

Newark Montclair Urban Teacher Residency
Social Justice & Inclusion
Integrated and Inclusive Curriculum Unit (SJU)
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PART 1: PLANNING THE UNIT OVERVIEW

Your Name: Catherine Payne-Lewis/ Jorge Villacreses

Unit Title: The Fulfillment Project

Topic: Self, community & city love

Grade level: 3rd grade

Themes/ Big Ideas:

1.) Self-confidence	2.) Self-Love	3.) Historical, Current and future Pride in Newark
4.) Creating a positive culture	5.) History of family	6.) Community involvement

Enduring Understandings:

What do you want ALL students to remember 10 years from now?...so what component

- 1) S.W.U.T. it is important to have unstoppable, unbreakable self confidence.
- 2) S.W.U.T. urban neighborhoods should be seen from a positive perspective.

Essential Questions

What questions will create the “doorway” to your study and set the stage for high-level thinking?

What can cause people to feel pride?

How can individual, cultural, historical experiences shape an individual's perceptions of where they live?

Can positive feelings (like self esteem) that resonate within ethnic individuals living in urban cities (like Newark) shatter the effects of systemic oppression.

Implementation Date

Discuss with your mentor teacher when you can carve out time to teach this 1-3 week unit. Given our planning schedule, the best time to teach it will be between 3/6- 4/11.

Implementation Dates:

Part 2: Planning With Standards

NJS Standards Addressed: Using both the **2009 Social Studies standards** and the Language Arts Literacy **2010 Core Common standards**, find standards that cover your unit. <http://www.state.nj.us/education/cccs/>. Feel free to use any other content standards that fit your unit.

2009 Social Studies:		
Personal, family, and community history is a source of information for individuals about the people and places around them.	6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
Recognize that people have different perspectives based on their beliefs, values, traditions,	6.3.4.A.2	

<p>culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond.</p>		
<p><u>2010 Core Common Standards for Language Arts:</u></p>		
<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>CCSS.ELA-LITERACY.RL.3.1</p>	
<p>Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>CCSS.ELA-LITERACY.RL.3.6</p>	

For each chosen standard, follow the steps below:

Standard	RI K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		
	DO THIS	WHY WE DO THIS	EXAMPLE
Step #1 –	Underline the important	· They signal the key	· Author

NOUN PHRASES	nouns or noun phrases (those that represent teachable concepts).	ideas and strategies essential for organizing content and facilitate transfer · Like a table of contents	<ul style="list-style-type: none"> · Illustrator · Text · Ideas · Information
Step #2 – QUALITY CONTENT LISTING	Determine what content students must know and write descriptors (describe, identify, or index).	<ul style="list-style-type: none"> · "Content" can be summarized in one word like "Expository Features" but what does that really mean for a Kindergartner? You need to break this down into a "Content Listing." · Think...Table of Contents · Descriptors add clarity and details – like subheadings) 	<p><u>Expository Language:</u> Written by Illustrated by Identify Book Ideas Information Author Illustrator</p> <p><u>Expository Features:</u> Illustrations Drawings Photographs Text</p>
Step #3 – VERBS	Circle the key verb (what students should do) in the standard.	<ul style="list-style-type: none"> · Be careful, sometimes verbs are used just for variation. · They signal the type of student performance required. 	<ul style="list-style-type: none"> · Name · Define
Step #4 – QUALITY SKILL STATEMENTS	Determine what students must do in relationship to the knowing. Three parts: ü Measurable verb ü Target (how	<ul style="list-style-type: none"> · "Skills" tend to be overly vague and can apply to many age levels. · "The student will understand how to read 	<p>With prompting and support from adults and/or peers, students will:</p> <ul style="list-style-type: none"> · Identify orally and/or gesturally the name of the author in digital and print expository texts. · Identify orally and/or gesturally the name of

	<p>learning is assessed) ü Descriptor (provides clarity/detail regarding the knowing)</p>	<p>expository texts" is vague and somewhat meaningless. It doesn't tell us how the student will demonstrate the learning and how we can measure that learning.</p> <ul style="list-style-type: none"> · So a skill statement is specific and measurable (think measurable verbs and avoid vague ones like "understand" and "demonstrate" unless you are going to specify HOW they will demonstrate) · Do not begin with: The student will... · Learning is assessed "in writing, orally, visually, aurally, manipulatively" · Sometimes a measurable verb does not need a target (write, find, calculate, recite) · Descriptors add clarity and details to the content listing, not duplicate it. 	<p>the illustrator in digital and print expository texts.</p> <ul style="list-style-type: none"> · Orally and/or gesturally define the role of the author as the person who writes the text and decides how the information is presented to the readers in digital and print expository texts. · Orally and/or gesturally define the role of the illustrator as the person who draws the pictures and help readers to "see" the information in digital and print expository texts. · Orally and/or visually explain how the author uses text to present information in digital and print expository texts. · Orally and/or visually explain how the illustrator uses pictures to present information or ideas in digital and print expository texts.
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STANDARD #1	6.1.4.D.11 - Personal, family, and community history is a source of information for individuals about the people and places around them.
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Step #1 – NOUN PHRASES	Personal history Family history Community history Source of Information Individuals People Places
Step #2 – QUALITY CONTENT LISTING	<p>Student family history</p> <ul style="list-style-type: none"> ● Exploring cultural identity (languages spoken, diversity within the classroom, sharing cultural traditions and norms through poetry) ● Exploring cultural differences (Through exploring cultural identity {through poems, students will gain respect and appreciation of each other’s customs and backgrounds.}) <p>Historical Public Figures</p> <ul style="list-style-type: none"> ● Famous people from Newark past and present (who was born between the years 1756 & 1997) Students will be exposed to 48 dynamic persons from Newark (born between 1756 & 1997) and will get to conduct detailed research on 23 of them. <p>Emphasis would be made on Text to self connections and how they identify with the people of whom the choose to study. Thus increasing or enhancing self esteem about the city the students are from as well as having a positive outlook on future goals and ambitions.</p>
Step #3 – VERBS	Appreciate, Recognize
Step #4 –	The student will demonstrate an understanding that having pride in themselves,

QUALITY SKILL STATEMENTS	their surroundings, and each other which will boost and or enhance personal self-esteem/ work ethic resulting in multiple individual accomplishments.
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STANDARD #2	6.3.4.A.2 Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond.
Step #1 – NOUN PHRASES	Beliefs, values, traditions, culture, experiences
Step #2 – QUALITY CONTENT LISTING	<p>Personal Identity</p> <ul style="list-style-type: none"> ● Self-esteem ● Culture/ Family Traditions ● Experiences <p>Community</p> <ul style="list-style-type: none"> ● Relationship to the community <p>Stereotyping</p> <ul style="list-style-type: none"> ● Bias ● prejudice ● Discrimination
Step #3 – VERBS	Recognize, identify, aware
Step #4 – QUALITY SKILL	Demonstrate an understanding of self-esteem and how it can affect decision-making. Students will demonstrate understanding through verbal and

STATEMENTS	written assessment.
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STANDARD #3	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Step #1 – NOUN PHRASES	Text, Answers
Step #2 – QUALITY CONTENT LISTING	Text Comprehension skills <ul style="list-style-type: none"> ● Identifying the main idea and supporting details in a text ● Understanding what is meant but not explicitly stated in a text (Inferencing skills) ● Using evidence from the text to support ideas
Step #3 – VERBS	Ask questions, Answer questions, Demonstrate understanding by referring explicitly to the text
Step #4 – QUALITY SKILL STATEMENTS	Conceptualizing and utilizing the practice of providing correct evidence to answer questions leads to being confident about work. Identifying main ideas and using supporting details in practice with “great conversations” sentence starters builds self esteem by being able to be confident about work.

