



Overview

In this unit, students will create their own “All About Me” book – about themselves, their families, and their community. They will be gathering information over several weeks and storing it in their own individual file folders. They will have special visitors and visit local landmarks in the community. In the end, they will put all their work together to create a book. They will celebrate the completion of their book at a “Meet the Author” afternoon with their caregivers.

Key Big Ideas

	Kindergarten	Grade 1
English Language Arts	<ul style="list-style-type: none"> Stories and other texts help us learn about ourselves and our families. Stories and other texts can be shared through pictures and words. Everyone has a unique story to share. 	
Social Studies	<ul style="list-style-type: none"> Our communities are diverse and made of individuals who have a lot in common. Stories and traditions about ourselves and our families reflect who we are and where we are from. 	<ul style="list-style-type: none"> Healthy communities recognize and respect the diversity of individuals and care for the local environment. We shape the local environment, and the local environment shapes who we are and how we live.
Mathematics	<ul style="list-style-type: none"> Objects have attributes that can be described, measured, and compared. 	<ul style="list-style-type: none"> Objects and shapes have attributes that can be described, measured, and compared.
Arts Education	<ul style="list-style-type: none"> People create art to express who they are as individuals and community. 	
Physical and Health Education	<ul style="list-style-type: none"> Learning about ourselves and others helps us develop a positive attitude and caring behaviors, which helps us build healthy relationships. 	

Key Curricular Competencies

	Kindergarten	Grade 1
English Language Arts	<ul style="list-style-type: none"> Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community Recognize the importance of story in personal, family, and community identity Create stories and other texts to deepen awareness of self, family, and community 	
Social Studies	<ul style="list-style-type: none"> Explain the significance of personal or local events, objects, people, or places 	
Mathematics	<ul style="list-style-type: none"> Use mathematical vocabulary and language to contribute to mathematical discussions Represent mathematical ideas in concrete, pictorial, and symbolic forms 	
Arts Education	<ul style="list-style-type: none"> Explore artistic expressions of themselves and community through creative processes Describe and respond to works of art 	
Physical and Health Education	<ul style="list-style-type: none"> Develop and demonstrate respectful behavior when participating in activities with others Identify personal skills, interests, and preferences 	

Learning Goals

- Develop an understanding of self, identity, and community through First Peoples stories and other texts.
- Develop the ability to represent and communicate personal interests, experiences, and connections to the local community, land, and place through writing, oral language, mathematical concepts, and artistic expressions.
- Develop listening and speaking behavior during discussions, activities, and guest speaker presentations to express their thoughts, generate ideas, and to deepen their learning.

Learning Outcomes

- Students will communicate their personal interests, experiences, and connections to the local environment, people, and events using First Peoples stories, oral and written language, mathematical language and concepts, and artistic expressions.
- Students will use reading, listening, and speaking skills to discuss, make connections to, and interpret First Peoples stories and other texts.
- Students will use respectful listening and speaking skills to express their thoughts, ideas, and understandings of self, identity, and community during class discussions, activities, and guest speaker presentations.

Themes Addressed

- identity
- family
- family and community roles
- ways of learning
- listening
- decision making
- nurturing
- diversity
- respect
- storytelling
- traditional technologies
- collaboration and cooperation
- art
- symbols and symbolism

Lesson Plans in this Unit

- Lesson 1 – All About Me
- Lesson 2 – Sorting and Counting
- Lesson 3 – All About Me continued
- Lesson 4 – Measurement
- Lesson 5 – Family Pictures
- Lesson 6 – Animals
- Lesson 7 – Community
- Lesson 8 – Numbers in the Local First Peoples Language
- Lesson 9 – Name Design
- Lesson 10 – Meet the Author

Assessment

Most lessons are supported with a summative checklist. Formative assessment can be completed in the form of “I can ___” statements to support core competencies and learning standards addressed.

- Lesson 1: Self Portrait Observation Sheet
- Lesson 2: Counting
- Lesson 3: Name Assessment

- Lesson 5: Family Picture Assessment
- Lesson 6: Participation Self-Assessment
- Lesson 9: Name Design

Approximate time required

17-20 hours

Authentic Texts

Use the following texts if you are unable to find a suitable Elder or suitable local texts:

- *Exploring Quatsino* by Marion Wright and Sara Child
- *Exploring Tsaxis* by Marion Wright and Sara Child
- *Exploring Tsulquate* by Marion Wright and Sara Child



Suggested Instruction and Assessment Approach

Lesson 1 – All About Me

Preparation

Invite a local Elder to visit the class for a short presentation (approximately 3-5 minutes) to talk about themselves; their English name and traditional name and its meaning (if applicable), where they grew up, some of their favourite activities to do when growing up, share a few personal photos or a special story that was told when they were growing up. Refer to *What protocols should I follow when inviting First Peoples guest speakers into the classroom?* on page 18.

