



English Language Arts: Theme: Diversity

K - 3rd

Use Kidzlit books like:

The Borrowed Hanukkah Latkes ◊ Bintou's Braids ◊ Elephant Dance ◊ A Gift from Papa Diego ◊ Hiromi's Hands ◊ How My Family Lives in America ◊ Three Cheers for Catherine the Great ◊ To Be an Artist ◊ Babushka Baba Yaga ◊ the emperor and the Kite ◊ Fire on the Mountain ◊ The Hungry Coat ◊ The Legend of the Lady Slipper ◊ A Big Cheese for the White House ◊ Running the Road to ABC ◊ Snow in Jerusalem

Use Readers Theater Scripts like:

Grandfather's Storytelling ◊ Two Flat Friends Travel the World ◊ Moving Forward

3rd - 5th

Use Kidzlit books like:

Going Home ◊ Hoops ◊ Neeny coming, Neeny Going ◊ The Sneetches and Other Stories ◊ Americans Champion Swimmer ◊ The Royal Bee ◊ Si, Se Puded! Yes We Can! ◊ The Wonderful Towers of Watts ◊ Crazy Horse's Vision ◊ Jaspers Day ◊ Journey Home ◊ The Last Dragon ◊ Muskrat Will Be Swimming ◊ The Whispering Cloth

Use Readers Theater Scripts like:

Grandfather's Storytelling ◊ Two Flat Friends Travel the World ◊ Moving Forward

6th - 8th

Use Kidzlit books like:

Corpses, Coffins, and Crypts ◊ Dreaming in Color, Living in Black and White ◊ America Street: A Multicultural Anthology of Stories

Use Readers Theater Scripts like:

Moving Forward ◊ The Tragedy of Othello, the Moor of Venice

FOLKTALES



Folktales are a fun way for students to learn about the culture of different countries. Folk tales are used to pass on traditional wisdom and morals. Similar tales can be found in various countries. On the accompanied list are books on folktales and other stories about your country. These can be found at the Stockton - San Joaquin Public Library. Feel free to bring in books from other sources to make your cultural study FUN!

Once you have located the type of folktale you want to share with the class, here are some tips on how to integrate them:

1. **Become a storyteller:** Reading a story aloud is very different from telling a story. Folktales were often passed down from generation to generation and across communities by storytellers. Become a storyteller by creatively expressing the story. Use role play, dynamic action, props and other actors to bring the folktale to life.
2. **Choral Reading:** Some of the books have recurring lines which students can say with you. Try to keep the rhythm going.
3. **Explore new words and objects:** Highlight words and objects from the folktale that may be new to the class. If a story mentions a bullock cart, bring pictures.
4. **Create different versions:** Take a popular folktale and find a different version of it. This could be a re-telling of the same story or a version from a different culture. (On the accompanied list those with an American version are starred.) Share both versions. Students can do the following:
 - Compare and Contrast the two stories using a Venn Diagram
 - Discuss both stories
 - Encourage the class to come up with their own versions.
5. **Story Sequencing Strips (K - 2nd)**
 - All stories have a beginning, middle, and end. Write the key sentences from each of these sections on paper. (6 - 10 sentences) Make sure to leave enough space between each sentence so you can cut them into strips big enough for small hands.

Taken from article written by Annie Besant on behalf of Global Kids Oz & Recycled Mats
<<http://simplymulticultural.com/2011/11/the-importance-of-folktales-from-around-the-world/>>

- Make enough copies for students to work in pairs and then cut into strips.
 - Put students in pairs and give each pair all of their sentence strips.
 - Students arrange the strips in order based on the story. Have the pairs summarize the story orally.
 - Higher-Level Activity:
 - Have a student select a sentence strip and remove it from the list.
 - Discuss how the rest of the story might change as a result.
- 6. Plan a presentation:**
- Divide the class into groups. Tell students to think about / discuss the main idea of the story, the values hidden in it, the main characters etc.
 - Encourage them to put on a presentation based on their answers.
 - Presentation can be done orally with presentation boards or props
- 7. Act It Out:** Students can put on a skit.
- Put students in groups.
 - Groups can act out the whole story or just their favorite part.
 - Groups can create a different story / skit based on the moral learned
 - Groups can perform before the rest of the class (Remember to keep the pace going so the class does not get bored.)
 - Group can perform during a Family Night.
- 8. KidzLit Design:** Follow the KidzLit format. Look in KidzLit Guidebooks for ideas
- 9. Readers' Theater Design:** Create a Readers' Theater or have the class help you create a Readers' Theater.

