

Dear Primo Lesson Plan

Created by: Lisa Frost

Grade level: Made for Second grade but can be modified for any grade K-5

Text: Dear Primo: A Letter to My Cousin by Duncan Tonatiuh

Can just be used for a 1 day read-aloud lesson, or extended with writing activity and T-shirt project

Common Core State Standards

Reading

Key Ideas and Details

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Writing

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Social Studies

G2 Places and Regions Understand how regions are created from common physical and human characteristics.

2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.

2 – G2.0.2 Describe how the local community is part of a larger region.

Materials- Text: Dear Primo , chart paper, markers/crayons/colored pencils, flags for students' countries, a T-shirt pattern on large paper for each student, glue, and construction paper to glue the project

Vocabulary- compare/contrast, community, culture

Pre-lesson activity- Send home the attached parent questionnaire to help the students have information to use for the T-shirt activity. It is available in English or Spanish, and parents can help fill it out to then bring back to use for the activity after the book.

Lesson Activity

The teacher will read the book Dear Primo, A Letter to My Cousin by Duncan Tonatiuh to the class. During the reading, discuss the vocabulary words and how they will compare/contrast Charlie to his cousin Carlitos.

Using chart paper, the teacher will have a Venn Diagram. Together, the students will compare/contrast the 2 characters from the story.

Then the teacher will model a sample of the T-shirt for the students by showing their favorite things and about their own culture.

Students will then work on their T-shirts, using the parent questionnaire to help them with ideas for their project. They can draw pictures or write words or both. When done, they can color it.

Optional- Teachers could also let students use magazines to cut out pictures or if available, or they can get pictures off the internet as well.

They will cut their T-shirt out and glue onto the bigger construction paper.

When complete, each student will orally present their T-shirt poster to the class and then they will be displayed.

Reflection- Each student can share one thing new or interesting they learned about themselves or their family. They can also reflect or share about what they learned about someone else from the class.

Extended option- Each student can write a letter to an imaginary cousin or another person. They could also have a pen pal from another school in another country or place that they could write to as well. Using the book as an example, they can write a letter to another person where they share about themselves.

Extended option 2- Students could research another country that they are interested in learning about, whether or not it is part of their family's culture. It could be a group or individual project where they study another country and share what they learned with the class through a poster or another project of their choice.

Student Name _____

Parent Survey/Encuesta Para Padres

We are doing a second-grade class project on our cultural identities. The students will be completing an activity that is all about what they like and their cultural backgrounds. Please help them fill this in so they will have information to add to their poster.

Nosotros estamos haciendo un proyecto en la clase de segundo grado acerca de nuestra identidad cultural. Los estudiantes van a completar una actividad que les pregunta que le gusta de su cultura. Por favor de contestar estas preguntas para que puedan llenar su poster/cartelero.

What language/s is spoken at home? ¿Qué idioma/s se habla en casa?

What country/countries are you family members from? ¿De qué país o países son miembros de su familia?

What special holidays do you celebrate? ¿Qué días festivos especiales celebras?

What special foods/meals do you make? ¿Qué alimentos/comidas especiales preparas?

What is your favorite sport or activities you like to do? ¿Cuál es tu deporte o actividades favoritas que te gusta hacer?

Additional information? ¿Información adicional?

Nombre de estudiante_____

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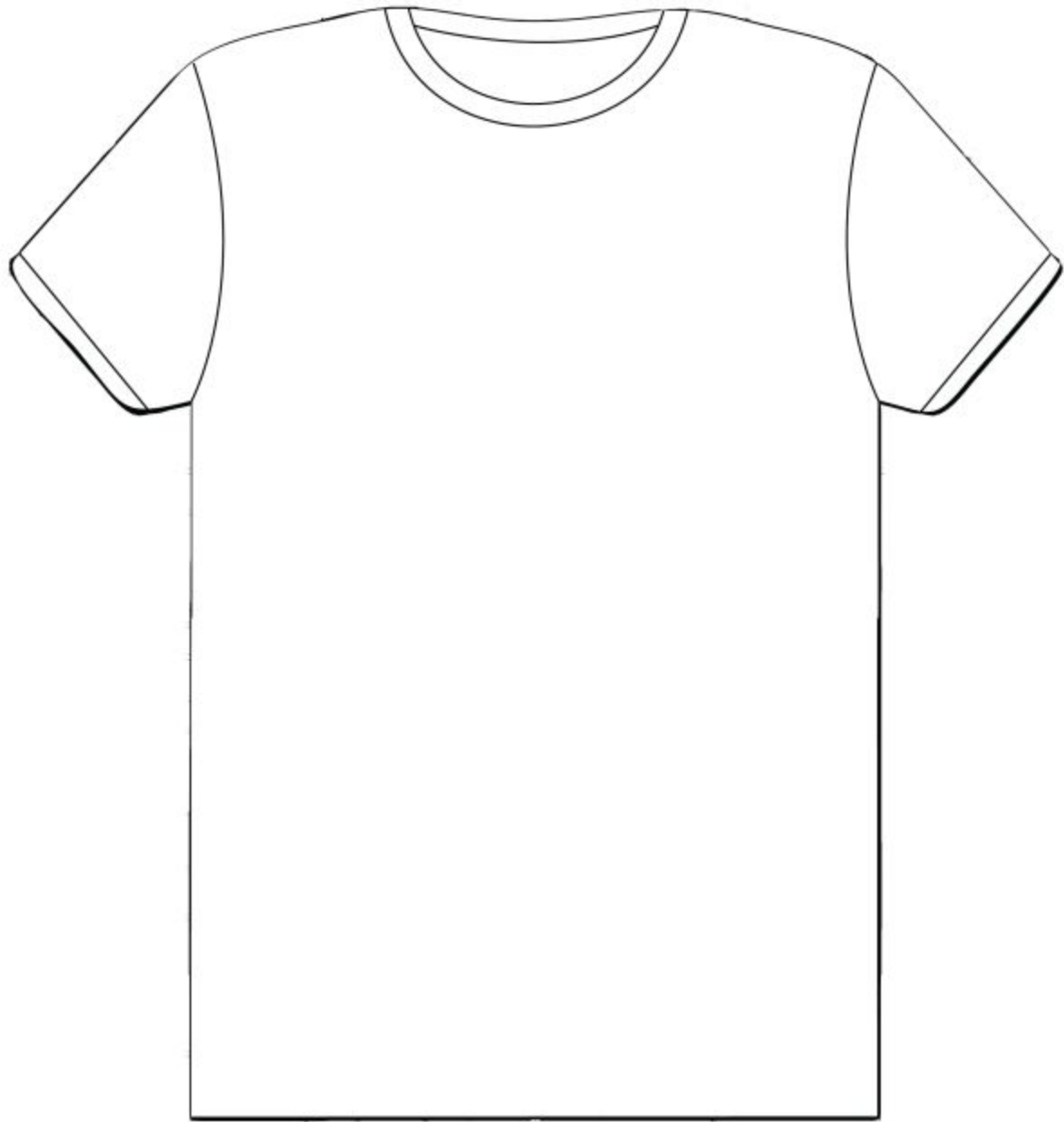
What country/countries are you family members from?

