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## **Introduction**

The learning plan begins by looking at healthy ways to take care of ourselves and others. It will examine healthy ways to develop and maintain relationships. As well responsible pet ownership will be examined. Students will have the opportunity to look after a virtual class pet as an important member of the classroom community (a real pet is not allowed). A look at the importance of the bison to the First Nations people will be introduced as an example of different cultural views on animals. Each culture has different views about different animals. It is important to respect one another's views on animals. The concluding learning experience is an art experience where students will have the opportunity to demonstrate how they can put their learning into action. This concluding learning experience will take place on family day.

Throughout the unit my pre-intern partner and I will put together a power point presentation titled "Our Classroom Community". In this presentation, each student will have the opportunity to talk about who they are and who is important to them. It will also include pictures of the class engaged in learning and exploration from both learning plans. This section is titled "Our Classroom Community Working Together". On family day, parents will have the opportunity to view this presentation.

## **Rationale**

Pets are different from other animals. They depend on humans to meet their needs. They have the same needs as humans. They need food, water, shelter and a sense of love and belonging. Humans need to respect their needs and are responsible to provide appropriate means to meet their needs. "Others" refers to either a pet or person because not everyone has a pet. The person that is important to them could be a family member, community member, friend or neighbour.

## **Advanced Preparation and Background Information**

In order to properly prepare for this unit, many things needed to be considered in advance. In this section, a broad overview of what is needed and information to be considered is looked at. Each lesson also has specific advanced preparation notes.

An appropriate online website for a virtual pet needed to be looked at. A real pet was not an option for the class. Many websites lacked realistic features for a pet or some required downloading of software. Foopets.com was the most appropriate. A cat or dog could be adopted. The pet looks realistic. It barks, wags its tail and pants like a real dog or purrs and meows like a real cat. The pet needs to be fed and given water. They can be groomed. Interactive toys are provided to play with the pet. Foogems are like money that can be used to buy more food, toys, shampoo, medicine, etc. The Fooshelter lets you know if your pet needs medical attention. The Fooshelter also sends warnings to those who neglect their pet. A pet is seized by the Fooshelter after a few days of neglect. No software needed to be downloaded. A classroom visit prior to the teaching block allowed me to make sure this website was appropriate and would be available. The website link is provided on the resource area of this learning plan.

It is important for students to understand and respect various cultural views of different animals. This learning plan looks at the First Nation's cultures. The bison was an important

animal to First Nation's communities. First Nation's communities have used bison for many things such as food, clothing and shelter. The resource area of this learning plan has a link to a website that talks about the First Nation's culture in respect to the bison. The Royal Saskatchewan Museum was contacted in advance. They have a loan kit available to teachers called *Ancient Technologies*. This loan kit provides real materials made from bison that the First Nation's once used. The Regina Public Library also had a kit called *Bison Supermarket*. It contains samples of fake bison fur, horn & hooves as well as information on the bison and a bison 3D puzzle. Both kits needed to be booked ahead of time.

An important part of this learning plan is how to take care of ourselves and others. Healthy eating, drinking water, adequate exercise and sleep are ways of caring for ourselves and others. *Eat, Run and Live Healthy* by Karen Olson explains these important steps in an easy format that Pre-Kindergarten can relate to. Students will have the opportunity to practice and discuss healthy behaviours throughout the learning plan during story, centers and physical education experiences. Proper pet care also needs to be considered. The Regina Humane Society provides a presentation on appropriate pet care and companionship. Their visit needed to be arranged ahead of time as there is one education coordinator at RHS and many classrooms that would appreciate her visit. They also have a loan kit available with additional resources that will be sent out during March. Anything appropriate that can be added to the learning plan will be. BrainPOP junior also has a video on pet care.

Although there is a lot to consider when preparing this learning plan, the most important are considered above. They are the ones that must be prepared ahead of time in order for the learning plan to take place. For more background information please see the resources area of this learning plan.

### **Comprehensive School Health Approach**

An integral learning plan is one that considers each component of Comprehensive School Health (CSH) along with other learning components. All components of CSH have been considered when developing this learning plan. Below are descriptions of how each component of CSH have been considered.

1. High Quality Teaching and Learning – Throughout my learning plan I have consulted the Play and Exploration Guide. The guide emphasizes Holistic Learning and Development which I have carefully considered. This is an important component of early childhood education (ECE). I have also used a variety of instructional strategies such as experiential learning which is important in an ECE setting. I have also integrated First Nations content in this plan (see section on Aboriginal and Cross-Cultural Content). The adaptive dimension section of this plan also describes how I plan to adapt the teaching and learning taking place to suit my learner's needs.
2. Healthy Physical Environment – The Physical Development component of Holistic Learning and Development states how I plan to support my student's physical well being. At different times throughout this plan I will be using opportunities for teachable moments about health. For example, when they are at the sand table I will have the opportunity to talk to them about washing hands, not eating dog food and keeping sand in

the table. Through effective classroom management I plan to support the safety of their environment.

3. Supportive Social Environments – Through the bulletin board students will have the opportunity to examine their community and family. They will have the opportunity to examine about who is part of their community that extends beyond the classroom community. Family Day incorporates the family as part of the students learning. Families will have the opportunity to observe and participate in student's learning.
4. Community Engagements and Partnerships – The Regina Humane Society (RHS) will be doing a presentation for the students called Friends for Life. The students will have the opportunity to learn healthy pet care and healthy behaviours towards animals. Students will also be able to learn how important RHS is to our community.

### **Adaptive Dimension**

Student's learning needs play an important role in the learning process. It is important that every student have the opportunity to participate in and learn from this learning plan. Throughout this learning plan I have used different instructional strategies to try and meet the needs of all the learners. It is with differentiated instruction I hope to adapt to the student's different learning styles. Each lesson plan also has its own significant adaptive dimension requirement. Brain breaks are incorporated in lesson four. These brain breaks are not limited to lesson four. They may be used at any other time throughout the learning plan as needed. Also, with this learning plan I have considered the environment of the Pre-Kindergarten and early childhood program. It is an environment that incorporates play and exploration.

This learning plan has been developed in accordance with the *Play and Exploration: Early Learning Program Guide* which is a focus for the Pre-Kindergarten program. Children are naturally curious through play. They experience learning when they play and explore. Throughout this learning plan students are given different opportunities to learn through play. These are provided to the students as learning centers. There are six learning centers where students have the opportunity to learn through play and exploration.

Developing a sense of community is also an important part of the Pre-Kindergarten program. Through the bulletin board and community circle the students have the opportunity to share their knowledge, experiences and stories. They have the opportunity to feel valued as an important member of the classroom community. The community circle is used several times throughout the learning plan. It is not limited to these times. It can take place as often as needed depending on the student's needs. The bulletin board serves as a reference. It displays the classroom's community.

Also, throughout this learning plan I will monitor the effectiveness of my teaching as well as student's learning. I will make any necessary adaptations to my teaching strategies, the learning environment or learning content in order to ensure a positive learning experience.

### **Aboriginal and Cross-Cultural Content**

This learning plan focuses on respect. Part of respect is valuing the ideas of other cultures. Different cultures have different ideas, values or beliefs about animals. It is important we respect other cultures opinions. In Saskatchewan, it is important to learn about the First Nation's culture as they play an important part in our provinces community and history. This learning plan looks at the First Nation's view of bison. In history, the bison have played an important role for First Nation's communities.

Another cross-cultural experience incorporated in this learning plan is that of the community circle. The community circle is based on the First Nation's talking circle. I feel that the community circle will help to build a sense of trust and respect among the classroom community. It will also help to create a more inclusive environment where students feel valued and appreciated. It will allow us (the students and I) to discuss topics in a more calming manner. The students are also familiar with community circles as I have done this with them in previous lessons. I use a bear named Color Bear instead of the traditional rock. Students are familiar with Color Bear from previous lessons.

### **Technology-Enhanced Learning**

Technology is very important to incorporate in the classroom. It builds technological literacy and allows for a more enjoyable way of learning. I will be using technology by means of a virtual pet. I will also use technology by putting together a power point presentation along with my pre-intern partner. Each student will have the opportunity to talk about who they are and who is important to them. This presentation will be available for parent's to view on family day. The technology used in this learning plan gives students the opportunity to experiment with technology and have a better understanding of technology as well as enhance their learning.

### **Professional Development Plan**

Throughout the next three weeks I will be focusing on my becoming a teacher. As my journey continues I will be examining my professional development. Although withitness is my main focus, below are a list of other areas I will be focusing on.

