

# I HAVE A STORY



The I Have a Story Learning Plan supports students in understanding who they are. Students will explore what makes them special and special grown-ups and people in their lives. As a culminating activity, students will create their own celebration banner to celebrate themselves!

## STANDARDS

- Learning for Justice Social Justice Standards: Identity 1 - ID.K-2.1
- Learning for Justice Social Justice Standards: Identity 4 - ID.K-2.4
- NYS Social Studies Framework: Individual Development: K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.
- NCSS Standards: Theme 4: Individual Development and Identity (Lower Elementary)

## OBJECTIVES

- ✓ Students will be able to share a few special things about themselves with their peers.
- ✓ Students will be able to identify similarities and differences between their families and their classmates' families.
- ✓ Students will be able to name some of their group identities (e.g. race, gender, religion, language, family composition, etc.)

## GUIDING QUESTIONS

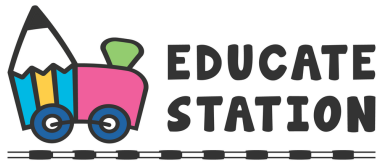
We all have a story that tells about us. What is in your story?

What people in your life are important to you? How do they take care of you?

What are some things that make you special?

## MATERIALS

- All About Me worksheet
- My Loving Tree worksheet
- A Place Inside worksheet
- When I Felt Special worksheet
- Celebration Banner worksheet



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## ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

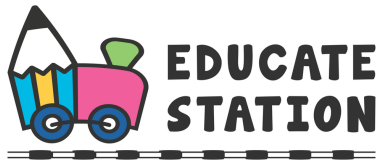
- Students' responses to questions
- Students' ability to relate new content knowledge to prior knowledge throughout the day
- Students' ability to collaborate with peers

**Summative Assessment:  
Celebration Banner**

## EXTENSION ACTIVITIES

- Support students in creating self-portraits using a variety of creative mediums such as collage, pencil, photographs, and more. Hang up their portraits around the classroom to create a supportive classroom culture.
- Support students in utilizing an online platform like Book Creator to create their own All About Me classroom book that illustrates the many ways they are all special. This also offers the opportunity for students to notice their similarities and differences and common experiences.
- Set out musical instruments and invite students to create their very own song about themselves. Encourage students to create songs with lyrics about why they are special.





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## DIFFERENTIATION STRATEGIES

- Prior to the lesson, build out content knowledge by exposing students to a variety of books that support identity development. Book ideas include (but are not limited to):
  - It Feels Good To Be Yourself by Theresa Thorn and Noah Grigni
  - Our Skin: A First Conversation About Race by Megan Madison, Jessica Ralli, and Isabel Roxas
  - They, She, He, Easy as ABC by Maya and Matthew of Reflection Press
  - Always Anjali by Sheetal Sheth
  - Swift Fox All Along by Rebecca Lee Thomas and Maya McKibbin
  - Cannonball by Sacha Cotter
  - Fry Bread by Kevin Noble Maillard
- If students are unable to verbalize their understanding of the learning plan objectives, utilize assistive technology to support them.
- Connect the content to your own life and provide tangible examples for students that illustrate your identity and what makes you special. For example, Ms. Assales might explain, “I’m special because my father is Colombian and my mother is Belizean. I’m also Muslim, and my favorite holiday is Eid al-Fitr, which is the end of our fasting month of Ramadan.”
- Provide students with important vocabulary from the learning plan prior to partaking in the activities. Example vocabulary words include (but are not limited to):
  - Celebrate: to say something is great or important (like YOU!)
  - Family: the people who sometimes live with you and care for you
  - Identity: who you are (e.g., gender, ethnicity, race, religion, language, family size and composition, etc.)
  - Unique: unlike anything or anyone else





## ACTIVITY OVERVIEW

### Activity 1

#### All About Me

Students will create a mini-book that tells about them.

### Activity 2

#### My Loving Tree

Students will place or draw pictures of their loved ones on a loving tree.

### Activity 3

#### A Place Inside

Students will draw pictures of things, people, animals, and places that are special to them.

### Activity 4

#### When I Felt Special

Students will draw a picture and write a sentence or two to tell about a time when they felt special.

### Activity 5

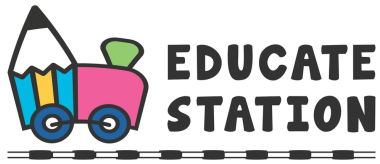
#### Celebration Banner

Students will create their very own celebration banner to celebrate themselves!

