

Bachelor of Education (Elementary) Unit Plan Template EDTL 3200 – Winter 2022

Unit Title: Let's Create an "All About Me" Book! **Number of Lessons:** Five **Days:** Five
English Language
Arts/Arts
Your Name: Carly Sutherland **Subject(s):** Education/Mathematics **Grade:** 3

Rationale

This unit is important because it gives me the opportunity to start building strong relationships with the students as well as allows the students to share the important things about themselves. As a teacher, it's important to get to know your students and to let your students get to know one another because it creates classroom community, a safe learning environment, and gives everyone a sense of belonging. This unit is Indigenously inspired as it connects many First Peoples Principles of Learning and Circle of Courage principles by:

- Creating a sense of belonging and community within our classroom.
- Exploring our identity.
- Learning about one another in our classroom.
- Learning about our community.
- Recognizing and celebrating students' identity and individuality.

Overview

This unit is designed to create classroom community and a sense of belonging by giving students the opportunity to share about themselves which allows everyone to get to know one another. The students will create a book about themselves, their family, and their community which they will share with the class on the final day of the unit during a "Book Fair" afternoon. Throughout the unit, student's will draw and color a self-portrait, and write sentences about themselves, their family, and their community.

We will start our week by sitting in a circle on the carpet (or outside if it's a nice day) and introducing ourselves by saying our name and stating our favorite thing to do. Following this, students will create the title page of their book by writing their name and

creating a self-portrait. Lesson 2, 3, and 4 will begin with a story that relate to the topic of that lesson to inspire students to write about themselves, their family, and their community. We will finish the week by sharing our completed books with our peers and celebrating our identity and individuality.

Indigenous Connections/ First Peoples Principles of Learning

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

- This unit focusses on building positive relationships, creating classroom community, and creating a safe learning environment by exploring who we are and who are peers are which ultimately supports the well-being of the self, the family, and the community.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

- This unit is largely based on connectedness between one another, the family, the community as well as building and sustaining trusting relationships and creating a sense of belonging. Throughout this unit, students extensively explore their identity, their family, and their community giving them a sense of belonging and sense of place.

Learning is embedded in memory, history, and story.

- In three of my lessons for this unit plan, we begin class with the belief that learning is embedded in story. The stories I read to the class are meant to inspire the students to think about their own relationship to the stories topics (identity, family, and community). The students then use their ideas to write their own personal story about themselves, their family, and their community as well as draw and color a picture that connects to their writing.

Learning requires exploration of one's identity.

- This unit plan was created largely around this principle; it is at the heart of this unit. Identity is what connects people to one another and to the community as well as gives people a sense of belonging. In the first four lessons of this unit plan, we explore our identity in depth by discussing our favorite things, facts about ourselves, physical traits, strengths, the number of our family members, facts about our family, infrastructures in the community, green spaces in the community, etc. In the fifth lesson of this unit plan, we celebrate our identity by sharing our final books to the class in a safe learning environment.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
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<p><u>Communicating</u></p> <p><u>Connecting and engaging with others:</u> <i>Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.</i></p> <ul style="list-style-type: none"> Throughout this unit, student's will listen to their classmate's ideas and contribute their thoughts by brainstorming ideas. The primary goal of this unit plan is to build strong relationships by getting to know one another on a deeper level. <p><u>Acquiring and presenting information:</u> <i>Students communicate by receiving and presenting information. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing or reading, and requires understanding of how to interpret information.</i></p> <ul style="list-style-type: none"> Throughout this unit, students receive and present information by listening to stories, listening to their peer's ideas and book, and 	<p><u>Creative thinking</u></p> <p><u>Creating and innovating:</u> <i>Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.</i></p> <ul style="list-style-type: none"> Throughout this unit, students creatively explore their identity by writing a book about themselves, their family, and their community. This project works to build and sustain trusting relationships which has a positive impact on the individual, classmates, families, and the community. 	<p><u>Positive personal and cultural identity</u></p> <p><u>Identifying personal strengths and abilities:</u> <i>Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives. Students understand that they are unique and are a part of larger, and often multiple, communities.</i></p> <ul style="list-style-type: none"> Throughout this unit, student's share all the things about them that make them who they are and understand they are part of multiple communities. <p><u>Social awareness and responsibility</u></p> <p><u>Building relationships:</u> <i>Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways.</i></p> <ul style="list-style-type: none"> The primary goal of this unit is to allow the students to get to know one another and build positive peer and intergenerational relationships. During the brainstorming sessions, students respectfully listen to their peer's ideas and share their own ideas in appropriate ways.
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they present their own personal book.

