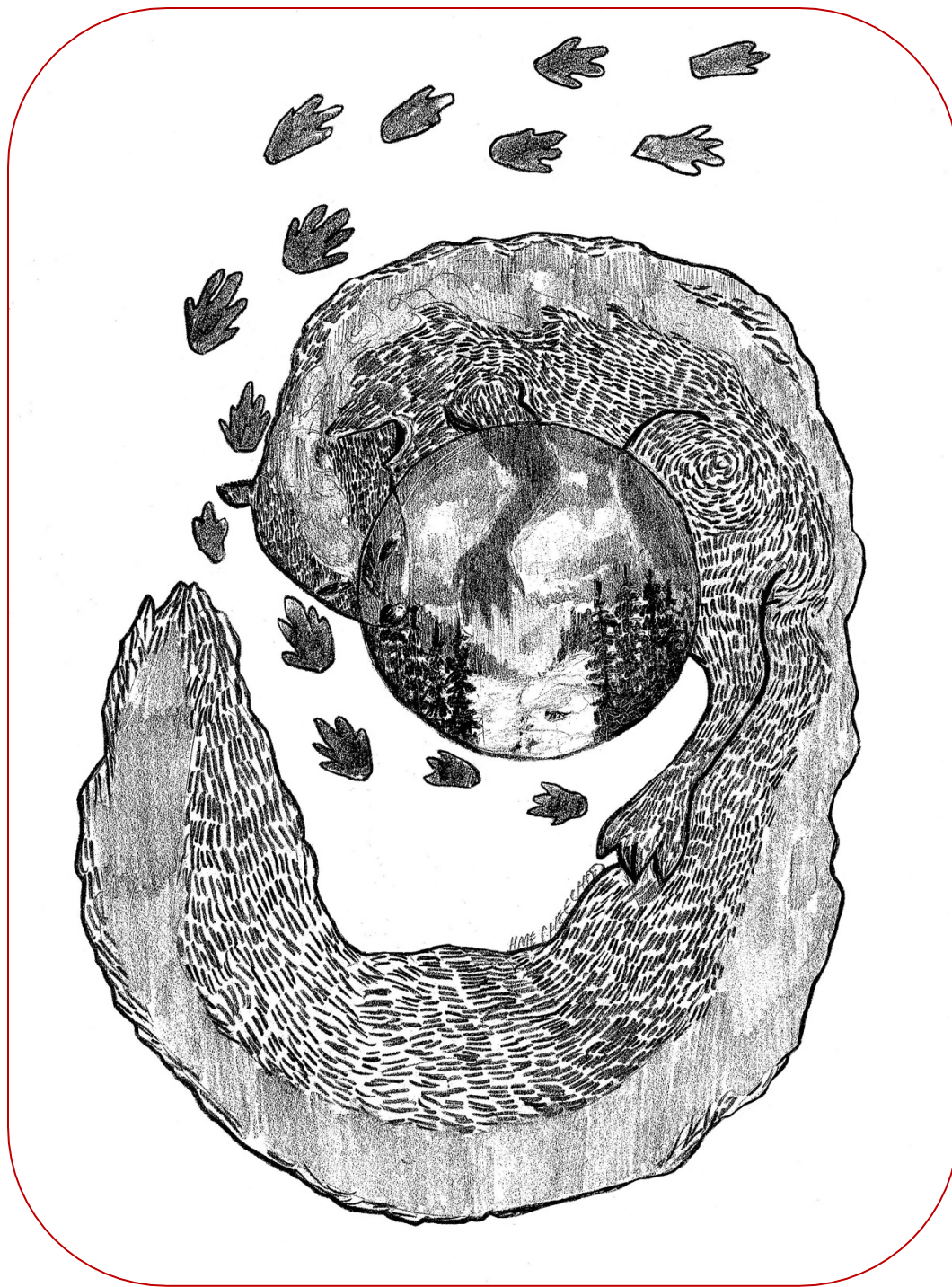


Our Stories: Misheshkekak



**Omushkego Education Grade 1 Curriculum
2019 (Revised)**

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**Weenusk First Nation Curriculum Units — Elementary: Grade 1 The Ontario Curriculum Language
Strands: Oral Communication, Reading, and Writing
Title: Our Stories: Misheshkekak**

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About Our Stories

Now I wish to tell [a] brief explanation about these stories that we have from our past, from our ancestors, and [from] our recent ancestors who passed away in the last 20 years. They followed the old tradition. They spoke to us in stories. They educated us in stories and practice. That was the old traditional education system before anybody else came to this continent. Our ancestors, a long time ago, used to teach the children by action and by doing practical learning in the day time. It begins [at a] very early age. As soon as a child begins to understand the language, he begins to hear stories. He begins to see the action of the parents and therefore learn[s] in a practical manner. There were no schools then. There were no communities. There were no cities. ... This was a long time ago, before the Europeans came. Sometimes we call this the pre-contact period. But in my stories, this is an explanation about our past. During that time our education system was [based on] practical experience. In the evenings, when there was a time for relaxing, when there was no time for people to move around in the coldest [months] of the year (part of December, January, and February), when families lived in a mud or moss house, it was then that children were spoken to in legends and in stories to teach them the life that they were going to experience in the future. ... It was more like hibernation, only the eldest went out because they were the only ones that had clothing [with] which they could stand the cold weather. Children did not usually have these clothes, so they could not stay outside very long, and for that reason sometimes they got bored. Then they liked to be spoken to and played with. In the evening they were told stories that we call legends. All kinds of stories and legends were geared for them to understand something, just like reading from a textbook. If you memorize a textbook, it teaches you, and you learn something from it. The same thing applied in those days.

—from Louis Bird. (1999). *Our Voices: Cree Culture*, p. 2.

<https://www.ourvoices.ca/filestore/pdf/0/0/7/8/0078.pdf> [obtained November 27, 2018]

The Omushkego people describe culture as a journey or movement on the land. There are two words that the Omushkegowuk use to describe culture: *ootahskanishawin* where you come from (*ootah* here) and *itahskanishawin* where you are going (*itah* there). Looking back at traditional legends or *aataloohkana* is part of the journey moving forward.

Unit Context

Our Stories: Misheshkekak is an integrated literacy unit primarily designed to address expectations found in the Grade 1 Language strands: Oral Communication, Reading, and Writing. In addition, expectations from Grade 1 Omushkego Culture, Grade 1 Mathematics: Data Management and Probability, Grade 1 Health and Physical Education: Healthy Living, Grade 1 The Arts: Drama and Visual Arts, Grade 2 Science & Technology: Growth and Changes in Animals, and Omushkego Character Development: Cree Values are included throughout the unit.

This unit deals specifically with traditional Omushkego stories told by Elder Louis Bird of Peawanuck, Ontario. While these stories originate from an area known as the Hudson and James Bay Lowlands,

Louis Bird suggests that these stories be told and learned in all Ontario schools for the following reasons:

“Canadian people are told about European culture. Canada is a very proud multicultural country, praised around the world. All Canadians should learn about First Nations culture. These stories show the First Nations relationship to the land. All the characters in these stories are spiritually connected to the land. First Nations people survived on the land without central government, provincial government, municipal government, territorial government, or other governing systems. They were independent. These stories tell everybody about the nature of the First Nations people.”

These stories are part of a collection of legends and other stories that all Omushkego youth should be familiar with according to Elder Louis Bird. Consequently, these legends should be taught and learned in the following order:

Grade 1: Misheshkekak

Grade 2: Shingibish

Grade 3: Mishiawiyashishuk (Quotation Stories)

Grade 4: Wisakaychak

Grade 5: Ayas

Grade 6: Pakaaskokan (Mystery Stories)

Grade 7: Wemishoosh

Grade 8: Anway

In keeping with the oral tradition, these stories should be told and more importantly interpreted by the elders or storytellers familiar with them whenever possible.

The traditional Omushkego stories and Ontario Ministry of Education reading and writing exemplars described in this curriculum document can be found in the companion Grade 1 *Our Stories: Misheshkekak* resource document. The animal stories used in this unit took place before the Omushkego people and the Europeans came: a time when the animals lived on their own and had human characteristics.

Many of the legends found in the *Our Stories* curriculum describe relationships between animals, among Omushkego people, with others, and with the land. Accordingly, bullying prevention and intervention activities are included in this unit.

About Bullying Prevention and Intervention

Pepler and Craig (2014) suggest that bullying prevention and intervention are not just about eliminating bullying, but are about developing safe and caring relationships.

“Bullying prevention strategies provide children and youth with awareness and skills:

- to initiate and engage in positive relationships.
- to prevent from bullying others.
- to cope effectively with being bullied (e.g., walk away or tell someone).”

“Bullying intervention strategies are used when children and youth experience problems with bullying. There are two approaches to intervention

1. Providing individualized supports to promote development in areas where children and youth are struggling (e.g., understanding, social skills, attitudes) and to promote their strengths.
2. Helping ensuring that children or youth relationships with teachers, peers, family and the community are both positive and support the development of constructive social understanding, behaviours, and attitudes.”

— from https://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf [obtained February 22, 2019]

“Bullying is aggressive behaviour that is typically repeated over time. It is meant to cause harm, fear or distress or create a negative environment at school for another person. Bullying occurs in a situation where there is real or perceived power imbalance.

Bullying can take many forms. It can be:

- Physical – hitting, shoving, damaging or stealing property
- Verbal – name calling, mocking, or making sexist, racist or homophobic comments
- Social – excluding others from a group or spreading gossip or rumours about them
- Written – writing notes or signs that are hurtful or insulting
- Electronic (commonly known as cyber-bullying) – spreading rumours and hurtful comments through the use of e-mail, cell phones (e.g., text messaging) and on social media sites.”

— from https://www.ontario.ca/page/bullying-we-can-all-help-stop-it?gclid=EAIaIQobChMIqIyJzZe04AIVwZ6zCh1zjQljEAAYASAAEgJPNvD_BwE [obtained February 11, 2019]

Integrating bullying prevention and intervention activities into classrooms and schools provides children and youth with opportunities to develop social, emotional, and problem-solving skills. Developing these skills can lead to positive relationships and improve their health and well-being.

A developmental approach to bullying prevention and intervention is used in the Our Stories curriculum. Therefore, while all grades (listed below) include definitions of bullying, forms of bullying, roles in bullying relationships, and strategies for addressing bullying, the focus may differ. The areas of focus and the grades where they occur are as follows:

1. Caring Behaviours (Grade 1: Task 3: Acting and Drawing Our Stories)

2. Caring and Uncaring (Bullying) Behaviours (Grade 4: Task 3: Acting and Drawing Our Stories)
3. Bullying Prevention and Intervention (Grade 7: Task 3: Acting and Drawing Our Stories)

Unit Summary

In this unit, students will research the physical characteristics of local animals commonly found in the Mushkegowuk First Nation area. Next, they will listen to local elder or storyteller tell a traditional story, *Mi-she-shek-kak* (*Giant Skunk*), and retell it orally and visually. Then students will apply the elements of drama by role playing an animal and scene from the *Mi-she-shek-kak* (Alternate) as parts of the story are read aloud. Next, they will review caring behaviours and determine how they feel or think about these behaviours and what caring behaviours would look and sound like in the class. Following this, students will read *Mi-she-shek-kak* (Grade 1) in big book form, identify good reading strategies required for learning, and respond to the text. Next, students will use the writing process to produce a published copy describing why skunks are the size they are. During this unit, students will be asked to reflect on their caring, listening, speaking, reading, and writing behaviours. **Note:** An Our Stories: Misheshekak bulletin board display should be set up before beginning this unit, e.g., collected photos of local storytellers, examples of local stories or legends, and pictures of local animals. Throughout this unit, student work should gradually replace teacher information placed on the bulletin board display.

About Differentiated Instruction

Differentiated instruction is an approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. Differentiated instruction recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student's readiness, interest, and learning preferences.

—from *Growing Success*, 2010, p. 146

Differentiated instruction (DI) is based on the idea that because students differ significantly in their *strengths, interests, learning styles, and readiness to learn*, it is necessary to adapt instruction to suit these differing characteristics. One or a number of the following elements can be differentiated in any classroom learning situation (Tomlinson, 2004):

- the *content* of learning (what students are going to learn, and when);
- the *process* of learning (the types of tasks and activities);
- the *products* of learning (the ways in which students demonstrate learning);
- the *affect/environment* of learning (the context and environment in which students learn and demonstrate learning).

—from *Learning for All*, 2013, p. 17

Classroom strategies that support differentiated instruction are as follows:

- taking into account the background and experiences of all students to meet their diverse interests, aptitudes, and learning needs;
- varying the form of assessment and instructional materials (e.g., printed text, visual or auditory representations);
- using various types of media;
- providing opportunities for different kinds of activities and different means of demonstrating learning;
- providing a safe and supportive environment that enhances students' ability to learn.

—from *Learning for All*, 2013, p. 22

Culminating Task Assessment

In the culminating task assessment students will be exposed to another traditional Omushkego story – *Win-ni-peg (Dirty Water)*. The students will visually represent what they heard in a sketch and retell the beginning, middle, and end of the story, and add onto the story (Part I). Next, the students will read *Win-ni-peg (Grade 1)* as a large group and respond to a series of statements that demonstrate their understanding of the story (Part II). They will draw a picture and use the writing process to produce a published or good copy describing why James and Hudson bays are dirty. Finally, the students will reflect on their thoughts and feelings about *Win-ni-peg (Grade 1)* (Part III).

Unit Planning for Combined Grades

Once topics have been laid out for the year, teachers should begin planning instructional units to integrate learning, keeping a culminating performance task in mind. The following are some suggestions for planning individual units:

- Focus instruction on “big ideas” and/or fundamental concepts and skills common to the two grades.
- Look for common threads between the different grade expectations, and identify themes and concepts that connect the two topics. Structure plans to focus on common themes, fundamental concepts or skills, and/or common processes, strategies, or products.
- Organize the unit around inquiry, which is a powerful learning tool. As students explore a topic, they seek out the learning experiences and resources that meet their needs. Common strategies and processes can be applied to different content.
- Use assessment and performance tasks for each grade in order to differentiate instruction as necessary.
- Design lessons that focus on developing appropriate skills and knowledge in the subject, as well as literacy skills. Vary products, processes, content, and text levels to suit the grade and the needs of students.
- Use the same resources, where possible, across the grades for students who have similar levels of skill development and who show a similar level of sophistication in their understanding of the expectations in the language curriculum.
- Plan common lessons. Then plan student activities related to the lessons that can help students to

deepen knowledge and understanding, use reasoning and strategies, and apply concepts, skills, or strategies explicitly taught during the lesson. These activities can be done in cross-grade or grade-specific groups or by individual students. The groups should be flexible. The activities should take into consideration the grade-specific topic of inquiry, required skills, developmental needs of the students, level of difficulty of the texts, and students' interests. Lessons need to be flexible to allow for responsive teaching as students progress. Different groups can develop expertise in a specific area and report back to the class in order to contribute to the learning of the whole class.

- Plan for similar and developmentally appropriate activities for students in both grades to do in health and physical education and in the arts.

—from *Combined Grades: Strategies to Reach a Range of Learners in Kindergarten to Grade 6, 2007*

Note: Except for content, overall and specific expectations are similar within each division, therefore it is recommended that combined grades be organized by division wherever possible.

Links to Prior Knowledge

To begin the unit, students should have some experiences related to the following:

Omushkego Culture

- listening to legends and stories
- recognizing and enjoying stories told for entertainment
- describing a series of events in a legend or story
- listening to traditional stories about legendary or heroic figures, animals, trees, and landscape features
- expressing their thoughts and feelings about tales or stories
- using simple sound patterns to learn new words
- showing respectful appreciation during a storytelling presentation

Language

- listening and responding to others for a variety of purposes and in a variety of contexts
- beginning to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond
- using language in various contexts to connect new experiences with what they already know
- orally retelling simple events and simple familiar stories in proper sequence
- demonstrating an interest in reading
- demonstrating an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print
- responding to a variety of materials read aloud to them
- demonstrating knowledge of most letters of the alphabet in different contexts
- retelling stories, in proper sequence, that have been read by and with the EL–K team, using pictures in the book and/or props
- beginning to use reading strategies to make sense of unfamiliar texts in print

- demonstrating an interest in writing
- writing simple messages, using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words
- beginning to use classroom resources to support their writing

Science and Technology

- asking questions about and describing some natural occurrences, using their own observations and representations
- sorting and classifying groups of living and non-living things in their own way
- exploring patterns in the natural and built environment
- communicating results and findings from individual and group investigations
- describing what would happen if something in the local environment changed
- identify ways in which they can care for and show respect for the environment

Mathematics

- sorting, classifying, and comparing objects and describing the attributes used
- collecting objects and data and making representations of their observations, using concrete graphs
- responding to and posing questions about data collection and graphs

The Arts

- demonstrating an awareness of personal interests and a sense of accomplishment in drama and dance
- exploring different elements of drama and dance
- dramatizing rhymes, stories, legends, and folk tales from various cultures, including their own
- demonstrating an awareness of personal interests and a sense of accomplishment in visual arts
- exploring different elements of design in visual arts
- communicate their understanding of something by representing their ideas and feelings through visual art

Health and Physical Education

- discussing what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations
- discussing what makes them happy and unhappy, and why

Personal and Social Skills

- acting and talking with peers and adults by expressing and accepting positive messages
- demonstrating the ability to take turns in activities and discussions
- using a variety of simple strategies to solve social problems
- developing empathy for others, and acknowledging and responding to each other's feelings
- demonstrating respect and consideration for individual differences and alternative points of view
- talking about events or retelling stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others
- demonstrating self-reliance and a sense of responsibility
- demonstrating self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks (

- beginning to demonstrate self-control and adapt behaviour to different contexts within the school environment
 - interacting cooperatively with others in classroom events and activities
 - recognizing people in their community and talk about what they do
- from *The Full-Day Early Learning – Kindergarten Program Draft Version, 2010–11*

Omushkego Character Development

- listening to, being considerate of, and honouring plants, animals, and the land (respect for plants, animals, and the land)
- listening to, being considerate of, and honouring themselves and others (respect for themselves, students, teachers, and elders)
- using resources together (sharing)
- recognizing and accepting accountability to themselves and others for decisions made and action taken (responsibility to themselves and others)
- recognizing, valuing, and enjoying their own and another’s language, traditions, and culture (appreciation for their culture and another’s culture)
- controlling their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)
- showing feelings of interest or concern that may be demonstrated by the kind treatment of others (caring)
- developing a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience).

Curriculum-Related Expectations for Assessment

Omushkego Culture:

Traditional Stories

- **listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes;**
- **use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;**

Understanding Omushkego Cultural Knowledge and Values

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- recognize stories told for entertainment,
- describe a series of events in a legend or story,
- describe how various elements in a tale or story function,

Developing Omushkego Cultural Skills

- listen to traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- listen to stories told for entertainment,

Investigating and Communicating Required Knowledge

–communicate the main idea of a tale or story and describe a sequence of events,

Applying Omushkego Cultural Knowledge, Skills, and Values

–use their knowledge of elements of grammar and oral language structures to understand what they have heard,

–show respectful appreciation during a storytelling presentation.

Living Well

•follow Omushkego culture and language practices;

Understanding Omushkego Cultural Knowledge and Values

–participate in group work,

–observe and identify ways to be helpful to teachers, parents and cultural teachers,

–listen respectfully to the voices of those more experienced, especially elders and adults,

Developing Omushkego Cultural Skills

–develop competence living (on or) off the land,

Investigating and Communicating Required Knowledge

–use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations,

–speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,

Applying Omushkego Cultural Knowledge, Skills, and Values

–practice cultural ways or protocols for showing respect to an elder or cultural resource person,

–demonstrate respectful behaviour towards others in the group,

–behave in culturally appropriate ways when learning from culture,

–reflect on the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

Science and Technology:

Growth and Changes in Animals (Grade 2)

• **assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live (1);**

• **investigate similarities and differences in the characteristics of various animals (2);**

• **demonstrate an understanding that animals grow and change and have distinct characteristics (3).**

1. Relating Science and Technology to Society and the Environment

• identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced (1.1);

• identify positive and negative impacts that different kinds of human activity have on animals and where they live (e.g., actions of animal lovers and groups that protect animals and their rights, the home

owner who wants a nice lawn, people who visit zoos and wildlife parks, pet owners), form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced (1.2);

2. Developing Investigation and Communication Skills

- observe and compare the physical characteristics (e.g., fur or feathers; two legs or no legs) and the behavioural characteristics (e.g., predator or prey) of a variety of animals, including insects, using student-generated questions and a variety of methods and resources (e.g., observation of live animals in the schoolyard; books, videos/DVDs, CD-ROMs, and/or Internet sources that depict animals in a positive light) (2.2);
- investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods (e.g., read simple non-fiction texts and Aboriginal stories; observe animal activity in the schoolyard and surrounding areas, and record findings) (2.5);
- use scientific inquiry/research skills (see page 15), and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice (2.6);
- use appropriate science and technology vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication (2.7);
- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a model constructed of modelling clay and a tree branch to explain how a caterpillar feeds) (2.8);

3. Understanding Basic Concepts

- identify and describe major physical characteristics of different types of animals (e.g., insects, mammals, reptiles) (3.1);
- describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment (e.g., some birds migrate to a warmer climate for the winter; the design of a whale's flipper allows the whale to turn, steer, and balance; the cecropia moth has the pattern of a snake's head on its wings: the hypothesis is that this is to frighten its predators away) (3.2);
- identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live (e.g., bats control mosquito populations; birds and wildlife provide pleasurable viewing experiences; the buffalo provided some Aboriginal people with everything they needed to survive: food, shelter, clothing, tools, ornamentation, and weapons; horses can be used for labour; cats and dogs provide companionship for humans; animals, including humans, disperse plant seeds) (3.3);
- identify ways in which animals can be harmful to humans (e.g., some people have an allergic reaction to bee and wasp venom when they are stung; deer, moose, and bears on roads can pose a hazard to people driving at night) (3.4).

