

Instructional Unit Assignment

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ELNG 326

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Situation Analysis:

Educational Setting:

This instructional unit is designed to be taught in a grade two English Language Arts class in an urban Saskatchewan classroom. The school is brand new and is situated in a newly developed neighbourhood. The students all come from middle-class families. The classroom is equipped with modern technology such as a smart board, iPads, and headsets. It also has several resources such as books and manipulatives. To ensure that each child is represented, the books include characters of varying abilities and cultural backgrounds. The classroom environment is warm and welcoming – The tables are arranged in groups rather than rows to encourage small group discussions, there are photos of each student on a welcome wall to help them understand that they are part of the classroom community, as well as the word “welcome” posted on the wall in several different languages.

Class Characteristics:

There are twenty-five second grade students (7-8 years old) who come from various backgrounds and have various abilities.

ESL students:

- Two students from the Philippines with L1 in Tagalog. (Intermediate English level)
- Two students from India with L1 in Hindi. (Intermediate English level)
- One student from Syria with L1 in Arabic. (Intermediate English level)

Students with diverse abilities:

- One student with attention deficit hyperactivity disorder (ADHD)
- One student with cerebral palsy (CP) who is a wheelchair user

Faculty Characteristics:

The classroom teachers at this school and the Learning Resource Teacher all have their Bachelors Degrees in Education. In addition, the Learning Resource Teacher also has her certification in ESL teaching and Special Education. There are also Educational Assistants who all have their Educational Assistant or Early Childhood Education. The principal has her Masters in Education Administration.

This grade two classroom has a classroom teacher, as well as support from two educational assistants – One works one-on-one with the student with CP and the other circulates helping any student who requires any assistance.

Governance of Course Content:

The course content is determined by the Saskatchewan Curriculum created by the Saskatchewan Ministry of Education. This curriculum contains the required subjects, as well as several outcomes and indicators in each subject. This instructional unit will cover some of the outcomes from the [EAL 2 curriculum](#).

Materials:

Suggested materials, books, and resources are stated within the lesson plans.

Assessment and Evaluation Requirements:

Assessment will be based on the method of assessment created by the school division. Observations, student participation, work submitted by the student, and student reflections will determine the student's development and success in this class. Progress, assessments, and student work will be compiled in a portfolio.

Program Goals:

- 1) The students will understand the meaning of identity and the aspects that contribute to forming their identities.
- 2) The students will learn and understand the various types of families.
- 3) The students will understand what a neighbourhood is and learn about their own neighbourhoods.
- 4) The students will learn about various community helpers and their roles within our neighbourhood.
- 5) The students will know what characteristics make a good friend and community member.
- 6) The students will understand the meaning of responsibilities and ways to be a responsible individual in different situations, including to themselves, with their families, and in their communities.
- 7) Students will be able to discuss their identities, families, friendships, and communities through spoken and written language.

Anticipated Problems:

- Will the students from other countries feel comfortable sharing their experiences from their home countries?
- Are there students who are struggling with their identity and feel uncomfortable completing the tasks in the identity section?
- Will the parents be accepting of learning about the Canadian culture in the classroom? Will they be afraid that their children will lose their own culture?
- Are some children having problems at home with their families or with friends causing the topic on friends and family to trigger negative emotions?

Needs Analysis:**Objective:**

- ESL students and students with ADHD and CP may require assistance in completing tasks. Educational Assistants will be available to help when it is needed.
- Students will be required to understand each of the unit themes (identity – self, friends, family, community, and social responsibility) to meet the grade level requirements.

- ESL students from countries outside of Canada may have different understandings about the unit themes. Do not exclude them; be open to having conversations about these and validate them.

Subjective:

- ESL students and students with ADHD and CP will have adequate assistance and support as there are EAs available and the students in the class are welcoming and open to helping them.
- The group of students learn best from interacting with each other, so providing time for discussion will benefit them.
- The students would like to gain more confidence in writing, therefore providing writing activities can help them build on this skill.

Teaching/Learning Principles:

- **Transfer:** Students will be transferring their interests and outside knowledge on identity, community, and social responsibility into the lessons. By doing this, the students will be able to make connections between the unit and their personal lives, which allows them to become more engaged in the learning.
- **Reward:** Immediate formative feedback will be given to the students while they complete tasks and when they participate. This feedback will be descriptive and positive to ensure the students know what they are doing well. Using this strategy boosts the confidence of the students and will reinforce positive behaviour.
- **Self-Regulation:** In sections of this unit, students will be in charge of their own learning, which will allow them to build their self-regulation skills. There will be activities in which they are required to work in small groups and facilitate their learning and exploration.
- **Identity and Investment:** The variety of activities in this unit will help the students discover their strengths and weaknesses, including what teaching strategies and learning techniques work best for them. Through these activities, the students will also be able to build relationships with their peers through communication, which also connects with identity and investment.
- **Interaction:** Interacting with peers is crucial when it comes to teaching English. One of the best ways to learn is by practicing and applying their skills. With that, the students will be encouraged to interact with one another through spoken language.
- **Languaculture:** Since there are some students who come from other countries, it is important to incorporate their cultures. This will be done by encouraging them to share aspects of their culture with the class and school community through spoken and written language. It is also important as the educator to be aware of the practices and customs of these cultures to ensure that we are always respecting them. I will also ensure that the books and materials chosen reflect various cultures.
- **Agency:** Allowing the students to facilitate and take charge of their learning and create their own goals is important as it boosts their intrinsic motivation. Providing the students with free choice can help achieve this. With that, there will be moments in this unit in

which students will be encouraged to make decisions on their own or initiate the class conversations.

