

Back to School

Get to know Mrs. Cossette



Overview:

This unit is designed to be approximately 5 classes long. It will be the first formal introduction with my and my students, which will allow us the opportunity to get to know each other, and for me to assess their writing ability.

Rationale:

The purpose of this unit is to establish my expectations of my students through modeling, audio and visual representation. Through the letter writing I will be able to understand the writing ability of my students, which will help me to decipher how to best assist their skills and know their abilities. Lastly, this unit is essential for developing rapport with the students as well as creating a safe and positive classroom environment.

Bulletin Board Ideas:

- A create a web with the students names and picture – My picture would be in the middle and the students would be attached by the year that we use for a get to know you game

Name Tags:

- Have the kids create a name tag for themselves

Material List:

- Glosettes
- Yarn
- Book- The Secret Knowledge of Grown-Ups
- Quilt
- Camera
- Picture of myself
- Tacks/Tape
- Nametags
- Cards
- Toilet Paper
- My Website: <http://mrscossetteducationpage.weebly.com/about-me.html>

Key Questions: N/A**Resources:**

- Book: The Secret Knowledge of Grown-Ups
- Websites:
 - <http://olc.spsd.sk.ca/DE/PD/instr/categ.html>
 - <https://www.superteacherworksheets.com/beginning-of-year.html>
 - http://edhelper.com/Back_To_School.htm
 - <http://lessonplanspage.com/beginschool-htm/>

- <https://s3.amazonaws.com/trcabwww/pdf/FriendlyLetterTemplate.pdf>

Major Objectives:

- Establish Expectation
- Getting to know my students and for them to get to know me

English Strands:

- Reading:
 - Instructions
 - Checklist
- Writing:
 - Personal Letter
- Listening:
 - Whole Class Discussion
- Speaking:
 - Class Discussion
 - Partnership
- Viewing
 - My Representation
 - Letter
- Visual Representation:
 - My Representation
 - Letter

General Outcomes:

Language Arts:

- General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
- General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.
- General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.
- General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

Health:

- Wellness Choices: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Unit at a Glance:

Lesson # Lesson Title	SLOs	Learning Activities	Assessment	Instructional Strategy	Equipment
1- Mrs. Cossette's Quilt	5.2 Cooperate with others· take responsibility for collaborating with others to achieve group goals	<ul style="list-style-type: none"> • Introduce how to remember my name • Name Tag creation • Introduce myself through my quilt 	Observation	Direct Instruction & Interactive Instruction	<ul style="list-style-type: none"> • Quilt • Name Tags • Camera
2- Mrs. Cossette's Letter	1.2- Combine ideas · use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences	<ul style="list-style-type: none"> • Read the letter to the students • Have the students write me a letter to introduce themselves to me 	Checklist	Independent Study	<ul style="list-style-type: none"> • Letter • Smartboard • Paper for letter
3- Get to know you Game	5.2 Cooperate with others· take responsibility for collaborating with others to achieve group goals	<ul style="list-style-type: none"> • Toilet Paper • Yarn 	Observation Participation	Experimental Game Based Learning	<ul style="list-style-type: none"> • Toilet Paper • Yarn • Bulletin Board Supplies for after the class
4- My Expectations	2.1- Use comprehension strategies · monitor understanding by confirming or revising inferences and predictions based on information in text	<ul style="list-style-type: none"> • Read the book: The Secret Knowledge of Grown-Ups 	Observation Participation	Direct Instruction	<ul style="list-style-type: none"> • Book: The Secret Knowledge of Grown-Ups
5- Create Rule Poster	W-4.8 expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines	<ul style="list-style-type: none"> • Create a web of rules • Everyone traces their hand and write their name to be stuck on the poster 	Observation Participation	Indirect Instruction	<ul style="list-style-type: none"> • SmartBoard • Kidspiration • Paper for handprints • Scissors • Glue & stapler

Tech Integration:

- Smart Board – Lesson 2 & 4
- Kidspiration

Evaluations: (This unit is not for marks)

Formative 0%	<ul style="list-style-type: none">• Checklist of elements of the letter (1.2)• Teacher Observation of comprehension understanding through class discussion (2.1)• Teacher Observation of students responses to expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines (W-4.8)• Teacher Observation of the students cooperate with others· take responsibility for collaborating with others to achieve group goals (5.2)
Summative 0%	N/A

Cross Curricular:

- Language Arts
- Health

Day-by-Day Breakdown

Lesson 1: At the beginning of class hand out cards that they are just suppose to keep at their desk. Introduce myself to the students through creating a way for them to remember my name- Glosette Raisins rhymes with my name – Cossette. Show the class my nametag with a picture of the Glosset. Have the students create a nametag with a symbol/design on their nametag. They then have to find the person with the matching card. They need to ask them what their design was and why they created it. Then go through the cards and when the card is called that group with the matching card introduces their partner and their symbol. After go to the carpet and present my personal quilt of things about myself. Take pictures of students with their name tags while they are presenting.

Lesson 2: This class about me. (Found on my website:
<http://mrscossetteeducationpage.weebly.com/about-me.html>)

Have the students write a letter in response answering the following question:

1. Where have you lived in your life?
2. What my favorite class is?
3. How many people are in my family? Are you the oldest/middle/youngest/only child?
4. If I could go anywhere in the world where would it be?
5. Do you have a pet? If yes tell me about them. If no tell me what animal you would like as a pet.
6. What is one thing you think I should know about you?

It must be at least 6 sentences long. Have them complete a checklist that they have answered all the questions

Lesson 3: This is a class that can be done on its own or as filler if one of the activities takes more or less time. With the roll of toilet paper have the students pick 1-5 pieces. After everyone has his or her piece which they have to tell that many things about themselves 1- piece = 1 fact. The second activity should be done at their desks. Explain that the classroom is a unit that needs everyone to function. Pass the yarn around the room at random. Students hold onto the part of the yarn when it is passed to them and then they pass it on till everyone in the classroom is holding onto a portion of it.

After the class: put together the bulletin board as a visual reminder of the community and importance of each member of the classroom

Lesson 4: Take down the rules poster before class and play spy the difference in the classroom. After students find the difference meet on the carpet and read through the book: The Secret Knowledge of Grown-Ups .Before reading the book ask the students what they think the book is about? What they think will happen in the book? After reading the book repeat previous questions.

Lesson 5: Have the students create a web of all of the rules that we think that we should have. See if there are commonalities or if there is a positive way to say them. Come up with five rules. After the rules are created print them off and have the students make cut out print of their own hands where they write their name and why rules are important. Remind the students of the significance that they agree to uphold the rules of the classroom.

What to put into the Letter?

Know that I have told you about myself I want you to get to know you. On the other side of this paper I would like you to write me a letter answering the following 6 questions.

1. Where have you lived in your life?
2. What my favorite class is?
3. How many people are in my family? Are you the oldest/middle/youngest/only child?
4. If I could go anywhere in the world where would it be?
5. Do you have a pet? If yes tell me about them. If no tell me what animal you would like as a pet.
6. What is one thing you think I should know about you?

My Letter Checklist

After completing the letter, finish the checklist to make sure that there is nothing that you missed.

	I answered all of the questions to the best of my ability
	I addressed the letter to Mrs. Cossette
	I put the date on the letter
	I put my name on the letter after the closing.

After both the letter and the checklist is finished hand in the letter to Mrs. Cossette.

My Friendly Letter

_____ Date

_____ ,
Greeting

_____ ,
Closing

_____ Signature

