

# All About Me

**Grade Level or Special Area:** 3<sup>rd</sup> Grade

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**Length of Unit:** Eleven Lessons and culminating activity (Eleven days, one day = 45 minutes and an optional culminating activity of two or three days.)

## I. ABSTRACT

- A. This unit is an interactive approach to learning about ourselves, our heritage, and the interviewing process. Writing processes and conventions are addressed as detailed in the *Core Knowledge Sequence*. This unit allows teachers to look at each student's individual strengths, accomplishments, dreams, and lets students discover their own uniqueness.

## II. OVERVIEW

- A. Concept Objectives
1. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
  2. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Reading and Writing Content Standard 3)
  3. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
- B. Content from the *Core Knowledge Sequence*
1. Third Grade Language Arts: Literary Terms (p. 68)
    - a. biography and autobiography
    - b. fiction and nonfiction
  2. Third Grade Language Arts: Writing (p.65)
    - a. Produce a variety of types of writing – such as stories, reports, poems, letters, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
    - b. Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.
    - c. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
  3. Third Grade Language Arts: Spelling, Grammar, and Usage (p.66)
    - a. Parts of speech – nouns and adjectives
- C. Skill Objectives
1. Students will recall and relate personal information about themselves.
  2. Students will answer specific questions on a personal questionnaire.
  3. Students will share orally about themselves.
  4. Students recall personal accomplishments they have had.
  5. Students write in complete sentences.
  6. Students listen to a list of goals.
  7. Students recall information they have learned in third grade that were on the list.
  8. Students brainstorm lifetime goals.
  9. Students will listen to a book on perspective.

10. Students will recall accomplishments.
11. Students will construct a proper paragraph.
12. Students will discuss perspective and make personal applications of the concept.
13. Students will brainstorm different perspectives people might have of them.
14. Students will construct a proper paragraph.
15. Students will brainstorm career and/or character traits they would like to do when they are an adult.
16. Students will share their ideas with a classmate.
17. Students will discuss the interview process.
18. Students will watch and apply the etiquette of the interview process.
19. Students will recall what they already know about interviewing.
20. Students will practice the interview process.
21. Students will recall and retell interviewing etiquette.
22. Students will brainstorm interviewing questions.
23. Students will retell interviewing etiquette.
24. Students will neatly copy onto a final copy form.
25. Students will recall the parts of a paragraph.
26. Students will complete a paragraph providing a topic sentence, details, and a conclusion.
27. Students will share adjectives to describe themselves.
28. Students will list as many nouns as they can.
29. Students will recall what a noun is.
30. Students will draw an object that represents themselves.
31. Students will recall what nouns and adjectives are.
32. Students will make a final copy of the drawing.
33. Students will evaluate and complete their project.
34. Students will glue on their self portrait.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Assemble folders (see Appendices A, B, C, D )
  2. Complete your own copy of the All About Me unit for reference (Optional) Use Appendix D.
  3. Talk with Art teacher about having students complete an 8 ½ by 11” self-portrait to attach to the back of the folder when the unit is completed.
- B. For Students
  1. Grade K: Writing and Spelling (page 8), *Core Knowledge Sequence*
  2. Grade 1: Language Arts: Writing (page 24), *Core Knowledge Sequence*
  3. Grade 2: Language Arts: Writing (page 43), *Core Knowledge Sequence*
  4. Grade 2: Visual Arts: Kinds of Pictures: Portrait (page 32), *Core Knowledge Sequence*

### IV. RESOURCES

- A. *Chicken Soup for the Soul*, by Jack Canfield and Mark Victor Hansen (Lesson 2)
- B. *Seven Blind Mice*, by Ed Young (Lesson 3)
- C. *Step Up to Writing*, by Maureen E. Auman

### V. LESSONS

#### Lesson One: Introduction to All About Me

- A. *Daily Objectives*
  1. Concept Objective(s)