Classroom Management Principles:

- Demonstrate genuine interest in the stories and thoughts that the students share. This can be done by actively listening to them and asking questions.
- Be enthusiastic about the subjects being taught. This ties in with the principle of voice and body language. If you appear to be genuinely interested and passionate, so will the students. This also ensures that each student can hear and understand what is being asked from them.
- Arrange the classroom in a way that encourages group discussions and interactions. This is the principle of seating arrangement. The arrangement I would choose is to have the desks in small pods. This allows the students the opportunity to share and interact with their peers.
- Use technology and the whiteboard to teach lessons or for the students to engage with. This provides visual learners with a visual diagram.
- Avoid lecture-heavy lessons. Students at this age have limited attention spans. Allowing them to move around and interact is best for them.
- Provide consistent routines and procedures. This can be done by providing a visual schedule on the board and a timer for completing tasks to let them know how much time is left. This is beneficial for young students, especially those who have diverse abilities (such as the student with ADHD).

Syllabus:

Unit Syllabus
<p>Teacher: Mikaela Deguzman Grade Level: 2 Subject: English Language Arts 2 Unit: Identity, Community, and Social Responsibility Length: 5 weeks</p>
<p>Week 1: Identity – Myself</p> <p>Language Learning and Skills/L2 Objectives:</p> <ul style="list-style-type: none"> - Writing and speaking using words relating to self and identity, such as adjectives. - Creating a web with words or pictures that relate to their identity. - Listening to literature on identities. - Sharing and writing personal stories about their identity. - Learning about similarities and differences. <p>Assessment:</p> <ul style="list-style-type: none"> - Listening to student discussions and participation - Collecting students’ final work to ensure comprehension
<p>Week 2: Identity – My Friends and Family</p> <p>Language Learning and Skills/ L2 Objectives:</p> <ul style="list-style-type: none"> - Writing and speaking using words to describe what makes a family and a friend.

<ul style="list-style-type: none"> - Understanding the different family types. - Describing orally and through writing what makes a good friend. <p>Assessment:</p> <ul style="list-style-type: none"> - Listening to student discussions and participation - Collecting students' final work to ensure comprehension
Week 3: Our Community – Our Neighbourhood
<p>Language Learning and Skills/ L2 Objectives:</p> <ul style="list-style-type: none"> - Use written and spoken language to describe the neighbourhood. - Learn our addresses, street names, street signs, and neighbourhood names. - Use language to describe the different buildings found in our community. - Use technology and maps to explore the community. <p>Assessment:</p> <ul style="list-style-type: none"> - Listening to student discussions and participation - Collecting students' final work to ensure comprehension
Week 4: Our Community – Community Helpers
<p>Language Learning and Skills/ L2 Objectives:</p> <ul style="list-style-type: none"> - Use spoken and written language to describe community helpers found in our neighbourhoods and to describe their roles in our community. - Practice active listening and participation by listening to guest speakers. - Practice independent reading. Allow students to select their own books to read. <p>Assessment:</p> <ul style="list-style-type: none"> - Listening to student discussions and participation - Collecting students' final work to ensure comprehension
Week 5: Social Responsibility – What are our Roles?
<p>Language Learning and Skills/ L2 Objectives:</p> <ul style="list-style-type: none"> - Learn the term responsibility and use spoken and written words to describe what it means to be a responsible individual in various settings. - Students will be applying all the knowledge they gained within this unit in this section. This includes reading, writing, and speaking and using the language they have learned throughout. <p>Assessment:</p> <ul style="list-style-type: none"> - Listening to student discussions and participation - Collecting students' final work to ensure comprehension - Creation and submission of cumulative booklet and unit portfolio.
Final Assessment
<p>Cumulative Booklet to be done in week five and submitted for assessment. This booklet will not determine the entire grade and progress. Assignments, discussions, and everything in the portfolio will be reflected in the final assessment.</p>

Lesson Plans:

Week 1 – Lesson 1: Identity – Myself
<p>Goal: Learning about identity</p> <p>Language Objectives: Speaking, writing, listening</p>

