

Bachelor of Education (Elementary)
Unit Plan Template EDTL 3200 – Winter 2022

Unit Title: Every individual page makes a book.

Number of Lessons: 5

Days: 5

Your Name: Keenen Degen

Subject(s): English Language Arts/Arts
Education

Grade: 2

Rationale

This unit plan is important because it is designed to form a strong classroom community that will benefit the learning for the rest of the school year. It is completely designed with the First Peoples' ideas that learning should be relational and should benefit the community. We will be doing this by forming a classroom book where every student has a page but together all the pages form our classroom story. The pages will contain information about themselves as well as an Indigenously inspired self-portrait. To build our community stronger we will be using talking circles to share our ideas and our end product. This lesson plan will be an important way for students to get to know each other and feel as though they belong. It will be important to me because it will give me an opportunity to get to know my students and create strong relationships with them.

Overview

This unit plan is all designed to meet an end product of a classroom book. This classroom book will demonstrate that we are all pieces that make a whole story. It will be my way to have students introduce themselves, share who they are, and celebrate diversity. The plan is split up into 5 lessons, however, some lessons may need to be added to give students more time to work on their pages. The first thing that we will work on is our ability to participate in a sharing circle. This will not only be an important part of sharing our final product but will also be used frequently for the rest of the school year. Here we will also work on the idea that differences can be good and that everyone has a different background and different skills they will bring to the classroom.

The following lessons will be split into work periods. We will start by working on sentences about ourselves that we would like to share with the classroom. I will give the students prompts for this portion but if they are able to come up with their own sentences they will be encouraged to do so. On another day, students will work on an Indigenously inspired self-portrait. Here, they will be working on self-identity but will also be trying to connect with nature. The third working period day will be putting finishing touches on their portraits, rewriting the sentences they want to share, and adding any decorative components they want.

The last day will be sharing day. Every student will be encouraged to share their own page (however, I will be able to share pages of the students who do not feel comfortable). We will be doing this in a sharing circle where students will work on being able to work on listening to their classmates.

There are also many classroom-building brain breaks and hook activities built within this unit. The goal of these activities is to have students create bonds with other classmates so that by the time the book is finished they all feel comfortable sharing with each other.

Indigenous Connections/ First Peoples Principles of Learning

-“Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).” This lesson plan is based on students learning how to properly participate in a sharing circle. Sharing circles give participants equal opportunity to share their opinion and are a safe place to voice thoughts. This relates to the first people’s principles of learning because they believe that learning is best done through connecting and building relationships. By having a sharing circle in these lessons and being able to use them later on in the class our classroom will grow as a community and we will be able to learn opinions throughout the class in a respectful and holistic manner. Additionally, the whole unit is designed about creating a supportive community. This relates to this principle of learning fundamentally.

-“Learning requires exploration of one’s identity.” This is a very important aspect of this unit plan. Students will be exploring themselves through their descriptive sentences and their self-portraits. They will then share this with their classmates which I believe is an important step to developing one's self.

-“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.” The unit plans goal as a whole connects to this principle of learning. In this unit, we take a few days to stop and build a community. We want to better our classroom before we can get into following the curriculum closely. By taking the time at the beginning of the school year we are creating an environment where learning can support the self and our classroom community which will hopefully spread to supporting the rest of the community, family, the land, the spirits, and the ancestors.

-“Learning is embedded in memory, history, and story.” In this unit, we will read stories as a tool to teach students about sharing circles and about celebrating differences. We also will be creating our very own classroom book. Which will symbolize our classroom story and how every single classmate contributes to our story.

-“Learning recognizes the role of Indigenous knowledge.” In this unit, we will use Indigenous knowledge in two ways. First, we will be using a sharing circle format which is a very important tool used by many Indigenous cultures. Importantly, we will also be using the protocol on how to facilitate these circles from https://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pd to ensure we are respecting their format. Secondly, we will be using a book written by an Indigenous author to teach about sharing circles and resolving conflict. We also will be using an Indigenous artist to inspire our self-portraits to be more connected to nature.

