

### (3) Make the Moose Out of Life

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.
- Everyone has a unique story to share.

#### 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:

- 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 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 can reference the book and the brainstorm chart for ideas to use on the worksheet
- Students can also get ideas from their peers

**Assessment Tools & Strategies:**

- Observation – teacher will circulate to see if the work being completed is related to the topic presented

**Cross-Curricular Connections:**

Arts Education: drawing and use of visual elements (ex. line, shape)

**Resources/Materials:**

- Make the Moose Out of Life by Nicholas Oldland
- Deserted Island Worksheet
- String and Clothespins

**Method:****Lesson:**

1. Introduce the book and ask students what they think might happen; read the book
2. P. 21-22 Ask students if they know what the word deserted means; tell students we are going to pause the story here; ask students what they would do on a deserted island
3. Write brainstormed ideas down – reference what Moose did
4. Show students the worksheet and inform them they will be drawing themselves on a deserted island
5. Are there somethings they would do the same as Moose? Or different?
6. Tell students we will display their pictures and they will have to share one thing they would do on the island with the class
7. Hand out/have students help hand out the worksheet and display their pictures on the clothes pins for the class to participate in a gallery walk

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