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I'm New Here

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Diverse Families Children’s Literature Lesson Plan

Lesson written by David Glickstein

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Lesson Title	Lesson Title: Starting School in a New Country Book Title: <i>I’m New Here</i> Author and Illustrator: Anne Sibley O’Brien
Content Area(s) and Grade Level(s)	English Language Arts/Social Studies – Third Grade
Lesson Objective(s)	<ul style="list-style-type: none"> ● Through class discussion, students will demonstrate understanding of the key themes of a book read aloud to them by citing evidence from the story. ● Through class discussion, students will demonstrate understanding that illustrations add background information and add to the overall story by citing at least 3 ways the illustrations supported the text. ● Students will demonstrate understanding of the struggles that new students from other countries experience by composing a welcome letter to one of these students (real or imaginary) at their school, addressing at least 3 concerns that the student might have.
Florida Standards:	<ul style="list-style-type: none"> ● LAFS.3.SL.1.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● LAFS.3.RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). ● LAFS.3.W.2.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Assessment:	<ul style="list-style-type: none"> ● Each student will demonstrate understanding through responses to questions and participation in class discussion. ● Each student will compose a letter to welcome a student to their school.
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	<p>ESOL adaptations: In advance of the lesson, provide a word bank to ELs with beginning and intermediate proficiency that includes terms that will likely come up during class discussion. Examples include “author,” “illustrate / illustrator / illustrations,” “immigrant,” and “infer.” Also provide translations for ELs with beginning proficiency. UDL 2.4: Promote understanding across languages</p> <ul style="list-style-type: none"> ● Prior to beginning the lesson, set up digital projector to view Google Earth, in order to show the three countries that the children in the book are from: South Korea, Guatemala, and Somalia. Place virtual pins in the three countries so that



they are easier to visually identify. Turn the display off until reaching the point in the Engage section below when the backgrounds of the three students are discussed. [UDL 7.3: Minimize threats and distractions](#)

Engage:

- Call students to sit together in front of the teacher.
- Ask them if they have family members or friends that moved here from a different country. *What do you think was that like for them? Have you asked them about it?* [UDL 3.1: Activate or supply background knowledge](#)
- To all students: *What do you think it would be like to start school in another country?* [UDL 7.2: Optimize relevance, value, and authenticity](#)

[Note: If there is a student originally from another country in the classroom, use best judgment as to whether to ask them about their own experience. They may be motivated to share, or they may feel uncomfortable doing so. [UDL 7.3: Minimize threats and distractions](#)]

- After students briefly share their thoughts, explain that they will be reading a book today that explores what it's like to move here from another country and begin school knowing few words in English, if any. Show them the book cover and point out that the three students on the cover are saying the title of the book: "I'm new here."
- Explain to students that these three students are from three different countries and have different backgrounds. Stress to them that it's important to remember that immigrants are just like them, in that they are each unique and have different hopes and dreams. Turn on the digital projector and show the class on Google Earth where each of these students is from by zooming in to their country of origin (South Korea for Jin, Guatemala for Maria, and Somalia for Fatimah). [UDL 2.5: Illustrate through multiple media](#)

Procedures:

Explore

- Begin reading the book aloud to students, making sure that each student has a clear view of the text and illustrations.

ESOL Adaptations: Make sure beginning and intermediate ELs are close enough to the book so that they can easily see the text, as well as the teacher's facial expressions,



gestures, and body language; and so that they can clearly identify what the teacher and other students are pointing/referring to during discussion. Speak slowly to allow ELs to hear the words more clearly.

[Note: pages are not numbered, so they are identified below sequentially by the beginning words on each left-hand page. UDL 3.2 (Highlight patterns, critical features, big ideas, and relationships) is applied throughout this section]

- “I Am New Here” pages:

Ask students: What else is different between these students? [If they don’t come up in student discussion, mention and describe the different styles of dress; body language]

What does that tell us about their backgrounds? [They come from different places – they are not one homogenous group.]

What does the calendar behind Jin tell us? [It’s near the beginning of the school year.]

- “Back home” Maria pages:

“Our voices flowed like water and flew between us like birds” – what does Maria mean by that?

What do you notice about Maria in the two pictures? [On the left, she’s happy, confident, and leading her friends to play soccer. On the right, she looks alone and perhaps puzzled at what she sees.]

Point out that she calls soccer “fútbol” (because she will learn the word “soccer” later).

Why did the illustrator spell those words like that (MAI TERN, HEDZ UP, THROIT HEER, etc.)? [To convey Maria’s confusion about the language sounds she’s hearing – they don’t sound like words to her because she doesn’t know the language.] Can you tell what they’re actually saying?

