

Culturally Responsive Lesson Plan Template
(adapted from Global Learning Partners' 4A Learning Sequence)

Unit: Racial Identity/Culture Project	Date: 10/14/24	Time:
Essential Questions: <ul style="list-style-type: none"> • How can you take a recipe from your Culture/Family and make enough for 30+ people? 	Materials Needed: <ul style="list-style-type: none"> • Recipe from family/Culture 	
Learning Objectives (Students will be able to): <ul style="list-style-type: none"> • Multiplying whole numbers with fractions. 	Vocabulary: <ul style="list-style-type: none"> • Mixed Numbers, Fractions, Improper fractions, simplify, double 	

Stage of the Lesson	Description	Time
Anchor	<p>A task that has the learner access their own prior knowledge or experience with the topic / content / or similar experience (e.g., "Describe your best learning experience of...").</p> <p>Bringing in a recipe from home that means something to them or their family. Sitting down and talking about recipes that are important to your culture and family. Recipes that are made for certain holidays or important dishes you make for certain times in your family. It is important to learn these cultures and ideas of why it is done and talking to your family to get more information.</p> <p>The task should be culturally relevant, social, and make the learner curious to know more.</p>	
Add	<p>A task that has the learner hear / see / experience a substantive new piece of content: information, research, theory, skill (e.g., this can be with PowerPoint, film clip, demonstration, etc.).</p> <p>Writing a blurb about the dish, when it is usually made, why they make it, the reasoning behind it. Showing a picture of the dish, or family pictures of when it was being made or eaten at a family get together. Powerpoint or paper explaining and show the steps. Working on this with their family.</p> <p>The task should utilize reference points that are relatable to students, provide context for content, and include cognitive hooks like metaphors, similes, analogies, etc.</p>	
Apply	<p>A task that has the learner do something (there and then) with the new content (e.g., practice, application, case studies, compare, etc.).</p>	

	<p>Taking the recipe and turning it to math, if it is enough for 8 people but we want to make it for 30 or more, what math will have to be done to the recipe in order to make it. Writing out the new steps showing the math work that goes along with it.</p> <p>The task could include choices for learners to demonstrate their understanding, which should be informed by student interests and available resources. Students should also make sense of new, rigorous content by utilizing cultural learning approaches.</p>	
<p>Away</p>	<p>A task that connects the new learning back to the life of the learner and its future use (e.g., a personal action plan, commitment, projection into future, etc.).</p> <p>It would be great to have the students make the dish and bring it in for everyone to try. This would be fun see all the different dishes and using their project and what they learned in order to put it to real life but also share a part of their culture with everyone in the classroom.</p> <p>The task should also have an element of considering possibilities of social change or improvement.</p>	