

**Grade 1 Unit Plan: Who Am I?**  
**Nathan: Listening, Speaking**  
**Presley : Viewing and Representing**  
**Paige: Reading and Writing**

Stage 1 Desired Results	
<p><b>ESTABLISHED GOALS/ OUTCOMES</b></p> <p><b>CR1.3:</b> Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).</p> <p><b>CC1.3:</b> Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</p> <p><b>CR1.2:</b> View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).</p> <p><b>CC1.2:</b> Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).</p>	<b>Transfer</b>
	<p><i>Students will be able to independently use their learning in new situations to...</i></p> <ul style="list-style-type: none"> <li>- Listen and comprehend various tasks that are provided through Oral Instruction. Having a listening activity will promote students to understand that they can retrieve a large amount of information by listening critically.</li> <li>- Speaking: Students will be able to apply their KUD of outcome CC1.3 to their whole education. Speaking clearly and with technique will allow the students to effectively articulate their thoughts.</li> <li>- Students will be able to understand information from viewing images or videos. This will be a skill that is transferable to all areas of life.</li> <li>- Listen to and understand a poem read by the teacher</li> <li>- Follow along and read the poem with the class and the teacher</li> <li>- Read independently the poem and with little to no help or guidance</li> <li>- Representing: Students will be able to understand how to represent their thoughts and feelings effectively.</li> </ul>
	<b>Meaning</b>

<p>CC1.1: Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: identity (e.g., Feelings), community (e.g., Neighbourhood), and social responsibility (e.g., Plants and Trees)</p> <p>CR1.4: Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions</p>	<p><i>UNDERSTANDINGS Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- That active listening behaviours support engagement and understanding for the message.</li> <li>- That there is a time to speak and a time to listen.</li> <li>- That asking questions is a strategy to check understanding.</li> <li>- That the opinions of others must be respected.</li> <li>- That retelling what we have heard demonstrates understanding.</li> <li>- That you speak for different reasons</li> <li>- That listening and speaking are connected</li> <li>- That respectful listening and speaking behaviors are important</li> <li>- That questioning, retelling, and concluding enhance understanding</li> <li>- That there are multiple strategies that can be used for viewing comprehension</li> <li>- That predictions are an effective pre-reading strategy.</li> <li>- That we can obtain information through viewing images or videos.</li> <li>- Reading supports their understanding of a topic and can help them to understand themselves</li> </ul>	<p><i>ESSENTIAL QUESTIONS: Students will explore &amp; address these recurring questions:</i></p> <ul style="list-style-type: none"> <li>- How can we become better listeners?</li> <li>- What are the different purposes for listening?</li> <li>- How can our response show that we understand what we hear?</li> <li>- As listeners, how can we show that we respect the opinions and ideas of others?</li> <li>- When do we need to listen and when do we need to speak?</li> <li>- Why do we speak?</li> <li>- How are listening and speaking related?</li> <li>- What are respectful listening and speaking behaviors?</li> <li>- How do we get better at speaking and listening?</li> <li>- How can I view effectively?</li> <li>- How can I comprehend information from an image or video?</li> <li>- How do predictions help me better understand information?</li> <li>- How can I represent my ideas?</li> <li>- How can I represent ideas differently?</li> <li>- Why is it important to understand our feelings?</li> <li>- How can I be a good reader?</li> <li>- How can I be a good writer</li> <li>- How can reading benefit me?</li> <li>- When reading and writing, how can I properly express my ideas and respect others ideas?</li> </ul>
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	<ul style="list-style-type: none"> <li>- Reading is beneficial in all parts of life</li> <li>- Reading can help us to learn more about ourselves</li> <li>- Reading out loud can help us remember what we are reading</li> <li>- Pointing to words as we read can help us to remember the words and keep pace</li> <li>- Reading can give us ideas on what to write about</li> <li>- Writing can help us practice our spelling and reading and identify words</li> <li>- Reading our own writing out loud can help us practice our reading skills</li> <li>- Representations help us express our thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- How can pointing at my words while I read help me to be a better reader?</li> <li>- How can practicing out loud make me a better reader?</li> <li>- How can practicing my writing make me a better writer?</li> <li>- How can writing about myself make me a better writer?</li> <li>- How are reading and writing connected?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- The purpose for listening (who, what, when, where, why, how).</li> <li>- How to ask for clarification.</li> <li>- What good listening behaviors are (body language and facial expressions).</li> <li>- How to listen courteously and attentively.</li> <li>- Vocabulary – audience, clearly, audibly, carefully,</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Use good listening behaviours</li> <li>- Know the purpose for listening</li> <li>- Listen to a variety of different opinions, ideas courteously and attentively</li> <li>- Retell story sequence and key points</li> <li>- Retell who, what, when, where, why and how and important details</li> <li>- Brainstorm good speaking techniques</li> </ul>