STANDARD #4	CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
Step #1 – NOUN PHRASES	Narrator, Character's, Point of view
Step #2 – QUALITY CONTENT LISTING	<p>Development of Personal Thought</p> <ul style="list-style-type: none"> • Being able to identify how the passage/information they have just read makes them feel. • Identifying that how they feel once they read something, is similar to the moment of how they feel once someone says, or does something to them. <p>Academic Expression of Personal Thought</p> <ul style="list-style-type: none"> • To distinguish a student's independent thoughts from the text and/or connect their personal thoughts with information from the text to process new thoughts
Step #3 – VERBS	Distinguish
Step #4 – QUALITY SKILL STATEMENTS	Practicing the process of developing independent thought from culminations of experiences. Practice in distinguishing independent points of views and thought. Continuous development of these skills fosters confidence, self-esteem, and pride in one's own thinking. This practice will take place through reviewing sources of literature, that includes poems written by the students themselves.

- **S.W.U.T. it is important to have unstoppable, unbreakable self confidence.**

- S.W.U.T. Newark should be seen from a positive perspective.

Part 3: Planning Thematic Web

3 bullet points in each

<p style="text-align: center;"><u>Math</u></p> <ul style="list-style-type: none"> ● Bar graphs to compare famous people from Newark (ex, how many in the arts, how many in politics, business etc.) <ul style="list-style-type: none"> ● <i>How many people in the realm of the arts</i> ● <i>How many people in the realm of politics</i> ● <i>How many people in the realm of business</i> ● <i>How many people in the realm of other category(ies)</i> ● Tally marks made (on our genres anchor chart) to represent literature read on the topics of self esteem and pride. <p>Relate findings back to the fact that these are positive accomplishments that can be attributed to the city of Newark.</p>	<p style="text-align: center;"><u>Arts (visual, music, drama)</u></p> <ul style="list-style-type: none"> ● Poetry slam <ul style="list-style-type: none"> ● Poems will be about children’s feelings about themselves and of their city in a positive light to evoke pride. ● Wax museum <ul style="list-style-type: none"> ● Students will research famous people from Newark. <i>How many famous people from Newark</i> ● Children will be ultimately choose/ be assigned a famous person to focus on. <p>Examples are:</p> <ol style="list-style-type: none"> 1. Bill Bellamy (1965-) - Actor 2. Seth Boyden (1788 – 1870) - Inventor 3. Shakur Stevenson (1997-)- Boxer 4. <u>Sal Irizarry (1970 -) Producer</u> 5. <u>Franklin Correa - (1978 -) Writer, Producer</u> 6. Sam Porcello (1934-2012) - Food scientist/ Inventor Oreo creme filling 7. <i>Luis M. Lopez (D.O.B. unknown) former newark principal and fought for sports rights of hispanic children.</i> 	<p style="text-align: center;"><u>Science and Technology</u></p> <ul style="list-style-type: none"> ● Smart board usage ● Video creation (Some poems from poetry slam will be videotaped and displayed via projector at the live event.)

8. *Robert Curvin (1934-2014) - researcher and theorist on issues related to urban poverty.*
9. Hannibal Goodwin (1822-1900) Developed the patent for film (for cameras)
10. *John Cotton Dana (1856-1929) - founder Newark Museum*
- 11. Queen Latifah(1970-)-actress/ singer**
- 12. Sheilah Coley (D.O.B. unknown) Newark's 1st female police director**
13. Cory Booker (1969-)- US Senator
14. Rick Cerone - (1954-) (NY Yankees)
- 15. Lena Donaldson Griffith -(a.k.a. Mrs. Parker O. Griffith)- (1880-1960) Griffith Music Foundation/ Griffith building**
16. Charles Cummings (1937-2005) - Newark historian/ writer for Star Ledger
17. Charlie Norton (1852-1899) Boxer
18. Thomas N. McCarter (1867-1955) 1st president of PSE&G
19. Savion Glover (1973-) Tap dancer
- 20. Sarah Vaughan (1924-1990) Singer**
21. Brian De Palma (1940-) Screenwriter/ director
22. Shaquille O'Neal (1970-) Basketball player
23. Paul Simon (1941-) Singer
24. *Frankie Valli (1934-) Singer*
25. Richard Wesley (1945) Playwright
- 26. Tracey "Africa" Norman (1951) Female Model**
27. Ernest Dickerson (1951-) Film director, cinematographer
- 28. Gloria Gaynor (1949-) Singer**

29. Harriett Adams (1892 -1982) Writer for Nancy Drew Series

30. Matee Ajavon (1986-) Female Basketball player

31. Joe Rogan (1949 -) Actor/ TV Host/ Comedian

32. Keshia Knight Pulliam (1979 -) Actress

33. Jason Alexander (1959 -) Actor

34. Bebe Neuwirth (1958 -) Actress

35. Herbert Norman Schwarzkopf (1895-1958) NJ state police

36. Michael B. Jordan (1987-) Actor

37. JD Williams (1978-) Actor

38. Tisha Campbell-Martin (1968) Actress

39. Connie Francis (1938-) Actress/ Singer

40. *Jerry Lewis (1926-) Actor/ Comedian*

41. Allen Ginsberg (1926-1997) Poet, activist

42. Whitney Houston (1963-2012) - Singer

43. Jerome Kagan (1925) - Psychologist

44. Rafael Gomez - (1970-) Lawyer/ writer/ director

45. Justin Omar Suarez (1976-) Sound engineer for Conan O'Brien

46. Aaron Burr (1756-1836) 3rd Vice president of the U.S.

47. Donald Payne Sr. (1934-2012) US Congressman

48. Frank Sinatra (while not from Newark he Performed at Symphony Hall and various theaters in Newark)

(Interdisciplinary) Children will then write a short biography of the person that they pick/ are assigned.

Students will then take part in a video, where each student dresses up like a famous person from Newark.

	Video will be shown to the class concluded by a discussion.	
<p><u>Other/Field Trip</u> Videos</p> <p>Baraka speaks on Newark https://www.youtube.com/watch?v=neEnF8HmKGs</p> <p>Images of Newark 1927 https://www.youtube.com/watch?v=BoFZy49XuW4</p> <p>Newark Riots https://www.youtube.com/watch?v=SvMdZLGW5go</p> <p>https://www.youtube.com/watch?v=-dHLxkqnD34</p> <p>https://www.youtube.com/watch?v=oUR8-P1vYy4</p> <p>Homeless in Newark https://www.youtube.com/watch?v=BcHRdYhoO6Y</p> <p>https://www.youtube.com/watch?v=3j6</p>	<p><u>TOPIC:</u></p> <p><u>Self-Esteem =</u> <u>Self- Fulfillment</u></p>	<p><u>Literature, Reading</u></p> <p>Students will be read books and poems on the topic of self-love, community love and self-esteem. (examples are: Books:</p> <p><u>Definite Reads</u></p> <ul style="list-style-type: none"> *Something beautiful by Sharon Dennis Wyeth (Self love) *My Heart Will Not Sit Down by Mara Rockliff (Community love) *And Tango Makes Three (Community love/ loving differences) *Oh, the places you go by Dr. Suess (Self love) <p>Poems</p> <ul style="list-style-type: none"> I live, Yo Vivo adapted from Sar Lopez Loving Yourself by Sam Conrad <p><u>Additional resources</u></p> <ul style="list-style-type: none"> *When I feel good about myself by Cornelia Spellman etc. (Self love) *I'm Gonna Like Me: Letting Off a Little Self-Esteem by Jaime Lee Curtiss (Self love)

vAaZcD-k		*Beauty by Tapiwa (Self love)
<p style="text-align: center;"><u>Social Action</u></p> <ul style="list-style-type: none"> ● Poetry slam video will be used as a call to action. ● Letters written to NPS to ask to adopt the fulfillment project as a 1-6 week mandatory program. ● Steps made to connect with urban school districts across NJ and beyond. 	<p style="text-align: center;"><u>Social Studies/history/</u></p> <ul style="list-style-type: none"> ● Biography research (on persons from Newark) ● History about cultures of children in the class [African American, Hispanic (narrowed)] 	<p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> ● Who am I poems ● Biography writing on persons from Newark ● Letters written to NPS to ask to adopt the fulfillment project as a 1-6week mandatory program.

