

# APPENDIX B: LESSON RESOURCES

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## 5.1 EXPLORING FAIRNESS THROUGH DATA AND NUMBERS

### Website

- Collaborative for Academic, Social, and Emotional Learning: <https://casel.org/>

### Books

- *Miss Tizzy* by Libba Moore Gray
- *Wilfrid Gordon McDonald Partridge* by Mem Fox
- *Come With Me* by Holly M. McGhee
- *All Are Welcome* by Alexandra Penfold
- *The Push: A Story of Friendship* by Patrick Gray
- *Happy in Our Skin* by Fran Manushkin
- *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees
- *Mango, Abuela, and Me* by Meg Medina

## 5.2 ADDRESSING FOOD INSECURITY

### Websites

- Feeding America: <http://www.FeedingAmerica.org>
- “Food Deserts” by the Food Empowerment Project: <https://bit.ly/3I9tLc3>

### Blog Posts

- “Food Equity: Our Social Awakening” by Jaclyn Bowen, *Clean Label Project Blog* (<https://bit.ly/3xR15zI>)
- “Food Deserts in the United States” by The Annie E. Casey Foundation, February 13, 2021 (<https://bit.ly/3IczSft>)

### Books

- *Maddie's Fridge* by Lois Brandt
- *Lulu and the Hungry Monster* by Erik Talkin
- *Uncle Willie's Soup Kitchen* by Dyanne Disalvo-Ryan
- *The Ugly Vegetables* by Grace Lin
- *The Have a Good Day Café* by Francis Park and Ginger Park

## Online Resource

- Worksheet 1: *Recording Sheet*

## 5.3 SAME AND DIFFERENT: AN EXPLORATION OF IDENTITY THROUGH GEOMETRY SHAPES

### Books

- *Shapes That Roll* by Karen Nagel
- *Color Zoo* by Lois Ehlert
- *I'm New Here* by Anne Sibley O'Brien
- *I Am America* by Charles R. Smith Jr.
- *The All-Together Quilt* by Lizzy Rockwell

### Article

- Gerardo, J. M., & Winters, H. (2018, March). Our school family: Similarities and differences. *ComMuniCator*, 42(3), 24–26, 28.

### Online Resources

- Teacher Resource 1: *Pattern Blocks Template* (in English and Spanish)
- Teacher Resource 2: *Shape Portrait Template* (in English and Spanish)
- Teacher Resource 3: *Shape Portrait Examples*
- Teacher Resource 4: *Example Letters to Stakeholders*

## 5.4 EXAMINING AIR QUALITY

### Websites

- Purple Air real-time air quality monitoring: <http://www.purpleair.com>
- AirNow air quality data: <https://www.airnow.gov/>
- California Air Resource Board, “Children’s Environmental Health Protection Program”: <https://bit.ly/3odWpAX>

### Articles and News Stories

- “Study finds wildfire smoke more harmful to humans than pollution from cars,” NPR (<https://n.pr/3d6Gr5c>)
- “Long wildfire seasons also mean extended periods of dangerous air quality,” NPR (<https://n.pr/3rqxax0>)
- “Smoky air from wildfires impacting parts of California differently,” KQED (<https://bit.ly/3pdt7S6>) [Smoke story starts at 5 minutes]

## Online Resources

- Teacher Resource 1: *Maps for Exploring Air Quality*
- Teacher Resource 2: *Three Ways to Display How Air Quality Is Measured*
- Teacher Resource 3: *Sample Family Letter on Supporting Children to Keep Exploring Air Quality*

## 5.5 FAMILY COUNTS! MATHEMATICS, FAMILY, AND THE DIVERSITY ACROSS OUR HOMES

### Books

- *Grandma's Tiny House: A Counting Story!* by JaNay Brown-Wood

### Online Resources

- Worksheet 1: *Family Member Cutouts*
- Worksheet 2: *How Many Family Members and Friends in Grandma's Tiny House?*
- Worksheet 3: *Family at Home*

## 5.6 LEARNING FROM OUR ANIMAL FRIENDS: MATHEMATIZING WITH THE ARTWORK OF RICARDO LEVINS MORALES

### Art

- *What To Do In a Pandemic (Animals)* posters by Ricardo Levins Morales (<https://bit.ly/3dajUUZ>)

