

Unit Outline | Grades: 2–3 | Community, Family, and Identity

OVERVIEW

This unit is centered around the idea of identity, family, and community. In this unit, students read many literary and informational texts related to these themes. Students examine their own identity and how it is shaped by the people and places in their homes and neighborhoods. They interview a family member to gain a better understanding of their family’s history, culture, and traditions and write an informational research report about their family. Students also research and interview people in their community and write descriptive information paragraphs that are compiled in an “All About Our Neighborhood” book. The unit is centered on inquiry questions related to the theme, with additional inquiry questions guiding each week.

Inquiry Questions

1. What is a community? How do our families and communities shape us and our identities?
 2. How do we value and acknowledge our diversity? How does diversity improve our community?
 3. How can we see and create beauty in our communities?
 4. How do we reflect our neighborhood and our place in it so that others understand where we live?
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Big Idea

Our communities, families, and cultures shape us, and we in turn shape our communities.

Culminating Tasks

“Our Neighborhood and Community” portfolio that includes:

- A Biopoem in the language of the student’s choice accompanied by each student’s artistic self-portrait (student choice of representation: collage, drawing, photograph, etc.).
- Student-authored informational family reports, in which they describe family members’ contributions to the community.
- A descriptive paragraph about a community member, accompanied by the interview transcript.
- Students’ literary responses connected to the unit’s readings, *Amazing Grace*, *My Name is Maria Isabel*, *The Patchwork Quilt*, and *Pepita Talks Twice*.

- Each student’s individual quilt square representing their story findings.

In addition to the individual student portfolios, the class will combine their collaborative work to display in public a classroom quilt that includes:

- Each student’s individual story as represented in a quilt square.
- Community spaces, members, and historical or other important information about the community as represented in different quilt squares.
- A collaborative “We Are” poem represented around the border of the quilt.
- A collaboratively created classroom “About Our Neighborhood” book to accompany the quilt.

Family Engagement and Celebration of Learning

In week 5 of the unit, students celebrate and share and celebrate their learning where they:

- practice presenting their projects to their classmates.
- present their projects to students in Kindergarten or first grade.
- prepare to serve as rotating "docents" at the schoolwide community celebration festival, where all classes share their projects with their families and community members, “Art Walk” style.

Texts Used

Narrative Texts	Informational Texts
<p><i>The Patchwork Quilt</i> by Valerie Flournoy (AD520L)</p> <p><i>Pepita Talks Twice</i> by Ofelia Dumas Lachtman (480L)</p> <p><i>My Name is Maria Isabel</i> by Alma Flor Ada (810L)</p> <p><i>Chrysanthemum</i> by Kevin Henkes (410L)</p> <p><i>Amazing Grace</i> by Mary Hoffman (680L)</p> <p><i>I Love Saturdays and Domingos</i> by Alma Flor Ada (510L)</p> <p><i>What Can You Do With a Paleta?</i> by Carmen Tafolla (AD960L)</p> <p><i>The Keeping Quilt</i> by Patricia Polacco</p>	<p><i>Memory Quilts</i> by Readworks http://www.readworks.org/passages/memory-quilts</p> <p><i>Embracing Our Diversity</i> by Scholastic News https://www.scholastic.com/teachers/articles/teaching-content/embracing-our-diversity</p> <p><i>Discovering Culture</i> by Expeditionary Learning https://www.engageny.org/file/18711/download/3m2b.1l2.pdf?token=Gj6_o74A</p> <p><i>Family Pictures</i> by Carmen Lomas Garza (AD790L)</p> <p><i>In My Family</i> by Carmen Lomas Garza (AD790L)</p>

