Lesson Plan

Counselor Name: Karen Ward
Title of Lesson: All the Colors of the Earth
School: TUSD Counseling Dept.
Quarter: 3rd
Audience: Classroom
Level: Primary (K-2)
Target Grade: 1st

COUNSELING STANDARDS

ACADEMIC
1. Acquire knowledge and skills that contribute to effective learning in school and throughout life.
2. Complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Understand the relationship of academics to life at home, in the community and the world of work.

CAREER
4. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. Employ strategies to achieve future career success and satisfaction.
6. Understand the relationships between personal qualities, education, training and the world of work.

PERSONAL/SOCIAL
7. Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
8. Make decisions, set goals, and take necessary action to achieve established goals.
9. Understand safety and survival skills.

COUNSELING COMPETENCY(IES)
Recognize, accept, respect and appreciate individual differences. Recognize a variety of emotions, their causes and possible consequences. Describe positive characteristics about self as seen by self and others.

STATE STANDARDS:
Reading P.O. Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.
Writing P.O. Write stand-alone text that expresses a clear message.
Math P.O.

MATERIALS/RESOURCES:
The book All the Colors of the Earth, by Sheila Hamanaka.
Precut paper to make the graphic organizer. (Directions are in the activity section of this lesson.)
Paper and markers to chart student responses
Pen or pencil

ACTIVITY:
Begin with a brief overview of how people seem to have a need to categorize things and people. Because of this, human beings can make up
their minds about other people before they even get to know a person. This is called an assumption. Ask students to come up with some ways we categorize things and people. Chart responses on butcher paper. Have students walk around the room and put adjectives under each category. Lead a discussion with the following questions or your own questions. Do assumptions tell us anything definite? Do assumptions make us act differently? Do we all create the same assumptions about a given person or thing? Can assumptions be unfair or hurtful? Do assumptions include everyone or exclude someone? Read All the Colors of the Earth. Compare the traits and similarities of the characters in the book. Is it hard to make assumptions about the people in the book? Why or why not? When we only look at the outside, what are we missing? Lead the class in a discussion about ways that people are alike and ways that people are different on the outside. Lead the class in a discussion of ways that people are alike on the inside.

Directions for the graphic organizer: 1. Use an 8 1/2 x 11 piece of colored paper. 2. Fold the paper in half. Now the paper is 5 1/2. 3. Fold the paper in half again to create 4 sections. Now make these 4 sections fold like a fan. 4. Open the paper and fold the paper in half on the original fold. 5. Make 4 cuts from the original fold to the next fold. The cuts will be about 1 3/4” apart. 6. Cut two strips of a different color paper. The strips will be 8 1/2 x 2 1/2. 7. Open up the large paper and make a weaving pattern with the smaller papers. Weave the pattern so that every space created is a different color on both sides of the graphic organizer. 8. The graphic organizer will open two ways. It is best if you have made the graphic organizer ahead of time to show students how the graphic organizer looks. Open the graphic organizer flat and write 8 characteristics of yourself that show. When finished, close the organizer and pull apart at the back. This is the secret part of the graphic organizer. This is where the students will put 8 characteristics of who they are on the inside. If the class feels safe, you may want to put students in small groups for sharing. They may want to decorate the outside flaps. After they have worked in small groups, close with a whole group discussion. Ask students if they found many ways they were alike on the inside. Chart what they say and leave it in the classroom. Lastly, have the age appropriate students write a summary about the most significant details in the book. Also, have students write from the author’s perspective and voice.

EVALUATION:
Pretest/Postest: Define assumptions.

How did the student change as a result of this lesson? Empathy for differences in people.

Information/Comments/Follow-up: This lesson may take two class periods.

Revised 10/11/2004