- Withitness – teaching every child, eye contact, awareness of environment & experience, making appropriate adaptations
- Communication skills (includes giving directions & explaining) – clarity, enunciation, emphasis, mannerisms, body language, appropriate language/vocabulary, define when necessary, use of visuals
- Classroom management – respectful, safe and positive learning environment, explain reasoning
- Student motivation – active participation, appropriate level of difficulty, teacher enthusiasm
- Questioning – appropriate wait time, help clarify and explain, open and not closed questions, respectful

**Holistic Learning and Development**

- *Diagram taken out of Play and Exploration Guide which is foundation for Pre-Kindergarten learning environments*

Socio-emotional Development

- “How do we take care of ourselves and are important in our lives?”  
bulletin board – self-concept, self-image & self-confidence
- Community circle – interaction with others, social problem solving
- “Who’s Important To Me?” First learning experience – self-concept, self-image & self-confidence; self-control, self-regulation
- All 5 centers – self-confidence; self-control & self-regulation; interaction with others

Physical Development

- Creativity Center – fine motor & others that perceptual skills
- Brain Breaks – personal health & safety; large muscle growth
- “How To Be Healthy” Third learning experience - personal health & safety
- “Exercise is Healthy” Physical Education learning experience x2 – large muscle growth, balance; personal health &
- “That’s my food!” Fifth learning experience – what’s healthy for dogs

Thematic Unit:  
Pets "How do we take care of ourselves and others that are important in our lives?"

Spiritual Development

- First Nations Bison Center – history of the First Nation’s people of SK; learning about their natural world with real materials.
- Photo Paint Center – using natural materials to paint & mixing colors promote curiosity & creativity
- Math/Science center – exploring sand

Intellectual Development

- Virtual Pet - imagination
- Photo Paint Center – creativity & invention; conceptual thinking
- Math/Science Center – understanding quantity & space; conceptual thinking
- *Friends For Life* presentation – understanding nature and the environment; what they can do & their role

Enhancing Learning Through

<u>Language and Literacy:</u>	<u>Mathematical Literacy:</u>
<ul style="list-style-type: none"> <li>• “How do we take care of ourselves and others who are important in our lives?” bulletin board – viewing &amp; representing</li> <li>• Book Center – viewing; emergent reading</li> <li>• Virtual Pet – viewing; emergent writing</li> <li>• Community circle – listening &amp; speaking</li> </ul>	<ul style="list-style-type: none"> <li>• “That’s My Food!” – number sense, sorting</li> <li>• Virtual Pet – Responsibility Chart – number sense</li> <li>• Physical Development (Physical Education) Learning Experience x2– counting the different body movements</li> </ul>

<ul style="list-style-type: none"> <li>• Art Centers – representing</li> <li>• All learning experiences – listening &amp; speaking</li> <li>• “How to Be Healthy” Second learning experience &amp; “Different Cultures, Different Ideas” Sixth learning experience – emergent reading &amp; writing</li> <li>• Physical Development (Physical Education) Learning Experience x2 – representing story through movement (drama)</li> </ul>	<ul style="list-style-type: none"> <li>• Community Circles – shapes (circle)</li> </ul>
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### **Foundational Objectives**

- *the following have been developed based on Holistic Learning and Development, Pre-Kindergarten Progress Report and the new or draft Kindergarten curriculum learning outcomes and indicators (new or draft depends on subject area as of March 2010)*

#### *Health*

1. Develop basic habits to establish healthy relationships with self, others, and the environment (*draft*)
  - Develop language with which to wonder and talk about healthy behaviours.
  - Express what is known about healthy behaviours.
  - Ask questions and seek answers about healthy behaviours.
  - Share what is known about healthy relationships.

#### *Arts Education*

1. Create art works that express own observations and ideas about the world (*draft*).
  - Select from a variety of art materials, tools, and paper size when creating a visual art expression.

#### *Language and Literacy Development (English Language Arts)*

1. Viewing – Enables children to use visual elements to construct meaning in what they are viewing.
2. Representing – Enables children to communicate information, ideas and experiences through various forms of representation.
3. Listening and Speaking – Enables children to learn to understand themselves and others.
4. Emergent reading and writing skills – Enables children to notice and read symbols and to begin to express themselves in symbolic representations and written language.

#### *Social Studies*

1. Demonstrate an understanding of similarities and differences among individuals in the classroom (*draft*).
  - Identify and categorize the factors that make an individual unique.
  - Identify and categorize factors that individuals have in common, including basic physical needs that all people have.



- Identify individuals that are important in children's lives and explain why these individuals are important to them as individuals.

### *Mathematical Literacy (Mathematics)*

1. Numeracy Development is a foundational aspect of mathematical literacy.
  - Knows quantity.
  - Sorts objects.
2. Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0.
  - State the whole number that comes after a given number, zero to nine.
  - State the whole number that comes before a given number, one to ten.
  - Recite the whole number names from a given number to a stated number using visual aids.
3. Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures.
  - Relate a numeral, 0 to 10, to its respective quantity.

### *Physical Development (Physical Education)*

1. Physical activity is a foundational aspect of growth and well-being in children.
  - Participate in physical activity as an important part of healthy growth and development.

### **Resources**

*Royal Saskatchewan Museum educational resources*

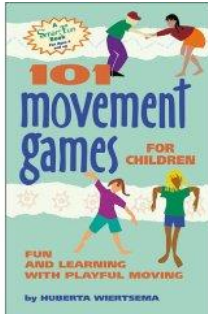
[http://www.royalsaskmuseum.ca/education/education\\_programs.shtml](http://www.royalsaskmuseum.ca/education/education_programs.shtml)

*Regina Human Society*

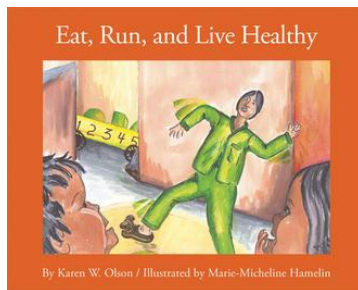
<http://www.reginahumanesociety.ca/#>

*Regina Public Library*

<http://www.rpl.regina.sk.ca/>



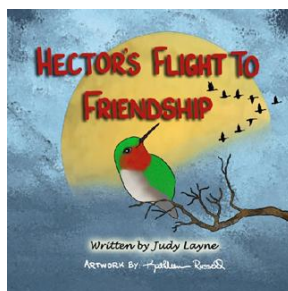
by Wiertsema, H. (2002). *101 Movement Games For Children: Fun And Learning With Playful Moving*. Alameda, CA: Hunter House, Inc.  
ISBN-10: 089793346X  
ISBN-13: 978-0897933469



Olson, K. (2005). *Eat, Run and Live Healthy*. British Columbia: Penticton Indian Band.  
ISBN 1-894778-32-4



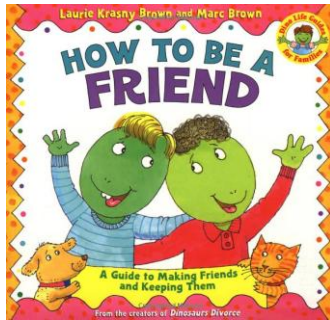
DeRolf, S. (1997). *The Crayon Box That Talked*. New York: Scholastic Inc.  
ISBN 0-590-81928-3



Layne, J. (2010). *Hector's Flight to Friendship*. New Line Press.

ISBN -10: 1892851245

ISBN -13: 978-1892851246



Krasny Brown, L. (2001). *How To Be A Friend: A Guide To Making Friends and Keeping Them*. New York: Little Brown Children's Books.

*Glyman, C. A. (1992). Learning Your ABC of Nutrition. Forest House Publishing Company, Inc.*

ISBN-10: 1878363751

ISBN-13: 978-1878363756

Weisbrot, J. (1992). *Koko Is Lost*. Calgary, Alberta: Barndoor Publishing.

ISBN 096965250X



Zion, G. (2002). *Harry the Dirty Dog*.

ISBN 0590062115

*Plains Indians and the Bison*

<http://www.saskschools.ca/~gregory/firstnations/bison.html>

by: J.Giannetta, June 2002 (updated April 2009)

*FooPets – real virtual pets online*

<http://www.foopets.com/>

by: 2010 FooMojo, Inc.

