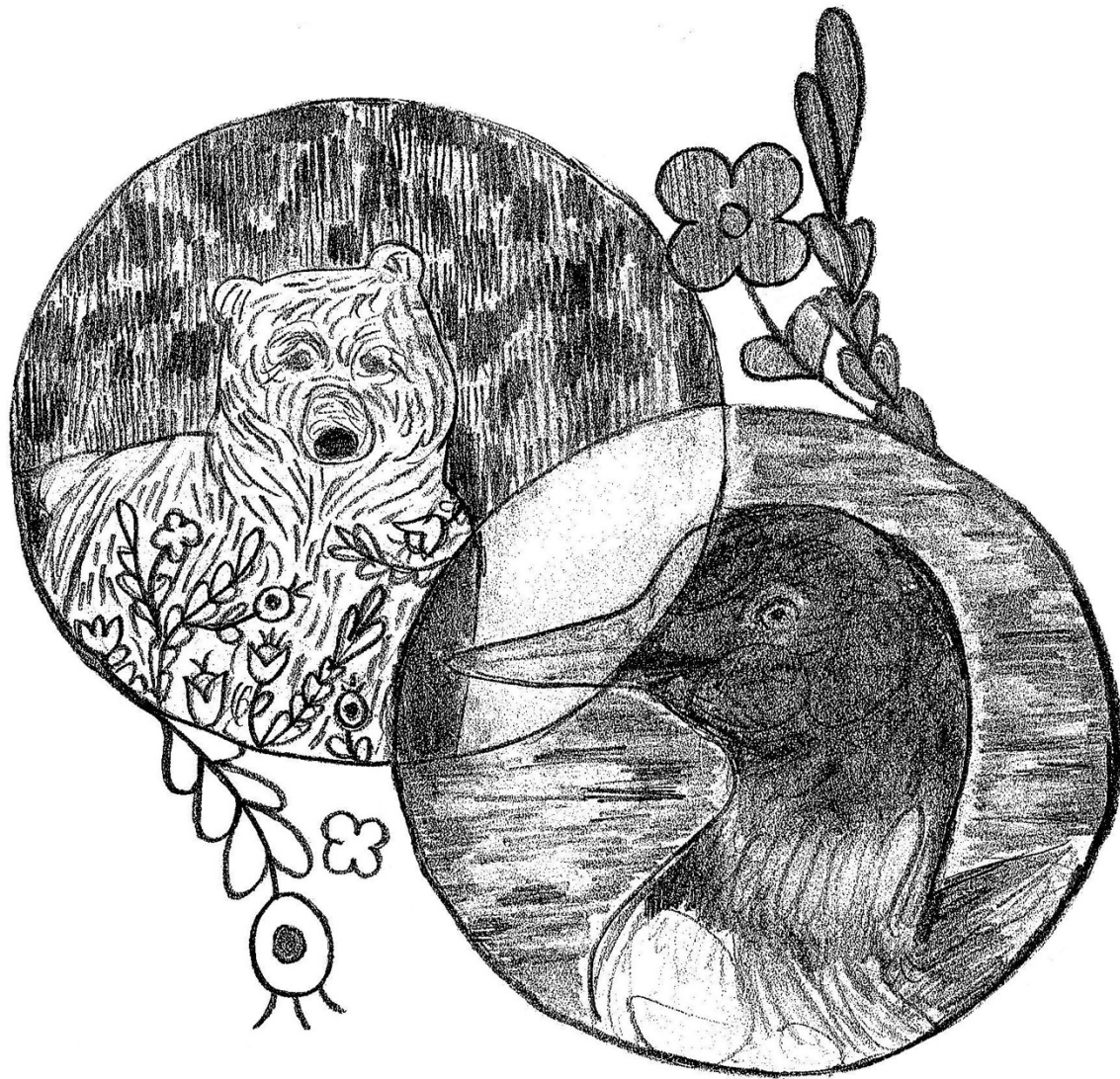


# Our Stories: Shingibish



**Omushkego Education Grade 2 Curriculum  
2018**



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### **Developer:**

Jim Hollander

### **Cover Art:**

Miyopin Cheechoo

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**Omushkego Education Curriculum Units — Elementary: Grade 2 The Ontario Curriculum Language  
Strands: Oral Communication, Reading, and Writing  
Title: Our Stories: Shingibish**

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Omushkego Education  
12 Centre Road  
P.O. Box 370  
Moose Factory, ON  
P0L 1W0

Tel: 705-658-4222  
Fax: 705-658-4250  
Email: [OE@mushkegowuk.ca](mailto:OE@mushkegowuk.ca)

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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: Shingibish* is an integrated literacy unit primarily designed to address expectations found in the Grade 2 Language strands: Oral Communication, Reading, and Writing. In addition, expectations from Grade 2 Omushkego Culture, Grade 2 Health and Physical Education: Healthy Living, and Omushkego Character Development: Cree Values are included throughout the unit.

This unit deals specifically with traditional Omushkego stories told by Elder Gilbert Faries of Moose Factory, Ontario. While these stories originate from an area known as the Hudson and James Bay Lowlands, Elder Louis Bird suggests that these stories should be told 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 Omuşkego youth should be familiar with according to Elder Louis Bird. Consequently, these legends should be taught and learned in the following order:

- Grade 1: Misheshekak
- 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 Omuşkego stories described in this curriculum document can be found in the companion Grade 2 *Our Stories: Shingibish* resource document. The animal stories used in this unit took place before the Omuşkego people and Europeans came: a time when animals lived on their own and had human behaviours.

Many of the legends found in the Our Stories curriculum describe relationships between animals, among Omuşkego people, with others, and with the land. In addition, these legends show the resiliency of the Omuşkego people on the land and with others. Accordingly, resiliency activities are included in this unit.

### **About Resiliency**

Resiliency is the ability to bounce back or recover quickly from difficult life events or experiences. It is the result of interactions between these adverse experiences and protective factors. Developing these protective factors is particularly important in childhood.



In the late 1990s, the Centers for Disease Control and Prevention (CDC) conducted research on adverse childhood experiences (ACEs). The ACE Study measured 10 types of childhood trauma that occurred before the age of 18: physical, emotional (verbal), and sexual abuse; physical and emotional neglect; and mental illness (depression or suicide attempts), domestic violence (battered mother), divorce (separation or death), incarcerated relative, substance abuse (alcoholic or drug addict) as part of household disfunction. While these traumas were mentioned as the most common, other types of trauma exist, e.g., residential school. Each type of trauma counts as one. Therefore, a person who was sexually abused, had a mother who was treated violently, and had a family member in jail has an ACE score of three. These scores are meant as a guideline since adverse experiences may continue in adulthood.

