

Bachelor of Education (Elementary) & Lesson Plan

Lesson Title: I am Jazz (story of a trans girl) Lesson # 1 Date: 20 Oct 2023

Name: Chris Coldicutt Subject: ELA Grade(s): 2-3

Rationale:

I am Jazz is a wonderful book teaching gender diversity through the lens of a trans child allowing primary students to think critically about gender identities and compare these portrayals to their own families and communities

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Communication – Acquire, interpret and present information (includes inquiries) 		<ul style="list-style-type: none"> Personal Awareness and Responsibility – Self-determination

Big Ideas (Understand)

- Stories and other texts help us learn about ourselves, our families, and our communities.
- Our physical, emotional, and mental health are interconnected

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Demonstrate awareness of the role that story plays in personal, family, and community identity Use developmentally appropriate reading, listening, and viewing strategies to make meaning Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community 	<ul style="list-style-type: none"> Factors that influence self-identity asking questions to clarify, expressing opinions talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> be able to learn about gender diversity & being considerate of others take part in conversation sharing individual connections & background experiences 	<ul style="list-style-type: none"> Some understanding of gender diversity (answers & pictures on handout) Students' complete handout with either drawing or writing to answer at least 2 of the questions

Prerequisite Concepts and Skills:

Basic writing and/or drawing abilities
 Students need to be able to listen quietly to the story reader (or video) without disrupting class

Indigenous Connections/ First Peoples Principles of Learning:

Learning requires exploration of one's identity

Universal Design for Learning (UDL):

Everyone will listen to the story and then prepare an “exit ticket” with either writing or drawing to answer the questions

Differentiate Instruction (DI):

Students will be able to complete the “exit ticket” with either writing or drawing depending on their preferences and strengths.

Materials and Resources

Pencils & colouring materials, Picture book, Internet access and screen, hand outs x2

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): <ul style="list-style-type: none">Start with ice cream binary activityIntroduce story “I am Jazz” and ask students if they would prefer to hear me read the story or have grown Jazz read it in video format.	<ul style="list-style-type: none">Have students choose between vanilla and chocolate ice cream (no other flavours)Students raise hands to vote for which version they preferAddress binary thinking and lack of choice for other flavours	5 min
		1 min
Body: <ul style="list-style-type: none">Engagingly read the book aloud (or watch video of Jazz reading the book aloud)Have students go back to desks if not there alreadyWalk around passing out handout and instruct them to answer at least 2 of the 4 questions through writing or picture	<ul style="list-style-type: none">Listening to the book being readStudents return to desksThink, pair, share – have students think about the book that was just read to them then pair up with their deskmate to discuss it and then fill out handout	5 min
		2 min 20 min
Closure: <ul style="list-style-type: none">Ask everyone to hand in sheets if not handed in and clean up their colouring supplies etc	<ul style="list-style-type: none">Finish handouts and put away drawing supplies and pencils	5 min

Organizational Strategies:

Make sure that the handouts and the colouring materials are organized and ready at hand for the students to use once the story is over. Mind up Bell.

Proactive, Positive Classroom Learning Environment Strategies:

Teacher will move around the room helping and guiding students during the completing handout portion of the lesson.
To get class attention teacher will ring Mind up bell
State behavior expectations to sit quietly and listen attentively during reading, and to work quietly with partners or by themselves during handout portion of lesson.

Extensions:

Colouring Sheet of Jazz (for the future: sign out henry grubes lgbtq+ children’s book kit for further reading when done)

Reflections (if necessary, continue on separate sheet):

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