

Lesson Plan	
GENERAL INFORMATION	
School	Lakes District Elementary
Teacher	Colleen West
Grade/Subject Area	Kindergarten/Arts Education & Language Arts
Theme	Not a Stick
CURRICULAR CONNECTIONS & PURPOSE	
Driving question	What can the stick be?
Core Competencies 	<ul style="list-style-type: none"> ● Acquire, interpret, and present information (includes inquiries) ● Collaborate to plan, carry out, and review constructions and activities ● Developing ideas ● Develop and design
Big Ideas 	<ul style="list-style-type: none"> □ Arts Education: Engagement in the arts creates opportunities for inquiry through purposeful play □ Arts Education: Dance, drama, music, and visual arts express meaning in unique ways □ Language Arts: Stories and other texts can be shared through pictures and words □ Language Arts: Curiosity and wonder lead us to new discoveries about ourselves and the world around us
Curricular Competencies 	<ul style="list-style-type: none"> ▶ Arts Education: Create artistic work collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play ▶ Arts Education: Express feelings, ideas, stories, observations, and experiences through the arts ▶ Arts Education: Experience, document and share creative works in a variety of ways ▶ Language Arts: Use personal experience and knowledge to connect to stories and other texts to make meaning ▶ Language Arts: Use language to identify, create, and share ideas, feeling, opinions, and preferences ▶ Language Arts: Plan and create stories and other texts for different purposes and audiences
Content 	<ul style="list-style-type: none"> ◆ Arts Education: processes, materials, and movements, technologies, tools and techniques to support arts activities ◆ Arts Education: personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment ◆ Language Arts: writing processes
First Peoples Principles of Learning 	<ul style="list-style-type: none"> ● Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
Assessment	<ul style="list-style-type: none"> ● For/pre: Learn about what students know about sticks, where they can be found during a brief discussion before gathering sticks ● As/meta: Observations during stick collecting and storybook reading, discussions about sticks and planning time ● Of/summative: rubric to assess individual students' understanding of the lesson objects, rubric to assess individual student's development of creativity, class book
Materials	<ul style="list-style-type: none"> ● Book: Not a Stick ● Classroom centres ● Materials from the art centre ● Paper, pencils, crayons or markers

	<ul style="list-style-type: none"> Class book pages that say, "It's not a stick." at the bottom for students to illustrate. 				
Lesson Objectives	<ul style="list-style-type: none"> To find a stick To explore the stick through play During play, to use imagination to pretend the stick is something else To add to the class book, "Not a Stick," by drawing/writing about their new creation 				
LESSON OUTLINE					
Introduction (Hook)	<p>Gather the children at the carpet. Hold up a small stick (20-50 cm in length) and ask students to think about what it is. Ask students what one might do with a stick: do a think-pair-share of all the things a person might do with a stick.</p> <p><i>[Teacher scaffolding: accessing prior knowledge <u>and</u>, below, teacher breaks tasks into chunks]</i></p>				
Teacher/Student Activity **Note: As this lesson includes many parts, set aside a whole morning or afternoon to complete.	<ol style="list-style-type: none"> Tell the students that we will be going out to the forest area beside our school grounds for each child to find and collect a stick from the ground (explain that we will <u>not</u> rip sticks off of living trees and remind students that sticks are not for toughing other people with). Share the lesson objectives with the class and review them throughout the activities, as needed. <i>[Teacher scaffolding: providing step-by-step instructions]</i> Take students out to the forest area beside our school grounds. Model for students picking up a stick and saying aloud, "Oh, this stick looks like a..." <i>[Teacher scaffolding: teacher models]</i>. While walking with students among the trees, looking for sticks, ask students questions like: <ul style="list-style-type: none"> "What kind of stick are you looking for?" "What can a stick be used for?" "What does that stick remind you of?" Once each student has found a suitable stick, gather the students and return to the classroom. Have the students sit at the carpet with their stick while you read "Not a Stick." Briefly discuss the book. Tell the students that they are being treated to an "extra" centre time, the only difference is that they must bring their stick with them everywhere and include the stick in their play. Encourage the children to imagine/pretend the stick is something different than a stick and include it in their play. Remind students that they may not allow their stick to hit anyone. Invite children, if they wish, to visit the art centre with their stick where they can use the variety of materials at the centre to help to transform their stick into what they imagine it to be. While children are playing, travel around the classroom having brief chats with students about how they are involving the stick in their play. <i>[Teacher scaffolding: teacher gives step-by-step instructions]</i> After 30 minutes of centre time (longer if you have the time), gather the children at the carpet for a follow-up discussion. Ask the students what their stick is, now that they have had the time to play with it and determine what it can best be used for and do a think-pair-share. <i>[Teacher scaffolding: teacher or peer models]</i>. Pass out the class book pages and have children go to their tables with their stick to draw and colour a picture of what their stick "is" and what it does. Collect pages and compile them into book. 				
Differentiation	<i>I need to...</i> Find a stick in the forest and imagine what else it can be. Access	<i>I must...</i> <ul style="list-style-type: none"> Experiment with different ways I can play with my stick as I determine what "my" stick is. Draw a picture of what my stick "is." All	<i>I can...</i> <ul style="list-style-type: none"> Turn "my stick" into what I imagine it to be using materials from the art centre. Draw a detailed picture of what my stick "is." Most	<i>I could...</i> Write and illustrate my own book with several pages of different things I can imagine my stick to be. Few	<i>I can try to...</i> Consider other objects in my environment and write and illustrate a several page book about one of them (e.g.: "Not a Leaf" or "Not a Rock"). Challenge
Closure	After stapling the class book together, read the book, having students read their own page about their "not a stick".				
Supports	Essential Supports (designed for 1, useful for 1) EA support	Targeted Support (designed for some, useful for some) <ul style="list-style-type: none"> Demonstration of tasks 	Universal Supports (designed for some, useful for all) <ul style="list-style-type: none"> Read book Discussions 		

	• Activity broken down into smaller "chunks"	• Paper/pencils/crayons/markers
--	--	---------------------------------

*Adapted from lesson plan template of Gerald Rosenau. *Differentiation (processing tasks) and supports from the template of Shelley Moore (2018).

Lesson Rubric

I can find a stick	
I can explore the stick through play	
I can use my imagination to pretend the stick is something else	
I can add to the class book, "Not a Stick," by drawing/writing about what I pretend the stick to be	

Development of Creativity Rubric

I can use my imagination in new and creative ways to play with my stick	
I can work with my friends to think of new ways to play with my stick	
I can use different materials to create something new with my stick	
I can draw and colour a picture of my new stick "creation" to show that it is "not a stick"	