

November: Informational Writing – Celebration of Diverse Backgrounds

This unit of study focuses on a single topic of information. Fiction books will be used to help students develop information while highlighting all of the character attributes. Students will generate a book devoted to their character of choice from their chosen book.

PLEASE NOTE: that all units now have their own First Author kits so please check the pages in your school kit and upload if necessary to your google classrooms for the students

Also, the internet has many resources that can be used to help your students with question for character analysis

Standards addressed:

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

Instructional Leadership Framework:

The ILF (Instructional Leadership Framework) is supported by a school wide protocol which supports all the Hallmarks.

Hallmark 1: the student will develop their decoding, comprehension and fluency skill using grade level knowledge and content supports.

Hallmark 2: the students will engage in text-based turn and talk, small and whole group discussions which will foster elicit thinking and encourage students to take chances with their writings.

Hallmark 3: the student will build vocabulary, master language and engage students in reading, writing and talking during instruction.

Knowledge that will be developed from this unit of study will help to ensure the Instructional Priority 3

Instructional Priority 3: this priority will help to create a rich instructional opportunity that will be interactive, structured and engaging for our learners using high quality instructional materials.

This Unit of study will be used for both fully remote students and blended learning students

Online library (myON) gives students a variety of online book to use

Please look at the link attached:

<https://www.myon.com/index.htm>

Additional Resources for on line books from K-12

<https://www.raz-plus.com/login.html>

	Monday	Tuesday	Wednesday	Thursday	Friday
Week of November 4	Students will read and review a variety of books while deciding what character they would like to write about	No students in school	Student will continue to review books and begin to choose the character they want to write about	Writers choose the character and begin to write the information they feel is important about their character and will place this on a bubble map Students will write illustrate, or select pictures to cut and paste to a Bubble Map. (ref. to page 184)	Writers tell about their character and why they chose there book for Author Chair (ref. to page 12)
Week of November 11	No School	Writers will begin to develop ideas and the information they will use to create	Writers will pay close attention to the language their character	Writer will answer a graphic organizer that contains all types of questions in which the	Writer will begin to place their information

		their story by placing the information on their bubble map. Students can begin creating sentences in which they will describe their topic using the sentence starters provided) (ref. to page 176)	uses in the book to convey messages Student may start to paraphrase character messages.	student will fill out to help them with their character	into written form and will use the graphic materials to help them develop sentences pertaining to their character.
Week of November 18	Writer will continue to place their information into written form and will use the graphic materials to help them develop sentences pertaining to their character.	Writers will continue to develop sentence pertaining to their characters which will include (funny, mean, strange etc.)Behaviors in their descriptions about their character. Students will write, illustrate, or select pictures to cut and paste using the appropriate paper choice.	Writers will continue to develop sentences using the information students have developed. Students will write, illustrate, or select pictures to cut and paste using the appropriate	Writer will include additional information about their character and develop their sentences.	Writers will talk more about their topic in the Author's Chair (Ref to page 16)

Week of November 25	Writers will continue to make corrections about their character and the sentences they wrote for their books. Students will write, illustrate, or select pictures to cut and paste using the	Writers will create a cover page for their Books and place into the book their finished writings about their characters. Students will write, illustrate, or select pictures to cut and paste to use in their reports on the character they have chosen.	Writers will celebrate their writing in the Author's Chair by reading their stories to their fellow classmates in person	No School	No School
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PARENT ENGAGEMENT

We would like our Parents to be involved with this month's Unit of Study. Please see below a small list of Developing Character Study with parent engagement that can be done with the parents and students in your class.