You may decide to choose to do one or more of the above activities. These activities should be done over several days.



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Brazilia. Jooks

Please see Folktales sheet for suggestions on how to use these books.

Title	Author	Summary	Grade
Feathers Like A Rainbow : An Amazon Indian Tale	Flora	The birds in the forests surrounding the Amazon River all have dark feathers until they decide to steal some colors from the Hummingbird.	K - 2nd
How Night Came From The Sea : A Story From Brazil	Gerson, Mary-Joan	A Brazilian story with African roots, this book tells how an ancient African sea goddess brought the gift of night to the land of daylight. This story evokes the beauty, rather than the terror, of the night, and is also about finding peace and hope in a new land.	1st - 5th
So Say The Little Monkeys	Van Laan, Nancy	The tiny monkeys won't let the need to build a shelter interrupt their fun. But when night rolls around, their wet and cold coat reminds them of its importance. Based on a tale from the Brazilian rain forest, this young, lively South American tale is an irresistible read-aloud with repetitive rhythm and captivating artwork.	K - 2nd
The Dancing Turtle : A Folktale From Brazil	DeSpain, Pleasant	Turtle loves to dance and play the flute. But her exuberance puts her at risk when her music attracts the attention of a hunter who brings her home for turtle stew. After she is caught, her only hope for escape is the hunter's children ... and her own wit. This folktale, first told by the indigenous people of Brazil, is now told throughout Latin America.	K - 3rd
The Yellow Cab	Pfister, Marcus	Jack, the little yellow taxi, used to be the fastest, brightest taxi around and traveled the city as if he had wings. If only he could fly. But something magical happens when Jack sees a bus that says, "Come to Brazil." Before Jack knows it, he's flying over the Brazilian rainforest and his new customers are macaws and howler monkeys! Jack couldn't be happier, playing pass-the-coconut.	

MY GEO POEM

1st, 2nd, 3rd

By _____

(Country name)

You can see the _____ and _____
Rivers.

The major city of _____.

The neighboring countries of _____ and _____
_____ and _____ and _____.

The blue waters of the _____ Gulf.

The children play _____.

(Country name)

ACT IT OUT!

You will need imagination and a story

Optional are: costumes and props.

What is ACT IT OUT?

Students pretend to be characters in a story and do the action while staff read the story aloud.

1. Choose a story OR Write a story

Read and re-read the story so everyone is familiar with the characters and the action.

2. Assign the parts for each character.

3. You may need to designate places (the woods, the house) or you may want to make sets or representations of the scenes

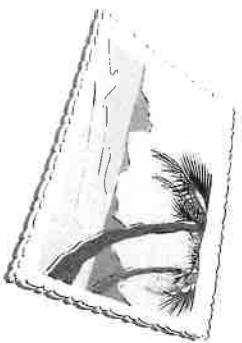
4. Staff will read the story and the characters move through the action

5. Stop for specific key lines and sometimes the characters will say their lines.

6. Continue to the end of the story.

Present your "Act It Out" to others

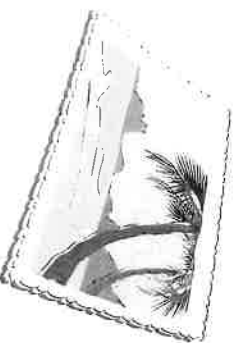
Postcard Assignment



Create a postcard to send to a friend, teacher or someone working at your school.

1. Design the blank side of the 'postcard' to show something about the culture and country you are studying. Fill up the whole card. Add color. Neatness counts!
 2. On the lined side write home telling about the culture in general. What do you do every day? What food do you eat? What do you wear, and where do you live? The information should contain specific facts about your culture. Be sure to fill up the whole side of the card. Do not write big. Check your writing mistakes.
 3. "Mail" your postcard to the person you are writing at your school
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3. "Mail" your postcard to the person you are writing at your school

Cut postcards apart

Design a stamp in upper right corner



Day In The Life Lesson Plan

Age: 3-8th grade

Time: 30 to 45 minutes

Compare and contrast the day in the life of a student from another country.

1. Read through the information with students.
2. Discuss with group what stood out to them.
3. Have students create their personal day in the life story (school day) from morning to night. What do they do, and when do they do it.
4. Review the Venn diagram exercise with students
 - A Venn diagram is a classic way of getting students to compare and contrast the similarities and differences between key events, concepts or people.
 - Characteristics shared in common go in the central area; characteristics possessed by just one go in the outer area of that circle where it does not overlap.
5. Pass out the Venn diagram to students
6. Label one side with student's name and on the other is the foreign student name.
7. Using the Venn diagram students will complete the paper comparing their similarity and differences to the foreign student.
8. Have students volunteer to share their experience.

