

Incorporating Opportunities for Diverse Literature into the Early Elementary Classroom

by

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## **Lesson Plans that Incorporate Opportunities for Windows and Mirrors within the Literacy Curriculum**

This project consists of a series of lesson plans that fit within the school's literacy curriculum. It continues to address my research question: *How are first and second grade students' classroom engagement impacted by the incorporation of "windows and mirrors" in their literature curriculum?* The intention behind this project's creation is to provide the teachers in my school with an easy way to introduce and discuss texts that contain windows and mirrors with their students. These lessons work within the community unit that is already present in the 1st and 2nd grade curriculum of my school and adds culturally relevant literature to the curriculum. In addition, the lessons include discussion/activity guides to help both the teachers and myself as we use the new books.

The intended audience for this project is primarily the classroom teachers in my school. They are the ones teaching the main curriculum and have the potential to facilitate whole-group discussions with the students. They have the most time with students and are able to build and maintain strong classroom communities, which are vital to having these books and having these kinds of conversations. But, in addition to the classroom teachers, the first and second grade students are the other intended audience members for this project. These students are the ones who will participate in all the discussions and activities. The books, discussions, and activities are meant to increase student engagement.

An additional audience would be any other relevant teachers who work with the students. Interventionists, special education teachers, and EL teachers would be among those who also may utilize resources from the classroom curriculum in their instruction.

In my own teaching, as an EL teacher, I often co-teach with grades one and two at my school. This curriculum is designed to be used by teachers like that as well.

This project is designed to impact the first and second grade students at my school. It is a series of 12 lessons for first grade and 12 lessons for second grade that coincide with the school literacy curriculum's community unit. The curriculum stands on its own already, but these lessons seek to fill in gaps that are apparent in its ability to engage multicultural students. Each lesson plan contains a book and a guide for how to use it within the curriculum. The lessons are designed to meet social justice standards by Teaching Tolerance (2022), ELA standards by the MN Department of Education (2010), and the WIDA English Language Development standards (2020). Each plan also provides the teacher with a discussion guide to use while reading and an extension section that encourages students to draw and write in response to the book.

In order to assess the success of these plans, each lesson has a unique rubric that aligns with the book's discussion and the reflection questions that are posed to the students. The expectation is that students will connect or reflect on each book that they read and that they will write or draw in their reader's notebook in response to each book. The success of this project will also be informally assessed by the student engagement in the conversations that are sparked and the questions that are asked as they navigate through the books and discuss them with their teachers and classmates.

## FIRST GRADE LESSON PLANS

***Marisol McDonald Doesn't Match***  
***Marisol McDonald no Combina***

Author: Monica Brown  
Illustrator: Sara Palacios

**Social Justice Standard:**

ID.K-2.1 – I know and like who I am and can talk about my family and myself and name some of my group identities.

**MN ELA Standard:**

1.1.1.1 – Ask and answer questions about key details in a text.

**WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

**Essential Question:**

What are the things I love about myself that make me unique?

**Pre-Teach:**

1. Read the title together and talk about what it means to “not match.” What are some different things that don't match? (colors, patterns, puzzle pieces, cards, etc...)
2. “Have you ever had a grownup tell you that you don't match? What were they talking about?”
3. “Do you prefer to match or not to match?”
4. State the objective in kid-friendly language – “Today we'll be reading about a little girl who prefers to not match, and it makes her feel like herself. Let's see how she handles different people who try to convince her to match.

**Discussion Guide:**

p. 4-5: “What two things does Tato say don't match for Marisol? What do you think Marisol thinks about her hair? ...I bet because she used the word ‘fire,’ she thinks her hair is pretty cool.”

p. 6-7: “What two things does Marisol’s brother say don’t match for Marisol? What does Marisol think?”

p. 8-9: “Here we learn that Marisol speaks two different languages, and she sometimes uses them both together in sentences. Do you, or have someone you know, also have this special skill?”

p. 10-11: Discuss the difference between cursive and printing and how it doesn’t match.

p. 12-13: “How do you think it would work to play ‘soccer pirates?’”

p. 14-15: “What do you see in Marisol’s picture? How does it match or not match?”

p. 18-19: “Why do you think Marisol decides that she wants to match?”

p. 26-27: “What does Marisol learn about herself after she tried to match for a day?”

**Extension Activity:**

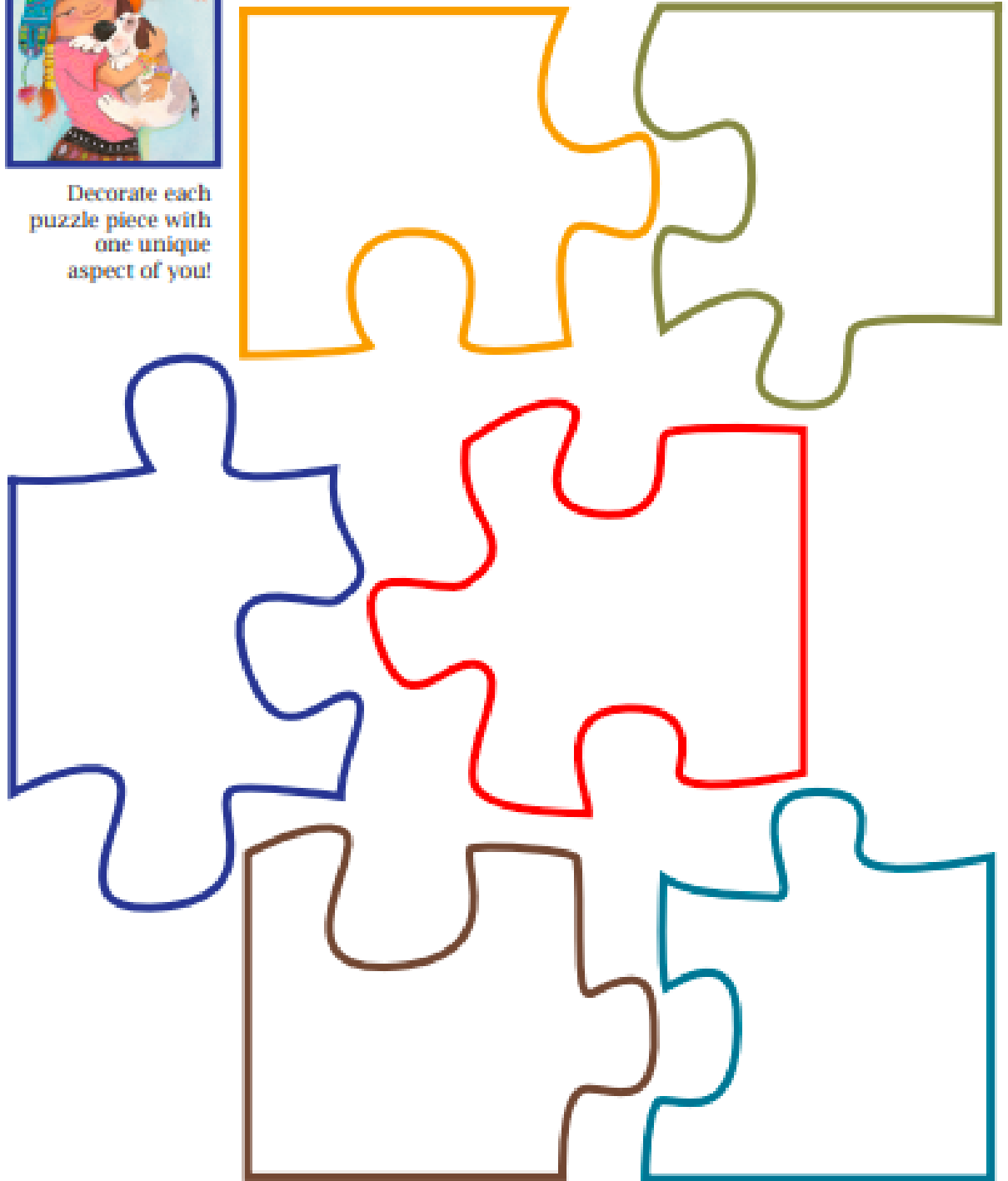
Puzzle Pieces (From extra resources)

Introduce activity: “Marisol realized that she loved all the mis-matched pieces that made her unique and special. She did not want to change anything about herself. What are the pieces that make you special and unique? Maybe you are mis-matched like Marisol, or maybe you are more like me and you like things to match? Let’s draw or write about the things that make us who we are in these puzzle pieces and then share them out at the end.” (Model activity for students).



# The Pieces of YOU

Decorate each puzzle piece with one unique aspect of you!



**Small group share and reflect:**

Classroom teacher and EL teacher split class into two groups, sit in a circle and share drawings and writing. Each student gets a turn to share their puzzle pieces with the group (or to pass if they do not feel comfortable). If a student passes, the teacher will check-in with them afterwards to talk about picture/writing one-on-one.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in the puzzle pieces. Student does not share thinking with the small group or the teacher.	Student fills in 1-2 of the puzzle pieces with drawing or writing. Student may or may not share thinking with small group or teacher.	Student draws or writes in at least 4 puzzle pieces and gives a verbal summary with the teacher and/or classmates.	Student draws or writes in every puzzle piece and gives a verbal summary with the teacher and/or classmates.

**Extra Resources:**

<http://www.monicabrown.net/files/MarisolActivityKit.pdf>



## *Soul Food Sunday*

Author: Winsome Bingham

Illustrator: C.G. Esperanza

### **Social Justice Standard:**

ID.K-2.5 – I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

### **MN ELA Standard:**

1.1.1.1 – Ask and answer questions about key details in a text.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Questions:**

What traditions and food are important to my family? How can I help my family in the kitchen?

### **Pre-Teach:**

1. Talk about the word “tradition” and see if any students can help define it. If needed, teacher can define the word “tradition” for the students.
2. Read title of book and look at the picture on the front. Discuss what the students see in the art. Ask students what they think “soul food sunday” could be.
3. After talking about the cover, preview the purpose of the book with the students. “This book is about one family’s weekly tradition called ‘Soul Food Sunday,’ and it shows how their family spends time together and makes yummy food together. “While we read, think about how Soul Food Sunday could be similar to a tradition that your family has.”

### **Discussion Guide:**

- p. 7-8: “Where do you think the little boy is going to go? “
- p. 15: “When Granny compliments the little boy, how do you think he feels? He is working really hard to learn something new, and that can be scary, but he probably feels proud of himself for trying his best.”