	<p>message, reflect, retell, topic, complete sentences, experiences, preferences, questions, conclusions, expression</p> <ul style="list-style-type: none"> <li>- How to collect thoughts, share with a partner/group effectively, listen actively, stay on topic, answer in complete sentences, knowing when to speak and when to listen</li> <li>- The purpose of reading</li> <li>- The purpose of writing</li> <li>- What good reading behaviours are (solid and steady voice, pausing when appropriate, indoor voice, focused)</li> <li>- What good writing behaviours are (on the line, properly spaced)</li> <li>- When to ask questions and when to work independently</li> <li>- How to read as a group and how to read alone</li> <li>- How to read out loud to someone</li> <li>- Strategies for effective viewing</li> <li>- How to represent ideas or thoughts</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas (prop, etc.)</li> <li>- Focus on topic</li> <li>- Practice with a partner/group</li> <li>- Reflect with partner/group</li> <li>- Reading out loud and independently</li> <li>- Reading as a group</li> <li>- Writing short cite words</li> <li>- Following proper reading and writing behaviours</li> <li>- Identifying words</li> <li>- Using a pointer finger to follow along when reading</li> <li>- Using information about what they read to generate ideas about what to write</li> <li>- Reading to a partner writing about their preferences</li> <li>- Obtaining information from visual sources</li> <li>- Representing ideas through images and words.</li> </ul>
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## Stage 2 - Evidence

Alignment	Evaluative Criteria	Assessment Evidence
	Listening Rubric:	<b>PERFORMANCE TASK(S):</b> <ul style="list-style-type: none"> <li>- Retell the Sequence and Key Points</li> <li>- Follow and Explain Important Steps Independently (4-6 simple steps)</li> <li>- Interprets and Responds to the Speaker’s Non-verbal Cues</li> <li>- Demonstrate Attentiveness</li> </ul>
	Speaking	<b>OTHER EVIDENCE:</b> The teacher will observe the students' speaking skills and use a rubric to assess students on those skills. <ul style="list-style-type: none"> <li>- Main Idea</li> <li>- Details</li> <li>- Flow</li> <li>- Sentence structure</li> <li>- Expression</li> </ul>
	Viewing:  Predictions Exit Slip	Students will complete an exit slip that asks them to review their predictions that they made before watching the video. The exit slip will ask students to identify: <ol style="list-style-type: none"> <li>1. If their prediction was correct or not</li> <li>2. One thing that they related to from the video</li> </ol> This exit slip will help the teacher quickly understand if the students were able to understand information from the video.
	Representing:  Emotions Handout	Students will complete a handout that asks them to represent multiple emotions. This will ensure that students understand how to represent their thoughts in different ways.
	Viewing and Representing: (Week 3 Lesson 3)	This activity will utilize both viewing and representing.  Students will create a cube that represents their unique qualities. They will also have the opportunity to share their cubes with a partner or small group.

