

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Unit Plan Template

Unit Title: Celebrations, Seasons, & Caring for Our Community Number of Lessons: 8 Time (in weeks): 10
 Name: Tanya Blackall Subject(s): Social Studies Grade(s): 1

Rationale

This unit is important for Grade 1 students to develop an understanding of diversity, community participation, and seasonal change through the exploration of cultural and civic celebrations observed between February and April. Through age-appropriate, non-religious study of events such as Chinese New Year, Pink Shirt Day, St. Patrick's Day, the Spring Equinox, Earth Day, and National Volunteer Week, students begin to recognize that families and communities celebrate in different ways for meaningful reasons.

This unit emphasizes that healthy communities recognize and respect diversity and that individuals can participate in and contribute to their communities. By exploring traditions, symbols, seasonal changes, and acts of service, students build early understandings of identity, belonging, responsibility, and empathy.

Ultimately, this unit supports the development of socially responsible, respectful learners who understand that celebrations are not just events, but expressions of values, relationships, and community life.

Overview:

This unit introduces students to cultural celebrations, civic observances, and seasonal events that occur between February and April. Through literature, discussion, art, and collaborative projects, students explore how traditions reflect values such as kindness, responsibility, renewal, and community participation.

Students learn that celebrations are not just events – they express what people care about. By examining traditions respectfully and making personal connections, students develop empathy, social responsibility, and an appreciation for diversity within Canada.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<i>Collaborating</i> Supporting group interactions: Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in	<i>Critical Thinking & Reflective Thinking</i> Questioning and investigating Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and	<i>Social Awareness & Responsibility</i> Building relationships Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.

<p>discussions, acknowledge contributions, and identify missing voices. They regulate the group's interactions together, mutually encouraging one another, creating space for marginalized voices, and applying constructive strategies to navigate through misunderstandings, struggles, and conflict.</p>	<p>evidence; and reflect to draw reasoned conclusions. Critical thinking activities may focus on one part of the process, such as questioning, and reach a simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.</p>	<p>Contributing to community and caring for the environment Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change.</p>
	<p>Reflecting & assessing Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. They reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes. Students give, receive, and act on feedback and set goals individually and collaboratively. They determine the extent to which they have met their goals and can set new ones.</p>	

BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: Social Studies	Subject Name: Arts Education	Subject Name: Science
<p>Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p>	<p>People connect to others and share ideas through the arts.</p>	<p>Observable patterns and cycles occur in the local sky and landscape.</p>

LEARNING STANDARDS

Curricular Competencies	Content
<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Explore different perspectives on people, places, issues, or events in their lives (perspective) • Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) • Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) 	<ul style="list-style-type: none"> • Diverse cultures, backgrounds, and perspectives within the local and other communities • Natural and human-made features of the local environment • Roles, rights, and responsibilities in the local community • Relationships between a community and its environment

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Sit and listen to a read-aloud for 10–15 minutes • Take turns speaking • Respond to simple questions (who, what, why) • Share ideas respectfully • Simple time concepts (before/after, today/yesterday) • Basic seasonal awareness (winter vs. spring) • Cut with scissors
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Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> • Make dragon head & tail • Collect different coloured construction paper for “scales” (hand tracings) • Book “Ruby’s Chinese New Year” by Vickie Lee
Lesson 2	<ul style="list-style-type: none"> • Book “Pink Shirt Day” by Heather Androsoff • Wear a pink shirt • Collect an object to pass around • Produce & print 19 scenarios for pass-it-on chain
Lesson 3	<ul style="list-style-type: none"> • Book “The Night Before St. Patrick’s Day” by Natasha Wing • Bring a leprechaun stuffie
Lesson 4	<ul style="list-style-type: none"> • Bring a flashlight • Gather a small globe or beach ball • Collect black & yellow construction paper (19 of each) • Buy paper plates (19) • Make Canva presentation to show pictures • Set up laptop • Get Canva presentation ready to go • Turn on projector to warm up
Lesson 5	<ul style="list-style-type: none"> • Set up laptop • Turn on projector to warm up • Make Canva for pictures (facial expressions) • Make emotion cards (happy, sad, confused, mad, shocked, excited)

