



EMBRACING OUR DIFFERENCES

Better Together (45-60 min.)

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Standard(s):

Narrative Writing

ELA.K.C.1.2 - Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

ELA.1.C.1.2 - Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

ELA.2.C.1.2 - Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

Essential Question:

Kindergarten – How can I draw or write to tell how I feel?

First Grade – How can I write using multiple details?

Second Grade – How can I include an ending in my writing?

Learning Intention(s):

Students will be able to:

- Write a narrative piece describing how they can help be part of their 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)
- Primary writing paper (kindergarten and possibly first grade)
- Student writing and drawing utensils.
- Writing notebooks (second grade) or second grade writing paper
- Document camera
- Chart paper and markers

Online Video / Resource Links Used:

- Vooks “Our Class is a Family” video (click [here](#))



Before Instruction:

- Decide how you want to display the artwork for the activity. Options include:
 1. Display on Smart Board using 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. Print a standard paper size version of artwork and put it under a document camera.
- Using chart paper and markers or slide two from PowerPoint, write each student's name on the chart paper. Ideally covering a most of the paper.

Direct Instruction:

Slide 1 (8 min.):

- Display artwork as you have decided.
- Ask class “How many animals can you count in and around the tree?”
Give students time to be vocal, point and count, and time to shout out their answers.
- *Teacher Talk:* “I notice that all of the animals are getting along, helping each other, sharing hearts, and working together.”
- *Turn and Talk:* “What would this tree look like if some of the animals were missing?”
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.
- Begin placing sticky notes over screen (or shading over with smartboard pen), poster, or covering up under document camera animals on the artwork while continuously prompting students if the tree is looking better without animals. Continue to do this many times until you feel enough animals have been covered.

Slide 2 (8 min.): Use this slide or chart paper for student names

- *Turn and Talk:* “I wonder what our classroom would look like if none of you were in it just like we took away animals from the tree?” 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.
- Begin covering up students' names on chart paper with sticky notes or covering up on screen. You may prompt students with questions like “Is our classroom looking better?” As you cover a student's name, call on them and ask them “How do you feel now that I am covering your name and taking you out of our classroom.”
- Begin taking the sticky notes off the artwork and the classroom names (you may call on students to do this as well).
- While removing, discuss how our class and the tree are better when we are all part of it, like a family. When some animals or students are missing, we are not whole or complete.



Slide 3 (10 min):

- Discuss how even though all the animals in the tree are different, together, they make the tree better and work together as a family. Just like our classroom, we are all different, but together we make our class better and we too, work together and are a classroom family.
- *Story Time*: Watch Vooks “Our Class is a Family” by Shannon Olsen video.

Slide 4 (25 min): Narrative Writing Time

- Using PowerPoint or chart paper while having a classroom discussion, illustrate/write (Kindergarten) or write (first and second grades) 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 trace/write (kindergarten) or write (first and second grades) the language frame on the appropriate writing paper or journal and add an idea(s) from the chart created together in accordance with 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* (first and second grades) – As students finish, they can use pens to make edits of their peers' writing and then complete a final copy.