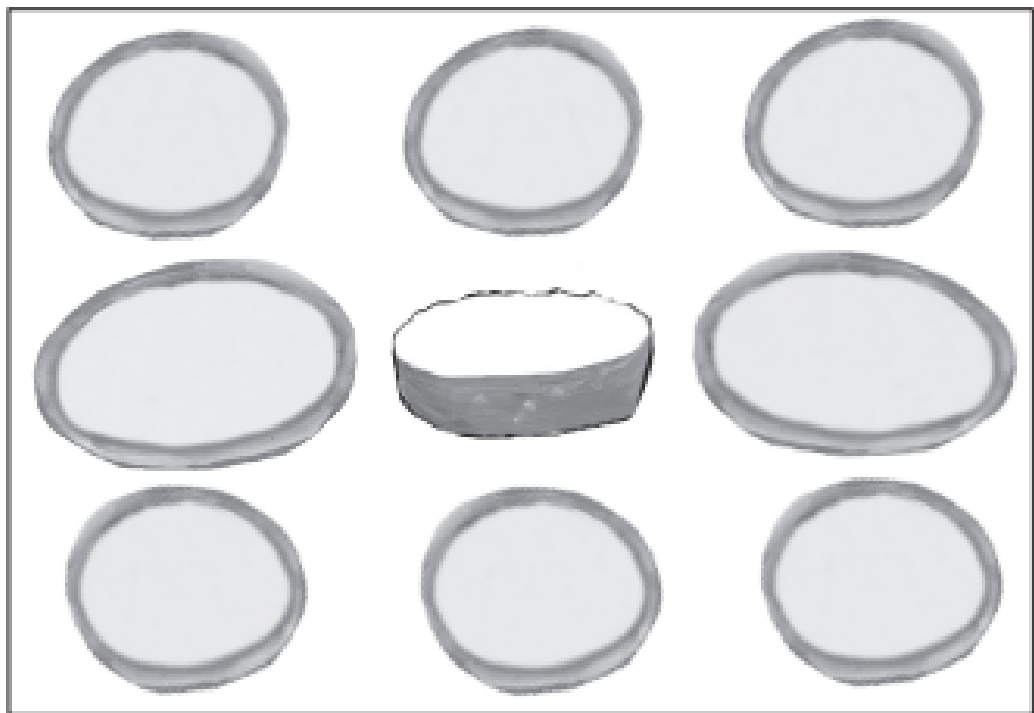
- p. 19-20: “How do you think the boy feels about working with Granny in the kitchen? How can you tell?”
- p. 28: “Why does the family have Soul Food Sunday together?”
- After book: “This book makes me think of when my family celebrates Christmas. My mom is always very busy in the kitchen, and she makes a lot of good food. She makes potatoes, salad, juicy meat, and she hardly ever lets anyone else help her! My brothers and I get to help decorate the cheese and crackers plates on the counter though (describe how I do this). Is there a special tradition that your family has that they celebrate together with special food?” Allow some students to share. If some students are having a hard time coming up with traditions, help them by suggesting some ideas such as birthdays, special treats that they make when it snows, etc...

**Extension Activity:**

- Students will get to draw about some food that is special to their family. Model first with my food. After drawing, students will have the option to write on the back about their family’s tradition and/or tell about how they help make the food. Model this as well. While students are working, circulate around the room, helping students who are stuck or need assistance.
- After students have finished their worksheets and writing, invite them to come sit in two circle groups—one with the classroom teacher and one with the EL teacher. Invite students to share about what food is special to their families and which traditions they are associated with.

WHAT'S ON YOUR DINNER TABLE FOR  
**SOUL FOOD SUNDAY?**

At Granny's it's not Soul Food Sunday without macaroni 'n' cheese, a whole lot of greens, sausage links, chicken, ribs, and sweet tea! Use the space below to draw your own Soul Food Sunday meal!



**SOUL FOOD SUNDAY**

Written by **WINSOME BINGHAM** Illustrated by **C. G. ESPERANZA**

[@abramskids](#) [#SoulFoodSundayBook](#) [abramsbooks.com](#)



**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student colors in food pictures on less than half of the plates. Student may or may not share with the whole group in the sharing circle, but student does share with teacher one-on-one.	Student colors in food pictures on MORE than half of the plates. Student may or may not share with the whole group in the sharing circle, but student does share with teacher one-on-one.	Student colors in food pictures on all of the plates. Student also writes about traditions and/or how he/she helps to make the food. Student shares thinking with the group.

**Extra Resources:**

<https://www.scribd.com/document/531947518/Soul-Food-Sunday-Activity-Sheets#> (food plate worksheet)

## *Everybody in the Red Brick Building*

Author: Anne Wynter

Illustrator: Oge Mora

### **Social Justice Standard:**

DI.K-2.8 – I want to know about other people and how our lives and experiences are the same and different.

### **MN ELA Standard:**

1.1.1.1 – Ask and answer questions about key details in a text.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Question:**

What do I love about the type of home I live in, and what are some of the challenges?

### **Pre-Teach:**

1. Before even showing the students the book, see if the group can identify some different types of homes that people live in, such as apartments, houses, townhomes, and condos. Students could identify which type of home they live in as well.
2. Display the book and read the title together. See if the students can identify which type of home this story will be about.
3. Talk about the goal of the lesson together: “Every type of home has wonderful things about it, but there can be challenges as well. We’re going to read about an apartment and all the people who live there. This story made me smile because it shows one of the challenges that comes with living in an apartment. It also shows how wonderful it can be as well. I want you to be thinking about the challenges that come with the place you live at and also think about what you love!”

### **Discussion Guide:**

- p 15-16: “So, who can summarize what has happened in the story? Is this showing us a challenge of living in an apartment? How?”

- After finishing the book: “Because of all the people living in an apartment, it can be a little noisy or difficult to sleep (share my connection), but at the same time, because of all the people living in an apartment, there are lots of kind neighbors and friends that live very close to each other. That can be very special!”
- “Maybe you live in a house or a townhouse, and you have some of the same experiences, or maybe you have different ones? Who wants to share about the type of home they live in and what they love about it or what are some challenges they face?” Let students share with the class and start to generate ideas.

**Extension Activity:**

- Draw a picture of your home, or take a pre-printed picture to color that matches the type of home you live in.
- Draw and/or write about the things that you love or find challenging about your home. Model this for the students.
- Remind students of their brainstormed ideas from reading the book.
- Let students work on their own at their desks while teachers circulate and check-in with students, helping them where they need support in their ideas, drawing, or writing.
- Gather students into two groups at the end of the work time. Invite students to share their work with their friends and talk about what they drew or wrote about.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student colors in home picture, but does not draw or write anything about why they love it or find it challenging. Student may or may not share during the group reflection.	Student colors or draws a picture of their home, with added detail in their picture or in writing to tell about why they love their home or why they find it challenging. Student shares about work during the group reflection.	Student colors or draws a picture of their home, with added detail in their picture or in writing to tell about why they love their home AND why they find it challenging. Student shares about work during the group reflection.

## *The Proudest Blue*

Author: Ibtihaj Muhammad with S. K. Ali

Illustrator: Hatem Aly

### **Social Justice Standard:**

AC.K-2.18 – I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.

### **MN ELA Standard:**

1.1.7.7 – Use illustrations and details in a story to describe its characters, setting, or events.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Question:**

How can I respond when I see unkind behavior?

### **Pre-Teach:**

1. View cover and read title together as a class. Discuss what the word "proud" means. Ask students to share examples of what they are proud of.
2. Draw students' attention to the beautiful blue hijab and talk about how we can be proud of who we are and what we wear. Notice how the author used imagination to make the blue hijab like the beautiful waves of the ocean. Talk about how this girl probably feels proud to be wearing such a beautiful color.
3. Give students a little cliffhanger to anticipate..."In this book, the girls come face to face with some unkindness. Let's learn how they deal with it, and we'll talk about how we can stand up to those who are not kind."

### **Discussion Guide:**

- p. 3-4: "What is Faizah proud of? What about Asiya?"
- p. 7-8: "Why do you think Faizah whispered back to the other student?"
- p. 9-10: "What does Faizah's family say about wearing hijab?"



- p. 13-14: “Why are the boys making fun of Asiya? What do you notice about her friends?”
- p. 17-18: “How does Faizah feel about her picture?”
- p. 19-20: “Why are the boys’ words hurtful? What do you think Faizah, Asiya, and their friends will do?”
- p. 21-22: “Why do you think they ran away?”
- p. 25-26: “Remember what the girls’ mom said? She talked about how they should just drop words and not let themselves get bothered? How can you tell Asiya is doing that?”

**Extension Activity:**

- Engage class in a follow-up discussion about the book. Invite them to share about a time when they saw a friend getting teased for something they wore or how they looked. Invite students to also share about how they can respond to this behavior or how they can be part of the solution. Talk about how we can be advocates for doing the right thing when we see injustice.
- Springboard from that discussion to a time of writing and drawing. Students will work in their reader’s notebooks to draw and write about something they got from the discussion or an idea or connection they personally have to this story. As students are working, walk around the room and connect with different students about their ideas. Especially focus on the quieter ones who may not want to share in the group.
- After writing and drawing, call students back to the circle to share their thoughts and writing. Try to hear from students who may have been quieter during the initial discussion.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student does not attempt to write or draw about the book, but student does share his/her thoughts with the teacher or the class.	Student draws or writes in response to the lesson. Student shares with the class or the teacher afterwards.	Student draws and writes in response to the lesson. Student shares with the class or the teacher afterwards.

## *The Kindest Red*

Author: Ibtihaj Muhammad and S. K. Ali

Illustrator: Hatem Aly

### **Social Justice Standard:**

DI.K-2.6 – 6 I like being around people who are like me and different from me, and I can be friendly to everyone.

### **MN ELA Standard:**

1.1.2.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Question:**

How can showing kindness make the world a better place?

### **Pre-Teach:**

1. “This is another story about Faizah and Asiya and their family and friends.” Read the title together and discuss what it means to be kind.
2. “Remember the bullies from the previous book...Do you think it’s important to show kindness to unkind people? Why?”
3. “As we read, think of some ways that you can show kindness at school, at home, and even to people who are unkind to you.”

### **Discussion Guide:**

- p. 1-2: “Faizah is so excited to wear her sister’s old dress! Do any of you get to wear your older siblings’ clothes when they get too small for them?”
- p. 7-8: “What world would you like to live in (from the list)? Are these all possible, or are some of them impossible? Which ones are possible?”
- p. 11-12: “What are some examples of kindness that you see in Faizah’s drawings?”
- p. 15-16: “How are the girls showing kindness?”

