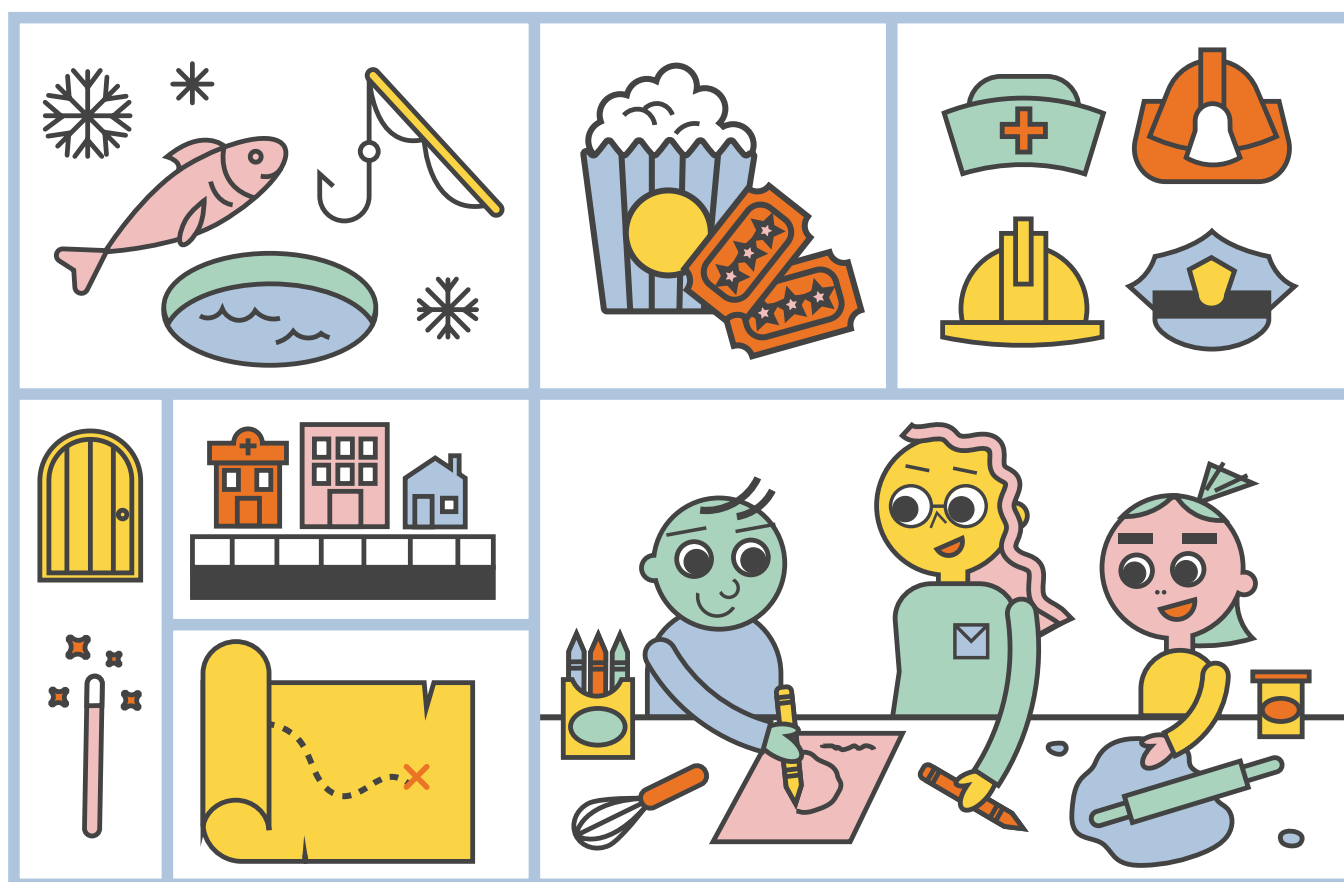


# CREATIVE COLLABORATIVE CURRICULUM ACTIVITIES

Playful Learning Kindergarten to Grade 2



By Christine Portier, Nicola Friedrich, Andrea Liendo, Shelley Stagg Peterson  
and the Educators of the Northern Oral Language and Writing through Play (NOW Play) Project



# **Creative Collaborative Curriculum Activities**

## **Volume 2**

By Christine Portier, Nicola Friedrich, Andrea Liendo, Shelley Stagg Peterson  
and the Educators of the Northern Oral Language and Writing through Play (NOW Play) Project

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# About the Project

This book draws from another year of collaborative efforts between the researchers and educators of the action research project titled, “Northern Oral Language and Writing through Play” (NOW Play). Our aim is to support the learning capacity of educators working in northern rural and First Nations communities. Each year of this project has taken us in new and exciting directions. While working with us through every step we take, the educators in both Alberta and Ontario have continued to plan and implement new creative, collaborative, curriculum activities in their classrooms with their Kindergarten and Grade 1 students.

As in the first volume, the NOW Play educators have shared ideas, videos, and artifacts from their classroom activities and students’ learning. They have again agreed to share their practices with other educators through this second volume. We have organized the activities into three chapters, which emphasize how far each CCCA extended into the classroom programs. We highlighted the roles of the children and adults, and included images of the different components of the activities in efforts to encourage others to give these activities a try — in their current form or with exciting modifications that suit particular classroom or community practices.

We have used pseudonyms for all the educators and their communities so that we can keep our promise of anonymity to the participants of this research project.

For this second volume, we again extend our thanks to The University of Toronto and all of our community partners in Ontario and Alberta. We are also grateful to the Social Sciences and Humanities Research Council of Canada for funding the NOW Play Project, providing us with the opportunities to work with the dedicated educators in northern Alberta and Ontario.

# Chapter 1: Introduction

## What's New in Volume 2?

In Volume 2, we describe the classroom activities that educators developed to encourage their students to collaborate in creative processes to meet curriculum learning objectives.

## Guided Play

In this volume, for each CCCA, we highlight both teacher and student roles. Although individual teachers planned and organized each of the initiatives, themes, and scenarios, within each, the students directed their own learning. Thus, we present these creative, collaborative, curriculum activities (CCCA) as a form of pedagogical practice embodying concepts of guided play.

## Writing

Almost all the teachers who contributed to this volume integrated writing into their CCCAs. Each teacher made efforts to engage the students in some form of writing that: led into the activity; integrated authentically into the activity; and/or followed the main component of the activity.

## Organization of the CCCA Entries

We have organized each CCCA the same way, to make it easier for educators to integrate the activities and practices into their own classrooms.

## Introduction

Each CCCA begins with a paragraph intended to give you a sense of the activity as a whole.

## Background and Context

Here, we provide information about the events that led to this particular activity, which often includes previous teaching, curriculum foci, and community information. We asked the educators about the impetus for each activity, to highlight the students' interests, cultural events, or curriculum units/themes that may have led to the development of the activity.



## Creating the Activity

In this section, we provide a brief description of the organization of the activity, information about the resources and materials that the educators used, and the effort required if you were to implement this activity, or a variation, in your own classroom programs.

## **The Shape of the Activity**

This is the longest section of each CCCA entry. Each chapter includes CCCAs, which reflect their relationships to the classroom daily programs.

### **Initiatives (Chapter 2)**

These CCCAs are in the form of a single initiative that teachers integrated into a larger unit of study, curriculum area, or literacy program. These initiatives range in length from one lesson/activity period to a few periods over a few days. They can quickly and easily be modified and integrated into any program.

### **Themes (Chapter 3)**

This group of CCCAs is in the form of themes, which extend over longer time periods, across several curriculum areas, and/or give shape to several learning centres.

### **Scenarios (Chapter 4)**

We refer to this group of CCCAs as scenarios because they began as an idea, but soon became an imaginative way that the students linked many activities together.

We divide each CCCA into three segments to explain in detail how each activity began, how they were extended, and how the teachers and/or students wrapped them up.

### **Beginning the Activity**

We describe how the initiative/theme/scenario was initially established in the classroom, whether it began with the reading of one book to student-initiated ideas based on community events. We also explain how the teachers and students worked together to get the activity going.

### **Extending the Activity**

We describe how the initiative/theme/scenario continued into other areas of learning and further show how the teachers and students worked together.

### **Ending the Activity**

We show how the initiative/theme/scenario ended, which ranged from simple group discussions to shared learning, through to the addition of specific activities developed from the overall CCCA.



We also highlight teacher and student roles in the pedagogical practice. These roles vary within each segment of the activity and across the CCCAs.

#### The teachers' roles include:

- initiating the activity as a whole
- providing materials
- observing interactions
- taking direction from the students' interests
- scaffolding collaboration
- scaffolding learning and writing
- organizing mini-lessons
- directing responses
- directing the activity and/or learning

#### The students' roles include:

- directing the scenario
- directing responses within the activity
- initiating the direction of the activities
- directing learning
- collaborating to create the activity
- collaborating to participate in the activity
- responding to teacher's directions

### The Parts of the CCCA

We identify a few areas of the activities that highlight the three components of a CCCA. The "creative" and "collaborative" aspects are indicated next to a portion of the activity where they were emphasized. The "curriculum" connections follow the CCCA descriptions.

#### CREATIVITY

The creative component across the activities took many forms. In some, a creative idea began the activity; in others the students found creative ways to express their ideas during the process of guided play; while in others, creativity was seen in the final products that the students made.

#### COLLABORATION

Student collaboration occurred at various points in the activities. In many examples, the students collaborated to create the activity, while in others they collaborated in the narratives and role-play that developed within the different aspects of the activities.

#### CURRICULUM

Most of the activities address literacy and social development areas of the curriculum, however, many extend beyond to include a range of learning objectives across the curriculum.

## Teacher's Reflections

During our meetings with teachers, we asked them about their activities, what they thought about the students' learning, or about what they might do differently in the following years. We include some of their reflections in this section.

## Expanding the Activity

Here, we show some ways that the activity might be extended in three ways: through activities across other areas of the curriculum, through online interactions, and with further reading.



### Across the Curriculum

We offer suggestions for ways that the key learning within each activity might be expanded to meet learning objectives in other areas of the curriculum.



### Through Online Extensions

We have explored online apps and websites to find some ways that students might practice the skills or enhance the learning in which they were engaged for each CCCA. We list the online sites by their name and give a brief description of what the site or app has to offer. We do include a URL, which may bring you quickly to the site. However, we realize that links tend to change, so if the URL does not work, use the key words in the link, title, and description to lead you to the new locations of these learning sites.



### Further Reading

Finally, we include a list of children's books or professional resources that will supplement these activities. The children's books include fictional stories based around the key theme from the activity, as well as nonfiction texts that support some of the learning that occurred with each activity. We also located texts published by Indigenous authors or focused on Indigenous themes related to the CCCAs. All Canadian texts have been indicated with a maple leaf!

## Chapter 2: Initiatives

The CCCAs included in this chapter are in the form of an initiative. An initiative is a stand-alone activity. Individual initiatives may be modified and integrated into a unit of study or included as part of an inquiry project. The initiatives in this chapter vary in length. For example, *Pete the Cat & Other Little Books* took place during the children's time at the writing centre, while *Cookie Recipes* was carried out over a few days.

“students were more engaged in the activity when they had more control

Adrianna

”

### CCCAs in this chapter:

- Building Bridges
- Little Trees
- Cookie Recipes
- "Pete the Cat" & Other Little Books
- Puppy Visit
- "Do Not Open This Book" & Other Signs

# Building Bridges

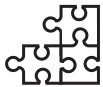
Adrianna, Grade 1, Deerview, Alberta



Bridges are amazing feats of intelligence, creativity, and ingenuity. A perfectly designed bridge is not only a necessary part of any civilization, but it is often a thing of beauty. In this activity, children are challenged to become young engineers by creating and testing the length and strength of their own bridges. They can build these bridges from whatever their classroom has to offer — in this case, LEGO® bricks!

## Background and Context

Adrianna was working on a Grade 1 Science Unit about "Building Things", which involved the students creating structures. To enrich this unit, Adrianna and the students developed a variety of LEGO® challenges, wrote them on cards, and placed them into a box. At different times, individuals, groups, or the whole class would "draw" from the "LEGO® Challenge" deck of cards and try to accomplish it. This particular activity is based upon the students' own challenge to: Build a bridge at least 30 cm in length that can support a small toy car.



### Creating the Activity

To set up the centre, Adrianna used LEGO® as the main material for students to build their bridges. Adrianna ensured there was a sufficient amount of LEGO® to be easily shared among the students. She spread the LEGO® out along the play area, now called the "Building Zone", and made sure that the different pieces were accessible to all the students.

To test their bridges, Adrianna set up a space in the classroom with a few chairs and desk and called it the "Testing Zone". With this particular activity, the students were not recording the results of their tests. However, teachers might consider placing writing materials in the "Testing Zone" to encourage students to do so.

## THE SHAPE OF THE ACTIVITY

### Beginning the Initiative

Students were given the time and space to work in small groups, or on their own, to meet the building challenge. They worked collaboratively to create their structures, making suggestions about which pieces to use and how many would be sufficiently strong to hold a car. They also talked with peers in different groups. For example, when a student from one group announced, "It's long enough!" and gave a satisfied look toward her group's bridge, a student from a nearby group called out, "Can you

help me?" To check that their bridges were "at least 30 cm in length", students used one of several rulers available in the building area.

### CREATIVITY

*Imaginative Product:* The students designed their own unique bridges, drawing from their science background knowledge and their imaginations.

*Exploratory Process:* The students explored different ways to build, test, and strengthen their bridges.

## Extending the Initiative

The particular challenge of this activity indicated that the students' bridges needed to be at least 30 cm long AND strong enough to support a "load" (e.g., a small toy car). When the students thought that their bridge met these two criteria, they carefully carried their bridges to the "Testing Zone". There, they moved two chairs (or two tables) side by side and placed the bridge to span the space between them. If it did not collapse and successfully spanned the space, then they were ready to test the second criterion. Was the bridge strong enough to hold a small toy car?



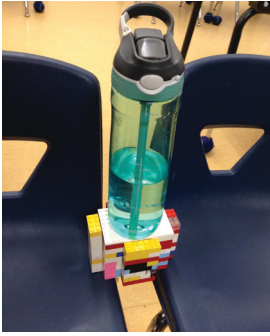
FIGURE 2.1: *Out of the chaos, bridges emerged!*

The students were very enthusiastic about the testing phase of this activity. When one boy saw his group's bridge hold fast, he excitedly exclaimed, "It works!", to the rest of the class. In another group, three other students were working on the chair positioning so that their bridge would not fall. When they were finally able to get the bridge to hold, one girl pointed to each side of the bridge and quietly concluded, "It goes from here to here."

During both the building and testing phases, Adrianna primarily observed and asked questions to encourage the students to explain their thinking and use some of the new vocabulary from this building unit. For example, when one group's bridge collapsed, she asked, "What happened to your bridge and how could you make it stronger, so it can safely span the space?" The students then discussed the stability and changes they could make that would improve their chances of success before returning to the "Building Zone."

### COLLABORATION

*Learning:* The students worked and talked together, sharing and combining ideas as they created and tested their bridges.



**FIGURE 2.2:** *Some students test the strength of their bridge by placing a half-full water bottle on top.*

At one point, a few students decided that, since their bridge passed the "toy car" test, it was ready for a more substantial weight. Thus, the "water bottle" test was born. This led to other items being integrated into the testing, such as larger toy cars, small boxes, and other toys.

## Ending the Initiative

This activity ended with a discussion about which bridges worked and why. However, the building unit was not complete and so the students moved on to some of the other challenges in the "LEGO® Challenge" box. For some of these the students worked independently or with a partner. For example, two students built a boat that would float for one minute while holding a toy car. Another group of students competed to see who could build the tallest tower.

## TEACHER'S REFLECTIONS

Adrianna felt this was a really enjoyable and easy activity to implement. It served to enhance student understanding of how to build structures.

"The activity was only scheduled to take 20 minutes, yet building continued for about an hour, including tests and redesign. The students thought of building techniques, restraints, and solutions that I didn't think about when planning the unit. The LEGO® challenge was entirely hands-on and accommodated a range of skill levels in the class. We took pictures of some of the successful bridges and wrote captions, such as 'How to build a strong bridge.'"

Adrianna also noted that students primarily demonstrated positive interactions, with very few disputes or conflicts for her to help resolve. In addition, students who were often very reserved or quiet during group activities were more active and animated during this challenge.



**FIGURE 2.3:** *Three students work cooperatively to make their bridge span the space between two chairs.*

## CURRICULUM

*Language Arts:* Sort ideas and information for writing in a variety of ways.

*Mathematics:* Describe objects using relative terms, e.g., taller, heavier, lighter, wider.

*Oral Language:* Listen in order to respond to a variety of situations for a variety of purposes; Communicate with a variety of audiences; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary.

## CURRICULUM continued

*Science:* Investigate structures that are built for a specific purpose and test how their design and materials suit that purpose.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Language Arts — Reading

- Read stories involving bridges and characters crossing a bridge. Students can create puppets and small props to act out the story — the original version or their own adaptations.

#### Language Arts — Writing

- Draw a diagram of their bridges and label the parts (e.g., top, bottom, middle, for cars, for trucks), and begin to incorporate some new vocabulary (e.g., deck, tower, piers, beams, girders).
- Try some procedural writing, using the words, 'First', 'Next', 'Then' and 'Finally', to describe in sequence how they built their bridge. Students could also write about why we use bridges, what they are made of, and how they help us (e.g., to transport materials over water or valleys).
- Discuss with the students how they built their successful bridges and what might have gone wrong with their unsuccessful bridges. Then, in small groups and with the teachers' support, students could describe how their bridges were constructed and record that information on a chart for their peers to see and use if needed.

#### Science

- Study different types of bridges around the world. Students could look at different bridges around the world (e.g., London Bridge, Akashi Kaikyō Bridge, Rialto Bridge), in addition to bridges that exist in their own community. They could then discuss and see photos of various types of bridges (e.g., suspension, beam). Students could also create a chart with categories that include the name of the bridge, the type of bridge, where it is located, what it is made of, and what makes it unique.

#### Visual Arts

- Collect cardboard rolls, boxes, paper towel rolls, straws, and so on and use them to make their own bridges. They can fasten the items together using masking tape, clips, and/or glue and then paint and decorate them. These bridges can be used in story re-enactments or for testing to see how much weight they will support – or both!





## Through Online Extensions

### 24 of the World's Most Amazing Bridges

<https://www.cnn.com/travel/article/most-amazing-bridges/index.html>

- This article covers 24 bridges in the world and may be useful for the science extension activity described above.

### 25 Scary Bridges You Have to See to Believe

[https://www.youtube.com/watch?v=\\_OIHRh6dto8&feature=youtu.be](https://www.youtube.com/watch?v=_OIHRh6dto8&feature=youtu.be)

- This 8-minute video covers some of the most beautiful and dangerous bridges in the world. This video could be used to stimulate students' thinking and encourage them to expand their bridge-building skills.

### ABCya: Build the Bridge

[http://www.abcya.com/build\\_the\\_bridge.htm](http://www.abcya.com/build_the_bridge.htm)

- Students move, rotate, and flip bridge-shapes to fit together and form bridges. They can then test their bridges by sending a train across!

### Bridge Constructor Free App

<https://itunes.apple.com/ca/app/bridge-constructor-free/>

<https://play.google.com/store/apps/details?id=com.headupgames.bridgeconstructorfreeversion>

- Students can use this game to test their bridge constructor abilities through 40 fun-filled levels. They can build bridges over valleys, canals, and rivers using a variety of materials – as long as they stay within their budget. They can also conduct stress tests to see how their bridges hold up after days of continued use by cars, trucks, and heavy tanker trucks. This game requires downloading the app either for iTunes or Google Play.

### Canadian Bridges

<https://www.ranker.com/list/bridges-in-canada/worldchap>

- A complete list of all the bridges in Canada, including pictures and additional information about each bridge.

### Easy Science for Kids

<http://easyscienceforkids.com/all-about-bridges/>

- Teachers might find this website useful to help students learn more about bridges.

### Learn for Good: Free Bridge Building Game

<https://www.learn4good.com/games/building-construction/freebridge-building.htm>

- With this online game, students construct bridges across a canyon and then move a character back and forth, with and without loads, to test the strength of the bridge.

### The Bridge Site

<https://www.bridgesite.com/funand.htm>

- This website provides a comprehensive list of webpages devoted to bridges including: bridge statistics, learning for kids and newbies, just for fun,



and learning for pros. There are also some websites devoted to building bridges out of balsa wood and pasta!

## Further Reading: Children's Books

### Fiction

Biggs, B. (2016). *Tinyville town builds a bridge*. New York, NY: Abrams Appleseed.

Bunting, E. & Payne, C. F. (2006). *Pop's bridge*. Orlando, FL: Harcourt.



De Kerangal, M.; Moore, J. (2014). *Birth of a bridge*. Vancouver, BC: Talonbooks.

Eggers, D. & Nichols, T. (2018). *This bridge will not be gray*. San Francisco, CA: Chronicle Books.

### Nonfiction

Enz, T. (2012). *Build it: Invent new structures and contraptions*. North Mankato, MN: Capstone Press.

Franchino, V. (2009). *How did they build that?: Bridge*. Ann Arbor, MI: Cherry Lake Publishing.

Hayes, A. (2016). *Building bridges and roads: Civil engineers*. New York, NY: PowerKids Press.

Macken, J. E. (2009). *Building a bridge*. North Mankato, MN: Capstone Press.

Squire, A. (2015). *Extreme bridges*. New York, NY: Scholastic.

Steffoff, R. (2016). *Building bridges*. New York, NY: Scavendish Square Publishing.

Zaunders, B. & Monroe, R. (2004). *The great bridge-building contest*. New York, NY: Harry N. Abrams Inc.

# Little Trees

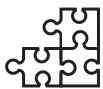
Adrianna, Kindergarten, Deerview, Alberta



Singing carols, pine trees, sparkling snow, colourful decorations, twinkling lights, smiling friends and family – for many people, these are the images and memories of winter in Canada! During winter in many towns and cities across this country, people decorate trees for the season. In this festive Grade 1 activity, students first brainstorm ideas for how to decorate a holiday tree to represent a Christmas carol. Then, they work collaboratively to plan and create their own little trees to be donated to a local community fundraising event.

## Background and Context

In Alberta, November is "Family Violence Prevention" month, and many teachers develop lessons around this theme, talking about home and safe family relationships. The community also holds a "Festival of Trees" event that sells Christmas trees and other items to raise money for the local women's shelter. Adrianna organized this creative collaborative activity as a way for students to participate in this event. Normally the class contributes one large Christmas tree to the event, but this year, Adrianna wanted to engage the students in working collaboratively in small teams to design and create smaller trees to donate.



### Creating the Activity

Adrianna located table-top sized trees for the students to decorate. The students asked parents and other community members to contribute items that might be useful to decorate the trees, for example, metal shapes, plastic and wood pieces, pine cones, ceramic pieces, and wire. Adrianna also made the classroom art supplies (e.g., colour paper, markers, glue, and scissors) available for the students to use.

## THE SHAPE OF THE ACTIVITY

### Beginning the Initiative

This year, the "Festival of Trees" theme was "Christmas Carols", so as a whole class, the students talked about their favourite carols and brainstormed ways they might represent different songs through tree decorations. Over several days, Adrianna combined guided imagery with short writing sessions where the students could visualize and write about how a tree might look. The students sat in various places around the classroom and Adrianna played one of the Christmas carols on their class

list. The students closed their eyes and listened to the song, imagining the colours, shapes, and decorations that the song brought to mind. Then, they wrote about and illustrated their ideas in their journals. Once they had worked through many of the songs they liked, they narrowed down which song they preferred and made a tree decorating plan.

### CREATIVITY

*Imaginative Process and Product:* The students were creative both in their learning process and in the end products.

*Imaginative Activity:* The students visualized, designed, and created decorative trees to sell at the local charity event.

## Extending the Initiative

The children's journal writing served two purposes. First, it gave the students the opportunity to express their ideas in print and to consider how they might decorate and use a multitude of materials to create little trees. In addition, it gave Adrianna a way to organize the students into groups for the main component of this activity — the tree design and decorating! Adrianna placed the students into small groups based on their written responses about the small trees.

### COLLABORATION

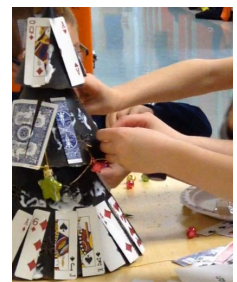
*Learning:* The students had to work together to come up with a group tree design.

*Product:* The students produced a collaboratively designed tree, working together to both design and create the final trees.

Over the next few days, Adrianna gathered together the wide variety of art and decorating materials and set these up at a large counter. Each group was provided with a tree base and numerous materials that somewhat matched the kinds of materials that they had brainstormed, drawn, or written down. The students could choose from these decorations and find ways to fasten the materials together (e.g., glue, string, folding). The students selected the materials they needed and brought them to their design areas in the classroom. They worked collaboratively to decide how they would combine their individual ideas to design and create their group tree.

## Ending the Initiative

Adrianna placed and numbered all the small artistic trees in a line along the



**FIGURE 2.4:** One group of students selected the metal cone-shaped tree form and used various plastic shapes to decorate it to their liking.



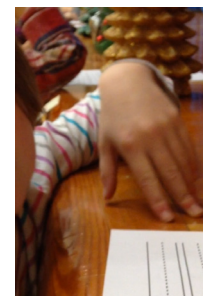
**FIGURE 2.5:** *Another group of students added stones to decorate their wooden tree form.*

stage in the gymnasium, where the students would be able to view them all. She placed some writing materials beside the trees.

The students wandered from tree to tree, paying attention to the different materials used to form each one. After spending some time observing the trees, the students were asked to decide which tree was their favourite and to explain why they felt this way. The students were encouraged to share their ideas with peers for a few minutes before picking up the writing materials. They found places, alone and in groups, to sit, reflect, and write about the final tree designs. As they wrote, students went back to the tree displays to look more closely at the materials and designs.

Once the students began to write, Adrianna walked to each of them to provide some support for their writing. She asked students to verbally explain what they planned to write. For example, when Adrianna asked Samantha about her favourite tree, she responded very eagerly: "Number 6 is because it is green and has red dots on it and has a star on the top. It's really nice. It looks pretty. It has sparkles!" Then, she went back to writing a response. Gail also responded with excitement saying: "Number 7, because it is super sparkly. I love sparkles and it's pretty golden." Many of the students also drew pictures to indicate their favourite tree styles, and in their pictures, you can see that they had already been thinking about how they might decorate one.

Finally, the trees were transported to the community event at one of the hotels and sold during the silent auction. A teacher from the school purchased one of the little trees – the one decorated with toothbrushes and floss – based upon the song "All I Want for Christmas is My Two Front Teeth".



**FIGURE 2.6:** *Some students brought papers closer to the little trees as they wrote about their favourite ones.*

## TEACHER'S REFLECTIONS

Thinking back to the event, Adrianna mused:

"Truthfully, when we tallied everything up, for costs and sales revenue, it was more lucrative for us to donate the proceeds from the small table-top trees than from the one large class tree. The students were more engaged in the activity when they had more control over their little tree designs. They participated more actively with the little trees than other years with the larger single tree. And the little trees were easier to move – haha!"

## CURRICULUM

*Oral Language:* Communicate ideas and information orally in a clear and coherent manner.

*Social Studies:* Discuss safe family relationships; Contribute to a local charity event; Learn about services in the local community and describe how these services meet peoples' needs (e.g., women's shelter).

*Writing:* Express ideas in writing and drawing (e.g., notes, paragraphs, procedural); Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound-symbol relationships; Learn new vocabulary.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Language Arts

- Read books that feature trees prominently in the story, e.g., "Our Tree Named Steve" by Alan Zweibel, "The Lorax" by Dr. Seuss, "Are Trees Alive?" by Debbie S. Miller and Stacey Schuett, and "The Giving Tree" by Shel Silverstein. Students might compare the use of trees in fiction with their real-world experiences of trees.

#### Mathematics

- Investigate types of trees, their parts, and how we symbolically use trees. Extend this into data management activities. Students can make graphs and use Venn diagrams to explore features of trees, trees in their local communities, and celebrations that incorporate trees.

#### Social Studies

- Compare and investigate other traditions and celebrations that centre around trees and/or lights, for example, Diwali, Ramadan, and Hanukkah.

#### Science

- Extend the class inquiry into a natural study of trees. Students might explore the importance of trees and how they help us (e.g., objects we make with trees, food provided by trees) as well as animals. The different parts of a tree can be researched in order to create labelled diagrams. The students can also go outside to take rubbings of tree trunks, and as soon as they appear, rubbings of leaves. As spring approaches, the changes that take place in trees might be investigated.



## Through Online Extensions

### Canadian Tree Tours

<http://www.canadiantreetours.org/index.html>

- This website includes information about a variety of trees found in Ontario. It also includes links to maps, a page with activities for kids, a photo gallery, and tree tours that classes and individuals can do in some Toronto area parks.

### Celebrating Winter Holidays in the Classroom

<https://www.scholastic.com/teachers/collections/teaching-content/celebrating-winter-holidays-classroom/>

- This useful website contains blog posts, teaching guides, activities, and lesson plans focusing on holidays around the world for Pre-Kindergarten to Grade 6 students.

### Forests Ontario - Focus on Forests

<https://www.forestsonario.ca/education/programs/focus-on-forests/>

- This website is a collection of free educational resources (K-12) about forestry linked to the Ontario curriculum. They include activities, fact sheets, lesson plans, presentations, and study guides.

