



#1 What Is Culture? WWA (23-24)

Duration: 6 Weeks, 6 hours

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Language, Library Media, Social Studies, English

Grades: 2

Planning



Transdisciplinary theme

Who we are

Transdisciplinary theme focus

- what it means to be human



Central idea

Understanding and appreciating different cultures can enable us to become global citizens.



Learner profile attributes

Caring, Open-minded



Key concepts

Perspective, Connection, Form



Related concepts

Concepts

- **Perspective:** decision making
- **Connection:** citizenship
- **Form:** culture



Lines of inquiry

- What culture is (culture, form)
- The relationship between culture and a group's rules and decision-making (decision making, perspective)
- How equality, fairness and respect are connected to global citizenship (global citizenship, connection)



Approaches to learning

Self-management skills

Self-Management Skills

Self-Management Skills (General)

Teaching the ATL skills

Self-Management Skills SEL Journeys



Learning goals and success criteria

- Identify at least three aspects of culture
- Explain examples of how beliefs and values can be different in different cultures
- Explain why understanding other cultures is important
- connects understanding of culture to understanding the world better or being able to make the world a better place



Subject standards

Social Studies

Civics

Participation and Deliberation

- CIV 2.3 - Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. (CIV 2.3)
- CIV 2.4 - Compare their own point of view with others' perspectives. (CIV 2.4)
- CIV 2.2 - Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. (CIV 2.2)

Processes, Rules and Laws

- CIV 2.6 - Identify and explain how rules function in public (classroom and school) settings. (CIV 2.6)
- CIV 2.5 - Explain how people can work together to make decisions in the classroom. (CIV 2.5)

Geography

Human-Environment Interaction: Places, Regions and Culture

- GEO 2.6 - Identify cultural and environmental characteristics of a place/region. (GEO 2.6)

Library Media

I. INQUIRE

A. THINK

- 2. Recalling prior and background knowledge as context for new meaning. (I.A.2)

D. GROW

- 1. Continually seeking knowledge. (I.D.1)

II. INCLUDE

B. CREATE

- 1. Interacting with learners who reflect a range of perspectives. (II.B.1)

III. COLLABORATE

A. THINK

- 2. Developing new understandings through engagement in a learning group. (III.A.2)

English

Reading: Literature

Key Ideas and Details:

- CCSS.ELA-LITERACY.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. (CCSS.ELA-LITERACY.RL.2.1)



Prior learning

Kindergarteners and first graders talk about their families and students understand that there are differences in families. The first grade How We Express Ourselves unit is about celebrations around the world so they also bring this background knowledge with them to this unit.



Connections: Transdisciplinary and past

Library Media: Creating a safe learning space

Being a good library patron: What are the library rules, policies, and procedures?

- I can follow our library rules.
- I can be a good library citizen.
- I can display proper book care and library behavior.
- I can explain how taking care of library books and proper library behavior affect the school community.

I can make my own book choices: How can I find a book that is “Just Right” for me?

How does a shelf marker help keep the library organized? How many books may I check out?

- I can help keep the library organized by using a shelf marker.

- I can preview/select library books appropriately from shelf.
- I can select, read, listen and view literature to meet my personal/ informational needs.

What are the story genres – Fiction, Nonfiction and Realistic Fiction?

I can retell the main idea of a story and give supporting details.

Books:

Octopus Stew by Eric Velazquez

Pura's Cuentos by Anette Pimentel

The Dot by Peter Reynolds

A bad case of stripes by Dave Shannon

We are all wonders by RJ Palacios

Too much glue by Jason Lifebvre

Art

- How I treat materials in art class impacts others.
- My actions during art class impact others.
- Students will create self-portraits that reflect them.



Teacher questions

- What is culture?
- What is my family's culture?
- How do beliefs and values differ among cultures?
- How does appreciating cultures help me to be a global citizen?

Implementing



Learning experience library



Open Day 2

Amy Rios

1. Review responses from chart paper.
2. Next pose the question 'What is culture?'
3. Let's organize this into a web/categories.



Open Day 1

Amy Rios

1. Show video https://www.youtube.com/watch?v=rkHLL_GxG68
2. Next, have the students Think, Pair, Share what they noticed about the video.
3. Then discuss as a group. Record all of the students responses onto a chart



Immerse Day 1

Amy Rios

1. Teacher brings an artifact in that represents their culture and models to the class why it is significant.
2. Students ask questions and teacher records questions.

3. Classify questions on the question barometer.

Teacher notes

1. Send a letter home with families regarding our artifact activity.



Immerse Days 2 -5

Amy Rios

1. Over the next 4 days each student shares the artifact that they brought in from home and takes questions from their classmates.



IRA-Caring for Each Other-Family

Amy Rios

Pecan Pie Baby

Super-Completely and Totally the Messiest

Big Red Lollipop

Two Mrs. Gibsons

The Wednesday Surprise



RML MGT U3: Engaging in Classroom Literacy Work

Amy Rios

Umbrella 3: Engaging in Classroom Literacy Work

MGT.U3.RML1 Read books independently.

MGT.U3.RML2 Listen to books in the listening center.

MGT.U3.RML3 Work on words in the word work center.

MGT.U3.RML4 Write and draw in the writing center.

MGT.U3.RML5 Complete your reading and writing work every day.



Concept map/web

Amy Rios

o Define culture: culture is the way that people live

o Use school as an example of culture (connects to gr. 1 unit of inquiry when they inquired into school)

o Brainstorm other big ideas about how people live to add to map/web across the inquiry (language, traditions, education, music, art, views about gender)



Shared Lang- Infographic Benefits of Being Bilingual

Amy Rios

Shared Reading - Infographic - The Benefits of Being Bilingual

Optional Text

Teaching Points:

- Inquirers identify how language and living in a different culture has benefits and challenges.

- Inquirers determine how values impact action about language and living in different cultures.

One way to teach this:

· Class discussion: Do you speak another language at home? Do other people your family speak another language? What is exciting about learning or speaking another language? What is challenging about speaking another language? Have you ever moved to a new place or school? What was exciting about it? What was challenging?

· Inquiry wall: Review questions about language. Add additional student questions to guide the inquiry. Continue to add questions and ways to answer them throughout the week. Discuss how answers can be found.

· Key Text: I Hate English (identify country and continent on map)

o Optional Texts: Angel Child, Dragon Child, How My Parents Learned to Eat, I'm New Here, Tree of Cranes, One Green Apple, The Cow that Went Oink

- Questions to address after reading text: Literacy(L), Social Studies (SS), Learner profile (LP)
- Suggestion: some answered orally and at least one on a whiteboard (to build writing stamina)
- o Review key details of text(L)
- § Connect the character identifying the problem to caring about other people
- § Connect being principled to actions as appropriate
- o What learner profile traits did characters show and what is the evidence/why do you think that? (LP)
- o What big issue (democratic principle) is this problem-equality, fairness, respect, something else? (SS)
- o What change occurred because of this person or situation (person, community, or society) (SS)
- o What is the central message or lesson that the author wants us to understand? (L)
- o What does this say to you about what this person or society thinks about languages or living in a different culture? (L/SS)
- o Our values are what we think are important. How did ____'s belief/value impact the choices he/she made (their actions)? (L)
- o What new ideas did you get that extended or broadened your thinking about living in a different culture or languages? (I was surprised that...) (L)
- Share information from family discussion about education.
- Inquiry Board: What questions have we answered? How can we find out about some of our other questions?
- Concept map-add ideas about learning languages or living a new culture(how does it vary by place or time, common goals, etc.)
- Formative Assessment: Draw and write about key details and central idea of the story.
- Formative Assessment Discussion: What conclusions can you make about speaking other languages or living in a new culture?
- IRA, GR, Buddy read
- reflection sheets/tickets/stickers to encourage and acknowledge use of learner profile attributes and attitudes
- Reading journals, charts, graphic organizers categorizing character qualities
- Writing: B-M-E structure of story (form)



Prov: What's Culture? (video)

Amy Rios

Version 1: Video showing different children, music, iconic buildings, photos from different cultures around the world.

-Discussions to create Anchor Chart: What is Culture? Web students' responses.



RML MGT U2: Using the Classroom Library for Independent Reading

Amy Rios

Umbrella 2: Using the Classroom Library for Independent Reading

MGT.U2.RML1 Notice the classroom library is organized so you can make good book choices.

MGT.U2.RML2 Take good care of the books in the classroom library so everyone can enjoy them.

MGT.U2.RML3 Keep your books and materials organized in your personal box.

MGT.U2.RML4 Choose three or four books to keep in your book bag.

MGT.U2.RML5 Choose books that are just right for you.

MGT.U2.RML6 Choose books that you want to read.

MGT.U2.RML7 Read a book and write your thoughts about your reading.