Mathematics:

Data Management and Probability

- **collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis.**

Collection and Organization of Data

- demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour, size), and by describing informal sorting experiences (e.g., helping to put away groceries) (Sample problem: Sort a collection of attribute blocks by colour. Re-sort the same collection by shape.);
- collect and organize primary data (e.g., data collected by the class) that is categorical (i.e., that can be organized into categories based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods (e.g., arranging objects, placing stickers, drawing pictures, making tally marks) (Sample problem: Collect and organize data about the favourite fruit that students in your class like to eat.);

Data Relationships

- pose and answer questions about collected data (Sample problem: What was the most popular fruit chosen by the students in your class?).

Language: Oral Communication (Listening and Speaking)

- **listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (1);**
- **use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (2);**
- **reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations (3).**

1. Listening to Understand

Purpose

- identify purposes for listening in a few different situations, formal and informal (e.g., to hear the sounds of language in songs, chants, and poems; to interact socially with classmates; to enjoy and understand a story read aloud by the teacher; to follow simple directions in large- and small-group settings; to exchange ideas with a peer in a paired sharing or small group) (1.1);

Active Listening Strategies

- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions) (1.2);

Comprehension Strategies

- identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction (e.g., use background knowledge, familiar word order, and context to make predictions about content or vocabulary before listening to an oral text; think about what known words might be related to the topic; ask questions to check understanding during and after listening; create mental pictures while listening to a read-aloud and draw or talk about what they visualized; retell the important information presented in a class discussion or a think-pair-share activity) (1.3);

Demonstrating Understanding

- demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea (e.g., use time-order words, such as first, then, next, finally, to retell a story they have heard; restate information from a movie about community workers, including a topic statement and several supporting details) (1.4);

Extending Understanding

- extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., make personal connections between their own ideas about a topic and the ideas in an oral text; identify other texts that have similar elements or content) (1.6);

Point of View

- begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker (e.g., the narrator may be a character in a story or an expert on the topic of an informational talk; the speaker may be recounting a personal anecdote or sharing a personal opinion)
Teacher prompts: "Who is telling this story/presenting this information? What words/clues helped you figure that out?" "What do we know about the speaker?" "How might the story be different if another character were telling it?" (1.8);

Presentation Strategies

- begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., the use of differences in tone and pitch for different characters in a story; the use of props to engage the audience)

Teacher prompts: "How did the speaker use his/her voice to make you like/not like a character?" "Why do you think the speaker used the puppets when he was speaking?" (1.9);

2. Speaking to Communicate

Purpose

- identify a few purposes for speaking (e.g., to express needs to peers and the teacher; to establish positive personal and learning relationships with peers; to activate prior knowledge and make connections before listening; to retell stories and recount personal experiences to the class; to ask questions or explore solutions to problems in small-group and paired activities; to share ideas and information that contribute to understanding in large and small groups; to manipulate the sounds of language in songs, chants, and poems) (2.1);

Interactive Strategies

- demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions (e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point) (2.2);

Clarity and Coherence

- communicate ideas and information orally in a clear, coherent manner (e.g., use a logical framework such as a beginning, middle, and end sequence to retell a story read aloud by the teacher) (2.3);

Appropriate Language

- choose appropriate words to communicate their meaning accurately and engage the interest of their audience (e.g., choose words relevant to the topic from the full range of their vocabulary, including new words used regularly in the classroom; use descriptive adjectives to clarify and add interest to a narrative; use inclusive language that conveys respect for all people) (2.4);

Vocal Skills and Strategies

- begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning (e.g., increase volume to emphasize important points or to communicate to a large audience) (2.5);

Non-Verbal Cues

- identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (2.6);

Visual Aids

- use one or more appropriate visual aids (e.g., pictures, photographs, props, puppets, masks) to support or enhance oral presentations (e.g., use a set of plastic animals during an oral recount about a visit to a zoo) (2.7);

3. Reflecting on Oral Communication Skills and Strategies

Metacognition

- begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking

Teacher prompts: "How do you know what to listen for?" "What could you do after you listen to check and see if you understood what you heard?" "What could you do if you didn't understand what you heard?" "What do you think about before you begin to talk?" "When you are talking, how can you tell if the audience understands?" "What could you do to help the audience understand what you are saying?" (3.1).

The Arts:

Drama

- **creating and presenting: apply the creative process (see pages 19 to 22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories (B1);**
- **reflecting, responding, and analysing: apply the critical analysis process (see pages 23 to 28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences (B2);**
- **exploring forms and cultural contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts (B3).**

B1. Creating and Presenting

- engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places (e.g., retell and enact nursery and other childhood rhymes, stories, or narratives from picture books; use movement and voice to explore the thoughts of a familiar folk tale character in a variety of situations; use guided imagery and descriptive language to explore what a character might feel and experience in a story setting or picture; use group role play to explore alternative endings to stories, fairy tales, and personal experiences; use role play or a tableau at key moments in a story to help the protagonist solve a problem; interview a teacher in the role of a character from a story)

Teacher prompts: “How can you and your friends retell the story using puppets?” “How can you and a partner act out how you think the story will end, but without using any words?” (B1.1);

- demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played (e.g., use facial expressions, body movement, and words to respond in role to scenarios and questions; express different points of view after reading a picture book about issues of belonging and discrimination; work with a partner to create a short scene that shows the importance of acceptance, understanding, and inclusion)

Teacher prompts: “When I ask you a question as Grandma, how might you answer me as the wolf?”

“How can you show (e.g., using gestures) what you are thinking and feeling when you are in role? Try to imagine why the wolf acts the way it does.” (B1.2);

- plan and shape dramatic play by building on the ideas of others, both in and out of role (e.g., In role: add ideas to the dramatic play that reflect the knowledge and experience of the role that is being played [such as a scientist mentioning an experiment or a journalist mentioning an interview]; create and share scenes from their own experiences; Out of role: work in a group to plan and prepare a scene and ask follow-up questions such as “How could we make this clearer? What changes can we make to help our story be understood?”; describe the sort of person who might own a particular found object such as a bag or a coat)

Teacher prompts: In role: “What do I need to know about the situation we find ourselves in?” “How might we convince (the main character) to listen to us?” Out of role: “How can you work with your

friends to act out a story? What do you think the characters should do?” “Can you introduce a new role in response to ideas emerging in the drama?” (B1.3);

B2. Reflecting, Responding, and Analysing

- express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story (e.g., in oral discussion, relate themes about family relationships or friendships to their own lives; after viewing a play or clip of a movie dealing with family issues [such as Cinderella or Princess Mononoke], contribute to a class journal entry or draw a picture to show the feelings of one or more of the characters ñ a stepsister, Cinderella, the mice)

Teacher prompts: “Can you explain how you are different from and similar to your favourite character in today’s drama/read-aloud?” “Does our drama experience make you think about stories we have read? How did the drama make you feel?” “If you could give advice to this character, what would you like to say to him/her?” (B2.1);

- demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning (e.g., to provide important information in a situation; to represent a particular perspective/point of view; to change the direction of the plot; to symbolize an idea such as friendship)

Teacher prompts: “What would the story be like if the wise woman didn’t appear to give advice? Should we assume that she is a hero/villain?” “How was the character in the play we saw like a real person?” “How would the story change, if it was told by a different character? Who might be interesting to hear from?” (B2.2);

- identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members (e.g., using personal experience and imagination to extend ideas in the drama; building on their own or others’ ideas)

Teacher prompts: “What part of the drama did you enjoy the most and why?” “How did you use your body and volume and tone of voice to tell us how your character was feeling?” “If we were going to do the drama again, what is something that you could do better?” (B2.3);

B3. Exploring Forms and Cultural Contexts

- identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community (e.g., favourite television or computer programs and characters, imaginative play with action figures, dramatic play, attending plays and celebrations, interacting with picture books, storytelling)

Teacher prompts: “Tell me about a time when you pretended to be someone or something else.” “At what celebrations or events in our communities do we see people dressing up or pretending to be someone else?” (B3.1);

- demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world (e.g., contribute to a class scrapbook about characters such as trolls/fairies, trickster themes in Nanabush stories [from Native folklore] and Anansi stories [from West African folklore])

Teacher prompts: “Let’s list the different characters from the play.” “Why do you think people will dress up as or pretend to be someone else when they are part of a parade or a play?” “How does this lesson or fable apply to real-life situations?” (B3.2).

The Arts:

Visual Arts

- **creating and presenting: apply the creative process (see pages 19 to 22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings (D1);**
- **reflecting, responding, and analysing: apply the critical analysis process (see pages 23 to 28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences (D2);**
- **exploring forms and cultural contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts (D3).**

D1. Creating and Presenting

- create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences (e.g., a tempera painting that communicates their feelings about a special occasion or event such as a fair or a parade; a sculpture of a favourite musical instrument made with found objects; a watercolour painting of a favourite part of the schoolyard; an assemblage in which images and objects from home and school are used to represent special memories)

Teacher prompts: “How does your art work reflect your feelings? Which colours could you use to show happiness or excitement?” “Why did you choose to paint this part of the schoolyard?” (D1.1);

- demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (e.g., a drawing of an approaching storm that uses a variety of lines to create contrast [dashed, jagged, curved, spiral]; a cardboard or papier maché sculpture of a mythical animal in a dynamic pose that uses surface materials to show a contrast in texture [fuzzy yarn; coarse, prickly sawdust])

Teacher prompts: “How can you vary your lines to create contrast between the area of the image that is the storm and the area of calm?” “How can you use levels and positioning of your sculpture’s limbs and body to compose a sculpture that is visually interesting on all sides and that shows a variety of forms?” (D1.2);

- use elements of design in art works to communicate ideas, messages, and personal understandings (e.g., a pattern of broken, wavy, and zigzag lines to make the bark of a tree look rough in a drawing; size and arrangement of organic shapes in a painting of flowers to create the impression that the various flowers are at different distances from the viewer)

Teacher prompts: “What kinds of lines would you use to show this texture?” “Look carefully at the arrangement of these flowers. How do you have to place them and change their shapes in a painting to show that some of them are closer and some farther away?” (D1.3);

- use a variety of materials, tools, and techniques to respond to design challenges (e.g., drawing: use wax crayon or oil pastel lines on coloured paper to express their responses to different kinds of music or rhythm, mixed media: use torn paper and textured materials to create a landscape collage of a playground that includes a horizon line, painting: create paint resists that are made with wax crayon on paper, using rubbing plates that have a variety of textures [e.g., bumpy, wavy] to create imaginary creatures inspired by the artistic style of Eric Carle)

Teacher prompts: “When you hear the drumbeat in the music, think about how you could show the beat with different kinds of lines.” “What techniques or tools can you use to make the texture (e.g., wood bark) look real on your paper?” “How can you move the pieces in your sculpture to make different openings or spaces in it?” (D1.4);

D2. Reflecting, Responding, and Analysing

- explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work (e.g., explain how repeated lines and shapes are used to depict the texture of snake, lizard, leopard, or dinosaur skin; classify images on a topic, and, focusing on a dominant element, use the images to explain that there are many different ways of approaching the same subject)

Teacher prompts: “What did you do in your drawing to help people understand what you mean or what you are thinking here?” “What kinds of shapes do you see? How can you use some of these shapes to make a collage that depicts the music, a musical instrument, and the mood of the music?” (D2.2);

- identify and document their strengths, their interests, and areas for improvement as creators of art (e.g., discuss what they think is good about works in their art folder during conferences with their teacher; do a think-pair-share on their favourite part of one of their art works)

Teacher prompts: “Tell me something you like about your art work. What did you want to express in it?” “Close your eyes. When you open them, tell me the first place your eye goes. What did you put in that part of the image so your eye will go there? What part would you change if you could?” “What other details can you add to your sculpture to make it look as if it is moving? What did you learn from your work?” (D2.4);

D3. Exploring Forms and Cultural Contexts

- identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences (e.g., illustrations in picture books, designs of various toys, patterns on clothing or other textiles, classroom visits by artists, student displays at their school, visits to galleries)

Teacher prompts: “What do you think about having art on display in the classroom?” “Why do people have art in their homes?” “What reaction do you get from others when you display your art works?” “Who is an artist? What do artists do? What everyday objects do they make or design?” (D3.1);

- demonstrate an awareness of a variety of works of art from diverse communities, times, and places (e.g., iconic architecture they have seen either in pictures or in real life, such as the CN Tower, the Eiffel Tower, the Taj Mahal; comics from different countries; decorations or patterns on crafts or old artefacts; contemporary and ancient clay sculptures; paintings of family or community events from different cultures or from previous eras)

Teacher prompts: “How does the artist show that people in the past played games, had families, and made things that had personal meaning to them?” “What kinds of art have you made to remember a special time, person, or place?” “How can you use some of the ideas that have been used in these objects and images in your own art work?” “How do these art works relate to your own experience and to other works you have studied?” (D3.2).

Health and Physical Education:

Healthy Living

C2. Making Healthy Choices

• **demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (C2).**

Personal Safety and Injury Prevention

• demonstrate the ability to recognize caring behaviours (e.g., listening with respect, giving positive reinforcement, being helpful) and exploitive behaviours (e.g., inappropriate touching, verbal or physical abuse, bullying).

Teacher prompt: “Caring behaviours are found in healthy relationships. How might you feel in a healthy relationship?”

Student: “I might feel happy, safe, secure, cared for.”

Teacher: “How might you feel in a relationship that is not healthy?”

Student: “I might feel sad, scared, angry, confused, hurt.”

Teacher: “What are some situations in which you might feel that way?”

Student: “I might feel that way if someone was being mean or leaving me out, if someone was touching me when I didn’t want to be touched, or if I was left at home alone.” (C2.3).

Language: Reading

• **read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning (1);**

• **recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (2);**

• **use knowledge of words and cueing systems to read fluently (3);**

• **reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading (4).**

1. Reading for Meaning

Variety of Texts

• read a few different types of literary texts (e.g., pattern books, rhymes, books from home, simple fiction stories), graphic texts (e.g., calendars, environmental print, signs), and informational texts (e.g., morning messages, strategy charts, instructions, simple non-fiction books, labels) (1.1);

Purpose

- identify a few different purposes for reading and choose reading materials appropriate for those purposes (e.g., picture books for entertainment, information, or reflection; simple factual and visual texts for information; magazines for entertainment and interest) (1.2);

Comprehension Strategies

- identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction (e.g., activate prior knowledge by brainstorming about the cover, title page, or topic; describe how they visualize a character or scene in a text; ask questions about information or ideas presented in a text: I wonder if ...?, What if ...?, Why did...?, identify important ideas in a text) (1.3);

Teacher prompt: "What do you think is the most important thing to remember so far about this text/topic? Why do you think it is important?"

Demonstrating Understanding

- demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea (e.g., retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatize a story or informational text using puppets or props) (1.4);

Making Inferences/Interpreting Texts

- use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them

Teacher prompt: "The text tells us that the girl broke her brother's toy airplane. Think about what you know about the boy so far. Predict what might happen next. Is there information in the illustration that can help you make your prediction?"(1.5);

2. Understanding Form and Style

Text Forms

- identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story (e.g., characters, setting, events, problem/solution), graphic texts such as a calendar (e.g., names of months and days, a grid, numbers), and informational texts such as a simple "All About ____" book (e.g., labels, headings, pictures) (2.1);

Elements of Style

- identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts (e.g., descriptive words help the reader make better mind pictures of the characters or setting in a story)

Teacher prompt: "What words in the text helped you make a picture in your head?" (2.4);

3. Reading With Fluency

Reading Familiar Words

- automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts (e.g., the same word in different graphic representations such as: on the word wall; in shared-, guided-, and independent-reading texts; on shared- and interactive-writing charts; in personal writing; in a variety of fonts) (3.1);

Reading Unfamiliar Words

- predict the meaning of and solve unfamiliar words using different types of cues, including:
 - semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);
 - syntactic (language structure) cues (e.g., predictable word order, predictable language patterns, punctuation);
 - graphophonic (phonological and graphic) cues (e.g., blending and segmenting of individual sounds in words; visual features of words such as shape and orientation; sound-letter relationships for initial, final, and medial sounds; onset and rime; common spelling patterns; words within words)

Teacher prompt (for cross-checking of cues): "It looks right and sounds right, but does it make sense?" (3.2);

Reading Fluently

- read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader (e.g., make oral reading of a role in a simple readers' theatre script sound like natural speech) (3.3);

4. Reflecting on Reading Skills and Strategies

Metacognition

- begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading

Teacher prompts: "What do you do to get ready to read a new text?" "What do you do if your reading doesn't make sense to you?" "When you come to a word you don't know, what do you do?" "What strategies help you the most when you are reading?" (4.1);

Interconnected Skills

- explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., reading a text independently is easier after hearing it read aloud and/or talking about it in class)

Teacher prompts: "How does listening to someone else read help you become a better reader?" "How does talking to someone else about what you are reading help you as a reader?" "How does looking at the illustrations help you make sense of what you are reading?" (4.2).

Language: Writing

- **generate, gather, and organize ideas and information to write for an intended purpose and audience (1);**
- **draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience (2);**
- **use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively (3);**
- **reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process (4).**

1. Developing and Organizing Content

Purpose and Audience

- identify the topic, purpose, audience, and form for writing, initially with support and direction (e.g., a personal recount of a past experience, including pictures, to share with family or friends; an "All About the Seasons" book for the class library; labels and captions for a pictograph to share findings with a group after a math investigation)

Teacher prompts: "What is your writing about?" "Why are you writing?" "Whom are you writing for?" (1.1);

Developing Ideas

- generate ideas about a potential topic, using a variety of strategies and resources (e.g., ask questions to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with the class) (1.2);
- gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from listening to stories told by family members; from paired sharing with a peer; from observations; from various texts, including teacher read-alouds, mentor texts, and shared-, guided-, and independent-reading texts) (1.3);

Classifying Ideas

- sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using pictures, labels, key words, hand-drawn or computer graphics, or simple graphic organizers such as a web, a list, or a five-W's framework: who, what, when, where, why) (1.4);

Organizing Ideas

- identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers (e.g., a story ladder, sequence chart) and simple organizational patterns (e.g., time order: first, then, next, finally; order of importance; beginning, middle, and end) (1.5);

Review

- determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose (e.g., use pictures and words to explain their material to a classmate and ask for feedback) (1.6);

2. Using Knowledge of Form and Style in Writing

Form

- write short texts using a few simple forms (e.g., a recount of personally significant experiences; a simple report on topics of interest to the writer and identified in non-fiction reading; "How to" books identifying the steps in a procedure such as "How to Make Applesauce", including pictures, symbols, and words; a story modelled on characters and events from stories read; their own variation on a familiar poem, chant, or song; a poster for the classroom) (2.1);

Voice

- begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience (e.g., use pictures and words that project interest or enthusiasm) (2.2);

Word Choice

- use familiar words and phrases to convey a clear meaning (e.g., some simple, familiar descriptive adjectives of size, feeling, or colour: The black dog was happy.) (2.3);

Sentence Fluency

- write simple but complete sentences that make sense (2.4);

Preparing for Revision

- identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers

Teacher prompts: "Does this writing make sense to you?" "Does it say what you wanted to say?" (2.6);

Revision

- make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies (e.g., cut out words or sentences and reorder them to improve clarity; insert words from oral vocabulary and the class word wall or word webs to clarify meaning and/or add interest) (2.7);

Producing Drafts

- produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations (2.8);

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

Spelling Familiar Words

- spell some high-frequency words correctly (e.g., words from their oral vocabulary, the class word wall, and shared-, guided-, and independent-reading texts) (3.1);

Spelling Unfamiliar Words

- spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings (e.g., segment words to identify and record individual sound-symbol correspondences, including short vowels and simple long-vowel patterns; listen for rhyming patterns; look for common letter sequences and onset and rime in frequently used words; make analogies between words that look similar; illustrate words to link meaning to spelling) (3.2);

Vocabulary

- confirm spellings and word meanings or word choice using one or two resources (e.g., find pictures or words in a picture dictionary; locate words on an alphabetical word wall using first letter; refer to class-created word webs posted in the classroom) (3.3);

Punctuation

- use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end (3.4);

Grammar

- use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place (e.g., in, on, at, to) (3.5);

Proofreading

- proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference (e.g., Can I read it? Does it "sound right"? Does it make sense? Are my word wall words spelled correctly?) (3.6);

Publishing

- use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout (e.g., use drawings, photographs, or simple labels to clarify text; print legibly; leave spaces between words) (3.7);

Producing Finished Works

- produce pieces of published work to meet criteria identified by the teacher, based on the expectations (3.8);

4. Reflecting on Writing Skills and Strategies

Metacognition

- identify some strategies they found helpful before, during, and after writing (e.g., during a regular writing conference, respond to teacher prompts about what strategies helped at a specific phase in the writing process; identify strategies used before, during, and after writing on a class anchor chart; identify a strategy for future use on a strategy bookmark or chart)

Teacher prompts: "What strategy helped you organize your ideas?" "How did you know what words were missing?" "What helped you know what to do when you finished your first draft?" (4.1);

Interconnected Skills

- describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "How does what you know about reading and different kinds of books help you when you are writing?" "In what way do you think listening to someone else's ideas might help you with your writing?" (4.2);

Portfolio

- select pieces of writing they think show their best work and explain the reasons for their selection (4.3).

