

Unit Plan for

Hello Humpback!

by Robert Budd & Roy Henry Vickers

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Resource Guide
& Unit Plan
Teacher-Author:
Emily Rozitis

Resources used
& possible
concerns

Book: Hello Humpback **Author:** Robert Budd **Author/Illustrator:** Roy Henry Vickers
Publisher: Harbour Publishing

*This book can be viewed as a Read Aloud in this link: [Read-Aloud link](#)

Possible Concerns:

- Access to the physical book

*Solutions include accessing the Youtube read-aloud via the provided link, or borrowing a copy of the book through your local public library.

Author/creator
& literature
background

Author: Robert Budd

Author/Illustrator: Roy Henry Vickers

"Robert (Lucky) Budd holds an MA in history and has digitized many high-profile oral history collections, including that of the Nisga'a First Nation. As well as co-authoring the Northwest Coast Legends series, he is the author of Voices of British Columbia [...]"

"Roy Henry Vickers is a renowned carver, painter and printmaker whose Eagle Aerie Gallery in Tofino, BC, has become a provincial landmark. Roy was appointed to the Order of British Columbia in 1998 and to the Order of Canada in 2006. He is the co-author of the immensely popular children's Northwest Coast Legends series[...]"

*This is a direct quote from https://books.google.ca/books/about/Hello_Humpback.html?id=pttZvgAACAAJ&source=kp_book_description&redir_esc=y

Literature Background:

"From the creators of the award-winning and bestselling Northwest Coast Legends series, here is the first book in a vibrant new series of board books created for the littlest readers. With bright and bold illustrations of the wild and magical West Coast by celebrated artist Roy Henry Vickers, [...] Hello Humpback!, a "first words" book, introduces iconic West Coast animals, from hungry sea otters to hopping orcas, and is sure to become an instant classic."

*This is a direct quote from <https://royhenryvickers.com/products/hello-humpback>

Literacy, Math
Skills
&
Other Targeted
Skills for
preschool -
Grade 6
(Disabilities
Classrooms)

Unit Contents (focus: Literacy Skills)

Lesson 1: Picture Walk, Predictions & Shared Reading

Lesson 2: Making the Writing Block Multi-Level & Number Representation

Lesson 3: Working with Words: A Movement Activity

Lesson 4: Guided Reading Skills & "Doing" the Book

Other Targeted Skills include:

Literacy: Literary Predictions & Shared Reading, Oral and written communication skills. Working with words, making words, early literacy skills. CORE word practice: movement vocabulary. Using dramatic play and movement to approach literacy in multidisciplinary ways.

Math: Mathematization of everyday knowledge, early numeracy, & number representation skills.

Other: Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

All lessons have a primary focus of early numeracy and exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

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Materials

Hello Humpback! Resource Guide

- "I Can See..." Literacy/Math/Movement Activity (2 pages)
- "How Does a Whale Swim?" Literacy/Movement Activity (2 pages)

Other Materials:

- Writing tools (paper/whiteboard, pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Clipboards for Lesson 2
- Bag or Hat for Lesson 3
- Glue or tape
- Scissors
- *Option for physical book or digital copy of the book
- *Option for Computer/SMARTboard use
- *Option for art supplies for visual representation in Lesson 4

Rationale

Big Idea: This unit plan facilitates pre-academic skill development (literacy dominant) in early education and disability-focused learning environments.

Purpose: This unit plan supports classrooms with diverse skill levels, promoting engagement with text, reading, writing, and working with words, in individualized ways. The goal is to create meaningful and authentic interactions with Budd & Vickers' text, and facilitate connections and understanding about FNMI languages and cultures in students' lives. Furthermore, the intention is to connect students and educators with positive and authentic representations of First Nations, Métis, and Inuit experiences through stories and imagery.

Unit Contents

4 Multidisciplinary Lessons (as described on page 1)

Hello Humpback Resource Guide (attached as Appendix, following Unit Plan)

****Lesson 1 should be completed as the initial lesson. The following 3 lessons may be interchanged, based on the preference of the educator.*

Unit Plan for

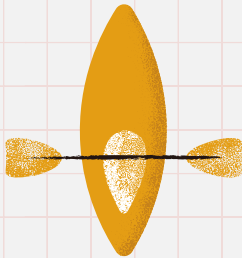
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Lesson 1:

Picture Walk,
Predictions
& Shared Reading



Accommodations include:
Communication Devices
& Systems,
Read-Aloud Version or Print
Version of Book
Body Breaks
"Chunk" the Activity

Literacy Connections and Strategies: Picture Walk, Literary Predictions & Shared Reading, from "Shared Reading for Emerging Readers"

(Cunningham, et. al., pp 49-67, 1999.)

