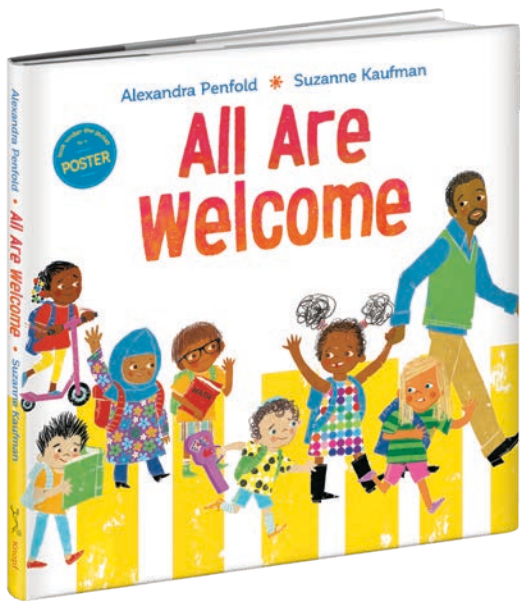




All Are Welcome in _____'s

Classroom!





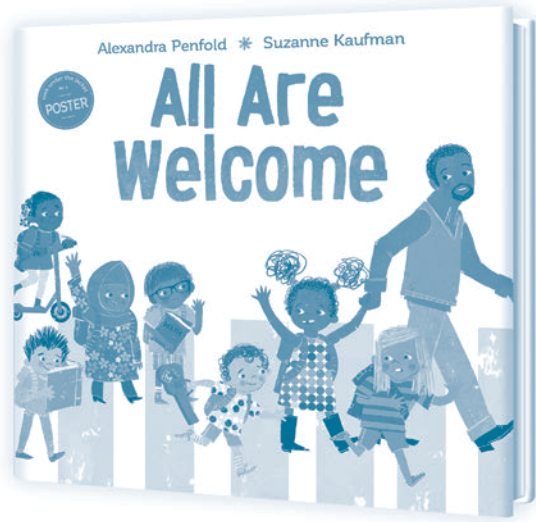
All Are Welcome



About the Book

Follow a group of children through a day in their school, where everyone is welcomed with open arms. A school where kids in patkas, hijabs, yarmulkes, and baseball caps play side by side. A school where students grow and learn from each other's traditions, and the whole community gathers to celebrate Lunar New Year.

All Are Welcome lets young children know that, no matter what, they have a place, they have a space, they are welcome in their school.



Grades: PreK–3 | HC: 978-0-525-57964-9 | GLB: 978-0-525-57965-6 | EL: 978-0-525-57966-3

About the Author

Alexandra Penfold is the author of *Eat, Sleep, Poop; The Littlest Viking*; and *Food Truck Fest!* She is also a literary agent at Upstart Crow, where one of her clients is Suzanne Kaufman! Learn more about Alex on Twitter at @agentpenfold or at alexpenfoldbooks.com.

About the Illustrator

Suzanne Kaufman is an author, illustrator, and animator. Over the years she's worked on many exciting projects, animating special effects for Universal Television and the Discovery Channel and animating award-winning video games for children. She's also the illustrator of a number of books for children, including *Samanthasaurus Rex* by B. B. Mandell, *Naughty Claudine's Christmas* by Patrick Jennings, *100 Bugs!* by Kate Narita, and *Confiscated!*, which she also wrote. Learn more about Suzanne at suzannekaufman.com or on Twitter at @suzannekaufman.

Host a community or school-wide read with *All Are Welcome*!

Promote inclusivity and create a welcoming environment by reading *All Are Welcome* together as a school, or host a community-wide read aloud! For more information and ideas on how to host a community-wide read visit CommonReads.com

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Educators' Guide

Welcome Senses Chart

Time to activate some senses! Create a chart *before* reading *All Are Welcome*. Divide the chart into three columns, labeled:

- What does welcome **feel** like?
- What does welcome **look** like?
- What does welcome **sound** like?

Brainstorm some ideas as a class, and add them to the chart. Once you've read the book, return to the chart. What ideas can students add after reading?