Part 1	
<p>Introduction: 10 minutes</p> <p>Materials: Large paper or board and marker.</p>	<p>Introduce the topic about “identity” to the students. Begin by asking the students if they know what “identity” means. Ask for examples of what impacts ones identity. Brainstorm the ideas on a sheet of paper or on the board.</p>
<p>Task 1: 20 minutes</p> <p>Materials: Identity web worksheet Writing utensils</p>	<p>Encourage the students to think of their own personal identities and create an identity web. Ask the students to write their name in the circle in the middle of the worksheet. At the end of the lines, they can write or draw things that come to mind when they think of their identity. Some examples may include what community they are from, their ethnicity, who is in their family, where they were born, languages they know, their religion, their gender, their birthday, sports or instruments they play, etc.</p>
<p>Task 2: 15 minutes</p>	<p>Ask the students to walk around with their identity web and share it with a peer. After sharing with a peer, ask the students to return to their seats, and ask some for volunteers to share one part of their web with the whole group.</p>
Part 2	
<p>Introduction: 5 minutes</p>	<p>Reflect on what they learned about identity in the previous class. Ask the students to share what they remember about what makes an identity.</p>
<p>Task 1: 15 minutes</p> <p>Materials: Identity Bingo Cards Writing utensils</p>	<p>After refreshing their memory on the topic of identity, hand out an Identity Bingo Card to each student. Explain to the students that they will be walking around the classroom and talking to each other to try fill out the bingo card. The objective of this activity is to find an individual for each box, then write that person’s name in the box to try and get a bingo.</p>
<p>Task 2: 10 minutes</p>	<p>When the bingo activity is finished, debrief the activity with the students. Ask them to share which individuals they put for each box and discuss how some people have similarities. Use this time to discuss similarities and differences with the students.</p>
Part 3	
<p>Introduction: 5 minutes</p>	<p>Ask students to reflect on what was learned in the previous class. Bring up the subject on similarities and differences again.</p>
<p>Task 1: 10 minutes</p> <p>Materials: Same, Same, but Different book</p>	<p>Read the book <i>Same, Same, but Different</i> by Jenny Sue Kostecki-Shaw. After reading, share with the students how each character in the book was different and has their own identity.</p>
<p>Task 2: 40 minutes</p> <p>Materials: Paper Paint</p>	<p>Provide the students with paint, paintbrushes, and paper to paint their own “Same, Same, but Different” scenario. Ask them to paint themselves and something that makes them “same, same, but different”. This may include family traditions, food they eat, activities they enjoy doing, etc.</p>

Paintbrushes	
Part 4	
Introduction: 5 minutes	Reflect on last class' lesson. Ask the students to collect their paintings that have been left to dry.
Task 1: 30 minutes Materials: Lined paper Writing utensils	Give each child a piece of lined paper to create a rough draft of a write-up to go with their painting. This write-up will describe what they are doing in their painting and what it means to them. The students will be encouraged to write at least five sentences (make sure they are using full sentences).
Task 1: 10 minutes	Ask the students to walk around the classroom and share their painting and write-up with a friend. After sharing, collect the write-ups and correct them for next class.
Part 5	
Introduction: 5 minutes	Hand the students' rough drafts back and share your thoughts on their writing.
Task 1: 20 minutes Materials: Lined paper Writing utensils	Give each student a piece of paper with lines on which they will re-write their write-ups – this will be the good copy that will be displayed. Ask the students to use their best hand-writing to create their final piece.
Task 2: 30 minutes	Ask each student to share their final piece with the class. Allow students to ask their peers any questions they may have. After everyone has shared, collect their pieces and hang them up on the bulletin board for everyone to see.

Week 2 – Lesson 2: Identity – My Friends and Family	
Goal: Identifying what makes a family and friends	
Language Objectives: Speaking, writing, listening	
Part 1	
Introduction: 10 minutes Materials: Large paper or board and marker.	Explain to the students that part of what makes our identity are our friends and family. Ask the students to brainstorm what they think makes a family or makes a friend. Write their responses on the board of on large paper.
Task 1: 10 minutes Materials: Families, Families, Families! book	Read the book <i>Families, Families, Families!</i> by Suzanne and Max Lang. After reading, ask the students what they noticed about the different kinds of families.

<p>Task 2: 30 minutes</p> <p>Materials: Families worksheet Drawing utensils</p>	<p>Provide each student with a copy of the families worksheet and ask them to take out their pencil crayons or markers to draw a picture of who they consider to be their family.</p>
Part 2	
<p>Introduction: 5 minutes</p>	<p>Reflect on what we learned about families. Ask students to take out their family drawings.</p>
<p>Task 1: 30 minutes</p> <p>Materials: Families worksheet Writing utensils</p>	<p>Ask the students to take out their families worksheet (their drawing should be complete). Take this time to write a description of their drawing – they may include what their family means to them or who they chose to include in their drawing.</p>
<p>Task 2: 10 minutes</p>	<p>Ask students to walk around and share their picture and description with a friend. After everyone has shared, collect the portraits and descriptions and hang them up in the classroom.</p>
Part 3	
<p>Introduction: 5 minutes</p>	<p>Introduce the topic of friendship. Ask the students what they think friendship means.</p>
<p>Task 1: 10 minutes</p> <p>Materials: Rainbow Fish book</p>	<p>Read the book <i>Rainbow Fish</i> by Marcus Pfister. Ask the students what they think made Rainbow Fish a good friend.</p>
<p>Task 2: 10 minutes</p> <p>Materials: Large paper Marker</p>	<p>Create a chart on a large sheet of paper. Label the chart as “Friends dos and don’ts”. Ask the students to brainstorm traits that a good friend has and characteristics that make a bad friend. Encourage the students to reflect on what they said previously about Rainbow Fish being a good friend.</p>
<p>Task 3: 30 minutes</p> <p>Materials: Rainbow Fish worksheet</p>	<p>Hand out a Rainbow Fish worksheet to each student. Explain the worksheet and give them time to complete it. When they are finished, collect their work for corrections.</p>
Part 4	
<p>Introduction: 5 minutes</p>	<p>Ask students to reflect on what they learned about friendship. Return their corrected written work.</p>
<p>Task 1: 20 minutes</p> <p>Materials:</p>	<p>Give the students a piece of paper with lines to write down their final copy of their Rainbow Fish write-up. Encourage the students to use their neatest printing.</p>

