

How To Be A Good Friend
Kindergarten Unit Plan
By Malissa Losenno

ABSTRACT

Unit theme: “Swimmy”, a children’s book by Leo Lionni. Swimmy, is a fish who is special and unlike his friends in many ways, who escapes from a big tuna fish that ate all of his friends. Swimmy finds the courage to brave the open ocean in search of new friends. Along the way he meets a new school of fish, and creatively finds a way to help his new friends escape from the mean tuna fish. This unit is planned for a culturally diverse Kindergarten classroom of twelve students, and will focus on the social justice issues raised in “Swimmy”. There are nine planned lessons that are to be used as a general guideline and a means to create a space that allows the students’ interests and passions to surface, then with flexibility and creativity, I (the teacher) will adapt and implement new lesson plans accordingly to create an emergent curriculum.

RATIONAL

This unit is one that has a strong focus on the students’ relationships with others inside and outside of the classroom. It is important that students begin to develop empathy for others in order to gain an understanding of themselves and their world around them, which this unit attempts to do by creating an environment where the students can identify and resolve their real world social problems such as bullying and racism, to relatable fictional characters. It is fundamental that all students are given the opportunity and support in the classroom to have a voice in the hopes that they will be able to support their ideas, thoughts, and values outside of the classroom setting. In order to do so, there must be an established classroom environment where every student feels mentally, physically, emotionally, and spiritually safe. This unit will (in my belief) be the first time that there will be a focus on raising awareness of students’ differences, by encouraging students to ask questions and explore the people and world around them.

This unit is designed to allow students discover the importance of being a good friend like Swimmy, to have courage, to love value their individual strengths, and to help others. Meeting curriculum is a fundamental aspect of an effective unit, therefore meaningful and relevant curriculum outcomes have been integrated in every lesson, however it is crucial to note that this unit is heavily oriented on the goal of creating and establishing a positive classroom environment where all students feel safe and supported, which will aid students in understanding and meeting curriculum standards.

*lifelong learners

ESSENTIAL QUESTION

What makes a good friend?

→How can you be a good friend like Swimmy?

→How are you special and unique?

UNIT HIGHLIGHTS

Visitors

-Elder Mike Pinay
-Jamie McCashin (A ‘Campus for All’ student that Sarah Goyak and I mentor)

Community Circles

-At the beginning of every class, the students will sit in a community circle and finish this sentence: Today I feel _____.

-Community circles are incorporated in every lesson as the set, development, or closure.

Documentation

-Use of a blog to document my learning experiences with the kindergarten students. The blog is also intended to document the students' learning in a way that is accessible to family members and the community.

-Interactive games, and suggestions for further learning are made available.

-Letter to send home explaining how to use a blog, the purpose of the blog, the safety precautions, and directions to the nearest library with computer access.

<http://www.treatwithcare.wordpress.com>

Invitation Water Table

-The water table will be filled with water with a slight blue tinge (food colouring). On the bottom there will be an assortment of rocks, seashells, ocean animal figurines, plants (seaweed if possible), and sand. Floating on top of the water will be small mirrors (glued to foam in order to ensure flotation).

-Posted around the invitation table will be key vocabulary words, which will be posted and updated weekly.

Students' Self-Assessment

-At the end of the day students' will assess whether or not they were being a good friend that day.

HIGH FIVES!



FIRST NATIONS AND METIS CONTENT

Nearly half of the Kindergarten classroom is of First Nations or Metis decent, therefore, with this knowledge, it was fundamental that all lesson plans were developed with the needs of these students in mind. Provided is a list of the ways that First Nations and Metis content have been interwoven throughout this unit:

- ❖ Community circles at the beginning of class
 - ❖ Sitting in circles for discussion purposes
- ❖ Visitor: Elder Mike Pinay to discuss the importance of being a good friend
 - ❖ Naming the seashell “*nito'te'm*” meaning; ‘my friend’ in Cree
- ❖ Pictures of First Nations people using their hands in cultural practices (Lesson: Hands Aren't for Hitting)
 - ❖ Counting in Cree (Lesson: Counting in Cree)
 - ❖ Referring to family and friends in various languages
 - ❖ Using a variety of natural manipulatives

DRIVING EDUCATIONAL BELIEFS

The following is a list of beliefs and values that have heavily influenced the planning and development of the ‘Swimmy’ unit.

- ❖ ‘Hands on’ activities to promote problem solving and play based learning
 - ❖ Students are given decision making opportunities

- ❖ Students to be treated with respect, and they deserve that respect
 - ❖ Every student is capable
- ❖ Various instructional strategies to meet the needs of every student
 - ❖ Growth of the whole-child
 - ❖ Teacher as a guide
 - ❖ Student discussion
 - ❖ Community circles and teaching for social justice
 - ❖ Interdisciplinary
 - ❖ Student self-assessment

OUTCOMES AND INDICATORS

HEALTH

PAK.1 Understand and respect the rules of the classroom, playground, and school.

(a) Name some rules in the home and the school, and identify their purpose.

(c) Explain why rules are important

APK.1 Demonstrate with guidance, initial steps for establishing healthy relationships.

(c) Practice healthy habits related to developing relationships

USCK.3 Explore that who I am includes more than the physical self

(a) Recognize personal physical and non-physical gifts/strengths/talents

ART

CPK.4 Create art works that express own observations and ideas about the world

(g) Observe and identify details of the physical appearance of plants, animals, people, and objects, and create visual representations.