- a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
  - b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Reading and Writing Content Standard 3)
  - c. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
- 2. Lesson Content
    - a. Third Grade Language Arts: Literary Terms (p. 68)
      - 1. biography and autobiography
      - 2. fiction and nonfiction
    - 3. Skill Objective(s)
      - a. Students will recall and relate personal information about themselves.
      - b. Students will answer specific questions on a personal questionnaire.
      - c. Students will share orally about themselves.
- B. *Materials*
- 1. Folders for each student (prepared in advance by teacher)
  - 2. Teacher copy of All About Me (optional)
  - 3. Appendix E (one copy for each student)
- C. *Key Vocabulary*
- 1. autobiography-an account of a person’s life written by someone else
  - 2. biography-an account of a person’s life written by that person
  - 3. fiction-a story whose content is made up and is not necessarily based on fact
  - 4. nonfiction-any piece of writing that is fact and not made up
- D. *Procedures/Activities*
- 1. Ask students if they know the difference between an autobiography and a biography. Discuss the difference and use the definitions; write ideas on the board. Then ask students what the difference is between fiction and nonfiction. Also write their ideas on the board.
  - 2. Tell students they will be starting a new writing unit on the best topic...themselves. This unit is called “All About Me!” and they will be writing all about themselves. Display the folders they will be using and explain that as a class, you will be doing one or two cards per day over the next few weeks. Each card will ask them to write something about themselves. Then ask them what kind of writing they will be doing during this unit (autobiography, nonfiction)
  - 3. Tell students that everyone will have a different folder; your friend’s card may ask them to do something a little bit different than their own. They will need to listen to the directions carefully each day to know what to do. Also, tell students that part of their grade will be a neatness grade. They should decide now whether to do it all in pencil or all in pen and whether they want to print or write in cursive (or tell them what they should do).
  - 4. Pass out folders (these should be pre-assembled with student names on each folder). Allow students time to look through each card, make sure they have all 16 cards, etc... Instruct students that they will need to follow directions very carefully, and not draw or doodle anything on the front or back of the folders.
  - 5. Have students look at cards #1 and 2. (all cards are the same) Go through each question and give sample answers (use your own completed All About Me project for reference). Then have students complete their own cards. Instruct them whether or not to use complete sentence and/or paragraph format. They should complete it for homework.

6. Send home Appendix E with students.
- E. *Assessment/Evaluation*
1. If time allows, have students share some of their own answers from cards #1 and 2.
  2. Review autobiography and biography and fiction and nonfiction.

**Lesson Two: Things I'd Like to do in My Lifetime**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
  - b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Reading and Writing Content Standard 3)
  - c. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
2. Lesson Content
  - a. Third Grade Language Arts: Writing (p.65) - In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
3. Skill Objective(s)
  - a. Students recall personal accomplishments they have had.
  - b. Students listen to a list of goals.
  - c. Students recall information they have learned in third grade that were on the list.
  - d. Students brainstorm lifetime goals.
  - e. Students write in complete sentences.

B. *Materials*

1. *Chicken Soup for the Soul*, by John Canfield and Mark Victor Hansen, pages 191-195
2. Student folders from Day 1
5. Teacher copy of All About Me (optional)

C. *Key Vocabulary*

1. accomplishment-something completed successfully; an achievement

D. *Procedures/Activities*

1. Write the word accomplishment on the board. Ask students if they know what it means. Take any reasonable answers; write their ideas on the board. Then ask them what they have accomplished. Take any reasonable answers; write them on the board.
2. Then tell them there once was a young man just like them who wrote down almost 500 things he wanted to accomplish before he died. Read from *Chicken Soup for the Soul*, pages 191-195. Point out that a number of the things he wanted to do, we've studied this year (see lists of Rivers, mountains, etc...). Ask them which one(s) sound most exciting to them.
3. Then ask students to think of some things they would like to do in their lifetime. Have students look at card #3 (these cards are differentiated). Tell them today they will be thinking of something they would like to do in their lifetime. They should brainstorm their ideas before writing on the card; what they write on the

card should be in “final copy form” (discuss your expectations, if needed). They should write their answers in complete sentences in a list form (Number 1, 2, 3, etc...). Encourage students that they have to do the minimum number their card says, but they should do more if they can think of more ideas.

4. Allow time for work on the cards.

E. *Assessment/Evaluation*

1. Review the vocabulary word from today and the words from yesterday.
2. If time allows, have students share their cards in groups or as a class.

**Lesson Three: Picture Me**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
  - b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Reading and Writing Content Standard 3)
  - c. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
2. Lesson Content
  - a. Third Grade Language Arts: Writing (p. 65) - Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.
3. Skill Objective(s)
  - a. Students will recall accomplishments.
  - b. Students will listen to a book on perspective.
  - c. Students will discuss perspective and make personal applications of the concept.
  - d. Students will brainstorm different perspectives people might have of them.
  - e. Students will construct a proper paragraph.

B. *Materials*

1. *Seven Blind Mice*, by Ed Young
2. Student folders from Day 1
3. Teacher copy of All About Me (optional)

C. *Key Vocabulary*

1. perspective-the view someone has of something

D. *Procedures/Activities*

1. Review “accomplishment” from yesterday. Have students share their ideas from their cards if there wasn’t time yesterday.
2. Tell students today we’re going to read a book before we start our writing. Read book, *Seven Blind Mice*. When finished, ask students what each mouse thought the elephant was. Tell them that each mouse had a different “perspective”. Write the word and the definition on the board. Give them another example of perspective. For example, let’s say there was a teacher that no one really liked. This teacher gave lots of homework every night and students were not allowed to have any fun in this teacher’s class. What was the student’s perspective of this teacher (the teacher was mean, not nice, etc...). But then, one day, one of this teacher’s students became very sick and the teacher told this student not to worry

about the homework, and that the student should just worry about getting better. On top of that, the student wouldn't have to make up any of the work they missed! Ask students, what is this student's perspective of the teacher? (the teacher is nice, helpful, etc...). Ask students, how can 2 people have 2 different perspectives of the same teacher? (They had different experiences with the teacher, etc...)

