

APPENDIX V – 128

16

TUCSON UNIFIED SCHOOL DISTRICT
Office of Curriculum and Instruction
Culturally Relevant Pedagogy & Instruction Department
CRC Teacher Committee Work Log

EMP ID#		First Name (Print)	Last Name (Print)	Date	Signature
019181		Nicole	Ramirez	9/26/17	
Date Worked	Time In	Time Out	Description of Task		
Monday August 8, 2016	3:30 pm	5:30pm	Lesson Planning/ Building a Family Team of Scholars: ELA literature study that reflect student demographics		
Monday August 15, 2016	3:30 pm	5:30pm	Lesson Planning/ Building a Family Team of Scholars: Listening and Speaking establishing discussion guidelines through sharing circle, students establish tolerance of others building compassion and empathy		
Monday August 22, 2017	3:30 pm	5:30pm	Lesson Planning/ Building a Family Team of Scholars: ELA literature study applied to opinion essay of why we should build a family team of scholars		
Monday August 29, 2016	3:30 pm	5:30pm	Lesson Planning/ Ecology components of debate with why we should or should not recycle, reduce waste, reuse items and compost. ELA articles with different cultural perspective of the global waste issues		
Tuesday Sept. 6, 2016	3:30 pm	5:30pm	Lesson Planning/ Ecology components of debate with why we should or should not recycle, reduce waste, reuse items and compost. ELA articles with different cultural perspective of the global waste issues		
Monday Sept. 12, 2016	3:30 pm	5:30pm	Lesson Planning / Ecology opinion articles with global water crisis issues: Students will analyze the Standing Rock Sioux Dakota Pipeline and Flint Michigan water crisis compared to desert water issues		
Monday Sept 19, 2016	3:30 pm	5:30pm	Lesson Planning / Ecology opinion articles with global water crisis issues: Students will analyze the Standing Rock Sioux Dakota Pipeline and Flint Michigan water crisis compared to desert water issues		
Monday Sept 26, 2016	3:30 pm	5:30pm	Lesson Planning/Researching Family Tree and how your culture/ancestors related to ecology		

Reminder: CRC Teachers will compensated NO MORE than 2 hours per week OFF contract time

Manzo Elementary-Mrs. Ramirez-Social Studies/ELA | 2016

LESSON PLAN TITLE: FAMILY TREE INVESTIGATION

Teacher: Nicole Ramirez
School: Manzo Elementary
Course: Social Studies/ELA
Grade: 5th
Quarter: 1st

LESSON PURPOSE & OVERVIEW:

Students will explore their family tree. The purpose is allow students to investigate their culture/ancestors possibly looking at name origins, regions of family, investigate through interviews of how your family ties into ecology and essay on student's family values. Students will present investigations with multi media and essays.

ENDURING UNDERSTANDING

The more we learn about ourselves the better we can understand and appreciate differences in others

ESSENTIAL QUESTION/S

1. How does knowing more about ones self help me appreciate diversity in others?

RESOURCES

Students and Family Direction Sheet and Rubric

LESSON 1 - OBJECTIVES: STUDENTS WILL BE ABLE TO...

- Conduct research through primary and secondary resources to investigate their family tree
- Create interview questions that relate to culture, values and ties to ecology

LESSON 1 - STANDARDS

AZCCR: Draw evidence from informational texts to support analysis, reflection, and research. (5.W.9)
 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (5.W.6)
 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5.W.7)
 Recall relevant information from experiences or gather relevant information from print and digital sources;



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summarize or paraphrase information in notes and finished work, and provide a list of sources. (5.W.8)

AZ STATE:

ID.3-5.2 - I know about my family history and culture and about current and past contributions of people in my main identity groups

ID.3-5.3 - I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.

LESSON 1 – LEARNING PROCESS

ANTICIPATORY SET

Set the analogy to a woven tapestry. Each family has a unique story with many pieces woven together to form the story of us. Here is an example of one such story. Read aloud, " Let's Talk About Race"

PURPOSE

Students will investigate family history, culture through research and interviews using primary and secondary sources. Students will choose what areas of family to investigate (Possible areas for study are family regions, customs, language, religion, traditions)

Students will then organize research into a creative presentation with visual display and essay of their findings.

INSTRUCTIONAL INPUT

Teacher will show an example of research from her own family tree investigations. Allow students to discuss possible areas of investigation for study of family history, culture, values, and ties to ecology. Present the direction sheet and rubric for student investigations that will provide clear expectations and application to grades.

Introduce trade books as daily read alouds, examples of family stories and family ties to ecology:

- MY TATA'S REMEDIES / LOS REMEDIOS DE MI TATA by Roni Capin Rivera-Ashford
- EFRAÍN OF THE SONORAN DESERT A Lizard's Life Among the Seri Indians by Amalia Astorga / Gary Paul Nabhan
- Barack Obama son of Promise Child of Hope by Nikki Grimes

CHECK FOR UNDERSTANDING

After each read aloud students will discuss possible interview questions for relatives or areas to research through internet or text available. Students will keep journal records of questions and answers using a Cornell style note.