- p. 17-18: “How does Asiya show kindness?”
- p. 21-22: “How does showing kindness affect others in the classroom?”
- p. 23-24: “Why do you think Faizah is sad?”
- p. 27-28: “What do you think Faizah’s friends will do to show kindness to their friend?”

**Extension Activity:**

- Invite the students to share ideas about how they can show kindness at school. Guide them to think of times when they have witnessed situations where kindness is needed and help them identify how they could show kindness.
- Guide students to also think about how they could show kindness to other people as well—teacher, parents, siblings, unkind people, etc...
- Record the different categories of people on the board (friends, teacher, parents, siblings, unkind people, etc...)
- Show students how to fold a paper so that it includes four sections. In each section have them pick a person (or group of people) that they would like to show kindness to. Demonstrate drawing and writing about showing kindness. Let students work on their own at their desks. As students work, check-in with those who are stuck or quiet. Make sure they have an opportunity to process their thoughts with a teacher.
- After students have drawn or written their ideas on their four-square paper. Invite them back to the carpet to share with the class.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student does not attempt to write or draw about kindness, but student does share his/her thoughts with the teacher or the class.	Student draws or writes about kindness in at least two boxes. Student shares with the class or the teacher afterwards.	Student draws and writes about kindness in all four boxes in response to the lesson. Student shares with the class or the teacher afterwards.

## *Evelyn Del Rey is Moving Away*

Author: Meg Medina

Illustrator: Sonia Sánchez

### **Social Justice Standard:**

DI.K-2.8 – I want to know about other people and how our lives and experiences are the same and different.

### **MN ELA Standard:**

1.1.9.9 – Compare and contrast the adventures and experiences of characters in stories.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Questions:**

How can I show people I miss that I still care about them even when I don’t see them often?

How are my experiences the same and different from others in my classroom?

### **Pre-teach:**

1. Look at the book cover and read the title together as a class. Ask the class what they think will happen in this book?
2. “Has anyone in our class ever experienced someone they care about moving far away? (Give a thumbs up if you have). Keep those feelings close to your heart when we read this book. Think about how your experiences are the same and different from the experiences of the girls in this book.”

### **Discussion Guide:**

p. 13-14: Reflecting back on the book up until this point...Help students as they reflect on these questions:

“What makes Evelyn and Daniela such good friends?

How are they similar and different from each other?”

p. 21-22: “What are some of the strategies they are using to remember each other?”

p. 25-26: “How do the girls feel about Evelyn moving?”

p. 29: “Did the girls stay friends? How can you tell?”

**Classroom sharing:**

- Set up the environment. Maybe shift the students to sitting in a circle on the rug?
- “Does anyone have an experience similar to Evelyn or Daniela’s? Maybe you had a best friend who moved, or maybe you were the best friend who moved away?”
- Listen to some students share. If the conversation does not naturally shift away from the immediate application of friendship—offer examples of other people you care about moving away, such as grandparents or other family members. Share examples of people who you have always missed as well...without the experience of them moving away.

**Extension Activity:**

- “Sometimes when I miss people, I like to write letters to them, just like Evelyn did with Daniela. In fact, when I was a little girl, my grandma lived far away in Arizona, and for a while, I would send her an email every afternoon. It was a great way to show her that I was thinking about her and that I missed her.”
- “Today, we are all going to think of a person who we miss and we’re going to write a letter (or draw a picture) to/for them and share with them why they are so special to us.”
- Teacher can find letter-writing stationary paper to use.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
<p>Student does not draw or write anything in response to the lesson.</p>	<p>Student draws a picture and articulates to the teacher who their special person is and why they are special to them.</p>	<p>Student draws a picture or writes a letter to someone special. Student is able to articulate why this person is special to them.</p>	<p>Student draws a picture and writes a letter to someone special to them. Drawing and picture are connected to each other and student clearly articulates why this person is special to them.</p>

## *Carmela Full of Wishes*

Author: Matt De La Peña

Illustrator: Christian Robinson

### **Social Justice Standard:**

ID.K-2.5 – I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

### **MN ELA Standard:**

1.1.9.9 – Compare and contrast the adventures and experiences of characters in stories.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Questions:**

- How is my life similar to and different from Carmela’s life?
- What could help my family to become better and stronger?

### **Pre-teach:**

1. Examine book cover and read the title—engage students to discuss what a wish is and what Carmela is holding in her hands. (She is holding a dandelion puff—sometimes when people blow on a dandelion puff and all the spores go flying away, they make a wish).
2. What else do we sometimes make wishes on? (falling stars, birthday cake candles, etc...)
3. State objective in kid-friendly terms: “Today we’re going to read about a little girl whose life and family might look a little different than yours. Pay attention to how our lives are the same and different from Carmela’s. Let’s try to figure out what she might be wishing for.”

### **Discussion Guide:**

p. 3-4: “Who are the people we can see in Carmela’s family?”

p. 5-6: “Wait, who was missing from the picture? Let’s see if we can figure out where her dad is.”

p. 11-12: “How are Carmela and her brother helping their family? Why do you think they are doing that job? What do you think she’s going to think about while they work?”

p. 15-16: “What job do you think her mom has? Why would her mom like that wish?”

p. 17-18: “Where do you think Carmela’s dad is? Do any of you have family members that don’t live with you, but you wish they did?”

p. 29-30: “What do you think Carmela wished for? Do you think it was something for herself or for her family? Why?”

**Extension Activity:**

In reader’s notebook: Draw or write about something you would wish for your family—something to make you stronger or better.

**Small group share and reflect:**

Classroom teacher and EL teacher split class into two groups, sit in a circle and share drawings and writing. Each student gets a turn to share their picture with the group (or to pass if they do not feel comfortable). If a student passes, the teacher will check-in with them afterwards to talk about picture/writing one-on-one.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw a picture or write anything. Student does not share thinking with the small group or the teacher.	Student completes one of the following, but not both: <ol style="list-style-type: none"><li>1. Draws/writes about a wish.</li><li>2. Verbally shares about a wish with teacher and/or classmates.</li></ol>	Student draws or writes about a wish and gives a verbal summary with the teacher and/or classmates.	Student draws and writes about a wish and also gives a verbal summary with the teacher and/or classmates.



# *Mi Casa is My Home*

Author: Laurenne Sala

Illustrator: Zara González Hoang

## **Social Justice Standard:**

ID.K-2.5 – I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

## **MN ELA Standard:**

1.1.9.9 – Compare and contrast the adventures and experiences of characters in stories.

## **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

## **Essential Question:**

How is my family and home life the same as or different from Lucia’s home and family life?

## **Pre-teach:**

1. Read the title together–notice the Spanish words in the title and ask students if anyone knows what those words mean. Introduce that there will be many Spanish words throughout the book and challenge students to try to figure out what they mean, even if they don’t speak Spanish. They’ll probably be surprised at how much they can figure out.
2. Introduce our objective for the day–to identify ways that Lucia’s family and home are similar and different from ours.
3. Look at the picture on the cover and identify some ways already! Invite students to continue to identify similarities and differences as we read.

## **Discussion Guide:**

- Stop throughout the book to figure out what the Spanish words mean. Invite any bilingual students to help interpret (if they want).
- p. 6: “What do you notice about Lucia’s family?” (they don’t all look alike, it’s a big family, they spend a lot of time together, grandparents live with her).

- p. 10: “What are some of the things Lucia’s family likes to do together?” (build forts, watch movies, play games, cook).
- p. 18: “Wow! There are even more things that Lucia and her family like to do together! Do you have any similarities in what you and your family enjoy doing?”
- p. 23: Model making a connection about Lucia’s brothers and my brothers – we each had our own room and kept each other out most of the time, but we also loved letting each other in to play together.
- After finishing: “I noticed some differences between my family and Lucia’s family, like, I don’t have my grandparents living with me, but maybe some of you do live with your grandparents. Does anyone have that similarity with Lucia? What other differences did you notice?” (Maybe model the concept of having a big family is different for me, as well). “I noticed a lot of similarities between my life and Lucia’s life though.” Invite students to share their similarities as well.

**Extension Activity:**

Invite students to draw or write about how their lives are different from Lucia’s and similar to Lucia’s. Give students a sentence frame to use, if they choose to write.

My family is similar to Lucia’s because we both \_\_\_\_\_.

My family is different from Lucia’s because \_\_\_\_\_.

**Small group share and reflect:**

Classroom teacher and EL teacher split class into two groups, sit in a circle and share drawings and writing. Each student gets a turn to share their picture or writing with the group (or to pass if they do not feel comfortable). If a student passes, the teacher will check-in with them afterwards to talk about picture/writing one-on-one.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student is able to draw a picture or write about how their family is similar to Lucia's. Student may or may not share with the group, but does share with teacher one-on-one.	Student is able to draw a picture or write about how their family is similar and different from Lucia's family. Student may or may not share with the group, but does share with teacher one-on-one.	Student draws a picture and writes about how their family is similar and different from Lucia's family. Student shares writing with the group.

# *Mommy's Khimar*

Author: Jamilah Thompkins-Bigelow

Illustrator: Ebony Glenn

## **Social Justice Standard:**

ID.K-2.2 – I can talk about interesting and healthy ways that some people who share my group identities live their lives.

## **MN ELA Standard:**

1.1.1.1 – Ask and answer questions about key details in a text.

## **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

## **Essential Question:**

How can I show my identity and culture through what I have or what I wear?

## **Pre-teach:**

1. Read title and look at cover art. "What do you think a 'khimar' is?"
2. "What do you notice about how the khimar looks?"
3. "Why do you think the girl and her mom are wearing a khimar?"
4. Set up the essential question: "A khimar is something special that people of the Muslim community wear. Do you also have something special that your family or your culture wears? Maybe you have something else from your house that is special to your family or your culture? Let's think about those things while we read."

## **Discussion Guide:**

- p. 6: "What does the little girl think about her mommy's khimars? How can you tell? What is she doing with the yellow one?"
- p. 16: "Who is Mom-Mom? I notice that she is not wearing a khimar. I think that is because she does not go to the mosque. She is not a Muslim. Do you think that changes how much she loves the little girl? Families can look different from one another and believe different things from each other, but it doesn't change their

love. How does this apply to our friends? Can friends look different and believe different things?