3. Now tell students they are going to be thinking about other people's perspective of themselves while writing today. Have students look at cards #5 and 6 (these cards are differentiated). Students should think about how other people view them and why they view them that way. Students should brainstorm their ideas on the front of the cards and then write a paragraph on the back. Encourage students that they have to do the minimum number their card says, but they should do more if they can think of more ideas.
  4. Review the proper format for a paragraph: indent the first sentence, write a topic sentence, add details, and have a conclusion.
  5. Allow time to brainstorm ideas and write their paragraph.
- E. *Assessment/Evaluation*
1. At the end of the lesson, allow time for students to share their ideas with a partner to see if they have an accurate perspective of themselves.
  2. If time allows, review vocabulary words from day 1, 2, 3.

#### **Lesson Four: As An Adult...**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
    - b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Reading and Writing Content Standard 3)
    - c. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
  2. Lesson Content
    - a. Third Grade Language Arts: Writing (p. 65) - Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.
  3. Skill Objective(s)
    - a. Students will brainstorm career and/or character traits they would like to do when they are an adult.
    - b. Students will construct a proper paragraph.
    - c. Students will share their ideas with a classmate.
- B. *Materials*
1. Student folders from Day 1
  2. Teacher copy of All About Me (optional)
- C. *Key Vocabulary*
1. career-a chosen pursuit; a profession or occupation.
  2. character trait-a distinguishing feature or ability someone has that is good (responsible, caring, etc...)
- D. *Procedures/Activities*

1. Ask students what they would like to do or be like when they are an adult. This could be a career choice or a character trait. Discuss these words and definitions, if needed. If students do not have any ideas, read from your own card. For example, “I always knew I wanted to be a teacher and I still would like to be more patient and kind”.
  2. Students should look at card #7 (these cards are differentiated). They should brainstorm their ideas on the front and then write a paragraph on the back of what they would like to be and why. For the students with regular cards and advanced cards, they could also include what they will do to achieve their goals. Again, Encourage students that they have to do the minimum number their card says, but they should do more if they can think of more ideas.
  3. Allow time for students to work on card #7 and their paragraphs on the back (card #8).
- E. *Assessment/Evaluation*
1. Allow time for students to share their ideas with a partner, in small groups, or as a class when they have finished the assignment.
  2. Collect student work and check progress. Allow for extra time for students to complete assignments if they have not done so already.

### **Lesson Five: Beginning Interviewing**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
    - b. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
  2. Lesson Content
    - a. Third Grade Language Arts: Writing (p. 65) - In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
  3. Skill Objective(s)
    - a. Students will recall what they already know about interviewing.
    - b. Students will watch and apply the etiquette of the interview process.
    - c. Students will discuss the interview process.
    - d. Students will practice the interview process.
- B. *Materials*
1. Student folders from Day 1
  2. Teacher copy of All About Me (optional)
  3. Copies of Appendices F and G for each student (do not copy back-to-back)
- C. *Key Vocabulary*
1. interviewing-a conversation with another person in order to get information
  2. etiquette-the proper or appropriate way to do something
- D. *Procedures/Activities*
1. Ask students if they know what an interview is. Write their ideas on the board and/or the definition, if necessary. Then ask who might interview people (a reporter, a news anchor, a policeman, etc...). Ask why these people interview? (in order to get information). Ask who they might interview? (someone who might have the information they need).

2. Tell students that an important part of interviewing is recording what the person says accurately. If the reporter doesn't write down the information correctly, it might cause problems.
  3. Pass out Appendix G. Ask students if they know what the word "etiquette" means. Discuss the definition and then go over the proper etiquette for an interview.
  4. Tell students they will watch an interview between the teacher and a student. They should watch what the teacher and the student do during the interview. Call on a student to interview. Using Appendix F, interview the student. Be sure to follow the proper etiquette for interviewing.
  5. Discuss the interview with the class. What did they observe?
  6. Tell students they will now be practicing interviewing with a friend. Pass out Appendix F. Have student conduct interviews with a friend.
  7. When students are finished, have them place both Appendix F and G in their folders for tomorrow.
- E. *Assessment/Evaluation*
1. Have students share their thoughts about interviewing as a class.
  2. Ask students what they learned about their friend from the interview.

**Lesson Six: Interviewing, Continued**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
    - b. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
  2. Lesson Content
    - a. Third Grade Language Arts: Writing (p.65) - In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft
  3. Skill Objective(s)
    - a. Students will recall and retell interviewing etiquette.
    - b. Students will brainstorm interviewing questions.
- B. *Materials*
1. Student folders from Day 1
  2. Teacher copy of All About Me (optional)
  3. Appendix F from Day 5
  4. Appendix G from Day 5
  5. Copies of Appendix H for each student
- C. *Key Vocabulary*
1. Not applicable
- D. *Procedures/Activities*
1. Have students get out Appendices F and G. Review what they learned about Interviewing Etiquette from yesterday.
  2. Then go over the bottom half of the worksheet on Appendix F. Tell them for their next set of cards, they will be interviewing a relative. Have them write down 3 options for interviewing (mom, dad, aunt, grandma, etc...)

