

My Heart Fills With Happiness	
Teacher: Julie Wilson and Gabriella Madden	
Subject/grade level: Kindergarten, ELA	
Materials: • <u>My Heart Fills With Happiness</u> by Monique Gray Smith Illustrations by Julie Flett • Chart paper for modeled or interactive writing. • Makers to record ideas • Writing template for “My heart fills with happiness when _____.” • Drawing paper • Optional idea: place at the writing center and students post “hearts” with written messages of what fills their heart with happiness on the heart. (PAX connection - Tootles) • Optional supplies to create a class book using completed student writing and drawings (Home and Back book.)	
ELA Content Standards RW.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .) L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
Lesson objective(s): TLW: develop an understanding of the emotion of happiness and make a personal connection to what makes them happy as an individual. TLW: name and describe the feeling of happiness. TLW: use personal experiences and make a connection to the shared story to verbally express and then write what fills their heart with happiness. TLW: compose an opinion writing after listening to the story <u>My Heart Fills With Happiness</u> . TLW: create a drawing to reflect what he/she has shared in the opinion writing of what fills his/her heart with happiness. TLW: participate in a discussion about PAX and the classroom vision that has been or is being developed and has happiness is part of learning, relationships, and the school setting. Also, happiness connections can be shared as Tootles.	
Differentiation strategies to meet diverse learner needs: The teacher can provide support to learners who may need preferential seating for the story when it is read aloud. Other considerations may include: working in a smaller group during the writing process, use of word banks for early writers, dictation of ideas for learners in pre-writing stages. The teacher may be aware of other learners’ needs unique to his/her own classroom.	
ENGAGEMENT Day One • Prepare to read <i>My Heart Fills With Happiness</i>	

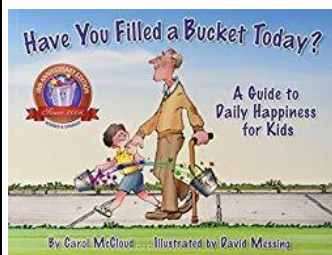
- Show the front cover after sharing the title, author and illustrator. Ask students to predict what they see in the illustration.
- Discuss what the word happiness means in the title and how it connects to the illustration on the cover.
- While reading, stop and discuss when appropriate:
 - What do you see in the illustration that connects to happiness?
 - How can you tell from the illustration that the person is happy?
 - What does “happiness” mean to you?
 - What makes you have happiness in your heart?
 - What do you think bannock is? (page 3) Discuss what clues are in the text and in the illustration. Have a picture of bannock (fry bread) ready to share.
- After reading the last page of text, turn to the last illustration and discuss what the words could be for this last page. (Possible ideas: My heart fills with happiness when I watch a narwhal swim in the ocean. My heart fills with happiness when I go for a walk on the beach with my Dad and we see ocean animals.)
- Go back and reread the last page that asks, “What fills YOUR heart with happiness?”
- Show students the blank interactive writing chart and have them read the title with you.
 - Discuss opinions and how each person will have an idea that is right for them.
 - Call on students to share their ideas.
 - Interactively write student ideas on to the chart. The teacher can script the responses or share the pen depending on your time and the skill level of the students.

Day Two

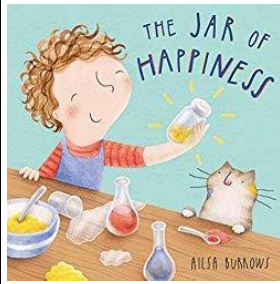
- Reread *My Heart Fills With Happiness* as desired or needed for your class.
- Show the students the interactive writing chart and review ideas that were shared the day before.
- Discuss the writing activity and share the writing template that they will be completing.
- Once the opinion writing piece has been completed, invite the students to create their drawings to go along with their writing.

EXPLORATION

- Read other picture books or refer to books that have been previously read to make the text to text connections. Suggestions are below:



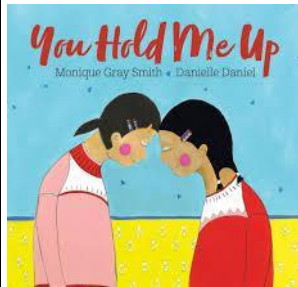
Have You Filled a Bucket Today? by Carol McCloud.



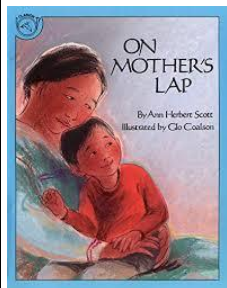
The Jar of Happiness by Alisa Burrows.



100 Things That Make Me Happy by Amy Schwartz.



You Hold Me Up by Monique Gray Smith



On Mother's Lap by Ann Herbert Scott

EXPLANATION (This portion alternates with Exploration)

ELABORATION

Throughout the lesson and discussions, students share and explain their understanding of happiness. While ideas are being shared during interactive writing, the teacher can support and point out that each of us will have different activities, events, and people can bring about the feeling of happiness inside of us. When students share out ideas, they may want to show agreement with the “me too” hand gesture.

In PAX classrooms, the teacher can provide discussion opportunities to connect happiness in the school setting and what that looks and feels like. The teacher can refer to the class vision chart.

In preparing the students for independently writing their opinion of what fills their heart with happiness, the teacher can review the writing expectations such as “Five Star Writing”: i.e.

- I can begin my sentences with a capital letter.
- I can write my sentences with spaces between my words.
- I can write my letters neatly.
- I can use my best spelling and sight words I know.
- I can end my sentences with punctuation.

EVALUATION

By the end of the lessons, the students will be able to identify happiness and make a connection to what events, activities, or people fill their hearts with happiness. The students will be able to make a connection with the feeling of happiness and that it is different for each person and different things can bring about happiness in different settings. (e.i. home, school, grandma’s house, outdoors)

The students will each have completed the opinion writing/illustration activity. The individual student pieces can be compiled into a classroom book to be shared as a home and back book and then kept in the classroom library box of shared books.

Resources:

- [Writing Template](#)
- [Seesaw link for My Heart Fills With Happiness Distance Learning Activity](#)
- **Text Connections Anchor Chart** - Text to Self, Text to Text, Text to World
- Bannock



Resource: [Bannock Bread](#)