

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

CASEL COMPETENCY: SOCIAL AWARENESS

SOCIAL SKILL: APPRECIATING DIVERSITY

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BOOK INFORMATION

Book title: Alma and How She Got Her Name

Author: Juana Martinez-Neal

Publisher and date of publication: Candlewick Press, 2018

ISBN: 978-0-7636-9355-8

Number of pages: 28

Reading level: 1-2

Interest level: K-6

BOOK SYNOPSIS

Alma Sofia Esperanza Jose Pura Candela has a long name and thinks it does not fit. Her dad shares the story of her name. He explains who she is named after for each name and what that person is like. After each explanation, Alma says the ways she is like that person. For example, Sofia is her grandmother who loves many things including books, flowers, and Alma's dad. Alma says that she loves books, flowers, and her daddy. After the explanations, Alma asks where she gets her name. He explains that it was chosen just for her. She is the first and only Alma and will make her own story. Alma writes her whole name and says that it fits her just right and that she has a story to tell.

This book could be used for students to develop an appreciation of diversity. It would be good to explain that in some cultures, including Hispanic cultures, having a long name is normal. This book shows that that honoring our ancestors is a way to learn about ourselves.

LESSON OBJECTIVE

The goal of this bibliotherapy lesson is for students to establish an appreciation of diversity, specifically cultures where there is an emphasis of remembering and honoring ancestors. Students should gain an appreciation of their own stories, including their family's stories.

LESSON MATERIALS AND ADVANCE PREPARATION

Advance preparation:

- If you do not know already, find out what countries or parts of the world your ancestors are from.
- Prepare a map of the world and find Peru on that map
- For 3-6: Contact parents to let them know that their student will need to know a little about their family history. Have students ask their parents if there is any significance to their names, what countries their ancestors are from, if there are any ancestor stories they like, and how they would describe their family culture. Use the attached questionnaire as a homework assignment.

K-2 Materials:

- A large piece of paper for each student
- Crayons, markers, or colored pencils for each student

3-6 Materials:

- A piece of lined paper for each students
- A pen or pencil for each student to write their paragraph

KEY VOCABULARY AND CONCEPTS

Culture: Characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music, and arts.

Heritage: Something that is handed down from the past, such as a tradition

Honor: Regard with great respect

Diversity: When individuals come from different places, cultures, belief systems, etc.

Tolerance: Willingness to accept opinions and behavior that you do not necessarily agree with

PRE-READING ACTIVITY

Show the students a picture of a world map. Explain that before we were in the USA (or whatever country you are in), most of our ancestors lived in other countries. Show the students which countries your ancestors came from. Explain to the students that this book is about a girl whose ancestors are from Peru and because one of them was a sailor who left Peru, she now lives somewhere else.

READ THE BOOK

POST READING DISCUSSION

Ask the students what Alma means about her name not fitting. Could she mean something else besides it not fitting on a line? How does she feel about her name in the beginning? How does she feel once she learns about her name? If having a long name made her classmates unaccepting of her, do you think they would appreciate her if they learned about her name too?

POST READING ACTIVITY

K-2: Ask students to color a picture of one of their grandparents. (If students do not have a grandparent, have them paint it of another relative or parent). Around the picture, have them color things that they know about their grandparent. For example, if their grandma likes to bake cookies, draw a cookie. After they have drawn a few things representing their grandparent, have them circle what things they like. Explain that there are some things their grandparents like that we also like. Have a few students share what they colored.

3-6: In the book Alma learns stories about each ancestor and she is encouraged to make her own story. Using the answers from the interview you gave your parents, write a paragraph or two about what you learned. Then write a paragraph of your story. What things do you like? What do you care about? What do you want to be or do when you are older?

Have students share what they wrote with a partner. Ask a few students to share with everyone something interesting that they learned about their partner's heritage.

CLOSURE

When we appreciate other's diversity, they feel more comfortable to be themselves. We can appreciate diversity by learning about where we came from and where others came from. The stories we learn about our ancestors and the stories we create in our lives makes for a rich and interesting life. This week, try to get to know more about your classmates' lives through curiosity and kindness. Share about your heritage and be proud of it!

Students: We will be learning about appreciating diverse cultures, including your own. Please interview your parents on your family's history using the following questions.

1. Does my name or middle name have any significance? If so, tell me more!
2. What countries or parts of the world do my ancestors come from?
3. Can you tell me a story about my ancestors? A story from my grandparent would be just fine.
4. How would you describe our family culture?



"Tolerance only for those who agree with you is no tolerance at all."

- Ray Davis