3. As a class, brainstorm some questions they could ask. (Be aware that the number of questions required on the cards range from 3-6). For example, “What was I like as a child?” “What is your favorite memory of me as a child?” “What did I do as a child that you didn’t like?” etc... Have students write down their samples on the bottom of Appendix F.
  4. Now have students look at cards #9 and 10 to see how many questions they will need to do. Again, students can do more than they are asked. Pass out Appendix H. Tell them they will have 2 nights to complete the interview and it should be done on Appendix H, not in their folders. Have them write the due date at the top of the page and write the questions they will be asking on Appendix H; remind them each student is required to do a different number of questions.
- E. *Assessment/Evaluation*
1. Allow time for students to share whom they would like to interview and what questions they will be asking.
  2. This is a good time to collect their folders and check student progress, as they will have 2 days without work on their folders.

### **Lesson Seven: Interviewing Wrap-Up**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
    - b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Reading and Writing Content Standard 3)
  2. Lesson Content
    - a. Third Grade Language Arts: Writing (p.65) - In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
  3. Skill Objective(s)
    - a. Students will retell interviewing etiquette.
    - b. Students will neatly copy onto a final copy form.
- B. *Materials*
1. Student folders from Day 1
  2. Teacher copy of All About Me (optional)
  3. Appendix H from Day 6
- C. *Key Vocabulary*
1. Not applicable
- D. *Procedures/Activities*
1. Ask students about the interviewing process. Discuss the Interviewing Etiquette and how they used it. Ask students who they interviewed and what questions they asked. Ask if anyone found out something especially interesting.
  2. Now allow time for students to neatly copy their questions and answers from Appendix H into their folders on cards #9 and 10.
- E. *Assessment/Evaluation*
1. Walk around the classroom and observe student progress.
  2. If time allows, meet with students individually to discuss their interview and any other questions they might have on other cards.

## **Lesson Eight: Personal Choice Paragraph**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
  - b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Reading and Writing Content Standard 3)
  - c. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
2. Lesson Content
  - a. Third Grade Language Arts: Writing (p.65) - Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.
3. Skill Objective(s)
  - a. Students will recall the parts of a paragraph.
  - b. Students will complete a paragraph providing a topic sentence, details, and a conclusion.

### **B. Materials**

1. Student Folders from Day 1
2. Teacher copy of All About Me (optional)
3. Notebook paper for each student
4. Copies of Appendix I on overhead and for students (optional)
5. Copies of Appendix J on overhead and for students (optional)

### **C. Key Vocabulary**

1. Not applicable

### **D. Procedures/Activities**

1. Using Step Up to Writing format, review the parts of a paragraph. Ask students, if they could bring anyone to dinner, who would they bring and why? Start with the topic sentence (green). Ask students to brainstorm some ideas. Who would they bring to dinner? Write a sample topic sentence on the board; be sure to indent! Then have students describe the person they would bring (this is a detail, yellow). Then have students explain why they would bring this person to dinner (this is also a detail, yellow). Then have students write a conclusion sentence (green).
2. If students have been introduced to providing more explanations (reds) in their paragraphs, this would be a great paragraph to extend.
3. If more instruction is needed, use Appendix I for further explanation.
4. Have students look at card #11. They should choose 1 question and write a rough copy on a separate sheet of paper. When they are sure they have completed, they should copy it onto card #12. If students are having difficulty staying organized, hand out Appendix J.

### **E. Assessment/Evaluation**

1. Walk around the room as students are working on their paragraph and provide additional one-on-one instruction, if needed.
2. Allow students with similar folders to compare paragraphs during the editing process.

## **Lesson Nine: Adjectives! Adjectives!**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
  - b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Reading and Writing Content Standard 3)
  - c. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
2. Lesson Content
  - a. Third Grade Language Arts: Spelling, Grammar, and Usage (p.66) – nouns and adjectives
3. Skill Objective(s)
  - a. Students will recall what a noun is.
  - b. Students will list as many nouns as they can.
  - c. Students will share adjectives to describe themselves.
  - d. Students will draw an object that represents them.

