

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

Arts Education Lesson 2 Somebody Loves You, Mr. Hatch: Spreading

Lesson Title: Kindness of Valentine's Day Lesson # 2 Date: Feb 2026
 Name: Tanya Blackall Subject: Arts Education Grade(s): 1

Rationale:

This lesson is important because in Grade 1, students are developing their ability to express ideas, feelings, and experiences through visual means. Kindness-focused visual arts lessons 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. In this lesson, students will show the emotions of a story character when he is gifted with kindness on Valentine's Day.

Core Competencies:

Communication	Thinking	Personal & Social
<p><i>Communicating</i> Connecting and engaging with others: Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.</p>	<p><i>Critical Thinking and Reflective Thinking</i> Analyzing and Critiquing: Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions. Students have opportunities for analysis and critique through engagement in formal tasks, informal tasks, and ongoing activities.</p>	

Big Ideas (Understand)

- Engagement in the arts creates opportunities for inquiry through purposeful play.
- People connect to others and share ideas through the arts.

Learning Standards

(DO)	(KNOW)
<p>Learning Standards - Curricular Competencies Exploring and Creating:</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual, using ideas inspired by 	<p>Learning Standards - Content Elements in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition

imagination, inquiry, experimentation, and purposeful play Communicating and Documenting: <ul style="list-style-type: none"> Express feelings, ideas, stories, observations, and experiences through the arts 	<ul style="list-style-type: none"> Symbolism as a means of expressing specific meaning
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> I can listen to a story about kindness I can demonstrate how Mr. Hatch feels at the start of the story and at the end I can create a visual representation of Mr. Hatch's facial features at the beginning and end of the story (compare) I can share respectfully with my classmates 	<ul style="list-style-type: none"> Observation of student participation during discussion and drawing Ability for students to show how Mr. Hatch was affected through the story Completed artwork demonstrating effort and understanding

Prerequisite Concepts and Skills:

Students should have:

- Experience using crayons, markers, glue, and scissors safely
- Basic understanding of shapes (i.e. circle, line, heart)
- Exposure to classroom routines for listening, sharing, and clean-up
- Emerging ability to talk about feelings using simple language

Indigenous Connections/ First Peoples Principles of Learning:

Learning involves recognizing the consequences of one's actions: Students will see how doing nice things for others benefits community relationships and gives them a sense of wellbeing benefiting all.
Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: Being kind and learning what that means is important so that students have empathy for others. This gives students an insight into understanding how others feel and how they can help them.

Universal Design for Learning (UDL):

Multiple Means of Engagement

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

Multiple Means of Representation

- Teacher modelling and visual examples are used in the lesson
- Key concepts (kindness, pattern, texture, 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, creating, and oral explanation
- Writing is optional and can be teacher supported
- Fine motor demands are adjustable with precut shapes, templates, and fewer steps
- Lot of choice is available for the activity

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)
- Key skills (line, shape, pattern, texture) are explored for learning
- 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, materials, and textures)
- Art products vary in complexity while meeting the same learning goals
- Extensions are open-ended (adding details, patterns, words, 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

- Finished art example
- Crayons
- Pencils & erasers
- The book "Somebody Loves You, Mr. Hatch" by Eileen Spinelli
- Paper bag
- Mr. Hatch Before and After templates (19)

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – "HOOK"): The teacher will show the students a plain paper bag and ask:</p> <ul style="list-style-type: none"> • "What do you notice about this bag?" • "Does it look special on the outside?" • Explain that sometimes people look plain on the outside but kindness can help us see what makes them special on the inside. This story is about a man whose life changes because of kindness of people around him. 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students that want to ask a question will raise their hand 	5 min.
<p>Body: The teacher will read the story "Somebody Loves You, Mr. Hatch" Discussion: (15 min.)</p> <ul style="list-style-type: none"> • "How does Mr. Hatch feel at the beginning of the story?" • "What does Mr. Hatch start doing differently after he receives that Valentine?" • "How do his kind actions affect his neighbours?" • "How do people show kindness to Mr. Hatch at the end of the story?" 	<ul style="list-style-type: none"> • Students will listen to the story • Students will raise their hand if they want to ask or answer a question 	15 min.

<ul style="list-style-type: none"> • One feeling that they showed in their picture • One kind of action they noticed in the story • i.e.: "One kind thing that I can do for someone is....." 		
<p>Closure: Clean-up Time: The teacher will say:</p> <ul style="list-style-type: none"> • "It's time to clean-up! Please make sure your name is on your picture and hand them into the hand-in bin." • "Once you've done that, please clean up your supplies and area." 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will make sure their name is on their drawing • Students will clean up their area and put supplies away 	5 min.

Organizational Strategies:

<ul style="list-style-type: none"> • Students will raise their hand if they want to contribute to the conversation • Items for the artwork will be distributed when needed • The book will be read on the carpet area so students are focused and able to see the illustrations • Students that are not paying attention will be moved • Students can work with an elbow partner if desired • The book "Somebody Loves You, Mr. Hatch" will gain interest • What is happening for the lesson will be stated so that students know what is coming up and what is expected

Proactive, Positive Classroom Learning Environment Strategies:

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

<ul style="list-style-type: none"> • Students can add words, sentences, and labelling if they want a challenge

Reflections (if necessary, continue on separate sheet):

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