	Book Cube	
	Reading: - Rubric - “All About Me” read aloud	Students will be assessed as they read the poem out loud (see rubric) and the teacher makes observational notes Students will be asked basic questions about the poem to check understanding
	Writing: - “All About Me” template -journal entry	Students will be required to fill out their “All About Me” template that aligns with the poem read as a class. This will be handed in to check for writing improvement. The students will be required to journal about the classmate they share their “All About Me” template with and this will be handed in to the teacher for assessment.

### Stage 3 – Learning Plan

Timeline	<i>Summary of Key Learning Events and Instruction (including pre- and formative assessments, materials and resources, differentiation and instructional strategies)</i>
<p><b>Week 1</b> Nathan Braun</p> <p><i>Lesson 1</i> <i>Listening</i></p>	<p><b>Before, During, After Reading activity:</b></p> <p><b>Book:</b> Thunder Boy Jr. Author: Sherman Alexie Illustrator: Yuyi Morales Publisher: Little Brown and Company Place of publication: New York Theme: Who am I?/ Indigenous literature</p> <p>Before reading: Students will look at the cover of the picture book “Thunderboy jr.” They will make predictions: Who, What, Where, When, Why.</p> <p>During reading: The Teacher will read the book to them and they will begin to confirm their predictions or change them</p> <p>After reading: In their graphic organizers have the students recollect the events from the beginning, middle, and the end. Again, have the students answer the question of Who, what, where, when, and why.</p>

*Lesson 2*  
*Listening and*  
*Speaking*

Connect it to the theme of who am I?

**Differentiation:** For students who have trouble seeing pictures, you can utilize a smart board or projector screen if your classroom has it. The teacher can find a digital copy of the book and show it on the big screen. For students who have trouble hearing, teachers can use some form of microphone system in their classroom to help all children to hear what you are reading.

**Instructional Strategies:**

**Direct Instruction:** The Teacher will read the story to the class and provide questions for them to engage with before, during, and after she reads the book.

**Interactive Instruction:** Allows students to collaborate, discuss, and share their predictions with one another.

**Lecture:** Teacher will go over the book that we looked at from last lesson.

- Give Lecture on how speaking and listening are related
- Give a brief lesson on speaking Vocabulary— audience, clearly, audibly, carefully, message, reflect, retell, topic, complete sentences, experiences, preferences, questions, conclusions, expression
- Teacher will talk about speaking skills

**Activity:**

- Students will get into pairs or small groups of 3
- They will grab their graphic organizers and practice speaking and retelling the events of ThunderBoy Jr to each other.
- Students will speak in complete sentences.
- Students will be asked to answer questions about speaking such as How are listening and speaking related? What are respectful listening and speaking behaviors? How do we get better at speaking and listening?

**Activity 2:** The teacher will provide students with basic rhyming poetry such as Green Eggs and Ham by Dr. Seuss.

- Students will get into pairs and begin looking at the poetry circling the words that are rhyming.
- Students will talk about the words they see and why they sound the same.
- Students will find a page or two and begin rehearsing their pages to present outloud to each other

**Closure:** Redescribe the skills for oral speaking and complete sentences.

Introduce the speaking assignment that they will be doing in the next class. Students will tell a story about a personal experience. Indicator (i) Relate an important event or personal experience in a simple sequence.

Students will tell a story about a personal experience that relates to the theme of “who am I?”

