4 Lesson Plans

EDUC 5990- 08 Inquiry Across the Curriculum

Thompson Rivers University - Jodi Latremouille

Geraldine Bob

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| **Lesson Title:** | Legend/ Story Telling | **Lesson  #** | 1 | **Date:** | **July 12, 2020** |
| **Name:** | Geraldine Bob | **Subject(s):** | LA | **Grade(s):** | **3 - 6** |

**Rationale & Overview**

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| **Why does this topic matter to students?** This project introduces stories/ legends from around the world  **How does this lesson fit within the larger inquiry project?** This fits in by children making connections to diverse stories.  **How does this project incorporate the inquiry cycle?** The Project opens the floor to ask questions about what is similar and different to their culture, beliefs. It is also a skill for children to learn how to tell stories. |

**Key Questions For Inquiry**

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| **Core Question & Supporting Questions for Inquiry Project** | **Question(s) Addressed in This Lesson** |
| What kind of stories would the teacher read to students?  Where would this story line take us with our imaginations?  When would be a good time to possibly take a tour, field trip of one area like the setting in the story?  How can we incorporate different cultures into the classroom setting to include all students? | Have you done any travelling?  Do your parents, grandparents share stories of their past?  Can we go to a library or a museum for a story?  What kind of guest speaker would be invited to the class, one that tells legends that include animals or a knowledge keeper to tell a personal story?  What kind of art project might we incorporate to also tell a story without words? |

**Inquiry Approach and Rationale**

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| I am teaching this lesson in a unit because legends and storytelling is an important skill for students of all ages to learn. It develops oral language, public speaking, drama to help with rhythm, pitch, tone, time, form, dynamics and builds relationships between students and the teacher. Legends and storytelling are also a great way or method of teaching about cultures indigenous to the world. |

**Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson**

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| **Core Principle 1:** Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.  *\*What aspects of the inquiry are the most challenging and meaningful for students?* |  |
| **Core Principle 2:** The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.  *\*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?* | \*\*\* |
| **Core Principle 3:** Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.  *\*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?* |  |
| **Core Principle 4:** Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.  *\*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?* | \*\*\* |
| **Core Principle 5:** Teachers improve their practice in the company of peers.  *\*How do I reflect on the inquiry together, and/or collaborate with others?* | \*\*\* |

**BC Curriculum Core Competencies**

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| --- | --- | --- |
| **Communication** | **Thinking** | **Personal & Social** |
| Make connections, engage, share and develop ideas  Interpret, present, and acquire information  Explain, connect, and reflect on experiences and end results or accomplishments | Analyze, critique, develop, design plans. Was there value, were ideas generated, and how did they develop to add too | Self-regulation, determination, diversity valued, build relationships, relationships between cultural context, personal values, choices, and strength, abilities |

**BC Curriculum Big Ideas (STUDENTS UNDERSTAND)**

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| That First Nation/ Indigenous knowledge is passed down through oral stories, history, traditions practiced and collective memory is ignited. |

**BC Curriculum Learning Standards**

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| --- | --- |
| **(STUDENTS DO)** | **(STUDENTS KNOW)** |
| **Learning Standards - Curricular Competencies** | **Learning Standards - Content** |
| LA: actively engaged as listeners, readers, viewing as appropriate, develop understandings of own self, identity, community and family, develop awareness of First Nation culture and their connection to land and animals, learn and use oral language to tell stories | Stories, oral language, listen to oral language online, learn from art with no words, music could also be incorporated to tell stories/legends. |

**BC Curriculum Indigenous Connections/ First Peoples Principles of Learning**

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| *How will I incorporate Indigenous knowledge and principles of learning?* Compare our cultural beliefs and express how important it is that the students be proud of their background. Share on the information from the required BC curriculum in the lesson plan/unit plan to help students understand that these stories could be used in other subjects for example science and social studies. |

**Respectful Relations**

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| *How will I invite students of all backgrounds, interests and skills into the inquiry?* Include stories of all ethnicities, do a sharing circle with opportunity to share their connections to lesson about stories and legends they heard. |

**Lesson Activities**

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| **Time Allotted** | | **Teacher** | **Students** |
| Invitation | 10min | Greeting and introduction, invite the campfire area | Sitting in a circle |
| Inquiry | 10 min | Open with question | Listening and waiting their turn to have input |
| Reflection | 15min | Write it down or say it orally, document, assess | Making connections, having their say on what they think the story/legend means to them |
| Discussion | 20min | Pass the feather or rock around the circle | Sharing their input and connections |

**Materials and Resources**

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| Whiteboard, story books, chart paper, markers, dry erase markers, pictures, sample items in the story, puppets, scissors, glue sticks, pencils, writing paper. Have a check list with student’s names to check if all participated and their understanding of what they learned. |

**Organizational Strategies**

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| Set up the reading area, provide a variety of story/legend books, place posters up on the wall, have students draw while your are telling the story, have students pack a pencil and paper to write down their own questions, have felt boards to create a story of their own, smart board with internet connection to pull up stories listed on the internet, have listening center with stories to listen to, invite a knowledge keeper to tell oral stories. |

**Proactive, Positive Classroom Learning Environment Strategies**

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| To teach children to include all students/peers from a diverse background. Create a space where students can go to on their own with out being asked to join a group. |

**Extensions**

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| Plan a trip to a museum or a cultural setting for example a traditional camp, pow wow or a community camp to learn about the animals from the legends. |

**Reflections (to be completed after the lesson demonstration)**

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| Have students write about their experience in journals daily and then do a simple survey of what they liked and disliked about the experience; age appropriate survey could be symbols. |

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| **Lesson Title:** | Sharing Circle/Storytelling | **Lesson  #** | 2 | **Date:** | **July 12, 2020** |
| **Name:** | Geraldine Bob | **Subject(s):** | LA | **Grade(s):** | **3 - 6** |

**Rationale & Overview**

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| **Why does this topic matter to students?** This project introduces the sharing circle  **How does this lesson fit within the larger inquiry project?** This fits in by children learning part of the First Nation Culture, how to share in a safe environment  **How does this project incorporate the inquiry cycle?** The Project provides opportunity to share feelings and something special they want to share with the group without judgment and the difference in their culture, beliefs. It is also a skill for children practice public speaking |

**Key Questions For Inquiry**

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| **Core Question & Supporting Questions for Inquiry Project** | **Question(s) Addressed in This Lesson** |
| What kind of stories would the teacher share with students?  Where would this sharing take us with our imaginations?  When would be a good time to possibly ask students if they can relate to what they just heard?  How can we incorporate different cultures into the classroom setting to include all students? | Have you shared with your parents/family?  Do your parents, grandparents share stories of their feelings?  Can we go to the outdoor classroom and do this type of sharing circle?  What kind of guest speaker would be invited to the class, a knowledge keeper to tell a personal story?  What kind of item might we incorporate to also tell a story without words? Feather rock, talking stick? |

**Inquiry Approach and Rationale**

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| I am teaching this lesson in a unit because sharing circles can incorporate legends and storytelling and it is an important skill for students of all ages to learn. It develops oral language, public speaking, drama to help with rhythm, pitch, tone, time, form, dynamics and builds relationships between students and the teacher. Sharing Circles are also a great way or method of teaching about cultures indigenous to the world and learning about other cultures. From diverse students. |

**Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson**

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| **Core Principle 1:** Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.  *\*What aspects of the inquiry are the most challenging and meaningful for students?* | \*\*\* |
| **Core Principle 2:** The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.  *\*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?* | \*\*\* |
| **Core Principle 3:** Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.  *\*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?* | \*\*\* |
| **Core Principle 4:** Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.  *\*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?* | \*\*\* |
| **Core Principle 5:** Teachers improve their practice in the company of peers.  *\*How do I reflect on the inquiry together, and/or collaborate with others?* |  |

**BC Curriculum Core Competencies**

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| --- | --- | --- |
| **Communication** | **Thinking** | **Personal & Social** |
| Make connections, engage, share and develop ideas  Interpret, present, and acquire information  Explain, connect, and reflect on experiences | Analyze, critique, develop, design plans. Was there value, were ideas generated, and how did they develop to add too | Self-regulation, determination, diversity valued, build relationships, relationships between cultural context, personal values, choices, and strength, abilities |

**BC Curriculum Big Ideas (STUDENTS UNDERSTAND)**

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| That First Nation/ Indigenous knowledge is passed down through sharing, oral stories, history, traditions practiced, and collective memory is ignited. |

**BC Curriculum Learning Standards**

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| --- | --- |
| **(STUDENTS DO)** | **(STUDENTS KNOW)** |
| **Learning Standards - Curricular Competencies** | **Learning Standards - Content** |
| LA: actively engaged as listeners, viewing as appropriate, develop understandings of own self, identity, community and family, develop awareness of First Nation culture and their connection to land and animals, learn and use oral language to tell their stories. | Stories, oral language, learn from the heart with no words, music could also be incorporated as students talk, pipe music, drumming |