	<ul style="list-style-type: none"> • Make scenario cards (read by the teacher) "Sam tells his friend that his shoe is untied, but it isn't." "Lisa gives her friend a funny drawing of a purple dog." "Someone hides a classmate's pencil." "The teacher pretends that it's snowing inside the classroom." "A student tells everyone that their backpack is missing." "You tell your friend that they won a prize, but it's not true." "You wear your shirt backwards and say it's backwards day!" • Ensure dry erase markers are working • Write "Good" & "Bad" on the whiteboard
Lesson 6	<ul style="list-style-type: none"> • Bring the book "Easter on the Farm" by Phyllis Alsdurf • Make a Canva presentation with pictures of eggs, bunnies, plants/flowers, baskets, chicks, & lambs • Make & copy egg templates • Make cycle cards: Chicken egg, chick, chicken, frog eggs, tadpole, frog, caterpillar, chrysalis, butterfly, lamb, sheep, puppy, dog, kitten, cat, bunny, adult rabbit, seed, sprout, flower, bulb, tulip, bean, bean plant, snowy tree, budding tree, leafy tree, winter coat, light coat, t-shirt, snowy playground, sunny playground, empty nest, eggs, baby birds
Lesson 7	<ul style="list-style-type: none"> • Set up laptop • Turn on projector • Cue video: https://www.youtube.com/watch?v=dvDyeXoz2Mk • Find & copy pictures of everyday to sort into reuse, reduce, & recycle • Buy potting soil • Buy containers for planting • Buy bean seeds

Cross-Curricular Connections:

<p>Arts Education</p> <ul style="list-style-type: none"> • Pattern creation • Use of colour symbolically • Fine motor control • Creative expression • Collaborative art processes <p>Science</p> <ul style="list-style-type: none"> • Observing changes in nature • Recording simple observations • Understanding human impact on environment <p>Career Education</p> <ul style="list-style-type: none"> • Responsibility • Contribution to group goals • Understanding roles in community
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Aboriginal Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: When students learn about different cultures and traditions, they will develop an appreciation for diversity and the differences that are all around us in Canada. Learning about others enhances understanding and tolerance in our communities so that we can live in harmony and understanding of each other's differences.

Universal Design for Learning (UDL)

<p>Multiple Means of Engagement</p> <ul style="list-style-type: none"> • Use of different art supplies and activities • Provide choice when possible

- Use of a variety of different cultures and time of year for students to learn about
- Invite students to share family traditions
- Focus on inclusion rather than comparison
- Hands-on activities
- Clear expectations for April Fools' Day (no tricks on classmates)
- Emphasize belonging and respect across all lessons
- Focus on cultural and seasonal elements (non-religious)

Multiple Means of Representation

- Use of visual supports
- Read a-louds of illustrated books in some lessons
- Use of clear and age-appropriate language
- Modelling of activities when appropriate
- Frontloading of expectations

Multiple Means of Action & Expression

Students may show understanding through:

- Drawing with labels
- Oral explanation
- Acting out scenarios
- Building/crafting
- Sorting images
- Partner sharing
- Simple writing

Differentiated Instructions (DI)

- Picture-only reflection options
- Sentence frames with fill-in-the-blank
- Pre-cut materials
- Partnered support
- Oral assessment instead of written
- Guided small group discussion

Extending Learners

- Write 2–3 sentences explaining meaning
- Compare two celebrations
- Suggest a new way to help community

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Chinese New Year – 45 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Explore different perspectives on people, places, issues, or events in their lives (perspective)
Learning Standards: Content	<ul style="list-style-type: none"> • Diverse cultures, backgrounds, and perspectives within the local and other communities
Instructional Objectives	<ul style="list-style-type: none"> • Explain that Chinese New Year is a special celebration for many families around the world • Identify two traditions from Ruby's family • Create a dragon "scale" that represents a good wish • Participate respectfully in a collaborative class project ("dragon")
Assessment:	<ul style="list-style-type: none"> • Conversation that students can name one tradition from the story

