



Celebrating and Exploring Diversity and Community through Multicultural Literature with integrated Arts: Our “Maybe Something Beautiful”

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University Park Creative Arts

This curriculum unit is recommended for Literacy with connection to Social studies and taught through the arts; 2nd grade students: ages 7-9

Keywords: segregated, equal rights, civil rights, culture, traditions, ethnicity, multicultural, diversity, separate, united, tolerance, schools, community, family, neighborhood, impossible, achievable, invisible, visible, vision, goals, hope, friends, triumph, beautiful

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: University Park Creative Arts Elementary School students come from many diverse backgrounds. We teach Academics with the Arts integrated into the curriculum. University Park Creative Arts Elementary School is a partial Magnet school. Our school is located in a community that is considered to be a high risk, low-income community and has a high number of homeless or displaced families. This curriculum unit will make a significant contribution to social development and tolerance to diversity and cultures. The students will be introduced to multicultural literature that will teach tolerance of differences in people and identify similarities different cultures have as well. Students will learn about school and community and how to be kind and make friends. They will learn through social studies and arts integration linking to the Literacy lessons. Parents will be invited to contribute to our end of unit project and volunteer to clean our 2nd grade garden and create an environment the students can enjoy and utilize throughout the school year. We will also create a mural within the school building; further using art to make their school environment beautiful and represent their visions and goals for their growing knowledge and goals for their future. Students will overall develop a mindset that will help them grow into world leaders with a global awareness that will help to build bridges between cultures.

I plan to teach this unit during the coming year to 21 students. My 2nd grade co-teachers will also implement these lessons during their Literacy and Social Studies blocks, making a total of 65 students this school year.

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Introduction

I often ask myself the question: How can I get more educators involved in teaching diversity within the classroom setting and incorporating Multicultural literature in the classroom library and curriculum? Through this unit, my goal is to introduce students to more literature that reflects not only other cultures, but reflects what they look like, their family values, traditions and experiences. I will integrate the arts throughout this unit, as we are an arts integrated school and follow an arts integration curriculum. My unit will reflect the standards taught in Social Studies connected to community and culture and standards taught in Literacy for 2nd grade. I would like to connect lessons that include technology, visual and audio connections and projects that include the parents and the school community. We will create projects connected to the books we read. I would like students to have the opportunity to publish a work based on a book they read and have a class book published that parents and students can take home. We will invite students, parents, community partners and sister arts schools to join us on this day to represent the many cultures of our community and school. I will specifically focus on multicultural literature as a connection in the classroom between Social Studies 2nd grade standards and Literacy 2nd grade standards.

University Park is a full magnet offering the Visual and Performing Arts program. The school was named a Magnet School of Distinction by Magnet Schools of America in 2008.

Our school's three ideals are:

- Collaboration amongst staff, parents, students, and the community is at the forefront of all we do.
- Through the building of relationships, knowing and understanding our students, we individualize student instruction to motivate and grow our students.
- To provide students with the most innovative strategies and practices, UPCA staff seeks out and uses the most current research-based strategies and best practices, including arts infused instruction.

Our School's beliefs are:

- Our students can and will learn to their fullest potential.
- Every child can realize success when encouraged, challenged and when high expectations are communicated.
- Our students learn best when actively engaged in authentic tasks.
- Student diversity and talents will be identified, valued, nurtured, and celebrated.
- Our students will have effective teachers and receive a high quality education.
- The arts positively impact every area of the curriculum.

Our school's Vision Statement:

"Through the arts and academics, students will be inspired to become creative problem solvers, productive citizens, and life-long learners."

Content Research

As a second grade teacher in an arts magnet/public school, I would like to use my unit on Multicultural Literature to address University Park Creative Arts' ideals and beliefs. Ultimately I would like to create a learning environment for my students that will assist them in reaching their personal learning goals and help them grow their knowledge, not only to become better students, but become the best little humans they can be. A high percentage of our students come from high risk, low income households and because of the community and population we serve, we offer free breakfast and lunch. Our students begin everyday reciting our school pledge to be the best student they can be. They practice following school rules, are excited about contributions they make to their learning environment, and have decided to make good choices. Although I am their teacher, I love coming to work every day. The shine in their eyes to learn new things and the pride they display when they have mastered a new skill is priceless. My students remind me every day of my "why" for becoming an educator.

I have been interested in multicultural education since childhood. I was born and raised in Bronx NY and my exposure to culture, arts and diversity was extensive. I studied Literature and multicultural literature and society in my undergraduate school. I received a Master's degree in Multicultural Education in the Urban Environment. As an educator, I have always incorporated Multicultural books and activities in my lessons. I am excited to learn more about how to do this best and having the opportunity to create a unit that will address the need of diversity and self-positive views within my classroom environment.

I was born and raised in Bronx NY and my exposure to culture, arts and diversity was extensive. I studied literature and multicultural literature and society in my undergraduate school. I received a Master's degree in Multicultural Education in the Urban Environment. As an educator, I have always incorporated Multicultural books and activities in my lessons. The love of reading was instilled in me at a very young age by my mother. I remember many visits to the library to borrow books. In school, the teachers taught us literature from textbooks and books available to us within the classroom were limited and included chapter books such as *The Babysitter's Club* and *The Adventures of Huckleberry Finn*. I remember enjoying stories told by my grandparents, uncles, aunts and parents of their childhoods, which included details of culture, traditions and community. I cannot remember feeling a void of seeing literature or reading books about characters that looked like me or represented my culture or community. Maybe growing up in New York City helped to cover the gaps in other ways, as I was exposed to diversity frequently and my parents taught tolerance and respect of others and their culture and beliefs. As I became an educator and began my studies of multicultural education and the importance of exposing literature that was diverse and representative of the students we teach, I

began a new love for reading and literature. I was inspired to find ways to educate children and expose them to literature that included diverse cultures, traditions and taught a sense of community.

