

## Bachelor of Education (Elementary)

### Unit Plan Template EDTL 3200 – Winter 2021

**Unit Title:** All About Me                      **Number of Lessons:** 5                      **Days:** 5  
**Your Name:** Shannen Seikhon                      **Subject(s):** ELA/ Arts Education/  
Social Studies                      **Grade:** 1

#### Rationale

My goal is for my students to learn about the diversity, culture, and differences that are present amongst them in their classroom. Through this unit plan students will build lasting relationships with one another, build a sense of community within the classroom, and learn that they carry several differences and similarities to share with everyone. They will accomplish doing all of this while also learning more about themselves and their identity.

#### Overview

This unit plan is specifically designed for me to build strong healthy relationships with my students. Through this unit plan students will learn about the diversity amongst the classroom, the similarities and differences present, they will learn more about themselves and their families, as well as learn about their teacher. They will not only build relationships with me, but with one another as well. Through deep discussions and engaging activities involving personal experiences, memories, family history etc. students will successfully discover more about the world around them. They will discover the strengths they exhibit as well as challenges they've overcome to be the person they are today.

#### CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>● Communicating: Students engage in informal and structured conversations in which they listen, contribute, develop understanding and</li> </ul>	<ul style="list-style-type: none"> <li>● Creative thinking: Students may generate creative ideas through free play, engagement with other's ideas, or consideration of a</li> </ul>	<ul style="list-style-type: none"> <li>● Positive personal and cultural identity: Students understand that their relationships and cultural</li> </ul>

<p>relationships, and learn to consider diverse perspectives.</p> <ul style="list-style-type: none"> <li>● Collaborating: 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.</li> </ul> <p>Both of these CC's relate to the unit plan I've created as students will engage in discussion, deep conversation (with their peers and family members), participate in a sharing circle, and learn more about the diversity amongst them in their classroom, while also building strong relationships with one another.</p>	<p>problem or constraint, and/or because of their interests and passions.</p> <p>With this unit plan students are encouraged to think creatively as they are provided opportunities to generate ideas such as a tradition they hope to begin with their family. Students will also be thinking creatively when completing assigned tasks such as worksheets which require them to tap into learning more about themselves and what represents them as an individual.</p>	<p>contexts help to shape who they are.</p> <ul style="list-style-type: none"> <li>● Social awareness and responsibility: 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. They adjust their words and actions to care for their relationships.</li> </ul> <p>These CC's relate to the unit plan as they basically outline the purpose of the unit. With this unit students will successfully build relationships with one another, their teacher, and strengthen relationships with their family members. Students will learn about the diverse cultures and personalities present, as well as learn from the variety of perspectives shared.</p>
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## BIG IDEAS

Subject Name: ELA	Subject Name: Arts Education	Subject Name: Social Studies
<p>Through listening and speaking, we connect with others and share our world.</p> <p>My unit plan speaks to this big idea as students will be connecting and forming relationships with one another by listening to each other's experiences. With this unit plan there will be a sense of community amongst the classroom.</p>	<p>People create art to express who they are as individuals and community.</p> <p>As there are some art pieces that will be created within this unit plan such as: Name tags, and the “All About Me” worksheets, students will be able to express themselves through their artwork. All of the artwork being completed within this unit is designed for students to explore themselves and to learn about their peers.</p>	<p>Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p> <p>Through this unit plan students will build healthy relationships and a healthy dynamic in the classroom. This unit is designed to explore the diversity present, it will recognize the importance of diversity and the value it brings to the classroom.</p>

## LEARNING STANDARDS & ASSESSMENT

Curricular Competencies	Content	Assessment
<ul style="list-style-type: none"> <li>● Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</li> <li>● Recognize the importance of story in personal, family, and community identity</li> <li>● Show awareness of how story in First Peoples cultures connects people to family and community</li> <li>● Create stories and other texts to deepen awareness of self, family, and community</li> <li>● Read fluently at grade level</li> </ul>	<ul style="list-style-type: none"> <li>● Reading strategies</li> <li>● Oral language strategies</li> <li>● Metacognitive strategies</li> <li>● Print Awareness</li> <li>● Sentence structure</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Through in class discussions (sharing circle)</li> <li>● Homework assignments (Interview Questions worksheet)</li> <li>● In class worksheets: “All About Me”</li> <li>● In class assignments: “My Family”</li> <li>● Journal reflections</li> <li>● Q&amp;A during story time               <ul style="list-style-type: none"> <li>○ encouraging students to ask questions throughout the reading</li> <li>○ Asking students questions throughout the reading to</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Use sources of information and prior knowledge</li> <li>● Engage actively as listeners, viewers, and readers</li> <li>● Exchange ideas and perspectives</li> <li>● Use personal experience and knowledge to connect to stories and other texts to make meaning</li> <li>● Exchange ideas and perspectives to build a shared understanding</li> <li>● Use foundational concepts of print, oral, and visual texts</li> <li>● Explore oral storytelling processes</li> </ul>		<p style="text-align: center;">ensure they are following along</p> <ul style="list-style-type: none"> <li>● During class walk around time students are observing their peers work and providing positive feedback</li> </ul>
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### Prerequisite Concepts and Skills

<ul style="list-style-type: none"> <li>● Students know how to reflect on their personal experiences so they can relate to the lesson and activities at hand</li> <li>● Students know how to engage in conversation and listen attentively</li> <li>● Students know how to work independently and quietly</li> <li>● Students know how to read and write sentences</li> <li>● Students know how to draw</li> <li>● Students know how to colour</li> <li>● Students know how to use glue sticks and scissors</li> </ul>
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### Teacher Preparation Required

Lesson 1	<ul style="list-style-type: none"> <li>● Have students names written in big bold letters on name tags for them to design</li> <li>● Have a playlist prepared to play during work time</li> <li>● Have your name tag prepared to show the class what a completed name tag should look like</li> <li>● Have colours, stickers, glitter, glue, etc. prepped to be used for this activity</li> <li>● “I Like Who I am” by Tara White is ready to go by the reading chair at the carpet</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>● Sample “All About Me” worksheet is prepared to show the class as an example</li> <li>● Have the Hangman game ready to go on the white board</li> <li>● Students pictures are cut and prepped to be handed out so that students can glue them onto their own sheet</li> </ul>

	<ul style="list-style-type: none"> <li>● Overhead projector is ready so that the sample worksheet can be showed to the class</li> <li>● “Families” By Kerry McKlusky and Jesse Unnapik Mike kept near reading chair at the carpet</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>● Have the story “Metis Fiddle Trilogy: Call of the Fiddle” by Wilfred Burton &amp; Anne Patton placed next to the reading chair at the carpet</li> <li>● Students journals are prepped to be handed out</li> <li>● Examples of family traditions are prepared to share with the class to get them thinking of their own</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>● Sharing circle item such as a talking stick or feather are ready</li> <li>● Interview worksheet is prepared to show students as an example</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>● Have the word “spyey” written on the white board which translates to joy and happiness in Secwepemetsin</li> <li>● Have the audio of the translation ready to play for the class so that they can hear it</li> <li>● Have the story “My Family, Your Family” by Kathryn Cole ready by your reading chair at the carpet</li> <li>● Have construction paper and blank paper ready to be handed out</li> <li>● Have photos of your family ready to show the classroom as well as a completed write up about your family</li> </ul>

### **Cross-Curricular Connections (Concurrently)**

Though this unit plan is not course driven, it does weave into English Language Arts, Social Studies, and Arts Education. There are some art activities for students to complete which represent themselves. There are many strategies used which align with ELA, as well as learning standards that align with Social Studies.

### **Indigenous Connections/ First Peoples Principles of Learning**

My “All About Me” unit plan derived from exploring the First Peoples Principles of Learning. After reading about these principles and thinking about indigenous connections I thought it would be perfect to create a unit plan where students can express themselves. A big part of this unit plan is for students to learn more about themselves while also establishing relationships with each other. They will be working on exploring their identities as they will be completing assignments that express themselves. Students will be reflecting on past and personal experiences they’ve shared with their families. I am a big believer of learning through engagement. Therefore, I have made sure to include a lesson plan for a sharing circle to take place. Sharing circles give everyone an opportunity to share their perspective while also listening to others. With the sharing circle students will have the opportunity to engage in discussion and conversation and also learn the importance of patience and listening to others. With participating in a sharing circle students will take part in listening skills, and will also take part in creating a positive environment which allows for honest opinions.

## **Universal Design for Learning (UDL)**

1. **MULTIPLE MEANS OF REPRESENTATION** – I provide for multiple means of representation in this unit in the following ways:
  - a. By reading a story and asking questions throughout the reading
  - b. Having a discussion as a class about the story or about the topic of the lesson
  - c. Having audio clips
  - d. Visual pictures in storybooks, drawings, and personal family photos for assignments
  
2. **MULTIPLE MEANS OF ACTION AND EXPRESSION** – I provide multiple means of action and expression in this unit in the following ways:
  - a. Through artwork which involves creativity and expressing individuality
  - b. Allowing students to work in a quiet space of their choice instead of only at their desk
  - c. Movement from their desk to the carpet
  - d. Movement during walk around time after completed assignments
  - e. Brain break activities where time allows it such as Simon Says, or a 5 minute dance party
  
3. **MULTIPLE MEANS OF ENGAGEMENT** – I provide multiple means of engagement in this unit in the following ways:
  - a. Through walk around time at the end of activities which allows for students to engage in conversation with one another regarding the lesson and activity
  - b. Movement from desk to carpet

## Differentiated Instruction (DI)

- Teacher will ensure that the students who may struggle are being supported in this unit
- Recognizing that students who may struggle are being called upon first when they raise their hand
- Challenging students who are strong writers/artists, students who show strengths in the activity assigned, to participate in what is optional. Ex: to work towards writing two sentences rather than one.

## Overview of Lessons:

### Lesson 1

Lesson Name & Time (Minutes Allotted):	Me, Myself, and I 45 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"><li>● Use personal experience and knowledge to connect to stories and other texts to make meaning</li><li>● Exchange ideas and perspectives to build a shared understanding</li><li>● Explore oral storytelling processes</li></ul>
Learning Standards: Content	<ul style="list-style-type: none"><li>● Reading strategies</li><li>● Oral language strategies</li><li>● Metacognitive strategies</li></ul>
Instructional Objectives	SWBAT work independently, and be creative in their name tag design process
Assessment:	Did students demonstrate the ability to design their name tag creatively by relating it to their interests, hobbies, etc.
Teaching Strategies:	<ul style="list-style-type: none"><li>● “I Like Who I am” by Tara White is ready to be read and next to your chair at the carpet</li><li>● Example name tag template prepared</li><li>● Background music for while students are working is ready</li><li>● Students name tag templates are ready to be handed out</li><li>● Other art supplies such as (colours, stickers, scissors, glitter, etc.) are ready to be used</li></ul>
Materials:	<ul style="list-style-type: none"><li>● “I Like Who I am” by Tara White</li><li>● Example name tag prepared to show students</li><li>● Name tag templates (with students names already on them in bold letters)</li><li>● Pencil crayons, crayons, and markers</li><li>● Scissors</li><li>● Stickers</li><li>● Glitter</li></ul>

	<ul style="list-style-type: none"> <li>• Music</li> </ul>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>• Ask students to meet you at the carpet for a quick story which is written by Tara White called “I Like Who I am”.</li> <li>• After this story, begin by telling the class your name and a little bit about yourself. For example: “My name is Ms. Shannen Seikhon. My favourite colour is pink, I love sunsets, dogs are my favourite animal, and I enjoy shopping” Then show them the name tag you’ve created for yourself and how it relates to what you’ve just told them.</li> <li>• Explain to students that today they are going to work on designing their own name tags. They can find a quiet space in the classroom to work on this activity. There will be a table ready with some supplies for them to use such as stickers, glitter etc. And there will be some music playing in the background for this fun activity. Students should be creative and try to design their name tag in a way that expresses themselves, their interests, and hobbies etc.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>• Students are being creative in their design and working on their name tags quietly.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• After the time for the activity is up, ask students to stop what they’re doing and to leave their name tags on their desks.</li> <li>• Ask students to take a walk around the classroom and to look at their peers name tag designs.</li> <li>• Ask students to give themselves a pat on the back for a job well done :)</li> </ul>

## Lesson 2

Lesson Name & Time (Minutes Allotted):	All About Me 45 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</li> <li>• Recognize the importance of story in personal, family, and community identity</li> </ul>



	<ul style="list-style-type: none"> <li>● Show awareness of how story in First Peoples cultures connects people to family and community</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>● Metacognitive strategies</li> <li>● Oral language strategies</li> </ul>
Instructional Objectives	SWBAT complete the assigned worksheet by providing detail about themselves
Assessment:	Did students demonstrate the ability to complete the assigned worksheet
Teaching Strategies:	<ul style="list-style-type: none"> <li>● Sample “All About Me” worksheet is prepared to show the class as an example</li> <li>● Begin with a game of Hangman where students have to guess what today's lesson will be about. The blanks will be “All About Me”.</li> <li>● Worksheets will not be handed out until instructions have been provided</li> <li>● Students pictures are cut and prepped to be handed out so that students can glue them onto their own sheet</li> <li>● Overhead projector is ready so that the sample worksheet can be showed to the class</li> <li>● “Families” By Kerry McKlusky and Jesse Unnapik Mike kept near reading chair at the carpet</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● “All About Me” worksheets</li> <li>● Overhead Projector</li> <li>● Student pictures to glue onto the worksheets</li> <li>● Glue sticks</li> <li>● Colours</li> <li>● Pencils</li> <li>● Erasers</li> <li>● “Families” By Kerry McKlusky and Jesse Unnapik Mike</li> </ul>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>● Use “1,2,3 eyes on me, 1,2,3 eyes on you” to get the classrooms attention</li> <li>● Begin with a game of Hangman where students have to solve the phrase “All About Me” as an introduction to today's lesson</li> <li>● Once students have solved the phrase, introduce the worksheet to them and show them the completed example on the overhead projector</li> <li>● Explain the instructions of the worksheet to them</li> </ul>
Body:	<ul style="list-style-type: none"> <li>● Students are working on their worksheets quietly</li> </ul>

	<ul style="list-style-type: none"> <li>● Filling in information about themselves such as their favourite colour, their name, age, favourite TV show, what they want to be when they grow up, etc.</li> <li>● Students are being creative with their worksheets</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>● Get the classrooms attention</li> <li>● Ask students to put away their supplies but to leave their worksheets flat on their desk</li> <li>● Ask students one by one to bring up their worksheets to you so that you can pin them on the bulletin board in the classroom</li> <li>● Once all of the worksheets are hung, students can join you at the bulletin board to take a look at their peers work and to learn more about their peers</li> <li>● Close off the lesson with a story, read at the carpet, titled “Families” By Kerry McKlusky and Jesse Unnapik Mike</li> </ul>

### Lesson 3

Lesson Name & Time (Minutes Allotted):	My Family Tradition 45 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>● Read fluently at grade level</li> <li>● Use sources of information and prior knowledge</li> <li>● Engage actively as listeners, viewers, and readers</li> <li>● Exchange ideas and perspectives</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>● Reading strategies</li> <li>● Metacognitive strategies</li> <li>● Print awareness</li> <li>● Sentence structure</li> </ul>
Instructional Objectives	SWBAT write a sentence about their family tradition or a tradition they wish to start with their family
Assessment:	Did students demonstrate the ability to write at least one sentence about their family tradition or a tradition they wish to start
Teaching Strategies:	<ul style="list-style-type: none"> <li>● Have the story “Metis Fiddle Trilogy: Call of the Fiddle” by Wilfred Burton &amp; Anne Patton placed next to the reading chair at the carpet</li> <li>● Students journals are prepped to be handed out once the reading is complete</li> </ul>

	<ul style="list-style-type: none"> <li>● Examples of family traditions are prepared to share with the class to get them thinking of their own</li> <li>● Journals will not be handed out until the instructions for the activity have been provided</li> <li>● Students can choose to work anywhere the classroom that is quiet if they do not wish to sit at their desk</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● “Metis Fiddle Trilogy: Call of the Fiddle” by Wilfred Burton &amp; Anne Patton</li> <li>● Journals</li> <li>● Pencils</li> <li>● Erasers</li> <li>● Pencil crayons, crayons, and markers</li> </ul>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>● Begin with reading the story “Metis Fiddle Trilogy: Call of the Fiddle” by Wilfred Burton &amp; Anne Patton to the students at the carpet.</li> <li>● After the reading, begin with sharing a family tradition your family has such as going to the movies every Friday night.</li> <li>● Share examples of what some family traditions are to get students thinking about what traditions their family might be participating in.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>● Summarize the story and explain how the young boy carries on his family tradition.</li> <li>● Dive into explaining the different cultures, traditions, languages etc. that are present in our classroom and how we are going to explore that with this lesson.</li> <li>● Hand out students journals and ask students to return to their desks for reflection time</li> <li>● Students will reflect on their own family traditions or a tradition they wish to start with their family by writing at least one sentence</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>● Ask students to put away their pencils but to leave they journals laying flat on their desks</li> <li>● Students will now walk around the classroom to take a look at their peers' work and reflections.</li> </ul>

	<ul style="list-style-type: none"> <li>● Assign the “Family traditions interview” worksheet to be completed by next class</li> </ul>
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#### Lesson 4

Lesson Name & Time (Minutes Allotted):	Family Traditions Interview 45 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>● Read fluently at grade level</li> <li>● Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● Create stories and other texts to deepen awareness of self, family, and community</li> <li>● Show awareness of how story in First Peoples cultures connects people to family and community</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>● Oral language strategies</li> <li>● Metacognitive strategies</li> <li>● Sentence structure</li> </ul>
Instructional Objectives	SWBAT share their findings in a sharing circle after interviewing a family member
Assessment:	Did students demonstrate the ability to share at least one thing with the class from their interview they conducted at home
Teaching Strategies:	<ul style="list-style-type: none"> <li>● A space for a sharing circle is set in the classroom (Carpet)</li> <li>● Sharing circle item such as a talking stick or feather are ready</li> <li>● Students have their interview worksheets with them ready to share with the class</li> <li>● Use “1,2,3 eyes on me, 1,2,3 eyes on you” to get the classrooms attention</li> <li>● Ensure students engage in discussion when they are presented the opportunity to</li> <li>● Ensure that students are aware that if they are not holding the talking stick or stone that it is not their turn to share</li> <li>● Students are welcome to share as much or as little as they’d like from the interview they have conducted however, they must at least share the tradition their family participates in</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● Talking stick/ feather</li> <li>● Completed interview worksheets</li> </ul>

LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> <li>● Ask students to meet you at the carpet with their completed interview worksheets</li> <li>● Students are sitting in a circle with their worksheets flat in front of them.</li> <li>● Begin with explaining what a sharing circle is, the importance of it, and explain how the circle influences how indigenous people view the world. How sharing circles promote a healthy, positive environment, room for decision making, and creates a sense of community which is our goal for our classroom.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>● You will start off the sharing circle by holding the talking stick/ feather and explain your family tradition with the students. Show them the completed worksheet, tell them who you interviewed, and go over the questions asked.</li> <li>● The questions asked on the worksheet are: <ul style="list-style-type: none"> <li>○ What tradition does your family celebrate?</li> <li>○ How long has your family celebrated this tradition for?</li> <li>○ Describe what you do during this tradition?</li> </ul> </li> <li>● If you have any photos, or objects to show the students you are welcome to</li> <li>● After you are done sharing, pass the stick or feather onto the person next to you and continue the process.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>● After everyone has had a chance to share and the stick or feather has reached you again, close off this lesson by reiterating the importance of sharing circles.</li> <li>● Explain the appreciation for the diversity amongst the classroom</li> <li>● The variety of traditions, cultures, and family backgrounds make this classroom one that is well rounded with several differences and similarities amongst everyone</li> </ul>

### Lesson 5

Lesson Name & Time (Minutes Allotted):	My Family 45 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>● Use foundational concepts of print, oral, and visual texts</li> <li>● Recognize the importance of story in personal, family, and community identity</li> </ul>

Learning Standards: Content	<ul style="list-style-type: none"> <li>● Sentence structure</li> <li>● Reading strategies</li> </ul>
Instructional Objectives	SWBAT write at least one sentence and draw one picture about their family
Assessment:	Did students demonstrate the ability to write a sentence and draw a picture about their family
Teaching Strategies:	<ul style="list-style-type: none"> <li>● Have the word “spyey” written on the white board which translates to joy and happiness in Secwepemctsin</li> <li>● Have the audio link prepared to play for the verbal translation</li> <li>● Explain how this word relates to today's lesson as we will be exploring and getting to know each other's families. We will discuss our families and special moments we've shared with them that bring us all joy and happiness.</li> <li>● Have the story “My Family, Your Family” by Kathryn Cole ready by your reading chair at the carpet</li> <li>● Have construction paper and blank paper ready to be handed out</li> <li>● Use “1,2,3 eyes on me, 1,2,3 eyes on you” to get the classrooms attention</li> <li>● Have photos of your family ready to show the classroom as well as a completed write up about your family</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● “My Family, Your Family” by Kathryn Cole</li> <li>● Construction Paper</li> <li>● Blank paper</li> <li>● Completed write up and pictures to show as an example</li> <li>● Pencils</li> <li>● Erasers</li> <li>● Colours</li> <li>● Pictures (Students were asked to bring at least 3 photos of them and their family)</li> <li>● Scissors</li> <li>● Glue</li> </ul>
<b>LESSON ACTIVITIES</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>● Have everyone join you at the carpet quietly to begin with this lesson</li> <li>● Explain the word “spyey” (written on the white board) which translates to joy and happiness in Secwepemctsin</li> </ul>

	<ul style="list-style-type: none"> <li>○ touch on how this word relates to this lesson</li> <li>○ play the audio of the translation for the students from the First Voices website.</li> <li>● Begin reading the story “My Family, Your Family” by Kathryn Cole</li> <li>● Show the class your photos of your family, your write up about them, and the pictures you drew so that they have an example to follow</li> <li>● Explain that the three pictures they’ve been asked to bring in will be glued onto construction paper along with their write up and drawing they are going to complete.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>● Quiet work period for students to complete the assigned task at their desks.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>● Get the students attention and have them put away their supplies except for their completed art piece</li> <li>● Have a walk around period for 2 minutes allowing students to see each other's work</li> <li>● Round of applause for a job well done!</li> </ul>

## Resources

<https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepemc/learn/words/ef486963-bf80-4128-b7c8-29fd5ccd61aa>

<https://www.teacherspayteachers.com/Product/Interview-Questions-Traditions-4177238?st=1a182c2c3fcbc63e5c6239cc92499c15>

<https://simplybessy.com/2020/04/29/all-about-me-worksheet/>

<https://www.pinterest.ca/pin/235805730469340698/>

[https://indigenouseducation.comoxvalleyschools.ca/apps/pages/index.jsp?uREC\\_ID=1064875&type=d&pREC\\_ID=1358798](https://indigenouseducation.comoxvalleyschools.ca/apps/pages/index.jsp?uREC_ID=1064875&type=d&pREC_ID=1358798)

<https://www.setbc.org/2018/07/classroom-technologies-and-first-peoples-principles-of-learning/>

[https://www.google.ca/search?q=multiple+means+of+representation+in+the+classroom+examples&source=lnms&tbm=isch&sa=X&ved=2ahUKEwib69Tmu-LuAhXJvZ4KHReGAzYQ\\_AUoAXoECBUQAw&biw=1396&bih=679#imgrc=uAhNSN7qPEAW6M](https://www.google.ca/search?q=multiple+means+of+representation+in+the+classroom+examples&source=lnms&tbm=isch&sa=X&ved=2ahUKEwib69Tmu-LuAhXJvZ4KHReGAzYQ_AUoAXoECBUQAw&biw=1396&bih=679#imgrc=uAhNSN7qPEAW6M)

### **Extensions to Unit (Consecutive)**

As a follow up unit I would plan to focus particularly on holidays around the world. Complete an in depth observation on traditions around the world as well. As this unit plan primarily focused on building relationships with the students and touching on the subject of traditions, the extension could branch into an in-depth look at traditions practiced by other cultures. This could branch into another ELA, Arts Education, or Social Studies Unit. Instead of having 5 lessons this unit plan could easily add on a few more lessons which would cover holidays such as Chinese New year, Diwali, Saint Lucia Day etc. By dedicating a lesson plan per holiday being covered. With inclusion of art activities, movies, guest speakers, etc. This way students will build a sense of understanding around the cultures that are present, and the diverse holidays that are celebrated outside of their very own classroom.

### **Reflections**

I first began with taking a look at the FPPL. After reading about the principles and brainstorming ways to create a unit plan that involves indigenous connections to education, I thought that creating activities and lessons for students to learn more about themselves and their identity would be a great start. I went about brainstorming activities that Grade 1 students would enjoy doing when building relationships with their teacher and peers. With engaging activities that allow for creativity, expression, and connecting with one another. I would definitely create future unit plans the same way. I found I personally did well with mapping out several learning activities and engagement processes as this was a productive way for me to distribute these activities into individual lessons and then further combine them into a unit plan.