<p><i>Lesson 3</i> <i>Speaking</i></p>	<p>The story they tell must have a beginning, middle, and end. Students will use full sentences <b>Think, pair, share:</b></p> <ul style="list-style-type: none"> <li>- Students will break off into pairs to begin forming their story.</li> <li>- They will brainstorm and share ideas with their partners</li> <li>- They will practice telling their story to their partners</li> <li>- They will then share their story to the whole class.</li> </ul> <p>Instructional Strategies: Direct Instruction: The Teacher will give students instruction for their tasks. Interactive Instruction: Allows students to collaborate, discuss, and share their stories with one another Experiential Instruction: Students will be able to experience their speaking tasks and reflect on what went well, what they could do better, and how to improve.</p>
<p><i>Week 2</i> Paige Doud</p>	<p><i>LESSON 1: READING</i> Outcome: CR1.4 Opening:</p> <ul style="list-style-type: none"> <li>- each student will be given a hand out of the following poem (VandenBerge, N.) Possible Adaptation: change the word “collies” to “dogs”</li> <li>- there will be a large print out of the poem (or hand written by teacher) on the board for the teacher to read</li> <li>- students will be told that they will be looking at a poem today and practicing their reading skills</li> </ul> <p>Activity: (idea from Montalvo, M.; adapted to suit the lesson)</p> <ul style="list-style-type: none"> <li>- tell students to flip their poems over so they cannot see the words and ask students to watch a demonstration on how to read when learning</li> <li>- the teacher will then read the poem at a slower pace to the students while pointing at the words as they are read and pausing when appropriate</li> <li>- after the poem is read aloud by the teacher, tell the students they will be reading the poem again as a group.</li> <li>- Tell the students to point to the words as they read just as was done during the demonstration</li> <li>- have the students flip their papers over and read the poem together as a group, following along with their fingers as pointers to each word</li> <li>- after the reading, have the students practice reading the poem quietly at their desks while pointing to the words</li> <li>- take observational notes as the students read for the rubric</li> <li>- once the students have finished their reading of the poem, tell the students to grab a pencil</li> </ul>



- the students will be asked to circle a variety of words such as: “circle the word like” and “circle the word brown” (keep note of the words you asked to circle to see if the students circled the correct ones)
- the words the students will be required to circle will be words that could be used in future activities within this week of the unit plan

Closing:

- ask students if they can show the word “like” or “baseball” and have them point to it on their poem sheet and walk around and see. Correct any students who may not be sure
- Have students hand in their poems to be checked for understanding
- Ask students one thing that they like and makes them who they are and to share with a partner (some students don’t feel comfortable sharing in front of the whole group)

*LESSON 2: WRITING*

Outcome: CC1.1

Opening:

- Ask students if they remember the “I Like” poem they read the class before
- Tell students they will be filling out their own “I Like” sheet
- Ask the students to put up their hand if they want to answer the following questions. As the students answer the questions, write them onto a chart paper for the students to see and spell them out with the students (go over the letters used and the sounds it makes to form the word)
- Example: what are some of your favourite foods? Pick 2-3 students and write answers
- Encourage students to look around the room for any other words that may help them with the activity (example: in the classroom, there may be a colour wall that has the colours listed on a poster)

Activity:

- Before handing out the sheets, go over each line of the template so students know what they are answering and encourage them to use their reading skills to help them identify the words. Go over the words: animal, subject, favourite, etc.
- Also, read the instructions with the students
- Give some examples but also tell students to refer to the list the class has generated as a group (possible adaptation: the teacher can fill out the template and share it with the class so they can see what they are going to be doing)
- Give the students their templates and get them to fill them out.
- Answer questions as the students have them and remind them to properly space their letters and words and write on the lines

Closing:

- Have students finish up their work. (Possible adaptation: this lesson may take more time. Therefore, it could move onto the next day along with a small activity)
- Get students to hand in their work and while asking the students various questions such as: what was something you learned how to spell today?