Omushkego Culture:

Character Development

- **develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them;**
- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour students (respect for students);
- listen to, be considerate of, and honour elders (respect for elders);
- listen to, be considerate of, and honour others: (respect for others that includes students and teachers);
- listen to, be considerate of, and honour plants and animals (respect for plants and animals);

- listen to, be considerate of, and honour the land (respect for the environment);
- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);
- recognize and accept accountability to themselves and others for decisions made and action taken (responsibility to themselves and others that includes the class);
- recognize, value, and enjoy their own language, traditions, and culture (appreciation for their culture);
- control their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show feelings of interest or concern that may be demonstrated by the kind treatment of others (caring);
- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience).

Assessment

Assessment is the process of gathering information about a student’s progress through a variety of strategies and tools. The purpose of assessment is to monitor students’ progress as they work through the pre-tasks and to provide ongoing feedback to students on how to improve their performances. Information gathered during the assessment process also assists teachers in making appropriate accommodations to meet the learning needs of individual students and to plan for any additional instruction or practice that they may require.

Assessment **for** learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.

Assessment **as** learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.

Assessment **of** learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often results in pivotal decisions that will affect students’ futures.

— from *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, 2010*, p.31

Evaluation

Evaluation involves the process of reviewing student performances and products and making judgments about how well the student has performed in relation to the expectations and the criteria that are linked to the achievement chart categories. Teachers review their formative assessment observations as they

prepare students for their evaluation tasks and make appropriate accommodations for students based on their needs.

Evaluation information will be used to provide feedback to students on their performance, to plan next steps in programming, and to report to parents/guardians on student progress and achievement. In addition, teachers who wish to assess expectations addressed in other subjects will need to use subject-specific rubrics to evaluate student performance. These rubrics can be found in the following documents: *The Ontario Curriculum Grades 1–8, Science & Technology, 2007*, pp. 26 and 27, *The Ontario Curriculum Grades 1–8, Mathematics, 2005*, pp. 22 and 23, *The Ontario Curriculum Grades 1–8, The Arts, 2009*, pp. 34 and 35, *The Ontario Curriculum Grades 1–8, Health and Physical Education, 2010*, pp. 38 and 39, and *The Omushkego Curriculum Early Learning to Grade 3, Culture, 2014*, p. 174.

**Rubrics, Checklists, Anecdotal Record, and Rating Scale for use with the Culminating Task:
Finding Out About More Stories**

The rubrics, checklists, anecdotal record, and rating scale provided with this culminating task are used to evaluate student performance based on the achievement levels outlined on pages 20 and 21 in *the Ontario Curriculum Grades 1–8, Language, 2006*. While the rubrics supply the specifics of what is being assessed, the checklists following each rubric support the assessment of knowledge and understanding and communication in each. The rating scale provided with this culminating task is used to evaluate student development of Omushkego values found on pages 169 and 170 in *the Omushkego Curriculum Early Learning to Grade 3, 2014*.

Retelling Our Stories: Win-ni-peg Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with speaking and listening	– demonstrates some knowledge of strategies associated with speaking and listening	– demonstrates considerable knowledge of strategies associated with speaking and listening	– demonstrates thorough knowledge of strategies associated with speaking and listening
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses	– demonstrates some understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses	– demonstrates considerable understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses	– demonstrates thorough understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses
Thinking – The use of critical and creative thinking skills and/or processes				
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	– uses creative thinking processes to tell what happened to wolverine after he went back to the shore with limited effectiveness	– uses creative thinking processes to tell what happened to wolverine after he went back to the shore with some effectiveness	– uses creative thinking processes to tell what happened to wolverine after he went back to the shore with considerable effectiveness	– uses creative thinking processes to tell what happened to wolverine after he went back to the shore with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes main ideas and information with limited effectiveness – presents almost no supporting details	– expresses and organizes main ideas and information with some effectiveness and clarity – presents few supporting details	– expresses and organizes main ideas and information with considerable effectiveness and clarity – presents many supporting details using wording from the text	– expresses and organizes main ideas and information with a high degree of effectiveness and clarity and precision – presents almost all supporting details in his or her own words

My Listening and Speaking Checklist

Look for students to

Listening

listen without interrupting

wait their turn to speak

show they are interested by

looking at the speaker

nodding

asking good questions after listening

Speaking

give other students a chance to speak

respond positively to the contributions of others

stay on topic and speak to the point

Reading Our Stories: Win-ni-peg Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with reading	– demonstrates some knowledge of strategies associated with reading	– demonstrates considerable knowledge of strategies associated with reading	– demonstrates thorough knowledge of strategies associated with reading
Thinking – The use of critical and creative thinking skills and/or processes				
Use of processing skills (e.g., making inferences, interpreting, analyzing, detecting bias, synthesizing, evaluating, forming conclusions)	– demonstrates little understanding of the sequence of the text or gives an incomplete response	– demonstrates partial understanding of the sequence of the text	– demonstrates overall understanding of the sequence of the text	– demonstrates thorough understanding of the sequence of the text
Communication – The conveying of meaning through various forms				
Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms	– shows limited understanding of the use of conventions, e.g., vocabulary, grammar, exclamation marks	– shows some understanding of the use of conventions, e.g., vocabulary, grammar, exclamation marks	– shows considerable understanding of the use of conventions and uses them appropriately, e.g., vocabulary, grammar, exclamation marks	– shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., vocabulary, grammar, exclamation marks

My Reading Checklist

Look for students to

Reading

- expect meaning from print
- try to select important information
- attempt to predict words (semantic)
- substitute words that make sense (syntactic)
- attempt to sound words (graphophonic)
- skip words
- reread when meaning is unclear
- create pictures about what they have read
- use illustrations to understand what they have read
- think about what they already know about what they have read

Reflecting On Our Stories: Win-ni-peg Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with writing	– demonstrates some knowledge of strategies associated with writing	– demonstrates considerable knowledge of strategies associated with writing	– demonstrates thorough knowledge of strategies associated with writing
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses very few, simple ideas that are not on topic	– uses some simple ideas that are connected to the topic	– uses mainly simple ideas, but also some developed ideas that are connected to the topic	– only uses develop ideas that are connected to the topic
Use of critical/creative thinking processes (e.g., reading process, writing process, ... critical literacy, metacognition, invention)	– uses creative writing process to tell why Hudson and James Bay are dirty with limited effectiveness	– uses creative writing process to tell why Hudson and James Bay are dirty with some effectiveness	– uses creative writing process to tell why Hudson and James Bay are dirty with considerable effectiveness	– uses creative writing process to tell why Hudson and James Bay are dirty with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– shows little grouping of common ideas (resembles a random list) – expresses and organizes main ideas and information with limited effectiveness – presents almost no supporting details	– groups some common ideas (includes elements of a list and a story) – expresses and organizes main ideas and information with some effectiveness and clarity – presents few supporting details	– groups common ideas together to tell a story – expresses and organizes main ideas and information with considerable effectiveness and clarity – presents many supporting details using wording from the text	– links common ideas (the writing flows naturally) – expresses and organizes main ideas and information with a high degree of effectiveness and clarity and precision – presents almost all supporting details in his or her own words
Use of conventions (e.g., grammar, spelling, punctuation,	– shows limited understanding of the use of	– shows some understanding of the use of	– shows considerable understanding of	– shows a high degree of understanding of

<p>usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms</p>	<p>conventions, e.g., the title of the text, uses capitalization and punctuation randomly, shows some evidence of spelling, uses few of the conventions of grammar and usage</p> <p>– there are a few simple sentences, sometimes, incomplete sentences with a reliance on single sentence stem</p> <p>– produces a visual presentation that is unclear (spacing, placement, legibility)</p>	<p>conventions, e.g., the title of the text, makes some errors in capitalization and punctuation, uses phonetic and conventional spelling for familiar words, uses some of the conventions of grammar and usage</p> <p>–there are some simple, complete sentences and some reliance on a single simple sentence stem</p> <p>– produces a visual presentation that is basically clear</p>	<p>the use of conventions and uses them appropriately, e.g., the title of the text, uses capitalization punctuation accurately, uses conventional spelling for familiar words and phonetic spelling for unfamiliar words, uses most of the conventions of grammar and usage</p> <p>– sentences are simple and complete with some variation in the stem used</p> <p>– produces a clear visual presentation</p>	<p>the use of conventions and uses them appropriately to clarify meaning, e.g., the title of the text, always uses capitalization punctuation accurately, uses conventional spelling for most words, uses all or almost all of the conventions of grammar and usage</p> <p>– there are different patterns of simple sentences</p> <p>– produces a clear visual presentation that enhances the story</p>
<p>Application – The use of knowledge and skills to make connections within and between various contexts</p>				
<p>Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with limited effectiveness</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with some effectiveness</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with considerable effectiveness</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with a high degree of effectiveness</p>

My Writing Checklist

Look for students to

Writing

Revising

- cut out words and reorder them
- insert words from word wall or oral vocabulary

Proofreading

- use a capital letter at the beginning of each sentence
- use a period, question mark, or exclamation mark at the end of each sentence
- use a capital letter at the beginning of names
- use a capital letter at the beginning of places
- spell words correctly
- write simple complete sentences that make sense
- use ideas that are clear and easy to understand
- use neat handwriting

Dirty Water Reading and Writing Anecdotal Record

How did you feel about reading/writing this week? Why? What did you do well during reading/writing this week? What would you like to do better next week?

What Students Felt About Reading/Writing

What Students Did Well During Reading/Writing

What Students Would Like To Do Better

Teacher Comments on Student Response Journals

Omushkego Character Development Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

Omushkego Character Development				
listens to, is considerate of, and honours themselves (respect for themselves)	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders)	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
controls their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)	1	2	3	4
shows feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)	1	2	3	4

Notes for students working as a whole class:

Dirty Water Reading and Writing Anecdotal Record

How did you feel about reading/writing this week? Why? What did you do well during reading/writing this week? What would you like to do better next week?

What Students Felt About Reading/Writing

What Students Did Well During Reading/Writing

What Students Would Like To Do Better

Teacher Comments on Student Response Journals

Accommodations/Adaptations

- Accommodations for students with Individual Education Plans (IEPs) should be provided as outlined in the IEP. Any additional accommodations needed should be recorded and submitted for discussion in any review of the student's IEP. Teachers should refer to *The IEP: A Resource Guide, Ministry of Education, 2004* (available at <www.edu.gov.on.ca>), p. 29.
- Accommodations needed for other learners with special needs should be as normally provided in the regular classroom program.
- Accommodations for English as a Second Language/English Literacy Development (ESL/ELD) learners should be tied to the specific learning needs of individual students in relation to their stage of language development, as well as to the nature of the task and the kind of adaptation that is most appropriate. Teachers should refer to *The Ontario Curriculum, Grades 1–8: English as a Second Language and English Literacy Development: A Resource Guide, 2001*; *Many Roots Many Voices: Supporting English Language Learners in Every Classroom, 2005*; and *English Language Learners: ESL and ELD Programs and Services, 2007*.
- Accommodations for all students, no matter their personal circumstances, should be met through educational strategies that integrate the processes of differentiated instruction and assessment for learning. Teachers should refer to *Learning for All K–12 (Draft), Ministry of Education, 2009*.

Specific Culture and Language Accommodations for These Tasks

To acknowledge and accommodate culture and language differences, the following adaptations may be necessary for some students:

1. use visual aids, demonstrations, simulations and manipulatives to ensure that students understand concepts presented,
2. teach students how to organize material through a variety of graphic organizers,
3. simplify and adapt texts or have available textbooks with material at a variety of reading levels/complexity,
4. break down tasks into smaller sequential sections,
5. have students work with partners who can act as interpreters, classroom partners and peer tutors,
6. provide a structured overview of the unit and lesson prior to beginning instruction,
7. include a variety of activities for the students in each lesson.

* adapted from the *Teaching Learning Companion* in the Ontario Curriculum Unit Planner

Specific Assessment and Evaluation Accommodations for These Tasks

Adapting assessment and evaluation to acknowledge culture and language differences for all students must be achieved. Some assessment and evaluation accommodations are as follows:

1. allow extra time to complete the task,
2. explain or simplify instructions and questions to ensure students understand what they are being asked to do,
3. allow flexibility in the number of questions to be asked,

4. provide a variety of options for achieving the task through oral, written, or visual means,
5. give additional support by having the teacher or a peer act as a scribe,
6. supply a quiet or alternate location that is free of distractions.

* adapted from the *Assessment Companion* in the Ontario Curriculum Unit Planner

General Teacher Information

1. *Materials and Resources Required:*

<p><i>For the Teacher</i></p> <p>Initial Task: photographs of local storytellers examples of Omushkego legends <i>Our Voices: Legend of the Giant Skunk</i> from http://www.ourvoices.ca/index/our-voices-story-action/id.0136 [obtained May 27, 2010] Note: This is an original transcript of Louis Bird’s recording of this story. <i>Mi-she-shek-kak</i> in Louis Bird. (2005) <i>Telling Our Stories</i>. Peterborough, ON: Broadview Press, pp. 69–73. Raphael Wabano. (2000). <i>Big Skunk</i> in <i>Big Skunk</i>, and <i>Wolverine and the Wolves</i>. Timmins, ON: Ojibway and Cree Cultural Centre. Micheal Patrick. (2000). <i>Wolverine and the Wolves</i> in <i>Big Skunk</i>, and <i>Wolverine and the Wolves</i>. Timmins, ON: Ojibway and Cree Cultural Centre. pictures of local animals Celine Sutherland and Jim Hollander. (2005). <i>Cree Children’s Picture Dictionary</i>. Timmins, ON: Ojibway and Cree Cultural Centre. chart paper Appendix 1: Omushkego Character Development (Caring Behaviours) and Uncaring Behaviours Checklist Appendix 2: Local Storytellers, Local Stories, and Local Animals Knowledge Rubric Appendix 3: Listening and Speaking Anecdotal Record</p>	<p><i>For the Student</i></p> <p>Initial Task: markers coloured pencils or crayons Student Worksheet #1 Local Animals</p>
<p>Task 1: chart paper flip chart http://www.hww.ca/index_e.asp [obtained May 1, 2010] Hinterland Who’s Who for facts sheets and downloadable video clips of common animals of the northern forest http://www.borealforest.org/edresc.htm [obtained May 1, 2010] Boreal Forest.org for fact sheets of common animals of boreal forest Celine Sutherland and Jim Hollander. (2005). <i>Cree Children’s Picture Dictionary</i>. Timmins, ON: Ojibway and Cree Cultural Centre includes animal, e.g., mammals, birds, reptiles and amphibians, and insects flashcards http://www.zazzle.ca/save+animals+posters [obtained May 2, 2010] for examples of Save the Animals posters</p>	<p>Task 1: computer or work stations (4) scissors glue paper word wall 11”x17” poster paper crayons markers paint brushes Student Worksheet #2: Animal Characteristics Student Worksheet #3: Animal Sorting Student Worksheet #4: Animal Adaptations Student Worksheet #5: Animal or Environment Public Service Announcement Poster Sample</p>

<p>http://www.zazzle.ca/save+the+environment+posters [obtained May 2, 2010] for examples of Save the Environment posters</p> <p>Appendix 4: Animals Characteristics Rubric Appendix 5: Animal Sorting Rating Scale Appendix 6: Animal Adaptations Marking Scheme Appendix 7: Animal or Environment Public Service Announcement Poster and Omushkego Character Development Checklist</p>	
<p>Task 2: listening and speaking charts chart paper local elder or storyteller audio-visual recording equipment <i>Mi-she-shek-kak</i> in Louis Bird. (2005) <i>Telling Our Stories</i>. Peterborough, ON: Broadview Press, pp. 69–73. <i>Win-ni-peg</i> in Louis Bird. (2005) <i>Telling Our Stories</i>. Peterborough, ON: Broadview Press, pp. 73–78. television digital recording of <i>Mi-she-shek-kak</i> Appendix 8: My Listening and Speaking Checklist Appendix 9: Local Community Elder’s Visit Listening, Speaking, and Character Development Rating Scale Appendix 10: Retelling Our Stories: Mi-she-shek-kak Rubric Appendix 11: Local Storyteller’s Visit Anecdotal Record</p>	<p>Task 2: ball of yarn pencils Student Worksheet #6: My Listening and Speaking Student Worksheet #7: Retelling Our Stories: Mi-she-shek-kak Student Worksheet #8: Local Storyteller’s Visit Response Journal</p>
<p>Task 3: listening and speaking charts chart paper <i>Mi-she-shek-kak</i> (Alternate) illustrations of animals from a variety of library books <i>teacher background information resources</i> https://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf [obtained May 7, 2019] <i>Bullying Prevention and Intervention in the School Environment</i> Appendix 12: Giant Skunk Role Play and Drama Checklist Appendix 13: Giant Skunk Role Play and Drama Anecdotal Record Appendix 14: Omushkego Character Development Caring Behaviours Rating Scale Appendix 15: Elements and Principles of Design Art Checklist Appendix 16: Giant Skunk Visual Arts Anecdotal Record</p>	<p>Task 3: paint (black, red, yellow, blue) paint brushes kraft paper 11” x 18” white construction paper Student Worksheet #9: Giant Skunk Role Play and Drama Response Journal Student Worksheet #10: Caring Behaviours Y-chart Student Worksheet #11: Giant Skunk Visual Art Response Journal</p>
<p>Task 4: <i>Mi-she-shek-kak</i> (Grade 1) paper markers, crayons, pencils reading and writing charts</p>	<p>Task 4: paper markers, crayons, pencils Student Worksheet # 12: Reading Our Stories: Mi-she-shek-kak Student Worksheet #13: My Reading</p>

<p>Micheal Patrick. (2000). <i>Wolverine and the Wolves in Big Skunk, and Wolverine and the Wolves</i>. Timmins, ON: Ojibway and Cree Cultural Centre.</p> <p>Appendix 17: My Reading Checklist</p> <p>Appendix 18: Reading Our Stories: Mi-she-shek-kak Rubric Parts 1 to 4</p> <p>Appendix 19: My Writing Checklist</p> <p>Appendix 20: Writing Our Stories: Mi-sh-shek-kak Rubric Parts 1 and 2</p> <p>Appendix 21: Reading, Writing, and Character Development Rating Scale</p> <p>Appendix 22: Giant Skunk Reading and Writing Anecdotal Record</p>	<p>Student Worksheet #14: Writing Our Stories: Mi-she-shek-kak</p> <p>Student Worksheet #15: My Writing</p> <p>Student Worksheet #16: Giant Skunk Reading and Writing Response Journal</p>
<p>Culminating Task:</p> <p>Part I</p> <p><i>Mi-she-shek-kak</i> (Grade 1)</p> <p><i>Win-ni-peg</i> in Louis Bird. (2005) <i>Telling Our Stories</i>. Peterborough, ON: Broadview Press, pp. 73–78.</p> <p><i>Win-ni-peg</i> (Alternate)</p> <p>digital recording of <i>Win-ni-peg</i></p> <p><i>Win-ni-peg</i> (Grade 1)</p> <p>Appendix 23: Retelling Our Stories: Win-ni-peg Rubric Parts 1 and 2</p> <p>Appendix 24: My Listening and Speaking Checklist</p> <p>Part II</p> <p><i>Win-ni-peg</i> (Grade 1) text and large size text</p> <p>Appendix 25: Reading Our Stories: Win-ni-peg, Dirty Water Rubric Parts 1 to 4</p> <p>Appendix 26: My Reading Checklist</p> <p>Ontario Ministry of Education. (1999). <i>The Ontario Curriculum – Exemplars Grades 1–8 Reading</i>. Toronto: Queen’s Printer for Ontario, pp. 9–46. Note: Reading exemplars are provided to promote consistency in the assessment of student work from grade to grade and across the province.</p> <p>Part III</p> <p><i>Win-ni-peg</i> (Grade 1)</p> <p>television</p> <p>digital recordings of <i>Mi-she-shek-kak</i> and <i>Win-ni-peg</i></p> <p>Ontario Ministry of Education and Training. (1999). <i>The Ontario Curriculum – Exemplars Grades 1–8 Writing</i>. Toronto: Queen’s Printer for Ontario, pp. 11–23. http://www.edu.gov.on.ca/eng/curriculum/elementary/writing18ex.pdf [obtained January 16, 2011] Note: Writing exemplars are provided to promote consistency in the assessment of student work from grade to grade and across the province.</p> <p>Appendix 27: Writing Our Stories: Win-ni-peg Rubric Parts 1 and 2</p> <p>Appendix 28: My Writing Checklist</p> <p>Appendix 29: Dirty Water Reading and Writing Anecdotal Record</p>	<p>Culminating Task:</p> <p>Part I</p> <p>pencils</p> <p>Retelling Our Stories: Win-ni-peg Part I (in Culminating Task Student Booklet)</p> <p>Retelling Our Stories: Win-ni-peg Part II (in Culminating Task Student Booklet)</p> <p>My Speaking and Listening (in Culminating Task Student Booklet)</p> <p>Part II</p> <p>pencils</p> <p><i>Win-ni-peg</i> (Grade 1)</p> <p>Reading Our Stories: Win-ni-peg Parts 1 to 4 (in Culminating Task Student Booklet)</p> <p>My Reading Checklist (in Culminating Task Student Booklet)</p> <p>Part III</p> <p>pencils</p> <p>paper</p> <p>Writing Our Stories: Win-ni-peg Parts 1 and 2 (in Culminating Task Student Booklet)</p> <p>My Writing Checklist (in Culminating Task Student Booklet)</p> <p>Dirty Water Reading and Writing Response Journal (in Culminating Task Student Booklet)</p>

2. *Sequenced Tasks:* The sequenced tasks preceding the culminating task are intended to ensure that students have the skills, concepts, and knowledge required to complete the culminating task. In order to consolidate learning, these tasks may review knowledge and concepts or provide opportunities for practice on specific skills. Tasks will also address new skills and knowledge essential to the performance of the culminating task, and model effective strategies useful in completing the task.

3. *Culminating Task:* The culminating task provides an opportunity for students to demonstrate their learning in relation to a specific cluster of expectations. It is intended to engage students in a meaningful task that facilitates complex thinking skills and the application of knowledge, skills, and abilities.

4. *Time Required:* Times as set out below are suggested time allotments only. Teachers may adjust times according to program and timetabling considerations or to accommodate individual students' learning needs. *Mi-she-shek-kak* should be timetabled, whenever possible, in more concentrated literacy blocks over a number of weeks to take advantage of longer, more focused learning time that allows students to develop more sophisticated products of learning. *Mi-she-shek-kak* will involve discrete instructional time, as well as time where integration within other subject disciplines is appropriate. The suggested time allotment for this unit is 2,300 minutes or 23 literacy blocks (100 minute periods).

Summary of Tasks 2,300 minutes (23 literacy blocks)

Initial Task: Finding Out About Our Storytellers, Our Stories, and Our Animals 100 minutes (1 literacy block)

Task 1: Investigating Our Animals 600 minutes (6 literacy blocks)

Task 2: Listening and Speaking to Our Storytellers and Stories 300 minutes (3 literacy blocks)

Task 3: Acting and Drawing Our Stories 500 minutes (5 literacy blocks)

Task 4: Reading and Writing Our Stories 400 minutes (4 literacy blocks)

Culminating Task: Finding Out About More Stories 400 minutes (4 literacy blocks)

The Omushkegowuk have two words for education: *kiskinohamakaywin* empowering others for knowledge (teaching) and *kiskinohamasiwin* empowering oneself with knowledge (learning). To the Omushkego people teaching and learning are part of the same thing. We learn from each other: *kiskinohamatok*.

Initial Task: Finding Out About Our Storytellers, Our Stories, and Our Animals

Time: 100 minutes (1 literacy block)

Description: In this initial task assessment students will be asked to describe what they know about local Omushkego storytellers, local Omushkego stories, and local animals. In addition, students will be asked to identify those behaviours that lead to caring and uncaring learning environments. This initial assessment will provide the teacher with information on the appropriateness of this unit for all students and information on adapting this unit for one or more students.

Overall Expectations:

Omushkego Culture: Traditional Stories

- **listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes;**

Language Arts: Oral Communication (Listening and Speaking)

- **listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (1);**

- **use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (2);**

Science and Technology: Growth and Changes in Animals (Grade 2)

- **investigate similarities and differences in the characteristics of various animals (2);**

Health and Physical Education (Caring and Uncaring Behaviours)

- **demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (C2);**

Omushkego Character Development

- **develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.**

Teaching/Learning Strategies:

1. Explain that caring behaviours develop healthy relationships with one another. Ask students the following: What are some caring behaviours that help us work together? What are some uncaring behaviours that keep us from working together? Record responses on chart paper with the following headings: Caring Behaviours Uncaring Behaviours. (Brainstorming) State that stories can show us about caring behaviours that help us work together and uncaring behaviours that keep us from working together. **Note:** Check back on these responses throughout the unit to ensure that caring behaviours (Omushkego values) are reinforced and uncaring behaviours are addressed.

2. Distribute hard copies of the Students Worksheets Booklet to each student. Provide an overview the entire unit with special attention to the table of contents checklist and the student scenario found in the

culminating task student booklet. **Note:** Samples of student work from *the Ontario Curriculum – Exemplars Grade 1–8: Reading and Writing* should be posted in the classroom to encourage student learning.

3. Ask students the following: Who tells stories in your family? Record responses on chart paper with the heading: Local Storytellers. (Brainstorming)
4. Have students retell some of the local stories or legends they have heard. Observe student storytelling techniques, speaking behaviours, and listening behaviours. (Storytelling)
5. Explain that storytelling and the stories told are an important part of Omushkego culture. Name some of these stories or legends: *Mi-she-shek-kak* and *Win-ni-peg*. Print title of each story on slips of paper. Read each with students and place on bulletin board under the following heading: Local Stories. **Note:** Do not show students these texts as the emphasis is on the oral tradition (listening and speaking). Be prepared and familiar with these stories in the event that students are not aware of them.
6. State that many of these local stories or legends involve animals found around the community. Ask students to identify and describe some of the animals they are familiar with. Record responses (names) on chart paper with heading: Local Animals. (Brainstorming) Have students draw pictures of a local animal and write the name of animal from chart on Student Worksheet #1: Local Animals.

Assessment:

- * exhibition/demonstration on Omushkego Character Development (Caring Behaviours) and Uncaring Behaviours using checklist of students working as a whole class and individually (see Appendix 1: Omushkego Character Development (Caring Behaviours) and Uncaring Behaviours Checklist)
- * exhibition/demonstration on knowledge of Local Storytellers, Local Stories, and Local Animals Knowledge using rubric of students working as a whole class and individually (see Appendix 2: Local Storytellers, Local Stories, and Local Animals Knowledge Rubric)
- * observation on Listening and Speaking using anecdotal record of students working as a whole class and individually (see Appendix 3: Listening and Speaking Anecdotal Record)

Resources:

photographs of local storytellers

pictures of local animals, e.g., skunk, wolverine

examples of Omushkego legends

Our Voices: Legend of the Giant Skunk from <http://www.ourvoices.ca/filestore/pdf/0/1/3/6/0136.pdf> [obtained May 27, 2010] **Note:** This is an original transcript of Louis Bird's recording of this story.

Mi-she-shek-kak in Louis Bird. (2005) *Telling Our Stories*. Peterborough, ON: Broadview Press, pp. 69–73.

Raphael Wabano. (2000). *Big Skunk* in Big Skunk, and Wolverine and the Wolves. Timmins, ON: Ojibway and Cree Cultural Centre.

Micheal Patrick. (2000). *Wolverine and the Wolves* in Big Skunk, and Wolverine and the Wolves. Timmins, ON: Ojibway and Cree Cultural Centre.

pictures of local animals

Celine Sutherland and Jim Hollander. (2005). *Cree Children's Picture Dictionary*. Timmins, ON: Ojibway and Cree Cultural Centre.

chart paper

markers

coloured pencils or crayons

Student Worksheet #1 Local Animals

Task 1: Investigating Our Animals

Time: 600 minutes (6 literacy blocks)

Description: In this task, students will investigate the physical characteristics of local animals (e.g., description, habitat, and diet) by looking and listening to video clips or pictures and oral readings. Next, they will sort animals and describe why they chose these groupings using animal flashcards. Then students will identify similarities and differences among animals based on their body parts or shapes and behaviours. Finally, they will examine the cultural importance (impact) of animals on the Omushkego people and the need for humans to protect animals and the places where they live. Students will create public service announcement posters emphasizing the importance and need for these.

Expectations:

Science and Technology: Growth and Changes in Animals (Grade 2)

- **assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live (1);**
- **investigate similarities and differences in the characteristics of various animals (2);**
- **demonstrate an understanding that animals grow and change and have distinct characteristics (3).**

1. Relating Science and Technology to Society and the Environment

- identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced (1.1);
- identify positive and negative impacts that different kinds of human activity have on animals and where they live (e.g., actions of animal lovers and groups that protect animals and their rights, the home owner who wants a nice lawn, people who visit zoos and wildlife parks, pet owners), form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced (1.2);

2. Developing Investigation and Communication Skills

- observe and compare the physical characteristics (e.g., fur or feathers; two legs or no legs) and the behavioural characteristics (e.g., predator or prey) of a variety of animals, including insects, using student-generated questions and a variety of methods and resources (e.g., observation of live animals in the schoolyard; books, videos/DVDs, CD-ROMs, and/or Internet sources that depict animals in a positive light) (2.2);
- investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods (e.g., read simple non-fiction texts and Aboriginal stories; observe animal activity in the schoolyard and surrounding areas, and record findings) (2.5);
- use scientific inquiry/research skills (see page 15), and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice (2.6);

- use appropriate science and technology vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication (2.7);
- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a model constructed of modelling clay and a tree branch to explain how a caterpillar feeds) (2.8);

3. Understanding Basic Concepts

- identify and describe major physical characteristics of different types of animals (e.g., insects, mammals, reptiles) (3.1);
- describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment (e.g., some birds migrate to a warmer climate for the winter; the design of a whale's flipper allows the whale to turn, steer, and balance; the cecropia moth has the pattern of a snake's head on its wings: the hypothesis is that this is to frighten its predators away) (3.2);
- identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live (e.g., bats control mosquito populations; birds and wildlife provide pleasurable viewing experiences; the buffalo provided some Aboriginal people with everything they needed to survive: food, shelter, clothing, tools, ornamentation, and weapons; horses can be used for labour; cats and dogs provide companionship for humans; animals, including humans, disperse plant seeds) (3.3);
- identify ways in which animals can be harmful to humans (e.g., some people have an allergic reaction to bee and wasp venom when they are stung; deer, moose, and bears on roads can pose a hazard to people driving at night) (3.4).

Mathematics: Data Management and Probability

- **collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis.**

Collection and Organization of Data

- demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour, size), and by describing informal sorting experiences (e.g., helping to put away groceries) (Sample problem: Sort a collection of attribute blocks by colour. Re-sort the same collection by shape.);
- collect and organize primary data (e.g., data collected by the class) that is categorical (i.e., that can be organized into categories based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods (e.g., arranging objects, placing stickers, drawing pictures, making tally marks) (Sample problem: Collect and organize data about the favourite fruit that students in your class like to eat.);

Data Relationships

- pose and answer questions about collected data (Sample problem: What was the most popular fruit chosen by the students in your class?).

O mushkego Culture: Character Development

- **develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.**
- listen to, be considerate of, and honour plants and animals (respect for plants and animals);
- listen to, be considerate of, and honour the land (respect for the environment);
- recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);
- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience).

Teaching/Learning Strategies:

1. Review material from previous activity by having students name and describe their animal drawings.
2. Restate that many local stories or legends, e.g., *Mi-she-shek-kak* and *Win-ni-peg* involve animals found around their community. **Note:** Animals contained in local legends are as follows: weasel, skunk, squirrel, otter, caribou, wolverine, wolf, lynx, eagle, raven, garter snake, bull frog, moose, bob cat, giant lynx, merganser, loon, great horned owl, but others such as black bear, snow goose, mallard, polar bear, and snowy owl may be used as well.
3. Ask students the following: Where can we get information on these animals? What questions should we ask about them? How can we organize our answers to these questions? (Research Process: Initiating and Planning)
4. Have students view teacher selected downloaded video clips of animals of the northern forest from *Hinterland Who's Who* or show pictures and read text from *Boreal Forest.org*. While watching the video clips or showing pictures and reading text have students look and listen for answers to the following questions: What does the animal look like? How does the animal move? (Description) Where does the animal live? (Habitat) What food does the animal eat? (Diet) and What did you learn about the animal that you didn't know? (Interesting Fact). Replay each video clip or reread reading until all questions are answered and recorded on flip chart visual organizer using words or simple sentences. Continue with other video clips or readings until students can answer all questions. Pay specific attention to body parts and skin covering. (Visual/Graphic Organizers) Ask students the following: How are animals similar or different from one another? (Research Process: Performing and Recording and Analyzing and Interpreting)
5. In small groups, have students view student selected downloaded video clips of animals of the northern forest from *Hinterland Who's Who* or show student selected pictures and read text from *Boreal Forest.org*., at computer or work stations. Through shared writing, have each student complete Student

Worksheet #2: Animal Characteristics. **Note:** Students may require teacher support to complete charts in words or simple sentences for their selected animal. (Research Process: Performing and Recording and Communicating)

6. Ask students the following: How can animals be grouped or classified? Explain that animals can be classified according to their characteristics or what they look like, how they move, where they live, and what they eat. (Classifying) Select ten flashcards, e.g., mammals (5), birds (5) and have students look at these animal flashcards. Ask students the following: How would you group or sort these pictures? Have students, one by one, put animal flashcards into groups as discussed. Ask the following: What makes these animal groups different (distinct) from one another? Repeat with twelve flashcards, e.g., mammals (5), birds (5), and reptiles and amphibians (2), then with another twelve flashcards, e.g., mammals (3), birds (3), fish (3), and insects (3). **Note:** The Omushkego people classify reptiles and amphibians as one group. (Flashcards)

7. Have students look at animal pictures on Student Worksheet #3: Animal Sorting and ask them to think about how they will sort these animals. Have students, individually, cut and paste animals into groups chosen and describe why they chose these groups. Circulate around classroom and interview students by asking the following questions: Why did you sort the animals that way? Can you group them another way? Explain.

8. Suggest that animals are distinct from one another by the differences in their body parts and in their behaviours or ways they act. These differences help animals survive in their environment. Show flashcards or pictures of animals and ask students the following: Why does the skunk have stripes? Why does the great horned owl have big eyes? Why does the eagle have sharp claws? Why does the wolf have sharp teeth? Why does the moose have long legs? Why does the otter have webbed feet? Why does the caribou have hooves? Why does the lynx have wide paws? Write out name of the animal and the body part or shape, e.g., skunk and striped back, on separate strips of paper and place on word wall. Repeat with other animals and body parts. Have students read words on word wall as a whole class, in small groups, and individually. Mix up animal words and body parts or shapes words on word wall. Have students, individually go up to wall and choose matching animal word with body part or shape that helps that animal survive. (Word Wall)

9. State that animals are distinct from one another by the differences in their behaviours or ways they act. These differences help animals survive in their environment. Show flashcards or pictures of animals and ask student the following: Where do loons, mergansers, and other waterfowl, ducks, and geese go in the fall? Why? What happens to black bears, polar bears, groundhogs, frogs, and snakes in the winter? Why? Write out the name of animal and the behaviour, e.g., loon and migrates, on separate strips of

paper and place on word wall. Have students read words on word wall as a whole class, in small groups, and individually. Mix up animal words and words migrate(s) and hibernate(s) on word wall. Have students, individually go up to wall and choose matching animal word with behaviour that helps that animal survive. (Word Wall) **Notes:** Skunks are not true hibernators, although inactive in the winter they sometimes come out of their dens. Have students complete Student Worksheet #4: Animal Adaptations.

10. Ask students the following: Are animals helpful (important) to you and your family? In what way? Are animals important (helpful) to your grandparents? What did they use them for? Explain that the Omushkego elders have strong relationships with the animals and the land (environment) and these provided everything they needed to survive. Animals provided food (no store), shelter (hides for migwams), clothing (mittens, moccasins, hats, coats, and blankets), and tools (bones for sewing, scrapers for hides, and hooks for fishing). This was part of their way of life (culture). Rephrase question: Why are animals important to your culture? Place responses in short sentences or phrases on whiteboard under the following heading: Animals Are Important to Our Culture. Ask students if animals are harmful (dangerous) to humans and in what way.

11. Ask students the following: Why do humans need to protect animals? What are some of the things that can be done to protect animals? Why do humans need to protect the places where they live? What are some of the things that can be done to protect the environment? State that humans are animals too. Place responses in short sentences and phrases on whiteboard under their respective headings: We Can Protect Animals, or We Can Protect the Places Where We Live

12. Show student examples of Save the Animals and Save the Environment posters. Ask students the following: What are these posters trying to tell us? Who is telling us these things? Why? Explain that students will be creating similar posters to let their families and their community know about the cultural importance of animals and the land (environment). Review Student Worksheet #5: Animal or Environment Public Service Announcement Poster Sample to guide students in making their poster. Have students, individually, create an Animal or Environment Public Service Announcement Poster on 11” x 17” poster paper representing one of the following ideas: Animals Are Important to Our Culture, We Can Protect Animals, or We Can Protect the Places Where We Live. Circulate throughout the class to monitor progress and assist with problems encountered. (Media Production)

13. With permission of students and the principal, place Animal or Environment Public Service Announcement Posters in the band office and in the nursing station.

Assessment:

* exhibition/demonstration on Animal Characteristics using rubric of students working as whole class and in small groups (see Appendix 4: Animals Characteristics Rubric)

- * interview on Animal Sorting using rating scale of students working individually (see Appendix 5: Animal Sorting Rating Scale)
- * select response on Animal Adaptations using marking scheme of students working individually (see Appendix 6: Animal Adaptations Marking Scheme)
- * performance task on Animal or Environment Public Service Announcement Poster and Omushkego Character Development using checklist of students working individually (see Appendix 7: Animal or Environment Public Service Announcement Poster and Omushkego Character Development Checklist)

Resources:

http://www.hww.ca/index_e.asp [obtained May 1, 2010] Hinterland Who's Who for facts sheets and downloadable video clips of common animals of the northern forest

<http://www.borealforest.org/edresc.htm> [obtained May 1, 2010] Boreal Forest.org for fact sheets of common animals of boreal forest

Celine Sutherland and Jim Hollander. (2005). *Cree Children's Picture Dictionary*. Timmins, ON: Ojibway and Cree Cultural Centre includes animal, e.g., mammals, birds, reptiles and amphibians, and insects flashcards

<http://www.zazzle.ca/save+animals+posters> [obtained May 2, 2010] for examples of Save the Animals posters

<http://www.zazzle.ca/save+the+environment+posters> [obtained May 2, 2010] for examples of Save the Environment posters

computer or work stations (4)

chart paper

flip chart

scissors

glue

strips of paper

word wall

11"x17" poster paper

crayons

markers

paint

brushes

Student Worksheet #2: Animal Characteristics

Student Worksheet #3: Animal Sorting

Student Worksheet #4: Animal Adaptations

Student Worksheet #5: Animal or Environment Public Service Announcement Poster Sample

Task 2: Listening and Speaking to Our Storytellers and Stories

Time: 300 minutes (3 literacy blocks)

Description: In this task, students will identify good listening and speaking behaviours required for learning. Next, they will listen to a local elder or storyteller tell a traditional story, *Mi-she-shek-kak*, as it relates to the culture of the Omushkego people. Then students will visually represent what they heard in a sketch, retell the beginning, middle, and end of the elder’s story, and add onto the story. Finally, students will be asked to reflect on the storytelling session with emphasis on their thoughts and feelings and questions about the elder or storyteller.

Expectations:

Omushkego Culture: Traditional Stories

- **listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes;**
- **use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;**

Understanding Omushkego Cultural Knowledge and Values

- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- recognize stories told for entertainment,
- describe a series of events in a legend or story,
- describe how various elements in a tale or story function,

Developing Omushkego Cultural Skills

- listen to traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- listen to stories told for entertainment,

Investigating and Communicating Required Knowledge

- communicate the main idea of a tale or story and describe a sequence of events,

Applying Omushkego Cultural Knowledge, Skills, and Values

- use their knowledge of elements of grammar and oral language structures to understand what they have heard,
- show respectful appreciation during a storytelling presentation.

