

Consistent Lesson Plans for Each Theme Deliver Explicit Instruction for Small Group Cooperative Learning

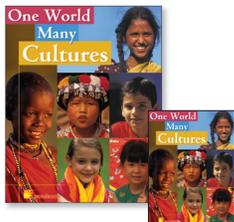
Easy-to-follow Steps for Newcomers Kit Instruction:

1 **ORGANIZE** Conversation Zones and establish rules for cooperative learning

2 **DELIVER** instruction ELL students need:

- High frequency words
- Key vocabulary

Theme:
One World, Many Cultures



Introduction

If a globe is available in the media center or classroom, display it for students. Explain: *This is a model of Earth, the place where we all live.* Point to the United States and identify it as the country we live in. Invite volunteers to name other countries they know of or have family in. Guide them in finding those countries on the globe.

Then display the cover of the Big Book *One World, Many Cultures*, and read aloud the title. Equate the globe with the first part of the title (*One World*) and the cover photos with the second part of the title (*Many Cultures*). Say: *This book shows us how people throughout the world live. We'll learn about food, homes, clothing, manners, and celebrations in many cultures.*

Introduce Concepts and Vocabulary

Use the Big Book's Glossary and other text features to preview vocabulary words, including: *culture, holidays, traditional, and customs*. Have students pronounce each word and discuss its meaning. Explain that students will read these words in the book.

6 Newcomers Kit—BASIC

Read Aloud and Talk Together

Read the Big Book together. Point to and read the heading at the beginning of each chapter. Discuss how this information focuses the reader's thinking. Then read the main text, and stop to point to each picture and point to and read any labels or captions.

Pages 2–5: Big Idea: Culture is a way of life shared by any group of people.

Read aloud the text and discuss the photos. Probe with questions asking students if they have seen these things before or if they have questions about the book, to encourage a discussion about the different cultures. As you read the question on page 4, pause to discuss answers. Model as you read, showing how each nonfiction text feature helps the reader think about the information and ideas. Use the photos to springboard a discussion about students' cultural traditions in their home countries and the new cultural traditions they have experienced so far in the United States. Ask: *How do environments influence cultures?* (When people have to meet their basic needs, they turn to the environment around them.)

Pages 6–7: Big Idea: Every culture has its favorite foods.

Read aloud the text. Guide students to use the photos to understand the meanings of the words that name foods in the text. As you read the question on page 7, pause to discuss answers. Ask: *How are the foods people eat in different cultures affected by where they live?* (They may harvest local foods, grow crops that fit with their environment, or raise animals that can survive in such a climate.)

Pages 8–9: Big Idea: Different cultures may have different homes.

Read aloud the text. Ask: *How do the homes people live in differ based on where they live?* (When building homes, people often use materials that can be gathered or made locally. Homes made of wood, rock, brick, grass, mud, and so on are designed to offer protection from the climate. In hot areas, homes may

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3 **READ** the Big Book and Student Books out loud and together:

- Accessible lessons that cover Big Ideas about America
- Rigorous reading instruction
- Scripted discussion prompts to enhance guided reading conversations

4 **EMPHASIZE** listening and speaking skills
DEVELOP fluency and language skills

be open and built on one level. In coastal or flood areas, homes may be built on stilts, or people may live on boats. In cold areas, homes may have a fireplace.)

Pages 10–11: Big Idea: Many cultures have a traditional style of dress.

Read the text with students. Ask: *Why do you think people in the world tend to dress more and more alike?* (Possible answer: because of technology, people can see the same clothing styles and buy clothes from anywhere in the world.) Have students describe the traditional dress they see in each photo. Invite volunteers to describe the traditional clothing of their native culture. Then ask students to describe what the clothing in the United States is like. Allow students to use gestures or drawings to form their responses.

Pages 12–16: Big Idea: Every culture has celebrations, but the types of celebrations are different.

Read the text with students. Discuss the word *celebrations*. Act out with students what *celebrate* means. Ask: *How do people keep cultural traditions alive?* (Accept reasonable answers.) Discuss with students a custom their parents, grandparents, or older family members have taught them. It may have to do with celebrating a holiday, making a special food, or wearing special clothing. Explain that this teaching is the way that ideas or customs stay alive in a culture. They get passed on from one generation to the next.

The Glossary is also a way to share more conversations in the group. You may select to have students work as whole group, small group, or in pairs to revisit the text and discuss the Glossary terms and compare and contrast them with pictures in the book and their own cultures.

Wrap Up

Make materials available for individual and partner readings and for center work to support fluency and comprehension. Allow students to reread the book independently or in pairs. Encourage them to ask questions and share liberally. When someone asks you a question, share the question with the group and have members of the group share what they know.

Use a Graphic Organizer to Assess

Distribute a Compare and Contrast T-chart graphic organizer (TG p. 28). Use the following questions to guide a discussion: *How are all cultures alike? How are cultures different? How does where people live make a difference in what they eat? What they wear? How they build their homes?* Have students review their books to look for answers and record their ideas in their charts.

Journal Activity

Have students open their journals to a new page and write the heading "Cultures." Then reread page 16 with students. Invite them to respond to the two questions posed on the page and draw two pictures or write two paragraphs: one about their own culture and one about other cultures. Provide the following sentence frames for support:

I like the _____ of my culture.
I like the _____ of other cultures.

Hands-On Extension Activities

Have students complete the following hands-on activity over the course of two or three sessions to explore new cultures:

- Using the student books, have students pick two cultures that are new to them—American culture and one other—and research one or two aspects of the culture. Aspects may include homes, foods, environment, clothes, or languages spoken.
- Have students share what they learned with a partner or small group.
- As a class, have students contribute to a chart that shows the similarities and differences between cultures.
- Ask students to discuss how much of culture is the same and how much is different.
- Optional:
 - Using wood sticks and construction paper, have students construct a model of a city or home in one of the cultures researched.
 - Have students draw and color traditional costumes or dress in the culture.
 - Use the work done by students as a display in the media center or classroom.

6 **ASSESS** students' comprehension informally with graphic organizers provided in the Teacher Guide

7 **USE** journals for students to write or draw their reflections about what they have learned

8 **EXTEND** learning about a theme with hands-on engaging activities

From BASIC KIT Teacher Guide
One World, Many Cultures

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5 **ACTIVITIES** that conclude the discussion of the theme