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K.1.1 All Are Welcome in My Classroom

Todo el mundo cabe aquí

Lesson Plan for Grade K Unit 1, Lesson 1

MATERIALS NEEDED

- [K Lesson 1.1 Slideshow](#)/ [DL K.1.1 Lesson Slides: All](#)
- *Are Welcome* by Alexandra Penfold and Suzanne Kaufman/ [DL: Todo el mundo cabe aquí por Alexandra Penfold y Suzanne Kaufman](#) (books can be found in the grant collection at each school)
- Anchor chart paper/ [papel de carta de anclaje](#)

OVERVIEW & PURPOSE

Kindergarten Social Studies is “The Story of Self: Near and Far, Then and Now.” Our overarching theme is entitled “I am a Kindergartener.” Unit 1 (Trimester 1) is centered on “Getting to know me and my friends.” In our first lesson, students will give examples and demonstrate ways to show good citizenship in the classroom by answering the following question: What can you do to make another student in our class feel welcome?

ADDITIONAL EDUCATOR BACKGROUND

The following link, taken from the VPS Curriculum, Instruction, and Assessment site, may be helpful for any teachers who would like more professional learning on explicit instruction:

[Elementary Lesson Modeling with Anita Archer](#)

[VPS Style Guide](#)

EDUCATION STANDARDS

Subject	Standard
Social Studies	C1.K.1: Recognize a key ideal of justice and fairness within the context of the classroom community.
	C4.K.3: Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.
ELA	RL.K.10: Actively engage in group reading activities with purpose and understanding.
	SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
	L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content L.K.4 a-b
SEL	Benchmark 4A: Demonstrate awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.

OBJECTIVES

- I can help create a fair classroom community
- I can show good classroom citizenship
- Puedo mostrar un buen civismo en la clase


VOCABULARY (Word bank words)

- **Fair:** Good for everyone
- **Citizen:** A person who belongs to a community.
- **Ciudadano:** Persona que pertenece a una comunidad.
- **Welcome:** To have a warm, friendly feeling.
- **Bienvenida:** Tener un sentimiento cálido y amigable.

PRESENTING THE LESSON (DL Teachers: [Click here to go to the DL Lesson Plan](#))

1. Introduction & Lesson Intro

Talk Structure: Whole Group



Learning Targets:
I can help create a fair classroom community.
I can show good classroom citizenship.

Success Criteria:
I will be successful if I can explain what I can do to make all students in our class feel welcome.

1. Gather students on the carpet.
2. Go over Whole Group carpet expectations using CHAMPS.



Important vocabulary:
Fair: Good for everyone.
Citizen: A person who belongs to a community.
Welcome: To have a warm, friendly feeling.

3. Share the learning objectives “I can help create a fair classroom community” and “I can show good classroom citizenship.”



Important vocabulary:
Fair: Good for everyone.
Citizen: A person who belongs to a community.
Welcome: To have a warm, friendly feeling.

4. Define “fair” and “citizen” for your students using the definitions above.



Important vocabulary:
Fair: Good for everyone.
Citizen: A person who belongs to a community.
Welcome: To have a warm, friendly feeling.

5. Connect building a fair classroom community and being a good classroom citizen to making your classmates feel welcome by introducing the guiding question: What can you do to make all students in our class feel welcome?

2. Read Aloud





Author: Alexandra Penfold
Illustrator: Suzanne Kaufman




6. Define “welcome” for your students using the definition above.
7. Explain that you will be reading a story to help us get some ideas to answer our guiding question and meet our learning objectives.

1. Introduce the book *All Are Welcome* by Alexandra Penfold and Suzanne Kaufman. Go over book features (author, illustrator, cover, spine, title page, etc.).

<p>Our classroom is in Vancouver, Washington, which is part of the United States.</p> <p>Vancouver, WA</p>  <p>The setting of this story is fictional. It can take place anywhere!</p>	<ol style="list-style-type: none"> Go over where the story takes place in comparison to where we live.
	<ol style="list-style-type: none"> Read aloud the book.
<h3>3. Class Discussion & Anchor Chart</h3>	
<p>Let's Discuss</p> <p>What were some ways that you saw or heard children welcoming each other in our story?</p> 	<ol style="list-style-type: none"> Following your read-aloud, ask students what examples of children making one another feel welcome they heard and saw in the book. Go back to the text to support students in making observations. Reread and show pictures as needed.
<p>Let's Discuss</p> <p>What can you do to make another student in our class feel welcome?</p> <ul style="list-style-type: none"> 	<ol style="list-style-type: none"> Once students have made some connections, go back to the guiding question: What can you do to make all students in our class feel welcome?
<p>Let's Discuss</p> <p>What can you do to make another student in our class feel welcome?</p> <ul style="list-style-type: none"> 	<ol style="list-style-type: none"> Explain that you will record their ideas on a chart that the class can refer to in the future whenever someone new comes to your classroom. Give each student an opportunity to answer the guiding question (as your time and their patience allows). You can always add more ideas to the anchor chart later.