- After book: invite students to share about things that they wear or have that are special to them or their families/cultures. Keep it limited to a few students though—enough to generate some ideas but not so many that the students will feel like they do not need a group sharing time at the end of the lesson.

**Extension Activity:**

- Invite students to draw (and potentially write) about an object or clothing that has significance to them or their family/culture. Students can do this in their reader’s notebook (which has a drawing box and then lines to write).
- Gather students into two groups (one with classroom teacher and one with EL teacher) to share about drawings and writing.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student does not attempt to write or draw about an object or clothing that is important to them, but with prompting shares something of significance with teacher or classmates.	Student draws an object or clothing that is significant to them, and student willingly participates in sharing about this object/clothing with the class and/or the teacher.	Student draws a picture and writes about an object or clothing that is significant to them. Student shares details about why it is significant with the class.

# *The Paper Kingdom*

Author: Elena Ku Rhee

Illustrator: Pascal Campion

## **Social Justice Standard:**

AC.K-2.19 – I will speak up or do something if people are being unfair, even if my friends do not.

## **MN ELA Standard:**

1.1.1.1 – Ask and answer questions about key details in a text.

## **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

## **Essential Question:**

How can I show appreciation to those who work hard behind the scenes to keep our school clean?

## **Pre-Teach:**

1. Read the title together and notice the cover art. Ask students to point out what they notice about the drawings.
2. “Which parts of the drawing look real, and which ones look pretend?”
3. “What is a kingdom?”
4. Overview the story—”This is a book about a little boy who, one night, has to go with his parents to help them work. He learns some lessons about the importance of being thoughtful and taking care of your space. He also learns how to make any situation fun!”

## **Discussion Guide:**

- p. 1-2: “What do janitors do? Do you know any at our school?”
- p. 3-4: “Why are Daniel’s parents going to work at night? Does anyone here have a parent who works at night? What is that like?”
- p. 9-10: “Why do you think the security guard says that he won’t tell anyone that Daniel is there? Are kids supposed to go to work with their parents most of the

time? Sometimes, families don't have a choice, and they have to just do their best."

- p. 11-12: "What do you think they are talking about?"
- p. 13-14: "What do you notice about the paper kingdom? What does Daniel's family need to do? Why are there so many papers on the ground?"
- p. 23-24: "Do you think the dragons are real dragons or something else? Who do you think left the mess in the kitchen? Why do you think so?"
- p. 25-26: "I notice how hard Daniel and his mom and dad are working to keep the paper kingdom clean. It reminds me about how our janitors work really hard to keep our school clean. How does Daniel feel about how hard his parents have to work to clean up the messes? Do you think it's fair? Why?"
- After reading—compare our school to the paper kingdom—tell the students that the author wrote about the paper kingdom (which is really just an office building) from her own memories as a little girl. The grownups made a lot of messes that made Daniel's parents work really hard. Brainstorm some ways that our class can make the job easier for the janitors that take care of our school. Make a list of ways that we can keep our classroom, bathrooms, and cafeteria cleaner.

**Extension Activity:**

- Give students the sentence frame: I can help our school janitors by \_\_\_\_\_ . Allow students to draw and write in their reader's notebooks about ways they can help the school janitors who work so hard. Circulate and help students as they work so that they do not get stuck.
- Split the class into two groups—one with the classroom teacher and one with the EL teacher. Sit in a circle and share about writing and drawing.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student draws a picture but does not write a sentence. Student may or may not share his/her thoughts with the teacher or the class.	Student draws a picture and writes one sentence about one way he/she can help the school janitors. Student shares with the class or the teacher afterwards.	Student draws and writes more than one way he/she can help the school janitors. Student shares with the class or the teacher afterwards.

# *The Name Jar*

Author and Illustrator: Yangsook Choi

## **Social Justice Standard:**

ID.K-2.1 – I know and like who I am and can talk about my family and myself and name some of my group identities.

## **MN ELA Standard:**

1.1.1.1 – Ask and answer questions about key details in a text.

## **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

**Essential Question:** What are the important parts of my identity that make me who I am?

## **Pre-Teach:**

1. Read the title and make predictions about what this book will be about.
2. Share some background information about the book that will help the students to understand it while reading – The little girl is moving from Korea to the United States, her name is Unhei (pronounced Yoon-hye), she is having a hard time fitting in–let’s see why).

## **Discussion Guide:**

- p. 2-3: Talk about the difference between “characters” and letters.
- p. 4-5: “How do you think Unhei is feeling? Why do you think so? Why do you think the students are making fun of her name?”
- p. 6-7: “Why do you think Unhei didn’t tell the class her name?”
- p. 8-9: “Why does Unhei want an American name? What do you think that means?”
- p. 12-13: “What does Mr. Kim think about Unhei’s name? How can you tell?”
- p. 14-15: “How is the class trying to help Unhei? What would you do to help?”
- p. 24-25: “Where do you think the name jar went? What could be written on that piece of paper? How did it get there?”



- End of the story: share a connection I had to the story—feeling embarrassed about my name, the name I almost got, and how I feel about my name now and why. Have other students share their connections as well.

**Extension Activity:**

“Many times our names are a big part of our identity, but there can be other parts of our identities that make us who we are! We’re going to do an activity this week where we get to tell all about the different parts of our identities!” Model the following activity for the students:

1. Using an empty jar template - write down parts of your identity inside the jar students can also draw these things. “Bike rider, popcorn eater, sister, daughter, teacher, etc... students can help brainstorm as well.
2. Show students that I am NOT going to write my name in the jar because we’re going to try to guess who each jar belongs to throughout the school week.
3. Students can go back to their desks to work (maybe with a privacy folder).
4. Teacher should circulate amongst students so that students won’t get stuck.
5. When finished, students and teacher can go through the jars one at a time to see if anyone can guess who the jar belongs to! It would be a good idea to just do a few each day until they are finished.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student draws or writes 1-2 things in their jar.	Student draws or writes 3-5 things in their jar.	Student draws or writes more than 5 things in their jar.

## *Olu and Greta*

Author and Illustrator: Diana Ejaita

### **Social Justice Standard:**

DI.K-2.8 – I want to know about other people and how our lives and experiences are the same and different.

### **MN ELA Standard:**

1.1.1.1 – Ask and answer questions about key details in a text.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Question:**

How can you connect or spend time with family and friends who live far away?

### **Pre-Teach:**

1. This story is called ‘Olu & Greta’, and it is a story about two cousins who live in different countries, far away from each other. They feel sad because they wish they could see each other. Do any of you have a friend or a family member who lives far away from you?
2. Let’s read to see how Olu & Greta try to solve this problem! While we read, think about how you connect or spend time with people you love who live far away from you.

### **Discussion Guide.**

- p. 7-8: Show students the map from the book and potentially a globe as well so that they can see the distance from the two cities. “How could Olu and Greta meet? What are some ideas?”
- p. 21-22: “Why can’t Olu & Greta take a plane, boat, or a car to visit each other whenever they want?”
- p. 23-24: “What else could Olu & Greta do to connect with each other?”
- At the end of the book: “Do you think that Olu & Greta got to meet finally?” Has anyone ever had the experience of having a family member who lives far away? How have you spent time together? Maybe if your family all lives closeby, have

you ever had a friend live far away? How have you spent time together?” Help every student to identify one person they care about who lives far away from them.

**Extension Activity**

- Model a drawing based off of the Olu & Greta book. Each child had one side of the page in the book, so divide a paper in half, draw yourself on one side and the person (or people) you miss on the other side. Connecting the two sides, in the middle, draw pictures of all the ways you keep in touch (letters, phone calls, emails, facetime, packages, etc...) Share example with students of either Grandma in Arizona or friend in Iowa, depending on which example students would do better with. Write one or two sentences about the ways that I connect with grandma/friend.
- Have the students create their own drawing and potentially some writing about the person they miss. Circulate while students are working to help those who need help or check-in with students who are a little quieter and might not want to share their ideas with the whole group.
- After students finish, call them back together and split them into two groups for discussion, each group led by a different teacher in the room (classroom & EL). Give the students the opportunity to show their drawing/writing and share about their strategies for connecting with their family/friends.

**Assessment Rubric:**

1-Does not Meet	2-Approaching	3-Meets	4-Exceeds Expectations
Student does not draw or write anything in response to the lesson.	Student colors a picture of themselves and the person they miss, but does not draw any of the strategies they use to connect. Student may or may not share with the whole group. Student does share thinking with teacher one-on-one.	Student colors a picture of themselves and the person they miss, as well as the strategies they use to connect. Student may or may not share with the whole group. Student does share thinking with teacher one-on-one.	Student colors a picture of themselves and the person they miss, as well as the strategies they use to connect. Student also writes about their strategies to connect. Student shares drawing/writing with the whole group.

## SECOND GRADE LESSON PLANS

## *The Day You Begin*

Author: Jacqueline Woodson

Illustrator: Rafael López

### **Social Justice Standard:**

DI.K-2.6 – I like being around people who are like me and different from me, and I can be friendly to everyone.

### **MN ELA Standard:**

2.1.1.1 – 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Question:**

How am I similar to other people in my classroom?

### **Pre-Teach:**

1. Look at the cover of the book and read the title together. Ask students what they notice about the cover art. Ask students to think about what the little girl might be beginning.
2. Guide the students to notice the book in her hand and the ruler on the door. Predict that this might be a book about the beginning of a new school year. Talk about all the different feelings you might have at the beginning of school. Ask students to imagine how the girl is feeling.
3. Ask students to think about what makes them feel less nervous about the first days of school. "Often times, we feel nervous when we don't know who our friends will be. Maybe we are in a new class with a new teacher and we don't recognize many people. It can be scary to not know who will be your friend. Let's see how this little girl does on her first day and how she learns to make new friends. Let's see if we can figure out the secret for showing kindness to others who might feel different."

**Discussion Guide:**

p. 3-4: Should she feel worried about looking different? What could we tell her?

p. 7-8: Should he feel worried about speaking another language or sounding different from everyone else when he talks? What could we tell him to make him feel better?

p. 9-10: What did the other kids do in the class? Does everyone get to travel?

p. 11-12: What did she do during her summer? How does that make her feel when she listens to her classmates tell about their summer of traveling?

p. 15-16: What could you say to your friend if she doesn't seem to like what you are eating for lunch?

p. 19-20: What could you do to include someone who doesn't have a friend to play with at recess?

p. 25-26: What happened on this page? How did Rigoberto help Angelina feel better? He made a connection with her! He found a way that they are similar. Even when we feel different from others, we can almost always find a way that we are the same in one way or another.