GUIDED PRACTICE

Students will practice interviewing their in class partners about what they know about their family tree. Students will practice speaking and sharing while the other student takes notes on a Cornell organizer.

CLOSURE

Students will have in their journals a possible list of questions for each area of study

Family Tree (history, family line, regions, study of names)

Culture (language, customs, traditions, foods, religion, beliefs)

Values

Ties to Ecology (Medicine, Art, Uses)

INDEPENDENT PRACTICE

Students will interview relatives and then return to class to share findings in their groups, reflecting on how to make the next interview go well. Students will then share ideas whole group on "lesson's learned"

when interviewing

Part two will be the research using internet resources or available text. Students will study regions of ancestors and name origin

Part three to comply information from interviews, research and write essay with creative visual display.

RESOURCES

<http://cyndislist.com/us/az/>

<http://www.cyndislist.com/us/az/people/>

Family Tree What's My Name Mean

Spanish Surname Meanings & Origins

http://genealogy.about.com/cs/surname/a/spanish_names.htm

Ancestor Search

<http://www.searchforancestors.com/surnames/origin/>

100 Most Common Surnames

http://genealogy.about.com/library/weekly/aa_common_surnames.htm

<http://www.geocities.com/pampgen/spanish.htm>

<http://surhelp.rootsweb.ancestry.com/srchall.html>

First Names and Origins

<http://www.babyhold.com/list/>

<http://bbnames.com/baby-names-meaning.php>

<http://babynamesworld.parentsconnect.com/>

ASSESSMENT

Journal Questions for Interview and Research 4/5 Investigative questions for each subtopic
Family Tree (history, family line, regions, study of names)
Culture (language, customs, traditions, foods, religion, beliefs)
Values
Ties to Ecology (Medicine, Art, Uses)

GRADING CRITERIA
Family Tree Rubric
INSTRUCTIONAL SUPPORT/DIFFERENTIATED INSTRUCTION

Manzo Elementary-Mrs. Ramirez-Social Studies/ELA | 2016

LESSON PLAN TITLE: BUILDING A FAMILY TEAM OF SCHOLARS: ELA LITERATURE STUDY THAT REFLECT STUDENT DEMOGRAPHICS

Teacher: Nicole Ramirez
School: Manzo Elementary
Course: Social Studies/ELA
Grade: 5th
Quarter: 1st

LESSON PURPOSE & OVERVIEW:

Students will explore short stories and literature that reflects their demographics of Native American, African American, Mexican American, Asian, and Ecological background. Students will use the literature to learn and practice close note reading strategies; looking for areas of characterization, conflict, theme, vocabulary in context, literary devices, and point of view. Students will also reflect on what classroom culture they want to create, in essence building a family team through values such as respecting each others rights, taking responsibility for their actions, sharing and showing compassion and empathy.

ENDURING UNDERSTANDING

The more we learn about ourselves the better we can understand and appreciate differences in others
 Identity 1 - Students will develop positive social identities based on their membership in multiple groups in society.
 Diversity 6 – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.
 Justice 11 – Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
 Action 16 – Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

ESSENTIAL QUESTION/S

1. How does knowing more about ones self help me appreciate diversity in others?

RESOURCES

Short Stories
 Reciprocal Reading Stages
 Close notes Strategies

LESSON 1 - OBJECTIVES: STUDENTS WILL BE ABLE TO...

- Compare and contrast elements of literature within a given text using a close note reading strategy finding evidence to support the element.
- Determine the meaning of words and phrases using a vocabulary concept map: identify a prediction of the meaning, the actual meaning, how it's used in the text and why did the author



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choose that particular word or phrase.

LESSON 1 - STANDARDS

5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches in the point of view they represent.

5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LESSON 1 – LEARNING PROCESS

ANTICIPATORY SET

Students will be shown four images that reflect a family team of scholars; the question will be posed as which picture represents family, team and scholars. Students will do a quick write on their opinions and why they think, feel or believe their argument. Pictures should reflect student demographic for example, I have a picture of the San Xavier Powwow representing nations of our southwest, a picture of the robotics team from Phoenix that won the MIT robotics competition.

PURPOSE

Students will investigate what are the components of a family team of scholars with different examples from literature that are culturally relevant. As student draw on those ideas they will form a social contract that aligns with respecting others rights, taking responsibility for our actions, building empathy and compassion.

INSTRUCTIONAL INPUT

Each investigation begins with a read aloud, I model close notes strategies with post it notes drawing on elements of literature as well as ideas for our social contract.

