

Grade Level	Schedule	Table of Contents and Suggested Schedule of Activities for the Diversity Unit-Puerto Rico	Page Number
* Staff Background Information	A=Academic E=Enrichment S=SPARK	The world is a diverse place full of many unique cultures and different races. Students need to understand that each individual is different and unique, and yet everyone is still special. By understanding cultural differences, students will become more accepting of others and will have a better understanding of the world around them.	
		Section 1 - Introduction to Diversity	
		<i>Diversity Unit Overview</i> —This sheet walks through the activities from beginning to end.	1-1
K-8	A	<i>KWL Chart</i> -- What does diversity mean? Begin the unit with this activity.	1-2
K-3	A/E	<i>Join Hands to Celebrate Diversity</i> —Explore ideas about racial, ethnic, and social groups and how they interrelate with each other and share similar traditions. Students create Hamsa designs with symbols to reflect other cultures.	1-3
4-8	A/E	<i>Celebrate Diversity with Multicultural Banners</i> —Students create multicultural banners.	1-7
		Section 2 - Culminating Activities—Family Night Presentations	
K-8	A/E	<i>World Fair Celebration</i> -This activity describes how students can present and display their knowledge of the cultures they studied in a fair-like atmosphere.	2-1
K-8	E	<i>Olympic Games/Field Day</i> -Create an Olympic celebration of team competition with SPARK activities.	2-2
6-8	A/E	<i>Travelling to Far Off Places</i> —Students pretend to travel to another country, and create a scrapbook of their travels.	2-3
3-8	A	<i>Create Living Statues</i> —Students research an important person and give a presentation as if they are the person.	2-7
3-8	A/E	<i>Travel Around the World Game</i> —Students create a board game based on facts about the country/culture studied.	2-9
K-8	A	<i>Mini-Books</i> —Students create books about the country/culture studied.	2-12
K-8	A	<i>Place-to-Place Pop-Ups</i> —Students create pop-up books based on the culture/country studied.	2-13
K-8	A	<i>Flora & Fauna Poster</i> —Students create posters that reflect the animals and plants found in the region they studied.	2-17
K-8	A/E	<i>We Are the Children</i> —Students create paper figures of people dressed in ethnic clothing.	2-18
K-8	A/E	<i>Paper Quilt</i> —Students create paper quilt squares of symbols or pictures that reflect the culture studied. All the pieces are then assembled into one large paper quilt.	2-22
4-8	A	<i>Comparing Cultures</i> - Students use a Venn Diagram to compare	2-23

		two cultures.	
		Section 3 – Research Cultures-	
K-8	A	<i>Research and Websites</i> —Information about the research process and suggested websites to visit.	3-1
K-3	A	<i>Super 3</i> —Research process	3-3
4-8	A	<i>Big 6</i> —Research process	3-4
K-8	E	<i>Puerto Rico Flag Outline</i> —This can be colored or drawn.	3-5
K-8	E	<i>Handprint Wreath & Flag Bunting</i> —Flag art activities.	3-6
*K-8	A	<i>Puerto Rico's National Symbols</i> —This is background information to help you become more familiar with Puerto Rico.	3-7
K-8	E	<i>Puerto Rican Hibiscus</i> -Coloring fact sheet	3-8
K-8	E	<i>Stripe-headed Tanager</i> -Coloring fact sheet	3-9
*K-8	A	<i>Puerto Rico Facts</i> -Background information	3-10
*K-8	A	<i>Puerto Rico History</i> —Background information	3-12
*K-8	A	<i>Puerto Rico's National Anthem</i>	3-23
*K-8	A	<i>Famous Places in Puerto Rico</i> —This background information has pictures and descriptions of famous places.	3-24
*K-8	A	<i>Significant Figures in Puerto Rican History</i> —This is a list of important Puerto Ricans and a short description of their contributions.	3-28
K-2	A	<i>World Culture Scavenger Hunt</i> —Students find information about their country and record it down on the sheet.	3-29
3-5	A	<i>Country Fact Sheet</i> --Students find information about their country and record it down on the sheet.	3-30
6-8	A	<i>Cultural Investigation Worksheet</i> --Students find information about their country and record it down on the sheet.	3-31
2-8	A	<i>Research Key Events in History</i> —Students review important events in history and put them on a timeline.	3-32
K-8	A	<i>Historical Timeline Fill-in</i> (worksheet)	3-33
K-6	A	<i>Comic Scroll Through Time</i> —Students create a comic strip timeline.	3-34
		Section 4 – Learn About Italian Culture & Traditions	
K-8	A	<i>What is Culture?</i> —Students brainstorm and discuss what culture means.	4-1
*K-8	A	<i>Puerto Rican Culture</i> —This is background information about folklore, local holidays, traditions and special events.	4-2
*K-8	A	<i>Puerto Rico-Clothing</i> —This is background information about historical, traditional and special attire.	4-7
K-8	E	<i>6 Taino Phrases</i> —Practice these basic sayings.	4-11
K-8	E	<i>Make a Guanin</i> —Students create a gold medallion necklace like Taino chiefs wore.	4-14
*K-8	A	<i>What is Carnival?</i> —This is background information.	4-15
K-8	E	<i>Make Your Own Carnival Mask</i> —Create papier-mâché masks.	4-16
K-8	E	<i>Mindful Masks</i> -Students create masks that focus on color, texture, and pattern.	4-18