At the end of the book: What were some of the ways the children could be kind to others to make them feel included in this story. What are some ways that you could help others to feel included today? How can you be a good friend to someone who maybe doesn't have as many friends or seems lonely?

**Extension Activity:**

- Think of a way that you will try to show kindness to children with less friends than you. How can you include them or help them feel welcome and safe at school? Maybe you already have done this this year at school. You could share about that time in your writing today.
- Allow for students to generate some ideas on what they'll write about. Then model your own drawing and writing for them so they can see the expectation for work time.
- Send students back to their desks to work on their drawing and/or their writing. Circulate around to different students and groups to offer assistance as they work.
- After they finish writing, call students back to the front and then split them into two groups – one with the classroom teacher and one with the EL teacher. Have each group go around in a circle and share their drawings and their writing if they choose to do so.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student draws a picture of their idea but writes less than four sentences. Sentences may or may not answer the prompts from the teacher.	Student draws a picture of their idea and writes at least four sentences. Sentences are on-topic with the prompt ideas from the teacher.	Student draws a picture of their idea and writes at least six sentences. Sentences are on-topic with the prompt ideas from the teacher.

# *Nana Akua Goes To School*

Author: Tricia Elam Walker

Illustrator: April Harrison

## **Social Justice Standard:**

ID.K-2.5 – 5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

## **MN ELA Standard:**

2.1.1.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

## **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

## **Essential Questions:**

What makes your grandparents special? How do you spend time together?

## **Pre-Teach:**

1. Read title and look at cover picture. "Who do you think Nana Akua is? Grandparents can be called many different names and one of them is 'Nana.' Does anyone else have a Nana?"
2. "What do you think this book will be about? What will the problem be?"
3. Set the purpose for reading: "This book is about a little girl named Zura whose class is having their grandparent's day celebration. Let's find out the special things that the class' grandparents do, and let's see how Zura's nana surprises the class. While we read, think about what special things your grandparents can do and what are the special things you do together with your grandparents.

## **Discussion Guide:**

- p. 3-4: How is Zura feeling about grandparent's day? How can you tell?
- p. 5-6: What does Zura think about her nana? Why is she nervous about grandparent's day then?



- p. 7-8: (Use the pronunciation guide in the glossary to help read the words written in other languages).
- p. 9-10: Why is Zura worried about grandparent's day? What is she worried will happen? What are some of the things she loves to do with her nana?
- p. 13-14: What is Nana and Zura's plan? What do you think the class will think?
- p. 15-16: What does the class think so far?
- p. 19-20: I notice Zura feels scared. How can you tell? How could you show respect as an audience member in this situation so that Zura feels safe?
- p. 21-22: How does the class feel about Nana? How are they showing kindness?
- p. 23-24: What does "unity" mean? Why was it important to Zura that day?
- End of book: How do you know Zura was proud of her nana? Why are you proud to have your grandparents? What are some of the things they can do? What are some of the special things that you do with them?

**Extension Activity:**

- Students will draw a picture of their grandparents and write about what makes them special or unique and/or what special things they like to do together.
- Teacher will model this first for the students so they can see what is expected of them to produce during their worktime.
- Make sure to let students share some ideas to help others to think of their own ideas for worktime. Clarify any questions students may have before sending them to work at their desks.
- Send students back to their desks to work on their drawing and/or their writing. Circulate around to different students and groups to offer assistance as they work.
- After they finish writing, call students back to the front and then split them into two groups – one with the classroom teacher and one with the EL teacher. Have each group go around in a circle and share their drawings and their writing if they choose to do so.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student draws a picture of their grandparents but writes less than four sentences. Sentences may or may not answer the prompts from the teacher.	Student draws a picture of their grandparents and writes at least four sentences. Sentences are on-topic and answer at least one of the prompts.	Student draws a picture of their grandparents and writes at least six sentences. Sentences are on-topic and answer both of the prompts.

# *I Am Every Good Thing*

Author: Derrick Barnes

Illustrator: Gordon C. James

## **Social Justice Standard:**

ID.K-2.1 – 2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

## **MN ELA Standard:**

2.1.1.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

## **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

## **Essential Question:**

What am I known for? What are the best qualities of my personality?

## **Pre-Teach:**

1. Talk about what a “good thing” is. It’s something that can make you feel safe, proud, loved, brave, etc... Ask students to think about some examples of “good things” in their lives that are important to them.
2. “In this book you’ll notice a lot of ‘I am’ statements. This little boy is telling about all the important parts of who he is. While we read, be thinking about what the important parts of you are.

## **Discussion Guide:**

This book is a good one to just read through without stopping to talk. It’s very powerful, and it would disrupt the message if the reader stops and starts too much. It’s a book that shares bits and pieces of the boy’s personality the entire way through. The structure remains the same throughout the book. This is a good book to have students reflect and talk about after it has been read.

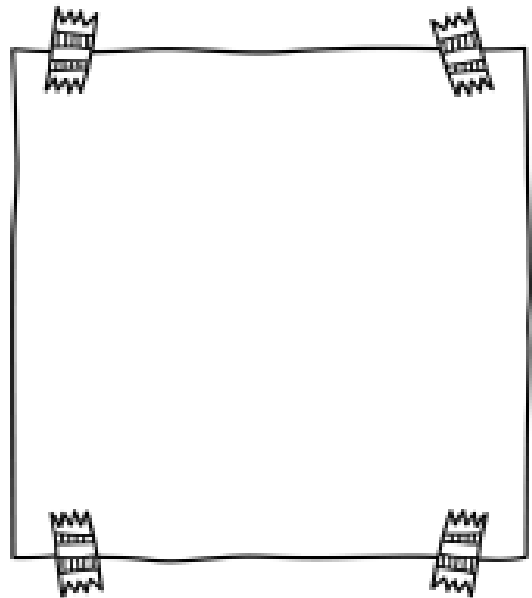
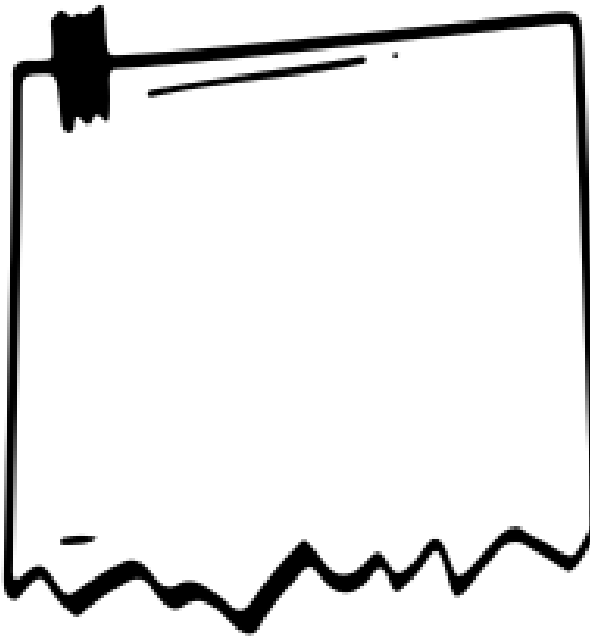
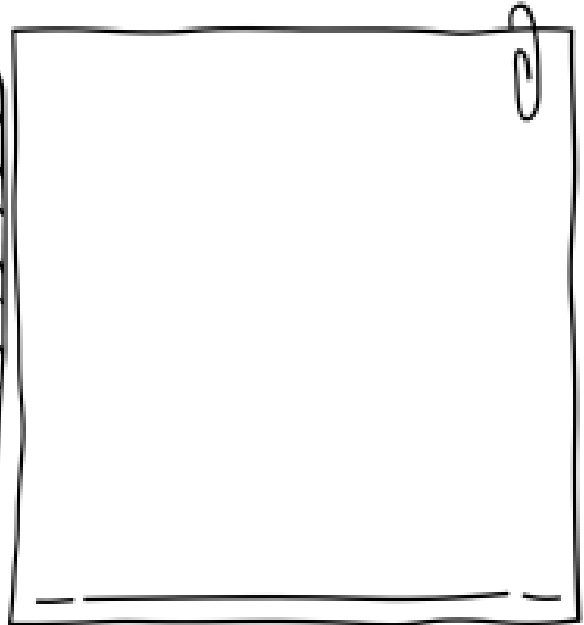
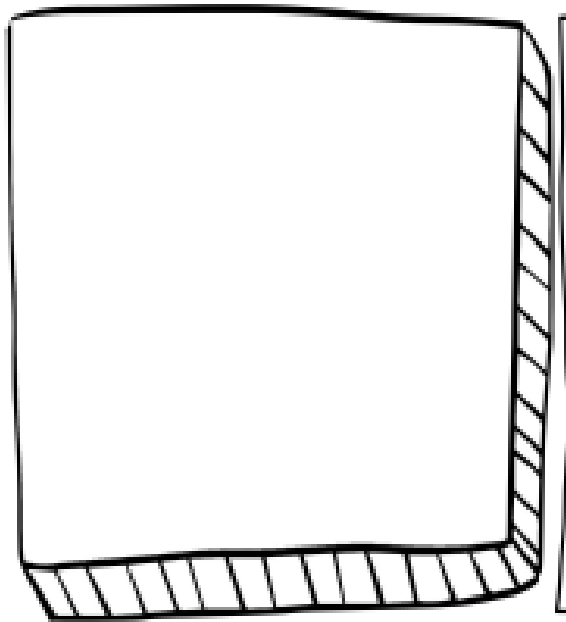
- After reading: What parts of the boys identity do you remember? Which parts of his identity did you connect with the most? Maybe you and him are similar in some ways?
- Think about yourself now, what would be in your identity? Practice making some “I am \_\_\_\_\_” statements as a class. Teacher could create a list of some possible ideas.

**Extension Activity:**

- Have the students create four identity boxes. Model for the students how to fill in their identity boxes. They can either choose to draw a picture of a part of their identity (for example, soccer player), and then write a short sentence (I am a soccer player), or they may choose to write more about this part of their identity in the box and choose to skip the drawing. Use the sentence frame “I am \_\_\_\_\_” for at least the first sentence of each box.
- Send students back to their desks to work on their drawing and/or their writing. Circulate around to different students and groups to offer assistance as they work.
- After they finish writing, call students back to the front and then split them into two groups – one with the classroom teacher and one with the EL teacher. Have each group go around in a circle and share their drawings and their writing if they choose to do so.