CPK.4 Create art works that express own observations and ideas about the world

(i) Discuss choices made in creating art works

(b) Use diverse sources such as stories, as inspiration for art making

(m) Discuss the meaning of own work

SOCIAL STUDIES

RWK.1 Examine way of managing tasks and resources in schools

(x) Participate in classroom clean up

PAK.1 Understand and respect the rules of the classroom, playground, and school.

(f) Recognize situations in which disagreement or conflict may be part of living, studying, and working together and that resolution may be an avenue to progress to a state of peace, balance, and harmony.

INK.2 Investigate and describe the diversity of groups represented in the classroom

(a) Investigate diverse languages represented in the classroom, school, and community

MATHEMATICS

SSK.1 Use direct comparison to compare two objects based on a single attribute, such as length.

(a) Compare the length of two objects and explain how they compare using the words shorter, longer, taller, almost the same.

NK.3 Relate a numeral, 0 to 10, to its respective quantity

(d) Match numerals with pictorial representations

SCIENCE

TEK.1 Examine observable characteristics of plant, animals, and people in the local environment.

(a) Pose questions about the physical characteristics of animals.

OMK.1 Investigate the physical characteristics of familiar objects.

(e) Sequence or group objects and materials according to one or more child selected attributes (largest to smallest)

EDUCATION THROUGH THE PHYSICAL

PEK.1 Fitness in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.

(g) Create body shapes, as prompted by the teacher, to support the development of muscular strength, muscular endurance, and flexibility.

PEK.7 Use respectful behaviours and safe practices while participating in co-operative games and physical movement activities.

(g) Engage in play with a variety of classmates, including those who are friends or not friends.

(c) Practice healthy habits related to developing relationships

ELA

CRK.2 Use strategies to construct and confirm meaning when viewing, listening, and “reading” including: before-during-after.

Before: Look at pictures and imagine what might happen or what information they might gain.

During: Predict what will happen to characters in a story based on their actions thus far.

After: Listen attentively to a story and say why they liked it; make and explain choices and opinions.

CCK.6 Create messages using a combination of pictures, symbols, and letters.

(a) Experiment with drawing scribbling, letters, and temporary spelling to convey ideas.

CCK.4 Use and construct drama to communicate feelings and ideas.

(h) Dramatize characters from a story in a role play

CRK.4 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and video programs.

(d) Recognize facial gestures and body movements

LESSON PLANS

The following lessons are designed in a way to ensure that all curriculum subjects are integrated and have meaningful relevance to the growth of the whole-child.

Please Note: Although the lessons plans are very detailed, it is not a reflection of rigidity. I have the lessons extremely organized because I feel comfortable when everything is prepared, however, my focus will be on allowing an emergent curriculum to occur, therefore these lesson plans are to be used as a guideline to promote student interest in the content areas.

Lesson Plan: Intro to Community Circle

<p>Content: (Topic)</p> <p>Community Circle Protocols</p>	<p>Teaching Strategy:</p> <p>Direct instruction: Didactic questions Interactive Instruction: Discussion</p>
<p>Learning Outcomes and Indicators</p> <p><u>Health</u> PAK.1 Understand and respect the rules of the classroom, playground, and school. (a) Name some rules in the home and the school, and identify their purpose. (c) Explain why rules are important</p>	<p>Assessment:</p> <p><u>Observation Checklist</u> - Did the student provide rules to follow and was able to explain why the rule is important?</p> <p><u>Anecdotal Records</u> -To what extent did the student follow the rules during the community circle?</p> <p>Blog-Documentation www.treatwithcare.wordpress.com</p>
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> • First Nations and Metis Content: Sitting in a circle, and the seashell is named after the Cree word for friend. • Offer the right to pass for students who do not wish to speak 	
<p>CEL's:</p> <ul style="list-style-type: none"> • Communication: Students will strengthen their language abilities and communication skills in a group setting. Students are given the opportunity to share their ideas through public speaking. • Personal, Social Values and Skills: Students practice respectful and compassionate behaviour when listening to their peers share their stories/ideas. 	
<p>Prerequisite Learning:</p> <p>None</p>	

Lesson Preparation: Equipment/materials

- Nito'te'm (seashell)
- 15 personal mats (one per student and teacher)
- Large white paper
- Special noise maker
- Markers, pencils, crayons, etc...

Advanced Preparation:

- Clean and cut-up old carpet into mats
- Place mats in a circle formation
- Glue eyeballs and nose onto a large seashell

Presentation:**Set (___ min)**

- Have personal mats lined up in a circle on the carpet area. →Tell the students to pick whichever mat they would like, and to sit down on that mat.
- Ask the students if they can remember the last time we all sat in a circle together? (Miss Whittle’s turtles lesson) “What did we do? Talk about?”
- Briefly describe that in the circle, we passed around a special rock, meaning it was our turn and we were allowed to speak, but when other people had the rock we have to listen.
- Show the students the special sea shell we are going to use instead of a rock (have it placed in the middle of the circle), explained that he is named after the Cree word for ‘my friend’: *nito'te'm*.

Development (___ min)

- Tell the students that were going to be sitting in circles a lot in the next three weeks, and that we need to make up some protocols for our community circle times.
- “Can anybody give me an example of a rule that you have at home or at school? Why are these rules important?” Discuss.
- Allow students to now create rules that must be followed during the community circle, but ensure that these rules are included and are used as a means to guide discussion;
- **everybody needs a rock
(Possible discussion guideline: What makes a good friend?)
- No put-downs
- Listen to your friends talk (every Kindergarten is a friend)
- Talk only when you have the shell (but if you need to go to the bathroom raise your hand)
- You can pass when its your turn

- *When a student provides a rule, have them explain why that rule is important)
- As the students provide rules to follow, the teacher will draw/write down these rules on a large white piece of paper.