A Day in the Life: Brazil

What is it like to grow up in Brazil? Read about how one boy spends a typical school day.



Renan Rodrigues Almeida.

Hi! I'm Renan Rodrigues Almeida, and I'm 10. I live with my two brothers, two sisters and parents in a city near São Paulo.

6:30 A.M.

I wake up, brush my teeth and get dressed. Then I walk to school with my brothers and a neighbor. At school, I have a breakfast of chocolate milk and a cookie.

7:10 A.M.

Classes begin. I enjoy school, and I like my teacher. My favorite subject is Portuguese. I also like writing and history. I am writing a report about Pedro Alvares Cabral. He claimed Brazil for Portugal. On Friday, I have violin lessons and computer class.

10:00 A.M.

It's time for lunch. Usually, we have rice and beans with salad and meat.

10:20 A.M.

Back to class! I work on a social-studies project. Before I know it, it's 10:45--the end of the school day. My brothers and I walk home together. I immediately change out of my school clothes and start my chores. Today, I have to wash dishes. Once I'm finished, my mom lets me play. My friends and I meet up outside and play football--that's what we call soccer. It is my favorite sport. I'm a big fan of a team called the Corinthians.

3:00 P.M.

I shower, and my mom makes me fresh fruit juice from lemons, passion fruit or grapes. Grape juice is my favorite, but I drink whichever one she makes. Then I take a nap.

5:00 P.M.

When I wake up, I have a snack of fried beef. Then I watch cartoons before doing my math and writing homework.

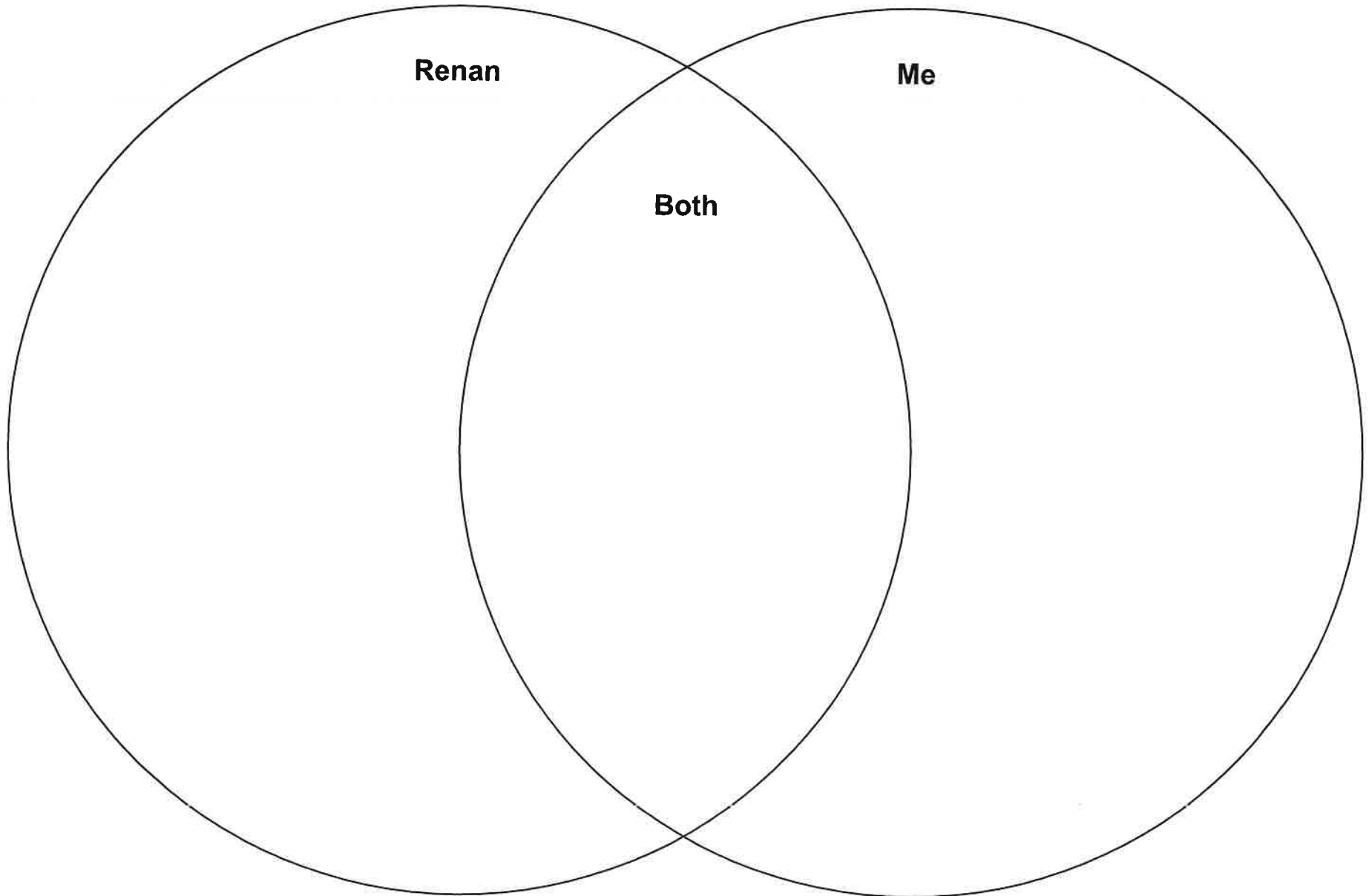
Afterward, my brothers and I hang out together in our bedroom. We either play games on the computer or an indoor version of football. We made paper footballs for this.