-“Learning involves patience and time.” This principle connects to this lesson plan as we are taking time to understand our classmates before we can move on to the material aspect of learning.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<p>Connecting and engaging with others <i>·Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.</i></p> <p>This competency relates to my unit plan because throughout the plan there will be many small activities where students will need to work on their ability to talk to other classmates in a very informal and fun setting. They will also be encouraged to work on their ability to contribute to structured conversations during the talking circle portions of the plan. Students will learn the importance of waiting for their turn to talk and will be given the opportunity to work on their ability to listen to other classmates' perspectives. They will also work on their ability to contribute to these circles with their own opinions.</p> <p>Collaborating <i>·Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing.</i></p> <p>Each student will need to be able to work together and be responsible with their contributions in order for the classroom to accomplish the goal of a book.</p>	<p>Creative thinking <i>·Students may generate creative ideas through free play, engagement with other's ideas, or consideration of a problem or constraint, and/or because of their interests and passions.</i></p> <p>This competency relates to the self-portrait aspect of this unit. The Indigenous artists work will inspire students to creatively combine nature into their own self-portrait. Additionally, this is a great way for students to create ideas through free play. I have not taught students how to do self-portraits and will not give students much instructions for this artwork. Therefore, students will be able to explore their creativity however they feel inspired to.</p>	<p>Personal awareness and responsibility <i>· Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments.</i></p> <p>This lesson plan includes components for students to become more self-aware. Having students share about themselves and having classmates listen will be a great way for students to understand their self-worth. Additionally, by being a part of the book they will hopefully understand the value they bring to the classroom. Because without each page we would not be able to create a whole book.</p> <p>Social awareness and responsibility <i>·Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways.</i></p> <p>The unit plan matches very closely with this competency because it is built off of building positive peer relationships. Students will learn about each other and be finding similarities with other classmates.</p>

BIG IDEAS

Subject Name: English Language Arts	Subject Name: Arts Education
<i>Stories and other texts connect us to ourselves, our families, and our communities.</i>	<i>People connect to the hearts and minds of others in a variety of places and times through the arts.</i>
In this lesson plan, stories will be used to share information. We will also be creating our own classroom book that connects each student and the teacher to form a community.	In this unit, we will be creating a self-portrait and sharing these portraits with the rest of the class. Students may connect to each other portraits in a variety of ways (similarities, things they like about it, uniqueness).
<i>Everyone has a unique story to share.</i>	
Students will each share their story(pages) with the class as well as listen to other classmates' stories (pages).	
<i>Through listening and speaking, we connect with others and share our world.</i>	
Students will be sharing their own pages (self-portrait and sentences about themselves) with the class and will also be listening to other student pages. Through this, students may find similarities and connections and develop a classroom with a community feeling.	

LEARNING STANDARDS & ASSESSMENT

Curricular Competencies	Content	Assessment
<p>-Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.</p> <p>- Explain why people, events, or places are significant to various individuals and groups.</p> <p>-Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.</p> <p>-Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.</p> <p>-Experience, document and share creative works in a variety of ways.</p> <p>-Create stories and other texts to deepen awareness of self, family, and community.</p>	<p>-Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture (key cultural aspects (e.g., language, traditions, arts, food).</p> <p>-Key question: What does community mean to you?</p> <p>-Language features, structures, and conventions:</p> <p>-Legible printing with spacing between words.</p> <p>-Common practices in punctuation and in capitalization</p> <p>-Visual arts: elements of design: line, shape, texture, colour, form (visual arts); principles of design: pattern, repetition, rhythm (visual arts), contrast</p> <p>-Traditional and contemporary Aboriginal arts and arts-making processes.</p> <p>-Strategies and processes-oral language strategies (asking questions to clarify, expressing opinions, speaking with expression, taking turns, and connecting with audience).</p> <p>-Language features, structures, and conventions-features of oral language: including tone, volume, inflection, pace, gestures.</p>	<p>Formative:</p> <p>-Students' ability to participate in the talking circle will be assessed by the teacher informally. The teacher will make mental notes as the talking circle is conducted and then will write down anything that stood out after the lesson is completed. This will be in the form of formative assessment as students will have opportunities to grow in their talking circle abilities as the unit continues. The teacher will give feedback, thoughts, and suggestions before the next talking circle.</p> <p>-Student's ability to write simple sentences will be assessed twice during the second session. This first will be when students are working on their sentences. The teacher will be walking around and helping students who are unable to write the sentences and therefore will determine who is struggling with this skill. The teacher will also collect the student's worksheets and will assess the writing abilities of the class as a whole for future lessons.</p> <p>-Teacher will also visually assess students' ability to engage as a listener and contribute to the class discussion during classwork period and closing talking circle.</p> <p>-Students' ability to draw and color a self-portrait will be assessed by the teacher reviewing their drawings after class.</p> <p>-Students' ability to include Indigenous art ideas will be assessed by whether or not they included a form of nature in their artwork.</p> <p>Summative:</p>

		<p>-Students' ability to share their page in the storybook will be assessed by a completion mark. The teacher will have a class list during the talking circle and if students share their page they will get a checkmark beside their name.</p> <p>-Students' ability to listen to others will be assessed by the teacher during the final talking circle. If a student is focused and doesn't interpret other students they will get an E (extending) beside their name on a class list if they are somewhat able to listen and only interrupt a couple of times they will get a P (proficient) beside their name, and if they are unable to listen and interrupt many times they will get a D (developing) beside their name.</p>
--	--	--

Prerequisite Concepts and Skills

- Students should know the sentence structure of simple sentences.
- Students should know the concepts of print.
- Students should have some print awareness.
- Students should know how to listen to other classmates.
- Students should be able to hold writing utensils.
- Students should know the concept of books.
- Students should be able to discuss with other classmates.
- Should have an understanding that Canada is made of many diverse cultures.
- Should know that Indigenous peoples have many of their own cultures and practices.

Teacher Preparation Required

Lesson 1	<ul style="list-style-type: none"> - Information on sharing circles: (https://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf) - The <i>Sharing Circle</i> by written by Theresa “Corky” Larsen-Jonasson, illustrated by Jessika Von Innerebner. - You <i>Hold Me Up</i> written by Monique Gray Smith, illustrated by Dannielle Daniel. -Object to use as the talking stick. Pick from the classroom by students. -<i>The crocodile who didn't like water</i>. Written by Merino.
Lesson 2	<ul style="list-style-type: none"> -Worksheets with easy sentence prompts. -Example sentence about me. -Pencils for students. -Pre-decided talking stick. -Example ideas for three things in common activity. -Random groups are chosen and written on the board for three things in common activity.
Lesson 3	<ul style="list-style-type: none"> -Calming no-lyric music to play. -White paper. -Coloring tools (crayon and pencil crayons). -PowerPoint with pictures from https://i-d.vice.com/en_uk/article/pap8gg/activist-and-artist-noni-cragg-on-family-history-and-engaging-with-her-indigenous-heritage (be sure to only include appropriate pictures. -Have brain break video loaded on computer https://www.youtube.com/watch?v=kiK0QvDtoWU
Lesson 4	<ul style="list-style-type: none"> -Coloring tools (crayons and pencil crayons). -Students self-portraits they created last class. -Students' sentence worksheets from earlier in the unit. -Paper with lines and borders for rewriting sentences. -Brain break topic conversations decided. -My own page that I will add to the book.
Lesson 5	<ul style="list-style-type: none"> -Pre-decided talking stick. -Class list and pencil for the teacher. -Completed classroom book.

Cross-Curricular Connections

-Although most of this unit plan is English Language Arts focused the first lesson plan is mostly Social Studies focused. I wanted to start by connecting the classroom to a talking circle so that we can use this throughout the school year to bring about a positive classroom environment. Therefore, I need to start by teaching students about talking circles. In this way, we are learning about Indigenous cultural practices. The curricular competency for the first lesson is to *Explain why people, events, or places are significant to various individuals and groups*. We can't do a proper talking circle without learning about its importance in Indigenous culture and therefore students will be taught this before beginning the talking circle.

-Another component of students' individual pages could be added that explains their culture. This would then touch on the social studies content *diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture* because there is likely to be quite a few different cultures in our classroom.

-Art is also used in this unit plan via the self-portrait. If I expand this unit then more instruction could have taken place to hit the art content area *Elements of design (line, shape, texture, colour, form, principals of design, contrast)* while still working on a self-portrait.

-English Language Arts content *writing process* could also be included in this unit if we took more time producing, reviewing, and rewriting our sentences.

Universal Design for Learning (UDL)

1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:

- Students who enjoy learning from visual representation will appreciate the powerful illustrations each book presents. As well as will enjoy the examples of Indigenous self-portraits.
- Students who learn best in an audio form will be able to pick up information from teachers' instructions/explanations, class casual discussion, class discussion in talking circle, and from the messages in stories.
- Tactile learners will be able to experience a sharing circle first and therefore will be able to learn through the experience.
- Interpersonal learners will be able to learn through class discussion and collaboration.

2. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:

- Students will have an opportunity to express themselves through art. This will be by self-portrait but also with any additional design they choose to add to their name/sentence page.
- Students will have an opportunity to express themselves through writing. They will be able to write sentences to share with the class.
- Students will be able to express themselves one-on-one with the teacher. As students work on their projects the teacher will be walking around and connecting with students. This will give students an opportunity to communicate what they want the teacher. This is especially important for students who struggle to complete their work.
- Students will be able to express their work verbally in a talking circle.

3. **MULTIPLE MEANS OF ENGAGEMENT** – I provide multiple means of engagement in this unit in the following ways:

- Students may be engaged through the stories presented in class.
- Students may be engaged through creating their own art.
- Students may be engaged through the writing process.
- Students may be engaged through the talking circle and by having an opportunity to talk with no interruptions.
- Students may be engaged through the small group work/discussion.
- Students may be engaged through the get-to-know each other games.

Differentiated Instruction (DI)

- Shy students may choose not to share in the learning circle or have a friend share what they would like to say.
- Students who may not have good writing skills can have the teacher write the sentences for them (during circle sharing time or one-to-one during work time).
- Students unable to write may work on Chromebook using talk to type and the print off their sentences.
- Students unable to read prompts can have their desk buddies read prompts for them.
- Students unable to grip pencil may choose to bring a picture in of themselves from home.
- Students that have a hard time focusing for extended periods of time can have a fidget tool with them.
- Students who cannot run may skip, hop, walk, etc. during their brain break.
- Students with difficulties hearing can sit close to the teacher so they can hear better as well as see the pictures on the book.

Overview of Lessons:

Lesson 1

Lesson Name & Time (Minutes Allotted):	<i>The crocodile that doesn't like water</i> ~35min
Learning Standards: Curricular Competencies	-Ask questions, make inferences, and draw conclusions about the content and features of different types of sources. - Explain why people, events, or places are significant to various individuals and groups.
Learning Standards: Content	-Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture (key cultural aspects (e.g., language, traditions, arts, food). -Key question: What does community mean to you?
Instructional Objectives (SWBAT...):	-Students will be able to participate in a talking circle and use the talking circle to analyze and draw conclusions on a book read by the teacher. -Students will be able to reflect on the use of talking circles in Indigenous culture.
Assessment:	-Students' ability to participate in the talking circle will be assessed by the teacher informally. The teacher will make mental notes as the talking circle is conducted and then will write down anything that stood out after the lesson is completed. This will be in the form of

	formative assessment as students will have opportunities to grow in their talking circle abilities as the unit continues. The teacher will give feedback, thoughts, and suggestions before the next talking circle.
Teaching Strategies:	<ul style="list-style-type: none"> -Get students' attention by counting down from clapping method. -Wait for quiet before talking. -Students raise their hands if they want to talk (except for when we are in the talking circle). -Have students line up and be completely quiet before leaving the classroom. -Tell students where we will walk to on the field. -Ensure students have grabbed all outdoor clothes that are needed before exiting the classroom. -Have one student helper handing out paper and another handing out writing tools. -While in the classroom try not to stand at the front when possible. While outside sit on the ground with students to show that we are all equally part of the conversation. -Outline that everybody's opinion has value and that there are no right or wrong answers. -Circle is large enough and shaped so that everyone can see each other. -Give students a brain break so that they are able to focus for longer. -Allow students to have any fidget tools that they need. -Allow students to choose the talking stick in order to give students some agency in the circle. -Encouraging students to share but giving them the opportunity to pass in the circle. -Ensure respectful discussion by following protocols of sharing circle. <p>(http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf).</p>
Materials:	<ul style="list-style-type: none"> - Information on sharing circles: (https://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf) - The <i>Sharing Circle</i> by written by Theresa “Corky” Larsen-Jonasson, illustrated by Jessika Von Innerebner. - You <i>Hold Me Up</i> written by Monique Gray Smith, illustrated by Dannielle Daniel. -Object to use instead of the talking stick. Pick from the classroom by students. -<i>The crocodile who didn't like water</i>. Written by Merino.
LESSON ACTIVITIES	
Introduction/Hook:	<ul style="list-style-type: none"> -Read <i>The Sharing Circle</i> by written by Theresa “Corky” Larsen-Jonasson, illustrated by Jessika Von Innerebner (Drinkwater, n.d.). -Explain the use of talking circles in Indigenous culture by using https://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf to ensure proper information is being taught. Then explain how we will be using the talking circle in our