Closure (___ min)

- Now that we have all of our rules, let’s test them out. The question I am going to ask today is; Why is it important to have rules? More specifically, the community circle rules?

Classroom Management Strategies

Criss-cross applesauce

Personal mats positioned in a circle

Tell the students that they must raise their hand if they have a rule that they would like to contribute, or would like to speak during discussion. Provide positive praise for students who raise their hand.

* Whenever students hear the special noise maker, they need to get their eyes and ears on the teacher. (Include this as a community circle rule)

Post Lesson:

- Post the community circle rules on the blog, and hang up/ polish up the poster in the classroom (near the area where the community circles take place) or (make the rules into a class book)
- Use Voicethread. Have students record the community circle rules, and explain their importance.

Lesson Plan: Swimmy Journal

<p>Content: (Topic) Swimmy Journals (English and Art)</p>	<p>Teaching Strategy: Direct Instruction: Didactic questions Independent Study: Journals Interactive: Reflective discussion (explaining their entry)</p>
<p>Learning Outcomes and Indicators <u>English</u> CRK.2 Use strategies to construct and confirm meaning when viewing, listening, and “reading” including: before-during-after. <i>Before:</i> Look at pictures and imagine what might happen or what information they might gain. <i>During:</i> Predict what will happen to characters in a story based on their actions thus far. <i>After:</i> Listen attentively to a story and say why they liked it; make and explain choices and opinions. CCK.6 Create messages using a combination of pictures, symbols, and letters. (a) Experiment with drawing scribbling, letters, and temporary spelling to convey ideas.</p>	<p>Assessment: <u>Observation Checklist</u> -Did the student experiment with drawing, scribbling, letters, and temporary spelling to convey ideas? <u>Rubric</u> -To what extent did the student explain their predictions, reasoning, and their favourite part of the story? Blog-Documentation www.treatwithcare.wordpress.com</p>
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> • (stapler 1 to every 2-3 students to encourage sharing) • Timid students (Mason) When asking to share their prediction, also ask if he would like a friend to help him or explain his pictures. • Advanced: Ask select students to explain why they made such a prediction • Have each page marked with a type of shape and colour. Students will easily identify which page they are to be drawing on. (If they don’t know the shape, they might know the colour) • Teacher models which page to draw on (example: red square) • Students can draw whatever they want, with whatever they want. 	
<p>CEL’s: Communication: Students will communicate their ideas through visual representations and possibly early writing. Critical and Creative Thinking: Students will evaluate characters behaviour and pictures to determine what will happen next in a story through imagery, drawing, writing, etc.. Students will then be required to publicly defend their ideas/reasoning.</p>	
<p>Prerequisite Learning: None</p>	
<p>Lesson Preparation: Equipment/materials -Book: “Swimmy” by Leo Lionni -Personal mats -Mr. Bigglesworth -Special noise maker -Two orange fish cut-outs and four white fish cut-outs/per student -Markers, crayons, pencils, chalk, etc...</p> <p>Advanced Preparation: -Make the orange and white fish cut-outs -Arrange materials; personal mats, staplers, writing utensils</p>	

<p>Presentation:</p> <p>Set (___ min) →Students will be asked to sit at their desks, where there will be four white pieces of paper in the shape of fish, and two similar orange pieces of paper. Model to the students how to make their own ‘fish’ journal. (One orange paper fish with an eye in front, four white pages in the middle, and one orange on the back.) →Tell the students that they will be listening to one of my favorite stories. They should not draw in their journal unless told to (when the lights are turned the on). →”When I shut the lights off, I want you all to listen to me tell you a story about a brave little fish called Swimmy.”</p> <p>Development (___ min) →Before reading the story, ask the students to predict what they think the story will be about by looking at the cover illustrations, and draw a picture of what they think the story will be about on the first white page. (Teacher models using own journal, red square) <i>(3 students volunteer their ideas)</i> →Shut off lights. Begin reading the story. Stop reading at the first page marker. →What do you think the tuna fish is going to do to the little red fish? (Turn on lights) Draw a picture on the second white page. <i>(3 students volunteer their ideas)</i> →Second page marker. What do you think will happen to Swimmy when he swims away into the deep wet world? <i>(3 students volunteer their ideas)</i> →Third page marker. What do you think Swimmy will do to help the little red fish? <i>(3 students volunteer their ideas)</i> →Finish reading story. (Ask students to put their name on the back of their fish journal)</p> <p>Closure (___ min)</p> <p>→Community circle question: My favourite part of the story was when:_____.</p>	<p style="text-align: center;">Classroom Management Strategies</p> <p>“I need your ears on me Kindergartens-gestures”</p> <p>Circulate around the room while reading; ensure that every student sees the pictures.</p> <p>“Raise your hand if you would like to show your idea.” Use positive praise when students are sitting nicely, and raising their hand to speak.</p> <p>Teacher models which page to draw on</p> <p>Use positive praise when students are sitting nicely, raising their hand to speak, or doing what has been asked of them.</p> <p>Have the personal mats aligned in a circle. (Do so during one of the students drawing periods)</p>
<p>Post Lesson: Document 1-2 students’ favourite entry in of their journal, with a provided explanation of prediction.</p>	<p>Emergent Extensions Possibilities: *Act out students favourite part of the story (if there is a majority preference)</p>

