

LESSON PLAN

ORANGE SHIRT DAY

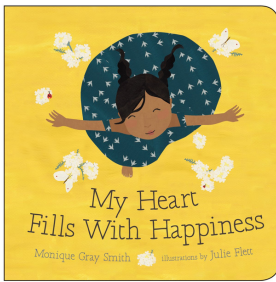
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GRADE LEVEL

Kindergarten

TEXT

My Heart Fills with
Happiness
by Monique Gray Smith



BOOK SUMMARY

The sun on your face.
The smell of warm
bannock baking in the
oven. Holding the hand
of someone you love.
What fills your heart
with happiness? This
beautiful board book,
with illustrations from
celebrated artist Julie
Flett, serves as a
reminder for little ones
and adults alike to
reflect on and cherish
the moments in life that
bring us joy.

READ ALONG

A read along video of this story is available in classroom settings, and has been distributed to schools.

KEY CONCEPTS/OUTCOMES

Religion:

3.2.2: Demonstrate respect for others

Social Studies:

2.3.1: Identify traditions, rituals, and celebrations connected to their personal experiences.

2.3.2: Give examples to show that families (local, national, and global) have varied traditions, rituals, and celebrations

2.3.3: Demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations.

Health:

1.2: Understand that each person experiences a variety of feelings

1.5: Identify the senses and their functions

2.2.2: Differentiate the feelings that each person experiences.

3.1: Examine personal acceptance of differences in people

Language Arts:

1.1: describe personal experiences orally

1.2: listen respectfully to experiences and feelings shared by others

1.5: retell events and familiar stories in sequence

1.7: reflect upon a variety of texts

2.1: participate in conversations

2.3: respond personally to information, ideas, and opinions

3.1: demonstrate social conventions

3.2: show an understanding of how word choice affects the feelings of others

KEY QUESTIONS

- What fills your heart with happiness? Similarity and differences?
- What do you bake in your family?
- What traditions do you have in your family?
- Who could be telling the stories?
- Stop on every page and discuss/question each page
- Is there any instrument you like to play?

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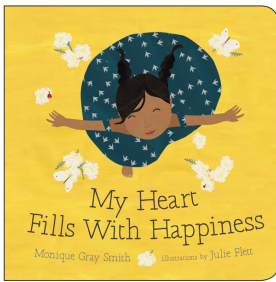
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KEY QUESTIONS

Before Reading:

- What do you think this book will be about?
- Why do you think that?
- Does this book remind you of anything you know or have done?
- What questions would you like to ask the author before you read this book?
- What are you wondering about as you look at the cover and back of your book?

During Reading:

- Use the key questions to guide the discussions during reading. Teachers may want to pause during the reading to allow students the time to ask questions, reflect or engage in the information. Encourage students to make connections during the reading.
- What emotions is the character feeling?
- How do you know?
- Does it remind you of something?
- How would you have felt if that happened to you?
- If you were in the story, what would you hear, taste, smell or feel?
- Tell me what you were imagining in your mind as you read that page/paragraph.
- Is there anything you're wondering about right now?

After Reading:

- Ask students if their moods have changed? Why?
- Have a discussion with students about what impacts mood - What made them happy? Sad? Why?
- Approaching emotions/social emotional learning and responsive learning
- Allowing connections to the textIf this story had a sequel, what do you think it would be about?
- What fills your heart with happiness?

SUGGESTED ACTIVITIES

- Make a Class Big Book, Our Hearts Fill with Happiness. Each child has a page in the book that uses their name, what fills them with happiness and an illustration.
 - i.e., Tom's heart fills with happiness when he meets Susanne for a daily walk.
- Draw something that makes you happy
- Show and share and bring something that makes them happy
- Finish the sentences I see, I smell, I see... using drawing
- Talk about happiness
 - What happiness looks like to you and to someone else.

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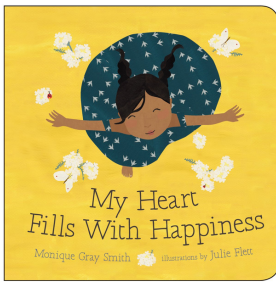
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EXTENDED LEARNING

- Look at some of the words: Bannock. Drumming.
 - Tie it into conversations of oral tradition.
- Teachers may want to make bannock (fried bread) in the classroom
 - The children could help mix the dry ingredients together, and the teacher can cook the recipe either in an oven or frying pan (if possible)
 - One example of bannock recipe can be found here:
<https://www.bettertogetherbc.ca/recipes/single/easy-bannock>
- Ask students what they know about First Nations or Inuit drumming.
 - Invite someone who is a drummer into the classroom.
 - Search youtube videos of First Nations/Inuit drumming
 - Speak to the music teacher re. Drumming
 - Oral storytelling/fables - reach out to community
- Invite an Elder/Knowledge Holder (Sharer) into the classroom
- Peer reading with older kids.
 - Encourage to ask questions, tie in social emotional learning - we are all learning together

ADDITIONAL RESOURCES

- What is Orange Shirt Day?
 - <https://firstlightnl.ca/site/uploads/2020/09/Orange-Shirt-Day-One-Page.pdf>
- Orange Shirt Day Teacher Resources
 - <https://www.orangeshirtday.org/teacher-resources.html>
- Phyllis Webstad's Story
 - <https://www.youtube.com/watch?v=E3vUqr01kAk>
- The Orange Shirt Story
 - <https://www.youtube.com/watch?v=CBrt1Vsam8Q>
- Namwayut: we are all one. Truth and Reconciliation in Canada
 - <https://www.youtube.com/watch?v=2zuRQmwaREY>
- The word Indigenous - explained
 - <https://www.youtube.com/watch?v=CISeEFTsgDA>
- First Nations Education Steering Committee
 - <http://www.fnesc.ca/learningfirstpeoples/video-resources-indian-residential-schools-and-reconciliation/>