

## FEELING THANKFUL

### Learning Intention

- I can demonstrate active listening at the carpet.
- I can share something I am thankful for.
- I can express my feelings with an important person in my life.

### Criteria

- ❖ Students can respectfully engage with the read aloud and their peers.
- ❖ Students can explore the concept of gratitude orally and through writing/drawing.
- ❖ Students will understand what gratitude is and engage in a gratitude practice.

### Inquiry Question

How can expressing gratitude enhance empathy and prosocial behaviour?

### Big Ideas

- ❖ **ELA:** Stories and other texts connect us to ourselves, our families, and our communities.
- ❖ **PHE:** Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

### Curricular Competencies

- ❖ **ELA:** Use personal experience and knowledge to connect to stories and other texts to make meaning.
- ❖ **PHE:** Identify and describe characteristics of positive relationships.

### Content

- ❖ **ELA:** Metacognitive Strategies (thinking and talking about learning to develop awareness of self as a reader and writer)
- ❖ **ELA:** Reading strategies (illustrations and prior knowledge to predict meaning)
- ❖ **PHE:** Managing and expressing emotions.

### Core Competencies

#### Personal Awareness and Responsibility

- We will discuss and reflect on factors that affect their emotions and well-being.

#### Communication

- Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.

### First People's Principles of Learning

Learning requires an exploration of one's identity.

## LEARNING EXPERIENCE PLAN

### Materials/Resources

- ❖ The Thankful Book by Todd Parr.
- ❖ Chart paper
- ❖ Empty jar, strips of paper
- ❖ Visual Journals
- ❖ Pencils, erasers, and colouring supplies

### Supporting Diversity

Students are given the opportunity to represent their learning orally during think-pair-share, as well as through writing and drawing/colouring to accommodate a variety of needs.

### The Plan

#### Connecting

1. Gather students on the carpet.
2. Tell students that today during their circle time, they are going to talk about gratitude and what they are grateful for.
3. Pose questions:
  - What does gratitude mean?
  - What does it mean to be grateful?
4. Chart student answers and come up with a class definition for gratitude.

#### Processing

1. Share the front cover of “The Thankful Book” by Todd Parr with students.
2. Have learners predict what the story might entail.
3. Read the book.
4. After the story, use Think-Pair-Share.
  - What did you notice about the story?
  - How did the story make you feel?
5. After reading this book, introduce individual writing activity. Ask students reflect on one of the following journal prompts:
  - What part of the story did you connect with? Why?
  - What is something you are thankful for? Why?
6. Check in using thumbs up/thumbs down before they return to their tables.

## **Transforming & Personalizing**

1. As a closing activity, give each student a strip of paper to write down something specific they are grateful for on a strip of paper and put it in the jar.
2. You can also use this activity more than once by choosing a theme, such as what they are grateful for in the winter, or in their family, or in nature.
3. When students have free time they can come and read the messages that are written by their peers.