*BrainPOP Jr.*

<http://www.brainpopjr.com/>

*Brain Breaks: A Physical Activity Idea Book for Elementary Classroom Teachers*  
<http://www.emc.cmich.edu/brainbreaks/>  
 by: Michigan Department of Education (2006)

*Action Songs to Promote Learning - The Little Mice by Tim Christenbury*  
<http://www.songsforteaching.com/movement.htm>  
 by: 2002-2010 Songs for Teaching

**Overview of Learning Experiences**

Name of experience	Subject Foundational Objectives	Learning Objectives	Reason/Purpose	Instructional Strategies	Brief Description
Opening Learning Experience: Photo Paint Center	Social Studies: Demonstrate an understanding of similarities and differences among individuals in the classroom ( <i>draft</i> ).	<ul style="list-style-type: none"> <li>Students will identify individuals who are important in their lives.</li> </ul>	The purpose of this learning experience is for students to have a chance to create a portrait of who is important to them. This is an important part of the learning plan as the photo they bring to class and portrait they create will be referred to many times during this learning plan	Indirect instruction – reflective discussion  Experiential learning - center	Students will paint a portrait of themselves with who is important to them. The “who” can be a person or a pet.
First Learning Experience: Who’s Important To Me?	Social Studies: Demonstrate an understanding of similarities and differences among	<ul style="list-style-type: none"> <li>Students will identify individuals that are important in their lives and explain why</li> </ul>	The purpose of this learning experience is to provide a safe space for students where they can openly	Indirect Instruction – reflective discussion  Interactive Instruction -	In a community circle students will have a painting and/or photo of who is important to them. They will

	individuals in the classroom ( <i>draft</i> ).	these individuals are important to them as individuals.	share who is important to them and why. A chance for them to share their story.	discussion	share with the rest of the class who is important to them and why.
<b>Second Learning Experience: How To Be Healthy</b>	<u>Health:</u> Develop basic habits to establish healthy relationships with self, others, and the environment ( <i>draft</i> )	<ul style="list-style-type: none"> <li>Students will identify what is known about healthy behaviours.</li> </ul>	The purpose of this learning experience is for students to start thinking and wondering what it means to be healthy. In order to take care of others one needs to start taking care of themselves. In order to do this we need to examine our basic needs.	Direct Instruction - reading	Students will listen to a story about our basic needs. Afterwards they will have the opportunity to discuss their learning.
<b>Physical Education Learning Experience: Exercise is Healthy x2 (Mar. 11 &amp; 18)</b>	<u>Physical Development (Physical Education):</u> Physical activity is a foundational aspect of growth and well-being in children.	<ul style="list-style-type: none"> <li>Students will participate in physical activity.</li> <li>Students will identify physical activity as an important part of healthy growth and development</li> </ul>	In the learning experience prior the students learned different ways to be healthy. One of them is physical activity. This lesson gives students opportunity to explore how to be physically active.	Interactive instruction – discussion  Experiential Learning – role playing	On Mar. 11 students will act out various movements to a story about a cat and a mouse.  On Mar. 18 students will act out various movements to different version of Old MacDonald Had A Farm.
<b>Third Learning Experience: That's My Food!</b>	<u>Health:</u> Develop basic habits to establish healthy relationships with self,	<ul style="list-style-type: none"> <li>Students will express what is known about healthy behaviours related to dogs.</li> </ul>	In the learning experience prior the students learned different ways to be healthy. One of them is eating	Experiential Learning – center, synectics  Independent Study –	A puppy with a problem will be introduced to the students in the first week of the learning plan. Students will

	<p>others, and the environment (<i>draft</i>)</p> <p><u>Math:</u> *Numeracy Development is a foundational aspect of mathematical literacy. *Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0.</p>	<ul style="list-style-type: none"> <li>• Students will understand quantity.</li> <li>• Students will sort objects.</li> <li>• Students will be able to count in sequence starting at any number between 0 and 10.</li> </ul>	<p>healthy foods. It is important for animals too to eat appropriate foods. This center is an open ended learning experience where conversations around appropriate pet care are open to take place. The center incorporates math as a way of organizing items and keeping track of items. Number sense is an important part of mathematical literacy especially in early childhood. It is done at the sand table. Sand play is an important part of an early childhood education program. It is a holistic sensory experience that allows children to explore a natural substance.</p>	<p>learning center</p>	<p>have the remainder of the learning plan to explore in the sand center.</p>
<p>Fourth Learning Experience: Friends for Life presentatio</p>	<p><u>Health:</u> Develop basic habits to establish healthy relationships</p>	<ul style="list-style-type: none"> <li>• Students will demonstrate healthy behaviours towards pets.</li> </ul>	<p>The purpose of this learning experience is for students to have the opportunity to talk with a</p>	<p>Direct Instruction - lecture</p> <p>Interactive Instruction -</p>	<p>The RHS gives presentations to various grade levels about how to properly care for a pet and</p>

n	with self, others, and the environment ( <i>draft</i> )		member of the community in relation to pets. This learning experience will allow students to become familiar with the RHS role in our community. RHS plays an important role in our community by looking after pets and educating the public about pets. After all, pets that are well taken care of can be wonderful companions/friends!	discussion  Experiential learning – field trip (RHS coming to class instead of going there)	develop a healthy friendship/relationship with a pet. RHS do a presentation called Friends For Life. Afterwards the students will have the opportunity of visiting with a real pet.
Fifth Learning Experience: Different cultures, different ideas	<u>Social Studies:</u> Demonstrate an understanding of similarities and differences among individuals in the classroom ( <i>draft</i> ).	<ul style="list-style-type: none"> <li>Students will respect others differences.</li> </ul>	The purpose of this learning experience is for students to learn to respect and value everyone's ideas and uniqueness. Everyone is unique and has their own story to share. Every culture has their own values, beliefs and ideas about animals. It is important we respect other cultures opinions. In Saskatchewan, it is important to	Direct Instruction - reading  Interactive instruction – discussion  Experiential Learning – center/invitation	Students will be introduced to culture center. A discussion about different cultures values of animals will take place. Students will have the opportunity to examine real bison hide and sewing kit. After reading about the value of everyone's uniqueness students will have the opportunity to discuss their own similarities, differences and

			learn about the First Nation’s culture as they play an important part in our provinces community and history. The importance of the bison to the First Nation’s community is an example of one culture’s view on animals.		uniqueness and how this works with the classroom community.
<b>Sixth Learning Experience</b>	<u>Health:</u> Develop basic habits to establish healthy relationships with self, others, and the environment.	<ul style="list-style-type: none"> <li>Students will identify how to show respect as a way of expressing what is known about healthy behaviours.</li> </ul>	The purpose of this learning experience is to put together all the students learning from the past three weeks. The big idea of this learning plan is respect. Students will have the opportunity to revisit their learning and identify what respect is.	Interactive instruction – discussion	After identifying the word respect students will have the opportunity to discuss what respect means.
<b>Final Learning Experience:</b>	<u>Arts Education:</u> Create art works that express own observations and ideas about the world ( <i>draft</i> ).	<ul style="list-style-type: none"> <li>Students will select from a variety of materials and tools to create a visual art expression.</li> <li>Students will experiment with new materials to create a visual</li> </ul>	The purpose of this lesson is for students to represent their learning over the last three weeks in visual art form. This experience is also intended for students to think differently. Paint	<p>Experiential Learning - center</p> <p>Interactive Instruction - discussion</p>	Students will have the opportunity to share with their parents what they have learned as part of the learning plan. Students will then use materials related to the learning plan to



		<p>art expression.</p>	<p>does not need to be applied only with a brush. Imagination and creativity are important in healthy development. Students are encouraged to engage in the creative process. This experience will also be done during Family day as a way of involving community outside the classroom. Parents/guardians will have the opportunity engage in their child's learning. This experience is an engaging way to celebrate the student's learning. Family Day is an important part of the Pre-Kindergarten program.</p>		<p>create a visual art representation of what they have learned.</p>
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**Learning experiences**

*The opening learning experience and first two learning experiences are set to be done during the first week to begin the unit. The fourth learning experience has a specific date. In order to plan this learning experience the presenter needed to be booked two months in advance. The final learning experience is set to be done on Family Day. The learning experiences in the middle have suggested dates but are not limited to these dates. It is my intention to leave room to improvise depending on the needs of my learners. Most learning experiences are kept to a 15 minute minimum or include centers. Centers involve play and exploration which is an important component of the Pre-K program.*

**Opening Learning Experience**

Teacher: Michelle Dorey

Date: March 8 & 9, 2010

Activity: Photo Paint Center

Grade: Pre-Kindergarten

**Teaching Strategy:**

- Indirect instruction – reflective discussion
- Experiential learning - center

**Activity Purpose/Objectives:**

*\*The purpose of this activity is for students to have a chance to create a portrait of themselves with who is import to them. This is an important part of the learning plan as the photo they bring to class and portrait they create will be referred to many times during this learning plan\**  
*Social Studies*

- Students will identify individuals who are important in their lives.

