

## 10 Day Lesson Plan

Grade Level and context: Literacy/Health-Wellbeing, Kindergarten ,

Unit Focus: Being a good friend and accepting all people, including themselves, and their choices or cultures. Family, Conflict

	Objectives (Students should learn)	Activities	Resources
Day 1	<ul style="list-style-type: none"> <li>To understand that some things cannot be changed with practice</li> <li>That It is important to be who you are.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the title and cover of the book. What do we notice?</li> <li>Look at the page that says: “Everyone seemed to have something to say.” Ask I wonder how Red felt when everyone was talking about him?”</li> <li>Can Red draw a Red strawberry if he does what the other crayons are telling him?</li> <li>Do friends make you happy to be who you are?</li> <li>Talk about what each student is good at and have them draw their (Super-Power)</li> </ul>	<ul style="list-style-type: none"> <li><i>Red ( A Crayons Story)</i> by Michael Hall.</li> <li>Paper</li> <li>Crayons</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>That it is a good thing to do the things you enjoy even if others think it is silly.</li> <li>What is the difference between</li> </ul>	<ul style="list-style-type: none"> <li>Read the story.</li> <li>When the animals say he can’t do it ask kids if they have ever been told they can’t do something?</li> <li>How might Gerald feel when the other animals are laughing and waiting for him to dance?</li> <li>Discuss what the difference is between laughing at someone</li> </ul>	<ul style="list-style-type: none"> <li><i>Giraffes Can’t Dance</i> by Giles Andreae</li> <li>Dancing Giraffe template (print available online)</li> <li>Paper Fasteners (12 per student)</li> <li>Crayons</li> </ul>

	<p>laughing at verses laughing with someone</p>	<p>and laughing with someone about their differences or likes.</p> <ul style="list-style-type: none"> <li>● Have them color a “dancing Giraffe” Make joints moveable.</li> </ul>	
Day 3	<ul style="list-style-type: none"> <li>● That Colors are for everyone.</li> <li>● That Boys can like “girl” things and girls can like “boy” things</li> </ul>	<ul style="list-style-type: none"> <li>● Start by asking the students what colors they think are boy colors and which are girls colors?</li> <li>● Then read the title and ask the kids what they think?</li> <li>● Read the book. At the end have the students share their favorite color.</li> <li>● Talk about how there are no wrong colors for boys or girls</li> <li>● . Have the students color a unicorn in whatever colors they would like.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Pink is for Boys</i> Rob Pearlman</li> <li>● Unicorn coloring pages</li> <li>● Crayons</li> </ul>
Day 4	<ul style="list-style-type: none"> <li>● To understand that everything about us is part of who we are.</li> <li>● That We are all important</li> </ul>	<ul style="list-style-type: none"> <li>● Start by talking about the front and back cover, read the title page to them.</li> <li>● While reading the book aloud ask why they think he can’t be the animal at hand pick on a couple of students each time.</li> <li>● Once finished with book have each student share what animal they would choose if they could pick any to be.</li> <li>● Then have them go back and draw this animal and share with the students at their table.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>I Don’t Want to be a Frog</i> by Dev Petty</li> <li>● Paper</li> <li>● Crayons</li> </ul>

Day 5	<ul style="list-style-type: none"> <li>• There are other cultures and places</li> <li>• That different cultures may be a little different or the same but it is okay</li> </ul>	<ul style="list-style-type: none"> <li>• Read the students the title and show them the front and back cover ask them what they notice.</li> <li>• While reading the book ask the students to point out the differences and similarities they notice.</li> <li>• During the book one of the boys enjoys yoga, We will once the story is over do a yoga for kids video.</li> <li>• <a href="https://www.youtube.com/watch?v=X655B4ISakg">https://www.youtube.com/watch?v=X655B4ISakg</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Same, Same, But Different</i> by Jenny Sue Kostecki-Shaw</li> <li>• Computer</li> <li>• Smart Board</li> </ul>
Day 6	<ul style="list-style-type: none"> <li>• Everyone is lonely sometimes</li> <li>• To Always be careful to be a good friend to everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Start with a stand sit activity,,</li> <li>• Stand up if you have ever felt invisible ( specify that we don't mean this in a superhero way)</li> <li>• Stand up if you have ever felt lonely</li> <li>• Stand up if there was a time when you didn't have someone to play with</li> <li>• "What did you notice as we did this activity? What did you see?"</li> <li>• Then read the story aloud.</li> <li>• After the story ask the students about what they noticed with Brian's color?</li> <li>• How do you think Brian feels being left out?</li> <li>• What's different about Brian in these pictures? Why does he have color now?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Invisible Boy</i> by Trudy Ludwig</li> </ul>

