Know Myself & My Place In the World

Teacher: Sean Arnold  
Grade Level: K-8  
Subject: STEM (Technology)/Literacy  
Time: 12-15 periods (45 min)

LESSON OVERVIEW

Summary: The goal is to empower student independence and collaboration by enabling an understanding of themselves. Writers generate ideas for personal narratives by thinking themselves, about a person who matters to them, a small moment experience with that person, and prior positive and negative experiences. They should also recognize different features of personal narratives such as well-structured event sequence, first person, revealing thoughts, dialogue, and descriptions.

Essential Questions:
- What makes me unique? Who and what is important to me?
- How can I convey my perspective to others?
- What connects me to my peers?
- What brings me anxiety or anger?

Key Vocabulary
- narrative, essay
- self-portrait
- perspective, dialogue
- purpose
- describe, inform
- reflection
- tone, theme, imagery

OBJECTIVES

Students will be able to...
- identify elements/characteristics of personal narratives
- construct a personal narrative
- accurately evaluate their narratives (and themselves and those of peers)

STANDARDS

CCLS (ELA or Math): ELA-W.K-05.03-.06, .08,.10; RL.K-05.02, .03, .06; Rl.K-.05.04; SL.K-05..05, .06; L.K-.05.04—Math-2.MD.9, 10; 3.MD.3, 4

ISTE SS: 1a, 1b, 2a, 2b, 3b, 3c, 3d, 4a, 4b, 4d, 5b, 6a, 6b, 6c, 6d, 7a, 7b, 7c

LEARNING PLAN

Formative Assessments: Thrively, OneNote, Flipgrid, BrainPOP quiz and maps, Minecraft EDU worlds & journals, ChatterPix Kids, 30 Hands, Keynote, Shadow Puppet Edu, Toontastic, observations, Google Forms, Google Sites, Skype, Twiducate, Clips

Summative Assessments: Post Minecraft world assessment, Sway, iBooks Author, Google Sites, job/college Keynote

Tech Tools: Thrively, OneNote, Flipgrid, Nearpod, BrainPOP, Minecraft EDU, Google Forms, Sway and PhotoBooth, ChatterPix Kids, 30 Hands, Keynote, Shadow Puppet Edu, Toontastic, iBooks Author, Google Sites, Skype

Prep: Many of the digital tools and elements of narrative are already familiar to the students but if necessary reference prior literacy lessons or tech lessons.

Tech Tools: Thrively, OneNote, Flipgrid, Nearpod, BrainPOP, Minecraft EDU, Google Forms, Sway and PhotoBooth

Optional: Google Docs, SMART Learning Suite, Photoshop, Pixelmator, CoSpaces EDU, TinkerCad Starfall, ABCYa, Raz Kids, ReadSource, Newsela, TweenTribune, BitMoji, Lego WeDo, QuickTime, iMovie

Related Videos/Lesson: Brainstorming Video, Khan Academy - personal identity; Nearpod-building empathy, personal narrative, cyberbullying, respect, self portrait, multicultural self

Related Games: - Would You Rather?, Hero Machine, Dress Up Dolls, Meaning of Beep, Community in Crisis

General Differentiation: general accessibility technology, OneNote learning tools (written, typed, recorded, etc.) or Notability, visual, grouping, communication symbols etc., sorting activity by feature/category.

Recommended Procedures (alternative options, differentiation, & extensions below)

HOOK (30-50 min)

Explain that for success is essential, not just for writers and artists, but everyone to accurately self-assess (know themselves). Begin by showing students some self-portrait examples or a personal self-portrait, explaining their purpose. Explain that good writers pull stories from their own life experiences also (use mentor texts as examples).

Begin student strength assessments on Thrively. Upon completion students can search for curated content related to the assessment while waiting for other students. The can use their OneNote Notebooks to curate their 5 favorite options.

Have students discuss on Flipgrid the results of their assessment and their thoughts about it. Is it what they expected? Were they surprised by anything?

Game: Would You Rather? and/or Meaning of Beep

Focus Questions: What are my interests?

MODEL (30-50 min)

You can have them view the BrainPOP portrait video to get ideas. Guide with questions about both the physical appearance of the portrait as well as what emotion may lay behind it. Use the interactive display to create a Make-a-Map about what the students think is essential for their own self-portraits. Get them to expand beyond personally physical descriptions. Ask them to think about a dramatic moment in their lives. Was it good or bad? How did they feel? What did that feeling look like? What would I like them to see that they can’t? Provide connections for the students reading Wonder.

If they are capable, they can continue their own maps independently. Have students take the built-in quiz for understanding. Students can begin to use the PhotoBooth to take self-portraits and choose the one most representative of them. They can save the photo in their OneNote Notebooks and notate why they think it is their favorite.

As in each lesson, let extra time lead to the related game, but make sure to point out that those portraits may be less accurate.

Game: Any portrait creation software like Hero Machine or Dress Up Dolls
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Focus Questions: How do I appear to others? Is it how I want to? What would I like them to see that they can't?

WHOLE GROUP (50-80 min)
Have students generate the following ideas on Flipgrid.
• What are the 3 most important details about me?
• How do those things relate to my family? How have they helped make me?
• What is my favorite thing/object that helps define me?
Use the Nearpod lesson to cover the elements of a personal narrative and to introduce the concept of telling your personal story.
Students use digital planning guide in their OneNote Notebooks to design their portraits and pixel art.
Students will be creating visual personal narrative stories through the Minecraft EDU platform. The world has 5 canvases (1 in this session) that follow a river where students will create their pixel visual stories. At each station, students are greeted by an NPC with instructions on the type of art to create there. If they are capable they can be instructed to add slates to add information about the artwork. They include:
  • a self-portrait
You can access my example world.

Game: Minecraft EDU

Focus Questions: The Flipgrid idea questions above.

GUIDED PRACTICE (100-140 min)
Have students generate the following ideas on Flipgrid.
• Who is a person who matters to me and a small moment experience with that person?
• What is a place that matters to them and a small moment experience within that place?
• What is a strong emotion to match my person or place experience?
• What are some of my hopes? What was my best day?
• What are some of my fears? What made a day bad?
Students will continue more independently creating the other 4 elements of their visual narrative on the Minecraft EDU platform. They include:
  • a family/home design
  • favorite thing art
  • best day image
  • bad day image
Students will create a guide for their world using the in-game pen and quill and slates. Students with more advanced skills can use the MC Code Builder to create more elaborate designs. Others can convert their designs into printable 3D images.
Students will chart in their OneNote Notebooks what their intended message was for each element. This will be used in the following section.

Game: Minecraft EDU and/or Community in Crisis

Focus Questions: The Flipgrid idea questions above.
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**INDEPENDENT WORK (40-80 min)**

Have students generate the following ideas on Flipgrid.
- How do others see me? Is it how I see myself?
- How can I correct any misperceptions?

Students will be giving guided tours of their worlds to their partners. They are not allowed to describe their creations beyond what they wrote in their in-game journal and slates.

In their OneNote Notebooks, students will take note of what they intended and compare it to their partner’s reactions.

Facilitate a discussion or written reflection about strengths and weaknesses of the exhibitions as well as differences between this medium and traditional writing. Give the students suggestions to adjust either their tour statements or their images to be more accurate.

Use the discussion or written reflections to measure whether students were able accurately to portray to other students who they are and how they see themselves. The accuracy of the images is less important than that they convey the feeling the student was attempting to express.

The students will take the Google Forms quiz to assess the accuracy of themselves and their partner.

Students will post their results in their Sway presentations and present to the class how well the students guided each other students during their tour. Are the students accurate with their descriptions or are they describing themselves more vividly than the image portrays or is the image more elaborate than the description?

**Game:** Minecraft EDU

**Focus Questions:** The Flipgrid idea questions above.

**Optional Procedures**

**HOOK**

Here are some alternative surveys—student interest survey, sample survey, survey template a, survey template b, Google Doc A, Google Doc B. It can be simplified using Starfall’s All ABout Me or ABCYa’s All About Me.

**MODEL**

You can utilize any of the other related videos to further understanding. Other display maps and T-Charts can be utilized in digital platforms like SMART Learning Suite or as analog. Other portrait software can be used like Photoshop, Pixelmator, CoSpaces EDU, TinkerCad

You can utilize supplemental texts throughout the session like Raz Kids, ReadSource, Newsela, TweenTribune,

**WHOLE GROUP**

You can use any of the other personal narrative related videos or other planning worksheet programs like Notability or using interactive display software as a whole group. The design can be done with any of the PBL extensions.

**GUIDED**

Same as above.

**EVALUATE**

Tours can be done live in their world or via shared movies using QuickTime, iMovie, or any other screen recording software.

**PBL Extensions:** paint a portrait, create a personal physical diorama, make a robotic interpretation using Lego WeDo, Create a VR person in CoSpacesEDU, Create a BitMoji and record it’s story
SESSION II: Personal Digital Storytelling

Tech Tools: Flipgrid, BrainPOP, SMART Learning Suite, ChatterPix Kids, 30 Hands, Keynote, Shadow Puppet Edu, Toontastic, iBooks Author, Google Sites, Google Forms

Optional: Google Docs, Nearpod, Skitch, 30 Hands, PuppetPals 2, Sock Puppets, Book Creator, Photoshop, Pixelmator, CoSpaces EDU, Starfall, ABCYa, Raz Kids, ReadSource, Newsela, TweenTribune, Sphero EDU app, iMovie

Related Videos: Khan Academy—writing narrative; BrainPOP—mood & tone, point of view, blogs, strengthening sentences, types of writing, writing process, writing in sequence; Flocabulary—writing process, tone & mood, point of view, author’s purpose; Nearpod—building empathy, personal narrative, respect, self portrait, multicultural self

Related Games: Lord of the Flies, After the Storm, Meaning of Beep, Community in Crisis, Sports Network 2, Digital Compass

General Differentiation: general accessibility technology, OneNote learning tools (written, typed, recorded, etc.) or Notability, visual, grouping, communication symbols etc., sorting activity by feature/category, classification cards, BP jr. Students who struggle with writing can document with audio or images in an app like OneNote or Notability

HOOK (40-60 min)

Have students generate the following ideas on Flipgrid.

- Think of the events you detailed in your Minecraft world. How are they connected?
- How could you draw or map out those connections.

Building on the work we began with our Minecraft narratives we will continue by creating full-fledged digital stories. Review with students as needed. Begin by explaining how writers plan and organize their thoughts by recording them onto a plot diagram. Use any of the story charts as necessary.

If you have not already taught about emotions you will need to spend some time discussing different emotions and what they mean (see chart).

View the BrainPOP writing process video. Then using one of the mentor texts as an example, facilitate conversation around the craft of the narrative (ex: What do you think is done well? Can you tell what the small moment is? What sensory details can you identify?) that you chart using SMART Learning Suite to illustrate and add transitions

Create a completed plot diagram in Make-a-Map (collectively or individually). Demonstrate how it is a tool which can be used to plan and draft a narrative.

Use the class created example topic and map out your plot diagram step by step together. Students will the use the ChatterPix Kids app to create their initial story points as an animation. They can use their Minecraft important object or self-portrait as the image. If time permits students can present their work to each other and discuss it.

Game: Meaning of Beep

Focus Questions: Flipgrid ideas
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MODEL (40-60 min)
Have students generate the following ideas on Flipgrid.
• Some of your narratives shifted in topic and weren’t quite connected. How can we better stay focused and keep our story moments connected?
• How do you decide which moments are most important?
Writers will learn how to draft a whole story as it comes to mind in snapshots. After reviewing the plot diagram, explain to students that they will be using their plot diagrams to continue the drafting process. Remind students that learning to write in physical detail is often the process of slowing down our senses and truly observing the world around us.
We will be creating magic snapshots that contain sensory details (smells, sounds, colors, light, etc) of the small moments throughout the narrative. Each snapshot will be recorded as a slide in Keynote. They can use the About Me Keynote template. Make sure to have students put in the images and text before editing fonts and transitions.
Model the process using one of the model texts (The Catch). If time permits students can present their work to each other and discuss it.

Game: Lord of the Flies
Focus Questions: Flipgrid ideas

WHOLE (40-60 min)
Have students generate the following ideas on Flipgrid.
• Why are endings important?
• What makes a good ending?
• Endings need to be connected to what is important in a story piece and also leave a lasting impression.
What are your favorite endings?
Writers learn how to draft the ending of a narrative so that they can provide insight as to why the event is memorable, creating a sense of closure. Explain to students that the ending of a narrative is meant to provide insight or reflect on the experience you have just written about. Use model texts for examples as displayed and demonstrated in SMART Learning Suite to illustrate and add transitions. Remind them of the need for an ending to express strong emotions as well as closure.
Students will be using Shadow Puppet Edu to create a full fledged story with audio and imagery. If time permits students can present their work to each other and discuss it.

Game: After the Storm
Focus Questions: Flipgrid ideas

GUIDED PRACTICE (40-60 min)
Have students generate the following ideas on Flipgrid.
• How can dialogue improve stories more than just narration?
• How do we capture a character’s voice?
Writers learn how to add dialogue to their narrative to move the story forward and to reveal character. You can tell more about your characters’ thoughts and feelings if you include dialogue in your stories. Review the meaning of dialogue if necessary. Have students use
dialogue to share more of the character’s feelings/thoughts. Use mastery texts or act out an example as displayed and demonstrated in SMART Learning Suite to illustrate and add transitions

Have students revise their own narratives by adding dialogue. They will use the Toontastic app to model creating dialogue with a partner being sure to follow the story structure.

Game: Sports Network 2
Focus Questions: Flipgrid ideas

INDEPENDENT WORK (60-100 min)

Have students generate the following ideas on Flipgrid.

• What makes a good story flow?
• How can we add details and transitions (Tell-A-Story Words) to help a story make more sense?

Writers learn how to add transition words or phrases to help move the story forward or to help sequence information. Review/introduce transition words are words and phrases to illustrate the passage of time. Have students add transition words from the transition words list. Use the mentor texts for examples as displayed and demonstrated in SMART Learning Suite to illustrate and add transitions. Students will begin putting all the elements of their story together, including previous digital stories into an enhanced ebook using iBooks Author. The students finished books will be shared on Google Sites.

Students will take the Google Forms quiz that covers vocabulary and story elements as well.

Game: Digital Compass to review online sharing before the next session.

Focus Questions: Flipgrid ideas

Optional Procedures

See an example student movie

HOO accomplished task.

Throughout you can used any of the simplified or enhanced tools in my digital storytelling eresources. Most are listed above in optional tech. students can be queried verbally, utilizing picture symbols, a chart, Padlet, Classflow, SMART Notebook, Google Slides, PBS Learning Media Page on Animal Classes. Use other videos, images, and texts to aid in student understanding. You can use the BrainPOP Jr. videos or any of the other related videos for simplification. You can continue with any related interactive lesson on Nearpod. You can also use BrainPOP's Make-a-Map, Notebook, Classflow, physical manipulatives, or any display tool to visualize the models.

MODEL

Same as above-any slideshow software could be substituted for Keynote

WHOLE GROUP

Same as above

GUIDED

Same as above

EVALUATE

Same as above Any examinations can be completed using Discovery, Quizizz, or Smart Response.

PBL Extensions: iMovie, performance piece, Sphero storyteller
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SEVEN III: Seeing Myself As Part of the World - Blog and Skype connection

Tech Tools: Skype, Flocabulary, Flipgrid, BrainPOP, SMART Learning Suite, Google Sites, Twiducate, Clips, Keynote

Optional: Schoology, Twitter, Google Docs, Nearpod, TweenTribune, iMovie

Related Videos: Khan Academy—immigration obstacles, collecting data; BrainPOP—social networking; immigration, graphs; Flocabulary—Getting to Know Me, Joining and Including Others, Active Listening, Perspectives On Race; Nearpod—building empathy, multicultural self

Related Games: Digital Compass, Meaning of Beep, Time Zone X, Immigration Nation, Mission US, Share Jumper, Game Over Gopher

General Differentiation: general accessibility technology, OneNote learning tools (written, typed, recorded, etc.) or Notability, visual, grouping, communication symbols etc., sorting activity by feature/category, classification cards, BP jr. Students who struggle with writing can document with audio or images in an app like OneNote or Notability

HOOK (30-50 min)

After reviewing the previous work remind students that there can be a gap between how you view yourself and how others see you.

Students should have already viewed their classmates finished ebook narratives. Now after watching Flocabulary Getting to Know Me video students will use Flipgrid to discuss what commonalities and differences there were amongst classmates. Did people find the same moments important?

Using the SMART Learning Suite on your interactive display, you can begin to notate some of the topics your students notice. Reflect on whether they think other classes are like yours.

Game: Meaning of Beep and/or Time Zone X

Focus Questions: How do others see me? How does what I do affect that perception? What do I have in common with my peers? What is different?

MODEL (40-60 min)

Students need to prepare themselves for how they share themselves and connect to others online. They need to make sure they making positive connections and presenting themselves in the best light. Having already covered digital citizenship, it isn’t necessary to fully review. Have students watch the BrainPOP social networking video. Use the Make-A-Map to chart out the safety protocols.