MGT.U2.RML8 After a good try, you may have a reason to abandon a book.



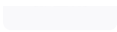
Home culture interviews

Amy Rios

peer sharing/interviews about home culture language, food, holidays, music, gender roles



Music: Singing



Amy Rios

Students will learn, practice, perform, and self-assess their performance of songs.
Students will be assessed on a 3 point rubric for technique and overall performance.



Muktar and the Camels

Amy Rios

How will you create opportunities for differentiation?

Students who need support will be provided with a prompt and a word bank for writing.



IRA-The Importance of Friendship

Amy Rios

A Weekend with Wendell
Horace and Morris but Mostly Dolores
This is Our House
First Come the Zebra (can skip)
The Old Woman Who Named Things



Prov: Perspective photo.

Amy Rios

See-Think-Wonder sheet



Stepping Stones: A Refugee Family's Journey

Amy Rios

How will you create opportunities for differentiation?

Students who need support will be provided with a prompt and a word bank.



IRA-Finding Your Way in a New Place

Amy Rios

Grandfather Counts (can skip)
The Have a Good Day Cafe
Home at Last
Roses for Gita (can skip)
Mango, Abuelo, and Me



RML MGT U1: Working Together in the Classroom

Amy Rios

Umbrella 1: Working Together in the Classroom
MGT.U1.RML1 Listen carefully to each other.
MGT.U1.RML2 Use an appropriate voice level.
MGT.U1.RML3 Do your best work.
MGT.U1.RML4 Find ways to solve problems when the teacher is working with others.
MGT.U1.RML5 Take good care of classroom materials



Arts Inquiry

Amy Rios

Key texts: Frida, Drum Dream Girl



Saltpie: A Choctaw Journey from Darkness into Light



Amy Rios

Students will use a reflection sheet for all of the books that we read during this unit.

How will you create opportunities for differentiation?

Students who need support will have prompts and a word bank to help them with their writing.



IRA-Memory Stores

Amy Rios

When I Was Young in the Mountains

Bigmama's

Aunt Flossie's Hats (and Crab Cakes Later)

I Love Saturdays y domingos

The Rainbow Tulip



RML SAS U1: Monitoring, Searching, and Self-Correcting

Amy Rios

Umbrella 1: Monitoring, Searching, and Self-Correcting

SAS.U1.RML1 Read the sentence again and think what would make sense, look right, and sound right.

SAS.U1.RML2 Notice who is talking when you read dialogue.



RML LA U22: Understanding Plot

Amy Rios

Umbrella 22: Understanding Plot

LA.U22.RML1 Stories have a problem that gets solved.

LA.U22.RML2 The high point of a story is the exciting part.

LA.U22.RML3 Stories have a beginning, a series of events, a high point, and an ending.



IRA-PYP-Learning About Cultures

Amy Rios

Learning About Cultures:

Nasreen's Secret School, Frida Drum Dream Girl (video Epic), I Hate English,

<https://www.youtube.com/watch?v=OoEUORfCGDM> , My Name is Celia, Angel Child, Dragon

Child, Day You Begin, Everyone Cooks Rice, How My Parents Learned to Eat, Jalapeño Bagels,

<https://www.youtube.com/watch?v=vxpS1GkBLHo> Gregory Cool,

<https://www.youtube.com/watch?v=PcLD1JUeLyw>The Bat Boy and the Violin

<https://www.youtube.com/watch?v=kKPWwoainuw>



Food Inquiry

Amy Rios

Key text: The Sandwich Swap



Fry Bread

Amy Rios

How will you create opportunities for differentiation?

Students who need support will be provided with a prompt and a word bank for writing.



Marvelous Maravilloso: Me and My Beautiful Family

Amy Rios

How will you create opportunities for differentiation?

Students who need support will be provided with a prompt and a word bank for writing.

**Language Inquiry**

Amy Rios

Priority text: I Hate English!

Listen to text.

Add language to the What is Culture if it is not already there.

Survey the class for the different languages that are spoken by members

What are the advantages of speaking more than one language? What makes it challenging?

Culture Homework share

**Art-Weaving and Culture**

Amy Rios

Students observe weaving in different cultures.

Students created in their own weavings. Concepts -Appreciation, form, perspective

**RML LA U1: Thinking and Talking About Books**

Amy Rios

Umbrella 1: Thinking and Talking About Books

LA.U1.RML1 The title, author, and illustrator are on the front cover and title page of the book.