Other Skills: Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

Preparation: Have a copy of the book, and the [Read-Aloud link](#). Ask your group of students to sit together, at a table or on the floor. Ensure you have access to any necessary supports, including communication devices or physical equipment to support each student's needs.

Activity (option for one OR two part lesson) :

1. Introduce the Activity: Explain how you will read a book together- you will need HELP to find out what this book is about!
 2. Explain how you will take a Picture Walk, flipping through the pages and pointing to what you can SEE in the illustrations. If you are using only the Read-Aloud version, mute the Read-Aloud video and play it.
 3. Make a prediction together: Ask students, What will this book be about? Write your ideas down for students to see, on a poster or a SMARTboard. Write THIS BOOK IS ABOUT... in the middle of your page. ***Some classrooms may choose to end here, and complete the remaining steps at another time, based on attention levels in your given class.
 4. Read the book, bringing attention to the text. Ask students to notice things about the pictures and words in the book.
 5. Ask students- What did you notice? What have you learned about?
 6. Conclude the Activity: Ask students, What did you LIKE about this book?
- *This can be done with raised hands, or other physical, verbal, or visual communication.

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Lesson 2:

Making the
Writing Block
Multi-Level &
Number
Representation

Literacy Connections and Strategies: Making the Writing Block Multi-Level, from "Shared Reading for Emerging Readers." Connecting Literacy to movement and outdoor experiences.

(Cunningham, et. al., pp 113-114, 1999.)

Math Connections and Strategies: Mathematization of everyday knowledge, early numeracy, & number representation skills.

(The Literacy and Numeracy Secretariat of the Ontario Ministry of Education, p 5, 2011)

Other Skills: Attention to task, communication, fine motor skills, functional tool use. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

Preparation: Have a copy of the book, or the read-aloud, ready to go. Print out a copy of "I Can See..." Literacy/Math/Movement Activity (**1x per student for page 1, but **only 1 copy of page 2**) for all students, and one for your example. Alternatively, print one or two and laminate page 1 for students to take turns with. Prepare page 2: cut out the 5 strips and stick up around your learning space for students to "hunt." Ask 1-2 students at a time to gather with you at a table (or a writing centre) with appropriate writing materials and a clipboard.

Activity:

*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the- "I Can See..." Literacy/Math/Movement Activity page (page 1), and explain how you will search for the given images.
2. Provide students with their "I Can See..." List, on a clipboard, and allow them to independently explore the space. As needed, provide assistance for student needs (writing or marking on the page, providing clues by pointing or speaking, etc.)
3. Repeat, until students are stuck/complete.
4. Ask your student: How many answers did you find? How many are left? Assist, as needed. Using speech, ASL, or a communication device, ask your student to count their answers aloud to a peer or teacher.
5. Conclude the Activity: Ask your students to assist in cleaning up materials, and putting away their list.



Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity
Verbal and Gestural Clues
Extra Time

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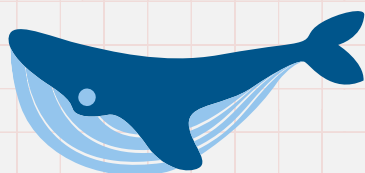
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Lesson 3:

Working with
Words:
A Movement
Activity



Accommodations include:
Communication Devices
& Systems,
Physical Equipment to
Support Movement Skills
Body Breaks

Literacy Connections and Strategies: Oral and written communication skills. Working with words, early literacy skills. Connecting movement with literacy. CORE word practice (movement vocabulary.)

(Cunningham, et. al., pp 142-143, 1999.)

Other Skills: Attention to task, communication, fine motor skills. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling. Balance and coordination skills, following directions.

Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out a copy of "How Does a Whale Swim?" Literacy/Movement Activity (2 pages) and prepare: cut out and mount on construction paper (option to laminate.) Put all cards into a bag or hat for choice-making. Gather your students together for a movement activity, in a large learning space (the gym, outdoors, etc.)