Lesson Plan: Swimmy Movement Play

<p>Content: (Topic)</p> <p>Swimmy Movement Play</p>	<p>Teaching Strategy:</p> <p>-Interactive Instruction: Problem solving/Discussion -Experiential Learning: Role playing/Simulation</p>
<p>Learning Outcomes and Indicators</p> <p><u>Physical Education</u> PEK.1 Fitness in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength. (g) Create body shapes, as prompted by the teacher, to support the development of muscular strength, muscular endurance, and flexibility. PEK.7 Relationships. Use respectful behaviours and safe practices while participating in co-operative games and physical movement activities. (g) Engage in play with a variety of classmates, including those who are friends or not friends.</p> <p><u>Health ‘Exit Slips’</u> APK.1 Demonstrate with guidance, initial steps for establishing healthy relationships. (c) Practice healthy habits related to developing relationships</p>	<p>Assessment:</p> <p><u>Anecdotal Records:</u> -To what extent did the student participate? -To what extent did particular students participate with ‘non-friends’? -Which students stood out as leaders?</p> <p><u>Self Assessment:</u> -Were you being a good friend, okay friend, or bad friend? (Thumbs up, thumbs sideways, thumbs down?) Follow-up on the following day; Did the student provide an example of what and how they solved a problem at home by being a good friend and cooperative?</p> <p>Blog-Documentation www.treatwithcare.wordpress.com</p>
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> • Change location: Outside if possible • All students are participating at their own desired level, so students are left out. There are no “wrong” movement experiences • First Nations and Metis Content: Sitting in circle for closure • Classroom management emphasized (in gymnasium; students tend to run around without instruction) 	
<p>CEL’s:</p> <p>Critical and Creative Thinking: Students create and share movement experiences Personal, Social Values, and Skills: Students are working together with friends and non-friends. Offers an opportunity for students to recognize that they can have fun when they are all learning and playing together.</p>	
<p>Prerequisite Learning:</p> <p>Some exposure to the story “Swimmy” by Leo Lionni</p>	
<p>Lesson Preparation: Equipment/materials</p> <p>-Book: Swimmy (optional) -Websites/Smartboard -Boundary markers (if outside) -Special noise maker</p> <p>Advanced Preparation:</p> <p>-Create exit slips -Set up boundary markers -Have the YouTube Websites ready for viewing</p>	

Presentation:**Set (___ min)**

→If possible, on Smartboard, play the video on YouTube of the animals in Swimmy. Tell the students to pay close attention to how different animals Swimmy meets along his journey move.

→After viewing each animal, have the students practice and experiment with the animals' movement.

→“Now we are going to pretend to be the characters in the book Swimmy”.

→Walk to the gymnasium or outside to the open field (depending on the weather)

→Have the students line up against the edge of the wall, and that for the beginning of the story, they are all going to be the little red fish, and one teacher will be Swimmy, the other will be the big bad tuna, and another is the storyteller/leader (Malissa).

Development (___ min)

→Begin to orally retell the story. “One day, Swimmy, a very fast fish and all of his/her friends were swimming in the ocean, until one day...”

→Now tell the students that that on the count of three, the big bad tuna is going to come and eat the little red fish, try and swim as fast as you can! “1..2...3.. Swim!”

→All of the students will be caught, and Swimmy will get away. Swimmy will now swim past the remaining students; who will now become the various animals that Swimmy meets along his journey.

→Tell the students that now we are going to become the animal friends that Swimmy meets on his journey.

→Continue with the oral storytelling.

→When the storyteller/leader reaches the part in the story about the jellyfish, the students will imitate the body shapes and create sounds and movement of a jellyfish by stretching, wiggling, twirling, etc..

Followed by; the lobster, strange fish, seaweed, eel, and the sea anemones, etc...

→When students are creating and stretching body shapes, use purposeful vocabulary to extend their movement (ex; stretch high, high, high, try to touch the sky!

Reeeeaccch, stretch your fingers as high as they can go!)

→ After the students have role played as each friend Swimmy meets, the students will become little red fish again (have them line up against the wall. Ask the students how they are now going to get past the big bad tuna?

→(Prompt them to recall how Swimmy helped the little red fish form a bigger fish- with Swimmy as the eye- to scare away the big bad tuna)

→ “What are other ways Swimmy could have solved this problem?” Allow the students to test out other theories/methods

Closure (___ min)

→Discuss in circle: All of the little fish worked together to make a big red fish. What other kinds of things can

Classroom Management Strategies

Special person stands first in line. Tap on the heads of the students who were respectful to others in the hallway and during the video presentation.

Have the boundary markers in place before starting the lesson. (If outside)

1..2....3...Swim!

Take this time to watch the students. Who stands out as a leader, who doesn't say a word, who can apply Swimmy's strategy to their current situation, who develops new strategies, etc..?

Return to homeroom for Community circle:

Noise maker to get students attention when in the gymnasium or outside (very loud)

Emergent Extension Possibilities:

-Make sound/music patterns based on the sounds animals might make when they move, or what they sound like.

only be accomplished (at home or school) when everyone works together and a good friend?	
Health ‘Exit Slips’ aka optional homework: -When lined up to go home, before leaving, tell/draw me one good friend thing you are going to do at home (by working together and being a good friend).	-Follow with “Length Comparison” Activities

