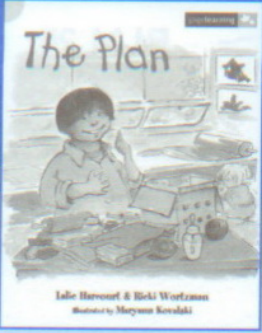


THE PLAN



Story Synopsis

The Plan is a story about a boy named Max who has a plan to make something at school. As children read the book, they can make guesses as to what Max is making. He uses different materials — clay, glue, paper, wood, wool, and paint — and likes working with all of them. The book uses patterned language (He ___ and ___ and ___.) to show the different actions Max performs. On the last page, children can see that Max's plan was to make a sculpture of himself. Indeed, because both the sculpture and Max are a bit messy, his plan has turned out even better than he may have expected.

Overall Learning Opportunities



Students will:

- express ideas and feelings through a variety of media
- experiment with techniques and materials
- demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts



Students will:

- demonstrate understanding of a variety of written materials that are read to them
- communicate effectively by listening and speaking
- ask questions, express feelings, and share ideas

LITERACY ELEMENTS

sentence-structure
patterns that mirror
the narrative pattern
capitalization at the
start of sentences
periods at the end
of sentences

CONNECTIONS

DRAMA/DANCE
perform in a group
MUSIC
communicate responses
to music

WORDS TO DISCOVER

plan
clay
glue
sand
wood
wool
paint
boxes

ESL CONSIDERATIONS

Discuss the fact that many English plural nouns are made by adding an -s to the singular (*boy/boys, girl/girls*) while other plural nouns have an -es added to the singular (*box/boxes, glass/glasses*).

ACTIVITY MENU

Exploration: Making a Sculpture, page 63

Guided Reading, pages 64–65

As a Group, pages 66–67



- *Make Yourself*: creating a self-portrait sculpture
- *A Group Sculpture*: exploring group involvement in developing a plan
- *What Am I?*: using words from the story to make up riddles
- *Max Likes To...*: using words from the story to chant in groups

Independent Work, pages 68–70



- *BLM 25*: provides a list of materials needed for making sculptures
- *BLM 26*: practising reading short sentences
- *BLM 27*: ordering the events in the story



Making a Sculpture

LEARNING OPPORTUNITIES

Students will:

- use familiar materials in new and creative ways to express new ideas and solve problems
- use a variety of tools and materials when creating a sculpture
- share and talk about their artwork

YOU WILL NEED

- construction paper, small boxes, paper, tubes, stiff cardboard
- glue, stapler, tape
- fabric, wool, and yarn scraps
- smooth wood scraps

OBSERVING FOR ASSESSMENT

Does the student:

- solve the problems that arise when working on the sculpture?
- work with different materials successfully?
- describe clearly the sculpture and how it was made?

If you photograph the sculptures, students may choose to place them in their portfolios.



Adding different materials on a continuous basis to the Sculpture/Building Centre will motivate students to think of new ideas for their artwork.

Reading the Story

As you reread *The Plan*, focus on the materials that Max is using. After reading page 3, ask:

- What material did Max get to start his plan?
- What is he doing to the clay?
- Max likes rolling clay. Do you? What else do you like to do with clay? What have you made with clay?

Follow a similar line of questioning as you read the pages that involve paper, wood, wool, and boxes.

Starting the Exploration

Ask children to describe what Max made. Introduce the word *sculpture* into the discussion of Max's work. Explain that you have already collected some materials for sculptures. Show the materials, and engage children in thinking about other materials that are needed. Ask:

- What other materials would you like to have to make sculptures?
- What materials would you like to decorate your sculptures?
- Suppose you want to attach materials together. What would you need?

Create a list (supported with sketches as often as possible) of the desired materials. You can then post the list outside the classroom door so that parents, guardians, and other members of the school community are aware of what is needed. You also might create a list of materials on **BLM 25** and send it home. (Some children may like to print or draw a list on a copy of this.)



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Working on the Sculpture

Place the collected materials at the Sculpture/Building Centre. Depending on

the abundance of materials and the space in your classroom, you may have children rotate through the Centre over the course of weeks, or have children devote a large block of time to creating sculptures. You may decide to encourage children to create a sculpture that is tied to a theme that you are working on in other areas of the curriculum. Or, you may simply invite children to create a sculpture on a subject of their own choosing.

Sharing

Arrange for a place to display sculptures as they are completed. Meet as a large group so that the creators can describe their sculptures. To encourage children to reflect on their work, ask:

- What do you call your sculpture?
- What did you use to make it? Are there other materials that you wished you had?
- Did you have any problems when you were making it? What did you do to solve that problem?
- Is there anything that you would do differently next time?
- Do you see another sculpture that reminds you of yours?

Extension

- Take photographs (or have children draw pictures) of sculptures they are proud of. These recordings can be posted (with captions) near the sculptures.
- As a group, look at artwork created by artists in the community. Discuss the materials used in any sculptures you view.

