

Literacy Squared®
Three-Day Plan for Oracy and Lotta Lara

Title of text: I Like Myself

Grade: 1

Dates:

A day before beginning the Lotta Lara lesson, read the whole text to students.

1. Introduce the story, "I Like Myself." Purpose is to learn what the main character likes about herself so children can also think about what they like about themselves.
2. Interactive read aloud, stopping to discuss some of the vocabulary words in the text (wild/tame, I like me on the inside, silly nut, cuckoo bird, knobby knees, hippo hips)
3. After reading, talk about the moral of the story: No matter what you feel, or what others think, it is important to like yourself! What does that mean?
4. **Oracy:** What do you like about yourself? I like my _____. I like that I am _____.
5. Have students use the "Back to Back Face to Face" collaborative structure to talk with one another about a quality that they like about themselves. Have them talk to 3 or 4 children.

D a y 1	Introduction/Summary: Remind children that you read the book, I Like Myself, to them, but now they are going to read an excerpt of the book. Read the modified text to them and then do echo, choral, and partner reading.		
	Vocabulary: still, tame, protrude, rather		
	1. Review Vocabulary: Before reading the text, the teacher uses the vocabulary picture cards to explain the definition of the words.		
	2. Reading of modified text Teacher hands out the copy of the modified text (see attached) to each child, then engages them in repeated readings: <ul style="list-style-type: none">● Echo Read● Choral Read● Partner Read		
	3. Oracy		
	Language focus: Describe the main character (what makes her special via physical characteristics and personality).		
	Collaborative structure/s to be used: Circles and Squares and/or “Back to Back Face to Face”		
	Comprehension questions with language structures: <ul style="list-style-type: none">● What does the girl like about herself? Or What makes the girl special?<ul style="list-style-type: none">○ She likes _____. _____ makes the girl special. What do you think?○ The girl likes _____.● After kids have time to discuss, create a 2-column graphic organizer but with character traits (e.g., Physical characteristics or appearance; personality) – generate a word bank for each category and complete graphic organizer as shared writing. Help kids generate ideas about the girl’s personality (kind, silly, funny, imaginative, proud) with kids’ input using evidence from the text (they can rely on the book as well). Use the following structure: The girl is ____ because ____.		
	<table><tr><td>Appearance</td><td>Personality</td></tr></table>	Appearance	Personality
Appearance	Personality		

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		<p>If time allows:</p> <p>Dialogue: Have students share the following questions with 2-3 other children.</p> <ol style="list-style-type: none"> What do you like about yourself? Why? Or What makes you special? Why? <ul style="list-style-type: none"> I like ____ because _____. ____ makes me special because _____. 	
D a y 2		<p>Vocabulary: still, tame, protrude, rather</p> <ol style="list-style-type: none"> Review Vocabulary: If needed, use the vocabulary cards to review definitions. Reading of text <ul style="list-style-type: none"> Echo Read Choral Read Partner Read Oracy <p>Language focus: Use of conditional tense to describe the character/self.</p> <p>Collaborative structure/s to be used: Circles and Squares/Mingle and Share</p> <p>Structured dialogue questions/language structures:</p> <ul style="list-style-type: none"> The girl in the text says she would still like herself even if she had silly features like, warts, or stinky toes (You may want to go over the descriptions used from the text if needed and write on the board as a scaffold). Provide the following structure for students to discuss: Would the girl like herself if she had ____? <ol style="list-style-type: none"> Yes, she would still like herself if she had _____. Brainstorm some other features/characteristics kids could have (e.g. goose bumps, pointy toes, etc.) and note them. Then, have kids dialogue with each other using the following: <ol style="list-style-type: none"> Would you like yourself if you had ____? <ol style="list-style-type: none"> Yes, I would still like myself if I had _____. Would you still like yourself if you had _____? 	

D a y 3	<ol style="list-style-type: none"> 1. Review Vocabulary: If needed, use the vocabulary cards to review definitions. 2. Reading of text <ul style="list-style-type: none"> • Echo Read • Choral Read • Partner Read 3. Oracy <p>Language focus: Comparing and contrasting physical attributes and personality</p> <p>Structured dialogue questions/Language structures: The teacher and students will look at the students' differences and likenesses. Brainstorm the physical attributes they will like to focus on to talk about the similarities and differences in the class such as hair color, eye color, hair texture (straight, curly or wavy), skin color, etc.; and personality traits such as being funny, silly. Refer back to Day 1 lesson, add to the chart.</p> <p>Collaborative structure/s to be used: Think, Pair, Square</p> <p>Students will find a partner and talk about their physical attributes and personality. They will use a 2-column chart to write down their attributes. Then, each pair will share their similarities and differences with another pair using sentence stems as scaffolds.</p> <p>The teacher will make a class graph of the different physical attributes.</p> <p>Similarities:</p> <ul style="list-style-type: none"> o Personality: ____ and I are ____ because we _____. We both are ____ because we _____. o Physical: ____ and I both have _____. We both have _____. He/she and I are alike because _____. <p>Differences:</p> <ul style="list-style-type: none"> o Personality: ____ is ____, but I am not because I _____. o Physical: ____ has ____, but I have _____. We are different because ____ has ____ and I have _____.
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