If you are unable to find a suitable Elder, *Exploring Quatsino* by Marion Wright and Sara Child, pages 2-6 is an excellent resource for this lesson.

Make a page titled: “This is a picture of me.”

Materials and Resources

- chart paper/marker
- file folder per child
- local Elder
- blank page titled “This is a picture of me”
- one 4¼ x 5½ inch blank copy paper per student
- one coloured construction paper, slightly bigger than the copy paper
- mirror(s) – full length and/or handheld
- optional: *Exploring Quatsino* (pp. 2-6) by Marion Wright and Sara Child

Procedure

Introduce the unit by telling the students that they are going to create their own book about themselves, their family and their community. They will be gathering information over several weeks and storing it in their own individual file folders. In

the end, they will put all their work together to create a book. They will celebrate the completion of their book at a “Meet the Author” afternoon with their family.

Today, they are going to focus on information about themselves.

Ask students, “What kind of information would they like to share about themselves in their books?” Record their responses on one chart paper. Students may need to be guided in the type of information that can be included in a book. For example, their name, a picture of themselves, a self-portrait, their physical features, some of their favourite activities, books, food, television show, etc.

“When I was a boy, my grandfather always had a story for every occasion. He told me that while some stories are meant to be enjoyed, others have a lesson to help you grow. So, I’m going to do what my grandfather did with me when I was growing up. I’m going to tell a story.”
– from *The Rabbits’ Race* by Deborah L. Delaronde

Today, they will get to meet an Elder from the local community who will tell their story about themselves. Ask students how they should behave when they have a special guest presenter.

Have the Elder tell their story and respond to questions from the students at the end. Thank the Elder for their story. Recap any important information.

Self-Portrait

Have students examine their faces/bodies in a mirror, taking note of the colour of their hair, eyes, and the position of their eyes, eyebrows, nose, mouth, and ears.

Demonstrate how to draw a self-portrait with the students guidance on what physical features should be included: head, eyes, ears, nose, mouth, hair (optional: eyebrows), body: arms, hands, legs, feet and clothes. Once finished, they should colour their portraits using at least three colours.

Have students draw and colour their own self-portrait.

Glue it to the construction paper and then glue it to the page titled “This is a picture of me.”

Hand out a file folder to each child to add their self-portrait. Explain that this file-folder will keep all their information together and safe until they are ready to put their books together.

Discuss the similarities and differences between students (e.g., hair colour, eye colour).

Assessment

See Lesson 1 – Self-Portrait Observation Sheet (provided at the end of this unit).

Optional Activities

For the students who finish early, they can draw a background on the picture (trees, sun, clouds, etc.) or they can draw a picture of the Elder. This page could be part of the book.

Lesson 2 – Sorting and Counting

This lesson is a continuation of Lesson 1 where the students discussed similarities and differences about themselves. This will not be a part of the final book.

Materials and Resources

- one 3 x 3 inch blank copy paper per student
- tape

Procedure

Have students pair with another student.

Hand out 3 x 3 inch paper to each student. Have the students examine their partners' eye colour. Ask the students to colour a circle on the paper of their partners eye colour.

Draw a 3-4 column chart on the board. Once everyone is finished, with the students help, fill in the headings on the chart of the different eye colours in the classroom.

Give each student a piece of tape and, one at a time, have students place their coloured paper under the correct eye colour column. Once everyone has placed their paper on the chart, ask students how the pieces of paper were sorted.

As a group, count how many eye colours in each column.

Ask for a volunteer to write the correct digit under each column.

Assessment

As students are working on other projects throughout the day; individually ask students to count the number in each column and write the digit below. See the assessment tool, Lesson 2 – Counting (provided at the end of this unit).

Optional Activities

Mathematics extension: Look at the chart. What do you notice? How many more brown eyes are there than blue eyes in the class? How many more blue eyes than green eyes? Are there any eye colours that have the same number in the classroom? Etc.

Lesson 3 – All About Me continued

This lesson will depend on the information that the students brainstormed in the first lesson. However, here are some examples that may be included.

Preparation

Make a fill-in the blank interview form that includes the information that the students brainstormed about their favourites. For example: My favourite book to read is _____. Leave the bottom half of the page empty to add in a picture.

Make a pencil-shaped nametag with interlined space for students to print their names.

Make a page titled: “Hello, My Name is ... and this is how I printed my name:” where students can glue on their pencil shaped nametag. Optional: Having the title “Hello, My Name is ...” in the local traditional language.

Materials and Resources

- chart paper with information that they would like to include about themselves
- file folder per child
- pencil -shaped name tag
- name title page on coloured copy paper
- one 5 x 5 inch copy paper per student
- one interview sheet per student on a different coloured copy paper
- *Exploring Quatsino* (pgs. 2-6) by Marion Wright and Sara Child

Procedure

Review the earlier brainstorm and the information students said they would like to include in their books about themselves.

Read or re-read “*Exploring Quatsino*” pages 2-6, pointing out important information about the main character.

Show and read the Title page to the students. Have students print their name on the pencil-shaped nametags. Have them chose the medium that they would like to print their name with. Remind students to use the “Hat/Belt/Shoe” lines (change the terminology to your own) to help them print their name with their best printing.

Remind students to begin their name with a capital and then use lower-case letters.

Have students glue the tags onto their title pages, and put this page in their file folder.

Next, have students draw and colour a picture of their favourite ____ (have them choose one from the list on the interview questions). They should then glue it to the bottom of the “Favourite” interview sheet and add it to their file folder.

While students are working on their picture, you and/or your assistant can interview each student recording their information.

Assessment

See Lesson 3: Name Assessment (provided at the end of this unit).

Optional Activities

For any students that need extra assistance, provide them with name tags with their names already printed for them to copy, or provide a dot tracer of their name to trace.

Lesson 4 – Measurement

Materials and Resources

- one “Height” sheet per student (see Preparation), copied on coloured paper
- linking blocks
- scale
- magazine/calendar pictures of wild animals (big and small)
- file folders

Preparation

Make a page titled “Height.” On the top half of the page create the following fill-in-the-blank sentences:

- I am ____ blocks tall.
- My foot is _____ blocks.

On the bottom half of the page, write: I am taller than a _____. I am shorter than a _____.

Procedure

This math lesson will be a part of students’ books.

Tell students that they are going to be adding another page into their All About Me books.

Today, they are going to measure how tall they are using linking blocks, and figure out how long their feet are using linking blocks. They will cut out a picture of an animal that they believe is shorter than themselves.

Read the Height sheet to the class.

Pair students and have them link blocks together to see how many blocks tall each other is and with assistance, record their answer on the Height sheet.

Do the same thing for measuring their foot.

Finally, students can find a picture of a wild animal that they like and glue it to the bottom of the Height sheet. Depending on the animal that they chose, they can then circle the appropriate: I am taller than a (animal) I am shorter than a (animal). Have students add this sheet to their file folders. Optional: Include the local First Nations word for the animal.

Optional Activities

Have students trace their foot. Trace the tower of linking blocks that is laid out next to their drawing, and have students answer “My foot is ___ blocks long.” Students can repeat this process to measure their hand.

Lesson 5 – Family Pictures

Preparation

Invite a local Elder to visit the class for a short presentation (approximately 3-5 minutes) to talk about their family, how many brothers and sisters they have, where they lived growing up, who lived with them, activities that their family did together, their favourite family memories.

If you are unable to find a suitable Elder, *Exploring Tsaxis* by Marion Wright and Sara Child, pages 3-5 is a fantastic resource for this lesson.

Materials and Resources

- Local Elder or *Exploring Tsaxis* pp. 3-5 by Marion Wright and Sara Child
- 1 – “My Family” page on coloured photocopy paper per student
- 1 – 7 x 8 inch photocopy paper per student
- light coloured ink pads
- file folder

Procedure

Today, students will focus on information about their families. Remind students that families are not all the same. Some of us may have big families, small families, families with one mom or families with two dads, but what is important to remember is that we have the family that is just right for us.

Ask students, “What kind of information would they like to share about their families in their books?” Record their responses on chart paper. Students may need to be guided on the type of information that can be included in a book – for example, a picture of their family, how many people live in their home, how many brothers and/or sisters they have, activities they do together.

Today, they will get to meet an Elder from the local community who will tell their story about their family. Ask students how they should behave when they have a special guest presenter.

Have the Elder tell their story and respond to questions from the students at the end. Thank the Elder for their story. Recap any important information.

Family Pictures

Have students stamp their thumb and fingers on the inkpad and place a fingerprint to represent each of their family members. When students are finished, they can wash their hands before continuing.

Then, have students add facial features and bodies to each fingerprint. Depending on students' ability level, you or the student can label each family member with their name.

Have students glue their family portrait onto the My Family page. Tell the students to think about 1-2 sentences they would like to say about their family and when you have extra time, you will write the sentences down for them.

Hand out a file folder to each child to add their family portrait.

Discuss the similarities and differences between families (e.g., number of people in each family, the number of siblings). Discuss the roles of the family members, things that families do together (birthday celebrations, eat together, go for walks, etc.).

Ask student volunteers to show their picture to the class and to tell something about each family member. When they are finished, they can ask the class if they have any questions or comments.

Assessment

See the assessment tool, Lesson 5 – Family Picture Assessment (provided at the end of this unit).

Optional Activities

Students can make a family page for the Elder and title it “Elder’s Family.”

Lesson 6 – Animals

Preparation

Invite a local First Peoples artist to the class to show examples of their artwork, to tell a story about one or two animals in their artwork, to teach the students how to draw one or two simple shapes, and about the use of colour. Ask the artist to prepare the basic shape of an animal, leaving spaces where the students can draw in the shapes that they will learn about.

Materials and Resources

- a local First Peoples' artist
- animal art – prepared by artist
- blank photocopy paper
- file folder

Procedure

As a class, discuss listening and speaking strategies they can use when there is a guest speaker in the classroom. Inform students that they will complete a self-assessment on their listening and speaking skills after the activity. Refer to the participation self-assessment tool (provided at the end of this unit).

Invite the artist in to share their artwork, a brief history how they started in the art business, and a story about an animal. Once finished, have a question and answer period.

Discuss the characteristics, similarities, and differences of the selected animals. Share the word for each animal in the local First Nations language.

Then, the artist can proceed to teach the students 1-2 basic shapes and about the use of colour in the artwork.

Students can practice the shapes on photocopy paper. The artist can then introduce the art piece that the students will complete using the shape(s) that they learned about. The students can complete their artwork by colouring it using the appropriate colours. Before students begin, review student expectations based on the participation self-assessment tool.

Have students add their completed artworks to their file folders. Work with students either as a class, in groups, or individually to complete their self-assessments.

Assessment

See Lesson 6 – Participation Self-Assessment Tool (provided at the end of this unit).

Optional Activities

Students who finish early can create their own animals using the shapes and colours they learned about.

Lesson 7 – Community

Preparation

Make a page titled “My Community,” leaving the page blank except for a line at the bottom to write a sentence or two about the picture that will be drawn by the student.

Invite a local Elder to visit the class for a short presentation (approximately 3-5 minutes) to talk about their community, it’s traditional name and meaning, how the community works together, and to describe some of the communities landmarks (poles, buildings, historical sites). If your school is close enough to the community, have a mini-field trip to visit 1-3 of the landmarks and ask the Elder to talk about the significance of each one. (Follow your districts’ guidelines for field trips.)

If you are unable to find a suitable Elder, *Exploring Tsulquate* by Marion Wright and Sara Child, pages 12-23, is a fantastic resource for this lesson.

Materials and Resources

- local First Peoples’ Elder
- optional: *Exploring Tsulquate* by Marion Wright and Sara Child
- “My Community” page on coloured copy paper, one per student
- one 7 x 8 inch photocopy paper per student
- file folder

Procedure

Today students will focus on information about their community.

Ask students, “What kind of information would they like to share about their community in their books?” Record their responses on chart paper. Students may need guidance on the type of information that can be included in a book. For example, a picture of their house, neighbourhood, stores, poles, daycare centres, school, people who work in the community. Students can include information about the landscape and wildlife of the community (e.g., nearby bodies of water, common plants and animals, location in BC, types of weather during the seasons).

Remind students how to behave when there is a guest speaker. If you are taking the students on a field trip, review safety rules.

If your class had the opportunity to go on a mini-field trip, discuss the importance of each landmark. Depending on the information the students wanted to include: one possibility would be to have the students draw a picture of one of the landmarks.

If your class listened to the Elder in the classroom and/or read *Exploring Tsulquate*, ask the students to brainstorm the local landmarks in your community: daycare centers, your school, their house, the beach, stores, etc. Discuss how each of them is important to the people who live in the community, including themselves. Then ask them to pick one and visualize what it looks like and draw it. Think about adding the extra details and colours.

Assessment

To assess students’ listening and speaking abilities, observe the class and take notes while the Elder is speaking.

Optional Activities

Students who are able can complete a web that shows the things in their neighborhood community. They can draw the pictures and get help, if necessary, to label their web (e.g., park, school, store, streets, apartments).

Lesson 8 – Numbers in the Local First Peoples Language

Preparation

Invite a local First Peoples speaker in to the class to teach the students how to count 1-10 in the First Peoples language.

Arrange for a visit to the local high school Technology Education class where the students will partner with a high school student to record themselves counting 1-5 in the First Peoples language. (Follow your districts’ guidelines for field trips.)

Materials and Resources

- local First Peoples language speaker (or internet access for firstvoices.com)
- picture number cards (1-10 in a local First Peoples language)
- file folder

Procedure

Today, the students will learn how to count to 10 in the local First Peoples language. They will have a special guest from the local community to teach them. Remind student how to behave with a guest speaker.

Have the First Peoples speaker teach the numbers 1-10. After practicing, the students can play the popcorn number game: Number the students 1-10 in the language. Call out a number in the language and those students who are that number, stand up and say the number then sit back down. Start the numbers in order and eventually start mixing the numbers up. Once the students feel confident with their numbers, try having the students say the numbers in order. Example, group 1, stand and say 1, then group 2 stand and say 2, then group 3 stand and say 3, etc. As time permits, mix the students up and renumber.

Throughout the rest of the year, practice counting in the language whenever you can – during Calendar time, when passing out supplies, etc.

Once you feel the students are comfortable counting to 10, arrange Part 2.

Part 2

For the second part of the lesson, arrange for a visit to a local high school technology Education class where the students will partner with a high school student to record themselves counting 1-10 in the First Peoples language using a digital editing program. The students can edit and add sound effects. Alternatively, students can use a program such as Book Creator (bookcreator.com) to illustrate and record audio of numbers 1 through 10.

Lesson 9 – Name Design

After the students create the front cover of their book, glue it to construction paper and laminate the front and back covers. A printed copy of their number book can go in their book.

After all the material has been gathered, 3 hole punch or use a binding machine to bind the book together.

Materials and Resources

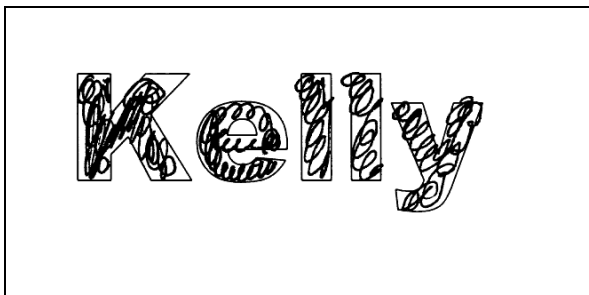
- blank paper, 1 sheet per student
- 2 sheets of coloured construction paper per student (multiple colours)
- markers
- file folder

Procedure

Demonstrate to the students how to make “fancy” lettering, such as bubble and block letters.

Have the students turn their paper in the landscape direction. They can print their name across the paper using bubble or block letters.

Using markers, the students can choose one colour to colour their name. Making sure not to “spaghetti” colour. Demonstrate “spaghetti” colouring versus “non-spaghetti” colouring.



spaghetti



non-spaghetti

Once, students have coloured in their name, have them draw wavy lines to create medium to large sized patches over their paper. Students can decorate each patch with a different colour and or pattern. Example, colour one patch yellow and then add polka dots, or fill in a patch with “peace” signs, lines, little people, hearts, etc. Challenge the students to fill the whole paper.

Note: this artwork may take several sessions or blocks to complete, allowing students to work on it during any extra time available.

Assessment

Refer to the assessment tool, Lesson 9 – Name Design, provided at the end of this unit.

Optional Activities

For students who are having difficulties with bubble lettering, use the text effects feature of a word processing program to print their names for them. Students can then use these as templates to copy their names.

Students who finish quickly can work collaboratively to create a thank-you poster for the Elder who has made classroom visits. Help students brainstorm ways in which the Elder shared their knowledge. They can complete these sentence fragments: “Thank you for” and then copy them onto a poster. A photo of the Elder can be inserted in the middle. To represent themselves or the Elder each student could do a thumbprint drawing (see lesson 5) on the poster. This is presented at the Meet the Author day (see lesson 10).

Lesson 10 – Meet the Author

Preparation

Invite the Elders, artists, speakers, and caregivers to a “Meet the Author” afternoon.

Prepare the students to present their books, have them read (tell about) it to themselves, a partner, and then to a small group of 3-4 students. Discuss the importance of listening and speaking skills during the presentations. Allow time for practice.

Invite local Indigenous singer(s) to sing one or two songs.

Materials and Resources

- student books
- refreshments (tea/coffee, desserts, etc.)

Procedure

Have the host (typically it would be the teacher who organized the event) acknowledge the traditional territories. Prior to the event and if appropriate, invite the singers to sing a welcome or opening song after the acknowledgment. If the singers have consented to sing a welcome or opening song, have them do so and share any relevant information about the song(s) to the guests. Introduce the Elder and have students present the Elder with the thank-you poster they created. Inform parents that students were able to learn from the Elder and that their books highlight what they learned during the unit.

Welcome the guests. Thank the guests for their story contributions in teaching the children about themselves, their family and community.

Introduce and congratulate the authors and their books. Talk about the process of completing their books. Ask the students to take their books to pre-assigned spots around the classroom. Tell the guests to feel free to visit, read and discuss the books with the authors.

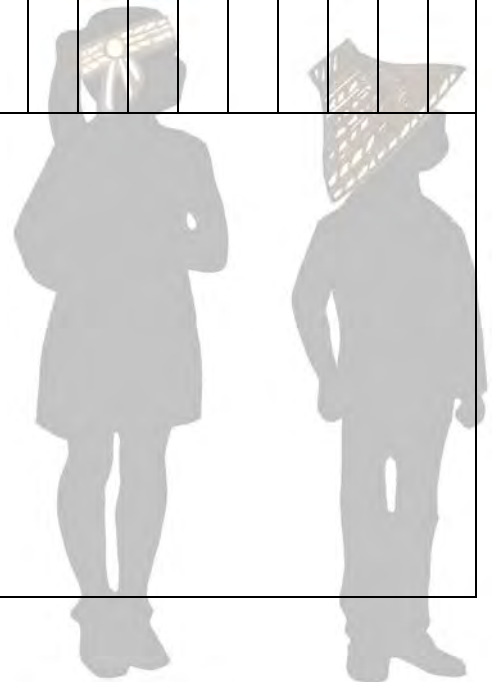
Have the refreshments available at the end.

Prior to the event and if appropriate invite the singers to sing a closing song to finish the afternoon. If the singers have consented to sing a closing song, have them do so and share any relevant information about the song(s) to the guests.

Self-Portrait Observation Sheet

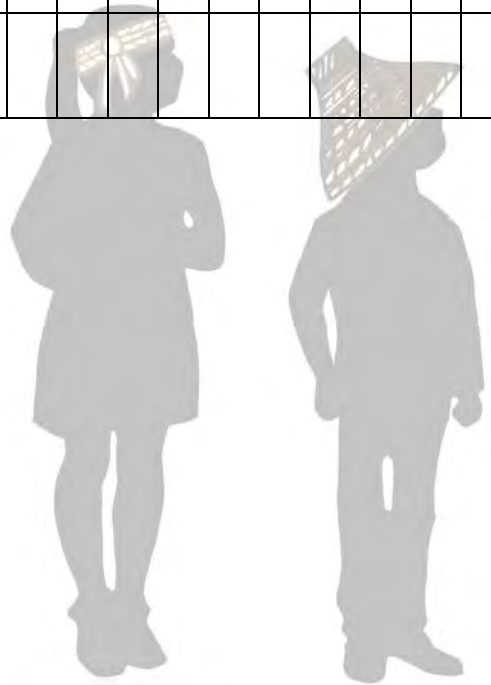
Proficiency Scale: 1: Emerging 2: Developing 3: Proficient 4: Extending

