

Can I Play Too?

WCBF K-1

Objective: Students recognize that, regardless of a difference, everyone can be included.
Materials needed • <i>Can I Play Too?</i> Mo Willems
IRP PLO(s) addressed: Grade K, English Language Arts A2: <i>engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences</i> Grade K, Health and Career Education C4: <i>differentiate between positive and negative behaviours in relationships</i> Grade K, Social Studies A1: <i>participate co-operatively in groups</i> Grade 1, English Language Arts A1: <i>use speaking and listening to interact</i> Grade 1, English Language Arts A2: <i>use speaking to explore, express, and present ideas, information, and feelings</i> Grade 1, English Language Arts A5: <i>use strategies when expressing and presenting ideas, information, and feelings</i> Grade 1, English Language Arts A9: <i>use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas</i> Grade 1, Health and Career Education C5: <i>differentiate between positive and negative behaviours in friendships</i> Grade 1, Physical Education C3: <i>work co-operatively with others during physical activity</i> Grade 1, Social Studies A2: <i>participate co-operatively and productively in groups</i> Grade 1, Social Studies A5: <i>identify strategies to address relevant school-based problems</i>

	Teacher guide	Student guide
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Opening	Time 2 min	Show class the cover of <i>Can I Play Too?</i> Ask students to make predictions about the characters and the story.	Students make predictions based on the cover of the book.
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Pre-Activity	10 min	Read <i>Can I Play Too?</i> by Mo Willems	Students listen.
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Activity	10 min	<p>Ask students to remember a time when they included someone who was feeling alone or left out. Ask, “Why do people get left out?”</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • People think they’re not good at playing the game • People don’t know how to play the game <p>Ask students to list some of the games or activities they like to do at recess and lunch.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Tag, soccer, hide and seek <p>Pick some of the games the students play and ask them how they can include someone who has difficulty playing the game.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • For tag, if a classmate has difficulty running fast, give them a head start. • For soccer, show them how to kick the ball and let them kick the ball into the field after each goal. • For hide and seek, have two people hide and also seek together and help each other stay hidden and then find others. 	<p>Students share why people get left out.</p> <p>Students share what games they like to play.</p> <p>Students share their ideas on how to include others in their games.</p>
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Closure	15 min	Go outside to the playground and play one of the games the students listed and play the modified version so that everyone is included. For example, play hide and seek and every player is in a pair.	Students play a game together and see that the games they play can still be fun even with changes made to accommodate others.
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Extension Activity:

⇒ Students report back with examples of activities they changed so that everyone can play.

Reflection: What went well? What needs to be changed for next time? What did I observe about my students? What would better facilitate my teaching of this topic? What needs to be considered for subsequent lessons on this topic?