I have always been interested in teaching diversity and tolerance to our young children. I believe multicultural education is important in the curriculum as young as birth to ensure we are helping develop future leaders and globally intelligent individuals. Tolerance is important because hatred is mostly ignited by the fear of the unknown and if the students are educated in the younger years, they learn how to communicate in an effective way that build a sense of community, especially in school settings but also in their individual lives. As a second grade teacher in an Arts Integrated school located a high risk low income community, I find there is a greater responsibility on my part to ensure students are exposed to quality literature that teaches diversity, tolerance, community and entails a representation of the students in my classroom setting. I believe it is important for children to be influenced by Literature that encourages and promotes positive self-esteem, community within the school and at home and encourages healthy discussion about culture and tolerance. I teach children that Culture includes not only ethnicity but it also includes family traditions, community, home environment, school environment, and many other areas connected to everyday life experiences. Every year I work on growing my classroom lending library to include Multicultural Literature and Diverse topics. I feel privileged to be a part of this program for Charlotte Teachers' Institute and grow my knowledge in the area of Children's Literature within the city space. I hope to use the information I gain to further educate my peers and other educators of the importance of Multicultural Literature within the classroom environment.

University Park Creative Arts Elementary School students come from many diverse backgrounds. We are a partial Magnet school within Charlotte Mecklenburg Public School system. We teach Academics with the Arts integrated into the curriculum. University Park Creative Arts Elementary School is a partial Magnet school. This means we serve students that live in the area of the school as we are considered their "home" school. We have a higher percentage of students that live within the community that attend our school. Our school is located in a community that is considered to be a high risk, low-income, high crime community and has a high number of homeless or displaced families. When I see the people and the conditions of the buildings in the neighborhood, I see it as a combination of the beauty of culture, traditions and history wrapped in the chaos of poverty, hunger and homelessness. I view the students as a valuable part of this community. It is my responsibility as an educator in their school, to help them grow their knowledge and encourage them to set goals for success despite their struggles in everyday life experiences. Driving through this neighborhood and community can really give an insight to what the students see and how they might foresee their future.

Broken down houses, abandoned businesses and homes and some housing with an apparent community of homeless neighbors. In the middle of the scenery is a large church, library and two schools of the arts. A police station and Department of Health is within 5 minutes of the community school. There is a clear understanding that there is a high number of people on drugs and under the influence of alcohol in addition to some illegal street activities in the area. This community also includes a JCSU campus. This neighborhood includes some stores and fast food restaurants and one or two family style southern food restaurants. There are few options for food shopping. Food Lion and a Family Dollar is the only place available to buy groceries in a wide range of blocks. Amidst the obvious poverty, crime and homelessness in this community, there is a strong presence of a sense of unity and community. I sense that comradery and support is present even amongst the homeless community in the neighborhood and those who are struggling in other ways.

There is currently some construction or new housing and the light rail in this community. There has also been some community Beautification projects at the school within this community. Recently Northwest School of the Arts had the front of the building painted with a mural by a well-known Charlotte Artist, Rosalia Torres-Weiner with her Mobile Red Calaca Studio. University Park Creative Arts Elementary School is located a few blocks from Northwest School of the Arts. Most of our students graduate and audition to attend their school. Since we are both Arts Integrated based schools, this was a great example of making our Community beautiful and using the arts and academics to improve areas of our community and raise positive moral. When introduced to the book *Maybe Something Beautiful: How Art Transformed a Neighborhood* book written by Campoy and Howell, this summer, I wanted to create one activity connected to this book. Using the recent community project of the mural painted at Northwest, I want to include a lesson on Community and create a grade level project using our arts and diverse cultural backgrounds to create something beautiful within the school community and learning environment. Within my classroom, students learn that through the arts, traditions, culture and history, how they experience everyday life in many different ways depends on the support they get from the community and the school. They learn that they are responsible as a citizen to grow their knowledge in school so that they can be a positive participant in their community and that they can make a difference in the world even with the smallest act of kindness.

According to Allison Ryan ,”Through books, our children and students can learn more about themselves. They can also learn about people, places, and experiences that they have never before experienced. They can learn empathy and social skills to use in their own lives!”. I can personally connect to this statement. As an adult I have used books and literature to explore diversity and different cultures around the world. I not only believe in using this type of literature in my classroom, but I expose my own children to literature that will expand their knowledge and minds about the world and diversity. I believe in engaging children in

meaningful conversation about diversity and tolerance of differences within their classroom setting and community. I spend seven years of my career in education serving as the Educational Director of an Early Childhood Center and the Director of the School-Age Program at Hostos Community College in the Bronx. This program was designed as a Dual Language Program that was developed to follow a Multicultural Dual Language Curriculum called ALERTA. The belief was that children should not only be exposed to a second language at an early age but that the curriculum should be multicultural. While working for this program I was part of creating and establishing a Multicultural Lending Library within the Children's Center on this college campus. We were able to create a library with over 4,000 Multicultural children's books in both English and Spanish. This Library served as a resource to our staff members, the children and parents of our program and we extended the services to the Early Childhood Teaching Program on Campus as well. This was quite an accomplishment for me personally. Since then, as I have worked as an educator within Charlotte Mecklenburg Schools, I have definitely seen a need for more quality Multicultural Literature to be introduced within the classroom setting. Working within a community with children of color it is important to introduce the children to Literature that includes characters that look like them or that includes community space that represents where they live and attend school. Allison Ryan goes on to discuss the importance of these types of books for young children when she quotes Bishop. We can think about a children's book as serving as either a window or a mirror. "Window" books allow children to peek into other people's worlds (Bishop, 1990). "Mirror" books, on the other hand, present familiar characters or worlds to children, and they allow readers to identify with characters' experiences (Bishop, 1990). The discussion goes on to further express that the "mirror book" are harder to find. Through this course of Literature in the City Space, we have had several important discussions about how it is important to expose students to literature that represents their lives and culture.

I also read the article by Rodriguez, Favianna. "Change the Culture, Change the World." Creative Reports. (2013) and it brought me back to how I experienced culture growing up in New York City. Growing up I had an abundance of exposure to Culture through the arts. Art galleries, Spanish Harlem, Museums, Theater, Broadway, Music, Food, etc. I am very excited that I work for a school that teaches academics with the arts integration program we have. This will be a great channel to extend the lessons on Multicultural Literature with projects in the different arts programs we offer. I also remember being introduced to Black and Puerto Rican Studies by my Uncle Charles, who was a college professor. I recall that much of the Art included in these studies were of artwork, music, dance, and campaigns for politics through artistic formats. Through my Uncle I was also exposed to poetry related to cultural diversity and injustice. The discussion in our home since we were young girls was that we needed to understand culture, diversity and learn tolerance to grow up to be great Leaders in

