

Subject/Grade: Grade 3 ELA Lesson Title: Identity (All About Me) Teachers: Ms. Burger, Mr. Eldarieby, Mrs. K, Mr. Penny	
Stage 1: Identify Desired Results	
Established Goals: (Learning outcome/s & indicator/s from curriculum) CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: <ul style="list-style-type: none"> ● identity (e.g., Spreading My Wings) ● community (e.g., Hand in Hand) ● social responsibility (e.g., All Together) and make comparisons with personal experiences. 	
Indicators for this outcome <ol style="list-style-type: none"> (a) View, listen to, read, and respond to various texts that reflect the issues related to identity, community, and social responsibility and connect to personal experiences, other texts, and other areas of study. (b) Describe similarities between experiences and traditions encountered in daily life and those portrayed in various texts including First Nations and Métis texts. (c) Compare portrayals of individuals or situations in various texts to personal experiences. (d) Recognize the range of cultures, human behaviors, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts. 	
Understandings: (can also be written as 'I Can' statements) U <i>Students will/ can understand...</i> <ul style="list-style-type: none"> ● <i>Naming words, adjectives, and describing words (to be used during teaching of identity)</i> ● <i>Variety of Texts</i> ● <i>Similarities/differences</i> 	Essential Questions: <ul style="list-style-type: none"> ● How can we respect self and other identities and communities? ● What are some ways to demonstrate a sense of responsibility in different scenarios or situations?
<i>Students will know...</i> K <ul style="list-style-type: none"> ● <i>Contemporary and traditional identity, community, and social responsibility issues</i> ● <i>Personal experience and traditions in daily life including First Nations</i> ● <i>Portrayals of individuals and situations</i> ● <i>Range of cultures, human Behaviors, experiences, emotions, and Ideas including First Nation</i> 	<i>Students will be able to...</i> D <ul style="list-style-type: none"> ● <i>View</i> ● <i>Listen</i> ● <i>Describe</i> ● <i>Compare</i> ● <i>Recognize</i> ● <i>Connect</i>
Stage 2: Determine Evidence for Assessing Learning	

Assessment for, learning

- Listening to class discussion and participation
- Going through the "All About Me" worksheet to ensure better comprehension of the concept.

Stage 3: Build a Learning Plan**Instructional Strategies:**

- Think, pair, and share Group Based Learning
- Learning by doing, Active Participation

Set (Engagement):**Length of Time:** 10-15 minutes**Introduction:**

Step 1 - The teacher will introduce the topic by asking the students questions about themselves. Before asking the students the following questions the teacher will introduce themselves by letting them know a couple of information (name, pronouns, fun facts)

The Questions are as follows:

- What is your name, birthplace, languages they know/ speak, favorite color, who is in the family?

Step 2 - Read aloud, "It's OK to be Different" by Todd Parr. After reading, the teacher will explain that everyone has their own identity and abilities. We are the same and different from others in our own way but we always respect our and others identity.

Development:**Time:** 15-20 minutes

The students will be asked to create an "all about Me" worksheet and share it with their classmate /partner.

Closure:**Time:** 5-10 minutes

After the development portion, have students return to their desks or sit at a communal carpet (depends on the classroom design). Then ask student volunteers to come to the front of the classroom. They will present their posters to the class to share a few facts / bits of info. from their poster. The rest of the class will be encouraged to ask questions if they have any from the student who is sharing information.

Students will come up one at a time to present to the class. We will present posters until everyone who wants to share has been given a chance to.

Materials/Resources:

Book: It's Okay to Be Different By Todd Parr
Pencils
Pencil Crayons
All About Me worksheets

**Possible Adaptations/
Differentiation:**

- Discussions/interactions among students will be encouraged. It will enhance all kids' understanding level
- Adequate assistance and support will be required as needed

Management Strategies:

Expectations will be set at the start of the lesson:

- Raise a hand if you have a question
- Speak only when you are asked to do so
- Active participation is expected
- Timer for students completing tasks on time
- Interaction between students and teachers is expected to be respectful
- The teacher will take rounds to maintain discipline
- To avoid lecture-based lesson plan

	<p>Safety Considerations:</p> <p>Spacial rotation</p> <p>Cautious of materials (pencils, scissors, etc)</p> <p>Awareness of surroundings</p>
<p>Stage 4: Professional Development Goal</p>	
<p><i>In this plan, we have focused on developing this particular aspect of our teaching practice:</i></p> <ul style="list-style-type: none"> - Time Management - Organisational skills - Communication Skills - To make all kids feel safe and included. 	