### National Geographic Kids - Winter Celebrations

<https://kids.nationalgeographic.com/explore/winter-celebrations/#WH-Solstice.jpg>

- This site offers text and videos for students to learn about winter celebrations around the world. It also provides links to games and quizzes about winter weather and activities.

### Pepi Tree App

<https://itunes.apple.com/us/app/pepi-tree/id587360671?mt=8>

- Students explore trees as a habitat for various animals. Students can also learn about what these animals look like, what they eat and how they get their food, and precisely what parts of the trees they inhabit.

### Tiny Trees App

<https://itunes.apple.com/us/app/tiny-trees/id961981650?mt=8>

- Students plant, tend, and grow little magical trees on board a space ship in this paid app.

### Tree Activities for Kids

<https://www.fantasticfunandlearning.com/tree-activities-for-kids.html>

- This site lists numerous activities that get Preschool and Kindergarten students interacting with and thinking about trees.

## Further Reading: Children's Books

### Fiction

- 🍁 Crow, A. (2005). *The crying Christmas tree*. Winnipeg, MB: Pemmican Publications.
- Nelson, S. D. (2007). *Coyote Christmas: A Lakota story*. New York, NY: Harry N. Abrams, Inc.
- Seuss, D. (1971). *The Lorax*. New York, NY: Random House Books for Young Readers.
- Silverstein, S. (1964). *The giving tree*. New York, NY: Harper & Row.
- Zweibel, A. (2007). *Our tree named Steve*. New York, NY: Penguin Young Readers Group.

### Nonfiction

- 🍁 Boreham, B. & Mack, T. (2015). *From the mountains to the sea: We share the seasons*. Nanaimo, BC: Strong Nations.
- 🍁 Bouchard, D. (2007). *An Aboriginal carol*. Markham, ON: Red Deer Press.
- 🍁 Dorion, L. M. (2017). *Métis Christmas mittens*. Saskatoon, SK: Gabriel Dumont Institute Press.
- 🍁 George, A. & Gairns, R. (2010). *A feast for all seasons: Traditional native peoples' cuisine*. Vancouver, BC: Arsenal Pulp Press.
- 🍁 Mack, T. (2012). *Seasons*. Nanaimo, BC: Strong Nations.
- 🍁 Mack, T. (2013). *We greet the four seasons*. Nanaimo, BC: Strong Nations.
- Miller, D. S. & Schuett, S. (2003). *Are trees alive?* New York, NY: Bloomsbury USA Childrens.



# Cookie Recipes

Adrianna, Kindergarten, Deerview, Alberta



Nothing creates excitement more than the smell of freshly baked cookies. When children first inhale the aroma of newly made cookies, their imaginations go wild. Are they chocolate chip? Or oatmeal-raisin? Or, perhaps blueberry-vanilla that have all the colours of the rainbow and are shaped like a person? In this activity, children have the opportunity to run with their imaginations as they design their own cookies to share with the world.

## Background and Context

This activity took place as the winter holidays approached. Adrianna and the students were discussing how to make gingerbread cookies and houses. During read aloud and independent reading times, they were reading stories related to gingerbread, such as "Gingerbread Baby", and soon the students were offering suggestions about what ingredients Adrianna might buy so they could make cookies at school. In addition to this wonderful idea, Adrianna thought it might be fun for the students to develop their own cookie shapes and recipes, beginning with playdough and then incorporating a writing component into the play. For this activity, Adrianna wanted the students to draw upon their own baking experiences and understandings about texts associated with baking (e.g., procedural writing, recipes).



### Creating the Activity

Adrianna set up a centre where the students could create their own unique "cookie recipes". To encourage interaction and collaboration, she arranged the chairs around a table so that a group of 3 or 4 students could face each other. Adrianna provided ample amounts of playdough in various colours. She also had paper and writing utensils (e.g. crayons, pencils) ready for them to write or draw out their recipes.

## THE SHAPE OF THE ACTIVITY

### Beginning the Initiative



FIGURE 2.7: Students work together to develop interesting and unusual cookie recipes.

Adrianna began this initiative by giving students the opportunity to use playdough to create their very own cookie design. The table set-up encouraged improvisation, collaboration, and interaction between the students. They were very talkative about their cookies, sharing ideas, describing their creation processes, and critiquing each other's designs. Listening in, this talk sometimes sounded like a chef on a cooking show or a cooking instructor in a classroom.



Overall, the students' cookie discussions ranged from serious considerations of cookie ingredients to outrageous recipes around silly themes. Sometimes they pondered the addition of unlikely ingredients:

Kara: You gotta get the three ingredients: it's strawberries and the yellow...

George: Rotten eggs.

Tyler: Yeah.

Kara: Eww, disgusting.

The students also revealed some procedural understanding, as they discussed when their cookies might be ready to be baked in the oven.

The students' changed their cookie designs in response to their interactions. For example, after seeing that Gary was creating an "old man" cookie, an idea he took from "The Gingerbread Man" story, Meaghan decided that she would create an "old woman" cookie.



FIGURE 2.8: A student shows off her creative cookie creation!

## CREATIVITY

*Imaginative Process and Product:* The students designed cookie recipes by combining their understanding of baking with their imaginations.

At some point during the creative process, students drew pictures of their cookies or recorded the imaginary ingredients that they were using in their recipes. They tended to associate the ingredients with the different colours of playdough. Adrianna mainly observed the students' interactions and sometimes encouraged the students to talk with one another, or to try different cookie themes or designs as they wished. She also asked questions to help them verbally plan what they might create, or to explain their designs when they were close to completing them (e.g., Can you tell me a little about your cookies?).

## COLLABORATION

*Learning:* The students talked about their ideas with peers as they gave shape to the various cookies. Sometimes, they tried incorporating ideas from their peers or integrated aspects of what they heard. Other times, they rehearsed or planned out loud before they added items to their recipes.

## Extending the Initiative

Once the cookies were made, Adrianna gave the students time to complete their drawing and writing. She did not give any direct instructions about the content of their writing. Instead, she gave suggestions about what they might include in their writing, such as recipe ingredients, a character's name, the colours they used, how they felt about their cookies, or anything about the cookie play process.

On one side of the paper, almost all the students drew pictures of their cookies, which ranged from scribbles and shapes to simple or complex images. On the other side, students wrote and drew. The range of writing included single letters, words, phrases and simple sentences, and included words with invented and conventional spelling. Many students also drew small images of the ingredients they used and then labelled these ingredients and/or printed recipe steps below.



**FIGURE 2.9:** Bella wrote the beginning, middle and ending sounds for two of her key ingredients: BLU [blueberries] and VuNela [vanilla chips].

While the students were writing, Adrianna supported the students by helping them with difficult words they had attempted in their writing. She helped them sound out any difficult words they encountered while writing:

- Bella: I don't know how to write blue.  
Adrianna: /b/  
Bella: B  
Adrianna: Sound it out.  
Bella: L

Adrianna also encouraged the students to talk with and support one another as they were writing. For example, they:

Planned what they were going to draw and write	"I'm going to draw my cookie."
Elicited information from one another	"I don't know how to write blue."
Elaborated on their designs	"It has red hair."
Announced their decisions	"I'm not going to take the pineapple away."

Students were quite descriptive when explaining their writing to the teacher. For example, Carli described her cookie: "It has to be rainbows, with all the colours of the rainbow, but, you need decorations to go on top of the cookies. Even around the cookies. The hair has to be black." In her writing, Carli printed the first letters of "red" and "yellow" and a few sounds for "blue" and then read it back to the teacher: "Well, blue dough, red frosting, and yellow ingredients that are sugar, 'cause you need sugar to help it stick and taste good."

Interestingly, despite some of the "silly" ingredients that the students mentioned in their discussions during the cookie creation process (e.g., frogs, eyes, blood, rotten eggs, lipstick, guts), their written recipes only included edible food items (e.g., blueberries, vanilla, pineapple, eggs, bananas, cinnamon, frosting, decorations).

## Ending the Initiative

Adrianna asked her students to read back or describe what they had written, to herself and to some peers. She supported the students' reading by helping with the first letter sound of a word they wrote or helping them remember their cookies and ingredients. She asked questions, such as: "What kind of cookie did you make?" or "Tell me about your ingredients."

## TEACHER'S REFLECTIONS

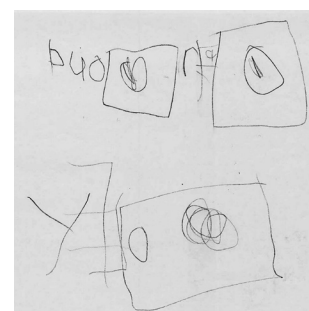
Adrianna explained:

"I think that I would do this activity again. I liked that there was more to it than just baking cookies for the holidays. I found it interesting to see how many of them bake at home, and if they had baking as a family tradition. I could tell which children had never seen a recipe or done any baking."

Adrianna thought that in class she could provide the students with experiences baking and reading recipes as well as trying new foods and discussing their preferences. This year, she didn't extend the activity but thought that it "could have been extended to develop a collective gingerbread book." Maybe next year!



**FIGURE 2.10:** Carli drew a picture of her cookie and wrote: "Cuce with A FAS" [cookie with a face].



**FIGURE 2.11:** Carli drew her ingredients and spelled the letters that she knew for the playdough colours: buo [blue], r [red] and y [yellow].

### CURRICULUM

*Oral Language:* Communicate ideas and information orally in a clear and coherent manner.

*Social Studies:* Identify services in the local community and describe how these services meet our needs (e.g., chef, baker, grocery stores).

*Writing:* Sort ideas and information in a variety of ways (e.g., recipe, procedural); Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound-symbol relationships; Learn new vocabulary.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Language Arts — Writing

- Inspired by "The Gingerbread Man", create personal "runaway cookie" stories. These can be developed with outlines or storyboards and composed in a variety of written formats (e.g., comics, short stories), or even as a dramatic presentation to the class.

#### Mathematics

- Investigate different types of measurement units, including weight and volume, using measuring cups and spoons.
- Use comparative vocabulary words such as "more", "less", "heavy", and "light".
- Explore common fractions, (e.g.,  $\frac{1}{2}$  or  $\frac{1}{4}$ ) using real or playdough cookies.
- Practice estimation while mixing ingredients (e.g., how many chocolate chips are in a batch of cookies?) and sharing (e.g., how many cookies do we need for everyone in the class to get three pieces?).

#### Science

- Explore colour theory by mixing primary and secondary colours to create new playdough colours.
- Discuss the baking process – such as the use of heat in cooking, why cookies go in the oven for a particular length of time, and how heat transforms the cookie – and extend through observation and participation in the baking process.



### Through Online Extensions

#### Alien Cookbook

[http://www.bbc.co.uk/schools/starship/maths/games/alien\\_cookbook/big\\_sound/full.shtml](http://www.bbc.co.uk/schools/starship/maths/games/alien_cookbook/big_sound/full.shtml)

- In this set of interactive math games, students can practice how to measure out the right number of ingredients, use a measuring scale, and estimate the appropriate amount of ingredients needed when some have already been added to the bowl.

#### Chef Solus Cooking Academy

<http://www.nourishinteractive.com/kids/healthy-games/11-kids-fun-cooking-chef-game>

- This interactive game is set in Chef Solus's cooking school and asks players to make their own pancakes. Players have to read the recipe and choose the right ingredients and amounts to put in the mixing bowl. After the pancakes are done, players can decorate their pancakes in a variety of ways. Extra points are given if kids can substitute healthier foods in their recipes.

### **Coconut Ordering**

<https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>

- This game gives kids ages 5–11 the opportunity to compare and order different numbers (including decimals), lengths, weights, capacities, and prices. Note that the prices are in British currency (i.e. pounds and pence), but they can be switched to Dollars or Euros.

### **Cooking Activities and Recipes for Ages 3-7**

<http://www.scholastic.com/parents/activities-and-printables/activities/cooking-activities-and-recipes/ages-3-5>

<http://www.scholastic.com/parents/activities-and-printables/activities/cooking-activities-and-recipes/ages-6-7>

- These two pages provide lists of cooking activities and recipes to do with children in certain age groups. While these activities are geared towards parents at home with their children, many can be easily adapted to the classroom.

### **Cooking Games Club**

<http://www.cookinggamesclub.com/tag/decorate-cookies>

- Online cookie decorating games for primary-aged children.

### **Cooking with your Class**

<https://thekindergartensmorgasboard.com/2016/10/cooking-in-your-classroom.html>

- Fun and simple cooking activities with primary grade classes to discuss cooking and nutrition.

### **Primary Games: Cooking**

<http://www.primarygames.com/arcade/cooking.php>

- This website hosts a wide variety of cooking games for primary students.

### **Storyboard That**

<https://www.storyboardthat.com/>

- Create storyboards online. This could be very useful to boost students' procedural writing skills.

### **Teach the Children Well**

<http://www.teachthechildrenwell.com/ginger.html>

- A comprehensive list of online activities related to the Gingerbread Man, including: a gingerbread jigsaw puzzle, an interactive gingerbread baby house, and a spot the differences game with gingerbread houses.

### **Topmarks Online Educational Resources**

<https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game>

- Online counting, matching, and ordering games inspired by the Gingerbread Man.

## Further Reading: Children's Books

### Fiction

Baker, K. (2012). *Cookies: A Mr. and Mrs. Green adventure*. Boston, MA: Sandpiper.


Brett, J. (1999). *Gingerbread baby*. New York, NY: G. P. Putnam's Sons.

Durand, H. (2014). *Catch that cookie!* New York, NY: Dial Books for Young Readers.

Ernst, L. C. (2006). *The gingerbread girl*. New York, NY: Dutton Books for Young Readers.

Kahl, V. (2002). *The duchess bakes a cake*. Cynthiana, KY: Purple House Press.

Lass, B. (2000). *Who took the cookie from the cookie jar?* Boston, MA: Little Brown.

 Munsch, R. (2000). *Mmm, cookies!* New York, NY: Scholastic.

Rosenthal, A. K. (2006). *Cookies: Bite-size life lessons*. New York, NY: HarperCollins.

### Nonfiction

LaPenta, M. (2011). *Cool cookies*. New York, NY: Bearport Publishing Co.

 Turnbull, S. (2013). *Cooking skills*. Collingwood, ON: Saunders Book Company.

Wellington, M. (2006). *Mr. Cookie Baker*. New York, NY: Dutton Books for Young Readers.

## Further Reading: Professional Development

 Aboriginal Head Start Association of British Columbia. (2009). *Our food our stories: Celebrating our gifts from the creator*. Nanaimo, BC: Strong Nations.



## "Pete the Cat" & Other Little Books

Kahli, Kindergarten, Deerview, Alberta

If "a picture is worth a thousand words", then picture books are great introductions to the exciting world of reading! Encouraging children to make their own picture books gives them a new way to explore their creativity while introducing them to reading-writing connections. Moreover, it helps them feel like authors who are in charge of their own narratives. In this activity, the teacher "thinks aloud" the different parts of a picture book by creating her own book based on the "Pete the Cat" series. The students observe her and are inspired to make their own books. They produced an ongoing collection of student-created picture books that they displayed on the classroom bookshelves and shared with visitors who dropped by.

### Background and Context

To supplement her formal mini-lessons about writing, Kahli was exploring ways that she could model "authentic" writing for her students. For example, in the restaurant-themed dramatic play centre, she tried entering into the students' play in-role as a "chef" to ask the students what they would like to eat. When they responded, she wrote down their names and orders using a mix of scribbles and letters. She then took the notes over to the sink and stove area, consulted them, and prepared the food orders. When she returned to the table, she read the student's name and order from her notes and served them their meals. She noticed that the students followed her modelling and began incorporating this in-role writing into their play.

Kahli was inspired to develop this new activity after reading a "Pete the Cat" story to the students. She decided to model the features of a picture book and the writing process to encourage and inspire her students to write on their own.



### Creating the Activity

Kahli made this activity appear spontaneous by using writing materials that were always available for the students to use: paper, pencils, coloured pencils, markers, crayons, scissors, masking tape, stapler, etc.

## THE SHAPE OF THE ACTIVITY

### Beginning the Initiative

Kahli read the story of "Pete the Cat" to her students. Then, as part of their regular routine, the students selected and moved to different play and learning activities throughout the classroom. Later in the day, Kahli initiated her "spontaneous" writing



plan. Just loud enough for the students to overhear her, she announced that she wanted to make a book. She headed over to the writing table, sat down, and spoke out loud as she folded two medium sized sheets of paper in half and stapled them in the middle to form a book. In an animated manner, she described what she was doing to create and write each part of the book. For example, as she prepared her book, she said:

"This is how I make a book."

She folded a paper in half.

"Now I am going to write my title—the name of the book. It's going to be called 'A Day in the Life of Pete the Cat.'"

She selected a colourful marker and printed a large title on the cover.

"And now I'm going to draw the picture, because books almost always have pictures!"

"Hmmm ... If I draw Pete the cat ... here's the body ... and here's the tail."

"Now I'm going to write some words. Once upon a time Pete the Cat woke up for school. On this day he was late for school. So, he rushed out of his house and he almost missed the bus. He ran quickly and caught the bus just in time. He was happy because he loved going to school."

Kahli was writing in scribbles to model left-to-right directionality and moving line to line and page to page. She left spaces on the pages where she would later add images.

As Kahli hoped, several students began to gather around the table to watch her. They were fascinated with the process and began asking questions and contributing ideas.

For example:

Kahli: And now I'm going to draw the school bus that Pete almost missed.

Gregory: Maybe he got nervous.

Beatrice: Why did he almost miss it?

Kahli: He slept in ... (continues drawing) And there's the door and there's all the windows on the school bus. (writes words) And this says 'school bus' on it. (draws Pete running for the bus) And there's Pete the Cat.

Beatrice: Look, he's going to be late!

Kahli created a 4-page short story and narrated the story as she scribble-wrote the text and drew accompanying illustrations. She decided to model writing using scribbles, making them look like cursive writing, for two reasons. First, she wanted to focus on some concepts of print (e.g., left-to-right directionality, illustrations and text, etc.) as well as the idea of capturing storytelling in print. Secondly, her students were only beginning to associate letters with sounds and were frequently stating that



they "didn't know how to write". She was hoping to help them move past the idea that they are not writers and try out the role of authors. During other parts of the day, she instructed letter formation and, over the next few weeks, slowly added letters and words into the scribble-writing that she modelled.

When her little book was complete, Kahli proudly announced that she was done and placed her book in the centre of the table. She planned to leave the writing area and see what the students might do. However, before she could do so, Beatrice exclaimed, "I want to make a book, too!" and she and three other students sat down to write. So, Kahli guided them through how to place the papers on top of one another and fold and staple them in the middle. After this start, Kahli left the writing centre so the students could continue by themselves.

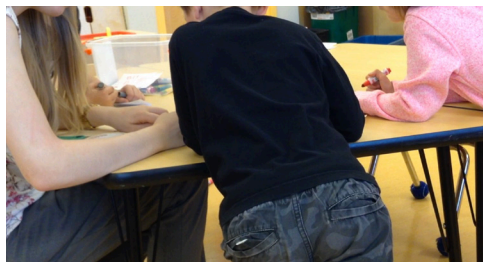


FIGURE 2.12: Two students watch as Kahli models "book making".

## Extending the Initiative

Kahli wanted to encourage the students to explore writing on their own and to support each other as they did so. She observed the students adding titles, text, and illustrations to their books as they chatted with and helped one another. They asked each other for writing materials and about the process of writing.

### COLLABORATION

*Learning:* The students talked and shared ideas as they developed their stories. They observed each other to figure out how to organize a book and write text.

The students also shared their story ideas as they wrote.

To support her students, Kahli walked over to the table and encouraged them to consider print and genre elements. For example:

When Kahli noticed one student did not have illustrations:

Kahli: I see you have written part of your story at the top of this page. What illustration will you place here? (pointing to the bottom space of the page)

Kieffer: I'm going to draw the school bus driving away from Pete. He's late.

With another student:

Kahli: Are you doing to write some more words on the page?

Gregory: (pause) Never went to school again.

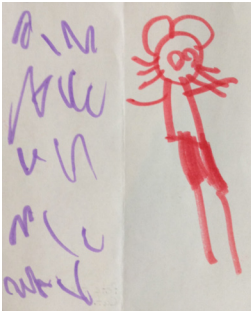
When she noticed another student had completed his cover:

Kahli: What is the title of your book?

Jay: The Secret Life of Pets. It's a movie. I'm going to make it in writing!

### CREATIVITY

*Imaginative Product:* The students experimented with the features of a picture book to express their imaginative stories.



**FIGURE 2.13:** Beatrice printed curvy vertical lines for text and drew a picture of Pete the Cat on the facing page. She also included randomly placed marks on the front page for a title (not seen here).

As the children completed their writing, they excitedly brought their books to share with Kahli. She sat down near the writing table and asked students to read their books to her. Although all the students wrote using scribbles, they easily and enthusiastically "read" their stories to her, confidently connecting a message – the story – to their print. Kahli responded happily to the content of their stories and gave positive feedback about the features of books that they had included.

Kahli was excited to observe the students demonstrating their understandings about books and writing. She noted that they were pointing to their print as they "read" their stories. For example, one student swept his finger left to right, moving line to line and page to page as he read his print. Long continuous scribble lines represented another student's writing, yet she tapped these lines as she "read" each word of her story.

#### Beatrice's Final Story

Pete the Cat Missed the Bus. This is Pete! Pete the Cat missed the school bus. It left without him and he never went to school again until the school bus had come back.

#### Kieffer's Final Story

A kid was outside in rain. A raptor came so he ran to the house and then he knew that he didn't have to run.



**FIGURE 2.14:** Kieffer drew images on the front and back covers, wrote his name as the author, scribbled text at the top of each page, and included images at the bottom of the pages.

## CURRICULUM

*Oral Language:* Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary; Develop retelling skills.

*Writing:* Attend to features of a genre; Show an interest in writing; Explore concepts of print; Learn and use a specific genre of writing; Explore print directionality.

## Ending the Initiative

The little books were displayed on a shelf in the classroom. Over the next few weeks, the students created several little books and whenever a visitor came to the classroom, they were asked if they would like to hear a story.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Drama

- Dramatize parts of the "Pete the Cat" story. Students can explore movements together and/or each student can present the actions from one of the pages. Students could add their own "pages" to the story or write their own stories for dramatization.

#### Language Arts — Writing

- On chart paper (or cards for the pocket chart), print the following repeated sentence from the "Pete the Cat" story: 'Pete the Cat wears \_\_\_\_\_ shoes.' Prepare word cards with vocabulary printed in different colours for the students to place into the sentence to describe the "shoes" (e.g., Pete the Cat wears yellow shoes. Pete the Cat wears blue shoes.). Students can brainstorm other types of descriptive words that might be used to describe the shoes that Pete was wearing or might want to wear (e.g., size words – small, large; shape words—round, pointy; pattern words—striped, spotted).

#### Mathematics — Numeracy

- Make copies or drawings of Pete the Cat. Make several construction paper boots that will fit over Pete's paws (e.g., make 4 of the same colour/shape/design for each copy of Pete). Post one Pete the Cat on chart paper and tell a story relating the boots to Pete's adventures, for example: "Pete the Cat is going out in the rain, but he does not like to get his feet wet. He wants to wear boots. He has many different types of boots, so he does not wear the same boots every day! How many boots does one Pete the Cat need?"
- Tape one Pete the Cat on the board and the students can put the boots

on Pete. As they do so, they can count to 4. Repeat this with the second Pete the Cat, asking: "How many boots will two Pete the Cats need?" Continue to add cats and boots.

### **Mathematics — Patterning**

- Create a variety of patterns for the Pete the Cat boots (e.g., red–red–blue–blue; red–red–yellow–yellow; dots–dots–stripes–stripes).

### **Science**

- Inquire into the behaviours of "real life" cats. Read books about cats as pets. Learn about what they like to eat, where they live, and how big they grow. Label the parts of a cat.
- Discuss which "real world" cat qualities were used in the fictional story of "Pete the Cat" and which qualities were not used to tell this story.
- Discuss other living things that may be related or similar to cats (e.g. lions, tigers).

### **Visual Arts**

- Create Pete the Cat puppets to use in storytelling.



## **Through Online Extensions**

### **ABCYA.com's Kindergarten WordGames**

[http://www.abcya.com/kindergarten\\_computers.htm#letters-cat](http://www.abcya.com/kindergarten_computers.htm#letters-cat)

- This website has a collection of free word games for Kindergarten students. Some examples include: a drag and drop game with ABC & 123 refrigerator magnets (letter and number recognition), a talk to me alphabet, word clouds, and upper and lowercase letter matching.

### **Between the Lions: The Quiet Machine**

<http://pbskids.org/lions/>

- This game focuses on matching words with sounds. This could be fun to play in groups, whole class, or individually.

### **Doodle Buddy App**

<https://itunes.apple.com/us/app/doodle-buddy-paint-draw-scribble-sketch-its-addictive/id313232441?mt=8&ign-mpt=uo%3D10>

- In this free drawing app (iPhone and iPad only), kids can finger paint in a variety of colors and add fun stamps. They can also connect with friends online to draw something collaboratively.

### **Kids Doodle — Color and Draw App**

<https://play.google.com/store/apps/details?id=com.doodlejoy.studio.kids-doojoy>

- This drawing app for Android devices gives kids 24 different kinds of brushes (e.g., neon, fireworks, crayons) as well as the option to draw on any photos they have. Users can even use a playback function to watch their painting process.

### **LetterSchool — Learn to Write! Lite App**

<https://itunes.apple.com/us/app/letterschool-learn-to-write/id481067676?mt=8>

- This alphabet tracing free app (iPhone or iPad only) helps kids learn how to write all letters of the English alphabet as well as the numbers 1–10. While aimed at toddlers and preschoolers, it could still work as a useful introduction and practice for students in Kindergarten and Grade 1 who are practicing writing.

### **Super Why's Rock N Read Jukebox**

<http://pbskids.org/superwhy/#!/game/jukebox>

- In this Karaoke-inspired game, students can choose a song and then read and sing the words as the music plays in the background. Songs range from ABC in lowercase and uppercase versions to songs that focus on spelling specific words.

### **Storybird Studio**

<https://www.storybird.com/educators/>

- Students can use the artwork available on this website to create and share picture books. Many picture books are also available for students to read. Older children can also explore Storybird's tools for long-form chapter books and poetry. Storybird is used in over 400,000 K–12 classrooms worldwide.

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# Puppy Visit

Kahli, Kindergarten, Deerview, Alberta

Pets provide love, protection, and companionship. They are also our non-judgemental audience when we want to practice stories, speeches, or just be heard. In fact, dogs are now being used as reading companions in many libraries around North America. Since bringing a dog into the classroom requires a lot of preparation and planning, why not start with a dog (or cat) puppet? In this engaging activity, the teacher brought in a puppy puppet to act as a special visitor in the classroom. Students were encouraged to chat with "Puppy", show her around the classroom, and write and read stories to her. The teacher reacted as "Puppy", with words, woofs, and whines. This activity is great with young children—shy and outgoing alike—as it helps them think creatively and gets them talking!

## Background and Context

Kahli teaches in a very small school, and over the year, the number of students in her Kindergarten class hovers around 5 or 6. This year, her Kindergarten students were generally a rather quiet group and often needed support to talk with one another, ask questions, and work on their writing. To inspire writing, and to strengthen the students' oral language skills, Kahli invited a puppet puppy to visit the classroom and talk to the students.



### Creating the Activity

This was a brief activity created for a single day's interactions. All that Kahli needed was a hand puppet, the classroom writing materials, a whole lot of enthusiasm, and commitment to the role.

## THE SHAPE OF THE ACTIVITY

### Beginning the Initiative

With the puppy puppet on her hand, Kahli took on the role of "Puppy" and introduced herself to the children in the classroom. The students were quickly engaged with this magical world and they accepted and welcomed the young canine visitor to the classroom. They told "Puppy" about themselves and asked her questions. Kahli immersed herself in the role and responded to the questions with English words and little barks and friendly growls. For example, when one of the students asked her what kind of things she liked, she replied, "Rrruff, a bone. Grrrrr." Then, "Puppy" wrote the word bone on a card and drew a picture. The student noticed that "Puppy" had printed the "n" too "scribbly" and, wanting to help, he turned the paper over and showed her how to shape the letters for the word "bone".

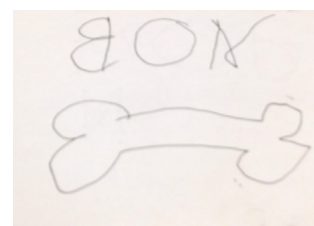


FIGURE 2.15: *The puppy wrote about her favourite thing.*



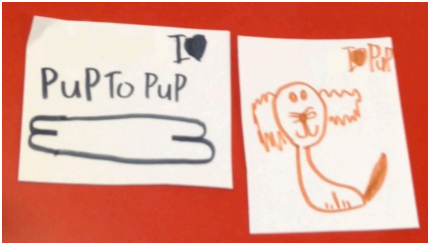


FIGURE 2.16: Some students wrote notes to the puppy.

## Extending the Initiative

With the group of students around her, Kahli walked over to the writing table and said, "I'll just let the puppy sit here." She placed the puppy on the table beside the bin of markers. The students gathered around the table to join the puppy and began to write. Kahli encouraged the students to write stories and even suggested that they read their writing to "Puppy". As they wrote, the students talked about their writing, addressing their comments to each other and to the puppy. For example:

- Beatrice: I'm writing a book for the puppy
- Kieffer: I'm writing a book about a puppy that got lost ... he was looking for his family ... then he finds his friend.
- Kahli: Was he missing his friend?
- Kieffer: Yes, he didn't have his family.
- Beatrice: Puppy, puppy, puppy! I made you a book. It's called Beatrice, Beatrice, Beatrice. My name is Beatrice.
- Puppy: Ruff, ruff.
- Beatrice: Today Beatrice had a puppy.
- Kieffer: Once upon a time there was a dog that got lost away from his family. He didn't know what to do. He found his friend who helped him find his family. He finally found his family. The End.

