

## Lesson Plan for Elementary School Children.

The goal of this lesson plan is to incorporate feelings of acceptance and welcoming into our first week of class with new students. We will do this while teaching lessons surrounding self-esteem and acceptance.

This lesson plan will hit on the following subjects:

- Communicating Feelings
- Science Skills
- Language Arts Skills
- Art Skills
- Introducing Oneself to the New Class

**Essential question:** How can we create an inclusive learning space in our school?

**Vocabulary:** acceptance, respect, self-esteem, uniqueness, confidence, inclusiveness

**Evidence of learning:** Students will give ideas on how they show students respect and acceptance to help build students' self-esteem. Students will also make connections to the story that was read using text to text (relating to another story), text to self (relating to something that has happened to them), text to world (relating to someone else or something happening in the world today).

**Materials:** Book: *The Day We Rode The Rainbow* by Jodi F. Mays, butcher paper, markers

**Introduction:** Review rules of the classroom with the students:

- Respect all our friends and teachers.
- Respect the learning of others.
- Respect the center and its things.

The teacher will read the story, *The Day We Rode The Rainbow* by Jodi F. Mays. Throughout the reading the teacher will ask the students how they think the characters feel (especially Basil – the main character).

After the story is read, the students will be prompted with the question, 'How can we make our classroom feel inclusive?' The students will then proceed to contribute to the conversation. In this stage students will also be making connections to the book. Ideas will be discussed and written down on the butcher paper.

When the project is done, the teacher will encourage the students to use these ideas while working in centers, working on projects, and playing outside with their classmates. The teacher will make observations of the students using these ideas/strategies. Students will be rewarded by putting a block in our class bucket showing that they are filling another students' bucket.

**Language Arts/Crafts:** When the project is done, the teacher will assist the students in joining into groups of two. Each student will be encouraged to interview each other, taking notes as they go. They can ask questions about families, hobbies, likes and dislikes. After fifteen minutes the students will sit down individually and create a word cloud describing the person they interviewed. To make this activity a little more fun, old magazines or crafts can be added to personalize the project. Students will be encouraged to use descriptive vocabulary words and it is helpful to have dictionaries present to assist with spelling words. Give the students 20-30 minutes to create their descriptive masterpieces. This is a great activity to do right before lunch time or recess as a break will allow the projects to dry. When the students return they can present their masterpieces to the class.

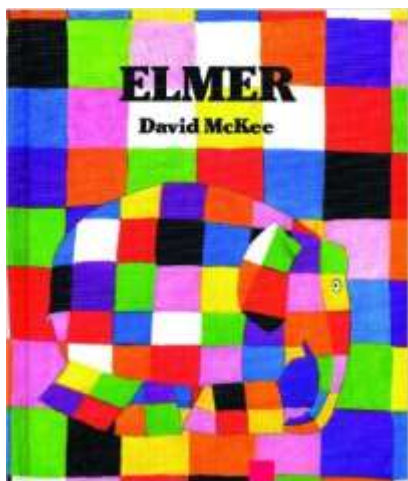
**Science:** Reading more books on butterflies (see below), the class will make a cyclical diagram describing the stages of a butterfly's life. Teachers can tie in the lessons of the story into this discussion, discussing that people grow into more beautiful people every day.

**Math:** Butterfly math is a fun way to teach students of any learning level. Teachers can customize the lesson based on the age group. The basic principle is a coloring sheet, with each section containing a math problem. Each answer is assigned a color, for example 7 could equal light green, and 5 dark pink. As the students answer the questions they fill in the blanks with the appropriate color. For an example:

<http://www.enchantedlearning.com/subjects/butterfly/activities/mathcolor/Bflymathcolor.shtml>

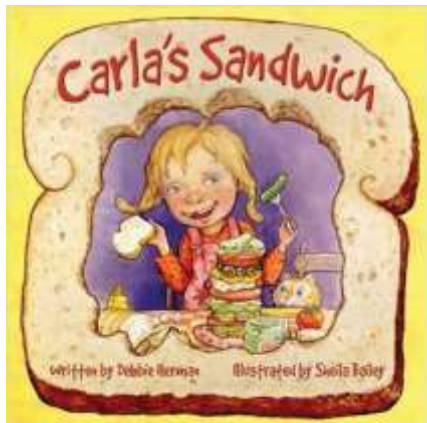
**Social Studies:** Students can learn and see where butterflies migrate by reading more books (see below) and using a map of the United States.

**Reading/Writing:** The class can make a Venn diagram to compare the story Elmer by David McKee with the story we read. The students can find the similarities and the differences between two stories. This can be done using hula hoops and jotting down the differences and similarities on post-it notes to put in the correct position. Another way you can do this is by using butcher paper or paper plates to document the students' ideas.



Elmer the elephant is different from all his grey elephant friends because he is so colorful. At first his friends laugh and call him names, but once they realize how nice and fun Elmer is they accept him for who he is. It promotes individuality and respect for all.

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This story introduces children to the concept of being nice and respectful to people even when they don't like the same things that you do. It also touches on how being grumpy and mean can come back to haunt you. Filling someone and your own bucket begins with you.

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These two stories touch base on the cyclical stages of a butterfly. It begins with the egg. It continues with the hatching of the caterpillar and how it grows. Next the transformation begins in the cocoon or chrysalis. Then the amazing change occurs from a caterpillar to a butterfly. It touches base on the migration of the butterflies to other places. Finally it explains how this continues to occur because the butterfly will then lay an egg that will start the process all over again.