## 5.7 ACTIVISM THROUGH ART

### Websites

- Black Lives Matter: <https://blacklivesmatter.com/>
- National Education Association Black Lives Matter at School Resources: <https://bit.ly/31r5Wf2>

### Articles

- Learning for Justice: “Why Teaching Black Lives Matters, Part I,” by Jamilah Pitts (<https://bit.ly/3DfKRRV>)
- Learning for Justice: “Bringing Black Lives Matter Into the Classroom, Part II,” by Jamilah Pitts (<https://bit.ly/3rqmc13>)
- The Verge Photo Essay: “33 Powerful Black Lives Matter Murals” (<https://bit.ly/32GTmbU>)
- Penn Graduate School of Education News: “Talking to children after racial incidents” (<https://bit.ly/3d8tism>)
- “The ‘Black Lives Matter’ street art that contains multitudes,” by Julia Jacobs, *New York Times*, August 4, 2020 (<https://nyti.ms/3oagfNk>)

## Videos

- “Black Lives Matter Protests,” from BrainPOP (<https://bit.ly/3ocijEs>)
- “Artists have two days to paint Cincinnati’s ‘Black Lives Matter’ mural,” from WCPO (<https://bit.ly/3lr55ly>)

## Online Resource

- Teacher Resource 1: *Mural Links*

# 5.8 SEEING THE COLORS OF OURSELVES AND OTHERS

## Books

- *The Colors of Us* by Karen Katz (multiple copies if possible)
- *I Am Human: A Book of Empathy* by Susan Verde

## Journal Article

- Welch, B. (2016). The pervasive whiteness of children’s literature: Collective harms and consumer obligations. *Social Theory and Practice*, 42(2), 367–388. <https://www.jstor.org/stable/24871348>

## Websites

- Social Justice Books: <https://socialjusticebooks.org>. This is a good resource for more information including a list of books that more closely fit the learning needs of the children in your classroom

## Online Resources

- Tasksheets 1 and 2: *Who Is In My Books?*
- Teacher Resource 1: *List of Characters and Skin Tones From The Colors of Us*
- Teacher Resource 2: *Template Letter to Families*

# 5.9 HUMAN DIVERSITY AND DISABILITY: DO WE ALL HAVE 10 FINGERS?

## Books

- *What Happened to You?* by James Catchpole and Karen George
- *Intersectional Allies: We Make Room for All* by Chelsea Johnson, LaToya Council, and Carolyn Choi
- *The Bug Girl* by Sophia Spencer
- *Emmanuel’s Dream: The True Story of Emmanuel Ofosu Yeboah* by Laurie Ann Thompson and Sean Qualls
- *Hello Goodbye Dog* by Maria Gianferrari
- *I Am Not a Label* by Carrie Burnell
- *A Kids Book about Disabilities* by Kristine Napper
- *Mama Zooms* by Jane Cowen-Fletcher

- *Rescue and Jessica: A Life-Changing Friendship* by Jessica Kensky and Patrick Downes
- *Terry Fox and Me* by Mary Beth Leatherdale
- *All Are Welcome* by Alexandra Penfold

### **Chapter Books**

- *Braced* by Alyson Gerber
- *Roll With It* by Jamie Sumner

### **Teacher Resource**

- Vasquez, V. M. (2016). *Critical literacy across the K-6 curriculum*. Taylor & Francis.

### **Articles and Lessons**

- “How to talk to your kid about disabilities,” by Caroline Bologna, *Huffington Post*, March 1, 2021 (<https://bit.ly/32Svi68>)
- Learning for Justice, “Picturing Accessibility: Art, Activism and Physical Disabilities” (<https://bit.ly/3oeLVkC>)
- Learning for Justice, “What Is Ableism?” (<https://bit.ly/3oe0kh9>)
- Learning for Justice, “What Is a Disability?” (<https://bit.ly/3lrFFUG>)