Part 4: Planning for Ensuring Access through Universal Design for Learning

Predict

- Use this planning table to consider the barriers that students may experience to learning the material given your planned instructional method (e.g. group discussion, or lecture) and materials (e.g. textbook, website, handouts).
- Probe predictable student barriers beyond the surface. “Not motivated to learn” is not an adequate barrier to facilitate solutions. Probing for underlying learning barriers (e.g. limited background knowledge, little experience with independent learning) starts the process to develop UDL solutions.

Frontload

- Once the barriers have been identified, you can consider ways to frontload your lesson so that all students will benefit.
- Consider potential means of instruction AND assessment that connect to the flexible options for engagement, representation, and expression, and active learning.
- Know your resources to support your identification of solutions (e.g. team members, websites, digital materials shared at your school or across county).

Curriculum Unit Methods and Materials	Challenges that these instructional methods and materials present to some students	UDL Solutions – Instruction and Assessment		
		<i>Flexible options for student engagement</i>	<i>Flexible methods of representation</i>	<i>Flexible methods of expression and active learning</i>
Give extra cues or prompts	The following students may experience immaturity regarding topics covered O.C. Y.P. T.V. J.P. J.C.B.	<ul style="list-style-type: none"> • Books/Storytelling • Games • Active experiential learning • videos • Research websites • Turn and Talk (cooperative learning group) 	<ul style="list-style-type: none"> • Visual aids (charts, pictures, smartboard, handouts) • Use highlighters when necessary • Use written backup for oral directions • Kinesthetic • Linguistic 	<ul style="list-style-type: none"> -Visual aids (charts, pictures, smartboard) -Video production -Word banks - Writing using text to speech -Kinesthetic learning -Preteach vocabulary -Give extra cues or prompts

	<p>L.A. A.A. J.CA. J.COG.</p> <p>The following students may require additional means of representation (i.e. charts, handouts and verbal examples)</p> <p>L.O. J.O. G.R. Y.S.</p> <p>The following students may require additional attention grabbing gestures with eye contact.</p> <p>J.CO.</p> <p>The following students read below grade level:</p> <p>J. CA. L.O. Y.S. J.O. Y.P. J.C.B.</p>	<ul style="list-style-type: none"> • Flexible groups • Vary activity often <p>Strategic opportunity for student engagement will be planned every 8-10 minutes or less. (i.e. gestures, Turn & Talks, move location)</p>	<ul style="list-style-type: none"> • Materials written with words all students can read. • Peer buddies 	<ul style="list-style-type: none"> -Extended time requirements -White board response - Act Out a situation -Text to speech -Venn Diagram - Word Bank
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Part 5: Curriculum Unit Worksheet

Universal Design for Learning: As you develop the lesson summary, consider your planning for UDL in Part 4. As you make instructional and assessment choices for ensuring access for all learners, **highlight** these choices in your daily unit plan below according to their UDL categorizations below. If UDL choices overlap, indicate with an annotation.

Green	Provides Multiple Means of Engagement (options for self-regulation, sustaining effort and persistence, and recruiting interest)
Purple	Provides Multiple Means of Representation (options for comprehension, language, mathematical expressions, and symbols, and perception)
Blue	Provides Multiple Means of Action & Expression (options for executive function, expression and communication, and physical action)

Unit Title: The Fulfillment Project	Teacher: Villacreses/ Payne Lewis	Grade: 3rd
Unit Description: The fulfillment project serves a platform to uplift, instill and motivate youngsters with enough confidence to prepare, propel and equip them with resilience in effort to make sweeping changes in their local communities.		Standards Addressed: 6.1.4.D.11 Personal, family, and community history is a source of information for individuals about the people and places around them. 6.3.4.A.2

	<p>Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • S.W.U.T. it is important to have unstoppable, unbreakable self confidence. • S.W.U.T. Newark should be seen from a positive perspective. 	<p>Essential Questions</p> <p>-What can cause people to feel pride?</p> <p>-How can individual, cultural, historical experiences shape an individual's perceptions of where they live?</p> <p>-Can positive feelings (like self esteem) that resonate within ethnic individuals living in urban cities (like Newark) shatter the effects of systemic oppression.</p>
<p>/List Individual Student Needs: Identify specific student needs as identified by IEP/504. *Repeat what is said to student to clarify understanding J.P., J.O.</p>	

*Provide Modified assignments as needed J. CA., J.COG.
 *Prepare student for transitions and provide supervision during transitions J.CA.
 *Follow a less desirable task with a more desirable task, making the completion of the first necessary to perform the second. J.P.

Day	Daily Mini-Lesson Summary (Reading/Writing Workshop: Mini Lesson, Guided/Small Group/Independent Practice, Closure)	Assessment: Phrased as: "Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)"
Day 1	<p>Topic: Self esteem</p> <p>Conduct a survey with the students using polleverywhere.com Enter the question "I am self confident and proud of who I am. I believe in myself and what I can learn and do." (Gather students responses))</p> <p>Introduce the self-esteem game "Question Me" State the directions for the "Question me" game. Demonstrate how to play the "Question me game" Have 2 students play the "Question me game" Pass out game boards and have children play the "Question Me" game in groups of 2. Have students turn over <i>the</i> Pink card that reads Write about what having good self esteem means to you.</p> <p>Respond to this question now by writing on the paper provided.</p> <p>Teacher will go over work and invite 6 students who had conferences to share their knowledge (one takeaway or question that stood out) with the class. Class will acknowledge their hard work and diligence with "Fireworks" protocol (make noise like a firecracker "chhhh" with hands out, clap with "boom" and hands spanning out with</p>	<p>Students will demonstrate understanding of content by writing <u>Writing about what having good self esteem means to them.</u> <u>Writing activity added please see left column*</u></p> <p>Notes standards→ unpacked details→ objective of lesson</p>

	<p>“ahhhhh”).</p> <p>HOMEWORK</p> <p>Children will answer the following questions:</p> <ol style="list-style-type: none"> 1. When you're feeling confident, what emotions do you experience? <p>What is your favorite thing to do? How do you feel when you work on this activity?</p>	
Day 2	<p>Topic: Self esteem Where I'm from poem</p> <p>Anticipatory Set: Ladies and gentlemen, who here is a poet? Well I want to be the first to tell you that each and every person here, is a poet. As a matter of fact, everyone with a story is a poet, and it is completely up to us to be able to share our stories with others, in hopes that we can support one another, inspire one another, or just simply make connections with others.</p> <p>There are a couple of words that I want to define before we begin to use them.</p> <ul style="list-style-type: none"> - Students, I would like for you to turn and talk as to who you consider family. GO! <p>The first is Family. I want everyone to acknowledge that family can mean something different depending on who you ask. We are acknowledging that although families can be different, we are respecting and appreciating our peers for sharing with us what they love most about their families, how they have made memories and have impacted their lives.</p>	<p>Students will demonstrate understanding of the components of what make up “where they are from” including environment, who they live with, and their interactions with their family and others by writing a “Where I’m from Poem”</p>

- Students, I would like for you to turn and talk as to what you consider a tradition. GO!