Name: \_\_\_\_\_

Illustrate 4 pictures that show who you are.



**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student draws a picture in each box but does not attempt to write anything. OR Student draws and writes one sentence in less than four boxes.	Student draws and writes one sentence in each box, following the sentence frame format.	Student draws and writes more than one sentence in each box, following the sentence frame format.

**Extra Resources:**

<https://noveleffect.com/wp-content/uploads/2022/12/I-Am-Every-Good-Thing-Activities.pdf>

# *I Am Golden*

Author: Eve Chen

Illustrator: Sophie Diao

## **Social Justice Standard:**

ID.K-2.3 – I know that all my group identities are part of me—but that I am always ALL me.

## **MN ELA Standard:**

2.1.1.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

## **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

## **Essential Question:**

What makes me unique, special, and amazing?

## **Pre-Teach:**

1. Examine the cover art and read the title together. Discuss what the students notice about these two things.
2. Talk about the meaning of the word golden – referring to the color of the little girl’s skin. Discuss other colors associated with skin tone (black, brown, white, yellow, tan).
3. Introduce the story’s premise. “It’s like a letter full of kindness to a little girl from her parents, telling her all the wonderful things about herself. It’s meant to encourage the little girl so she can be the best she can be. As we read, think about what you would say to yourself if you could give yourself encouragement. What are the best parts of you that you would always want to hold onto?”

## **Discussion Guide:**

- p. 3-4: What adjectives are they using to describe Mei’s hair, eyes, and skin?
- p. 7-8: How is Mei helping her parents? Why do you think she is their teacher and translator? That’s a big job for a little girl!

- p. 9-10: How will these kind words from her parents help Mei when she's dealing with unkindness (like from this page)?
- p. 13-14: Why do you think Mei is made of these things? What does that signify? (Being from the Chinese culture).
- p. 19-20: What words make these foods look so tasty?
- p. 21-22: Why is it important for Mei to remember and think about family that live far away?
- p. 25-26: How has the meaning of the word golden changed now? What does it mean to be golden?

**Extension Activities:**

- Admire again the beautiful descriptive words that the author used to describe how Mei looked. The author did a great job describing a lot about Mei, but today we're going to focus on using strong adjectives to describe ourselves.
- Students should bring a picture of themselves to school or have students work on a self portrait of themselves (maybe look up a video for how to draw a good self portrait).
- Glue the picture on or draw a picture into a framed piece of paper or a white paper glued onto a colored background paper.
- Model how to write at least four sentences about what you love about your appearance. Use strong adjectives. Brainstorm a good adjective bank together with the class so that students have some ideas for when they work on their own. Use sentence frame: I have \_\_\_\_\_ \_\_\_\_\_.
- Send students back to their desks to work on their drawing and/or their writing. Circulate around to different students and groups to offer assistance as they work.
- After they finish writing, call students back to the front and then split them into two groups – one with the classroom teacher and one with the EL teacher. Have each group go around in a circle and share their drawings and their writing if they choose to do so.



**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student writes less than four sentences about their appearance. Student may or may not use adjectives.	Student writes four sentences about their appearance. Student uses at least one strong adjective for each physical appearance piece they write about.	Student writes more than four sentences about their appearance. Student uses at least one strong adjective for each physical appearance piece they write about.

## *Watercress*

Author: Andrea Wang

Illustrator: Jason Chin

### **Social Justice Standard:**

ID.K-2.5 – I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

### **MN ELA Standard:**

2.1.1.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Questions:**

How does my family do their best to save money? How am I a helpful member of my family?

### **Pre-Teach:**

1. Examine the cover of the book and look at the picture. Invite students to predict what the girl is doing in the picture.
2. Read the title and ask students if anyone knows what watercress is. Talk about how it’s an edible plant. See if that helps students make the connection for what the girl is doing on the cover picture.
3. Discuss the purpose of the story– “This is a story about a girl whose parents are very careful with how they spend their money. They have good reasons for this, but it can lead to the girl feeling embarrassed. Let’s read to find out how she learns to help her family and see how her attitude shifts. You can also think about how your family also tries to save money and how you might help with that.”

### **Discussion Guide:**

p. 3-4: What do you think they are going to do next?

p. 7-8: How do you think the girl feels about helping to pick the watercress? How can you tell?

p. 9-10: How is she feeling now? How can you tell? How would you feel?

p. 15-16: Why do you think the girl is still grumpy? Why would she be grumpy about not eating vegetables from the store?

p. 17-18: Why is her family happy about the watercress? Why is the girl not?

p. 21-22: What was life like for her mom and dad?

End of the story: What was the lesson the little girl learned through the day's events?

Does anyone have any connections to this story? How do your parents try to save money?

Why do they do that? How can you be helpful when your family is working hard to save money?

### **Extension Activity:**

- First, model for students how you would reflect and make connections from the story. Draw a picture, if desired, and write four sentences about how you would connect to the story (ways my dad would always try to save money—drinking water at restaurants, not eating out very often, packing lunches when on a trip, buying jeans at a secondhand store, etc...)
- Have students go back to their desks to draw and write. Circulate and offer assistance to individual students or groups of students as necessary to make sure they are not stuck and unsure what to write about.
- After they finish writing, call students back to the front and then split them into two groups – one with the classroom teacher and one with the EL teacher. Have each group go around in a circle and share their drawings and their writing if they choose to do so.

### **Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student may or may not draw a picture in connection to the lesson. Student writes less than four sentences about the lesson.	Student may or may not draw a picture in connection to the lesson. Student writes at least four sentences about the lesson. Student shares connections made to the lesson.	Student draws a picture in connection to the lesson. Student writes more than sentences about the lesson. Student shares his/her feelings along with connections made to the lesson.

# *The Arabic Quilt*

Author: Aya Khalil

Illustrator: Anait Semirdzhyan

## **Social Justice Standard:**

ID.K-2.4 – I can feel good about myself without being mean or making other people feel bad.

AC.K-2.20 – I will join with classmates to make our classroom fair for everyone.

## **MN ELA Standard:**

2.1.3.3 – Describe how characters in a story respond to major events and challenges.

## **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

## **Essential Question:**

How can we help new students to feel welcome in our classroom?

## **Pre-Teach:**

- Read the title and make observations about the book cover.
- Talk about the word "Arabic" and how it is a language. Ask students if anyone knows any words in Arabic or if they know anyone who speaks Arabic.
- Talk about what a quilt is. Look up a picture for an example so that students can see the intricate patterns that quilts can have.
- Discuss briefly what it feels like to be a new student. Share my experience being a new student in my 7th grade homeschool group (feeling embarrassed for breaking the dress code on the first day!). Allow a couple of students to share their experiences as well.
- Set the goal: "Today we're going to read about a little girl named Kanzi who is new to America and new to her school. She has a hard time adjusting. I want us to think about how the students responded to Kanzi at the beginning and at the end of the story, and then I want us to think about how we can be welcoming to new students in our classroom or in our school."

**Discussion Guide:**

- p. 1-2: Ask students to guess what the word “Teita” means. Then look it up in the back of the book. “Why do you think Kanzi is bringing a quilt in her backpack?”
- p. 3-4: Identify the meaning of “kofta” and “shukran” and practice saying them as a class. “Why do you think Kanzi doesn’t want to be different?”
- p. 5-6: Use context clues to figure out what “bahebek” means. “How do you think Kanzi is feeling at school? Why?”
- p. 7-8: “Why was Kanzi crying? What should Molly have done differently? How did Mrs. Haugen help?”
- p. 11-12: “Do you think Molly was really sorry? Why or why not?”
- p. 13-14: “Is Mrs. Haugen being helpful? How?”
- p. 15: “How is Kanzi showing bravery on this page? How are her classmates reacting?”
- p. 17-18: “How would you respond to Molly. How many of you know another language in addition to English? What are the benefits to knowing more than one language?”
- p. 19-20: “What do you think Molly will say or do at the end of the book?”
- p. 23-24: “How is this quilt helpful for Kanzi? How is it helpful for her whole class?”
- p. 25-26: “Has Molly changed? How can you tell she truly has changed?”

**Extension Activity:**

- “After reading this story, it makes me think of how hard it must have been for Kanzi to come to a new school, where she felt different from the other students. On top of that, it was hard to watch Molly be unkind to Kanzi. It makes me think about how our school and our class can be welcoming towards new students – especially when they speak a different language or look different from some of us.”
- Have the class brainstorm some ways they can show kindness or be welcoming towards a new student in the class.
- Model for the students how they can reflect on this in their reader’s notebooks. Have them draw a picture of their idea of how they can be welcoming and then write about it. The goal would be for them to write four sentences. Other ideas for writing might be: giving an actual example of a time a student showed kindness to a new student, or a student sharing their experience of how it felt to be a new student and some potential ways that they were shown kindness.
- Have students go back to their desks to draw and write. Circulate and offer assistance to individual students or groups of students as necessary to make sure they are not stuck and unsure what to write about.
- After they finish writing, call students back to the front and then split them into two groups – one with the classroom teacher and one with the EL teacher. Have each group go around in a circle and share their drawings and their writing if they choose to do so.

- Another great extension activity would be to select a language (or languages) spoken in the class and create your own classroom quilt, displaying the students' names written in that language. Keep in mind that this only works for languages with an alphabetic system different from English. Otherwise the names will be the same.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student draws a picture in connection to the lesson. Student writes less than four sentences.	Student draws a picture in connection to the lesson. Student writes at least four sentences and shares at least one idea in relation to the picture.	Student draws a picture in connection to the lesson. Student writes more than four sentences and shares more than two ideas in relation to the picture.

## *Halal Hot Dogs*

Author: Susannah Aziz

Illustrator: Parwinder Singh

### **Social Justice Standard:**

ID.K-2.5 – I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

### **MN ELA Standard:**

2.1.1.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Question:**

How does my family build traditions around food?

### **Pre-Teach:**

1. Read the title and look at the cover. Discuss predictions on what the book will be about. Ask if any students know the definition of “halal.” Discuss the definition (found in the back of the book–potentially read it word-for-word if students seem interested).
2. Introduce the main premise of the book—a boy is excited for his family’s traditional “after-masjid” treat. Talk about how many families have traditions around food or fun treats. Share how my family had a popcorn night every weekend and how it was my favorite treat of the week. See if any other students have immediate connections to special treats as well that they would like to share.