Collaborating

Supporting group interactions:

Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. They regulate the group's interactions together, mutually encouraging one another, creating space for marginalized voices, and applying constructive strategies to navigate through misunderstandings, struggles, and conflict.

- The primary goal of this unit is to build and sustain trusting relationships by getting to know one another on a deeper level. Throughout the unit, student's listen respectfully to their peer's thoughts and ideas and value diverse perspectives. Student's take turns sharing their thoughts and ideas during brainstorming sessions.

BIG IDEAS

Subject Name: English Language Arts	Subject Name: Arts Education	Subject Name: Mathematics
<p><i>Language and story can be a source of creativity and joy.</i></p> <ul style="list-style-type: none"> Throughout this unit plan, students' get the opportunity to listen to stories, write their own story, and share their story with the class. <p><i>Stories and other texts help us learn about ourselves, our families, and our communities.</i></p> <ul style="list-style-type: none"> In four of the lessons for this unit, student's will be learning about themselves, their families, and their community by first listening to a story and then allowing them to think about their personal connection to the stories topics (identity, family, and community). The students then use their ideas to write their own personal story about themselves, their family, and their community. 	<p><i>Dance, drama, music, and visual arts are each unique languages for creating and communicating.</i></p> <ul style="list-style-type: none"> Throughout this unit, student's get the opportunity to communicate through visual arts by creating a self-portrait and including personal drawings throughout their book. 	<p><i>Standard units are used to describe, measure, and compare attributes of objects' shapes.</i></p> <ul style="list-style-type: none"> In one of the lessons for this unit plan, student's height will be measured in inches and centimetres with a measuring tape.

LEARNING STANDARDS & ASSESSMENT

Curricular Competencies	Content	Assessment
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<p>a) <i>Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.</i></p> <ul style="list-style-type: none"> Students will write sentences using proper grammar and punctuation. <p>b) <i>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.</i></p> <ul style="list-style-type: none"> Students will be actively engaged as listeners during story time, brainstorming sessions, and while their peers are presenting their book. <p>c) <i>Use personal experience and knowledge to connect to text and make meaning.</i></p> <ul style="list-style-type: none"> Students will use personal experience and knowledge to connect to the stories and their peers during our brainstorming sessions. <p>d) <i>Exchange ideas and perspectives to build shared understanding.</i></p> <ul style="list-style-type: none"> Students will exchange ideas and perspectives during our brainstorming sessions for shared understanding of the task. 	<p>g) <i>Oral language strategies.</i></p> <ul style="list-style-type: none"> During story time, brainstorming sessions, and presentations, student's will focus on the speaker and ask questions for clarification if needed. <p>h) <i>Legible handwriting.</i></p> <ul style="list-style-type: none"> Students will write their sentences with proper spacing between words. <p>i) <i>Conventions.</i></p> <ul style="list-style-type: none"> Student's will write their sentences with proper punctuation. <p>j) <i>Measurement, using standard units.</i></p> <ul style="list-style-type: none"> Students height will be measured in inches and centimeters. <p>k) <i>Processes, materials, technologies, tools, and techniques to support arts activities.</i></p> <ul style="list-style-type: none"> Student's will use their pencil and pencil crayons to create their self-portrait and personal drawings. <p>l) <i>Features of oral language.</i></p>	<p>a) & h) & i) (Summative) I will mark the students written portion of their books for proper grammar, punctuation, and spaces between words.</p> <p>b) and d) (Formative) I will assess this observationally to make sure students are listening respectfully and quietly and exchanging ideas at appropriate times while I am reading the 3 stories, while we are brainstorming, and while a student is presenting.</p> <p>c) (Formative) Hand signal-thumbs up means the student can think of personal experience and knowledge that connects to the story, thumbs down mean the student cannot think of personal experience and knowledge in which I would then go over to them to help.</p> <p>e) and k) (Summative) Self-portrait: included head, eyes, eyebrows, ears, nose, mouth, hair, neck, shoulders, shirt, and used a minimum of 3 colors. Student used a pencil and/or pencil crayons.</p> <p>f) g) and l) (Formative) I will assess student's tone and volume observationally while the students are presenting their</p>
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<p>e) <i>Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.</i></p> <ul style="list-style-type: none"> Students will create artistic works (self-portrait and personal drawings) as an individual. <p>f) <i>Use oral storytelling processes.</i></p> <ul style="list-style-type: none"> Students will create their own book and present their book to the class. 	<ul style="list-style-type: none"> Student's will use tone and volume to present their books to the class. 	<p>books. I will assess student's focus on the speaker observationally.</p> <p>j) (Summative) I will give student's a mark if the student wrote their height properly using inches and centimeters.</p> <p>Completed book (Summative) I will use a rubric based on effort, grammar, punctuation, and the self-portrait.</p>
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Prerequisite Concepts and Skills