The next word I want to unpack is **tradition**. Who can tell me what a tradition is? I want everyone to think of a tradition that their family may have. For example, a tradition can be a belief, a custom, or a practice that is passed down from generation to generation within a family. A specific example is a bedtime story, or any family story perhaps that gets told at the diner table or during holidays. Another example could be a family food, or a song that gets made por played. These are all things that we will be thinking about and sharing in our "Where I'm From" poems.

Model

We all are different and have different cultures, families and traditions, and these are going to be the focuses of our poems. Ms. Payne Lewis and I have developed our own personal poems, which follows the model we are going to show you now. (Explanations in blue will all be guided to explanations of poem excerpts on SMART Board)

I will read my poem to you now. (Chart 1)

I am from a comfy couch with blankets on top, from calendars on doors, and hot stove tops.

I am from the skylights, and big windows, where I come in and smell the windex, and fabuloso.

I am from the small bushels in front of the house, I am from the grass that is green and the trees that blow around and around, whose long gone limbs i remember as if they were my own.

I am from dinner with the family, and cousins being close. I am from

Tia Juanita and Abuelita Maria, I'm from going to New York to see the big family, I am from family trips and seeing the new stars wars movies with my cousins.
I am from "I love you", "be nice to your brother" and "everything has its time and place". I'm from family vacations. I'm from Jersey City New Jersey, Jipijapa and Guayaquil Ecuador, beef eggs and rice and tostones for breakfast, and my grandma's lasagna during the holidays. From my dad running marathons, to my brother falling down while chasing my dad in the Atlantic City Marathon, to family portraits of my grandparents, aunt and uncles, to the memories of family parties in my mind and heart.

Let's choral (Have children choral the poem)

So scholars the way I wrote this was based on a formula...a model itself. Let's look at the chart here (point to chart 2) and compare it with each sentence here in my poem:

Formula reads: (Chart 2)

I am from (everyday products and items in your home, grandparent's home)

I am from (description of our home, maybe how it smells, feels)

I am from (Nature that is in our communities, whether it is a plant that is inside our homes, or a tree that we see everyday as we go to and from school)

I am from (family habits, traits or traditions. This could be about things you do with relatives or family pastimes.)

I am from (things my parents always tell me.)

I am from (where my family is from)

I am from (family foods)

I am from (whatever you would like to add)

SO let me break each line in my poem down for you.

I am from a comfy couch with blankets on top, from calendars on doors, and hot stove tops.

(so the first line ladies and gentlemen is reflecting everyday products and items in your home, think of things that might not only be just in your home, but things in your grandparents, uncles, aunts, and extended families living spaces.)

I am from the skylights, and big windows, where i come in and smell the windex, and fabuloso.

(Here scholars we are discussing a description of our home, maybe how it smells, feels, or even tastes)

I am from the small bushels in front of the house, I am from the grass that is green and the trees that blow around and around, whose long gone limbs i remember as if they were my own.

(Here scholars we are focusing on the nature that is in our communities, whether it is a plant that is inside our homes, or a tree that we see everyday as we go to and from school, we are thinking about nature all around us.)

I am from dinner with the family, and cousins being close. I am from Tia Juanita and Abuelita Maria, I'm from going to New York to see the big family, I am from family trips and seeing the new stars wars movies with my cousins.

(Here scholars, we are talking about family habits and family traits. We are talking about relatives, and we are talking about

family pastimes.)

I am from “I love you”, “be nice to your brother” and “everything has its time and place”. I’m from family vacations. I’m from Jersey City New Jersey, Jipijapa and Guayaquil Ecuador, beef eggs and rice and tostones for breakfast, and my grandma’s lasagna during the holidays. From my dad running marathons, to my brother falling down while chasing my dad in the Atlantic City Marathon, to family portraits of my grandparents, aunt and uncles, to the memories of family parties in my mind and heart.

(Here ladies and gentlemen, I make a large focus on my family and the memories I have of them. My first sentence focuses on things my parents always tell me. My second sentence focuses on a family tradition, and where my family is from, and family foods.)

Guided

Structure of poem introduced in model thinking will be repeated. Students will volunteer to fill in the portions of the poem one by one with their individual contributions. This practice will be facilitated and guide the students towards developing the other parts of their individual poems that will be worked on in the independent practice.

Worksheet will be provided in order for students to follow the structure of the sections of the poem in case they need a reference. References will be cut into five sections where groups of students will work on each section together.

Independent

	<p>Students will develop their own “Where i am from “ poems.</p> <p>For each of the sections that the students will complete, we will have “Section Stations”, where students will engage in movement by switching from station to station in order to complete certain sections of their poems.</p> <p>Students will be given approximately 5 minutes at each station, and ten minutes at their final.</p> <p>If more time is needed, an additional five minutes will be provided to students.</p>	
Day 3	<p>Topic: Self esteem Where I’m from poem revisions & Sharing</p> <p>Anticipatory Set</p> <p>So ladies and gentlemen, as we have completed our poems, we will be making our final edits to our “Where I’m From” poems and will be making an effort to listen to those who are comfortable with sharing. If you do not wish to say your poem out loud, Mr. V will be able to transcribe it onto the SMARTBoard, and the class will corral your poem out loud.</p> <p>Model</p> <p>So ladies and gentlemen, I am going to model another version of the “Where I’m From” Poem that I have developed for you as a model. I want to explain that as a class, everyone should be looking, listening, thinking, and NOT talking (all re-expressed using signals of the class) while there is a speaker up at the front of the class.</p>	<p>Students will demonstrate understanding of content by writing what hearing each other’s presentations taught them about 1 or more of the following:</p> <ul style="list-style-type: none"> ● Having self esteem ● How confidence and pride affect one’s views ● Respecting each other’s differences ● How it felt to learn more about each other’s experiences

	<p>Ms. Payne Lewis is going to provide her poem as an example of what it would look like if someone wants to come up and have their poem read out loud by the class. I will transcribe or type out Ms. Payne Lewis' poem and once it is completed, we will read through it as a class together.</p> <p>Through both examples, I would like for anyone who has any questions, or connections with any of the poems to either write them down, or keep them in their mind to send positive feedback and/or questions for the reader.</p> <p>Independent</p> <p>Students will have a choice on how to present their poems. Students who are listening to presentations will have the option to either write down their positive comments, connections and questions on an individual piece of paper.</p>	
Day 4	<p>Topic: Newark Hx of Newark Past 1600's→ early 1800's</p> <p>Anticipatory Set Show early pics of Newark and ask kids if they know what city it is.</p> <p>Model Brief overview of the following highlighting significant events:</p> <ul style="list-style-type: none"> ● History of Newark Late 1600-1800's ● How Newark was purchased from the indians ● Robert Treat 	<p>We will not do day 4 material and will skip to Day 5</p>

	<ul style="list-style-type: none"> ● NJ Revolutionary War ● Newark was a flourishing Industrial City ● Parks & Monuments dedicated to George Washington 1st president of the USA ● Great depression <p>Stone Voices video</p> <p>Show video: https://www.youtube.com/watch?v=BoFZy49Xuw4</p> <p>Model how to put a timeline in order of the year.</p> <p>Guided</p> <p>Have 1-4 students come up and model putting events up on the timeline by year. Children have their own timelines and will paste photos & year on papers.</p> <p>Independent</p> <p>Children will complete timeline by pasting photos and years on paper.</p> <p>*After the lesson in the day(s) to come do a read aloud of <i>My Heart Will Not Sit Down</i> by Mara Rockliff - a book about an African tribe giving to NYC during the Great Depression. Relate to → Helping in a time of need → selflessness → loving everyone → self esteem</p>	
DAY 5	<p>Topic: Self esteem and Newark Hx of Newark mid 1800's → Present</p> <p>Anticipatory Set</p> <p>Show timeline on smart board. Have kids come up and put timeline in order from 1600-1812.</p>	<p>Students will demonstrate understanding of content by completing an exit ticket regarding 1 takeaway of what they learned.</p>

Intro to new material

History of Newark Early 1800-Present (treatment of/ endurance of minorities)

- Newark riots 1967

Newark Riots (show videos)

Personal experiences can help us to understand better. Here is an account of someone who lived at the time of the riots.