	<ul style="list-style-type: none"> • Observation of students participating respectfully • Dragon “scale” is done thoughtfully
Teaching Strategies:	<ul style="list-style-type: none"> • Frontload students with expectations • Move students that are chatting or calling out • Use of interactive read a-louds • Class-wide discussions • Hands-on & collaborative learning • Use of modeling & simple language • Use of visual supports • Use of frontloading expectations for the students • Use of partners, small groups, & whole class for lessons • Guided discussions • Use of past knowledge where possible • Use of visuals and clear transitions for project-based activities • Model sharing, turn-taking, and collaborative behaviours • Positive reinforcement for inclusive participation and effort
Materials:	<ul style="list-style-type: none"> • Book “Ruby’s Chinese New Year” • Dragon head and tail (coloured) • Construction paper in multiple colours for choice • Pencils • Erasers • Scissors
Lesson Activities:	
Introduction/Hook: 10 min.	<p>Discussion:</p> <ul style="list-style-type: none"> • “How does your family prepare for a special occasion?” • “What does your family celebrate?” • “Why is helping important?” • “In today’s story, we’ll be reading about Chinese New Year in this book called “Ruby’s Chinese New Year” by Vickie Lee.” • “Does everyone remember when Mrs. Bluhm came in last week and shared her family traditions? Can anyone tell me about something that you remember?”
Body:	<p>Activity 1: Read a-loud of “Ruby’s Chinese New Year” – 10 min.</p> <ul style="list-style-type: none"> • “How is Ruby’s family preparing for the New Year?” • “How did Ruby help her grandmother?” • “Can you name some of the food that Ruby’s family had prepared?” <p>Activity 2: The Role of Dragons in celebrating Chinese New Year – 5 min.</p> <ul style="list-style-type: none"> • “Can anyone tell me why you think dragons have a significant role in Chinese New Year?” (Offer power, strength, good fortune, & wisdom. They offer good luck for the new year) • “Just like Ruby’s family prepares food with good wishes, we will create a dragon of our own filled with our class’s good wishes!” <p>Activity 3: Class Dragon Creation – 15 min.</p> <p>The teacher will explain:</p> <ul style="list-style-type: none"> • The dragon that they will be making and show a picture of the basic idea • How they are going to make their “scale”

	<ul style="list-style-type: none"> The students will write one word on their scale to finish this sentence – “This year I hope for _____”. The teacher will write words on the board as students give suggestions (i.e. happiness, luck, kindness, health, etc.)
Closure:	Clean-up Time – 5 min.

Lesson 2

Name & Time (Minutes Allotted):	Pink Shirt Day – Standing Up & Being Kind – 45 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)
Learning Standards: Content	<ul style="list-style-type: none"> Diverse cultures, backgrounds, and perspectives within the local and other communities
Instructional Objectives	<ul style="list-style-type: none"> Explain what kindness & inclusion mean Identify one way to stand up for someone in a safe & respectful way Demonstrate respectful listening & participation during group activities Share a kind action with peers
Assessment:	<ul style="list-style-type: none"> Observation of student participation in discussions and chain activity Ability to suggest a kind, safe action Showing respectful listening behaviours
Teaching Strategies:	<ul style="list-style-type: none"> Frontload students with expectations Move students that are chatting or calling out Interactive read a-loud & guided discussion Pass it on chain in a circle Experience/ideas sharing Visual supports Use of frontloading expectations for the students Use of past knowledge where possible Positive reinforcement for inclusive participation and effort
Materials:	<ul style="list-style-type: none"> Book “Pink Shirt Day” Soft object to pass around (stuffie?) Pink shirt (wear!) List of 19 scenarios for pass-it-on chain
Lesson Activities:	
Introduction/Hook: 5 min.	<p>The teacher will ask:</p> <ul style="list-style-type: none"> “What do you notice about my shirt?” “Why are a lot of people wearing pink today?” “Today is pink shirt day. This is a day to show kindness and support for anyone that has been treated unfairly.” “Can you tell me what being kind means?”
Body:	<p>Activity 1 – Read “Pink Shirt Day” – 15 min.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> Pause throughout the story and ask questions “How did the students help each other?” “How did Jacob feel?” “What could we do in our classroom to show support to those that are treated unfairly?”