- “Back home” Jin pages:

What do you notice about the letters that Jin is writing? [He is using a different alphabet – speaks to the different backgrounds of immigrants, as well the



added challenges some immigrants face because they need to learn a new alphabet in addition to a new language.]

To students: Think about what that's like. Growing up, you know the language spoken by everyone around you, and you are able to read and write. Then all of a sudden, you move to a new place and you don't know how to do those things in your new language. You can't read the alphabet and you don't know the sounds that the letters make. UDL 7.2: Optimize relevance, value, and authenticity

Notice the language: "The words opened like windows and doors" → "All the windows and doors are shut tight." What do you think Jin means with those words?

- "Back home" Fatimah pages:

How does she look in the picture on the left? [She is sitting up front; she looks engaged in the lesson.] What do you notice about the students in Fatimah's old class? [Boys and girls sit separately – speaks to the different backgrounds of immigrants.]

- "I say the new words" pages:

What does Maria mean when she says the words feel like rocks in her mouth?

To students: think about the courage it takes to walk up to a group of people you don't really know, speaking a language you're only just starting to learn, to ask to play with them.

- "I write the letters" pages:

Why does Jin say he is looking for a way to "open" the words? [continuing the earlier metaphor of windows and doors "opening" into a story]

- "I am sharing with others" pages and "Here there are new beginnings" pages:

Look at Fatimah's body language while drawing now – what has changed? [She looks more confident now.] Where is Maria sitting? What is Jin holding? What is Fatimah drawing?

- "Here there is a place for me" pages:



What do you notice in this picture? [Answers may include that the three students look like they're comfortably doing various activities and interacting with other students; the bulletin board reads "Our Community"]

- "Here is a new home" pages:

What words do you see in the background?

Who is outside waiting for school to dismiss? What is she doing? What does that tell you? [Fatimah's mother is talking to another mother while waiting for her daughter. It looks like she is feeling more at home too, just like Fatimah.]

Explain

- Class discussion – revisit the engagement question from earlier: *What do you think it would be like to start school in another country?* **UDL 7.2: Optimize relevance, value, and authenticity**
- Anchor the class discussion to the book – ask students for specific examples from the book that informed their answers to the revisited engagement question. Make sure that students demonstrate understanding of the key themes of the book through citing evidence.
- Explain to the class that they just observed how illustrations can add both information and emotion to a story.
- Turn and talk: Ask students to turn to one of their neighbors and discuss specific examples from the story they just read. **UDL 8.3: Foster collaboration and community**

ESOL Adaptation: If possible, pair beginning ELs with more proficient ELs to assist the former in participating in the discussion and to clarify questions about the book and/or earlier class discussion.

- After enough time has passed for students to briefly discuss with each other, refocus the class and ask for examples, making sure that students demonstrate that they understand how the illustrations added to the book.

Elaborate

- Have students stretch and return to their seats, and tell them that they will be watching a short video about what illustrators try to achieve with their drawings.



Closure:

- Play video on digital projector.

[From PBS NewsHour: An award winning illustrator, Christian Robinson, explains the art of making pictures speak to children -

<https://www.youtube.com/watch?v=BwnvmyCIFtg>] UDL 2.5: Illustrate through multiple media; UDL 1.2: Offer alternatives for auditory information

Evaluate

- Explain to students that they will be composing a letter to welcome a new student to their school who just moved from another country [real or imaginary – see note directly below]. Alternatively, have students address their letters to a future new student who will receive the welcome letters after arriving at the school.

[Note: As before, if there is a student originally from another country in the classroom, use best judgment as to whether to allow students to address their letters to that student. The student may appreciate the acknowledgment, or they may feel uncomfortable being the focus. UDL 7.3: Minimize threats and distractions]

- Tell students that they should think about the types of worries or concerns that the new student might have, and that in the letter they are to address three of these concerns. Tell them also to consider their audience and the tone of a letter that would make the student feel welcome. Encourage students to come up with other ideas related to the letter that would make the new student feel welcome. Suggest coloring and drawings as examples. UDL 5.1: Use multiple media for communication

ESOL Adaptations: Allow beginning and intermediate ELs to use short statements, phrases, and incomplete sentences in their letters. Allow for grammatical and spelling errors. If beginning ELs are not yet able to write short statements or phrases, allow for a drawing/pictorial representation (and any applicable language they do know, such as “Welcome,” in place of a letter.

Materials:

- Copy of “I’m New Here” by Anne Sibley O’Brien
 - O'Brien, A. S. (2015). *I'm new here*. Watertown, MA: Charlesbridge.
- Notebook paper or copy paper
- Pencils
- Colored pencils/crayons/markers
- Computer and digital projector