Name																			
Included the following elements: head, most facial features, body, arms, legs, and clothes																			
Used a minimum of 3 colours																			
Expressed themselves using a variety of colour, lines, shapes, and textures																			
Extended the activity by adding a background scene																			
Identified 1-2 similarities and/or differences between student portraits (e.g., hair and eye colour)																			
<p>Date:</p> <p>Comments:</p>																			



Lesson 2 – Counting

Name																			
Counts 1-5																			
Counts 5-10																			
Counts to 11																			
Counts to 12																			
Counts to 13																			
Counts to 14																			
Counts to 15																			
Counts to 16																			
Counts to 17																			
Counts to 18																			
Counts to 19																			
Counts to 20																			
Counts 20 +																			
Highest number counted																			
Wrote the correct corresponding digits																			
If applicable – specify which digits were incorrect																			
Date:																			
Comments:																			

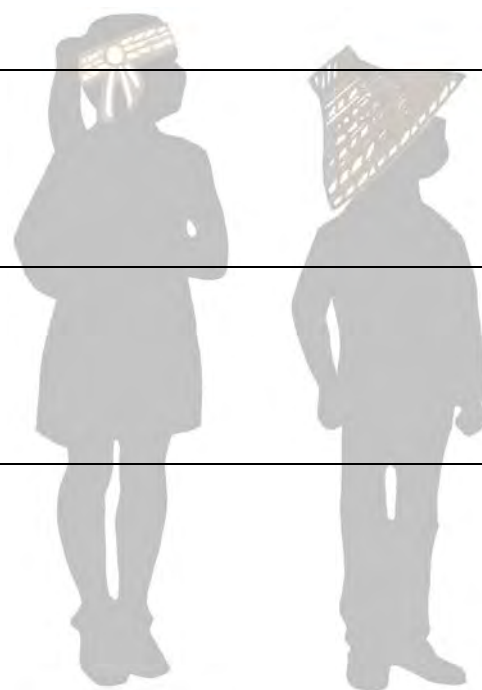


Lesson 3 – Name Assessment

Proficiency Scale: 1: Emerging 2: Developing 3: Proficient 4: Extending

Name: _____

Rating (1-4)	Criteria – To what extent does the student:	Comments
	Print name with a capital letter	
	Use lower-cased letters for the remainder of their name	
	Use correct letters in their name	
	Print letters of their name in order	
	Use the Hat/Belt/Shoe line	
	Use the pre-printed nametag to copy their name	



Lesson 5: Family Picture Assessment

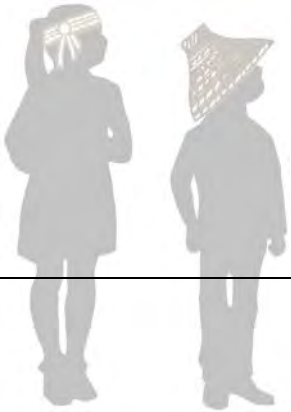
Proficiency Scale: 1: Emerging 2: Developing 3: Proficient 4: Extending

Name																			
Provided 1-2 examples of how families are the same and/or different																			
Described 1-2 roles family members can have																			
Labeled each family member shown in the picture																			
Verbally shared 1-2 sentences about their family members.																			
Listened when others spoke and respected their contributions																			
Remained focused and encouraged others to stay on task																			
Date:																			
Comments:																			



Lesson 6: Participation Self-Assessment

Proficiency Scale: 1: Emerging 2: Developing 3: Proficient 4: Extending

	Self-Assessment	Teacher Assessment
I listened to the artist and to others when they were talking.		
I asked questions to the artist.		
I shared 1 or more ideas and/or thoughts I had with the class and the artist.		
I tried using two or more shapes that I learned from the artist in my artwork.		
I stayed on task and encouraged others to stay on task.		
Teacher comments: <div style="text-align: right; margin-top: 20px;">  </div>		

Lesson 9: Name Design

Proficiency Scale: 1: Emerging 2: Developing 3: Proficient 4: Extending

Name																	
Printed their name using block or bubble letters																	
Used the text effect features of a word processing program to print their name																	
Used correct spelling																	
Used the correct letters in their name																	
Filled in their name completely with colour																	
Used a variety of colour, shapes, and patterns																	
Offered one or more positive comments about a peers' work																	
Date:																	
Comments:																	