	<ul style="list-style-type: none"> • “If a student dropped something, how could you help them?” • “If you see someone that is visibly upset, how could you help them?” <p>Activity 2 – Pass-It-On Chain Circle – 15 min. The teacher will:</p> <ul style="list-style-type: none"> • Explain the activity • Students sit in a circle • Give a scenario to each student as they hold the soft object (see list at the end of the unit in resources) • The students’ job is to suggest what they can do to help in the scenario they are given • Continue until all students have participated
Closure:	<p>Reflection – 10 min. The teacher will ask:</p> <ul style="list-style-type: none"> • “What did you notice about how small actions can help other people?” • “What kind actions could you do in our classroom?” • “Can anyone think of another response to their scenario that they were given?”

Lesson 3

Name & Time (Minutes Allotted):	St. Patrick’s Day – Exploring Community Traditions– 45 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Explore different perspectives on people, places, issues, or events in their lives (perspective)
Learning Standards: Content	<ul style="list-style-type: none"> • Diverse cultures, backgrounds, and perspectives within the local and other communities
Instructional Objectives	<ul style="list-style-type: none"> • Identify key symbols from the story (shamrock, rainbow, leprechaun, pot of gold, green hat) • Discuss how people celebrate together • Work collectively in a circle-based activity • Reflect how celebrations bring people together & encourage inclusion
Assessment:	<ul style="list-style-type: none"> • Observation of students participating & listening during the story • Participation in the circle activity • Ability to identify symbols and events from the story
Teaching Strategies:	<ul style="list-style-type: none"> • Frontload students with expectations • Move students that are chatting or calling out • Use of an interactive read a-loud story with bright & vibrant illustrations • Clear instructions for the circle activity • Use of circle collaboration that supports inclusion, sharing, & social skills • Use of oral reflection • Visual supports when possible
Materials:	<ul style="list-style-type: none"> • Book “The Night Before St. Patrick’s Day” by Natasha Wing • Leprechaun stuffie
Lesson Activities:	
Introduction/Hook:	<p>Hook – Notice the Details – 5 min. The teacher will show the cover page of the book and ask:</p> <ul style="list-style-type: none"> • “What do you notice in this picture?”

	<ul style="list-style-type: none"> • “What colours & symbols do you see?” • Connect that symbols are a way for people to help celebrate & feel like part of the community
Body:	<p>Read the book “The Night Before St. Patrick’s Day” – 10 min.</p> <ul style="list-style-type: none"> • Pause and ask key questions throughout reading (symbols, wearing green, shamrocks, rainbows, & a pot of gold) • Families & communities celebrating together <p>Ask questions like:</p> <ul style="list-style-type: none"> • “What is happening in this part of the story?” • “How are people celebrating?” <p>Activity – Pass the Leprechaun Circle – 25 min.</p> <ul style="list-style-type: none"> • Students sit in a circle • Introduce the leprechaun • “This leprechaun will help us retell the story from <i>The Night Before St. Patrick’s Day</i>. We’re going to pass the leprechaun around one by one and when you have it, you will tell one part of the story OR state one symbol/observation from the story. We’re going to try and not repeat what another person has already said recently.” • Model/demonstrate what to do • Students take turns with the leprechaun & retell the story OR state a symbol/observation
Closure:	<p>Reflection – 5 min.</p> <p>The teacher will ask:</p> <ul style="list-style-type: none"> • “Which symbol did you like best?” “Why?” • “How do celebrations help people feel connected to each other?”