Paper with lines printed on them Writing utensils	
Task 2: 30 minutes Materials: Fish template Tissue paper squares Glue Pencil crayons/markers Googly eyes Construction paper	<p>When the students have finished their final write-up, give them a fish template and some tissue paper squares. Ask them to decorate the body of the fish with the tissue paper and to colour its head and fins with markers or pencil crayons. Finish it off with a googly eye on the face. Ask the students to cut out their completed fish and stick in onto a piece of construction paper with their final write-up. Display the students' work on a bulletin board.</p>

Week 3 – Lesson 3: Our Community – Our Neighbourhood	
Goal: Familiarizing ourselves with our neighbourhood	
Language Objectives: Speaking, writing, listening	
Part 1	
Introduction: 10 minutes Materials: Large paper or board and marker.	<p>Ask students to reflect on what we have learned in the last couple of weeks. Talk about ourselves, our families, and friends. Make the connection between these topics and our neighbourhood. Make sure to introduce the word “neighbourhood” by giving it a simple definition. After that, mention how we can find these people in our neighbourhood as a prompt, then encourage them to build on that by asking who else we can find in our neighbourhood. Record their answers on large paper or the board.</p>
Task 1: 10 minutes Materials: Last Stop on Market Street book	<p>Read the book <i>Last Stop on Market Street Book</i> by Matt de la Peña. After reading, ask the students to compare CJ’s neighbourhood with their own.</p>
Task 2: 20 minutes Materials: iPads	<p>Ask the students to team up into groups of 2 or 3. Each group will have one iPad on which they will search their houses and neighbourhoods on Google Maps. They will explore their own neighbourhoods and surrounding neighbourhoods. After exploring, ask the groups to share with the large group some of the things they discovered.</p>
Part 2	
Introduction: 5 minutes	<p>Reflect on what we learned neighbourhoods.</p>
Task 1: 45 minutes	<p>Ask the students to get ready to go outside. Take a walk around the neighbourhood. Encourage the students to make observations of what types of buildings, houses, or people they see.</p>

<p>Task 2:</p> <p>Materials: Paper Pen</p>	<p>When we return to the classroom, ask the students to share their observations. Record these observations on a piece of paper for next class – Make a list of the places the students saw.</p>
Part 3	
<p>Introduction: 10 minutes</p>	<p>Revisit what we have learned about our neighbourhood. Ask the students to recall what they saw on our little fieldtrip around the neighbourhood.</p>
<p>Task 1: 30 minutes</p> <p>Materials: Paper Writing utensils</p>	<p>Display the list of the places that the students saw on the smartboard. Ask each student to choose one building/place – write down the student’s name next to their chosen place so that there aren’t any doubles. Give the students a piece of paper on which they will draw that place (this will act as a plan for when they create a 3D version of the place)</p>
<p>Task 2: 10 minutes</p>	<p>Ask students to walk around and share their drawing with a friend. They can take this time to get more ideas on how to expand their plan.</p>
Part 4	
<p>Introduction: 5 minutes</p>	<p>Ask students to reflect on what building they chose to draw and explain to them that we will be making these drawings into 3D diagrams with boxes.</p>
<p>Task 1: 45 minutes</p> <p>Materials: Cardboard boxes covered in white paper (recycled cereal boxes, snack boxes, tissue boxes, etc.) Paint/Markers Construction paper Glue</p>	<p>Ask the students to select a box that is best suitable for their building. The students will take the rest of the class time decorating the box with paint, markers, construction paper, etc. to make it resemble their chosen building.</p>
Part 5	
<p>Introduction: 10 minutes</p>	<p>Ask the students to collect their finished buildings and share their final piece with a friend. Encourage them to explain what they created and the details they included.</p>
<p>Task 1: 10 minutes</p> <p>Materials: Large paper (green with grey/black “roads”)</p>	<p>Lay out a large piece of paper on a table in the class – this paper may be green for grass and have thick grey or black lines to act as roads. Ask the students to place their buildings on the paper to create a 3D representation of our neighbourhood.</p>

Students' finished box buildings	
Task 2: 30 minutes Materials: Paper Writing utensils	Ask the students to draw a map of our neighbourhood representation. Ask the students to label this map with the places created by their peers.

