



EMBRACING OUR DIFFERENCES

Living Together as One (45-60 min.)

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Standard(s):

Expectations

ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1 - Use the accepted rules governing a specific format to create quality work.

- Students will incorporate skills learned into work products to produce quality work.
- For students to incorporate these skills appropriately, they must receive instruction.
- A 3rd grade student must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1 - Use appropriate voice and tone when speaking or writing.

- In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Reading Across Genres

ELA.3.R.3.2a - Summarize a text to enhance comprehension. Include plot and theme for a literary text.

ELA.3.R.3.3 - Compare and contrast how two authors present information on the same topic or theme.

ELA.4.R.3.2a - Summarize a text to enhance comprehension. Include plot and theme for a literary text.

ELA.5.R.3.3 - Compare and contrast primary and secondary sources related to the same topic.

Reading Prose and Poetry

ELA.4.R.1.1 - Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

ELA.5.R.1.2 - Explain the development of stated or implied theme(s) throughout a literary text. Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.

Essential Question:

How can we use our differences to work together and help one another?



Learning Intention:

We are learning about accepting others' differences and how to use those to work together and help others. We will:

- Observe, think, and discuss a work of art that displays similarities and differences among the animals.
- Define vocabulary.
- Listen to a story about a tree in the Amazon Rainforest.
- Interview classmates about their strengths and an area they can improve.
- Write about our class tree.

Resources / Materials Needed:

- “Living Together as One” PowerPoint presentation
- ActivInspire or chart paper
- Student interview worksheet (see page 4)
- Writing Paper or writing journal and pencil

Online Video / Resource Links Used:

- Video Read-along: *The Great Kapok Tree* by Lynne Cherry (click [here](#))

Before Instruction:

- Read and become familiar with *The Great Kapok Tree* by Lynne Cherry.
- Gather all materials needed (chart paper, writing paper/journals, pencils, and crayons)
- Print out copies of the classmate interview worksheet (see page 4)
- Have ActivInspire, YouTube and PowerPoint on computer ready to display.

Direct Instruction:

Slide 1 (2-3 min.): What do you notice and wonder about this painting?

- Give students one minute of think time and reflect on the artwork.
- After think time, call on students to respond, encouraging students to justify their reasoning while using appropriate social and academic language.

Slide 2 (1-2 minutes.): Artist Statement

- Read aloud the artist statement.
- Briefly talk about how it was similar or different to their own thoughts.

Slide 3 (2-3 min.): How can all those different animals live harmoniously in one tree?

- Give students 30 seconds to a minute of think time.
- After think time, have students turn and talk to their partner to share their answers.
- After sharing with partners, call on a few students to share their responses, encouraging students to justify their reasoning while using appropriate social and academic language.



Slide 4 (5-7 min.): Vocabulary

- Define and discuss the different vocabulary words; provide examples.

Slide 5 (10-12 min.): Read *The Great Kapok Tree*

- Watch the read-along of *The Great Kapok Tree* by Lynne Cherry

Slide 6 (5-7 minutes): Book Discussion

- Answer the discussion questions about *The Great Kapok Tree*, encouraging students to justify their reasoning while using appropriate social and academic language.

Slide 7 (5-7min.): Compare and Contrast

- Have students discuss the similarities and differences of the book and the painting.

Slide 8 (1-2 min.): Tree of Harmony Author’s Statement

- Reread the artist’s statement to prepare students for the next activity.

Slide 9 (20-30.): Interview and Discussion

- Use interview worksheet to have students interview ten classmates about their strengths and areas of improvement.
- Come back together as a whole group and discuss your findings and answer discussion questions.

Slide 10 (15 min.) Write About It: What Happened?

- Read the prompts and have students choose which one they want to write about.

Extensions:

- Do a class project to create a class tree with the different branches showing the strengths and areas of improvement traits.
- Each student decides what animal they would be and what branch of the tree they would sit on; did they choose to sit on a branch of strength or an area of improvement and why.



Class Strengths and Improvements

Name	Place of Birth	Strength	Area to Improve
<i>Kelly</i>	<i>Sarasota, FL</i>	<i>listening</i>	<i>math</i>