		<ul style="list-style-type: none"> <li>Was JT trying to hurt Brian’s feelings? Did they get hurt anyways?</li> </ul>	
Day 7	<ul style="list-style-type: none"> <li>That Everyone should be allowed to like what they enjoy openly without judgement of others</li> </ul>	<ul style="list-style-type: none"> <li>Start by asking students if they enjoy dressing up. Then asking students to share their favorite thing to dress up with or as and why.</li> <li>Show them the front cover and read them title, also show them the back cover at this time. Ask them what they think about Morris in the dress on the front cover.</li> <li>Once the book is read ask the students how they think Morris feels while wearing the dress?</li> <li>How does Morris feel when the other students laugh at him for wearing his dress. How does Morris feel at the end of the story?</li> <li>Then talk with students about how it is important to let people feel happy with what their doing. Some girls like to wear dresses and some girls don’t and that’s OK. Some boys like to wear dresses and some boys don’t and that’s OK. We are all different, but being a good friend is something that we can all do.</li> </ul>	<ul style="list-style-type: none"> <li><u>Morris Mickelwhite and the Tangerine Dress</u> by Christine Baldacchin</li> </ul>
Day 8	<ul style="list-style-type: none"> <li>That every family is a little bit different but</li> </ul>	<ul style="list-style-type: none"> <li>Start with having a few students share what their family looks like.</li> </ul>	<ul style="list-style-type: none"> <li><u>And Tango Makes Three</u> by Justin Richardson</li> </ul>

	<p>they all include love</p>	<ul style="list-style-type: none"> <li>● Show them the front cover of the book and read the title. Ask students what they think the story may be about and who they think is in Tango's Family?</li> <li>● Read the story. Once the story is over explain that we learned that all families are loved,</li> <li>● There are different kinds of families.</li> <li>● Then have the students put together a picture of their family to add to the bulletin board along with a picture of Tango's family.</li> </ul>	<ul style="list-style-type: none"> <li>● A Cut out Picture of Tango's Family on the Bulletin Board</li> <li>● Cut outs of Silhouettes of different kinds of family members(Moms, Dads, Brothers, Sisters, Grandmas Grandpas, - if living with aunt or uncle or other adult have them use the mom and dad silhouettes-)</li> <li>● Paper and glue sticks (less messy) to attach family members to.</li> </ul>
<p>Day 9</p>	<ul style="list-style-type: none"> <li>● Not all families look the same but they should all be accepted and loved</li> <li>● Who is in their family and how is that different from stella's</li> </ul>	<ul style="list-style-type: none"> <li>● Start by pulling out the book And Tango makes Three book.</li> <li>● Ask the students what we learned in this book.</li> <li>● Then show them the front cover of " Stella Brings the Family" Ask the students what they think this story may be about.</li> <li>● Once reading the story ask the students what Stella should do about not having a mom to bring to mothers day?</li> <li>● Once the story is over ask the students to share how their family is similar? How is it different?</li> <li>● Once the book is over play "The Families Song"</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Stella BRings the Family</i> by Miriam B. Schiffer</li> <li>● Computer with internet</li> <li>● Smartboard</li> <li>● Link for video</li> </ul>

		<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=ZcpZKXPnbZs">https://www.youtube.com/watch?v=ZcpZKXPnbZs</a></li> <li>● Talk about how those families are different from Stella's</li> </ul>	
Day 10	<ul style="list-style-type: none"> <li>● That everyone is different</li> <li>● That everyone deserves to love who they love</li> <li>● That Differences should be accepted.</li> </ul>	<ul style="list-style-type: none"> <li>● Before beginning the book explain that Marlon is the bunny of the Vice President's Daughter,so he is the BOTUS.</li> <li>● Then as reading the book ask questions such as Where does Marlon Bundo live?</li> <li>● Why do you think Marlon and Wesley want to get married?</li> <li>● What do the other animal friends do when Marlon and Wesley say, "We are getting married so we can hop together forever"?</li> <li>● How are you different like the other animals?</li> <li>● Do you know anyone who loves each other like Marlon and Wesley?</li> <li>● Then have then color in bunny coloring sheet.</li> </ul>	<ul style="list-style-type: none"> <li>● <i><u>A day in the Life of Marlon Bundo</u></i> by This Week Tonight with John Oliver</li> <li>● Printed coloring sheets of Marlon Bundo</li> <li>● Crayons</li> </ul>

Resources:

- Andreae, Giles, 1966-. (2001). **Giraffes can't dance**. New York :Orchard Books
- Baldacchino, C. (2014). *Morris Micklewhite and the Tangerine Dress*. N.p.: Groundwood Books
- Hall, M. (2015). **Red: A crayon's story** (First Edition.). New York, NY: Greenwillow Books, an imprint of HarperCollinsPublishers.
- Kahan, S. (Actor). StoryHive, T. (Producer). (2017). *Yoga for Kids!* [Online video]. Youtube.
- Kostecki-Shaw, J. (2011). *Same, Same But Different*. N.p.: Henry Holt and Co.
- Ludwig, T. (2013). *The Invisible Boy*. N.p.: Knopf Books for Young Readers.
- Nieto, S., & Bode, P. (2008). **Affirming diversity**: The sociopolitical context of multicultural education
- Oliver, J., & Last Week Tonight, . (2018). *A Day in the Life of Marlon Bundo*. N.p.: Chronicle Books.

Pearlman, R. (2018). *Pink Is For Boys*. N.p.: Running Press Kids.

Petty, D. (2015). *I Don't Want to be a Frog*. N.p.: Doubleday Books for Young Reader

Richardson, J., Parnell, P., & Cole, H. (2015). *And Tango Makes Three*. N.p.: Little Simon.

Scratch Garden, . (Producer). (2018). *The Families Song* [Online video]. Youtube.

Schiffer, M. (2015). *Stella Brings the Family*. N.p.: Chronicle Books.

Teaching Ideas and Resources: (n.d.). In *Teaching Ideas*. Retrieved from <https://www.teachingideas.co.uk/library/books/giraffes-cant-dance>