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| Subject/Grade:     Grade Three Fully Alive   Lesson Title: We Are Unique30 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 giftsI can recognize that we are all unique and specialI 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:BrainstormingDiscussionGroup 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 textbookRead from the textbook pages 6,7 and 8Length of Time: 10-15 minutesDevelopment:Write unique on the boardWhat word do you hear in unique?-YouWhat does it mean?What makes us unique and different from each other i.e. what makes you-youWrite their answers on the board  Hand out worksheetsHave students place in their religion duo-tangWork on I am special and unique page on their ownExplain each box beforehand what is being askedMore than what’s required- EUJust what is required-MLength of Time:  15-20 MinutesClosure:   Put textbooks and duo-tangs away in deskGet students ready for recessLength of Time:  10 Minutes | Materials/Resources:WhiteboardWhiteboard MarkersFully Alive TextbookReligion Duo-tangI am unique handoutPossible Adaptations/Differentiation:  Management Strategies:Hands on top”-“That means stop”Only choose students sitting quietly with their hands upAppropriate noise levelSafety Considerations:Students must be facing the frontStudents 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 GoalCommunication – To develop strong verbal and nonverbal communication skills. | 2. Steps to Achieve GoalI 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 Feelings30 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 matterI can describe feelingsI 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:BrainstormingDiscussionGroup Reading |
| Stage 2: Determine Evidence for Assessing Learning |
|  |
| Stage 3: Build Learning Plan |
| Set (Engagement):  Review uniqueWhat does it mean?How are we unique?Have students take out fully alive textbookRead from the textbook page 10As a class answer the questions that are part of the textLength of Time: 10-15 minutesDevelopment:Write feelings on the boardWhat does it mean?What are feelings?Do our feelings make us unique and special?Write their answers on the board  Hand out worksheetsHave students place in their religion duo-tangExplain each beforehand Have them draw what each looks like on the facesLength of Time:  15-20 MinutesClosure:   Put textbooks and duo-tangs away in deskGet students ready for recessLength of Time:  10 Minutes | Materials/Resources:WhiteboardWhiteboard MarkersFully Alive TextbookReligion Duo-tangFeelings handoutPossible Adaptations/Differentiation:  Management Strategies:Hands on top”-“That means stop”Only choose students sitting quietly with their hands upAppropriate noise levelSafety Considerations:Students must be facing the frontStudents 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 mattersI can state why name makes me uniqueI 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:BrainstormingDiscussionGroup Reading |
| Stage 2: Determine Evidence for Assessing Learning |
|  |
| Stage 3: Build Learning Plan |
| Set (Engagement):  Review feelingsWhat are they?Why do they matter?What do they look like?Have students take out fully alive textbookRead from the textbook pages 2, 3, and 4Length of Time: 10-15 minutesDevelopment:Write name on the boardWhat does it mean?How are names chosen?How do they make us unique?Write their answers on the board  Hand out name worksheetsHave students place in their religion duo-tangExplain that it is due for next class-next week date TBDLength of Time:  15-20 MinutesClosure:   Put textbooks and duo-tangs away in deskGet students ready for recessLength of Time:  10 Minutes | Materials/Resources:WhiteboardWhiteboard MarkersFully Alive TextbookReligion Duo-tangName handoutPossible Adaptations/Differentiation:  Management Strategies:Hands on top”-“That means stop”Only choose students sitting quietly with their hands upAppropriate noise levelSafety Considerations:Students must be facing the frontStudents need to stay in their desk area |
| Stage 4: Reflection |