### CREATIVITY

*Imaginative Process and Product:* The students created their own puppy narratives.

### COLLABORATION

*Learning:* Although the students did not really collaborate on their stories, they did talk to one another as they developed their ideas, and when their stories were completed, they read them to each other.

Kahli provided a special basket on the table for the students to place any stories that they wrote to the puppy, so she could take them home. Kahli responded positively to all the students who wished to engage in a conversation with the puppy, and she responded in-role.

To write their stories, books, and notes, students copied words from books, looked



around the room for letters and words, and sounded out words. They talked to one another as they wrote, and Kahli moved in and out of her puppy-role as needed.

## Ending the Initiative

The students gave the puppy a tour around the classroom, telling her about the different areas, giving her hugs, and correcting some of her silly behaviours. For example, they told her:

- Come on puppy!
- Look, the brain [small plastic model]. Oh, don't eat the brain. You might wreck it.
- Don't do that to the computer or you might break it.
- You need to follow the rules. Don't run too quickly. Walk slowly.
- No making a big mess. Use your listening ears.

When the lunch bell rang, the students cleaned up and "puppy" went home.



FIGURE 2.17: Beatrice read her book to "Puppy".

### CURRICULUM

*Cooperative Play:* Contribute positively to group activities; Share ideas; Give positive feedback to peers; Work well with others.

*Oral Language:* Listen in order to understand and reply appropriately; Respond to a variety of situations for a variety of purposes; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary and retelling skills.

*Writing:* Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound-symbol relationships; Show an interest in print; Write for an audience.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Drama

- Dramatize parts of the stories that you have read or that the students have written. This can be done first in a larger group, and then with the students working collaboratively in small groups.

### Language Arts

- Read a story about a dog (e.g., Clifford the Big Red Dog, Dirty Harry). Talk about the adventures the dog has and use chart paper to record the stories the children tell orally. Perhaps draw pictures for each event and place them in chronological order. Help the students retell the story using various sequencing words and story vocabulary.
- Read another book with a different fictional animal hero (e.g., Scaredy Squirrel, Pete the Cat). Compare the stories, noticing the adventures and characteristics of the animal-heroes. How are they similar? How are they different? Use a Venn diagram to show this comparison.
- Read nonfiction books about dogs, their traits, and taking care of them. Students may also want to explore some of the "jobs" for which dogs can be trained (e.g., service, police, guard, herding, search and rescue, and military dogs).

### Science

- Have "Puppy" visit again or invite a community member to the school with their dog. Research how to care for dogs and the kinds of services for which dogs are often trained.

### Visual Arts

- Create different dog puppets using various art materials. There are several online sites with great ideas about how to make puppets, ranging from very simple to more complex. The students can turn the dramatic play centre into a shelter for lost dogs. They can develop this centre to include props and signs, as well as various other ways to incorporate writing (e.g., prescriptions, name cards, ownership papers).



## Through Online Extension

### 25 Playful Puppet Crafts for Kids

<http://www.playideas.com/25-playful-puppet-crafts-kids/>

- This website contains 25 different types of puppet crafts you can do with kids. Some of these include: paper sack puppets, Christmas tree finger puppets, an Itsy Bitsy spider hand puppet, and sock puppets.

### Martha Speaks: Helping Animals

<http://www.pbs.org/parents/martha/helpinganimals/index.html#understanding>

- Part of the Martha Speaks PBS program. This website provides several useful links to Martha's pages about: supporting animal shelters, understanding and caring for pets, and handouts for the classroom.

### My Pets: Cat & Dog for Kids App

<https://itunes.apple.com/ca/app/my-pets-cat-and-dog-for-kids/id1276594960?mt=8>

- In this free app, players can learn about cat and dog breeds, as well as hamsters, rabbits, and other pets. They can find animals on the screen,

solve puzzles, take quizzes, and watch videos. Only available on iTunes.

### **Paper Dog Hand Puppet**

<https://www.redtedart.com/paper-dog-puppet/>

- This website provides step-by-step instructions for making a paper dog hand puppet.

### **Pup Pals**

<http://pbskids.org/martha/games/puppals/>

- Part of the Martha Speaks PBS program, based on the life of Martha the shelter dog who gets adopted by a family. In this free online game from PBS kids, players can feed, train, and play with the dog of their choice.

### **Toca Pet Doctor App**

<https://itunes.apple.com/us/app/id808108897?ign-mpt=uo%3D4>

<https://play.google.com/store/apps/details?id=com.tocaboca.tocapetdoctor&hl=en>

- Players can give animals love, care, and help in this paid pet doctor app. There are 15 different animals that need help and many activities kids can play.

### **Woofster's Create a Superdog**

<http://pbskids.org/superwhy/#/game/createasuperdog>

- In this free online game, players can choose a dog along with various costume items for it. Players also need to match dog-related vocabulary (e.g., bone, bowl, leash) to items in a store.

### **Woofster's Puppy Daycare**

<http://pbskids.org/superwhy/#/game/puppydaycare>

- In this free online game, players help Woofster take care of puppies at Puppy Daycare. Players match pictures showing what a puppy needs to the words.

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# "Do Not Open This Book!" & Other Signs

Kahli, Kindergarten, Deerview, Alberta

Stop! Caution! Yield! Go! These basic warnings are often put into signs to tell us how to move about in the world. More imaginative signs might include things like: "No bananas today!" or "No monsters allowed!". In this activity, students first listened to two books which contained a variety of signs, created their own little books with signs, and then read them to each other. On another day, students created their own signs and then pretended to be the characters who might use them.

## Background and Context

Sometimes classroom activities will develop unexpectedly, after reading an interesting book. Kahli happened upon the book, "Warning, Do Not Open This Book!" by Adam Lehrhaupt and thought it would be a great one to read aloud with the students. She was right! The students loved it so much, that she read the author's other book titled, "Please, Open This Book". Out of these two books, a writing and dramatic play activity emerged.



### Creating the Activity

The students used the writing and art materials that were typically available in the classroom (e.g., cardboard, popsicle sticks, paper, stapler, glue, markers, crayons, coloured pencils). Kahli also located some small sign-shaped dry erase boards and placed these, along with the markers and erasers, in a bin for the students to use.

## Beginning the Initiative

Kahli grouped the students on the carpet to read the book, "Warning, Do Not Open This Book!". The students were fascinated by this unusual book and were quickly drawn into the excitement of predicting what would happen when they turned each page. They finished reading the book and immediately wanted to read it again. Instead, Kahli brought out "Please, Open This Book". With a loud CHEER, the reading continued.

When she closed the second book, Kahli spoke out loud, as if to herself, wondering if they could make books or signs like the books they'd just read. She answered herself, saying, "Yes, I think we can!" She went over to the writing table and placed the two books in the middle of it for the students to use as a model for their own writing.

The students made little books and wrote signs in them. Kahli encouraged the students to print their own words and signs, sounding out and forming letters independently. If a student needed a word, she assisted them in sounding out the letters or locating the word someplace in the classroom. For example:

- Beatrice: Will you help me spell, please?
- Kahli: (picking up the book they had read earlier) Look, we read, "Please, Open This Book". Hey, I see the word "please" right here on the cover! What did you say you were going to write?
- Beatrice: I want to write please.
- Kahli: Here's the word "please". (She points to the word)
- Beatrice: I can't write that.
- Kahli: What is the first letter?
- Beatrice: "P"
- Kahli: What's next?
- Beatrice: "L" and "e". (Beatrice reads all the letters)
- Kahli: I think you will be able to write these letters. Try!

### CREATIVITY

*Imaginative Process and Product:* The students created their own books and signs. They were also imaginatively becoming characters to enact how their signs would be used.

All the students were enthusiastic and engaged in the writing and many of them filled their little books with signs. Some of these were the same as the ones in the book, for example: stop; warning; and banana, banana, banana. Some of their signs were invented, written with a range of forms, from images to cursive-like scribbles, to letters and words.



FIGURE 2.18: Beatrice shares her book.

Beatrice reads her book to Kahli:

*Pointing to the cover:* Please open this book.

*Turning the page, she moves her fingers over the scribbles:* Bullies are not here.

*Closing the book:* Now close our book and we'll give you a banana. Do anything.

*Turning the page:* We're still fixing it, by the way. And I am the monkey that tries to keep everything going.

*Tapping the page:* Looks like ... and my friend looks just like this.

*Turning to a blank page:* Wait! I should draw one more thing!



## Extending the Initiative

On another day, as the students were engaged in various activities around the room, Kahli brought out the bin of small dry erase signs and markers and placed them in the middle of the carpet area. She sat down with the signs and began to use her "model and think out loud" approach. She took a sign and marker and talked loudly about the kind of sign or message she was going to make, what words she wanted to print, and how she would go about spelling those words. Kahli kept her signs and messages simple and related them to activities taking place in the room and various students there. For example, she wrote, "I like Kieffer" on one sign, and then went over to Kieffer to share the sign and let him read the words.

As expected, several students listened to and watched Kahli speaking for a few moments, and then headed over to the carpet to join her. The students wrote single words, or names on the whiteboard. Kahli encouraged the students to sound out the words they were printing, in addition to discussing opposite terms for words.

The students had a lot of fun, and soon merged the sign-writing with role-play. The role-play began when Kahli wrote "puppy" on a sign and held it up for Gregory to read. Instead of reading, he dropped to his hands and knees and began crawling around the carpet saying, "Yip, yip, yip". Kahli laughed and showed Beatrice the sign, which resulted in two puppies scampering on the carpet.

Kahli supported the students as they wrote words, suggesting they look around the room for words and letters or encouraging them to sound out the letters that they hear. For example:

- Kieffer: Stop. Wait, it has a 't' and an 'o' in it!  
Kahli: That's right! (*watches as Kieffer prints the word stop*) What's the opposite of stop?  
Kieffer: Go!  
Kahli: You could write that on the back of your stop sign.

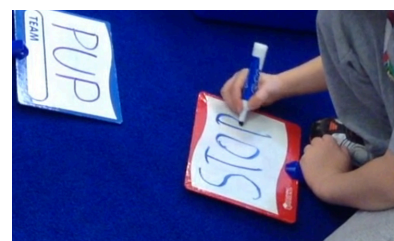


FIGURE 2.19: Kieffer creates his double-sided sign.

Kieffer took his double-sided sign to the drama area to find a police hat. He put one on and headed around the room to either "stop" the various activities or let the children and adults "go on" with their tasks. Kieffer giggled and laughed as he flipped the sign back and forth.

The students made many different signs and thought of characters, both real and fictional, who might make use of their signs. Needless to say, numerous costumes and props were put on and roles enacted as signs were printed and erased.



FIGURE 2.20: Two students create signs to fit their roles as a fire-fighter and construction worker.

## COLLABORATION

*Process:* The students collaborated with each other and the teacher as they made signs and figured out how to act out characters who would use these signs.

## Ending the Initiative

This activity did not have a formal ending. As the students completed their little books, they read them to one another on the carpet. The writing materials remained at the writing table for the students to use. The small dry erase signs were kept in a bin for use during various lessons and activities (see math extension below).

## CURRICULUM

*Oral Language:* Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary and retelling skills.

*Writing:* Attend to letters and words; Show an interest in print; Develop understanding of print directionality; Print familiar words and letters; Spell unfamiliar words using a variety of strategies; Practice sound-symbol relationships; Confirm spelling and word meanings.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Language Arts

- Explore the difference between signs and symbols. Consider how they are used differently and how they are used together to transmit a message.
- Brainstorm opposites and record these on chart paper, (e.g., stop/go, up/down, thin/thick, fast/slow, quiet/loud). These can be printed on double-sided signs. Play a game where they do actions to match the opposite words.
- Play Concentration or Go-Fish. Print the opposite words on small cue cards. Shuffle them all. Lay them flat, face-down. Students play Concentration or Go-Fish attempting to match opposites by turning over 2 words at a time.



## Mathematics

- Discuss the shapes of familiar signs we see in our environment. Pair this with discussions about the different words used in the book and what they mean. Create a list of signs, including signs that use symbols or pictures only. For example, a yield sign is an upside-down triangle, a stop sign is an octagon, a school bus sign is a pentagon, etc.
- Categorize signs, (e.g., signs for safety, signs for stores, signs providing information).
- Create useful signs for the classroom and school.

## Physical Education

- Place different signs around the gym or a large open space (e.g., yield, school bus stop, stop, slippery when wet). Make a path using hula hoops or skipping ropes. Play music and call out ways that students can move to specific signs, (e.g., hop, skip, tip-toe).

## Science

- Investigate signs that are used to communicate danger, (e.g., poison (often indicated by a skull and cross bones), caution, flammable, etc).



## Through Online Extensions

### Adobe Photoshop Sketch App

<https://itunes.apple.com/ca/app/adobe-photoshop-sketch/id839085644?mt=8>

[https://play.google.com/store/apps/details?id=com.adobe.creativeapps.sketch&hl=en\\_CA](https://play.google.com/store/apps/details?id=com.adobe.creativeapps.sketch&hl=en_CA)

- Users of this free drawing app can access a massive collection of pens, markers, and brushes. They can even add multiple images! This app is best used with teacher supervision, as it might be a little complicated for younger students.

### Book Creator

<https://itunes.apple.com/ca/app/book-creator-for-ipad/id442378070?mt=8>  
<https://app.bookcreator.com/sign-in>

- In this Google Chrome App, users can add text, images, drawings, audio, and video to their storybooks. They can also create comics, work collaboratively, and publish and share their books online. The first 40 books are free, and there is a fee after that. You will have to sign into Google or Office 365.

### Comic Strip it! App

<https://play.google.com/store/apps/details?id=com.roundwoodstudios.comicstripit&hl=en>

- In this free app, users can make comic strips and storyboards using their own pictures. They can also insert speech and thought bubbles, titles, and captions. Available only on Google Play.

### **Scribble Press — Creative Book Maker for Kids App**

<https://itunes.apple.com/us/app/scribble-creative-book-maker/id999929385?ls=1&mt=8>

<https://play.google.com/store/apps/details?id=com.fingerprintplay.scribble2paid>

- In this free, easy to use iTunes app, users can write, illustrate, and share their own stories. They can even include stickers, music, photos, and audio recordings! Best of all, there are a number of features teachers can use in the classroom that are perfect for sharing and presenting stories.

### **Story Creator - Easy Story Book Maker for Kids App**

<https://itunes.apple.com/ca/app/id545369477?mt=8>

- This free, easy to use app offers users the ability to create stories with their own pictures. They can also add text and audio. This app allows for text highlights, which can help students practice their reading skills.

### **Superhero Comic Book Maker App**

<https://itunes.apple.com/us/app/id545311423?ign-mpt=uo%3D4>

- This free app lets you create comic books with monsters and superheroes. It provides users with 27 background scenes, over 100 animated stickers, a variety of virtual crayons and coloured pencils, and the chance to audio record their own story narration. Only available on iTunes.

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## Chapter 3: Themes

In this chapter, we describe CCCA's in the form of a theme. Although varying in length, themes are longer than initiatives, extend across several curriculum areas, and give shape to several learning centres.

“the students brainstormed what they knew ... we tried to add everything they had on the brainstorming lists  
*Leslie*”

### CCCA's in this chapter:

- Community Mapping
- "Irate" Maps
- "Irate" Biographies
- Setting Up McDonald's
- Movie Theatre
- Structures for Cats
- Community Helpers
- Ice Fishing
- Adventure on the High Seas
- Planes & Passports

# Community Mapping

Adrianna, Grades K-1, Deerview, Alberta



Where does this road lead and how far does it go? How many libraries does this town have? Where's the closest ice cream shop? Maps contain a world of information about directions, distances, and what's available in a specific area. Map making is a fun activity that can give students a deeper understanding of an existing area or provide a portal to a new, imaginary world. In this activity, students work collaboratively to first create a 2-D map of a town, which then became the plans for a 3-D model. But their town had a unique item: a magic door to another world! What worlds lie on the other side?

## Background and Context

This mapping activity began as a way to springboard into a new combined science and social studies unit. It was not as student-directed as some of the other activities in which Adrianna's students have been engaged (see Lemonade Stand in CCCA Volume 1). However, since the students liked building using LEGO® and boxes for example, Adrianna thought they would love a map making activity.

This activity grew from a simple donation of materials from Adrianna's mother-in-law. She works at a hospital and had mentioned she had many styrofoam pieces of different shapes and sizes that the students might like to use in the classroom. So, Adrianna brought them to her classroom and brainstormed possible activities for them with her students. Their current social studies unit happened to be about communities and their discussions were moving from community members to the services, buildings, and infrastructure of the local community. During the class discussions, the students came up with the idea that they could use the styrofoam pieces to construct their own town.



## Creating the Activity

The first part of this activity involved the students drawing 2-D maps. For this, Adrianna provided markers, crayons, and large strips of paper. She also had brown mural paper and glue, so the students could eventually combine their individual maps into one large mural to hang in the hallway. The students needed to move to the larger gymnasium so they could spread out and develop their map. Adrianna also had a "fairy" kit that a student's mother had made and given to the class. Adrianna re-purposed the fairy "door" for the writing part of this activity.

For the second part of this activity, Adrianna set up a table in the classroom so that the students could form structures and create their own town. However, it grew so large that they soon required several tables so they could spread out their structures. They began with the styrofoam pieces donated to the classroom, but as the town grew, the students were asking for more and varied materials.

## THE SHAPE OF THE ACTIVITY

### Beginning the Theme

Adrianna grouped the students to talk about map making and the reasons for having a map. They talked about places in their own community that they would find on a map and they also had fun talking about spaces that they wished were part of their community. Each student was given a long strip of paper to begin mapping their town. As they drew, Adrianna supported them by asking questions that helped them consider the relationships between the items that they were drawing. However, the students themselves decided how they wanted to integrate real and imagined places into the map. Adrianna was supportive, patient, and encouraging as students developed their ideas. She also assisted them when they wanted to label the people and places on the maps.

Once each student had almost completed their individual maps, Adrianna brought them to the gymnasium where she had laid out a very large sheet of craft paper. Beside the paper, she had provided glue, markers, and crayons, as well as strips of paper that could be used as roads. She asked the students to combine their individual sections into a map of the larger community. Again, instead of telling them how to do this, she supported them by asking questions about how their ideas related to mapping and a larger community. For example, if a student was unsure about how to fit their map or road onto the paper, she drew a few students into the discussion to explore a few ideas from which the student could choose. In this way, she tried to ensure that all map parts were valued and connected. For example:

Adrianna: Can you tell me what you drew?

Gabriel: This is the school. This is the whole sidewalk. This is the whole road.

Adrianna: How will you connect these parts – the sports part and the road part?

Gabriel: Use the road part.

Adrianna: Oh, you're going to put the road part to connect it.

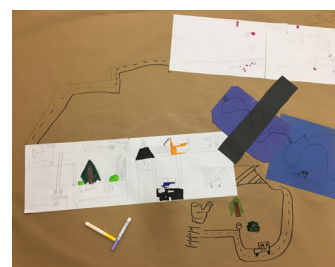


FIGURE 3.1: A small portion of the collaborative 2-D map.

The students drew more structures, land features, and roads on the large map and added more labels as needed.

Adrianna: What have you added to the map?

Lori: I'm drawing the river across here.

Adrianna: I notice that Gabriel's road is heading toward the river. What are we going to do about this?

Gabriel: The road is going straight through.

Lori: I know! I'll make a bridge for the road.

Gabriel: Deerview has a bridge! Just like our bridge!

Adrianna: That sounds like a great solution.

Later, as the other aspects of this activity developed, Adrianna introduced the students to more map features, such as compasses, symbols, and legends. These features were added to the 2-D maps and 3-D models as the students fully understood their purposes.

## Extending the Theme: Writing

Once the larger collaborative map was complete, Adrianna grouped the students in front of one edge where the map showed a wide-open field. She placed a "door" in this space on the outskirts of town and told them that this was a "magic" door that was a special part of the town. If they opened the door and stepped through, they would be transported to another place.

Adrianna: Here is the magic door for our stories. It will transport us off the map. Close your eyes and imagine you were transported through the door. What will it look like on the other side of the door? Will it look the same as our community or will it look differently? What might you see? Let's gather some magic dust.

Jason: Why?

Adrianna: Because with this dust, we are going to pop through the door and when we emerge on the other side, we are going to pop back to our room.

Adrianna: Why is the door not part of our metropolis?

Mark: It's a secret.

Adrianna: It could be. What else do you notice about our door?

Gabriel: There's grass. It is like a hobbit's door.

Adrianna: It's a bit like a hobbit door.

Lori: It's made out of grass.

Adrianna: It is. Do you think it might be part of nature? We talked about that this morning—urban versus rural—things that were part of nature and part of the city. Do you have your magic dust?

This conversation opened the students to all sorts of possibilities and they talked about the real and imaginary places where this door might lead.

## CREATIVITY

*Imaginative Process and Product:* With this activity, the students were creative both in their learning process and in the end products.

*Imaginative Activity:* The students designed a new town by combining aspects of their own community and imagined spaces. They also imagined places where the town's "secret door" might lead!

The "magic dust" was used to transport the students back to the classroom where they began to draw pictures of what they would see after passing through the magic door. The students envisioned different sorts of places and scenes and Adrianna simply asked them to talk about these ideas as they drew. Their ideas drew from movies and games that they liked such as Harry Potter, Lord of the Rings, and Super Mario Brothers.

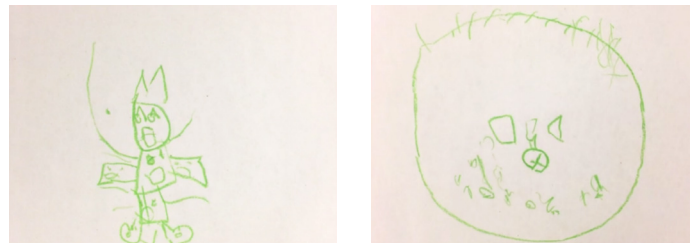
The students also began thinking of warning signs that might be needed near the door, such as "Enter if you dare!" or "Beware!"

## Extending the Theme: 3-D Models

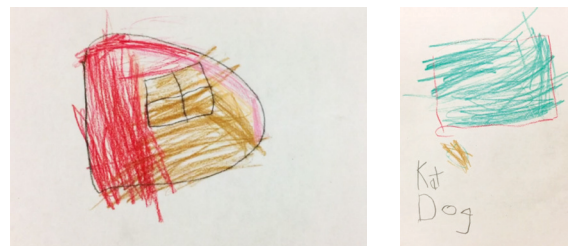
The 2-D maps served as a plan for the 3-D model. Beginning with their plans, the students took the styrofoam pieces and began to shape the town. At first, one table was set aside for the town development. But, the town grew and a few more tables were added. The stu-



FIGURES 3.2 & 3.3: Lori's drawing: "A Mario land. There are getting bigger stars ... Giant clouds and flowers [around the door]. It says Peach."



FIGURES 3.4 & 3.5: Kirby explained how his door worked: "There's a key to get through the door. The key goes in the middle. It's 5-5-5 and you have to sign your hand right here ... and then RRRRR." Kirby flipped over his door to show the monster on the other side.



FIGURES 3.6 & 3.7: Gabriel talked about his drawing: "Motor bike centres ... I want to go motorbiking ... If you open the door, it will go to centres. Water table and then a ball ... This is a cat water table, only for cats. They only like water ... only big cats."



dents began exploring other materials to use for their structures, for example, making houses from paper bags.

### COLLABORATION

*Learning:* The students brainstormed the ideas that gave shape to the various aspects of the overall activity. They also worked collaboratively to figure out ways to combine their individual maps into one larger community map.

*Creating:* The class created one large collaborative 2-D map and a 3-D model of a town.

Many discussions developed out of the 3-D town. Students began by talking about town services, starting with those near their houses. Adrianna asked:

- What are the essential services for their town?
- What can you find further away from your house?
- What other services might they find on the outskirts of town?

These discussions led to new items being placed in the town model.

### Ending the Theme

The moment that the students started working on the 3-D model, they did not want to stop. They had built mini-sections into the segments of the model. Even as the class moved on to new units of study, Adrianna left the model in the classroom. However, at various moments, someone would think of a fantastic addition to the town ... and the development would continue.

The Kindergarten and Grade 1 students were able to share their creation with groups of Grade 2 and 3 students who were invited to visit. Older students who sometimes return to this class have been inspired to share their own ideas about what else could be added to the town.



FIGURE 3.8: An aerial view of the town!

### TEACHER'S REFLECTIONS

Adrianna considered the relationship of the 2-and 3-dimensional versions of the maps:

"The students' initial maps were basically a 2-D plan for their 3-D model. So it was more of a design or diagram instead of a more traditional map. So now, some of the kids have begun mapping the 3-D model and it includes a legend and colour associations and shape associations. Now looking back on this, I probably should have started



with the 3-D because it was really hard for them to visualize putting items on the paper format and for them to explain what the purpose of a map was for, or how they knew what they produced was a map versus a list or a picture or an illustration for a story. I probably would do this in reverse next year and start with discussions about the features of a map."

## CURRICULUM

*Oral Language:* Listen in order to respond to a variety of situations for a variety of purposes; Communicate with a variety of audiences; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary.

*Mathematics:* Describe the relative locations of objects on concrete maps.

*Science:* Distinguish between objects and materials found in nature and those made by humans.

*Social Studies:* Community studies and map making.

*Writing:* Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound-symbol relationships; Learn new vocabulary; Label items on a map; Write signs.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Language Arts & Drama

- Dramatize the stories that they created about the world beyond the "magic door", or create the characters that might live on the other side of the "magic door" and use these to enact stories.
- Discuss and create Venn Diagrams to compare and contrast features of rural and urban spaces, or town and "outskirts" structures and services.

#### Mathematics

- Work in pairs to make a map of their classroom or school, drawing upon their new understandings of map symbols and legends.
- Develop survey questions based on the community and/or maps. They can create tallies and graph the results.

#### Physical Education

- Make a 10 by 10 grid on the gym floor using duct tape. Each square should be big enough for a student to stand inside the edges. Label the horizontal axis with numbers and the vertical axis with letters. The

students can place items or themselves in the squares and give each other directions about where to move. This is a large version of Battleship™.

- To begin this game, teach students the four cardinal directions — North, South, East, and West. Post signs of the directions on the four walls of the gym. Students start by sitting in the middle of the gym in a circle. Have students listen and then respond to instructions, for example, "If you are wearing red, touch the east wall" or "If you are wearing a sweater, touch the north wall."

### Science

- Place objects that are both natural (e.g., leaves and stones) and synthetic (e.g., blocks, crayons, erasers) into a paper bag. Students can reach in to feel, describe, and categorize the items.
- Display a variety of objects made from different materials. Students can work together to discover the criteria for sorting objects into groups, like natural and human-made. Look for objects that may fit both categories, (e.g., a potted plant).

### Social Studies

- Discuss community workers and the similarities and differences between urban and rural communities.



## Through Online Extensions

### Activity: Mapping the Classroom

<https://www.nationalgeographic.org/activity/mapping-classroom/>

- In this activity, students create a map of their classroom, practicing language pertaining to location and spatial relationships.

### Canadian Geographic Kids Map of Canada

[https://www.canadiangeographic.ca/sites/cgcorp/files/images/web\\_articles/kids-games/flash/games/storepuzzle.html](https://www.canadiangeographic.ca/sites/cgcorp/files/images/web_articles/kids-games/flash/games/storepuzzle.html)

- Students begin by assembling a puzzle map of Canada and continue to complete tasks related to Canadian geography.

### Canadian Geographic: Mapping

<https://www.canadiangeographic.ca/topic/mapping>

- This site has an interactive map that children can use to locate various traditional Indigenous lands in Canada and around the world.

### Interactive MapMaker National Geographic

<https://mapmaker.nationalgeographic.org/>

- This tool can be used to make a variety of interactive maps with your class.

### Interactive Maps of Canadian Cities

[http://map.toronto.ca/maps/map.jsp?app=TorontoMaps\\_v2](http://map.toronto.ca/maps/map.jsp?app=TorontoMaps_v2)

- Toronto, ON:

<https://www.calgary.ca/SitePages/cocis/wmp/mapping-framework/map/co->

cismap.htm

- Calgary, AB:

<https://www.halifax.ca/home/maps>

- Halifax, NS:

<https://www.nelson.ca/415/Maps>

- Nelson, BC:

<https://www.destinationosoyoos.com/interactive-map/>

- Osoyoos, BC:

### **Making 3-D Topographic Salt Dough Maps**

<https://kidworldcitizen.org/3d-salt-dough-maps/>

- Salt dough maps are a fun and easy way to teach kids how to create topographic maps. This website includes the necessary steps for making these maps.

### **Map Skills for Elementary Students - National Geographic Website**

<https://www.nationalgeographic.org/education/map-skills-elementary-students/>

- You can use this website to find: more information about spatial reasoning in the early years, educational videos, collections of large maps and maps of familiar places, and an array of activities focused on map making from Pre-K to Grade 6.

### **My Imaginary City**

<http://www.tate.org.uk/kids/games-quizzes/my-imaginary-city>

- Students can create their own imaginary worlds and maps using this online tool. They can screen capture their "new worlds" to print and post in the classroom, and they can view some of the worlds that other students have created.