<p>Students should be able to:</p> <ul style="list-style-type: none"> Read fluently at grade level. Understand standard metric units such as inches and centimetres. Listen quietly to the story reader without disrupting their classmates. Listen quietly to their classmates sharing their ideas. Quietly work independently. Write simple sentences. Use a glue stick. Draw and color.
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Teacher Preparation Required

Lesson 1	<ul style="list-style-type: none"> Pre-cut pieces of construction paper and blank paper so it's the correct size (22+22). Bring the student's file folders (22). Prepare title page of book (22).
Lesson 2	<ul style="list-style-type: none"> Have read story and have book ready to share. Pre-cut pieces of construction paper and blank paper so it's the correct size for 2 pages (22+22+22+22).

	<ul style="list-style-type: none"> • Prepare book pages with the title “All About Me” (22) and “My Favorite Things” (22). • Differentiated instruction idea will be prepared if needed.
Lesson 3	<ul style="list-style-type: none"> • Have read story and have book ready to share. • Pre-cut pieces of construction paper so it’s the correct size (22). • Prepare book page with the title “All About My Family” (22). • Differentiated instruction idea will be prepared if needed.
Lesson 4	<ul style="list-style-type: none"> • Have read story and have book ready to share. • Pre-cut pieces of construction paper so it’s the correct size (22). • Prepare book page with the title “All About My Community” (22). • Differentiated instruction idea will be prepared if needed.
Lesson 5	<ul style="list-style-type: none"> • Student books (22).

Cross-Curricular Connections (Concurrently – At the same time)

- This unit could connect to a social studies unit because it focusses largely on personal connections and the community.
- This unit could connect to a unit about the Circle of Courage where we discuss the other elements (Mastery, Independence, Generosity).
- This is an integrated unit as it is cross-curricular between English Language Arts, Art, and Math. In this unit, students listen to stories, write sentences, share their ideas, draw and color personal drawings, and measure their height using standard units.

Universal Design for Learning (UDL)

1. MULTIPLE MEANS OF REPRESENTATION

I provide for multiple means of representation in this unit in the following ways:

- Showing the students an example of a finished “All About Me” book.
- Speaking in different tones, using pauses, and using an animated voice while reading the stories in lesson 2, 3, and 4.
- Brainstorming sessions activate student’s prior knowledge.
- Writing the completed brainstorming ideas on a piece of paper for students who find it difficult to read the white board from their desk.
- The stories in lesson 2, 3, and 4 will be shown on the smartboard as I am reading the story so the students who are visual learners can follow along.

2. MULTIPLE MEANS OF ACTION AND EXPRESSION

I provide multiple means of action and expression in this unit in the following ways:

- Sentence starters for the writing portion of the “All About Me” book.
- I will provide checklists for grammar and punctuation which students can use once they are done writing to make sure they used proper grammar and punctuation.
- Presenting to peers and watching peers present.
- Brainstorming sessions.

3. MULTIPLE MEANS OF ENGAGEMENT

I provide multiple means of engagement in this unit in the following ways:

- I will allow students to color their self-portrait and personal drawings in felt marker if they want to.
- For the 5th lesson, I will allow students to choose where they want to practice reading their book when they are preparing to present to their peers.
- Brainstorming sessions.

Differentiated Instruction (DI)

- For the writing portion of the “All About Me” book, I will create fill-in the blank writing templates for students who find it difficult to write full sentences. As an example, for the favorites page, I will create a writing template that looks like this: My favorite animal is _____. My favorite food is _____. Now the student only needs to write one word to fill in the blank.
- For lesson 2, 3, and 4, I will write the completed brainstorming ideas on a piece of paper for students who find it difficult to read the white board from their desk.
- I will have noise cancelling headphones for students who need a quiet space when working.

Overview of Lessons:

Lesson 1

Lesson Name & Time (Minutes Allotted):	All About Me (45 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.

	<ul style="list-style-type: none"> Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
Learning Standards: Content	<ul style="list-style-type: none"> Oral language strategies. Legible handwriting. Conventions. Processes, materials, technologies, tools, and techniques to support arts activities.
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> Write their name and the sentence “Hello, my name is...”. Draw/color a self-portrait. Use proper grammar and punctuation: correct use of capital letters, spaces between words, period at the end of sentences.
Assessment:	<ul style="list-style-type: none"> Self-portrait: included head, eyes, eyebrows, ears, nose, mouth, hair, neck, shoulders, shirt, and used a minimum of 3 colors. Grammar and punctuation: correct use of capital letters, spaces between words, period at the end of sentences.
Teaching Strategies:	<ul style="list-style-type: none"> Enthusiasm Preparedness Modelling Encourage participation
Materials:	<ul style="list-style-type: none"> Whiteboard markers File folder (22) Blank title page (22) Pre-cut pieces of construction paper and blank paper so it’s the correct size (22+22) Glue sticks (22) 1 ball
LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> Have the students sit in a circle on the carpet (or we will go outside if it’s a nice day).

	<ul style="list-style-type: none"> • Tell the students that during this week, they are going to be creating a book about themselves, their family, and their community. • Tell the students they will be storing their work in a file folder after each lesson and will put the book together on the last day. • Hook: Hold a ball and tell the students that before we get started on the book, they will be introducing themselves to their classmates by saying their name and stating their favorite thing to do. I will start the activity by introducing myself and stating my favorite thing to do. Then I will pass the ball to the next person and encourage them to do the same.
Body:	<ul style="list-style-type: none"> • Ask the students to go back to their desk and take out a pencil to begin the title page of their book. • Explain to the students that the title page of their book will have their name on it and a self-portrait. • Show the students what to write on their title page by demonstrating on the whiteboard. I will write on the whiteboard “Hello, my name is _____”. • Remind the students to use a capital letter at the beginning of the sentence, for the first letter of their name, put spaces between words, and put periods at the end of the sentence. • Tell the students to raise their hand when they have finished writing their name and I will go around the room to check it. • Tell the students they will be drawing their self-portrait next. • Show the students an example of a self-portrait. • Tell the student’s what to include in their self-portrait (head, eyes, eyebrows, ears, nose, mouth, hair, neck, shoulders, shirt) and write it on the whiteboard. • Tell the students to color their self-portrait with at least 3 colors. • If a student finishes their self-portrait early, they can draw/color a background. • Tell the students to glue their self-portrait to the construction paper I gave to them and then glue it to the title page of their book.
Closure:	<ul style="list-style-type: none"> • Have a class discussion about the similarities and differences between the students (i.e., hair color, eye color, etc.). • Tell the students to put their work in their file folder and hand it in to me.

Lesson 2

Lesson Name & Time (Minutes Allotted):	All About Me Cont'd and My Favorite Things (45 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. • Use personal experience and knowledge to connect to text and make meaning. • Exchange ideas and perspectives to build shared understanding. • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
Learning Standards: Content	<ul style="list-style-type: none"> • Oral language strategies. • Legible handwriting. • Conventions. • Measurement, using standard units. • Processes, materials, technologies, tools, and techniques to support arts activities.
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> • Listen to the story. • Write sentences about themselves. • Draw and color a picture that relates to themselves. • Use proper grammar and punctuation: correct use of capital letters, spaces between words, period at the end of sentences.
Assessment:	<ul style="list-style-type: none"> • Grammar and punctuation: correct use of capital letters, spaces between words, period at the end of sentences. • Hand signal-thumbs up means the student can think of personal experience and knowledge that connects to the story, thumbs down mean the student cannot think of personal experience and knowledge in which I would then go over to them to help.
Teaching Strategies:	<ul style="list-style-type: none"> • Enthusiasm • Preparedness • Modelling • Encourage participation

Materials:	<ul style="list-style-type: none"> • A copy of “What I Like About Me” by Allia Zobel Nolan. • Whiteboard markers. • File folder. (22) • Prepared pages titled “All About Me” (22) and “My Favorite Things” (22). • Pre-cut pieces of construction paper and blank paper or both pages (22+22+22+22). • Glue sticks (22). • Measuring tape.
LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> • Invite the students to the carpet. • Tell the students we will be working on page 2 and page 3 of our books. • Tell the students these pages of our books celebrate the fact we are all different with our own likes and dislikes and that’s what makes all of us unique and special. • Tell the students that before we work on our books, I am going to read them a story. • Hook: Show students the cover/title/author of the book and ask them to make predictions on what they think the story will be about.
Body:	<ul style="list-style-type: none"> • Read “What I Like About Me” to the students. • After reading the story, we will stay at the carpet and brainstorm what information they want to share about themselves in their book. • Tell the students that the pages they are working on today are titled “All About Me” and “My Favorite Things” and write these titles on the whiteboard. • Ask the students to raise their hands if they have an idea about what they want to share about (students may need some examples to get their ideas flowing- examples: birthday, shoe size, height, favorite color, favorite animal, favorite food, etc.). • Write the students ideas on the whiteboard. • Tell the students we will now write about ourselves, our favorite things, and draw/color at least one picture.

	<ul style="list-style-type: none"> • Remind students to use a capital letter at the beginning of sentences, put spaces between words, and put periods at the end of sentences. • Tell the students to go back to their desk and take out a pencil. • I will hand out the prepared 2 pieces of paper per student. • Tell the students to begin working and to draw/color pictures when they are done writing. • While the students are working, I will call them up to the front 1 by 1 to measure their height and write it down for them on a sticky note. • Tell the students to raise their hand when they are done both pages and I will give them the prepared construction paper for them to glue each of their pages on.
Closure:	<ul style="list-style-type: none"> • Have a class discussion about the similarities and differences between the students (i.e., height, favorite animal, etc.). • Tell the students to put their work in their file folder and hand it in to me.

Lesson 3

Lesson Name & Time (Minutes Allotted):	All About My Family (45 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. • Use personal experience and knowledge to connect to text and make meaning. • Exchange ideas and perspectives to build shared understanding. • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
Learning Standards: Content	<ul style="list-style-type: none"> • Oral language strategies. • Legible handwriting. • Conventions. • Processes, materials, technologies, tools, and techniques to support arts activities.
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> • Listen to the story. • Write sentences about their family.

	<ul style="list-style-type: none"> • Draw and color a picture of their family. • Use proper grammar and punctuation: correct use of capital letters, spaces between words, period at the end of sentences.
Assessment:	<ul style="list-style-type: none"> • Grammar and punctuation: correct use of capital letters, spaces between words, period at the end of sentences. • Hand signal-thumbs up means the student can think of personal experience and knowledge that connects to the story, thumbs down mean the student cannot think of personal experience and knowledge in which I would then go over to them to help.
Teaching Strategies:	<ul style="list-style-type: none"> • Enthusiasm • Preparedness • Modelling • Encourage participation
Materials:	<ul style="list-style-type: none"> • A copy of “Love Makes a Family” by Sophie Beer. • Whiteboard markers. • File folder (22). • Prepared page titled “All About My Family” (22). • Pre-cut pieces of construction paper and blank paper so it’s the correct size (22+22). • Glue sticks (22).
LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> • Invite the students to the carpet. • Tell the students we will be working on the family page of our book but before we begin, I am going to read a story. • Hook: Show students the cover/title/author of the book and ask them to make predictions on what they think the story will be about.
Body:	<ul style="list-style-type: none"> • Read “Love Makes a Family” by Sophie Beer. • After reading the story, we will stay at the carpet and brainstorm what information they want to share about their families (students may need some examples to get their ideas flowing-example: how many people live in their home, how many brothers/sisters they have, activities they do together, etc.). • Write the students ideas on the whiteboard.

	<ul style="list-style-type: none"> • Tell the students we will now write about our family and draw/color a picture of our family. • Remind students to use capital letters at the start of sentences and for people's names, put spaces between words, and put periods at the end of sentences. • Tell the students to go back to their desk and take out a pencil. • I will hand out the prepared page titled "All About My Family" and a blank page for the students to draw a picture of their family. • Tell the students to put their finished writing in their file folder. • Tell the students to glue their finished picture to the construction paper and put it in their file folder.
Closure:	<ul style="list-style-type: none"> • Have a class discussion about the similarities and differences between the student's families (i.e., number of family members, number of siblings, etc.). • Tell the students to hand in their file folder to me.

Lesson 4

Lesson Name & Time (Minutes Allotted):	All About My Community (45 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. • Use personal experience and knowledge to connect to text and make meaning. • Exchange ideas and perspectives to build shared understanding. • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
Learning Standards: Content	<ul style="list-style-type: none"> • Oral language strategies. • Legible handwriting. • Conventions. • Processes, materials, technologies, tools, and techniques to support arts activities.
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> • Listen to the story. • Write sentences about their community. • Draw and color a picture of something in their community.

	<ul style="list-style-type: none"> • Use proper grammar and punctuation: correct use of capital letters, spaces between words, period at the end of sentences.
Assessment:	<ul style="list-style-type: none"> • Grammar and punctuation: correct use of capital letters, spaces between words, period at the end of sentences. • Hand signal-thumbs up means the student can think of personal experience and knowledge that connects to the story, thumbs down mean the student cannot think of personal experience and knowledge in which I would then go over to them to help.
Teaching Strategies:	<ul style="list-style-type: none"> • Enthusiasm • Preparedness • Modelling • Encourage participation
Materials:	<ul style="list-style-type: none"> • A copy of “This Is My Neighborhood” by Lisa Bullard. • Whiteboard markers. • File folder (22). • Prepared page titled “All About My Community” (22). • Pre-cut pieces of construction paper and blank paper so it’s the correct size (22+22). • Glue sticks (22).
LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> • Invite the students to the carpet. • Tell the students we will be working on the last page of our book, the community page, but before we begin, I am going to read a story. • Hook: Show students the cover/title/author of the book and ask them to make predictions on what they think the story will be about.
Body:	<ul style="list-style-type: none"> • Read “This Is My Neighborhood” by Lisa Bullard. • After reading the story, we will stay at the carpet and brainstorm what information they want to share about the community (students may need some examples to get their ideas flowing-example: stores, schools, parks, picture of their house, etc.). • Write the students ideas on the whiteboard.

	<ul style="list-style-type: none"> • Tell the students we will now write about our community and draw/color a picture of something in our community. • Remind students to use capital letters at the start of sentences and for people's names, put spaces between words, and put periods at the end of sentences. • Tell the students to go back to their desk and take out a pencil. • I will hand out the prepared page titled "All About My Community" and a blank page for the students to draw a picture of something in their community. • Tell the students to put their finished writing in their file folder. • Tell the students to glue their finished picture to the construction paper when and put it in their file folder.
Closure:	<ul style="list-style-type: none"> • Have a class discussion about the places in their community and what it means to be a member of the community. • Tell the students to hand in their file folder to me.

Lesson 5

Lesson Name & Time (Minutes Allotted):	Book Fair Day! (45 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. • Use oral storytelling processes.
Learning Standards: Content	<ul style="list-style-type: none"> • Oral language strategies. • Features of oral language.
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> • Present their work to their classmates. • Use proper tone and volume while presenting. • Listen respectfully while their peers are presenting.
Assessment:	<ul style="list-style-type: none"> • Tone and volume while presenting. • Listening respectfully while their peers are presenting.
Teaching Strategies:	<ul style="list-style-type: none"> • Enthusiasm • Preparedness • Modelling • Encourage participation
Materials:	<ul style="list-style-type: none"> • Student books
LESSON ACTIVITIES	

Introduction/Hook:	<ul style="list-style-type: none"> • Tell the students that today is “Book Fair Day” where they get the opportunity to share their book with their classmates and they get to learn the important things about their classmate’s. • Hook: I will share my “All About Me” book that I made.
Body:	<ul style="list-style-type: none"> • Tell the students to practice reading their book to themselves and then read it to the person next to them. • Tell the students to display their book on their desk and everybody will walk around and look at other students’ books. • Ask the students if anyone would like to present their book to the class.
Closure:	<ul style="list-style-type: none"> • Have a classroom discussion on the importance of knowing one another because it creates classroom community, a safe-learning environment, and a sense of belonging.

Resources

Book: *What I Like About Me* by Allia Zobel Nolan.
 Book: *Love Makes a Family* by Sophie Beer.
 Book: *This Is My Neighborhood* by Lisa Bullard.

Extensions to Unit (Consecutive – After)

- If I were to do this unit with older grades, I would integrate more mathematics by getting the students to create math equations for the “All About Me” page which would then be titled “Math About Me”. For example, if their birthday month was October, this could be shown with the equation $5 \times 2 = 10$ and if the day of their birthday was 15, this could be shown with the equation $20 - 5 = 15$.
- If I were to make this unit longer, I would include more pages in the book. For example, I would prepare a page titled “Words that Describe Me,” another page titled “Goals I Have for This Year,” another page titled “Questions I Have,” and one final page titled “A Note to My Teacher.”
- Following this unit, I would create another unit discussing the other elements of the Circle of Courage (Mastery, Independence, Generosity).

Reflections

Prior to watching the unit plan videos on Moodle, I began writing this unit plan from top to bottom and as I am sitting here writing this reflection, I'm laughing at myself for thinking that was a smart approach. After watching the videos on Moodle, I immediately stopped doing this unit plan from top to bottom and began the backwards design and everything became so much easier! It's funny for me to think about how many mistakes I have already made throughout this school year but what's amazing and incredible to me is how much I have already grown and learned from these mistakes and that in the future, I will continue to reflect on my practice and grow.

Since this was my first unit plan, I underestimated how much planning goes into it; I have been chipping away at this for about 3 weeks and I've just completed it now. I had fun working on and planning this unit and I'm excited to see it in action one day! In addition to the unit plan videos on Moodle, The UDL slideshow, UDL wheel, and power point presentation on assessment all supported me in developing this unit plan. My Indigenous inspirations for this unit plan went well, the unit connected to multiple First People Principles of Learning and one element of the Circle of Courage; however, I struggled to find books written by Indigenous authors that connected to my lessons topic which I was hoping to include.

What I would do the same in planning my next unit plan is continue to find fun and engaging lessons and what I would do differently is write the unit plan using the backwards design from the start.