



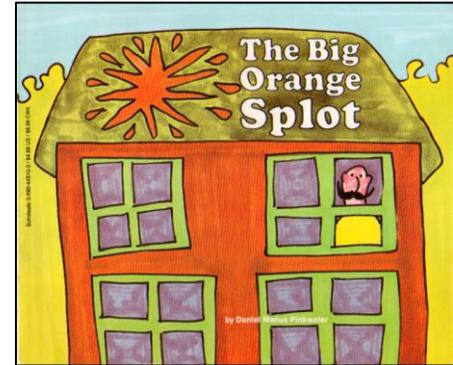
VALUING DIVERSITY WITH *THE BIG ORANGE SPLOT*

SUGGESTED GRADE LEVEL: K – 2

LENGTH OF TIME: One 35 minute session for reading and discussion; One 35 minute session for a project

GOALS

- To use literature to model appreciation of individuality and being kind to community members.
- To provide students with an opportunity to see and understand similarities and differences amongst people.



OBJECTIVES

- Students will learn how people can notice differences and learn to see them as a positive.
- Students will express themselves as unique individuals.

ACADEMIC STANDARDS

- CCSS.ELA-LITERACY.RL.K.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. (Also RL.1.1 and 2.1)
- CCSS.ELA-LITERACY.RL.K.3: Describe how characters in a story respond to major events and challenges. (Also RL.1.3 and 2.3)
- CCSS.ELA-LITERACY.RL.K.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. (Also RL.1.7 and 2.7)

EDUCATORS' NOTES

Your students will listen to a read-aloud of *The Big Orange Splot*, by Daniel Pinkwater, in which the neighbors on a “neat street” are horrified when one house looks different. Discussion will center on the neighbors’ reactions: first the negative, when they say some mean things about Mr. Plumbean, and then the positive, when they all choose to paint their homes in unique ways and become better friends by learning about each other.

For this activity, children will design a unique collage building that expresses who they are and share them with their classmates. This lesson could be tied in with an architecture unit. We intentionally have students design buildings such as apartments, schools and grocery stores so that students who may be without homes feel safe and included.

MATERIALS NEEDED:

- *The Big Orange Splot*, by Daniel Pinkwater
- Construction paper (or blank drawing paper), scissors, crayons/markers/colored pencils
- Also available read online: [The Big Orange Splot](#)

SESSION ONE:**READ AND DISCUSS THE BOOK****Pre-reading discussion:**

- What is a neighbor or community member? Talk about some of your neighbors.
- What makes someone a kind neighbor? How do kind neighbors treat each other?

Read the book aloud.**Post-reading discussion questions:**

- Why did the author say the street was neat?
- Do you think the neighbors were proud of their street? Do you think Mr. Plumbean was proud of his street as well?
- What did the neighbors say about Mr. Plumbean when they saw his house painted?
- Why does Mr. Plumbean say his house is his? Why was the house not his before he decorated it?
- Things changed on the neat street, both on the outside and on the inside. Tell me something that changed.
- What words could we use to describe the street at the end of the story?
- Were Mr. Plumbean's neighbors being kind?
- Did you like the street better before or after the changes? Explain why.

SESSION TWO:**DESIGN A DREAM BUILDING****Examine the illustrations in the book.**

- Ask your students to talk about what each house tells about the dreams of its owner.
- What clues are in the pictures?

Design project using collage or drawing.

- Ask the students to think about a building that would tell others about them and their dreams. Mention very different kinds of buildings—schools, grocery stores or apartment buildings, so that the children are not just dreaming of a house like on Mr. Plumbean's street.
- Have children design their own unique building using construction paper to make a collage or using paper and markers/colored pencils.
- Ask students to write one or two sentences about their building and their dreams.
- Discuss descriptive words and have students use them when they write.

ASSESSMENT AND EVALUATION

- Give students an opportunity to share their work with each other and talk about things that are different and special about them.
- What does their building show people about them?

EXTENSIONS

- Have students talk about things that every community needs.
- Have students design a dream space for their community such as a playground or neighborhood center.

ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS

- [Children's Books to Prevent Bias-Based Bullying](#)
- [Lesson Plans to Prevent Bias-Based Bullying in School](#)
- [Preventing Bias-Based Bullying – School Resources](#)
- [Welcoming Schools Professional Development Trainings](#)

Credit: *Lisa Castillo, elementary school teacher, South Salem Elementary School. Welcoming Schools Lesson Contest Winner*