This Exploration works well with Stand-Alone Activity 27: "A Scene of Sculptures" on page 141.

LEARNING OPPORTUNITIES

Students will:

- demonstrate understanding of a story by making predictions
- identify some features of books and other written materials
- make connections between their own experiences and those of storybook characters

YOU WILL NEED

- clay, rolling pin, paper, wood, sandpaper, wool, a box
- glue and scissors
- paint and paintbrushes

TEACHING tip

To introduce and reinforce the materials, the actions, and the vocabulary, you could have on hand some clay that you could roll (and roll and roll), some paper that you could glue (and glue and glue), some wood, and so on.

Setting the Scene

Encourage the children to identify and talk about the activities they enjoy in the classroom. Show the children the cover of the book and point out the words in the title. Say:

- This story is called *The Plan*.

Ask:

- What is a plan?

Explain:

- In this story, Max has an idea for something he wants to make at school. So, he makes a plan in his head.

Ask:

- How does the picture on the cover help you to know what Max is planning to do?
- Why is it sometimes a good idea to make a plan before you start to do something?

Hand out copies of the book to the children. As they look at the cover, remind them of the title of the story. Have them point to the words as you say them: *The Plan*. Ask:

- How many words are in the title? That's right, there are two words: *The Plan*...1, 2.

Have the children look at the cover picture and talk about what they see. Encourage a variety of responses. To keep the children focused on getting meaning from pictures, follow each response by asking, "Why do you think that?"

Reading the Text

Picture Walk

Say the title once again while pointing to the words, and have the children open their copies of the book to page 2. Ask:

- What is Max doing? Yes, Max seems to be thinking about something.

Ask:

- What do you think he is thinking about? Yes, he's probably thinking about what he's going to make. He's making a plan.
- What do you think Max's plan might be?

Look at page 3. Say:

- Look at the picture. Max gets some clay.

Ask:

- What does he do? Yes, he rolls and rolls and rolls. Max likes to roll clay.

Turn to page 4. Ask:

- What does Max get now? Yes, Max gets some paper.
- What does he do with the paper? Yes, he glues and glues and glues.
- What does Max like to do? Yes, Max likes to glue paper.

Look at page 5. Ask:

- When Max gets some wood, what does he do? Yes, he sands and sands and sands.
- What does Max like to do? Yes, Max likes to sand wood.

Turn to page 6. Ask:

- When Max gets some wool, what does he do? Yes, he cuts and cuts and cuts.
- What does Max like to do? Yes, Max likes to cut wool.

Look at page 7. Ask:

- When Max gets some boxes, what does he do? Yes, he paints and paints and paints.
- What does Max like to do? Yes, Max likes to paint boxes.

Then ask:

- Do you think his plan worked? Why do you think so? Why don't you think so?

OBSERVING FOR ASSESSMENT

During independent reading, you can assess specific reading behaviours and make anecdotal notes of your observations. For example, does the student:

- show an interest in reading the book independently?
- use picture clues to assist when necessary?
- make use of memory to recall story sequence?

TEACHING tip

As the students talk about Max's plan, ask them whether they think Max knew all along that he would become messy. This can lead into a discussion about making a mess. Affirm that it's OK to be a bit messy when working on an art project, and make some suggestions about when to be tidy.

Turn to page 8. Ask:

- Did his plan work?

Say:

- Yes, his plan worked.

Ask:

- How can you tell from the picture? What did Max make?

Independent Reading

Invite the children to go back to the beginning of the story on page 2. Have them read the book independently from beginning to end with as little assistance as possible.

After Reading

Then, say to the children:

- Max rolled the clay, he glued the paper, he sanded the wood, he cut the wool, and he painted the boxes. What did he make?

Ask:

- Have you ever rolled clay (ask for a show of hands), glued paper, sanded wood, or painted boxes?

Revisit the Story

Discuss the story by asking open-ended questions, such as:

- Was there anything in the story that surprised you? Why were you surprised?
- Which picture was your favourite? Why?

Engage the children in recalling specific information from the story. Ask:

- What did Max do with the clay? with the paper? with the wool? with the boxes?
- When he put all the materials together, what had he made?
- In the picture on page 8, everyone is smiling. Why?

To reinforce their understanding of the events in the story, provide children with a copy of *The Plan* and BLM 26.



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Reinforce the Story

Have the children retell the story in their own words, using the pictures to guide the sequence.

Children can reinforce the sequence of events by ordering the sentences on BLM 27.



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As a Group

LEARNING OPPORTUNITIES

Students will:

- use pictures to represent ideas
- show skill in cutting, pasting, and painting

YOU WILL NEED

- mirror
- paper and paint

OBSERVING FOR ASSESSMENT

Encourage students to describe their portraits.

Can the student:

- explain why he or she chose certain colours and shapes?