Introduce trade books as daily read alouds, examples of trade books I've used in building a family team are:

- Wings by Christopher A Myers
- Michael's Golden Rule by Delois Jordan
- Marisol McDonald doesn't Match
- I Dreamt: A Book About Hope by Gabriela Olmos
- Wonder by RJ Palacio

CHECK FOR UNDERSTANDING

After each read aloud students will read a short story to a similar tie to the trade book practicing the strategy close notes.

Short Stories I've used

- Thank You, Ma'am by Langston Hughes
- Excerpt from "Superman and Me" by Sherman Alexie
- Help Wanted by Gary Soto

GUIDED PRACTICE

Together with Students we craft an anchor chart based on the literary element we are studying base on the trade book.



CLOSURE

Students will add to the social contract with sticky notes collected ideas and norms they wish to see in our family team of scholars. As a group at the end of the two week literature study student agree upon their final social contract.

INDEPENDENT PRACTICE

Students then use the short story they have read to created a similar organizer from the anchor chart in their notebook based on the literary element they are studying.

RESOURCES**ASSESSMENT**

Grade journal entries against the rubric from the reciprocal teaching guide

GRADING CRITERIA

Rubric from the reciprocal teaching guide

INSTRUCTIONAL SUPPORT/DIFFERENTIATED INSTRUCTION

ELL learners will have support through anchor charts and leveled short story text.

Manzo Elementary-Mrs. Ramirez-Social Studies/ELA | 2016

LESSON PLAN TITLE: BUILDING A FAMILY TEAM OF SCHOLARS: LISTENING AND SPEAKING ESTABLISHING DISCUSSION GUIDELINES THROUGH SHARING CIRCLE, STUDENTS ESTABLISH TOLERANCE OF OTHERS BUILDING COMPASSION AND EMPATHY

Teacher: Nicole Ramirez
School: Manzo Elementary
Course: Social Studies/ELA
Grade: 5th
Quarter: 1st

LESSON PURPOSE & OVERVIEW:

Students will hold discussion groups and sharing circles in order to establish norms of how students are to hold discussions and presentations. Students will establish and build tolerance of others while build compassion and empathy.

ENDURING UNDERSTANDING

The more we learn about ourselves the better we can understand and appreciate differences in others
 Identity 1 - Students will develop positive social identities based on their membership in multiple groups in society.

Diversity 6 – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.

Action 16 – Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

ESSENTIAL QUESTION/S

1. How does knowing more about ones self help me appreciate diversity in others?

RESOURCES

Building a Family Team of Scholars Power Point

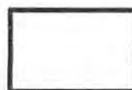
LESSON 1 - OBJECTIVES: STUDENTS WILL BE ABLE TO...

- Set and follow agreed upon rules for discussion and presentations.
- Prepared and present on a topic of choice to share with the class that will build empathy and compassion
- Respond to presentation with relating to the presentation, or a meaningful complements with specifics.

LESSON 1 - STANDARDS

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.



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- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (5.SL.1)

LESSON 1 – LEARNING PROCESS

ANTICIPATORY SET

Teacher will model how student will share using a personal item that is meaningful. The item presented will touch on my culture, my family dynamics, and my values. I will then share with students what my fears were in presenting in front of them sharing personal life experiences.

My fears of...

not respecting my culture or my beliefs

that I am different because I have a learning disability, come from a single family home, and that my fear of being different will set me apart from my class.

PURPOSE

Students will draw on and present personal life experiences that share pieces of their culture, values or family structures. As students draw on those ideas they will form a culture in the class that shows commonalities and respect for others through differences, students build empathy and compassion for one another.

INSTRUCTIONAL INPUT

- Students will view a power point that shows images of presenters from movie clips or TED talks sharing personal life experiences. Students will then analyze what might have been difficult to accomplish that presentation.

CHECK FOR UNDERSTANDING

- Student will write on sticky notes and share with their table groups what would be difficult with presenting in front of the group.

Students then as table groups establish norms for listening and speaking

GUIDED PRACTICE

Together with students we practice by giving compliments in writing on index cards to the presenters in the videos, and then share them out loud in small groups and then randomly two or three compliments whole group.

CLOSURE

As a class we discuss and set our agreed upon contract for listening and speaking for example

- Always use the speaker's name when giving a compliment or how you relate because it becomes more personal
- We disagree we say, "I respectfully disagree with the idea because _____ however I feel you have a strong point of _____"

INDEPENDENT PRACTICE

Students may then use an organizer to develop their oral presentation of their own objects for sharing circle. Students are introduced to a simple speaking and listening rubric that will be used for expectations and mastery. Students are then introduced to safety nets of sharing such as

- Everyone presents, but you choose when you are ready to share
- You show confidence but it's okay to present where you'd like

RESOURCES
ASSESSMENT
Listening and Speaking Rubric
GRADING CRITERIA
Rubric or Listening and Speaking
INSTRUCTIONAL SUPPORT/DIFFERENTIATED INSTRUCTION
ELL learners will have support through exemplars