### **B. Materials**

1. Student folders from Day 1
1. Teacher copy of All About Me (optional)
2. 8 ½ x 11” scrap paper for each student (computer paper works best)

### **C. Key Vocabulary**

1. noun-a person, place, thing, idea, or event
3. adjective-a word that describes a noun

### **D. Procedures/Activities**

1. Ask students if they remember what a noun is. Have students list as many nouns as they can. Then ask students if they know what an adjective is. Review the definition, if necessary. Have students come up with adjective/noun combinations “green chair” “silly hair”, etc...
2. Then ask them to think of adjectives that describe themselves. Have them go around the room and share one or two words. Then have them open their folders and look at card #13 (these cards are differentiated). They will need to write as many adjectives describing themselves as they can think of (ranging from 15-50 words). Have students work independently at first.
3. After a while, when students begin struggling to think of words, have them work in pairs. If the ones who have 25 or 50 words are having difficulty, share some of your words and tell them it’s OK to copy from a friend or you.
4. After everyone is pretty close to being finished, ask students to think of an object that they identify with. For example, if they love music, it might be a musical note, or for someone who loves sports, it might be a baseball or football. Other examples might be a horse for an animal lover, a heart for someone who is very kind or caring, or a flower for someone who loves to garden or be outside. This object should be relatively easy to draw. Help students who have difficulty thinking of something.
5. Using a pencil, have students draw that object on the piece of scrap paper. It should fill the entire page. Then, using their 15, 25, or 50+ words, they should write those words on the lines of their drawing. When done, they should erase the lines, leaving just the words to outline the picture. Their rough draft of this picture should be completed for tomorrow.

- E. *Assessment/Evaluation*
1. While students are working on their adjectives, call them over to your desk to look at their words. Help them evaluate if those words actually describe themselves.
  2. If time allows, have students share their words and pictures in small groups.
  3. Collect and review pictures prior to tomorrow's lesson to ensure they are quality drawings.

**Lesson Ten: Adjectives Picture and Last Words**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
    - b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Reading and Writing Content Standard 3)
    - c. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
  2. Lesson Content
    - a. Third Grade Language Arts: Spelling, Grammar, and Usage (p.66) – nouns and adjectives
  3. Skill Objective(s)
    - a. Students will recall what nouns and adjectives are.
    - b. Students will make a final copy of the drawing.
- B. *Materials*
1. Student folders from Day 1
  2. Teacher copy of All About Me (optional)
  3. Colored pencils or crayons for each student
  4. Rough draft drawings from Day 9
- C. *Key Vocabulary*
1. Not applicable
- D. *Procedures/Activities*
1. Review adjectives and nouns from yesterday's lesson. Ask students when the last time was that they had a great afternoon. Ask them to describe it. Then ask students the last time they went swimming (or a similar question). What do they remember about it? What was fun? What wasn't? Have students take out their folders and look at card #15 (these cards are differentiated). Ask them to look at the first question (they are the same), Describe the last award you received... Have a few students answer this question. Ask them to give as many details as possible. Then have students complete the rest of card #15 and see if they can come up with some of their own "Last Word" statements to write on the back.
  2. Then have students take out the rough draft drawings from yesterday's lesson.
  3. Students will now transfer their drawings very neatly onto the cover of the folder.
- E. *Assessment/Evaluation*
1. Walk around the room and observe students as they are writing and drawing.

**Lesson Eleven: Wrap Up**

- A. *Daily Objectives*
1. Concept Objective(s)

- a. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Content Standard 2)
- b. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Reading and Writing Content Standard 3)
- c. Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Reading and Writing Content Standard 4)
- 2. Lesson Content
  - a. Third Grade Language Arts: Writing (p.65) - In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
- 3. Skill Objective(s)
  - a. Students will evaluate and complete their project.
  - b. Students will glue on their self portrait.
- B. *Materials*
  - 1. Student folders from Day 1
  - 2. Teacher copy of All About Me (optional)
  - 3. Colored pencils or crayons for each student
  - 4. Rough draft drawings from Day 9
  - 5. Self-portraits from art class
  - 6. Copy of Appendix K for each student
- C. *Key Vocabulary*
  - 1. Not applicable
- D. *Procedures/Activities*
  - 1. Allow time for students to complete their folders, including pasting their portraits from art on the back of their folders.
- E. *Assessment/Evaluation*
  - 1. Collect folders and evaluate using Appendix K(all levels can use the same rubric).
  - 2. Optional: return folders to students to complete Culminating Activity.

## **VI. CULMINATING ACTIVITY**

- A. Allow students 1 or 2 days to organize their folders into a speech about themselves. They should choose 2 or 3 of their cards they would like to highlight. (See Appendix L)
- B. Have students give 3 minute speeches in front of the class. Evaluate speeches using Appendix M.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A-Instructions for Folder Assembly
- B. Appendix B1, B2, B3-Modified Student Cards
- C. Appendix C1, C2, C3-Grade Level Student Cards
- D. Appendix D1, D2, D3-Advanced Student Cards
- E. Appendix E-Parent Letter
- F. Appendix F-Practice Interviewing Worksheet
- G. Appendix G-Interviewing Etiquette
- H. Appendix H-Interview Worksheet
- I. Appendix I-Sample Paragraph for cards #11-12

- J. Appendix J-Outline for writing paragraph for cards #11-12
- K. Appendix K-Rubric for grading project
- L. Appendix L-Speech Outline
- M. Appendix M-Speech Rubric

#### **VIII. BIBLIOGRAPHY**

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- B. Young, Ed. *Seven Blind Mice*. New York, New York. Philomel Books, 1991. 0399222618.
- C. Auman, Maureen E. *Step Up to Writing*. Longmont, CO. Sopris West, 1999. 1-57035-208-9.

