

# Imagine!

**Unit Understandings:**  
Creativity and imagination are important parts of our life.

**Transfer Goals :**  
Creativity and imagination are important parts of our life.



*What facts, from various subject areas help to illustrate the Big Idea?*

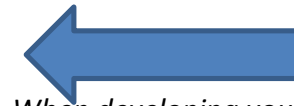
**Content:** (What will the students know? What content from the subject areas listed in the Big Ideas do students need to know? Content can change over time)

- writing processes
- features of oral language
- Story/text: forms, functions, and genres of text, text features, literary elements, literary devices, evidence

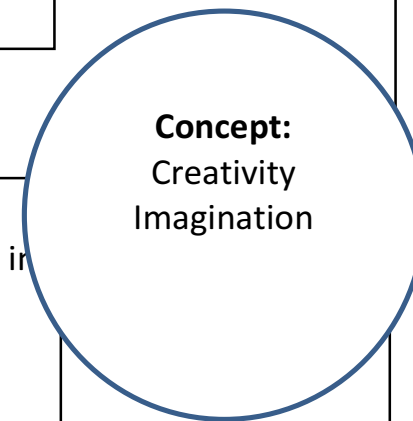
**Core Competencies: Creative Thinking, Communication**  
I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.

I can develop a body of creative work over time in an area of interest or passion.

I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. I am becoming an active listener; I ask questions and make connections. When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles and responsibilities. I recount and comment on events and experiences.



*When developing your overarching Big Idea, think about what concepts the big ideas from different content areas have in common?*



*What skill(s) could you focus on developing while investigating this Big Idea?*



**Big Ideas:** (Choose one Big Ideas from the Ministry website or choose several from more than one subject area.)

*Using language in creative and playful ways helps us understand how language works. (ELA 4/5)*

*Creative expression is a means to explore and share one's identity within a community. (Arts 4)*

*Engaging in creative expression and experiences expands people's sense of identity and belonging. (Arts 5)*

**Curriculum Competencies:**

- Consider different purposes, audiences, and perspectives in exploring texts
- Apply a variety of thinking skills to gain meaning from texts
- Identify how differences in context, perspectives, and voice influence meaning in texts
- Recognize the role of language in personal, social, and cultural identity
- Recognize how literary elements, techniques, and devices enhance meaning in texts

**Essential Questions:** (What concept(s) are important for students to understand?)

*How can I express my creative ideas effectively in oral and written language?*

**First Peoples Connections:**

*-Oral story telling*  
*-Importance of place for story, meaning*

## STAGE 2 – EVIDENCE OF LEARNING

### ASSESSMENT

#### Performance Task:

Create a class book, modeled on “imagine a place” book (by Sarah Thomson and Rob Gonsalves)  
-Each student creates writing and art for one page of the book

#### Formative Assessment:

-Participation in classroom activities: reading circles, listening to peers, reading stories, etc.  
-Planning and drafts of story writing : editing and revising  
-Journaling: students write weekly journals and choose one to hand in  
-Teacher observation in class

#### Summative Assessment :

-Creative story: “What happens on your perfect day”?  
-Story telling – share story out loud with the class  
-Journaling: students hand in one journal assignment (they choose the best from the unit)

## STAGE 3 – LEARNING PLAN STAGE 3 – LEARNING PLAN

### LESSON PLANNING

#### Unit hook:

1. Circle: Ask students to share out what imagination means to them and
2. Project definition of “Imagination”
3. Discussion: do the class definitions / real definitions line up? What is different/ what is the same?
4. Read Story book *Imagine* (Bart Vivian)

#### Resources:

##### Books:

*Imagine* (Bart Vivian)  
*Imagine a Day* (Thomson, Gonsalves)  
*Imagine a Place* ( Thomson, Gonsalves)  
*Imagine a Night* ( Thomson, Gonsalves)

LEARNING PLAN				
WEEK	Activities	Essential Questions	Essential Understandings	Evaluation
Unit Hook	(See above)	What is imagination ?	Imagination is unique for each person Definition of Imagination	Individual Write Formative : Participation in circle
Week 1: Imagine	<ul style="list-style-type: none"> <li>Re-read book <i>Imagine</i></li> <li>Journal entry : choose one statement from the book <i>Imagine</i> and finish the statement and add illustrations. What would happen? What would it look like? What do you see?</li> <li><i>Statement options: "Believe that you can be..." , "Dream of adventures..." , "Imagine that your tree house is more than just a tree house..."</i></li> </ul>	What is imagination ?	Imagination is unique for each person Definition of Imagination	Journal entry Formative: participation in class activities/ discussions
Week 2: Imagine a Day	In Circle: <ul style="list-style-type: none"> <li>Share your idea of the perfect day</li> <li>Read book: <i>Imagine a Day</i></li> <li>Journal entry: Describe your perfect day (with illustrations)</li> <li><i>Option: Invite Artists for Kids to teach lesson on illustrations/ depth perception?</i></li> </ul>	What do you like about your days?  What makes a day good?	Everyone's day is different (even if the experiences are the same)  Everyone has different ideals	Journal entry Formative: participation in class activities/ discussions
Week 3: Imagine a Night	In Circle: <ul style="list-style-type: none"> <li>Share your idea of the perfect night</li> <li>Read book: <i>Imagine a Night</i></li> <li>Journal entry: Describe your perfect night (with illustrations)</li> </ul>	What do you like about your nights? What is darkness? How does it make you feel? What makes a night good?	Everyone has a different evening routine  Some people like the night, some people find it scary	Journal entry Formative: participation in class activities/ discussions
Week 4: Imagine a Place	<ul style="list-style-type: none"> <li>Guest speaker: Henry (TWT) – share place-based story</li> <li>Circle talk: on importance of place, places that are important to students</li> <li>Students share is a place that is important to them</li> <li>Journal entry : Imagine a place that you love/ that is magical</li> <li>Venn diagram based on places that are important to you</li> </ul>	What is the importance of place?  What place is important to you?	Importance of place in First Nations cultures Importance of place to you Identifying places that are important to you and why	Journal entry Formative: participation in class activities/ discussions
Week 5: Imagine a Place	<b>Final journal entry</b> : Choose one journal entry to perfect <ul style="list-style-type: none"> <li>Working on final draft: drafting, editing, proof reading</li> </ul> <b>Start class book assignment:</b> <ul style="list-style-type: none"> <li>Working on illustrations for class book</li> <li>Write description of place for class book</li> </ul>	What is the importance of place?  What place is important to you?	Good copies of writing require revision  Drawing and illustrations elaborate on our ideas and provide the reader with a picture  Identifying places that are important to you and why	Final assignment (class book)  Good copy: one journal assignment
Week 6: Imagine a Place	<ul style="list-style-type: none"> <li>Finishing good copy of journal</li> <li>Finishing their statement / illustration for class book "Imagine a place..."</li> <li>Sharing stories in a circle</li> </ul>	What is the importance of place?  What place is important to you?	Good copies of writing require revision  Drawing and illustrations elaborate on our ideas and provide the reader with a picture  Identifying places that are important to you and why	Final assignment (class book)  Good copy: one journal assignment  Sharing story with the class

## TEACHER REFLECTION

**What aspects of the unit went well?**

**What did students struggle with?**

**What did you struggle with?**

**What would you add/revise the next time you taught this unit?**

**Were there any unintended outcomes?**

**Were students engaged?**