<https://www.youtube.com/watch?v=SvMdZLGW5go>

<https://www.youtube.com/watch?v=-dHLxkqnD34>

<https://www.youtube.com/watch?v=oUR8-P1vYy4>

- Puerto Rican Riots 1974
- Briefly discuss police brutality in today's time

Guided

Children will receive a written document with the info the video contained and will answer a series of questions by highlighting info in the document and writing the question number on the side.

Some questions are:

- What happened in Newark in the summer of 1967?
- What was the cause of these riots?
- How have phone cameras and social media changed the public's response to police violence?

Call on 1-2 students to come up and highlight.

Independent

	<p>Students will continue to highlight answers to questions and write question number on the side.</p> <p>Play Kahoot game (if time) of questions asked/ highlighted in document.</p>	
<p>DAY 6 DAY 7 DAY 8 Day 9</p>	<p>Hx of famous people from Newark</p> <p>Anticipatory set</p> <p>Overview of 2 days of learning about Newark and tying it into that Newark is overall a great place. In order to know where you are going you have to know where you are from. Play video</p> <ul style="list-style-type: none"> ● Baraka speaks on Newark <p>https://www.youtube.com/watch?v=neEnF8HmKGs</p> <p>Intro to new material</p> <p>Newark has a rich history and has had inhabited millions of people before us. Let's learn about some of the people from Newark that have helped to make it and the world a great place.</p> <p>Let's look at a slideshow and take note of the people from Newark that you may like.</p> <p>Show slideshow of the 48 people from Newark with their title</p> <p>Slideshow will include the following people</p> <ol style="list-style-type: none"> 1. Bill Bellamy (1965-) - Actor 2. Seth Boyden (1788 – 1870) - Inventor 3. Shakur Stevenson (1997-)- Boxer 4. <u>Sal Irizarry (1970 -) Producer</u> 5. <u>Franklin Correa - (1978 -) Writer, Producer</u> 	<p>Day 6 - Students will demonstrate understanding of content by completing an exit ticket regarding 1 takeaway of what they learned.</p>

	<ol style="list-style-type: none"> 6. Sam Porcello (1934-2012) - Food scientist/ Inventor Oreo creme filling 7. <i>Luis M. Lopez (D.O.B. unknown) former newark principal and fought for sports rights of hispanic children.</i> 8. <i>Robert Curvin (1934-2014) - researcher and theorist on issues related to urban poverty.</i> 9. Hannibal Goodwin (1822-1900) Developed the patent for film (for cameras) 10. <i>John Cotton Dana (1856-1929) - founder Newark Museum</i> 11. Queen Latifah(1970-)-actress/ singer 12. Sheilah Coley (D.O.B. unknown) Newark's 1st female police director 13. Cory Booker (1969-)- US Senator 14. Rick Cerone - (1954-) (NY Yankees) 15. Lena Donaldson Griffith -(a.k.a. Mrs. Parker O. Griffith)- (1880-1960) Griffith Music Foundation/ Griffith building 16. Charles Cummings (1937-2005) - Newark historian/ writer for Star Ledger 17. Charlie Norton (1852-1899) Boxer 18. Thomas N. McCarter (1867-1955) 1st president of PSE&G 19. Savion Glover (1973-) Tap dancer 20. Sarah Vaughan (1924-1990) Singer 21. Brian De Palma (1940-) Screenwriter/ director 22. Shaquille O'Neal (1970-) Basketball player 23. Paul Simon (1941-) Singer 24. <i>Frankie Valli (1934-) Singer</i> 25. Richard Wesley (1945) Playwright 	<p>Day 7 - Students will demonstrate understanding of content by completing their bio & a venn diagram comparing themselves with the person they chose.</p> <p>Day 8 - Students will demonstrate understanding of content by reciting the bio they wrote (on person from Newark) in front of a live camera.</p> <p>Day 9 - Students will demonstrate understanding of content by playing a trivia game consisting of all 22 important figures (that the class did bios on) and getting at least 70% of the trivia questions correct.</p>
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- 26. Tracey "Africa" Norman (1951) Female Model**
- 27. Ernest Dickerson (1951-) Film director, cinematographer
- 28. Gloria Gaynor (1949-) Singer**
- 29. Harriett Adams (1892 -1982) Writer for Nancy Drew Series**
- 30. Matee Ajavon (1986-) Female Basketball player**
- 31. Joe Rogan (1949 -) Actor/ TV Host/ Comedian
- 32. Keshia Knight Pulliam (1979 -) Actress**
- 33. Jason Alexander (1959 -) Actor
- 34. Bebe Neuwirth (1958 -) Actress**
- 35. Herbert Norman Schwarzkopf (1895-1958) NJ state police
- 36. Michael B. Jordan (1987-) Actor
- 37. JD Williams (1978-) Actor
- 38. Tisha Campbell-Martin (1968) Actress**
- 39. Connie Francis (1938-) Actress/ Singer**
- 40. *Jerry Lewis (1926-) Actor/ Comedian*
- 41. Allen Ginsberg (1926-1997) Poet, activist
- 42. Whitney Houston (1963-2012) - Singer**
- 43. Jerome Kagan (1925) - Psychologist
- 44. Rafael Gomez - (1970-) Lawyer/ writer/ director
- 45. Justin Omar Suarez (1976-) Sound engineer for Conan O'Brien
- 46. Aaron Burr (1756-1836) 3rd Vice president of the U.S.
- 47. Donald Payne Sr. (1934-2012) US Congressman
- 48. Frank Sinatra (while not from Newark he Performed at Symphony Hall and various theaters in Newark)

So boys and girls you will pick one of these people from Newark

to do a biography about. We will be doing a wax museum/ video of you in character as the person you choose. You can dress up which is encouraged if you like or you can make or bring in your own props. (Pass out paper of list of names of people from video)

Model how to pick a person from the list. Tell students you can choose a quality or characteristic of that person that you can relate to (Ex. I like to sing...so I will pick Sarah Vaughn). Once selected, you will receive 2 different passages about that person to write your own passage about them. (Each children will get 2 passages about their "famous person from Newark" to then construct a passage about that person using information from 2 sources.

Model how to write your own passage (i.e Mmmm I am looking at passage # 1 and it says that Tisha Campbell went to Arts High and I am looking at this passage and it says that Tisha Campbell moved to Newark when she was 14 years old. So my sentence I can create is Tisha Campbell was 14 years old when she moved to Newark and attended Arts High.

Also provide sentence starters for those who may have difficulty creating their own sentences:

Sentence starters will be given on a sheet and demonstrat on chart paper:

Guided

Have 1-2 students (pre-selected) model picking a person →
Model looking at 2 passages → Model writing passage

Independent

Students take turns picking person from Newark transitioning to
reading passages → writing their bios

Day 7

Write/ revise bios

Do a venn diagram of each child's similarities/ differences with
the person they chose.

Day 8

Bring in costumes/ teacher makes certain costumes

Record children in character as they pose like statues and then
record their written bio on video in character.

