

BSC Lesson Plan Template

Grade Level: 3rd-5th	Authors: Tiera Trammell
Lesson Title:Belonging: Exploring Identity, Fairness & Family	
Big Idea:	
Driving/Essential Question(s): 1) How does fairness help everyone feel safe and included? 2) In what ways are families and identities diverse? 3)What are the visible and invisible parts of our identity?	
Prior Knowledge Required/Addressing Prior Misconceptions:	
Lesson Plan Key: SWBAT: Students will be able to : FWS: Facilitators will say FW: Facilitators will SW: Students will	
Resources/ Materials/Technology: -Text: The Boy and The Bindi -Pencil -Paper	

Objective: <i>What do you want students to understand/learn? What do you want students to be able to do?</i>	SWBAT: Understanding that people have both visible and invisible parts of their identity, family comes in different forms, reflect on what inclusion means, express aspects of their identity through visuals and writing prompts, practice listening and empathy.
Language Objective: <i>What are the language demands of this lesson?</i>	SWBAT : Understanding the overall idea of kindness and fairness and extending that.
Vocabulary:	FW: Identity, Fairness, Visibly Identity, Invisible Identity, Family, Inclusion, Diversity, Culture
Opening/Warm up/Do Now/ Hook (5 minutes) <i>How will open the lesson and connect the learning to students' identities and/or funds of knowledge?</i>	FWS: Facilitate an activity in which students stand up or sit down based on the guided prompts. FW: Develop list of prompts to guide students through activity. SW: Respond by standing up and sitting down according to what the instructor reads.
Mini-Lesson (I Do): (10 minutes) <i>How will you demonstrate/model the learning that you would like the students to engage in?</i>	FW: Read The Boy and The Bindo while pausing and asking understanding questions. SW: Listen and respond to questions/prompts
Worktime (We Do and You Do): (30 minutes) <i>What activities have you planned that will lead students to this learning and/or allow them to practice this learning?</i>	FW: Introduce different vocabulary terms for students with definitions and examples FW: Name off things that apply to each category FWS: Hand out two sided blank cards. One one side, instruct students to draw their visible identities, on the other side instruct their invisible identities SW: Draw on both sides of their cards, things that can be seen about their identity and things that cannot be seen FW: Introduce historical figures in LGBT History. Bayard Rustin, Stonewall Riots, Harvey Milk

Checks for Understanding: (Throughout Lesson) <i>What opportunities will you provide throughout the lesson to check for student understanding?</i>	SW: Engage with feedback throughout the lesson. Raising their hands, prompting questions while reading, explanation or ideas on paper with their drawing.
Closing & Student Reflection: (5 minutes) <i>How will you recap and assess student learning for this lesson?</i>	FWS: Ask students “What’s something you will remember from today?” “How can we make our communities and schools fair for everyone?” “What can you do when someone is treated unfairly?”
Accommodations, Modifications and Scaffolds: <i>How will you maintain high expectations for all students?</i>	Accessibility needs should be addressed per student.
Lesson Extension/Homework	In class assignment, further reading to be provided to take home. Ask students to look up figures who wanted fairness for everyone.
Standards Alignment	

Notes:

Recommended list of books than can be translated