Lesson Plan: Animal Lengths

Content: (Topic) Comparing Animal Lengths	Teaching Strategies: Experiential learning: Experiments
Learning Outcomes and Indicators <u>Math</u> SSK.1 Use direct comparison to compare two objects based on a single attribute, such as length. (a) Compare the length of two objects and explain how they compare using the words shorter, longer, taller, almost the same. <u>Science:</u> OMK.1 Investigate the physical properties and characteristics of familiar objects and materials. (e) sequence or group objects and materials according to one or more child selected attributes (largest to smallest)	Assessment: <u>Self Assessment:</u> -Were you being a good friend, okay friend, or bad friend during the lesson? (Thumbs up, thumbs sideways, thumbs down?) <u>Anecdotal Records</u> Did the student actively participate? Use mathematical language? Provide insight, ideas, etc...? <u>Observation Checklist</u> During the community circle, did the student identify an animal and provide a correct comparison of shorter vs. longer. As Learning: Blog-Documentation www.treatwithcare.wordpress.com
Adaptive Dimensions: <ul style="list-style-type: none"> Physical Environment: If the weather permits, complete the activity outside Learning styles: activity is geared towards kinesthetic learning styles First Nations and Metis Content: Include animals F.N & Metis culture (Orca, Seal, etc...), and sitting in a circle formation for discussion purposes. 	
CEL’s: Numeracy: Students develop an intrinsic motivation to apply mathematical ideas and techniques of longer vs. shorter Communication: Students develop mathematical language, and begin to communicate their ideas	

Prerequisite Learning:

None

Lesson Preparation: Equipment/materials

- Animal cutouts
- String
- Personal mats
- Worksheets

Advanced Preparation:

- Print and cut out animal pictures
- Measure the length of each animal in string, and wrap around the cut out picture
- Create worksheet (picture of three animals with a great contrast in length)

Presentation:

Set (___ min)

→ Show the students cut outs of the animals to be compared. The students will then attempt to identify the animal in question. As a class, we will discuss which animal we believe will be the longest, and which animal will be the shortest in length.

→ Animal pictures:

- Killer whale (ORCA) 7 meters -Eel 4 meters
- Biggest tuna fish 6 feet -Lobster 10 inches
- Swimmy 15-51 mm -Jelly Fish 1-2 feet

**Students are estimating which animal will be the longest/shortest (direct comparison activity)*

→ With a red marker, on your worksheet, circle the picture of the animal you think will be the longest, and the smallest. (Use hand gestures to demonstrate long, medium, and small.)

→ Have volunteers share their estimations

→ Walk to gymnasium (or outside)

Development (___ min)

→ Have the students grouped into pairs (preferably peers that they do not usually work with, mix of boy/girls)

→ Model to students the function of the cut-outs and string. Have one pair of students unwind the length of the killer whale, and one group unwind the length of the Eel. Ask the students; which one is longer? How are we going to find out which one is longer.

- Ask the students for six volunteers, “Everyone is going to have a chance today”
- Group six volunteers into pairs, give each pair one of the three animals.

→ Ask: “How are we going to find out which one is the longest or shortest?”

→ Listen to the students’ ideas, suggestions *Try them out! Here is a back-up plan:

- Have half the class sitting and watching their peers, and the other half testing out the direct comparison process.
- After a while, switch and have the students switch roles.

→ Ask very simple and direct questions such as; “Is the whale longer than the Eel” This will help the students focus on the attributes being compared.

Closure (___ min)

→ Return indoors or to classroom.

→ Community Circle Question: My favourite animal was the _____ and it was longer/shorter than _____.

Classroom Management Strategies

Sitting in circle

“Raise your hand if you think ___ (animal example) is the longest animal”

“Raise your hand if you have an idea of how we are going to find out which animal is longer or shorter.”

(Malissa Note: Try a similar activity with the students during free time. Observe whether or not students comprehend the concept of longer vs. shorter. This activity allows all students to participate in the holding of the string, and to observe the direct comparisons.)

Sit on personal mats

Pass around *nito'te'm* (seashell)

Emergent Extensions:

Water table; add the plastic ocean animals toys, which can be compared to one another based on length.

** Have the words; shorter and longer as key vocabulary words posted near the water table.

Lesson Plan: Special

<p>Content: (Topic)</p> <p>Everyone is Special</p>	<p>Teaching Strategy:</p> <p>Indirect Instruction: Reflective discussion</p> <p>Experiential: Storytelling of their lives/art process</p>								
<p>Learning Outcomes and Indicators</p> <p><u>Art</u> CPK.4 Create art works that express own observations and ideas about the world. (i) discuss choices made in creating art works</p> <p><u>Health</u> USCK.3 Explore that who I am includes more than the physical self. (c) recognize personal physical and non-physical gifts/strengths/qualities</p>	<p>Assessment:</p> <p><u>Rating Scales:</u> To what extend did the student display and discuss their artwork? Did they portray physical and non-physical gifts/strengths?</p> <p><u>Self Assessment:</u> -Were you being a good friend, okay friend, or bad friend? (Thumbs up, thumbs sideways, thumbs down?)</p> <p>As learning: Blog-Documentation Laminate and display homework in classroom. www.treatwithcare.wordpress.com</p>								
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> • Light music playing to calm students down; become focused on creative process • Materials organized to ensure there are no distractions • Cultural Inclusiveness: Acknowledging differences and similarities 									
<p>CEL's:</p> <p>Critical and Creative Thinking: Students critically reflect upon their unique physical and non physical differences/specialties in the classroom, in comparison with their peers. Students create artistic representations of these differences.</p> <p>Personal and Social Values and Skills: Students reflect upon their personal and social skills, and recognize themselves as individuals in the classroom, and society.</p>									
<p>Prerequisite Learning:</p> <p>None</p>									
<p>Lesson Preparation: Equipment/materials</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">-Child friendly magazines</td> <td style="width: 50%;">-Personal mats</td> </tr> <tr> <td>-Glue sticks</td> <td>-Noise maker</td> </tr> <tr> <td>- <i>nito'te'm</i> (sea shell)</td> <td>-Markers, pencils, crayons</td> </tr> <tr> <td>-Scissors</td> <td></td> </tr> </table> <p>Advanced Preparation:</p> <ul style="list-style-type: none"> -Cut large white circular pieces of paper, place individual students' names in center -Pre cut some pictures from magazines, place in a clear plastic box -Arrange/prepare materials 		-Child friendly magazines	-Personal mats	-Glue sticks	-Noise maker	- <i>nito'te'm</i> (sea shell)	-Markers, pencils, crayons	-Scissors	
-Child friendly magazines	-Personal mats								
-Glue sticks	-Noise maker								
- <i>nito'te'm</i> (sea shell)	-Markers, pencils, crayons								
-Scissors									

Presentation:
Set (____ min)

Start the lesson as a community circle discussion; ask the students:
What do you think makes swimmy special?

Possible answers:

- He is the only black fish, the rest are all red.
- He doesn't get eaten by the tuna.. (Ask why? A: Because he is the fastest swimmer)
- He is not scared to go Swimming in the Ocean
- He helps the other red fish

* Teacher: Pay attention; are the students more aware of the physical or non-physical aspects of Swimmy/themselves?

Pass *nito'te'm* around the circle and tell the students that the community circle question is: What is one thing about you that makes you special.

*teacher models physical and non physical unique qualities

Development (____ min)

Explain and execute the following procedure.

“At your desk you will find a large white circle paper with your name in the middle. Around your name, you can draw pictures, or glue pictures from magazines of things that make you special.”

Closure (____ min)

In the community circle arrangement:

Starting line:

I am special because (____ refer to your favourite picture ____)

After each persona shares their ‘special picture’ tell the students that we are all going to clap (fun clap ** One of Shelley’s possibly?)

Classroom Management Strategies

Have the mats prepared in a circle formation

“Raise your hand if...”

Pass *nito'te'm* to the next student after they have finished talking.

Teacher should go first, and give an example of what one could say. Include characteristics that reflect the physical and non physical self, just like Swimmy was the only black one, but he was also the fastest.

Give one to three directions at a time. When students are sitting at their desks, give them more directions.

(Teacher should have an example of a finished product, and describe what pictures were included and why. Examples: I have a pet cat, I have blonde hair, I like to play hockey, I have three sisters, my parents are divorced, I am Italian, etc... use examples that are simple and relevant to the students)

Have the materials prepared, glue sticks, magazines, and writing utensils are to be arranged in a manner that will not distract students from being in the process.

Play light/classical music while the students are in the art process to calm and encourage students to be ‘in the moment/process’

Circulate the room

Noise maker to signal to come back to the community circle.

Health ‘Home Missions’:

When you go home, ask a friend, or family member what makes them special? (The following day, catch up and make sure students are given the opportunity to share their stories)

*Laminate and display homework in classroom.

*Voicethread- on blog, students document their art work (answers from community circle)

Lesson Plan: Bullying Community Circle

<p>Content: (Topic) How to Treat Our Friends</p>	<p>Teaching Strategy: Interactive Instruction: Role playing, discussion, problem solving</p>
<p>Learning Outcomes and Indicators</p> <p><u>English:</u> CCK.4 Use and construct drama to communicate feelings and ideas. (h)dramatize characters from a story in a role play</p> <p><u>Social :</u> PAK.1 Understand and respect the rules of the classroom, playground, and school. (f) Recognize situations in which disagreement or conflict may be part of living, studying, and working together and that resolution may be an avenue to progress to a state of peace, balance, and harmony.</p>	<p>Assessment:</p> <p><u>Rubric</u> Participation-Ability to recognize situations when conflict may arise, and their ability to positively resolve conflict.</p> <p><u>Self Assessment:</u> -Were you being a good friend, okay friend, or bad friend? (Thumbs up, thumbs sideways, thumbs down?)</p> <p>As learning: Blog/documentation</p>
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> • Students have the right to not participate (in case the topic makes them feel uncomfortable) • First Nations and Metis: Sitting in a circle, and referring to relatives using First Nations terms (Cree? After finding out what language students in the classroom speak, or ask the students what they call their grandma and grandpa, mom, dad, etc...) 	
<p>CEL's:</p> <p>Communication: Students practice and enhance communications skills through discussion, and acquire new vocabulary which will aid in expression thoughts, ideas, and emotions.</p> <p>Critical and Creative Thinking: Students critically analyze actions and behaviours of themselves and others, and develop/participate creative ways to dramatize their understanding/knowledge.</p> <p>Personal and Social Values and Skills: Students begin to explore the intricate social and cultural aspects of school life, and the actions/interactions between peers. Students begin to develop an understanding of others' emotions, promote feelings of empathy, and become responsible and compassionate individuals.</p>	
<p>Prerequisite Learning: Familiarity with the story Swimmy</p>	
<p>Lesson Preparation: Equipment/materials</p> <ul style="list-style-type: none"> -Personal mats -Possible finger puppets/stuffed animals/masks -Book: Swimmy by Leo Lionni <p>Advanced Preparation</p> <ul style="list-style-type: none"> -Have finger puppets, stuffed animals prepared -Have the personal mats lined up in a circle 	

Presentation:

Set (___ min)

→Read Swimmy
→ Discuss with the students; Who was being mean? How? How do you think that made ___feel? Why do you think ___ was being mean? What could ___have done to help___? (Ask questions that prompt students to think about the meaning behind the characters actions, and how one’s actions affect others)

Development (___ min)

(Part 1)

→Students will take on the role of various Swimmy characters and role play the scenario from the book.
→Have students give examples of other conflicts that may arise, role play these scenarios.
→(Continuously pick/choose/and have new student volunteers)

This first portion could take up more than a day, and there are many emergent extensions that could arise. Ex; role play theatre.

