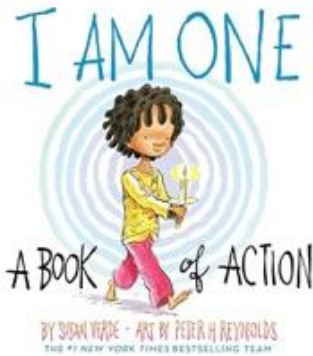




EN / FR

## *I AM ONE* by Susan Verde



**Book synopsis:** “How do I make a difference? It seems like a tall order for one so small. But beautiful things start with just one.”

### Themes covered:

- Knowing and appreciating oneself

### Time of the year:

- February

### Secondary books linked:

- *I Like Myself!* (EHDAA collection)
- *My Shadow is Purple*

### Tier 1 universal practices – for the whole group

- **Reading the story** with the **whole group** (teacher is reading a physical copy of the book with the group, rather than having them listen to the story on video).
- Asking the children questions about the book to keep them engaged and to take the message of the story one-step further.
- Using **props** (e.g. **seeds**, **paint brush**, **candle**, **construction blocks**) can help increase the children’s interest in the story.

### Tier 2 targeted practices – for some children in a small-group setting

- **Re-reading** the same story with a **small-group** of selected children at Tier 2.
- Owning a second copy of the book, which could be lent to each child at Tier 2 to read with their **parents at home** (book to be lent on rotation).
- Link to read aloud version for parents:  
[https://youtu.be/mZ2\\_0ni0Td4?si=ZXxoYM7r9kxTnymK](https://youtu.be/mZ2_0ni0Td4?si=ZXxoYM7r9kxTnymK)

### Tier 3 individualized practices – for few children on a one-to-one basis

- **Re-reading** the same story with a child at Tier 3 on a **one-to-one basis**.
- Owning a second copy of the book, which could be lent to the child at Tier 3 to read with his/her **parents at home**.
- Link to read aloud version for parents:  
[https://youtu.be/mZ2\\_0ni0Td4?si=ZXxoYM7r9kxTnymK](https://youtu.be/mZ2_0ni0Td4?si=ZXxoYM7r9kxTnymK)



= social development



= emotional development

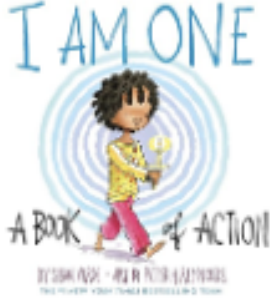


= special needs

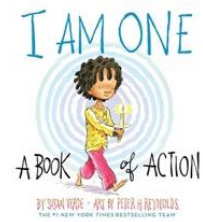
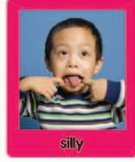
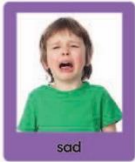
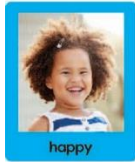


# MAKING YOUR OWN QUESTIONS FOR STORYTIME



 <p><b>I Am One</b> By Susan Verde</p>
1.
2.
3.
4.
5.

# NAMING EMOTIONS



## INDOOR ACTIVITY

### Materials needed

- [Emotion face cards](#)
- [Range of real nature scenes](#)

### Tier 1 universal practices – for the whole group

- Having a group discussion about how the children feel when they are in nature.
- Using the nature photos included in the package to help the children visualize themselves in different settings.
- Helping them express the bodily sensations that arise when they explore nature.
- Using the Smartboard to provide a large-format display to help prime the immersive experience.

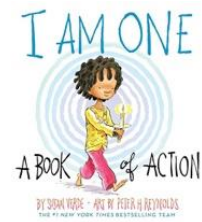
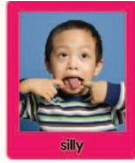
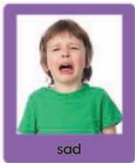
### Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small group (2 or 3) of selected children at Tier 2. This can be done in the classroom or an alternate location.
- The parents could be asked to send in photos of the family outings.
- These photos can be used to further explore the feelings and sensations experienced during nature immersion activities. They can also help the children make personal links because they will have physically visited these specific location.

### Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3, with the support of an adult. This can be done within the classroom or in an alternate location.
- The parents could be asked to send in photos of the family outings.
- These photos can be used to further explore the feelings and sensations experienced during nature immersion activities. They can also help the child make personal links because they will have physically visited these specific locations.

# NAMING EMOTIONS



## INDOOR ACTIVITY

### Special attentions for K4:

- It may be beneficial to pre-select 3-4 emotion cards in relation to the nature scene images being shown. This will help children focus on the task at hand. Many children in K4 have a small vocabulary of emotions, this will help them make links.


### Special attentions for Tier 3


- You can personalize the intervention by providing a range of nature scenes, having the child select 2-3 and then asking them share what made them choose them. One by one, aiming to help them name emotions and sensations felt in their body when they speak of these. Inquire, *'have you been to a similar place? Is this a place you would like to visit? Why?'*


### Adaptations for special needs:

EHDAA

- May need to simplify the activity by limiting the number of cards shown at once.
- Would be beneficial to personalize the activity by using personal photos.

 = social development

 = emotional development

 = special needs



This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers



**Happy/Heureux**



**Mad/Fâché**



**Worried/Inquiet**



**Frustrated/Frustré**



**Silly/Coquin**



**Proud/Fier**





**Surprised/Surpris**



**Excited/Excité**



**Scared/Apeuré**



**Tired/Fatigué**

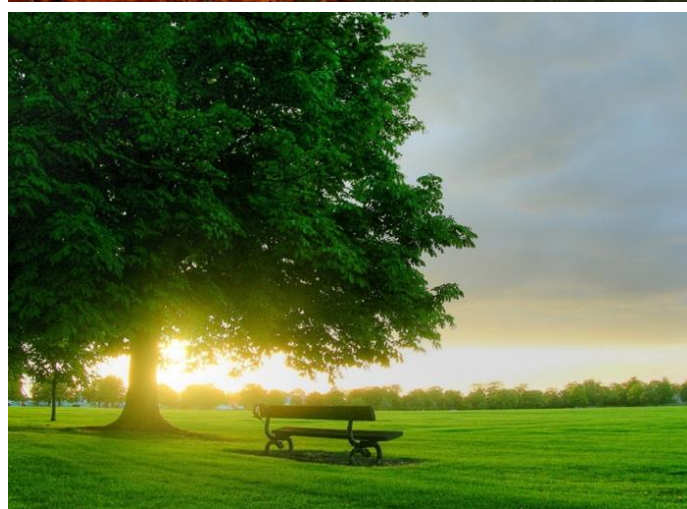


**Sad/Triste**



**Upset/Déçu**











## SILHOUETTES IN NATURE (indoor)



### Materials needed

- Arts & Craft materials to create their own silhouette or silhouette cut out shapes
- [Emotion face cards](#)
- [Range of real nature scenes](#)

### Tier 1 universal practices – for the whole group

- Inviting the children to choose a nature scene they like.
- Providing a cardboard silhouette that they can personalize to resemble themselves.
- Then, they can use the silhouette to project themselves into nature.
- Having them share their nature immersion experience through silhouette/puppet theatre.

### PARENT COMPONENT

- Parents could be invited to come and help the children decorate their silhouettes. The silhouette/puppet theatre could continue at home.

### Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small group (2 or 3) of selected children at Tier 2, by using additional scenarios to provide more practice and exposure.
- Children at Tier 2 may struggle with naming their emotions and identifying their bodily sensations.

### Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with the child at Tier 3, with the support of an adult, by using additional scenarios to provide more practice and exposure.
- Children at Tier 3 often struggle with naming emotions and identifying sensations in their bodies.

## SILHOUETTES IN NATURE (indoor)



### Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need. Some will need additional help from an adult to design their silhouette.


### Special attentions for Tier 3


- Some children at Tier 3 may have difficulty projecting themselves. The silhouette can be used as a character as well if that makes them feel more comfortable.


### Adaptations for special needs:

EHDAA

- Some children with special needs may find this activity difficult given their fine motor abilities. Make sure to adapt accordingly.
- Keep in mind that the concept of 'I Am One' may not be too abstract for them.

 = social development

 = emotional development

 = special needs



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## SILHOUETTES IN NATURE (outdoor)



### OUTDOOR ACTIVITY

#### Materials needed

- Cell phone, digital camera
- Outdoor yard/playground, walk to a local park or on a school trip

#### Tier 1 universal practices – for the whole group

- Taking the children outside to photograph them in nature.
- Once back into the classroom, the photos could be projected onto the Smartboard.
- Then, discussing with the children how they felt during the activity.
- The adult could also take advantage of class outings planned during the school year (e.g. apple picking) to highlight the emotions felt during these adventures .

#### Tier 2 targeted practices – for some children in a small-group setting

- Having a small group (2 or 3) of selected children at Tier 2 outside for an activity.
- While they play, asking them how they feel when being outside and share what they like doing.
- Taking photos of the child enjoying their favorite activities so that a mini photo album can be created when you return inside.
- Creating a list of each child's preferred outdoor activities and send it home to share with their parents.

#### Tier 3 individualized practices – for few children on a one-to-one basis

- Bringing a child at Tier 3 outside for an activity, with th support of an adult.
- Inviting them to share how they feel when playing outside and express what they enjoy doing.
- Taking photos of the children while they play. These photos can then be used to create a mini photo album to capture the experience.
- Making a list of the activities the child enjoyed and send a copy home to share with the parents.

## SILHOUETTES IN NATURE (outdoor)



### Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need.

### Special attentions for Tier 3

- Some children at Tier 3 may not want to be photographed. They can use a character instead if that helps them feel more comfortable.

### Adaptations for special needs:

EHDAA

- This activity may be best done in small groups, for children with special needs, in order for them to have the support they need.
- Some may not understand the link between the activity at hand and the storyline in the book.

**S** = social development

**E** = emotional development

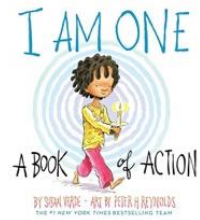
**EHDAA** = special needs



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# PLANTING A SEED



S

## INDOOR / OUTDOOR ACTIVITY

### Materials needed

- Plant seeds (plant, flower, fruit, or vegetable)
- Clear container to see the roots grow (if activity is indoors)
- Plant food and water

### Tier 1 universal practices – for the whole group

- This whole group activity could be completed either indoors or outdoors.
- Opting for plants that are quick to germinate and easy for kindergarteners to care for like grass, herbs, sunflowers, or radishes.
- Encouraging them to observe the plants daily, noting changes in the leaves and stems.
- Incorporating games, stories, and songs related to plants to make the learning experience enjoyable.
- **INDOORS:** providing a space with adequate sunlight and a low table where children can easily participate.
- Guiding the children to fill the pots with soil, poke holes, plant seeds, and cover them with soil. Showing them how to water the plants gently.
- **OUTDOORS:** beginning small with a few containers or a small raised bed to manage the project and keep it manageable for young children. Ensuring the garden area is safe, with proper supervision, and that any sharp tools or objects are stored securely.

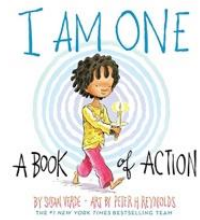
### Tier 2 targeted practices – for some children in a small-group setting

- Completing this activity with a small group (2 or 3) of selected children at Tier 2, at an **alternate location**, away from distractions. They will require additional support from an adult.
- Allowing them to choose their plant and participate actively to keep their interest going.

### Tier 3 individualized practices – for few children on a one-to-one basis

- Completing this activity with a child at Tier 3, along with the support of an adult, at an **alternate location**, away from distractions. They will require additional support from an adult.
- Allowing them to choose their plant and participate actively to keep their interest going.

## PLANTING A SEED



S

INDOOR / OUTDOOR ACTIVITY

### Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups (2 or 3) in order for them to have the support they need. Some will need additional help from an adult to plant their seed and take care of their plant.




### Special attentions for Tier 3

- Allowing them to choose their plant and participate actively to keep their interest going.
- Incorporating games, stories, and songs related to plants to make the learning experience enjoyable.

### Adaptations for special needs:

EHDAA

- With children with special needs, this activity may be best done in small groups (2 or 3) in order for them to have the support they need. Some will need additional help from an adult to plant their seed and take care of their plant.

 = social development       = emotional development       = special needs



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