our communities. When I was 9yrs old I remember I especially became very interested in learning about other parts of the world and other cultures when my sister came to live with us from the Philippines. Young we knew we had an older sister in the Philippines from a time my father was in the Vietnam War. She came to live with us when she was 18yrs old and I remember that although I was younger than her, I felt as if I had to protect her. She seemed so lost and confused when she first came to live with us and the language barrier was not helping much. I had a desperate urge to learn more about her culture and daily life experiences. Something inside me kept pushing for me to find a way to connect with her. I remember immediately trying to point out similarities we had physically and even within the areas of food and language. I recognized the pain and fear she was experiencing being in a new world, although with blood relatives, we were still strangers. I began to explore my teaching skills young as I began to look for pictures and books to teach her the English language, simple words to communicate. I began to ask her to teach me words from her dialect and we began to bond. I believe I had an openness to learn a new culture and a tolerance for the unknown of that culture because of the exposure to diversity as a young child. I was determined to educate my friends and even people within my family about my sister and her culture and tolerance because I felt it was necessary for her survival somehow. Even young I knew it was important for the acknowledgement of our diversity and respect for another human being. I look forward to doing more research on this topic and learn about the positive effects Multicultural Literature has on the young learner.

University Park Creative Arts Elementary School students come from many diverse backgrounds. Through this Literacy Unit, students will have the opportunity to explore different cultures, gain an understanding of their culture and community, and learn tolerance of others' and their differences while embracing the idea of community within their learning environment. Multicultural books will offer students the opportunity to read literature that connects to their own lives as well. Through this unit. My goal is to introduce students to more literature that reflects not only other cultures, but reflects what they look like, their family values, traditions and experiences. I will integrate the arts throughout this unit, as we are an arts integrated school and follow an arts integration curriculum. I will build on the idea of being a positive participant within their classroom and school community, which may be where they live as well.

In second grade this year, as part of the EL curriculum, we are teaching students about community and schools and children all around the world. We are addressing Social Studies standards, Language and Speech standards and Literacy standards. I would like to extend their learning into the Social Studies block and offer the students opportunity to experience and explore diversity through Literature. I will offer the students' access to a Classroom Library with Multicultural books. Students will complete activities and projects within the classroom

and the school connected to celebrating and exploring diversity and community through Multicultural Literature with integrated Arts. My class will participate in the School wide Cultural Heritage Day event. We will create artifacts, a powerpoint and posters to display during this event as well. The students will create books as a project that will celebrate who they are and express their goals for the future. As a grade level project, I will create a Beautification project within our school building, connected to the book, *Maybe Something Beautiful: How Art Transformed a Neighborhood* and the mural recently painted at Northwest School of the Arts. I want to help students develop a sense of community and pride in their school environment and themselves. I would also like to conduct a staff workshop as a member of the Literacy PLC on the importance of Multicultural and Diverse Literature within the classroom environment.

Instructional Implementation

Activities/ Schedule

Month Prior to Unit being taught:

Students will complete the Spotlight activity sheet at home with family and create a poster to spotlight All About Me, where students tell about themselves. We will choose a different student weekly to Spotlight as our Spotlight student throughout the year.

Students will complete an activity sheet at home Ask About Me. Students get an opportunity to share information with their family about what they have been learning in class. This is a great way to begin to create a bridge between home and school. Parents will be more engaged in their child's school experience and informed about what is happening at school and how their child is growing their knowledge.

Week 1: *The Day You Begin* by Jacqueline Woodson

Students learn about the differences and similarities that they have with their peers. They learn that they are special because they are who they are and no one else is exactly like them.

Day 1: a. Share Spotlight Poster with classmates b. Create a self Portrait

Day2: a. Introduce the book to the class b. Create a Story Mobile

Day 3: a. Continue with Story Mobile and share with the class and peers

b. Create a board game with questions for the character

Throughout the week students will do activities to learn the new keywords and vocabulary connected to the topic and text as they rotate through differentiated groups.

Week 2: *The Girl Who Buried Her Dreams in a Can* by Tererai Trent

Students will learn about how it is to go to school in different parts of the world and how it may not be as accessible to everyone to go to school like it is here in America for them.

Day 1: a. Introduce and read book to the class b. Students will create and write a post card to the girl in the book

Day 2: a. Review book b. Students create a comic strip retelling the story

Day 3: Students share their post cards/ comic strip with peers b. Students create Dream catchers

Throughout the week students will do activities to learn the new keywords and vocabulary connected to the topic and text as they rotate through differentiated groups.

Week 3: *The Invisible Boy* by Trudy Ludwig

Students will discuss how important it is to be kind and friendly at school.

Day1: a. Introduce and read book to the class b. Students create a story wheel outlining events in the story in order

Day2: a. Review the book and discuss events b. Students complete problem solution activity

Day 3: a. Students share story wheels and problem/solution activity

b. Students create and write a post card to the main character in the story

Throughout the week students will do activities to learn the new keywords and vocabulary connected to the topic and text as they rotate through differentiated groups.

Week 4: Maybe Something Beautiful : How Art Transformed a Neighborhood

Day 1: Introduce powerpoint to student related to their school and community. We are a school of the arts and we integrate arts and academics. Northwest School of the Arts is the middle school and High School our students audition to continue growing their knowledge after the graduate from University Park Creative Arts. (See appendix)

[https://docs.google.com/presentation/d/1h-](https://docs.google.com/presentation/d/1h-h0c0v_4uzQZ4S3cdRJ0BmpPsBJOWHJaETkGOMBSEU/edit#slide=id.g41ca57f44a_0_56)

[h0c0v_4uzQZ4S3cdRJ0BmpPsBJOWHJaETkGOMBSEU/edit#slide=id.g41ca57f44a_0_56](https://docs.google.com/presentation/d/1h-h0c0v_4uzQZ4S3cdRJ0BmpPsBJOWHJaETkGOMBSEU/edit#slide=id.g41ca57f44a_0_56)

Students will begin to learn the University Park song that highlights our school and offers a sense of pride for who they are as students and for their learning environment/ community. (Music teacher will assist in this activity)

Day 2: Community trip to Northwest School of the Art to see the new mural painted in the entrance of their school by local artist Rosalia Torres Weiner.

Share information about curriculum and our school and future classroom/ grade level/ school beautification project with parents during Curriculum night. (see appendix)

https://docs.google.com/presentation/d/1s358hMK1YXOQu5itdluwZDRrCglrGFuZrZqLOjd_rL8/edit#slide=id.p

Day 3: a. Introduce and read book to the class b. Create and write post card to characters in the story making a connection to themselves

Day 4: a. Review the book b. Create a comic strip retelling the story in the correct sequence

Day 5: a. Brain storm as a whole group, ideas for using art to create something beautiful in our school

b. Students work on creating a Vision Poster (Their idea of *Maybe Something Beautiful*)

Throughout the week students will do activities to learn the new keywords and vocabulary connected to the topic and text as they rotate through differentiated groups.

Day 6-10: Students will create and publish a book: Our School is Important

We will continue to work on our School Beautification project: Paint the butterfly statue at the front of the school. Clean and beautify our 2nd grade wing Butterfly Garden. Paint a mural on the building wall near the garden. (We will ask our Arts team and students from University Park, Northwest, and JCSU and our parents to assist in our project)

In conclusion we will hold a team level sharing in the finished garden. Students will have the opportunity to share their vision boards and their published books with their families and guests.

Appendix 1

The following standards will be taught in combination throughout the unit, not in isolation. I have listed Literacy, Writing, Speaking and Listening, Social Studies Standards and the Arts integrated standards that will be taught and addressed throughout the unit.

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including stories from diverse cultures, and determine their central message, lesson, or moral.

RL. 2.3 Describe how characters in a story respond to major events and challenges.

RL,2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.

RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiency and independently for sustained periods of time. Connect prior knowledge and experiences to text.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1 Participate in collaborative conversations with diverse partners about 2nd grade topics and texts with peers and adults in small and larger groups. **A.** Follow agreed upon rules for discussion. **B.** Build on others' talk in conversations by linking their comments to the remarks of others. **C.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL. 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.

L.2.6 Use words and phrases learned through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe.

L.2.2 Demonstrate command of standard English language; capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.

2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.

2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.

2C&G.2.2 Explain why it is important for citizens to participate in their community.

2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food. etc.)

2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups

2.V.3.1: Use a variety of tools safely and appropriately to create art.

2.V.3.3: Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.

2.C.1 Use movement, voice, and writing to communicate ideas and feelings.

2.C.1.3 Use dialogue to enhance the clarity of stories.

2.C.2.1 Use improvisation to communicate problems and resolutions.

2.C.2 Use performance to communicate ideas and feelings.

ML.1: Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1) COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Appendix 2

Books used in unit lessons:

Maybe Something Beautiful: How Art Transformed a Neighborhood By Isabel Campoy and Theresa Howell

Invisible Boy By Trudy Ludwig

The Day You Begin By Jaqueline Woodson

The Girl Who Buried Her Dreams In a Can by Dr. Tererai Trent

Some Children's books I have added to my Classroom Lending Library:

I Am Enough by Grace Byers

El Deafo by Cece Bell

Dumpling Soup by Jama Kim Rattigan

Dreamers by Yuri Morales

The Skin You Live In by Michael Tyler

Through My Eyes by Ruby Bridges

Layla's Head Scarf by Miriam Cohen

The Skin I'm In by Sharon Flake

The Colors of Us by Karen Katz

She Persisted (Box Set) Chelsea Clinton

Children Around the World by Donata Montanari

Marisol McDonald Doesn't Match by Monica Brown

Whoever You Are by Mem Fox

Name Jar by Yangsook Choi

All Are Welcome by Alexandra Penfold

I Love My Hair by Natasha Tarley

All The Colors of the Earth by Sheila Hamanaka

Mufaro's Beautiful Daughters by John Steptoe

Too Many Tamales by Gary Soto

Indian Shoes by Cynthia Smith

In My Family by Carmen Lomas Garzas

I Am Human by Susan Verde

Appendix 3

Word Study CHOICE BOARD

Triangle Spelling 	Abc Order Write your words in ABC Order	Rainbow Spelling Write your words 5x each with different colors	Color Code Write the Vowels Blue and Consonants Red
Silly Sentences Write each word in a silly sentence.	Silly letters Write each word using crazy letters.	Backwards to Forwards Write each word backwards and then write it forwards sgod dogs	Type your Words If available, type your words on the computer or other device.
Context Clues Write a detailed sentence with each word	Bubble Letters Write each of your words using bubble letters.	Dictionary Dig Look up 10 of your words in the dictionary and write the definition.	Picture Perfect Write the word and draw a picture to represent it.
Ghost Words Use a white crayon to write your words. Color over with a marker.	Follow the Swirl Draw a swirly line. Write your word over and over along the line.	Rhyme Time Write each word and write a word that rhymes with it.	Code Creation QUICKLY assign each letter of the abc's a number then write each word and write the code.
Spell and Tell Write each word 3x and whisper each letter as you write.	Michelangelo Tape your paper on the bottom side of your desk. Lay on the floor and write your words 3 times each. Your arms will get tired!	Wrong Hand Use the opposite hand you write with, to write each word.	Teacher Choice

In the Spotlight

[Place photo here]

Name: _____

Birthday: _____

My family: _____

Favorite things to do in school: _____

Favorite things to do outside of school: _____

Favorite foods: _____

Favorite colors: _____

Other favorite things: _____

Some things I don't like: _____

Something you might not know about me: _____

Ask Me About

Date: _____

Dear Home Partner,

Please ask your child to tell you about these interesting activities we have been doing in our class:

Use the Conversation Starters to help your child describe these activities. Then help your child complete this sheet and return it to class by Friday.

Conversation Starters

- What did you do in this activity? What did you learn?
- What did you like about this activity?
- What was challenging about this activity?

Directions to the student:

On a separate piece of paper, write about your favorite activity listed above, and tell why it is your favorite.

Comments:

Write any comments here (either student or home partner), sign and date below, and return to class by Friday.

Student signature

Home partner signature

Date

Pregúntame acerca de

Fecha:

Estimado compañero de casa:

Por favor, pídale a su hijo que le cuente acerca de estas actividades interesantes que hemos hecho en nuestra clase:

Use los Temas de conversación para ayudarle a su hijo a describir estas actividades. Luego ayúdele a su hijo a completar esta hoja y devolverla a la clase a más tardar el viernes.

Temas de conversación

- ¿Qué hiciste durante esta actividad? ¿Qué aprendiste?
- ¿Qué te gustó acerca de esta actividad?
- ¿Cuáles fueron las dificultades de esta actividad?

Instrucciones para el estudiante:

En una hoja de papel aparte, escribe acerca de tu actividad favorita de las que aparecen arriba y explica por qué es tu favorita.