Week 4 – Lesson 4: Our Community – Community Helpers	
Goal: Become familiar with community helpers and their roles in society	
Language Objectives: Speaking, writing, listening, and reading	
Part 1	
Introduction: 10 minutes Materials: Large paper or board and marker.	Ask the students to reflect on our lessons about our neighbourhoods. Get them to think about the different buildings they have created. Ask them what they know about the individuals who work in those buildings, then introduce the term “community helpers” and explain how the people who work in our neighbourhood are called community helpers. Give a few examples of some community helpers, then ask students to give examples.
Task 1: 20 minutes Materials: Variety of books on community helpers	Provide the students with a variety of books about community helpers. Some ideas can be found on this website . Allow the children to read one book that interests them.
Task 2: 20 minutes Materials: Community helper book worksheet Pencil	Ask the students to write what they learned about the community helper they read about by providing a community helper worksheet.
Task 3: 10 minutes	Ask the students to share what they learned with a friend.
Part 2	
Introduction: 5 minutes	Reflect on what we learned about community helpers. Ask students to share the community helpers that they read about.
Task 1: 15 minutes Materials: Guessing game cards	Provide the students with cards with a community helper and a description of their job or certain characteristics they may have. The students will partner up and take turns reading the description, while the student listening will have to try and guess which community helper they are.

Task 2: 15 minutes Materials: Variety of books on community helpers	Ask students to select another book about community helpers to read.
Part 3	
Introduction: 15 minutes	Start class with silent reading. Ask students to choose another book on community helpers to read independently.
Task 1: 45 minutes Materials: Guest speaker	Invite a guest speaker from the community to come talk to the class about their job. This guest may be a police officer, firefighter, caretaker, grocery store clerk, bank teller, etc.
Task 2: 10 minutes	Ask students to reflect on the presentation. Ask them what they liked or things they found interesting.
Part 4	
Introduction: 15 minutes:	Start class with silent reading. Ask students to choose another book on community helpers to read independently.
Task 1: 45 minutes Materials: Guest speaker	Invite another guest speaker from the community to come talk to the class about their job. This guest may be a police officer, firefighter, caretaker, grocery store clerk, bank teller, etc.
Task 2: 10 minutes	Ask students to reflect on the presentation. Ask them what they liked or things they found interesting.
Part 5	
Introduction: 10 minutes	Ask the students to reflect on the books they have read and the presentation given by the guests. Ask them to select one community helper that interests them the most.
Task 1: 40 minutes Materials: Community helper worksheet Writing utensils Colouring supplies	Ask the students to complete the community helper worksheet. They will draw a picture of what that community helper looks like and write a short paragraph about what that community helper does. When they have completed, ask them to share with a friend.

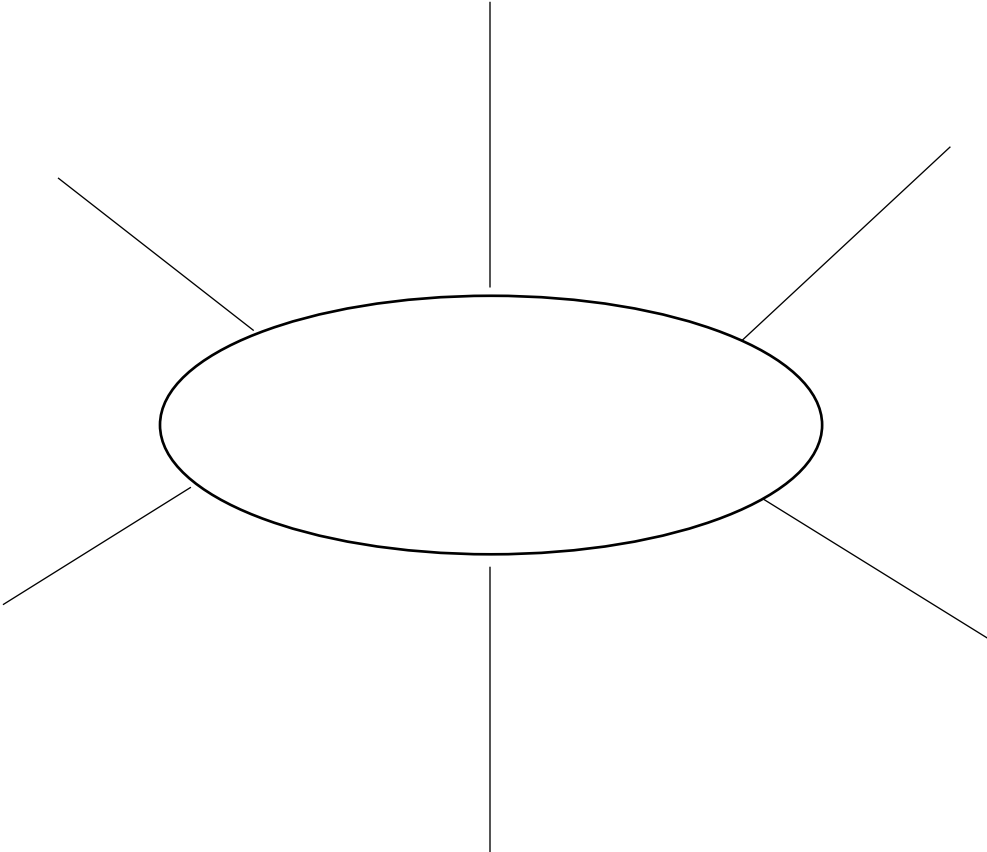
Week 5 – Lesson 5: Social Responsibility – What are our Roles?
Goal: Learning about responsibility and applying all acquired knowledge
Language Objectives: Speaking, writing, listening, and reading
Part 1