Lesson 4

Name & Time (Minutes Allotted):	Spring Equinox – When Days & Nights Are Equal – 45 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
Learning Standards: Content	<ul style="list-style-type: none"> • Natural and human-made features of the local environment
Instructional Objectives	<ul style="list-style-type: none"> • Understand that spring equinox is when day & night are about the same length • Identify signs of spring in their environment • Describe how seasonal changes affect people & communities • Participate in a hands-on demonstration showing equal day & night
Assessment:	<ul style="list-style-type: none"> • Observation of participation in the globe demonstration • Conversation in class discussion about signs of spring with an example • Completed equinox plate project showing equal halves
Teaching Strategies:	<ul style="list-style-type: none"> • Inquiry-based questioning • Visual modeling • Hands-on construction • Class-wide discussions • Frontload students with expectations • Move students that are chatting or calling out
Materials:	<ul style="list-style-type: none"> • Flashlight

	<ul style="list-style-type: none"> • Small globe or beach ball • Yellow & black construction paper (19 of each) • Paper plates (19) • Glue sticks • Crayons/markers
Lesson Activities:	
Introduction/Hook:	<p>Hook – Light & Dark Demonstration – 5 min. The teacher will: Turn off the lights & close the blinds Ask students,</p> <ul style="list-style-type: none"> • “How does it feel when it’s dark?” • “What do we use to see?” <p>Turn the lights back on</p> <ul style="list-style-type: none"> • “How does it feel when it’s light?” • “There’s a special day in spring when daytime & nighttime are almost the same length. The day is called Spring Equinox.” • “Equinox means equal night.”
Body:	<p>Demonstration – 10 min. What is Spring Equinox? The teacher will demonstrate with a small globe or beach ball and a flashlight</p> <ul style="list-style-type: none"> • Flashlight = sun • Globe = Earth • Show students how the light hits half of the Earth • Explain that during spring equinox, the Earth is tilted in a way that makes day & night almost equal • “On this day, we have almost the same amount of daylight & nighttime. Our days will then start to get longer as we approach summer.” • “What season starts at the spring equinox?” <p>Discussion – 5 min. The teacher will ask:</p> <ul style="list-style-type: none"> • “What changes do we notice in the spring outside?” • “What happens to plants outside?” • “What happens to animals that live outside?” • “What other changes do you see outside when spring starts?” <p>Flowers bloom Snow melts Birds return Days feel warmer More daylight Animals that are hibernating start waking up</p> <ul style="list-style-type: none"> • “When spring comes, people tend to spend more time outside. We can plant gardens, play at the park, and enjoy the sunshine.” <p>Activity – “Equal Day & Night Balance” – 20 min. Learning what “equal” means Students will build an Equinox plate The teacher will:</p> <ul style="list-style-type: none"> • Explain what they will be making

	<ul style="list-style-type: none"> • Divide their plate in half • Glue yellow paper on one half of the plate (day) • Glue black paper on the other half of the plate (night) • Ask students to add details: On the day side, add the sun, flowers, birds, grass, etc. On the night side, add the moon, stars, etc. • Get students to add their name to the back of their plate • Hand in when completed • Give students a 5 minute warning before time is up (frontload)
Closure:	Clean-up Time – 5 min. The teacher will: <ul style="list-style-type: none"> • Ask students to clean up their scraps & put them in recycling • Clean-up their supplies & put them away • Wipe their tables if needed • Pick up any scraps or supplies on the floor