### **National Geographic Maps: Tools for Adventure**

<https://www.nationalgeographic.org/education/multimedia/interactive/maps-tools-adventure-island/>

- This website explores maps as students play an Adventure Island game where they can help a tour guide show visitors around!

### **Roll For Fantasy**

<http://rollforfantasy.com/tools/map-creator.php>

- This website provides a map creator tool individual students, groups, or whole classes can use to map out fantasy worlds. Images of forests, mountains, and hills are just some of the 1180 different images that can be used.

## Further Reading: Children's Books

### Fiction

Anderson, E. C. (2005). *Chuck Dugan is AWOL: A novel with maps*. San Francisco, CA: Chronicle Books.

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### Nonfiction

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🍁 Torpie, K. (2009). *Drawing maps (All over the map)*. St. Catharines, ON: Crabtree Publishing.

Waldron, M. (2013). *Types of maps*. Chicago, IL: Raintree.



## "Irate" Maps

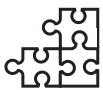
Marcel, Grade 1, Aspen, Alberta

This activity has it all: buried treasure, mysterious creatures, and a rugged island! This activity powerfully showcases students' creativity and ability to work in groups. In this engaging map making activity, students work as a whole class and then in smaller groups to create maps for Oak Island which is inhabited by a group of "Irates"—*not* pirates—who have buried some treasure there. As they create their unique maps, students are encouraged to consider the real and imaginative features of the island and how these features might be used in an adventure story in the coming weeks.

### Background and Context

Last year, Marcel developed an activity where students worked collaboratively to draw their own "onsters"—*not* monsters. Marcel and the students used the "onsters" as a way into dramatization and writing. The students' enthusiastic and creative responses led Marcel to extend the "onster" theme over several months, introducing new collaborative and independent activities.

This year, Marcel wanted to re-create this imaginative and extended project with his students. But this time, what would the theme be? Marcel remembered a TV series called, "The Curse of Oak Island", where, over several episodes, the real story of Oak Island's hidden treasure was told. Suddenly, the "Irate"—*not* pirate—theme was born.



### Creating the Activity

This is a multifaceted project that requires students to create a labelled map of an imaginary island, design and write a biography of an imaginary character called an "Irate", and compose an adventure story.

Marcel located sound files of ocean waves for the initial visualization, developed a background story about pirates and their buried island treasure, and prepared a template for the islands. He also had chart paper ready to record student ideas. He made writing tools available like markers, crayons, and coloured pencils for the students to use to create their maps.

## THE SHAPE OF THE ACTIVITY

### Beginning the Theme

To fire their imagination, Marcel grouped the students together to listen to audio files of the sounds of waves. However, he did not tell the students that these were ocean wave sounds. Instead, he asked the student to close their eyes and imagine a

place where these sounds might be heard. He guided their visualizations with the following questions:

- What do you hear?
- What do you think might be making these sounds?
- Can you imagine where this place might be?
- What kinds of plants and animals might you see here?
- Is this a warm place? A cold place? How do you know?

The students shared some of their imaginings, which Marcel recorded. They suggested things like: rain, falcons, water, waves, wind, heavy, strong, rain on the sands, and ocean. Marcel then revealed that the sounds they had heard were the sounds of ocean waves crashing against a rugged place. He told them that these sounds were recorded on a real island, called Oak Island, located off the coast of Nova Scotia.

It was at this point that Marcel told an imaginative story that would begin the "Irate" adventures. Marcel began with, "On the island lived Irates." Of course, the students immediately asked him if he meant to say "pirates", to which he responded:

"No, they weren't pirates. They were Irates! We're not really sure what they were. You know, the Irates keep their buried treasure on this island, buried very deep beneath the ground. And there is a labyrinth of traps and tunnels and doors and many other things to protect their treasures ... not many children or people have visited the island of the Irates."

The students asked Marcel if he had ever been to Oak Island. And so, he continued:

"Well, I had been there a long time ago, but I cannot remember what it looks like. I'm going to need your help to describe the island and what it might look like."



**FIGURE 3.9:** *The mysterious Oak Island, based on the students' shared ideas, served as a modelled lesson about map making.*

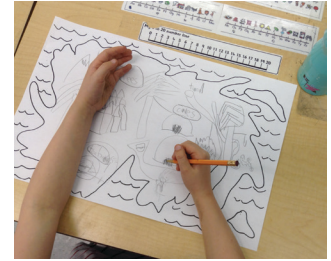
Marcel then requested help from the students to create a map of Oak Island. Would it have mountains or caves? Were there rocks or rolling hills? Were there trees or a fortress? The students brainstormed ideas, discussing homes that might be on the island, how these might look, and what they might find along the shoreline that surrounded the island. Marcel quickly sketched their ideas on chart paper and then announced that it was their turn to create their own "Island of the Irates".

## COLLABORATION

*Learning:* The students brainstormed the ideas that gave shape to the various aspects of the overall activity.

## Extending the Theme

Marcel initiated the activity by modelling map making with the whole class. He then gave his students a template (outline) of an island that allowed them to develop the features found on their islands and the features that might surround their islands. Marcel had the students work in small groups, so they could develop and share ideas while they created unique islands.



FIGURES 3.10 & 3.11: Josiah and Katie draw and label their own maps of Oak Island.

## CREATIVITY

*Imaginative Process and Product:* The students designed a map of an imagined place by combining both fiction and nonfiction elements.

As the students talked and worked on their maps, Marcel moved around the classroom so he could observe the students and ask guiding questions. He encouraged them to clarify their thinking by considering which items might be included on their islands and how these items might become part of the adventure story that they would write in the weeks to come. For example:

- Marcel: What do you have on your island so far?  
Darby: I have a fire.  
Marcel: What is the fire for? What would the "Irates" need a fire for?  
Darby: So they can see through the night.

*Marcel points to some parallel lines on Darby's map.*

- Marcel: Tell me about these lines on your map.  
Darby: Those tunnels lead to gold.

*Marcel turns to another student in the group.*

- Marcel: What are these, here on your map?



Jason: Those are shark fins.  
Marcel: Oh, shark fins! Great. I see that. Yikes!

## Ending the Theme

Marcel provided time for the students to share their maps with one another, encouraging them to identify the items that comprised their maps. He also encouraged them to explain what relation these items might have to their "Irates" treasures and adventures. This sharing was a great way for students to verbally rehearse and plan for their writing.

## TEACHER'S REFLECTIONS

After the first day of map making, Marcel noted:

"The kids are pretty excited about it ... and interested. I'm interested to see how they continue and complete their "Irate" maps. And their "Irates!" What will they look like when they're coloured? And the stories to come!"

Like last year's "Onster" activities, Marcel was already thinking ahead to when the students would create "Irate" characters and write their adventure stories.

### CURRICULUM

Oral Language: Listen in order to respond to a variety of situations for a variety of purposes; Communicate with a variety of audiences; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary.

Social Studies: Community studies and map making; Analyze and construct maps for specific purposes.

Visual Arts: Produce a variety of two-dimensional art works.

Writing: Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound-symbol relationships; Learn new vocabulary; Learn about recording and arranging ideas and information in different ways; Write for a specific format (e.g., maps).

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Language Arts



- Write about why you would or would not like to own or live on an island. List the advantages, disadvantages, and the challenges you might have.
- Read *Scaredy Squirrel* or *Scaredy Squirrel at Night* by Melanie Watt and construct their own "Scaredy Irates" book that relates the "Irates" to Oak Island.

### Mathematics

- Print (or draw) several grids on translucent sheets of plastic, with letters for each vertical space (e.g., A, B, C, etc.) and numbers for each horizontal space (e.g., 1, 2, 3, etc.). These grids can be placed over the students' maps. They can use small tokens as "Irates" and determine the locations of different items on their maps (e.g., the rock (A5), the caves (G3), the treasure (D8)). They can also work with a partner to give each other directions to different locations on the map (e.g., to get from the rocks to the treasure, move 2 squares right, 5 squares up, and one square to the right). After practicing verbally, they can write down their directions.
- Using the same plastic grid, students may want to develop a Battleship-type game.

### Science

- Investigate islands around the world (e.g., The Galapagos, Hawaii), comparing and contrasting the animals, vegetation, and climate of these unique places. Students could investigate the life cycles of the different animals and what they need for their healthy growth and development.



## Through Online Extensions

### CBC Kids: Oak Island: A History Mystery

<http://www.cbc.ca/kidscbc2/the-feed/oak-island-a-history-mystery>

- A kid-friendly summary of the history of Oak Island including: booby traps, "the money pit", clues left around the island, and guesses about the treasure buried below.

### Fantasy Maps and Map Making Tutorials

How to draw a map: <http://www.fantasticmaps.com/2015/02/how-to-draw-a-map/>

Tips and tricks: <http://www.fantasticmaps.com/category/tips-and-tricks/>

- These pages provide useful information regarding how to draw a fantasy map using Photoshop or the free software, Gimp. They also include helpful tips and tricks about how to draw certain items on a map (e.g., simple trees, coastlines, chasms, and caves).

### Oak Island Interactive Map

<https://www.oakislandmap.com/>

- This website provides an interactive map of the real Oak Island in Nova Scotia. Users can explore things like the money pit, flood tunnel systems, and more.

### Oak Island Money Pit

<https://www.oakislandmoneypit.com/>

- In-depth information about the history of Oak Island and the ongoing search for treasure. Includes links to videos, books, and other resources.

### **Random Island Generator**

<http://ahw.wikidot.com/random-island-generator>

- This free online tool automatically generates any one of a billion island shapes. This is useful for creating different island templates for students. To use this page, simply refresh the page twice in your browser and then click on the bottom "Rig 8" link under the Related Pages heading.

### **Roll for Fantasy**

<http://rollforfantasy.com/tools/map-creator.php>

- This website provides a map creator tool that individual students, groups, or whole classes can use to map out fantasy worlds. Images of forests, mountains, and hills are just some of the 1180 different images that can be used.

### **The Curse of Oak Island**

<http://www.history.ca/the-curse-of-oak-island/>

- This is the HISTORY Canada webpage for the Curse of Oak Island TV show. Subscribers who pay for the HISTORY Canada Channel can watch episodes and clips.

### **Worldspinner**

<https://worldspinner.com/>

- This online tool allows you to make high quality maps of your own fantasy world. You can include continents, mountain ranges, kingdoms, cities, and so much more. This paid app comes with a free trial period, and it is very customizable.

### **Yarr, Pirate Maps**

<http://yarrmaps.com>

- This fun website lets you type in any location and provides a pirate map theme of any Google map. This is especially fun for directions across the country.

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## Further Reading: Children's Books

### Fiction

Anderson, E. C. (2004). *Chuck Dugan is AWOL: A novel with maps*. San Francisco, CA: Chronicle Books.

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Nilsen, A. (2007). *Pirates: All aboard for hours of puzzling fun*. Surry Hills, AU: Little Hare.

✻ Rogers, S. (2013). *Northwest passage*. Toronto, ON: Groundwood Books.

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# "Irate" Biographies

Marcel, Grade 1, Aspen, Alberta



The mysterious Oak Island is inhabited by creatures called "Irates" (not pirates) who have buried their treasure there. Do they have names similar to movie pirates, like Captain Hook or Jack Sparrow, or names like Jayson and Summer? Do they have long hair, wear a bandana and an eye patch, or do they look altogether different from humans? Do they eat unusual foods? Are they afraid of the dark? Students jump into this activity by creating and naming their own "Irate", considering what their "Irates" like to eat and what scares them. They create short biographies and draw portraits of their "Irates" and share them with their peers.

## Background and Context

In a previous activity, the students created their own "Irate" maps of Oak Island. As they drew these maps, Marcel encouraged them to consider how each element they drew (e.g., trees, sand, caves, buried treasure) might relate to the "Irate" characters that inhabit the islands and the possible adventures that they might have. In this activity, the students create hand drawn images and write biographies of their particular "Irates."



### Creating the Activity

This activity took place over several lessons and mainly required drawing and writing materials. For the beginning of this activity, Marcel had chart paper and smaller strips of paper ready to record students' ideas as they brainstormed together. For later work in small groups, he provided students with large pieces of paper and drawing materials for the creation of the "Irates," along with pencils and smaller lined pieces of paper for the written biographies.

## THE SHAPE OF THE ACTIVITY

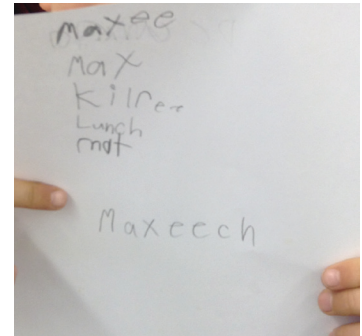
### Beginning the Theme

This activity began by naming the "Irates." Marcel grouped the students to model a way to develop an "Irate" name. First, the whole class brainstormed different possible names and Marcel recorded these on chart paper. Some of their suggestions were: Jovie, Harry, Jack Frost, Jeff, Trenzie, Cheesie, and Eagle. Marcel then selected three of the names that interested him. Next, he took one syllable from each of those names and wrote them on the strips of paper. For example, from the first three names, he wrote "Jo", "Har" and "ack". Then, he put the three pieces together to create the name "Joharack".

Now, it was the students' turn. The students moved from partner to partner to talk about possible names for their own "Irates" until they had recorded five different

names. Each student followed Marcel's model and selected syllables to combine into an "Irate" name. Marcel helped some of the students underline the syllables they selected for the names. Some of the final names included:

- Sacky (from Siyines & Jack)
- Hargim (from Harry, Pig, & Kim)
- Loobey (from Looey & Box)
- Coisin (from Cohen & Isin)
- Maxeech (from Maxee & Lunch).

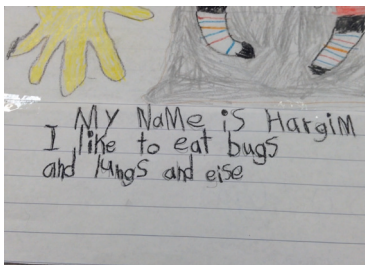


**FIGURE 3.12:** A student's list of brainstormed names. He wrote Maxee, Max, Kilren, Lunch, and Mat. He later combined Maxee and Lunch to make his "Irate" name: Maxeech

## Extending the Theme: Writing a Biography

### What kind of food does an "Irate" eat?

Marcel grouped the students on the carpet to ask guiding questions to deepen their thinking about their "Irates". He asked them to imagine the kind of characters their "Irates" might be, what their "Irates" might do, and the things their "Irates might like".



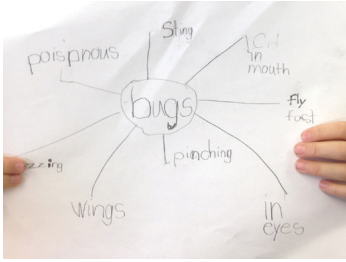
**FIGURE 3.13:** Aiden wrote from the point of view of his "Irate": "My name is Hargim I like to eat bug and lungs and eise [eyes]."

He encouraged them to consider: What kind of food would your "Irate" eat? Marcel reminded them that their "Irates" were on an island, and this would impact the types of food that were available. The class brainstormed different types of food and Marcel used chart paper to record their ideas like: apples, strawberries, ducks, birds, nuts, snakes, chickens, coconuts, sand, blackberries, oranges, and wolves. For some of the suggestions, Marcel prompted the students to think in more detail. For example, he asked which parts of the wolves might be eaten and the students suggested the lungs, eyeballs, lips, meat, and skin.

### COLLABORATION

*Learning:* The students brainstormed the ideas that gave shape to the various aspects of their characters.

Marcel then gave the students time to sit in small groups and talk with one another about their particular "Irate" to come up with some food ideas. This formed the first part of the "Irate" biography. The students were encouraged to write in the first person, as if they were the "Irate". Marcel suggested they begin their biography this way: "My name is \_\_\_\_\_. I like to eat \_\_\_\_\_."



**FIGURE 3.14:** Jennifer used a graphic organizer to help her brainstorm items that her "Irate" might fear.

### What does an "Irate" fear?

For another lesson, Marcel brought the whole class together to brainstorm the types of things that the "Irates" might fear. On chart paper, he recorded their ideas, such as: snakes, fire, bugs, ghosts, spiders, scorpions, bear walkers, sharks, saber-tooth tigers, coyotes, and scorpions. Marcel then chose one example and modelled how they might expand on what could happen with that fearful item. For example, when considering "sharks" as a creature to fear, Marcel recorded the students' ideas in a word web graphic organizer. From the centre circle of "sharks" were branches noting that sharks "bite", "rip you up", "shred you", and "have scary eyes."

Now it was the students' turn to write. They worked in groups at desks or on the floor so they could discuss their ideas, but they each developed their own word webs specific to their "Irate". Once their ideas were noted, they added another sentence or two to their biographies. For these sentences, Marcel did not provide a script.

As the students talked and wrote, Marcel circulated the room to scaffold their writing. He asked students to read aloud the sentences they wrote, responding with enthusiasm:

- Marcel: What is your "Irate's" name?  
 Dara: Sackey.  
 Marcel: Can read the whole thing for me?  
 Dara: My name is Sackey. I like to eat foxes, and legs, and tooth.  
 Marcel: You got a very strong appetite, that's for sure! Keep working at that! Good job!

Marcel also encouraged students to elaborate or he helped them to sound out words.

Here are more examples of the "Irate" biographies:

Aiden: My name is Hargim. I like to eat bugs, lungs and eise. [eyes]

Jayson: My name is Maxeech. I like wovs [wolf's] head and fish gust [guts] and fish scin [skin]. I am scared of Snakes and saber Tooh Tigers.

Dara: My name is Sacky. I like to eat foxsis and legs and heds too. I am scared of vampiyr and bats. Vampiyr are ceepy. They have wings and red eyes. They are big and they have capes. I am scared of bats too. they are small and I do not like that they fly.

Stephanie: My name is Applljuoowll my irit Licks to eat likes to eat SAAvr houts My irit Licks too tAck Bafs iN SaeaNdeAt sAMiN ANd Live oNashipaNd haz sfyrockteefaz ANeckLis And she hazAsitsrhr her NAMEiz FrAziLLashe is 20yerzLLd.

*[My name is Apple Jewel. My irate likes to eat saber hearts. My irate likes to take baths in the sea and eat salmon and lives on a ship and \_\_\_\_\_ has a sister and her name is Frazilla and she is 20 years older].*

## Extending the Theme: Drawing an "Irate"

Now that the students had developed a sense of who their "Irates" were, they were given time to draw large portraits using mural paper, pencils, crayons, and coloured pencils. They worked in pairs to trace each other's bodies from the waist up to the head. Once they had the outline, they filled in their "Irates" as they imagined them to be and labelled various parts around the picture.

### CREATIVITY

*Imaginative Process and Product:* The students created characters and gave those characters personalities by combining both fiction and nonfiction elements.



FIGURE 3.15: *The "Irate" Max-each is given form.*

## Ending the Theme

The students taped the biographies to the bottom of the "Irate" portraits and presented them to Marcel and groups of peers. These portraits and biographies were posted around the classroom for everyone to read.

### TEACHER'S REFLECTIONS

Marcel liked the creativity and range of ideas the students came up with as they brainstormed together. He noticed that they continued their conversations in smaller groups, even as they wrote independently. After the first writing activity about what the "Irates" like to eat, Michael reflected:

"Tomorrow we are going to expand on a couple of things and then they will be writing about what their "Irate" will be afraid of. What I noticed yesterday, when I gave them the frame of "My name is ..." and they put the name of their "Irate" and then "I like to ..." and then they put what it would eat... A couple of the other girls, one in particular, didn't follow these instructions, and it worked out anyway. So she started writing, and wrote lots more. That's kind of in keeping with what I usually like to do. I don't really like to provide a lot of scripts. So, tomorrow, I'm not going to write a script for them and they can just write what their "Irate" is scared of. I was trying to keep the kids to writing three lines, but I'm going to go with it and let them write what they need and how many lines they want to use."



## CURRICULUM

*Oral Language:* Listen in order to respond to a variety of situations for a variety of purposes; Communicate with a variety of audiences; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary.

*Visual Arts:* Produce a variety of two-dimensional art works.

*Writing:* Learn about recording and arranging ideas and information in different ways (e.g., graphic organizers); Write from a character's point of view; Write for an intended audience; Write in a specific format; Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound-symbol relationships; Learn new vocabulary.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Drama

- Students might dramatize their "Irate" for the class, relating posture, movement, and actions to the biographies that they composed.

#### Visual Arts

- Students can create "Irate" puppets and puppet theatre backdrops and then work in small groups to combine their "Irates" and develop a short puppet show for the class.



### Through Online Extensions

#### Blackbeard For Kids

<https://www.thoughtco.com/blackbeard-for-kids-2136223>

- This website offers a simplified version of the story of Blackbeard. It could also be modified for students.

#### Canada's Pirate Queen

<http://www.canadashistory.ca/explore/women/canada-s-pirate-queen>

- This website provides information about the 18th century Canadian female pirate, Marie Lindsay Cobham. The details are quite mature, but this story could be adapted for students.

#### CBC Kids: How Pirate Are Ye?

<http://www.cbc.ca/kidscbc2/the-feed/what-pirate-be-ye-personality-quiz>

- Students and teachers can take this short quiz to find out their pirate personality. This quiz could help students expand their writing about



their "Irate" personalities. As this quiz is entirely in "pirate speak", some translation might be required, which could also be a fun classroom activity.

### Short Biography Generator

<http://oakdome.com/k5/lesson-plans/word/biography.php>

- Enter a few pieces of information about a famous or imaginary person and this tool will automatically generate a short biography.

### Tools for Digital Storytelling

<http://www.scholastic.com/parents/blogs/scholastic-parents-learning-toolkit/tools-digital-storytelling>

- This website has a useful list of digital tools adults can use with kids to help build their storytelling skills.

## Further Reading: Children's Books

### Fiction



Carter, A. L. (2004). *Elizabeth: To Pirate Island*. Toronto, ON: Penguin Canada.



Walsh, A. (Ed.). (2001). *Beginnings: Stories of Canada's past*. Vancouver, BC: Ronsdale Press.

### Nonfiction

Boshouwers, S. (2012). *Pirates*. New York, NY: Clavis.

Chrisp, P. (2011). *Pirates*. New York, NY: Kingfisher.

Krull, K. (2010). *Lives of the pirates: Swashbucklers, scoundrels (neighbors beware!)*. Boston, MA: HMH Books for Young Readers.

Rubin, S. G. (2012). Jean Laffite: *The pirate who saved America*. New York, NY: Harry N. Abrams.



Telfer, G. (2012). *Real Canadian pirates: Buccaneers & rogues of the North*. Edmonton, AB: Folklore Publishing.

Thompson, J. (1996). *A pirate's life for me!: A day aboard a pirate ship*. Watertown, MA: Charlesbridge.



Trottier, M. (2003). *Canadian greats*. Markham, ON: Scholastics.



Wilson, J. (2014). *Our heroes: How kids are making a difference*. Toronto, ON: Second Story Press.

Yolen, J. (2008). *Sea queens: Women pirates around the world*. Watertown, MA: Charlesbridge Publishing.

# Setting Up McDonald's

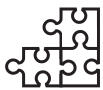
Jennifer & Leslie, Kindergarten (Year 1 & 2),  
Sunset Lake, Ontario



Going out for a meal is always a good time! Having a play restaurant in the classroom is a fun and imaginative way for students to explore a variety of roles. For example, customers get to make tasty selections and chat with friends, while staff must carefully listen to customers' requests and prepare food accordingly. In this activity, students create a menu, signage, and labels for their restaurant. Then, they consider their "roles". Will they be customers, cooks, or counter staff? Whatever roles they select, they work together to enact a variety of scenarios for ordering, eating, and working in a restaurant.

## Background and Context

Leslie and Jennifer often ask their students what theme they would like to develop for the classroom dramatic play centre. However, this one time, when Leslie asked the students, they did not have any suggestions. This was quite unexpected, as the students usually offer several suggestions and engage in lively discussions. Leslie quickly considered a few things that the students knew well. All of the students knew the McDonald's on the west side of their town and most of them had travelled, at least once, across the border to a neighbouring town to see a movie. In response to Leslie's question, the students unanimously decided: "McDonald's!"



## Creating the Activity

Children in this class typically direct the set up and organization of centre themes and activities. To get this process started, Leslie listed the students' ideas on chart paper and included some of the materials that they would need to create the props and costumes before dramatic play could take place.

Large Sign: Kraft paper, pencils, and paint

Menus: Paper, markers, magazines, and downloaded images of food items

Props: Visors and shirts for McDonald's staff, plastic food (from house centre), menus (student created), tables and chairs (from house centre and classroom), cutlery, writing materials, cash register, and blank receipt books for writing down orders

## THE SHAPE OF THE ACTIVITY

### Beginning the Theme

Once the theme was decided, Leslie sat down with the group of students who expressed interest in making items that would help to set up the centre. They talked about the food items that they would want to buy at their restaurant and Leslie gave each student a piece of paper so they could list these items. As they wrote down their items, Leslie searched online to find corresponding images. She then printed the images and gave them to the students to cut out and glue beside their written labels. The students recorded words such as: Happy Meal, hamburger, French fries, nuggets, and cheeseburger. They also wrote numbers



FIGURE 3.17: A view of the McDonald's centre looking into the cooking area from the order counter. Is this the window for the "drive through"?

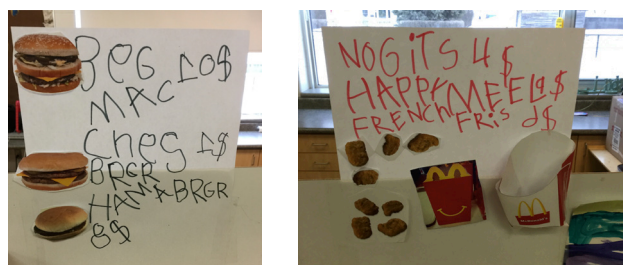
for the cost of each item. While the students wrote, Leslie helped them sound out the words that they wanted to include on their menu. She also asked them to read back their writing as they completed each item. These lists became the menus that were later posted at the centre.

Jennifer drew the "golden arches" on yellow paper to make their centre sign. One of the students volunteered to write the word "McDonald's" and he sounded out some of the letters as he wrote it on the sign. The sign was then hung above the drama centre. The "M" even inspired some students to print M's on the visors that they decide the "staff" would wear.

With Leslie's help, the students organized the new centre. They posted their menus on the cupboards and positioned a "display" stand to form the counter for taking orders. The cash register and receipts were stored on a nearby shelf, so that they could be organized on the order counter by the "staff" at the beginning of each "work shift". Tables and chairs, where customers could enjoy their meal, were organized around the centre.



FIGURE 3.16: Two students prepare menus for the centre.



FIGURES 3.18 & 3.19: The menu items and prices posted for the customers to read.

## CREATIVITY

*Imaginative Process and Product:* With this centre, the process-product relationship was reversed. First, they created their "product" and then the "process" of play began. First, the students made all the items needed to transform the dramatic play area into a McDonald's restaurant, and then they engaged in the processes of using those products imaginatively in-role.

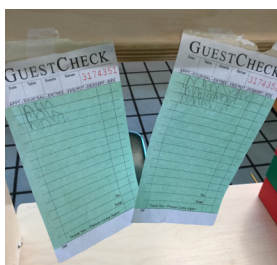
## Extending the Theme

Once the restaurant was set up, the students moved in and out of the centre to play. They selected their roles and, working together and independently, they developed narratives and play scenarios. Those who were "staff members" put on the visors and arranged the items they needed to prepare and serve food. The "customers" ordered their meals from the menus posted behind the counter. "Counter staff" then recorded the orders and gave these to the "cooks" who quickly prepared and assembled the food. The order slips then became receipts that were given to the customers with their orders. When the customers received their meals, they found a table, sat down, ate their meals, and engaged in conversation with each other.

## COLLABORATION

*Learning:* The students brainstormed the ideas that gave shape to the various aspects of the overall centre.

*Product:* The students played together, taking on various roles that contributed to the restaurant scenario.



**FIGURE 3.20:** Some orders that the McDonald's "staff" created for the "cooks". In-role, one student read out the items written on the first order (on left): "French fries, hamburger and iced tea".

The two adults supported the students' ideas and helped facilitate the play and learning that occurred at the centre. For example, if the students were unsure about which role they would take, Leslie or Jennifer would help them decide. While the students played, both Jennifer and Leslie would join into the play, in-role, if they felt there was a need. For example, sometimes the play interactions seemed to be waning (e.g., customers sat and pretended to eat, but did not talk), so the adults would sit down with them to encourage conversation, or if a particular role needed support (e.g., there were many staff members, but not enough customers to keep them busy), the adults might order a meal or arrive as a food inspector.

## Ending the Theme

This activity ended after several weeks of play when the students began ex-

pressing some interest in creating a new theme for their dramatic play area.

## TEACHER'S REFLECTIONS

Leslie appreciated the learning that took place at the different dramatic play centres that they had set up in the room. With the McDonald's restaurant, she noted:

"The students were using good—positive—social skills and using vocabulary particular to the centre, for example, using the menu items, the proper words for their roles, and they also told their own stories about McDonald's. They went into the different roles quickly and learned what to do. They were really eager! This was the same for the Movie Theatre theme. With that theme, they used the appropriate language, for example, asking: "What movie would you like to see?" "Your seat is right here." "No talking please." Their in-role language was appropriate for the dramatic play and the theme. Jennifer and I were impressed with the language they used, and sometimes we liked to sit back, watch, and listen as they played."

Leslie thought that she would use this centre theme again next year, with a few changes:

"This centre petered out quickly; it didn't last as long as I had hoped. Next year, I think that I will maybe role play a little more with the students, helping the kitchen staff think of things that they might do, and think of ways to bring more writing into the centre by, perhaps, suggesting that they label kitchen items or write out the steps for preparing the different food items. This might also help them understand the complexity of the activities and how to do them."

### CURRICULUM

*Oral Language:* Listen in order to respond to a variety of situations for a variety of purposes; Communicate with a variety of audiences; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary; Talk in role.

*Social Studies:* Explore a service located in the community.

*Visual Arts:* Produce a variety of two-dimensional art works for a specific purpose.

*Writing:* Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound-symbol relationships; Learn new vocabulary; Learn about recording and arranging ideas and information in different ways; Write for a specific format (e.g., menu, sign).

## EXTENDING THE ACTIVITY



### Across the Curriculum

#### Language Arts — Media Literacy

- Watch McDonald's/Swiss Chalet/Subway commercials. Discuss why they work. Look at the images and songs. Create posters and advertisements for the classroom McDonald's centre.
- Compare and contrast current McDonald's commercials to ones from 20 years ago. Examine specifically what has changed and why.
- Create your own restaurant. Make a name and list the foods you would serve.

#### Language Arts — Writing

- Write online reviews of the food and service from the classroom centre.
- Explore other local restaurants (e.g., Swiss Chalet) and compare the different food items.
- Select a food item to prepare in class. Find a recipe to follow and serve the dish for snack. Students can develop their own variations of the recipe to then draw and write (procedural writing).

#### Mathematics

- Conduct a survey and graph the results of the favourite McDonald's foods of the students in the class and/or school.
- Sort the McDonald's/Swiss Chalet food using Canada's Food Guide groups
- Find the calorie counts that are now available on all foods. Tally the total calories of the meal you want to order.

#### Physical Education - Healthy Eating

- Talk about healthy food choices, including how to incorporate fast foods into a healthy diet (e.g., in moderation; 80/20 ratio).

#### Social Studies

- Schedule a tour of the local McDonald's restaurant. Brainstorm questions to ask prior to the visit.
- Research and talk about the Ronald McDonald House Charities. Decide if the class might like to raise money to donate to the organization.



### Through Online Extensions

#### BAM! Dining Decisions App

<https://itunes.apple.com/ro/app/bam!-dining-decisions/id1097977916?mt=8>

<https://play.google.com/store/apps/details?id=gov.cdc.ondieh.nccdphp>.



DiningDecisions&hl=en

- This free app focuses on making smart food choices by asking players to sort food into three categories: Go (healthy), Slow (somewhat unhealthy), or Woah (very unhealthy). This could be played with a class or in small groups. Available on Google Play and iTunes.

### **Blast Off Game**

<https://www.fns.usda.gov/tn/blast-game-0>

- This activity teaches kids about the importance of physical activity and the United States Department of Agriculture's (USDA)'s five basic food groups. Students fuel up their MyPlate Spaceship with smart food choices and 60 minutes of physical activity to fly to Planet Power. If their food plate is unbalanced or they don't include enough physical activities, their spaceship won't launch! After each game, students receive a report that would be useful for further class discussion.

### **Dr. Panda's Restaurant**

<https://drpanda.com/games/dr-panda-restaurant>

- In this paid game, players take orders, prepare meals, and serve them to restaurant guests. They also have to tidy up the restaurant!

### **Restaurant Island App**

<https://itunes.apple.com/us/app/restaurant-island-manage-your-gourmet-paradise/id779436698?mt=8>

<https://play.google.com/store/apps/details?id=com.modernstark.restaurantisland&hl=en>

- On this free app, students can design, decorate, and run their own dream restaurant. Available on Google Play and iTunes.

### **Restaurant Story App**

<https://itunes.apple.com/app/restaurant-story/id394807905>

[https://play.google.com/store/apps/details?id=com.teamlava.restaurantstory&hl=en\\_CA](https://play.google.com/store/apps/details?id=com.teamlava.restaurantstory&hl=en_CA)

- This game allows players to build their own dream restaurant! This includes designing the perfect interior, customizing menus from a selection of hundreds of dishes, exchanging recipes with friends, and inviting friends from Facebook to "visit" and "dine" in their virtual restaurant. Available on Google Play and iTunes.

### **Serving Up MyPlate: A Yummy Curriculum**

<https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>

- This collection of classroom materials is designed for elementary teachers to integrate nutrition education into math, science, language arts, and health. These materials also highlight the importance of physical activity for a healthy lifestyle. This website includes: teacher's guides, original songs, posters, and parent handouts, along with links to free online games.

### **The Recipe for a Healthy Child: Nutrition Games and More!**

<https://www.bigoven.com/article/recipe/healthy-child-recipes-nutrition>




- This webpage provides a list of links to games and other informative websites aimed at promoting children's nutrition.

## Further Reading: Children's Books

### Fiction

Afromsky, R. (2011). *I have a restaurant*. Los Angeles, CA: Kendahl House Press.

Berenstain, J. (2009). *The Berenstain bears go out to eat*. New York, NY: Harper Festival.

 Brenna, B. (2014). *The bug house family restaurant*. Vancouver, BC: Tradewind Books.

Catrow, D. (2010). *Max Spaniel: Funny lunch*. New York, NY: Orchard Books.

Child, L. (2003). *I will never not eat a tomato*. Somerville, MA: Candlewick Press.

Durant, A. (2006). *Burger boy*. Boston, MA: Clarion Books.

Else, B. (2012). *The travelling restaurant: Jasper's voyage in three parts (A tale of Fontania #1)*. Wellington, NZ: Gecko Press.

Fischer, E. (2014). *If an armadillo went to a restaurant*. Minneapolis, MN: Mighty Media Kids.

 Fullerton, A. (2013). *Community soup*. Toronto, ON: Pajama Press.


 Perry, R. (2010). *Down at the seaweed cafe*. Gibson, BC: Nightwood Editions.

Hicks, B.J. (2009). *Monsters don't eat broccoli*. Toronto, ON: Knopf Books for Young Readers.

Hoberman, M. A. (2000). *The seven silly eaters*. New York, NY: HMH Books for Young Readers.

Lee, D. (2014). *The ice cream store: Poems*. New York, NY: Harper Collins.

London, J. (2003). *Froggy eats out*. New York, NY: Puffin Books.

 Olson, K. (2005). *Eat, run, and live healthy*. Penticton, BC: Theytus Books.


Sharmat, M. (2009). *Gregory, the terrible eater*. New York, NY: Scholastic Paperbacks.

Waber, B. (2001). *Fast food! Gulp! Gulp!* New York, NY: HMH Books for Young Readers.

Yee, W. H. (2005). *Hamburger heaven*. New York, NY: HMH Books for Young Readers.

### Nonfiction

Butterworth, C. (2011). *How did that get in my lunchbox? The story of food*. Somerville, MA: Candlewick Press.

 Liebman, D. (2013). *I want to be a chef*. Richmond Hill, ON: Firefly books.

Marsico, K. (2008). *Working at a restaurant*. Ann Arbor, MI: Cherry Lake Publishing.

Mattern, J. (2015). *Ray Kroc: McDonald's restaurants builder*. Fairless Hills, PA: Checkerboard.

Minden, C. (2006). *Restaurant owners*. Chanhassen, MN: Child's World.

Rockwell, L. (2009). *Good enough to eat: A kid's guide to food and nutrition*. New York, NY: Harper Collins.

Schaefer, L. M. (2001). *Fast food restaurant*. Chicago, IL: Heinemann Library.

Slegers, L. (2014). *Chefs and what they do*. New York, NY: Clavis.

 Turnbull, S. (2014). *Cooking Skills*. Collingwood, ON: Saunders Book Company.

# Movie Theatre

Jennifer & Leslie, Kindergarten (Year 1 & 2),  
Sunset Lake, Ontario



Going to the movies is always an exciting adventure! Will you see a fantasy, comedy, or something else entirely? Do you prefer animated or live action? Will you buy a snack? Will someone show you to your seat? This engaging classroom activity is rooted in the students' own experiences of going to the movie theatre in a neighbouring town. It begins with students working together to create different items for the movie theatre—from posters for the box office to menus for the concession stand. Students also brainstorm different theatre jobs and take on roles as customers or staff members.

## Background and Context

Once the McDonald's centre was dismantled and put into a box for next year (see previous CCCA entry), the students decided that it was time to "go to the movies". Like their previous McDonald's theme, this one was also based on a community practice. The nearest movie theatre was across the border in a neighbouring town and going to a movie was a typical fun family outing. Most of the students had gone to this theatre at least once with their families so they were very excited to bring the fun experience to their classroom.



## Creating the Activity

With the students, Jennifer and Leslie brainstormed ideas about how they might create a movie theatre and the kinds of materials and props they would need to create or bring into the classroom. In this classroom, students were accustomed to playing a large role in preparing extensive dramatic play centres so they were able to come up with a long list of items to prepare. These were listed on chart paper.

Jennifer & Leslie organized some of the materials needed and the students made the rest.

Theatre: Curtains, 2 bookshelves, a puppet theatre frame, projector, iPad, chairs, bucket, and an apron (costume)

Concession

Stand: Bookshelf, puppet theatre frame, popcorn boxes (yellow LEGO® Duplo for popcorn), plastic cups, trays, plastic food, menus, aprons, labels for food items, cards, and writing materials

Box

Office: Movie posters, aprons, tickets, ticket box, clipboard, tally paper, and pencils

## Creating the Activity Continued

The students made many objects using items from around the classroom:

Menus:	Templates with images printed on paper and writing materials for item names
Candy	
Boxes:	Small boxes, kraft paper, and markers
Movie	
Posters:	Paper and writing/drawing materials
Food	
Labels:	Card stock
Ticket Box:	A shoe box, kraft paper, and markers
Tickets:	Ticket template printed on bright yellow paper, with spaces to print the movie name and date

## THE SHAPE OF THE ACTIVITY

### Beginning the Theme

Jennifer and Leslie set up the materials to begin creating the theatre. They placed a puppet theatre stand on top of a small bookshelf to create the box office. Beside this, another bookshelf became the concession stand where the plastic food items and cash register were stored. These two stands were placed off to the right of the actual theatre. The theatre was set apart by some tables dividing the two spaces, and curtains were hung from the ceiling to create the main doors. Inside the curtains, several chairs were placed in rows facing the white window blind, which was pulled down. A projector was used to show movie trailers from the iPad. As the students made other materials and props, they placed them in the appropriate spaces.



FIGURE 3.21: A bookshelf became the concession stand.



FIGURE 3.22: Outside the "Theatre", posters showed the movies playing that day.

The students created many items and signs, and the two teachers helped with the process.

### Box Office

The students talked about designing and making movie posters so that the customers would know which movies were playing on any given day. They drew large pictures of scenes and characters from different movies and then wrote the title on the top (e.g., *The Little Mermaid*, *LEGO® Batman Movie*). These were posted on the cupboard beside the box office. The

students also made an "open" and "closed" sign for the theatre.

### Concession Stand

Jennifer and Leslie prepared templates that included images of the snack items that the students wanted to "sell" at their theatre. They also made small boxes of "treats" by decorating little boxes covered in kraft paper and writing the snack name on the box. The students printed the name of each item and prices were added. These were placed in the concession stand. Small cards were printed with the names of the snack items and used to keep the concession stand organized.



FIGURE 3.23: Menus were posted on the concession stand counter.

A large sign for the concession stand was made from paper, on which the students drew images of the different food items for sale.

### CREATIVITY

*Imaginative Process and Product:* With this centre, the students created the movie theatre "products", including the many props, and then the "process" of role-play began.

### Extending the Theme

During the process of creating the materials, the students had lengthy conversations about the different roles associated with a movie theatre. They remembered a few roles that were introduced in the McDonald's theme and realized that these could easily work for the Movie Theatre theme too. For example, the students had used a cash register and explored the role of cashier, which included taking orders and giving back receipts to the customers. This interaction via the cashier-customer roles lent itself well to a theatre theme. However, the students also needed to think of other roles that were particular to the theatre, such as the "usher". The students enjoyed dramatizing the actions that people perform and using different items, in relation to the places where they work. When the students were finally able to play at the theatre, they worked together to decide which roles they would take and how they would use the materials.



FIGURE 3.24: A customer waits while a concession stand worker prepares the order.

In addition, writing was integrated into the various dramatic play roles. Jennifer and Leslie scaffolded the students' interactions, helping them select roles and then ask and answer questions in their roles. They also encouraged the students to sound out the

words they wrote for their menu orders or directed them where they could look for the spelling. Sometimes Jennifer and Leslie joined in the play in-role as a customer.

### Buying a Ticket

Customers would look over the movie posters to see which movies were playing that day. Once they decided, they approached the ticket window to purchase a ticket. The customer told the box office staff member which movie they wanted to see and the staff member wrote the name of the movie on the bright yellow tickets, along with the date and time.

The students helped each other with their writing, especially with the long movie names. They told each other which words to write and the letters they needed for the words.

For example, when writing *The Little Mermaid*:

Jacob: "M"

Kurt: No, it's "w" (*reading the letter upside down*)

Jacob: No, it's "m" ... like Mark.

Kurt: Then "e". Then "r".

Each movie ticket was then brought to another box office staff member who cut off the "admit one" stub and gave this to the customer for admittance into the theatre. Jennifer had prepared t-charts and clipped them to a clipboard at the box office. The ticket agent read the name of the movie written on the ticket and placed a tally mark in the t-chart. At the end of the day, the students could read the tally marks to see which movie was most popular that day.



FIGURE 3.25: A ticket agent cuts the ticket and gives the customer the "admit one" stub.

### Purchasing Snacks

Before entering the theatre section, the customers often stopped by the concession stand to purchase treats to enjoy during the movie. They read menus and wrote down their orders on small cards. These were brought to the concession stand staff who prepared the snack items.

### Watching a Movie

The customers gave their ticket stubs to an usher who placed them into a bucket. The usher then showed customers to their seats. In the theatre, several chairs were placed in rows facing a screen. Jennifer had trailers for the movies on her iPad and so the customers watched these. This was a great way to give the students the feeling of a movie theatre without showing a long film. Once the trailers were over, the students could repeat the process, switch roles, or move to a different activity.

## COLLABORATION

*Learning:* The students brainstormed the ideas that gave shape to the various aspects of the overall centre.

*Product:* The students worked together to prepare the theatre centre and materials. They also played together, taking on various roles that contributed to the movie theatre narratives.

## Ending the Theme

The movie theatre centre lasted several weeks, with all students trying out all the roles. When it seemed that this theme had run its course, Jennifer and Leslie formally ended it with a movie afternoon. This time they watched a whole movie (The LEGO® Ninja Movie), ate popcorn, and drank smoothies.

Finally, the students were asked to draw and write about their experiences at the movie theatre centre.

## TEACHER'S REFLECTIONS

Leslie noted:

"The Movie Theatre theme was started after the McDonald's centre came down. One of the girls in the class asked if we were still going to make a movie theatre. I replied with, "Sure if you want to." We sat down, and the students brainstormed what they knew about the theatre, what they see in there and what they may need to make one. We tried to add everything they had on the brainstorming lists. After talking with them, I asked, "How would you tell what movies are playing, or the coming attractions?" They said, "With posters!" So I gave them materials to make their own movie theatre poster of a favourite movie. That is how the movie theatre started up."

## CURRICULUM

*Collaboration:* Contribute positively to group activities; Take turns and build healthy peer relationships; Work well with others; Follow instructions with minimal supervision.

*Media Literacy:* Express personal thoughts and feelings about some simple media works.



## CURRICULUM CONTINUED

*Oral Language:* Listen in order to respond to a variety of situations for a variety of purposes; Appropriately communicate with different audiences; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary.

*Social Studies:* Identify services or occupations in the local community and describe how they meet people's needs.

*Writing:* Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound–symbol relationships; Confirm spelling and word meanings.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Dance

- Use the songs from the movies and have students make up their own dances to the music in small groups.

#### Drama

- Develop a short play related to a scene from a favourite movie. Make invitations and invite other classes to the performance. Use the tickets and snacks from the theatre centre.

#### Language Arts — Media Literacy

- Discuss the film techniques that directors/animators use to convey the narrative in movies (e.g., camera shots, music, lighting).

#### Language Arts — Writing

- Prepare real movie snacks by following a recipe in class (e.g., Rice Krispy® squares). Then record the recipe using procedural writing.

#### Language & Visual Arts

- Depict character interactions in graphic novel frames, using speech bubbles.

#### Mathematics

- Tally favourite movies from different classrooms.
- List and then categorize various types of movies (e.g., animation, adventure, superhero).
- Charge 5 cents for a snack and 10 cents for popcorn with students using play/plastic money. Afterwards, students can practice tallying the money by counting by 5's and 10's.



## Through Online Extensions

### Cineplex Mobile App

<https://www.cineplex.com/Apps/Info>

- In this free app, users can get showtimes for every theatre in Canada, read entertainment news, and access trailers and interviews. This app also allows users to find maps and directions to local theatres, which could provide a fun extension activity for small groups. Available on iTunes and Google Play.

### IMDB Movies & TV

<https://itunes.apple.com/ca/app/imdb-movies-tv/id342792525?mt=8>

[https://play.google.com/store/apps/details?id=com.imdb.mobile&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.imdb.mobile&hl=en_GB)

- This free app from the Internet Movie Database lets users explore their catalogue of over 4 million movie and TV programs. This app could be useful for students who might have a favourite actor or actress and want to know more about them. The trivia section, quotes, and goofs might be very entertaining to share with the whole class. There are also a lot of movie reviews available that could be useful to inspire students to write their own.

### Movie Night Party! Food Games App

<https://itunes.apple.com/us/app/movie-night-party-food-games/id578919472?mt=8>

- This free food-making game asks players to make and decorate a variety of delicious snacks for theatre customers. This could be a fun collaborative game for small groups. Only available on iTunes.

### Movie Night Snack Maker App

[https://play.google.com/store/apps/details?id=com.bearhugmedia.android\\_movienightparty&hl=en\\_US](https://play.google.com/store/apps/details?id=com.bearhugmedia.android_movienightparty&hl=en_US)

- Players get to run their own movie theatre snack bar in this free and fun app. They need to cook, decorate, and package snacks for all the hungry movie theatre patrons. Players also have to clean up trash, just like concession stand staff!

### Movie Poster Maker App

<https://itunes.apple.com/app/id1031499143>

<https://play.google.com/store/apps/details?id=com.adenis.moviepostermaker>

- In this free app, users can design their own movie posters or edit existing ones. There are many templates to use and students can also add their own photos. Available on Google Play and iTunes.

## Further Reading: Children's Books

### Canadian Communities – Fiction



Croza, L. (2013). *I know here*. Toronto, ON: Groundwood Books.

- ✻ Kusugak, M. A. (1998). *Arctic Stories*. North York, ON: Annick Press.
- ✻ Schwartz, J. (2009). *Our corner grocery store*. Toronto, ON: Tundra Books.
- ✻ Shewchuk, P. (2013). *In Lucia's neighborhood*. Toronto, ON: Kids Can Press.
- ✻ Wolfe, F. (2001). *Where I live*. Toronto, ON: Tundra Books.
- ✻ Woolaver, L. (2011). *Christmas with the rural mail*. Halifax, NS: Nimbus Publishing.
- Rylant, C. (1991). *Night in the country*. New York, NY: Atheneum Books for Young Readers.

## **Canadian Communities – Nonfiction**

- ✻ Bannatyne-Cugnet, J. (2002). *Heartland: A prairie sampler*. Toronto, ON: Tundra Books.
- ✻ Heidbreder, R. (2003). *See saw Saskatchewan*. Toronto, ON: Kids Can Press.

## **Rural Life – Nonfiction**

- ✻ Kilby, D. (2004). *In the country*. Toronto, ON: Kids Can Press.
- Murphy, A. J. (2018). *Welcome to country: A traditional Aboriginal ceremony*. Somerville, MA: Candlewick Press.

## **Making Movies – Nonfiction**

- Frost, S. (2011). *Kids' guide to movie making: How kids can produce and direct their own movies that audiences will love*. (n.p.): Author.
- Grabham, T. (2010). *Movie maker: The ultimate guide to making films*. Somerville, MA: Candlewick Press.

## **Theatre – Fiction**

- dePaola, T. (2007). *Stagestruck*. New York, NY: Puffin Books.
- Hoffman, M. (1991). *Amazing Grace*. New York, NY: Dial Books for Young Readers.
- Hopkins, L. B. (2011). *Full moon and star*. New York, NY: Harry N. Abrams.
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# Structures for Cats

Diana, Grades 1 & 2, Walleye Shores, Ontario

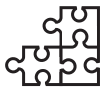


Structures are all around us. Walking around cities and towns we can see buildings, water towers, and construction equipment. Even walking past a playground, we can see several different types of structures for children's play. We interact with so many structures each day, whether out and about or staying at home! Encouraging students to build helps draw their attention to the world of structures and gives them opportunities to act as junior "engineers". In this structures activity, students are challenged to work in teams to build structures using one type of material and one kind of adhesive. They can only use construction papers of uniform sizes. As expected with young students, the process of constructing led to narratives and play!

## Background and Context

Diana developed this activity as part of their *Strong and Stable Structures* science unit.

A few months ago, the students built with LEGO®, making structures and referring to each other as engineers. This activity gave students another chance to be engineers in the classroom.



### Creating the Activity

The students worked in small groups at various tables in the classroom. Initially, they used only 8.5 x 11 inch coloured construction paper and masking tape. Later, they extended the activity and brought in various art supplies (e.g., feathers, pipe cleaners, pompoms, scissors, and glue).

## THE SHAPE OF THE ACTIVITY

### Beginning the Theme

Diana explained to the students that they would be working in teams to create structures. She wanted to draw on the Tribes Learning Community activities implemented at the school so she encouraged the students to come up with construction team names. In their small groups, the students worked together to develop a group name. For example, a group of girls called their team "The 3 Musketeers" and a group of boys named themselves the "Donkeys". They decided to write their team names on signs to be posted beside their construction projects.

## COLLABORATION

*Learning and Product:* The students worked together to develop their team names and to design and assemble their structures. Following this, they collaborated while creating their structures and the associated narratives.



FIGURE 3.26: A structure made from rolling, folding, and taping the paper sheets.



FIGURE 3.27: Three cats investigate the new structure.

As the students explained how the various parts of their structure were attached, she wondered out loud, "I wonder what the cats would do with this structure?" This was all Aiden needed to hear! He located one of the small toy cats in the room and brought it over to his structure. When the other students noticed, they all decided that the structures would become play spaces for cats. This small idea brought play into the science unit. At various times during the day, the students would "play" at the structures, developing narratives about the cats. Their narratives, in turn, encouraged further building. For example, one group found small pompoms in the art materials cupboard and thought that the cats might like to jump into and play in a "ball pit". To make this happen, they curved another piece of paper and attached it to the side of their structure to create a new room where the cats could play. In another group, one girl wanted a basketball net for the cats to use, so she shaped one and attached it to one of the structure's walls. Some groups began creating items out of LEGO® and brought them into their structure-cat narratives.

Diana then presented the students with a construction challenge: create structures using only paper (of a uniform size) and tape. The students accepted this challenge and found ways to construct by rolling, folding, and layering the paper, then connecting and fastening the parts together with the tape. Some of these colourful structures spread out horizontally, while others rose vertically.

## Extending the Theme

This year, one of the students, Aiden, became fascinated with cats. In fact, Aiden's enthusiasm caught on with the other students so much that Diana said, "everything was cats" this year. Her students had previously made some cats out of pompoms, felt, and little plastic googly-eyes. These were placed around the room and then moved in or out of activities every so often. So, cats were on Diana's mind when she joined in with Aiden's construction group to encourage some talk about how the structures might be used.

As the students explained how the various parts of their structure were attached, she wondered out loud, "I wonder what the cats would do with this structure?" This was all Aiden needed to hear! He located one of the



FIGURE 3.28: The students "renovated" their structure to create a ball room for the cats.

## CREATIVITY

*Imaginative Process and Product:* The students were creative in how they constructed their structures as well as in how they designed the look of their structures.

Various narrative themes or changes can be heard in the students' conversations:

- If you see a feather, that means bad luck.
- The other princess came out and saw me with a jewel.
- He pushed it and it went in[to] space. See the water?
- I was inside until you opened the presents ... pretend I had a tail. It's nice until you go like this [plays rough with the cat] and then it goes hyper.
- I have a hammer in my hand.

After a while, to make room for other curriculum activities, Diana moved one of the structures away from the worktables and placed it into a corner of the room. This served to inspire the students, who then decided to connect all their structures into a "super structure".

## Teacher's Role

Diana generally let the students direct their own construction and play narratives. However, as they explored the science concepts and played, she asked questions to elicit explanations and to encourage them to follow up on their ideas, hoping it might lead to more creativity and collaboration. For example, one group of boys were playing and talking in-role as their orange, red, and pink cats. Diana listened to their conversations and asked them to elaborate on their ideas:

- Aiden: I'm an orange (*rolling his orange cat under the structure canopy*).
- Jamie: I wonder how \_\_\_\_\_ (*a YouTube videographer*) would push him?
- Joel: And I'm an apple (*rolling his red cat around structure*).
- Aiden: I have a dent.
- Jamie: Are you a YouTube-er?
- Diana: The kitty-cats are YouTube-ers? So what are the cats going to do on their structure?
- Aiden: I could add something if he went like that (*motions cat sliding from structure*) ... I like it sideways more.

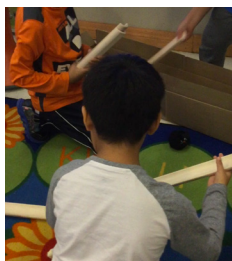


Diana also reassured students, letting them know they can develop new ideas. For example:

Joel: I need glasses.

Diana: Ok. You can make glasses for your cat.

## Ending the Theme



**FIGURE 3.29:** *Three boys develop a ramp so their cats can create an imaginary stunt video.*

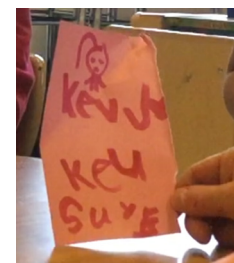
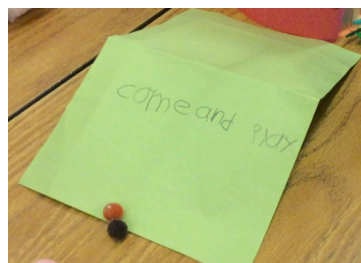
Even after the structure unit ended, the students continued playing with their structures and adding to their designs. This play ended after a few more weeks when the students' interest faded.

## TEACHER'S REFLECTIONS

Diana thought that the combination of construction and play made it easier for her to help the students integrate new vocabulary into their conversations. She used the student's structure-play scenarios to shape mini-lessons and discussions about strong structures. She also summarized the small group discussions during whole

group end-of-the-day meetings. For example, near the end of one day, she began the conversation by summarizing: "Today we talked a little about why some of the structures stayed up longer than others."

Diana reflected on possible changes she might make: "What I would like to do more of, next time, is to bring stories into the activity." She thought that by reading nonfiction texts about different structures, she would be able to encourage more types of writing both in the activity and as a follow-up to it. She also thought that fictional texts that involved structures would help the students elaborate on some of their own storylines.



**FIGURES 3.30 & 3.31:** *A message written to the cats (left) and a sign posted to invite more cats (right).*

## CURRICULUM

*Oral Language:* Listen in order to respond to a variety of situations for a variety of purposes; Communicate with a variety of audiences; Share ideas and experiences; Ask and respond to questions; Develop and use specific vocabulary (e.g., structures, base, stable).

*Writing:* Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound-symbol relationships; Learn new vocabulary; Learn about recording and arranging ideas and information in different ways; Write for a specific format (e.g., signs).



## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Drama

- Look up different structural terms (e.g., arch, column, beam, vault-tunnel) and have students work individually or in small groups to show these structures using body positions. This will also help students feel different stretches and pressures. For more suggestions about this, try: <http://www.startwithabook.org/content/pdfs/humanbodyarch.pdf>.

#### Language Arts — Reading

- Read some fiction and nonfiction texts that involve structures (see list below). Compare and contrast structures from around the world using Venn Diagrams.

#### Language Arts — Writing

- Nonfiction writing could extend from this activity. The students could create nonfiction texts based on the structural process and products that they created. For example, they might develop:
  - Posters: showing their structures and label the parts (e.g., truss, supports, foundation).
  - Procedures: listing the steps that they followed to create their structures.
- Fiction writing could extend from this activity. The students could compose stories based on the cats that lived and played in the structures.

#### Visual Arts

- Using the same basic materials as this CCCA used (construction paper, markers, etc.), students can cut out the paper and glue the different shapes to form a structure collage.



### Through Online Extensions

#### Block Craft 3D App

<https://itunes.apple.com/us/app/block-craft-3d-building-simulator-game-for-free/id981633844?mt=8>

<https://play.google.com/store/apps/details?id=com.fungames.block-craft&hl=en>

- Block Craft is a free 3D building app where kids can create castles, mines, and buildings. There are no monsters in this game, but there are tons of pets kids can "adopt". Players can also visit their friends and see their constructions and even work collaboratively. Available on Google Play and iTunes.

#### Constructore 2

<https://www.learn4good.com/games/building-construction/structuregame.htm>

- In this free online game, players must build a structure by moving various boxes and wooden objects into position. This is a great game for spatial reasoning and learning about gravity and physics. This game can be played either on a computer or mobile device.

#### **Cyberchase 3D Builder App**

<http://pbskids.org/apps/cyberchase-3d-builder.html>

- Two robots have accidentally destroyed the houses in their city of Botopolis and they need help building it again. Players help by turning 2-D shapes into 3-D structures and rotating shapes until they match a structure. There is a large variety of shapes and structures as well as eight levels of play.

#### **Insurgo**

<https://www.learn4good.com/games/building-construction/towerbuilding-game.htm>

- In this free online game, players have to build the highest and most stable tower they can. This might be most fun played in groups or with the whole class.

#### **Start with a Book Activities: Builders and Buildings**

<http://www.startwithabook.org/booklists/builders-and-buildings#33>

- This useful website provides links to books and activities about builders and buildings. They also provide a great list of websites for kids as well as apps kids can play on mobile devices.

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## **Further Reading: Children's Books**

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### **Nonfiction**

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Isaacson, P. M. (2002). *Round buildings, square buildings, & buildings that wriggle like a fish*. New York, NY: Random House.

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✻ Pettipas, L. (2014). *Indigenous dwellings of Canada: A colouring book*. Winnipeg, MB: Manitoba First Nations Education Resource Centre.

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## Community Helpers

Kahli, Kindergarten, Deerview, Alberta

Doctors heal us when we are sick and firefighters help put out fires. Construction workers build our communities and make sure our roads, bridges, and buildings are in good shape. These helpers, and others like them, are integral to our communities. In this activity, students act out a variety of community helper roles, create narratives, and practice their writing.

### Background and Context

Kahli had a small number of students in her classroom and so she was able to let the students select and rotate to different activities as they wished during the day. Generally, she introduced activity centres or materials to the students and then placed these where the students could easily locate and use them.

Kahli had recently begun to talk about different occupations that the children have seen in their local community, such as firefighters, doctors/nurses, construction workers, postal carriers, and police officers. She decided to extend this social studies unit into the students' dramatic play.



### Creating the Activity

Kahli gathered a variety of props that the students could use to enact the roles of any number of community helpers, such as: firefighters, construction workers, police officers, and doctors/nurses. She had several costumes and props in her classroom that she had gathered last year, and she added to these with some materials that she found in local stores. Some of these materials included:

- Various props: Medical bag with plastic stethoscope, a thermometer, blood pressure cuff; construction belt with tools; plastic fire extinguisher
- Building: Various bins of construction materials (e.g., straws and connectors, large blocks)
- Various props: Hats, clipboard, coats, identity badges
- Writing materials: Paper, crayons, markers, coloured pencils, glue, scissors

## THE SHAPE OF THE ACTIVITY

### Beginning the Theme

Kahli read several books to the students that focused on community helpers/workers and the kinds of services that they provide. The students were encouraged to share their knowledge about these different roles as Kahli took notes on chart paper.

### Extending the Theme

Kahli introduced the students to the different costumes and props that she had brought into the classroom, and then placed them in the dramatic play area. The students were free to explore these on their own or together. As they played, Kahli observed them and frequently entered into their play scenarios in-role, so that she could support their play, model the use of new vocabulary, help them collaborate, suggest possible directions for the narratives, and encourage their writing.

For example, when Kahli saw "Police Officer" Cory pick up the phone, she joined in to answer the call:

- Kahli: Hello? Hello? Oh, hello police officer. What can I do for you?
- Cory: We need you to be a firefighter.
- Kahli: But I don't know how to fight fires.
- Cory: You will have to go to firefighter school.
- Kahli: Okay. When does it start?
- Cory: On Sunday ... every Sunday.
- Kahli: Can you show me Sunday on our calendar.  
I don't know which day that is?



FIGURE 3.32: A girl gives the phone to the police officer.

*(Cory walks over to the class calendar to show the "new recruit" which day is Sunday.)*

#### CREATIVITY

*Imaginative Process:* The students were creative in how they enacted their different roles.

As many teachers have done, Kahli and the educational assistant took on the role of "patients" to help the students learn new vocabulary:

- Jordan: Here, look, you are sick. *(Shows the thermometer to the educational assistant, Jennifer)*
- Jennifer: Oh, my temperature is very high. *(Jordan rotates the red bar to lower it)*

Jay: I found this (*shows Kahli the thermometer*).  
 Kahli: What is it?  
 Jay: I don't know.  
 Kahli: What does it check?  
 Jay: Yellow.  
 Kahli: It checks ... letters?  
 Jay: No, numbers.  
 Lydia: It checks if you have a fever.  
 Kahli: What does a fever mean?  
 Lydia: It means that you're sick.  
 Kahli: Are you going to check my temperature with the thermometer?  
 Jay: I did. Look how low it is.

While Kahli was talking with the "doctor", Jordan, wearing a firefighter's hat, interrupted the doctor scenario:

Jordan: Please evacuate in an orderly fashion. There is a fire.  
 Kahli: Where is the fire? Where's the evacuation?  
 Jordan: The fire is outside.

*Jordan then led Kahli and the other students out into the hallway, partway down the hall and then back to the classroom. Jay, also in-role as a firefighter, had remained at the classroom door.*

Kahli: It looks like the firefighter is putting out the fire. Is it safe?  
 Jay: Yes, but I burned my finger. You can't go in there. It's like a broken building.  
 Kahli: Oh, it is a destroyed building. I guess we will need the construction crew to rebuild it later. And we will need a doctor to help with your burned finger.



**FIGURE 3.33:** Kahli helps the nurse bandage a patient's finger.

### COLLABORATION

*Learning:* The students worked together to develop their dramatic play scenarios

Kahli encouraged the students to bring writing into their play by making suggestions that fit with the actions of the students' play scenarios. For example, when the "fire fighter" pretended to burn his finger, Kahli and the students realized that they did not have any bandages. She suggested that they make some at the writing centre. In-role,



**FIGURE 3.34:** A student makes a band-aid to hand out with the prescription for much needed medicine.

Kahli talked about how some band-aids have pictures and some might even have letters and words. She chose to draw a sun on her own band-aid, and used a think-aloud to model how to spell. She said aloud, "I want to write the word sun beside my band-aid sun." She tried to sound out the letter 's', pretending not to know the letter for the sound. This enticed the students to assist her. She said: "What does sun start with?" Jordan told her it begins with the letter 's'. She looked around the room to find an example of the letter 's' and said: "There is an 's' in the word Saturday." She printed 's' on her band-aid, and moved on to the next letter sound.

## Ending the Theme

Once the social studies unit ended, Kahli put the community helpers' costumes and props away.

### CURRICULUM

*Collaboration:* Contribute positively to group activities; Take turns and build healthy peer relationships; Work well with others; Follow instructions with minimal supervision.

*Drama:* Engage in dramatic play and role play; Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played; Plan and shape dramatic play by building on the ideas of others both in and out of role.

*Oral Language:* Listen in order to understand and respond appropriately; Use speaking skills appropriately; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary.

*Social Studies:* Identify significant people, places, and things in the community; Identify some services or occupations in your community and describe how they meet people's needs.

*Writing:* Write to express ideas; Write simple sentences; Generate, gather, and organize ideas and information to write for an intended purpose and audience; Begin to establish a personal voice.



## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Drama

- Play charades whereby the students pantomime a community worker's actions. The other students need to guess which community worker is being portrayed.

#### Language Arts — Writing

- Create small booklets for drawing and writing about community helpers/workers. Students can add to these books after reading about helpers and/or visits around the community.

#### Mathematics

- Experiment with temperature, exploring cold, cool, and warm. Discuss why it is not a good idea to explore "hot" in the classroom. Using a real thermometer, students can place the thermometer in ice water and observe the red line move. Students might also make a paper thermometer with a moveable red line. Talk about who uses thermometers and why (e.g., parents, veterinarians, nurses, doctors).

#### Social Studies

- Visit a fire station or have a firefighter come in to speak with the class.



### Through Online Extensions

#### Community Helpers App

<https://itunes.apple.com/ca/app/community-helpers-by-tinytapps/id514920049?mt=8>

[https://play.google.com/store/apps/details?id=com.tinytapps.community-helperC2&hl=en\\_CA](https://play.google.com/store/apps/details?id=com.tinytapps.community-helperC2&hl=en_CA)

- In this free app, players learn about 40 different community helpers and the work they do. They also learn useful vocabulary about where they work, the tools they use, how they get around, and what uniforms they wear. There's also a photo shoot and a "Guess who?" game. Available for free on iTunes and Google Play.

#### Community Helpers Play & Learn App

<https://itunes.apple.com/ca/app/community-helpers-play-learn/id741990370?mt=8>

- In this paid app, players can learn about a variety of community helpers, the work they do, and the tools and equipment they use. There are also 12 "mini-games" (one for each community helper). For example, players can help a firefighter extinguish a fire, a teacher mark their students' worksheets, or a farmer sort their veggies and fruits into the right crates.

#### Curious George - On the Job

[http://pbskids.org/curiousgeorge/games/on\\_the\\_job/?campaign=features\\_t](http://pbskids.org/curiousgeorge/games/on_the_job/?campaign=features_t)

- In this free online game, players have to match the job with the right tool.

### **Listen and Read: Community Club**

<http://teacher.scholastic.com/commclub/index.htm>

- This website offers eight different stories about community helpers. These "listen and read" stories provide text, pictures, as well as recordings of each line of text. These stories can be used either by individual students or the whole class. There's even a mini quiz at the end to check students' comprehension.

### **Martha Speaks - Crazy Vehicle**

<http://pbskids.org/martha/games/crazyvehicle/index.html>

- In this free online game, players help Martha the dog deliver packages. The terrain also changes so users have to transform the vehicle. This may be useful for getting students to think about the jobs of delivery people and mail carriers.

## **Further Reading: Children's Books**

### **Communities – Fiction**

- ✿ Caron, A., & Caron, K. (2014). *Manny's memories*. Saskatoon, SK: Gabriel Dumont Institute Press.

### **Communities – Nonfiction**

- ✿ Boreham, B. & Mack, T. (2015). *From the mountains to the sea: We are a community*. Nanaimo, BC: Strong Nations.
- ✿ Gombay, N. (2016). *Making a living: Food, place, and economy in an Inuit community*. Vancouver, BC: UBC Press.
- Nelson, S. D. (2012). *Buffalo bird girl: A Hidatsa story*. New York, NY: Harry N. Abrams.
- ✿ Ritchie, S. (2015). *Look where we live!: A first book of community building*. Toronto, ON: Kids Can Press.
- ✿ Wyatt, V. (2009). *How to build your own country*. Toronto, ON: Kids Can Press.

### **Helpers – Nonfiction**

Bellisario, G. (2013). *Community helpers: Let's meet a dentist*. Minneapolis, MN: Lerner Publishing Group.

Bellisario, G. (2013). *Community helpers: Let's meet a firefighter*. Minneapolis, MN: Lerner Publishing Group.

Bellisario, G. (2013). *Community helpers: Let's meet a librarian*. Minneapolis, MN: Lerner Publishing Group.

Bellisario, G. (2013). *Community helpers: Let's meet a police officer*. Minneapolis, MN:

Lerner Publishing Group.

Cooper, S. K. (2006). *Whose hat is this?: A look at hats workers wear — hard, tall and shiny*. North Mankato, MN: Picture Window Books.

Deedrick, T. & Ready, D. (2014). *Our community helpers*. North Mankato, MN: Capstone Press.

Heos, B. (2013). *Community helpers: Let's meet a construction worker*. Minneapolis, MN: Lerner Publishing Group.

Heos, B. (2012). *Community helpers: Let's meet a doctor*. Minneapolis, MN: Lerner Publishing Group.

Heos, B. (2014). *Community helpers: Let's meet a teacher*. Minneapolis, MN: Lerner Publishing Group.

Heos, B. (2012). *Community helpers: Let's meet a veterinarian*. Minneapolis, MN: Lerner Publishing Group.

✻ Kalman, B. (2010). *Helpers in my community*. St. Catharines, ON: Crabtree Publishing Company.

✻ Kalman, B., & Walker, N. (1997). *Community helpers from A to Z*. St. Catharines, ON: Crabtree Publishing Company.

Schuh, M. (2016). *Community helpers at a construction site*. North Mankato, MN: Capstone Press.

Schuh, M. C. (2016). *Community helpers at a fire*. North Mankato, MN: Capstone Press.

Schuh, M. C. (2016). *Community helpers at the hospital*. North Mankato, MN: Capstone Press.

Schuh, M. C. (2016). *Community helpers at school*. North Mankato, MN: Capstone Press.

Smith, L. (2017). *I know my community workers*. (n.p.): Author.

# Ice Fishing

Tamara, Kindergarten (Year 1 & 2),  
Bobcat, Ontario



Sitting on a frozen lake waiting for a fish to bite is an exhilarating activity in many communities, in addition to providing a great meal for friends and family—if you're lucky! The cold air contrasts with the warmth between friends and family, young and old, as they talk and tell stories. In this activity, students use sticks, strings, and magnets to catch "fish" in the classroom. They create narratives about ice fishing, make fishing licenses, and write about their fishing experience. Imagination and "real-life" are brought together again when a community member helps the students clean, prepare, and fry up some fish for snacks. What a fun and tasty way to connect the classroom to the larger community!

## Background and Context

Tamara was inspired to develop this activity around ice fishing, a very familiar local activity. Over the winter, all of her students knew people who went ice fishing and a few had even accompanied their parents or grandparents onto the ice. Just as the weather was beginning to warm and the snow seemed to want to melt, Tamara brought this activity into the classroom dramatic play centre.



### Creating the Activity

To create this activity, Tamara brought a few items from home and, using materials from the classroom, made a few props with the students.

- Frozen lake: A cardboard box covered in white paper with hole cut into the top
- Fishing rods: String with branches/sticks tied to one end and magnets attached to the other end
- Fish: Printed images of typical Ontario lake fish (e.g., trout, walleye) glued onto cardboard, magnet attached to the back
- Props: Camping chairs, crates, measuring tape, pillows, measure tape (pinned to the wall)
- Licenses: Paper, photographs of students, markers, pencils, glue

The "frozen lake" was placed in the dramatic play centre with the camping chairs seated around it. The magnetic fish were dropped into the "lake" and the other props placed into a box so that the students could select which materials they needed, depending upon the narratives they created.

## THE SHAPE OF THE ACTIVITY

### Beginning the Theme

To introduce this activity, Tamara asked students to gather around the white box that she placed into the middle of the carpet area. She asked a few students to peek inside to see what was there. To their surprise, several colourful cardboard fish lay at the bottom of the box. When Tamara asked, "Who likes ice fishing?" it was not surprising that all the students knew just what this box was meant to be. All hands were quickly raised. Tamara smiled and announced, "Well, then, let's go!" She pantomimed how they would first need to clear the "ice" off the top of the "lake" and then "drill a hole". She then took one of the fishing rods, with a magnet on the end, and dropped the line down into the frozen lake. She dramatized the movements of fishing, raising and lowering the rod, and moving it back and forth a little. Suddenly, she twitched the rod and exclaimed, "I have a bite!" She stood up and raised the line out of the box. Sure enough, a fish was dangling from the end of the line. This created a lot of excitement, so it was not surprising that when she asked, "Who wants to have a turn ice fishing?" all hands went up again. Tamara selected a few students to try and she gave them each fishing rods. Everyone watched as they lowered their lines into the "lake". As they imitated the actions of fishing, Tamara discussed how cold it could be when ice fishing and asked the other students how they might stay warm. She also advised the fishers to be careful not to cross their rods or their lines might become entangled. When the students finally pulled up some fish, Tamara helped them identify and measure each one.

Once this activity was demonstrated, Tamara carried the "lake" over to the dramatic play centre where the other props were set up. Over the next few weeks, the students rotated to the centre as they did with other activities. Usually four or five students were playing at the centre at any given time. They were eager and enthusiastic as they created narratives about ice fishing. For example, from across the room, every so often, Tamara heard students happily call out: "I got one! I got a big one!" The students began this activity with interest and enthusiasm and that positive engagement continued throughout.

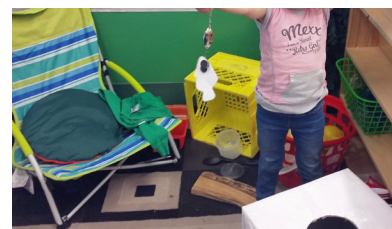


FIGURE 3.35: "I caught one!"

#### COLLABORATION

*Learning:* The students played together in small groups and created stories around ice fishing.

### Extending the Theme: Writing

Tamara observed the students figuring out how to collaborate and develop stories of ice fishing as they played. She supported the students as needed. For example, she sometimes went over to the centre to ask the students to show her the fish that they

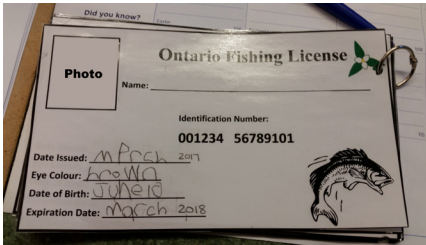


FIGURE 3.36: Students filled in the required information to obtain their "fishing licenses".

had caught, to give them new vocabulary to use, and to suggest that they measure their catches. She also assisted when fishing lines became tangled.

### Fishing Licenses

When one of the students mentioned that her dad had a fishing card, Tamara set up a writing table for the students to create their own fishing licenses. She printed templates for the students to fill in with names and dates. She also took their photos and printed them so they could cut out and glue them onto their licenses.

### Recounts & Narratives

Tamara set up a second writing table where she placed writing materials for the students to write about their ice fishing experiences. Some wrote about:

- a) Home experiences, e.g., Tamara wrote: "At home we ate a fish."
- b) While other students wrote about the classroom dramatic play, e.g., Ken wrote, "I Caught a Fish."

### CREATIVITY

*Imaginative Process and Product:* The students created their own ice fishing narratives and wrote about the aspects that they enjoyed, either at home or in play.



FIGURE 3.37: For the fish cleaning demonstration, the students gathered at a picnic table outside the school.

### Extending the Theme: Cooking

Once all the students had a turn at the ice fishing centre, Tamara invited Mr. Jordan, a community member, to demonstrate how to clean and cook a walleye fish. He set up a fish cleaning station outside on one of the picnic tables, and the students put on their winter coats and gathered around the table. Mr. Jordan showed them how to carefully open up the fish's belly and clean out the innards. He filleted the fish to prepare them for eating. Then the group moved into the classroom to cook and eat the fish.

Tamara set up a table with bowls, spoons, oil, eggs, batter, and a skillet so the children could prepare and cook the fish. Each student took turns covering a fillet in egg and batter, and then dropping them into the skillet to fry. Tamara explained that the egg helped the batter stick to the fish and helped the students flip the fillets. Both Tamara and the volunteer talked about safety and cooking, and guided the students through this process. Once all the fillets were cooked, the students enjoyed their snacks.

## Ending the Theme

This theme ended once the spring arrived.

### CURRICULUM

*Collaboration:* Contribute positively to group activities; Take turns and build healthy relationships; Work well with others; Follow instructions with minimal supervision.

*Mathematics:* Estimate, measure, compare, and order objects by their linear measurements.

*Oral Language:* Listen in order to understand and reply appropriately; Respond to a variety of situations for a variety of purposes; Communicate with a variety of audiences; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary; Talk in role.

*Social Studies:* Explore a community practice.

*Writing:* Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound-symbol relationships; Learn new vocabulary; Learn about recording and arranging ideas and information in different ways; Write for a specific format (e.g., menu, sign).

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Drama

- Dramatize the different movements of fresh and salt-water creatures. Why do they move in these ways?

#### Language Arts

- Write an adventure story about ice fishing.
- Research and discuss different ways of catching fish (e.g., trawling, spear fishing, netting, angling, trapping).
- Read and discuss a variety of different winter activities. List the winter activities and the equipment needed in a chart.

#### Mathematics

- List the different types of creatures found in local lakes. Make a graph



and students can choose their favourite types of fish/sea creature.

- Tally the type of fish as the students catch them in the ice fishing activity. Make a graph and discuss which fish was caught most, least, etc.

#### Science

- Inquire into seasonal changes, human outdoor activities, and the effects on the environment.
- Read and learn about lake biodiversity and the beneficial and harmful effects of human activities on these habitats.
- Investigate the features/structures of a fish. What makes a fish a fish?



FIGURE 3.38: "I wonder how long this fish is?"

#### Visual Arts

- Create dioramas of a lake habitat (e.g., using boxes, plasticine, coloured paper, magazine images, crayons, glue, paint).



### Through Online Extensions

#### Fishing Break App

<https://itunes.apple.com/us/app/fishing-break/id997811612?mt=8>

- In this free fishing app, players can travel to 25 fishing spots in nine different worlds to catch hundreds of types of fish. They can also play against their friends, catch rare fish, and upgrade their gear. Available on iTunes.

#### Fishing with Grandpa App

<https://itunes.apple.com/ca/app/fishing-with-grandpa/id1003790491?mt=8>

- In this paid app, players get to enjoy a fishing game with Grandpa. They can play underwater games, choose a lure, cast a line, and catch fish. There are also some educational games in this app, such as: spotting the difference, measuring fish, and matching fishing vocabulary to pictures. Available only on iTunes.

#### Happy Fishing App

<https://itunes.apple.com/us/app/happy-fishing-game-for-children/id1022780101?mt=8>

<https://play.google.com/store/apps/details?id=com.sinyee.babybus.seaworld>

- In this free app, players learn about a variety of marine life and explore the ocean habitat, while trying to catch fish. Available on iTunes and Google Play.

#### Outdoor Canada's 2018 Ice-Fishing Special Online

<http://www.outdoorcanada.ca/2018icefishing>

- This website offers a collection of articles from ice fishing experts, including tips and tricks and different species of fish available around

Canada. You can even find recipes for fresh-fish feasts.

### **Realistic Ice Fishing**

<https://www.fishinggames.us/realistic-ice-fishing.php>

- In this free online game, players select the best spot on the frozen lake, choose their bait, and wait for fish to bite. If nothing bites after a while, they can move to other locations around the lake.

### **Your Health Outdoors (an environmental health guide for First Nations)**

Website: <https://www.canada.ca/en/indigenous-services-canada/services/first-nations-inuit-health/health-promotion/environmental-public-health/environmental-health/your-health-at-home/what-you-fall-winter-environmental-health-guide-2012.html#a4>

Free PDF: [https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fni-ah-spnia/alt\\_formats/pdf/promotion/public-publique/home-maison/fn-pn/winter-hiver-eng.pdf](https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fni-ah-spnia/alt_formats/pdf/promotion/public-publique/home-maison/fn-pn/winter-hiver-eng.pdf)

- This website covers best practices for protecting one's health outdoors during the fall and winter. There is even a special section about ice fishing! This could be a useful resource for a full class activity focused on health and inclement weather.

## **Further Reading: Children's Books**

### **Fiction**



Avingaq, S. & Vsetula, M. (2016). *Fishing with grandma*. Iqaluit, NU: Inhabit Media.

Bania, M. (2004). *Kumak's fish: A tall tale from the far north*. Portland, OR: Alaska Northwest Books.



Bushey, J. & Kryorka, V. L. (2001). *The polar bear's gift*. Red Deer, AB: Red Deer Press.



Highway, T. (2011). *Fox on the ice / Maageesees Maskwameek Kaapit*. Markham, ON: Fifth House.

Kalz, J. (2006). *Bears on ice*. Minneapolis, MN: Picture Window Books.

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Mike, N. (2017). *Ukaliq and Kalla go fishing*. Iqaluit, NU: Inhabit Media.

Nicolai, M. (1998). *Kitaq goes ice fishing*. Portland, OR: Alaska Northwest Books.

Taylor, T. (2004). *Ice drift*. New York, NY: HMH Books for Young Readers.

### **Nonfiction**

Frank, J. (2007). *How to catch a fish*. New Milford, CT: Roaring Book Press.



LaFave, K. & Kent, G. (2010). *Fishing with Gubby*. Madeira Park, BC: Harbour

Publishing.

Martin, J. B. (2001). *The lamp, the ice, and a boat called fish: Based on a true story*. New York, NY: HMH Books for Young Readers.

Schwartz, T. P. (2012). *Ice fishing*. New York, NY: Powerkids Press.



# Adventure on the High Seas

Tamara, Kindergarten (Year 1 & 2), Bobcat, Ontario

Ahoy, matey! It's time for adventure on the high seas! Children share a fascination and passion for adventure, in the many forms that it takes. Stories about exploring far-off and unknown lands provide inspiration for their imaginations. One of the most interesting and exciting characters that children encounter in stories is that of a pirate. A storybook pirate may differ significantly from "real world" pirates, but children will enthusiastically make the pirate world their own. Our pirate adventure begins, and learning will ensue!

## Background and Context

This inquiry project began, as many do, with a story. Tamara was inspired by the children's book, *When the Leaf Blew In*. She liked the cause and effect pattern of the story events and thought that she might create a kind of scavenger hunt for the students, using a leaf as the starting point, just like the book. She developed a two-day exploration activity that lead to a final treasure. As it turned out, the treasure became just another starting point! Tamara did not predict the students' overwhelming enthusiasm for the treasure, which lead to discussions about treasure maps, pirates, adventure-based dramatic play, and writing. Tamara was soon responding to the students' ideas and directions, with the activity turning into an extensive theme for learning. Inspired by another story, the mapping ideas were extended to treasure chests, writing, drawing, and not surprisingly, sailing and ships. And all because a leaf blew in!



## Creating the Activity

Tamara read these two stories to begin the classroom pirate adventures: *When the Leaf Blew In* and *Pirate Pete's Giant Adventure*. To create the initial adventure, "Treasure hunt", Tamara used only a few materials: a leaf, a treasure chest, gold coins, and an "X" to mark the spot.

Tamara structured her Kindergarten program to follow the students' inquiry. "Centres" or learning spaces were developed almost anywhere in the room, depending on which materials were needed. For the new "pirate" inquiry, Tamara organized a few new materials by centre.

Pirate  
ship:

Large cardboard boxes, art supplies (e.g., aluminum foil, coloured paper, glue, crayons, paint), costumes, and props (e.g., pirate hats, hooks, eye patches, treasure chest, coloured wooden blocks, telescope)

## Creating the Activity Continued

Map making:	Photocopied images from book, scissors, glue, crayons, pencils, and papers with an outline of a map
Drawing/ writing:	An image of Captain Pete on chart paper, crayons & markers; photos of children and papers for writing
Boat making:	Materials to make a boat (e.g., foil containers, masking tape, foil, sponges, sticks, paper), bin with water, stones for pretend cargo or pirates to be placed on the boats
Sand table:	Plastic pirate ship and pirate related props
Art table:	White paper, colour paper, crayons, markers, and glue

And finally, for the "Message in a Bottle" portion, Tamara used a message written by the story character, "Pirate Pete".

## THE SHAPE OF THE ACTIVITY

### Beginning the Theme

Tamara's initial idea came from the book, *When the Leaf Blew In*, in which a leaf blows into a barn and sets off a series of cause and effect events that eventually lead back to a leaf blowing into the barn. She thought the students might enjoy following clues that would lead them to explore different areas of the school. So, she arranged for the students to find a leaf that had "blown" down the hallway. Over a couple of days, she placed clues in different places for the students to find and follow to new locations. When one student mentioned that they should be looking for a treasure, a new inquiry direction was born!

### Extending the Theme



**FIGURE 3.39:** A student, in-role as a pirate, follows his treasure map.

The students responded enthusiastically to the idea of looking for treasure and soon it led to discussions about treasure maps, pirates, and adventures. Tamara located a book about a pirate, called *Captain Pete's Giant Adventure*, and from this story, numerous directions of inquiry developed. Tamara and the classroom educational assistants helped the students create exploration spaces around the classroom. Over several weeks, the students visited these spaces to work both independently and collaboratively. All the adults searched their homes for any items that could be related to pirate adventures.

## CREATIVITY

*Imaginative Process and Product:* The students were creative in developing the different learning centres as part of the pirate theme and in how they enacted their different pirate roles.

### Pirate ship dramatic play

The students cleared a space in the classroom near the coat hooks so they could create a pirate ship for dramatic play. They cleared the shelves of a rolling bookcase and moved it into the open space. Together, the students and Tamara opened up the cardboard boxes and taped the cardboard around the bookshelf into a point to form a boat shape. The boat decorating was done collaboratively by the students, including deciding which colours and images to use. Other "pirate-y" items were drawn and pasted to the side of the ship. Tamara cut out a steering wheel shape, which the children covered in foil. It was tied to the ceiling so that it hung at the perfect height for steering the ship. The students also made an anchor and hung this from the side of the ship. Tamara brought in a treasure chest and the students talked about the kinds of treasures from the Captain Pete story. They decided to use the colour foam blocks for treasure and called them gold, sapphires, and rubies.



**FIGURE 3.40:** *The students decorated the pirate ship to make it their own!*

With pirate props, the students had weeks of dress up and role-play. The other activities helped give them new ideas, which they also incorporated into their play. Tamara took photos of the students in costume and in-role to use for a writing activity.

## COLLABORATION

*Learning:* The students worked together to develop the direction of their inquiries, create the large pirate ship for their dramatic play area, create narratives for their play, and with their in-role interactions.

### Reading

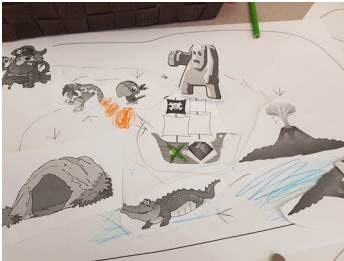
Tamara continued to read pirate books to the students to develop their vocabulary and narrative ideas.

### Drawing/writing

- a) Tamara drew a picture of Captain Pete on chart paper and created large spaces

for the students to draw or write all around the captain. They were encouraged to write about the adventures on which Pete might go.

b) Tamara printed the photos that she took of each student at the drama centre and placed them with paper at the writing centre. She encouraged the students to write using the prompt, "If I were a pirate ...".



**FIGURE 3.41:** *One student's map of "Thunder Island".*

### Map making

After hearing the story of Captain Pete, the students were eager to make their own treasure maps. Tamara prepared photocopied images (e.g., alligator, volcano, Captain Pete, cave, ship, parrot) that the students could cut out and glue on their maps. Many of the students drew lines that could be followed to find a hidden treasure. When the students showed her their maps, Tamara asked them to describe to her and another student how they might get from one place on the map to another.

Tamara built on this mapping activity by focusing on how to give directions. She created paper grids on which the students could place a ship and a treasure. She helped them write out the coordinates of the spaces that led from the ship to the treasure.

Students also drew their own maps, which they brought into the pirate ship and used in their play. The students were interested in map making, who might use a map, and how maps are useful to us.



**FIGURE 3.42:** *The sink area became a space to build and test pirate ships.*

### Boat making

The sink area was converted into a space titled, "Can you make a pirate ship?" The students used the various materials to create a boat and design a flag to raise. When the day's boats were ready, the students tested them in a bin of water. If a boat floated, they would further test the boat by putting stones on it. The students pretended that the stones were cargo or pirates.

### Sand table

The students used the sand as pretend water on which their ships would sail, or to form islands where their ships landed. They used ideas from the classroom books and combined these with their own interesting ideas about pirates and adventures.

### Art table

Students made their own large pirate flags out of the art materials.

### Student and Teacher Interactions

All the creative hands-on activities gave the students the experiences and interactions



they needed to be prepared for the next step of writing. For example, students could be heard using the following expressions:

- I'm the captain!
- Arrr!
- And now we stopped. There's a hole.
- Put that in the cannon.
- That's not a cannon. Let me see through there. [eyeglass]
- It's turning ... it's going to hit you, the steering wheel.
- We need a sword.
- What can we do with treasure?

Tamara supported the students as she moved around the classroom. She asked questions that encouraged them to think deeply about the activities and ideas in which they were engaged. This involved the students in oral language and vocabulary development and served to develop the ideas that they might use in their writing. By the time they moved to writing activities, they had already talked a great deal about what they were doing.

At the "Can you make a pirate ship?" activity, Tamara helped students relate cause and effect, for example:

- Tamara: So how did you make yours? What did you do?  
Sara: I used sponge and then I put the pirate flag on.  
Tamara: So, a sponge floats. Yesterday, what did we try?  
Brandon: Playdough.  
Tamara: We tried plasticine.  
Brandon: It didn't work.  
Tamara: Why do think it didn't work?  
Brandon: Because it was too heavy.

At the "Pirate Ship" dramatic play space, Tamara encouraged and suggested different adventures and scenarios, for example:

- Tamara: Oh, no. What's happening to me. What's going on?  
Jason: You're under attack.  
Josh: We're going to Thunder Island.  
Tamara: We are going to Thunder Island? Oh no! I'm not being captured, am I?  
Josh: We are going to throw you into the fire.

Kyla: We don't have a fire. We are going to push you into the sharks!

Tamara: I don't have to walk the plank, do I?

Kyla: Yes!

Tamara: And how do we know where to go?

Josh: The map.

Tamara: Which map? I don't see a map? (Josh picks up a map that he made)  
Which way?

Josh: Look at the map.

Other adults in the classroom were also captured and made to "walk the plank", as in this example:

Tamara: Is there anything overboard that we should be afraid of?

Josh: No.

Jason: Sharks, big waves and ...

Josh: Octopuses.

Kayla: We're going to push you in the water.

Tamara: Oh, no! Ahhhhhhhhhhhh .... splooosh.

## Ending the Theme

Tamara ended the pirate theme with a "Message in a Bottle" activity. In-role as Pirate Pete, she wrote a message to the students, placed it in a bottle, and hung the bottle from the ceiling. The students came to school the next day and immediately noticed the strange item hanging above them. They soon discovered that Pirate Pete had left them a treasure map, which eventually led them to the playground, where they found an X in the sandbox. A little digging revealed a treasure of gold coins!

### CURRICULUM

*Collaboration:* Contribute positively to group activities; Take turns and build healthy relationships, working well with others; Follow instructions with minimal supervision.

*Drama:* Engage in dramatic play and role play; Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played; Plan and shape dramatic play by building on the ideas of others both in and out of role.

## CURRICULUM continued

*Mathematics:* Describe the relative location of objects on concrete maps created in the classroom.

*Oral Language:* Listen in order to understand and respond appropriately; Use speaking skills appropriately; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary.

*Science:* Investigate characteristics of various objects and structures; Investigate through experimentation, the properties of various materials; Design, build, and test a structure for a specific purpose.

*Visual Arts:* Create two and three-dimensional works of art; Use a variety of materials, tools, and techniques to respond to design challenges; Use elements of design in art works to communicate ideas, messages, and personal understandings.

*Writing:* Write to express ideas; Write simple sentences; Generate, gather, and organize ideas and information to write for an intended purpose and audience; Begin to establish a personal voice.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Language Arts

- Students could write messages in bottles to other students in the school (e.g., older grades). Those students could be encouraged to respond and plan a way to "rescue" the Kindergarten students.

#### Mathematics — Data Management

- Students might "find" a small treasure (e.g. in a plastic bag or small box) that consists of different coloured buttons/stones. Students first sort the treasure by colour, then tally the numbers, and graph the results.

#### Mathematics — Mapping

- Students, working in pairs or small groups, create a map of their classroom. They learn about grids and develop their spatial awareness and understanding of shapes. They might also practice their counting skills by counting the steps between "items" in the room, and then counting squares on the maps.

#### Science

- Students can explore various types of boats (e.g. speedboat, paddleboat, canoe, sailboat) and what kind of energy they use to move on the water.

The class can have a boat race after students complete their boats, using a fan to blow them.

### **Social Studies**

- Through the study of maps, students can explore the world. The class can choose to study different countries and cultures from that particular region. They can also discuss the seas, rivers, and oceans and how bodies of water connect countries together. They might discuss countries where their families come from or places they wish to visit.

### **Visual Arts**

- Students can bring in a box of some form and decorate their own treasure chest (e.g. cereal box, cracker box) or make one out of popsicle sticks.



## **Through Online Extensions**

### **Peg & Cat: Hungry Pirates**

<http://pbskids.org/peg/games/hungry-pirates>

- In this free online game, one or two players have to follow the treasure map to find buried treasure.

### **Pirate Games for Kids - Puzzles and Activities App**

<https://itunes.apple.com/us/app/pirate-games-for-kids-puzzles-and-activities/id1195207613?mt=8>

- In this free app, kids can work with pirate and treasure-themed stickers, play jigsaw puzzles, and even do some colouring. Available on iTunes.

### **We ARGH Pirates App**

<https://itunes.apple.com/ca/app/we-argh-pirates/id1288973873?mt=8>

[https://play.google.com/store/apps/details?id=com.avokiddo.games.we\\_argh\\_pirates&hl=en](https://play.google.com/store/apps/details?id=com.avokiddo.games.we_argh_pirates&hl=en)

- In this paid app, players pretend to be pirates and collect coins, dig for buried treasure, solve puzzles, and so much more. Available on Google Play and iTunes.

### **Yarr, Pirate Maps**

<http://yarrmaps.com>

- Give any Google map a pirate theme. This could be used in classrooms with children looking at directions from their home to school or other places around town.

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# Planes & Passports

Grace, Kindergarten, Bobcat, Ontario



If you could fly anywhere right now, where would you go? Would you explore warm sandy islands or the cold rugged peaks of mountains? Or, would you choose to visit friends and family you haven't seen in a while? The airport is an exciting gateway for travel and an essential part of any community. In this activity, students choose whether to play on an airplane, at the airport office, or in a travel agency. Each of these spaces offers them the chance to explore any number of roles: passengers, pilots, flight attendants, travel agents, or airport workers. Every role has a variety of activities associated with it – limited only by their imaginations!

## Background and Context

All of the children in this classroom were familiar with the local airport because it provides an important service to their community. In fact, many of them had taken flights from this airport. Grace knew one of the local pilots who worked out of the airport, and she drew upon his knowledge and expertise to bring this idea into the classroom as one of their inquiry themes.



### Creating the Activity

#### Dramatic Play Centre

The play centre was organized into two sections. The first section was set up to resemble the inside of a small passenger airliner. For the cockpit, Grace and the students made a poster showing a steering wheel, dials, and gauges. In front of the poster were two seats for the pilot and co-pilot, and behind these, several other chairs were placed in a row for the passengers. At the end of this dramatic play centre was an area for the flight attendants and the service items that they need (e.g., plants, cups, pretend food). The second section, set off to the side of the airplane, was set up as the airport. Here, they placed a table and chairs for the office, with two computers, a phone, and stamps to mark the passports.

Some other items created for this centre included:

- Tickets: Photocopied templates with spaces to add names, dates, locations, etc.
- Flight Log: Clipboard, pencils, and sheet with columns for date, location, destination, pilot name, and number of passengers
- Travel Books: Magazine images of destinations, spiral bound booklet, and glue

## Creating the Activity Continued

Map: A large world map posted in the travel agency

Passports: Folded photocopied booklet with pages labelled "my destination"

### Writing Centre

Grace prepared papers with an outline of a suitcase. She printed the question on top of the paper: "What would you pack on your trip away from home?"

### CREATIVITY

*Imaginative Process and Product:* The students were creative in how they enacted their roles within the "travel" scenario.

## THE SHAPE OF THE ACTIVITY

### Beginning the Theme

This airport theme occupied various spaces throughout the classroom. The dramatic play area, comprised of the airplane, the airport office, and the travel agency, formed the hub of the theme. In Grace's Kindergarten program, the students decided the area in which they wanted to play and negotiated with one another about the roles they would enact and how they would interact with one another in these roles.

Grace supported, encouraged, and observed all the students' in-role activities. If the students needed any additional materials, she quickly found items that might be useful. She also asked questions to encourage the students to use the "airport" vocabulary they were learning or to explain what they were doing. For example, when she asked students what they were doing, she heard various replies:

- I'm filling this out ... the plane is a thousand meters long.
- I'm writing about the passports, so everyone knows to ask for the passports!
- This is where I'm going ... I have to go there (points to place on the map).

Grace also scaffolded the students' map reading as they worked



FIGURE 3.43: The airport/travel agency section of the dramatic play centre.



FIGURE 3.44: Students, in role as staff members at the airport, filled out these tickets for each passenger.



in the travel agency. For example, as two students were chatting about their passports, one boy said, "I've been to a zillion places!" Grace overheard and asked for the name of one of the places that he visited. When he responded, "I went to Winnipeg. I saw a lion in that big zoo", she helped him locate Winnipeg on the large world map. She further explained that Winnipeg was part of Canada.

## COLLABORATION

*Learning:* The students worked together to develop narratives within the dramatic play centres.



**FIGURE 3.45:** *In their role as pilots, two students fill out their Flight Logs. The pilot on the right is erasing the word "China" because she realized that she mistakenly printed it in the date space. She reprinted "China" in the space labelled "destination".*

The children were focused and highly engaged in this activity. At any given time, some were working in the "office" and answering the phones and filling out tickets. Other students were pasting images of different locations into their Passport Booklets, some were sitting on the "plane" as passengers while the steward served them food and drinks, and a couple of "pilots" discussed their flight routes with the aid of the large world map. The students worked cooperatively to negotiate changing in-role interactions, for example:

- Jenny: (sits down in passenger seat of airplane) I'm going to Australia.  
 James: I want to go to Australia too.  
 Jenny: Pretend that you are my big brother.  
 James: No, I want to be ...  
 Jenny: But I want you to be the big brother and I'm the big sister.  
 James: I want to go to Australia too.  
 Jenny: Yes, as my big brother.

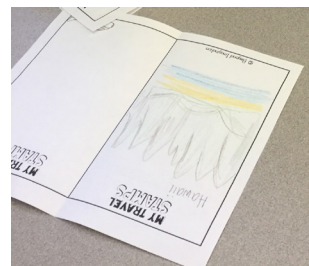
As children worked around the large map, they talked about their flight routes. For example:

- David: I'm going right here (points to Antarctica)  
 George: No, you can't go there.  
 David: It would be a crash landing.  
 Grace: Do you need to take one airplane or more than one?  
 David: (speaking again to George) First I will go here (points to Australia) and then another plane to go here (points to New Zealand). And then I will go all the way here (points to Japan).

## Extending the Theme

### Meeting Community Members

Grace organized a Skype interview with a pilot friend of hers, who flies out of the community's airport. The children gathered around the interactive whiteboard so they could see the projected video image of the pilot, and asked him various questions that they had discussed in class the day before.



**FIGURE 3.46:** One student "stamped" her passport with an image of water, sand, and mountains, and the word "Hawaii".

### Writing about Vacations



**FIGURE 3.47:** A travel agency staff member helps a customer select a vacation destination.

At the writing centre, Grace placed sheets with the outline of a suitcase. Here, the students were able to write about the items that they would bring on a trip away from home. The students drew images and wrote letters and words to express the items that they would pack. Grace supported their learning by asking them to read back their writing and to talk about the topic, for example:

Grace: What did you write?

Nadine: Bathing suit, goggles, life jacket.

Grace: Where are you going?

Nadine: Swimming at my sister's birthday party.

## Ending the Theme

After a few weeks of play and writing, the class discussed a new theme for their centres. With that, the "Planes and Passports" theme came to an end.

### CURRICULUM

*Collaboration:* Contributes positively to group activities; Take turns; Build healthy relationships; Work well with others; Follow instructions with minimal supervision.

*Oral Language:* Share ideas and experiences; Develop oral vocabulary; Listen to respond to a variety of situations for a variety of purposes; Communicate with different audiences; Ask and respond to questions.

*Social Studies:* Identify some community services and occupations; Describe how a local service meets people's needs.

## CURRICULUM continued

*Writing:* Attend to features of a writing format; Show an interest in writing; Learn and use a specific format of writing; Spell unfamiliar words using a variety of strategies; Develop an understanding of sound–symbol relationships.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Language Arts

- Read some books from the Flat Stanley series. Make a variation of Flat Stanley in which students develop their own new "classmate". Have students take turns bringing their new "classmate" home to explore a place this character might visit (e.g., by airplane). The students, with help from home, can record their ideas or write a story to share with the class.

#### Mathematics — Problem Solving & Numeracy

- With the students, develop simple arithmetic word problems based first on aspects about planes, and then other vehicles (e.g., One airplane has two wings. How many wings do three airplanes have? There were 10 people on the airplane going to North Bay. Two people decided not to go. How many people went to North Bay?).
- At the dramatic play centre, or in another area near the airport play centre, create a Duty Free shop or a restaurant where students can practice numeracy skills using play money (e.g., students might need to purchase a gift item before boarding their plane). Writing materials can be made available so students can write receipts and make labels for items.

#### Science

- Brainstorm various types of vehicles that fly (e.g., helicopters, rockets, air balloons, hovercrafts, trains), what they are made of, how they are used, and how they fly.
- Categorize these "flying" vehicles with other types of vehicles to compare how they move (e.g., tracks, wheels, flight, floating), what they are used for (e.g., freight, passengers, exploration, surveillance), and in what medium they move through (e.g., water, land, air).

#### Science & Mathematics

- Make paper airplanes and have a competition to see how far the airplanes can fly. Measure the distances using different non–standard materials (e.g., books, pencils, cups, shoes).

### Social Studies

- Investigate the different jobs that people have in an airport (e.g., security, baggage handlers, traffic ground crew, air traffic controllers). Discuss the functions of these jobs and why they are important.
- Invite a pilot, or someone else who works at the airport, to the classroom/school to share information and experiences about his or her job. Or, better yet, see if students can visit the airport for a tour.

### Visual Arts & Social Studies

- Create a large 2-D map of an airport. Discuss what items are needed at an airport (e.g., runways, a control tower, airplanes, terminals, parking lots).



### Through Online Extensions

#### Airside Andy Play With Friends App

<https://itunes.apple.com/mt/app/airside-andy-play-with-friends/id1067810384?mt=8>

<https://play.google.com/store/apps/details?id=com.flyingsquirrelgames.air-sideandy>

- Airside Andy takes place in a large, multiplayer online community, where players work together to keep the airport functioning smoothly. Players can explore the airport, load and unload planes, and tidy up sections of the airport. These jobs earn players coins they can use to buy new outfits for their avatar. Available on Google Play or iTunes.

#### Aviation for Kids

<http://www.aviation-for-kids.com/Flight-Simulators.html>

- This website is designed to introduce children to aviation. It was created by a parent whose child became fascinated by all things related to flying. The author of this website has based several aspects of this website on the Ohio Academic Standards in science, math, and technology. The website includes: discussions of different flight simulators, projects (e.g. arts, sports, and history) that focus on aviation, and more general hobbies for kids.

#### Canadian Aviation through Time

<https://ingeniumcanada.org/aviation/microsites/en/timeline/index.php>

- On this interactive website, users can access a timeline of Canadian aviation events, explore mini exhibits, and even play a game where they build models of a variety of airplanes. While this website is aimed at students in Grades 7–10, it could be used with lower levels as part of a whole class activity.

#### Dr. Panda Airport App

<https://itunes.apple.com/ca/app/dr-panda-airport/id678861146?mt=8>

[https://play.google.com/store/apps/details?id=com.tribeplay.pandaairport&hl=en\\_CA](https://play.google.com/store/apps/details?id=com.tribeplay.pandaairport&hl=en_CA)

- In this imaginative paid app, players can take part in various important airport activities. They can land planes, organize baggage, and even stamp passports!

### **PBS Sid the Science Kid: Let's Fly!**

<http://pbskids.org/sid/letsfly.html>

- In this online game, players have to help the characters, Sid, and May, build an airplane. Players then have to help the characters fly the plane through a variety of courses.

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## Chapter 4: Scenarios

The CCCAs included in this chapter are in the form of a scenario. Scenarios imaginatively link multiple classroom activities and spaces together. The key element of this group of CCCAs is imagination.

“

We were always  
listening to what the  
kids said ... for ideas

*Joan*

”

### CCCA in this chapter:

- Fairy Door
- Campfire in the Woods
- Leprechaun Mischief

# Fairy Door

Joan & Leslie, Kindergarten (Year 1 & 2),  
Sunset Lake, Ontario



When cleaning out classroom cupboards, it is not surprising for teachers to find a box containing various items that they have collected over the years. In Joan and Leslie's cupboards, one such item was a 10 cm plastic door. When they re-discovered it, they tried to remember what activity or game it belonged to. They laughed as thoughts about what it could be came to mind: Could it be a tiny door for a mouse or fairy? This suddenly gave them the idea to place the door on a wall in the classroom. Would the students notice? How would they respond? What kind of play might develop from this idea? Joan and Leslie decided to find out.

## Background and Context

Joan and Leslie typically set up dramatic play centres in their classroom based on suggestions from their Kindergarten students. The McDonald's and Movie Theatre CCCAs show how dramatic play centres can become whole class themes that extend the students' creative collaborations beyond a small play area of the classroom. For this activity, Joan and Leslie tried something a little different. Instead of setting up a centre, they placed a small door on a wall in their classroom and let the children develop the scenario and direct their learning.



## Creating the Activity

Initially, the activity was shaped by two small props: the little door and a tiny mailbox. Later, as the students developed their ideas around the fairy door, other items were added.

Traps:	Various types of boxes and containers, string, tape, and other art materials
Fairy Items:	Wire, buttons, wood, figurines, and various small items
Fairy Garden:	Baskets, soil, stones, plants, paper, and writing materials
Writing:	Templates for writing stories and writing materials
Fairies:	Popsicle sticks, feathers, beads, glue, and other art materials

## THE SHAPE OF THE ACTIVITY

### Beginning the Scenario

Joan and Leslie fixed the small plastic door against the wall, so it was touching the floor under one of the classroom tables. Beside it, they placed the tiny mailbox. The next morning, the students entered the classroom as they typically did and went off to various activities. Joan and Leslie waited patiently for the door to be discovered. Soon enough, as two students moved their play over to the table, the two teachers heard one of them exclaim, "Oh, a door!" The students looked puzzled about this so Joan and Leslie joined them to wonder about the door. Other students joined the conversation, saying things such as:

- What? A door?
- We don't know where it came from.
- I wonder whose it is?
- Let's knock on the door and see if anyone answers.

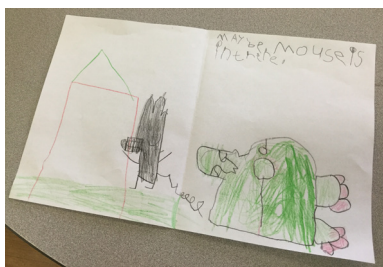


FIGURE 4.1: One student wondered: *Maybe a mouse is in there.*

One girl made note of the tiny mailbox and told the class: "There's a mailbox. I have one at home. We could leave them a note." This idea was well received by many students. They began to write notes that they would leave by the mailbox, in hopes of discovering the "occupant". Other students drew pictures about who they thought might be living behind the door.

At some point in the discussions, a few students suggested that they try to catch whatever was behind the door. They asked if they could create traps to catch the mysterious creature when it came through the door that night. Leslie and Joan supported the students in their constructions and encouraged them to talk about their ideas, for example:

- Leslie: What are you guys doing?
- Trevor: When they open that door, they will trip right there. And when they pull the door, it would make that fall because it pulled that [the string]. We tied that on and then it will fall on them.
- Leslie: Do you think you could label something so that people will know what it is?
- Trevor: I could write trap.
- Joan: How does your trap work?
- Kevin: And when they come out, I'll just do this and trap them in my box.



FIGURE 4.2: Trevor tapes a sign above the elaborate trap that he set by the fairy door. You can see the string attached to the small door and leading to the trap.

Not all the students liked the idea of the traps. Some thought that this wasn't a very nice thing to do and that the traps might scare or hurt their mystery guest. Joan and Leslie wondered how they would include all the students in the imaginative scenario that was developing. They found a way! Leslie told us:

"The next day, the traps were down, but there was a note written back. It was a teeny tiny note. We had to get a magnifying glass to look at it. She said her name was Lily and she was a fairy. She also said she was scared to come out because there were traps outside of her door. She really wanted to stay here because everyone seemed so nice. The children decided, as a group, that they wouldn't try and trap her anymore. The children who made the trap wrote a note to Lily to say sorry they had made a trap and that they wouldn't try and catch her if she decided to stay."

And this is how a fairy named Lily came to stay in this Kindergarten classroom!

#### COLLABORATION

*Learning:* Together, the students wondered who might be using the tiny door in their classroom. They worked together to put their ideas into drawings and words, and to prepare traps.

### Extending the Scenario: A Correspondence with Lily

Over the next few weeks, there was ample evidence of Lily's nightly visits to the classroom. At first, Leslie took on the role of Lily and began making tiny items that she left beside the door for the students to see in the mornings. For example, one night, she made a small bicycle out of wire and buttons and placed it beside the door. On another night, she left a small broom and evidence of a campfire. Small mushrooms "grew" by the door and Lily's name appeared above the door. The students were fascinated by each change and the tiny items. Soon, a few students decided that they wanted to make things for Lily. They looked for materials around the classroom and brought them to the free play area. Here, they made several items, such as a bed, a couch, and some chairs. These were left by the door with the nightly notes to Lily.

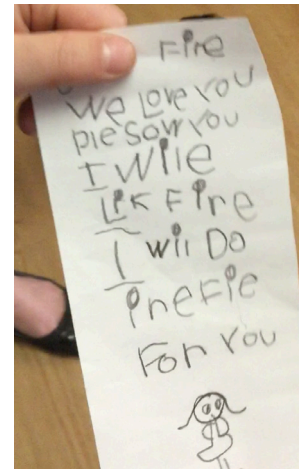


FIGURE 4.3: Jenny wrote a note to the fairy.

Each morning when the students arrived at school, they eagerly ran to the door to see if Lily had responded. Of course, she answered all their letters! But the students also wanted to see if she used the items they left for her and to see what other items she might have left. One morning, the students found an entire fenced in yard beside the door, with trees (made of wire), stools (champagne corks), and even a pet rabbit (miniature figurine).

The correspondence with Lily continued over the month.

### CREATIVITY

*Imaginative Process and Product:* The students developed the small door idea into an imaginative classroom scenario through their collaborative interaction with each other. They also created letters and narratives that contributed to, and extended from, this scenario.

## Extending the Scenario: A Fairy Garden

The upcoming science inquiry was about gardens. Joan and Leslie brought some garden books into the room, so the students began to read these and wonder about different plants and how they grow. Joan and Leslie overheard a few students talking about gardens, with one student saying, "Oooh, I wonder if fairies have gardens?" This gave the teachers another idea. They talked with the school librarian and set up a new discovery.

On their library day, the students discovered another note from Lily, saying that she had left a book for them in the library. She also said that she "supersized" it so they would be able to read it. They all headed to the library and asked the librarian if she had seen a fairy. She replied that she had not seen a fairy, but had found a book on her desk that morning and it was covered with some strange material. She showed them, and they immediately identified the sparkly material as "fairy dust" and knew that this was the book from Lily. It was a book about fairies! They brought it back to the classroom and spent many days looking through the book for ideas about how to notice fairies around your yard. They were intrigued and immersed themselves in talking about and planning a fairy garden. Another idea emerged.

The teachers asked the students if they wanted to make their own fairy gardens. Of course they did! So, the students drew pictures of and labelled their fairy garden plans and listed the items that they wanted to include in the gardens. Joan and Leslie gathered the required materials: pots, baskets, soil, and small plants/seedlings. The students each made fairy gardens, along with tiny fairy items to place in their gardens.

The new fairy gardens gave rise to a new wave of story and letter writing.

## Extending the Scenario: Creating Fairies to Bring Home

A common theme in the students' discussions and writing was for Lily to visit them at home. Many of the students had also talked in class about wanting to take a fairy home and so the teachers found the materials to make this happen. They placed craft items at a table for the children to make little fairies that they could take home. The students gave their fairies names, such as: Jack, Jolly, Lily, Lisa, Superwoman, and Rapunzel.

When the students brought their fairies home for the weekend, Joan and Leslie asked them to take their fairies on an adventure. They sent a note home to the parents explaining the activity and asked the parents to take a picture of their child on their adventure with the fairy.

On Monday, the students brought in photographs and talked about their fairy adventures. Some of their adventures included:

- She was flying all the way there ... to the petting zoo.
- On the weekend, we were hanging upside down.
- We went rollerblading.
- I went to my friend's house with my fairy.
- Me and my dad went for a four-wheeler ride with my fairy. Me and my daddy just went across the road and back.
- We went to the cabin ... digging clam shells.
- Her name is Rapunzel. And she went for a bike ride with me and she was sitting on the front of my basket so then my mom could take a picture.



FIGURE 4.4: Carol drew about her adventure with the fairy.

The students wrote their fairy adventure stories, which Joan and Leslie compiled into a classroom book.

## Ending the Scenario

The students' interest in the fairy activities lasted for about a month. Joan and Leslie formally ended this activity by writing one last letter to the students from Lily. In this letter, Lily mentioned the new classroom "camping" theme. She wrote that she had never been camping and has decided to give it a try in Fairy Land. She thanked them for the wonderful visit and said that she might return one day for another visit. The most marvelous thing about this letter was that Lily included a photo. And in the bottom corner of the photo was a selfie box with an image of Lily!

### CURRICULUM

*Collaboration:* Contribute positively to group activities; Take turns and build healthy relationships; Work well with others.

*Oral Language:* Listen in order to understand and reply appropriately; Respond to a variety of situations for a variety of purposes; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary and retelling skills; Communicate ideas and information orally in a clear, coherent manner.

## CURRICULUM continued

*Visual Art:* Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences; Use a variety of materials, tools, and techniques to respond to design challenges; Use elements of design in art works to communicate ideas, messages, and personal understandings.

*Writing:* Spell unfamiliar words using a variety of strategies; Explore and develop understanding of sound-symbol relationships; Write for an audience; Gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Begin to establish a personal voice in writing by using pictures and words that convey attitude or feeling towards the subject or audience; Write simple but complete sentences.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Dance

- Create a fairy dance exploring how a fairy might move around the room. Have students view a variety of forms of dance (e.g. ballet, jazz, ribbon dance) and discuss what forms a fairy might use.

#### Drama

- Act out the stories the children have written or read about fairies.

#### Language Arts

- Write adventure stories that include their fairies and then act them out.
- Are fairies real or imaginary? What does it mean to be real? Explore stories that use imaginary creatures.

#### Mathematics

- Make your own fairy door and measure it using non-standard units (e.g., pencils, coins).
- Make and measure your own fairy. Compare it to other fairies made in class using math vocabulary such as more than, less than, or equal to.
- Make a map of where in the class or neighbourhood the fairy may visit.
- Read a variety of fairy books and make a class graph of your favourite story about a fairy.

#### Science

- Explore animals in nature that could fit through the door (e.g. mice,



squirrels). How would that be different from a fairy living there?

- Explore the kinds of "doors" and shelters that local animals create.

### **Social Studies**

- Explore the history of fairies and where they came from. Look at other cultures/countries and their mythical creatures, folklore, and fairytales.



## **Through Online Extensions**

### **Disney Fairies**

<https://fairies.disney.com/games>

- This website has a large variety of free online educational games that feature Disney's fairies. For example, in the Pirate Fairy Code game, users have to solve word puzzles to help the fairies get their fairy dust back. There's also a "visit the fairies" section where users can click on different Disney fairies to learn more about each one. Each page includes a description of the fairy, videos, games, and activities about them.