## **Appendix A-Instructions for Folder Assembly**

1. Prior to teaching this unit, decide how you will break students into groups. Provided in Appendices B, C, and D are modified cards for use with three different groups. All three sets of cards can be used within the same classroom; however measures should be taken to ensure students feel comfortable that their folder may not be the same as their neighbors.
2. Appendix B is for use with students performing below grade level in reading and/or writing.
3. Appendix C is for use with students performing at grade level.
4. Appendix D is for use with students performing about grade level.
5. As is stated in the daily lesson plans, students should be required to complete the minimum on their card, but may always do more than what is asked of them in their instructions.
6. Once students have been identified in their groups, have the appropriate number of copies made from each Appendix on tag board. You will also need a manila folder for each student.
7. Cut the cards out (this is a great parent volunteer job to be done at home!) and tape into folder. Cards #1-8 should be on the left side of the inside of the folder and Cards #9-16 should be on the right side of the inside of the folder. Using one piece of tape at the top of each card, tape them down the center of each side, one card on top of the other. The cards should “flip” up for students to easily write on the front and back of each card.
8. Write student names on the tab of each folder, according to which group they are in.
9. The front and back of the folder should be left blank for art projects.

Appendix B-1

<p>First, middle, and last name _____</p> <p>My parents named me this because _____</p> <p>_____</p> <p>Birthday _____</p> <p>Name(s) of siblings and their age(s) _____</p> <p>_____</p> <p>My ancestors are from _____</p> <p>_____</p> <p>Birth Place _____</p> <p>My favorite book _____</p> <p>My favorite food(s) _____</p> <p style="text-align: right;">①</p>	<p style="text-align: center;">Something I'd Like to Do in My Lifetime &amp; Why</p> <p>_____</p> <p style="text-align: right;">③</p>
<p>When other people picture me, they see that I am ... Funny, happy, responsible, quiet, athletic, outgoing (Brainstorm two or more ideas here and write your paragraph on the back)</p> <p>_____</p> <p style="text-align: right;">⑤</p>	<p>When I picture myself as an adult, I see myself being... (Brainstorm an idea here and write a sentence or more on the back).</p> <p>_____</p> <p style="text-align: right;">⑦</p>



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Interview Questions, continued

Question #3 \_\_\_\_\_

\_\_\_\_\_

Answer #3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question #4 \_\_\_\_\_

\_\_\_\_\_

Answer #4 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interview Questions

Person I'm interviewing \_\_\_\_\_

Their relationship to me \_\_\_\_\_

Question #1 \_\_\_\_\_

Answer #1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question #2 \_\_\_\_\_

\_\_\_\_\_

Answer #2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9

Write 15+ words that describe you! You may use the front and back of this card. When you finish, draw a picture using the words you've written. The picture should "say" something about you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13

Answer one of the following questions on the back.

1. You are allowed to invite three people, living or dead, to your home for dinner. These might be famous people; they might also be people from your personal family history. Name these three people and tell why you would invite them to dinner.

2. You have been granted one wish for your family. Tell what your wish would be and why you would pick that wish.

11

Describe the ...

Last award you received \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Last time you felt truly happy \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Last great gift you received \_\_\_\_\_

\_\_\_\_\_

15

<p>First, middle, and last name _____</p> <p>My parents named me this because _____</p> <p>_____</p> <p>Birthday _____</p> <p>Name(s) of siblings and their age(s) _____</p> <p>_____</p> <p>My ancestors are from _____</p> <p>_____</p> <p>Birth Place _____</p> <p>My favorite book _____</p> <p>My favorite food(s) _____</p> <p style="text-align: right;">①</p>	<p style="text-align: center;">Two Things I'd Like to Do in My Lifetime &amp; Why</p> <p>_____</p> <p style="text-align: right;">③</p>
<p>When other people picture me, they see that I am ... (Brainstorm two or more ideas here and write your paragraph on the back)</p> <p>_____</p> <p style="text-align: right;">⑤</p>	<p>When I picture myself as an adult, I see myself being... (Brainstorm two or more ideas here and write your paragraph on the back).</p> <p>_____</p> <p style="text-align: right;">⑦</p>



