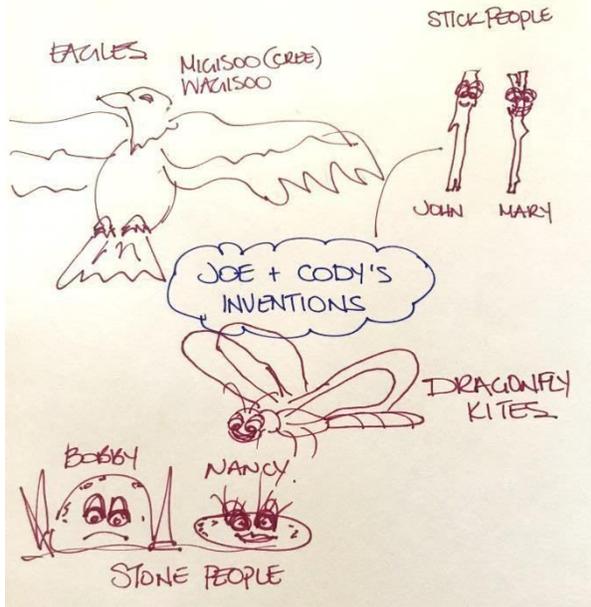


Lower Elementary Lesson for **Dragonfly Kites** – by Tomson Highway, Illustrated by Julie Flett
 Created by Rianna Garthus, 2019 Werklund Graduate

Resources used and possible concerns	Picture Book: Dragonfly Kites – by Tomson Highway, illustrated by Julie Flett
Author/creator and/or literature background	<p>Tomson Highway</p> <ul style="list-style-type: none"> - Is Cree and a member of the Barren Lands First Nation located in northern Manitoba - Multi-award winning playwright, classical musician, novelist, children’s book author - Holds ten honorary doctorates from various universities across Canada - Has worked heavily in the field of Native social work <p>Julie Flett</p> <ul style="list-style-type: none"> - Cree-Metis author, illustrator, artist - Has received many literary awards throughout her career for books she has written
UPE course connections (not exhaustive)	<p>Educ 435 – Literacy, Language & Culture</p> <ul style="list-style-type: none"> - As this resource is targeted at younger audiences - it can be used as an introduction to show how vital imagination is in furthering literacy. Having the ability to visualize and create storylines for themselves based on their own experiences alongside those of the Indigenous characters from the story, this lesson integrates language and culture while building literacy. <p>Educ 445 – Individual Learning: Theories & Applications</p> <ul style="list-style-type: none"> - This resource is a great way to showcase individual learning as there are several components to the lesson targeting more than one learning style. Students are able to listen, visualize, be physical, and interact with others and their environment all while completing their tasks. Because this lesson encompasses many small, hands-on tasks students are able to showcase and further their understanding in different areas without being hung up in potential weaker areas. <p>Educ 520 – Interdisciplinary Learning</p> <ul style="list-style-type: none"> - This is a great mini lesson to precursor the overall objective of interdisciplinary learning. The lesson itself integrates several parts of the curriculum but it can be used to show how easily curricular outcomes can overlap from subject area and grade. Not only does it show the overlaps, but the lesson itself

	<p>incorporates different styles of learning that are part of 21st century classroom ideals.</p>
<p>K-12 Connections</p>	<p>Target age range: grade 1</p> <p>Related curricular outcomes: Science, Language Arts, Art, Drama</p> <p>Grade 1 Science – Building Things / Senses</p> <ol style="list-style-type: none"> 1. Select appropriate materials, such as papers, plastics, woods; and design and build objects based on the following kinds of construction tasks: <ul style="list-style-type: none"> - Construct toys, identify components/parts of constructed objects 2. Identify component parts of personally constructed objects, and describe the purpose of each part 4. Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artifact constructed. <p>Grade 1 Science - Senses</p> <ol style="list-style-type: none"> 1. Identify each of the senses, and explain how we use our senses in interpreting the world. 2. Apply particular senses to identify and describe objects or materials provided and to describe living things and environments. Students meeting this expectation will be able to describe characteristics, such as colour, shape, size, texture, smell and sound. <p>Specific Learner Expectations in Science</p> <p>Students will show growth in acquiring and applying the following traits:</p> <ul style="list-style-type: none"> - curiosity - confidence in personal ability to explore materials and learn by direct study - inventiveness - appreciation of the value of experience and careful observation - respect for living things and environments, and commitment for their care <p>Grade 1 Art</p> <p>Comp 4 Main Forms and Proportions</p> <p>Comp 10(ii) Subject Matter</p> <ol style="list-style-type: none"> a) Plants and Animals b) Environment and Places c) Manufactured or Human-made Things d) Fantasy

