



EMBRACING OUR DIFFERENCES

Better Together (45-60 min.)

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Standard(s):

Narrative Writing

ELA.3.C.1.2 - Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

ELA.4.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.

ELA.5.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

Essential Question:

Third Grade / Fourth Grade – How can I write a narrative piece using descriptions?

Fifth Grade – How can I write a narrative piece using dialogue?

Learning Intention(s):

Students will be able to:

- Write a narrative piece describing how they can work together as a classroom family.
- Express their ideas and connections through collaborative conversations with their peers, their class, and their teacher.

Resources / Materials Needed:

- “Better Together” PowerPoint Presentation
- Sticky Notes
- Smart Board or printed artwork (poster size or standard paper size)
- Writing journals or desired writing paper
- Blank paper for each student
- Student writing and drawing utensils
- Writing notebooks
- Document camera
- Chart paper and markers

Online Video / Resource Links Used:

- “Carla’s Sandwich” By Debbie Herman (click [here](#))



Before Instruction:

- Decide how you want to display the artwork for the activity. Options include:
 1. Via PowerPoint (will need to put sticky notes on screen or enable drawing feature.)
 2. Print poster size version of artwork and hang on easel/chart paper.
 3. Display a standard paper size version via document camera.
- Using chart paper or Slide 3, create a class map of student desks including student names.
- Review introduction information on Visual Thinking Strategies (click [here](#)).

Direct Instruction:

Slide 1 (10 min.):

- Display artwork as you have decided.
- Using [Visual Thinking Strategies](#), pose these three questions to class and allow multiple students to answer.
 1. What is going on in this picture?
 2. What do you see that makes you say that?
 3. What more can you find?
- *Teacher Talk* (if not brought up by students):
 - “I notice that all these ducks are flying in a V. Did you know that is normal for ducks to do?”
 - Draw attention to the penguin that has joined the V shape from the water by using the ducks shadows.

Slide 2 (10 min.):

- *Turn and Talk*: “If the penguin had a speech bubble beside it, what do you think it would be saying?” Give students time to process the question. Then use your own turn and talk procedures. After, allow a few students to share in front of the class.
- Give each student sticky notes or index cards. Students will draw a speech bubble and write their idea of what the penguin might be saying.
- Allow students to share their speech bubbles by sticking (or taping) to the artwork.
- *Turn and talk*: “Do you think the penguin or ducks care that it looks different than the rest?” Give students time to process the question. Then use your own turn and talk procedures. After, allow a few students to share in front of the class.
- Put a sticky note over the penguin and have a discussion about the “V” and how it is incomplete in both the air and the shadow.

Slide 3 (10 min.):

- Using the class map, model how the class is incomplete by moving a sticky note around the class map (or shading if using smartboard) covering up one student at a time, just like the V is incomplete if the penguin is not part of the V.
- *Turn and Talk*: “Why is it important to work together as a class family even though we are all different?” Then use your own turn and talk procedures. After, allow a few students to share in front of the class.
 - Repeat turn and talk with “Is it okay that we are all different? Are we still better together?”



Slide 4 (15 min.):

- Watch the read along of “Carla’s Sandwich” By Debbie Herman (click [here](#))
- Preface the video with “Sometimes we think it is not okay to be different, but let's remember, that even though we are different, we are better together.”

Slide 5 (15 min.): Narrative Writing Time

- Using the PowerPoint or chart paper while having a classroom discussion, write how students can be part of their classroom family. Use the language frame “I can be a part of our classroom family by....”
- Gradually release students into writing time while incorporating and modeling (teaching) the essential questions listed above by grade level.

I do – Model how to write from the chart created together in accordance to the appropriate grade level standard.

We do – As a class “share the pen/pencil” and model again.

You do – Students make their own narrative writing pieces in accordance with the matching grade level standard.

Extensions:

- *Partner Read and Share*: As students finish, they can find another student that has finished to read and share their writing.
- *Partner Read and Edit* (as grade level appropriate): As students finish, they can use pens to make edits of their peers' writing and then complete a final copy.