Interview Questions, continued

Question #3 \_\_\_\_\_

Answer #3 \_\_\_\_\_

Question #4 \_\_\_\_\_

Answer #4 \_\_\_\_\_

<p style="text-align: center;">Interview Questions</p> <p>Person I'm interviewing _____</p> <p>Their relationship to me _____</p> <p>Question #1 _____</p> <p>Answer #1 _____</p> <p>_____</p> <p>_____</p> <p>Question #2 _____</p> <p>_____</p> <p>Answer #2 _____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">9</p>	<p style="text-align: center;">Answer one of the following questions on the back.</p> <p>1. You are allowed to invite three people, living or dead, to your home for dinner. These might be famous people; they might also be people from your personal family history. Name these three people and tell why you would invite them to dinner.</p> <p>2. You have been granted two wishes: one for you and one for your family. Tell what your two wishes would be and why you would pick those wishes.</p> <p style="text-align: right;">11</p>
<p>Write 25+ words that describe <u>you</u>! You may use the front and back of this card. When you finish, draw a picture using the words you've written. The picture should "say" something about you.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">13</p>	<p>Describe the ...</p> <p>Last award you received _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Last time you felt truly happy _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Last great gift you received _____</p> <p>_____</p> <p style="text-align: right;">15</p>

Appendix D-1

<p>First, middle, and last name _____</p> <p>My parents named me this because _____</p> <p>_____</p> <p>Birthday _____</p> <p>Name(s) of siblings and their age(s) _____</p> <p>_____</p> <p>My ancestors are from _____</p> <p>_____</p> <p>Birth Place _____</p> <p>My favorite book _____</p> <p>My favorite food(s) _____</p> <p style="text-align: right;">①</p>	<p style="text-align: center;">Three Things I'd Like to Do in My Lifetime &amp; Why</p> <p>_____</p> <p style="text-align: right;">③</p>
<p>When other people picture me, they see that I am ... (Brainstorm three Ideas here and write your paragraph on the back)</p> <p>_____</p> <p style="text-align: right;">⑤</p>	<p>When I picture myself as an adult, I see myself being... (Brainstorm three ideas here and write your paragraph on the back).</p> <p>_____</p> <p style="text-align: right;">⑦</p>

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Appendix D-2

My least favorite food(s) \_\_\_\_\_

My favorite thing to do in my free time \_\_\_\_\_

Other unique things about my family or me: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

See if you can think of some more "Last Time" statements...write them here, with you answers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16

Interview Questions, continued

Question #4 \_\_\_\_\_

\_\_\_\_\_

Answer #4 \_\_\_\_\_

\_\_\_\_\_

Question #5 \_\_\_\_\_

\_\_\_\_\_

Answer #5 \_\_\_\_\_

\_\_\_\_\_

Question #6 \_\_\_\_\_

\_\_\_\_\_

Answer #6 \_\_\_\_\_

10

Interview Questions

Person I'm interviewing \_\_\_\_\_

Their relationship to me \_\_\_\_\_

Question #1 \_\_\_\_\_

Answer #1 \_\_\_\_\_

Questions #2 \_\_\_\_\_

Answer #2 \_\_\_\_\_

Question #3 \_\_\_\_\_

Answer #3 \_\_\_\_\_

9

Write 50+ words that describe you! You may use the front and back of this card. When you finish, draw a picture using the words you've written. The picture should "say" something about you.

13

Answer one of the following questions on the back.

1. You are allowed to invite three people, living or dead, to your home for dinner. These might be famous people; they might also be people from your personal family history. Name these three people and tell why you would invite them to dinner.

2. You have been granted three wishes: one for you, one for your family, and one for earth. Tell what your three wishes would be and why you would pick those wishes.

3. Someone has decided to hire you for a job. Describe for me what the job is and why you are perfectly suited to do it. Tell me about your strengths and weaknesses so I can decide whether or not to hire you for this job!

11

Describe the ...

Last award you received \_\_\_\_\_

Last time you felt afraid \_\_\_\_\_

Last time you felt truly happy \_\_\_\_\_

Last cool place you visited \_\_\_\_\_

Last great gift you received \_\_\_\_\_

15

## Appendix E-Parent Letter

Dear Parents,

We are starting a new writing unit this week called “All About Me”! In this unit, students will be asked to write about themselves in a variety of ways. They will be challenged to think about how people have different perspectives of them, what they would like to accomplish in their lifetime, and to write adjectives that describe their personality. All of their writing will be kept in a folder which will be a great piece to read and review in the years to come to see how their ideas have changed!

Your child will also be completing an art project in correlation with this writing project. They will be making a self-portrait of themselves during art and adding it to their writing projects.

One of the writing projects we will be completing will require some at-home work. Students will be asked to interview a family member. Once assigned, they will have two nights to complete this assignment. This may require a phone call or visit with a relative. I will keep you posted as to when that assignment will be coming.

Ask your child what they are working on in writing each day as we are working on this project! You never know, you may learn something new about them!