Unit Outline Week 1

Building Content Knowledge	Exploring the Language of the Text Type	Joint Construction of Texts	Independent Text Construction
<p>Read, discuss, and respond to <i>Chrysanthemum</i> and discuss our names.</p> <p>Classroom discussion about what families are, how they are different, and how they help shape us.</p> <p>Read, discuss, take notes on, and collaboratively summarize the informational article “Discovering Culture”.</p> <p>Engage in shared reading and class discussion about <i>Amazing Grace</i>.</p> <p>Read aloud and discuss <i>My Name is Maria Isabel</i>.</p> <p>Teach 7-Step Vocabulary Lessons: “culture”, “memory”, “honor”, “identity”, “value”.</p>	<p>Interactive Story Mapping: Focus on story structure to highlight orientation, complication, resolution.</p> <p>Verb Analysis: Analyze characters through focusing on the verbs to describe what they do, say, think, and feel.</p> <p>Discuss and chart language for responding to literature: Focus on purpose, organization, and language features (text connectives, reporting verbs/citation phrases, evaluative language).</p>	<p>Jointly construct a literary response to the question: <i>Is Amazing Grace a good title for this selection?</i></p> <p>Jointly construct a literary response to explain why Maria Isabel prefers to be called by her full name, using textual evidence.</p>	<p>Write Biopoems in the language of choice.</p> <p>Daily journaling:</p> <ul style="list-style-type: none"> • Response to literature • Post-discussion reflections

Unit Outline Week 2

Building Content Knowledge	Exploring the Language of the Text Type	Joint Construction of Texts	Independent Text Construction
<p>Discuss family traditions, norms, activities.</p> <p>Engage in close reading, taking notes and discussing the informational article “Memory Quilts”.</p> <p>Model Lesson: SPIRAL Encounter 1: <i>The Patchwork Quilt</i> (discussing and responding to On-the-Surface Questions) (KP, S1).</p> <p>Model Lesson: 7-Step Vocabulary Lessons: “miserable”, “celebrate” “preserve”, “sigh”, “mischievous”, “celebrate” (KP, S3).</p> <p>Collaboratively create interview questions for family members.</p> <p>Interview a family member.</p> <p>Read aloud and discuss <i>The Keeping Quilt</i> by Patricia Polacco.</p>	<p>Review literary response charts and joint construction of response to <i>My Name is Maria Isabel</i>.</p> <p>Model Lesson: SPIRAL Encounter 2: <i>The Patchwork Quilt</i> (Interactive Story Mapping) (KP, S1).</p> <p>Model Lesson: SPIRAL Encounter 3: <i>The Patchwork Quilt</i> (Analyze verbs and verb phrases to understand characters and story events) (KP, S2).</p> <p>Analyze and discuss language for describing families:</p> <ul style="list-style-type: none"> • Being/having verbs • Action verbs • Evaluative language • Prepositional phrases and embedded clauses (that/which “chunks” to add description) 	<p>Model Lesson: SPIRAL Encounter 4: <i>The Patchwork Quilt</i> (Joint Construction of Literary Response: Deeper-Dive Questions) (KP, S2).</p> <p>Jointly construct a family report using the teacher’s family interview example.</p>	<p>Begin an Informational Family Report, using notes from the family interview.</p> <p>Model Lesson: SPIRAL Encounter 5: <i>The Patchwork Quilt</i> (Independent Writing of Literary Response: Deeper-Dive Questions).</p> <p>Create an individual quilt square including a representation of the information from the Biopoem and the Informational Family Report.</p> <p>Daily journaling:</p> <ul style="list-style-type: none"> • Response to literature • Post-discussion reflections