The results of the ACE Study showed that childhood trauma was very common. Approximately, two thirds of the population studied had an ACE score of at least one. Most people experienced more than one type of trauma. Childhood trauma was directly linked with adult health and well-being. Higher ACE scores increased the risk of physical, mental (emotional), and social problems leading to increases in the following: lack of physical activity, smoking, alcoholism, drug use, missed work, severe obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, and broken bones.

The presence of protective factors can lessen the impact of ACEs. Although the processes involved in supporting resilience are not well defined, individuals, parents, families, schools, and communities can influence the development of resiliency by the following:

- Developing close relationships with competent caregivers or other caring adults
- Enhancing parental resilience
- Offering caregiver knowledge and application of positive parenting skills
- Identifying and cultivating a sense of purpose (faith, culture, or identity)
- Encouraging individual developmental competencies (problem solving skills, self-regulation, resiliency skills, and agency)
- Supporting social and emotional health in children
- Providing a variety of social connections
- Delivering concrete support for parents and families
- Supporting health and development in communities and social systems

— adapted from <http://www.health.state.mn.us/divs/cfh/program/ace/resilience.cfm> [obtained January 23, 2019]

Resiliency provides children with a tool to deal with the stress from ACEs. In addition, resiliency helps children successfully adapt to difficult or challenging situations. Developing resiliency skills can reduce the effects of ACEs on childhood development and improve their health and well-being.

Al Siebert (2006) suggests that there are five levels of resiliency that can be learned. Consequently, many of these levels are included in culturally relevant activities found in the Our Stories curriculum. The five levels of resiliency and grades where they occur are as follows:

1. Maintaining Emotional Stability, Health, and Well-Being (Grade 2: Task 1 Investigating Our Selves)
2. Focusing Outward on Challenges: Good Problem-Solving Skills (Grade 2 and Grade 5)
3. Focusing Inward on the Roots of Resiliency: Strong Self-esteem, Self-confidence, Self-concept (Grade 5: Task 1 Investigating Our Relationships and Grade 8)
4. Developing Resiliency Skills and Attitudes (Grade 8: Task 1 Investigating Our Situations)
5. The Talent for Serendipity or the Ability to Convert Misfortune into Good Fortune

### Unit Summary

In this unit, students will investigate themselves as it relates to resilience. Then they will listen to local storyteller or elder tell traditional animal stories, and retell these stories orally and visually through sketches. Following this, students will read animal stories, respond to a series of statements that demonstrate their understanding of these stories, and identify good reading strategies required for learning. Next, students will draw a picture and use the writing process to develop a story describing why a selected animal looks the way it does. Then they will identify good writing strategies to produce a final copy of their story. During this unit, students will be asked to reflect on their listening, speaking, reading, and writing behaviours. **Note:** An Our Stories: Shingibish 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 landscapes. 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 other traditional Omushkego stories: *Why the Loon’s Feet are Near the Tail (Shingibish)*, and *Why the Bear Has a Short Tail*. The students will visually represent what they heard in a sketch and retell the beginning, middle, and end of *Why the Loon’s Feet Are Near the Tail (Shingibish)*, and add onto the story (Part I). Next, the students will read *Why the Loon’s Feet Are Near the Tail (Shingibish)* and *Why the Bear Has a Short Tail* as a large group and respond to a series of statements that demonstrate their understanding of the story (Part II). Then students will create their own animal story and use the writing process to produce a published or good copy describing why a selected animal looks the way it does. Finally, students will reflect on their feelings and thoughts about reading and writing animal stories (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
- communicating the main idea of a story or words of guidance
- 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
- using speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- 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 reading print
- responding to a variety of materials read aloud to them
- using different types of cues to predict meaning and solve unfamiliar words
- retelling stories, in proper sequence that have been read by and with the teacher, using pictures in the book
- reading and understanding high-frequency words in a variety of reading contexts
- demonstrating an interest in writing
- writing short texts using simple sentences and structures (nouns and verbs) using familiar words and phrases
- using classroom resources to support their writing
- revising and proofreading using simple checklist with teacher and peer assistance

### **Health and Physical Education**

- recognizing various types of caring behaviours
- making reasoned decisions relating to their personal health

### **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)
- recognize and appreciate the significance of teasing and joking (humour);
- 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).

### **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 words of guidance
- 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 words of guidance,
- 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.

## Health and Physical Education:

### Active Living

- **participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (A1);**
- identify reasons for participating in physical activity every day (e.g., to have fun, learn through play, be with classmates who are involved in after-school physical activities, pursue personal interests in certain kinds of activities, enjoy a change from the classroom routine, emulate a role model, interact with family members, improve health, follow cultural teachings) [CT] (A1.3)

Teacher prompt: “Canada’s Physical Activity Guide for Children recommends that children build physical activity into their daily routines to create a pattern that will stay with them for the rest of their lives. The guide recommends that children gradually increase active time and decrease non-active time, including screen time. Why is it important to be active every day? What do you like to do to be active?”

Student: “Being active every day helps to make you strong and healthy. I like to do outdoor activities with my friends or family.”

### Healthy Living

- **demonstrate an understanding of factors that contribute to healthy development (C1);**
- **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);**
- **demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being (C3);**

### Personal Safety and Injury Prevention

- demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands) and outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals) [PS]

Teacher prompt: “What are some things you should do to stay safe when you are at home, outside, or riding on the school bus?”

Students: “At home, you should make sure that an adult always knows where you are when you’re playing outside. You should not touch any household product that has a symbol on it that means danger or poison. You should have a plan and know what to do in an emergency.” “When you’re outside, you should wear a hat to protect you from the sun and a helmet when you’re riding your bike.” “You should sit facing the front of the school bus, and always cross the road in front of the bus when you get off. Don’t get so close to the bus that you can touch it. Get help from the driver or another adult if you drop something in the ‘danger zone’ – the area around the bus where the driver can’t see you.” “If you have a nut allergy, tell your friends and their parents about it when you’re playing at their house. Make sure

your snacks do not have nuts, and always carry an auto injector.” “If you want to come up to an animal or touch it, you have to ask permission from an adult and learn how to do it safely.” (C1.1)

- explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (e.g., speaking confidently; stating boundaries; saying no; reporting exploitive behaviours, such as improper touching of their bodies or others’ bodies) [PS, IS]

Teacher prompt: “What can standing up for yourself look like?”