Comentarios:

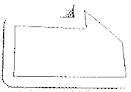
Escribe cualquier comentario que tenga aquí (alumno o compañero de casa), ponga su firma y la fecha abajo y devuelva esta hoja a la clase a más tardar el viernes.

Firma del estudiante

Firma del compañero de casa

Fecha

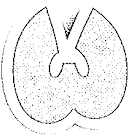
EVENT MOBILE



Think of 4 important events that happened in your book or story. Draw pictures of the events and write about them on the clouds.



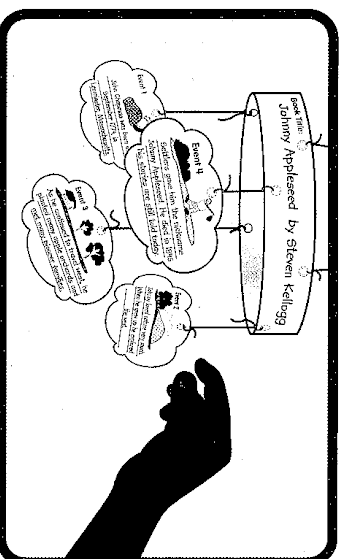
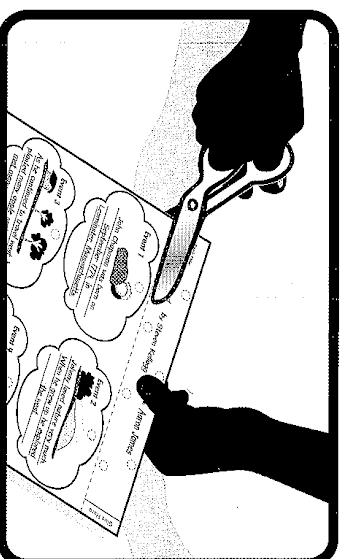
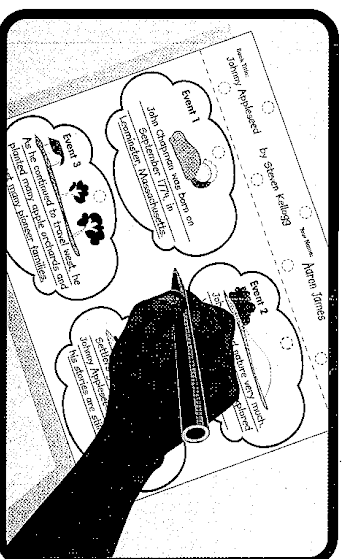
Cut the top strip along the dotted line. Then glue the strip into a circle.



Cut out the clouds. Punch out the holes.



Tie the clouds to the circle with string.



Glue Here

Your Name:

Book Title:

Event 2

Event 4

Event 1

Event 3

BOOK BOARD GAME

1

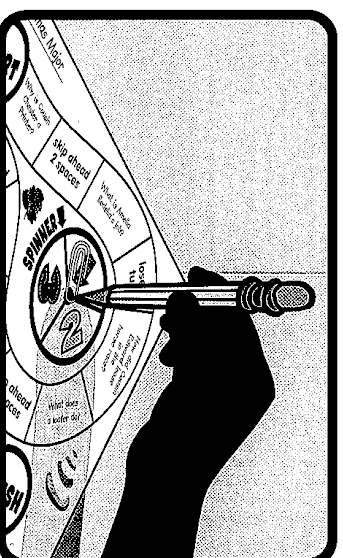
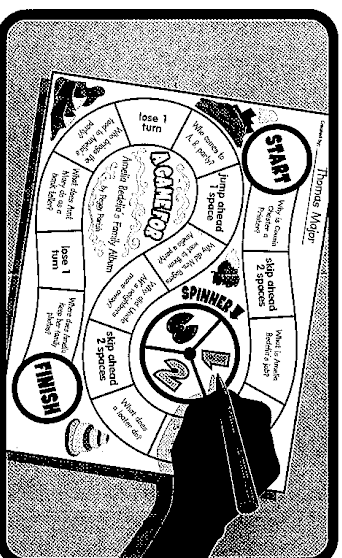
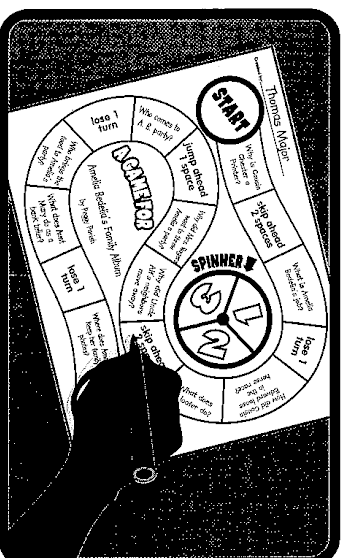
In the game path, write questions about the story you read.

2

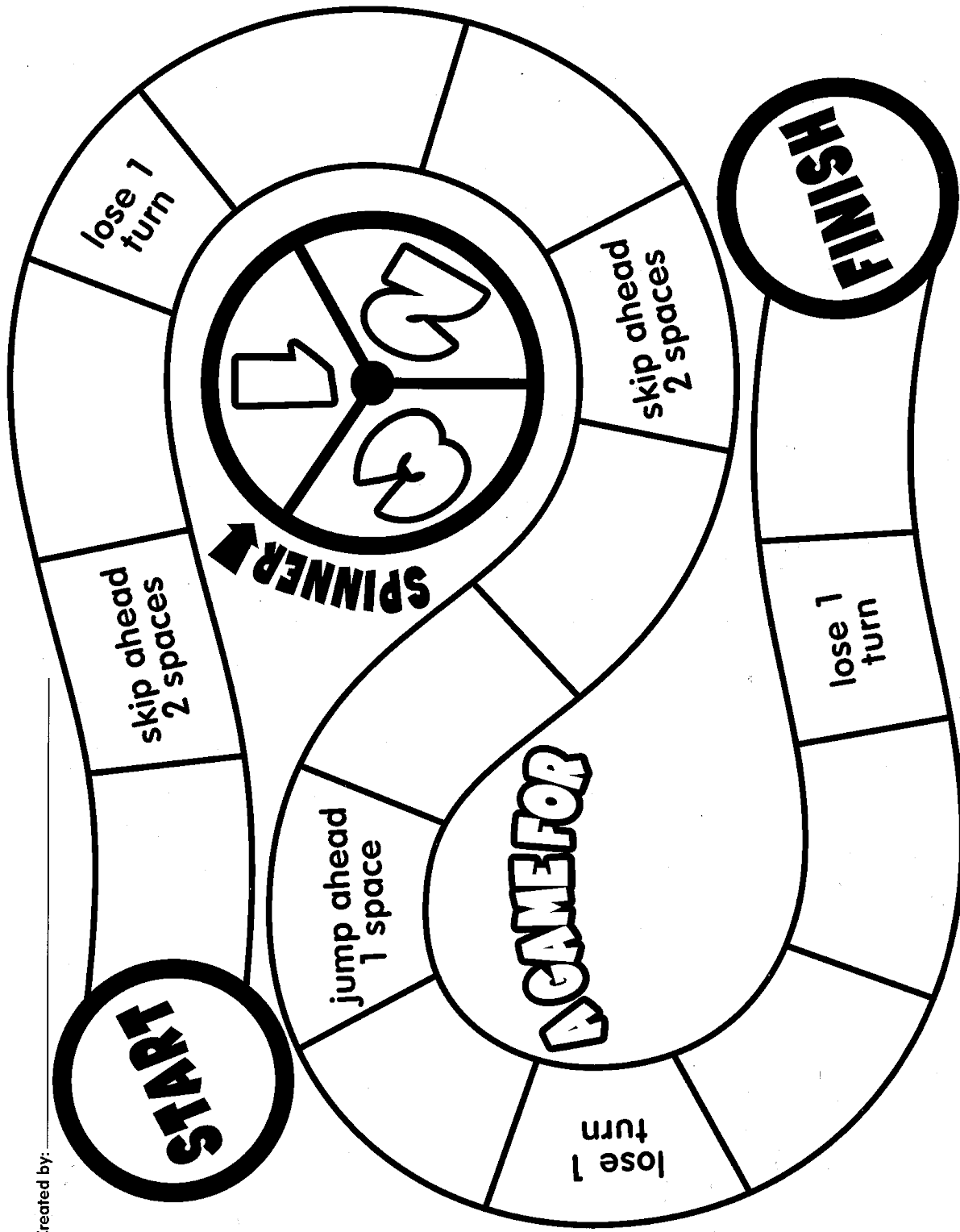
Decorate the board to look like a setting from the book.

3

Use counters to move around the game board. Use a paper clip and pencil as a spinner. To spin and move forward, a player must first answer the question his or her marker is on.



Created by: [www.civildatas.com](#)



PROBLEM & SOLUTION PUZZLES

1

In the story you read, think about the problems the characters were trying to solve.

2

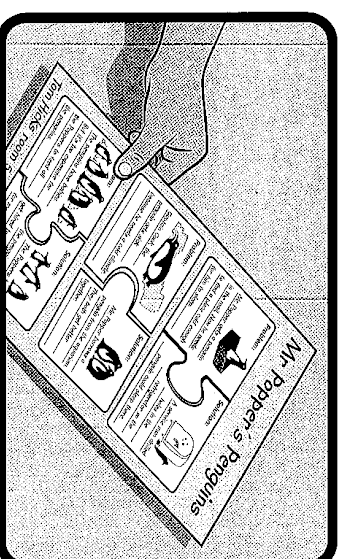
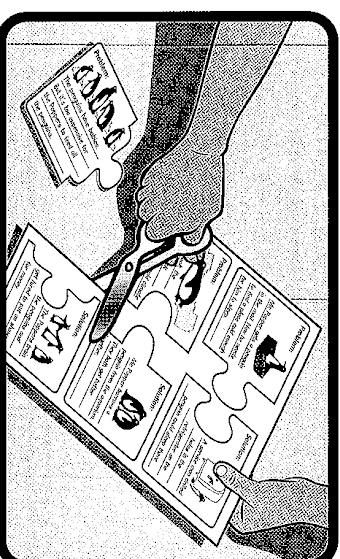
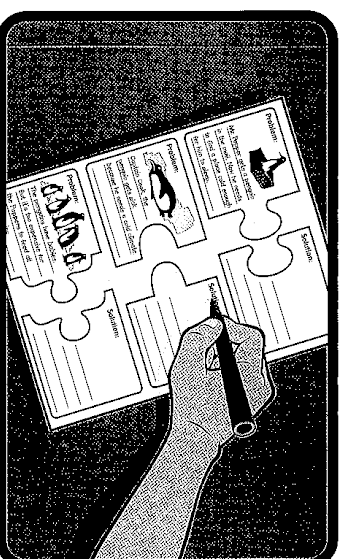
Describe the problems on the puzzle pieces labeled "Problem." Draw a picture of each problem.

3

Write how the characters solved the problems on the "Solution" pieces and draw pictures.

4

Cut the puzzle pieces apart and glue them on construction paper. Write the book title and your name on the paper.



Solution:

Problem:

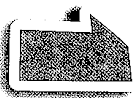
Solution:

Problem:

Solution:

Problem:

POSTCARD FROM A CHARACTER



Imagine that you are a character from the story you just read, and you are going to write a postcard.



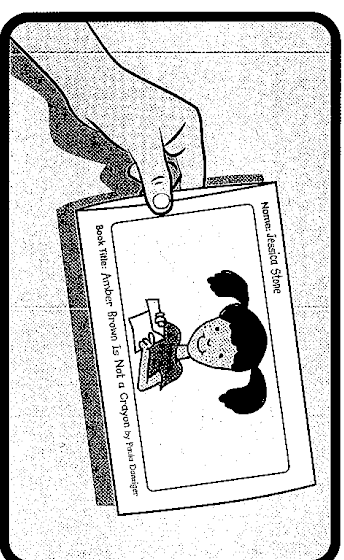
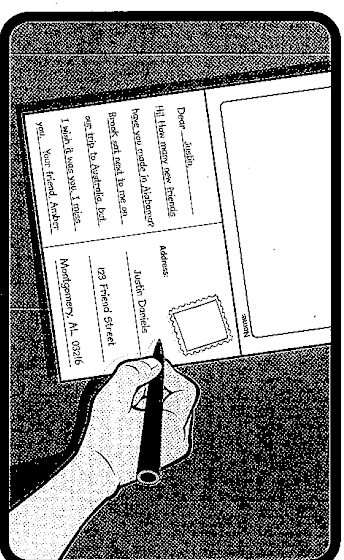
Think about what that character would say about what happened in the story. Write it on the back of the postcard.



