

**To what grade level did you teach this lesson?** Grade 1

**How many students are in your class?** 20

**What is the ratio of male to female students in the class?** 9 male, 11 female

**Does the class include special education students?** Yes

**Does the class include gifted/talented students?** Yes

**Does the class include students of color or diverse ethnicities? If so, please describe.**

3 Hispanic, 17 White

**Describe the students' prior knowledge or the focus of any previous related lesson:**

Students had some prior knowledge of racial inequality and basic understanding of Martin Luther King, Jr. Additionally, some students were aware of protests over the summer/fall "Move the Monument" from the local court square to remove a statue of a Confederate general.

**Describe the purpose of the lesson as it relates to diversity:**

As part of the One School, One Book initiative designed by our school Library Media Specialist, all students in Grades K-5 participated in a daily read-aloud and extension activities in the regular ed classroom the week that Martin Luther King JR's birthday was observed. In observation of this day designated a day of service, texts and topics in the stories were selected intentionally to develop an understanding of accepting differences in diversity, foster inclusion, kindness, and develop a sense of service to others.

We are learning about diversity, inclusion, kindness, and serving others. Diversity means differences. People may be different in many ways and everyone is important. Inclusion is when we include everyone in what we are doing such as playing a game. Kindness is being nice to others and Service to Others is when we do kind things for other people even if they can't do anything for us in return.

Ashli Gore  
Diversity Lesson Plan Winner 2021  
Elementary, Grade 1  
East Calloway Elementary, Calloway Public Schools

**Describe any modifications, if necessary:**

Some texts for Read-alouds are available on [www.GetEpic.com](http://www.GetEpic.com) or YouTube from PBS channel. Each classroom completed extension activities as selected by the teacher.

**State what the students will demonstrate as a result of this lesson. Please keep the description student centered, i.e., “Students will . . . “ “I can . . . “**

Students will demonstrate accepting differences, including others in play, being kind to friends, and helping friends throughout the school day.

Learning Targets:

- I can explain diversity as being different.
- I can tell ways to include to others at school.
- I can tell things I can do to show kindness to others.
- I can tell things I can do to help others (serve others)

**Please describe your instructional strategies:**

Whole group - read-aloud, discussion of text addressing academic standards

Guided practice

Independent practice

Read-aloud and discuss -

- Day 1 - All are Welcome by Alexandra Penfold
- Day 2 - What is Given from the Heart by Patricia McKissack
- Day 3 - Thank you, Omu by Oge Mora
- Day 4 - The Last Stop on Market Street by Matt de la Pena

**List the Kentucky Core Academic Standard(s) being addressed in the lesson; please include the written language of the targeted standards:**

Reading standards for Literature:

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

**What impact did your lesson plan have on your students to enhance their awareness of diversity?**

This collection of picture books presents individuals with varied racial and ethnic backgrounds and/or abilities that were different than many of our students. Students were able to identify how people looked differently than others, included others, treated others with kindness, and even though the characters were children, they could give back to others.

**Why did you select this lesson?**

Research shows that children's literature creates and builds a child's development of empathy and understanding of others. Picture books use "back door" learning to help students connect to other human experiences and perspectives. This lesson sequence of picture books was selected intentionally because they presented diverse characters. The messages of kindness and service to others can be met with many texts. However, these 4 texts were specifically chosen because of the characters not being white. All children need to see themselves represented in literature. These 4 accomplished themes of diversity, inclusion, kindness, and service to others using characters of color and different backgrounds.

Ashli Gore  
Diversity Lesson Plan Winner 2021  
Elementary, Grade 1  
East Calloway Elementary, Calloway Public Schools

**Why is it important to your school community?**

My school does not have an overwhelmingly diverse student or staff population. Students - 42 non-white (14.58%) | Staff - 3 Male, 36 Female. Only one staff member identifies as nonwhite. Our country has experienced an increasing amount of racial prejudice and tension over the past year. It is key that we act now to teach our youth that everyone has equal rights in our country and should be treated equally.

**Please list the resources needed to teach this lesson:**

Books:

*All are Welcome* by Alexandra Penfold

*What is Given from the Heart* by Patricia McKissack

*Thank you, Omu* by Oge Mora

*The Last Stop on Market Street* by Matt de la Pena

Beginning/Middle/End Graphic Organizer

Venn Diagram

Computer, Projector, Speakers (if you choose to use electronic versus print book)

**Generally, what type of assessment did you use to evaluate the effectiveness of this lesson?**

Summative

**Briefly describe the assessment you found most useful and include your data results.**

All assessments were informal. Quantitative data was not assessed or collected. The assessment I found the most useful was the Cultural Representation template from [TeachingBooks.net](https://www.teachingbooks.net). This tool allowed students to compare and contrast themselves from characters in the story.

**Please share some evidence or data that shows students met the goals and objectives of this lesson:**

Through class discussion, I assessed that students met the goals and objectives of the lesson. Most students were able to explain diversity as being different. With guidance, all students could tell ways to include to others and show kindness at school, and tell things he/she could do to help others.

Ashli Gore  
Diversity Lesson Plan Winner 2021  
Elementary, Grade 1  
East Calloway Elementary, Calloway Public Schools

**In what areas did students exceed goals and objectives?**

Students exceed my goals and objectives with their level of understanding about serving others. They particularly liked What is given from the Heart. They were touched by James Otis' gift to Sarah.

**What might you do differently next time?**

No changes.