

(2) Big Bear Hug

Kyla Baker · Kindergarten · English Language Arts: Author Study

Core Competencies:

Communication:

- Connect and engage with others (to share and develop ideas): I ask and respond to simple, direct questions.
- Acquire, interpret, and present information (includes inquiries): I can understand and share information about a topic that is important to me.
- Explain/recount and reflect on experiences and accomplishments: I can represent my learning, and tell how it connects to my experiences and efforts.

Thinking:

- Novelty and value: I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials. I generate new ideas as I pursue my interests.
- Generating ideas: I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems.
- Analyze and critique: I can show if I like something or not.

Personal & Social:

- Personal values and choices: I can tell what is important to me.
- Self-determination: I can show a sense of accomplishment and joy.
- Self-regulation: I can persevere with challenging tasks.
- Solving problems in peaceful ways: I can solve some problems myself and can identify when to ask for help.

Big Ideas:

- Language and story can be a source of creativity and joy
- Stories and other texts can be shared through pictures and words

Curricular Competencies:

Students will be able to:

- Use sources of information and prior knowledge to make meaning
- Use language to identify, create, and share ideas, feelings, opinions, and preferences
- Plan and create stories and other texts for different purposes and audiences

Content:

Students are expected to know:

- Metacognitive strategies
- Writing processes
- Language Features, Structures, and Conventions
- Letter knowledge
- Phonemic and phonological awareness
- Letter formation
- The relationship between reading, writing, and oral language

Incorporation of Aboriginal Education:

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.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Diversification/Differentiation:

- Students having trouble coming up with an idea can reference the brainstorm chart
- Students can work together if they are struggling to come up with ideas to solve the problem and/or adapt an idea from a friend

Assessment Tools & Strategies:

- Observation – teacher will circulate and observe students writing/drawing asking about their connection to the problem when necessary; while students are handing their papers in the teacher will ask what they thought bear should do to solve his problem – scribe the answer if words are missing/difficult to make out

Cross-Curricular Connections:

Arts Education: Using materials to draw and color

Science: predicting/hypothesizing

Resources/Materials:

- Big Bear Hug by Nicholas Oldland
- Paper
- Pencils
- Crayons
- String and clothespins (allow for students to attach their pieces to for gallery walk)

Method:

Prep: Assemble the string and clothes pins and find a suitable location for students to display their work

Lesson:

1. Introduce the book, author, title; have students inquire about the title page: what do you think will happen, what do you think the book is about etc.
2. Prompt students: Can everyone give themselves a big bear hug?
3. STOP at p. 19-20; if students haven't said that the man is going to cut down a tree question them about it.
4. Inquire as to what the bear should do to stop the man with the axe. Emphasize that the Bear is very nice and our friend and he needs our help.
5. Show the pictures of the bear on p. 21-24 to show him getting mad but stopping before he reacts. Emphasize that the bear is contemplating, thinking, about what he should do next and he needs our help. Tell students this is the problem in the book.
6. Brainstorm strategies to solve Bear's problem – write them on the board
7. Tell students we are going to draw/write what they would do to help bear
8. Hand out/have students help hand out paper
9. Have students clip their drawing on a clothespin for classmates to see, as a gallery walk, so students can see suggestions that other students came up with
10. Read the end of the book
11. Tell students they can do a puzzle or look at books once the lesson is finished