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| Subject/Grade:     Grade Three Fully Alive   Lesson Title: We Are Unique  30 Minutes             Teacher: Paul | |
| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s):  FA3.1- Recognize and appreciate that we are unique individuals who are created and loved by God | |
| Key Understandings: (‘I Can’ statements)  I can recognize how people are different and how each of us are called to share our gifts  I can recognize that we are all unique and special  I can recognize what makes me unique | Essential Questions:  What does unique mean?  How are we all unique?  What makes me unique and different from others? |
| Prerequisite Learning: | |
| Instructional Strategies:  Brainstorming  Discussion  Group Reading | |
| Stage 2: Determine Evidence for Assessing Learning | |
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| Stage 3: Build Learning Plan | |
| Set (Engagement):  Have students take out fully alive textbook  Read from the textbook pages 6,7 and 8  Length of Time: 10-15 minutes  Development:  Write unique on the board  What word do you hear in unique?-You  What does it mean?  What makes us unique and different from each other i.e. what makes you-you  Write their answers on the board  Hand out worksheets  Have students place in their religion duo-tang  Work on I am special and unique page on their own  Explain each box beforehand what is being asked  More than what’s required- EU  Just what is required-M  Length of Time:  15-20 Minutes  Closure:  Put textbooks and duo-tangs away in desk  Get students ready for recess  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard  Whiteboard Markers  Fully Alive Textbook  Religion Duo-tang  I am unique handout  Possible Adaptations/  Differentiation:    Management Strategies:  Hands on top”-“That means stop”  Only choose students sitting quietly with their hands up  Appropriate noise level  Safety Considerations:  Students must be facing the front  Students need to stay in their desk area |
| Stage 4: Reflection | |

# Professional Development Plan: Communication Skills

### Topic Fully Alive Date Sept 29th

## Teacher Paul Woolley Observer

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| 1. Professional Goal  Communication – To develop strong verbal and nonverbal communication skills. | 2. Steps to Achieve Goal  I will speak clearly and loud enough so all students can hear.  I will show enthusiasm with my voice and body.  I will avoid the use of “guys”, “gonna”, etc. |

## 3. Instructions for Observer: (Be Specific) Please comment on the following:

# 4. Data Collection:

1. Times when my volume was not appropriate.

b) Times when my speech was not clear.

c) Times when I demonstrate enthusiasm (tone of voice, pausing, eye contact, intensity, facial expression, body language).

d) Times when I used Non-Standard English (guys, gonna, I seen, have went, etc).

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| Subject/Grade:     Grade Three Fully Alive   Lesson Title: We All Have Feelings  30 Minutes             Teacher: Paul | |
| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s):  FA3.1- Recognize and appreciate that we are unique individuals who are created and loved by God | |
| Key Understandings: (‘I Can’ statements)  I can recognize that feelings matter  I can describe feelings  I can draw what different feelings look like | Essential Questions:  What are feelings?  Why do they matter?  What do different feelings look like? |
| Prerequisite Learning: | |
| Instructional Strategies:  Brainstorming  Discussion  Group Reading | |
| Stage 2: Determine Evidence for Assessing Learning | |
|  | |
| Stage 3: Build Learning Plan | |
| Set (Engagement):  Review unique  What does it mean?  How are we unique?  Have students take out fully alive textbook  Read from the textbook page 10  As a class answer the questions that are part of the text  Length of Time: 10-15 minutes  Development:  Write feelings on the board  What does it mean?  What are feelings?  Do our feelings make us unique and special?  Write their answers on the board  Hand out worksheets  Have students place in their religion duo-tang  Explain each beforehand  Have them draw what each looks like on the faces  Length of Time:  15-20 Minutes  Closure:  Put textbooks and duo-tangs away in desk  Get students ready for recess  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard  Whiteboard Markers  Fully Alive Textbook  Religion Duo-tang  Feelings handout  Possible Adaptations/  Differentiation:    Management Strategies:  Hands on top”-“That means stop”  Only choose students sitting quietly with their hands up  Appropriate noise level  Safety Considerations:  Students must be facing the front  Students need to stay in their desk area |
| Stage 4: Reflection | |
| Subject/Grade:     Grade Three Fully Alive   Lesson Title: Why are our names important | |
| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s):  FA3.1- Recognize and appreciate that we are unique individuals who are created and loved by God | |
| Key Understandings: (‘I Can’ statements)  I can recognize why my name matters  I can state why name makes me unique  I can recognize what makes me unique | Essential Questions:  What does my name mean?  Why is my name important?  How does my name make me unique? |
| Prerequisite Learning: | |
| Instructional Strategies:  Brainstorming  Discussion  Group Reading | |
| Stage 2: Determine Evidence for Assessing Learning | |
|  | |
| Stage 3: Build Learning Plan | |
| Set (Engagement):  Review feelings  What are they?  Why do they matter?  What do they look like?  Have students take out fully alive textbook  Read from the textbook pages 2, 3, and 4  Length of Time: 10-15 minutes  Development:  Write name on the board  What does it mean?  How are names chosen?  How do they make us unique?  Write their answers on the board  Hand out name worksheets  Have students place in their religion duo-tang  Explain that it is due for next class-next week date TBD  Length of Time:  15-20 Minutes  Closure:  Put textbooks and duo-tangs away in desk  Get students ready for recess  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard  Whiteboard Markers  Fully Alive Textbook  Religion Duo-tang  Name handout  Possible Adaptations/  Differentiation:    Management Strategies:  Hands on top”-“That means stop”  Only choose students sitting quietly with their hands up  Appropriate noise level  Safety Considerations:  Students must be facing the front  Students need to stay in their desk area |
| Stage 4: Reflection | |