Activity:

*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Gather students in a circle or in a large space where they can see each other.
2. Introduce the Activity: Explain how you will move your body like things you read about in *Hello Humpback!* Demonstrate one activity yourself to show students what you mean.
3. Encourage your student to take turns pulling out one card each from the bag, and leading the class in the movement. Teachers may assist, as needed. Teachers should model every action with students.
4. Repeat until all students have had a turn being the leader/choice-maker.
5. Ask students, what did you like MOST? Using speech, ASL, or a communication device, ask your student to express their preferred choice aloud to the group.
6. Conclude the Activity: Ask your students to assist in cleaning up materials (putting away their cards) and engage in a cool-down activity (3 rounds of deep breaths, or a whole body stretch.)

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Lesson 4:

Guided Reading
Skills &
"Doing" the Book



Accommodations include:
Communication Devices
& Systems,
Slant boards,
Physical Equipment for
Movement Skills
Adapted writing tools
Body Breaks
Assistive Technology
"Chunk" the Activity

Literacy Connections and Strategies: Oral and written communication skills, guided reading skills, "doing" the book. Connecting literacy and dramatic play.

(Cunningham, et. al., pp 73-74, 1999.)

Other Skills: Attention to task, communication, turn-taking, choice-making, fine motor skills. Exposure and engagement with FNMI language and culture, through written, visual, and oral storytelling. Option for assistive technology.

Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. **Ideally, a physical copy of the book for this activity.

ASSISTIVE TECHNOLOGY OPTION (IF AVAILABLE & APPROPRIATE): prepare assistive technology to support non-verbal students by voice-recording the pages ahead of time (use a Step-by-Step, voice-output devices, or several Big Mac Buttons- or other available and suitable technology for recording a predictable sequence or a single message, including iPad applications.) ***This is especially engaging for students if you record DIFFERENT voices for each page, providing a fun surprise when the read-aloud happens- ask your colleagues or verbal students to assist.

NO-TECH-OPTION: prepare whiteboards or pieces of paper, one for each page of the book. Students may read, touch or show their page upon their turn ***You may choose this option in addition to the AT option.

In **BOTH** options, when prepared, ask students to gather together in a reading space.

Activity:

1. Tell students you are going to read the story in a NEW way.
2. Explain how the students will read with you, and the students will "be" the book! Each student will take a turn to be the reader of one page (or two, depending on the size of the class. If you have a large class, read the book 2 times, to ensure everyone has a turn.)
3. Introduce the supports- with the Assistive Technology option and/or the No-Tech option. Demonstrate the tools yourself, or with your teaching team.
*****Option here to extend:** create visuals for each page of the book, or have students assist with voice-recording each page!
4. Provide tools to each student, as you turn the pages of the book silently. Encourage them to read the pages, aloud, with a communication device, or with AT supports.
5. Repeat for all pages of the book, allowing all students to take turns.
6. Ask students: did you LIKE being the book?
7. Conclude the Activity: Encourage students to assist in clean-up of materials and learning space.

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Supporting
Sources,
APA references:

Budd, Richard & Henry Vickers, Roy. (2017.) *Hello Humpback*. Harbour Publishing. Print.

Cunningham, Patrica M., Hall, Dorothy P., & Sigmon, Cheryl M. (1999.) *The Teacher's Guide to the Four Blocks: A Multimethod, Multilevel Framework for Grades 1-3*. Carson-Dellosa Publishing Company.

Rozitis, Emily. (2020.) *Hello Humpback Resource Guide with 4 Activities*. Self-Published.

Stories for Joey. (2020.) *Reading the book Hello Humpback!* Video. Web. <https://www.youtube.com/watch?v=sULoPr-mhkQ>

The Literacy and Numeracy Secretariat of the Ontario Ministry of Education. (September 2011.) *Maximizing Student Mathematical Learning in the Early Years*. Inspire: The Journal of Literacy and Numeracy for Ontario. Web. http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Maximize_Math_Learning.pdf

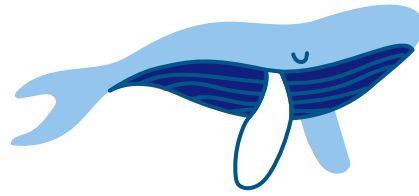
About the
Teacher-
Author:

Emily Rozitis has a Bachelors of Arts in French, and a Bachelors of Education in Inclusive Education from the University of Calgary. She is a practicing elementary school teacher who works in a severe disabilities classroom with non-verbal students (ages 6-12.) Emily uses a variety of communication supports in her classroom to promote a differentiated and inclusive literacy-rich environment. Her multimodal communication approach to learning includes the use of digital and paper-based communication devices, American Sign Language, assistive technology, and both verbal and visual methods of communication.