### **Discussion Guide:**

p. 1-2: “What do you think ‘Assalamu Alaikum’ means? How can you tell?”

p. 3-4: “What is Musa’s family’s tradition?”

p. 5-6: Read the definition of Molokhia for students. “What went wrong with Baba’s kebabs?”

p. 7-8: “Would you eat Seedi’s riz bi haleeb or Maryam’s jelly beans? How does this tradition seem to work? How is the food decided?”

p. 9-10: “How does Musa describe his favorite halal hot dogs? Think about how you would describe your favorite food.”

p. 13-14: “How does it feel when your stomach growls like that? Embarrassing?”

p. 17-18: “Which foods have you tried before? Which ones do you want to try?”

p. 27-28: “Oh no! What would you do now?”

**Extension Activity:**

- Talk about the tradition that Musa had every week after masjid. Talk about your own connections to traditions surrounding food. (making popcorn every weekend, getting cheese curds with dad after we finish a painting job, drinking hot chocolate after helping to shovel the driveway). Invite some other students to share their own food traditions.
- Set the work expectations for the day: “Today, I want you to draw a picture of your favorite food tradition, however you want to draw it. Then I want you to write about why your family has that tradition and I want you to describe the food with some details that make me want to eat it too. Remember how Musa did that in the book? (look back on p. 9-10).
- Model this for the students with one of my own examples.
- Have the students go to their desks and work. Teachers will circulate around the room and help students who need assistance.
- Call students back to the front and then split them into two groups – one with the classroom teacher and one with the EL teacher. Have each group go around in a circle and share their drawings and their writing if they choose to do so.



**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
<p>Student does not draw or write anything in response to the lesson.</p>	<p>Student draws a picture of a traditional food for their family. Student writes less than two sentences about their traditional food.</p>	<p>Student draws a picture of a traditional food for their family. Student writes more than two sentences about their traditional food. Sentences explain why their family eats that food and describes the food using adjectives.</p>	<p>Student draws a picture of a traditional food for their family. Student writes more than four sentences about their traditional food. Sentences explain why their family eats that food and describes the food using adjectives.</p>

## *Amira's Picture Day*

Author: Reem Faruqi

Illustrator: Fahmida Azim

### **Social Justice Standard:**

ID.K-2.5 – I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

### **MN ELA Standard:**

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Questions:**

How do I celebrate my favorite holiday? How is it the same and different from how other holidays are celebrated?

### **Pre-Teach:**

1. Look at the title and the cover of the book. Ask students what they notice.
2. Ask students to think about what their favorite holiday is. Have a few share out their favorite. "This is a book about a special holiday called 'Eid.' What do you know about Eid?"
3. Explain about Eid being a religious holiday for the Muslim community. Sometimes it is celebrated on a regular school day. In the case that it is, Muslim children must miss school to celebrate.
4. "As we read our book today, I want you to think about how your favorite holiday is similar to Eid and different from Eid. We'll get to share more about that at the end of the lesson."

### **Discussion Guide:**

p. 3: Why were they looking so carefully at the moon? (Explain how the moon affects when Eid is).

- p. 4: Has anyone gotten henna before? Who does the design of henna for you? (Invite other students to ask questions).
- p. 6: Invite a student to explain what a masjid is (or teacher can) – the mosque or place of worship for Muslim people. Which holiday do the candy bags remind you of right now? (Halloween).
- p. 7-8: Why is Amira so sad about missing picture day?
- p. 9: Do you think Amira’s mom understands how Amira is feeling? Why or why not?
- p. 10: How would you feel if you were Amira? Would you rather come to school for picture day or go to your Eid celebration?
- p. 11-12: What are all the feelings Amira has in the morning after waking up? Why? How can you tell?
- p. 13-14: What does the masjid look like? What holiday or celebration does it remind you of?
- p. 15-16: Does this make you think of any other holidays you know? Which ones?
- p. 21-22: What do you think Amira wants to do?
- p. 25-26: How does Amira feel now? Why?

**Extension Activity:**

- “Today you get to share about your favorite holiday. This is one that is meaningful to you and your family. I want you to think about the different details that make it special to you. Your first step is going to be to draw a picture of your favorite holiday. In your picture, it might be helpful for you to include more than one ‘part’ of the holiday. For example, if I draw a picture of Christmas, I might include presents, my mom’s special breakfast, the Christmas tree, and snow.” Model this for the students.
- “After you draw your picture, you are going to write about why your holiday is special to you. Include all the parts from your picture–tell me why you chose them. I want you to make sure you write at least four sentences today.” Model this for the students
- “After we finish our drawing and writing, we are going to talk about how our favorite holidays are the same and different from Eid. We’ll do this as a class. You don’t have to write about it, but be thinking about all the things we’ve learned about Eid today and be ready to compare and contrast.”
- Students will work independently on their drawing and writing. Teachers will give support as necessary.
- Bring the class back together at the end of the lesson. Invite a few students to share their work. After they share, have the class work together to identify similarities between the student’s holiday and Eid. After going through all the different holidays that the students have written about (trying to avoid repeats),

have the students turn in their reader's notebooks so you can assess their writing and drawing.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student draws a picture of their favorite holiday showing 1-2 details (or parts) of the celebration. Student writes less than two sentences.	Student draws a picture of their favorite holiday showing 3-4 details (or parts) of the celebration. Student writes four sentences. Student is able to identify a similarity between their holiday and Eid.	Student draws a picture of their favorite holiday showing more than 4 details (or parts) of the celebration. Student writes more than four sentences. Student is able to identify a similarity between their holiday and Eid.

# *Mango, Abuela, and Me*

Author: Meg Medina

Illustrator: Angela Dominguez

## **Social Justice Standard:**

DI.K-2.8 – I want to know about other people and how our lives and experiences are the same and different.

## **MN ELA Standard:**

2.1.3.3 – Describe how characters in a story respond to major events and challenges.

## **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

## **Essential Question:**

How can we respond to important events in our lives and how do our feelings guide us through these moments?

## **Pre-Teach:**

1. Read the title together and look at the cover art. Discuss any predictions students might have for what the story will be about.
2. Share about the word “Abuela” and talk about how it means “grandmother” in Spanish. Talk about grandparents and have a few students talk about what they love to do with their grandparents.
3. “Mia loves her grandma very much, but she has a big problem. Her grandma can only speak Spanish! Does anyone else have family members who speak another language?”
4. “While we read today, pay attention to how the characters might be feeling and how they attempt to solve their problem.

## **Discussion Guide:**

p. 1-2: Why do you think Mia feels shy when she is meeting her grandmother? Why is Abuela coming to live with Mia’s family?

- p. 3-4: How does Abuela feel about not being able to understand Mia's book? How can you tell?
- p. 5-6: Why does Abuela bring the feather and the picture with her to Mia's house?
- p. 7-10 How would it feel to not be able to communicate with the people you love? Has anyone ever experienced that before? (Share my connection about my German relatives).
- p. 11-12: How is Mia feeling about not being able to talk with her abuela? What is giving her hope?
- p. 13-14: What is Mia's first idea for learning how to communicate with her abuela?
- p. 15-16: Does anyone have any other ideas Mia could use to help her abuela even more?
- p. 19-20: How could a parrot help Abuela? How do you think Abuela will feel about a parrot?
- p. 25-28: How has Abuela's life changed since she arrived? How has Mia's?

**Extension Activity:**

- "Mia and Abuela faced a problem that was causing some big feelings. Those feelings motivated them to find ways to overcome their problems. I want you to think about this story and think of one part that you thought was really important to the story. You are going to draw a picture of that part and write about why it was important.
- Model drawing and writing for students. Include details about how Mia and Abuela were feeling, how they worked to solve the problem, and how they felt in the end.
- Have students brainstorm some other potential pictures they could draw as a group. This will help some students who might be stuck already to get an idea of what they want to draw and write about.
- Send students to their desk to work on this in their reader's notebook. Teachers will circulate to offer assistance to students and to talk with them at their table groups.
- After students finish working, invite them to share their work with a partner or a small group. Students may work in groups of 2-4 to show their drawings, read their writing, and listen to the other students in their group share.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
<p>Student does not draw or write anything in response to the lesson.</p>	<p>Student draws a picture of a meaningful part of the story but does not attempt to write about it. Student may or may not share work with teacher or with student group.</p>	<p>Student draws a picture of a meaningful part of the story, and student writes 1-2 sentences about it, sharing details about why it is important. Student may or may not share work with teacher or with student group.</p>	<p>Student draws a picture of a meaningful part of the story, and student writes 1-2 sentences about it, sharing details about why it is important and including the feelings or other motivating factors that the characters had. Student shares work with student group.</p>

## *Ada's Violin*

Author: Susan Hood

Illustrator: Sally Wern Comport

### **Social Justice Standard:**

DI.K-2.10 – I find it interesting that groups of people believe different things and live their daily lives in different ways.

### **MN ELA Standard:**

2.1.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Question:**

How does life change for the better when we work hard and don't allow circumstances to define us?

### **Pre-Teach:**

1. Look at the cover and read the title together. "What do you notice about the cover? What are the kids standing on? Why does Ada's violin look different from a regular violin?"
2. "We're going to read about a very special orchestra today. Who can explain what an orchestra is? What are the instruments in an orchestra?"
3. "This is a story about rising above your current circumstances and working hard, even when things seem impossible. Today, you'll do a little re-telling of the story we read, but if you make connections from the text to your own life while we are reading, that is important too, and we'd love to have you share."

### **Discussion Guide:**

p. 2-3: How would it feel to live in a town of trash?

p. 4-5: How does Ada have a good attitude towards her town?

p. 10-11: What was happening to the older kids? Why do you think that is?



- p. 12-13: How can the kids solve this problem? Any ideas?
- p. 14-15: What are they going to try to do?
- P. 16-17: Why is it so important that these children get instruments?
- p. 20-21: Why did some children quit the orchestra? What did Ada think?
- p. 22: What does it mean to be dedicated when you commit to something?
- p. 23: What did the townspeople think of the orchestra music?
- p. 35: How did the orchestra change Ada's life. Why do you think it did?

