

# Lesson Plan: All Are Welcomed

**Grade Level:** Pre-K, K, 1, 2

Objectives: Early Learning Objectives Option 1.

**Children will be able to:**

Develop sensitivity, empathy, fairness, and advocacy as interrelated to social Justice and civic engagement; related to tolerance and civil rights; through discussion after reading High-Quality Children's Books

**Illinois Early Learning Standards**

**Language Arts:**

2.B.ECa With teacher assistance, ask and answer questions about books read aloud.

1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.

Teaching young children about tolerance, acceptance, inclusion, and acceptance can be done in various ways. One way is to read the selected books (In order) to children that discuss these concepts positively and age-appropriately. Books that discuss different cultures, family situations, communities, and other topics can help children understand the importance of treating everyone with kindness and respect. And most directive to the project Redefining redlining with Amanda Williams- inclusion.

**Objective:**

Students will be able to learn about inclusion and diversity by reading and discussing three books and participating in related activities.

**Materials:**

- *All Are Welcome* by Alexandra Penfold
- *Each Kindness* by Jacqueline Woodson
- *The Big Umbrella* by Amy June Bates
- Chart paper and markers
- Art supplies (e.g., markers, crayons, construction paper)
- Photographs or illustrations of different types of houses and buildings
- Optional: a map of your community

**INTRODUCTION**

Develop sensitivity, empathy, fairness, and advocacy as interrelated to social Justice and civic engagement; related to tolerance and civil rights; through discussion after reading High-Quality Children's Books

**Activity 1: All Are Welcome**

1. Read *All Are Welcome* aloud to the class, pausing to ask questions and encourage discussion.
2. After reading, ask students to share something they noticed or liked about the book.
3. On chart paper, write "*All Are Welcome*" and have students brainstorm ways to make someone feel welcome. Write their ideas on chart paper.

**Activity 2: Each Kindness**

1. Read aloud to the class, pausing to ask questions and encourage discussion.
2. After reading, ask students to share how they think Chloe felt when she realized she missed her chance to be kind to Maya.
3. Could you explain that sometimes we don't realize how much our actions (or inactions) can affect others? Have students draw a picture of something kind they can do for someone else.

**Activity 3: The Big Umbrella**

1. Read *The Big Umbrella* aloud to the class, pausing to ask questions and encourage discussion.
2. After reading, ask students to share what they liked or noticed about the big umbrella.
3. Show students photographs or illustrations of different types of houses and buildings. Explain that sometimes people live in neighborhoods that don't have everything they need, like grocery stores or parks. Have students draw or color a picture of a new building they want to see in their neighborhood.

**CONCLUSION**

1. Review the ideas on the chart paper from Activity 1 and remind students that everyone is welcome and valued.
2. Collect the students' drawings and encourage them to share their ideas with their families.
3. Optional: You can use the map of your community to show where the new buildings could be located.

**Note:** This lesson plan incorporates the Illinois Early Learning Standards mentioned above by encouraging students to ask and answer questions about books read aloud (2.B.ECa) and exhibit curiosity and interest in learning new words (1.E.ECb Created by the team at Liberate and Transcend Curriculum Consulting