9:00 P.M.

Time for a dinner of breaded chicken with rice and beans and salad. Yum! After I've eaten, my mom sends me to bed. I always go as soon as she tells me to. Good night!

A DAY IN THE LIFE IN BRAZIL

Name: _____ Date: _____



Acrostic Poems

Grades: 4 - 8

Definition: A poem in which the first letters in each line form a name.

Materials: paper, construction paper or large index card, colored pencils

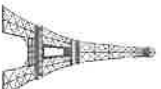
1. **Draft** - Write the name of your country down the left-hand side of paper (one letter on each line).
2. Using what you have learned, write several sentences about the country with each letter of the name forming the first letter of the lines.
3. **Edit** - Check your spelling and rewrite if necessary.
4. **Final copy** - Write or type your acrostic poem on paper or an index card.
5. Decorate the paper.
6. Sample acrostic poem using "FRANCE"

F

rom Kings and Queens to a

R

epublic, you have endured. You have given the world many great



rtists: Monet, Renoir, and Degas, to

N

ame a few. But, it is your desserts that I celebrate the most!

C

ustard, cream puffs, clafouti, and chocolate

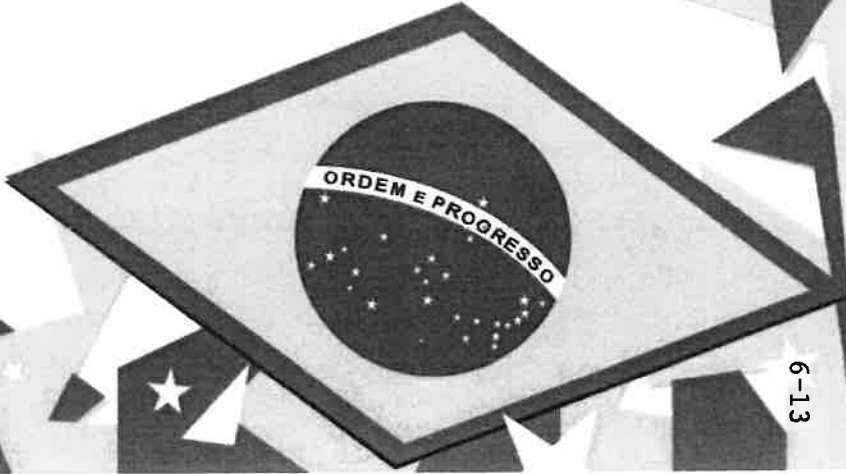
E

clair's are my heart's delight.





B
R
A
Z
I
L



GEO POEM

Students follow this pattern for the non-rhyming poem:

Line:

1. the name of the country
2. three to four physical features
3. one to three cultural features; for example, landmarks, museums main cities
4. bordering countries or bodies of water
5. a short description about the climate
6. three historical events that shaped the country
7. issues or problems of importance; for example, poverty, poor land, war, pollution, health care, education
8. the name of the country

SAMPLE

Country name

Features the

Includes...

Is bordered by...

And has...

Whose people remember...

And worry about ...