Day 9

Children watch the completed compilation of videos (of
themselves)

Do Trivia game (Made in Kahoot) on all people from Newark

*(Pre-Send letters to parents regarding bios children are making
and that they would be dressing up like the person they choose.
Enlist the help of parents with the possible making of costumes,
bringing in clothes, mustache, hats etc. for their child.)*

**Be prepared to make costumes that would benefit bringing out
certain characters (i.e. mustaches, hats, wigs).*

<p>DAY 10</p>	<p>Topic Understanding differences Read aloud of the book And Tango Makes Three by - Justin Richardson</p> <p>Vocabulary words: (Do bop, bop, bop motion) Noticing - become aware of Couple - Two people who are together in a relationship Penguin - Aquatic, flightless birds Snuggled -To move into a warm, comfortable position taught - To train</p> <p>https://www.youtube.com/watch?v=WyPjUa908hM</p> <p>At Minute 4:48 - (Turn and Talk TT) What is the most important thing a good home needs? Possible answer: A good home needs love.</p> <p>At Minute 6:05 - What is that “Onomatopoeia” (do motion/ have kids do motion.</p> <p>After story TT about what the theme of the story is: (Walk around and conference chat with student pairs)</p> <p>Call on 1-2 students that had conferences to share out</p> <p>Relationships around the world are as varied as the people who live within it. In order for us to be our best selves, we must understand that being different is a good thing. People who are different should be understood for the people they are and should be free from Stereotypes, Bias, prejudice and Discrimination...things that can actually tear someone’s self</p>	<p>Students will demonstrate understanding that all people are different, unique and valued.</p>
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	esteem down. Our mission is to build up your self esteem so that you in fact can go and build up the self esteem of others.	
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Part 6: initial TWO Lesson Plans

Universal Design for Learning: As you develop the lesson plans, consider your planning for UDL in Parts 4 and 5. As you make instructional and assessment choices for ensuring access for all learners, highlight these choices according to their UDL categorizations below. If UDL choices overlap, indicate with an annotation.

Green	Provides Multiple Means of Engagement (options for self-regulation, sustaining effort and persistence, and recruiting interest)
Purple	Provides Multiple Means of Representation (options for comprehension, language, mathematical expressions, and symbols, and perception)
Blue	Provides Multiple Means of Action & Expression (options for executive function, expression and communication, and physical action)

Lesson 1

Name: Villacreses, Jorge, Payne Lewis, Catherine	Topic/Title: Self Esteem	Grade Level/ 3rd grade
1a. STANDARD: 6.3.4.A.2 Recognize that people have different perspectives based	1b. ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> ● S.W.U.T. it is important to have unstoppable, unbreakable self confidence. 	

<p>on their beliefs, values, traditions, culture, and experiences. Are aware of their relationships to people, places, and resources in the local community and beyond.</p> <p>CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> ● S.W.U.T. Newark should be seen from a positive perspective.
<p>2a. TIERED STUDENT LEARNING OBJECTIVES</p> <p>After engaging in a hands on activities regarding the topic of self-confidence, SWBAT demonstrate verbally or in writing their perception of what having good self esteem/ pride means to them.</p>	<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</p> <ul style="list-style-type: none"> ● What is self-esteem? ● How self esteem changes over time. ● How self esteem can be different for each individual. ● How self- esteem can change when experiences happen (positive and negative)
<p>3. ASSESSMENT</p> <ul style="list-style-type: none"> ● Watching and listening to student's discussions during turn and talk and independent segments ● Fist to two will help signal which students are not grasping the concepts. ● Students' progress will be recorded on teacher Notes ● View post-its to see if there are any unanswered questions ● During independent practice asking children questions like (Tell me about why you feel that way. • How is your schema is changing as you are thinking about/answering your response/ listening to others? • Tell me about your schema for this type of situation • What do you know about this topic? 	
<p>4. INDIVIDUALIZED STUDENT NEEDS</p>	

- Kinesthetic movements
- Visual aids (Charts 1,2, 3)
- Students working in groups
- Turn and talk

Green

Provides Multiple Means of Engagement
(options for self-regulation, sustaining effort and persistence, and recruiting interest)

Purple

Provides Multiple Means of Representation (options for comprehension, language, mathematical expressions, and symbols, and perception)

Blue

Provides Multiple Means of Action & Expression (options for executive function, expression and communication, and physical action)

PROCEDURE AND PRACTICE

TEACHER'S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
<p>1 STARTER/ANTICIPATORY SET (5min.) Jorge <i>Script</i> Scholars, Put Up Your Dukes and learn. (Call students over to the carpet area)</p> <p><i>Script</i> Well scholars I really need your help today! On this chart right here we have letters that make up a word that we have recently discussed in class. We need your help to unscramble these letters and to find out what the word really is. Let's use our detective capabilities (make hand gestures/ have students do the same)</p> <p>Turn and talk to a partner to find out!</p> <p>(Call on 1-2 students)</p>	<p>Signaling Activating Prior Knowledge, Agree, and Respectfully Disagree</p> <p>Turn and Talking using "Great Conversations Sound Like..."</p>	<p>Chart 1</p> <p>With the word "Self - esteem" scrambled up written on it</p> <p>FLES ETMESE</p>

<p>Wow right self-esteem! So what is self-esteem?</p> <p>Call on 1-2 students.</p> <p>Right...</p> <p>(read chart and have children choral)))))))</p> <p>Self-esteem is a way of thinking and feeling about yourself.</p> <p>Kids with good self-esteem... feel proud of what they can do... believe in themselves, even when they don't succeed at first.</p> <p>We realize that our self-esteem is always growing and changing. Today your good qualities, such as being kind or capable can help you to feel good about yourself...and then later like maybe tomorrow... when you do things like:</p> <ul style="list-style-type: none"> ● something nice for someone ● your homework ● do well on a test ● or even do well in sports <p>...these things can affect and grow your self esteem!</p>		<p>Point to/ read chart 3 - Self esteem w/ definition</p>
<p>2. INTRODUCTION OF NEW MATERIAL (10 min.) Cathy & Jorge</p> <p>Today scholars we will delve into ...million dollar word (tap nose/ children tap noses too)...learn more about self-esteem by playing the game that Mr. V & I created called “Question ME”</p>	<p>Sitting on Tree Carpet, listening, offering question ideas.</p>	<p>Egg crate Ball Question cards Chart 2 - directions</p>

The “Question Me” game involves questions and situations for you to think about and answer... challenging you to voice your opinions and views so that you may UNDERSTAND the concept of Self esteem and all it involves...what it affects... a little better.

So I am going to model it for you and when I am modeling what are we doing? “Looking, listening and thinking” (do hand movements and children follow)

Now look at me...I am going to go over the directions

(Directions said orally and addressed in written form)

The “Question Me” game involves this playing board (egg crate) and 1 ball.

Each space on the game board is labeled with a “1” or a “2”... Which correspond to cards that say “1” or a “2”.

This game is played with 2 people. Mr. V and I will demonstrate.

Player 1 will be decided by doing rock, paper, scissor (demonstrate).

Once player 1 is decided, they will then throw the ball in a spot on the egg crate (demonstrate).

Whatever spot it lands on that player must pick a card, oh look the ball landed in the “1” spot so I am going to pick a card from the “1” pile.

So wow let's see I picked this card here:

What does it feel like when someone recognizes something you worked hard to do?

Now when you pick a card, we do not want you to give 1-2 word answers, we want you to think thoroughly about it and make sure that the answers that you share with your partner are meaningful.

So for this question **What does it feel like when someone recognizes something you worked hard to do?** If I were to answer it, I can't just say... "uhhh...good!" (say in a silly manner)

That's not what we are looking for...we want you to answer it thoroughly. So a better way to do this is to read the question..let's start over...