	<p>classroom to learn about each other, create a community, and also to better our learning environment.</p> <p>-Explain what a talking stick is and <u>have students pick an object from the classroom to use as their talking stick.</u></p> <p>-Have students line up at the door quietly so that we can go outside and connect the talking circle to nature (weather dependent).</p>
Body:	<p>-Brain break: have students run, hop, or walk to touch 3 different objects (goal post, slide, fence).</p> <p>-Read <i>The crocodile who didn't like water</i>. Written by Merino.</p>
Closure:	<p>-Have students practice the talking circle by discussing the book <i>The crocodile who didn't like water</i>. Some discussion ideas can be “How did the book make you feel? Do you relate to any of the characters?” “Has there ever been a time where you didn’t like to do something that everyone else liked doing?” “Have you ever felt out of place?” Or students can choose to share whatever they would like to.</p> <p>-Students also have the option to pass if they would like.</p> <p>-Line up and head back inside.</p>

Lesson 2

Lesson Name & Time (Minutes Allotted):	Book Introduction-And Self Introduction ~40 min
Learning Standards: Curricular Competencies	<p>-Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.</p> <p>-Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.</p>
Learning Standards: Content	<p>-Language features, structures, and conventions:</p> <ul style="list-style-type: none"> -Legible printing with spacing between words. -Common practices in punctuation and in capitalization.
Instructional Objectives (SWBAT...):	<p>-Students should be able to write sentences with prompts given.</p> <p>-Students should be able to share their ideas with classmates and listen to other classmates’ ideas.</p>

Assessment:	<p>-Teacher will perform a formative assessment on the student's ability to write simple sentences twice during this session. This first will be when students are working on their sentences. The teacher will be walking around and helping students who are unable to write the sentences and therefore will determine who is struggling with this skill. The teacher will also collect the student's worksheets and will assess the writing abilities of the class as a whole for future lessons.</p> <p>-Teacher will also visually assess students' ability to engage as a listener and contribute to the class discussion during classwork period and closing talking circle.</p>
Teaching Strategies:	<p>-Get students' attention from the clapping method.</p> <p>-Wait for quiet before talking.</p> <p>-Students raise their hands if they want to talk (except for when we are in the talking circle).</p> <p>-Use a talking circle to have a more structured and community-based class discussion.</p> <p>-Have a hook activity that gets students excited and connected to one another. As well as activate their schema.</p> <p>-Have students sit in groups so that they can share their ideas.</p> <p>-Have student helpers hand out worksheets.</p> <p>-The teacher can also write down what students share in the circle if they did not have time to get to every student that is struggling to complete sentences during work time.</p>
Materials:	<p>-Worksheets with sentence prompts.</p> <p>-Pencils for students.</p> <p>-Pre-decided talking stick.</p> <p>-Example ideas for three things in common activity.</p> <p>-Random groups for hook activity.</p>
LESSON ACTIVITIES	

Introduction/Hook:	<p>Three things in common activity: Put students into random groups of 3-4. Students must identify three things that they have in common. There can be some prompts on the board such as “favorite thing to do in the summer” or “favorite/weird food combinations you enjoy”. After giving the groups time to come up with three things they have in common bring them back into a group discussion. The teacher will have each group share what they came up with and students will vote on which group had the strangest things in common.</p> <p>Then introduce the activity that we will be working on. Start by explaining the end goal which will be to create a classroom book. Each student will have two side-by-side pages that when combined with all the other pages will form the book. The pages will include sentences with some of your favorite activities/things about yourself and a self-portrait. The first thing we will work on today is our description sentences.</p> <p>-Write on board some things about me: My favorite activity is going for hikes in the sunshine. I have a pet that is a standard poodle named Gus. My favorite food is shrimp tacos. I have two siblings. One sister and one brother.</p>
Body:	<p>-Hand out a worksheet that has some very simple and different sentence prompts on it. Give students the option to fill in whatever prompts they like the best. Allow students to have discussions among their table groups on the prompts so that more connections in the classroom can be made. Additionally, if students are able let them come up with any sentence about them that they want.</p> <p>-Walk around and help any students that need help with the writing/reading process. Encourage other students to help and brainstorm ideas with each other.</p>
Closure:	<p>-If time/weather permits head outside.</p> <p>-Join students in a talking circle. Remind students of the protocols and the Indigenous cultural aspect of a talking circle. If there were concerns from the last talking circle then address them before starting today's circle. Have students share their top three favorite sentences or allow them to share three things about themselves. This will be a good opportunity for the teacher to write down the sentences of some of the students who were unable to.</p>

Lesson 3

Lesson Name & Time (Minutes Allotted):	Let Loose: Self Portrait ~35mins
Learning Standards: Curricular Competencies	-Experience, document, and share creative works in a variety of ways.
Learning Standards: Content	-Visual arts: elements of design: line, shape, texture, colour, form (visual arts); principles of design: pattern, repetition, rhythm (visual arts), contrast -Traditional and contemporary Aboriginal arts and arts-making processes.
Instructional Objectives (SWBAT...):	-Students should be able to explore their visual art creativity by creating a self-portrait. -Students should be able to include Indigenous art ideas into their own artwork.
Assessment:	-Students' ability to draw and color a self-portrait will be assessed by the teacher reviewing their drawings after class. -Students' ability to include Indigenous art ideas will be assessed by whether or not they included a form of nature in their artwork.
Teaching Strategies:	-Play calming music as students start working on their self-portraits. -Get students' attention from the clapping method. -Wait for quiet before talking. -Students raise their hands if they want to talk. -Show an Indigenous artist's works to inspire students and get their ideas flowing (schema activation). -Have students sit in groups so that they can share their ideas. -Have student helpers hand out worksheets. -Have a brain break to break up the student's work period.
Materials:	-Calming no-lyric music to play. -White paper. -Coloring tools (crayon and pencil crayons). -PowerPoint with pictures from https://i-d.vice.com/en_uk/article/pap8gg/activist-and-artist-noni-cragg-on-family-history-and-engaging-with-her-indigenous-heritage (be sure to only include appropriate pictures). -Brain break video: https://www.youtube.com/watch?v=kiK0QvDtoWU

LESSON ACTIVITIES	
Introduction/Hook:	<p>-Explain that today's work toward a classroom book will involve drawing a self-portrait. The goal of today will be to come up with a rough draft that we will continue in the future. The goal of this self-portrait is to be Indigenously inspired and connect ourselves to nature.</p> <p>-Show pictures from: https://i-d.vice.com/en_uk/article/pap8gg/activist-and-artist-noni-cragg-on-family-history-and-engaging-with-her-indigenous-heritage in the form of a PowerPoint (only include appropriate pictures). Point out the use of nature that is involved in all of the portraits of people. Explain how nature is an important part of Indigenous culture and how connected they feel with nature.</p> <p>-Tell students to start brainstorming and illustrating a self-portrait with a piece of nature in it that they connect to. (Animal, plant, landforms).</p>
Body:	<p>-Let students start exploring drawing and colouring their self-portrait. Encourage them to work quietly for around 10-12 minutes.</p> <p>-Brain break: Have students get up and move their body by doing the chicken dance https://www.youtube.com/watch?v=kiK0QvDtoWU</p> <p>-Ask students how their progress is coming along and give them another 10-12 minutes to keep working.</p>
Closure:	<p>-Gather the group together and see how many people need more time to work on their artwork. Tell students there will be more opportunities to finish up their work.</p> <p>-Collect students' work they have done on self-portraits.</p>

Lesson 4

Lesson Name & Time (Minutes Allotted):	Bring it Together ~30mins
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> -Create stories and other texts to deepen awareness of self, family, and community. -Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. -Experience, document and share creative works in a variety of ways.
Learning Standards: Content	<ul style="list-style-type: none"> -Language features, structures, and conventions: <ul style="list-style-type: none"> -Legible printing with spacing between words. -Common practices in punctuation and in capitalization. -Visual arts: elements of design: line, shape, texture, colour, form (visual arts); principles of design: pattern, repetition, rhythm (visual arts), contrast -Traditional and contemporary Aboriginal arts and arts-making processes.
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> -Students should be able to explore their visual art creativity by creating a self-portrait. -Students should be able to include Indigenous art ideas into their own artwork. -Students should be able to write sentences with prompts given.
Assessment:	<ul style="list-style-type: none"> -Students' ability to write sentences will be assessed via their final page. Students who are unable to complete the page will be able to share their sentences with the teacher so she can write their ideas. -Students' ability to explore their visual art creativity and include Indigenous art ideas will be assessed by their final self-portrait. This will be a completion mark for creativity and a yes or no if they included nature in their self-portrait.
Teaching Strategies:	<ul style="list-style-type: none"> -Play calming music as students start working on their self-portraits. -Get students' attention from the clapping method. -Wait for quiet before talking. -Students raise their hands if they want to talk. -Have students sit in groups so that they can share their ideas. -Have student helpers hand out worksheets. -Include a brain break so students can regroup halfway through.