### ACTIVITY 1: ALL ABOUT ME

- Gather students together and read a book that explores identity development, such as *Always Anjali* by Sheetal Sheth. Ask prompting questions about the story as you read, encouraging students to use the pictures to help them explain their ideas.
- After you read, invite students to think about some things that make them special. For example, after reading *Always Anjali* by Sheetal Sheth, you might ask, “Anjali’s mom explains why her name is so special. At the end of the story, Anjali feels proud of her name! Can you think of something that makes you special and makes you feel proud?”
- Refer back to pictures from the story to support students in understanding specific character emotions (e.g., Anjali feels proud when she shows her classmates the license plate she created. Her license plate is special because it’s unique, one of a kind!)
- Accept all student responses and support them in coming up with ideas as appropriate.
- Display the All About Me worksheet and read the directions. Model completing a few of the pages with the students and ask a few student volunteers to help you. Next, allow students time to create their books.
- Invite students to share their books with each other over the next week. Encourage students to share what they notice and wonder as they learn about each other.





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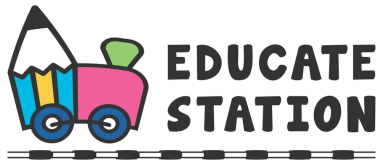


## ACTIVITY 2: MY LOVING TREE

- Gather the students together and draw a large tree with branches and leaves on the whiteboard or an anchor chart. Ask students to think about what their tree needs to grow. Accept all ideas and elaborate that trees need sun, water, and other nutrients to become big and tall.
- Make a connection between what a tree needs to grow and what students need to grow. For example, all living things need water. Extend their learning by explaining that humans also need food, shelter, safety, and love.
- Draw attention to the large tree and explain to the students that you are going to draw pictures of some people in your life that make you feel loved and safe. This will be your loving tree! Take some time to explain why you are drawing certain people and the reasons they make you feel safe, loved and special.
- Encourage a few students to brainstorm some people in their lives that make them feel safe, loved and special.
- Display the My Loving Tree worksheet and read the directions to the students.
- Allow students time to complete their loving trees and invite them to share their finished trees with their classmates.

## ACTIVITY 3: A PLACE INSIDE

- Draw a large heart on the whiteboard or a separate anchor chart.
- Explain to the students that today they are going to think about all of the places, people, things, pets, and memories that are special to them.
- Take time modeling how to complete the activity by coming up with pictures and words to draw inside the heart you drew. Add details and explain your thinking to model the process for students before they complete the activity.
- Invite a few students to share their ideas/draw pictures of what is special to them for guided practice.
- Display the A Place Inside worksheet and allow students time to complete the activity.
- Encourage students to decorate the heart with borders, colors, and other patterns.
- Display the finished worksheets around the classroom.



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## ACTIVITY 4: WHEN I FELT SPECIAL

- Bring the students together and introduce them to a book that explores identity and differences. An example includes *Where Oliver Fits* by Cale Atkinson.
- Look through the pages and complete a brief picture walk, encouraging students to use the pictures to make predictions about what will happen in the story.
- Read the story and invite students to make connections and share what they wonder and notice about the story. For example, in the story *Where Oliver Fits* by Cale Atkinson, discuss how Oliver feels while he's trying to change himself to fit in and how he feels when he realizes he's perfect just the way he is!
- Invite students to share about times when they felt special and share some of your own examples with the class.
- Display the *When I Felt Special* worksheet and read through the directions. To support student understanding, complete an example worksheet before students work independently and invite a few students to help you with inventive spelling as you finish the sentences.
- Provide students with time to finish their worksheets and encourage them to refer to resources to support their inventive spelling (alphabet charts, clapping out the sounds, etc) as needed.
- Invite students to tell about their finished work as time allows.

## ACTIVITY 5: CELEBRATION BANNER

- Bring students together and display the *Celebration Banner* worksheet. Explain that each of them have a beautiful name that makes them special.
- Elaborate that to celebrate each of them, they are going to create their very own name banner with creative materials. Place the materials in a central area or in bowls at each student table. Example creative materials include (but are not limited to):
  - Paint, gems, beads, feathers, foil, glue, and colorful tape
- Model writing your name and using creative materials to decorate a letter.
- Alternative ideas include tracing the banner on cardboard for a sturdier banner and then hole punching and lacing all student banners together to display around the classroom.
- Complete a gallery walk where students view each other's finished artwork after students are finished creating their banners.

NAME \_\_\_\_\_

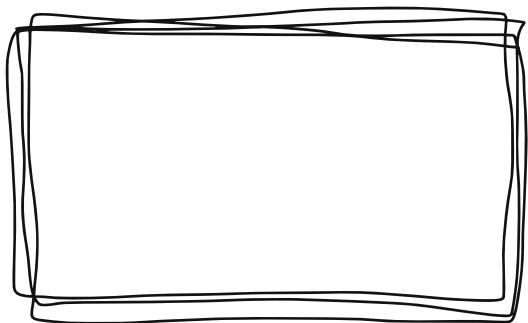
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# ALL ABOUT ME



Directions: Create your very own book all about you! Cut out the pages and staple them together.