*K-8	A	Puerto Rico-Music and Dance—Background information	4-22
K-8	E	Festive Maracas—Students create maracas that can be used to make music.	4-26
*K-8	A	<i>Popular Foods of Puerto Rico</i> —Background information	4-27
		Section 5 – Geography Skill Builders	
K-2	A	<i>Community Map</i> —Students practice reading maps.	5-1
K-2	A	<i>Neighborhood Map</i> —Student practice reading maps.	5-3
3-8	A	<i>Hopeville Questions</i> —Map practice with challenge questions. Students can work in pairs or teams and compete to find answers.	5-5
3-8	A	<i>Hopeville Map</i>	5-7
K-3	A	<i>Using a Map Scale</i> —Students practice measuring distances.	5-8
K-3	A	<i>Royal Castle Floor Plan</i> —Students follow directions and draw symbols on the floor plan.	5-9
2-8	A	<i>How Far?</i> —Students measure distances and answer questions.	5-12
K-2	A	<i>Compass Rose</i> —Students learn compass directions.	5-13
6-8	A	<i>How to Draw a Beautiful Compass Rose</i> —Students draw a detailed compass rose.	5-14
3-8	A	<i>Compass Rose Map: Puerto Rico</i> —Students find out what geographic locations surround Italy from all directions.	5-16
3-5	A	<i>Latitude & Longitude Worksheet</i> —Students identify locations based on their latitude and longitude.	5-17
3-5		<i>Latitude & Longitude Answer Key</i>	5-18
6-8	A	<i>World Latitude and Longitude</i> —Students mark on the map locations listed in the activity.	5-19
4-8	A	<i>Getting Geographic</i> —Students determine the time zones and what time it is in different places.	5-21
K-3	A	<i>Continents</i> --Students color certain locations specific colors.	5-24
4-8	A	<i>Label the Continents</i>	5-25
K-8	A	<i>Puerto Rico Map</i> --Students can locate areas on the map and explain what they have learned about Puerto Rico.	5-27
K-8	A	<i>Puerto Rico Map</i> —This is a map of major places that students can use to learn about geographic locations.	5-28
4-8	A	<i>Puerto Rico Map Activities (blank)</i> —Students will locate key places on the blank map.	5-29
K-8	A	<i>Climate Zones on Earth</i> —Students color the map based on the climate.	5-30
3-8	A	<i>Biome Description</i> —Students research one biome and list information about it.	5-31
2-8	A	<i>Climates: Charting the Statistics</i> —Students compare three climates to each other and fill in the chart.	5-32
4-8	A	<i>Comparing Climates</i> —Students compare three climates using a Venn diagram to show how they are alike and different.	5-33
*K-8	A	<i>Habitats/Biomes</i> —Information regarding Habitats and biomes throughout the world.	5-34
*K-8	A	<i>El Yunque – Tropical Rain Forest</i> —Information about Puerto Rico's	5-44