What does it feel like when someone recognizes something you worked hard to do? Mmmm well when someone recognizes me for something I worked hard on, it really makes me feel appreciated. You know like special. I remember one time when I was 9 years old and I was in a talent show and I practiced my dance act for months. I practiced over and over again every single day. Then the talent show finally came and I won! I couldn't believe that I won, but I did. I was so happy that my dance was liked. I was so happy to be recognized on that day!

EACH person takes a turn to answer the question. (show connection signs - children show signs also)

JV Being recognized for something I worked hard to do, or worked hard at, is something I would describe as "Icing on the cake". When I work hard, I try to find my motivation within myself. Even though a lot of people may be supporting me, and helping me along the way, I know that deep down inside the hard work that I put in is because of my love for what I do. For example, I remember when I was in highschool, and I was able to put in the work to practice hard after tearing my ACL. I had always wanted to start on the team, but unfortunately I was unable to perform at my best. However, I still showed up to practice everyday, and tried my best at every play, drill, and practice we had. To my surprise, I was named a captain of the team. I was the only captain on my team that did not start. However, I knew that I was appreciated, and was inspiring my team mates around me to never give up

SO scholars you are going to use your schemas to be able to relate to and answer the questions. Now at the end of the game, we will call for you to stop and to go to the pink card. On the pink card it reads **Write about what having good self esteem means to you.** At that time, you will write on the paper provided what having good self esteem means. You can start your sentence off like...(write on board or chart paper) To me, having good self esteem means...

Chart paper to model answering question

And then we will collect these.

Examples of cards

<p><i>Cards labeled 1</i> <i>(Topic- Self esteem/pride)</i></p>	<p><i>Cards labeled 2</i> <i>(Topic situations)</i></p>
<ol style="list-style-type: none"> 1. Talk about a time when you did something you were afraid to try. How did you feel afterward? 2. When you're feeling confident, what emotions do you experience? 3. Talk about a person you admire. What qualities do you have in common with this person? 4. What does it feel like when someone recognizes something you worked hard to do? 5. What do you do when you see a classmate struggling with something? 6. Name three qualities you love about yourself. 7. How do you think other people see you? 8. What is self esteem? 9. Why is it important to have high self esteem? 10. How do you know when you've succeeded at something? 11. Write a short poem/song with your partner that describes the feeling of confidence. 12. What kinds of things hurt self esteem? How can you discourage these activities? 13. How do you think confidence relates to 	<ol style="list-style-type: none"> 1. Ryan was being mean to Paul and called him Fat...and then laughed at him. How do you think this made Paul feel? How do you think this affected Paul's self esteem? 2. What would you do if you saw someone playing by themselves? Would you invite them to join you and your friends? Why? 3. One day Laura told Beverly that she was stupid. How do you think that this comment may have affected Beverly's Self esteem? What would you tell Beverly at this very moment? 4. What would you do if you lost your favorite toy, game, shirt? 5. You started to do your work, but you weren't sure if you were doing it right. What should you do?

<p>happiness? 14. When you want to feel more confident, what do you do? 15. Talk about a time when you helped another person. How did you feel? 16. What makes you happy? 17. Make a list of ten things you're good at doing. How do these things make you unique? 18. How can you help other people feel more confident?</p>			
<p>Pink card - Write about what having good self esteem means to you</p>			
<p>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (7-10min.) After modeling several times, ask 2 students (pre-picked & pre-rehearsed) to engage in how to play the game. Use the question</p> <p># 15. Talk about a time when you helped another person. How did you feel?</p> <p>It made me feel very happy on the inside to help someone else because I know they really needed it....(add personal stories)</p> <p>Explain to the scholars that each person's answers will be different...and to not laugh at or judge anyone's answers or experiences. Use this opportunity to learn from one another and value each other's opinions and experiences. Try not to say the same thing as someone else. Challenge yourself to say something different.</p> <p>We also want to encourage you to share their experiences openly and genuinely so that your ideas and insight can grow and be rich as we learn from one another.</p>		<p>Sitting on Tree Carpet, listening, offering question ideas...TT & transitioning to independent work.</p>	<p>Egg crate Ball cards</p>

<p>We are now going to give you this questions to discuss #10. How do you know when you've succeeded at something?</p> <p>(Turn & Talk TT with a partner to discuss)</p> <p>Call on 1-2 students to share out.</p> <p>Exactly, you are getting the hang of it...So these are the things we want to see and hear. I think you are ready to play the game!</p>		
<p>4. INDEPENDENT PRACTICE (15min.)</p> <p>Now scholars, it's your turn to have a go at the "Question Me" game on your own. Listen for the directions (read directions from chart paper) You will need a pencil and materials will be passed to you. Once you receive your materials you will begin. Any questions? Fist to two your understanding of the directions. (Note how many 2s there are, and ask student showing 2 to say directions; have a student showing fist or 1 repeat them).</p> <p>Teacher walks around to assess and assist students (if needed) with thinking of responses to questions.</p>	<p>Children actively engaged in game activity</p>	<p>Egg Crates Balls Cards Pink cards Pencils Worksheets to write pink card answer on</p>
<p>5. CLOSING (10min.)</p> <p>Scholars this was a great way to practice understanding how self-esteem works. I see you have a better understanding after playing the game. Everyone turn over the pink card.</p> <p>Pink card reads - Write about what having good self esteem means to you.</p> <p>Respond to this question now by writing on the paper provided.</p>	<p>5 students are standing and sharing. 17 students are seated, listening. All participate in Fireworks.</p>	

<p>Teacher will go over work and invite 6 students who had conferences to share their knowledge (one takeaway or question that stood out) with the class. Class will acknowledge their hard work and diligence with “Fireworks” protocol (“chhhh” with hands out, clap with “boom” and hands spanning out with “ahhhh”).</p>		
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate). Children will answer the following questions:</p> <ol style="list-style-type: none"> 1. When you're feeling confident, what emotions do you experience? 2. What is your favorite thing to do? How do you feel when you work on this activity? 	<p>Children will place worksheets in homework folder</p>	<p>Homework worksheets</p>

Lesson 2

<p>Name: Villacreses/Paye Lewis</p>	<p>Topic/Title: “Where I’m From” Poem</p>	<p>Grade Level/CT: 3rd Grade/Ms. Iatesta</p>
<p>1a. STANDARD: NJ Common Core Standards 6.1.4.D.11 Personal, family, and community history is a source of information for individuals about the people and places around them.</p>	<p>1b. ENDURING UNDERSTANDINGS Concept that family is a part of what makes an individual an individual. Being from a family that has its own practices and customs is something that needs to be shared with our peers and community. Tradition is a part of culture, and the passing of traditions to future generations is something that is currently going on as their parents pass particular traditions down to the students.</p>	
<p>2a. TIERED STUDENT LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> ● S.W.U.T. their background should be seen from a positive perspective, and is 	<p>2b. TEACHER CONTENT KNOWLEDGE (necessary prior knowledge) After engaging in a hands on activities regarding the topic of self-confidence, SWBAT demonstrate verbally or in writing their perception of what having good self esteem/ pride means to them.</p>	

important to establishing their individual identity.		
3. ASSESSMENT Students will provide feedback through contributing to the “guided practice” portion of the lesson. Students will be able to develop their own poems and will be assessed for understandings of vocabulary reviewed in the beginning of the lesson.		
4. INDIVIDUALIZED STUDENT NEEDS		
PROCEDURE AND PRACTICE		
TEACHER’S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
1 STARTER/ANTICIPATORY SET (_ min.) Ladies and gentlemen, who here is a poet? Well I want to be the first to tell you that each and every person here, is a poet. As a matter of fact, everyone with a story is a poet , and it is completely up to us to be able to share our stories with others, in hopes that we can support one another, inspire one another, or just simply make connections with others.		
2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (_ min.) There are a couple of words that I want to unscramble before we begin to use them. - Students, I would like for you to turn and talk as to who you consider family. GO!		