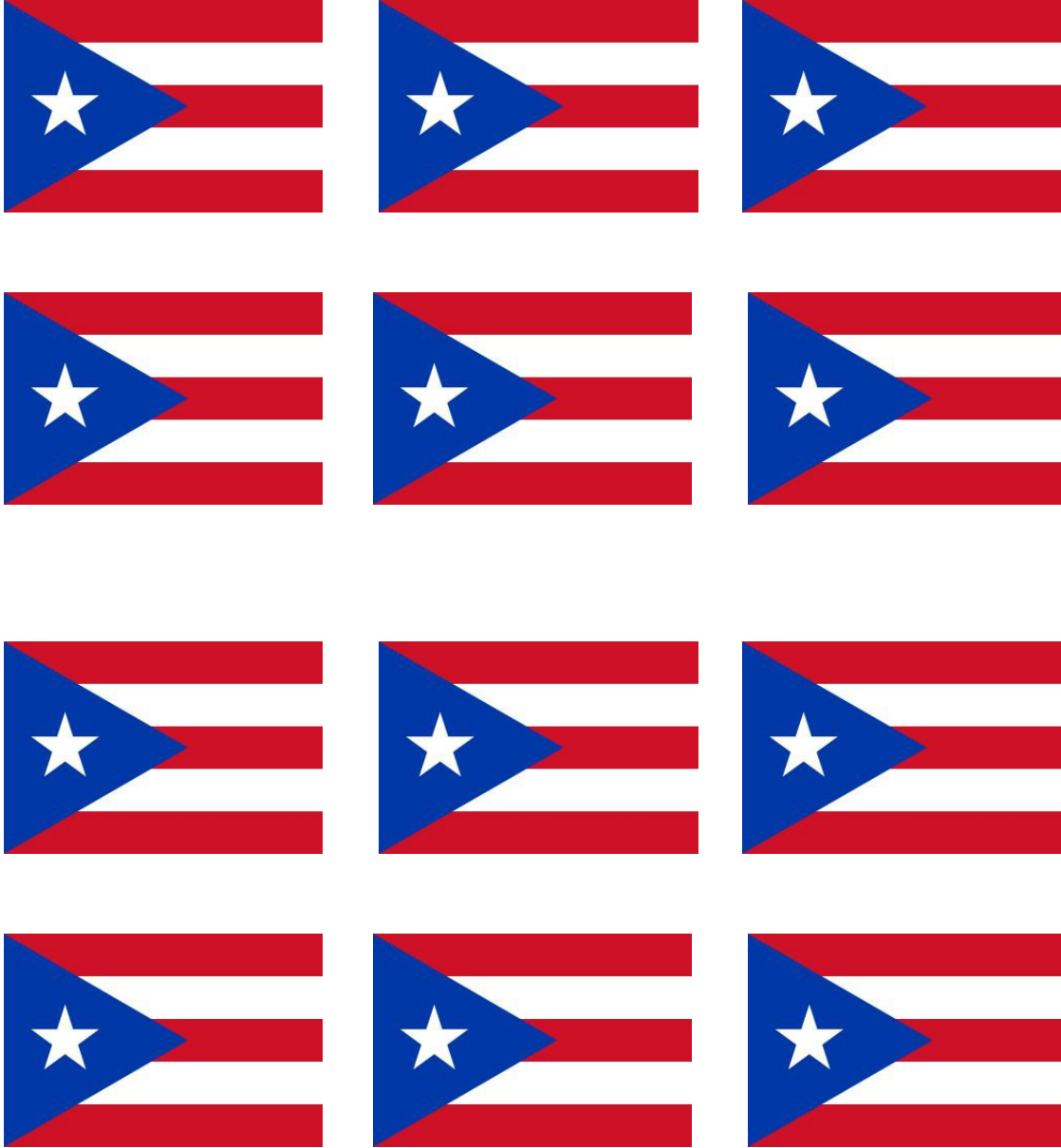
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What is your favorite sport or activities you like to do?

Additional information?





Puerto Rico



Haiti



Haiti



Haiti



Jamaica



Jamaica



Jamaica

