

My Heart Fills with Happiness by Monique Gray Smith

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Resource Guide
& Unit Plan
Teacher-Author:
Emily Rozitis

Resources used
& possible
concerns

Book: My Heart Fills with Happiness

Author: Monique Gray Smith

Illustrator: Julie Flett

Publisher: Orca Books

*This book can be viewed as a Read-Aloud, by the Author, via the following link:
<https://www.moniquegraysmith.com/watch-listen>

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: Monique Gray Smith

Illustrator: Julie Flett

Literature Background: "International speaker and award-winning author Monique Gray Smith wrote My Heart Fills with Happiness to support the wellness of Indigenous children and families, and to encourage young children to reflect on what makes them happy." (Gray, 2020)

*This is a direct quote from <https://www.moniquegraysmith.com/writing>

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

Pre-Literacy Skills:

Lesson 1: Picture Walk, Predictions & Shared Reading

Lesson 2: Reading, Writing, & Making the Writing Block Multilevel

Lesson 3: Topic Charts

Lesson 4: Comparison Charts

Lesson 5: Fine Motor Extension, Writing

Other Targeted Skills include:

Lesson 1: 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.)

Lesson 2: Attention to task, communication, fine motor skills, functional tool use. *Core Word (Feel) used in verbal, visual and written contexts. Shape & space skills, graphic organizer skills.

Lesson 3: Attention to task, communication, turn-taking, choice-making, fine motor skills. *Core Words (Happy, Smell, Like) used in verbal, visual and written contexts. Shape & space skills, graphic organizer skills.

Lesson 4: Attention to task, communication, turn-taking, choice-making, fine motor skills. *Core Words (Happy, Hear, Like) used in verbal, visual and written contexts. Shape & space skills, graphic organizer skills. ***Where appropriate, this may serve as an emotional regulation tool.

Lesson 5: Attention to task, communication, fine motor skills. *Core Words (Happy, See, Family) used in verbal, visual and written contexts. Shape & space skills, graphic organizer skills.

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Materials

My Heart Fills With Happiness Resource Guide

with the following 5 Activities:

- "My Heart Fills with Happiness, when..." Literacy/Fine Motor Activity (1 page)
- "I Feel Happy when..." Literacy/Fine Motor Activity (1 page)
- "I Smell Happiness..." Communication/Literacy/Turn-Taking Activity (2 pages)
- "I Hear Happiness..." Movement/Music/Literacy Activity (1 page)
- "I See Happiness..." Fine Motor/Spatial Skills Activity (1 page)

Other Materials:

- Writing tools (pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Scissors (standard or adapted scissors, loop scissors, or mounted loop scissors)
- Glue or tape
- *Option for physical book or digital copy of the book
- *Option for Computer/SMARTboard use

Rationale

Big Idea: This unit plan facilitates pre-academic skill development (literacy dominant) and emotional skills (identifying, recognizing, and expressing emotions) 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 Smith's text, and facilitate connections and understanding about emotions and emotional expression 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

This Unit Includes:

Lesson 1: Picture Walk, Predictions & Shared Reading

Lesson 2: Reading, Writing, & Making the Writing Block Multilevel

Lesson 3: Topic Charts

Lesson 4: Comparison Charts

Lesson 5: Fine Motor Extension, Writing

Resource Guide, with 5 Activities (attached as an Appendix)

***Lesson 1 should be completed as the initial lesson. The following 4 lessons may be interchanged, based on the preference of the educator.

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Lesson 1:

Picture Walk,
Predictions
& Shared Reading

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.)

Preparation: Have a copy of the book, or the Read-Aloud via the provided [link](#), ready to go. 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- show the cover of the book to the students. If you are using the Read-Aloud, mute the sound and play the video.
2. Take a Picture Walk, flipping through the pages and pointing to what you can SEE in the illustrations.
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.
****Some classrooms may choose to end here, and complete the remaining steps at another time, based on attention levels in your given class.*
4. Introduce the theme of the book, by asking students to think about what makes them feel HAPPY. Explain how you will read a book together- this book is written by Monique Gray Smith, and it is about the ways that she uses her 5 senses to feel HAPPINESS.
5. Ask students- what are the 5 senses? Write answers down for all students to see.
6. Read the book aloud, showing students the pictures on each page.
7. Conclude the Activity: Ask students, Did you this story make you FEEL HAPPY?

What part of this story made you FEEL HAPPY?

*This can be done with raised hands, votes, or physical, verbal, or visual communication.

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Adapted scissors
Body Breaks
"Chunk" the Activity

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Lesson 2:

Reading, Writing,
& Making the
Writing Block
Multilevel

Literacy Connections and Strategies: Reading, Writing, & "Making the Writing Block Multilevel" (Cunningham, et. al., pp 113-114, 1999.)

Other Skills: Attention to task, communication, fine motor skills, functional tool use. *Core Word (Feel) used in verbal, visual and written contexts. Shape & space skills, graphic organizer skills.

Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out copies for all students, or prepare laminates of the "My Heart Fills with Happiness, when..." Literacy/Fine Motor Activity (1 page) from Resource Pack. Prepare space with writing materials, handouts, and minimal distractions. Ask your students, one at a time, or in pairs, to sit with you at a table top (or a preferred learning area.)

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 "My Heart Fills with Happiness, when..." Literacy/Fine Motor Activity (1 page) and ask them, "What makes you feel happy?" (Option to provide visual choices using images, or to use tangible objects, like coloured markers, instruments, or toys.)
2. If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling. Use enthusiasm as you draw along with your student on your own page, commenting on what makes YOU happy.
3. Take turns asking and answering questions like: "Does FAST or SLOW music make you Happy?" "Do you like Red or Blue?" or "What's better, Sweet or Salty?"
4. When student is satisfied with their work, encourage them to sign their name. A signature does NOT need to be written correctly or be written with letters- encourage ALL students to sign their work, as all artists do!
5. Review your work together, and share with a peer or another teacher. If the student is verbal, or is using a communication system, encourage your student to independently explain their image or writing. If your student is non-verbal & not using a communication, assist in explaining the student's work by providing choices to, and using non-verbal cues from, the author/illustrator (student.)
6. Conclude the Activity: Encourage students to choose between displaying their work in your learning space, or taking their work home to share with their family.

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Adapted scissors
Body Breaks
"Chunk" the Activity

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Lesson 3: Topic Charts

Literacy Connections and Strategies: Topic Charts (Cunningham, et. al., p 96, 1999.)

Other Skills: Attention to task, communication, turn-taking, choice-making, fine motor skills. *Core Words (Happy, Smell, Like) used in verbal, visual and written contexts. Shape & space skills, graphic organizer skills.

Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out one copy of the "I Smell Happiness..." Communication/Literacy/Turn-Taking Activity (2 pages) and cut out strips. You may choose to mount them on construction paper & laminate them. If you have a large class, you may choose to print 2 copies of the choices. Place them all in a small bag or bucket. Prepare a whiteboard or poster, and a marker. Ask students to gather for a group activity.

****Sensory Extension:** If you would like to make a Sensory-Science connection, prepare the actual foods, or smell extracts, so students are able to smell the different items to assist in their choice-making.

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 Smell Happiness..." bag/bucket of choices, and explain how we are going to make a Topic Board together about the smells we LIKE.
2. On your poster or whiteboard, write: "Smells I Like" in big letters.
3. One by one, ask students to choose a strip from the bucket/bag, and choose their preferred smell. ***If exploring the sensory option, this is where you might try smelling the items/extracts.
4. Encourage students to write their answers on the Topic Board. If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling.
5. Continue making choices until all students have identified and written their preferred smell.
6. Review your work together, and read your Topic Board aloud: "The smells that we like the best are..."
7. Conclude the Activity: Encourage students to assist in clean-up of materials, and hang their poster on the wall (or leave the whiteboard on display.)

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Adapted scissors
Body Breaks
"Chunk" the Activity

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Lesson 4: Comparison Charts

Literacy Connections and Strategies: Comparison Charts (Cunningham, et. al., p 71, 1999.)

Other Skills: Attention to task, communication, turn-taking, choice-making, fine motor skills. *Core Words (Happy, Hear, Like) used in verbal, visual and written contexts. Shape & space skills, graphic organizer skills.

***Where appropriate, this may serve as an emotional regulation tool.

Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out one copy of the "I Hear Happiness..." Movement/Music/Literacy Activity (1 page) and relevant materials: paper, a jar of sugar, pillows, a bell, and a ball. Prepare a whiteboard or poster, and a marker. Ask students to join you, one by one, or in pairs.

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: Provide each student with the "I Hear Happiness..." page, and show them your gathered items.
2. On your poster or whiteboard, write: "Like" and "Don't Like" in big letters on opposite sides, divided by a line (making a comparison/T-chart.)
3. Ask each student to choose an option from the page, and try the action. Ask, "did you like that?" and mark down your choice on the chart. Repeat until all choices have been tried and written on the chart.
4. Encourage students to write their answers on their own page, circling or marking with a stamp/bingo dabber the choices they LIKED. If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling.
5. Review your work together, and read your Comparison Chart aloud: "The sounds that _____ likes the best are..."
6. Conclude the Activity: Encourage students to assist in clean-up of materials, to put their chart in their folder/backpacks, and hang their poster on the wall.

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Adapted scissors
Body Breaks
"Chunk" the Activity

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Lesson 5:

Fine Motor Extension,
Writing

Literacy Connections and Strategies: Writing (Cunningham, et. al., p 92, 1999.)

