

# Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: The Love Letter      Lesson # 3      Date: Feb. 17, 2026  
 Name: Tanya Blackall      Subject: Arts Ed.      Grade(s): 1

**Rationale:**

This lesson is important because it allows students to develop their ability to express ideas, feelings, and experiences through visual means. A kindness-focused visual arts lesson plan allows students to explore emotions, empathy, and community in developmentally appropriate ways while strengthening foundational art skills such as line, shape, colour, pattern, and texture.

This lesson explores art through listening and then moves into students using their hands to explore kindness by using their imagination and creativity. In this lesson, students explore listening through story and then translating the act of kindness in different ways by combining a creative art piece to add into a classroom quilt for display.

**Core Competencies:**

Communication	Thinking	Personal & Social
	<p><b><i>Critical Thinking and Reflective Thinking</i></b>  <b>Designing and developing:</b>            Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential uses or audiences of their work. They explore possibilities, develop and reflect on processes, monitor progress, and adjust procedures in light of criteria and feedback.</p> <p><b><i>Creative Thinking</i></b>  <b>Creating and innovating:</b>            Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular</p>	

	<p>context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.</p>	
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**Big Ideas (Understand)**

<ul style="list-style-type: none"> <li>Engagement in the arts creates opportunities for inquiry through purposeful play.</li> <li>People connect to others and share ideas through the arts.</li> </ul>
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**Learning Standards**

(DO)	(KNOW)
<p><b>Learning Standards - Curricular Competencies</b></p> <p><b>Communicating and Documenting:</b></p> <ul style="list-style-type: none"> <li>Express feelings, ideas, stories, observations, and experiences through the arts</li> </ul>	<p><b>Learning Standards - Content</b></p> <p>Elements in the arts, including but not limited to:</p> <ul style="list-style-type: none"> <li>Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition</li> <li>Symbolism as a means of expressing specific meaning</li> </ul>

**Instructional Objectives & Assessment**

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>I can listen to a story about kindness</li> <li>I can show kindness through art making a quilt square</li> <li>I can talk about my quilt square and how it represents kindness</li> </ul>	<ul style="list-style-type: none"> <li>Student engagement in the story and listening</li> <li>Student thoughtfulness and ability to make a quilt square representing kindness in picture or symbols</li> <li>Student ability to share their quilt square and what it represents</li> </ul>

**Prerequisite Concepts and Skills:**

<p>Students should have:</p> <ul style="list-style-type: none"> <li>Experience using crayons, markers, glue, and scissors safely</li> <li>Basic understanding of shapes (i.e. circle, line, heart)</li> <li>Exposure to classroom routines for listening, sharing, and clean-up</li> <li>Emerging ability to talk about feelings using simple language</li> </ul>
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**Indigenous Connections/ First Peoples Principles of Learning:**

<p><b>Learning involves recognizing the consequences of one’s actions:</b> Students will see how doing nice things for others benefits community relationships and gives them a sense of wellbeing benefiting all.</p>
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## Universal Design for Learning (UDL):

### Multiple Means of Engagement

- Kindness theme provides meaningful, real-life connections for students
- Choices in shapes and colours increase motivation
- Opportunities for sharing are optional and supported (partners and whole class)

### Multiple Means of Representation

- Teacher modelling and visual examples are used in every lesson
- Key concepts (kindness, pattern, colour) are taught through discussion, visuals, and hands-on exploration
- Vocabulary is reinforced through oral language and demonstrations rather than text-heavy instruction

### Multiple Means of Action and Expression

- Students may demonstrate understanding through drawing
- Writing is optional and can be teacher supported
- Fine motor demands are adjustable with fewer steps

## Differentiate Instruction (DI):

- Differentiation is embedded throughout the lesson using interest, choice, and learning needs
- Concepts are introduced both verbally and visually (not in written form)
- Tasks are broken into clear and manageable steps
- Students can work independently, with an elbow partner, or teacher supported
- Sensory-friendly options are available (choice of colours)
- Extensions are open-ended (adding details, patterns, and labels)
- The classroom is a calm, organized environment that helps support focus
- There are clear expectations for clean-up
- Visual displays celebrate all efforts

## Materials and Resources

- The book "The Love Letter" by Anika Aldamuy Denise
- Quilt patch template (1 per student)
- Example of finished quilt patch
- Crayons
- Pastels
- Pencils & erasers
- Name stickers for quilt patches
- Banner with "Kindness Quilt" for display
- Black Sharpies (optional)
- Magnifier projector
- Checklist for student's explaining their patches on rotation

## Lesson Activities:

Teacher Activities	Student Activities	Time
<b>Introduction (anticipatory set – "HOOK"):</b> The teacher will: <ul style="list-style-type: none"> <li>• Gather the students onto the carpet for a story</li> <li>• Show the students the cover of The Love Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Students will gather on the carpet quietly and sit with their legs crossed</li> <li>• Students will listen to the teacher</li> </ul>	10 min.

