

Length of Lesson: 45 minutes
(can be adjusted by eliminating
* items)



Check out SC's Learning
and Literacy Profile of
the ready kindergartner

Objective/Brief Description:

Explore sharing, generosity,
gratitude,
and people in our community

Materials Provided: copy of a
plate image, vests, props: plastic ladle
s,
plastic bowls, play fo
od

Materials from home: crayons

INTRODUCTION

Before the lesson, The Instructor should decide on an area that will act as a "Stage" where students can perform. There should be an entrance area that goes onto the stage, and an exit area that goes off of the stage to "backstage" - these can be behind a curtain, shelving unit, couch, etc.

As students enter the space (Living room, library, classroom, etc.), give each student a crayon to be their "Magic Key." This is the "key to their imagination." Instructor asks: "Who are some people in your neighborhood?" Have the students act like someone in their neighborhood as they make their way onto the "stage," and have students sit in a circle. When in the circle, The Instructor Asks: "What smells so good?" Have the students continue acting like their chosen character, pretending to smell something delicious. The Instructor then asks each student to share something they would want to eat in stew.

Have students create an "audience" in front of your chosen "stage." Students then take turns going "backstage" to get ready for a short presentation. For the presentation, they each enter onto the "stage," cross to Center Stage (middle of the stage), say their name, and share their suggestions for what should go in the stew. The students can then act out how they would eat the item. The Instructor should model an example for the students. When each student finishes, have them take a bow, exit to "backstage," and then sit back in the audience. Please have the audience applaud each student.



LET'S GET MOVING

The Instructor explains that Omu is a “grandma-type” person who is making a thick red stew that is similar to soup. The Instructor acts like Omu and pretends to be making some soup/stew. One at a time, each student comes up to Omu to say the lines, “That smells delicious. What is it?” The Instructor, still in character, replies as Omu by saying, “This is a thick red stew.” The Instructor then pretends to ladle out a bit of stew for each student into the provided plastic bowls. Once each student has some stew, The Instructor goes to sit down and eat their own stew, but they discover their pot is empty, which makes them sad. The Instructor says: “What should we do?” and then lets the students offer ideas.

TRANSITION

You are about to go to a pretend “library” to find your book. This can be any anywhere in your “classroom space” where you are keeping the book and materials. The Instructor Says: “Let’s go to the ‘library,’ and find a book about Omu!” The Instructor and students go to the “library,” and should walk like grandmas and grandpas to find the book.

READ THE STORY

After the class goes to the “library,” go back to your “stage.” This time, The Instructor should be on the “stage” as the students sit in the “audience.” The Instructor reads *Thank you, Omu*, by Oge Mora, to the students, asking students story-related questions throughout. Be sure to read the NOTE TO READER on the first page of the book. When the story is finished, talk about the different characters that visited Omu. The Instructor asks: “Do you know any people in your community like these characters?”

IDENTIFY THE PROBLEM AND HOW TO SOLVE IT

The Instructor asks: “What happened to Omu’s stew? How did she feel when she realized she had given all her stew away? How did she feel when everyone came back with food to share?” Give the students an opportunity to answer each question.

Each student is given a piece of paper with an image of a plate. The Instructor can photocopy the provided plate picture, or the students can draw their own plate. They can use crayons, torn pieces of paper, and glue to create a collage similar to the “collage art” style of the book. Use pictures of Omu’s pot for reference. The Instructor asks: “what would you bring to give to Omu to eat?” After, let each student take a turn showing their picture and describing what they would share with Omu. When finished presenting, each student says “Thank you, Omu!” and then sits down and pretends to eat and celebrate.



END OF CLASS

End the lesson with a dance party! Please put on a happy song, and invite the students to dance like the different people in Omu's tiny apartment. The Instructor may shout out suggestions of people as the dance party happens. At the end of the song, everyone takes a turn clapping as the audience, and then bowing as an actor. Clapping is a way for the audience to say, "Thank you for performing for us." Bowing is a way for the actors to say, "Thank you for watching us."



Thank you for taking a few minutes to fill out this brief survey!