

THE POWER OF PLAY: JIMMY JET versus BEEKLE

Focus Lesson:

The Power of Play

Materials:

Copies of the poem “Jimmy Jet and His TV Set” by Shel Silverstein from *Where The Sidewalk Ends*

The Adventures of Beekle: The Unimaginary Friend by Dan Santat

Glitter Jar ingredients including water bottles with wide openings, clear glue, glitter, food coloring, consider use of tablecloths, funnels for the glitter, and a glue gun (for adult use only) to seal the lids

Time: 60 minutes

Afterschool Session: *Healthy Habits!*

***Common Core Standards:**

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Thinking Skill: Creativity, Character development

Objective:

Students will discuss various forms of screen time.

Students will brainstorm imaginary adventures that highlight their creativity and innate need to play!

Physical Activity:

Welcome to our fifth session of F.I.T. Club Healthy Habits! In our first two classes, we learned about the food groups and how to design a healthy and balanced lunch. In the last two classes we learned about different ways to be physically active and the connection to the foods we eat. Today we are going to learn about the power of play, unplug and put those screens away!

But first we are going to put on our artist smocks (pretend) in order to make our very own glitter jars. Various recipes can be found online with basic ingredients including: water bottles with wide openings, clear glue, glitter, food coloring, Also consider use of tablecloths, funnels for the glitter, and a glue gun (for adult use only) to seal the lids and keep parents happy! One of the instructors should seal the lids with the glue gun while the students transition to the next activity.

Connection:

How much TV do you watch every day? What are some of the shows you watch? (Children may not know how long they watch TV.)

How much time do you spend on the phone? A tablet? A computer?

This is all called screen time.

Explicit Instruction:

How many of you play outside most days when the weather is good? What kinds of things do you play? When you play indoors do you ever pretend when you play? What are some of the activities you play indoors? What are some of the things you pretend when you play? What does the word imaginary mean?

“Jimmy Jet and His TV Set” by Shel Silverstein is a poem about a boy who watched TV whenever he could. Older televisions used to have dials to turn on the power with big glass tubes inside to make the TV work, and some used antennas to get TV shows. You'll hear all of these words used to describe Jimmy's TV.

Read poem. Invite responses. Ask them why they think he turned into a TV. Ask them if the same could be true if he were playing video games or was on his tablet. Ask them what he could have done instead of always watching TV.

Ask them if they've ever heard of the book called *Where the Wild Things Are* by Maurice Sendak. If they remember that story let them share it with the rest of the class. Otherwise explain that it's a book about an imaginary island filled with imaginary monsters that Max goes to visit on a boat. While he is on the island he makes the monsters do everything he asks. And he stays up very late and dances with the monsters.

I'm going to read a book about an imaginary friend who leaves his island to go find a real child to play with. This story is the opposite of what happens to Max and the wild things.

Read *The Adventures of Beekle* by Dan Santat.

Guided Practice:

Go back through the book and let the children talk about and describe what they see in the illustrations. Ask them to describe Beekle's imaginary island. What does unimaginable mean? What was the unimaginable thing that Beekle did? Why do you think it was unimaginable? What is courage and why do you think Beekle needed courage? Describe Beekle's new friend. Why do you think they are so shy with each other at first? After they discovered that they were perfect for each other what kinds of adventures did they have?

Divide children into groups of 4. Invite children to share with each other how they like to play *unplugged* at home (assembling Lego sets, building forts, exploring their backyards, playing with their pet, playing games like capture the flag with their friends, walking on the beach, going to the playground).

Brainstorm ideas with children about ways they can engage in imaginary play (i.e. battling dragons, sailing the high seas in search of hidden treasure, exploring the jungle for dinosaur eggs). Invite children to role play one brand new imaginary adventure that Beekle had with his friend. Give them 10 minutes to develop their imaginary adventure. Act out the imaginary adventures.

Independent Practice:

If time allows, in your journal describe an imaginary friend with whom you have adventures. Describe where your friend comes from, what he or she likes to do, what kinds of adventures you hope to have with your imaginary friend, what your friend's name is.

Alternatively, draw thumbnail sketches of you and your imaginary friend having some adventures.

Reflection – Group Share:

Pair share journal entries. Talk about some of the adventures the children hope to have. Use these descriptions as a springboard for having the children write their own adventures with an imaginary friend.

Share thumbnail sketches with the class.

Reading List:

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Teacher Note: