

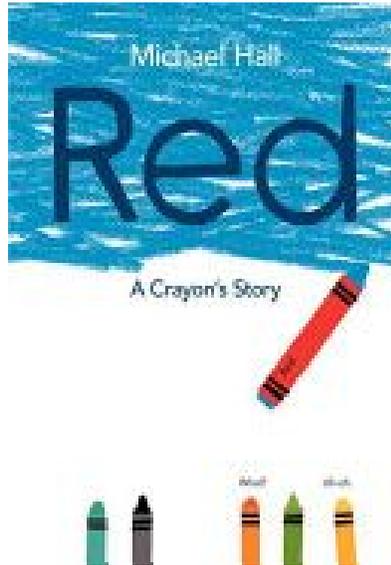
# **Red: A Crayon's Story - Pronouns**

Grades K-4

Pronouns

Time Frame: 1 week

This lesson plan was created in collaboration between Trish Cavlek and Nichelle Penney



Funny, insightful, and colorful, *Red: A Crayon's Story*, by Michael Hall, is about being true to your inner self and following your own path despite obstacles that may come your way.

Red has a bright red label, but he is, in fact, blue. His teacher tries to help him be red (let's draw strawberries!), his mother tries to help him be red by sending him out on a playdate with a yellow classmate (go draw a nice orange!), and the scissors try to help him be red by snipping his label so that he has room to breathe. But Red is miserable. He just can't be red, no matter how hard he tries!

## **Unit Overview:**

This unit is meant for K-4 classrooms it is meant to help develop many skills needed in understanding our diverse communities and the world around us. This unit is to help students develop knowledge about gender specific vocabulary, provide opportunities to develop skills for interacting with a diverse class, school and community. It is meant to help guide and develop critical thinking skills, respectful and empathetic behaviour and introduce and implement aspects of social justice.

## **Curricular Concepts:**

Communicate:

- Introduction of differences -- read *Red: A Crayon's Story*
- Develop knowledge of gender specific vocabulary words -- What is a Pronoun: he, she, him, her, they. What is appropriate and inappropriate language may be introduced here depending on grade level.
- Connect and engage with others

Social Responsibility:

- Encourage and develop respectful behaviour
- Encourage and develop critical thinking skills

- Encourage and develop empathy, build compassion and promote understanding
- Encourage and develop a classroom and school climate designed to build leadership
- Encourage and develop Ally behaviour
- Encourage and develop opportunities for all students to gain a more complex and authentic understanding of the world around them.

Positive and Personal Cultural Identity:

- Encourage and develop awareness of gender identity

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### **Lesson 1 - theme of accepting and understanding differences (K-3)**

- Read Red: A Crayon`s Story by Michael Hall
  - Group Question and Answer Period
1. Discuss with students how they think the Red crayon felt when it couldn`t color in red. How did it feel when it could finally color in blue? Is it ok to feel or be different?
  1. Another set of questions could be: Teacher asks questions to generate a conversation about hair.
  2. Do you know a girl or a woman with short hair? Do you know a boy or a man with long hair? Is that okay? (Yes!) Also show pictures of different people with different lengths of hair - people from our school community, people in books, or other photos/ posters. Can people decide what kind of hairstyle they want to have? (Yes!) Would they want to be teased for their hair? (No.) Why not? (It might make them feel sad.) Let`s not tease people about their hair. Okay? (pridenet.ca) Is it ok to be or feel different?
  3. Teacher can use Social Responsibility as a way to talk about fairness and inclusion of all students in the classroom. Examples could be the use of all toys, games and dress up costumes are used by **all** students regardless of gender. Is it ok if girls want to play with the cars? Is it ok if boys want to dress up? Does it matter who plays with what?
  4. After conversation about hair and shared classroom items, Students will be given the opportunity to use a program or manipulatives of different styles of hair to move on to different people.

## Lesson 2 - It's OK to be Different by Todd Parr and learning Pronouns

Teacher will need pre-cut sets of magnetized materials (bodies, clothing, pronouns). Teacher has previously discussed ideas with the class about accepting others because they look different and being fair and kind to others. This lesson could be broken up into 2 or 3 45 minute sessions; grade dependent)

1. Read **It's Ok to be Different** and discuss ideas about being or feeling different. How are students different from each other? Looks? Family? Race?
2. Brainstorm ideas about how one might feel if they feel different about who they are compared to how or who their parents, teacher or friends might think they are.
3. Next, the teacher will need the pre-cut sets.
4. Go over all of the pronoun vocabulary: he, she, him, her, they, them, boy, girl.
5. Students are given the pronoun sort Worksheet. Once finished go over as a group. (K's and 1's will need direction or practice with these sight words).
6. The teacher will place magnetized clothing pieces, hair pieces, and pre cut body on the board.
7. Create `boy`looking image but then place girl, she, her pronouns next to the creation and then do the same with a `girl`looking image using boy, he, him.
8. Create Androgynous looking child and place they, them next to image.
9. Talk about how some individuals do not feel like a `boy`or a `girl`and may want a different pronoun being used.
10. Gender Self-Portrait and Journal Reflection -- students would be given the task of drawing a portrait of their `true`self and write a journal reflection about who they are.

Note: Grades K-1 may work with teacher on vocabulary and possible program on smart board that would move, hair, clothing and vocabulary around. Re-reading stories may be an asset as learning about and accepting differences between people may need a couple of lessons.

Grades 2-4: students could use printable paper dolls, clothing and hair they could color and play; sorting clothing and hair to how they are feeling about themselves and to suit their own needs. Only sharing with others if comfortable. This is meant to be a safe activity where students feel free to be themselves.

### **Lesson 3 - Accepting Each Other's Differences and Living as an Empathic and Compassionate Classroom and School Community**

This lesson will deal with ideas around differences, stereotypes, accepting others and being proud of who they are.

1. Using ideas from their journal/portrait students can create and design a person in any way they want. They must use a pronoun and explain why they used it.
2. A descriptive writing assignment could be given here. Students would write a descriptive short story about their person and present it to the class. This lesson is grade dependent and the teacher would decide on length for their class.
3. Before presentations teacher would go over respectful behaviour, positive comments and questions, and what empathy and compassion looks like in the classroom. This is a lesson in itself. Why should we do all of these things as people?
4. Addressing stereotypes? Venn Diagram Idea?? Boys Like/Girls Like and Kids Like Poster. All grades K-4
5. Final activity could be a reflection about what they have learned about classmates, themselves and how we should treat one another.

#### **Resources:**

Books: Red: A Crayon's Story, It's Ok to Be Different; My Princess Boy, Jacob`s New Dress, I am Jazz.

Posters: Genderbread Person, Gender Unicorn

Websites: [www.pridenet.ca](http://www.pridenet.ca), [www.humaneducation.org](http://www.humaneducation.org)