(Part 2)

→ Students relate the characters in Swimmy to real life situations and conflicts in the classroom, home, and community.
→Students identify the tuna as the bully, swimmy as the good friend (bystander), and the little red fish as the target.
→Students give examples of conflicts that may arise in the classroom and role play these scenarios.
→Students discuss why a bully may act the way that they do, how the person being bullied feels, and come up with positive ways of how we can help someone being bullied, or resolve conflicts.
→EX: Ask the students for some examples of scenarios that might happen in the classroom (someone steals a toy), act out a positive way to fix the situation.

(All students role-play with the help of either stuffed animals, finger puppets, etc..)

Closure (___ min)

→Community Circle Starter: *A starter question based on the main idea of discussion. Examples: If I see someone being bullied I will:_____. I can solve a problem by:_____. I feel _____ when someone_____.

Classroom Management Strategies

Students sit in a circle

Eyes and Ears on Me Please

“Will you be my ‘Swimmy’”? If a student does not wish to participate, framing the question this way allows them to not participate without feeling pressured.
*Make sure that I pay attention to which students are playing the ‘hero’ vs. ‘villain’ roles. Make sure that boys or girls are not given one role over the other, or that minority students receive one role over the other. If a particular student is feeling sad or down, give them the role of the hero.

Pass around *nito'te'm*
(teacher records: anecdotal records)

Emergent Extensions:

- I am hoping that the students will be very interested in this activity, and would like to continue role playing activities. Swimmy theatre, puppet fingers, making Swimmy masks, etc..
- I have many ideas and I am prepared create activities based on what the students want to know and learn.
- Maybe make these finger puppets as a craft activity prior to lesson?
- Make sure that students discuss physical violence as a lead up to the following activity “Hands Aren’t for Hitting”

Homework Idea:

Tonight when you go home, ask a mom, dad, brother, sister, grandma, grandpa, elder, auntie, uncle, etc... (Refer to relatives using F.N. words: óhkom and mosóm) to tell a story about a time they were bullied. How did it make them feel?

Lesson Plan: Hands Are Not for Hitting

<p>Content: (Topic) Ways We Use Our Hands</p>	<p>Teaching Strategy: Indirect Instruction: Reflective Discussion Experiential: Model Building/Role-Playing</p>								
<p>Learning Outcomes and Indicators</p> <p><u>English</u> CRK.4 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and video programs (d) recognize facial gestures (happy, sad , angry, etc) and body movements</p> <p><u>Art</u> CPK.4 Create art works that express own observations and ideas about the world. (b) use diverse sources such as stories, as inspiration for art making (m) discuss the meaning of own work</p> <p><u>Health → Homework</u> Demonstrate with guidance, initial steps for establishing healthy relationships. (a) Practice healthy habits related to developing relationships.</p>	<p>Assessment:</p> <p>Of learning:</p> <p><u>Self Assessment:</u> -Were you being a good friend, okay friend, or bad friend? (Thumbs up, thumbs sideways, thumbs down?)</p> <p>As learning: Blog-Documentation www.treatwithcare.compress.com</p>								
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> • First Nations and Metis Content: Sitting in a circle formation, and talk about ways that First Nations people used their hands (ask the students) • Students can work together or in pairs, share ideas, and discuss artworks meaning and process. • Students visit a classroom close to their age group. Present what they’ve learned together so the timid students do not feel overly exposed and on their own. 									
<p>CEL’s:</p> <p>Communication: Students will communicate their ideas and thoughts in front of their peers, using newly obtained vocabulary.</p> <p>Critical and Creative Thinking: Students create visual representations of their evaluations on proper/positive ways they can best use their hands in relation to their own lives. Students will articulate their ideas and thought process.</p>									
<p>Prerequisite Learning:</p> <ul style="list-style-type: none"> • None • (After Bullying Circle Lesson) 									
<p>Lesson Preparation: Equipment/materials</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">-Marker, crayons, pencil crayons, etc...</td> <td style="width: 50%;">-Magazine (Nation Geographic)</td> </tr> <tr> <td>-Scissors</td> <td>-Blank paper</td> </tr> <tr> <td>-Pencils (for tracing) with erasers</td> <td>-Book: Hands Aren’t for Hitting</td> </tr> <tr> <td>-Pictures of people using their hands in various manners</td> <td></td> </tr> </table> <p>Advanced Preparation:</p> <ul style="list-style-type: none"> -Prepare slideshow/pictures of ways other people use their hands -Have pre-cut pictures from National Geographic -Have materials neatly organized -Create an example of a finished product (to model to students if need be) 		-Marker, crayons, pencil crayons, etc...	-Magazine (Nation Geographic)	-Scissors	-Blank paper	-Pencils (for tracing) with erasers	-Book: Hands Aren’t for Hitting	-Pictures of people using their hands in various manners	
-Marker, crayons, pencil crayons, etc...	-Magazine (Nation Geographic)								
-Scissors	-Blank paper								
-Pencils (for tracing) with erasers	-Book: Hands Aren’t for Hitting								
-Pictures of people using their hands in various manners									

