

BSC Lesson Plan Template

Grade Level: K-2nd	Authors: Tiera Trammell
Lesson Title: All kinds of Us: Creating Fairness Where Everyone Belongs	
Big Idea: Understanding the concept of fairness, recognizing differences and treating everyone kindly and equally. Understanding visible and invisible differences.	
Driving/Essential Question(s): 1) What does it mean and look like to be fair to everyone? 2) What are parts of us that people can see, what are parts they can't? 3)Why is it important to learn about different kinds of people?	
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: Julian is a Mermaid by Jessica Love/My Princess Boy -Pencil -Paper	

Objective: <i>What do you want students to understand/learn?</i> <i>What do you want students to be able to do?</i>	SWBAT: Gain understanding that everyone is unique and that inclusion means “one of many.” They will learn to treat others with kindness and respect no matter how they express themselves or look visibly. Name at least one part of their identity.
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: Fairness, Kindness, Respect, Differences, Togetherness
Opening/Warm up/Do Now/ Hook (5 minutes) <i>How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?</i>	FWS: “Raise your hand if this is fair or not..” Faculty will list ideas that are fair and some that are not. SW: Raise or put their hands down in correspondence to questions posed by instructors
Mini-Lesson (I Do): (10 minutes) <i>How will you demonstrate/model the learning that you would like the students to engage in?</i>	FWS: Read 10 mins of Julian is a Mermaid FW: Pause intermittently while reading to ask “how do you think they feel” “What is happening here”
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>	FWS: Instruct students to draw themselves “What part of your identity can people see– our hair, clothes, shoes..” FW: Hand out silhouette image students can draw and color on. FWS: Instruct students to add to the drawing with decorations. Making hearts, designs, favorite foods, or favorite things FWS: Share out either side of your drawing to the class.
Checks for Understanding: (Throughout Lesson) <i>What opportunities will you provide throughout the</i>	SW: Engage with feedback throughout the lesson. Raising their hands, prompting questions while reading, explanation or ideas on paper with their drawing.

<i>lesson to check for student understanding?</i>	
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 learned about someone else today?” “What does fairness mean to you?” “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. Have students draw someone they see as kind or fair.
Standards Alignment	

- Notes:
- Switching to K5, no partners
 - Partner up with 1st & 2nd \
 - Write out vocabulary
 - Create sheets for vocabulary and student archetype
 - Different types of paper bags