<ul style="list-style-type: none"> <li>• Ask: "What is a love letter?" "Do you think kindness can travel from one person to another?" "Today, we are going to read a story about kindness and then we're going to do a class quilt that shows what we have learned about kindness. To do that, you will each do a quilt square and you're going to share how you can spread kindness with someone else on that square. You could do that in symbols or pictures or words. It's up to you." "I'm going to let you use something new today. If you wish, you can use pastels instead of crayons BUT you must treat them gently. If you are not treating them well, I'll take them away &amp; you've lost the privilege."</li> <li>• "Let's read this story now. Remember that if you have a question, you need to raise your hand."</li> <li>• Read "The Love Letter"</li> </ul>	<ul style="list-style-type: none"> <li>• Students will raise their hand if they want to answer or ask a question</li> <li>• Students will listen to the story</li> <li>• Students will raise their hand if they have a question</li> </ul>	
<p><b>Body:</b> <b>Discussion:</b> The teacher will ask:</p> <ul style="list-style-type: none"> <li>• "How does that love letter make people feel?"</li> <li>• "How do you think you would feel if you received a love letter?"</li> <li>• "What happened in the story when the letter was shared?"</li> <li>• "This story is showing how kindness can spread. If you put paint on a paper and added water to it, it would spread right? Kindness can do the same thing. When we are kind to someone, that kindness can spread much like our paint would if we added water. Being kind goes a long way!"</li> </ul> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Explain what is expected before the students move to their tables for their art project (quiet, orderly, collect their supply bins from the window ledge, sit quietly, and wait for instructions)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen to the teacher</li> <li>• Students will raise their hand if they want to ask or answer a question</li> <li>• Students will move quietly and calmly to get their supply bins and go to their table spots</li> </ul>	5 min.



<ul style="list-style-type: none"> <li>The teacher will give students a 5-minute warning before time is up</li> </ul> <p><b>Clean-up Time:</b> The teacher will say:</p> <ul style="list-style-type: none"> <li>"It's time to clean-up now."</li> <li>"Please hand-in your quilt patch and make sure your name is on it."</li> <li>"After that, please clean-up your supplies and area."</li> </ul>	<ul style="list-style-type: none"> <li>Students will listen to the teacher</li> <li>Students will hand in their quilt square</li> <li>Students will clean-up their area</li> </ul>	5 min.
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**Organizational Strategies:**

<ul style="list-style-type: none"> <li>Expectations for the story reading will be front loaded (i.e. raise hand to speak)</li> <li>Students will raise their hand if they want to contribute to the conversation</li> <li>Items for the artwork will be distributed when needed</li> <li>The book will be read on the carpet area so students are focused and able to see the illustrations</li> <li>Students that are not paying attention will be moved</li> <li>Students can work with an elbow partner if desired for inspiration ideas only (they all have to do their own quilt patch)</li> <li>The book "The Love Letter" will gain interest</li> <li>What is happening for the lesson will be stated so that students know what is coming up and what is expected</li> </ul>
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**Proactive, Positive Classroom Learning Environment Strategies:**

<ul style="list-style-type: none"> <li>There will be a lot of class-wide discussion</li> <li>The teacher will make behaviour expectations clear by stating them before the lesson begins and offer reminders throughout the lesson</li> <li>The teacher will verbally acknowledge and thank students who are on task and will verbally address the students who continue to distract others</li> <li>The teacher will, if necessary, separate students who continue to distract each other</li> <li>The activity is hands-on with drawing so the students will enjoy using their crayons and colour</li> <li>The book used is colourful and clearly demonstrates how others feel when they are kindly thought about</li> </ul>
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**Extensions:**

<ul style="list-style-type: none"> <li>Students can add words or a sentence to their quilt art patch</li> <li>Students could add more detail and colour to their quilt art patch</li> </ul>
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**Reflections (if necessary, continue on separate sheet):**

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