	<p>e) People Comp 10(iii) Media and Techniques a) Drawing b) Sculpting</p> <p>Grade 1 Drama</p> <ul style="list-style-type: none"> - develop and explore imagination - develop concentration - develop sensory awareness - understand and respond to environment
Materials	<ul style="list-style-type: none"> - Picture book – Dragonfly Kites by Tomson Highway, Illustrated by Julie Flett - Chart paper/ white board - Outdoor space - Gathered objects from nature - Fastening materials - Various art supplies to enhance building of objects (ie. googly eyes, feathers, etc.) - Visual Journal
Rationale	<p>BIG IDEA: Exploring our environment through all our senses to create a varied experience through imaginative play</p> <p>PURPOSE: This resource is used to engage students with nature and to show how we can create a fulfilled experience by using our imaginations and the resources/environment surrounding us. It can be a valuable lesson for students to realize they don't always need "stuff" or new toys to have an enjoyable time. This lesson can create an appreciation not only for nature but for the things we already have in our possession.</p> <p>This book fits into science, language arts and art in div 1 (grades 1-3). Students can identify with the boys in the book and see the enjoyment and gratitude they have towards their upbringing in nature.</p>
Lesson/activities	<ol style="list-style-type: none"> 1. Read book Dragonfly Kites 2. Create a mind map about all the objects/animals the boys mentioned in the story. Discuss what other things might be found in nature that could be integrated into imaginary play.



3. After discussing the story, the class will go on a short nature walk (either the playground, nearby park or wherever the school has access to) to use their own imaginations. Students can look for similar things that were mentioned in the story but will be encouraged to create their own versions of toys/people that maybe weren't mentioned. Will also be encouraged to use all their senses while on the nature walk
 - Optional activity – have all students lay down and stare up at the clouds and see if they can find forms/shapes/animals in the clouds.
 - Depending on time, a nature walk could be done before and after reading the story to compare how different the students interact with their environments with more context from the story
 - Students will be asked to gather items found in nature they think they can turn into imaginary toys or beings (will be reminded to not pick or pull anything that isn't already on the ground as to not disturb nature)

*** teacher may want to gather extra objects beforehand to avoid a shortage of items

4. Students will be asked to create an imaginary being/toy from the objects they found in nature. There will be some art supplies to embellish their newfound toys, but the point is to use as much from nature as possible and imagination.



https://angrychicken.typepad.com/angry_chicken/2010/12/wow-ive-done-a-lot-of-stuff.html

5. Once their creations are complete, students will be asked to document their toy/being in their visual journal.
 - Things to include, the name/type of toy and a picture to accompany their object.
 - Their object should be a part of a scene either in nature or something they've imagined



OPTIONS/EXTENSIONS:

- A language lesson could be extracted from the Cree in the book to look at the similarities and differences from Cree to English
- Students could document what they saw in the cloud formations from the nature walk and later turn into another art project – using either paint/pencil or cotton balls to create cloud objects.

	- Students could create an entire scene out of objects found in nature

Supporting Sources (APA):

About. (n.d.). Retrieved August 29, 2020, from <https://www.julieflett.com/contact>

Biography. (n.d.). Retrieved August 29, 2020, from <https://www.tomsonhighway.com/biography.html>