

## Lesson Plan 1

**Primary Learning Target:**

Teaching cultural diversity by highlighting dress of different cultures using *Mama's Sari* by Pooja Makhijani and illustrated by Elena Gomez

**Supporting Learning Target**

Develop compare and contrast math skills by seeing how much fabric is needed to cover an adult vs a child

**Common Core Standard or NYS P-12 Common Core Standard**

Domain 5: Cognition and Knowledge of the World: Measurement and Data: Describe and compare measurable attributes

**Learning Objective #1:**

Teaching cultural diversity by highlighting dress of different cultures and learn that Hindi is a language spoken in India and the Hindi word sari.

**Academic Language (Communication Skill – Function) Related to the Lesson**

Compare, Contrast, Texture, Size, Difference

Vocabulary in text: sari, formal, dress, cloth, wrap, fold, fasten

**Prior Learning/Prior Thinking**

Uses vocabulary relevant to observations.

Use your senses to describe attributes of objects

### LESSON IMPLEMENTATION

**Focus/Purpose Statement To Student**

**In order to read a text to students who may not have been exposed to Indian culture, the teacher will pre-teach Indian culture through visuals, audio, and hands-on learning. First, the teacher will expose students to one aspect of Indian culture, the sari dress, which is featured in the text *Mama's Sari* by Pooja Makhijani and illustrated by Elena Gomez, by creating a dramatic playtime to dress in the sari.**

**Materials and Resources**

**fabrics (3 yd for students, 7 yd for teacher). Computer, projector or Smartboard. paper, crayons, worksheets, pencil.**

**Anticipatory Set**

Teacher will present to students a piece of bordered cloth that is 7 yards in length. Students will touch it and pass it around. Then teacher will tell students it is a cloth for a sari. A sari is traditional dress of Indian women.

Students will watch a video on how to wrap a sari.

<https://youtu.be/RIuILZCGyXE>

**Procedures**

After the video, teacher will ask students:

What did we view?

Teacher will take large group answers to find out what student learned and misconceptions.

Teacher will present two cloths 1: 3 yards 2: 7 yards. Student will observe, touch and compare and contrast the fabrics. Then they will determine which one is suitable for a child and which one is suitable for an adult.

Dramatic Play: Teacher will then have students work in small groups with long sheets of cloth wear they can work on draping the cloth around each other for their own saris.

**Differentiation**

For students with challenges in fine motor skills: It may be difficult to wrap the cloth around their own body, so small group work will encourage the children to wrap it for each other. Teacher or teacher aide can assist students by guiding them how to wrap and secure the fabric around their body.

**Closure**

Students will return to their seats and draw a picture of the sari, or an image that stood out in their mind from the picture walk. Children will also write the Letter S for sari from a worksheet.

**ASSESSMENT ([Formative and Summative Assessment](#))**

**Before the lesson**

One-to-one interview question: We are going to study Indian culture. Do you know what India is? (to determine preconceptions)

**During the lesson**

After the video, teacher will ask students:

What did we view?

Would anyone like to share their thoughts about what they saw?

Why do you think the women wear a sari?

If this cloth is big enough to wrap around me, do you think you (student) need a longer or shorter piece of cloth to wrap around you?

Let's wrap the larger fabric around a student. Now let's wrap the smaller fabric around another student. Which one looks like it fits?

How much smaller is this cloth compared to the other cloth?

**At the end of the lesson**

Students will work independently to draw a picture of them or their classmate in a sari and teacher will circulate to record the student's statement about their artwork on the back of their work.

**Lesson Plan 2**

**Primary Learning Target**

Teaching Cultural Diversity by introducing students to basic language and customary items.

**Supporting Learning Target**

Review Concepts of Print
<b>Common Core Standard</b> or <b>NYS P-12 Common Core Standard</b> <b>Domain 4:</b> Communication, Language, and Literacy: <b>Viewing:</b> Demonstrates that he/she understand what they observe.
<b>Learning Objective #2:</b> Students will be introduced to a birthday song in Hindi, and will then be introduced to the terminology used in the text through a picture walk of the book <i>Mama's Sari</i> , by Pooja Makhijani, illustrated by Elena Gomez.
<b>Academic Language (Communication Skill – Function) Related to the Lesson</b> Concepts of print: author, back cover, book, front cover, letter, picture, plan, read, title, word  Vocabulary in text: sari, bindi, chaniya choli, didi, Masi, Nanima
<b>Prior Learning/Prior Thinking</b> Uses vocabulary relevant to observations. Identifies emotions by observing faces in pictures and faces of peers and adults. Asks questions related to visual text and observations. Makes inferences and draws conclusions based on information from visual text.

### LESSON IMPLEMENTATION

<b>Focus/Purpose Statement For Student</b> <b>In order to read a text to students who may not have been exposed to Indian culture, the teacher will conduct a concept of print and a picture walk to get students interested. The teacher will first introduce the title and cover of the book and review Hindi words that will be in the text with visuals to show the student what it is. Students will preview the book and make inferences on what they see comparing and contrasting it to their own family.</b>
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<b>Materials and Resources</b> <b>Mama's Sari by Pooja Makhijani and illustrated by Elena Gomez, computer, projector or Smartboard</b>
<b>Anticipatory Set</b> Students will watch a video, <a href="https://youtu.be/YztTAYiChik">https://youtu.be/YztTAYiChik</a> , Baar Baar Din Yeh Aaye Teacher will ask what do you think it is? (birthday party) What do you think they are singing? (Happy Birthday). What is the mother wearing?
<b>Procedures</b> After the video, teacher will ask students: Why do you think the women wear a sari? Do you notice that the mother has an object on the middle of her forehead? It is called a bindi. (describe bindi)  Then teacher will present the book <i>Mama's Saris</i> by Pooja Makhijani The focus will be reviewing concepts of print: Title, Author, Cover, Letter, words, direction of type. and A picture walk of the book: Students will rely on their observation skills to analyze and draw conclusions from illustrations in the text.
<b>Differentiation</b> Since this is large group work, for children who need more frequent breaks, another copy of the book will be available for the teacher aide to sit with students to review what they are missing, or help them focus. However, all students will be encouraged to sit together and praised for staying focused as a large group.
<b>Closure</b> Teacher will play the video of , Baar Baar Din Yeh Aaye, and teach students that phrase.

**ASSESSMENT ([Formative and Summative Assessment](#))**

**Before the lesson**

One-to-one conversation: We are going to read a book this week. The title is *Mama's Sari*. Take a look at the illustration from the cover. Observe their faces. What do you think the daughter and mother are doing? What kind of emotions can you see? How do you know?

**During the lesson**

Students will be asked questions as a group on identifying concepts of print.  
Can you point to me the front cover of the book?  
Show me the back cover.  
Where is the title of the book located?  
Point to the first word on the page.  
What is the first letter of the first word?  
Can you show me where the illustration is located?  
Where does the text end on the page?

**At the end of the lesson**

One-to-one conversation: Teacher will perform concepts of print test while students are doing worksheets of the letter S and a coloring page of a sari.  
([http://readingandwritingproject.com/public/resources/assessments/reading/concepts\\_about\\_print/concepts\\_about\\_print\\_directions.pdf](http://readingandwritingproject.com/public/resources/assessments/reading/concepts_about_print/concepts_about_print_directions.pdf))

**Lesson Plan 3**

**Primary Learning Target**

Learning cultural diversity through a story that children can relate to with their own life.

**Supporting Learning Target**

Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions)

**Common Core Standard** or **NYS P-12 Common Course Standard**

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<b>Domain 4:</b> Communication, Language, and Literacy: Demonstrates they are motivated to communicate. Demonstrates he/she is building background knowledge.
<b>Learning Objective #3:</b> Students will listen to a Read aloud <i>Mama's Sari</i> , by Pooja Makhijani, illustrated by Elena Gomez.
<b>Academic Language (Communication Skill – Function) Related to the Lesson</b> background, culture, diversity, compare, celebration, occasion
<b>Prior Learning/Prior Thinking</b> Through a one-on-one interview, teacher will assess students through a brief picture walk to see what students already know. They should know who is the mother, daughter, the suitcase is full of saris, the child wants to emulate the women on special occasions by wearing a sari.

### LESSON IMPLEMENTATION

<b>Focus/Purpose Statement For Student</b> Students have already received 2 days of pre-teaching and scaffolding the content of this book. Now, students will have a read-aloud of this book to be introduced to Indian culture and celebrate the traditional dress, a sari. Children will also learn the family structure of Indian culture, particularly the way they address each other, such as didi and Namina.
<b>Materials and Resources</b> Mama's Sari by Pooja Makhijani and illustrated by Elena Gomez, computer, projector or Smartboard paper, crayons, worksheets, pencil.
<b>Anticipatory Set</b> Students will be introduced to cardamom and sandalwood soap with the purpose of using their senses to learn about items that are a part of Indian culture mentioned in the book. This is a hands-on activity to give students an opportunity to connect to the text.
<b>Procedures</b> First we will review the words didi and Namina with images from the book and flashcards. Students will gather in the meeting area (rug) to listen to a read aloud of the text, <i>Mama's Saris</i> . Teacher will ask students what they already know to assess prior knowledge and assess if students are keeping up after their one-to-one conversation. With prompting and support, students will make cultural connections to text and self during the read aloud.

<b>Differentiation</b> Since this is large group work, for children who need more frequent breaks, another copy of the book will be available for the teacher aide to sit with students to review what they are missing, or help them focus. However, all students will be encouraged to sit together and praised for staying focused as a large group.
<b>Closure</b> Replay the video, <a href="https://youtu.be/YztTAYiChik">https://youtu.be/YztTAYiChik</a> , Baar Baar Din Yeh Aaye. Students will stand up and sing along as best as they can. Then students will draw a picture of their family at their birthday or another celebration and worksheets on the letters A and i.

**ASSESSMENT (Formative and Summative Assessment)**

<b>Before the lesson</b> One-to-one-conversation: Teacher will assess students again, focusing on students who had challenges with the picture walk and concepts of print, to teach them in repetition.
<b>During the lesson</b> The girl says to her mother “But i am seven today and we are having a party!” What kind of party do you think they are having?  The suitcase is only taken out for special occasions, can you tell me what a special occasion is?  Why do you think the girl is so sad that she cannot wear a sari?
<b>At the end of the lesson</b> Children will draw a picture of them with their family during a celebration. Also, worksheets on the letter A and i.

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