



Book blog: <https://teachinglatinamericathroughliterature.wordpress.com/>
For more resources: <http://www.laii.unm.edu/info/k-12-educators/index.html>
For questions: laiioutreach@unm.edu

Lesson Plan: 45-minute- 60-minute activity

Grade: 2.º grade	Subject /Discipline: Ethnic, Cultural, and Identity Studies.	Date: 11/27/2025	Prepared By: Lizbeth Sánchez García
Objectives (Student Learning Objectives) 3-5 Students will: ● Express their cultures, family traditions, or activities that exist in their community. ● Connect the reading with a significant tradition or meal from their own family. ● Analyze how a cultural tradition expresses identity and community.			
Essential Questions: Questions without easy answers—human conditions. Open ended... ● Are there any smells, tastes, or sounds that remind you of home? ● Can a food, dance, or song tell a story? ● How is it that an ancient tradition is still present today?			
Professional Standards (Common Core, State Standards and Benchmarks): https://web.ped.nm.gov/wp-content/uploads/2025/01/NM-Standards-508.pdf			

Theme 5: Multi-identity Interactions

Anchor Standard
The student demonstrates an understanding of:

Performance Standard
Therefore, the student is able to:

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity

- 2.26. Express a positive view of themselves while demonstrating respect and empathy for others.
- 2.27. Describe ways we are similar and different from people who share identities and people who do not.

Ethnic, Cultural, and Identity Studies 22. Community Equity Building

- 2.28. Demonstrate respect for the feelings of people who are similar to or different from them.

Description of the Lesson or activity	Teacher Materials listed	Student Materials listed	Anticipated Time	Student Guide: (What will students actually be doing at each step?) Write in a way that students can follow
<i>Activating prior knowledge.</i> Discussion questions: “What foods or traditions have special meaning in your family?” How does it feel to be preparing food together?	Whiteboard/flipchart, markers	The printed book	10 minutes	Students will answer the questions to connect their experiences and perceptions about their culture, traditions and everything about food, and their feelings when they are cooking with their families. Or another activity they do together with their family.
<i>Reading the story “Fry bread”</i> They will all read the book together in the classroom.	Video projector		10 minutes	Students will listen the story and they will see what the family is doing in the illustrations.

<i>Group sharing</i> How does seeing the illustrations make you feel? What emotions do the colors and expressions of the characters convey? How can a meal tell a story? How do the illustrations help tell the story?	Whiteboard for recording answers.		15 minutes	Each group will delve deeper into the activities, the illustrations, the words and everything they find in the book to connect with their own story.
<i>My life in a tradition</i> Expression activity Each student chooses: a food, an activity, or a cultural object that represents their family or community. Then they complete a card or small poster describing: • What tradition it is • Why it is important to my family • What story it tells about who I am • A representative drawing or symbol		Sheets of paper; colored pencils, pen. And any other material such as modeling clay, colored paper, glitter, etc.	20 minutes	Students will create something that they chose to represent the activities or some tradition that they have in their family or community to express their culture, identity, and heritage.
Closing			5 minutes	In the group, the students will show their cards or whatever they have

				decided to create to express their traditions in their family and community
<u>Formative Assignment(s)</u> • What are ALL of the pieces of evidence that students utilize along the way to demonstrate their understanding? In other words, what are all of the artifacts/'proof' that students are engaged in? Discussions also count. • Analysis discussions: Instructor will assess the students' understandings of the story through a simple rubric. • Group discussions: Instructor will take notes on students' questions and insights into the works as they observe the groups discussions. • Exit ticket: students will write an answer to the question, how is it possible for an ancient tradition to continue to coexist with a present-day tradition?				
<u>Summative Assessment</u> (this is typically saved for the end of a larger unit): • What cumulative piece of evidence sums up student learning and ties all the smaller pieces of the lesson and/or unit together? • Students move from reflection to action; in other words, they develop a sense of connection with their own traditions and recognizing other form to celebrate in other communities. • They will also connect tradition, resistance, and community in the book, so they can reflect on how some traditions arise from difficult moments in Pueblos history.				