W2024 Global Children’s Literature Teacher Fellowship Program Lesson Plan Template

| **Context** |
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| **Lesson Title:** **Growing student awareness and understanding of Latin American Culture through Children’s Literature**  |
| What was the context for your lesson?1. Your grade level: **6th, 7th, 8th** 2. The subject area(s) for which you created the lesson: **Reading Intervention** 3. The makeup of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson: [Demographics: Burton 48509](https://www.unitedstateszipcodes.org/48509/#:~:text=The%20people%20living%20in%20ZIP,average%20number%20of%20single%20adults.)**Class A:** G-7, B-4W-7, O-2, B-2**Class B:** G-8, B-3W-10, O-0, B-1**Class C:** G-6, B-4W-8, O-0, B-24. Your own identities and how they play into your lesson (here, you might think of how your identities and experiences might affect what and how you plan to teach this lesson): I grew up in the southwestern part of the United States. My family has a hispanic culture. I grew up visiting Juarez, Mexico almost every weekend, literally crossing the border and the Rio Grande River. I was immersed in language, tradition, food, stories, religion, color and history. I also witnessed many socio-economic conditions.  |
| **Process** |
| How did you select the literature for your lesson?1. What literature will you use?* *Amazon* by Canizales
* *Chicks and Salsa* by Aaron Reynolds
* *Jemmy Button* by Jennifer Uman and Valerio Vidali
* *Medio Pollito/Half Chicken* by Roger Drury, Alma Flor Ada
* *Biblioburro* by Jeanette Winter (both English and Spanish version)
* *Waiting for Biblioburro* by Monica Brown
* *Islandborn* by Junot Diaz
* *Amor Y Pollo Asado Un Cuento Andino De Enredos Y Engaños (Love and Roast Chicken: A Trickster Tale from the Andes Mountain)* by Barbara Knutson (both English and Spanish version)
* *Along the Tapajos* by Fernando Vilela
* *Chato's Kitchen* by Gary Soto
* *Too Many Tamales* by Gary Soto
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* *Martina Has Too Many Tias* by Emma Otheguy
* *The Legend of the Poinsettia* by Tomie DePaola
* *Adelita* by Tomie DePaola
* *Planting Stories The Life of Librarian and Storyteller Pura Belpre* by Anika Aldamuy Denise
* *I Got a Chicken for my Birthday* by Laura Gehl

2. What was your process for literature selection? * I looked through several of the lists that were given to us on our library visit and I tried to focus on award winning literature.
* I also did many searches of my own and started noticing book titles that showed up often and on many lists.
* I narrowed my search down a bit once I started thinking about what I wanted to focus my lesson on. Here, I feel I must explain, I say narrowed, but what I mean by narrowed is looking for specific topics and titles. I am using many books for my series of lessons, but they are specific to my lesson and intentionally chosen.

3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)* The library visit and website
* During our class sessions
* Online searches of my own

4. Did you consult some of the resources identified in the library visit and the Zoom meetings?* Yes, specifically *Jemmy Button* by Jennifer Uman and Valerio Vidali
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| **Lesson** |
| 1. What do you want students to learn? (goals)I would like this lesson to lead to the learning of a wide range of positive student outcomes, including cultural awareness, empathy, critical thinking, language and literacy skills, global citizenship, identity development, and promotion of diversity and inclusion. 2. Why does this lesson matter from the perspective of global understanding and engagement? (rationale)I would like to help prepare students to thrive in an increasingly interconnected and multicultural world.3. What will you do? (the actual lesson). Please explain the lesson in detail. Feel free to use whatever format you usually use to create a lesson plan. (You may wish to include artifacts.). You should include theme/topic, global perspective, unit/lesson background, activities/instructional approaches and so on.**Monday:*** Introduce students to the Latin American region: [Latin America Map](https://www.google.com/maps/%40-10.5299384%2C-74.0469294%2C3z?entry=ttu)
	+ Discuss maps and initial things we know or think we know.
* Explore the story *Biblioburro* by Jeanette Winter ([Biblioburro in Spanish](https://youtu.be/cbQgn5ZBuvs?si=gZFuzZfvp0d-fOKf))
	+ What can we learn from this story even though we don’t speak Spanish?
* Chart what we think the story is about.
* Explore *Biblioburro* by Jeanette Winter ([Biblioburro in English](https://youtu.be/ZjPvjf07VLE?si=Z5ufTtKO3UgqTI0j))
* Compare what we thought we knew to what we now know.
* Read bio at the end of the story together to gain deeper understanding.

**Tuesday:*** Read aloud: *Waiting for Biblioburro* by Monica Brown
	+ Explain this is the same story as *Biblioburro.* It is being told from another perspective. It is being told from another character’s point of view.
	+ Does this story change or reaffirm our understanding from yesterday?
* Students will move around the room and spend some time exploring Latin American picture books.
	+ Which ones are interesting to you? Why?
	+ What similarities do you notice between books?
	+ Do you have any questions?
	+ What themes do you see? Do any repeat?
	+ Are there common characteristics between the books?
	+ Are there any similarities to our first impressions of *Biblioburro*?

**Wednesday:*** Read aloud: *Medio Pollito/Half Chicken* by Roger Drury, Alma Flor Ada
	+ Continue to add to our knowledge of Latin American culture through children’s literature
* Students will move around the room and read 4+ picture books on their own-their choice.
* As they read, they will record ideas, questions, wonderings, and noticings [Guiding Questions](https://docs.google.com/document/d/1NDOCeAAQu76yn5N3GA-Xmn-vSWUeYWmpptYfLxjWDfI/edit?usp=sharing) on sticky notes.
* Students will post sticky notes on board/chart.

**Thursday:*** Read aloud: *Planting Stories The Life of Librarian and Storyteller Pura Belpre* by Anika Aldamuy Denise
* Discuss sticky note ideas posted yesterday
	+ Discuss common ideas, themes, characteristics, topics among books
	+ Briefly discuss a single story idea-what it is, is it showing up in our book selection?
	+ Connect back to American culture and American children’s literature-what could people decide about us?
* Look for examples of other Latin American cultural representations-both can be true at the same time (book representation and our searches)[Latin American search](https://www.google.com/search?sca_esv=224fa05bca59979e&sca_upv=1&rlz=1C1GCEU_enUS1022US1022&q=latin+america+cities&tbm=isch&source=lnms&sa=X&sqi=2&pjf=1&ved=2ahUKEwjhoMCR4OSEAxVsMVkFHc9FCY4Q0pQJegQICRAB&biw=1280&bih=559&dpr=1.5) [Google](https://g.co/doodle/59aejmv)
	+ Is it possible the other characteristics, themes and ideas can exist in other ideas of Latin American culture?
	+ Is it possible that more exists in what we have read?
	+ Remember our book selection is just a snapshot of Latin American culture

**Friday:*** Read aloud: *Amor Y Pollo Asado Un Cuento Andino De Enredos Y Engaños* ([Amor Y Pollo Asado in Spanish](https://youtu.be/4vmDvFC1s_g?si=v8HbzxeN6TdGI786))
* On second reading, students will use what they have learned about Latin American culture and storytelling over the week to retell the story in english. They will complete the retell assignment.
* Students will then read *Love and Roast Chicken: A Trickster Tale from the Andes Mountain* (English) [Love and Roast Chicken A Trickster Tale From the Andes Mountains in English](https://youtu.be/RuHEo_J1WfI?si=vqPusa5i_FW6kX57)
* Students will complete an Exit Ticket for synthesis for read aloud predictions:
	+ How close was your telling of the story compared to the author’s telling of the story?
	+ What parts were different?
	+ Why do you think this happened?
	+ What did you learn this week that helped you figure this out?