**Extension Activity:**

- “We’re going to work on some re-tell today with our response to reading time. I want to know what happened at the beginning, in the middle, and at the end of this story. To do this, we’re going to do a four-square paper re-tell.
- Demonstrate how to fold and unfold a piece of paper so that there are four squares for the students to write in. At the top of each box, give students a sentence frame: At the beginning \_\_\_\_\_, Next \_\_\_\_\_, After that \_\_\_\_\_, In the end \_\_\_\_\_. This will help ground students in how to start their writing for each box.
- Students may also draw pictures to demonstrate their understanding of each part of the story, but their goal should be to write at least one sentence for each box. That will be four sentences total.
- Teacher should circulate while and confer with students as they work – checking in with students who need more support and engaging in discussion with table groups as they work on their writing.
- After students finish working, invite them back together, and split them into two groups (one with classroom teacher and one with EL teacher) to share their drawings and writing with each other.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student draws a picture for each part of the story but does not attempt to write.	Student writes a sentence for each of the four parts of the story and potentially draws a picture for each part as well.	Student writes more than one sentence for each part of the story and draws a picture for each part as well.

# *My Papi has a Motorcycle*

Author: Isabel Quintero

Illustrator: Zeke Peña

## **Social Justice Standard:**

DI.K-2.8 – I want to know about other people and how our lives and experiences are the same and different.

## **MN ELA Standard:**

2.1.1.1 – 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

## **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

## **Essential Questions:**

What do you love about your neighborhood? How do you enjoy the place you live in?

## **Pre-Teach:**

1. Read the title and look at the front cover. Have students discuss what they notice about the art and make predictions about what the story will be about.
2. Preview the story topic with the students. Talk about how Daisy loves to spend time with her papi, and how they like to ride his motorcycle all over town. Talk about how Daisy loves her town, but that something is different from what it used to be like.
3. Have the students think about what they love about their own town while we read the book together.

## **Discussion Guide:**

p. 1-2: What do you think the words “carburetor, cariño, drill, and dedication” mean?

p. 3-4: What does a carpenter do? Why do you think Daisy's papi is tired? What language do they speak?

p. 7-8: How does Daisy feel when she rides on her papi's motorcycle? How can you tell?

p. 9-14: Where are Daisy's favorite places around the city?

p. 15-16: What has changed in Daisy's town?

p. 17-28: What else does Daisy love about her city? What is her favorite place to ride?

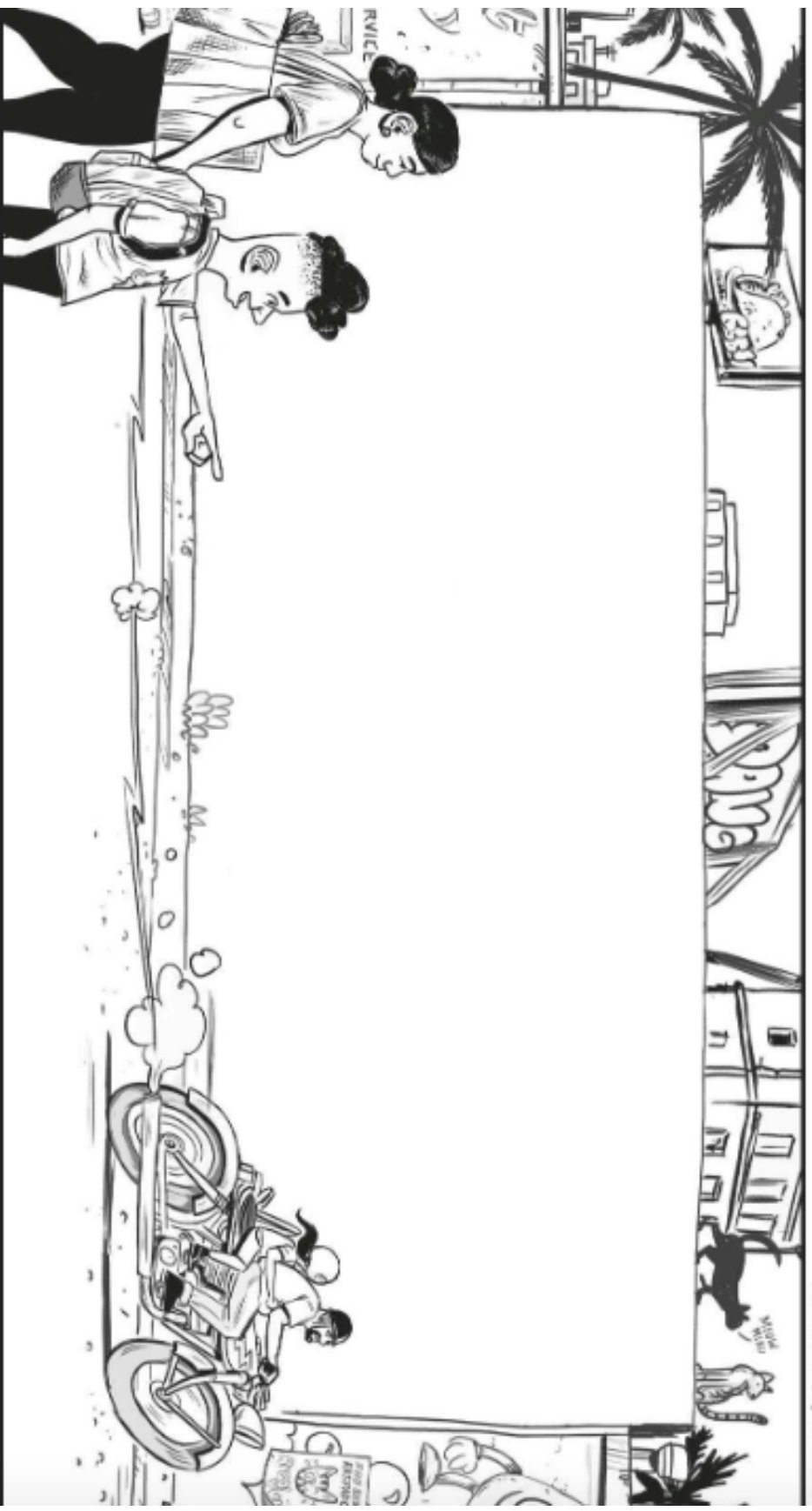
p. 31-32: How has Daisy's town changed, but also remained the same?

**Extension Activity:**

- Review what happened in the story with the class—Daisy and her papi go on a motorcycle ride around town every day after her papi gets home from work, they visit all their favorite places, they notice how the town has changed, they realize some things will change, but their love never will change, and not all changes are bad!
- Teacher—talk about the places, people, and events around town that mean the most to me. Ask the students to share some of their favorite places, people, and events around town.
- Model for students what to do—draw a mural of all your favorite places, people, and events around town. Then write 3-4 sentences on the back about your favorite things about your town.
- After students finish working, invite them back together, and split them into two groups (one with classroom teacher and one with EL teacher) to share their drawings and writing with each other.

# Design a mural about your neighborhood:

Illustrations © by Zake Peña



**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student draws 1-2 ideas on mural. Student writes less than three sentences about drawings. Student may or may not share ideas with teacher and/or classmates verbally.	Student draws 3-4 ideas on mural. Student writes at least three sentences about their ideas. Student may or may not share ideas with teacher and/or classmates verbally.	Student draws more than four ideas on mural. Student writes more than four sentences about their ideas. Student shares ideas with teacher and/or classmates verbally.

**Extra Resources:**

<https://www.penguinclassroom.com/books/my-papi-has-a-motorcycle/>

## *Areli is a Dreamer*

Author: Areli Morales

Illustrator: Luisa Uribe

### **Social Justice Standard:**

DI.K-2.8 – I want to know about other people and how our lives and experiences are the same and different.

### **MN ELA Standard:**

2.1.3.3 – Describe how characters in a story respond to major events and challenges.

### **WIDA Standard:**

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps.

### **Essential Question:**

How can my life change from working hard and dreaming big?

### **Pre-Teach:**

1. Talk about the multiple meanings of the word “dreamer.” Focus especially on how it means wanting something for your life and working hard to get it.
2. “In this story, we’ll read about a dreamer named Areli. She is an immigrant to the United States from Mexico.” Talk about immigration—the process by which people come from other countries to live in the United States. Refer to the fact that most people’s families (unless they are Native American) have come to the United States through immigration. Talk about how my mom’s family immigrated from Germany and my dad’s family immigrated from Ireland. Invite students to share if they know where they immigrated from.
3. “Areli has big dreams for her life, but she had (and still has) to work hard to make them come true. Pay attention to what she goes through and pay attention to how hard she works to make her dreams come true. Also think about how you might have dreams for your life and what kind of hard work you’ll have to do to make them come true.

**Discussion Guide:**

p. 3-4: Who do Areli and Alex live with? Why? What do they think of their life with Abuela? (Show the previous pages).

p. 9-10: Why is Areli so sad to leave her Abuela and go to New York? What are her dreams for her life right now?

p. 13-14: Why is Areli scared? How would you feel if you were her?

p. 21-22: How did school go for Areli? What was going badly? Were there good parts? How could you respond to the boys who are saying mean things to Areli?

p. 23-24: What does it mean to be “illegal?”

p. 25-26: What were some of the challenges Areli had to overcome when she moved to New York?

p. 31-32: What did Areli realize after she went to Ellis Island?

p. 35-36: How has Areli’s attitude changed? What is she determined to do now?

**Extension Activity:**

- Discuss as a group how Areli’s dreams changed from when she lived in Mexico to when she moved to America. Talk about what caused them to change.
- Discuss some of the specific dreams that Areli had (being a writer or a teacher) and the pathway that Areli had to walk (and will still have to walk) to get to those dreams.
- Reflect on how I (as a teacher) had to work hard to make my dream of becoming a teacher a reality.
- Talk about a current dream I have and the steps I am taking to make it come true. Model for students: Draw a picture and write down 3-4 sentences about my dream and what I’m doing to make it come true.
- Ask students to think of different dreams that they have and brainstorm some possible steps they might take to make those dreams come true.
- Send students to their desks with their reader’s notebooks to draw and write about their dreams for their life. Circulate and confer with students as they work.
- After students finish working, invite them back together, and split them into two groups (one with classroom teacher and one with EL teacher) to share their drawings and writing with each other.

**Assessment Rubric:**

<b>1-Does not Meet</b>	<b>2-Approaching</b>	<b>3-Meets</b>	<b>4-Exceeds Expectations</b>
Student does not draw or write anything in response to the lesson.	Student draws about a dream they have for their life. Student does not write about their drawing, but student tells their teacher and/or group about their dream and how they plan to achieve it.	Student draws about a dream they have for their life. Student writes at least one sentence about their drawing. Student tells their teacher and/or group about their dream and how they plan to achieve it.	Student draws about a dream they have for their life. Student writes at least three sentences about their drawing. Student tells their teacher and/or group about their dream and how they plan to achieve it.



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