Language: Oral Communication (Listening and Speaking)

- **listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (1);**
- **use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (2);**
- **reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations (3).**

1. Listening to Understand

Purpose

- identify purposes for listening in a few different situations, formal and informal (e.g., to hear the sounds of language in songs, chants, and poems; to interact socially with classmates; to enjoy and understand a story read aloud by the teacher; to follow simple directions in large- and small-group settings; to exchange ideas with a peer in a paired sharing or small group) (1.1);

Active Listening Strategies

- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions) (1.2);

Comprehension Strategies

- identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction (e.g., use background knowledge, familiar word order, and context to make predictions about content or vocabulary before listening to an oral text; think about what known words might be related to the topic; ask questions to check understanding during and after listening; create mental pictures while listening to a read-aloud and draw or talk about what they visualized; retell the important information presented in a class discussion or a think-pair-share activity) (1.3);

Demonstrating Understanding

- demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea (e.g., use time-order words, such as first, then, next, finally, to retell a story they have heard; restate information from a movie about community workers, including a topic statement and several supporting details) (1.4);

Extending Understanding

- extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., make personal connections between their own ideas about a topic and the ideas in an oral text; identify other texts that have similar elements or content) (1.6);

Point of View

- begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker (e.g., the narrator may be a character in a story or an expert on the topic of an informational talk; the speaker may be recounting a personal anecdote or sharing a personal opinion)
Teacher prompts: "Who is telling this story/presenting this information? What words/clues helped you figure that out?" "What do we know about the speaker?" "How might the story be different if another character were telling it?" (1.8);

Presentation Strategies

- begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., the use of differences in tone and pitch for different characters in a story; the use of props to engage the audience)

Teacher prompts: "How did the speaker use his/her voice to make you like/not like a character?" "Why do you think the speaker used the puppets when he was speaking?" (1.9);

2. Speaking to Communicate

Purpose

- identify a few purposes for speaking (e.g., to express needs to peers and the teacher; to establish positive personal and learning relationships with peers; to activate prior knowledge and make connections before listening; to retell stories and recount personal experiences to the class; to ask questions or explore solutions to problems in small-group and paired activities; to share ideas and information that contribute to understanding in large and small groups; to manipulate the sounds of language in songs, chants, and poems) (2.1);

Interactive Strategies

- demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions (e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point) (2.2);

Clarity and Coherence

- communicate ideas and information orally in a clear, coherent manner (e.g., use a logical framework such as a beginning, middle, and end sequence to retell a story read aloud by the teacher) (2.3);

Appropriate Language

- choose appropriate words to communicate their meaning accurately and engage the interest of their audience (e.g., choose words relevant to the topic from the full range of their vocabulary, including new words used regularly in the classroom; use descriptive adjectives to clarify and add interest to a narrative; use inclusive language that conveys respect for all people) (2.4);

Vocal Skills and Strategies

- begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning (e.g., increase volume to emphasize important points or to communicate to a large audience) (2.5);

Non-Verbal Cues

- identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (2.6);

Visual Aids

- use one or more appropriate visual aids (e.g., pictures, photographs, props, puppets, masks) to support or enhance oral presentations (e.g., use a set of plastic animals during an oral recount about a visit to a zoo) (2.7);

3. Reflecting on Oral Communication Skills and Strategies

Metacognition

- begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking

Teacher prompts: "How do you know what to listen for?" "What could you do after you listen to check and see if you understood what you heard?" "What could you do if you didn't understand what you heard?" "What do you think about before you begin to talk?" "When you are talking, how can you tell if the audience understands?" "What could you do to help the audience understand what you are saying?" (3.1).

Omushkego Culture: Character Development

- **develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.**
- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour students (respect for students);
- listen to, be considerate of, and honour elders (respect for elders);
- recognize, value, and enjoy their own language, traditions, and culture (appreciation for their culture);
- control their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring).

Teaching/Learning Strategies:

1. Review material from previous activity by asking students the following: Why are animals important to your culture? Remind students that the Omushkego people have strong healthy relationships with the animals and the land (environment) as it provides everything they need to survive. This is one of reasons animals are major characters in the stories and legends of the Omushkego people. Many of the animals in these stories have human characteristics. Humans are animals too.

2. Restate that many local stories or legends, e.g., *Mi-she-shek-kak* and *Win-ni-peg* involve animals found around their community. Remind students that an elder or storyteller from the community will be visiting to tell traditional stories about local animals to the class. Explain that the elder will be visiting to tell the following stories: *Mi-she-shek-kak* and *Win-ni-peg*. Show pictures of animals from bulletin board display or short video clips to stimulate creative thinking and make connections to the local

<p>Key Listening Strategies</p> <p>Identify purposes for listening. Actively listen.</p> <p>Listening comprehension. Use background knowledge, familiar word order and context to make predictions.</p> <p>Demonstrate understanding. Retell or restate the story or information.</p> <p>Making inferences Interpreting texts</p> <p>Extend understanding. Connect ideas to their own knowledge and experience.</p> <p>Analyze texts. Is it fact or fiction?</p> <p>Identify point of view.</p>

landscape. (Visual Stimuli) These stories take place in a time before people came, when animals could talk to one another, and when some animals, like giant skunk, had “special powers” that helped him communicate with the spiritual world.

3. Before the visit, ask students the following: What is the appropriate behaviour for listening and speaking to our guests? Remind students the importance of listening to, being considerate of, and honouring our guest as measure of respect for visiting the classroom and sharing his stories. Have students suggest proper listening and speaking behaviors by asking the following: What are some good listening behaviours? What are some good speaking behaviours? Place responses on chart paper. Post listening and speaking charts to give students guidance and explicit instruction on developing active listening and speaking strategies, e.g., when I listen, I: ... and when I speak, I: Have students individually complete Student Worksheet #6: My Listening and Speaking. **Note:** Read each statement to the whole class and have students individually check yes or no.

<p>Key Speaking Strategies Identify purposes for speaking. Use interactive strategies. Understand appropriate speaking behaviours. Communicate with clarity and coherence. Choose appropriate language. Identify vocal skills.</p>
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4. Explain the term elder as one who has gained knowledge through life experience and holds and keeps the culture or way of life alive. Ask students if there any questions they might want to ask the elder about local stories or legends. Place these on whiteboard. Select one student to bring elder from office or staff room to classroom if appropriate. **Note:** Offering tobacco to an elder before speaking is a way of honouring and being considerate of their presence and is an acknowledgement of the importance of listening to their words. The offering of tobacco varies depending on the First Nation community. Check with the elder on correct protocols for use. In addition, approval is required from the principal allowing tobacco in the school.

5. During the visit, introduce the elder by mentioning his name, interesting facts about him, and restating the reason for the visit. Provide a comfortable place for the elder to stand or sit as required. Have elder tell *Mi-she-shek-kak* and *Win-ni-peg* in Cree and English (Storytelling) and state the teachings of these stories. Digitally record each story for use in classroom listening centre with permission of the elder. Allow time for students to ask questions of their visitor. Observe verbal and non-verbal interactions throughout the storytelling session. Upon completion of the storytelling session, select one student and have them thank the elder and present him with an honourarium. Thank and applaud the elder on behalf of the class. Then select another student to bring elder from classroom to office or staff room where appropriate. (Guest Speaker) **Note:** *Win-ni-peg* will be used in the Culminating Task.

6. After the visit, show digital recording of *Mi-she-shek-kak*. Have students close their eyes and picture the story in their minds. Ask students the following: What parts of the story did you like the most? the least? Model and demonstrate sketching the Giant Skunk story. Indicate that it is important to visually

represent what they heard and not be concerned with artistic technique. Have students individually complete Student Worksheet #7: Retelling Our Stories: Mi-she-shek-kak Part 1 and orally retell the beginning, middle, and end of the story using their drawings as a guide. In small groups, have students share or explain their sketches of the Giant Skunk story. (Sketching to Learn)

7. Compare and contrast verbal (tone, pace, pitch, volume, and a range of sound effects) and non-verbal (facial expression, gestures, and eye contact) communication styles of the elder by asking the following: When is verbal communication more important? When is non-verbal communication more important? How is respect shown to elders? Why is it important to show respect to elders? How do we show respect for others, e.g., our classmates, our friends, and our families? What could you do if you didn't understand what you heard? What do you think about before you begin to talk? Why is it important to show respect to our classmates, our friends, and our families? (Interpersonal Intelligence)

8. Show digital recording of *Mi-she-shek-kak* again. Discuss the importance of storytelling to a culture. Seat students in a circle. Begin by retelling part of the elder's story while forming a small ball of yarn from the end of the large ball. Pass the small ball of yarn to the next student in the circle who continues retelling the story while winding the yarn. When the student can't continue the retell or at the teacher's signal, the ball is passed on to the next student who continues retelling the story while winding the yarn. Encourage students to elaborate or explain certain points clearly, coherently, and in greater depth. **Note:** The teacher holds the large ball of yarn during the retell. (Retelling)

9. Have students sit in a circle and build a group story about what happened to the wolverine after he got sprayed in the face by the giant skunk. Ask students the following: When you are talking, how can you tell if the audience understands? What could you do to help the audience understand what you are saying? Begin with this starter sentence, "The wolverine got skunk spray in his eyes." Have each student add successive sentences to the story. (Storytelling) Have students individually complete Student Worksheet #7: Retelling Our Stories: Mi-she-shek-kak Part 2 and orally retell what happened to wolverine after he got sprayed in the face.

10. As whole class discuss, have students discuss their thoughts and feelings about the storytelling session, and any questions they might have about the storyteller. Place responses on chart paper. Have students individually respond to the following questions on Student Worksheet #8: Local Storyteller's Visit Response Journal: What did you like about the elder's visit? Are there any questions you would have liked to ask him? **Note:** Students may require teacher support to complete response journal in words or simple sentences. (Response Journal)

Assessment:

* self-assessment on My Listening and Speaking using checklist of students working individually (see Appendix 8: My Listening and Speaking Checklist)

* observation on Local Community Elder’s Visit Listening, Speaking, and Character Development using rating of students working as a whole class (see Appendix 9: Local Community Elder’s Visit Listening, Speaking, and Character Development Rating Scale)

* performance task on Retelling Our Stories: Mi-she-shek-kak using rubric of students working individually (see Appendix 10: Retelling Our Stories: Mi-she-shek-kak Rubric)

* response journal on Local Storyteller’s Visit using anecdotal record of students working as a whole class and individually (see Appendix 11: Local Storyteller’s Visit Anecdotal Record)

Resources:

listening and speaking charts

local elder or storyteller

audio-visual recording equipment

Mi-she-shek-kak in Louis Bird. (2005) *Telling Our Stories*. Peterborough, ON: Broadview Press, pp. 69–73.

Win-ni-peg in Louis Bird. (2005) *Telling Our Stories*. Peterborough, ON: Broadview Press, pp. 73–78.

television

digital recording of *Mi-she-shek-kak*

ball of yarn

chart paper

pencils

Student Worksheet #6: My Listening and Speaking

Student Worksheet #7: Retelling Our Stories: Mi-she-shek-kak

Student Worksheet #8: Local Storyteller’s Visit Response Journal

Task 3: Acting and Drawing Our Stories

Time: 500 minutes (5 literacy blocks)

Description: In this task, students will apply elements of drama by role playing an animal and scene from the *Mi-she-shek-kak* story in *Mi-she-shek-kak* (Alternate) as parts are read aloud for recording. Then they will examine drama and theatre forms around them with specific attention to storytelling as an integral part of Omushkego culture. Next, students will review caring and uncaring behaviours and determine how they feel or think about these behaviours and what caring and uncaring behaviours would look and sound like in the class. Then students will apply the elements and principles of design by painting an animal and scene from *Mi-she-shek-kak* (Alternate) of the story for display and presentation. Finally, they will consider art and visual art forms around them.

Expectations:

The Arts: Drama

- **creating and presenting: apply the creative process (see pages 19 to 22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories (B1);**
- **reflecting, responding, and analysing: apply the critical analysis process (see pages 23 to 28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences (B2);**
- **exploring forms and cultural contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts (B3).**

B1. Creating and Presenting

- engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places (e.g., retell and enact nursery and other childhood rhymes, stories, or narratives from picture books; use movement and voice to explore the thoughts of a familiar folk tale character in a variety of situations; use guided imagery and descriptive language to explore what a character might feel and experience in a story setting or picture; use group role play to explore alternative endings to stories, fairy tales, and personal experiences; use role play or a tableau at key moments in a story to help the protagonist solve a problem; interview a teacher in the role of a character from a story)

Teacher prompts: “How can you and your friends retell the story using puppets?” “How can you and a partner act out how you think the story will end, but without using any words?” (B1.1);

- demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played (e.g., use facial expressions, body movement, and words to respond in role to scenarios and questions; express different points of view after reading a picture book about issues

of belonging and discrimination; work with a partner to create a short scene that shows the importance of acceptance, understanding, and inclusion)

Teacher prompts: “When I ask you a question as Grandma, how might you answer me as the wolf?”

“How can you show (e.g., using gestures) what you are thinking and feeling when you are in role? Try to imagine why the wolf acts the way it does.” (B1.2);

- plan and shape dramatic play by building on the ideas of others, both in and out of role (e.g., In role: add ideas to the dramatic play that reflect the knowledge and experience of the role that is being played [such as a scientist mentioning an experiment or a journalist mentioning an interview]; create and share scenes from their own experiences; Out of role: work in a group to plan and prepare a scene and ask follow-up questions such as “How could we make this clearer? What changes can we make to help our story be understood?”; describe the sort of person who might own a particular found object such as a bag or a coat)

Teacher prompts: In role: “What do I need to know about the situation we find ourselves in?” “How might we convince (the main character) to listen to us?” Out of role: “How can you work with your friends to act out a story? What do you think the characters should do?” “Can you introduce a new role in response to ideas emerging in the drama?” (B1.3);

B2. Reflecting, Responding, and Analysing

- express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story (e.g., in oral discussion, relate themes about family relationships or friendships to their own lives; after viewing a play or clip of a movie dealing with family issues [such as Cinderella or Princess Mononoke], contribute to a class journal entry or draw a picture to show the feelings of one or more of the characters ñ a stepsister, Cinderella, the mice)

Teacher prompts: “Can you explain how you are different from and similar to your favourite character in today’s drama/read-aloud?” “Does our drama experience make you think about stories we have read? How did the drama make you feel?” “If you could give advice to this character, what would you like to say to him/her?” (B2.1);

- demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning (e.g., to provide important information in a situation; to represent a particular perspective/point of view; to change the direction of the plot; to symbolize an idea such as friendship)

Teacher prompts: “What would the story be like if the wise woman didn’t appear to give advice? Should we assume that she is a hero/villain?” “How was the character in the play we saw like a real person?” “How would the story change, if it was told by a different character? Who might be interesting to hear from?” (B2.2);

- identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members (e.g., using personal experience and imagination to extend ideas in the drama; building on their own or others’ ideas)

Teacher prompts: “What part of the drama did you enjoy the most and why?” “How did you use your body and volume and tone of voice to tell us how your character was feeling?” “If we were going to do the drama again, what is something that you could do better?” (B2.3);

B3. Exploring Forms and Cultural Contexts

- identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community (e.g., favourite television or computer programs and characters, imaginative play with action figures, dramatic play, attending plays and celebrations, interacting with picture books, storytelling)

Teacher prompts: “Tell me about a time when you pretended to be someone or something else.” “At what celebrations or events in our communities do we see people dressing up or pretending to be someone else?” (B3.1);

- demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world (e.g., contribute to a class scrapbook about characters such as trolls/fairies, trickster themes in Nanabush stories [from Native folklore] and Anansi stories [from West African folklore])

Teacher prompts: “Let’s list the different characters from the play.” “Why do you think people will dress up as or pretend to be someone else when they are part of a parade or a play?” “How does this lesson or fable apply to real-life situations?” (B3.2).

The Arts: Visual Arts

- **creating and presenting: apply the creative process (see pages 19 to 22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings (D1);**

- **reflecting, responding, and analysing: apply the critical analysis process (see pages 23 to 28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences (D2);**

- **exploring forms and cultural contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts (D3).**

D1. Creating and Presenting

- create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences (e.g., a tempera painting that communicates their feelings about a special occasion or event such as a fair or a parade; a sculpture of a favourite musical instrument made with found objects; a watercolour painting of a favourite part of the schoolyard; an assemblage in which images and objects from home and school are used to represent special memories)

Teacher prompts: “How does your art work reflect your feelings? Which colours could you use to show happiness or excitement?” “Why did you choose to paint this part of the schoolyard?” (D1.1);

- demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (e.g., a drawing of an approaching storm that uses a variety of lines to create contrast [dashed, jagged, curved, spiral]; a cardboard or papier maché sculpture of a mythical

animal in a dynamic pose that uses surface materials to show a contrast in texture [fuzzy yarn; coarse, prickly sawdust])

Teacher prompts: “How can you vary your lines to create contrast between the area of the image that is the storm and the area of calm?” “How can you use levels and positioning of your sculpture’s limbs and body to compose a sculpture that is visually interesting on all sides and that shows a variety of forms?” (D1.2);

- use elements of design in art works to communicate ideas, messages, and personal understandings (e.g., a pattern of broken, wavy, and zigzag lines to make the bark of a tree look rough in a drawing; size and arrangement of organic shapes in a painting of flowers to create the impression that the various flowers are at different distances from the viewer)

Teacher prompts: “What kinds of lines would you use to show this texture?” “Look carefully at the arrangement of these flowers. How do you have to place them and change their shapes in a painting to show that some of them are closer and some farther away?” (D1.3);

- use a variety of materials, tools, and techniques to respond to design challenges (e.g., drawing: use wax crayon or oil pastel lines on coloured paper to express their responses to different kinds of music or rhythm, mixed media: use torn paper and textured materials to create a landscape collage of a playground that includes a horizon line, painting: create paint resists that are made with wax crayon on paper, using rubbing plates that have a variety of textures [e.g., bumpy, wavy] to create imaginary creatures inspired by the artistic style of Eric Carle)

Teacher prompts: “When you hear the drumbeat in the music, think about how you could show the beat with different kinds of lines.” “What techniques or tools can you use to make the texture (e.g., wood bark) look real on your paper?” “How can you move the pieces in your sculpture to make different openings or spaces in it?” (D1.4);

D2. Reflecting, Responding, and Analysing

- explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work (e.g., explain how repeated lines and shapes are used to depict the texture of snake, lizard, leopard, or dinosaur skin; classify images on a topic, and, focusing on a dominant element, use the images to explain that there are many different ways of approaching the same subject)

Teacher prompts: “What did you do in your drawing to help people understand what you mean or what you are thinking here?” “What kinds of shapes do you see? How can you use some of these shapes to make a collage that depicts the music, a musical instrument, and the mood of the music?” (D2.2);

- identify and document their strengths, their interests, and areas for improvement as creators of art (e.g., discuss what they think is good about works in their art folder during conferences with their teacher; do a think-pair-share on their favourite part of one of their art works)

Teacher prompts: “Tell me something you like about your art work. What did you want to express in it?” “Close your eyes. When you open them, tell me the first place your eye goes. What did you put in that part of the image so your eye will go there? What part would you change if you could?” “What other details can you add to your sculpture to make it look as if it is moving? What did you learn from your work?” (D2.4);

D3. Exploring Forms and Cultural Contexts

- identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences (e.g., illustrations in picture books, designs of various toys, patterns on clothing or other textiles, classroom visits by artists, student displays at their school, visits to galleries)

Teacher prompts: “What do you think about having art on display in the classroom?” “Why do people have art in their homes?” “What reaction do you get from others when you display your art works?” “Who is an artist? What do artists do? What everyday objects do they make or design?” (D3.1);

- demonstrate an awareness of a variety of works of art from diverse communities, times, and places (e.g., iconic architecture they have seen either in pictures or in real life, such as the CN Tower, the Eiffel Tower, the Taj Mahal; comics from different countries; decorations or patterns on crafts or old artefacts; contemporary and ancient clay sculptures; paintings of family or community events from different cultures or from previous eras)

Teacher prompts: “How does the artist show that people in the past played games, had families, and made things that had personal meaning to them?” “What kinds of art have you made to remember a special time, person, or place?” “How can you use some of the ideas that have been used in these objects and images in your own art work?” “How do these art works relate to your own experience and to other works you have studied?” (D3.2).

Health and Physical Education: Healthy Living

C2. Making Healthy Choices

- **demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (C2).**

Personal Safety and Injury Prevention

- demonstrate the ability to recognize caring behaviours (e.g., listening with respect, giving positive reinforcement, being helpful) and exploitive behaviours (e.g., inappropriate touching, verbal or physical abuse, bullying).

Teacher prompt: “Caring behaviours are found in healthy relationships. How might you feel in a healthy relationship?”

Student: “I might feel happy, safe, secure, cared for.”

Teacher: “How might you feel in a relationship that is not healthy?”

Student: “I might feel sad, scared, angry, confused, hurt.”

Teacher: “What are some situations in which you might feel that way?”

Student: “I might feel that way if someone was being mean or leaving me out, if someone was touching me when I didn’t want to be touched, or if I was left at home alone.” (C2.3).

Omushkego Culture: Character Development

- **develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.**

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour students (respect for students);
- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);
- recognize and accept accountability to themselves and others for decisions made and action taken (responsibility to themselves and others that includes the class);
- recognize, value, and enjoy their own language, traditions, and culture (appreciation for their culture);
- control their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)
- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience).

Teaching/Learning Strategies:

1. Review material from previous activity by asking students the following: What are some good listening behaviours? What are some good speaking behaviours? How do we show respect for our classmates? What should you do if you don't understand what a classmate said? What should you think about before you begin to talk? Why is it important to show respect to our classmates? Refer to posted listening and speaking charts to reinforce student responses.
2. Ask students the following: Why are storytellers important to your culture? Why are traditional stories like *Mi-she-shek-kak* important? Why do many of the animals in Omushkego stories have human characteristics? Are humans animals? What are some of the animals mentioned in the *Mi-she-shek-kak* story? List these on chart paper. **Note:** Animals found in the story are as follows: weasel, skunk, squirrel, otter, caribou, wolverine, wolf, lynx, eagle, raven, garter snake, bull frog, moose, bob cat, and giant lynx.
3. Introduce the concept of role playing as a way of learning more about the characters in a story by adopting the character's thoughts, feelings, and gestures to the role being played. Ask students the following: How can you act out an animal in the story without using words? (e.g., facial expressions and body movements) How can you show what you are thinking and feeling when you are in that role? (e.g., gestures) Model role playing one of the animals (characters) in the *Mi-she-shek-kak* story. (Demonstration) Ask students the following: What animal is being portrayed? What features helped you identify who the animal was? Have students mimic the role play as a whole class. Repeat with other examples. Have students, individually, select an animal, imagine why the animal acts in the way it does,

and practice ways of playing that animal in role. Support students in creating role play, out of role, by asking the following: What facial expressions, body movements, and gestures are you using to show your animal's feelings? How are you different from or similar to your animal? Is there anything that you could do to improve your role play? Have students come from behind a screen or portable white board and role play one of the animals in the story. Have class observe and identify the animal portrayed (Role Playing).

