

	<ul style="list-style-type: none"> • Student’s letter creation. (complete/incomplete)
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Prerequisite Concepts and Skills:

- Students need to be able to pay attention and listen to the story reader without interrupting the reader or distracting classmates.
- Students need to be able to write simple sentences.
- Students need to articulate feelings.

Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the family and of the community. The activity included in this lesson positively supports the well-being of others in our lives.

Universal Design for Learning (UDL):

This lesson incorporates a visual and auditory component during the “HOOK” of the lesson and continues with oral storytelling of a book with visual illustrations to support the story. The teacher will read clearly and will make sure to stop and make connections from their life and the student’s life to the story. In addition, students will connect the story and discussion to their own lives through written words or a combination of written words and illustrations.

Differentiate Instruction (DI):

The “Hook” of this lesson is a good tool to use for students who may have auditory impairments or visual impairments, as it includes both auditory lyrics and accompanying subtitles. If students have not yet mastered the ability to sit in close proximity on the floor for story time, the students could stay in their desk and the story could be put on a projector while being read aloud to allow students to both see and hear the story at the same time.

Materials and Resources

- *Please Please the Bees* Written by Gerald Kelley.
- Pre-read *Please Please the Bees* and note the pages that reflect areas related to community and will prompt questions.
- Practice reading *Please Please the Bees* aloud.
- Projector
- Laptop or computer
- Internet access to play video: “Thankful” by Juicebox Jukebox
- YouTube Video: <https://www.youtube.com/watch?v=YeSdQmO51Ps>
- Sample letter
- Pre-made letter (x20)
- Envelope (x20)
- Pencil crayons
- Markers

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction - “HOOK” Song/Video Attention</p> <ul style="list-style-type: none"> • Call “One, two, three, eyes on me” • Repeat until all students’ eyes are on you. <p>Song/Video (“HOOK”)</p> <ul style="list-style-type: none"> • Tell students we are going to be watching a short song/video, and that they need to have their eyes and ears open. 	<ul style="list-style-type: none"> • Students respond “One, two, eyes on you!” 	5 minutes

<ul style="list-style-type: none"> • Tell students to pay attention to the video and think about what message the video is sending. • Play song/video “Thankful” by Juicebox Jukebox • Ask students to raise their hand if they know what the song/video was about? • Call upon one student to answer. • If student guessed “being thankful”, praise their answer and thank them for paying attention to the song/video. • If student did not guess, explain to students the video is about being thankful. 	<ul style="list-style-type: none"> • Students watch the video from their desks quietly and think about the meaning of the video. • Students raise hands if they know what the song video was about. • One student answers the question. 	
<p><u>Body - Story Time & Creative Activity</u></p>		
<p>Introduce <i>Please Please the Bees</i></p> <ul style="list-style-type: none"> • Ask students to pretend to be quiet mice and make their way to the reading carpet. • Explain to students that today we are reading a book about showing gratitude. • Tell students that their attention today is appreciated, and if they stay quiet and listen as a class during the reading, they can add a gem to their gem jar (if jar is full by the end of the year, students receive a prize). • Remind students that if they have a question, to please raise their hand and wait to be called upon before speaking. 	<ul style="list-style-type: none"> • Students pretend to be mice and quietly move from their desks to the carpet. 	2 minutes
<p>Read <i>Please Please the Bees</i></p> <ul style="list-style-type: none"> • Speak with clarity and enthusiasm. • Pause at sections that might have words that students aren’t familiar with and connect them to students’ personal lives and the concept of gratitude. 	<ul style="list-style-type: none"> • Students actively listen to the speaker. Students raise their hand if they have a question or would like to respond to speaker’s questions. Students will speak only if called upon. 	6 minutes
<p>Review <i>Please Please the Bees</i></p> <ul style="list-style-type: none"> • Tell the students you have a few questions about the story for them, and that if they would like to share their ideas or thoughts, please raise their hand and they may share if called upon. • Ask students “What the bear did to show gratitude?” • Ask students, “What can happen if we don’t show appreciation for people when they do nice things for us?” • Ask students, “What are some ideas of ways that they can show gratitude?” • Explain that one way you find joy in sharing gratitude is by sending a letter to someone that you appreciate, and that today we will be each making our own letters to give to someone. • Ask students to please return to their desks quietly. 	<ul style="list-style-type: none"> • Students actively listen to the questions being asked by the speaker, and raise hand if they would like to share their answer. Student will speak only if called upon. 	3 minutes
	<ul style="list-style-type: none"> • Students will return to their desks quietly. 	1 minute

Organizational Strategies:

- Students will respond to an attention rhyme to gain group attention.
- Student will be reminded to have their eyes and ears open to prepare for the song/video clip.
- Students will be asked to pretend to be quiet mice and make their way to the reading carpet to reduce distraction and noise in between the transition of spaces.
- Students are told that their attention is appreciated, and if they stay quiet and listen as a class during the reading, they can add a gem to their gem jar (if jar is full by the end of the year, students receive a prize).
- Reading carpet has stickers for where students should be seated, to ensure students aren't too close to their peers to avoid distraction.

Proactive, Positive Classroom Learning Environment Strategies:

- Use a variety of attention prompts to gain student attention if some are off task.
- Acknowledge positive behaviours and thank those willing to share their responses.
- Give clear directions before an activity, so students know what the expectations are.
- Walk around the desks when students are working on their letters to ensure that students are on task.
- Make sure to leave room for questions during transitions.

Extensions:

This lesson could be extended into a weekly activity, where on "Thankful Thursday's", students write down one thing or person that they're thankful for on a scrap piece of paper, and put it in their own "Thankful Tank-full" (a decorated tank with a slot to put paper in). At the end of the year, students take out their writings to remind themselves of all the things and people that they have been thankful for over the past year.

Reflections (if necessary, continue on separate sheet):

(TBD)