All About:



\_\_\_\_\_

Me

I am \_\_\_\_\_ years old.

My Favorite Things

My Family

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# ALL ABOUT ME



Directions: Create your very own book all about you! Cut out the pages and staple them together.

My Favorite Color

My Favorite Food

A Place I Feel Safe

Someone I Love

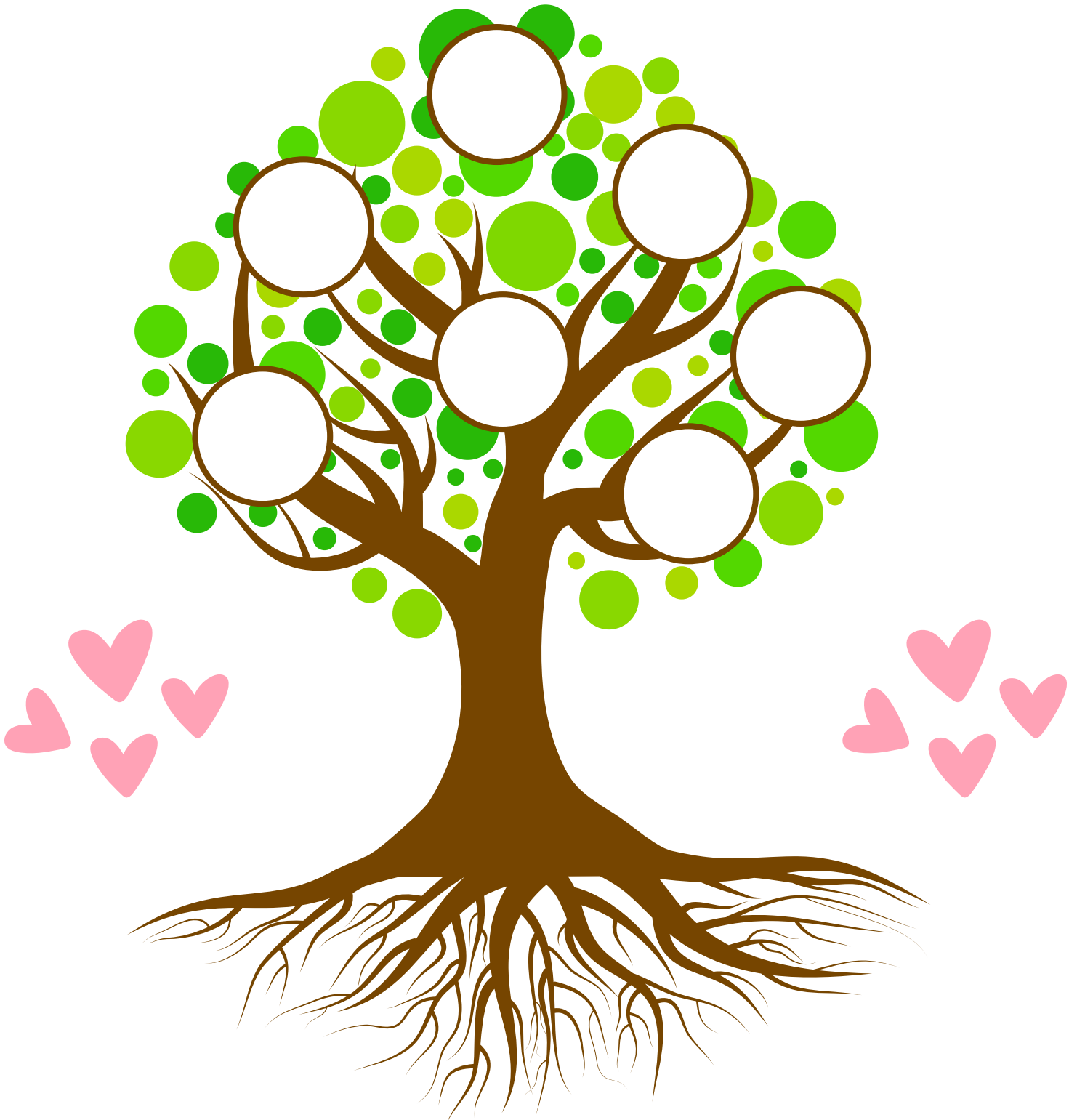


NAME \_\_\_\_\_

DATE \_\_\_\_\_

# MY LOVING TREE

Directions: Draw pictures or write names of the people in your life that make you feel safe and loved in each circle.