Other Skills: Attention to task, communication, fine motor skills. *Core Words (Happy, See, Family) used in verbal, visual and written contexts. Shape & space skills, graphic organizer skills.

Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out copies of the "I See Happiness..." Fine Motor/Spatial Skills Activity (2 pages) and laminate, if you will be using with whiteboard markers, play-dough, or other unconventional materials.

Set up your learning space. You may choose to engage with the task by:

- taping it on a wall or whiteboard
- taping it on all four sided down on the table (especially if laminated/using with messy materials)
- clipping it onto a clipboard
- Sliding into a page protector to make a DIY laminate

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 each student at the "I See Happiness..." Activity. Demonstrate the activity with your preferred tool (or try a "tool of the day" to show students different ways to interact with the activity.)
2. ***Some classrooms may choose to leave this out at a learning centre, or incorporate this activity into student-specific goals (for example, scissor skills, etc.)
3. Encourage your student to use a variety of tools to make the lines between the families: play-dough & associated tools, markers, bingo-dabbers, Goldfish crackers, math manipulatives, etc. This can be a good time to practice measurement, compare & contrast skills, and fine motor skills.
4. Repeat, with different tools and materials.
5. Encourage students to sign their name. A signature does NOT need to be written correctly or be written with letters- encourage ALL students to sign their work, as all artists do!
6. Conclude the Activity: Encourage students to assist in clean-up of materials (for example, wiping off the whiteboard) or to put their chart in their folder/backpacks.

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Adapted scissors
Body Breaks
"Chunk" the Activity

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Supporting Sources, APA references:

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.) *My Heart Fills with Happiness Resource Pack with 5 Activities*. Self-Published.

Smith, Monique Gray. (2016.) *My Heart Fills with Happiness*. Orca Book Publisher.

Smith, Monique Gray. (2020.) *Monique Gray Smith Webpage-Books*. Web. <https://www.moniquegraysmith.com/>

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.



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This package includes the following 5 Activities:

- "My Heart Fills with Happiness, when..." Literacy/Fine Motor Activity (1 page)
 - "I Feel Happy when..." Literacy/Fine Motor Activity (1 page)
- "I Smell Happiness..." Communication/Literacy/Turn-Taking Activity (2 pages)
 - "I Hear Happiness..." Movement/Music/Literacy Activity (1 page)
 - "I See Happiness..." Fine Motor Activity (2 pages)

My HEART Fills with HAPPINESS when...

Draw or write about what makes you feel happy in the box below.

A large rectangular box with a dotted border, intended for a child to draw or write about what makes them feel happy. The box is empty and occupies the lower half of the page.

I feel HAPPY when...

Circle or cut out the things that you do with your family that make you feel happy.



we spend time together



we play together



we go outside together



we cook together



we take care of each other



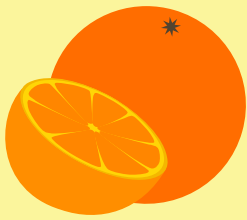
we love each other



we take care of our home together

I SMELL Happiness...

WRITE & SAY OUT LOUD the SMELL that you like best!



Orange

OR

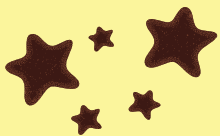
Banana



Turmeric

OR

Cinnamon



Star Anise

OR

Mint



I SMELL Happiness...

WRITE & SAY OUT LOUD the SMELL that you like best!



Lemon

OR

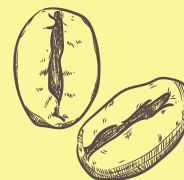
Apple



Tea

OR

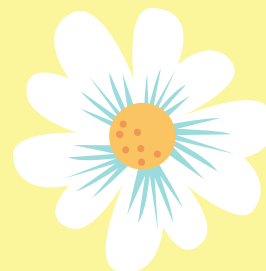
Coffee



Grass

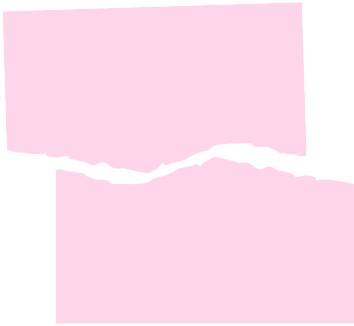
OR

Flower



I HEAR happiness...

Try making sounds with the different objects below,
& find out what SOUND fills your heart with happiness!



TEAR some paper



CLAP your hands



SHAKE a jar of sugar



BANG pillows together



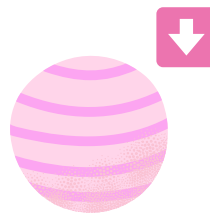
SAY Mmmmmmmmm!



TAP your feet



RING a bell



DROP a ball



DRUM on the floor

I SEE happiness...

Help the happy families get together by tracing the lines between them!



I SEE happiness...

Help the happy families get together by tracing the lines between them!

