



Open Mind, Open Table

Grade Levels & Subjects: Early Childhood and K - 2 English Language Arts

Learning + Food Objectives:

Students will develop respect for and open-mindedness toward others' cultures and their food.

Common Core Standards:

Common Core English Language Arts

Sharing and discussing ideas from a book

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



MATERIALS NEEDED

- Student Worksheet (Attached below)
- *The Day You Begin* by Jacqueline Woodson
- Chart paper/Markers

CLASSROOM PROCEDURE

INTRODUCTION (5 minutes)

1. Direct the students' attention to the Food I Like/Food I Don't Like drawing table in the student worksheet.
2. Tell them to draw at least 1 food on each side and to write the name of each food if they can. Teachers may wish to have pictures of common foods posted around the room prior to the lesson.
3. Bring the class back together and ask students what they drew. The teacher should write/list the foods on the board or on big chart paper.

4. Ask: How would you feel/what would you do if someone saw you eating your favorite food and called attention to how strange and different it was to them?

INSTRUCTION (30 - 50 minutes)

1. In this lesson, the class is going to discuss the fact that even though people of different cultures eat different foods, it's important to be kind and to have an open mind when we experience or try foods that are new or unusual to us.
2. Ask: What are some things that make you special? The Teacher can model with response keeping cultural, religious, and ethnic identities. Then, have students share.
3. Introduce the concepts of *kindness* and *open-mindedness*. Before this lesson consider creating sentence stems and posters that demonstrate these principles.
4. Ask: Why is it important to practice *kindness* and *open-mindedness* when we notice that someone is eating something that might be important to them?
 - a. Model how to respond when a food item just doesn't taste the way you thought, and you are "not a fan" or the food "isn't for me just yet".
 - b. Explain that the book the class is about to read will help them understand the importance of *kindness* and *open-mindedness* when interacting with others.
5. Now, prepare to read the book *The Day You Begin* by Jacqueline Woodson. Consider using the read-aloud version available online (read by the author herself).
 - a. If this book isn't available, choose 1 or more of the following books: *The Ugly Vegetables* by Grace Lin or *Carla's Sandwich* by Debbie Herman. These titles are also available as read-alouds.
 - b. If time permits, read, and discuss additional stories or create 3 separate reading stations where students can rotate and listen to all the stories.
6. After the story, engage students in a discussion around these questions, writing each response in a cloud on the posterboard:
 - a. What makes you so fabulously different from everyone else you meet? What makes you unique?
 - b. What do you do or how do you react when you see someone eating something you've never seen (or smelled) before in the cafeteria?
7. Tell students that they are now going to draw and write about what makes them special using a food that is important to them.
 - a. Recommend that students draw a food that is important to them and write a sentence about why that food makes them fabulously different and unique.
8. Collect and hang all the stories/comics once students are done.
9. Now, tell students that the class will engage in a *story walk* - where students walk around to read and look at their classmates' stories.

CLOSING (10 minutes)

Ask students to share out something they learned about another student today. Share a new food you want to try!

The student worksheet below can be printed or copied onto any online learning platform.



Open Mind Open Table

Bell Ringer: Foods I Like/Foods I Don't Like Drawing Table

Directions: On the left side, draw at least 1 food you like. On the right side, draw at least 1 food you do not like. Be ready to share with the class when you are done.

Food(s) I Like	Food(s) I Don't Like



I am Fabulously Unique and Different Drawing Table

Directions:

- Draw a picture of a food that represents how fabulously unique and different you are.
- Write a sentence describing it below.

I am Fabulously Unique and Different Drawing Table

By: _____

I am fabulously different and unique because _____