Lesson 5

Name & Time (Minutes Allotted):	April Fools' Day – Jokes, Kindness, & Community – 45 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)
Learning Standards: Content	<ul style="list-style-type: none"> • Roles, rights, and responsibilities in the local community
Instructional Objectives	<ul style="list-style-type: none"> • Understand that April Fools' Day is sometimes a day for jokes • Explain how a joke might make someone feel • Distinguish between laughing with someone and laughing at someone • Demonstrate empathy when discussing scenarios
Assessment:	<ul style="list-style-type: none"> • Observation of: Can the student identify appropriate feelings? Can the student explain reasoning? Does student understand the difference between kind & hurtful?
Teaching Strategies:	<ul style="list-style-type: none"> • Frontload students with expectations • Move students that are chatting or calling out • Use of simple language • Lots of class-wide discussion • Use of modeling facial expressions (smile, frown, shocked, confused, mad)
Materials:	<ul style="list-style-type: none"> • Laptop • Projector • Canva for pictures (facial expressions) • Emotion cards (happy, sad, confused, mad, shocked, excited) • Scenario cards (read by the teacher) • Space to move around • Whiteboard • Dry erase markers
Lesson Activities:	
Introduction/Hook:	Hook – Face detectives – 5 min. The teacher will show exaggerated facial expressions OR show a picture on the screen (smile, frown, shocked, confused, & mad) & ask: <ul style="list-style-type: none"> • “What feeling am I showing?”

	<ul style="list-style-type: none"> • “How can you tell?” <p>“Today we are going to be Feelings Detectives. We are going to figure out how jokes can make people feel.”</p>
<p>Body:</p>	<p>Discussion – What is April Fools’ Day? – 10 min. The teacher will talk about:</p> <ul style="list-style-type: none"> • “April 1st is sometimes a day when people play jokes.” • “Good jokes make people laugh but bad jokes can hurt people’s feelings.” • “We are going to visit what is a good joke and what is a bad joke.” • Write on the board “Good” & “Bad” & write simple words when the students offer suggestions for the categories (i.e. everyone laughs = a smiley face) • Ask the students how they know if something is a good joke (everyone laughs, no one is scared, no one is sad) • Ask students how they know if something is a bad joke (someone is upset, someone feels embarrassed, someone feels worried, someone is mad) • “Being in a classroom community means thinking about feelings 1st. We must think about how someone will feel before you do something. We never touch other peoples possessions and we never hurt someone else’s feelings.” <p>Activity - Feelings Detective Game - 20 min. Each student will have a set of emotion cards The teacher will explain the game:</p> <ul style="list-style-type: none"> • “When I read out a scenario, it’s your job to decide how the person might feel & hold up the emotion card that you think suits it.” • The teacher will read out scenarios & get the students to hold up an emotion card that they feel matches how the person would feel in that scenario. Ask “How would you feel? Would this be a good joke or not?” <p>“Sam tells his friend that his shoe is untied, but it isn’t.” “Lisa gives her friend a funny drawing of a purple dog.” “Someone hides a classmate’s pencil.” “The teacher pretends that it’s snowing inside the classroom.” “A student tells everyone that their backpack is missing.” “You tell your friend that they won a prize, but it’s not true.” “You wear your shirt backwards and say it’s backwards day!”</p>
<p>Closure:</p>	<p>Reflection & Clean-Up – 10 min. The teacher will: Go around the classroom & ask students to finish this sentence:</p> <ul style="list-style-type: none"> • “Before I make a joke, I will think about _____.” • “In our class, we choose kindness – even on April Fools’ Day.” • “Time to clean up. Please gather your emotion cards and put them in a neat pile on the back table.”

