

## CONCEPT MAP OF UNIT

In this unit, we will learn about skin tones, ethnic origins, and how we learn to respect one another for the beauty within us. We start out our unit learning about colors generally, which will lead to a discussion of cultural diversity and learning and appreciating more about our origin stories.

TOPIC

We are more than the colors of the rainbow; we are beautiful

TEACHER

GRADE

## STANDARDS

### CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## OBJECTIVES

Students will practice gratitude for an aspect of the process of learning.

Students will be able to define “sequence of events” and apply this to recording their origin stories.

Students will engage in partner work to clarify questions.

Students will conduct a gallery walk to learn more about one another.

Students will engage in synthesis, integrating the knowledge that they gain from various resources.

## RESOURCES

Pre-cut blank squares

Pre-cut letters to spell “We are beautiful”

Construction paper (in the colors that have been identified as favorites to students)

Glue sticks

Graphic organizer with blank space and space for student writing

## VOCABULARY

Sequence of events

Beautiful (which can be a difficult word to spell)

## PROCEDURES – (2-3 DAY LESSON)

1. Circle time with the following prompt: with a partner, share first, “what did you learn from your families?” In the whole circle, your partner will share one interesting thing that they learned from you and you can add one fact that you think is important.
2. As a class, you are now going to create a wall called “We are beautiful” that will replace “Roy G Biv”. It is a great model of gratitude to thank the process and “Roy G Biv” for helping to teach the class about the colors of the rainbow. The students should place these drawings in a place where they can be treasured (in their folders or in their backpacks to take home).
3. After the installation of “Roy G Biv” has been taken down, call the students attention to the "We are beautiful" that you will already have cut out and placed high on the wall. Ask the students how this sentence might relate to what we learned about our families and ourselves.
4. Note with the students that the wall will hold pictures (drawn and photographs) and stories (written and recorded).
5. At their desks, they should record family origin stories. Depending on the grade level, this can be written, drawn, or video recorded. Differentiated instruction below.
6. **Pre-writing:** Before they begin the activity at their desks, ask the students to circle up again as you turn the pages of the book silently. Ask the students to tell you what came first, what came next, and what came after that in the story. After this, write on your chart paper or vocabulary chart: “sequence” and explain that they will be applying this concept to their own stories. At their desks, to a partner, the students should tell the story that they heard from their parents. Immediately after telling the story, they should work with a partner to identify what came first, what came next, and what came after that. The partner should then tell their story and figure out the sequence of events. Then give the students pre-cut blank white squares. On those white squares they should draw the events in their stories and place them in the correct order. Before affixing them to a piece of construction paper in their favorite color, ask them to work with their partner to make sure that the sequence makes sense. After they have used glue to create the sequence, they should come to you to take a picture of the piece of art with them holding it. (Extension media practice described last). These pieces can then be hung up on the “We are beautiful” wall.
7. **Writing:** Before they begin the activity at their desks, ask the students to circle up again as you turn the pages of the book silently. Ask the students to tell you what came first, what came next, and what came after that in the story. After this, write on your chart paper or vocabulary chart: “sequence” and explain that they will be applying this concept to their own stories. At their desks, to a partner, the students should tell the story that they heard from their parents. Immediately after telling the story, they should work with a partner to identify what came first, what came next, and what came after that. The partner should then tell their story and figure out the sequence of events. They can then write and draw their stories using a graphic organizer with blank space for a drawing and lines to guide their writing. After they have completed their work, they should come to you to take a picture of the piece of art and writing with them holding it. (Extension media practice described last). These pieces can then be hung up on the “We are beautiful” wall.
8. **Extension media practice:** For either group, you can also ask the students to tell their students using their graphic organizers/pieces of art as visual aids. You can record these videos on a phone or iPad. If you are fortunate enough to have a teacher’s aide in the classroom, you can ask your teacher’s aide to serve at a primary recording station while you help students to complete their stories. These videos can be uploaded to a password-protected site. Once you have the link, you can use any QR code generator to create a QR code. Print these out and attach them to or nearby the stories of the students on the wall. You can also use a site like bitly.com to create shortened links to print and affix

under the QR codes on the wall. *This a great unit to do a week before back to school night.* **Make sure that you have permission from parents to do this recording.** Check out [www.deeperthancolor.com](http://www.deeperthancolor.com) as a resource to support this recording process.

9. After the recording process is complete, during a reading time, pull out a selection of short books or texts around family (particularly multicultural families) for the students to read. While all the students are reading, identify tables to go up to the “We are beautiful” wall with an iPad or phone that can read QR codes and ask them to choose to watch 3 videos from classmates they don’t talk to all the time. If there are no videos, this can simply be a gallery walk where they look at 3 stories that catch their attention. Before the class ends that day, ask all the students what lessons they learned from reading the books and reading *Daddy, Why am I brown?* What did they learn about one another? What did they learn about themselves and their families?

## REFLECTIONS

Enter your additional information here