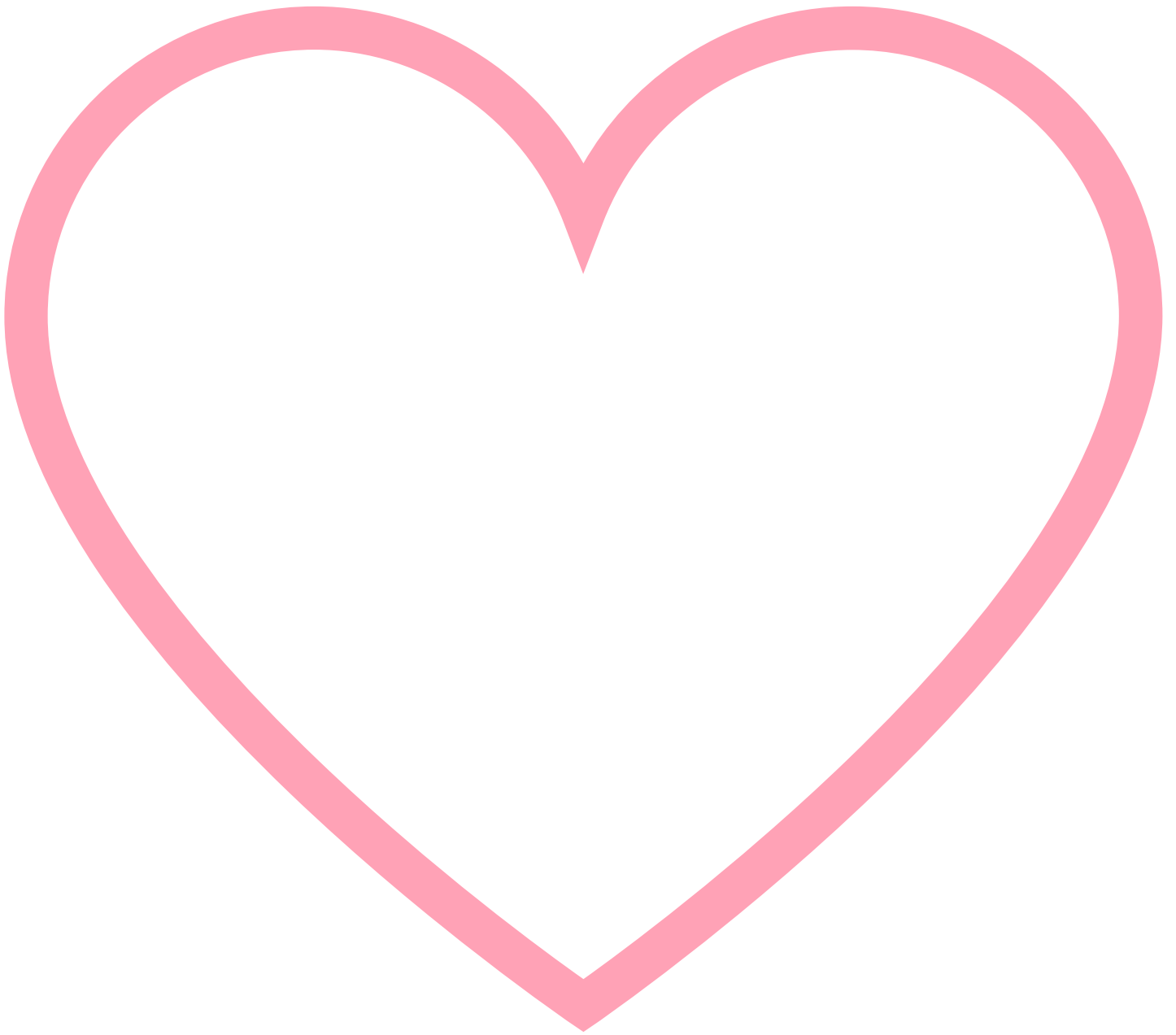


NAME \_\_\_\_\_

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# A PLACE INSIDE

Directions: Draw pictures of things, people, animals, and places that are special to you inside the heart.



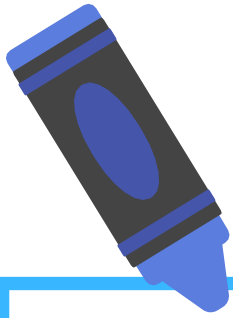
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# WHEN I FELT SPECIAL

Directions: Complete the prompts below.

Part I: Draw a picture of a time you felt special.



Part 2: Finish the sentences to tell more about your story.

I felt special when \_\_\_\_\_

\_\_\_\_\_

This made me feel special because \_\_\_\_\_

\_\_\_\_\_

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# CELEBRATION BANNER

Directions: Decorate the banner with your name. Get creative and make sure its as unique as you are!

