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Julian is a Mermaid

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Diverse Families Children's Literature Lesson Plan
Lesson written by Shannon Blake
https://stars.library.ucf.edu/diversefamilies/1714/

Lesson Title	**Book title:** *Julian is a Mermaid* **Book Author and Illustrator: Jessica Love**
Content Area(s) and Grade Level(s)	Social Sciences, Reading and Writing Grades: First & Second Grade
Lesson Objective(s)	● Students will listen to a book read aloud and discuss its meaning. ● Students will discuss and create new ideas that things they like and enjoyed can be found interesting by someone of the opposite gender ● Students will learn that it is okay to be themselves no matter what they like ● Students will learn and discuss how family dynamics of different cultures
Florida Standards:	**LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **LAFS.2.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Assessment:	- Ask students when they feel most comfortable with themselves, and what makes them happy - Monitor students' responses to questions about the book and discussions about the book - Monitor student's completion of the "second self" activity by walking around the classroom and seeing what they created - As students work on their creations of what they want to be/what they wear when they are at their happiest, make sure students understand that this can be whatever they desire - Make sure they students are being open minded to other students' creations. Not saying things like (unicorns are for girls to a boy making a unicorn outfit, vice versa) - When students present their "second self" outfit, make sure students understand - That we must remain open minded to students' ideas and are accepting like Julian's grandmother is. Remind them that our classroom is a family! - Monitor students' reactions and make sure that everyone is different, and it's okay if a girl chose something boy related, or a boy chose something girl related. **Before beginning this assignment send home a parent letter explaining the book we will be reading and the lesson behind it. Link libraries in the area that provide the book so they can review it.**
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	- To open the lesson, ask students what is something they wish they could be. Make it clear that this could be **anything**. Get their ideas going by saying "I would like to be superman. Sometimes when I'm home alone, I jump around on my couches like I'm superman." - To relate a standard (**LAFS.2.SL.1.1**) to the lesson plan- before reading, remind students that it is important to remain respectful to students ideas and opinions. - Ask students how they felt when I mentioned that I like to pretend I'm superman. Listen to their responses, and clarify any questions they may have about me being a girl who likes something that is typically related to boys **Activity:** Begin by asking students what they love to play dress up as. Tell them to write down their ideas in their journals. Tell students that this is their "second self", the person they love to be when they dress up. Tell students that today we are going to use materials provided for them to create their second self and present it to the class.

	● After students finish writing, ask if anyone would like to share. Remind students before they share that there is no right or wrong answer, it is about what makes them happy. ● Hand out materials for students to use their "second selves" outfit. ● After students create their second selves, it is time for the students to present to the class what they chose. To go deeper, students will explain why they chose this "second self", why they like this second self and how they feel when they are dressed up as their second self. Ask students after they present why it is important to be respectful to everyone's ideas and interests.
Procedures:	1) Before reading, begin with a class discussion. Ask questions that allow students to open up in a way that relates to the book. Questions can be along the lines of *"How do you like to or want to express yourself?"* *"How do you like to or want to express yourself?"* **ESOL: 1. Teach questioning for clarification** **UDL: Promote expectations and beliefs that optimize motivation (9.1)** 2) After discussion, begin reading "Julian is a mermaid" to the class either on the carpet in the front of the class or on a projector. 3) Make eye contact with students, make sure they are remaining respectful about what is going on within the text. 4) When Julian is transforming into a mermaid in the text: *ask students what they think is happening.* 5) *If any students make comments about Julian wanting to be something girl related although he is a boy, politely modify how they could think about that topic differently.* **ESOL 36. Ask numerous questions which require higher level thinking responses** **UDL: Offer alternatives for auditory information (1.2) Offer alternatives for visual information (1.3)** 6) During reading, ask students how Julian looks when he is a mermaid: happy, sad? 7) *Ask students if they think Julian is worried about what his grandma thinks, and what his grandma is going to be upset about him in mermaid clothes.* Ask: *Look at her facial expression, how does she look? Upset?* 8) Ask: *Why do you think Julian's grandmother gave him those pearls? Does this show that she still accepts and loves him?* 9) After finishing the story, ask thought provoking questions

-Do you think it's important to accept and love others, even if you do not agree with what they like to do? Why or why not?
- Why is it important that Julian's grandmother still accepted him?

● After reading the story, ask students what they love to be. Give them examples like a unicorn, a superhero, anything. Have students write it down.
ESOL: 16. Integrate speaking, listening, reading and writing activities
UDL: Vary the methods for response and navigation (4.1)

● Inform students that they are going to be creating a "second self", like how Julian dressed up like a mermaid. Have students plan out their "second self" outfit by the materials that have been brought in.

● Have students select materials for their "second self" outfit. Students can be as creative as they want by using markers, construction paper, fabric, etc.

● After finishing their outfit, students will present their outfit. Students will explain why they chose their outfit, how it relates to Julian, and how it makes them feel.
ESOL: 48. Use group assignments, portfolios, learning journals and non-print options as alternative assessment
UDL:

Closure

Closure:	

Closure

● To close the lesson, ask students questions that reflect on how they felt during the lesson. For example:
"How did you feel while creating your "second self"? How did you feel while showing the class your second self? Did you feel welcomed? Nervous at first but then excited?"
Tie this in with how Julian felt, but how he felt loved when his grandma was accepting when she saw him in his costume.

ESOL: 36. Ask numerous questions which require higher level thinking responses
UDL: Highlight patterns, critical features, big ideas, and relationships (3.2)

● Ask students what makes them feel accepted and loved. Have them write down their ideas in their journals. Then ask students what they can do for their classmates and others to feel loved. When students have written their ideas down in their journals, ask them to share. After everyone had shared their thoughts, students will draw a picture of themselves in their journal feeling accepted with their journal entry for it to be hung on the class bulletin board.
ESOL: 48. Use group assignments, portfolios, learning journals and non-print options as alternative assessment
UDL: Build fluencies with graduated levels of support for practice and performance (5.3

	ESOL Accommodation Provide an extra book for ESOL students to review while reading to the class. Have ESOL students sit in the front of the reading circle, and have them write down any questions they have in their journal to ask after reading in class. While students create their second selves, have the students work with a native language speaker student if needed. If there is not a student who speaks a second language speaking student in the class and the ESOL student tends to be struggling, write down the word "feelings" in their journal with happy, okay, and sad smileys. Have the student circle which one they feel for evaluation.
Materials:	"Julian is a Mermaid" by Jessica Love - Student classroom Journals **For Creating their "Second Selves"** - Paper bags - Cardboard boxes - Colored pencils - Markers - Scissors - Fabric - Ribbon - Toilet paper rolls - Pipe cleaners

Note: Assessment and closure do not necessarily have to be separate activities, but they must meet guidelines above