			Rainforest specifically.	
K-8	A		<i>El Yunque Critter Cards</i> —Students cut out cards and work in groups learning information and playing games.	5-47
*K-8	A		<i>The Rainforest: An Introduction</i> —Background information	5-48
K-8	E		<i>Rainforest in Our Classroom</i> — <i>A Biome Mural</i> —Students research plants and animals living within a tropical rainforest and create a mural.	5-49
3-8	E		<i>Create a Creature</i> —Students in teams invent an animal.	5-53
K-1	E		<i>Rain Forest Mobile</i> —Students create animal mobiles	5-56
K-1	E		<i>Outdoor Activity: Leaf Hunt</i>	5-60
K-1	E		<i>In-Class Demonstration: Rainbow</i>	5-61
1-2	E		<i>Science Through Art Activity: Leaf and Flower Prints</i>	5-62
2-3	E		<i>Outdoor Activity: Flower Hunt and Dissection</i>	5-63
3-4	E		<i>Outdoor Activity: Drying Flower Petals for Use in a Sachet</i>	5-64
3-5	A/E		<i>Deforestation</i> —Students read “The Lorax” and learn about deforestation and create a service learning project.	5-65
			Section 6 – ELA & Math Activities	
			ELA	
3-8	A		<i>This Same Sky</i> —(KidzLit) Students will learn that poetry is a universal language for use to express and understand what we feel. Students will read poems from various cultures.	6-1
3-4	A		<i>Two Flat Friends Travel the World</i> —(Reader’s Theater) Student will identify the uniqueness of various cultures around the world and present an oral reading.	6-5
K-8	A		<i>Folktales Lesson Plan Guide</i> —Read folktales from Japan, Kenya, Italy and Puerto Rico. Have students record information about the stories on one of four different note taking forms listed.	6-16
K-8	A		<i>Storyboard</i> —Students choose four important events from the story. Then, they sketch the scene and write a one or two sentence summary about the event.	6-17
2-8	A		<i>Note-taking Tree</i> —Students answer who, what, when, where and summarize the story.	6-18
2-8	A		<i>Elements of a Folktale</i> —Students list the characters, problems, and describe the story and lesson or moral learned from the story.	6-19
4-8	A		<i>Story Grammar Map</i> —Students tell who, what, where, what occurred in the story. In addition, they tell what happens in the beginning, middle and end, and finish with the theme.	6-20
K-8	A		<i>Folktales Enrichment Activity Guide</i> —This guide has ideas for activities you can do beyond the folktale stories.	6-21
K-8	A		<i>Produce a Play/Skit</i> —Students act out a folktale.	6-23
K-8	A		<i>The Story of the Lightning, and the Thunder</i> (African Folktale)	6-24
K-8	A		<i>The Ape, the Snake, and the Lion</i> (African Folktale)	6-25
K-8	A		<i>The Clever Girl</i> (Italian Folktale)	6-28
K-8	A		<i>Giricoccia</i> (Italian Folktale)	6-30

K-8	A	<i>Kasajizou</i> (Japanese Folktale)	6-33
K-8	A	<i>Momotaro the Peach Boy</i> (Japanese Folktale)	6-35
K-8	A	<i>The Song of Coqui</i> (Puerto Rican Folktale)	6-36
K-8	A	<i>Abuelita Zapatona</i> (Puerto Rican Folktale)	6-40
4-8	A	<i>Acrostic</i> —Students make an acrostic out of the name of the country or region studied.	6-45
K-8	A	<i>Poetry of Puerto Rico</i> —My Guayaba Tree and A Guiro for Me	6-47
K-8	A	<i>Poetry of Puerto Rico—El Coqui and Island Dream</i>	6-48
1-3	A	<i>My GEO Poem</i> —Students write poems using a scaffold about the country they studied.	6-49
4-8	A	<i>Geo Poem</i> —Students write poems using a scaffold about the country they studied.	6-50
3-8	A	<i>Day in the Life Lesson Plan</i> —Students learn about Ilaria from Italy, and complete a Venn diagram comparing themselves to her.	6-51
2-8	A	<i>Postcard Assignment</i> —Students decorate one side of a postcard and on the other side write as if they are an Italian and tell about what they do.	6-54
		Math	
K-1	A	<i>Five Little Speckled Frogs</i> —Students practice subtraction as they read a poem.	6-56
K-3	A	<i>Five Green and Speckled Frogs Game</i> —This game can be played after learning about El Coqui or reading the story “Five Green and Speckled Frogs”.	6-59
K-3	A	<i>Circle Fractions Frog Craft</i> —Students learn shapes, colors, fractions and counting practice.	6-60
4-8	A	<i>The Metric System</i> —Students answer math questions using the metric system.	6-62
		<i>The Metric System Answer Key</i>	6-63
4-8	A	<i>The Metric System Measurement Chart</i>	6-64
2-8	A	<i>Roman Numerals</i> —This activity teaches students what the Roman numerals represent. Students practice identifying numbers.	6-65
2-8	A	<i>Roman Numerals Practice</i> —This is an additional activity to practice reading Roman numerals.	6-67
K-6	A	<i>Designing Dollars and Making Money With Value</i> —Students create currency.	6-68
5-8	A	<i>Activity: Currency Conversion</i> —Students learn how to figure out how much an American dollar is compared to another country's currency.	6-72
6-8	A	<i>How Tall Is That Tree?</i> —Leonardo da Vinci used this method to figure out how tall something was when he could not physically measure it. Have students figure out how to do the same.	6-76
6-8	A	<i>Missiles and Moth</i> —Using math, students figure out how they can hit their target using a catapult.	6-77
		Section 7 - SPARK	
K-8	S	SPARK Overview—Activities connect with the Olympic Field Day Culminating activity.	7-1
K-8	S	<i>Stick With Me</i> —Students work as team to cross the finish line	7-2