Guide the students in creating a survey for the school based on the commonalities and differences from the previous lesson that will be posted on Google Sites. It will be shared on the school’s Twiducate. To advertise participation and give examples of their own narratives, students will use Clips to create personal narrative trailers/overviews.

Game: Digital Compass

Focus Questions: What do I have in common with peers and teachers across my school?

WHOLE GROUP (40-60 min)

After watching the Flocabulary Perspectives On Race video, you can begin to discuss the differences and commonalities of students and teachers from different backgrounds. Discuss how different life experiences can lead to different priorities or stories?

Using the SMART Learning Suite on your interactive display, create a list of questions they would want to ask students from another culture or place. Would it be the same or different from the ones asked to the school?
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Students will have shared their Clip videos and ebooks with a class from a different community. They will engage in a Skype conversation coordinated with the other teacher.

Afterwards, use Flipgrid to have students reflect on why it would be beneficial to expand your social network and what new perspectives it could give you?

chart likes & dislikes

Game: Immigration Nation, Mission US

Focus Questions: In what ways are people with my background different? Do we celebrate different holidays? Do we have different family relationships? Do we speak different languages? What do I have in common with peers and teachers across the globe?

GUIDED PRACTICE-survey (20-40 min)

Begin by watching the BrainPOP graphs video. Model exporting the Google Forms to Sheets and begin to show students how to visualize the data. Have them add the data they gathered from the Skype discussion. Have groups finish the charting and pull out what they think is the most interesting data. Use Flipgrid to have them share that information with each other.

Use Google Docs Have them letter to parent/employer

Game: Game Over Gopher

Focus Questions: How do I relate to the world around me across the categories we polled?

INDEPENDENT WORK-blog write up about experience (40-60 min)

Students will take what they’ve learned about themselves in the previous exercise and craft a Keynote presentation that will function as letter to a future employer college, or their parent about what makes them an exceptional human being and why that person would be glad to have them. Make sure they are honest including their flaws compared to their peers, but how their positive traits overcome them. Also they should note ways they’ve come to better understand themselves, the world, and improve their connection/communication with others.

Game: Share Jumper

Focus Questions: What makes me uniquely wonderful? How am I better able to connect and communicate with others?

Optional Procedures

HOOK

You can repeat any necessary digital citizenship training. Throughout you can used any of the simplified or enhanced tools in my digital storytelling esources. Most are listed above in optional tech. students can be queried verbally, utilizing picture symbols, a chart, Padlet, Classflow, SMART Notebook, Google Slides, PBS Learning Media Page on Animal Classes. Use other videos, images, and texts to aid in student understanding. You can use the BrainPOP Jr. videos or any of the other related videos for simplification. You can continue with any related interactive lesson on Nearpod. You can also use BrainPOP’s Make-a-Map, Notebook, Classflow, physical manipulatives, or any display tool to visualize the models.

MODEL

Same as above. Also, instead of Twiducate, you can use a variety of other social platforms like Schoology.

WHOLE GROUP

Same as above. You can use a variety of other survey platforms like Survey Monkey

GUIDED
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Same as above. You can also use a variety of other graphing apps.

EVALUATE

Same as above. Students can use other presentation or PBL extensions to present their final project.

**PBL Extensions:** Create a positive social media page to connect students across the world to discuss similar interests. Create a film interview with the employer. Create a model graph and yourself in a comparative world in Minecraft.
MENTOR TEXTS

Feelings/Thoughts:
• *The Table Where Rich People Sit* by Byrd Baylor
• Apt. 3 by Ezra Jack Keats
• Cheese Louise by David Michael Slater
• Owl Babies by Martin Waddell
• Comet’s Nine Lives by Jan Brett
• Lilly’s Purple Plastic Purse by Kevin Henkes

Dialogue:
• Owl Babies by Martin Waddell
• The Witches’ Supermarket by Susan Meddaugh

Lesson Learned:
• The Witches’ Supermarket by Susan Meddaugh
• Shortcut by Donald Crews
• Big Al by Andrew Clements
• *Hey, Al* by Arthur Yorinks

Zoom-in:
• *Coming on Home Soon* by Jacqueline Woodson

Circle or Loop:
• *The Relatives Came* by Cynthia Rylant
• *Coming on Home Soon* by Jacqueline Woodson