

### Class Description

This 24 student, grade 2/3 class is an energetic group with a range of talents and abilities. The class culture clearly has been developed to encourage students to build friendships within the class. Many students expressed their close relationships, outside of class hours, with enthusiasm in relation to their peers. The class embraces themes of social responsibility which can be felt and seen in their peer interaction. Due to the nature of a combined class the students have a range of both reading and writing abilities. Some students demonstrate their passion through art. The class also contains students who demonstrate their strength. One boy, an energetic ball of light, has a hearing impairment; which, requires the teacher to wear a microphone. One of the students is a talented actress, and has been diagnosed with Fetal Alcohol Syndrome. This girl, originally from an Aboriginal family, was adopted by an Aboriginal foster mother who will help develop her aboriginal roots. The cultural diversity within the class is apparent. Students are open and proud of their diversity and are excited to share their ancestry. The gender difference in the classroom is represented by 14 boys and 10 girls. The students work well across traditional gender and racial classifications.

### Lesson Plan

Friday January, 15, 2016

<b>Grade level</b>	2/3
<b>Subject</b>	Social Studies/ Art
<b>Lesson topic</b>	Aboriginal Stories and ways of knowing.

<b><u>Student Learning Objectives</u></b>	<ul style="list-style-type: none"> <li>-Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures.</li> <li>-Sequence objects, images, and events, and explain why some aspects change and others stay the same.</li> <li>-Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events.</li> </ul>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Indigenous knowledge is passed down through oral history, traditions, and collective memory.</li> <li>• Indigenous societies throughout the world value the well-being of the self, the land, and the ancestors.</li> <li>• The arts connect our experiences to the experiences of others.</li> </ul>

<p><b>Required Vocabulary and/or Language Strategies</b></p>	<p>Gookum (Cree for Grandmother)  Traveler  Storyteller  These words will be on cardstock to put up and talk about before the story is read. During the reading of the story we will stop and talk about a few other words.</p>																	
<p><b>Introduction/ Hook</b>  <b>5 minutes</b></p>	<table border="1"> <thead> <tr> <th data-bbox="574 478 993 541">Teacher Activity</th> <th data-bbox="993 478 1318 541">Student Activity</th> <th data-bbox="1318 478 1414 541">Time</th> </tr> </thead> <tbody> <tr> <td data-bbox="574 541 993 974"> <ul style="list-style-type: none"> <li>-Place, the cut out of, the Cree greeting on the board</li> <li>- Think/ Pair/ Share</li> <li>- “what is this?” “What does it mean?”</li> <li>- Say the greeting in Cree.</li> <li>-Discuss the Cree language.</li> <li>-Show the alphabet: discuss. I wonders...</li> </ul> </td> <td data-bbox="993 541 1318 974"> <p>Work well with peers.  Respond respectfully to questions.</p> </td> <td data-bbox="1318 541 1414 974"> <p>5 min</p> </td> </tr> </tbody> </table>			Teacher Activity	Student Activity	Time	<ul style="list-style-type: none"> <li>-Place, the cut out of, the Cree greeting on the board</li> <li>- Think/ Pair/ Share</li> <li>- “what is this?” “What does it mean?”</li> <li>- Say the greeting in Cree.</li> <li>-Discuss the Cree language.</li> <li>-Show the alphabet: discuss. I wonders...</li> </ul>	<p>Work well with peers.  Respond respectfully to questions.</p>	<p>5 min</p>									
Teacher Activity	Student Activity	Time																
<ul style="list-style-type: none"> <li>-Place, the cut out of, the Cree greeting on the board</li> <li>- Think/ Pair/ Share</li> <li>- “what is this?” “What does it mean?”</li> <li>- Say the greeting in Cree.</li> <li>-Discuss the Cree language.</li> <li>-Show the alphabet: discuss. I wonders...</li> </ul>	<p>Work well with peers.  Respond respectfully to questions.</p>	<p>5 min</p>																
<p><u>Body</u>  20 minutes</p>	<table border="1"> <thead> <tr> <th data-bbox="574 1136 1039 1199">Teacher Activity</th> <th data-bbox="1039 1136 1325 1199">Student Activity</th> <th data-bbox="1325 1136 1414 1199">Time</th> </tr> </thead> <tbody> <tr> <td data-bbox="574 1199 1039 1367"> <ul style="list-style-type: none"> <li>-What does it mean to be Cree?</li> <li>-Show on the map, where are the traditional territory of the people.</li> </ul> </td> <td data-bbox="1039 1199 1325 1367"> <ul style="list-style-type: none"> <li>- Green light listening.</li> </ul> </td> <td data-bbox="1325 1199 1414 1367"> <p>5</p> </td> </tr> <tr> <td data-bbox="574 1367 1039 1493"> <ul style="list-style-type: none"> <li>-Discuss the traditional functions of the tribe. (hunting group, summer meeting, use of story)</li> </ul> </td> <td data-bbox="1039 1367 1325 1493"></td> <td data-bbox="1325 1367 1414 1493"> <p>5</p> </td> </tr> <tr> <td data-bbox="574 1493 1039 1703"> <ul style="list-style-type: none"> <li>-Discuss the word Traveler. Cree storytellers were called travelers because they travelled around to pass on the culture through stories.</li> </ul> </td> <td data-bbox="1039 1493 1325 1703"> <ul style="list-style-type: none"> <li>-Green light listening</li> </ul> </td> <td data-bbox="1325 1493 1414 1703"> <p>5</p> </td> </tr> <tr> <td data-bbox="574 1703 1039 1881"> <p>Discuss the place of storytelling and oral history in the Cree culture.</p> </td> <td data-bbox="1039 1703 1325 1881"> <ul style="list-style-type: none"> <li>-Students choose which section of the story they want to draw</li> </ul> </td> <td data-bbox="1325 1703 1414 1881"> <p>10</p> </td> </tr> </tbody> </table>			Teacher Activity	Student Activity	Time	<ul style="list-style-type: none"> <li>-What does it mean to be Cree?</li> <li>-Show on the map, where are the traditional territory of the people.</li> </ul>	<ul style="list-style-type: none"> <li>- Green light listening.</li> </ul>	<p>5</p>	<ul style="list-style-type: none"> <li>-Discuss the traditional functions of the tribe. (hunting group, summer meeting, use of story)</li> </ul>		<p>5</p>	<ul style="list-style-type: none"> <li>-Discuss the word Traveler. Cree storytellers were called travelers because they travelled around to pass on the culture through stories.</li> </ul>	<ul style="list-style-type: none"> <li>-Green light listening</li> </ul>	<p>5</p>	<p>Discuss the place of storytelling and oral history in the Cree culture.</p>	<ul style="list-style-type: none"> <li>-Students choose which section of the story they want to draw</li> </ul>	<p>10</p>
Teacher Activity	Student Activity	Time																
<ul style="list-style-type: none"> <li>-What does it mean to be Cree?</li> <li>-Show on the map, where are the traditional territory of the people.</li> </ul>	<ul style="list-style-type: none"> <li>- Green light listening.</li> </ul>	<p>5</p>																
<ul style="list-style-type: none"> <li>-Discuss the traditional functions of the tribe. (hunting group, summer meeting, use of story)</li> </ul>		<p>5</p>																
<ul style="list-style-type: none"> <li>-Discuss the word Traveler. Cree storytellers were called travelers because they travelled around to pass on the culture through stories.</li> </ul>	<ul style="list-style-type: none"> <li>-Green light listening</li> </ul>	<p>5</p>																
<p>Discuss the place of storytelling and oral history in the Cree culture.</p>	<ul style="list-style-type: none"> <li>-Students choose which section of the story they want to draw</li> </ul>	<p>10</p>																

	<p>Read the story "The Granddaughter who was eaten by a Big Fish"</p> <p>Explain the art activity. Hand out supplies.</p>	-Students color and draw.	
<b>Closure 5 minutes.</b>	<b>Teacher Activity</b>	<b>Student Activity</b>	
	-Review students work. -Place the story in the correct sequence.	- Explain drawing -Place in sequence.	
<b>Extensions/Challenge/ Modifications/ Early Finishers</b>	<p>-Extension: Add details and colors. -Challenge: Can you say the Cree greeting? -Modifications: Instead of drawing a picture, write a story from the perspective of the fish. -Early Finishers: Add speech bubbles to the drawing.</p>		
<b>Assessment</b>	<p>- Students should be engaged in the storytelling process. The students will draw an image which is connected to the story. This will demonstrate the student's understanding of the story. The process of sequencing will demonstrate that the students understand that aspects of a story change and increase in a particular order.</p>		
<b>Materials</b>	<p>Story: "The Granddaughter that was eaten by a Big Fish" Large white paper Map of Canada Stickers White paper/ crayons/ markers (for art)</p>		



**Lesson Plan**

Friday January 22, 2016

<b>Grade level</b>	2/3
--------------------	-----

<b>Subject</b>	Social Studies/ Art
<b>Lesson topic</b>	Aboriginal Stories and ways of knowing acted out through Drama.

<b>Curricular Competencies</b>	<p>-Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures.</p> <p>-Sequence objects, images, and events, and explain why some aspects change and others stay the same.</p> <p>-Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events.</p>								
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Indigenous knowledge is passed down through oral history, traditions, and collective memory.</li> <li>• Indigenous societies throughout the world value the well-being of the self, the land, and the ancestors.</li> <li>• The arts connect our experiences to the experiences of others.</li> <li>• Dance, drama, music, and visual arts are each unique languages for creating and communicating.</li> </ul>								
<b>Required Vocabulary and/or Language Strategies</b>	<p>Gookum (Cree for Grandmother)  Traveler  Storyteller</p>								
<b>Introduction/ Hook  5 minutes</b>	<table border="1"> <thead> <tr> <th><b>Teacher Activity</b></th> <th><b>Student Activity</b></th> <th><b>Time</b></th> </tr> </thead> <tbody> <tr> <td> <p>-Place, the cut out of, the Cree greeting on the board</p> <p>- Think/ Pair/ Share</p> <p>- “what is this?” “What does it mean?”</p> <p>- Say the greeting in Cree.</p> <p>-Discuss the Cree language. Review last week Cree sayings.</p> </td> <td> <p>Work well with peers.</p> <p>Respond respectfully to questions.</p> </td> <td> <p>5 min</p> </td> </tr> </tbody> </table>			<b>Teacher Activity</b>	<b>Student Activity</b>	<b>Time</b>	<p>-Place, the cut out of, the Cree greeting on the board</p> <p>- Think/ Pair/ Share</p> <p>- “what is this?” “What does it mean?”</p> <p>- Say the greeting in Cree.</p> <p>-Discuss the Cree language. Review last week Cree sayings.</p>	<p>Work well with peers.</p> <p>Respond respectfully to questions.</p>	<p>5 min</p>
<b>Teacher Activity</b>	<b>Student Activity</b>	<b>Time</b>							
<p>-Place, the cut out of, the Cree greeting on the board</p> <p>- Think/ Pair/ Share</p> <p>- “what is this?” “What does it mean?”</p> <p>- Say the greeting in Cree.</p> <p>-Discuss the Cree language. Review last week Cree sayings.</p>	<p>Work well with peers.</p> <p>Respond respectfully to questions.</p>	<p>5 min</p>							

<u>Body</u>  20 minutes	Teacher Activity	Student Activity	Time
	Read the story “The Granddaughter who was eaten by a Big Fish”	- Green light listening. Respond respectively to questions.	5
	Review sequence of story.		5
	Break into two groups of six, random assignment.	-Students choose which role/ roles of the story they want to play.	20
	Reveal the story board and explain the drama assignment.	Students perform for their peers	10
	Explain the props, roles, and responsibilities.		
	Facilitate guided inquiry.		
<b>Closure</b> <b>5 minutes.</b>	<b>Teacher Activity</b>	<b>Student Activity</b>	
	-Review students performances as a class.	Provide feedback for peers	
<b>Extensions/Challenge/ Modifications/ Early Finishers</b>	-Extension: Write a script. -Challenge: Can you say the Cree greeting from last week? -Modifications: Play multiple characters.		
<b>Assessment</b>	- Students should be engaged in the storytelling process. The students will act out the story for their peers. This will demonstrate the student's understanding of the story. The process of sequencing will demonstrate that the students understand that aspects of a story change and increase in a particular order.		
<b>Materials</b>	Story: “The Granddaughter that was eaten by a Big Fish” Story Board Cree greetings Props: sticks, fishing net, butterfly wings, clothing, and buckets.		

**Lesson Plan**

Friday February 5, 2016

<b>Grade level</b>	2/3
<b>Subject</b>	Social Studies and Physical Education
<b>Lesson topic</b>	Place Based Learning: A nature walk to connect to Aboriginal Stories.

<b>Curricular Competencies</b>	<ul style="list-style-type: none"> <li>-Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures.</li> <li>-Sequence objects, images, and events, and explain why some aspects change and others stay the same.</li> <li>-Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events.</li> </ul>								
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>-Indigenous knowledge is passed down through oral history, traditions, and collective memory.</li> <li>-Indigenous societies throughout the world value the well-being of the self, the land, and the ancestors.</li> </ul>								
<b>Required Vocabulary and/or Language Strategies</b>	<ul style="list-style-type: none"> <li>Birch</li> <li>Cedar</li> <li>Bentwood</li> </ul>								
<b>Introduction/ Hook 5 minutes</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Teacher Activity</th> <th style="text-align: center;">Student Activity</th> <th style="text-align: center;">Time</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>-Place, the cut out of, the Cree greeting on the board</li> <li>- Think/ Pair/ Share</li> <li>- “what is this?” “What does it mean?”</li> <li>- Say the greeting in Cree.</li> <li>-Discuss the Cree language.</li> <li>Review last week Cree sayings.</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Work well with peers.</li> <li>Respond respectfully to questions.</li> </ul> </td> <td style="vertical-align: top; text-align: center;">           5 min         </td> </tr> </tbody> </table>			Teacher Activity	Student Activity	Time	<ul style="list-style-type: none"> <li>-Place, the cut out of, the Cree greeting on the board</li> <li>- Think/ Pair/ Share</li> <li>- “what is this?” “What does it mean?”</li> <li>- Say the greeting in Cree.</li> <li>-Discuss the Cree language.</li> <li>Review last week Cree sayings.</li> </ul>	<ul style="list-style-type: none"> <li>Work well with peers.</li> <li>Respond respectfully to questions.</li> </ul>	5 min
Teacher Activity	Student Activity	Time							
<ul style="list-style-type: none"> <li>-Place, the cut out of, the Cree greeting on the board</li> <li>- Think/ Pair/ Share</li> <li>- “what is this?” “What does it mean?”</li> <li>- Say the greeting in Cree.</li> <li>-Discuss the Cree language.</li> <li>Review last week Cree sayings.</li> </ul>	<ul style="list-style-type: none"> <li>Work well with peers.</li> <li>Respond respectfully to questions.</li> </ul>	5 min							

<u>Body</u>  minutes	Teacher Activity	Student Activity	Time
	Set expectations for walk	Green light listening.	5
	Stop at the "I wonder" spot. Discussion with the students about the "I wonder" and some things they have noticed thus far.	Pick a "good" partner for the walk.	5
	Walk	Participate in group discussion.	5
	Stop at Birch Tree. Bring out birch basket. Talk about the importance of the birch tree to the Cree people.	Green light behavior outside.	10
	Stop at the second "I wonder" location.		5
	Stop at the Cedar trees. Bring out the bentwood box. Talk about the importance of the cedar tree to the Nations on the coast. Tell the story "The Raven Steals the Light" if there is time.	Green light behavior and listening.	15
	Final "I wonder" location.  Walk	Contribute to group discussion.	

<b>Closure 5 minutes.</b>	<table border="1"> <thead> <tr> <th><b>Teacher Activity</b></th> <th><b>Student Activity</b></th> </tr> </thead> <tbody> <tr> <td> Return to the classroom.  Place at least one “I wonder” and “I noticed” on the chart paper using post it notes.  Debrief as a group. </td> <td> Students will return quietly to class.  Students will write “I wonder” and “I noticed” and place it on trifold paper using post it notes. </td> </tr> </tbody> </table>	<b>Teacher Activity</b>	<b>Student Activity</b>	Return to the classroom. Place at least one “I wonder” and “I noticed” on the chart paper using post it notes. Debrief as a group.	Students will return quietly to class. Students will write “I wonder” and “I noticed” and place it on trifold paper using post it notes.
	<b>Teacher Activity</b>	<b>Student Activity</b>			
Return to the classroom. Place at least one “I wonder” and “I noticed” on the chart paper using post it notes. Debrief as a group.	Students will return quietly to class. Students will write “I wonder” and “I noticed” and place it on trifold paper using post it notes.				
<b>Extensions/Challenge/ Modifications/ Early Finishers</b>	<p>Extensions: Ask students to make connection to the different aspects of the mature walk to the aboriginal ways of knowing.</p> <p>Challenge: Brainstorm ways we can determine the different trees, examine needles, leaves, bark, etc.</p> <p>Modifications: We will go outside rain or shine.</p>				
<b>Assessment</b>	The will place their “I noticed” and “I wonder” statements on the chart paper. This will be assessment FOR student’s understanding from the walk.				
<b>Materials</b>	Birch basket Cedar Bentwood box Trifold display post it notes				

,

Resource critique:

Story: *The Granddaughter who was eaten by a Big Fish*  
It is easily available at <http://publications.gc.ca/collections/Collection/R32-195-2000-1E.pdf>.

This is a short story from the Cree Nation. It includes elements common to many First Nations stories that have been passed down orally.

Story: The Raven Steals the Light - Bill Reid

Available in the book of the same title, at several UBC library locations. Bill Reid is a respected Haida artist and storyteller.

Birch Bark Basket, Cedar Bentwood Box - These items belong to one of the TC's. Just as every student brings funds of knowledge and resources, each teacher and TC has unique resources to bring to the teaching process.