<p>Introduction: 5 minutes</p> <p>Materials: Large paper or board and marker.</p>	<p>Ask the students to reflect on everything we have done in the last few weeks. Briefly summarize each section: identity (self), family, friends, and neighbourhood. Ask them what they think our roles are in our neighbourhood. Introduce the words responsible and responsibilities.</p>
<p>Task 1: 15 minutes</p> <p>Materials: Large paper Markers</p>	<p>Create a chart with four sections on a large piece of paper. Above the chart write “My responsibilities” along with the class’ definition of responsibilities. Label each quadrant with “at home”, “at school”, “to myself”, “to the environment”. Ask the students to provide examples to put under each category.</p>
<p>Task 2: 20 minutes</p> <p>Materials: Responsibilities worksheet Pencil</p>	<p>Provide the students with a copy of the responsibilities worksheet. First, ask the students to choose one responsibility from each category and copy it onto their paper. Next to the responsibility, they will come up with a strategy or idea on how they will follow this responsibility. For example, “I can be responsible in school by listening attentively. I can do this by not blurting.” OR “I can be responsible to myself by being healthy. I can do this by eating vegetables.”</p>
Part 2	
<p>Introduction: 10 minutes</p>	<p>Reflect on all the topics we have learned. Briefly summarize each section: identity (self), family, friends, neighbourhood, and responsibilities. Ask the students to give examples of each.</p>
<p>Task 1: 15 minutes</p> <p>Materials: Summary booklet</p>	<p>Give each student a booklet. Each page of the booklet will include a page that covers each section of the unit. For example, page one will cover identity, page two will cover family, page three will be about friends, and so on. Give the students time to complete each page. The remainder of classes will be used to complete the entire booklet. The booklet will be submitted for assessment.</p>

Lesson Materials:

Please find the required worksheets and activity materials below.

My Identity Web



Identity Bingo Card: *Required for Week 1 – Part 2*

Identity Bingo				
I AM A GIRL	I AM A BOY	I HAVE A SISTER	I HAVE A BROTHER	I WAS BORN IN CANADA
I WAS BORN OUTSIDE OF CANADA	I PLAY SPORTS	I AM AN ONLY CHILD	I PLAY A MUSICAL INSTRUMENT	I AM 7 YEARS OLD
I AM 8 YEARS OLD	I WAS BORN IN A MONTH THAT ENDS WITH "BER"		I HAVE A PET	I CAN SPEAK MORE THAN 1 LANGUAGE
I LIKE MATH	I LIKE TO DANCE	I HAVE CURLY HAIR	I WEAR GLASSES	HAS BEEN OUTSIDE OF CANADA
HAS BEEN OUTSIDE OF SASKATCHEWAN	I AM ARTISTIC	I AM VEGETARIAN	IS THE YOUNGEST SIBLING	IS THE OLDEST SIBLING

Same, Same, but Different: *Required for Week 1 – Part 4 & 5*

Name: _____

Same, Same, but Different!