Country name

Your name

1. Write a 1st copy, make any corrections and write a perfect copy.
2. Illustrate your poem, make a border, decorate it with patterns that represent the country
3. Put your name in the lower right hand corner

Produce a Play

You will need imagination.

Optional are: costumes, props, a script, and a curtain.

What is a play?

Actors pretend to be characters in a story.

The audience watches and shows their appreciation of the play.

1. Choose a story related to your study. OR Write a story/play using what you have learned.
Read and re-read the story so everyone is familiar with the characters and the action.
2. Select the roles (the parts) that will be in your play.
3. Assign a group to write the script (you may want to work with older students to help with this part.)
4. Prepare costumes (this can be elaborate or simple head pieces or signs that tell the audience who is who), sets and props
5. Re-tell the story or practice with the script.
6. Practice several times.
7. Present your play to others.

As you get better do more and more complicated productions.

The Metric System



All of the countries of Europe and nearly all the rest of the world use the metric system as their unit of measurement. This can be very confusing for Americans visiting Europe and for Europeans visiting America! Use a calculator and the clues below to help figure out metric equivalents.

- Area** of a wildlife refuge
enter: 5 square miles x 2.59 = _____ square kilometers
- Capacity** of a gallon of milk
enter: 1 gallon x 3.79 = _____ liters
- Height** of a man
enter: 6 feet x 30.48 = _____ centimeters
- Length** of a football field
enter: 100 yards x .91 = _____ meters
- Distance** to the sun
enter: 92,900,000 x 1.6 = _____ kilometers
- Weight** of bag of sugar
enter: 5 pounds x .45 = _____ kilograms
- Weight** of a loaded truck
enter: 7 tons x .91 = _____ metric tons
- Temperature** of snow
enter: (32° F - 32) x .56 = _____ ° Celsius
- Temperature** of your body
enter: (98° F - 32) x .56 = _____ ° Celsius
- Temperature** of boiling water
enter: (212° F - 32) x .56 = _____ ° Celsius

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Answer Key

- 12.95 square cm.
- 3.79 liters
- 182.88 cm.
- 91 meters
- 148,640,000 km.
- 2.25 kilograms
- 6.37 metric tons
- 0° C
- 36.96° C
- 100.8° C

The Metric System

Length

1 centimeter (cm)	=	10 millimeters (mm)
1 inch	=	2.54 centimeters (cm)
1 foot	=	0.3048 meters (m)
1 foot	=	12 inches
1 yard	=	3 feet
1 meter (m)	=	100 centimeters (cm)
1 meter (m)	≈	3.280839895 feet
1 furlong	=	660 feet
1 kilometer (km)	=	1000 meters (m)
1 kilometer (km)	≈	0.62137119 miles
1 mile	=	5280 ft
1 mile	=	1.609344 kilometers (km)
1 nautical mile	=	1.852 kilometers (km)

Weight

1 milligram (mg)	=	0.001 grams (g)
1 gram (g)	=	0.001 kilograms (kg)
1 gram (g)	≈	0.035273962 ounces
1 ounce	=	28.34952312 grams (g);
1 ounce	=	0.0625 pounds
1 pound (lb)	=	16 ounces
1 pound (lb)	=	0.45359237 kilograms (kg)
1 kilogram (kg)	=	1000 grams
1 kilogram (kg)	≈	35.273962 ounces
1 kilogram (kg)	≈	2.20462262 pounds (lb)
1 stone	=	14 pounds
1 short ton	=	2000 pounds
1 metric ton	=	1000 kilograms (kg)

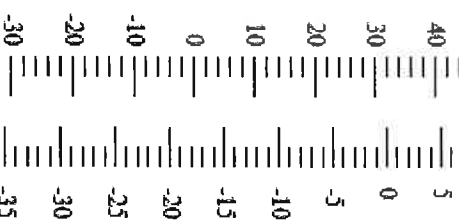
Area

1 square foot	=	144 square inches
1 square foot	=	929.0304 square centimeters
1 square yard	=	9 square feet
1 square meter	≈	10.7639104 square feet
1 acre	=	43,560 square feet
1 hectare	=	10,000 square meters
1 hectare	≈	2.4710538 acres
1 square kilometer	=	100 hectares
1 square mile	≈	2.58998811 square kilometers
1 square mile	=	640 acres