Benefits to Parents/Student:

- **Enhances Student/ Parents' Character-Building Skills**
- **Enables Student/ Parents to Contribute to Classroom Instructions**
- **Enables Student/ Parents to Become Self-Initiators of More Positive Activities with Their Children at Home**
- **Enables Student/Parents to Become Accountable with Teachers for Their Children's Education**
- **Builds Strong Partnership Among Home, School, & Community**

SUGGESTIONS FOR THIS UNIT

- . Power of reading with Parents- Students and parents read together and talk about character**
- .Letter written from parent and student to the character they have chosen to study**
- .Thank you notes to the character from students and parents**
- .Collage of the character by parent and students based around the character**
- .Parent and student Journals about the culture and the character they have chosen pertaining to their culture**

- .Character/culture connection web**
- .Art projects- drawings of favorite scene with character, paintings or rip art to create the character**
- .Critique of character that the students are studying**
- .Character profile**
- .Develop character trait book or google slide show about that culture.**
- .Observe Holidays from Around the World and have the students develop and art board, report, or slide show about that specific country**
- . Let Each Student Explore Their Own Cultural Traditions**
- . Cultural Dress Show and Tell**
- . Have a World Music Dance Party**
- . Host a Multicultural Day in the classroom and bring in the parents with Teams or what web you use**
- . Make Global Friends- Have students connect with students from other school and cultures**
- . Draw a Diversity Flower**
- .Plan a Heritage Potluck within your school or classroom**
- .Start a Book Club in your school or classroom**
- .Volunteer in the Community**
- . Host a Cultural Fair - Plan a cultural fair where students can share traditional clothes, cultural food, customs, traditions and more. This is a good opportunity to learn about the differences of cultures to better appreciate other cultures.**

- . Celebrate Names - You will likely have students with names that originate from other languages that may be difficult for other students to pronounce. Encourage everyone to practice until they correctly pronounce all names. Keep it positive and fun.**
- . Rotate Music - Do you play music in the background while students work or for transitions? Create a playlist that showcases music from all over the world. Find bilingual songs children's songs that can blend international flavor into a song.**
- . Travel Around the World - Be intentional about exploring different parts of the world in your learning units. When studying different countries, use appropriate greetings, learn how to write a few words in that language, and even watch some videos of customs from the region. Exploring various parts of the world is important for teaching kids about other cultures.**
- . Make a Passport - Create a passport in the beginning of the year that students fill out with each country they "visit." This is great practice for when they do get to travel one day and have an actual passport.**
- . Learn a Language - You don't need to learn an entire language. Each week focus on a few words from a particular language. Find fun phrases kids can use around the classroom to practice the language.**
- . Play Trivia - Once you've learned about a culture, create a trivia game and test the class to see how much they have learned. Hand out prizes for correct answers to help boost the fun and encourage continued learning.**
- . Diversity Through Movement - Explore how people move in different parts of the world such as types of dance, exercise and sports. These activities will also give kids a much-needed brain break as they move their bodies.**

. Website with 88 different diversity celebrations for your review:

<https://www.sbhihelp.org/files/Diversity88Ways.pdf>

Questions you may choose to pose to your students:

- 1. Can you share with us what diversity and inclusion mean to you? Why do you think they are essential?**
- 2. Can you cite examples of how you can help promote diversity and inclusion within your school?**
- 3. What is the hardest part of living in a diverse environment?**
- 4. How would you understand a student whose background differs from yours?**
- 5. Can you share a time when you worked with a friend with a different background/culture than yours and how you made sure to be inclusive of their identity?**
- 6. How would you handle seeing or hearing discrimination in your school or community?**
- 7. How do you advocate for inclusivity in your school or school?**
- 8. How can you try to eliminate biased behaviors from your school or community?**
- 9. Tell us about an instance where you had problems dealing with diversity at school or in your community.**
- 10. Describe your understanding of diversity [inclusion] and why it is important to this position.**
- 11. What is your definition of diversity and how or why do you think diversity is important?**
- 12. In what ways do you think diversity is important to someone in the role of _____?**
- 13. How are diversity [inclusion] issues and [leadership] [teaching or service] [customer service] related?**

14. How would you describe your current thinking about diversity, and how has your thinking changed over time?
15. What does it mean for you to have a commitment to diversity? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?
16. What are some concerns you have about working with diverse populations or communities?
17. How do you approach understanding the point of view of a student or friend with different backgrounds from you?
18. Tell me about a time when you personally advocated for diversity, equity, or inclusion in your school or community.

PLEASE NOTE THE CULTURALLY RESPONSIVE SUSTAINING EDUCATION (CRSE) THEME
FOR THE MONTH: Celebration of Diverse Backgrounds