Unit Outline Week 3

Building Content Knowledge	Exploring the Language of the Text Type	Joint Construction of Texts	Independent Text Construction
<p>Discussion and brainstorm to answer the questions: What makes the community special? What are the places that make up our community? Who are the people in our community?</p> <p>Model the lesson SPIRAL: <i>Pepita Talks Twice Encounter 1</i> (discussing On-the-Surface Questions).</p> <p>Model the Lesson: 7-Step Vocabulary Lesson: “burden” (KP, S8)</p> <p>Model the lesson SPIRAL: <i>Pepita Talks Twice Encounter 3</i> (discussing Below-the-Surface Questions).</p> <p>Shared reading, note-taking, and class discussion of the informational article: “Embracing Our Diversity.”</p> <p>7-Step Vocabulary Lessons: “heritage”, “diversity”, represent”, “culminate”, “authentic”.</p> <p>Collaboratively create interview questions for interviews with a community member.</p> <p>Invite and interview a guest/community member.</p> <p>Work in teams to conduct research and interview a community member.¹</p>	<p>Model the Lesson: SPIRAL: <i>Pepita Talks Twice Encounter 2</i> (discussing Below-the-Surface Questions through verb analysis) (KP, S7).</p> <p>Analyze and discuss the language for describing communities:</p> <ul style="list-style-type: none"> • Being/having verbs • Action verbs • Evaluative language • Prepositional phrases and reembedded clauses (that/which “chunks” to add description) <p>Analyze, discuss, and practice using the language of interviewing and questioning to elicit information.</p>	<p>Model the Lesson: SPIRAL: <i>Pepita Talks Twice Encounter 4</i>. Joint construction of a Deeper-Dive question (KP, S7).</p> <p>Jointly construct an informational report (2-3 paragraphs) about the interviewed community member.</p>	<p>Model the Lesson: SPIRAL: <i>Pepita Talks Twice Encounter 5</i>. Independent Writing of Literary Response: Deeper-Dive Questions.</p> <p>In collaborative groups, write a descriptive report about the interviewed community member, including illustrations and other text features.</p> <p>Create a page to add to the class “About Our Neighborhood” book.</p> <p>Daily journaling:</p> <ul style="list-style-type: none"> • Response to literature • Post-discussion reflections

¹ This task may be organized in different ways. The teacher could invite different community members to the class for students to interview in a small group. Students might work in teams to interview members outside of class. Student safety is the priority. This activity would require adult support and supervision. Interviews could consist of students talking to their neighbors, owners or workers at community businesses, familiar people in community spaces (parks, libraries, senior centers). This task would be assigned and modified based on teacher and administrator discretion.

Unit Outline Week 4

Building Content Knowledge	Exploring the Language of the Text Type	Joint Construction of Texts	Independent Text Construction
<p>Discuss how our communities shape us and our identity and how we shape our community.</p> <p>Read independently or in small groups and discuss <i>I Love Saturdays and Domingos</i> by Alma Flor Ada.</p> <p>Read together and discuss <i>What Can You Do With a Paleta?</i></p> <p>Read and discuss sections of <i>Family Pictures</i> and <i>In My Family</i> by Carmen Lozas Garza.</p>	<p>Continue to analyze and discuss language to describe communities:</p> <ul style="list-style-type: none"> • Being/having verbs • Action verbs • Evaluative language • Prepositional phrases and embedded clauses (that/which “chunks” to add description) <p>Analyze and discuss language to explain how ideas are related focusing on text connectives that express cause/effect relationship.</p>	<p>Jointly construct the introduction and conclusion of the “About our Neighborhood” book.</p> <p>Jointly construct a “We Are” poem, using information and examples from student Biopoems and Community Informational Reports.</p>	<p>In collaborative groups, create a community quilt square based on the interviewed community member.</p> <p>Add individual lines to the “We Are” poem on the border of the class quilt.</p> <p>Daily journaling:</p> <ul style="list-style-type: none"> • Response to literature • Post-discussion reflections

ADDITIONAL TEXTS TO EXTEND OR SUPPLEMENT THE UNIT

Narrative Texts	Informational Texts
<p><i>Marisol McDonald Doesn't Match</i> by Monica Brown (AD580)</p> <p><i>Boundless Grace</i> by Mary Hoffman (650L)</p> <p><i>My Diary From Here to There</i> by Amada Irma Perez (720L)</p> <p><i>Calling the Doves</i> by Juan Felipe Herrera (AD 910)</p> <p><i>The Upside Down Boy</i> by Juan Felipe Herrera (AD450L)</p> <p><i>A Day's Work</i> by Eve Bunting (350L)</p> <p><i>The Name Jar</i> by Yansook Choi (AD290L)</p> <p><i>Aunt Flossie's Hats and Crabcakes Later</i> by Elizabeth Fitzgerald (400L)</p> <p><i>The Skirt</i> by Gary Soto (540L)</p> <p><i>Too Many Tamales</i> by Gary Soto (670L)</p> <p><i>Chicken Sunday</i> by Patricia Polacco (650L)</p> <p><i>Dia's Story Cloth</i> by Dia Cha (1050L)</p>	<p><i>The Quilting Bee</i> by Gail Gibbons (710L)</p>