

My Heart

Lesson Plan

K - Year 6

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Learning:

- our hearts can feel all sorts of different emotions;
- our hearts are our guides to what we need at various times;
- all feelings are normal and ok and come and go in our lives;
- we can learn to listen to our hearts;
- we all get to decide how we feel at any point in time;

Before reading:

- ask children if they know where their hearts are. Show them on your own body and together all put your hands on your own hearts;
- ask children why our hearts are important (pump blood around the body);
- we also talk about our hearts being broken (when we're sad) or full/happy when we're happy. Why do we do this? Do hearts really break? (we can sometimes feel emotional pain and sadness like a heaviness or pain in our chests and happiness and joy like a swelling, bursting feeling in our chests where our hearts are);
- tell children you are going to read a book about how our hearts feel;

After reading:

- what did you think about the book? What do you think is the message of this book?
- what do you notice about how the book is written (rhyming verse). Re-read the first pages to the children: *My heart is a window, my heart is a slide. My heart can be closed or opened up wide*;
- re-read the last 5 pages. What do you notice about them? (they rhyme and the rhyme is similar to the rhyme in the first pages of the book);
- what are some of the things the author says your heart can be? (tiny, open, a puddle, etc). Show the children these pages and read them again. What does the author mean when she says these things?
- tell younger children that sometimes we call something (like a heart) something that it isn't (a fence) in order to describe what it can do (keep us separate from other people when we feel sad) really well. We call this a **metaphor** (write the word on the class whiteboard);
- ask older children if they remember what it's called when we describe things as being something they are not (**metaphor**). Together, list on the class whiteboard some of the metaphors used in the book;
- why do you think the author/illustrator wrote the book?
- what do you notice about the illustrations? Why do you think the author/illustrator chose to use only white, grey, black and yellow?
- invite children to share how they are feeling with the class: how does your heart feel today?

Activities:

- younger children draw a picture in response to the story, adding some words or a sentence, according to ability;
- children write about their hearts: what their heart is like, what makes it grow, how it guides them;
- older children can write and illustrate a verse in the style of the book, using metaphor to describe the way their hearts feel;

A Lesson on Metaphors: Years 2-6

This book is a great springboard for discussing and teaching the literary device of metaphors, or for reviewing metaphors with older students:

- ask older children if they remember what it's called when we describe things as being something they are not (metaphor);
- why do we use metaphors? What is their effect on the description?
- together, list some of the metaphors used in the book on the class whiteboard;
- why do you think the author/illustrator used metaphors in writing the book?
- discuss other possible metaphors for the heart (a stone, heavy and hard; a butterfly, fluttering with hope and happiness; a balloon, swelling with joy);
- children write and illustrate a verse about how their heart feels in the style of the book using at least one metaphor;

Notes: