

All About Me

WriteReader Lesson Plan



I am a good big sister.



Learning Standards

WriteReader serves a global community of educators. Please use the space on the last page to personalize this lesson plan based on your region's standards.

Lesson Objectives

Students will:

1

Identify positive personal traits (inner & outer).

2

Recognize and appreciate similarities and differences in others.

3

Write repetitive pattern books using sentence frames.

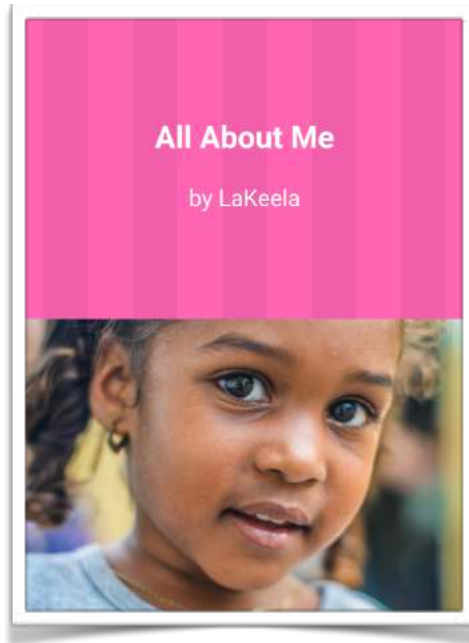


Modifications & Differentiation

Please use the space on the last page to personalize this lesson plan based on your students' needs. (i.e. IEP's, ELL's)

Preparation

- This lesson is geared towards **Pre-K to Grade 1** students, and could take 1-2 weeks, depending how much time you allot for it in your day plans. The pacing will depend on your class composition and capacities.
- If you are new to WriteReader, click on these links to find out [how to use the app](#) and its [functions](#).
- Familiarize yourself with the [SEL Core Competencies](#), as defined by CASEL. For this lesson, pay particular attention to self-awareness (see sidebar).



Pre-writing Phase

1. **Book Displays** - Gather and display books (of various readability levels) with the theme of positive self-awareness around the room.
2. **Fruit** - Describe the outer appearance of a piece of fruit. Cut it open and describe the inside. Relate this to people. We all have inner and outer qualities that makes each of us special.
3. **T-Chart** - Create a T-chart with the headings "I am" and "I can." Record responses as the students share their thoughts. Be sure to focus on both inner and outer traits and to affirm their choices.
 - I am ... (a girl, a boy, five years old, kind, helpful, caring, etc.)
 - I can ... (swim, count, listen, wait my turn, etc.)
4. **Draw, Write, Cut & Color** - Download or create a gingerbread man shape (paper template) to represent a gender neutral body shape. Make two photocopies for every child in your class. Have children cut out both shapes and staple them together at the top.
 - On the top shape, have children draw, write/scribe, or color descriptors. They will likely draw a face, hair, and clothes.
 - On the second shape, children should draw or color their inner qualities. This is more abstract and therefore more difficult for young children. Ask them to close their eyes and imagine. Ask questions like, "What color is happy?" or "What does love look like?" Suggest examples like fireworks, rainbows, hearts, spirals, zigzags, or stripes. Provide bright highlighters, glitter gel pens, and crayons.

SELF-AWARENESS

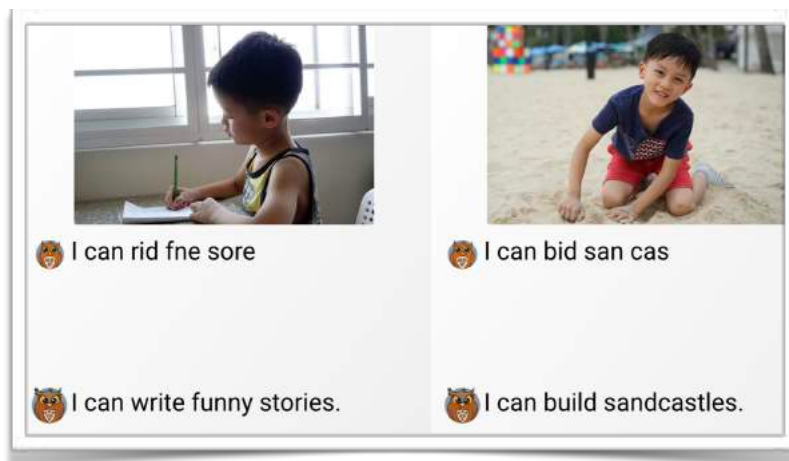
- *The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.*
- *The ability to accurately assess one's own strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."*

*as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) www.casel.org

- Encourage them to scribble write or add letters and words. Ask permission to scribe words for them on their work.
- Share with each other.

Writing Phase

- Familiarize yourself with emergent writing and early years learning, if you are new to teaching at this level. Encourage free writing. It doesn't need to be "right."
- After lots of reading and discussion, students can begin writing their repetitive pattern book. It's best to stick with one sentence frame for the entire book. This will benefit their word recognition and spelling.
- Encourage students to think back on the class discussions for ideas.
- Move around the classroom and make yourself available to provide feedback in real time.
- Turn on the key sounds feature to help children make the letter-sound connection.
- You might wish to have another adult helper available at this time.



Extending the Learning

1. **More Sentence Frames** - Try other relevant sentence frames. Be sure to read more mentor texts and talk about the topic in order to generate ideas before writing. You might consider the following:
 - I have ... (3 brothers, a bike, a loving family, lots of friends, good ideas, etc.)
 - I know ... (the alphabet, how to calm down, what to do if I'm sad, etc.)
 - I like ... (pizza, my curly hair, to dance with my Daddy, etc.)
2. **Similarities & Differences** - Go back to the fruit analogy. Have the students each bring in a piece of fruit or bring in a variety of fruit yourself. Describe the outside, cut it open, and describe the inside. Peel and cut up the fruit to make a fruit salad.
 - Talk about how your classroom and community is like that. Some of us look the same and we also look different from each other. Someone who may look different on the outside but may have many of the same qualities as you on the inside and vice versa.
 - Serve the fruit salad to the children. While they are eating, read a story to them like It's Okay to Be Different (2001) by Todd Parr or Same, Same But Different (2011) by Jenny Sue Kostecki-Shaw.
 - Have pairs of students write a book about each other but this time, use the sentence starters "She/He is" or "She/He can." Emphasize that we are focusing on the best qualities of each other. The title should be "All About (Name)."

Celebrating Young Authors

- Shared Reading** - After students finish their books, it is important to celebrate their writing by creating opportunities for them to read their creations aloud and share their work.
 - Place all the names of your students in a hat. Students draw a name and both students share their book with each other. Keep doing this till they've read and listened to several books.
 - Project your class list. The name at the top is matched with the name at the bottom and so on. Think of other ways to create new partners.
- Book Bins & Home Reading** - Print the books and store them in a bin labelled All About Me. Students should have access to these books during read-to-self or shared reading times. These books can also be checked out and placed in their home reading bag.
- QR Code Binder** - Create a WriteReader book binder.
 - Fill the binder with plastic page protector sheets.
 - Take a screenshot of each student's book cover. Insert the image into a word processing document.
 - Turn on the book link sharing in WriteReader. Copy the link for the book.
 - Paste the link in a [QR code generator](#).
 - Copy and paste the QR code on the same document as the book cover and print.
 - Add sheets into your binder. Students can read the digital WriteReader book and listen to recordings by pointing their iPad or a phone at the QR code. The book will appear on the screen. If it doesn't work, check your settings and make sure you have the latest update.

Learning Outcomes & Assessment

- Create a single-point rubric based on the lesson's objectives, similar to the one below.
- You can learn more about single-point rubrics [here](#).

Not Yet	Meeting	Exceeding
	Student is able to identify positive personal traits (outer & inner).	
	Student is able to recognize and appreciate similarities and differences in others.	
	Student is able to write repetitive pattern books using sentence frames.	

**LEARNING
STANDARDS**

**MODIFICATIONS &
DIFFERENTIATION**

Children as creators
Learning to read through writing

