

Puzzle Lesson

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Subject:		Grade: 2
Unit/Standard:	Learning Objective: To identify how characters' unique differences are beneficial to everyone around them. To build connections between how our differences help us improve our community.	Materials Needed: <ul style="list-style-type: none">• <i>Individual cut-out puzzle pieces</i>• <i>Read aloud story: The Rainbow Fish by Marcus Pfister</i>• <i>Coloring/ art supplies</i>• <i>Scissors</i>
Introduction/Warm-Up: Students will start by talking about special traditions they might share with their family. It might be something special they eat when it's someone's birthday or a game they play when they go on vacations. The teacher will emphasise the idea that we are all unique in our own ways. Also, the teacher will emphasise how it was nice to learn about other traditions.		
Explicit Instruction: Whole Group Instruction: <ul style="list-style-type: none">• During the whole-group read aloud, students will identify how characters are unique and different.• Guiding Questions:<ul style="list-style-type: none">• How do you think the other fish felt when they are ignored by the fish because they looked different?• How did the different abilities and backgrounds of the characters help improve everyone else around them?• How did characters tolerate differences between other characters? What comments were made that could hurt others' feelings?		

- **Story Connections:**
 - How do we feel when we are ignored because we might not look like or act like someone else?
 - Would you be willing to listen to others that do not think the same way we do?
 - How would you feel if someone gave you something that was unique and special?
 - How can a whole community improve by the sharing of ideas from different backgrounds?
- **Student Work:**
 - Students will create a puzzle-piece that shows something that makes them culturally unique. It might be a tradition they have or something unique to their family.

Supported Practice:

Individual Practice:

- **Student Work:**
 - Students will create a puzzle-piece that shows something that makes them culturally unique. It might be a tradition they have or something unique to their family.
- **Closure:**
 - The puzzle pieces will be connected to create a larger picture to show that all of our backgrounds are unique and important, but they help build the complete picture of our classroom. Students might even start to realize similarities they have with other classmates.

Differentiation:

Students will have options in their puzzle pieces. The options include a variety of learning modalities based on their choice and areas of strengths. The options include the following: written sentences or a draw a picture. Students should feel comfortable to share their ideas and might have to orally explain their picture.

Assessment:

Students will be assessed informally with a thumbs up/ down activity. The teacher will orally ask:

- “Did you learn something new about a classmate?”
- “Do you want to learn more about your classmates?”
- “Do you share a common characteristic/ tradition with a classmate?”

Notes: