

Lesson Title: Our Dreams Take Flight!

Grade Level: Adaptable for Elementary and Middle School Grades

Learning Objectives: Students will be able to:

- Identify their dreams and aspirations.
- Recognize the qualities and strengths needed to achieve their goals.
- Understand the role of self-confidence in reaching their aspirations.
- Discuss potential challenges they might face in pursuing their dreams.
- Express their dreams through visual art.
- Share their aspirations and artwork with peers.

Materials:

- Card stock (various sizes and colors)
- Markers, crayons, colored pencils
- Scissors
- Glue
- Ribbons, strips of crepe paper (party streamers), strips of tissue paper, yarn
- Optional: Hole punch, string or yarn for hanging
- Confidence-inspiring books such as "Born to Sparkle: A Story About Achieving Your Dreams" by Megan Bomgaars and Pete Olczyk or "Nigel and the Moon" by Antwan Eady and Gracey Zhang" (for adaptation)

Lesson Procedures

1. Introduction (10-15 minutes):

- Begin by asking students about their dreams and aspirations. What are some things they hope to achieve in their lives, big or small? What careers or activities excite them?
- Facilitate a class discussion around the qualities needed to achieve these dreams. What kind of person do they need to be? What skills might be important?
- Lead the conversation towards identifying their own strengths. What talents and abilities do they already possess that will help them on their journey to becoming their best selves?
- Discuss the importance of self-confidence. How can believing in themselves help them overcome challenges and do well in life?
- Introduce the topic of challenges: Ask students to think about potential difficulties or obstacles they might encounter while trying to achieve their dreams. Brainstorm some common challenges (e.g., lack of resources, fear of failure, needing to learn new skills).

2. Exploring the Metaphor (10-15 minutes):

- Introduce the metaphor of "taking flight" and "aiming high" in relation to their dreams. Explain how these idioms represent the idea of pursuing goals with enthusiasm and ambition.
- Younger Students Adaptation: Ask younger children to physically act out these idioms. What might it look like to "take flight" with a dream? How can they show "aiming high"?
- Middle School Students Adaptation: Engage middle school students in a brainstorming activity to think of other idioms that imply achievement, such as "reaching for the stars," "knocking it out of the ballpark," "floating on cloud nine," "hitting the bullseye," etc. Discuss the meaning behind these expressions. As an extension, students can think of an idiom and illustrate its literal meaning alongside a visual representation of how it connects to achieving their goals.

3. Creating Dream Kites (25-30 minutes):

- Instruct students to take a piece of card stock and create a picture that shows them doing something they love, an activity they dream of doing, or a future career they aspire to have.
- Once their drawings are complete, guide them in turning their pictures into kites. Have them cut out their drawings in a kite-like shape (if not already). On the back of their drawings, they can glue ribbons, strips of crepe paper (party streamers), strips of tissue paper, or yarn to act as the kite's tail. For younger students, you might pre-cut kite shapes for them to draw on.

4. Sharing Our Dreams (15-20 minutes):

- Ask students to present their dream kites to the class. Encourage them to talk about the picture they created, explain what their dream is, and briefly mention any challenges they think they might face in achieving it.

5. Taking Flight Together (5-10 minutes):

- Once everyone has had a chance to present, gather the kites. Explain that, like their dreams, these kites are ready to "take flight."
- Hang the kites from the classroom ceiling using string and tape (you may need to punch a small hole at the top of each kite), or hang them along a clothesline across the room.
- Optionally, create a bulletin board titled **"Our Dreams Take Flight!"** and display the kites along with written statements from the students about their dreams, the qualities that will help them achieve them, and perhaps one challenge they anticipate. This visual display will serve as a reminder that dreams can become reality when we have self-confidence and use our strengths to work toward them, even when facing obstacles. Teachers should also consider documenting their process and sharing it on the bulletin board.

Mississippi State Standards Alignment:

Language Arts:

- Elementary Grades:
- CCRS.ELA.SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (Speaking about their dreams and kites)
- CCRS.ELA.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Presenting their kites)
- CCRS.ELA.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (Explaining their dream pictures and challenges)
- CCRS.ELA.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (Optional dream statements on bulletin board)
- CCRS.ELA.W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Optional dream statements)
- CCRS.ELA.L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (Introduction to idioms)
- Middle School Grades (6-8):
- CCRS.ELA.SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, details, and examples. (Presenting their kites, dreams, and challenges)
- CCRS.ELA.SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. (Presenting their kites, dreams, and challenges)
- CCRS.ELA.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Optional idiom explanations or detailed dream and challenge statements)
- CCRS.ELA.L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Discussion of idioms)

Math:

- Elementary Grades:
- CCRS.Math.K.G.2: Correctly name shapes regardless of their orientations or overall size. (Identifying the kite shape)
- CCRS.Math.1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Creating the kite shape from a drawing)
- Middle School Grades:
- CCRS.Math.7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (Potentially2 if incorporating scale into kite design – adaptable)

Adaptations:

- Read and discuss a confidence-inspiring book such as "Born to Sparkle: A Story About Achieving Your Dreams" by Megan Bomgaars and Pete Olczyk or "Nigel and the Moon" by Antwan Eady and Gracey Zhang".
- Have students think of idioms and then illustrate them, both literally and in a way that portrays their intent. For example, they would draw a barrel with "Haha" written several times inside and then draw themselves having fun at an activity to illustrate "a barrel of laughs."

Assessment:

- Observe student participation in discussions, including their willingness to share potential challenges.
- Review student-created kites and their presentations.
- Assess optional written dreams and challenge statements or idiom illustrations for understanding of concepts.



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