

Splash, *here comes a* Dolphin!

LESSON PLANS

FROM: THE POWER OF STORY, VOLUME 2



Kathleen Welsh was born on August 31, 1966. She lives with her parents in Niagara-on-the-Lake. Her endless accomplishments as a swimmer highlight her commitment to hard work and a positive attitude.

“In order to be a winner, listen to your coaches and train hard.” KATHLEEN WELSH

Background Information

Dynamite is a metaphor meaning energetic, effective, and go-getting.

Strokes refers to swimming movements e.g., back stroke, front crawl, breast stroke.

Niagara-on-the-Lake is a town located in the Niagara Peninsula, which borders Lake Ontario.

Special Olympics is an international athletic competition (involving field events, swimming, etc.) for people who are physically and/or mentally challenged.

Down syndrome is a developmental disability first described by Dr. John Langdon Down.

In a small town called Niagara-on-the-Lake, there lived a young girl named Kathy. She was born with Down syndrome. Kathy had a special talent. She was a dynamite swimmer. She had a pool at home. Her family was always there, cheering her on stroke by stroke.

Kathy swam like a dolphin, gliding through the water perfectly. She held her breath like a dolphin. Kathy practised for many hours with

her team. She loved the water. She enjoyed splishing and splashing. She trained every day. She never gave up. Kathy always did her very best.

During Kathy's swimming career, she entered many competitions. One exciting competition was the National Special Olympics in Calgary. What an amazing experience! The crowds cheered. The medals sparkled. Her team was always close by to cheer her on. She wore her medals proudly.

By Staceyanne Grochowina

Now Kathy is retired from competitive swimming. She continues to swim for fun in her spare time. She is always willing to lend a hand to others who enjoy this sport. She strongly believes that to be a winner, one must listen to the coach and train hard. When Kathy thinks back to her career as a swimmer, she describes herself as

Kathy
Enthusiastic Hard working
Training Competing Swimming
She swims like a dolphin.
A winner!

Expectations of Kindergarten (Junior and Senior)

Language

OC5 ask questions, express opinions, and share ideas.

OC8 demonstrate awareness of individual sounds and sound patterns in language (e.g. rhyme, alliteration).

Reading

R2 respond appropriately to a variety of materials read aloud to them (e.g. frequently told stories, familiar poems, letters).

Personal and Social Development

SASR1 recognize personal strengths and accomplishments (e.g. ability to print their own names, count objects, sing a song);

SASR2 identify and talk about their own interests and preferences (e.g. favourite activities, toys, stories).

Health and Physical Activity

HPA6 identify and apply basic safety rules (e.g. rules related to the school bus, traffic, electrical appliances).

HPA8 demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed (e.g. from parent, teacher).

Suggested Activities

- Share ideas and discuss the main points of the story as a class. Then collaboratively complete a Storyboard. A Storyboard model and instructions are provided.
- Use a Storyboard technique to create a class book. Discuss various language conventions and literary concepts (e.g. sight word vocabulary, characters, etc.)
- Discuss similarities and differences that exist between poetry and prose. Prepare a chart for discussion and comparison.
- Create/write a personal poem. Bind copies of the poems to form a book. Depending upon the size of the class and ability, this activity may be pursued with parents/caregivers for assistance. Share the poems with classes. Students can practise asking and answering questions.
- Use a diagram, like the example provided, (All About Me!) to explore each student's personal likes, dislikes, and strengths.
- Discuss the word "disabled" using the book *What's Wrong with Timmy?* by Maria Shriver.
- As a class, discuss how each student is similar, different, yet unique. Have students draw

pictures of themselves being a good friend or neighbour to someone who would appreciate their help. As a starting point, use Pat Thomas's books *My Friends and Me: A First Look At Friendship* and *Don't Call Me Special: A First Look At Disability*.

Extensions

- Sing a song about swimming. For example, "Swimming. Swimming in a swimming pool, when days are hot when days are cold in the swimming pool. Breast stroke, Side stroke, Fancy diving too...". Add actions.
- Read books and discuss bicycle safety, politeness at school and at home, and the importance of seeking adult assistance when lost or alone. Include *Franklin Rides a Bike*, by Paulette Bougeois and Brenda Clark, *The Berenstain Bears Forget Their Manners*, by Stan and Jan Berenstain and *Just Lost*, by Gina and Mercer Mayer.
- Discuss rules for pool and health safety (e.g. sun protection) as a class. Ask students to draw themselves following the rules developed. The book *Block the Sun Not the Fun!*, by Ellen Feinman Moss with illustrations by Susan Tebbutt explains the importance of sun protection. This book is written in rhyme, which may also complement various language activities, e.g. identifying words that rhyme, the written structure, etc.
- Invite a Red Cross swimming instructor as a guest speaker to talk about the sport, competitions, or water safety.

Storyboard Technique and Steps

The Storyboard technique provides an excellent opportunity for both students and teachers to work together and create a classroom storybook. Every week, a new storybook can be introduced. The creation of a Storyboard is a shared experience on an artistic and linguistic level. As illustrated, teachers write simple stories, featuring new site vocabulary, rhyming words and other language related concepts. Each page can be written and/or typed on large paper, which can then be easily displayed on the chalkboard. As a result, the pages are visible to all students during shared reading time. The illustrations can be drawn by a different set of students each week. After both the reading and illustrations have been completed, the book can be stapled and/or coiled for future use.

Steps when using a computer

- Open your computer's word processing program.
- Click File, then Page Set-up.
- Click Landscape (page format) and click Letter 21.6 cm X 27.9 cm. Click OK.
- Choose a bold, highly visible font.
- Choose a large font size.
- The page should also be justified to the left.
- Begin writing your story. Remember to keep the language grade-appropriate. Explore a variety of topics and language conventions. Each story can begin with a title page by simply changing the font and size.

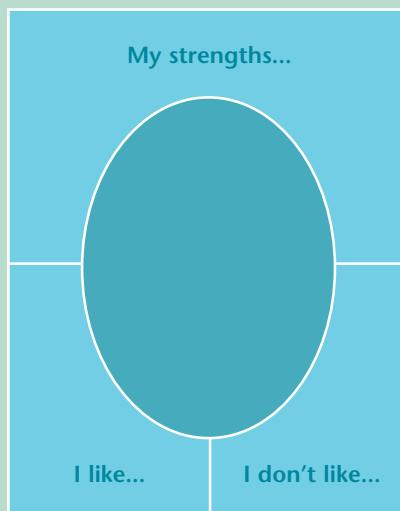
Examples

Splash, here comes a dolphin!



All About Me!

Explore and illustrate your likes, dislikes and strengths. Draw a picture of yourself in the middle oval shape.



The Power of Story Volume 2, contains more examples. ETFO © 2003

Resources

- Berenstain, Stan and Jan. *The Berenstain Bears – Forget Their Manners*. Toronto: Random House. 1985. ISBN: 73997-90026
- Bourgoise, Paulette, and Brenda Clark. *Franklin Rides a Bike*. Toronto: Kids Can Press, Ltd. 1997. ISBN: 155074-354-6
- Canadian Down Syndrome Society www.cdss.ca
- Mayer, Gina and Mercer. *Just Lost!* New York: Golden Book. 1994. ISBN: 93-73533
- Moss Feinman, Ellen. *Block the Sun Not the Fun*. Scholastic. 2000. ISBN: 0-9683303- 5-5
- Shriver, Maria. *What's Wrong with Timmy?* Little Brown & Co. 2001. ISBN: 0316233374
- Thomas, Pat. *My Friends and Me: A First Look at Friendship*. Barron's Educational Series. 2001. ISBN 0-7641-1763-7
- Thomas, Pat. *Don't Call Me Special: A First Look at Disability*. Barron's Educational Series. 2002. ISBN 0-7641-2118-9
- Tuomela, Jessica. *Don't Sit Back Go for It*. Power of Story Volume I. Toronto: Elementary Teachers' Federation of Ontario. 2002. (Read aloud)

Facts About Down syndrome

- The correct spelling is Down syndrome. There is no apostrophe 's' (Down). Dr. John Langdon Down provided the first formal description of the syndrome. Note that the "s" in syndrome is not capitalized.
- Down syndrome is the most common chromosomal abnormality, occurring once in every 800 births. The exact cause is unknown.

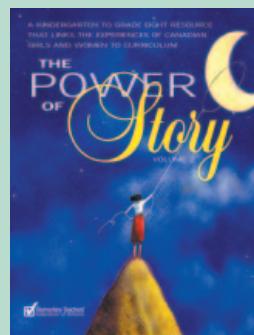
“Swimming Swimming in a Swimming Pool, when days are hot when days are cold in the swimming pool. Breast stroke, Side stroke, Fancy diving too...”.

- Approximately 80 percent of babies with Down syndrome are born to women under 30 years of age.
- 30 percent to 50 percent of the individuals with Down syndrome have heart defects and 8 to 12 percent have gastrointestinal tract abnormalities present at birth. Most of these defects are now correctable by surgery.
- There is a wide variation in mental abilities, behaviour, and physical development in individuals with Down syndrome. Each individual has his or her own unique personality, capabilities, and talents.

Adapted from www.cdss.ca – the website of the Canadian Down Syndrome Society.

The *Power of Story*, Volume 2, was written by Carol Brown, Algoma; Pat Wright, Niagara; Maedith Radlein, Waterloo; Joan Beecroft, Bluewater; Staceyanne Grochowina, Niagara; Robyn Turgeon, Thames Valley; Sherry Ramrattan Smith, ETFO Staff.

The Power of Story, Volume 2, will be available from shopETFO early in 2004. ShopETFO on line at www.etfo.ca or call 416-962-3836/1-888-838-3836.



Storyboard Rubric

Name of Student: _____

	Level One	Level Two	Level Three	Level Four
Listening and Comprehension Skills	Student demonstrates difficulty in listening and in understanding the story: does not respond to teacher-directed questions.	Student demonstrates satisfactory listening skills and understanding of the story: tries to respond to teacher-directed questions.	Student demonstrates good listening skills and comprehension of the story: periodically answers teacher-directed questions.	Student demonstrates attentive listening and understanding of the story: regularly responds to teacher-directed questions, and asks questions or shares relevant information or experiences.
Illustrations	The illustrations do not relate to the story. Fine motor skills are not demonstrated.	Student's illustrations reflect a satisfactory re-telling of the story. Minimal fine motor skills are demonstrated.	Student's illustrations generally reflect the written text, and demonstrate age-appropriate motor skills.	Student's illustrations reflect the written text and demonstrate highly refined motor skills.