All Kinds of People
TEACHER’S GUIDE

All Kinds of People is an illustrated, nonfiction series that helps young readers identify different qualities that contribute to the diversity of the world around them. Each book celebrates differences in the beliefs, bodies, families, and feelings of those around them. Beautiful illustrations highlight diversity in a range of communities, and notes for educators at the end of each book give helpful tips and encourage discussion. The series educates children on the different qualities that make them their unique self.

The lesson plans in the All Kinds of People Teacher’s Guide are tailored towards students in Grade 2. These lessons require students work independently and collaboratively to think about the lived experiences of those around them. Students will participate in a variety of brainstorming activities and will develop an understanding of the unique qualities of themselves and their classmates. This series encourages an appreciation and exploration of one’s differences. Students will be able to share their new learning with their classmates in different ways throughout each lesson.

Each lesson plan in this guide can be taught as a stand-alone lesson. The lessons can be taught within one unit, or can be spaced out throughout the school year based on the needs of your students and your curriculum planning. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in the All Kinds of People series include:

All Kinds of Beliefs
All Kinds of Bodies
All Kinds of Families
All Kinds of Feelings

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## Pacing Chart and Vocabulary

<table>
<thead>
<tr>
<th>Lesson Plan Title</th>
<th>Pacing</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>All Kinds of Bodies</td>
<td>1-2 class periods*</td>
<td>features unique</td>
</tr>
<tr>
<td>All Kinds of Feelings</td>
<td>1 class period</td>
<td>curious embarrassed frustrated impatient proud</td>
</tr>
<tr>
<td>All Kinds of Beliefs</td>
<td>1 class period</td>
<td>elders equal fast holy incense offerings respect worship</td>
</tr>
<tr>
<td>All Kinds of Families</td>
<td>1 class period</td>
<td>adopted divorce foster family only child partner</td>
</tr>
</tbody>
</table>

* 1 class period = 40 to 60 minutes
ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

**Instructional Strategies**
- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

**Environmental Strategies**
- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions

**Assessment Strategies**
- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology
LESSON 1
All Kinds of Bodies

Curriculum Correlations

Ontario Health and Physical Education
Grade 2, Social-Emotional Learning Skills (A): 1.5
Active Living (B): 1.3

Common Core State Standards
RI.2.1
RI.2.2.
RI.2.4.
RI.2.6
RI.2.7
RI.2.8

C3 Framework

Setting the Stage

To begin the activity, explain to students that the book being read today discusses how everyone’s bodies have different features that make them unique.

Provide each student with a copy of the “All Kinds of Bodies” book. Students can sit at their desks for the lesson, or could sit in a circle somewhere in the classroom. Explain to the students that as you read the book to them, you would like them to follow along with the words and pictures on the pages, and to think about the different features being discussed.

• Explain to students that **features mean the different parts of your face such as eyes, freckles, or wrinkles.**

• Explain to students that **unique means special, the only one of something.**

Once students are seated, ask them to turn to page 4 in the book. Read pages 4 to 11 to the students, allowing time for them to read along independently as you read aloud, and encourage them to observe the illustrations in detail.

Once you have finished reading the assigned pages, ask students to take 1 to 2 minutes to think about the features of their body that make them unique. Advise students that they can use examples in the text if they are having difficulty. Ask them to brainstorm ideas and write them on a piece of scrap paper.

After students have had time to brainstorm their ideas, go around the class and ask each student to share one feature that makes them unique. Advise students that if they would prefer not to share, they can simply say “pass” to move to the next person. Thank students for sharing the features that make them unique, and show appreciation for how special they are because of these features.

Materials

• All Kinds of People series (class set)
   All Kinds of Bodies (assorted pages)

• All Kinds of Bodies Chart (one per student)

• All Kinds of Bodies Checklist

• Pencils

• Markers/crayons/pencil crayons

• Scrap paper

Objectives

Students will be able to:

• Understand how different features of their bodies make them unique

• Identify a unique feature of their body

• Identify something their body is good at.
Activity

If students are not at their desks, have them return to their seats. Read pages 16 to 23 aloud to your students. Again, ask students follow along with the text and illustrations as you read.

Once complete, provide each student with a copy of the All Kinds of Bodies Chart. Explain to students that there are two columns on this page. First, they will complete column A. This column is titled “My body communicates that I am _____ by _____.”

Advise students to fill in the blanks with an example from the book, or one of their own examples, and then to create their own illustration that matches the statement they wrote. Provide some examples, and write them on the board if needed.

• Examples include: My body communicates that I am sick by making me cough. My body communicates that I am tired by making me yawn.

Once students have completed column A, ask students to turn over their papers, open their books, and turn to page 24. Read pages 24 to 25 aloud, and ask students to follow along with the text and illustrations.

Once complete, advise students to complete column B of their handout. This column is titled “My body is good at __________.”

Ask students to fill in the blank with something they are good at, and then use the space below to illustrate their statement. Provide some examples, and write them on the board if needed.

• Examples include: My body is good at running. My body is good at reading.

As students are working on completing their charts, collect the books. Ask students to submit their charts once completed.

Extensions

• Ask students to draw a self-portrait to be displayed in the classroom. Ensure students include their unique features in their drawings.

Wrap-Up

Gather students together, and read pages 26 to 29 of the book. Reinforce how important each of their features are in making them unique. Thank students for participating in this activity, and sharing their ideas. Explain how important it is to recognize and appreciate features that make us different from one another.

Assessment

Assess student understanding and participation through observation. Travel around the classroom to each student to ensure they are on task throughout the activity. Clarify misunderstandings as needed. Assess All Kinds of Bodies Chart using the All Kinds of Bodies Checklist.
All Kinds of Bodies Chart

My body communicates that I am
by

Name: ____________________________________________

Date: ____________________

My body is good at

My body is good at

Date: ____________________
## All Kinds of Bodies Checklist

**Student name:** ___________________________________________  
**Date:** ____________________

<table>
<thead>
<tr>
<th>Did the student...</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the sentence “My body communicates that I am __________________ by _______”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the sentence “My body is good at __________________”</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Clearly illustrate answers to both questions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show understanding of how their body is useful and unique?</td>
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**Additional comments:**
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
LESSON 2
All Kinds of Feelings

Curriculum Correlations

Ontario Health and Physical Education
Grade 2, Social-Emotional Learning Skills (A): 1.5

Common Core State Standards
RI.2.1
RI.2.2.
RI.2.4.
RI.2.6
RI.2.7
RI.2.8

C3 Framework

Materials
- All Kinds of People series (class set)
  - All Kinds of Feelings (assorted pages)
- All Kinds of Feelings Exit Card (one per student)
- Chart paper
- Markers

Objectives
Students will be able to:
- Identify different feeling words
- Understand how feelings and experiences are connected.

Setting the Stage

Ask students to sit in a circle. Explain that today they will have the opportunity to talk about feelings. Advise students that we all experience different feelings at different times, and that it is very important to be aware of these feelings and the context in which they occur.

Ask students the following questions, and allow 3–4 students to share their responses after each question is asked. Encourage students to use feeling words:

A. How would you feel if your friend came over to play with you?
   Examples: happy, joyful, glad, lucky

B. How would you feel if you lost your favorite toy?
   Examples: sad, hurt, disappointed

C. How would you feel if you were singing on stage in front of the school?
   Examples: nervous, excited, brave

D. How would you feel if you got an award?
   Examples: proud, happy, excited

As students share their responses, jot down some of the terms used. Reinforce how different situations can evoke different feelings or emotions, and that some of the same feelings can be experienced in different ways.
Activity

Provide each student with a copy of the *All Kinds of Feelings* book. Ask students to open to page 4 of the book. Ask students follow along with the text and illustrations as you read. Read pages 4 to 29 aloud to your students.

Once you have finished reading the book, divide the class into five groups. Provide each group with a piece of chart paper and markers. Each piece of chart paper should have one of the following phrases at the top:

- What makes me feel curious
- What makes me feel embarrassed
- What makes me feel frustrated
- What makes me feel excited
- What makes me feel proud.

Give students approximately 10-15 minutes to write their responses on the chart paper. Travel around the room as needed to prompt and/or guide students as needed.

Extensions

- Over a series of days, students could record a feeling they experienced during the day, and why. You could then ask students who record negative feelings (i.e. anger, sadness, disappointment) to brainstorm different things they could do to try to overcome that feeling.

Wrap-Up

Assess student understanding and participation through observation. Travel around the classroom to each student to ensure they are on task throughout the activity. Clarify misunderstandings as needed.

Ask each group to come to the front of the room and share 3-4 of the examples recorded on their chart paper. Encourage class discussion about some other examples for each feeling. Add a few new examples to each list.

Hand each student an *All Kinds of Feelings Exit Card*. Have students complete the exit cards and hand them in for assessment.

Assessment

Assess student understanding during lessons using observational and anecdotal notes.

Assess the *All Kinds of Feelings Exit Cards* for understanding of core concepts.
Name: ___________________________________________  Date: __________________________

All Kinds of Feelings Exit Card

Name a feeling you learned from the All Kinds of Feelings book that was not discussed in class:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Finish the sentence with the feeling you wrote above. I felt ____________________________ when...

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
LESSON 3
All Kinds of Beliefs

Curriculum Correlations

Common Core State Standards
RI.2.1
RI.2.2.
RI.2.4.
RI.2.6
RI.2.7
RI.2.8

C3 Framework

Ontario Social Studies
Grade 2 Heritage and Identity:
(A): 1.1., 1.3, 2.1, 2.6, 3.3, 3.4,

Materials
- All Kinds of People series (class set)
  ▶ All Kinds of Beliefs (assorted pages)
- All Kinds of Beliefs Handout (one per student)
- All Kinds of Beliefs Checklist
- Pencils
- Markers/crayons/pencil crayons

Objectives
Students will be able to:
- Recognize and understand various beliefs that exist in our world
- Identify their own beliefs
- Explore beliefs that are different from their own.

Setting the Stage

Explain to students that today the class will be talking about beliefs.

Reinforce for students how lucky we are to know people that may share some of the same beliefs we have, and those with different beliefs that we can learn from. Advise students that people’s beliefs guide how they live and behave towards others.

Tell students that that you are going to read a book together that will tell us more about the different beliefs that people have.

Activity

Provide each student with a copy of the All Kinds of Beliefs book. Ask students to open to page 4 of the book. Ask students to follow along with the text and illustrations as you read. Read pages 4 to 29 aloud to your students.

Once you have finished reading, lead a discussion with your students about the different beliefs that are discussed in the book. Create a mind map with the word “Beliefs” in the center. Ask students the following question:
- What kinds of beliefs are discussed in the book, and how do the people in the book celebrate or share their beliefs?

As students share their answers, record their responses on the mind map. Some examples should include, but are not limited to:
- Buddhism, Christianity, Hinduism, Humanism, Islam, Judaism, Sikhism, bible, elders, offerings, respect, bible, worship, faith, God/gods, prayer, special clothes, special food, special books, etc.

Encourage students to share personal examples from their own lives if they are comfortable doing so.

At their desks, provide each student with a copy of the All Kinds of Beliefs Handout. Ask students to fill in the blanks for the three “I believe ____________” statements on their page.

Advertise students that they can draw pictures to illustrate their ideas if they would like to. Remind students that they can also use examples from the group brainstorming activity recorded at the front of the room.

At the bottom of the page, ask students to record an example of a belief that they would like to learn more about.
Based on the responses of your students, you can pair them up to discuss the beliefs they would like to learn more about. If there are not enough students in the class to make meaningful pairings, you could address these questions in separate lessons, exploring different beliefs in more detail as a class. With all students responses, create a bulletin board indicating the different beliefs that are celebrated in your classroom, highlighting the diversity of your students.

Have students leave their All Kinds of Beliefs Handouts at their desks. Ask students to travel around the classroom in a clockwise motion to read about the beliefs of some of their classmates. This will reinforce to students that while there may be some common shared beliefs, some of their classmates may have unique beliefs that they were not aware of. Collect the All Kinds of Beliefs Handouts for assessment.