**BC Curriculum Indigenous Connections/ First Peoples Principles of Learning**

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| *How will I incorporate Indigenous knowledge and principles of learning?* Compare our cultural beliefs and express how important it is that the students be proud of their background. Share on the information from the required BC curriculum in the lesson plan/unit plan to help students understand that Sharing Circles could be used in other subjects for example science and social studies, music, physical education |

**Respectful Relations**

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| *How will I invite students of all backgrounds, interests and skills into the inquiry?* Include students of all ethnicities, do a sharing circle with opportunity to share their connections to lesson about their personal experiences and feelings. |

**Lesson Activities**

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| **Time Allotted** | | **Teacher** | **Students** |
| Invitation | 10min | Greeting and introduction, invite the campfire area | Sitting in a circle |
| Inquiry | 10 min | Open with question | Listening and waiting their turn to have input |
| Reflection | 15min | Write it down or say it orally, document, assess | Making connections, having their turn to share with an opportunity to say pass, if they are not yet comfortable sharing. |
| Discussion | 20min | Pass the feather or rock, talking stick around the circle | Sharing their input and connections, learning to be respectful of peers that are talking. |

**Materials and Resources**

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| Have a check list with student’s names to check if all participated and their understanding of what they learned. Rock, feather, talking stick |

**Organizational Strategies**

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| Set up the classroom by moving any desks, place posters up on the wall showing other students sitting in a circle holding a sacred item (talking stick), have students pack a pencil and paper to write down their own questions, smart board with internet connection to pull up sharing circles on the internet, invite a knowledge keeper to lead sharing circle. |

**Proactive, Positive Classroom Learning Environment Strategies**

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| To teach children to include all students/peers from a diverse background. Create a space where students can go to on their own without being asked to join a group. Carpeted, chairs, or logs in the outdoor class. |

**Extensions**

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| Have students teach the teacher in another class about sharing circles and let them run it. |

**Reflections (to be completed after the lesson demonstration)**

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| Have students write about their experience in journals daily and then do a simple survey of what they liked and disliked about the experience; age appropriate survey could be symbols. |

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| **Lesson Title:** | Folk Tales from Around the World | **Lesson  #** | 3 | **Date:** | **July 12, 2020** |
| **Name:** | Geraldine Bob | **Subject(s):** | LA | **Grade(s):** | **3 - 6** |

**Rationale & Overview**

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| **Why does this topic matter to students?** This project introduces Folktales from around the world  **How does this lesson fit within the larger inquiry project?** This fits in by children making connections to diverse stories.  **How does this project incorporate the inquiry cycle?** The Project opens the floor to ask questions about what is similar and different to their culture, beliefs. It is also a skill for children to learn how to tell stories. This incudes diversity of all backgrounds. Invite community members. |

**Key Questions For Inquiry**

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| --- | --- |
| **Core Question & Supporting Questions for Inquiry Project** | **Question(s) Addressed in This Lesson** |
| What kind of stories would the teacher read to students?  Where would this story line take us with our imaginations?  When would be a good time to possibly take a tour, field trip of one area like the setting in the story?  How can we incorporate different cultures into the classroom setting to include all students? | Have you done any travelling to any of these areas?  Do your parents, grandparents share stories of their past?  Can we go to a library or a museum for a story?  What kind of guest speaker would be invited to the class, one that tells legends that include animals or a knowledge keeper to tell a personal story?  What kind of art project might we incorporate to also tell a story without words? |

**Inquiry Approach and Rationale**

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| I am teaching this lesson in a unit because Folktales are an important skill for students of all ages to learn. It develops oral language, public speaking, drama to help with rhythm, pitch, tone, time, form, dynamics and builds relationships between students and the teacher. Folktales are also a great way or method of teaching about cultures in a diverse world. |

**Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson**

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| --- | --- |
| **Core Principle 1:** Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.  *\*What aspects of the inquiry are the most challenging and meaningful for students?* |  |
| **Core Principle 2:** The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.  *\*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?* | \*\*\* |
| **Core Principle 3:** Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.  *\*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?* |  |
| **Core Principle 4:** Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.  *\*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?* | \*\*\* |
| **Core Principle 5:** Teachers improve their practice in the company of peers.  *\*How do I reflect on the inquiry together, and/or collaborate with others?* |  |

**BC Curriculum Core Competencies**

|  |  |  |
| --- | --- | --- |
| **Communication** | **Thinking** | **Personal & Social** |
| Make connections, engage, share and develop ideas  Interpret, present, and acquire information  Explain, connect, and reflect on experiences and end results or accomplishments | Analyze, critique, develop, design plans. Was there value, were ideas generated, and how did they develop to add too | Self-regulation, determination, diversity valued, build relationships, relationships between cultural context, personal values, choices, and strength, abilities |

**BC Curriculum Big Ideas (STUDENTS UNDERSTAND)**

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| That First Nation/ Indigenous knowledge is passed down through oral stories, history, traditions practiced, and collective memory is ignited. It also opens new learning for different areas around the world that may be like First Nation culture. |

**BC Curriculum Learning Standards**

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| --- | --- |
| **(STUDENTS DO)** | **(STUDENTS KNOW)** |
| **Learning Standards - Curricular Competencies** | **Learning Standards - Content** |
| LA: actively engaged as listeners, readers, viewing as appropriate, develop understandings of own self, identity, community and family, develop awareness of culture and their connection to surrounding areas of the world. | Stories, oral language, listen to oral language online, learn from art with no words, music could also be incorporated to tell Folktales. |

**BC Curriculum Indigenous Connections/ First Peoples Principles of Learning**

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| *How will I incorporate Indigenous knowledge and principles of learning?* Compare our cultural beliefs and express how important it is that the students be proud of their background. Share on the information from the required BC curriculum in the lesson plan/unit plan to help students understand that these stories could be used in other subjects for example science and social studies, and music. |

**Respectful Relations**

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| *How will I invite students of all backgrounds, interests and skills into the inquiry?* Include stories of all ethnicities, do a sharing circle with opportunity to share their connections to lesson about Folktales they heard, provide books in the classroom setting. |

**Lesson Activities**

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| **Time Allotted** | | **Teacher** | **Students** |
| Invitation | 10min | Greeting and introduction, invite the campfire area | Sitting in a circle |
| Inquiry | 10 min | Open with question | Listening and waiting their turn to have input |
| Reflection | 15min | Write it down or say it orally, document, assess | Making connections, having their say on what they think the Folktales mean to them, if they have a connection to story or area the story took place. |
| Discussion | 20min | Pass the feather or rock around the circle, read some of the folktales while in the campfire setting, sharing my connection. | Sharing their input and connections |

**Materials and Resources**

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| Whiteboard, story books, chart paper, markers, dry erase markers, pictures, sample items in the story, puppets, scissors, glue sticks, pencils, writing paper. Have a check list with student’s names to check if all participated and their understanding of what they learned. |

**Organizational Strategies**

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| Set up the reading area, provide a variety of Folktale books, place posters up on the wall, have students draw while you are telling the story, have students pack a pencil and paper to write down their own questions, have felt boards to create a story of their own, smart board with internet connection to pull up stories listed on the internet, have listening center with stories to listen to, invite a knowledge keeper to tell oral stories. |

**Proactive, Positive Classroom Learning Environment Strategies**

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| To teach children to include all students/peers from a diverse background. Create a space where students can go to on their own without being asked to join a group. |

**Extensions**

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| Plan a movie of  a cultural setting for example a or a community concert that may have dancing, singing, music to lean about Folktales in a variety of ways. Research the internet and create a collage. |

**Reflections (to be completed after the lesson demonstration)**

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| Have students write about their experience in journals daily and then do a simple survey of what they liked and disliked about the experience; age appropriate survey could be symbols. |

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| **Lesson Title:** | Story Telling Protocols | **Lesson  #** | 4 | **Date:** | **July 12, 2020** |
| **Name:** | Geraldine Bob | **Subject(s):** | LA | **Grade(s):** | **3 - 6** |

**Rationale & Overview**

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| **Why does this topic matter to students?** This project introduces Protocols for Storytelling    **How does this lesson fit within the larger inquiry project?** This fits in by children making connections to diverse stories and the responsibility of permission to share the story or legend.  **How does this project incorporate the inquiry cycle?** The Project opens the floor to ask questions about what is similar and different to their culture, beliefs. It is also a skill for children to learn how to tell stories. Who they have to get permission from to share the story? |

**Key Questions For Inquiry**

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| --- | --- |
| **Core Question & Supporting Questions for Inquiry Project** | **Question(s) Addressed in This Lesson** |
| What kind of stories would the teacher read to students? Who has permission to tell the story/legend?  Where would this story line take us with our imaginations? Which traditional area does this story legend come from?  When would be a good time to possibly take a tour, field trip of one area like the setting in the story? Who do we ask about going into traditional territory?  How can we incorporate different cultures into the classroom setting to include all students? What area are they from? | Have you done any travelling?  Do your parents, grandparents share stories of their past? Do they come from a set traditional area?  Can we go to a library or a museum for a story? Can we go to a community or reservation?  What kind of guest speaker would be invited to the class, one that tells legends that include stories about land lines?  What kind of art project might we incorporate to also tell a story without words? |

**Inquiry Approach and Rationale**

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| --- |
| I am teaching this lesson in a unit because legends and storytelling Protocols are an important skill for students of all ages to learn. It develops oral language, public speaking, drama to help with rhythm, pitch, tone, time, form, dynamics and builds relationships between students and the teacher. Legends and storytelling Protocols are also a great way or method of teaching about cultures indigenous to the world, and traditional land lines for many communities. |

**Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson**

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| --- | --- |
| **Core Principle 1:** Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.  *\*What aspects of the inquiry are the most challenging and meaningful for students?* |  |
| **Core Principle 2:** The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.  *\*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?* | \*\*\* |
| **Core Principle 3:** Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.  *\*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?* |  |
| **Core Principle 4:** Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.  *\*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?* | \*\*\* |
| **Core Principle 5:** Teachers improve their practice in the company of peers.  *\*How do I reflect on the inquiry together, and/or collaborate with others?* | \*\*\* |

**BC Curriculum Core Competencies**

|  |  |  |
| --- | --- | --- |
| **Communication** | **Thinking** | **Personal & Social** |
| Make connections, engage, share and develop ideas  Interpret, present, and acquire information  Explain, connect, and reflect on experiences and end results or accomplishments | Analyze, critique, develop, design plans. Was there value, were ideas generated, and how did they develop to add too | Self-regulation, determination, diversity valued, build relationships, relationships between cultural context, personal values, choices, and strength, abilities |

**BC Curriculum Big Ideas (STUDENTS UNDERSTAND)**

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| --- |
| That First Nation/ Indigenous knowledge is passed down through oral stories, history, traditions practiced and collective memory is ignited. Mapping. |

**BC Curriculum Learning Standards**

|  |  |
| --- | --- |
| **(STUDENTS DO)** | **(STUDENTS KNOW)** |
| **Learning Standards - Curricular Competencies** | **Learning Standards - Content** |
| LA: actively engaged as listeners, readers, viewing as appropriate, develop understandings of own self, identity, community and family, develop awareness of First Nation culture and their connection to land and animals, learn and use oral language to tell stories | Stories, oral language, listen to oral language online, learn from art with no words, music could also be incorporated to tell stories/legends. |

**BC Curriculum Indigenous Connections/ First Peoples Principles of Learning**

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| --- |
| *How will I incorporate Indigenous knowledge and principles of learning?* Compare our cultural beliefs and express how important it is that the students be proud of their background. Share on the information from the required BC curriculum in the lesson plan/unit plan to help students understand that these stories could be used in other subjects for example science and social studies. Practice the pilot program of having an elder in the class. |

**Respectful Relations**

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| *How will I invite students of all backgrounds, interests and skills into the inquiry?* Include stories of all ethnicities, do a sharing circle with opportunity to share their connections to lesson about stories and legends they heard. |

**Lesson Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time Allotted** | | **Teacher** | **Students** |
| Invitation | 10min | Greeting and introduction, invite the campfire area | Sitting in a circle |
| Inquiry | 10 min | Open with question | Listening and waiting their turn to have input |
| Reflection | 15min | Write it down or say it orally, document, assess | Making connections, having their say on what they think the story/legend means to them |
| Discussion | 20min | Pass the feather or rock around the circle. Make sure the elders are available at all lessons. | Sharing their input and connections. |

**Materials and Resources**

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| Whiteboard, story books, chart paper, markers, dry erase markers, pictures, sample items in the story, puppets, scissors, glue sticks, pencils, writing paper. Have a check list with student’s names to check if all participated and their understanding of what they learned. Male and female elder present for parts of the lessons. |

**Organizational Strategies**

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| Set up the reading area, provide a variety of story/legend books, place posters up on the wall, have students draw while you are telling the story, have students pack a pencil and paper to write down their own questions, have felt boards to create a story of their own, smart board with internet connection to pull up stories listed on the internet, have listening center with stories to listen to, invite a knowledge keeper to tell oral stories. |

**Proactive, Positive Classroom Learning Environment Strategies**

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| To teach children to include all students/peers from a diverse background. Create a space where students can go to on their own without being asked to join a group. Take the students with the elders to traditional territory they will learn about. |

**Extensions**

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| Plan a trip to a museum or a cultural setting for example a traditional camp, pow wow or a community camp to learn about the animals from the legends. A male and female elder is a must as a guest, as they different protocols for male and females. |

**Reflections (to be completed after the lesson demonstration)**

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| Have students write about their experience in journals daily and then do a simple survey of what they liked and disliked about the experience; age appropriate survey could be symbols.  Invite the guests back to reflect with the students to refresh their memory. |