LA.U1.RML2 Think about the books you read and share your thinking with others.

LA.U1.RML3 Turn and talk to share your thinking.

LA.U1.RML4 When you read, mark places you want to talk about.

**[Formative] what culture is**

Amy Rios | Checklist

Success criteria

identify at least four aspects of culture

describe examples of my family culture with details

**Learning experiences**

https://www.youtube.com/watch?v=rkHLL_GxG68

Discussion questions are:

What is culture?

What are the different aspects of culture? (art, dance, music, language, etc.)

**Resources**

[SAS.U1.RML2Notice who is talking when you read dialogue.notebook](#)



[SAS.U1.RML1 make sense, look-sound right.notebook](#)



[LA U22 RML3 Stories have a beginning, a series of events, a high point, and an ending.notebook](#)



[LA U22 RML2 The high point of a story is the exciting part.notebook](#)

-  [LA.U22.RML1.Stories have a problem that gets solved..notebook](#)
-  [LA.U1.RML4 mark places.notebook](#)
-  [LA. U!.RML3 Turn and Talk.notebook](#)
-  [MGT.U1RML4 Find ways to solve problems.notebook](#)
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Horace and Morris but Mostly Dolores
This is Our House
First Come the Zebra (can skip)
The Old Woman Who Named Things
-  [Screen Shot 2019-11-05 at 5.21.28 PM](#)
-  [Salty Pie](#)
-  [Stepping Stone](#)
-  [Marvelous Maravilloso](#)
-  [Muktar](#)
-  [The Sandwich Swap](#)
-  [The Sandwich Swap by Queen Rania Al Abdullah and Kelly DiPucchio](#)

Reflecting



Teacher reflections

Ongoing reflection

Leah Melissa Moran • 9:55 am, 19th Oct 2023

Q: How did the strategies we used throughout the unit help to develop and evidence students' understanding of the central idea? A: We used: cultural webs, collection of books we created on EPIC, inviting families to come in to share their cultures and food in order to develop the students' understanding of the central idea. We also did greetings from all around the world in Morning Meeting.

Q: What learning experiences best supported students' development and demonstration of the attributes of the learner profile and approaches to learning? A: For self-management skills we did classroom jobs and organizing their materials through routines. We slowly built their responsibility in taking care of their materials. For caring we did the essential agreements, practiced and modeled conflict resolutions and supports, we promoted caring with whole school initiative 'caught being caring.' Our Second Step lessons and Bullying Prevention lessons also work on the learner profile trait of being caring. The students had to practice being open-minded when listening to books about different cultures and trying different foods from different cultures.

Q: What evidence do we have that students are developing knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond

subjects? A: We used our IRA time to connect our UOI unit, Morning Meeting, Recess (going over the rules everyday), math (setting up our math journals, what tools do you need?) For the first six weeks in RC we were reviewing self-management skills and building our classroom cultures. During specials teachers were building their classroom routines. In library Liz connected our first unit of inquiry to what we were doing.

Q: To what extent have we strengthened transdisciplinary connections through collaboration among members of the teaching team? A: N/A Q: What did we discover about the process of learning that will inform future learning and teaching? A: Students enjoyed reading the collection of books from EPIC and choosing a culture to explore on their own. Students enjoyed the provocation video. They were very curious and had a lot of questions. Students continued to bring up that video at the end of the unit. The students really enjoyed the Japanese drum assembly.



Student reflections

Ongoing reflection

Leah Melissa Moran • 10:05 am, 19th Oct 2023

A: Students liked going on EPIC, trying different foods, learning new greetings/languages, landforms, architecture, etc. A: The new skills or knowledge they acquired would be learning how to organize information on a graphic organizer, navigating EPIC, different cultures have different clothes, languages, foods, etc. A: Our students encountered challenges when they had to fill out the webs because spelling was hard for them. They also had difficulty getting onto EPIC.



Assessment reflections

Ongoing reflection

Leah Melissa Moran • 10:01 am, 19th Oct 2023

Q: How effective was our monitoring, documenting and measuring of learning informing our understanding of student learning?

A: When students were filling in their webs on the country they chose on EPIC it helped to see who understood cultural characteristics and who didn't. Their self reflection at the end of the unit was also informative.

Q: What evidence did we gather about students' knowledge, conceptual understandings and skills? A:

Q: How will we share this learning with the learning community? A: Parents will see the students' learning during Back to School Night. Families that came in to share their culture also saw the students' learning.