		keeping their inside feet together at all times.	
K-8	S	<i>Moon Ball</i> --Students keep the ball up in the air as long as possible by cooperating with their group.	7-3
K-8	S	<i>Houdini Hoops</i> --Students move their hoop around the circle without letting go of their hands.	7-4
K-8	S	<i>Throw for Distance</i> (bean bag)--Students will use their best throwing technique and strength to throw a beanbag as far as they can.	7-5
K-8	S	<i>Throw for Distance</i> (Frisbee) --Students will use their best throwing technique and strength to throw a Frisbee as far as they can.	7-6
K-8	S	<i>Target Frisbee</i> --Students will throw their Frisbee into a hula hoop.	7-6
K-8	S	<i>Sprint</i> (From Standing Start)--Students will run as fast as they can from a standing start.	7-9
K-8	S	<i>Standing Long Jump</i> --Students will jump as far as they can.	7-16
		Section 8 – Add Your Activities	
		Week 7	
K-8	A/E	Invite school faculty, parents, and community to Family Night Post signs/pass out flyers	
		Week 8	
K-8	A/E	Walk through the program--Practice presentations—Make final preparations--Culminating Event/Family Night	

Diversity

Steps To Follow for Planning and Scheduling a Unit

STEP 1: Begin with the End in Mind-- What do you want students to be able to do after learning about DIVERSITY and a different culture? How will they show others what they learned?

STEP 2: Teach to Topic—What is Diversity? What is culture?

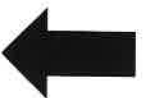
STEP 3: Assist students in learning what they need to show. What activities will you use to teach them?

STEP 4: Prepare/practice/present what students learned

STEP 1:

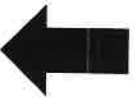
Culminating Activity

- World Fair
- Scrapbook
- Interactive Group Projects
- Create Living Statues



STEP 2:

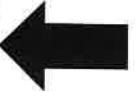
What does diversity mean?



STEP 3:

Activities that show diversity and cultural awareness

Learn language, history, traditions of other groups



STEP 4:

Show What You Know

STEP 5: Plan & Schedule Activities

Week 1: Teach what Diversity means (EXAMPLE)

	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Hour	Review Rules, Routines & Responsibilities (30 min.) KWL Chart (15 min.)	Research Italy, Japan, Kenya, or Puerto Rico	Research Italy, Japan, Kenya, or Puerto Rico	Research Italy, Japan, Kenya, or Puerto Rico. Work on Country Fact Sheet	Research Italy, Japan, Kenya, or Puerto Rico. Work on Country Fact Sheet
Enrichment	Join Hands to Celebrate Diversity	Join Hands to Celebrate Diversity	Celebrate Diversity with Multicultural Banners	Celebrate Diversity with Multicultural Banners	Celebrate Diversity with Multicultural Banners
SPARK	Stick with Me	Houdini Hoops/Moon Ball	Stick with Me	Moon Ball	Throw for Distance

Week 2: Activities that teach about another culture (EXAMPLE)

	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Hour	Research Key Events	Research Key Events make timeline	Research Key Events make timeline	What is Culture? Explore traditions, etc.	Explore traditions, etc.
Enrichment	Flag activity	Hopeville Map Questions	Hopeville Map Challenge	Comic Scroll Through Time	Comic Scroll Through Time
SPARK					

Week 3: Activities that teach about another culture

Monday	Tuesday	Wednesday	Thursday	Friday
KidzLit-The Same Sky	Currency Conversion/Math practice	KidzLit-The Same Sky	KidzLit-The Same Sky	How Tall is the Tree or Missiles and Math
Map Activities	Designing dollars and making money with value	Compass Rose/Latitude Longitude	Continents	Designing dollars and making money with value

Week 4: Activities that teach about another culture

Monday	Tuesday	Wednesday	Thursday	Friday
Folktales	Folktales	Folktales	Folktales	Folktales
		Folktales Enrichment Activities	Folktales Enrichment Activities	Folktales Enrichment Activities

Week 5: Activities that teach about another culture

Monday	Tuesday	Wednesday	Thursday	Friday

Week 6: Activities that teach about another culture

Monday	Tuesday	Wednesday	Thursday	Friday

Week 7: Practice/Prepare to present --Advertise Event/invite school and families

Monday	Tuesday	Wednesday	Thursday	Friday

Week 8: Show what you know--Remind all to attend

Monday	Tuesday	Wednesday	Thursday	Friday