*LESSON 3: READING AND WRITING*

Outcome: CR1.4 & CC1.1

Opening:

- Open by asking students about their “All About Me” templates and ask if they learned some of their favourite things
- Let students know that they will be having a chance to read their “All About Me” templates to a partner
- Hand back the student’s templates and get them to quietly read their templates to themselves for reading practice

Activity:

- Get the students into partners and have them find a spot to read to each other.
- Let students know that they should pay close attention to what their partner is reading to them because there will be a little writing activity later
- Walk around the classroom and listen to the students reading to each other; make observational notes as needed for the rubric
- Once each student has shared with a classmate get the students to return to their seats
- Announce to the class that they will be writing in their journals
- The students will be required to write 2 sentences about their partner in their journal and what they like
- Do an example with the students on the whiteboard.
- Example: Miss \*\*\*\*\* likes pizza. Miss \*\*\*\*\* has brown hair.
- Hand out the journals to the students and help them with spelling their partners name as needed
- Remind students to practice their writing skills (on the line, proper spacing)

Closing:

- Get the students to finish their writing and as they finish to hand in their journals
- Ask the students if they learned something about their classmates and if they are enjoying the “Who Am I?” unit

Week 3  
Presley Allen  
Lesson 1

**Viewing: Outcome CR 1.2**

Learning Experience:

- The class will discuss what the purpose of viewing is, techniques that can be used for successful viewing, and how we can obtain information from visual representations or videos.
- The class will review a list of Viewing Comprehension Strategies -the students will already be familiar with this list, so this will be a review.
- The teacher will show the students an image of the cover image for the *All the Colours of the Earth* video, and will ask students to make predictions as to what the video will be about. The students will write one sentence for their prediction.
- Students will watch the YouTube Video: All the Colours of the Earth. This video describes how all people are different around the world.  
<https://youtu.be/xmL93MAlmQ4>
- The video will be played twice so that students will have time to process the information.
- Students will complete an exit slip that will have them identify what their prediction was, and if it was correct or not. Students will write one sentence about something they related to in the video.

Materials Needed:

- YouTube Video: <https://youtu.be/xmL93MAlmQ4>
  - Read Aloud of *All the Colours of the Earth* by Sheila Hamanaka
- Predictions Exit Slip
- Viewing Strategies List

Instructional Strategies:

- Direct Instruction: The students will receive direct information from the teacher about viewing and the purpose for today's viewing activity.
- Independent Study: Individually, students will complete predictions and an exit slip that will discuss information from the video.

Evidence of Learning:

- Exit Slip: Students will provide an exit slip that will help the teacher understand if they were able to comprehend information through viewing. The video discusses what makes us different, and the exit slip will ask students to relate to a part of the video.

Lesson 2:

**Representing: Outcome CC 1.1**

Learning Experience:

- The class will begin with a discussion about what feelings are, how everyone experiences different emotions, and how our emotions make us unique.
- The teacher will have a read aloud of the book *The Way I Feel* by Janan Cain. This book discusses different emotions and different times that children might experience these emotions.
- The teacher will pause throughout the book and ask students if they would like to share any times that they experienced a certain emotion.
- After the reading, the teacher will have the students complete the Emotions Handout. This handout asks students to create a representation of each emotion. Students can use drawings, words, or short phrases.
- The handout will also have students write one sentence about how their emotions contribute to their individuality. These answers can come from the earlier class discussion.

Materials needed:

- Book: *The Way I Feel* by Janan Cain
- Emotions Handout

Instructional Strategies:

- Direct Instruction: The teacher will guide a class discussion to discuss emotions and how we all experience emotions differently. The direct instruction will help prepare the students for the topic of the read-aloud.
- Individual Study: Students will complete the emotions handout individually. This will have them relate concepts from class discussion and the book reading.

Evidence of Learning:

- Emotions Handout: This handout will ask students to represent emotions in different forms. This handout will allow students to express their thoughts visually, through words, and through sentences.

Lesson 3:

**Viewing and Representing: Outcome CC 1.1 and CR 1.2**

Learning Experience:

- Students will begin with a Picture Walk of the book *The Day You Begin* by Jacqueline Woodson. The teacher will ask for different student volunteers to identify key features of the cover, images, and pages of the book.