Emily believes that literacy, and learning, are for everyone. This resource is designed to be used in a multiple-disabilities classroom to support pre-literacy and pre-math skills for every student, at every developmental level. Lessons are easily adapted to the typical Pre-K, Kindergarten, and Grade 1 classroom.

Appendix:

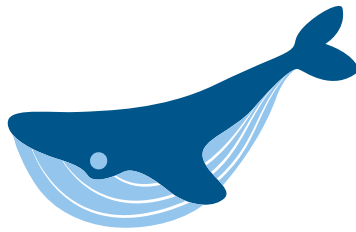
Resource Pack for Hello Humpback! Unit Plan



Resource Guide for

Hello Humpback!

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This resource guide includes:

- "I Can See..." Literacy/Math/Movement Activity (2 pages)
- "How Does a Whale Swim?" Literacy/Movement Activity (2 pages)

I Can See...

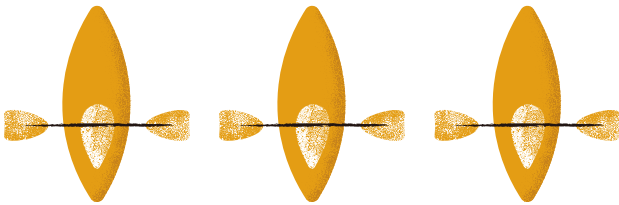
Explore your learning space and see what you can find!
(Page 2 has the visuals for teacher-preparation)



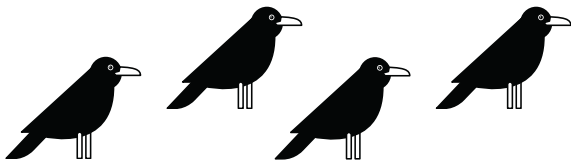
One (1) fish?



Two (2) bears?



Three (3) boats?



Four (4) birds?



Five (5) trees?



I Can See...

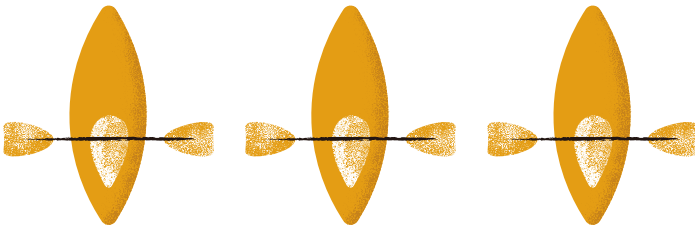
Cut and stick up around your learning space, for students to find!
(Page 1 has the checklist for scavenger hunt)



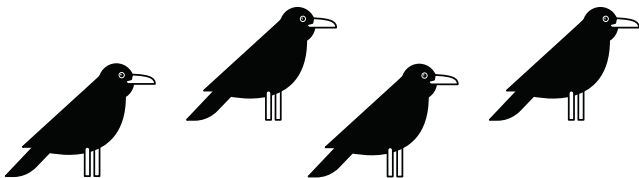
One (1) fish



Two (2) bears



Three (3) boats



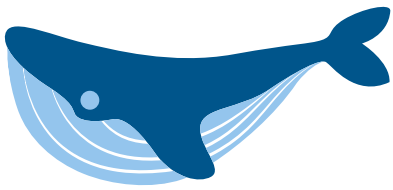
Four (4) birds



Five (5) trees

How Does a Whale **Swim**?

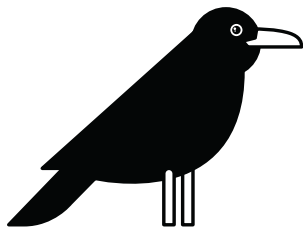
Cut out these cards, mix them up, and pull one out! Act out your card to the class.



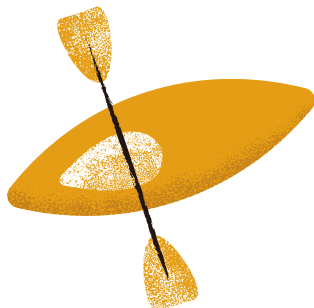
Swim like a Whale



Crawl like a Bear



Flap your wings
like a Raven



Row a Boat

How Does a Whale **Swim**?

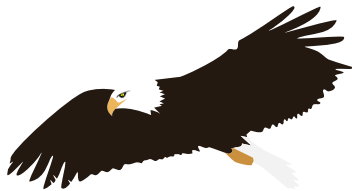
Cut out these cards, mix them up, and pull one out! Act out your card to the class.



Stand Tall like a Tree



Swim like an Otter



Fly like an Eagle



Flow like a River