



3

THIRD GRADE

# Creativity

## TASK CARDS

***All Are Welcome***

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REimagining and Accelerating  
Literacy through Arts Integration

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# ABOUT

The **RE**imagining and **A**ccelerating **L**iteracy through **A**rts **I**ntegration (REALAI) grant supports the literacy achievement of 3,200 students and 170 teachers, media specialists, and literacy coaches across six schools in Georgia and South Carolina.

In addition to professional learning for educators, this project contributes significantly to school library collections through the purchase of developmentally appropriate and culturally relevant books.

This grant also includes parent events to provide families with access to books and other content about how to support their child's reading development.

These materials and the accompanying book, *All Are Welcome*, are made possible through the **United States Department of Education** and **ArtsNOW**.



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ArtsNOW



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Be inspired by the book *All Are Welcome*.

GRADE 3  
**ALL ARE WELCOME**

## VISUAL ARTS

Let's create a colorful collage showing how your home or community welcomes everyone, just like in the story!

### Supplies Needed

- *All Are Welcome* book
- Paper (any kind)
- Scissors
- Glue or tape
- Old magazines, newspapers, or colored paper (optional)
- Crayons, colored pencils, or markers

**I CAN  
create artwork  
to express  
feelings and  
ideas.**

### Vocabulary

**Collage** - a composition developed by gluing colored paper, photographs, magazine pictures, fabric, and other two-dimensional materials onto a flat surface

**Community** - a group of people who live, work, or play together

**Welcome** - to show kindness and openness to others

**Symbol** - a picture or object that stands for something else (like a heart for love)

**Character** - a person in a story or play, or an animal or object that has human qualities

**Central message** - the big idea or lesson of the story

### Instructions

- 1 Read *All Are Welcome*. Discuss the central message of the story. Who are the characters in the story? Are they similar to the people in your community? How?
- 2 Think about how you or your community shows welcome and kindness. Cut-out pictures from magazines to make a collage showing people being kind and welcoming to others. Glue them down to make the collage. Add other paper or fabrics to your artwork. Think about how you can be kind and welcoming to others in your community.
- 3 Add symbols like hearts, open doors, or smiling faces to your collage. Add colors with markers, crayons, or colored pencils. Fill the entire space on your paper.
- 4 Write an artist statement describing your collage. Why did you select the pictures in your collage? How does it demonstrate being kind and welcoming?

### Extensions

- Write a short poem about feeling welcome.
- Interview a family member about what makes them feel part of a group.

# GRADE 3 ALL ARE WELCOME THEATRE

Characters in a story can have a lot to share.

**Let's create a monologue for a character in the class where *All Are Welcome*!**

## Supplies Needed

- *All Are Welcome* book
- Pencil and paper

**I CAN  
use the  
information in a  
text to create and  
perform a  
monologue.**

## Vocabulary

**Character** - a person in a story or play, or an animal or object that has human qualities

**Monologue** - a long speech by a single character

**First-Person** - a narrative 'voice' in which the person or character telling the story is talking about their own experience

**Dialogue** - a conversation between two or more persons

## Instructions

- 1 Choose one of the students that you see on the cover or the first page of the story. You can choose one that you identify with, or one that is different from you. Imagine a name for that character.
- 2 Read the story. As you read through the book track your character. Most of the students appear on most of the pages.
- 3 Make notes about at least five activities, emotions, or situations that your character is shown doing, expressing, or being involved in (for example, "sharing a pretzel with a friend" or "swinging on a swing").
- 4 Write a short monologue for your character about their day. Use first-person writing – don't write about the character, but write as the character. For example, the character could say, "I was so excited to show everyone what we learned about bugs!". Describe what the character has done and also how they feel about it.
- 5 Practice and then perform your monologue for a friend or family member. You could perform without telling them which character you chose, and then see if they can find the character in the book based on your monologue.

## Extensions

- Choose one of the activities from your monologue where your character is talking to another child or adult. Write a short dialogue of what they might say each other.
- Talk with a family member or friend about what makes you feel welcome in your school or community. How could you help others feel welcome?

## DANCE

Choreographers choose movements to express a message to the audience.

**Let's create movements to welcome others as we read *All Are Welcome*.**

### Supplies Needed

- *All Are Welcome* book

**I CAN  
use movement  
to show a  
theme of  
welcoming  
others.**

### Vocabulary

**Sequence** - a series of movements performed in a specific order

**Gesture** - an expressive movement of the body or limbs

**Rhyme** - words that end with the same sound (Ex: play/day or here/near)

**Character** - a person in a story or play, or an animal or object that has human qualities

**Central message** - the big idea or lesson of the story

### Instructions

- 1 Read the book *All Are Welcome*. As you read, notice the repeating line: "All are welcome here!" Think about what this line means. Is that the central message of the book? Why or why not? How can you show someone they are welcome through words and movement?
- 2 Now it's your turn! Create your own one-line welcoming message, and try to make it rhyme! (Ex: "Come and play, stay all day!")
- 3 Once you've created your welcoming line, create one to three movements to go with it. Think about gestures or movements that show kindness, safety, or belonging.
- 4 Practice saying your line out loud as you perform your movement sequence.
- 5 Perform your dance sequence for a family member. Ask the family member to create their own dance sequence.

### Extensions

- Add music and explore how your movement changes with different tempos or moods of the chosen music.
- Create a dance sequence that demonstrates what happened in the beginning, middle, and end of the story.

This book celebrates individuals and reminds us that *All Are Welcome!*

GRADE 3  
**ALL ARE WELCOME**

**Let's use rhythmic speech to read the book aloud!**

**MUSIC**

## Supplies Needed

- *All Are Welcome* book

**I CAN  
use rhythmic  
speech to read  
text aloud.**

## Vocabulary

**Ostinato:** a repeated pattern

**Rhythm:** long and short sounds and silences

**Steady beat:** the consistent pulse or “heartbeat” of music

**Rest:** silence

**Form:** the organization of a piece (how the music is put together)

**Phrase:** musical sentence

**Character** - a person in a story or play, or an animal or object that has human qualities

**Central message** - the big idea or lesson of the story

## Instructions

- 1 Read the book. Discuss the events of the book. Who are the characters? What is the setting? What is the main idea or central message of the book?
- 2 Notice how the words are organized: one repeated phrase (“all are welcome here”) preceded by three phrases with rhyming words at the end.
- 3 Create a four-beat pattern using your body (for example, pat-clap-snap-snap). Repeat your pattern several times. This is called a four-beat ostinato. Remember to keep the steady beat! Keep your ostinato simple!
- 4 Say “all are welcome here” in a rhythm while performing your four-beat ostinato. You will say more than one word or syllable on a beat. Some beats may not have any words. Find the rhythm you like best!
- 5 Read the remaining phrases rhythmically while performing the ostinato. Read each phrase in a rhythm over four beats—remember you may have multiple words and/or syllables on each beat.
- 6 Notice how the book is organized: each section has three phrases (in regular font) followed by one phrase repeated throughout the book (in bold font). These same and different phrases create a musical form! Read the book rhythmically while performing the ostinato.

## Extensions

- Read the book at different tempos (faster or slower).
- Experiment with different ostinatos to perform while reading the book.



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