Name: _____

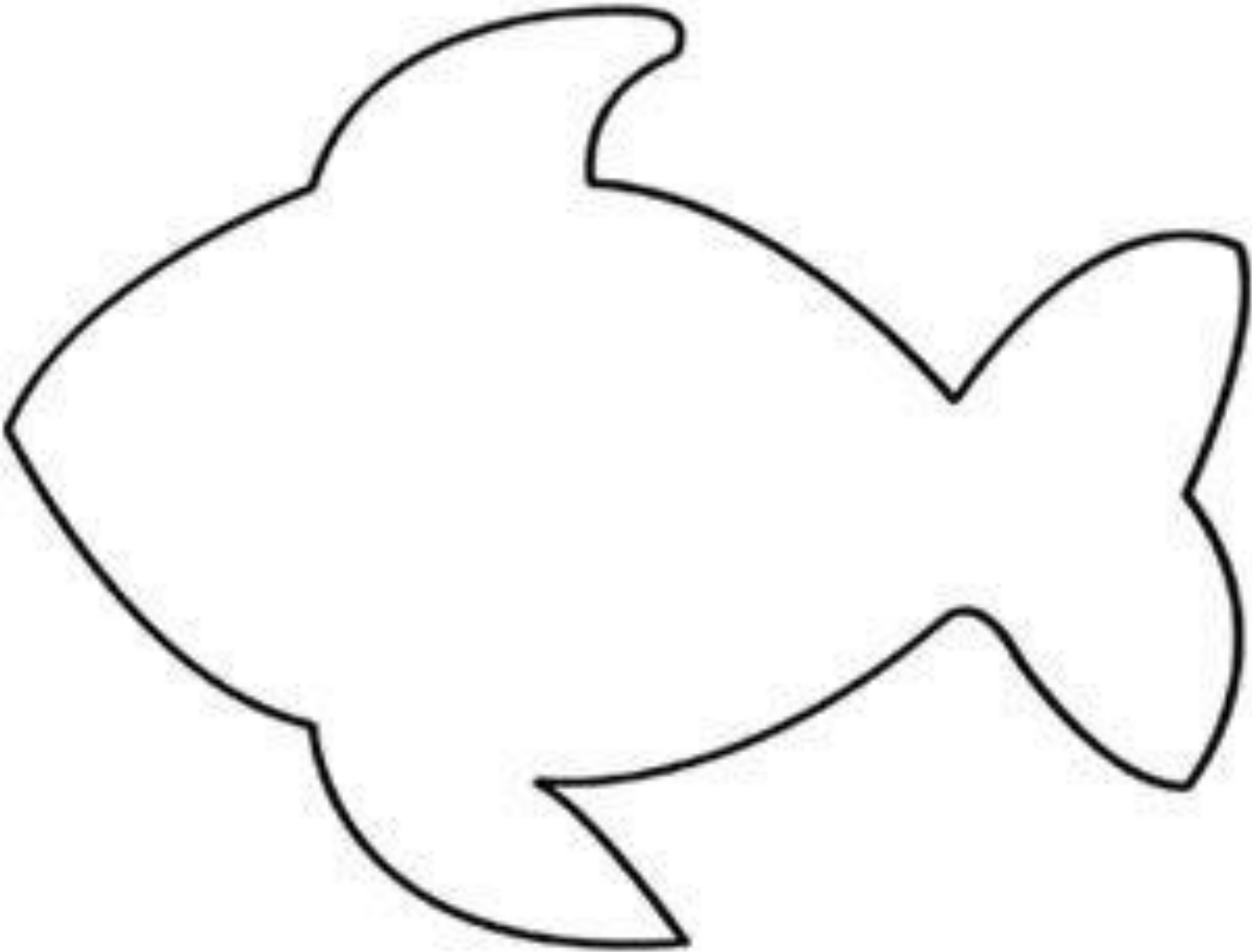
My Family



Name: _____

The Rainbow Fish was a good friend by sharing. What do you do to be a good friend?

Rainbow Fish Worksheet: *Required for Week 2 – Part 4*



Community Helper Book Worksheet: *Required for Week 4 – Part 1*

Name: _____

Title of book: _____

Name of community helper: _____










Three facts about this community helper: (What do they do?
Where do they work? Etc.)