## **5.10 FEEDING OURSELVES AND OTHERS**

### **Book**

- *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan

## **5.11 REPRESENTATION MATTERS IN MATHEMATICS CLASS**

### **Books and Position Statements**

- Gustin, E. (2006). *Reading and writing the word with mathematics: Towards a pedagogy for social justice*. Routledge.
- NCSM and TODOS: Mathematics for ALL (2016). *Mathematics education through the lens of social justice: Acknowledgement, actions and accountability*. [https://www.todos-math.org/assets/docs2016/2016Enews/3\\_pospaper16\\_wtodos\\_8pp.p](https://www.todos-math.org/assets/docs2016/2016Enews/3_pospaper16_wtodos_8pp.p)

### **Journal Articles**

- Galindo, C., Sonnenschein, S., & Montoya-Ávila, A. (2019). Latina mothers’ engagement in children’s math learning in the early school years: Conceptions of math and socialization practices. *Early Childhood Research Quarterly*, 47, 271–283. <https://doi.org/10.1016/j.ecresq.2018.11.007>
- Wang, M., & Degol, J. (2014). Staying engaged: Knowledge and research needs in student engagement. *Child Development Perspectives*, 8(3), 137–143. <https://doi.org/10.1111/cdep.12073>
- Yeh, C., & Otis, B. (2019). Mathematics for whom: Reframing and humanizing mathematics. *Bank Street Occasional Paper Series*, 2019(41). <https://educate.bankstreet.edu/occasional-paper-series/vol2019/iss41/8>

## Online Resources

- Worksheet 1: *Counting Collections Recording Sheet*
- Teacher Resource 1: *Math Games Directions*
- Teacher Resource 2: *Sample Family Letter*

## 5.12 RESPECTING OUR HOUSE: PROTECTING OUR SALMON NEIGHBORS

### Websites

- Since Time Immemorial Early Learning Curriculum offered by Washington State’s Department of Children, Youth and Families: <https://bit.ly/2ZKXLJP>
- Northwest Indian Fisheries Commission: <https://nwifc.org/>

### Video

- “Through Salmon Eyes,” from Northwest Treaty Tribes (<https://bit.ly/3G0s0fg>)

## 5.13 EARLY ELEMENTARY MATHEMATICS TO EXPLORE PEOPLE REPRESENTED IN OUR WORLD AND COMMUNITY

### Book

- *If the World Were a Village* by David J. Smith

### Website

- 100 People: A World Portrait: <https://www.100people.org/statistics-100-people/>

### Video

- “The 100 People Project: An Introduction,” from 100 People (<https://www.100people.org/the-100-people-project-an-introduction/>)

### Journal Articles and Teacher Books

- Guzmán, L. D., & Craig, J. (2019). The world in your pocket: Digital media as invitations for transdisciplinary inquiry in mathematics classrooms. *Occasional Paper Series*, 2019(41), 6. <https://educate.bankstreet.edu/occasional-paper-series/vol2019/iss41/6>
- Raygoza, M. C. (2016). Striving toward transformational resistance: Youth participatory action research in the mathematics classroom. *Journal of Urban Mathematics Education*, 9(2).
- Thanheiser, E., & Koestler, C. (2021). If the world were a village: Learning mathematics while learning about the world. *Mathematics Teacher Educator*, 9(3), 202–228. <https://doi.org/10.5951/MTE.2020.0021>
- Vasquez, V. M. (2016). *Critical literacy across the K–6 curriculum*. Taylor & Francis.

## Online Resources

- Teacher Resource 1: *Supplementary Video Links With Social Characteristics in Each*

## 5.14 JOURNEY FOR JUSTICE: THE FARMWORKERS' MOVEMENT

### Book

- *Journey for Justice: The Life of Larry Itliong* by Dawn B. Mabalon with Gayle Romasanta

### Website

- United Farm Workers: <https://ufw.org/>

### Articles

- “This Day in History: Sept. 8, 1965: Delano Grape Strike Began,” from the Zinn Education Project (<https://bit.ly/32F9r1N>)
- “The 1965–1970 Delano Grape Strike and Boycott,” by Inga Kim, *United Farm Workers*, March 7, 2017 (<https://bit.ly/3xGME1a>)

### Video

- “The Farm Worker Movement,” from PBS (<https://bit.ly/2ZljzWq>)