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A Day in the Life of Marlon Bundo

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Diverse Families Children’s Literature Lesson Plan

Written by Marysia Chludzinski

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<p>Lesson Title</p>	<p>Lesson Plan Title: “A Day in the Life of Marlon Bundo” Lesson Plan Book Title: <i>A Day in the Life of Marlon Bundo</i> Author: Marlon Bundo with Jill Twiss Illustrator: EG Keller</p>
<p>Content Area(s) and Grade Level(s)</p>	<p>2nd Grade Social Studies and English Language Arts</p>
<p>Lesson Objective(s)</p>	<ul style="list-style-type: none"> ● The students will understand that American citizens have guaranteed rights, and one right they will have is the right to vote. ● The students will work towards understanding and acceptance of individuals in the LGBTQIA+ community as a way to make a positive contribution to their community. ● The students will understand that everyone is different in various ways and it is important to respect others’ differences to make a positive contribution to their community. ● The students will be able to answer questions about key details in <i>A Day in the Life of Marlon Bundo</i> to demonstrate understanding and comprehension. ● The students will be able to describe how characters in <i>A Day in the Life of Marlon Bundo</i> responded to major events and challenges. ● The students will be able to answer questions by recalling relevant information to relate their life experiences to the events in <i>A Day in the Life of Marlon Bundo</i>. ● The students will be able to participate in collaborative conversations with classmates about the right to vote, the rights of American citizens, why voting is important, and the events of <i>A Day in the Life of Marlon Bundo</i>.
<p>Florida Standards:</p>	<p>SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights. SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.</p> <p>LAFS.2.RL.1.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.</p> <p>LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p>



	<ul style="list-style-type: none"> 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
<p>Assessment:</p>	<ul style="list-style-type: none"> ● Teacher observation- informative assessment ● Partner/group discussion ● Comprehension worksheet- summative assessment ● Completion of a Know-Want-Learn chart
<p>Motivating Activity & Anticipatory Set/Access Prior Knowledge:</p>	<p>Prior to this lesson, students will have already covered the idea that United States citizens have guaranteed rights</p> <ul style="list-style-type: none"> ● Teacher will create a know-want-learn chart on the board ● Teacher will fill out the “know” section and the “want to learn” section according to students’ answers to the following questions, as well as any other ideas provided by students ● Teacher will provide students the opportunity to connect new lesson topic to prior knowledge (4) (13) (3.1) ● Teacher will give students appropriate time to think about questions before calling on them (22) <ul style="list-style-type: none"> ○ Teacher will ask “What do we know about the guaranteed rights of American citizens?” ○ Teacher will ask “What are some specific guaranteed rights of American citizens?” ○ Teacher will ask “Why is voting important?”
<p>Procedures:</p>	<ul style="list-style-type: none"> ● Teacher will call students to rug to watch a video (Voting for Kids) and listen to a story (<i>A Day in the Life of Marlon Bundo</i>) ● Teacher will pair diverse learners and EL students with another student who will be their buddy and provide appropriate support (2)(8.3) ● Teacher will introduce the lesson



- Teacher will gesture to the know-want-learn chart on the board and remind students that they have already learned that United States Citizens have certain guaranteed rights. One of those rights is the right to vote.
- Teacher will tell students that today, students will be examining the right to vote in more detail; they will learn what voting is and why it is important.
- Teacher will also tell students they will listen to a story that demonstrates a situation where the right to vote helped change lives and make a community better.
- Teacher will start video Voting for Kids <https://safeshare.tv/x/ss5f19abc3d9a0b>
- **Teacher will put on captions for students to follow as they watch, and if captions are not available, teacher will provide a transcript for students who want or need it (17)(1.2)(1.3)**
 - Teacher will pause the video at 0:34 and ask students “Have you ever voted on something before? What was it?” (Higher Order Thinking- Remembering)
 - Teacher will pause the video at 1:00 and ask “And what is voting an example of?” (Higher Order Thinking- Remembering)
 - If needed, list other rights students have gone over, such as freedom of speech, until students answer “Voting is an example of a guaranteed right!”
 - Teacher will pause the video at 1:41 and ask students “Have you ever been with your parent or guardian when they went to vote? What was it like?” (Higher Order Thinking- Remembering)
- Once the video is over, the teacher will ask students to turn to a partner and tell their partner two things they learned. Students will have a minute to discuss the video, and the teacher will walk around and listen to student conversations. **This will help foster community and collaboration between students (2)(10)(8.3)**
- After this partner discussion, the teacher will ask students to raise their hands and say one fact they have learned, calling on three students. The teacher will



add these to the “Learn” section of the know-want-learn chart on the board.
This will help reinforce the goal of this lesson for students (15)(3.1)(3.2)