Fold the paper in half. Draw a picture for the front of the postcard.



Design the stamp. Then, tape the edges together to finish your card.



Dear

Book Title:

STORY WHEEL

1

In the sections of the circle, write about what happened in the story you read.

2

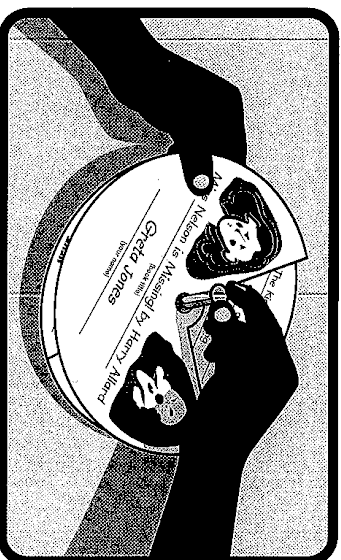
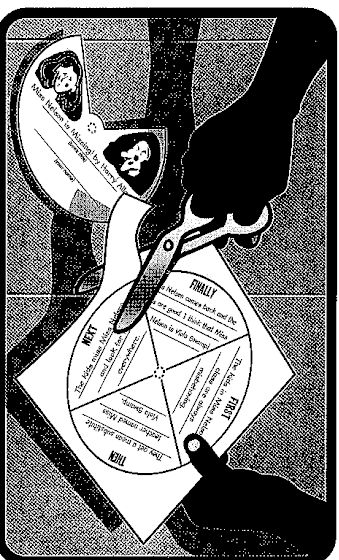
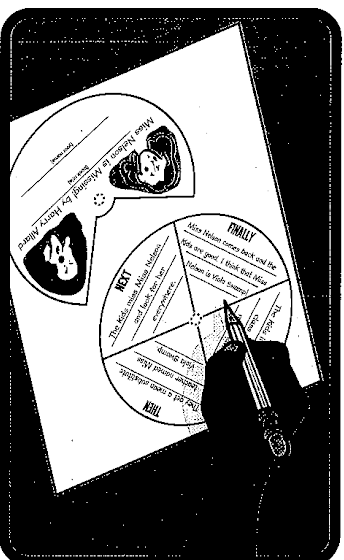
Write the story title in the second circle and draw a picture of a character or event from the story.

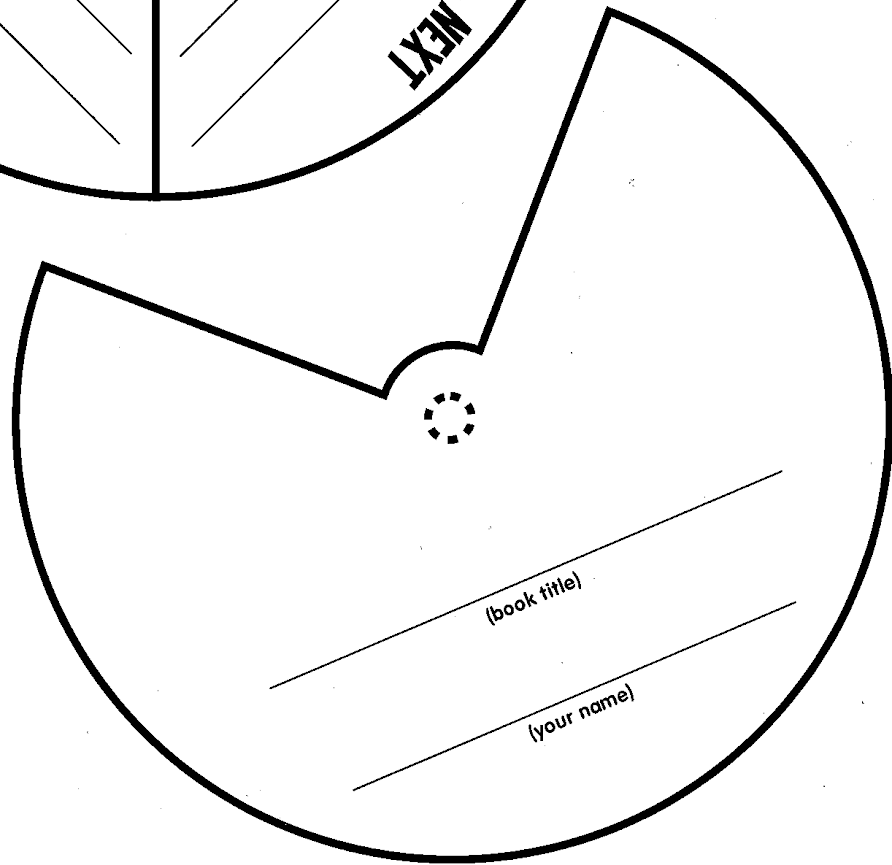
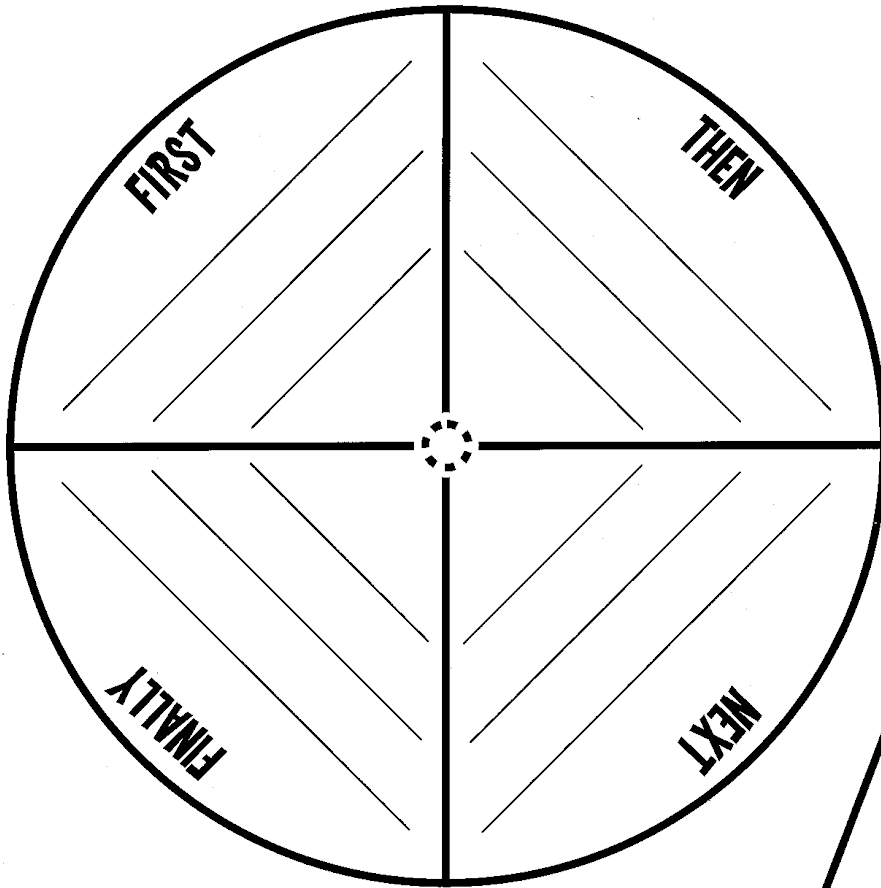
3