Extra Resources:

<http://www.ehsflexpd.com/It%27s%20Okay%20to%20Be%20Different%20.pdf>

References

Parr, T. (2001). *It's okay to be different*. Little Brown and Company.

Infographic link:

https://www.canva.com/design/DAF9k-7H3B0/YSAvha7IdUah8BCObcknw/edit?utm_content=DAF9k-7H3B0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

All about ME

NAME _____

PETS _____

HOBBIES _____

favorite CANDY _____

favorite MOVIE/T.V. Show _____

about my FAMILY _____

favorite PLACE _____

favorite COLOR _____

favorite MUSIC _____

my BIRTHDAY _____

favorite BOOKS to read _____

favorite VACATION _____

favorite SUBJECT in school _____

favorite FOOD _____

Lesson 1: Identity

- Set: Read the book "It's Okay to Be Different"
- Development: Send students off in groups to work on their worksheets, but can talk with peers about the ideas they are putting down
- Closure: Bring students back to their desks (or to the communal carpet) and then have students share one idea from their All About Me worksheets. *MAYBE* have students ask questions about students poster

Lesson 2: Community

- Community walk activity
- Set: To encourage students to notice their surroundings/neighborhood including living and nonliving things, different buildings,
- Development: (Community Walk) Students outside with their clipboards and worksheets to explore the schools and neighborhood community.

Lesson 3: Social Responsibility

- Elder speaker about social responsibility

- Set: Prepare students for a guest speaker. Remind them of their responsibility to be good listeners and respectful to our guest
- Development: The Elder covers respect for mother nature and the creator (live in harmony with all beings) If we have rights to enjoy then we have some duties to perform and this is all about reciprocity.
- Closure: After the elder leaves, discuss what the students learned from the guest speaker and their favorite ideas. It is a good way to hammer home the ideas we learned from the Elder and ensures the students understand what was being said.

Lesson 4: Bringing them all together

- Bingo activity
- Set: Quick review of the things we learned about Identity, Community, and Social Responsibility. Ask students to raise a hand and share ideas we learned throughout the past 3 lessons as we discuss and review our past learnings.
- Development: Bingo game, where we create some type of random selection tool (bingo ball cage, virtual selector, etc.). Students will have a worksheet that corresponds to the random selection tool. There will be different topics about identity, community, and social responsibility on a bingo grid. When a specific topic is selected from the tool, students with that topic on their sheet must raise their hands and provide an example or answer a question about that square. Afterward, they will color in their square. If students do not answer exactly what the teacher is looking for, then be guided toward an answer that better describes what the teacher is looking for, WITHOUT telling the student they were incorrect.
- Closure: The game ends once a student (or students) fill out their bingo card. We will congratulate the winner(s) and then use that opportunity to have the winner(s) share some of their favorite answers they made for their bingo.

CONNECTIONS:

Our outcome describes the need to address Identity, Community, and Social Responsibility so we planned 4 activities that allow focusing on each individually. Then the 4th will bring them all together. Our 4 activities connect the 3 main ideas of our outcome.

Lesson 1 focuses on self-identity and identity of others whereas lesson 2 focuses on the community and everything around them.

Self and Others - Students will come to know about their identity and then they will learn about the community around them. Students will learn about community in a better way when they are fully aware of their own identities.

Lesson 2 is all about community and everything around us. This connected with lesson 3 because the Elder will talk about nature and how everything is connected.

Students have observed their environment around them and illustrated what they saw. The Elder will connect with their thoughts and elaborate on how everything is connected and how we are supposed to take care of the earth. How can we be responsible for our actions to make the world a better place to live in?

Lesson 3 is where the Elder will talk to the students about their responsibilities towards the earth and how we can take care of the world. Lesson 4 connects all of the lessons. Throughout all the lessons the students learned about their own identity, community, and responsibility. This activity will let the

students ask more questions about themselves, the community, and their responsibility toward everything (living and non-living things).

Implications for our particular field experiences:

These 4 lessons can be used in our field experiences when we get the opportunity to teach our lessons, specifically in the 3-week block portion of our pre-internship. The 4 lessons can be used in a portion of the unit we will be asked to create and teach. One great opportunity these lessons provide is the ability to include multiple cross-curricular lesson plans. The lessons lay a strong groundwork that allows for the expansion of ideas. These lessons can be taken further and given a lot more detail to fit specific curricular needs. This would be a strong building block to work off of when thinking about planning future lessons and unit plans.