4. How will you know if students learned what you intended? (assessment)[I used to think, but now I think..](https://docs.google.com/document/d/14pSzsdbUXv93oLqguN4ObXAjeI3MzzOqDo96qktcugg/edit?usp=sharing)[I used to think, but now I think Google Form](https://forms.gle/UMf8RhrvoRMn6mG76) [***LOVE AND ROAST CHICKEN: A TRICKSTER TALE FROM THE ANDES MOUNTAINS* Retell**](https://docs.google.com/document/d/1LCXj9cQ0MgCI3Q6UBwTQVow7tbAW-cJXcpnMjFGyRq8/edit?usp=sharing)Exit Ticket (paper copy) |
| **Enactment** |
| How did the lesson go?1. When did you teach the lesson? March 4-8, 20242. What did you do? (sometimes what is done is different from the plan)I followed the plan. In some instances, I did extend the lesson due to the high engagement of the students. 3. How did students respond?[Student responses: Retelling](https://docs.google.com/document/d/1puSZdVvax901RpedVY8LgEKfFzP-Nc20cDsshoLZMYM/edit?usp=sharing) [Student responses: Exit Ticket](https://drive.google.com/file/d/13kjuP0t5vN_Z1niEYnR5LQsj4LdjTCqt/view?usp=sharing)[Student responses: Google Form](https://docs.google.com/document/d/1wBlWvwzHh0i_ejfLjjmE2SwWnlxvRcw9WzqFZKxSH80/edit?usp=sharing)The students responded really well. They were engaged and active learners. They had amazing questions, insights, reflections and reactions. They were very thoughtful as well. Sometimes, this does not transfer so well to paper, however, I was able to collect evidence in the form of: sticky notes, exit tickets, retelling assignment and Google Forms |
| **Reflection** |
| Reflection (Self-evaluation)1. What were you pleased with? (strategies that worked well)I was pleased with the engagement and interest level of the students. They seemed to really be interested in learning about Latin America. They also appeared to enjoy the activities I provided for them. I was so thrilled with the observations and connections they were able to make throughout the lesson 2. Are there things you learned for next time? (strategies that worked less well)I believe I would rethink the retelling activity. I would still use it, however, I believe I would like to structure it differently. I haven’t landed on anything specifically yet, but I am reflecting and thinking through it. I also think I would consider using the sticky note activity as a Chalk Talk activity. The students have experience with this activity and I believe it would have encouraged them to think deeper. [Chalk Talk](https://pz.harvard.edu/resources/chalk-talk)3. Were there any surprises? (positive or negative)I was surprised at how much the students really wanted to learn about this. Their enthusiasm made me want to dive deeper, however, I wasn’t prepared for this and I would like to spend some time exploring additional cultures they are also interested in as well. I was also surprised with what I used to think, but now I think responses. While some of them were very thoughtful, I think I expected more from them based upon how engaged they were throughout the week. 4. What recommendations do you have for other teachers when using this bookSince I used multiple books, this question is a bit challenging to answer. I really enjoyed the books I started with (*Biblioburro)* and ended with (*Love and Roast Chicken: A Trickster Tale from the Andes Mountain)*. I think overall, I would caution teachers with maintaining awareness of the single story idea when using the books I selected. 5. What did this experience teach you about global children’s literature and including global children’s literature in your curriculum?I believe it taught me how important cultural awareness and understanding are for students. They need exposure to diverse cultures, traditions, and perspectives from around the world. It helps them develop empathy and understanding for people from different backgrounds. I also think it got me thinking more deeply about including topics such as the promotion of diversity and inclusion, identity development, global citizenship, empowerment and representation, promotion of social justice and equity and finally an appreciation of literature and storytelling with more intention into my lesson planning and curriculum.  |
| **References** |
| List all references or resources you used.[Demographics: Burton 48509](https://www.unitedstateszipcodes.org/48509/#:~:text=The%20people%20living%20in%20ZIP,average%20number%20of%20single%20adults.)[Latin America Map](https://www.google.com/maps/%40-10.5299384%2C-74.0469294%2C3z?entry=ttu) [Biblioburro in Spanish](https://youtu.be/cbQgn5ZBuvs?si=gZFuzZfvp0d-fOKf)[Biblioburro in English](https://youtu.be/ZjPvjf07VLE?si=Z5ufTtKO3UgqTI0j)[Guiding Questions](https://docs.google.com/document/d/1NDOCeAAQu76yn5N3GA-Xmn-vSWUeYWmpptYfLxjWDfI/edit?usp=sharing) [Latin American search](https://www.google.com/search?sca_esv=224fa05bca59979e&sca_upv=1&rlz=1C1GCEU_enUS1022US1022&q=latin+america+cities&tbm=isch&source=lnms&sa=X&sqi=2&pjf=1&ved=2ahUKEwjhoMCR4OSEAxVsMVkFHc9FCY4Q0pQJegQICRAB&biw=1280&bih=559&dpr=1.5) [Google](https://g.co/doodle/59aejmv)[Amor Y Pollo Asado in Spanish](https://youtu.be/4vmDvFC1s_g?si=v8HbzxeN6TdGI786)[Love and Roast Chicken A Trickster Tale From the Andes Mountains in English](https://youtu.be/RuHEo_J1WfI?si=vqPusa5i_FW6kX57)[I used to think, but now I think..](https://docs.google.com/document/d/14pSzsdbUXv93oLqguN4ObXAjeI3MzzOqDo96qktcugg/edit?usp=sharing)[I used to think, but now I think Google Form](https://forms.gle/UMf8RhrvoRMn6mG76) [***LOVE AND ROAST CHICKEN: A TRICKSTER TALE FROM THE ANDES MOUNTAINS* Retell**](https://docs.google.com/document/d/1LCXj9cQ0MgCI3Q6UBwTQVow7tbAW-cJXcpnMjFGyRq8/edit?usp=sharing)Picture books used: * *Amazon* by Canizales
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[Ritzert Artifacts](https://drive.google.com/file/d/17hT3BuQt7x_KlTjOi8ywA11nLuXaM3m1/view?usp=sharing)[Amy Ritzert Presentation](https://docs.google.com/presentation/d/1J3tQPe5OgUCfv3bUwL0Og8Kvp8sxh7nyOqacCdeOO_o/edit?usp=sharing)[ELA Standards](https://docs.google.com/document/d/1wXAsdTY_4IFcguRcweyjIxgCgROXqMowW4XWq8rn_gA/edit?usp=sharing)[Social Studies Standards](https://docs.google.com/document/d/1BzwbvhNcBOHhsxYfbIxpWfL7m_Lhlvh0IJOe_aVZzrA/edit?usp=sharing) |