Assess student understanding and participation through observation. Travel around the classroom to each student to ensure they are on task throughout the activity. Clarify misunderstandings as needed. Assess the All Kinds of Beliefs Handout with the All Kinds of Beliefs Checklist.
Name: ___________________________________________ Date: ____________________

All Kinds of Beliefs Handout

My name is _____________________________________________

I believe _____________________________________________

I believe _____________________________________________

I believe _____________________________________________

One belief that I would like to learn more about is

_____________________________________________________

_____________________________________________________

because

_____________________________________________________
### All Kinds of Beliefs Checklist

**Student name:** _____________________________________________  **Date:** ________________________________

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<th>Did the student...</th>
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<td>Identify three personal beliefs?</td>
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<td></td>
</tr>
<tr>
<td>Describe one new belief that they would like to learn more about?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on why they would like to learn about a new belief?</td>
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<tr>
<td>Display understanding of their own point of view, and the point of view of others?</td>
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Additional comments:

____________________________________________________________________________

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### All Kinds of Beliefs Checklist

**Student name:** _____________________________________________  **Date:** ________________________________

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Additional comments:

____________________________________________________________________________

____________________________________________________________________________
LESSON 4
All Kinds of Families

Curriculum Correlations

Common Core State Standards
RI.2.1
RI.2.2.
RI.2.4.
RI.2.6
RI.2.7
RI.2.8

C3 Framework

Ontario Social Studies
Grade 2 Heritage and Identity:
(A): 1.1, 1.2, 1.3, 2.1, 2.5, 2.6, 3.1, 3.4

Materials
• All Kinds of People series (class set)
  ▶ All Kinds of Families (assorted pages)
• All Kinds of Families Handout (one per student)
• All Kinds of Families Exit Card (one per student)
• Pencils
• Markers/crayons/pencil crayons

Objectives
Students will be able to:
• Understand different family structures
• Identify their own family structure.

Setting the Stage

Explain to students that today the class will be talking about families. Advise students that all families are different, and that today they will learn about some of the different types of families that exist in our world.

Advise students that that you are going to read a book together that will tell us more about the different types of families that people might have.

Activity

Provide each student with a copy of the All Kinds of Families book. Ask students to open to page 4 of the book. Ask students follow along with the text and illustrations as you read. Read pages 4 to 29 aloud to your students.

Once you have finished reading, lead a discussion with your students about the different families that are discussed in the book. Remind students that though all families are different, they are equally important.

Provide each student with a copy of the All Kinds of Families Handout. Ask students to draw a picture of their family in the space provided on the handout. They can include as many family members as they would like. This will highlight that different families are different sizes; some may be big, and some may be small.

Extensions

• Some students may not feel connected to their family, or may not be comfortable completing the handout. Allow students to complete the handout using the family of their favorite television or movie character should they choose.
• This activity could be extended into a lesson related to family trees. A follow-up lesson could be to ask students to create their own family tree.

Wrap-Up

After students have completed their handouts, put them in pairs. With their partner, students can discuss their drawing, and what makes their family special. If any students would like to share their drawing with the class, please allow them to do so if time permits.

Have students complete the All Kinds of Families Exit Card at the end of the lesson.

Assessment

Assess student understanding and participation through observation. Travel around the classroom to each student to ensure they are on task throughout the activity. Clarify misunderstandings as needed. Give All Kinds of Families Handout a mark for completion and assess All Kinds of Families Exit Card.
All Kinds of Families Handout

My name is ________________________________

and this is my family!

The members of my family are:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Name: ____________________________________________  Date: __________________________

All Kinds of Families Exit Card

What makes your family special?

____________________________________________________________________________

____________________________________________________________________________

How is your family similar to your partner’s family?

____________________________________________________________________________

____________________________________________________________________________

How is your family different from your partner’s family?

____________________________________________________________________________

____________________________________________________________________________

Name: ____________________________________________  Date: __________________________

All Kinds of Families Exit Card

What makes your family special?

____________________________________________________________________________

____________________________________________________________________________

How is your family similar to your partner’s family?

____________________________________________________________________________

____________________________________________________________________________

How is your family different from your partner’s family?

____________________________________________________________________________

____________________________________________________________________________