2024 Global Children’s Literature Teacher Fellowship Program Lesson Plan Template

| **Context** |
| --- |
| **Lesson Title:** Two Homes in Omar’s Heart |
| **What was the context for your lesson?**  **1. Your grade level:** first grade  **2. The subject area(s) for which you created the lesson:** English Language Arts  **3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson:** 23 diverse students (from many different countries). The diversity will create opportunities for both resonation and empathy between students of various origins.  **4. Your own identities and how they play into your lesson (here, you might think of how your identities and experiences might affect what and how you plan to teach this lesson):** Being a person of a single home origin (same state) I will be using the experience of my hometown and how I how when I went off to college, I created a new home in my heart. |
| Process |
| **How did you select the literature for your lesson?**  **1. What literature will you use?**  I will use the text “Two Homes in Omar’s Heart” (digital)  **2. What was your process for literature selection?**  Given the diversity of my classroom, I wanted a text that was intercultural while also being written by someone who was multicultural so most if not all students could relate or make connections.  **3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)**  I stumbled upon this book during one of the sessions and it reminded me of how many of my students often start the year off very sad to be away from their home countries but as the year progresses, East Lansing becomes a second home to them, which they do not want to leave in the Spring.  **4. Did you consult some of the resources identified in the library visit and the Zoom meetings?**  The text is mainly used in digital format, especially in the translated English version and it is published by a smaller publisher so, it seems to not be widely known. Having done my own research to ensure accurate representation, written by someone from the culture that is portrayed in the story, the book can be considered culturally accurate or genuine given the author’s identity. |
| **Lesson** |
| **1. What do you want students to learn? (goals)**  Students will be able to tell the beginning, middle, and end of the story to trace character development.  Students will make connections between the character in the story and their own lives or experiences.  **2. Why does this lesson matter from the perspective of global understanding and engagement? (rationale)**  Helping students--specifically, those who are of American origin, realize that there are places all over the world that are incredible and worth missing. Dismissing the idea that the United States is the ultimate goal/place to live.  **3. What will you do? (the actual lesson). Please explain the lesson in detail. Feel free to use whatever format you usually use to create a lesson plan. (You may wish to include artifacts.). You should include theme/topic, global perspective, unit/lesson background, activities/instructional approaches, and so on.**   1. Background Knowledge:    1. show map of Palestine and Wisconsin       1. images of Mount Quarantania, Hisham Palace, Dead Sea    2. vocabulary       1. immigrant       2. home (connotations of home), a special place can feel like home 2. Introduction:    1. discuss reasons someone might leave their home/hometown       1. have any students experienced this? (thumbs up or down)       2. Show students the Venn Diagram of Jericho and Oshkosh. Tell students we will add to it as we read and after the story    2. reiterate the importance of respecting others’ feelings, emotions, or experiences 3. Teaching the text:    1. ask students to predict what it means to have 2 homes in your heart    2. read the text to the students    3. pause to ask for connections/noticings between his old home and the new one (project a Venn diagram or make a chart of it) 4. Possible Discussion Questions:    1. How did Rani help Omar?    2. Why do you think Rani showed Omar the places that they did?    3. How do you think Omar felt when he heard other kids speaking Arabic?    4. How did Omar’s feelings change from the beginning of the story to the end?   **4. How will you know if students learned what you intended? (assessment)**  We will create a class heart that shows the two homes in Omar’s heart. Students will also create their own hearts that show the 2 homes/special places in their hearts. |
| **Enactment** |
| **How did the lesson go?**  **1. When did you teach the lesson?**  I taught the lesson during our normal ELA block (around 35-40 minutes)  **2. What did you do? (sometimes what is done is different from the plan)**  We followed the lesson plan pretty closely but did the Venn diagram in more of a verbal way, just asking students what the connections were (similarities/differences)  **3. How did students respond? (you may wish to include artifacts)**  The students really enjoyed the book. It was great watching their faces as they were able to make connections with the character. The who students who haven't lived elsewhere asked their peers great questions about their experiences. |
| **Reflection** |
| **Reflection (Self-evaluation)**  **1. What were you pleased with? (strategies that worked well)**  I think this text was a good fit for my group of students. We work a lot on Social Emotional Learning, building empathy, and for a book to bring it out as well as it did, made it very special. It fit into our normal ELA block and followed our usual routines/rules so students were able to pay attention, engage, and participate in the lesson.  **2. Are there things you learned for next time? (strategies that worked less well)**  The lesson took longer than I thought it would, especially because the students had such great questions and connections/experiences they wanted to share. I might even break the lesson and the follow-up project into 2 days/lessons.  **3. Were there any surprises? (positive or negative)**  My favorite part was the connections and sharing that students offered in response to the text.  **4. What recommendations do you have for other teachers when using this book**  Give yourself more time than you’d think so you can allow for all questions/comments/experiences that arise.  **5. What did this experience teach you about global children’s literature and including global children’s literature in your curriculum?**  I did a lot more research on the background of the author/illustrator/publisher when making this lesson. I think this made my own connection stronger to the text and made it more exciting to teach. |
| **References** |
| **List all references or resources you used.**   * Macmillan Publishers. (n.d.). Ibtisam Barakat. Retrieved from<https://us.macmillan.com/author/ibtisambarakat> * Room to Read. "About Us." Room to Read,<https://www.roomtoread.org/about-us/>. * Smith, Melquea. "Galleries." Society of Children's Book Writers and Illustrators,<https://www.scbwi.org/members/melquea-smith/galleries>. * "Two Homes in Omar's Heart." Literacy Cloud,<https://literacycloud.org/stories/3209-two-homes-in-omar-s-heart> * Google Images |