Lesson 6

Name & Time (Minutes Allotted):	Easter - Spring Traditions & Symbols – 45 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> Explore different perspectives on people, places, issues, or events in their lives (perspective)
Learning Standards: Content	<ul style="list-style-type: none"> Diverse cultures, backgrounds, and perspectives within the local and other communities
Instructional Objectives	<ul style="list-style-type: none"> Identify common spring/Easter symbols (egg, bunny, basket, flowers, chick) Sequence simple life cycles (i.e. egg -> chick, seed -> flower) Recognize that families celebrate differently Participate respectfully in discussions about traditions
Assessment:	<ul style="list-style-type: none"> Sit & listen respectfully to the story Ability to match or sequence correctly Creation of a patterned egg
Teaching Strategies:	<ul style="list-style-type: none"> Frontload students with expectations Move students that are chatting or calling out Use of simple language Lots of class-wide discussion Use of stations for movement & engagement Matching activity that allows students to visually see & use manipulatives with pictures on them
Materials:	<ul style="list-style-type: none"> Book "Easter on the Farm" by Phyllis Alsdurf Pictures of eggs, bunnies, plants/flowers, baskets, chicks, & lambs Egg templates Markers/crayons Pencils Erasers Cycle cards: Chicken egg, chick, chicken, frog eggs, tadpole, frog, caterpillar, chrysalis, butterfly, lamb, sheep, puppy, dog, kitten, cat, bunny, adult rabbit, seed, sprout, flower, bulb, tulip, bean, bean plant, snowy tree, budding tree, leafy tree, winter coat, light coat, t-shirt, snowy playground, sunny playground, empty nest, eggs, baby birds
Lesson Activities:	
Introduction/Hook:	<p>Hook – "Easter on the Farm" – 10 min.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> Ask students before reading: <ul style="list-style-type: none"> "What happens in the spring on a farm?" "What do we do with eggs at this time of year?" Read the book pausing & asking questions along the way <ul style="list-style-type: none"> "What animals do you notice?" "How are the people preparing for their celebration?" "Why do you think the family decorates eggs?" After the book, ask: <ul style="list-style-type: none"> "Today we're going to learn about spring traditions & symbols, like eggs, baby animals, & growth." "In the story, the family get ready for a celebration with an egg hunt. We will explore how symbols of spring remind us that new life & change happen at this time of the year."
Body:	Spring Symbols & Meaning – 5 min.

	<p>Show pictures of:</p> <ul style="list-style-type: none"> • Eggs – Many animals hatch from eggs in the spring. Eggs represent new life. • Bunnies – Rabbits are active in spring & have babies in the spring. • Plants & flowers – plants begin to peek out of the ground. They get bigger & some produce flowers when the weather gets warmer. • Baskets – Used for gathering eggs or treats during spring celebrations. • Chicks – Hatch from eggs and are a symbol of new life in spring • Lambs – Born in the spring, they are a symbol of new life in spring <p>Activity – Spring Celebration Stations (3) – 25 min.</p> <p>Station 1: Egg Pattern Challenge</p> <ul style="list-style-type: none"> • Students will receive egg templates • Students will pick a pattern (i.e. AB, ABC) & fill in their egg template with it using colours (3+) <p>Station 2: Spring Growth & Change Lab (with teacher support) Using picture cards, students will match life cycles, growth cycles, & seasonal changes (i.e. egg -> chick -> chicken, seed -> sprout -> flower)</p>
Closure:	<p>Clean up time – 5 min. The teacher will ask:</p> <ul style="list-style-type: none"> • “Please clean up the supplies, your area, & your floor.” • “Your egg creations go into the hand in bin with your name on them.”

Lesson 7

Name & Time (Minutes Allotted):	Earth Day – Caring for Our Planet – 45 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)
Learning Standards: Content	<ul style="list-style-type: none"> • Relationships between a community and its environment
Instructional Objectives	<ul style="list-style-type: none"> • Identify some simple ways to care for the Earth (reduce, reuse, recycle, plant, conserve) • Explain why caring for the environment is important • Observe & describe natural objects in their environment • Demonstrate responsible choices in the classroom & outdoors (if we can go outside)
Assessment:	<ul style="list-style-type: none"> • Observation of participation at stations • Conversations to check understanding during discussion • Drawings or plant labels • Sorting charts • Exit ticket sentence completion: “One way I can help the Earth is _____.”
Teaching Strategies:	<ul style="list-style-type: none"> • Frontload students with expectations • Move students that are chatting or calling out • Use of simple language • Lots of class-wide discussion • Use of stations for movement & engagement

