

# All About Us

## Summary

This is a getting to know you activity to use at the beginning of the year.

## Main Core Tie

English Language Arts Grade 4

[Speaking and Listening Standard 1 c.](#)

## Additional Core Ties

English Language Arts Grade 4

[Writing Standard 3 c.](#)

English Language Arts Grade 4

[Writing Standard 3 d.](#)

## Time Frame

3 class periods of 30 minutes each

## Group Size

Large Groups

## Materials

A small paper bag to hold the "Getting to know you" items.

Items that tell about you. No more than 5 items but at least three.

Examples:

If you like to bike ride, a small toy bike that can fit in the bag.

If you fear something like spiders, a plastic spider.

A bag for each student to take home.

Chart paper

For the writing activity each student will need enough 8X11 papers folded into fourths to record information about each student.

Clipboards for each student to write on.

Names of students on slips of paper to be drawn out of a bag.

## Background for Teachers

The teacher needs to know her likes and dislikes. This activity will be extended over a 3 day period using 20-30 minutes a day.

## Student Prior Knowledge

Students need to know how to make a list.

## Intended Learning Outcomes

To learn about each other and provide an opportunity for students to speak orally.

## Instructional Procedures

Day 1

PREP:

The teacher needs to create the "Getting to know you" bag.

Bring the students to a central location to sit on the floor.

#### TEACHER MODEL:

Tell the students that you will be telling them a little about yourself (things I like, don't like, am afraid of, family etc.).

As the teacher takes the items out of the bag one at a time, he/she talks about each one.

After talking about the last item, the teacher asks the students what they remember about her/him.

Record answers on the chart paper, stressing that we're making a list and not writing complete sentences. Example: Loves shopping, fears spiders, two grandchildren.

#### STUDENT HOMEWORK ASSIGNMENT:

Tell the students that they are to go home and find at least 3 but no more than 5 items that tell about themselves.

The items must be small enough to fit in the bag. If an item won't fit in the bag, it can be a picture or drawing.

This assignment is due either the next day or the day after.

#### Day 2

#### PRESENTATIONS:

Ask the students "Who is ready to present their "Getting to Know You" activity?"

Collect the bags of students who are prepared.

Assemble the students at your central location on the carpet.

Review the information about the teacher from the day before that was written on the chart paper. Paying special attention to make sure they understand that they understand that this is a list and not complete sentences.

Pass out enough paper to record information about the students who are presenting that day.

Have the students fold the paper into fourths.

The first presenter comes to the front of the group and sits in a designated place.

They present their "Getting to Know You" activity as modeled by the teacher.

After they are finished, ask the students what they remember about that student that just presented.

Teacher records their comments on the chart paper. (The first couple of presenters only.)

After that, teacher records on quartered paper with the students.

The students will copy the information on one fourth of their paper, making sure the presenter's name is at the top of the box.

Tell the class "This is what we're going to do for the rest of the presenters. You need to listen carefully so you can record AFTER they have finished."

Make sure you discuss what they remember after each presenter.

Stop activity for the day when the students start to get restless.

Continue daily until all students have presented.

#### WRITING ASSIGNMENT:

Students should have their information about each of their classmates.

Assemble at the designated area again.

Play a game of who remembers which classmate had this in their bag. Students are allowed to look at their information.

Tell the students "We all know a little bit about each other, but we want to know more. You will each draw a name out of the bag, and you will interview that person to find out more about them. You will each write a short biography to be used in a class book."

Send the students back to their desks.

Students will look at the information they have about the person they are going to interview.

Then they will think about other things that they would like to know about that student and write those questions down on a separate sheet of paper.

The students will meet with each other to ask questions and record answers. This may be hard to manage since students will need to interview each other at the same time. Some students may need to work on another assignment of your choice until it's their turn.

One option students enjoy is telling the interviewer something they would like everybody to know about them.

#### Next Session:

The teacher assembles the students in a designated area.

The teacher reviews the notes on the chart paper - from the first couple of students who presented.

Tell the students "We are going to use these notes to write a biography using complete sentences." Model how to do this.

The students will write their biography and then revise, edit and publish during writing time.

Teacher takes a picture of each student to use on their biography page.

The biographies are used to make a class book called "All About Us."

The students will use their notes to write the biography.

#### Assessment Plan

The book "Getting To Know Us" will allow the teacher to evaluate student skills.

#### Authors

[Karen Bosone](#)

[Julie Lee](#)

[brooke rauzon](#)

[MICHELLE RODERICK](#)