1) _____

2) _____

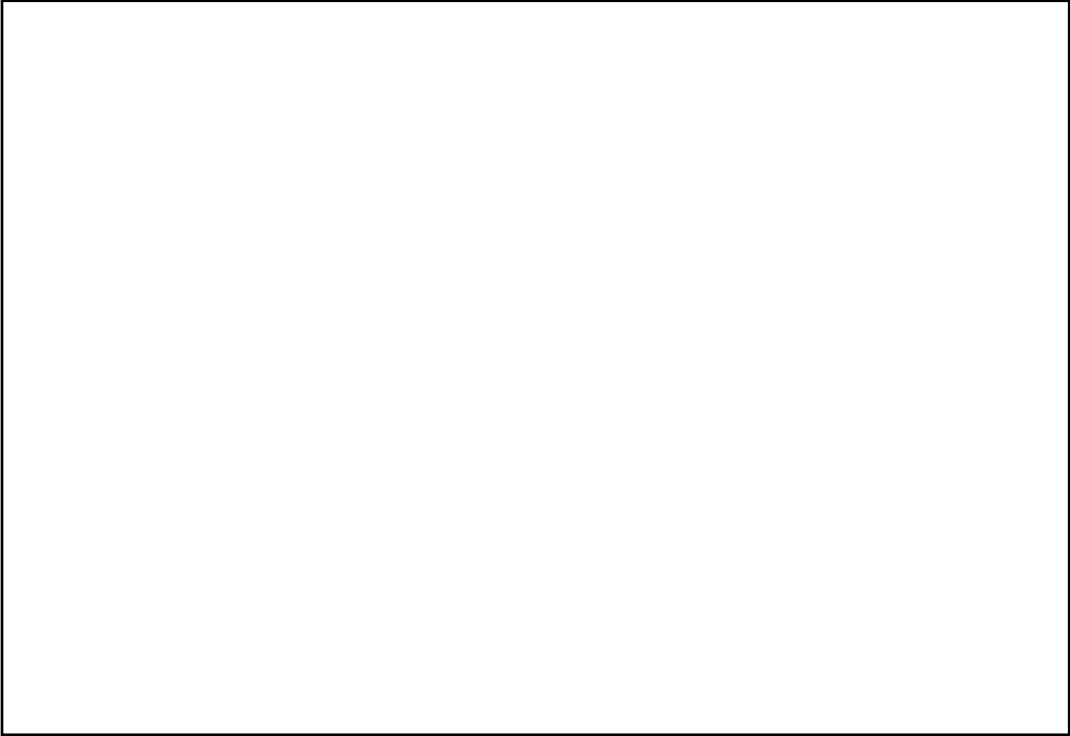
3) _____

Guessing Game Activity: *Required for Week 4 – Part 2*

	WHEN THERE'S A FIRE OR A CAR ACCIDENT, I'M THE FIRST ONE THERE TO HELP!
	I HELP THE DOCTORS IN AN OFFICE OR HOSPITAL TAKE CARE OF YOU WHEN YOU'RE SICK.
	IF YOUR PET IS FEELING SICK OR NEEDS A CHECK UP, BRING THEM TO ME TO HELP THEM FEEL BETTER.
	ON YOUR WAY TO SCHOOL, I LET CARS KNOW TO STOP SO THAT YOU CAN CROSS THE ROAD SAFELY.
	I DELIVER MAIL TO YOUR HOME, WHEN SOMEONE SENDS YOU A LETTER OR PACKAGE.
	BECAUSE OF ME, YOU LEARN NEW THINGS EVERY DAY!
	IF IT'S TIME FOR YOUR CHECKUP, OR YOU'VE BEEN FEELING SICK, YOU COME SEE ME TO HELP YOU GET BETTER.
	I HELP COLLECT GARBAGE, RECYCLING, AND YARD DEBRIS ONCE A WEEK FROM YOUR HOME.
	I HAVE LOTS OF IMPORTANT JOBS, LIKE HELPING IF SOMEONE IS LOST OR IN TROUBLE.

Name: _____

This is a(n) _____



Name: _____

My Responsibilities

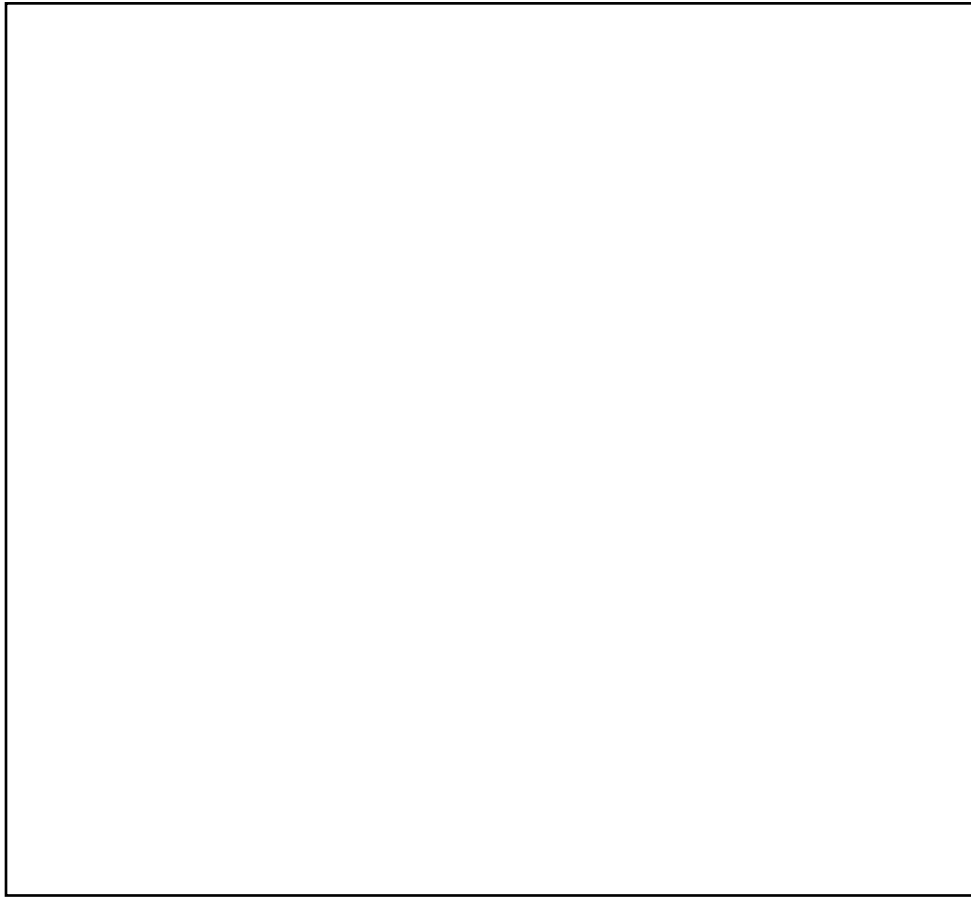
At home:

At school:

To myself:

To the environment:


Me, Myself, and I



My name is _____

About me:

My Family



About my family:

My Friends



A friend is...

My Neighbourhood



About my neighbourhood:

My Responsibilities



Some of my responsibilities include...

Assessment:

Assessment will be based off of the portfolio and the final booklet.

Grading Scale:

- 1 – I do not understand it yet
- 2 – I need more practice
- 3 – I understand and can complete the tasks independently
- 4 – I understand and can help my peers understand, as well

Student Name: _____				
Date: _____				
	1	2	3	4
Identity: Can use language to draw, write, and talk about aspects of their identity.				
Family: Can use language to draw, write, and talk about what makes a family. Can identify the different types of families.				
Friendship: Can use language to draw, write, and talk about what makes a good friend. Can identify the characteristics they look for in a friend.				
Neighbourhood: Can use language to draw, write, and talk about the neighbourhood. Can identify the neighbourhood they live in. Can name and describe the roles of community helpers found in the neighbourhood.				
Responsibilities: Is aware of their responsibilities in society. Can use language to draw, write, and talk about their responsibilities.				

Additional Comments:

References

Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson Education.

Ministry of Education. *Saskatchewan Curriculum*. Retrieved from <https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=28>