- The teacher will read this book aloud for the class.
- The students will complete a “Book Box” after reading. The students will choose 4 things that are unique about themselves, and will represent this on 4 faces of the cube. They will construct the cube after completing all 4 faces.
- The students will be placed into groups of 2-3 and will share their cube creations with their peers.

Materials Needed:

- Book: *The Day You Begin* by Jacqueline Woodson
- Cube Template
- Various Art Supplies

Instructional Strategies:

- Interactive Instruction: Throughout the Picture Walk, the teacher will interact with the students. This interactive instruction will help students take part in identifying key features of the book.
- Individual Study: Students will create their cubes individually. This will give them the opportunity to reflect on their own personal qualities.

Evidence of Learning:

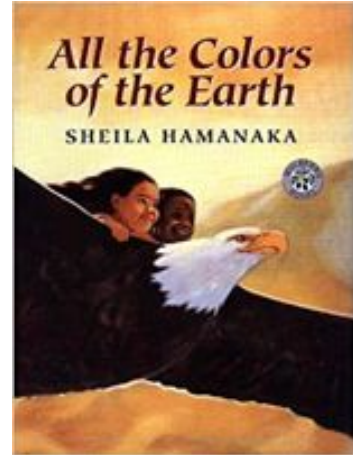
- Book Cubes: Students will design 4 faces of the cube to represent themselves. This will ensure that students understand their unique features and that they are able to celebrate them.

All the Colours of the Earth -Exit Slip

Name:

My prediction was.....

Was my prediction correct?



What was one thing that represented me in the video? You can write or draw your answer in the box below:

## *My Emotions*

*In the boxes below, create a representation of each emotion. You can use drawings or words. Try to think of a time in your life that you experienced these emotions:*

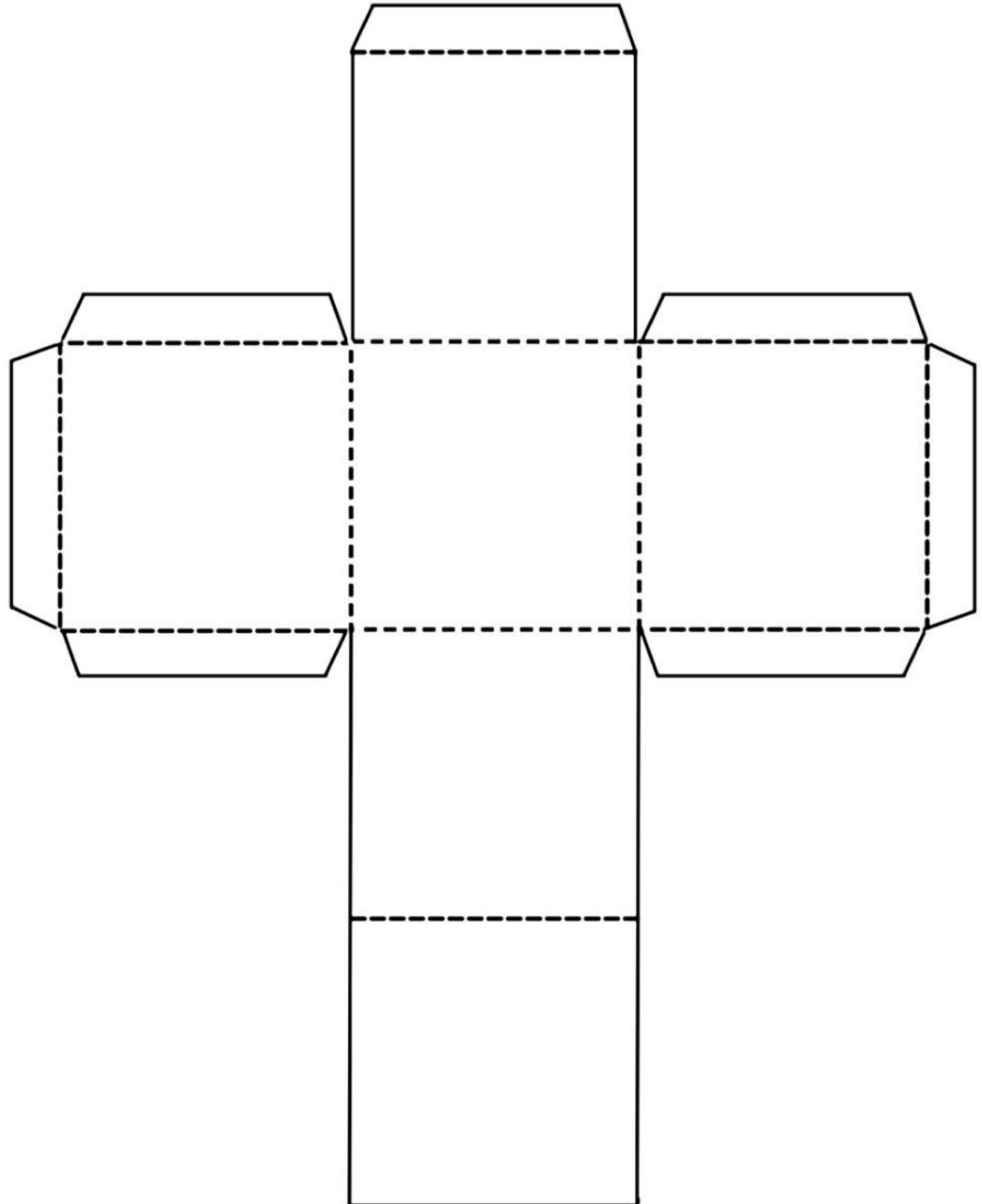
<i>Happy</i>	
<i>Sad</i>	
<i>Silly</i>	
<i>Scared</i>	