DUAL LANGUAGE LESSON ACTIVITY


<h3>1. Introduction & Lesson Intro</h3>	
	<ol style="list-style-type: none"> Reúna a los estudiantes en la alfombra. Repase las expectativas de alfombras de todo el grupo utilizando CHAMPS.



Objetivo de aprendizaje:
Puedo mostrar buena ciudadanía en la clase.

Criterios de éxito:
Tendré éxito si puedo explicar qué puedo hacer para que otro estudiante de nuestra clase se sienta bienvenido.

3. Comparta los objetivos de aprendizaje "Puedo ayudar a crear una comunidad de aula justa" y "Puedo mostrar buena ciudadanía en el aula".



Vocabulario importante:


Ciudadano: Persona que pertenece a una comunidad.

Bienvenido: Tener un sentimiento cálido y amigable.


4. Defina "ciudadano" para sus estudiantes utilizando la definición anterior.

¡Pensemos!

Pregunta:
¿Qué puedes hacer para que otro estudiante de nuestra clase se sienta bienvenido?



5. Conecte la construcción de una comunidad de aula justa y ser un buen ciudadano del aula con el hecho de hacer que sus compañeros se sientan bienvenidos presentando la pregunta guía: ¿Qué puede hacer para que todos los estudiantes de nuestra clase se sientan bienvenidos?



Vocabulario importante:

Ciudadano: Persona que pertenece a una comunidad.

Bienvenido: Tener un sentimiento cálido y amigable.

6. Defina "bienvenida" para sus estudiantes utilizando la definición anterior.

7. Explique que leerá una historia que nos ayudará a obtener algunas ideas para responder nuestra pregunta guía y cumplir nuestro objetivo de aprendizaje.

2. Read Aloud



Autora: Alexandra Penfold

Ilustradora: Suzanne Kaufman



1. Presente el libro *Todo el mundo cabe aquí* por Alexandra Penfold y Suzanne Kaufman. Repasar las características del libro (autor, ilustrador, portada, lomo, portada, etc.)

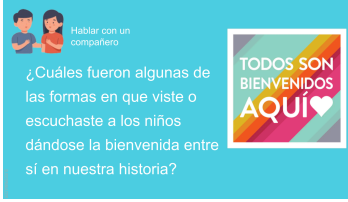
Nuestra clase está en Vancouver, Washington, que es parte de los Estados Unidos.

Vancouver, WA

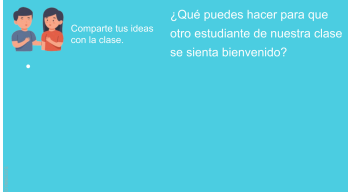
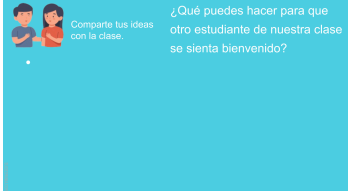


El escenario de esta historia es ficticio. ¡Puede tener lugar en cualquier lugar!

2. Ve sobre dónde tiene lugar la historia en comparación con donde vivimos.

	<p>3. Lea el libro en voz alta.</p>
	<p>4. Después de la lectura en voz alta, pregunte a los alumnos qué ejemplos de niños que se hacen sentir bienvenidos unos a otros escucharon y vieron en el libro. Regrese al texto para ayudar a los estudiantes a hacer observaciones. Vuelva a leer y muestre las imágenes según sea necesario.</p>

3. Class Discussion & Anchor Chart

	<p>1. Una vez que los estudiantes hayan hecho algunas conexiones, regrese a la pregunta guía: ¿Qué puede hacer para que todos los estudiantes de nuestra clase se sientan bienvenidos?</p>
	<p>2. Explique que registrará sus ideas en un cuadro al que la clase podrá consultar en el futuro cada vez que alguien nuevo llegue a su salón de clases.</p> <p>3. Ofrezca a cada estudiante la oportunidad de responder la pregunta guía (según lo permita su tiempo y su paciencia). Siempre podrás agregar más ideas al gráfico de anclaje más adelante.</p>

SOURCES

Information in the lesson slides came from the following websites:

Author: <https://www.alexpenfoldbooks.com/>

Illustrator: <https://www.readingzone.com/authors/suzanne-kaufman/>