📌 Correlates to Common Core Language Arts Anchor Standards for Speaking and Listening 1

Welcome Committee

Have your class be the Welcome Committee for your school. Generate a list of things people should know about your school, including information about school traditions, important locations and people, the school mascot, before- and after-school options, and anything thing else noteworthy. Either in pairs, in groups, or individually, have students create welcome cards for new students. The cards could be kept in the school office and handed out to new students.

📌 Correlates to Common Core Language Arts Anchor Standards for Writing 4

It's All in How You Ask!

In *All Are Welcome*, readers may come across things that are new to them. Take the time to learn about it! Encourage students to ask questions as you go through the book. Practice saying, "This is new to me. Will you teach me about it?" Celebrate diversity and learning.

📌 Correlates to Common Core Language Arts Anchor Standards for Speaking and Listening 3

Write About What You Know

Go back through the book and make a list of all the settings (classroom, playground, library, lunchroom). Write each location on the board. Invite students to choose one of the settings from the book, and compare and contrast it to the same location in your school. Why is this location a welcoming place at your school? Invite students to think about the location from a new perspective.

Could it be more welcoming for all students? How? Students can do a quickwrite, suggesting how the location could be even more inviting. Analyze the suggestions as a class. How can students work together to make welcoming changes?

📌 Correlates to Common Core Language Arts Anchor Standards for Writing 10

Creating a Welcome Routine

Have students research how to say "welcome" in different languages. Create a poster that can be displayed by the classroom door. As students enter in the morning, invite them to select a welcome greeting for you both to use.

📌 Correlates to Common Core Language Arts Anchor Standards for Speaking and Listening 1

Reading the Illustrations

Take a closer look at the illustrations. Find a pair of students at the beginning of the book when they first enter the classroom. Track what they do over the course of the story. How does their story develop through the illustrations? Do you see things happening in the illustrations that are not mentioned in the text? Talk about the theme of the story and how it applies to those characters. Repeat this activity with other pairs of characters.

📌 Correlates to Common Core Language Arts Anchor Standards for Reading 3

A Deeper Look at Theme

All Are Welcome is a celebration of diversity and including others. Take a deeper look at how the author and illustrator showed examples of being welcoming in both the text and the illustrations. Linger over a layout, taking a closer look under a document camera, if possible. How did the illustrator show examples of including others and celebrating diversity? Take a look at the words. What did the author write that is welcoming to all? Create a chart with two columns. Label one side "text" and the other side "illustrations." Write student observations on the chart. Look for patterns the author or illustrator might have used.

📌 Correlates to Common Core Language Arts Anchor Standards for Reading 2

Educators' guide prepared by Michele Knott, a literacy specialist and coach from the Chicago suburbs. Michele has been welcoming students into her life for over twenty years as a classroom teacher and specialist.

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All Are Welcome

Action and Effect

What can you do at your school to create a welcoming environment? Every positive action creates a positive effect. Using the list below, match each action to its corresponding effect, and then come up with your own pairs!



Action

Effect

Creating a welcoming environment at school

- Inviting someone to join
- Greeting a classmate at the Buddy bench at recess
- Feeling included
- Learning something new
- Reading books about all cultures in the library
- Spreads kindness
- Feeling welcome
- Saying hi to someone new

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This guide was prepared by, Erin Castillo, a special education teacher in California Bay Area She can be found at www.erincastilloteaches.com.

📌 Correlates to Common Core Language Arts Anchor Standards for Reading 5.

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All Are Welcome

Bingo

Get to know your classmates! Color in a square when you find someone who matches the description in the box. Can you color in four boxes in a row?



Someone who wears glasses 	Someone with red hair	Someone with freckles	Someone who has tried naan
Someone who can speak Spanish	Someone who uses a wheelchair or knows someone who uses a wheelchair	Someone who celebrates Lunar New Year 	Someone who speaks a language other than English
Someone who has visited another country 	Someone with brown eyes	Someone who wears a patka or knows someone who wears a patka	Someone who has braces or knows someone who has braces
Someone with black hair	Someone who celebrates Hanukkah 	Someone who wears a hijab or knows someone who wears a hijab	Someone who had more than one brother or sister

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All words created by Suzanne Kaufman

This guide was prepared by, Erin Castillo, a special education teacher in California Bay Area She can be found at www.erincastilloteaches.com.

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