Cut out the two shapes. Punch out the center holes.

4

Fasten the shapes together with a brad. Turn the wheels to read your summary of the story.

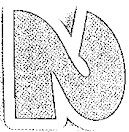




COMIC STRIP



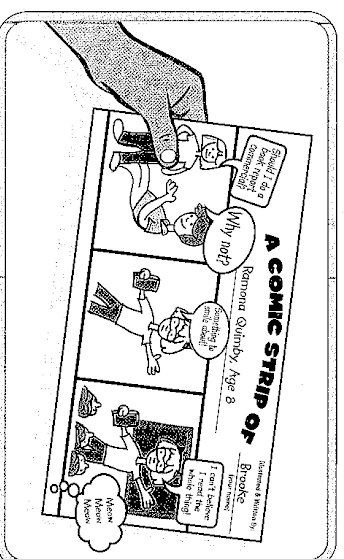
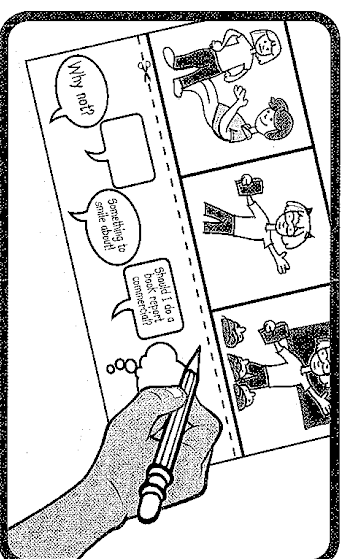
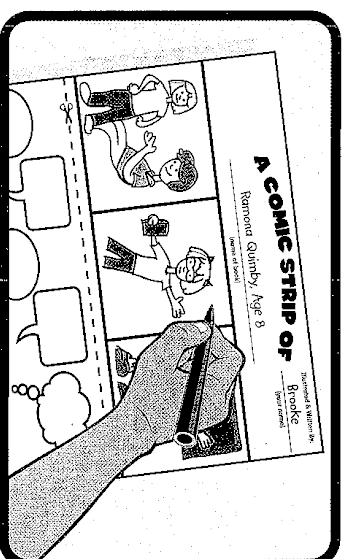
Choose one event from the story you read. Draw what happened in the three boxes. Make sure they are in the correct order.



In the speech balloons, write what the characters said or thought.



Cut out the speech balloons and glue them onto the comic strip.

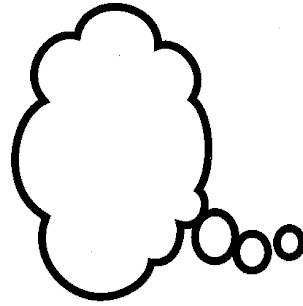
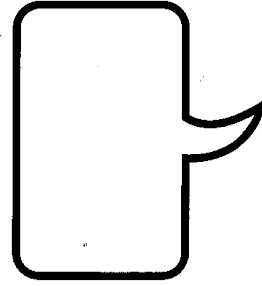
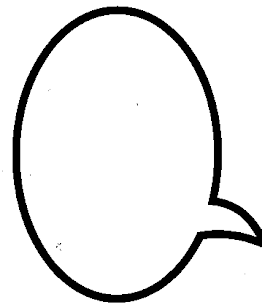
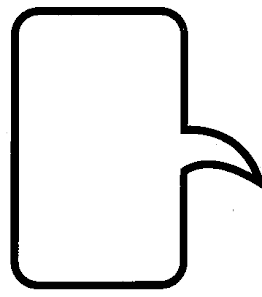
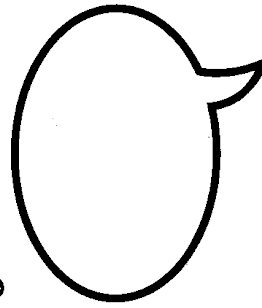


A COMIC STRIP OF

Illustrated & Written By:

(your name)

(name of book)



Annotated Resources

Resources:

1. List Of Materials for Classroom use
 - a. Crayons
 - b. Scissors
 - c. Colored pencils
 - d. Glue
 - e. Cardstock/ construction paper
 - f. Classroom library books (see appendix)
 - g. Graphic organizers/ handouts (see appendix)
 - h. Poster paper
 - i. Stapler
 - j. Assorted art supplies to decorate
 - k. Yarn/ string
1. Technology access/ chrome book/ I pad/ printer

The above listed items are some materials that would be beneficial to completing the tasks and assignments within the unit.

2. Resources for Students
 - a. School supplies/ art supplies
 - b. Handouts/ graphic organizers (see appendix)
 - c. Classroom library books to be used throughout the unit

Students will use the books and the arts materials and graphic organizers to complete the tasks and assignments within the classroom.

3. Resources for Teachers
 - a. Caring Schools

This is a book that offers activities and ideas for All About Me activities. It is simple to read and offers take home activities to help bridge the gap between home and school and encourage parent involvement. Students can complete activities and projects at home with their families and share their work in class with their peers.

- b. *The Day You Begin* by Jacqueline Woodson
- c. *The Girl Who Buried Her Dreams in a Can* by Dr. Tererai Trent
- d. *The Invisible Boy* by Trudy Ludwig
- e. *Maybe Something Beautiful* by F. Isabel Campoy and Theresa Howell

The above mentioned books will be used throughout the unit to guide the lessons and activities.

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