Materials:	<ul style="list-style-type: none"> -Coloring tools (crayons and pencil crayons). -Students self-portraits they created last class. -Students' sentence worksheets from earlier in the unit. -Paper with lines and borders for rewriting sentences. -My own page that I will add to the book.
LESSON ACTIVITIES	
Introduction/Hook:	-Explain to students that today's activity will be to finalize our own page to put in our classroom book. To get students excited about the work today, show my own finished product. On one page it will have my Indigenously inspired self-portrait and on the other page, it will have my name and three sentences about me/my family.
Body:	<p>-First, hand out students' worksheets with sentences about them. Have them put a star beside their three favorite sentences. Once students have decided hand out a piece of paper that has a line for their name at the top and lines underneath for their sentences. The page should also have a line that forms a border so that students who end early can start to decorate. Have students write their names and rewrite their sentences. The teacher will need to circulate through the room to help anyone struggling.</p> <p>Brain Break: Speed dating activity. Have class form two circles (one inner and one outer). Give students an ice breaker question and give them one minute to discuss. After a minute rotate the inner circle clockwise so they have a new classmate to discuss the prompt with.</p> <p>-Then hand out self-portraits from the last class. Get students to finish up any more details/coloring that they need to do. If a student is finished their self-portrait then they can decorate the border/background of their sentences page.</p>
Closure:	<ul style="list-style-type: none"> -Get students excited about book presentation day. Explain to students that next class we will be sharing our pages in the talking circle. -Have students hand in their pages so that I can form the book for the next class.

Lesson 5

Lesson Name & Time (Minutes Allotted):	-Book presentation ~20 minutes
Learning Standards: Curricular Competencies	-Create stories and other texts to deepen awareness of self, family, and community. -Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
Learning Standards: Content	-Strategies and processes-oral language strategies (asking questions to clarify, expressing opinions, speaking with expression, taking turns, and connecting with audience). -Language features, structures, and conventions-features of oral language: including tone, volume, inflection, pace, gestures.
Instructional Objectives (SWBAT...):	-Students should be able to share their page of the classroom book with the rest of the group. -Students should be able to listen to other classmates' pages and look at their self-portraits.
Assessment:	-Students' ability to share their page in the storybook will be assessed by a completion mark. The teacher will have a class list during the talking circle and if students share their page they will get a checkmark beside their name. -Students' ability to listen to others will be assessed by the teacher during the final talking circle. If a student is focused and doesn't interrupt other students they will get an E (extending) beside their name on a class list if they are somewhat able to listen and only interrupt a couple of times they will get a P (proficient) beside their name, and if they are unable to listen and interrupt many times they will get a D (developing) beside their name.
Teaching Strategies:	-Get students warmed up to talk with a quick game. -Have students share their final work in a talking circle which we have already practiced in class. -Wait for quiet before talking. -Students raise their hands if they want to talk (except for when we are in the talking circle). -Have students line up and be completely quiet before leaving the classroom. -Tell students where we will walk to on the field. -Ensure students have grabbed all outdoor clothes that are needed before exiting the classroom.
Materials:	-Pre-decided talking stick. -Class list and pencil for the teacher. -Completed classroom book.
LESSON ACTIVITIES	