- Teacher will then bring out the book *A Day in the Life of Marlon Bundo* and show students the cover and read the title.
- **Teacher will ensure that diverse learners and English learners are still paired with another student during this activity (2)(8.3)**
 - Teacher will ask students “Based on the cover and title, what do you think this book will be about? (Higher Order Thinking- Understanding)
- Teacher will reinforce the importance of accepting others’ differences. Teacher will start by giving an example of something that makes them unique and different (e.g., “I like to put strawberry syrup on waffles, but the rest of family likes maple!”), and ask students if they feel comfortable sharing and answering “Have you ever felt different? When? How should you react to people who are different?” (Higher Order Thinking- Remembering and Applying)
- The teacher will begin reading the book.
- **As the teacher reads, they will monitor student understanding by asking questions that gauge their comprehension and allow for self-reflection (6)(6.4)**
 - Teacher will stop after reading the sentence “*You see, sometimes old, stuffy houses are also lonely.*” Here, the teacher will ask “Based on the pictures and text, how do you think Marlon Bundo feels? How can you tell?” (Higher Order Thinking- Understanding)
 - Teacher will keep reading until the sentence “*And we both said, “We will get married and hop together Forever.”*” Here, the teacher will ask students “How do you think Marlon Bundo feels now? Why do you think that?” (Higher Order Thinking-Understanding)
 - Teacher will continue reading aloud until the sentence “*You. Are. Different. And Different. Is. Bad.*”. At this section, the teacher will ask students “Is this true? Is being different bad?” and make sure that students say and know it is not bad.
 - The teacher will reinforce the validity of differences by reminding students of the times they felt different, and stating that all those things are good and should be supported because they don’t hurt



anyone, they make the students happy, and help make everyone unique and special.

- Teacher will keep reading until the sentence “*And on this Very Special Day, all the animals voted on who they wanted to have In Charge.*”. At this section, the teacher will ask students “What right are the animals utilizing to help Marlon Bundo and Wesley get married and be happy?” (Higher Order Thinking- Understanding)
 - Then follow up with “Do you remember what we call the “Very Special Day” we vote in the United States? What is it?”. (Higher Order Thinking-Remembering)
 - After, point at the ballot on the page and ask students “Do you recognize what this is? We learned about it in the video about voting. It is a piece of paper on which you choose for whom you are voting. What is it called?” (Higher Order Thinking-Remembering)
- At the end of the book, the teacher will stop and ask students “What did the animals accomplish by voting?” (Higher Order Thinking-Understanding)
 - Then ask “Who did everyone help by voting?” (Higher Order Thinking-Remembering)
 - Then ask “Do you think voting is important?” (Higher Order Thinking-Understanding)
- Teacher will then tell students that until 2015 marrying people of the same sex wasn’t allowed in the entire United States because some people thought that people who are gay or part of the LGBT community were different. However, a lot of people fought this decision by voting for people who knew that people who are different deserved love and happiness, and should marry their partners. This is an example of why voting is important, so we can help others in our community. **Teacher will provide appropriate, direct instruction about the legalization of same-sex marriage to support student understanding and connect the main ideas of the lesson together for students (8)(3.2)**
- Teacher will then break students up into groups of four, and hand out the worksheet provided below. **Small groups will help students foster community and collaboration (2)(8.3)**





Support for Diverse Learners:	<ul style="list-style-type: none">● Assign student a partner● Play the video with captions● Allow student to view video again and at a slower speed● Provide student with appropriately leveled worksheet● Allow student extended time to complete worksheet● Allow student to write short answers and answer worksheet questions with pictures and visuals● Provide student opportunities for self-reflection and self-assessment, either by self or with teacher
Materials:	<ul style="list-style-type: none">● <i>A Day in the Life of Marlon Bundo</i> by Jill Twiss and illustrated by EG Keller● Know-want-learn chart● Voting for Kids video https://safeshare.tv/x/ss5f19abc3d9a0b● <i>A Day in the Life of Marlon Bundo</i> Worksheet(s)
Works Cited	Bundo, M., Twiss, J., Keller, E. G., & Pence, C. (2018). <i>A day in the life of Marlon Bundo</i> . <i>Voting for Kids Why Voting is Important? - Election day Kids Academy</i> [Motion picture on YouTube]. (2019). Kids Academy.
Extra Resources	Welcoming Schools- Human Rights Campaign for K-5 Schools https://www.welcomingschools.org/ Queer Kid Stuff- LGBTQ+ and Social Justice Videos for All Ages https://www.youtube.com/channel/UCecsVoeJcsXbAra7SI4mOPw

at
Name: _____

Date: _____

A Day in the Life of Marlon Bundo

Directions: After reading *A Day in the Life of Marlon Bundo*, answer the questions below.

How did Marlon Bundo feel before he met Wesley? How did he feel after he met Wesley?

What did Marlon Bundo and his friends do to help him and Wesley get married? How did voting help Marlon and Wesley get married?

When you can vote, what is one thing you are excited to vote for that will help your community?

Name: _____

Date: _____

A Day in the Life of Marlon Bundo
(Leveled)

Directions: After reading *A Day in the Life of Marlon Bundo*, answer the questions below.

Who is Marlon Bundo?

How did everyone get rid of the Stink Bug?

Is voting important? Why?