The first is **Family**. I want everyone to acknowledge that family can mean something different depending on who you ask. We are acknowledging that although families can be different, we are respecting and appreciating our peers for sharing with us what they love most about their families, how they have made memories and have impacted their lives.

- Students, I would like for you to turn and talk as to what you consider a tradition. GO!

The next word I want to unpack is **tradition**. Who can tell me what a tradition is? I want everyone to think of a tradition that their family may have. For example, a tradition can be a belief, a custom, or a practice that is passed down from generation to generation within a family. A specific example is a bedtime story, or any family story perhaps that gets told at the diner table or during holidays. Another example could be a family food, or a song that gets made por played. These are all things that we will be thinking about and sharing in our "Where I'm From" poems.

3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (_ min.)

We all are different and have different cultures, families and traditions, and these are going to be the focuses of our poems. Ms. Payne Lewis and I have developed our own personal poems, which follows the model we are going to show you now. (Explanations in blue will all be guided to explanations of poem excerpts on SMART Board)

I will read my poem to you now. (Chart 1)

I am from a comfy couch with blankets on top, from calendars on doors, and hot stove tops.

I am from the skylights, and big windows, where I come in and smell the windex, and fabuloso.

I am from the small bushels in front of the house, I am from the grass that is green and the trees that blow around and around, whose long gone limbs i remember as if they were my own.

I am from dinner with the family, and cousins being close. I am from Tia Juanita and Abuelita Maria, I'm from going to New York to see the big family, I am from family trips and seeing the new stars wars movies with my cousins.

I am from "I love you", "be nice to your brother" and "everything has its time and place". I'm from family vacations. I'm from Jersey City New Jersey, Jipijapa and Guayaquil Ecuador, beef eggs and rice and tostones for breakfast, and my grandma's lasagna during the holidays. From my dad running marathons, to my brother falling down while chasing my dad in the Atlantic City Marathon, to family portraits of my grandparents, aunt and uncles, to the memories of family parties in my mind and heart.

Let's choral (Have children choral the poem)

So scholars the way I wrote this was based on a formula...a model itself. Let's look at the chart here (point to chart 2) and compare it with each sentence here in my poem:

Formula reads: (Chart 2)

I am from (everyday products and items in your home, grandparent's home)

I am from (description of our home, maybe how it smells, feels)

I am from (Nature that is in our communities, whether it is a plant that is inside our homes, or a tree that we see everyday as we go to and from school)

I am from (family habits, traits or traditions. This could be about things you do with relatives or family pastimes.)

I am from (things my parents always tell me.)

I am from (where my family is from)

I am from (family foods)

I am from (whatever you would like to add)

SO let me break each line in my poem down for you.

I am from a comfy couch with blankets on top, from calendars on doors, and hot stove tops.

(so the first line ladies and gentlemen is reflecting everyday products and items in your home, think of things that might not only be just in your home, but things in your grandparents, uncles, aunts, and extended families living spaces.)

I am from the skylights, and big windows, where i come in and smell the windex, and fabuloso.

(Here scholars we are discussing a description of our home, maybe how it smells, feels, or even tastes)

I am from the small bushels in front of the house, I am from the grass that is green and the trees that blow around and around, whose long gone limbs i remember as if they were my own.

(Here scholars we are focusing on the nature that is in our communities, whether it is a plant that is inside our homes, or a tree that we see everyday as we go to and from school, we are thinking about nature all around us.)

I am from dinner with the family, and cousins being close. I am from Tia Juanita and Abuelita Maria, I'm from going to New York to see the big family, I am from family trips and seeing the new stars wars movies with my cousins.

(Here scholars, we are talking about family habits and family traits. We are talking about relatives, and we are talking about family pastimes.)

I am from "I love you", "be nice to your brother" and "everything has its time and place". I'm from family vacations. I'm from Jersey City New Jersey, Jipijapa and Guayaquil Ecuador, beef eggs and rice and tostones for breakfast, and my grandma's lasagna during the holidays. From my dad running marathons, to my brother falling down while chasing my dad in the Atlantic City Marathon, to family portraits of my grandparents, aunt and uncles, to the memories of family parties in my mind and heart.

(Here ladies and gentlemen, I make a large focus on my family and the memories I have of them. My first sentence focuses on things my parents always tell me. My second sentence focuses on a family tradition, and where my family is from, and family foods.)

4. INDEPENDENT PRACTICE (_ min.)

<p>Structure of poem introduced in model thinking will be repeated. Students will volunteer to fill in the portions of the poem one by one with their individual contributions. This practice will be facilitated and guide the students towards developing the other parts of their individual poems that will be worked on in the independent practice.</p> <p>Worksheet will be provided in order for students to follow the structure of the sections of the poem in case they need a reference. References will be cut into five sections where groups of students will work on each section together.</p>		
<p>5. CLOSING (_ min.)</p> <p>So ladies and gentlemen, I want to revisit our vocabulary that we started this lesson off with. Who can give me their interpretation of family? Who can tell me what tradition means to them? How did we express these vocabulary words in our “Where I’m From” poems?</p>		
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate). Will continue this lesson on day 3</p>		

Part 7: rubric

<i>Category</i>	<i>3 point</i>	<i>2 points</i>	<i>1 points</i>	<i>Score</i>
			<i>Total Score</i>	

Part 8: Analyzing Student Work

Your Name:

This six-step process is a way for you to assess whether or not students understand the main idea of your ongoing project. You can use this process to assess any learning goal, but we are focusing today on the *social justice aim* of your action projects. You will not be using this process to *grade* your students, rather it is a check in for your own instruction.

Step one: Identify the criteria you are using to assess.

If a student “get’s it”, what would you expect to see in this assignment?
<ul style="list-style-type: none">••••

Step Two: Sort. Sort assignments into piles and write students names in boxes below. Remember- nothing bad will happen to your students based on the boxes you choose.

Below	Approaching	Meeting	Exceeding
Total #:	Total #:	Total #:	Total #:

Step Three: Focus In. Choose a student that best represents each category. Describe their work and how it fits that category. Don't judge what you don't see- describe what is there.

Below	Approaching	Meeting	Exceeding

Step Four: Identify Needs. Looking at this focus student's work, what specific skills or understandings would this student need in order to meet the criteria you identified in step one.

Below	Approaching	Meeting	Exceeding

Step Five: Plan for Differentiation. Now that you have identified needed understandings or skills, how will you plan instruction so that identified students/groups have the social justice knowledge they need to better participate in this project?

Below	Approaching	Meeting	Exceeding

Step Six: Reflect

<p>How does this analysis inform instruction? What have you learned about how your students understand the project? How does this inform your next steps?</p>

Part 9: Unit Reflection

You have now had the experience of planning a social justice unit using backwards design and thematic planning, and Universal Design for Learning. You have planned the unit as a whole as well as individual lessons integrating standards and specific skills. You have had the opportunity to begin implementing the unit and to assess student work as part of this process.

Please reflect on the experience of this process from planning to teaching that you have undergone this semester. Use these prompts as a guide, but feel free to include other themes. 2-3 pages.

- What were your expectations in the planning?
- What was the relationship between what you planned and what happened when you actually taught the lessons?
- How did the UDL approach support individual student learning? How will this experience support your planning for students with diverse learning needs?
- How did implementing the unit impact how you are moving forward?
- What larger lessons have you learned about curriculum design and teaching?

