Telling Our Story

"If we don't tell our story, someone else will." — Unknown



Many times, students and teachers come from different backgrounds. What makes each of us unique? There are many ethnic groups in the United States, and each of these groups contributes to America's cultural heritage. The U.S. Census Bureau estimates that by 2050, 54% of the population will be from diverse backgrounds. When we are informed about our diverse backgrounds, we become a stronger community of learners.

What defines you as a person? Who or what has influenced you? We all have our own individual stories; all communities have tales to tell.

What do your peers and teachers need to know about you and your community to support you in growing and learning this year?

Tell the story of you and your community by contributing to our class quilt, which will be displayed in the classroom when it is complete. We will share the stories of our origins through our class quilt. Creating the quilt will help us establish our community of learners. The story we weave together will set each of you up for success!

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Telling Our Story *Analytic Rubric*

	Novice	***Apprentice***	***Practitioner***	***Expert***
Quilt Square — My Background	represents information about me that may include: • symbols • colors • words • phrases • pictures	incorporates peer feedback to represent ideas about: • my culture (e.g., ethnicity, nationality, neighborhood) • my family structure • my family traditions • my learning style and preferences	• includes information for each of the following: ○ my culture (e.g., ethnicity, nationality, neighborhood) ○ my family structure ○ my family traditions ○ my learning style and preferences • cites information from my family interview	all of *Practitioner* plus: transcends the 2D space using technology
Quilt Square — Influences, Interests, and Passions	includes one of the following: • a person who influences you • a personal, local, or global issue in which you are interested • an idea about which you are passionate	includes at least two of the following: • a person who influences you • a personal, local, or global issue in which you are interested • an idea about which you are passionate	includes each of the following: • a person who influences you • a personal, local, or global issue in which you are interested • an idea about which you are passionate	all of *Practitioner* plus: identifies people and/or companies that support your personal, local, or global interest
Quilt Arrangement	lists visual/graphic representations to support written statements and ideas	• drafts and labels quilt square design • prioritizes visuals/graphics to support written statements and ideas	• uses two or more visuals/graphics representations to support written statements and ideas • uses symbols and shapes representations to support written statements and ideas • ensures that each of the words and/or phrases are legible from a distance • uses color to support message	all of *Practitioner* plus: incorporate media, movement or sound that best enhances the message the quilt communicates

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About Me Writing Sample (Grades 3–5)	informative writing includes: • one paragraph listing my background as an individual • one paragraph listing my influences, interests, and passions	informative writing includes: • one paragraph describing my background as an individual • one paragraph describing my influences, interests, and passions • one paragraph describing how I will contribute to the classroom community	informative writing includes: • introduction • one paragraph explaining the artistic representation of my background as an individual • one paragraph explaining the artistic representation of influences, interests, and passions • one paragraph predicting how my contribution will impact the classroom community • conclusion	all of *Practitioner* plus: includes linking words and phrases to connect ideas throughout the informative piece

About Me Writing Sample (Grades 6–8)	informative writing includes: • introduction • one paragraph explaining the artistic representation of my background as an individual • one paragraph explaining the artistic representation of influences, interests, and passions • one paragraph predicting how my contribution will impact the classroom community • conclusion	informative writing includes: • introduction previewing organization of writing piece • formatting (e.g., text features) to support reader's understanding • one paragraph explaining the artistic representation of my background as an individual • one paragraph explaining the artistic representation of influences, interests, and passions • one paragraph predicting how my contribution will impact the classroom community • formal style • concluding statement supporting ideas presented in writing piece	informative writing includes: • clear introduction of topic and preview organization of writing piece • formatting (e.g., text features) and graphics to support reader's understanding • one paragraph explaining the artistic representation of my background as an individual • one paragraph explaining the artistic representation of influences, interests, and passions • one paragraph predicting how my contribution will impact the classroom community • formal style throughout • logical concluding statement supporting ideas presented in writing piece	all of *Practitioner* plus: includes linking words and phrases to connect ideas throughout the informative piece

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Telling Our Story *Scaffold for Learning*

Benchmark Video and Discussions
- Owning Your Identity
- What Are Traditions?
- My Culture



Instructional Activities: Learning

Instructional Texts/Websites
- Family interview(s) **(I), (HW**)
- Research learning preferences and personality types **(I)**
- Research global and local Interests **(I), (HW**)

Instructional Videos
- Use the class website **(I)**
- Use a *rubric* to set goals **(I), (P)**
- Use a *rubric* to self-assess **(I)**
- When to attend a *small-group mini-lesson* **(P)**
- Research global and local Interests **(HW**)
- Cite a source **(I)**
- Writing a paragraph**(I)**

How-to Sheets
- Use the *Help Board*
- Schedule your day
- Cite a source
- Make a quilt square
- Request additional resources
- Use the class website
- Sign up for a *small-group mini-lesson*
- Family interview(s)
- Writing a paragraph

Interactive Websites
- Learning style inventory **(I)**
- Personality type inventory **(I)**
- Cite a source **(I)**

Learning Centers
- Use a *rubric* to set goals **(SG**)
- Discover your learning style **(SG**)
- Compare and contrast learning styles **(SG**)
- Explore traditions in texts **(SG**)
- Cite a source **(SG**)

Small-Group Mini-Lessons
- What is a *small-group mini-lesson*? **(SG**)
- Using an *activity list* **(SG**)
- Strategies to self-regulate **(SG**)
- Writing a paragraph **(SG**)

Instructional Activities: Additional

Practice
- Classroom scavenger hunt
- Writing paragraphs
- Citing various sources

Application
- Compare and contrast learning styles
- Design class quilt
- Write an informative essay about a tradition or celebration your family honors

Assessment
- Self-assess vocabulary (I)
- Use rubric to peer edit task (P)
- Use rubric to self-assess task (I)

Reflection
- What was the most challenging part of the task?
- What did you learn about yourself and your classmates?

Key: Individual **(I)**, Pairs **(P)**, Small Groups **(SG**), Activities suitable for homework **(HW**), Insights Video **(IV)**

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Economists for Equity! *Facilitation Questions (Week 1 Sample)* Teacher Material

COMPREHENSION: *Ask questions that ensure students understand content and skills needed to solve the problem.*	• Where can you find the materials you need? • When should you sign up on the *help board*, *peer expert board*, or for a *small-group mini-lesson*? • What are the learning styles? • What is a tradition?
APPLICATION: *Ask questions that ensure the ability of students to apply learning to new situations.*	• How are the *activity list* and student schedule connected? • How can the *rubric* help you in your learning? • How can learning styles be used in the classroom? • How do cultures blend in the classroom?
CONNECTION: *Ask questions that ensure the ability of students to apply learning to their lives.*	• How do you learn best? • What are some tips for helping you study/work more effectively? • Why is it important to know your culture and community? • How can you help a classmate and become a *peer expert*? • What are your family traditions? • Why should we tell our story?
SYNTHESIS: *Ask questions that encourage students to create new information from existing data.*	• How do our classroom structures help you learn? • What will you add to the class quilt to describe who you are? • What suggestions can you provide to your teacher(s) to enhance your chances for success? • What challenges do you anticipate in communicating with others? • How will you impact the classroom community?
METACOGNITION: *Ask questions that prompt students to think about their own thinking process.*	• What is most challenging for you when it comes to learning something new? • What did you think the class struggled with most when helping one another learn? • How did this unit help you learn more about yourself? • Why is it important that we learn about ourselves and others?

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Telling Our Story *Content Facilitation Grid*

Students	Identifies learning style	Uses the *help board* appropriately	Creates daily schedule	Follows daily schedule	Sets goals	Identifies similarities among learning styles	Identifies differences among learning styles	Self-assesses using the rubric		

M – mastery P – peer tutor level HW – needs homework for reinforcement
W – working on it ML – needs a mini-lesson

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Telling Our Story ***Teacher Notes Guide***

Unit Overview	
Sharing personal stories is an important part building classroom community. In this *Priming Plan*, students engage in self-discovery and share their stories to inform and enlighten the classroom community. This unit can be used during the first week or two of school to introduce students to the *Learner-Active, Technology-Infused Classroom* and engage them in co-creating a learning environment that fosters student responsibility for learning and respect for all individuals.	
Common Core Standards Addressed	
CCSS.ELA-LITERACY.W.3-8.2; CCSS.ELA-LITERACY.W.3-8.4; CCSS.ELA-LITERACY.W.3-8.5; CCSS.ELALITERACY.W.3-8.8; CCSS.ELALITERACY.W.4.5; CCSS.ELA-LITERACY.W.4.8; CCSS.ELA-LITERACY.SL.3.1; CCSS.ELALITERACY.SL.3.3; CCSS.ELA-LITERACY.SL.3.4; CCSS.ELA-LITERACY.SL.3.6; CCSS.ELALITERACY.SL.4.1; CCSS.ELA-LITERACY.SL.4.3; CCSS.ELA-LITERACY.SL.4.4; CCSS.ELALITERACY.L.3.1; CCSS.ELA-LITERACY.L.3.2; CCSS.ELA-LITERACY.L.3.3; CCSS.ELA-LITERACY.L.4.1; CSS.ELA-LITERACY.L.4.2; CCSS.ELA-LITERACY.L.4.3	
Enduring Understandings	**Essential Questions**
• Discovering your influences, interests, and passions contribute to the classroom community. • The *Learner-Active, Technology-Infused Classroom* encourages students to take charge of their learning. • Understanding and sharing traditions and cultures enhances empathy within the classroom community.	• How can you reach your fullest potential? • Why should you determine a sense of self? • What can we gain from discovering our influences, interests, and passions? • Why is it important for students and teachers to work as a team?
21st Century Skills Addressed	
Core Content and Interdisciplinary Themes ● Subject-Area Mastery *Learning and Innovation* ● Creativity and Innovation ● Communication and Collaboration *Information and Media Literacy* ● Information Literacy ● Information and Communication Technology *Life and Career* ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability	

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