Sincerely,

## Appendix F-Practice Interviewing Worksheet

Name: \_\_\_\_\_

Person being interviewed: \_\_\_\_\_

Their relationship to you: (friend, mom, etc...) \_\_\_\_\_

Date: \_\_\_\_\_

Questions:

1. What is your favorite color? \_\_\_\_\_

2. What is one thing you would like to do this summer? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is your least favorite thing to do after school? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Tell about your favorite thing that happened this year. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

Who would you like to interview? List 3 options. \_\_\_\_\_

\_\_\_\_\_

Possible questions to ask: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Appendix G-Interviewing Etiquette

- A. Write your questions out before the interview.
- B. Always ask permission before interviewing.
  - Is now a good time to ask you a few questions?
  - Would it be alright if I asked you a few questions about \_\_\_\_\_?
- C. Write down the name of the person you are interviewing and the date before you start.
- D. Make sure you are sitting somewhere you can write neatly (at a table or desk).
- E. Speak clearly and be polite. Be sure they understand the question.
- F. Write down what they say. Ask them to repeat their answer if you can't write it all down the first time.
- G. Be sure to thank them for their time.
  - I appreciate you taking time to answer my questions.
  - Thank you for answering my questions.

## Appendix H-Interviewing Worksheet

Due date: \_\_\_\_\_

Name: \_\_\_\_\_

Person being interviewed: \_\_\_\_\_

Their relationship to you: (friend, mom, etc...) \_\_\_\_\_

Date: \_\_\_\_\_

Questions:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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\_\_\_\_\_
4. \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Go on the back or a separate sheet of paper, if you need more room.

## Appendix I-Sample Paragraph

(green) If I could choose to bring anyone to my house for dinner, I would want them to be fun and interesting. (yellow) I would choose to bring Mae Jemison to my house for dinner! (yellow) I have always been interested in space and I know she could tell me a lot about it. (yellow) It would be both fun and interesting to hear her stories about space travel over dinner. (green) My choice for a dinner guest would certainly be Mae Jemison!

## Appendix J-Outline for Writing Paragraph

Name \_\_\_\_\_

Topic Sentence (Green): \_\_\_\_\_

\_\_\_\_\_

Detail (who would you bring to dinner?) (yellow): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Detail (why would you bring them to dinner?) (yellow): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Detail (why would you bring them to dinner?) (yellow): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusion Sentence (green): \_\_\_\_\_

\_\_\_\_\_

## Appendix K-Rubric for Grading Project

Name: \_\_\_\_\_

Card #1-2	
Filled out completely (12 points)	_____
Card #3-4	
Completed (9)	_____
Card #5-6	
Completed (9)	_____
Card #7-8	
Completed (9)	_____
Card #9-10	
Completed (12)	_____
Card #11-12	
Completed (9)	_____
Card #13-14	
Completed (9)	_____
Picture on front (5)	_____
Card #15-16	
Completed (12)	_____
Portrait on the back (4)	_____
Neatness (10)	_____
Total (100 points)	_____

## Appendix L-Speech Outline

Name: \_\_\_\_\_

1. Choose 2 or 3 of your cards you would like to highlight. Write the card numbers you chose here:  
\_\_\_\_\_.
2. Write the introduction to your speech here. This should be 1-2 sentences, including your name.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Write a summary of the first card you chose here. You may choose to read your entire paragraph (if you wrote one) or if you choose your list of adjectives, you may want to just pick 3-5 words and tell why you think they describe you.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Write a summary of the second card you chose here. You may choose to read your entire paragraph (if you wrote one) or if you choose your list of adjectives, you may want to just pick 3-5 words and tell why you think they describe you.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Optional: Write a summary of the third card you chose here. You may choose to read your entire paragraph (if you wrote one) or if you choose your list of adjectives, you may want to just pick 3-5 words and tell why you think they describe you.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Write one sentence to conclude your speech here. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**You may write more on a separate sheet of paper, if needed.  
Remember, you only have 3 minutes for your speech.  
Practice, Practice!**

## Appendix M-Speech Rubric

Name: \_\_\_\_\_

### Introduction

Clearly says name and introduces speech (5 points) \_\_\_\_\_

### Card #1

Gives summary of one card (10) \_\_\_\_\_

### Card #2

Gives summary of one card (10) \_\_\_\_\_

### Card #3 (optional)

Gives summary of one card (10) \_\_\_\_\_

Speaks clearly (4) \_\_\_\_\_

Makes eye contact with audience (4) \_\_\_\_\_

Has notes to read from (2) \_\_\_\_\_

Stays under 3 minutes (5) \_\_\_\_\_

Total points (40, with optional 10 point bonus) \_\_\_\_\_

Comments:

Name: \_\_\_\_\_

### Introduction

Clearly says name and introduces speech (5 points) \_\_\_\_\_

### Card #1

Gives summary of one card (10) \_\_\_\_\_

### Card #2

Gives summary of one card (10) \_\_\_\_\_

### Card #3 (optional)

Gives summary of one card (10) \_\_\_\_\_

Speaks clearly (4) \_\_\_\_\_

Makes eye contact with audience (4) \_\_\_\_\_

Has notes to read from (2) \_\_\_\_\_

Stays under 3 minutes (5) \_\_\_\_\_

Total points (40, with optional 10 point bonus) \_\_\_\_\_