<p>Presentation: Set (___min) →Read “Hands Aren’t for Hitting” →Practice some of the positive suggested ways to use our hands (in the book) to be good friends. →Have a slideshow or pictures of other ways people use their hands. Ask students to identify what the people in the picture are using their hands for. (Include F.N. and Metis content- pictures of F.N people using their hands in culturally relevant activities) →Community Circle Question: A good friend way I use my hands is.....</p> <p>Development (___min) →Teacher explains/models what the students are expected to do. (criteria) →Ask the students if they can think of a way that I use my hands in appositive way with them. One example is giving high fives (something I do with my classmates to create a positive atmosphere and to build a trusting relationship.) →Recall students’ answers in the community circle →Students will trace their hands, and cut out their outline. (I have previous noticed that the Kindergartens like tracing and cutting their hands. Many of the Kindergartens also require additional practice and guidance with fine motor skills when using scissors.) →Students will colour or glue and paste pictures of positive ways they could use their hands. (Remind students of examples used in the story and pictures.) →Teacher ‘can’ model an example of a finished product, but only do so if students <u>need</u> to see an example to proceed in the learning process. (I found that the Kindergartens did not need me to model a finished example, so I allowed them to begin creating their own pieces.)</p> <p>Closure (___min) →Students come to community circle and display their hand artworks. →They pick one picture on their hand that displays a positive way they could use their hands. →Practice the positive ways as a group that each student chose to express on their hand.</p>	<p style="text-align: center;">Classroom Management Strategies</p> <p style="text-align: center;">Light/classical music playing while drawing, colouring.</p> <p style="text-align: center;">Teachers help/guide students who require assistance with fine motor skills (Mason-keep showing him various ways of holding scissors) ** I also noticed that he was very creative in the way that he help his scissors, and made a point of telling him.)</p> <p style="text-align: center;">Turn the lights off to get students’ attention.</p> <p style="text-align: center;">Eyes and ears on me Kindergarten</p>
<p>Emergent Extensions: Ask the students if they think it would be a good idea to show someone else how they use their hands? What do the kindergartens think we should do? Visit a neighbouring classroom? Show the Principal? Show Mrs. Fraser? Or make a bulletin board? Let the students decide how they want to teach others.</p>	<p style="text-align: center;">*</p>

Lesson Plan: 3-D Swimmy Homes

<p>Content: (Topic) Art Murals</p>	<p>Teaching Strategy: Experiential learning: ‘model’ building Interactive learning: discussion</p>
<p>Learning Outcomes and Indicators</p> <p><u>Art</u> CPK.4 Create art works that express own observations and ideas about the world (g) observe and identify details of the physical appearance of plants, animals, people, and objects, and create visual representations</p> <p><u>Science</u> TEK.1 Examine observable characteristics of plant, animals, and people in the local environment. (a) Pose questions about the physical characteristics of animals.</p> <p><u>Social Science</u> RWK.1 Examine way of managing tasks and resources in schools (x) Participate in classroom clean up</p>	<p>Assessment:</p> <p><u>As learning: Documentation</u> Take pictures of the students working; document the questions that were asked regarding the physical characteristics of the animals, techniques that were used to create art works. (Make into a bulletin-board)</p> <p><u>Anecdotal Records:</u> Was the student engaged in the art process?</p> <p><u>Self Assessment:</u> -Were you being a good friend, okay friend, or bad friend during the lesson and clean up? (Thumbs up, thumbs sideways, thumbs down?)</p>
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> • Move to a classroom with a Smartboard • Four students at a time , students can focus on their creative process while comparing ideas with peers • There are no specific criteria for art work • Ocean music playing in the background • One tray of paint for each student 	
<p>CEL’s: Critical and Creative Thinking: Students will create artworks that portray their individual view of what an underwater world looks like, will value the creative process due to the lack of boundaries placed on what is expected as a final product.</p>	
<p>Prerequisite Learning: None</p>	
<p>Lesson Preparation: Equipment/materials</p> <ul style="list-style-type: none"> -Ocean music -Sand -Cd player -White canvas paper -Smartboard -Water with food coloring -Paint brushes (medium and fine tip for more detailed artwork) -Sand -Spray bottles -Paint brushes (medium and fine tip for more detailed artwork) -Plastic covering -Tape -Tempera paint -Spray bottles <p>Advanced Preparation:</p> <ul style="list-style-type: none"> -Lay down plastic covering on floors, walls, and Smartboard (Smartboard after use) -Tape down four white canvas’ with tape -Arraneg materials on top of plastic covering -Four trays of paint -Have YouTube videos prepared 	

**Presentation:
Set (___min)**

→As a class, go to the room with the smartboard. Do a quick labeling activity of underwater scenery.

Development (___min)

→When in the neighboring room, the four students will sit in front of the Smartboard. Ask the students if they can recall what things you might find in Swimmy's home?

Ex. Water, rocks, shells, etc..

→Develop rules (with students) for working on mural: only paint on your paper, use any material that you want, be a good friend.

→Teacher points out the boundaries in the classroom (stay away from Smartboard- teacher should cover this up with plastic wrap covering)

→Ask the students: "What would you like to paint a picture of, in relation to the story Swimmy?"

→Show students to their canvas, put on their 'aprons/garbage bags', and show/explain all the possible tools

→Explain to students that they can use any painting materials that they would like.

→teacher walks around and observes students

Closure (___min)

→Students help with clean-up

Ask students: What do we need to do to clean up? Why is it important that we all work together to clean up? Have students delegate roles for cleaning up.

→After paintings have dried, students get to show the rest of the class their finished product and tell a story either about their picture, or the art process.

**Classroom Management
Strategies**

Light ocean music playing in background
music playing in background.

Circulate the room

If students are disrupting others: ask them if they are being a good friend?

Dim the lights