Introduction/Hook:	<p>-Have students line up at the door and walk outside to the same place on the field once everyone is quiet.</p> <p>-Warm-up with signatures warm-up game-Once in a circle (students standing) have each student come up with a signature move. The teacher shows their move first then the next student repeats my move first and then creates their own move... repeat this for every child.</p>
Body:	<p>-Have students sit in the talking circle. Remind students of the cultural importance of the talking circle and how important it is that everyone was respectful and listens to the person with the stick (classroom object).</p> <p>-Begin talking circle with my page. And then pass the talking stick and book to the next person. Continue passing until halfway through all classmates or until I see students are having a hard time sitting still.</p> <p>-Have a quick brain break by having students run and touch three objects (fence, slide, goal post).</p> <p>-Have students sit in the same spot they were before and start the talking circle again. Continue passing until all students who want to have shared. If some students do not want to share the teacher will share their pages with the group at the end.</p>
Closure:	<p>-Have a summarizing conversation about this project and about the class environment that we want for the rest of the year. State how important it is to have a classroom where everyone feels connected and welcome and where we value everyone's differences. Explain how important it is to take risks while learning and that in order for students to take risks we all need to be comfortable to do so. Explain the book will remain in the classroom for the rest of the school year and that it will be a constant reminder of our classroom being a strong community.</p> <p>-Line up and head back inside.</p>

Resources

Books/Papers:

Laresen-Jonasson, T. & Von Innerebner, J. (2016). *The Sharing Circle*. Victoria, B.C.: Medicine Wheel Education Inc.

Merino, G. (2016). *The crocodile who didn't like water*. Macmillan Children's Books.

Murphy, R. (2015). *About Sharing Circles*. Raven Speaks.

http://ravenspeaks.ca/wpcontent/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf

Websites:

Chicken dance brain break: <https://www.youtube.com/watch?v=kiK0QvDtoWU>

Drinkwater, R. (n.d.). *Orange Shirt Day Kindergarten to grade 6 curriculum*. Orange Shirt Day.

https://www.orangeshirtday.org/uploads/7/9/8/7/79871818/orange_shirt_day_kindergarten_to_grade_6_curriculum.pdf

Indigenous portrait artists: https://i-d.vice.com/en_uk/article/pap8gg/activist-and-artist-noni-cragg-on-family-history-and-engaging-with-her-indigenous-heritage

Ice breaker games: <https://www.ef.com/wwen/blog/teacherzone/great-esl-icebreakers-and-warmups/>

Extensions to Unit

- One thing that I would really like to do to this unit would be to add more about each child's family. One way to do this would be to add a VIP tree. This tree could go on the same page the about me sentences and would talk all about the important people in everybody's life. I think the VIP tree is a good substitute for the family tree because it's more inclusive to students who do not have the conventional family dynamic.
- A cultural component could be added by having students bring food or an object to the book presentation day. Each student could talk to their parents/guardians and bring something culturally significant to their family. This could be food to share with the class or it could be an object of some sort that they could explain during their turn in the talking circle. This would make the book presentation day more exciting and give students a chance to share something about their culture. This would also bring in Social Studies more strongly to the unit.
- I also think that it would be helpful to include some lessons on sentence writing in this unit. Although for grade level it says students should be able to write simple sentences coming out of grade 1, I think that this may be less common than desired. The sentence prompts may help students but I think if we split the lesson up and focused on one sentence at a time this would help a lot of students who aren't quite able to read and finish the sentence prompts. Additionally, spending more time on this will turn this lesson into a stronger English Language Arts unit.
- To shift the grade level to grade 3-4s I would have students write their own sentences (no prompts) about themselves. To shift the grade level to grade 1 I would have students draw the self-portrait and then tell me sentences that they would like to include in the book. That way I will be writing what they want to express.

Reflections

- I started with the idea of creating a classroom book. Once I thought of that idea I wanted to find a way to Indigenize the unit non-superficially. I really do think the whole concept of this unit plan (to bond the classroom and form a community for learning to take place) is an Indigenous principle, however, I wanted to include a bit more. That's why I came up with sharing everything via the talking circle. This will be an important practice that our classroom will carry on the entire school year. Then I tried to add work for Indigenous artists/ writers wherever it would fit in.
- Once I found my idea and two key Indigenous components I started creating the actual lesson plans. I used a backward design in that I knew what I wanted the finished product to be and I just needed to fine-tune the details that would go into the book.
- One thing that I might do differently next time is after every lesson plan that I finish going back and filling in a portion of the UDL and DI portions of the unit plan. Although I had these in my mind the entire time I think if I spent a little more time working on them in each lesson I may find more connections. On the other hand, I do find that with a young grade like I choose it is harder to give as many UDL options to students. Simply because students are less independent at this age and therefore need to do most of the learning and presenting in the same structure as the rest of the class.