4. Before the dramatization, explain that the class is going to act out a version of *Mi-she-shek-kak*. Read aloud *Mi-she-shek-kak* (Alternate). Have students close their eyes and imagine the animals in the story. (Visualization) Ask students the following: How can we work with our classmates to act out the story? What do you think the characters should do? (Interpersonal Intelligence) Select characters from the story for students to role play. Reread story and have students dramatize different animals in the story as parts of story are being read. Ask students the following: If we were going to do the drama again, what is something that you could do better? Repeat dramatization. Once students are satisfied with their performance, digitally record dramatization or invite parents or guardians to view their performance. (Read Aloud) Following the dramatization, ask students the following: How did the dramatization make you feel? What part of the drama did you enjoy the most and why? Does your drama experience make you think more about the story? In what ways?

5. Ask students the following: Where do we see people dressing up or pretending to be someone else in your home, school, or in the community? Explain that drama and theatre forms, events, and activities are all around us. One of these forms, storytelling, is commonly used by the Omushkego people to teach about behaviour, to explain the Omushkego world, and to entertain. Continue by asking students the following: Who told these stories? (e.g., elders) When were these stories told? (e.g., anytime when needed, but usually during the winter) Where were these stories told? (e.g., on the land, but today in homes) (Prompt)

6. As whole class, have students discuss their thoughts and feelings about the role playing and drama sessions. Place responses on chart paper. Have students individually respond to the following questions on Student Worksheet #9: Giant Skunk Role Play and Drama Response Journal: What did you like about the role play? What did you like about the drama? How can we work better as a group? How can you work better as a student? **Note:** Students may require teacher support to complete response journal in words or simple sentences. (Response Journal)

7. Suggest that stories such as *Mi-she-shek-kak* (Alternate) can teach about caring behaviours that help us work together and uncaring behaviours that keep us from working together. Restate that caring behaviours develop healthy relationships with one another. Review Caring Behaviours chart developed during the Initial Task. Ask students the following: What would caring behaviours look like? (e.g., see

students listening and speaking respectfully, taking turns, smiling, less conflict) What would caring behaviours sound like? (e.g., hear thank you, good work, can I help?) What are your thoughts and feelings about caring behaviours? or How might you think or feel in a healthy relationship? (e.g., think others kind, fair, and equal, feel good inside, happy, safe, secure, or cared for) Record their responses on flip chart within Y structure. Have students complete Student Worksheet #10: Caring Behaviours Y-chart in bulleted form. (Visual/Graphic Organizers) Post chart in classroom. Then ask students the following: What were some caring behaviours in the story that helped the animals work together?

8. Review Uncaring Behaviours chart developed in the Initial Task. Ask students the following: What would uncaring behaviours look like? (e.g., see students pushing, shoving, hitting, kicking, inappropriate touching, conflict) What would uncaring behaviours sound like? (e.g., hear name-calling, teasing, mocking) What are your thoughts and feelings about uncaring behaviours? or How might you think or feel in an unhealthy relationship? (e.g., think others unkind, unfair, and unequal, feel sad, scared, angry, confused, or hurt) Record their responses on flip chart within Y structure. Then ask students the following: What were some uncaring behaviours in the story that kept the giant skunk from working with the animals?

9. Ask students to define bullying. “Bullying is being mean to others, on purpose, to hurt them or their feelings.” Ask students the following: What can you do if someone bullies you? (e.g., when someone teases you) or What can you do in an unhealthy relationship? (e.g., when someone is in your personal space or touches you in a way that is uncomfortable) Who would you ask for help? (teacher, parent, or other trusted adult) Post these intervention strategies in classroom. (Interpersonal Intelligence) **Note:** *Bullying Prevention and Intervention in the School Environment* is an excellent resource for teachers and schools.

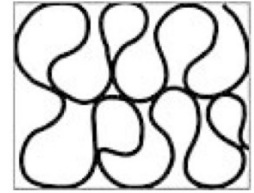
Effective Intervention Strategies

Say no.
Stand up to the person.
Walk away.
Get help.

10. Explain that the students will be creating drawings of animals for different parts of *Mi-she-shek-kak* (Alternate). Show students illustrations of animals from a variety of library books. Discuss various details, such as, line, shape and form, space, colour, texture, value, and contrast in these animal pictures. **Note:** The focus for Grade 1 is on line: jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects both natural and human-made (elements of design) and contrast: light/dark; large/small; pure/mixed colour (principles of design).

11. Organize students around paint centers and tell them that they are going to experiment making lines. Demonstrate different types of lines and have students to create examples using black paint. Ask students to describe where they might see these lines in nature or in human-made objects and how they might be used in art. Then demonstrate various kinds of contrast and have students create examples using coloured paint. Ask students to describe how contrast might be used in art.

12. Demonstrate painting one continuous curved flowing line on kraft paper (see example). Then have students paint one continuous curved flowing line on their paper in black paint. Tell students that lines can touch but should not cross. Ask students to fill in between the lines with three other colours. Encourage students to mix their own colours from the primary colours provided. Finally, ask students to add patterns that create texture, e.g., circles, ovals, wavy lines, dots, triangles, to some or all of the filled-in shapes. When the painting is dry, trim and mount on white paper. Discuss the use of line, colour, textures, and contrast in their creations. (Guided Exploration)



13. Reread *Mi-she-shek-kak* (Alternate) to class. Ask students to choose a section or part from this story and use the techniques previously described to create a two – dimensional illustration on 11” x 18” white construction paper. Provide feedback through individual conferences to extend information and ideas about techniques and materials, to discuss illustration possibilities for each paragraph, as well as responses to and questions about their art work (Storyboard). **Note:** The teacher may wish to enlarge each paragraph in the short version of the story and tape one at the bottom of each piece of 11” x 18” white construction paper. These will be used to create a big book for shared reading in the next task.

14. Post all students’ art work in a row (in order as a wall story) on chalkboard or bulletin board in front of the class. Have one student come up to the front of the class and describe their art work, while the other students sit with their backs to the work. Then have students turn around and select the piece they think was described, tell how they knew, and suggest details they might add to the speaker’s description.

15. Ask students the following: What do you think about having art on display in the classroom? Why do people have art in their homes? What reaction do you get from others when you display your art works? Who is an artist? What do artists do? What everyday objects do they make or design? Explain that art and visual art forms are all around us. Art is used by some Omushkego people to describe or explain the Omushkego world. Continue by asking students the following: How does the artist show that people in the past played games, had families, and made things that had personal meaning to them? What kinds of art have you made to remember a special time, person, or place? How can you use some of the ideas that have been used in these objects and images in your own art work? How do these art works relate to your own experience and to other works you have studied? (Prompt)

16. As whole class, have students discuss their thoughts and feelings about the art sessions. Place responses on chart paper. Have students individually respond to the following questions on Student Worksheet #11: Giant Skunk Visual Arts Response Journal: What do you like about your work? What part would you change if you could? What did you learn from your work? **Note:** Students may require teacher support to complete response journal in words or simple sentences. (Response Journal)

Assessment:

- * observation on Giant Skunk Role Play and Drama using checklist of students working as a whole class and individually (see Appendix 12: Giant Skunk Role Play and Drama Checklist)
- * response journal on Giant Skunk Role Play and Drama using anecdotal record of students working as a whole class and individually (see Appendix 13: Giant Skunk Role Play and Drama Anecdotal Record)
- * observation on Omushkego Character Development (Caring Behaviours) using rating of students working individually (see Appendix 14: Omushkego Character Development Caring Behaviours Rating Scale)
- * conference on Elements and Principles of Design using checklist of student working as a whole class and individually (See Appendix 15: Elements and Principles of Design Art Checklist)
- * response journal on Giant Skunk Visual Arts using anecdotal record of students working as a whole class and individually (see Appendix 16: Giant Skunk Visual Arts Anecdotal Record)

Resources:

listening and speaking charts

chart paper

Mi-she-shek-kak (Alternate)

illustrations of animals from a variety of library books

paint (black, red, yellow, blue)

paint brushes

kraft paper

11" x 18" white construction paper

Student Worksheet #9: Giant Skunk Role Play and Drama Response Journal

Student Worksheet #10: Caring Behaviours Y-chart

Student Worksheet #11: Giant Skunk Visual Art Response Journal

teacher background information resources

https://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf [obtained May 7, 2019] *Bullying Prevention and Intervention in the School Environment*

Task 4: Reading and Writing Our Stories

Time: 400 minutes (4 literacy blocks)

Description: In this task, students will read *Mi-she-shek-kak* (Grade 1) in big book form, identify good reading strategies required for learning, and respond to a series of statements that demonstrate their understanding of the story. Next, students will individually draw a picture and use the writing process to produce a published or good copy describing why skunks are the size they are. Finally, students will be asked to reflect on their reading and writing with emphasis on their feelings and thoughts during and after reading and writing about *Mi-she-shek-kak*.

Expectations:

Language: Reading

- **read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning (1);**
- **recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (2);**
- **use knowledge of words and cueing systems to read fluently (3);**
- **reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading (4).**

1. Reading for Meaning

Variety of Texts

- read a few different types of literary texts (e.g., pattern books, rhymes, books from home, simple fiction stories), graphic texts (e.g., calendars, environmental print, signs), and informational texts (e.g., morning messages, strategy charts, instructions, simple non-fiction books, labels) (1.1);

Purpose

- identify a few different purposes for reading and choose reading materials appropriate for those purposes (e.g., picture books for entertainment, information, or reflection; simple factual and visual texts for information; magazines for entertainment and interest) (1.2);

Comprehension Strategies

- identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction (e.g., activate prior knowledge by brainstorming about the cover, title page, or topic; describe how they visualize a character or scene in a text; ask questions about information or ideas presented in a text: I wonder if ...?, What if ...?, Why did...?, identify important ideas in a text) (1.3);

Teacher prompt: "What do you think is the most important thing to remember so far about this text/topic? Why do you think it is important?"

Demonstrating Understanding

- demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea (e.g., retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatize a story or informational text using puppets or props) (1.4);

Making Inferences/Interpreting Texts

- use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them

Teacher prompt: "The text tells us that the girl broke her brother's toy airplane. Think about what you know about the boy so far. Predict what might happen next. Is there information in the illustration that can help you make your prediction?"(1.5);

2. Understanding Form and Style

Text Forms

- identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story (e.g., characters, setting, events, problem/solution), graphic texts such as a calendar (e.g., names of months and days, a grid, numbers), and informational texts such as a simple "All About ____" book (e.g., labels, headings, pictures) (2.1);

Elements of Style

- identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts (e.g., descriptive words help the reader make better mind pictures of the characters or setting in a story)

Teacher prompt: "What words in the text helped you make a picture in your head?" (2.4);

3. Reading With Fluency

Reading Familiar Words

- automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts (e.g., the same word in different graphic representations such as: on the word wall; in shared-, guided-, and independent-reading texts; on shared- and interactive-writing charts; in personal writing; in a variety of fonts) (3.1);

Reading Unfamiliar Words

- predict the meaning of and solve unfamiliar words using different types of cues, including:
 - semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);
 - syntactic (language structure) cues (e.g., predictable word order, predictable language patterns, punctuation);
 - graphophonic (phonological and graphic) cues (e.g., blending and segmenting of individual sounds in words; visual features of words such as shape and orientation; sound-letter relationships for initial, final, and medial sounds; onset and rime; common spelling patterns; words within words)

Teacher prompt (for cross-checking of cues): "It looks right and sounds right, but does it make sense?" (3.2);

Reading Fluently

- read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader (e.g., make oral reading of a role in a simple readers' theatre script sound like natural speech) (3.3);

4. Reflecting on Reading Skills and Strategies

Metacognition

- begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading

Teacher prompts: "What do you do to get ready to read a new text?" "What do you do if your reading doesn't make sense to you?" "When you come to a word you don't know, what do you do?" "What strategies help you the most when you are reading?" (4.1);

Interconnected Skills

- explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., reading a text independently is easier after hearing it read aloud and/or talking about it in class)

Teacher prompts: "How does listening to someone else read help you become a better reader?" "How does talking to someone else about what you are reading help you as a reader?" "How does looking at the illustrations help you make sense of what you are reading?" (4.2).

Language: Writing

- **generate, gather, and organize ideas and information to write for an intended purpose and audience (1);**
- **draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience (2);**
- **use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively (3);**
- **reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process (4).**

1. Developing and Organizing Content

Purpose and Audience

- identify the topic, purpose, audience, and form for writing, initially with support and direction (e.g., a personal recount of a past experience, including pictures, to share with family or friends; an "All About the Seasons" book for the class library; labels and captions for a pictograph to share findings with a group after a math investigation)

Teacher prompts: "What is your writing about?" "Why are you writing?" "Whom are you writing for?" (1.1);

Developing Ideas

- generate ideas about a potential topic, using a variety of strategies and resources (e.g., ask questions to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with the class) (1.2);
- gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from listening to stories told by family members; from paired sharing with a peer; from observations; from various texts, including teacher read-alouds, mentor texts, and shared-, guided-, and independent-reading texts) (1.3);

Classifying Ideas

- sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using pictures, labels, key words, hand-drawn or computer graphics, or simple graphic organizers such as a web, a list, or a five-W's framework: who, what, when, where, why) (1.4);

Organizing Ideas

- identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers (e.g., a story ladder, sequence chart) and simple organizational patterns (e.g., time order: first, then, next, finally; order of importance; beginning, middle, and end) (1.5);

Review

- determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose (e.g., use pictures and words to explain their material to a classmate and ask for feedback) (1.6);

2. Using Knowledge of Form and Style in Writing

Form

- write short texts using a few simple forms (e.g., a recount of personally significant experiences; a simple report on topics of interest to the writer and identified in non-fiction reading; "How to" books identifying the steps in a procedure such as "How to Make Applesauce", including pictures, symbols, and words; a story modelled on characters and events from stories read; their own variation on a familiar poem, chant, or song; a poster for the classroom) (2.1);

Voice

- begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience (e.g., use pictures and words that project interest or enthusiasm) (2.2);

Word Choice

- use familiar words and phrases to convey a clear meaning (e.g., some simple, familiar descriptive adjectives of size, feeling, or colour: The black dog was happy.) (2.3);

Sentence Fluency

- write simple but complete sentences that make sense (2.4);

Preparing for Revision

- identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers

Teacher prompts: "Does this writing make sense to you?" "Does it say what you wanted to say?" (2.6);

Revision

- make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies (e.g., cut out words or sentences and reorder them to improve clarity; insert words from oral vocabulary and the class word wall or word webs to clarify meaning and/or add interest) (2.7);

Producing Drafts

- produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations (2.8);

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

Spelling Familiar Words

- spell some high-frequency words correctly (e.g., words from their oral vocabulary, the class word wall, and shared-, guided-, and independent-reading texts) (3.1);

Spelling Unfamiliar Words

- spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings (e.g., segment words to identify and record individual sound-symbol correspondences, including short vowels and simple long-vowel patterns; listen for rhyming patterns; look for common letter sequences and onset and rime in frequently used words; make analogies between words that look similar; illustrate words to link meaning to spelling) (3.2);

Vocabulary

- confirm spellings and word meanings or word choice using one or two resources (e.g., find pictures or words in a picture dictionary; locate words on an alphabetical word wall using first letter; refer to class-created word webs posted in the classroom) (3.3);

Punctuation

- use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end (3.4);

Grammar

- use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place (e.g., in, on, at, to) (3.5);

Proofreading

- proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference (e.g., Can I read it? Does it "sound right"? Does it make sense? Are my word wall words spelled correctly?) (3.6);

Publishing

- use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout (e.g., use drawings, photographs, or simple labels to clarify text; print legibly; leave spaces between words) (3.7);

Producing Finished Works

- produce pieces of published work to meet criteria identified by the teacher, based on the expectations (3.8);

4. Reflecting on Writing Skills and Strategies

Metacognition

- identify some strategies they found helpful before, during, and after writing (e.g., during a regular writing conference, respond to teacher prompts about what strategies helped at a specific phase in the writing process; identify strategies used before, during, and after writing on a class anchor chart; identify a strategy for future use on a strategy bookmark or chart)

Teacher prompts: "What strategy helped you organize your ideas?" "How did you know what words were missing?" "What helped you know what to do when you finished your first draft?" (4.1);

Interconnected Skills

- describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "How does what you know about reading and different kinds of books help you when you are writing?" "In what way do you think listening to someone else's ideas might help you with your writing?" (4.2);

Portfolio

- select pieces of writing they think show their best work and explain the reasons for their selection (4.3).

Omushkego Character Development

• develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour students (respect for students);
- listen to, be considerate of, and honour elders (respect for elders);
- recognize, value, and enjoy their own language, traditions, and culture (appreciation for their culture);
- control their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)

Teaching/Learning Strategies:

1. Review material from previous activity by asking students the following: What do caring behaviours look like? (e.g., see students listening and speaking respectfully, taking turns, and smiling, less conflict) What do caring behaviours sound like? (e.g., hear thank you, good work, can I help?) How does caring about others make you feel? (e.g., think others kind, fair, and equal, and feel good inside, happy, safe,

secure, or cared for). What type of behaviours does Big Skunk show? Have students explain their answers.

2. Create a big book based on student art work from *Mi-she-shek-kak* (Alternate) in previous activity and paragraphs from *Mi-she-shek-kak* (Grade 1). Identify, with support and direction, a few strategies students might find helpful before, during, and after reading by asking the following: "What do you do to get ready to read a new text?" "What do you do if your reading doesn't make sense to you?" "When you come to a word you don't know, what do you do?" "What strategies help you the most when you are reading?" Place responses on chart paper. Post reading chart to give students guidance and explicit instruction on developing active reading strategies, e.g., when I read, I: ...

3. Pre-reading subtask (approx. 2 literacy blocks for reading)

a) Review *Mi-she-shek-kak* (Grade 1) and the following: (a) new ideas or concepts (e.g., the story takes place in a time before people came, animals could talk to one another, some animals, e.g., giant skunk, were feared by the animals), (b) specific or challenging vocabulary (e.g., trail, mountains, crossed, followed, sprayed, pieces etc., and (c) specific new language structures and conventions (e.g., predictable word patterns in the text, how to predict story endings).

b) Set the purpose for reading *The Mi-she-shek-kak* (Grade 1) as an Omushkego teaching about life in the past before humans came. Read aloud *Mi-she-shek-kak* (Grade 1). Use appropriate dramatic voice and enthusiasm to draw students into big book and model effective oral reading (Read Aloud). Ask students to identify and describe the characters, setting, events, and problem or solution in the story. Then ask the following: "What words in the text helped you make a picture of the characters, setting, and events in your head?"

4. Reading Subtask (Responding and Exploring)

Reread each page or paragraph and have students as a whole class orally read along stopping at various points to predict the meaning of and solve unfamiliar words using different types of cues, e.g., semantic, syntactic, and graphophonic (Read Along). Place unfamiliar words on word wall for later reference by students. (Word Wall) Continue with students reading aloud each page or paragraph in small groups, in pairs, or individually. Ask the following: "What do you think is the most important thing to remember so far about this text?" "Why do you think it is important?" "What might happen next?" **Note:** Shared reading at the JK-SK level should be an informal sharing of print material. The focus should be on developing a love of literature and the belief that they are readers. Have students individually complete Student Worksheet # 12: Reading Our Stories: *Mi-she-shek-kak* Parts 1 to 3.

Key Reading Comprehension Strategies

Monitor for meaning. Know when, as a reader you fully understand or don't understand

Use schema. Relate the new to the known: activate prior knowledge to help you

understand new information.

Infer. Predict; make independent decisions about inexplicit meanings.

Ask questions. Generate questions before, during and after reading.

Create images. Use images that emanate from all five senses and from the emotions.

Determine importance. Make decisions, and articulate why these ideas are most important.

Synthesize. Be aware of how one's thinking changes during reading. Identify and recall main ideas.

Recognize text structure. Readers learn to identify and recall different text structures.

Monitor comprehension.

Students self-check.

5. Post Reading subtask (Applying)

Explain what makes a story hard or difficult to read and brainstorm possible reasons why this is so in a sharing circle. Place key words or phrases on word wall. Then have students complete Student Worksheet #12: Reading Our Stories: Mi-she-shek-kak Part 4.

6. Read and explain each statement on Student Worksheet #13 My Reading to the whole class and have students individually check yes or no for each statement. Then ask the following: "How does listening to someone else read help you become a better reader?" "How does talking to someone else about what you are reading help you as a reader?" "How does looking at the illustrations help you make sense of what you are reading?" Post reading chart to give students guidance and explicit instruction on developing active reading strategies, e.g., when I read, I:

7. Pre-writing subtask (approx. 2 literacy blocks for writing)

Tell students that they are going to write about why skunks are the size they are from *Mi-she-shek-kak* (Grade 1). Provide support and direction for their writing by asking the following: "What is your writing going to be about?" "Why are you writing?" "Whom are you writing for?" (Brainstorming)

8. Writing subtask

(a) Shared writing

Review criteria for writing, e.g., use ideas that are clear and easy to understand, write simple complete sentences that make sense, use a capital letter at the beginning of each sentence, use a period, question mark, or exclamation mark at the end of each sentence, use a capital letter at the beginning of names, use a capital letter at the beginning of places, spell words correctly, and use neat handwriting. Model and demonstrate the writing process. (Think Aloud)

(b) Drafting

Have each student draw a picture showing why skunks are the size they are on Student Worksheet #14: Writing Our Stories: Mi-she-shek-kak Part 1. Then have each student draft a short piece of writing (2 or 3 sentences) describing his or her drawing on lined or unlined paper. **Notes:** 1) Students may help each other develop ideas at the draft stage. 2) Students should have access to picture or word dictionaries and word wall words to complete this task. 3) Writing conferences should occur throughout all stages of the writing process. Conferences are an opportunity for students to expand their knowledge of the writing process and internalize concepts. Leave pencil in student's hand. (Conferencing)

(c) Revising

Read and explain revising statements on Student Worksheet #15 My Writing to the whole class. In pairs, have one student read their writing to partner who listens attentively. Have partner look for and

Key Writing Strategies

Develop and organize content.

Generate, gather and organize ideas and information to write for an intended purpose and audience

Use knowledge of form and style in writing.

Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.

Use knowledge of language conventions, and present written work effectively.

Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Reflect on writing skills.

Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages of the writing process.

comment on words left out, awkward sentences, insufficient information, misspelled words and unclear ideas, in a positive manner. Then have students in pairs check yes or no for each statement on their writing students make revisions as required. (Think/Pair/Share)

(d) Proofreading

Read and explain proofreading statements on Student Worksheet #15 My Writing to the whole class. Then have students in pairs check yes or no for each statement on their writing and make changes as required. Post writing chart to give students guidance and explicit instruction on developing active writing strategies, e.g., when I write, I: (Think/Pair/Share)

9. Post-writing subtask

Have students write their published (good) copies on Student Worksheet #14: Writing Our Stories: Mi-she-shek-kak Part 2. Have students individually read their writing to teacher. (Writing Process)

10. Gather the whole class together and read aloud big book version of *Mi-she-shek-kak* (Grade 1).

Continue with students reading aloud each page or paragraph in small groups, in pairs, or individually. Ask students the following: "How does what you know about reading and different kinds of books help you when you are writing?" "In what way do you think listening to someone else's ideas might help you with your writing?" Have students individually respond to the following questions on Student Worksheet #16: Giant Skunk Reading and Writing Response Journal: How did you feel about reading/writing this week? Why? What did you do well during reading/writing this week? What would you like to do better next week? **Note:** Students may require teacher support to complete response journal in words or simple sentences. (Response Journal)

11. Then show digital recording of elder's storytelling session of *Mi-she-shek-kak* recorded in Task 2: Listening and Speaking to Our Storytellers and Stories. Restate that many local stories or legends, e.g., *Mi-she-shek-ka* and *Win-ni-peg* involve animals found around their community and provide Omushkego teachings about life in the past before humans came. **Note:** The teacher may wish to adapt or use other commercial stories, e.g., *Wolverine and the Wolves* to continue developing the students' appreciation and enjoyment of reading and writing.

Assessment:

* self-assessment on My Reading using checklist of students working in small groups, in pairs, and individually (see Appendix 17: My Reading Checklist)

* performance task on Reading Our Stories: Mi-she-shek-kak using rubric of students working individually (see Appendix 18: Reading Our Stories: Mi-she-shek-kak Rubric Parts 1 to 4)

* self-assessment on My Writing using checklist of students working in pairs and individually (see Appendix 19: My Writing Checklist)

* performance task on Writing Our Stories: Mi-she-shek-kak using rubric of students working individually (see Appendix 20: Writing Our Stories: Mi-she-shek-kak Rubric Parts 1 and 2)

- * observation on Reading, Writing, and Character Development using rating of students working as a whole class (see Appendix 21: Reading, Writing, and Character Development Rating Scale)
- * response journal on Giant Skunk Reading and Writing using anecdotal record of students working as a whole class and individually (see Appendix 22: Giant Skunk Reading and Writing Anecdotal Record)

Resources:

Mi-she-shek-kak (Grade 1)

paper

markers, crayons, pencils

reading and writing charts

digital recording of elder's storytelling session of *Mi-she-shek-kak*

Micheal Patrick. (2000). *Wolverine and the Wolves* in Big Skunk, and Wolverine and the Wolves. Timmins, ON: Ojibway and Cree Cultural Centre.

Student Worksheet #12: Reading Our Stories: Mi-she-shek-kak

Student Worksheet #13: My Reading

Student Worksheet #14: Writing Our Stories: Mi-she-shek-kak

Student Worksheet #15: My Writing

Student Worksheet #16: Giant Skunk Reading and Writing Response Journal

Culminating Task: Finding Out About More Stories

Time: 400 minutes (4 literacy blocks)

Description: In the culminating task assessment students will be exposed to another traditional Omushkego story: *Win-ni-peg*. The students will visually represent what they heard in a sketch and retell the beginning, middle, and end of the story, and add onto the story (Part I). Next, the students will read *Win-ni-peg* (Grade 1) as a large group and respond to a series of statements that demonstrate their understanding of the story (Part II). They will draw a picture and using the writing process produce a published or good copy describing why James and Hudson bays are dirty. Finally, the students will reflect on their thoughts and feelings about *Win-ni-peg* (Grade 1) (Part III).

Part I: Retelling Our Stories: *Win-ni-peg* (100 minutes)

Overall Expectations:

Language Arts: Oral Communication (Listening and Speaking)

- **listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (1);**
- **use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (2);**

Language: Writing

- **generate, gather, and organize ideas and information to write for an intended purpose and audience (1);**

The Arts: Visual Arts

- **creating and presenting: apply the creative process (see pages 19 to 22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings (D1);**

Teaching/Learning Strategies:

1. Review *Mi-she-shek-kak* (Grade 1) and the group story about what happened to the wolverine after he got sprayed in the face by the giant skunk (Task 2). Explain that other stories were told about wolverine after he got sprayed in the face. One of these stories is called *Win-ni-peg*. Provide an overview of the entire culminating task.

2. Before telling *Win-ni-peg* (Alternate) or showing digital recording of *Win-ni-peg*, provide initial student support by introducing the following: (a) new ideas or concepts (e.g., information about James and Hudson bays, salt water, characteristics of muskeg), (b) specific or challenging vocabulary (e.g., sprayed, washed, cleaned, bumped, stone, half-way, forest, muskeg, tide, dirty), and (c) specific new language structures and conventions (e.g., predictable word patterns in the text, dialogue, how to predict story endings)

3. Seat students in a circle and review the importance of storytelling to a culture. Tell *Win-ni-peg* (Alternate) or show digital recording of *Win-ni-peg*. Have students close their eyes and picture the story in their minds. Ask students the following: What parts of the story did you like the most? the least?
4. Model and demonstrate sketching parts of the Dirty Water story and writing a sentence about each picture. Indicate that it is important to visually represent what they heard and not be concerned with artistic technique. (Sketching to Learn) Have students individually complete Retelling Our Stories: Win-ni-peg Part 1 and orally retell the beginning, middle, and end of the story using their drawings as a guide. In small groups, have students share or explain their sketches of the Dirty Water story. (Retell)
5. Have students sit in a circle and build a large group story about what happened to the wolverine after he went back towards the shore. Begin with this starter sentence, “The wolverine went back towards the shore.” Have each student add successive sentences to the story. (Storytelling) Explain that there are many stories about Wolverine after he left the bay. Have students individually complete Retelling Our Stories: Win-ni-peg Part 2 and orally retell what happened to wolverine after he went back towards the shore using their drawing as a guide.
6. Ask students the following: When you are talking, how can you tell if the audience understands? What could you do to help the audience understand what you are saying? What are some good listening behaviours? What are some good speaking behaviours? Have students individually complete My Listening and Speaking Checklist.

Assessment:

- * performance task on Retelling Our Stories: Win-ni-peg using rubric of students working individually (see Appendix 23: Retelling Our Stories: Win-ni-peg Rubric Parts 1 and 2)
- * self-assessment on My Listening and Speaking using checklist of students working individually (see Appendix 24: My Listening and Speaking Checklist)

Resources:

pencils

Mi-she-shek-kak (Grade 1)

Win-ni-peg in Louis Bird. (2005) *Telling Our Stories*. Peterborough, ON: Broadview Press, pp. 73–78.

Win-ni-peg (Alternate)

digital recording of *Win-ni-peg*

Win-ni-peg (Grade 1)

Retelling Our Stories: Win-ni-peg Part 1 (in Culminating Task Student Booklet)

Retelling Our Stories: Win-ni-peg Part 2 (in Culminating Task Student Booklet)

My Speaking and Listening Checklist (in Culminating Task Student Booklet)

Part II: Reading Our Stories: Win-ni-peg (100 minutes)

Overall Expectations:

Language: Reading

- **read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning (1);**
- **recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (2);**
- **use knowledge of words and cueing systems to read fluently (3);**
- **reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading (4).**

Teaching/Learning Strategies:

1. Pre-reading subtask (15 minutes)

- a) Review *Win-ni-peg* (Grade 1) and the following: (a) new ideas or concepts (e.g., information about James and Hudson bays, salt water, characteristics of muskeg), (b) specific or challenging vocabulary (e.g., sprayed, washed, cleaned, bumped, tamarack, stone, dirty), and (c) specific new language structures and conventions (e.g., predictable word patterns in the text, how to predict story endings)
- b) Set the purpose for reading *Win-ni-peg* (Grade 1) as an Omushkego teaching about how something came to be. Read aloud *Win-ni-peg* (Grade 1). Use appropriate dramatic voice and enthusiasm to draw students into story and model effective oral reading. (Read Aloud) Ask students to identify and describe the characters, setting, events, and problem or solution in the story. Then ask the following: "What words in the text helped you make a picture of the characters, setting, and events in your head?" **Note:** Create large size text version for student read along activities.

2. Reading subtask (Responding and Exploring) (50 – 70 minutes)

Reread large size text versions each page or paragraph and have students as a whole class orally read along stopping at various points to predict the meaning of and solve unfamiliar words using different types of cues, e.g., semantic, syntactic, and graphophonic. (Read Along) Place unfamiliar words on word wall for later reference by students. (Word Wall) Continue with students reading aloud each page or paragraph in small groups, in pairs, or individually. Ask the following: "What do you think is the most important thing to remember so far about this text?" "Why do you think it is important?" "What might happen next?" Have students individually complete Reading Our Stories: Win-ni-peg Parts 1 to 3.

3. Post Reading subtask (Applying) (15 minutes)

- a) Explain what makes a story hard or difficult to read and brainstorm possible reasons why this is so in a sharing circle. Place key words or phrases on word wall. Then have students complete Reading Our Stories: Win-ni-peg Part 4.

4. Ask the following: "How does listening to someone else read help you become a better reader?" "How does talking to someone else about what you are reading help you as a reader?" Have students individually complete My Reading Checklist.

Assessment:

* performance task on Reading Our Stories: Win-ni-peg using rubric of students working individually (see Appendix 25: Reading Our Stories: Win-ni-peg Rubric Parts 1 to 4)

* self-assessment on My Reading using checklist of students working individually (see Appendix 26: My Reading Checklist)

Resources:

pencils

Win-ni-peg (Grade 1) text and large size text

Reading Our Stories: Win-ni-peg Parts 1 to 4 (in Culminating Task Student Booklet)

My Reading Checklist (in Culminating Task Student Booklet)

Ontario Ministry of Education. (1999). *The Ontario Curriculum – Exemplars Grades 1–8 Reading*. Toronto: Queen’s Printer for Ontario, pp. 9–46. **Note:** Reading exemplars are provided to promote consistency in the assessment of student work from grade to grade and across the province.

Part III: Writing Our Stories (200 minutes)

Overall Expectations:

Language: Writing

- **generate, gather, and organize ideas and information to write for an intended purpose and audience (1);**
- **draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience (2);**
- **use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively (3);**
- **reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process (4);**

The Arts: Visual Arts

- **creating and presenting: apply the creative process (see pages 19 to 22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings (D1);**

Teaching/Learning Strategies:

1. Pre-writing subtask (5 minutes)

Tell students that they are going to write about why Hudson and James Bay are dirty or contain salt water from *Win-ni-peg* (Grade 1). Provide support and direction for their writing by asking the following: "What is your writing going to be about?" "Why are you writing?" "Whom are you writing for?" (Brainstorming)

2. Writing subtask

(a) Shared writing (45 minutes)

Review criteria for writing, e.g., use ideas that are clear and easy to understand, write simple complete sentences that make sense, use a capital letter at the beginning of each sentence, use a period, question mark, or exclamation mark at the end of each sentence, use a capital letter at the beginning of names, use a capital letter at the beginning of places, spell words correctly, and use neat handwriting. Model and demonstrate the writing process. (Think Aloud)

(b) Drafting (40 minutes)

Have each student draw a picture showing why Hudson and James Bay are dirty on Writing Our Stories: Win-ni-peg Part 1. Then have each student draft a short piece of writing (2 or 3 sentences) describing his or her drawing on lined or unlined paper. **Note:** Writing conferences should occur throughout all stages of the writing process. Conferences are an opportunity for students to expand their knowledge of the writing process and internalize concepts. Leave pencil in student's hand. (Conferencing)

(c) Revising (30 minutes)

Review revising statements on My Writing Checklist with the whole class. In pairs, have one student read their writing to partner who listens attentively. Have partner look for and comment on words left out, awkward sentences, insufficient information, misspelled words and unclear ideas, in a positive manner. Then have students in pairs check yes or no for each statement on their writing students make revisions as required. (Think/Pair/Share)

(d) Proofreading (15 minutes)

Review proofreading statements on My Writing Checklist with the whole class. Have students in pairs check yes or no for each statement on their writing and make changes as required. (Think/Pair/Share) **Note:** Revising and editing may be done with the teacher's assistance.

3. Post-writing subtask (45 minutes)

Have students write their published (good) copies on Writing Our Stories: Win-ni-peg Part 2. Then have students individually complete My Writing Checklist. (Writing Process)

4. Have students individually respond to the following questions in Dirty Water Reading and Writing Response Journal: How did you feel about reading/writing this week? Why? What did you do well during reading/writing this week? What would you like to do better next week?

5. Upon completion of the culminating task show digital recordings of elder's storytelling session of *Win-ni-peg* recorded in Task 2: Listening and Speaking Our Stories and Storytellers.

Assessment:

- * performance task on Writing Our Stories: Win-ni-peg using rubric of students working individually (see Appendix 27: Writing Our Stories: Win-ni-peg Rubric Parts 1 and 2)
- * self-assessment on My Writing using checklist of students working individually (see Appendix 28: My Writing Checklist)
- * response journal on Dirty Water Reading and Writing using anecdotal record of students working as a whole class and individually (see Appendix 29: Dirty Water Reading and Writing Anecdotal Record)
- * observation on Omushkego Character Development using rating scale of students working as a whole class and individually (see Appendix 30: Omushkego Character Development Rating Scale)

Resources:

pencils

paper

Win-ni-peg (Grade 1)

Writing Our Stories: Win-ni-peg Parts 1 and 2 (in Culminating Task Student Booklet)

My Writing Checklist (in Culminating Task Student Booklet)

Dirty Water Reading and Writing Response Journal (in Culminating Task Student Booklet)

television

digital recording of *Win-ni-peg*

Ontario Ministry of Education and Training. (1999). The Ontario Curriculum – Exemplars Grades 1–8 Writing. Toronto: Queen’s Printer for Ontario, pp. 11–23.

<http://www.edu.gov.on.ca/eng/curriculum/elementary/writing18ex.pdf> [obtained January 16, 2011]

Note: Writing exemplars are provided to promote consistency in the assessment of student work from grade to grade and across the province.

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Our Stories: Misheshekak Student Worksheets Booklet

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Parent/Community 1

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Thinking Skills Strategies
 Brainstorming 3
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 Visual/Graphic Organizers

Appendix 1: Omushkego Character Development (Caring Behaviours) and Uncaring Behaviours Checklist

Look for students to

Omushkego Character Development (Caring Behaviours)

- listen to, be considerate of, and honour themselves (respect for themselves)
- listen to, be considerate of, and honour students (respect for students)
- listen to, be considerate of, and honour teachers (respect for teachers)
- use resources together (sharing)
- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves)
- recognize and accept accountability to others for decisions made and action taken (responsibility to others)
- recognize and accept accountability to the class for decisions made and action taken (responsibility to the class)
- recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture)
- recognize, value and enjoy another's language, traditions, and culture (appreciation for another's culture)
- control their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)
- show feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)

Uncaring Behaviours

- show inappropriate touching
- engage in verbal abuse
- engage in physical abuse
- take part in bullying

Notes for whole class and individual students

Appendix 2: Local Storytellers, Local Stories, and Local Animals Knowledge Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of Content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of local storytellers, local stories, and local animals	– demonstrates some knowledge of local storytellers, local stories, and local animals	– demonstrates considerable knowledge of local storytellers, local stories, and local animals	– demonstrates thorough knowledge of local storytellers, local stories, and local animals
Thinking – The use of critical and creative thinking skills and/or processes				
Use of Planning Skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses planning skills to generate ideas about local storytellers, local stories, and local animals with limited effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local animals with some effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local animals with considerable effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local animals with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses scientific information about local animals with limited effectiveness	– expresses scientific information about local animals with some effectiveness	– expresses scientific information about local animals with considerable effectiveness	– expresses scientific information about local animals with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	– applies knowledge and skills to draw and label local animals with limited effectiveness	– applies knowledge and skills to draw and label local animals with some effectiveness	– applies knowledge and skills to draw and label local animals with considerable effectiveness	– applies knowledge and skills to draw and label local animals with a high degree of effectiveness

Notes for whole class and individual students:

Appendix 3: Listening and Speaking Anecdotal Record

Look for the following:

- listens without interrupting and waits turn to speak
- shows attention and interest by looking at the speaker, nodding, or asking relevant questions
- gives other group members an opportunity to speak
- responds positively to the contributions of others
- stays on topic and speaks to a point
- uses gestures and changes in voice to create dramatic effect and clarify meaning

Notes for whole class and individual students:

Appendix 4: Animal Characteristics Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of physical characteristics of animals	– demonstrates some knowledge of physical characteristics of animals	– demonstrates considerable knowledge of physical characteristics of animals	– demonstrates thorough knowledge of physical characteristics of animals
Understanding of content (e.g., concepts, ideas, theories, principles, procedures, processes)	– demonstrates limited understanding of physical characteristics of animals	– demonstrates some understanding of physical characteristics of animals	– demonstrates considerable understanding of physical characteristics of animals	– demonstrates thorough understanding of physical characteristics of animals
Thinking – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes				
Use of initiating and planning skills (e.g., formulating questions, identifying the problem, developing hypotheses, scheduling, selecting strategies and resources, developing plans)	– uses initiating and planning skills and strategies with limited effectiveness	– uses initiating and planning skills and strategies with some effectiveness	– uses initiating and planning skills and strategies with considerable effectiveness	– uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)	– uses visual organizer with limited effectiveness	– uses visual organizer with some effectiveness	– uses visual organizer with considerable effectiveness	– uses visual organizer with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses scientific information about animals with limited effectiveness	– expresses scientific information about animals with some effectiveness	– expresses scientific information about animals with considerable effectiveness	– expresses scientific information about animals with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, written and/or written forms (e.g., symbols,	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

formulae, notation, SI units)				
Application – The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., concepts and processes, safe use of equipment and technology, investigation skills) in familiar contexts	– applies knowledge and skills to write about an animal with limited effectiveness	– applies knowledge and skills write about an animal with some effectiveness	– applies knowledge and skills to write about an animal with considerable effectiveness	– applies knowledge and skills to write about an animal with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts and processes, safe use of equipment and technology, investigation skills) to familiar contexts	– transfers knowledge and skills to compare similarities and differences of animals with limited effectiveness	– transfers knowledge and skills to compare similarities and differences of animals with some effectiveness	– transfers knowledge and skills to compare similarities and differences of animals with considerable effectiveness	– transfers knowledge and skills to compare similarities and differences of animals with a high degree of effectiveness

Notes for students working as a whole class and in small groups

Appendix 5: Animal Sorting Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

sorts animals one way	1	2	3	4
provides clear description of sorting rule	1	2	3	4
sorts animals other way	1	2	3	4
provides clear description of other sorting rule	1	2	3	4

Notes for students working individually:

Appendix 6: Animal Adaptations Marking Scheme

Total Marks: /15

Body Part or Shape Adaptations (8 marks)

Instructions: Draw a line from the animal to the body part that helps it survive.

Animal	Body Part
caribou	big eyes
wolf	striped back
great horned owl	hooves
skunk	sharp teeth

Animal	Body Part
moose	wide paws
lynx	webbed feet
eagle	long legs
otter	sharp claws

Behaviour Adaptations (7 marks)

Instructions: Beside each animal circle whether that animal migrates or hibernates.

loon	migrates	hibernates
black bear	migrates	hibernates
snow goose	migrates	hibernates
frog	migrates	hibernates
groundhog	migrates	hibernates
snake	migrates	hibernates
mallard duck	migrates	hibernates

Notes for students working individually:

Appendix 7: Animal or Environment Public Service Announcement Poster and Omushkego Character Development Checklist

Public Service Announcement Poster:

Look for posters that contain

- one simple idea
- one short sentence or phrase written in the present tense
- simple, uncluttered components, i.e., text and graphics
- white space to frame material and make components stand out
- components arranged to read from left to right and from top to bottom
- lines, boxes, or arrows that emphasize important points
- connection between text and graphics
- information that serves community interest

Notes for students working individually:

Omushkego Character Development:

Look for students to

- listen to, be considerate of, and honour plants and animals (respect for plants and animals)
- listen to, be considerate of, and honour the land (respect for the environment);
- recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture)
- recognize, value and enjoy another's language, traditions, and culture (appreciation for another's culture)
- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience).