**Possible Learnings:**

<ul style="list-style-type: none"> <li>• Who is important to me</li> <li>• Experience creative process – how materials can be used</li> <li>• What colors can be made when the primary colors</li> </ul>	
<u>CEL's</u> <ul style="list-style-type: none"> <li>• Critical and creative thinking</li> <li>• Personal and social values</li> </ul>	<u>CCC's</u> <ul style="list-style-type: none"> <li>• Developing thinking</li> <li>• Developing literacies</li> </ul>
<u>Equipment/materials:</u> <ul style="list-style-type: none"> <li>• Paint – primary colors, paint brushes, 5x7 paper, paint shirts, newspaper, music if appropriate, tape/staple/funtac or something to hang photo up at bulletin board</li> </ul>	
<u>Advanced Preparation:</u> <ul style="list-style-type: none"> <li>• Gather more paint shirts, collect newspaper, cut paper into size, make sure at least the primary colors are available, check to see if music is appropriate, prepare bulletin board</li> <li>• Explanation of learning plan and purpose of photos was sent to student's parents in March newsletter</li> </ul>	
<u>Assessment:</u> <ul style="list-style-type: none"> <li>• Document who student identifies as important in their lives</li> </ul>	
<u>Adaptive Dimension:</u> <ul style="list-style-type: none"> <li>• Have crayons or markers available for those that do not want to paint.</li> </ul>	

<p><u>Procedure:</u>  <b>Set</b> (during center time – about 3mins.): Have students come to center 2 at a time. Ask each student who is important (special) to them.</p> <p><b>Development</b> (during center time – as long as they need): Ask student to paint you a picture of who they have identified in set.</p> <p><b>Closure</b> (during center time – about 1min.): Have students bring photo and/or paintings to bulletin board. As you put up their picture, explain what part of bulletin board you are putting it on and why.</p>	<p><u>Classroom Management Strategies:</u></p> <ul style="list-style-type: none"> <li>• Only 2 students at center at one time.</li> <li>• Go over painting rules with students: keep paint on tables, paint on newspapers, use old t-shirts.</li> <li>• Remind students to respect others art work. Everyone’s creative process is different.</li> <li>• Remind students to respect each other’s personal space when painting.</li> <li>• Perhaps appropriate music if appropriate at center time. Makes the process enjoyable rather than feeling like work.</li> </ul>
<p><u>Possible Variations/Extensions:</u></p> <ul style="list-style-type: none"> <li>• This center can be opened up at different times throughout learning plan if student’s would like.</li> </ul>	

First Learning Experience

Teacher: Michelle Dorey

Date: March 9, 2010

Activity: Who’s Important To Me?

Grade: Pre-Kindergarten

<p><u>Teaching Strategy:</u></p> <ul style="list-style-type: none"> <li>• Indirect Instruction – reflective discussion</li> <li>• Interactive Instruction - discussion</li> </ul>
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<u>Activity Purpose/Objectives:</u> <i>Social Studies</i> <ul style="list-style-type: none"> <li>Students will identify individuals that are important in their lives and explain why these individuals are important to them.</li> </ul>	
<u>Possible Learnings:</u> <ul style="list-style-type: none"> <li>Who is important to members of class.</li> <li>Everyone is an important member of the class. "I am valued and respected"</li> </ul>	
<u>CEL's:</u> <ul style="list-style-type: none"> <li>Communication</li> <li>Personal and Social Values and Skills</li> </ul>	<u>CCC's:</u> <ul style="list-style-type: none"> <li>Developing Identity and Interdependence</li> </ul>
<u>Equipment/materials:</u> <ul style="list-style-type: none"> <li>Student's pictures – my pictures.</li> <li>Pointer if needed.</li> </ul>	
<u>Advanced Preparation:</u> <ul style="list-style-type: none"> <li>Find an appropriate online virtual pet website and play around with it BEFORE learning plan begins!</li> <li>All pictures must be available from previous day.</li> </ul>	
<u>Assessment:</u> <ul style="list-style-type: none"> <li>Anecdotal records - See anecdotal record 1 of assessment and evaluation part in learning plan.</li> </ul>	
<u>Adaptive Dimension:</u> <ul style="list-style-type: none"> <li>It is okay if some wish not to share their story. Provide another opportunity during learning plan for them to share their story. Make sure all students feel comfortable.</li> <li>To help give pre-k's a visual or model to understand from, have partner and I bring our own photos of who's important and share with them – also, children see us as part of the learning community.</li> </ul>	

<p><u>Procedure:</u>  <b>Set (1min.):</b> Have student's gather in circle at carpet area. Make sure they have their picture of them with who's important. Ask students to think about picture they have and who is in it. Tell students everyone will have a chance to share who is in their picture and why they are important.</p> <p><b>Development (10mins.):</b> One at a time in the circle, have student's share who is in their picture and why they are important.</p> <p><b>Closure (5mins.):</b> After everyone is done sharing, tell students for next 3 weeks they will have a class pet. This pet will be an important member of the class community. They we all be responsible for caring for the pet. Have class vote if they would like cat or dog. Then have class vote on color of animal.</p>	<p><u>Classroom Management Strategies:</u></p> <ul style="list-style-type: none"> <li>• Use talking rock or Color Bear as talking rock. Student's are familiar with this idea. They know who Color Bear is and have used this method in a previous lesson I did last semester. It will allow students to be respectful of each other's turn. This way everyone will have a chance to share their story.</li> <li>• Discuss code of community circle.</li> </ul>
<p><u>Possible Variations/Extensions:</u></p> <ul style="list-style-type: none"> <li>• Community circle can be done as often as needed throughout learning plan. As students develop more ideas of how they can be responsible perhaps a community circle is best way to express and share these ideas.</li> <li>• Invite co-op and Educational Assistant to share who is important or add pictures to bulletin boards.</li> <li>• Put pictures up on bulletin board for remainder of learning plan – students can take pictures home on family day.</li> <li>• Set up virtual pet in evening. Introduce students to virtual pet center next day at center time.</li> </ul>	

Second Learning Experience

Teacher: Michelle Dorey

Date: March 10, 1010

Activity: How To Be Healthy

Grade: Pre-Kindergarten

<p><u>Teaching Strategy:</u></p> <ul style="list-style-type: none"> <li>• Direct Instruction - reading</li> </ul>
<p><u>Activity Purpose/Objectives:</u></p>

<p><i>Health</i></p> <ul style="list-style-type: none"> <li>• Students will identify what is known about healthy behaviours.</li> </ul>	
<p><u>Possible Learnings:</u></p> <ul style="list-style-type: none"> <li>• Different ways one can be healthy.</li> </ul>	
<p><u>CEL's:</u></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical and Creative Thinking</li> </ul>	<p><u>CCC's:</u></p> <ul style="list-style-type: none"> <li>• Developing Social Responsibility</li> <li>• Developing thinking</li> </ul>
<p><u>Equipment/materials:</u></p> <ul style="list-style-type: none"> <li>• Graphing paper, chart paper, pencil, markers, paper,</li> <li>• Karen Olson's book.</li> </ul>	
<p><u>Advanced Preparation:</u></p> <ul style="list-style-type: none"> <li>• Make student check list.</li> <li>• Get Karen Olson's book.</li> </ul>	
<p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>• Throughout learning plan observe and document if student is identifying appropriate healthy behaviours.</li> </ul>	
<p><u>Adaptive Dimension:</u></p> <ul style="list-style-type: none"> <li>• Students may have trouble understanding concept of "what they learned". Use language such as what was special about school today or what did you like about school today.</li> </ul>	