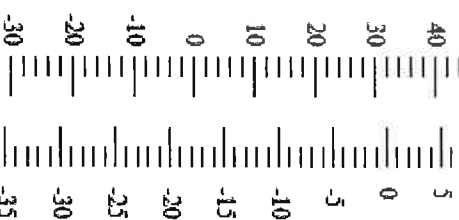
Temperature

Speed		
1 mile per hour (mph)	≈	1.46666667 feet per second (fps)
1 mile per hour (mph)	=	1.609344 kilometers per hour
1 knot	≈	1.150779448 miles per hour
1 foot per second	≈	0.68181818 miles per hour (mph)
1 kilometer per hour	≈	0.62137119 miles per hour (mph)

Fahrenheit



Celsius



Volume

1 US tablespoon	=	3 US teaspoons
1 US fluid ounce	≈	29.57353 milliliters (ml)
1 US cup	=	16 US tablespoons
1 US cup	=	8 US fluid ounces
1 US pint	=	2 US cups
1 US pint	=	16 US fluid ounces
1 liter (l)	≈	33.8140227 US fluid ounces
1 liter (l)	=	1000 milliliters (ml)
1 US quart	=	2 US pints
1 US gallon	=	4 US quarts
1 US gallon	=	3.78541178 liters

Activity: Currency Conversion

In this activity, you will learn how to convert money between different currencies using an exchange rate table and a calculator.

You will need:

- a calculator
- A current list of exchange rates (look up on the internet)

Vacation!

The Brown family is going to visit many different countries on their vacation. From their home in California they will travel to Brazil, Norway, Russia, China, Liberia and Iraq. Mr. Brown uses his credit card to change money from USD (\$US) to the local currency in each of the locations they visit.

Because currencies change all the time, the amount of money Mr. Brown receives in each local currency will change from day to day. But the following table (old data) will give you an idea of how currencies are converted:

Currency	Code	USD/1 unit	Units/ 1 USD
Norwegian Krone	NOK	0.149310	6.69869
Chinese Yuan	CNY	0.163517	6.11838
Brazilian Real	BRL	.415782	2.40354
Russian Ruble	RUB	0.0241013	41.4890
Iraq Dinar	IQD	0.00086020	1,162.52
Liberian Dollar	LRD	.01081	92.5

You will notice that there are two sets of figures for each country – the USD/ 1 unit and the Units/ 1 USD. This is because you get one rate for changing from \$US to the foreign currency and a different rate for changing back from the foreign currency to the \$US. This is how the banks make their money.

So which figure should you use?

The USD/ 1 unit figure tells us how to convert one unit of the foreign currency to the US currency. The Units/ 1 USD figure tells us how to convert one unit of the US currency to the foreign currency.

Your Turn

Find today's current exchange rates! Use the internet to find them and fill them in:

Let's look at an example

Mr. Brown converts USD500 to Norwegian Krone . How much does he receive?

We are converting to Norwegian Krone, so we use the second row of the table We are converting from the US currency to the Norwegian currency, so we should use the Units/ 1 USD column:

Currency	Code	USD/1 unit	Units/ 1 USD
Norwegian Krone	NOK	0.149310	6.69869
Chinese Yuan	CNY	0.163517	6.11838
Brazilian Real	BRL	.415782	2.40354
Russian Ruble	RUB	0.0241013	41.4890
Iraq Dinar	IQD	0.00086020	1,162.52
Liberian Dollar	LRD	.01081	92.5

So he receives $\text{NOK}500 \times 6.69869 = \text{NOK}3349$

Your Turn

How much will Mr. Brown receive if he changes

- USD1000 to Russian Ruble?
- USD650 to Iraqi Dinar?
- USD400 to Chinese Yuan?

Another example

When the Brown family arrives back in the US from Norway, Mr. Brown finds that he has NOK220 left over and wants to change it back into USD. How much does he receive?

We are converting from Norwegian Krone, so we use the first row of the table We are converting from the Norwegian Krone currency to the US currency, so we should use the USD/ 1 unit column:

Currency	Code	USD/1 unit	Units/ 1 USD
Norwegian Krone	NOK	0.149310	6.69869
Chinese Yuan	CNY	0.163517	6.11838
Brazilian Real	BRL	.415782	2.40354
Russian Ruble	RUB	0.0241013	41.4890
Iraq Dinar	IQD	0.00086020	1,162.52
Liberian Dollar	LRD	.01081	92.5

So he receives $\text{NOK}220 \times 0.149310 = \text{USD}32.85$

Your Turn

How much will Mr. Brown receive if he changes

- BRL 50 convert to USD
- IQD 15000 convert to USD
- LRD 1000 convert to USD