Bears
 - b.) Thunder and Lightning
 - c.) Mice
 - d.) Bugs

- 5.) In the story, the child is scared and wants their caregiver to do what?
 - a.) Yell, "Boo!"
 - b.) Run Away
 - c.) Hold them close and turn on the light
 - d.) Hug their sibling instead

- 6.) On the page with disappointed, the girl has which emotion on her face?
 - a.) Sad/mad
 - b.) Mad/happy
 - c.) Happy/sleepy
 - d.) Sick

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Children's Literature Unit

Grade: 1

Theme: Individuality

Book #3: *It's Okay to be Different*

Language Arts:

Activity #1: addresses Reading, Listening, Speaking and Writing:

-The teacher will read the story. Students will listen for differences mentioned in it.

-Students can name their hands to name individual differences, either those in the story, or those not in the story.

-The students will make a list at their seats of individual differences.

Activity #2: addresses Viewing:

-Students will watch videos about different people: those who wear glasses, those who are in a wheelchair, those of different colors, and even those with different customs/cultures to close up the "individuality" thematic unit over a week period.

Activity #3: addresses Visually Representing:

-Students will make a collage: get permission from child's caregivers in order for students to bring materials in to the classroom, and children then can bring in pictures of family, friends, and pets. These may be displayed on a wall or bulletin board outside the classroom.

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Multiple Choice Assessment-Quiz #2:

Book #3: *It's Okay to be Different*

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 - b.) Large
 - c.) Extra large
 - d.) All of the above

- 2.) What does the person in the picture wear on their face?
 - a.) Contacts
 - b.) Glasses
 - c.) Smile
 - d.) Nose

- 3.) Which animal is discussing feelings?
 - a.) A lion
 - b.) A bird
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- 4.) What is the person in the picture eating in the bathtub?
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 - d.) Fish

- 6.) What are the fish doing in the story?
 - a.) Saying NO to bad things
 - b.) Eating
 - c.) Swimming
 - d.) Smiling

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Multiple Choice Assessment-Quiz #2:

Book #1: *The Keeping Quilt*

- 1.) What was Anna's daughter's name?
 - a.) Amanda
 - b.) Gina
 - c.) Debbie
 - d.) Carle

- 2.) Anna's daughter was related to the author in which way?
 - a.) Grandmother
 - b.) Great-grandmother
 - c.) Father
 - d.) Great-grandfather

- 3.) Who did Carle marry?
 - a.) Travis
 - b.) Kenny
 - c.) David
 - d.) George

- 4.) What was Carle's daughter's name?
 - a.) Tracey
 - b.) Mary Ellen
 - c.) Louise
 - d.) Janna

- 5.) What did Mary Ellen call Anna?
 - a.) Grammy
 - b.) Grandma
 - c.) Lady Grandma
 - d.) Grandmother

- 6.) When Anna died, how old was she?
 - a.) 89
 - b.) 98
 - c.) 83
 - d.) 73

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Multiple Choice Assessment-Quiz #1:

Book #1: *The Keeping Quilt*

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- 3.) Where did the author's great-grandmother Anna's family live before they arrived in America?
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- 6.) What genre is this story?
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 - c.) Nature story
 - d.) Informational

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Grade: 1

Theme: Individuality

Book #2: *The Way I Feel*

Language Arts:

Activity #1: addresses Reading, Writing, and Speaking:

-Teacher will read the story. Students will listen quietly and attentively. Explain that emotions change and everyone has different emotions.

-Students will write two sentences on dotted lined paper how they feel on that particular day. Since emotions are different, children's answers should be different too.

Activity #2: addresses Listening:

-After reading the story, since it ends with all feelings are a part of me, the class can discuss other things that are a part of each other. If body parts are mentioned, the teacher can use the "teachable moment" to read the educational rhyming story by Dr. Seuss, *Inside Your Outside: All about the Human Body*. Also, tone of voice for different emotions can be discussed and the importance or unimportance can be debated. The teacher must make sure all children get a turn to speak, even if they didn't raise their hands. Children's responses should be repeated by the teacher to ensure that all can hear.

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Multiple Choice Assessment-Quiz #2:

Book #2: *The Way I Feel*

1.) Why is the author crying?

- a.) She's happy
- b.) She's bored
- c.) She's sad
- d.) She's mad

2.) What doesn't the author want to do when she is sad?

- a.) Play
- b.) Knit
- c.) Roller skate
- d.) Write

3.) On the sad page, where is the child located in the picture?

- a.) In a pool
- b.) In a cage
- c.) In bed
- d.) In a tree

4.) What's another common word for angry?

- a.) Mad
- b.) Sad
- c.) Cold
- d.) Cheery

5.) What is the child doing in the angry picture?

- a.) Frowning
- b.) Smiling
- c.) Crying
- d.) Laughing

6.) Which is a holiday when we are extremely thankful?

- a.) Christmas
- b.) Thanksgiving
- c.) Easter
- d.) Valentine's Day

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Multiple Choice Assessment-Quiz #1:

Book #3: *It's Okay to be Different*

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- d.) All of the above

2.) While reading the story, which of the following did you use?

- a.) Predicting what's about to occur
- b.) Make new predictions/revise the predictions if incorrect
- c.) Use the text graphics
- d.) All of the above

3.) What is the first difference mentioned in the story?

- a.) Missing teeth
- b.) Animals gone
- c.) Pen not working
- d.) No hair

4.) On the tooth page, how many teeth is the child missing?

- a.) 1 or 2
- b.) 2 or 3
- c.) 3 or 4
- d.) 4 or 5

5.) What is the second difference discussed?

- a.) Having a different hair color
- b.) Unique nose
- c.) To need some help
- d.) To shine light upon someone

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Book #1: *The Keeping Quilt*

Language Arts:

Activity#1: addresses Reading, Writing, and Speaking:

- Teacher will read story to the class.
- Students will write 1-2 sentences on dotted-lined paper to describe something special to them: family members, stuffed animals, pets, siblings, and friends, for example.
- The class will read their sentences to each other and their classmates can provide specific feedback modeled by the teacher.

Activity #2: addresses Listening:

- The class can have literature circles to foster reading and writing and listening skills. Students read the same book, *The Keeping Quilt*, and afterwards discuss their feelings and reactions to the story in both oral and written form.

Activity #3: addresses Viewing and Speaking:

- Children, after hearing the story, can pick out their favorite part and reenact it for the class. For example, they might find a blanket in the drama section of the classroom and pretend it's a babushka as in the beginning of the story.

Activity #4: addresses Visually Representing:

- Students will write a poem about special things in their life: hobbies, stuffed animals, and

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