<p><u>Procedure:</u>  <b>Set</b> (during story time - 2mins.): Show students <i>Eat, Run, and Live Healthy</i> by Karen Olson. Ask what they think the book will be about.</p> <p><b>Development</b> (during story time - 5mins.): Read <i>Eat, Run, and Live Healthy</i> by Karen Olson.</p> <p><b>Closure</b> (after story time - 5mins.): Do “What Did We Learn Today?” chart. Ask students if they learned anything from the story.</p>	<p><u>Classroom Management Strategies:</u></p> <ul style="list-style-type: none"> <li>• Have student’s raise their hands.</li> <li>• Make sure everyone has opportunity to contribute ideas.</li> <li>• For those students who are not paying attention or are off task ask questions of what their thoughts are or if they can explain anything.</li> <li>• When asking questions make sure you are not giving answers but encouraging students to think and examine situation. Do not give answers. Ask questions that lead students to come up with answers on their own.</li> </ul>
<p><u>Possible Variations/Extensions:</u></p> <ul style="list-style-type: none"> <li>• Discuss with students what foods are healthy. Read <i>Learning Your ABC of Nutrition</i> by Caroline A. Glyman next day during story time. It is a book about vitamins A, B, C, D &amp; E &amp; which foods contain them &amp; how they help us.</li> <li>• Do Physical education lesson during physical education period when possible throughout learning plan</li> <li>• Discuss healthy pet eating behaviours – introduce sand center next day at centers.</li> <li>• “What Did We Learn Today?” chart can be visited every day before dismissal.</li> </ul>	

Physical Education Learning Experience

Teacher: Michelle Dorey

Date: March 11, 2010

Activity: exercise is healthy

Grade: Pre-Kindergarten

<p><u>Teaching Strategy:</u></p> <ul style="list-style-type: none"> <li>• Interactive instruction – discussion</li> <li>• Experiential Learning – role playing</li> </ul>
<p><u>Activity Purpose/Objectives:</u>  <i>*In the lesson prior the students learned different ways to be healthy. One of them is physical activity. This lesson gives students opportunity to explore how to be physically active*</i></p>



<p><i>Physical Development (Physical Education)</i></p> <ul style="list-style-type: none"> <li>• Students will participate in physical activity.</li> <li>• Students will identify physical activity as an important part of healthy growth and development.</li> </ul>	
<p><u>Possible Learnings:</u></p> <ul style="list-style-type: none"> <li>• Different ways the body moves.</li> <li>• Importance of being physically active.</li> </ul>	
<p><u>CEL's:</u></p> <ul style="list-style-type: none"> <li>• Independent Learning</li> <li>• Communication</li> <li>• Numeracy</li> <li>• Critical and Creative thinking</li> </ul>	<p><u>CCC's:</u></p> <ul style="list-style-type: none"> <li>• Developing Identity and Interdependence</li> <li>• Developing thinking</li> <li>• Developing literacies</li> </ul>
<p><u>Equipment/materials:</u></p> <ul style="list-style-type: none"> <li>• Adequate space</li> <li>• Story with write-up and pictures</li> <li>• Page 68 <i>101 Movement Games For Children: Fun and Learning with Movement by Huberta Wiertsema</i></li> </ul>	
<p><u>Advanced Preparation:</u></p> <ul style="list-style-type: none"> <li>• Rehearse story.</li> <li>• Make sure adequate space is available.</li> </ul>	
<p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>• Observation – Are all students participating in physical activity exercise? Do all students understand the importance of physical activity?</li> <li>• Anecdotal Records – Take sheet with student's names and write down observations during lesson.</li> </ul>	
<p><u>Adaptive Dimension:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate actions students may not clearly understand.</li> </ul>	

Procedure:

**Set (3mins.):** Have students recall story read yesterday in story time. Discuss with students what it means to be physically active. What does it mean to be physically active? What are some ways we can be physically active? What are some ways we can help others be physically active? How can our class pet be physically active?

**Development (10mins.):** Do *The Little Mice* by Tim Christenbury. Tell students you are going to tell them a story about 3 mice and a cat. The story will have actions that students can do. Have different students demonstrate examples of the actions. Then repeat the story with the actions using the examples the students gave. Repeat again but now ask students to think of other ways the mice can move while the cat sleeps.

**Closure (2mins.):** Discuss with students different ways they move their body throughout story – what were our bodies doing? How were we moving? How many different ways did we move our bodies? Name the different ways and count them as a class.

*The Little Mice* by Tim Christenbury

The old gray cat is sleeping, sleeping, sleeping,  
the old gray cat is sleeping in her bed.

The little mice are creeping, creeping, creeping,  
the little mice are creeping through the house.

The little mice are eating...all her food.

The little mice are climbing...on the cat.

The little mice are jumping...on her back.

The little mice are dancing...around the cat.

The old gray cat is waking...from her nap.

The little mice are hiding...from the cat.

The old gray cat is creeping...through the house.

Classroom Management Strategies:

- Make sure there is enough space to move around.
- Remind students to watch other's space – be respectful of other's space.
- Encourage those who are not participating.
- Ask students who are not listening if they have any action ideas.

<p>The little mice all scamper...through the house.</p>	
<p><u>Possible Variations/Extensions:</u></p> <ul style="list-style-type: none"> <li>• Do another physical education exercise with a story as students love stories.</li> <li>• Enhance actions with more movement vocabulary such as how the body moves, where the body moves, with what or who the body moves.</li> <li>• Use intonation and exaggerated movements.</li> <li>• See page 68 <i>101 Movement Games For Children: Fun and Learning with Movement by Huberta Wiertsema</i></li> </ul>	

Third Learning Experience

Teacher: Michelle Dorey

Date: center introduced March 11, 2010

Activity: That's My Food!

Grade: Pre-Kindergarten

<p><u>Teaching Strategy:</u></p> <ul style="list-style-type: none"> <li>• Experiential Learning – center, synectics</li> <li>• Independent Study – learning center</li> </ul>
<p><u>Activity Purpose/Objectives:</u></p> <p><i>Health</i></p> <ul style="list-style-type: none"> <li>• Students will express what is known about healthy behaviours related to dogs.</li> </ul>

Mathematics

- Students will understand quantity.
- Students will sort objects.
- Students will be able to count in sequence starting at any number between 0 and 10.

Possible Learnings:

- How to be a good friend and help someone when they lost something.
- What the quantities of each number looks like.
- That the quantities of one number added to another equals a different number.

CEL's:

- Numeracy
- Independent learning
- Critical and creative thinking
- Personal and social values and skills
- communication

CCC's:

- Developing Literacies
- Developing thinking
- Developing social responsibility

Equipment/materials:

- At least 40 bones.
- stuffed puppy
- Sand table
- 4 Pails and 4 shovels to help dig bones.
- Leaves
- Marbles
- Rocks
- Seashells

Advanced Preparation:

- Gather materials
- Make sure sand table is available and clean.

Assessment:

- Checklist and anecdotal records – see checklist and anecdotal record 2 in assessment and evaluation part of learning plan.
- Documentation. Use photos and anecdotal records to document learning throughout learning plan.

Adaptive Dimension:

- Have math manipulatives such as cubes available if more hands on learning is needed.
- Students may have trouble understanding concept of “what they learned”. Use language such as what was special about school today or what did you like about school today.

<p><u>Procedure:</u>  <b>Set</b> (just before center time – 5mins.): Take students to sand center. Introduce center to students. Tell students this puppy (stuffed puppy) has been playing in the sand center and lost all his dog food. If they could please help the puppy by finding his dog food. If they find something they think dogs can eat they can put it in a bucket. If they find something dogs do not eat they can put it back in the sand. Once they are done at the center they can count their dog food. Then they can dump their pail and bury the dog food for the next person who comes to the sand center.</p> <p><b>Development</b> (during center time): Students can explore at sand table.</p> <p><b>Closure</b> (5mins.):  Do “What Did We Learn Today?” chart. Ask if students learned anything at sand center.</p>	<p><u>Classroom Management Strategies:</u></p> <ul style="list-style-type: none"> <li>• Only 4 at a time at the center. 2 can work alone with 1 puppy or 2 can work together with 1 puppy.</li> <li>• Remind students the bones are dog food only and not to eat. Discuss with students why this might be so.</li> <li>• Use talking rock or Color Bear as talking rock. Student’s are familiar with this idea. They know who Color Bear is and I have used this method in a previous lesson I did last semester. It will allow students to be respectful of each other’s turn. Everyone will get a chance to contribute their ideas.</li> </ul>
<p><u>Possible Variations/Extensions:</u></p> <ul style="list-style-type: none"> <li>• This center will remain open during center time for the rest of the month.</li> <li>• “What Did We Learn Today?” chart can be visited every day before dismissal.</li> <li>• As student’s are playing at this center ask different questions such how many do you have in total, etc. – remember though to not come across as a teacher with the answers. When asking them, play and learn with them. Also, discuss the properties of sand – how does it feel, what does it look like, what does it sound like, etc. as well as important healthy pet care behaviours – why should dogs not eat or play with some items, etc.</li> </ul>	

Fourth Learning Experience

Teacher: Michelle Dorey Date: March 15-17, 2010

Activity: Friends for Life presentation Grade: Pre-Kindergarten

<p><u>Teaching Strategy:</u></p> <ul style="list-style-type: none"> <li>• Direct Instruction - lecture</li> <li>• Interactive Instruction – language experience approach</li> <li>• Experiential learning – field trip (RHS coming to class instead of going there)</li> </ul>
<p><u>Activity Purpose/Objectives:</u>  <i>* The purpose of this learning experience is for students to have the opportunity to talk with a</i></p>

*member of the community in relation to pets. This learning experience will allow students to become familiar with the RHS role in our community. RHS plays an important role in our community by looking after pets and educating the public about pets. After all, pets that are well taken care of can be wonderful companions/friends!\**

Health

- Students will demonstrate healthy behaviours towards pets.