<i>Disappointed</i>	
<i>Angry</i>	
<i>Thankful</i>	



## CUBE TEMPLATE

1. Color the squares (optional).
2. Cut on solid lines.
3. Fold on dashed lines.
4. Glue it together.



# Reading Rubric:

By: Paige Doud

<p>The student uses a strong and clear voice when reading, proper pacing, and properly uses their fingers to point to the words when reading</p>	<p>The student uses a strong or clear voice when reading, adequate pacing, and uses their finger to point at the words reading</p>	<p>The student speaks out loud when reading, uses a pace that may be too slow or too fast, and uses their finger to point to the words when reading but is pointing to incorrect words</p>	<p>The student mumbles when reading, speaks too fast or too slow, and incorrectly uses their finger to point or does not use their finger to point to the words as they are reading</p>
<p><b>STUDENT:</b> _____ <b>TEACHER COMMENTS:</b></p>			

Poem Used:



Reference: VandenBerge, N. (2014, August 10). Beginning of Year Forms and Poetry Folder  
Updated! *First Grade Window on Wonder*. Retrieved from:  
<http://firstgradewow.blogspot.com/2014/08/beginning-of-year-forms-and-poetry.html>

“All About Me” Template

By: Paige Doud

Name: \_\_\_\_\_

Write your favourite things on the line or what the line says:

My favourite colour is

\_\_\_\_\_

My favorite subject is

\_\_\_\_\_

My favourite food is

\_\_\_\_\_

My favourite animal is

\_\_\_\_\_

My hair is

\_\_\_\_\_

My eyes are

\_\_\_\_\_

## Bibliography

Montalvo, M. (n.d.). Grades K-1 Lessons: Sharing Stories. Retrieved from:

<https://www.scholastic.com/teachers/articles/17-18/k-1-lesson-sharing-stories/>

VandenBerge, N. (2014, August 10). Beginning of Year Forms and Poetry Folder Updated! *First Grade Window on Wonder*. Retrieved from:

<http://firstgradewow.blogspot.com/2014/08/beginning-of-year-forms-and-poetry.html>