Notes for students working individually:

Appendix 8: My Listening and Speaking Checklist

Look for students to

Listening

listen without interrupting

wait their turn to speak

show they are interested by

looking at the speaker

nodding

asking good questions after listening

Speaking

give other students a chance to speak

respond positively to the contributions of others

stay on topic and speak to the point

Notes for students working individually:

Appendix 9: Local Elder’s Visit Listening, Speaking, and Omushkego Character Development Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

listens without interrupting	1	2	3	4
waits their turn to speak	1	2	3	4
shows that they are paying attention and are interested by looking at the speaker	1	2	3	4
nodding	1	2	3	4
asking relevant questions after listening	1	2	3	4
creates mental pictures while listening to a story and draws about what they visualized	1	2	3	4
talks about what they visualized	1	2	3	4
retells the important information presented in a class activity	1	2	3	4

Speaking

gives other group members an opportunity to speak	1	2	3	4
responds positively to the contributions of others	1	2	3	4
stays on topic and speaks to the point	1	2	3	4
begins to identify some vocal effects, including tone, pace, pitch, and volume, and uses them appropriately to help communicate their meaning	1	2	3	4
identifies some non-verbal cues, including facial expression, gestures, and eye contact, and uses them in oral communications, appropriately and with cultural sensitivity, to help convey their meaning	1	2	3	4

O mushkego Character Development

listens to, is considerate of, and honours themselves (respect for themselves)	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders)	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
controls their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)	1	2	3	4
shows feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)	1	2	3	4

Notes for students working as a whole class:

Appendix 10: Retelling Our Stories: Mi-she-shek-kak Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with speaking and listening	– demonstrates some knowledge of strategies associated with speaking and listening	– demonstrates considerable knowledge of strategies associated with speaking and listening	– demonstrates thorough knowledge of strategies associated with speaking and listening
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses	– demonstrates some understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses	– demonstrates considerable understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses	– demonstrates thorough understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses
Thinking – The use of critical and creative thinking skills and/or processes				
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	– uses creative thinking processes to tell what happened to wolverine after he got sprayed in the face with limited effectiveness	– uses creative thinking processes to tell what happened to wolverine after he got sprayed in the face with some effectiveness	– uses creative thinking processes to tell what happened to wolverine after he got sprayed in the face with considerable effectiveness	– uses creative thinking processes to tell what happened to wolverine after he got sprayed in the face with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes main ideas and information with limited effectiveness – presents almost no supporting details	– expresses and organizes main ideas and information with some effectiveness and clarity – presents few supporting details	– expresses and organizes main ideas and information with considerable effectiveness and clarity – presents many supporting details using wording from the text	– expresses and organizes main ideas and information with a high degree of effectiveness and clarity and precision – presents almost all supporting details in his or her own words

Notes for students working individually:

Appendix 11: Local Elder’s Visit Anecdotal Record

Notes for students working as a whole class

What did the students like about the elder’s visit? What are the questions that the students would have liked to ask the elder?

What Students Liked

What Students Would Like to Ask Elder

Teacher Comments on Student Response Journals

Appendix 12: Giant Skunk Role Play and Drama Checklist

Look for students to

Creating and Presenting

- engage in role play and dramatic play
- demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played
- plan and shape dramatic play by building on the ideas of others, both in and out of role

Reflecting, Responding, and Analysing

- express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story
- demonstrate an understanding of how the element of character or role is used in shared classroom drama experiences and theatre to communicate meaning
- identify and give examples of their strengths, interests, and areas for improvement as drama participants

Exploring Forms and Cultural Context

- identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community
- demonstrate an awareness of a variety of works of art from diverse communities, times, and places

Notes for students working as a whole class and individually:

Appendix 13: Giant Skunk Role Play and Drama Anecdotal Record

Notes for students working as a whole class and individually

What did the students like about the role play? What did the students like about the drama? How can the students work better as group? How can the students work better individually?

What Students Liked
How Students Can Work Better as a Group
How Students Can Work Better Individually
Teacher Comments on Student Response Journals

Appendix 14: Omushkego Character Development (Caring Behaviours) Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

Omushkego Character Development (Caring Behaviours)	1	2	3	4
listens to, is considerate of, and honours themselves (respect for themselves)	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
recognizes and accepts accountability to themselves for decisions made and action taken (responsibility to themselves)	1	2	3	4
recognizes and accepts accountability to others for decisions made and action taken (responsibility to others)	1	2	3	4
recognizes and accepts accountability to themselves and others for decisions made and action taken (responsibility to themselves and others that includes the class);	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
controls their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)	1	2	3	4
shows feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)	1	2	3	4
develops a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience)	1	2	3	4

Notes for students working individually:

Appendix 15: Giant Skunk Elements and Principles of Design Art Checklist

Look for students to

Creating and Presenting

- create an art work using elements of design, e.g., line: jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects (natural and human-made)
- create an art work using elements of design, e.g., colour: mixing of primary colours (red, yellow, blue); identification of warm (e.g., red, orange) and cool (e.g., blue, green) colours
- create an art work using elements of design, e.g., texture: textures of familiar objects (e.g., fuzzy, prickly, bumpy, smooth); changes in texture; a pattern of lines to show texture (e.g., the texture of a snake's skin); transfer of texture (e.g., placing a piece of paper over a textured surface and then rubbing the paper with wax crayon)
- create an art work using principles of design, e.g., contrast: light/dark; large/small; pure/mixed colour
- plan and shape their art work by building on the ideas of others
- describe their art work in a variety of ways by making personal connections to the characters and themes in the story

Reflecting, Responding, and Analysing

- express feelings and ideas about an art work in a variety of ways by making personal connections to the characters and themes in the story
- demonstrate an understanding of how the elements of line, texture, and colour, and the principle of contrast is used to communicate meaning
- identify and give examples of their strengths, interests, and areas for improvement as art creators

Exploring Forms and Cultural Context

- identify and describe art and visual art forms, events, and activities that they experience in their home, school, and community
- demonstrate an awareness of a variety of works of art from diverse communities, times, and places

Notes for students working as a whole class and individually:

Appendix 16: Giant Skunk Visual Arts Anecdotal Record

Notes for students working as a whole class and individually

What do you like about your work? What part would you change if you could? What did you learn from your work?

What Students Liked
What Students Would Change
What Students Learned
Teacher Comments on Student Response Journals

Appendix 17: My Reading Checklist

Look for students to

Reading

- expect meaning from print
- try to select important information
- attempt to predict words (semantic)
- substitute words that make sense (syntactic)
- attempt to sound words (graphophonic)
- skip words
- reread when meaning is unclear
- create pictures about what they have read
- use illustrations to understand what they have read
- think about what they already know about what they have read

Notes for students working in small groups, in pairs, and individually:

Appendix 18: Reading Our Stories: Mi-she-shek-kak Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with reading	– demonstrates some knowledge of strategies associated with reading	– demonstrates considerable knowledge of strategies associated with reading	– demonstrates thorough knowledge of strategies associated with reading
Thinking – The use of critical and creative thinking skills and/or processes				
Use of processing skills (e.g., making inferences, interpreting, analyzing, detecting bias, synthesizing, evaluating, forming conclusions)	– demonstrates little understanding of the sequence of the text or gives an incomplete response	– demonstrates partial understanding of the sequence of the text	– demonstrates overall understanding of the sequence of the text	– demonstrates thorough understanding of the sequence of the text
Communication – The conveying of meaning through various forms				
Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms	– shows limited understanding of the use of conventions, e.g., vocabulary, grammar, exclamation marks	– shows some understanding of the use of conventions, e.g., vocabulary, grammar, exclamation marks	– shows considerable understanding of the use of conventions and uses them appropriately, e.g., vocabulary, grammar, exclamation marks	– shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., vocabulary, grammar, exclamation marks

Notes for students working individually:

Appendix 19: My Writing Checklist

Look for students to

Writing

Revising

- cut out words and reorder them
- insert words from word wall or oral vocabulary

Proofreading

- use a capital letter at the beginning of each sentence
- use a period, question mark, or exclamation mark at the end of each sentence
- use a capital letter at the beginning of names
- use a capital letter at the beginning of places
- spell words correctly
- write simple complete sentences that make sense
- use ideas that are clear and easy to understand
- use neat handwriting

Notes for students working in pairs and individually:

Appendix 20: Writing Our Stories: Mi-she-shek-kak Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with writing	– demonstrates some knowledge of strategies associated with writing	– demonstrates considerable knowledge of strategies associated with writing	– demonstrates thorough knowledge of strategies associated with writing
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses very few, simple ideas that are not on topic	– uses some simple ideas that are connected to the topic	– uses mainly simple ideas, but also some developed ideas that are connected to the topic	– only uses developed ideas that are connected to the topic
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	– uses creative writing process to tell why Hudson and James Bay are dirty with limited effectiveness	– uses creative writing process to tell why Hudson and James Bay are dirty with some effectiveness	– uses creative writing process to tell why Hudson and James Bay are dirty with considerable effectiveness	– uses creative writing process to tell why Hudson and James Bay are dirty with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– shows little grouping of common ideas (resembles a random list) – expresses and organizes main ideas and information with limited effectiveness – presents almost no supporting details	– groups some common ideas (includes elements of a list and a story) – expresses and organizes main ideas and information with some effectiveness and clarity – presents few supporting details	– groups common ideas together to tell a story – expresses and organizes main ideas and information with considerable effectiveness and clarity – presents many supporting details using wording from the text	– links common ideas (the writing flows naturally) – expresses and organizes main ideas and information with a high degree of effectiveness and clarity and precision – presents almost all supporting details in his or her own words
Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms	– shows limited understanding of the use of conventions, e.g., the title of the text, uses capitalization and punctuation randomly, shows some evidence of spelling, uses few of	– shows some understanding of the use of conventions, e.g., the title of the text, makes some errors in capitalization and punctuation, uses phonetic and conventional spelling	– shows considerable understanding of the use of conventions and uses them appropriately, e.g., the title of the text, uses capitalization and punctuation accurately, uses conventional spelling	– shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., the title of the text, always uses capitalization

	<p>the conventions of grammar and usage</p> <p>– there are a few simple sentences, sometimes, incomplete sentences with a reliance on single sentence stem</p> <p>– produces a visual presentation that is unclear (spacing, placement, legibility)</p>	<p>for familiar words, uses some of the conventions of grammar and usage</p> <p>–there are some simple, complete sentences and some reliance on a single simple sentence stem</p> <p>– produces a visual presentation that is basically clear</p>	<p>for familiar words and phonetic spelling for unfamiliar words, uses most of the conventions of grammar and usage</p> <p>– sentences are simple and complete with some variation in the stem used</p> <p>– produces a clear visual presentation</p>	<p>punctuation accurately, uses conventional spelling for most words, uses all or almost all of the conventions of grammar and usage</p> <p>– there are different patterns of simple sentences</p> <p>– produces a clear visual presentation that enhances the story</p>
Application – The use of knowledge and skills to make connections within and between various contexts				
<p>Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with limited effectiveness</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with some effectiveness</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with considerable effectiveness</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with a high degree of effectiveness</p>

Notes for students working individually:

Appendix 21: Reading, Writing, and Omushkego Character Development Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

Reading

demonstrates a willingness to read	1	2	3	4
reads voluntarily	1	2	3	4
reads for self-enjoyment	1	2	3	4
asks for books	1	2	3	4
expects meaning from print	1	2	3	4
scans for cues	1	2	3	4
attempts to predict (semantic)	1	2	3	4
substitutes words that make sense (syntactic)	1	2	3	4
attempts to sound (phonic)	1	2	3	4
skips over words	1	2	3	4
rereads	1	2	3	4
uses phrasing	1	2	3	4
uses punctuation	1	2	3	4
uses expression	1	2	3	4
self-corrects	1	2	3	4
applies different speeds and strategies to suit occasion	1	2	3	4
retells what has been read	1	2	3	4
understands what has been read	1	2	3	4
embellishes retell with details, sequence, and conventions	1	2	3	4
reads between the lines	1	2	3	4
makes meaning	1	2	3	4
relates what has been read to one's life	1	2	3	4
sees and enjoys humour	1	2	3	4

Writing				
demonstrates a willingness to write	1	2	3	4
writes voluntarily	1	2	3	4
reveals a growing vocabulary	1	2	3	4
shows an ability to generate ideas	1	2	3	4
shows an ability to consider purpose and audience	1	2	3	4
shows an ability to write a first draft	1	2	3	4
shows an ability to revise and rewrite when necessary	1	2	3	4
shows an ability to proofread	1	2	3	4
enjoys sharing work	1	2	3	4
expresses ideas fluently	1	2	3	4
organizes ideas well	1	2	3	4
expresses ideas clearly	1	2	3	4
uses language effectively	1	2	3	4
avoids errors in spelling and grammar	1	2	3	4
uses legible handwriting	1	2	3	4

Omushkego Character Development				
listens to, is considerate of, and honours themselves (respect for themselves)	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders)	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
controls their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)	1	2	3	4
shows feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)	1	2	3	4

Notes for students working as a whole class:

Appendix 22: Giant Skunk Reading and Writing Anecdotal Record

Notes for students working as a whole class and individually

How did you feel about reading/writing this week? Why? What did you do well during reading/writing this week? What would you like to do better next week?

What Students Felt About Reading/Writing
What Students Did Well During Reading/Writing
What Students Would Like To Do Better
Teacher Comments on Student Response Journals

Appendix 23: Retelling Our Stories: Win-ni-peg Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with speaking and listening	– demonstrates some knowledge of strategies associated with speaking and listening	– demonstrates considerable knowledge of strategies associated with speaking and listening	– demonstrates thorough knowledge of strategies associated with speaking and listening
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses	– demonstrates some understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses	– demonstrates considerable understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses	– demonstrates thorough understanding of beginning, middle, and end of spoken text through illustrations and written and oral responses
Thinking – The use of critical and creative thinking skills and/or processes				
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	– uses creative thinking processes to tell what happened to wolverine after he went back to the shore with limited effectiveness	– uses creative thinking processes to tell what happened to wolverine after he went back to the shore with some effectiveness	– uses creative thinking processes to tell what happened to wolverine after he went back to the shore with considerable effectiveness	– uses creative thinking processes to tell what happened to wolverine after he went back to the shore with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes main ideas and information with limited effectiveness – presents almost no supporting details	– expresses and organizes main ideas and information with some effectiveness and clarity – presents few supporting details	– expresses and organizes main ideas and information with considerable effectiveness and clarity – presents many supporting details using wording from the text	– expresses and organizes main ideas and information with a high degree of effectiveness and clarity and precision – presents almost all supporting details in his or her own words

Notes for students working individually:

Appendix 24: My Listening and Speaking Checklist

Look for students to

Listening

listen without interrupting

wait their turn to speak

show they are interested by

looking at the speaker

nodding

asking good questions after listening

Speaking

give other students a chance to speak

respond positively to the contributions of others

stay on topic and speak to the point

Notes for students working individually:

Appendix 25: Reading Our Stories: Win-ni-peg Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with reading	– demonstrates some knowledge of strategies associated with reading	– demonstrates considerable knowledge of strategies associated with reading	– demonstrates thorough knowledge of strategies associated with reading
Thinking – The use of critical and creative thinking skills and/or processes				
Use of processing skills (e.g., making inferences, interpreting, analyzing, detecting bias, synthesizing, evaluating, forming conclusions)	– demonstrates little understanding of the sequence of the text or gives an incomplete response	– demonstrates partial understanding of the sequence of the text	– demonstrates overall understanding of the sequence of the text	– demonstrates thorough understanding of the sequence of the text
Communication – The conveying of meaning through various forms				
Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms	– shows limited understanding of the use of conventions, e.g., vocabulary, grammar, exclamation marks	– shows some understanding of the use of conventions, e.g., vocabulary, grammar, exclamation marks	– shows considerable understanding of the use of conventions and uses them appropriately, e.g., vocabulary, grammar, exclamation marks	– shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., vocabulary, grammar, exclamation marks

Notes for students working individually:

Appendix 26: My Reading Checklist

Look for students to

Reading

- expect meaning from print
- try to select important information
- attempt to predict words (semantic)
- substitute words that make sense (syntactic)
- attempt to sound words (graphophonic)
- skip words
- reread when meaning is unclear
- create pictures about what they have read
- use illustrations to understand what they have read
- think about what they already know about what they have read

Notes for students working individually:

Appendix 27: Writing Our Stories: Win-ni-peg Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with writing	– demonstrates some knowledge of strategies associated with writing	– demonstrates considerable knowledge of strategies associated with writing	– demonstrates thorough knowledge of strategies associated with writing
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses very few, simple ideas that are not on topic	– uses some simple ideas that are connected to the topic	– uses mainly simple ideas, but also some developed ideas that are connected to the topic	– only uses developed ideas that are connected to the topic
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	– uses creative writing process to tell why Hudson and James Bay are dirty with limited effectiveness	– uses creative writing process to tell why Hudson and James Bay are dirty with some effectiveness	– uses creative writing process to tell why Hudson and James Bay are dirty with considerable effectiveness	– uses creative writing process to tell why Hudson and James Bay are dirty with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– shows little grouping of common ideas (resembles a random list) – expresses and organizes main ideas and information with limited effectiveness – presents almost no supporting details	– groups some common ideas (includes elements of a list and a story) – expresses and organizes main ideas and information with some effectiveness and clarity – presents few supporting details	– groups common ideas together to tell a story – expresses and organizes main ideas and information with considerable effectiveness and clarity – presents many supporting details using wording from the text	– links common ideas (the writing flows naturally) – expresses and organizes main ideas and information with a high degree of effectiveness and clarity and precision – presents almost all supporting details in his or her own words
Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms	– shows limited understanding of the use of conventions, e.g., the title of the text, uses capitalization and punctuation randomly, shows some evidence of	– shows some understanding of the use of conventions, e.g., the title of the text, makes some errors in capitalization and punctuation, uses phonetic and	– shows considerable understanding of the use of conventions and uses them appropriately, e.g., the title of the text, uses capitalization and punctuation accurately, uses	– shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., the title of the text, always uses

	<p>spelling, uses few of the conventions of grammar and usage</p> <p>– there are a few simple sentences, sometimes, incomplete sentences with a reliance on single sentence stem</p> <p>– produces a visual presentation that is unclear (spacing, placement, legibility)</p>	<p>conventional spelling for familiar words, uses some of the conventions of grammar and usage</p> <p>–there are some simple, complete sentences and some reliance on a single simple sentence stem</p> <p>– produces a visual presentation that is basically clear</p>	<p>conventional spelling for familiar words and phonetic spelling for unfamiliar words, uses most of the conventions of grammar and usage</p> <p>– sentences are simple and complete with some variation in the stem used</p> <p>– produces a clear visual presentation</p>	<p>capitalization punctuation accurately, uses conventional spelling for most words, uses all or almost all of the conventions of grammar and usage</p> <p>– there are different patterns of simple sentences</p> <p>– produces a clear visual presentation that enhances the story</p>
Application – The use of knowledge and skills to make connections within and between various contexts				
<p>Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with limited effectiveness</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with some effectiveness</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with considerable effectiveness</p>	<p>– applies knowledge and skills about why Hudson and James bay are dirty in familiar contexts with a high degree of effectiveness</p>

Notes for students working individually:

Appendix 28: My Writing Checklist

Look for students to

Writing

Revising

- cut out words and reorder them
- insert words from word wall or oral vocabulary

Proofreading

- use a capital letter at the beginning of each sentence
- use a period, question mark, or exclamation mark at the end of each sentence
- use a capital letter at the beginning of names
- use a capital letter at the beginning of places
- spell words correctly
- write simple complete sentences that make sense
- use ideas that are clear and easy to understand
- use neat handwriting

Notes for students working individually:

Appendix 29: Dirty Water Reading and Writing Anecdotal Record

Notes for students working as a whole class and individually

How did you feel about reading/writing this week? Why? What did you do well during reading/writing this week? What would you like to do better next week?

What Students Felt About Reading/Writing
What Students Did Well During Reading/Writing
What Students Would Like To Do Better
Teacher Comments on Student Response Journals

Appendix 30: Omushkego Character Development Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

Omushkego Character Development				
listens to, is considerate of, and honours themselves (respect for themselves)	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders)	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
controls their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)	1	2	3	4
shows feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)	1	2	3	4

Notes for students working as a whole class:

Weenusk First Nation and Omushkego Education Curriculum Units — Elementary: Grade 1

Based on *The Ontario Curriculum Grades 1–8: Language, Science & Technology, Mathematics, The Arts, and Health and Physical Education*, and *The Omushkego Curriculum Early Learning to Grade 3: Culture*



Our Stories: Misheshkak

**An Integrated Literacy Unit of Study for the Oral
Communication, Reading, and Writing Strands: Grade 1**

Length of Unit: 4 to 5 weeks (23–100 minute literacy blocks)



Weenusk First Nation

2019 (Revised)

This curriculum package was developed to support the aspirations of the Weenusk First Nation and Mushkegowuk First Nations to include local culturally relevant materials in the curriculum.