Possible Learnings:

- How to properly care for animals.
- How to approach animals.
- Proper hygiene when around animals.

CEL's:

- Personal and Social Values and Skills
- Communication

CCC's:

- Developing Social Responsibility
- Developing thinking
- Developing literacies

Equipment/materials:

- Proper hand washing and sanitizing equipment.
- Book - *Koko Is Lost* by Judith Weisbrot
- Crayons and paper.

Advanced Preparation:

- Arrange in advance for RHS to come. Confirm with RHS.
- Make sure to speak to students about rules and regulations BEFORE presentation.

Assessment:

- Keep track of what their answers are to the question when students are participating in language experience approach.

Adaptive Dimension:

- This is a long lesson for pre-k. Have at least 3 short, 30sec. - 1min. Brain breaks. Can do them at 10mins. intervals. Brain breaks to do during lesson should class get restless. Mention this to RHS before presentation.
- Brain Breaks: Head and Shoulders, Knees and Toes – start out slow then go to fast

<p><u>Procedure:</u>  <b>Set</b> (15mins. – during story time day before): Read <i>Koko Is Lost</i> by Judith Weisbrot. Ask students if they know what the humane society is? Explain if they do not know what it is (place where homeless –may have to explain homeless- animals are looked after until they can find a home). Remember in story Koko had no place to go. Her owners moved away without Koko. Then a van picked up Koko and took her to a place where she was fed and had a place to sleep until new owners found her and took her to a new home. This is what RHS does. Discuss with students how to behave when a guest speaker is presenting – marshmallows and listening ears. Talk to students about washing hands before and after touching pet visitor. Talk to students about asking before touching pet visitor.</p> <p><b>Development</b> (during half day teaching - 45mins.): Regina Humane Society will give a presentation called <i>Friends For Life</i>. Students will have the opportunity to visit with pet visitor.</p> <p><b>Closure</b> (1hr. - during center time day after): Do language experience approach. Ask students to recall on presentation. Ask student to think of one or more things they can do to properly care for a pet. Have students draw answer. Below their drawing write sentence for student about their drawing.</p>	<p><u>Classroom Management Strategies:</u></p> <ul style="list-style-type: none"> <li>• Remind students of respectfulness towards class guest.</li> <li>• Remind students to wash their hands.</li> <li>• Take students 4 at a time for language experience approach.</li> <li>• For those students who are not paying attention or are off task ask questions of what their thoughts are or if they can explain anything during story. During presentation incorporate brain breaks if students appear to be restless.</li> <li>• When asking questions make sure you are not giving answers but encouraging students to think and examine situation. Do not give answers. Ask questions that lead students to come up with answers on their own.</li> </ul>
<p><u>Possible Variations/Extensions:</u></p> <ul style="list-style-type: none"> <li>• Once students are done language experience approach. Afterwards, have them put their name on underneath an orange cat on paper. I will put the cats in a book with a thank-you message for the RHS presenter.</li> <li>• Put students drawings with sentence into a book for each class. Have book available at book center.</li> <li>• Read <i>Harry the Dirty Dog</i> by Gene Zion at story time the day of the presentation. It discusses health hygiene for dogs.</li> </ul>	

Physical Education Learning Experience

Teacher: Michelle Dorey

Date: March 18, 2010

Activity: exercise is healthy

Grade: Pre-Kindergarten

<u>Teaching Strategy:</u> <ul style="list-style-type: none"><li>• Interactive instruction – discussion/brainstorming</li><li>• Experiential Learning – role playing</li></ul>	
<u>Activity Purpose/Objectives:</u> <p><i>*This lesson will give the students the opportunity to practice being physically active as a way of being healthy,*</i></p> <p><i>Physical Development (Physical Education)</i></p> <ul style="list-style-type: none"><li>• Students will participate in physical activity.</li><li>• Students will identify physical activity as an important part of healthy growth and development.</li></ul>	
<u>Possible Learnings:</u> <ul style="list-style-type: none"><li>• Different ways the body moves.</li><li>• Importance of being physically active.</li></ul>	
<u>CEL's:</u> <ul style="list-style-type: none"><li>• Independent Learning</li><li>• Communication</li><li>• Numeracy</li><li>• Critical and Creative thinking</li></ul>	<u>CCC's:</u> <ul style="list-style-type: none"><li>• Developing Identity and Interdependence</li><li>• Developing thinking</li><li>• Developing literacies</li></ul>
<u>Equipment/materials:</u> <ul style="list-style-type: none"><li>• Adequate space</li><li>• Story with write-up Page 68 <i>101 Movement Games For Children: Fun and Learning with Movement by Huberta Wiertsema</i></li><li>• Lyrics from <a href="http://www.emc.cmich.edu/brainbreaks/activity/4-2.pdf">http://www.emc.cmich.edu/brainbreaks/activity/4-2.pdf</a></li></ul>	
<u>Advanced Preparation:</u> <ul style="list-style-type: none"><li>• Rehearse story.</li><li>• Make sure adequate space is available.</li><li>• Get lyrics from <a href="http://www.emc.cmich.edu/brainbreaks/activity/4-2.pdf">http://www.emc.cmich.edu/brainbreaks/activity/4-2.pdf</a></li></ul>	
<u>Assessment:</u> <ul style="list-style-type: none"><li>• Observation – Are all students participating in physical activity exercise? Do all students understand the importance of physical activity?</li><li>• Anecdotal Records – Take sheet with student's names and write down observations during</li></ul>	



lesson.

Adaptive Dimension:

- Use visuals and demonstrations if needed.

Procedure:

**Set (3mins.):** Discuss with students what it means to be physically active. What does it mean to be physically active? What are some ways we can be physically active? What are some ways we can help others be physically active? How can our class pet be physically active?

**Development (10mins.):** Do *Old Miss D. Had A Class*. Ask students to recall the tune of *Old MacDonald Had a Farm*. Tell them we will sing a new song to the same tune. The song is about our class and the different ways we can move. Sing it for them first then have them sing with you. Ask different students to demonstrate different actions. Ask different students to think of different actions.

**Closure (2mins.):** Discuss with students different ways they move their body throughout song – what were our bodies doing? How were we moving? How many different ways did we move our bodies? Name the different ways and count them as a class.

*Lyrics to Old Miss D. Had A Class*  
*Ol' Miss D. had a class, E-I-E-I-O*  
*And in that class they did some **jumping jacks** E-I-E-I-O*  
*With a **jumping jack** here and a **jumping jack** there, here a **jumping jack**, there a **jumping jack**, Everywhere a **jumping jack***  
*Ol' Miss D. had a class, E-I-E-I-O (Repeat with a different activity)*

Classroom Management Strategies:

- Make sure there is enough space to move around.
- Remind students to watch other's space – be respectful of other's space.
- Encourage those who are not participating. Ask those students what action they want to do and have demonstrate it.
- Ask students who are not listening if they have any action ideas.