### **Fairy Party Games**

<https://www.thespruce.com/fairy-party-games-2104589>

- This website lists several fun fairy-themed games to play at parties. Many of these can be adapted to the classroom or sports field such as: fairy freeze tag, pixie dust relay, earn your wings, and the fairy tea relay.

### **Fairy Valley**

<https://itunes.apple.com/us/app/fairy-valley/id1066318950?mt=8>

<http://www.theirishfairydoorcompany.com/fairy-valley>

- Users register their fairy for free on the Fairy Door Company site and then can use the app to get weekly stories, updates, and fairy facts. App only available on iTunes, but website available to all users.

### **My Little Fairy Preschool Girl App**

<https://itunes.apple.com/us/app/my-little-fairy-preschool-girl/id926319918?mt=8>

- This free app for 2–6 year olds includes a variety of fairy-themed games. Kids can colour their fairies, do a counting activity, put together a jigsaw puzzle, and even play a fairy memory matching game. Available only on iTunes.

### **Rainbow Magic Fairy**

<https://www.scholastic.com/rainbowmagic/game/>

- Dress your own fairy in this free online game from Scholastic. Users can choose their own fairy as well as her wings, accessories, and outfits.

## Further Reading: Children's Books

### Fiction

Becker, A. (2016). *Return*. Somerville, MA: Candlewick Press.



Bouchard, D. (2001). *Fairy*. Victoria, BC: Orca Book Publishers.



Christopher, N. & Neal, A. (2012). *Ava and the little folk*. Iqaluit, NU: Inhabit Media.



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Cronin, D. (2016). *Bloom*. New York, NY: Atheneum/Caitlyn Dlouhy Books.

Kuipers, A. (2016). *Violet and Victor write the most fabulous fairy tale*. New York, NY: Little, Brown Books for Young Readers.

Reinhart, M. & Sabuda, R. (2008). *Encyclopedia mythologica: Fairies and magical creatures pop-up*. Somerville, MA: Candlewick Press.

### Nonfiction



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Christopher, N. (2009). *Stories of the Amautalik: Fantastic beings from Inuit myths and legends*. Iqaluit, NU: Inhabit Media.



Clibbon, M. (2006). *Magical creatures*. Toronto, ON: Annick Press.



Hainnu, R. (2014). *The spirit of the sea: Inuktitut*. Iqaluit, NU: Inhabit Media.

Taylor, C. J. (2009). *Spirits, fairies, and merpeople: Native stories of other worlds*. New York, NY: Tundra Books.

# Campfire in the Woods

Sadie, Kindergarten, Poplar Lake, Ontario



The smell of smoke in the air, the sounds of a crackling fire, and the sounds and smells of the forest all around – don't you love this summer tradition in Ontario? Spending time around a campfire with friends and family is something many children in Canada have experienced. Many traditional cultural practices are also tied to building and sharing fires outside. For this activity, the teacher wanted to create a clear connection for students between classroom play and their experiences of sharing snacks with one of their community Elders around a campfire. She provided materials for students to build a pretend fire and make tea. She encouraged them to consider details, tasks, and roles for each other.

## Background and Context

This indoor play activity followed a cultural class in which the students had previously participated. The most recent cultural class before this CCCA was at a campfire for storytelling. Sadie encouraged the students to bring some of their campfire experiences to the classroom play setting.



### Creating the Activity

Sadie gathered together various art materials that might be used to make a fire (e.g., paper towel rolls, red and silver foil, and coloured tissue paper) and placed these into a box. In a separate container, she placed the teapot and teacups from the house centre.

## THE SHAPE OF THE ACTIVITY

### Beginning the Scenario

As part of their school program, the children participate in cultural classes. During these times, they are engaged in various indoor or outdoor cultural activities to learn and develop their understanding of traditional cultural practices and the Ojibwe language. The school hires a specific cultural teacher to lead these classes. Sometimes a community Elder will join the class to teach a lesson. During one of their classes, the students participated in a campfire activity that took place in a large community tipi in the woods by the school.

### Stories Around the Campfire

The students joined one of the community Elders for a snack around the campfire. They entered the tipi and helped the Elder create a fire within a circle of stones. A large pot was placed on a grate that was laid over the fire to boil water for tea. As the

fire crackled, the students sat on benches or logs that circled the inside walls of the tipi and snacked on biscuits. The Elder told them, "This is how we used to eat in the bush."

After their snacks were done, the students listened to a story told by the Elder. He used a mix of Ojibwe and English vocabulary and talked about what it means to sit in this location around the fire in a tipi. He told the students that this was how their "great, great Godparents lived a long time ago." He then told them a story set in the winter when he was 15 years old.



FIGURE 4.5: The students snack on biscuits around the fire.

## Extending the Scenario: Dramatic Play

Sadie wanted to encourage the students to bring personal experiences from their culture or home life into their classroom play activities. To extend the campfire cultural activity, she provided the students with the necessary tools to build a pretend fire. Sadie gathered the students together in a circle on the classroom carpet and placed the box of campfire materials in the centre. She announced: "Let's make a fire for tea!" The children were intrigued and slowly began exploring the materials in the box.

### CREATIVITY

*Imaginative Process and Product:* The students were imaginative in how they made use of the "fire-building" materials and the narratives they constructed with them.

Sadie supported the students by observing which materials they were holding and suggesting possible uses for them, in relation to the campfire scenario. She asked questions and made suggestions, such as:

- Did you get the fire going?
- Put the logs here.
- Where is the fire?
- Where is your teapot?
- Put the teapot on the fire.
- We have to wait for the teapot to be boiling.
- Everybody wants some tea.
- We are going to take turns.



FIGURE 4.6: One student tends to the fire while others share some tea.

Sadie also helped the children cooperate by suggesting ways they could share the "jobs" that were needed to get the fire going, boil the water, and pour the tea.

Students began forming a circle around the "fire", to take on various roles and try different activities. For example, as they participated in the play scenario:



FIGURE 4.7: One girl makes a torch to light up the dark forest.

- several students used the paper towel rolls as binoculars to explore the "forest" around them;
- a few students explored how the paper towel rolls changed their voices to sound like the howls of wolves;
- two girls placed a bench beside the fire, so they could sit, talk, and drink their tea;
- one girl pushed another bench close to the fire, so she could lie down and enjoy the warmth of the flames;
- two boys became wolves and circled the campfire, howling;
- one girl emptied out a small backpack that held blocks and filled it with "logs" (paper towel rolls) that she gathered for the fire;
- another student crumpled the tissue paper and stuffed it partially into the top of the paper towel roll to create a "torch" to see in the dark of the "forest".

#### COLLABORATION

*Process and product:* The students collaborated to create one central fire and also as they discovered different ways to interact with it.

### Extending the Scenario: Writing

This activity could be extended with writing. Students experienced a real world activity and then brought aspects of this activity into their play. The students' understandings from their real world and play experiences could be brought to both fiction and nonfiction writing. They could draw and write recounts about making campfires and hearing stories told by the Elder. They could write the steps for building a fire and post these near the classroom fire-building materials. They could also imagine stories about the woods and campfires and illustrate and/or write these to share.

## Ending the Scenario

This activity did not have a formal ending. Rather, Sadie placed the fire building materials back in the box and placed them on a shelf with the other dramatic and construction play materials. The students were then able to incorporate a "fire" into other play activities, whenever they wished.

### CURRICULUM

*Oral Language:* Listen in order to respond to a variety of situations for a variety of purposes; Share ideas and experiences; Ask and respond to questions; Develop oral vocabulary through retelling.

*Social Studies:* Bring developing understandings about a cultural activity into play.

## EXPANDING THE ACTIVITY



### Across the Curriculum

#### Language Arts

- Respect for and awareness of fire could be discussed before or after this activity. Fire safety both at the campfire, home, and other places could be included. Students could also explore the importance of fire for meeting primary needs and for cultural practices.

#### Science

- Explore environmentally beneficial ways to use wood (e.g., cutting trees and replenishing the forest).
- Explore different forms of energy and how we use them in our daily lives.

#### Visual Arts

- Create collaborative dioramas of a campfire scene. Students can use a mix of natural and manufactured materials, such as: modeling clay, popsicle sticks, twigs, pine cones, leaves, etc.



### Through Online Extensions

#### Campfire Safety Tips from Scouts Canada

<https://globalnews.ca/video/2846199/how-to-start-and-put-out-a-camp-fire>

- In this short video, Scouts Canada demonstrates how to safely start and extinguish a campfire.

#### Create an Animal Forest

<http://www.sheppardsoftware.com/preschool/animals/forest/animalforest->

create.htm

- In this online game, players can click on a variety of animals and plants to drag and drop them anywhere in the forest backdrop to create their own unique forest.

### **Fire Education Websites for Kids**

<https://www.nps.gov/fire/wildland-fire/learning-center/fire-basics/kids-fire-websites.cfm>

- The US national parks service has created this web page with a list of fire education websites for kids. Some of these include: Smokey Bear, Fire Facts, and an interview with a woodland firefighter.

### **Forest Quest App**

<https://itunes.apple.com/us/app/forest-quest-kids-board-games/id994144414?mt=8>

- In this pass-and-play multiplayer board game players, will learn about the inhabitants of the forest as they share adventures. They might meet a bear, repair a deer feeder, or even hunt a fox. There is much to learn with over 350 questions and answers about the forest and animals that live there. Paid app available on iTunes.

### **Grow Forest App**

<https://itunes.apple.com/app/grow-forest/id1241533252>

<https://play.google.com/store/apps/details?i=com.groplay.growforest>

<https://www.amazon.com/Gro-Play-Grow-Forest/dp/B07CJRLNQH/>

- In this educational app, players can learn about sustainable forestry by both planting and cutting down trees. Players use forest resources to create a green community both inside and outside the forest. Players will also get to meet real and mythical creatures in the forest and play numerous mini games.

### **Hinterland Who's Who**

<http://www.hww.ca/en/indigenous/?referrer=http://www.hww.ca/en/issues-and-topics/canada-150.html>

- On this website you can find videos about some of Canada's most iconic wildlife in six Indigenous languages. The species featured are important to Indigenous cultures and present in many First Nation, Métis, or Inuit legends. Videos and facts sheets in English about some of the animals (e.g., freshwater turtles and the wolverine) can also be found on this site.

### **How to Build a Campfire**

<https://www.youtube.com/watch?v=nHuu6alnrlw>

- This informative 14-step video covers all the basics of building a campfire, from making a fire pit to how to differentiate between tinder, kindling, and fuel wood. This could be used as part of a larger classroom activity on fire safety.

### **Indigenous Teaching Resources**

<http://www.aadnc-aandc.gc.ca/eng/1302868012055/1302868605384>

- This website from the Government of Canada is about Indigenous



cultures and history. It has links to classroom activities and projects about Indigenous peoples, cultures, and histories for students aged 4 to 16.

### On the Path of the Elders

<https://www.pathoftheElders.com/game>

- This interactive game focuses on Treaty No. Nine (James Bay Treaty) and the lives of the Mushkegowuk and Anishnaabe peoples during that time. The home website <<https://www.pathoftheElders.com/>> also provides photo and video galleries, and a collection of oral stories. There are Elder interviews and teachings about hunting, trapping and fishing. While the game might be easier for older children, it could be played as a whole class with younger grades.

### Sparky's Games & Apps

<http://www.sparky.org/games>

- In this collection of apps and online games, kids can learn about fire safety from Sparky, the official mascot of the US National Fire Protection Association (NFPA). These activities are a way to extend the campfire theme, as they provide a wealth of knowledge about fire alarms, fire exits, and other general fire safety concerns both at home and in public.

### Turtle Island Game

<http://www.aadnc-aandc.gc.ca/eng/1315493127207/1315493264117>

- Students can use this interactive game to explore Turtle Island and learn more about First Nations, Inuit, and Métis cultures.

## Further Reading: Children's Books

### Fiction

Casanova, M. (2018). *Hush hush, forest*. Minneapolis, MN: University of Minnesota Press.

Confederated Salish and Kootenai Tribes. (2008). *Beaver steals fire: A Salish coyote story*. Lincoln, NE: Bison Books.

Fredericks, A. D. & Wallace, C. (2017). *Tall tall tree*. Nevada City, CA: Dawn Publications.

🍁 O'Hearn, D. (2012). *Legends of the forest book 2: Cedric the cedar*. Author.

🍁 Weale, D. (2004). *Three tall trees*. Charlottetown, PE: Acorn Press.

### Nonfiction

Allen, N. K. (2014). *First fire: A Cherokee folktale*. Mt. Pleasant, SC: Arbordale Publishing.

Collard, S. B. (2015). *Fire birds: Valuing natural wildfires and burned forests*. Missoula, MT: Bucking Horse Books.

🍁 Godkin, C. (2007). *Fire! The renewal of a forest*. Markham, ON: Fitzhenry and Whiteside.

Ohlsen, E. (2016). *The forest of fire: A wildfire story*. Sebastopol, CA: Storyscapes.

Peluso, B. A. (2007). *The charcoal forest: How fire helps animals and plants*. Missoula, MT: Mountain Press.

Sill, C. (2014). *About habitats: Forests*. Atlanta, GA: Peachtree Publishers.

Simon, S. (2016). *Wildfires*. New York, NY: HarperCollins.



Stewart, H. (2010). *Treesong*. Victoria, BC: Tudor House.

Winter, J. (2008). *Wangari's trees of peace: A true story from Africa*. Orlando, FL: Harcourt Books.

### **Further Reading: Professional Development**



Fiola, C. (2015). *Rekindling the sacred fire: Métis ancestry and Anishinaabe spirituality*. Winnipeg, MB: University of Manitoba Press.



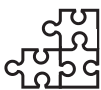
# Leprechaun Mischief

Kahli, Kindergarten, Deerview, Alberta

Have you ever entered a room and it seemed that something was out of place? Well, these Kindergarten students had just that experience. Right before St. Patrick's Day, the students created "traps" with gold bait and set them up in the classroom, hoping to capture some leprechauns. On Monday morning, when the students opened their classroom door, they discovered that they had not captured even a single one. Instead, their traps were empty, their gold was missing, and the classroom was in disarray! They were looking at the effects of some leprechaun mischief. They then wrote letters to these mischievous leprechauns and even read them to some Grade 1 students. The Grade 1 students went back to their classrooms and shared these tales of mischief with the rest of their class.

## Background and Context

During the week before St. Patrick's Day, many Deerview school teachers and students were talking about the history of this holiday and reading stories that involved leprechauns. The Grade 1 and 2 students in the school were making leprechaun traps. Kahli intended to introduce her Kindergarten students to the holiday during a class discussion, but soon found herself following their interest in leprechauns and creating an imagined play and writing event.



### Creating the Activity

Kahli did not create many additional resources or materials to get this overall scenario up and running. She only needed resources for traps, letter/story writing, and a bit of time to create the leprechaun "chaos".

Leprechaun

traps: Various recycled items, art materials, and string

Leprechaun

chaos: Alteration of classroom elements

Letter/story

writing: White craft paper, writing materials, and glitter

## THE SHAPE OF THE ACTIVITY

### Beginning the Scenario

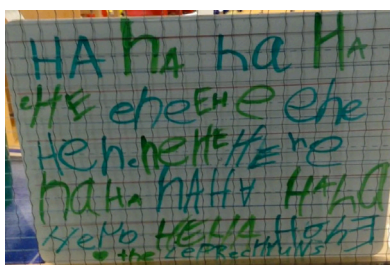
Kahli did not intend for her class discussion about St. Patrick's Day to become an extended activity. She initially planned to talk about the holiday during the morning calendar routine. During this time, the students showed interest in leprechauns

and through their discussion, they explored various aspects about these magical characters. They talked about where they live, what they do, if they have magical powers, their interest in gold and rainbows, their good and bad qualities, and whether they are real or imagined creatures. The students were fascinated with the notion that leprechauns liked gold, sometimes stole gold, and could be downright mischievous.

The students had heard that some of the Grade 1 and 2 students in the school had been making leprechaun traps, and asked Kahli if they could set some up in their room. Kahli wrote a note home to let parents know that if they made some traps with their children at home, she would hang them in the classroom. Sure enough, a few days later, some students came to school with leprechaun traps. Kahli gave the students some pretend gold coins, which they placed into the traps. They positioned the traps around the room.

Kahli was inspired to follow the direction of the students' interests and develop the leprechaun idea into a scenario.

## Extending the Scenario: Play



**FIGURE 4.8:** This note, which Kahli wrote on a small whiteboard and posted in the classroom door window, provided the students with the first clue that something was amiss, on Monday morning.

Given that St. Patrick's Day was on the weekend, Kahli stayed after school on Friday to prepare the classroom for the students' arrival Monday morning. She moved some furniture around and altered various classroom items to look like the leprechauns had visited the room. She also "sprung" the traps and took the gold that was used as bait.

On Monday morning, Kahli met the students outside when the bell rang. She walked with them to the classroom and wondered out loud with them about whether they had captured any leprechauns. As soon as the students approached the door and saw the note left by the "leprechauns", they were excited that the leprechauns had been there. When they opened the classroom door, they could see well enough that the leprechauns had indeed visited their classroom. But instead of getting caught, the leprechauns had been up to mischief. They had ...

- Turned all the words in the pocket chart upside down
- Moved the traps and dangled them from the ceiling
- Turned the books upside down or backwards
- Switched the activities on the weekly schedule
- Made a mess of the teacher's desk
- Broken a trap and took all the gold



**FIGURE 4.9:** The leprechauns hung this trap from the ceiling.

- Emptied some book bins
- Piled the chairs in the middle of the room
- Put all the dramatic play clothes into the children's lockers

And to make matters worse, the leprechauns left a long note! It read:

"A leprechaun story.

Once upon a time a kindergarten class tried to trap the leprechauns at Deerview PS.

The Leprechauns were too smart. They took all the gold and made traps for the kids. The Leprechaun's trapped all the kinders and the Leprechauns lived happily ever after.

The End By the Leprechauns

He he ha he ha ho

Oh, and we stole your sparkly green crayon."

The children were surprised, excited ... and a little bit outraged!

## Extending the Scenario: Writing

The students took some time to explore the classroom and discover all that the leprechauns had done. Soon enough, they began putting items back in place. Interestingly, the students were most displeased by the fact that the leprechauns had taken the sparkly green crayon. This led Kahli to offer up the idea that they might want to write back to the leprechauns. They were receptive to this idea, so Kahli placed long sheets of paper at the writing table, much like the paper that the leprechauns had used to write their letter. Some students drew pictures and wrote in response to the event, while others wrote letters. As they wrote, they talked to each other about the content of their writing. For example:

- I don't like leprechauns.
- A leprechaun messed up our classroom.
- I'm going to write a picture, about them being not being nice to our classroom.
- The rest of the words are gonna be ... that they took our sparkly green ... crayon.
- And even the leprechauns threw my ball away from my house ... It was right here sitting, and then they threw it away.
- I would like to be a leprechaun ... that's my wish.
- Never mess our classroom.
- My story is ... I don't like leprechauns. No, it's leprechauns messed up our classroom.



FIGURE 4.10: The leprechauns made a mess while writing their note to the students.



FIGURE 4.11: The leprechauns placed strange items and shapes into the pocket chart and turned the word cards the wrong way.

- Ha ha ha ha ha. I'm going to make a trap and you'll never get out.
- I did not like ... how you messed up our classroom.

The students also talked and asked questions about the format of their writing and about how to write words. For example:

- How do you spell "messed up"?
- She has to have kind of like a "c" but mine is a full one.
- I just sounded out the words and I, I sounded them out real.
- I'm not writing a story, I'm writing a note ...
- Mine's just a note and then a picture.
- I'm trying to make a word.

Kahli wrote her own letter back to the leprechauns. In-role as an outraged "victim" of the mischief, she wrote:

Dear Leprechauns,  
I did not like that you messed up our classroom. I am very mad at you. Please do not do that again, and please give us back our sparkly green crayon. Love from Kahli

As she wrote, she modelled how to look around the classroom for words to write (e.g., leprechauns, crayon), and how to sound out words (e.g., mad, green, sparkly).

When one student completed his letter, he prepared it for delivery by rolling it up and tying it with a string.

### CREATIVITY

*Imaginative Process and Product:* The students were creative when making their leprechaun traps and in their responses to the event in writing.

That day, whenever visitors came to the classroom, Kahli encouraged the students to read their writing to them.

The students read their final written responses:

- Derek: A leprechaun messed up our class.
- Kieffer: From Kieffer. I love leprechauns. I would like to be a leprechaun. But no, never mess up our classroom.

Gregory: Ha ha ha. No. Ha ha. Leprechauns you never will play with me. The end.

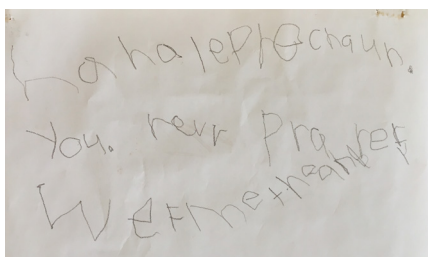


FIGURE 4.13: Gregory wrote: "ha ha lePrechaun. You. nevr Pra rec weFmetheanb" [Ha ha leprechaun. You will never play with me. The end.]

Beatrice did not have writing in her book to read back so instead she explained the events:

Beatrice: It's about ... leprechauns ... never mess our classroom ... once upon a time there were leprechauns. And then Beatrice wants to play with leprechauns. She mostly liked to play in the woods. She stole some gold with them and had lots of fun. They always took good care of her. The end.

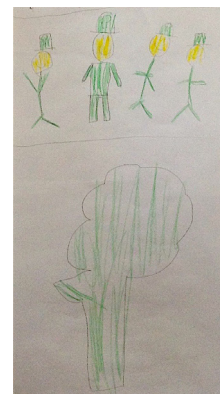


FIGURE 4.12: Kieffer drew a picture response to the leprechaun event.

## Ending the Scenario

To follow up this activity, Kahli invited some Grade 1 students to the classroom. She explained what had happened to their classroom, and then the Kindergarten students shared their written responses. The Grade 1 students asked questions about the event and the writing. They, in-turn, went back to their own classroom to retell the story of the leprechaun mischief.

### COLLABORATION

*Learning:* The students worked together to share the leprechaun experience with the older students.

## Teacher's Reflections

Kahli noted:

"The students had a lot to say in their writing – more than I expected. Then they presented it to Adrianna's Grade 1 class. Her students came in and they listened to my students talk about what they were doing and read it [the writing] to them. They answered questions and talked back and forth about it. It was like a show and tell event. Overall, the leprechaun activity—experiencing it, writing about it, and sharing it—took the whole day."



## CURRICULUM

*Oral Language:* Share ideas and experiences; Develop oral vocabulary; Listen to respond to a variety of situations for a variety of purposes; Communicate with different audiences; Ask and respond to questions.

*Social Studies:* Learn about a community celebration.

*Writing:* Attend to features of a writing format; Show an interest in writing; Learn and use a specific format of writing; Spell unfamiliar words using a variety of strategies; Develop an understanding of sound-symbol relationships.



## EXTENDING THE ACTIVITY

### Across the Curriculum

#### Drama

- Scenario: A leprechaun is caught (could be an older Grade 6 student pretending to be a leprechaun who is prepped on how to answer questions in-role). A mock trial is held. Students brainstorm and teacher records questions they want to ask the leprechaun. They can also brainstorm possible consequences/actions for rehabilitation for the leprechaun.
- Students can create their own short leprechaun dramatizations (e.g., news report interviewing students and leprechauns about the classroom event; leprechauns discussing what they are planning to do at the school on St. Patrick's Day).

#### Language Arts - Writing

- Read "How to Catch a Leprechaun" by Adam Wallace and "How to Trap a Leprechaun" by Sue Fliess. Students might write about how they would (or did) make a leprechaun trap. Students can use procedural writing to describe the steps they followed making their traps, and how they would set the trap for the leprechaun. They might also write about why their traps didn't work and what would be changed for next year.
- Students might write an apology letter in-role as a leprechaun to explain his/her actions. Or students might write an invitation to the leprechauns inviting them to play in ways that do not mess up the classroom.
- Read about other imaginary and/or magical creatures from folklore. Use these creatures to compare and contrast to a leprechaun using a T-Chart or a Venn diagram (e.g. how they look, what they do, where they come from).

#### Mathematics — Graphing

- Create a graph of the kinds of tricks that were played by the leprechauns (e.g., make a mess, turn upside down, move item). Students can count how many times the leprechauns did each kind of trick or which one was their favourite.

### **Mathematics — Mapping**

- Compose a map of the classroom, noting the places where the leprechauns played their tricks. Students could also make their own maps of the classroom or of places in their home and mark places where they think a leprechaun might do tricks.

### **Mathematics — Measurement**

- Make pots of gold of different weights. Students can use balance scales to compare the varying weights. Students can see how many cubes are needed to make the scale balance. They could use such words as more than, less than, or equal.

### **Mathematics — Money**

- Make gold coins for pairs of students. Use a container to create a pot of gold, which students can decorate. In the container put the pretend gold coins. Print amounts on the front of the coins (e.g. 5 cents, 10 cents). The teacher can place a few coins into the gold pot and then give to a pair of students to "discover" how much money is in the pot of gold.
- Create a St. Patrick's Day sale, selling green items (e.g. green markers, erasers). Students can use pretend money to buy things.



## **Through Online Extensions**

### **Easy Leprechaun Trap Activities for St. Patrick's Day**

<https://littlebinsforlittlehands.com/easy-kids-leprechaun-trap-ideas-st-patricks-day-activity/>

- This website contains several ideas for creating easy and fun leprechaun traps. It also contains a link to other fun St. Patrick's Day activities like: making slime, exploring fizzy pots of gold, and growing crystal shamrocks. All these ideas require the assistance of an adult.

### **How to Start a Leprechaun Hunt**

<https://www.wikihow.com/Start-a-Leprechaun-Hunt>

- This website provides ten step-by-step instructions for starting a leprechaun hunt. These could easily be adapted to inside a school as well as outdoors.

### **Leprechaun Gold Puzzle App**

<https://play.google.com/store/apps/details?id=com.animoca.google.leprechaunpuzzle&hl=en>

- This math puzzle game asks players to solve number puzzles in order to collect gold for the leprechaun. Available only on Google Play.

### Leprechaun Hats

<http://www.pbs.org/parents/crafts-for-kids/leprechaun-hats/>

- This website provides step-by-step instructions for making leprechaun hats out of construction paper, glue, tape, and glitter. This could be a fun individual, collaborative, or whole class activity.

### St. Patrick's Day Crafts

<http://www.pbs.org/parents/crafts-for-kids/category/holiday/st-patricks-day/>


- This website lists several fun crafts you can make with your students. For example, you can make DIY clover pins, pots of gold, and shamrock jewelry.

## Further Reading: Children's Books

### Fiction

Bar-el, D. (2013). *Not your typical dragon*. New York, NY: Viking Books for Young Readers.

Bently, P. (2012). *King Jack and the dragon*. New York, NY: Puffin Books.

 Christopher, N. & Neal, A. (2012). *Ava and the little folk*. Iqaluit, NU: Inhabit Media.

Colandro, L. (2012). *There was an old lady who swallowed a clover*. New York, NY: Scholastic, Inc.

Donaldson, J. (2005). *The Gruffalo*. New York, NY: Dial Books for Young Readers.

Donaldson, J. (2007). *The Gruffalo's child*. New York, NY: Puffin Books.

Fliess, S. (2017). *How to trap a leprechaun*. New York, NY: Sky Pony Press.

Funk, J. (2016). *Dear dragon*. New York, NY: Viking Books for Young Readers.

Heling, K. & Hembrook, D. (2013). *Ten lucky leprechauns*. New York, NY: Scholastic, Inc.

Hennessy, B. G. (2006). *Claire and the unicorn happy ever after*. New York, NY: Simon Schuster Books for Young Readers.

 Hughes, S. (2012). *Canada close up: Canadian celebrations*. Toronto, ON: Scholastic Canada.

 Hughes, S. (2007). *Canada close up: Canadian festivals*. Toronto, ON: Scholastic Canada.

Kann, V. (2013). *Emeraldalicious*. New York, NY: HarperCollins.

McCartney, T. (2017). *A Canadian year: Twelve months in the life of Canada's kids*. Chatswood, AU: EK Books.

McDermott, G. (1992). *Tim O'Toole and the wee folk: An Irish tale*. New York, NY: Puffin Books.

Meadows, D. (2013). *Saffron the yellow fairy*. New York, NY: Scholastic, Inc.

Meadows, D. (2010). *Grace the glitter fairy*. New York, NY: Scholastic, Inc.

Meadows, D. (2005). *Ruby the red fairy*. New York, NY: Scholastic, Inc.

Oceanak, K. (2016). *Goodnight unicorn: A magical parody*. Fort Collins, CO: Bailiwick Press.

Sendak, M. (1963). *Where the wild things are*. New York, NY: Harper and Row.

Slater, T. (2007). *The luckiest St. Patrick's Day ever*. New York, NY: Scholastic.

 Syliboy, A. (2015). *The thundermaker*. Halifax, NS: Nimbus Publishing.

Wallace, A. (2016). *How to catch a leprechaun*. Naperville, IL: Sourcebooks, Inc.

## **Nonfiction**

Bunting, E. (2009). *That's what leprechauns do*. Boston, MA: HMH Books for Young Readers.

Jones, L. (1999). *Kids around the world celebrate! The best feasts and festivals from many lands*. Hoboken, NJ: John Wiley & Sons, Inc.

Kindersley, B. & Kindersley, A. (1997). *Children just like me: Celebrations!* London, UK: DK Children.