	<ul style="list-style-type: none"> • Story based video reading • Rotational & hands-on stations • Sentence frame to complete exit ticket
Materials:	<ul style="list-style-type: none"> • Laptop • Projector • Video: https://www.youtube.com/watch?v=dvDyeXoz2Mk • Pictures of everyday to sort into reuse, reduce, & recycle • Soil • Containers for soil • Bean seeds
Lesson Activities:	
Introduction/Hook:	<p>Hook – “The Earth Day” by Todd Parr – 10 min. Before showing the video, the teacher will ask:</p> <ul style="list-style-type: none"> • “What do you know about the Earth?” • “What can we do to help the plants, animals, and the world?” <p>Show the video of the reading: https://www.youtube.com/watch?v=dvDyeXoz2Mk</p> <p>Pause and ask:</p> <ul style="list-style-type: none"> • “Which ideas could we do at school?” • “What about at home?” <p>At the end of the video, summarize some key points</p> <ul style="list-style-type: none"> • Pick up litter • Save water when possible • Plant seeds & plants/trees • Plant bee friendly plants • Recycle & reuse when possible
Body:	<p>Earth Helper’s Stations (2) – 20 min. (10 min. each station)</p> <p>Station 1: Reduce, Reuse, & Recycle Sorting Students will sort pictures of everyday items into categories of reduce, reuse, & recycle.</p> <ul style="list-style-type: none"> • Students will pick an item & decide what category to place it in • Students will explain their reasoning “I am putting this in the ____ bin because _____.” <p>Station 2: Plant a seed Students will plant a seed in soil, water it, & place it in the window.</p> <ul style="list-style-type: none"> • Students will chose a container and add soil to it • Students will then make a small hole in the soil with their finger, place a bean seed in it, & then cover the seed • Students will then add some water to the soil and place their container in the window sill <p>Reflection – 10 min. The teacher will go around the classroom and ask each student:</p> <ul style="list-style-type: none"> • “What will you do this week to help the Earth?” • Prompt = “This week, I will help the Earth by _____.”
Closure:	Clean-up – 5 min.

Resources:

Lesson 1

Dragon tail: <https://www.teacherspayteachers.com/Product/Dragon-Chart-for-Chinese-Characters-Memorize-them-all-7495927>

Dragon head: <https://www.firstpalette.com/printable/dragon-mask.html>



Lesson 2

Questions for Pass-It-On Chain:

1. A friend drops their pencils. What could you do to help?
2. Someone is sitting alone at recess. What could you do to include them?
3. A classmate looks upset. What could you do to help them feel better?
4. You see a friend being teased. What could you say or do?
5. A new student joins your table. How can you make them feel welcome?
6. Someone is sad because they lost their toy. How could you help?
7. Your friend spills water on their desk. What could you do?
8. Someone is trying hard but can't finish their work. How could you help?
9. A friend is feeling nervous about speaking in class. How could you support them?
10. Someone is upset because another student took their turn. What could you do?
11. A classmate is wearing something different and others are making fun. How could you respond?
12. You notice a friend helping others. How could you show appreciation?
13. Someone looks left out during a game. What could you do?
14. A classmate is struggling to open their snack or lunch container. How could you help?
15. A friend says they're feeling lonely. How can you be kind?
16. Someone asks for help understanding instructions. What could you do?
17. A classmate is sad because they didn't get a turn. How could you include them?
18. You see someone cleaning up after others. How can you help or thank them?
19. Someone forgot their backpack at recess. How could you help them?

Lesson 5

Emotion cards: <https://www.teacherspayteachers.com/Product/Feelings-in-Motion-Caterpillar-Edition-SEL-Activities-FREE-8491802>

Lesson 6

Egg template: <https://superstarworksheets.com/wp-content/uploads/2023/02/BlankEasterEggTemplate1Large.pdf>

Extensions to Unit:

There can always be more pictures and questions added to each lesson. Discussions can be more in depth.

Reflections and Revisions