Possible Variations/Extensions:

- Enhance actions with more movement vocabulary such as how the body moves, where the body moves, with what or who the body moves.
- Use intonation and exaggerated movements.
- See page 68 *101 Movement Games For Children: Fun and Learning with Movement by Huberta Wiertsema*

Fifth Learning Experience

Teacher: Michelle Dorey

Date: March 22, 2010

Activity: Different Cultures, Different Ideas

Grade: Pre-Kindergarten

Teaching Strategy:

- Direct Instruction - reading
- Interactive instruction – discussion
- Experiential Learning – center/invitation

Activity Purpose/Objectives:

*Social Studies*

- Students will respect others differences.

Possible Learnings:

- Importance of bison to First Nation’s communities; different uses of bison.
- Everyone is unique important member of classroom community.

CEL’s:

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Communication
- Independent learning

CCC’s:

- Developing Identity and Interdependence
- Developing social responsibility
- Developing thinking
- Developing literacies

Equipment/materials:

- Tanned Hides - 2 (Brain-Tanned & Smoke-Tanned)
- Cordage Samples - 4 (Spruce root, Sinew, Shaganappi, & Babiche)
- Sewing Kit in Leather Pouch (Sinew, Bone Awl, Bone needle, & Sharpening Stone)
- Book *The Crayon Box That Talked* by Shane DeRolf

- Bison supermarket kit – bison puzzle, bison horns, fur, hooves, bison information, bison tracer, bison map
- Mini globe
- Ms. L.’s picture of her and her horse
- Class tipi
- My picture of me and my Budgie

Advanced Preparation:

- Get book.
- Arrange to have materials loaned from Royal Saskatchewan Museum.
- Borrow Bison Supermarket kit from library
- Set up cultural center

Assessment:

- Anecdotal record - See anecdotal record 1 of assessment and evaluation part of learning plan.
- Documentation. Use photos and anecdotal records to document learning throughout learning plan.

Adaptive Dimension:

- Refer to pre-intern partner’s lesson/unit if students are having trouble relating to book.

Procedure:

**Set** (during center time): Introduce Culture Center to students. Allow Students to explore at culture center.

**Development** (15mins.): Have students sit in a community circle. Talk to students about how different people value different animals (some have pets, some pets are working pets and some animals are special to some cultures). Discuss with students about how Ms. L. 2<sup>nd</sup> learning experience shared with us her pet horse who is important to her (her horse is a working horse that helps her round up the cows on her farm). Have Ms. L. show the class her picture again. Discuss with students how in Canada Budgies are pets but in Australia Budgies are wild animals (like Crows, Robins and Canada Geese are in Canada). Use mini globe to refer to Canada and Australia. Show students bison statue. Discuss/ask what animal it is. Put First Nations sinew and sewing kit in middle of circle. Have Bison Map available. Discuss how before First Nations lived

Classroom Management Strategies:

- Use talking rock or Color Bear as talking rock. Students are familiar with this idea. They know who Color Bear is and I have used this method in a previous lesson I did last semester. It will allow students to be respectful of each other’s turn. Everyone will get a chance to contribute their ideas.
- Only 4-6 students at center at one time.
- Allow students time to touch sewing kit and hide as they appreciate hands on learning.

in houses they lived in tipi's. Have students recall the class tipi and how in November they put their handprints on the material. Tell students the material is made from Bison hide. The Bison is an important animal to First Nations people. Discuss different ways First Nations used Bison by referring to Bison map, sinew and sewing kit

**Closure (5mins.):** Read *The Crayon Box That Talked* by Shane DeRolf. After the story tell students they are like the crayons in the crayon box and the classroom is like the crayon box. Ask how this is possible? Discuss with students how each person is unique. Refer to Ms. L.'s story from Thursday on different cultures as well as earlier discussion of different peoples uses and values of animals. Remind students that even though we are unique it is okay and we can all work and play together in the same classroom community.

Possible Variations/Extensions:

- Center can be available till end of March.
- Ask students as they examine the center if they can see other uses for the bison.
- Do another lesson on another culture's perspective of animals.
- The school has a mural of a Cree tipi in the front hall. I have done 2 previous lessons with them on the tipi. 1 on tipi material and 1 on tipi pole meanings. If students are having trouble remembering tipi material lesson then refer to these lessons and revisit tipi mural in hall. Previous lesson on tipi materials: the material around the tipi was made from bison hide. Wear shawl again to help with remembering (tipi material is like a woman's shawl). As students explore at center, talk to them about the different uses for the bison.

Sixth Learning Experience

Teacher: Michelle Dorey

Date: March 24, 2010

Activity: Respect

Grade: Pre-Kindergarten

Teaching Strategy:

- Interactive Instruction – discussion

Activity Purpose/Objectives:

<p><u>Health</u></p> <ul style="list-style-type: none"> <li>Students will identify how to show respect as a way of expressing what is known about healthy behaviours.</li> </ul>	
<p><u>Possible Learnings:</u></p> <ul style="list-style-type: none"> <li>What respect means and how to show respect</li> </ul>	
<p><u>CEL's:</u></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Critical and creative thinking</li> <li>Personal and Social Values and Skills</li> </ul>	<p><u>CCC's:</u></p> <ul style="list-style-type: none"> <li>Developing thinking</li> <li>Developing identity and interdependence</li> <li>Developing literacies</li> <li>Developing social responsibility</li> </ul>
<p><u>Equipment/materials:</u></p> <ul style="list-style-type: none"> <li>Photo paint portraits from opening activity</li> <li><i>Respect</i> poster from RHS</li> </ul>	
<p><u>Advanced Preparation:</u></p> <ul style="list-style-type: none"> <li>Get poster from borrow kit from RHS</li> </ul>	
<p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>Use anecdotal record 2.</li> <li>Documentation. Use photos and anecdotal records to document learning throughout learning plan.</li> </ul>	
<p><u>Adaptive Dimension:</u></p> <ul style="list-style-type: none"> <li>Use any materials necessary from previous learning experiences in learning plan to help give visuals for students.</li> </ul>	

Procedure:

**Set (5mins.):** Have students sit in community circle. Show students RHS poster on *Respect*. Ask if anyone can read the word “Respect” at the top of the poster. Identify the letters and sound out word as a class. Ask if anyone knows what respect is. Tell students what respect is: We learned that all living things (you, who’s important to you and/or pets/animals – refer to paintings) are special and important. No matter how different living things are they are special and important. To know this is to have respect – this is what respect is.

**Development (10mins.):** Discuss with students how we can show respect. Let each student have a turn in community circle. Refer to prior learning experiences in learning plan.

**Closure (5mins.):** Show students *Caring For Pets* booklet they made after RHS presentation. Discuss with students the different ideas they had me write down as to how to take care of animals. Tell students this will remain in classroom at book center for them. Show students thank-you book you will send to RHS that students made. Explain why it was made.

Classroom Management Strategies:

- Use talking rock or Color Bear as talking rock. Student’s are familiar with this idea. They know who Color Bear is and I have used this method in a previous lesson I did last semester. It will allow students to be respectful of each other’s turn. Everyone will get a chance to contribute their ideas.

Possible Variations/Extensions:

- Students will have opportunity to look at books made during center time.

Final Learning Experience

Teacher: Michelle Dorey

Date: March 26, 2010

Activity: Art Exploration Center

Grade: Pre-Kindergarten

Teaching Strategy:

- Experiential Learning - center
- Interactive Instruction - discussion

Activity Purpose/Objectives:

*Arts Education*

- Students will select from a variety of materials and tools to create a visual art expression.
- Students will experiment with new materials to create a visual art expression.