LEARNING OPPORTUNITIES

Students will:

- use sculptures to represent ideas
- experiment with new techniques and materials
- share materials and respect the work of others

YOU WILL NEED

- different sized boxes, tubes, paper, egg cartons
- materials such as string, wool, feathers, etc.

OBSERVING FOR ASSESSMENT

Does the student:

- share materials and build on the ideas of others?
- think of ways to use materials in different ways?

Activity: Make Yourself

Have children recall what Max created in the story *The Plan* (a sculpture of himself). Ask:

- Did the sculpture look like Max? Do you think he did a good job?

Invite the children to make a representation of themselves using paint (or crayons). You can introduce the word *portrait* into the discussion.

Before children start to draw, they may want to look at themselves in the mirror to review the colour of their eyes, the colour and length of their hair, and their skin tone. Children may look for other distinguishing features (for example, freckles, eyeglasses, missing teeth). Some children may want to outline themselves using pencil before putting brush to paper.

Make a mirror available as children work so that they can continue to check on their appearance.

As children work, consider playing some background music (see *Kindergarten Audio CD Tracks 11–22*). Ask children to share how they feel about the music that is playing.

When the portraits are complete, post them and invite children to describe themselves. You could post them and have children try to guess who is who.

Extension

At other times children can use other materials to create self-portraits. For example, they can use the materials at the Sculpture/Building Centre, or they can cut out construction paper shapes.

Activity: A Group Sculpture

At the Sculpture/Building Centre, tape a sturdy carton to the table so that children can reach it easily from all sides. Explain that the box is the beginning of a group sculpture. Show children the collected materials and say:

- You are going to be working on a group sculpture. Are there any other materials that you would like to have?

Interested children can attach things to the carton to create a sculpture. Set a limit to the number of children (3 or 4) who can be working there at one time. At the end of each day, you can invite children to comment on changes, and think about future plans. Ask:

- How has the sculpture changed? Who added something? How did you attach it?
- Do you think this sculpture is finished? Why?

- What do you think should still be added to the sculpture? What materials do you think we need now?

On the day that the children decide that the sculpture is complete, move it to the Paint Centre. Interested children can paint the sculpture.

Extension

Photograph the completed sculpture. Encourage children to describe the materials used, and the shape and colour of the sculpture. Post the description with the photo. As additional sculptures are created, you can assemble the photos and descriptions into a class book.

This Extension works well with Stand-Alone Activity 28: "Clay Creations" on page 142 and with Stand-Alone Activity 30: "Art Appreciation" on page 144.



As a Group

LEARNING OPPORTUNITIES

Students will:

- listen and respond to others in a variety of contexts (e.g., take turns speaking in a group)
- follow simple directions and respond to familiar questions

YOU WILL NEED

- riddles printed on strips of chart paper

LEARNING OPPORTUNITIES

Students will:

- show understanding of written materials that are read to them
- listen and respond orally to language patterns in stories

OBSERVING FOR ASSESSMENT

Does the student:

- listen and respond to others (e.g., take turns speaking in a group)?

Activity: What Am I?

Using the materials identified in the story and the verbs associated with them, help the children to create *What Am I?* riddles, for example:

- You can sand and sand and sand me. What am I?
- You can roll and roll and roll me. What am I?
- You can cut and cut and cut me. What am I?
- You can paint and paint and paint me. What am I?
- You can glue and glue and glue me. What am I?

Invite a volunteer to stand and ask his or her riddle. Then call on a volunteer to guess the answer. If the respondent gets the correct answer, that child can ask the next riddle.

Extension

Print the riddles on strips of chart paper. Turn the strips over so that the children can't see what they're choosing. Have a child choose a paper strip at random, turn it over, read the clue, and invite the other children to provide the answer.

This Extension works well with Stand-Alone Activity 8: "Solving Problems Together" on page 123.

Activity: Max Likes To...

Organize the children into three groups of equal size. Tell them you are all going to chant the action sentences from the story. For example, using page 3, say:

- Max gets some clay.

Then the first group responds:

- He rolls...

The second group continues:

- and rolls...

And the third group continues:

- and rolls.

The whole class can then join in to say:

- Max likes to roll clay.

Repeat until the end of the story.

Extension

- The children can mime the action as they speak the words.
- Suggest that the children say the action words in a way that sounds like the action. For example,
 - He rooooooolls...
 - He ss-ss-ss-and...

This Extension works well with Stand-Alone Activity 10: "Acting Out a Story" on page 124.

The Plan

BLM 26

My name is _____

Circle Yes or No.

Max has a plan. Yes No

Max likes to roll clay. Yes No

Max likes to sand paper. Yes No

Max likes to glue wood. Yes No

Max likes to paint wool. Yes No

Max likes to cut boxes. Yes No

His plan worked. Yes No

My name is _____.

Cut and put in order.

1. Max has a plan.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

7. His plan worked.



He rolls and rolls and rolls.

He paints and paints and paints.

He sands and sands and sands.

He glues and glues and glues.

He cuts and cuts and cuts.