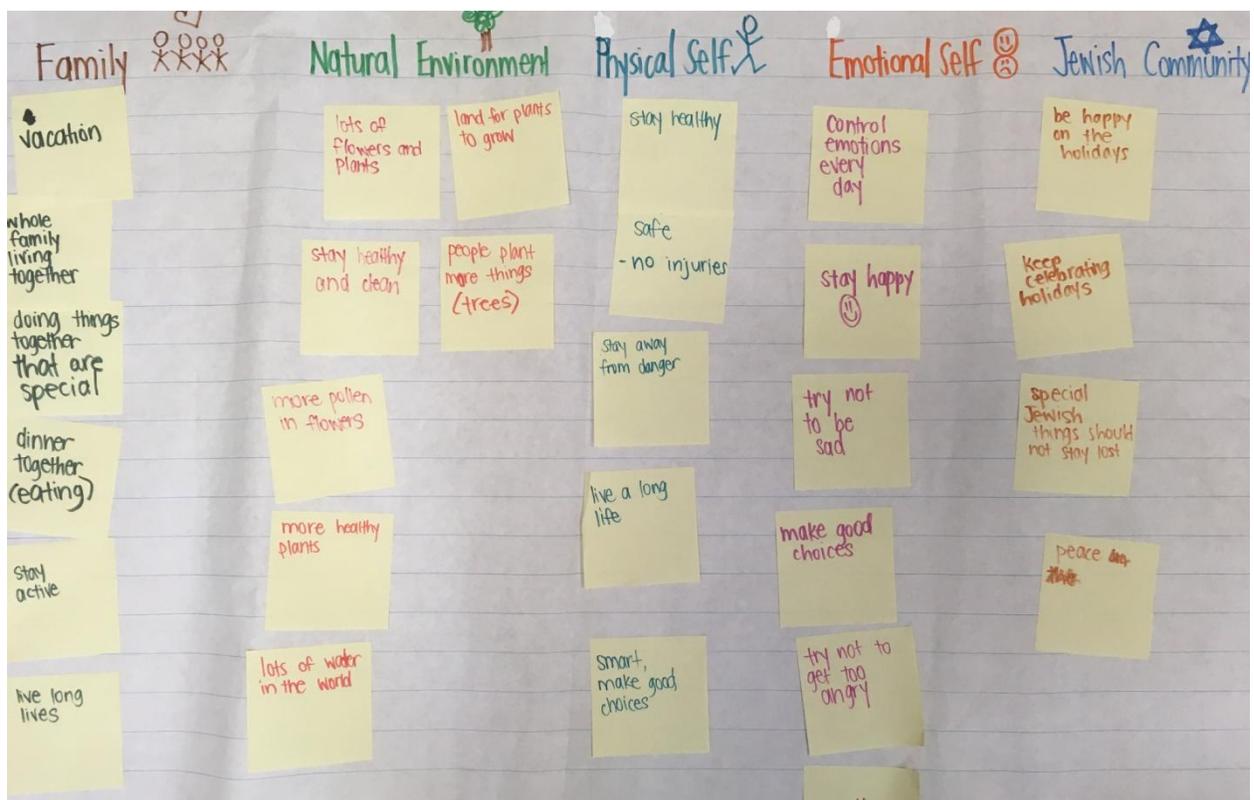


Senior Kindergarten Chai celebration project

In beginning this project, students discussed the differences between dreams that one has while sleeping (which we cannot control) and dreams that one has while awake (which we can control).

As a class, they created a graphic organizer, with topics drawn from previous Integrated Units of Study: My Family, My Natural Environment, My Physical Self (My Body), My Emotional Self and My Jewish Community. Students brainstormed dreams that they have for each category. Ideas were recorded on post-it notes.



Students then chose their own ideas to record and type using the laptops. Some skills required for this step include typing, saving and changing size and font.

Working with the visual arts teacher, students then created beautiful dream catchers. Looking at models, they learned some of the cultural and social significance of dream catchers. Students then designed a plan using lines, symbols and patterns for their own dream catcher with paper and pencil. They used permanent marker to trace designs onto a transparency. To complete the design, students glued tissue paper to the backs, allowing natural light to shine through.

Dreams for each category were attached by string. On one side of the card, the category was recorded, and on the other side of the card, the dream was recorded. Students used fine-motor skills to bead patterns onto each string.





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As a final step, the students discussed ways in which they felt they could achieve some of these dreams, what steps they might need to take, what challenges they might encounter and ultimately hope to overcome.