Possible Learnings:

- What pet's eat, play with and use to keep clean.
- Experience creative process – how materials can be used
- What colors can be made when the primary colors

CEL's:

- Critical and Creative Thinking
- Communication
- Technological literacy
- Personal and social value and skills
- Independent learning

CCC's:

- Developing Thinking
- Developing literacies
- Developing identity and interdependence
- Developing social responsibility

Equipment/materials:

- Pet related items to paint with – feathers, bones – rawhide, stamps with animal prints – bird, fish, cat and turtle, mouse toy balls, dog rope toy
- Pet materials from math/science center – milk bones
- Paints
- Paint shirts

<ul style="list-style-type: none"> <li>• Paper, newspaper</li> </ul>
<p><u>Advanced Preparation:</u></p> <ul style="list-style-type: none"> <li>• Gather materials.</li> <li>• Get sponges animal print stamps. Make stamps.</li> <li>• Create space for center. Set up prior to class beginning.</li> </ul>
<p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>• Documentation and observation - Use photos and anecdotal records to document learning</li> </ul>
<p><u>Adaptive Dimension:</u></p> <ul style="list-style-type: none"> <li>• Allow student to use paint brush if they are allergic to materials are detest painting with materials available. Encourage student to do project as is.</li> </ul>

<p><u>Procedure: to be done during family day</u></p> <p><b>Set (5mins.):</b> Have students share their answer of big question with their parents/guardians. Let the parents/guardians view the bulletin board and other samples of the learning that has taken place. Show power point presentation first.</p> <p><b>Development (15mins.):</b> Introduce activity. Tell students they are going to paint what they have learned. Tell students they cannot paint with paint brushes and must use pet related materials to paint with. Tell them to enjoy exploring painting with the materials. They can do this during center time. Encourage them to be as creative as they want.</p> <p><b>Closure (5mins.):</b> As students are finishing their paintings, talk with them about their paintings.</p>	<p><u>Classroom Management Strategies:</u></p> <ul style="list-style-type: none"> <li>• Remind students to keep paint in paint area.</li> <li>• Use paint shirts.</li> <li>• If appropriate music is available and it is allowed, put music on.</li> <li>• Kindly remind parents that the main point of the exercise is to explore and be creative with new tools to paint with.</li> </ul>
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Possible Variations/Extensions:

- As students are painting discuss with them what materials are usually used for.
- This will be done during family day.

## Experiential Learning Centers

- *The following centers have been developed based on Better Beginnings, Better Futures: Effective Practices Policy and Guidelines for Prekindergarten in Saskatchewan. The policy and guidelines outlined in this document complement the Play and Exploration Guide.*

Name of Center	Activities at Center & Purpose of Center	Length of Time Center is Set up and When it May be Accessed	Location of Center	Supplies Needed
<p><u>Language Literacy Centers</u></p> <p><b>“How do we take care of ourselves and others who are important in our lives?” bulletin board</b></p>	<ul style="list-style-type: none"> <li>• Shared with pre-intern partner who is doing unit on identity. Her big question is “Who Am I?”</li> <li>• Board will be divided into 4 sections like an x: The top section is "Who Am I" Bottom section is "Whose Important To Me" The left side is "Family" The right side is "Community"</li> <li>• There will also be a section to right side called “What Did We Learn?” This section will be filled in during last 5mins. of each day by students with help of teacher(s).</li> <li>• Photos, drawings &amp; paintings will be posted here</li> <li>• Big question will be posted here.</li> <li>• Lists and diagrams from learning</li> </ul>	<p>This center will go up the first day of the March block and remain up until last day of March block. Students are invited to examine the bulletin board at any time during centers. Each day at end of day there will be a chance to revisit big question &amp; discuss what was learned for day under “” section</p>	<p>On wall beside reading chair at circle time area.</p>	<ul style="list-style-type: none"> <li>• Letters premade by my partner &amp; I</li> <li>• Note was sent to parents in March newsletter for students to bring photo of student and who (pet or person) is important to student. If students do not have a photo they will have opportunity to paint themselves with who (pet or person) is important to them at paint center</li> </ul>

experiences will be posted here.

- Purpose: provides a visual of the important members of the classroom community are. It gives students a chance to revisit the learning taking place. It shows how the learning taking place relates to the big question. Encourages language and literacy development as part of holistic development in the Play and Exploration Guide as well as socio-emotional.

**Library/Private**

**Quiet Space**

**Book Center**

- Students will have the opportunity to look at books pertaining to the learning plan topic. Some books will be used in some learning experiences.
- Purpose: Gives students opportunity to view books pertaining to topic. Encourages students language and literacy development as part of holistic development in the
- It will be set up the first day of the March block and remain set up for the rest of the March block. This center may be accessed during center time.
- It will be located on the shelves by the bulletin board.
- The Crayon Box That Talked by Shane DeRolf.
- Eat, Run, and Live Healthy by Karen Olson
- Living Safe, Playing Safe by Karen Olson
- Hector's Flight to Friendship by Judy Layne
- How To Be A Friend: A

Play and  
Exploration guide

Guide To  
Making  
Friends and  
Keeping  
Them by  
Laurie Krasny  
Brown

- Other books collected from the school library that pertain to being healthy and pet care.
- This is a shared center with my pre-intern partner.

**Math & Science**  
**Literacy Center**

**Sand Table –  
“That’s my  
food!”**

- This center will be introduced during the fifth learning experience. It may be accessed during center time.
- Purpose:  
Encourages students developing math literacy as part of holistic development in the Play and Exploration guide. Helps develop number strand NK.1 according to the new Kindergarten curriculum. Helps develop physical science OMK.1 according to draft Kindergarten

This center will be available after third learning experience and for the remainder of the March block.

It will be at the Sand Table.

- At least 40 bones.
- 1 stuffed puppy with a problem
- 4 pails
- 4 shovels
- Leaves
- Sand
- Seashells
- Rocks
- Marbles

curriculum.

**Cultural  
Literacy Center**  
**Discovery and  
Inquiry - First  
Nation's Bison  
Center and  
Culture Center**

- Students will be able to explore hands on different ways the bison is important to First Nation's communities.
- This center will be introduced with the fifth learning experience.
- It will be available during center time
- Purpose: Each culture has different views on animals. It is important to learn to respect different cultural ideas. Encourages student's spiritual development as part of holistic development in the Play and Exploration guide.

This center will be available after this learning experience and for the remainder of the March block.

It will be located at the tables.

- Tanned hide
- Bison supermarket kit from library– bison puzzle, bison horns, fur, hooves, bison tracer
- Bison “map” – shows what parts of bison were used for what
- This all added to culture materials partner has. Together it makes up culture center.

**Creativity Center**  
**Photo Paint  
Center**

- Students who were not able to bring photo of themselves and who (pet or person) is important will have opportunity to paint a portrait instead. Once these students are done then it may be accessed by others that did bring a

This center will be set up for first day only. It will only be set up on other days as needed. This activity will be done during center time. It will be introduced with the opening learning

At student tables.

- Paint
- Paint brush
- Water
- 5x7 paper
- Old t-shirts to paint in
- Newspaper to cover tables

- photo. experience.
- This center is the opening learning experience of the learning plan.
  - This center focuses on the creative process.
  - Purpose: so all students are able to have portrait of themselves with who is important to them. No student is excluded from the learning plan. Encourages physical development as part of holistic development in Play and Exploration guide.

**Technology-incorporated Center**  
**Virtual Pet Center**

- Two people at a time will be responsible to take care of the class pet during center time. At least 2 people must look after class pet each day. They must check off what responsibilities for the class pet they have completed on the virtual pet responsibility graph and sign their name. Purpose: Students will have
- It will be available after the second learning experience and for the rest of the March block.
- This is located behind the sand table at the class computer
- Class computer

opportunity to show understanding of what they learned about health and caring towards an important member of the class community. Encourages student's intellectual development as part of holistic development in the Play and Exploration guide as well as mathematical and language and literacy development. Helps develop math revised outcome NK.2 according to the Kindergarten curriculum.

## **Assessment and Evaluation**

Since play and exploration are an important part of the pre-kindergarten program, documentation is the most appropriate means of assessment. Documentation through observation, pictures (may include some video) and anecdotal records will be used as the main form of assessment throughout this learning plan. Documentation will allow an ongoing assessment of students learning as they play and explore. It allows me to see students progress in learning throughout the learning plan. It also allows me to assess my teaching strategies, the learning environment and my students learning needs. Documentation can help me make any necessary adaptations to the learning plan. Some areas of the learning plan include checklists to ensure specific objectives are met. In the assessment area of each lesson plan specific details of the assessment criteria are mentioned.

Language and Literacy Development (English Language Arts) is incorporated throughout learning plan. It is incorporated in a way that supports and enhances the students developing language and literacy skills. Throughout the learning plan I will observe and document the students language and literacy development as a way of assessing this area. I will also use anecdotal records to help me document. Below is a list of the things I will be looking for.

### *Language and Literacy list*

#### Viewing:

- Comprehends and responds to visual text. Examples: book center, virtual pet, bulletin board, etc.

#### Representing:

- Able to communicate information, ideas and experiences using different mediums such as painting, drawing, photos, movement (drama), etc.

#### Listening and Speaking:

- Listens and follows directions from others.
- Speaks in sentences and phrases.
- Speaks clearly.

#### Emergent Reading and Writing:

- Understands concepts about print such as book-handling skills and reading-like behaviours.
- Shows an interest in stories through book center, etc.
- Experiments in writing name through virtual pet center, etc.