Student: “You can hold your head up high, make eye contact, and speak strongly.”

Teacher: “In some cultures, making eye contact is considered disrespectful. What can you do then?”

Student: “You can stand up for yourself in other ways, by saying no in a polite but firm way, and not doing anything that makes you uncomfortable. You can also try to stay away from people or places where there may be trouble.”

Teacher: “Why is standing up for yourself important in a friendship?”

Student: “It helps you when you can say what you think or what you need. Friends should listen to each other and show respect. For example, if someone teases me about my allergy to nuts, I can tell them to stop and let them know that contact with nuts could make me stop breathing.”

Teacher: “If someone does something that you do not like, touches you in an inappropriate way, or asks to touch you in a way that makes you feel uncomfortable or confused, how can you stand up for yourself?”

Student: “I can say no and move away. My body is mine. I can tell someone – like a parent, a teacher, an elder, a doctor – that I need help. I can keep telling until I get help.” (C2.3)

- describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including name calling, insults, and mocking; deliberately ignoring someone; physical violence, including pushing, kicking, and hitting) [IS]

Teacher prompt: “What does being a good friend look like? How can you show that you’re a friend while working in groups?”

Student: “I can make sure to include everyone, be nice to anyone who wants to be my partner, share toys and equipment, be encouraging, keep my hands to myself, and speak nicely.”

Teacher: “Calling someone a name or leaving them out of a group because of how they learn, speak, or look are examples of abusing or mistreating someone with your words or behaviour. What could you do if you saw someone doing something like this?”

Student: “I could tell the person to stop, or get help from an adult, or be friendly to the person who is being treated badly.”

Teacher prompt: “Getting help for someone or telling can be a positive or helpful thing. Tattling on someone can be harmful. What is the difference between telling and tattling?”

Student: “When you tattle, you are telling to get someone into trouble. When you are telling, you are telling to get someone out of trouble.” (C3.1)



## 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 variety of situations, formal and informal, and set personal goals for listening, initially with support and direction (e.g., to acquire information from a presentation by a guest speaker; to exchange ideas in a small-group discussion; to enjoy and understand poetry) (1.1);

#### *Active Listening Strategies*

- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what \_\_\_\_\_ said about \_\_\_\_\_)

Teacher prompt: "When First Nations peoples use a talking stick,\* a person speaks only when holding the talking stick, while the rest of the group listens. Today we are going to speak and listen in a similar way." (1.2);

#### *Comprehension Strategies*

- identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., listen for key words and phrases that signal important ideas; retell an oral text to a partner after a presentation; ask appropriate questions in order to make predictions about an oral text) (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 and several interesting details (e.g., restate a partner's reflections after a think-pair-share activity; identify the important ideas in a group presentation; carry on a sustained conversation on a topic) (1.4);

#### *Making Inferences/Interpreting Texts*

- use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text

Teacher prompt: "You predicted \_\_\_\_\_. What clues from the oral text did you use to figure that out?" (1.5);

#### *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., talk about their own ideas and experiences related to the topic before listening; connect ideas from oral

presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language) (1.6);

#### *Point of View*

- identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view (e.g., people, events, and details are viewed differently by different people)

Teacher prompts: "Does who is talking affect the way the information is presented or the way the story is told?" "How do you know what the speaker's feelings about the topic are? How does that affect you as a listener?" "How might the text change if [character X] were speaking instead?" (1.8);

#### *Presentation Strategies*

- identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., the use of facial expressions helps the listener understand what is being said)

Teacher prompts: "How does looking at the expression on a speaker's face help you to understand what is being said?" "Does the look on the speaker's face in some way change the meaning of the actual words being spoken?" (1.9);

## 2. Speaking to Communicate

#### *Purpose*

- identify a variety of purposes for speaking (e.g., to entertain the class; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to give directions to a partner in a shared activity; to explain to a small group the method used to solve a problem; to share ideas or information in large and small groups) (2.1);

#### *Interactive Strategies*

- demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (e.g., make connections to what other group members have said; demonstrate an understanding of when to speak, when to listen, and how much to say) (2.2);

#### *Clarity and Coherence*

- communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns (e.g., give an oral account of a current event using the five W's to organize the information; restate the main facts from a simple informational text in correct sequence) (2.3);

#### *Appropriate Language*

- choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience (e.g., use descriptive adjectives and adverbs to create vivid images for their audience) (2.4);

#### *Vocal Skills and Strategies*

- identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., adjust volume to suit the purpose for speaking and the size and type of 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 a few different visual aids, (e.g., photographs, artefacts, a story map) to support or enhance oral presentations (e.g., use a family photograph as part of an oral recount of an event; use a story map to retell a story) (2.7);

## 3. Reflecting on Oral Communication Skills and Strategies

### *Metacognition*

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

Teacher prompts: "What questions can you ask yourself while listening to be sure that you understand what you hear?" "What can you do after listening to check that you have understood?" "How do you get ready to speak?" "While you are speaking, how do you check whether you are keeping the attention of your audience?" (3.1).

## **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 some different literary texts (e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language), graphic texts (e.g., simple maps, charts, diagrams, graphs), and informational texts (e.g., "How to" books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries) (1.1);

#### *Purpose*

- identify several different purposes for reading and choose reading materials appropriate for those purposes (e.g., picture books for entertainment or reflection, familiar favourite books to build fluency, simple factual and visual texts for research, a picture atlas for information) (1.2);

#### *Comprehension Strategies*

- identify several reading comprehension strategies and use them before, during, and after reading to understand texts (e.g., activate prior knowledge to ask questions or make predictions about the topic or

story; use visualization to help clarify the sights and sounds referred to in the text; ask questions to monitor understanding during reading; identify important ideas to remember)

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?" (1.3);

#### *Demonstrating Understanding*

- demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (e.g., retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence) (1.4);

#### *Making Inferences/Interpreting Texts*

- use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

Teacher prompts: "How did Carmen's actions help us to know how she was feeling in the story?" "The text describes what articles of clothing the character is wearing. How does that information help us predict what the weather conditions might be?" (1.5);

#### *Extending Understanding*

- extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

Teacher prompts: "How is this story like the one we read last week?" "How is our school like the one we are reading about?" (1.6);

#### *Analysing Texts*

- identify the main idea and some additional elements of texts (e.g., narrative: characters, setting, problem, solution, events/episodes, resolution; procedure: goal, materials, method)

Teacher prompts: "What main idea do these two stories share?" "What elements did the author include to make the recipe interesting and still easy to follow?" (1.7);

#### *Responding to and Evaluating Texts*

- express personal thoughts and feelings about what has been read (e.g., by using visual art or music to communicate their reaction)

Teacher prompts: "Why do you think what happened to the character was fair/not fair?" "How might you express your feelings about what happened to this character?" (1.8);

#### *Point of View*

- identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives (e.g., develop a narrative or role play to present a story from the point of view of one or two minor characters)

Teacher prompts: "What do you think the author wants the reader to think?" "How might a different character tell this story?" (1.9);

## 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 fairy tale (e.g., plot, characters, setting), graphic texts such as a primary dictionary (e.g., words listed in alphabetical order, simple definitions accompanied by picture clues or diagrams), and informational texts such as a "How to" book (e.g., materials listed in order of use, numbered steps, labels, diagrams) (2.1);

### *Elements of Style*

- identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., descriptive adjectives help the reader visualize a setting; alliteration helps make ideas or characters stand out: red robin) (2.4);

## 3. Reading With Fluency

### *Reading Familiar Words*

- automatically read and understand many high-frequency words, some words with common spelling patterns, 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 charts or posters; in shared-, guided-, and independent-reading texts; in shared- and interactive-writing texts; in personal writing and the writing of their peers) (3.1);

### *Reading Unfamiliar Words*

- predict the meaning of and quickly 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., word order, language patterns, punctuation);
  - graphophonic (phonological and graphic) cues (e.g., letter clusters within words; onset and rime; common spelling patterns; words within words; visual features of words such as shape or size)Teacher prompt (for cross-checking of cues): "The word does have the same beginning sound (bright and brought) but does it make sense in this sentence?" (3.2);

### *Reading Fluently*

- read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience (e.g., make oral reading sound like spoken language, with the appropriate pauses, stops, and starts indicated by the punctuation)

Teacher prompt: "Can you make your reading sound just as if you are talking?" (3.3);

## 4. Reflecting on Reading Skills and Strategies

### *Metacognition*

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

Teacher prompts: "What questions do you ask yourself to check and see whether you understand what you are reading? What do you do if you don't understand?" "When you come to a word or phrase you don't know, what strategies do you use to solve it? How do you check to see if you were right?" (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 discussing the topic with a partner and/or talking about it in a group)

Teacher prompt: "How do discussions before reading help you get ready to read about new topics?" (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 (e.g., a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie)

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., formulate and ask questions such as the five W's [who, what, when, where, why] to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with a partner) (1.2)

##### *Research;*

- gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from a variety of texts, including teacher readalouds, mentor texts, shared-, guided-, and independent-reading texts, and media 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 simple graphic organizers such as webs or a Venn diagram) (1.4);

##### *Organizing Ideas*

- identify and order main ideas and supporting details, using graphic organizers (e.g., a story grammar: characters, setting, problem, solution; a sequential chart: first, then, next, finally) and organizational patterns (e.g., problem-solution, chronological order) (1.5);

### *Review*

- determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary (e.g., use a graphic organizer to explain their material to a classmate and ask for feedback to identify gaps) (1.6);

## 2. Using Knowledge of Form and Style in Writing

### *Form*

- write short texts using several simple forms (e.g., a friendly letter; a factual recount of a scientific or mathematical investigation; a recipe describing the procedure for cooking a favourite food; directions for playing a game; a paragraph describing the physical characteristics of an animal; an original story or an extension of a familiar story, modelled on stories read; their own variation on a patterned poem; an advertisement for a toy) (2.1);

### *Voice*

- establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience (e.g., words that convey admiration for a character: a cool person) (2.2);

### *Word Choice*

- use familiar words and phrases to communicate relevant details (e.g., a sequence of adjectives: The big, brown bear...) (2.3);

### *Sentence Fluency*

- use a variety of sentence types (e.g., questions, statements, exclamations) (2.4);

### *Point of View*

- identify, initially with support and direction, their point of view and one or more possible different points of view about the topic

Teacher prompt: "How do you feel about this topic? How do you think other people - such as children from a different country or grandparents - might feel about this topic? How will you share these feelings in your writing?" (2.5);

### *Preparing for Revision*

- identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice

Teacher prompts: "Do you have enough information to support your ideas?" "Are there any other words that you could use to create a better word picture for your audience?" (2.6);

### *Revision*

- make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences to present information in a more logical sequence; adding linking words to connect ideas; replacing general words with concrete, specific words/phrases)

Teacher prompt: "What linking words could you use to connect two ideas?" "What words could you add to create a more vivid picture for the reader?" (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, word meanings, and generalizations about spelling (e.g., spell words out loud; segment words into clusters of letters to hear onset and rime; sort words by common sound patterns and/or letter sequences; link letters to words: You hear with your ear; follow rules for adding endings to base words when the spelling doesn't change; use word meanings to help spell simple contractions and homophones: bear/bare) (3.2);

#### *Vocabulary*

- confirm spellings and word meanings or word choice using a few different types of resources (e.g., locate words in alphabetical order by using first and second letters in a primary dictionary, on a word wall, or in an online picture dictionary) (3.3);

#### *Punctuation*

- use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks (3.4);

#### *Grammar*

- use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words (e.g., and, but); simple prepositions of place and time (e.g., under, with, before, after) (3.5);

#### *Proofreading*

- proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference (e.g., Does each sentence make sense? Are the ideas and information presented in a logical order? Does each sentence begin with a capital letter and end with a period, question mark, or exclamation mark? What resources can I use to check the spelling of a word if it doesn't look right?) (3.6);

#### *Publishing*

- use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout (e.g., use legible printing, spacing, margins, varied print size, and colour for emphasis; include a simple labelled diagram in a report; supply a caption for a photograph or illustration) (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., use a writer's notebook to record ideas for writing, new and interesting words, graphic organizers that could be used again)

Teacher prompts: "How do you generate your ideas for writing?" "What helps you to get organized for writing?" (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 your conventions notebook help you as a writer?" "How does listening to stories help you when you are writing?" "How might the television programs you watch help you as a writer?" (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);
- 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);
- recognize and appreciate the significance of teasing and joking (humour);
- 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).

### **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, Health and Physical Education, 2010*, pp. 38 and 39, *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, rating scale, and anecdotal record 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: Shingibish Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Knowledge of content</b> (e.g., forms of text; strategies associated with ... 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
<b>Understanding of content</b> (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
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Use of critical/creative thinking processes</b> (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 the loon after he got kicked with limited effectiveness	– uses creative thinking processes to tell what happened to the loon after he got kicked with some effectiveness	– uses creative thinking processes to tell what happened to the loon after he got kicked with considerable effectiveness	– uses creative thinking processes to tell what happened to the loon after he got kicked with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written forms, including media forms</b>	– 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

- show they are paying attention by looking at the speaker
- make sure they do not bother others when they are trying to listen
- make sure that they do not let others bother them when they are trying to listen
- listen without interrupting
- wait their turn to speak
- show they are interested by looking at the speaker
- nodding
- ask good questions after listening

### Speaking

- give other students a chance to speak
- participate in group discussions
- think about answers before stating them aloud
- respond positively to the contributions of others
- stay on topic and speak to the point

## Reading Our Stories: Shingibish and Bear Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Knowledge of content</b> (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
<b>Understanding of content</b> (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of content, e.g., problem and solution	– demonstrates some understanding of content, e.g., problem and solution	– demonstrates considerable understanding of content, e.g., problem and solution	– demonstrates thorough understanding of content, e.g., problem and solution
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written forms, including media forms</b>	– expresses ideas with limited clarity and detail  – organizes ideas and information from the text with limited effectiveness	– expresses ideas with some clarity and detail  – organizes ideas and information from the text with some effectiveness	– expresses ideas with considerable clarity and detail – organizes ideas and information from the text with considerable effectiveness	– expresses ideas with a high degree of clarity and detail – organizes ideas and information from the text with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Use of conventions</b> (e.g., grammar, spelling, punctuation, usage) <b>vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms</b>	– shows limited understanding of the use of conventions, e.g., vocabulary, grammar, quotation, exclamation marks	– shows some understanding of the use of conventions, e.g., vocabulary, grammar, quotation, exclamation marks	– shows considerable understanding of the use of conventions and uses them appropriately, e.g., vocabulary, grammar, quotation, exclamation marks	– shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., vocabulary, grammar, quotation, exclamation marks
<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
<b>Making connections within and between various contexts</b> (e.g., between the text and personal knowledge or experience, other texts, and the world outside the school)	– makes connections between the text and personal experience with limited effectiveness	– makes connections between the text and personal experience with some effectiveness	– makes connections between the text and personal experience with considerable effectiveness	– makes connections between the text and personal experience with a high degree of effectiveness

## 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
- recall most of what I have read
- relate what I have read to my own life

## Writing Our Stories: My Animal Story Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Knowledge of content</b> (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, e.g., making notes, drafts, and good copies	– demonstrates some knowledge of strategies associated with writing, e.g., making notes, drafts, and good copies	– demonstrates considerable knowledge of strategies associated with writing, e.g., making notes, drafts, and good copies	– demonstrates thorough knowledge of strategies associated with writing, e.g., making notes, drafts, and good copies
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Use of planning skills</b> (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
<b>Use of critical/creative thinking processes</b> (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	– uses creative writing process to tell why or how an animal looks like the way it does with limited effectiveness	– uses creative writing process to tell why or how an animal looks like the way it does with some effectiveness	– uses creative writing process to tell why or how an animal looks like the way it does with considerable effectiveness	– uses creative writing process to tell why or how an animal looks like the way it does with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written media forms</b>	– 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

<p><b>Use of conventions</b> (e.g., grammar, spelling, punctuation, usage) <b>vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms</b></p>	<p>– 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 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>– 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 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>– shows considerable understanding of 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>– 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 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 and complete sentences</p> <p>– produces a clear visual presentation that enhances the story</p>
<p><b>Application – The use of knowledge and skills to make connections within and between various contexts</b></p>				
<p><b>Application of knowledge and skills</b> (e.g., concepts, strategies, processes) <b>in familiar contexts</b></p>	<p>– applies knowledge and skills about why or how an animal looks like the way it does with limited effectiveness</p>	<p>– applies knowledge and skills about why or how an animal looks like the way it does in familiar contexts with some effectiveness</p>	<p>– applies knowledge and skills about why or how an animal looks like the way it does in familiar contexts with considerable effectiveness</p>	<p>– applies knowledge and skills about why or how an animal looks like the way it does 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
- have enough information to support your ideas
- present ideas and information in order (using paragraphs)
- use other words to create a better picture for your audience

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 by using by using first and second letters of word walls or primary dictionaries
- write simple complete sentences that make sense
- use ideas that are clear and easy to understand
- use neat handwriting

## Animal Stories Reading and Writing Response Journal 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)

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
recognizes and appreciates the significance of teasing and joking (humour)	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

### **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: chart paper photographs of local storytellers examples of Omushkego legends <i>Our Voices: Legend of the Giant Skunk</i> from <a href="http://www.ourvoices.ca/index/our-voices-story-action/id.0136">http://www.ourvoices.ca/index/our-voices-story-action/id.0136</a> [obtained May 27, 2010] <b>Note:</b> This is an original transcript of Louis Bird’s recording of this story. <i>Mi-she-shek-kak (Giant Skunk)</i> in Louis Bird. (2005) <i>Telling Our Stories</i>. Peterborough, ON: Broadview Press, pp. 69–73. <i>How the Muskrat Got His Long, Tapered Tail, Why the Squirrel Has Red Eyes, Why the Loon’s Feet Are Near the Tail (Shingibish), and Why the Bear Has a Short Tail</i> in Gilbert Faries in Ellis, D.C. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: The University of Manitoba Press, pp. 282–289 Raphael Wabano. (2000). <i>Big Skunk</i> in <i>Big Skunk, and 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, and Wolverine and the Wolves</i>. Timmins, ON: Ojibway and Cree Cultural Centre. pictures of local animals, , e.g., muskrat, squirrel, loon, and bear Celine Sutherland and Jim Hollander. (2005). <i>Cree Children’s Picture Dictionary</i>. Timmins, ON: Ojibway and Cree Cultural Centre. Appendix 1: Omushkego Character Development (Caring Behaviours) and Uncaring Behaviours Checklist Appendix 2: Local Storytellers, Local Stories, and Local Animals and Relationships Knowledge Rubric Appendix 3: Listening and Speaking Anecdotal Record</p>	<p><i>For the Student</i></p> <p>Initial Task: markers coloured pencils Student Worksheet #1 Local Animals and Relationships</p>
<p>Task 1: flip chart anger management, effective communication, and conflict resolution charts strips of paper word wall examples of healthy practices posters <a href="http://clipart-library.com/clipart/qcBojdAKi.htm">http://clipart-library.com/clipart/qcBojdAKi.htm</a></p>	<p>Task 1: 11”x17” poster paper scissors crayons markers paint brushes Student Worksheet #2: Physical Activities</p>

<p>emojis of smileys and people expressing different feelings  <a href="https://emojipedia.org/people/">https://emojipedia.org/people/</a>  <a href="https://www.emojicopy.com">https://www.emojicopy.com</a>  smart board  <i>teacher background information resources</i>  Ojibway Medicine Wheel  <a href="https://connectability.ca/2010/11/10/wikwemikong/">https://connectability.ca/2010/11/10/wikwemikong/</a>  [obtained November 6, 2018]  Manitoba Education and Training. (2001). Grade 2 Personal Health and Social Management in <i>Kindergarten to Grade 4 Physical Education/Health Education</i>. MB: Winnipeg  <a href="https://www.edu.gov.mb.ca/k12/cur/physhlth/foundation/gr2-personal.pdf">https://www.edu.gov.mb.ca/k12/cur/physhlth/foundation/gr2-personal.pdf</a> [obtained November 5, 2018]  Manitoba Education and Training. (2001). Grade 2 Healthy Lifestyle Practices in <i>Kindergarten to Grade 4 Physical Education/Health Education</i>. MB: Winnipeg  <a href="https://www.edu.gov.mb.ca/k12/cur/physhlth/foundation/gr2-healthy.pdf">https://www.edu.gov.mb.ca/k12/cur/physhlth/foundation/gr2-healthy.pdf</a> [obtained November 5, 2018]  Prince Edward Island Department of Education and Early Childhood Development. (2006). <i>Grade 2 Health Curriculum</i>. PE: Charlottetown.  <a href="https://www.princeedwardisland.ca/sites/default/files/publications/eelc_health_2.pdf">https://www.princeedwardisland.ca/sites/default/files/publications/eelc_health_2.pdf</a> [obtained November 5, 2018]  Newfoundland and Labrador Education and Early Childhood Development. (2011). <i>Health Grade 2 Interim Curriculum Guide</i>. NL: St. John's.  <a href="https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/health/grade2/Grade2Health_FullDocument.pdf">https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/health/grade2/Grade2Health_FullDocument.pdf</a> [obtained November 5, 2018]  Appendix 4: Healthy Activities Rating Scale  Appendix 5: Health Practices Public Service Announcement Poster and Omushkego Character Development Checklist  Appendix 6: Safety Practices Rating Scale  Appendix 7: Feelings and Emotions Self Assessment Rating Scale  Appendix 8: Communication Anecdotal Record  Appendix 9: Unhealthy Relationships Problem Solving Rubric</p>	<p>Student Worksheet #3: Healthy Practices Public Service Announcement Template  Student Worksheet #4: Safety Practices T-chart  Student Worksheet #5: Feelings and Emotions  Student Worksheet #6: Feelings and Emotions Self-Assessment  Student Worksheet #7: Communication T-chart  Student Worksheet #8: Unhealthy Relationships Problem Solving</p>
<p>Task 2:  chart paper  listening and speaking charts  pictures of various animals, e.g., muskrat, squirrel, grebe, loon, and bear  Celine Sutherland and Jim Hollander. (2005). <i>Cree Children's Picture Dictionary</i>. Timmins, ON: Ojibway and Cree Cultural Centre.  video clips of various animals  local elder or storyteller  audio-visual recording equipment  <i>How the Muskrat Got His Long, Tapered Tail</i> from</p>	<p>Task 2:  ball of yarn  pencils  Student Worksheet #9: My Listening and Speaking  Student Worksheet #10: Retelling Our Stories: Muskrat  Student Worksheet #11: Local Storyteller's Visit  Response Journal</p>

<p>Gilbert Faries in Ellis, D.C. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: The University of Manitoba Press, p. 283.</p> <p><i>Why the Squirrel Has Red Eyes</i> from Gilbert Faries in Ellis, D.C. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: The University of Manitoba Press, p. 285.</p> <p><i>Why the Loon's Feet Are Near the Tail (Shingibish)</i> from Gilbert Faries in Ellis, D.C. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: The University of Manitoba Press, p. 287.</p> <p><i>Why the Bear Has a Short Tail</i> from Gilbert Faries in Ellis, D.C. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: The University of Manitoba Press, p. 289.</p> <p>television digital recording of <i>How the Muskrat Got His Long, Tapered Tail</i></p> <p>Appendix 10: My Listening and Speaking Checklist Appendix 11: Local Community Elder's Visit Listening, Speaking, Traditional Stories, and Living Well Rating Scale Appendix 12: Retelling Our Stories: Muskrat Rubric Appendix 13: Local Storyteller's Visit Anecdotal Record</p>	
<p>Task 3: reading and writing charts digital recordings of <i>How the Muskrat Got His Long, Tapered Tail</i> and <i>Why the Squirrel Has Red Eyes</i> <i>How the Muskrat Got His Long, Tapered Tail</i> (Grade 2) text and big book <i>Why the Squirrel Has Red Eyes</i> (Grade 2) text and big book Issac Gliddy. (2001). <i>Great Horned Owl and the Rapids</i>. Timmins, ON: Ojibway and Cree Cultural Centre. <i>teacher background information resources</i> <a href="http://www.hww.ca/en/wildlife/">http://www.hww.ca/en/wildlife/</a> [obtained November 15, 2018] Canadian Wildlife Federation. (2018). Hinterland Who's Who: Wildlife for animal fact sheets, pictures, and short video clips of common animals of the boreal forest Appendix 14: Muskrat and Squirrel Visual Art Response Journal Appendix 15: My Reading Checklist Appendix 16: Reading Our Stories: Muskrat and Squirrel Rubric Appendix 17: My Writing Checklist Appendix 18: Writing Our Stories: My Animal Story Rubric Appendix 19: Reading, Writing, and Character Development Rating Scale</p>	<p>Task 3: 11" x 17" white construction paper markers paint brushes pencils lined or unlined paper Student Worksheet #12: Muskrat and Squirrel Visual Art Response Journal. Student Worksheet #13: Reading Our Stories: Muskrat and Squirrel Student Worksheet #14: My Reading Student Worksheet #15: Writing Our Stories: My Animal Story Student Worksheet #16: My Writing Student Worksheet #17: Animal Stories Reading and Writing Response Journal</p>

<p>Appendix 20: Animal Stories Reading and Writing Anecdotal Record</p>	
<p>Culminating Task: Part I <i>Why the Loon's Feet Are Near the Tail (Shingibish)</i> (Grade 2) digital recording of <i>Why the Loon's Feet Are Near the Tail (Shingibish)</i> <i>Why the Loon's Feet Are Near the Tail (Shingibish)</i> from Gilbert Faries in Ellis, D.C. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: The University of Manitoba Press, p. 287. Appendix 21: Retelling Our Stories: Shingibish Rubric Appendix 22: My Listening and Speaking Checklist</p> <p>Part II <i>Why the Loon's Feet Are Near the Tail (Shingibish)</i> (Grade 2) text and large size text <i>Why the Bear Has a Short Tail</i> (Grade 2) text and large size text Appendix 23: Reading Our Stories: Shingibish and Bear Rubric Appendix 24: My Reading Checklist</p> <p>Part III television digital recordings of <i>How the Muskrat Got His Long, Tapered Tail</i>, <i>Why the Squirrel Has Red Eyes</i>, <i>Why the Loon's Feet Are Near the Tail (Shingibish)</i>, and <i>Why the Bear Has a Short Tail</i> Appendix 25: Writing Our Stories: My Animal Story Rubrics Appendix 26: My Writing Checklist Appendix 27: Animal Stories Reading and Writing Anecdotal Record Appendix 28: Omushkego Character Development Rating Scale</p>	<p>Culminating Task: Part I pencils Retelling Our Stories: Shingibish Rubric (in Culminating Task Student Booklet) My Speaking and Listening (in Culminating Task Student Booklet)</p> <p>Part II pencils Reading Our Stories: Shingibish and Bear (in Culminating Task Student Booklet) My Reading Checklist (in Culminating Task Student Booklet)</p> <p>Part III pencils paper Writing Our Stories: Animal Story Rubric (in Culminating Task Student Booklet) My Writing Checklist (in Culminating Task Student Booklet) Animal Stories Reading and Writing (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. *Shingibish* 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. *Shingibish* 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 1,600 minutes or 16 literacy blocks (100 minute periods).

**Summary of Tasks** 1,600 minutes (16 literacy blocks)

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

Task 1: Investigating Our Selves 400 minutes (4 literacy blocks)

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

Task 3: Reading and Writing Our Stories 500 minutes (5 literacy blocks)

Culminating Task: Finding Out About More Stories 300 minutes (3 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 Selves**

**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 caring behaviours that lead to healthy relationships. 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;**

Health and Physical Education: Healthy Living

- **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);**
- **demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being (C3);**

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);**

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.**

### **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) **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 of the entire unit with special attention to the table of contents checklist and the student scenario found in the culminating task student booklet.
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* from the Grade 1 curriculum. 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, and deal with relationships between them. These relationships are often similar to those between people. Ask students to identify and describe some of the animals they are familiar with and some of the people they have relationships with. Record responses (names) on chart paper with following headings: Local Animals and Local Relationships (Brainstorming) Have students draw pictures of a local animal and a local relationship and write the name of animal and relationship from chart on Student Worksheet #1: Local Animals and Relationships.
7. Then ask students the following: What are some of things you should do to keep safe when you are at home, at school, or outside on the land? What can standing up for yourself look like? Why is standing up for yourself important in a friendship? What does a good friend look like? How can you show that you're a friend while working in groups?

**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 and Relationships Knowledge using rubric of students working as a whole class and individually (see Appendix 2: Local Storytellers, Local Stories, and Local Animals and Relationships 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

examples of Omushkego legends

*Our Voices: Legend of the Giant Skunk* 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.

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

*How the Muskrat Got His Long, Tapered Tail, Why the Squirrel Has Red Eyes, Why the Loon's Feet Are Near the Tail (Shingibish), and Why the Bear Has a Short Tail* in Gilbert Faries in Ellis, D.C. (1995).

*Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: The University of Manitoba Press, pp. 282–289

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, , e.g., muskrat, squirrel, loon, and bear

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

chart paper

markers

coloured pencils

Student Worksheet #1 Local Animals and Relationships

## Task 1: Investigating Our Selves

**Time:** 400 minutes (4 literacy blocks)

**Description:** In this task, students will investigate their role in creating and maintaining good relationships. They will describe the importance of physical activity and healthy practices as these relate to their physical well-being on charts and through public service announcements. Then students will identify how to stay safe at home, at school, outside, and on the land. Next, they will recognize the importance of understanding feelings and emotions as it relates to their emotional well-being and the use of verbal and non-verbal communication to promote safe and healthy relationships. Students will explore safe ways to express or manage their feeling and emotions through self-control by discussing student created scenarios. Finally, students will uncover unsafe or unhealthy relationships, such as inappropriate teasing or touching, and resolve them through the problem solving process.

### **Expectations:**

Health and Physical Education: Active Living

- **participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives (A1);**
- identify reasons for participating in physical activity every day (e.g., to have fun, learn through play, be with classmates who are involved in after-school physical activities, pursue personal interests in certain kinds of activities, enjoy a change from the classroom routine, emulate a role model, interact with family members, improve health, follow cultural teachings) [CT] (A1.3)

Teacher prompt: “Canada’s Physical Activity Guide for Children recommends that children build physical activity into their daily routines to create a pattern that will stay with them for the rest of their lives. The guide recommends that children gradually increase active time and decrease non-active time, including screen time. Why is it important to be active every day? What do you like to do to be active?”

Student: “Being active every day helps to make you strong and healthy. I like to do outdoor activities with my friends or family.”

Health and Physical Education: Healthy Living

- **demonstrate an understanding of factors that contribute to healthy development (C1);**
- **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);**
- **demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being (C3);**

Personal Safety and Injury Prevention

- demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting

electrical outlet covers, following precautions for preparing and storing foods, washing hands) and outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals) [PS]

Teacher prompt: “What are some things you should do to stay safe when you are at home, outside, or riding on the school bus?”

Students: “At home, you should make sure that an adult always knows where you are when you’re playing outside. You should not touch any household product that has a symbol on it that means danger or poison. You should have a plan and know what to do in an emergency.” “When you’re outside, you should wear a hat to protect you from the sun and a helmet when you’re riding your bike.” “You should sit facing the front of the school bus, and always cross the road in front of the bus when you get off. Don’t get so close to the bus that you can touch it. Get help from the driver or another adult if you drop something in the ‘danger zone’ – the area around the bus where the driver can’t see you.” “If you have a nut allergy, tell your friends and their parents about it when you’re playing at their house. Make sure your snacks do not have nuts, and always carry an auto injector.” “If you want to come up to an animal or touch it, you have to ask permission from an adult and learn how to do it safely.” (C1.1)

- explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (e.g., speaking confidently; stating boundaries; saying no; reporting exploitive behaviours, such as improper touching of their bodies or others’ bodies) [PS, IS]

Teacher prompt: “What can standing up for yourself look like?”

Student: “You can hold your head up high, make eye contact, and speak strongly.”

Teacher: “In some cultures, making eye contact is considered disrespectful. What can you do then?”

Student: “You can stand up for yourself in other ways, by saying no in a polite but firm way, and not doing anything that makes you uncomfortable. You can also try to stay away from people or places where there may be trouble.”

Teacher: “Why is standing up for yourself important in a friendship?”

Student: “It helps you when you can say what you think or what you need. Friends should listen to each other and show respect. For example, if someone teases me about my allergy to nuts, I can tell them to stop and let them know that contact with nuts could make me stop breathing.”

Teacher: “If someone does something that you do not like, touches you in an inappropriate way, or asks to touch you in a way that makes you feel uncomfortable or confused, how can you stand up for yourself?”

Student: “I can say no and move away. My body is mine. I can tell someone – like a parent, a teacher, an elder, a doctor – that I need help. I can keep telling until I get help.” (C2.3)

- describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including name calling, insults, and mocking; deliberately ignoring someone; physical violence, including pushing, kicking, and hitting) [IS]

Teacher prompt: “What does being a good friend look like? How can you show that you’re a friend while working in groups?”

Student: “I can make sure to include everyone, be nice to anyone who wants to be my partner, share toys and equipment, be encouraging, keep my hands to myself, and speak nicely.”

Teacher: “Calling someone a name or leaving them out of a group because of how they learn, speak, or look are examples of abusing or mistreating someone with your words or behaviour. What could you do if you saw someone doing something like this?”

Student: “I could tell the person to stop, or get help from an adult, or be friendly to the person who is being treated badly.”

Teacher prompt: “Getting help for someone or telling can be a positive or helpful thing. Tattling on someone can be harmful. What is the difference between telling and tattling?”

Student: “When you tattle, you are telling to get someone into trouble. When you are telling, you are telling to get someone out of trouble.” (C3.1)

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 teachers (respect for teachers);
- recognize and accept accountability for 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);
- 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 having students name and describe their local animal and local relationships drawings. Place their descriptive words from this review on a word wall, e.g., names of animals and relationships. **Note:** Prior to this task, place key words used in this task on a word wall for future reference. (Word Wall)

2. Restate that many local stories or legends, e.g., *Mi-she-shek-kak* and *Win-ni-peg* from the Grade 1 curriculum involve animals found around their community and these legends are about relationships between them. State that some of these relationships are good while others not so much. Ask students the following: What makes the relationships you have with your family members and your friends good ones?

3. Suggest that to have good relationships you have to be good to yourself or take care of yourself. One way of being good to yourself is appreciating and liking who you are. This is called self-esteem. Show Ojibway medicine wheel teaching poster: physical (body), emotional (heart), mental (head), and spiritual (connection to Creator and world around us). Describe each quadrant of the medicine wheel and briefly explain how each section contributes to wholeness and good health. The focus for this grade is on the physical and emotional aspects of their development as it relates to resilience. **Note:** The organization of the 4 aspects varies depending on the teaching and the First Nation. All are correct. Please consult with local traditional teachers for a Cree version where possible.



4. Play at desk fun movement activities, e.g., move as if ... (a bear is chasing you, you are walking in deep snow, you are climbing up the river bank, walking with snowshoes, swimming in the river, or playing hockey etc.) Ask students the following: What do you like to do to be active? How do these activities make you feel? Place a list of responses on chart paper. (Brainstorming) Ask students the following: Why is it important to be active every day? List responses on chart paper. Read sentence starters on physical activities student worksheet. Then have students complete Student Worksheet #2: Physical Activities. (Writing to Learn) **Note:** Canada's Physical Activity Guide for Children recommends that children build physical activity into their daily routines to create a pattern that will stay with them for the rest of their lives. Daily physical activity is crucial for maintaining a strong and healthy body.

5. Ask students the following: What are some other things that you can do to have a healthy body? (be active, drink water, practice good hygiene, e.g., brush my teeth twice daily, wash my hands before eating, eat healthy foods, and get proper rest) Place responses in short phrases on chart paper or on the black board. Show students examples of Health or Hygiene 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 the school and community know about the importance of healthy practices to themselves. Review Student Worksheet #3: Healthy Practices Public Service Announcement Template to guide students in making their poster. In small groups, have each student select one of the healthy practices so that each group creates a series of posters for their group. Have students, individually, create a Healthy Practices Public Service Announcement Poster on 11"x 17" poster paper.



Students may use the template to draw an outline of their picture and write a matching short phrase. (Sketching to Learn) Then have students share their posters with the other members in their group. With permission of students and the principal or nurse in charge, post Healthy Practices Public Service Announcements Posters in the school or nursing station. (Media Production)

6. State that in addition to healthy physical activities and healthy practices, students need to practice staying safe. Ask students the following: “What are some things you should do to stay safe when you are at home, outside, out on the land?” (Brainstorming) Place responses in short phrases on chart paper. Have students complete Y-chart on Student Worksheet #4: Safety Practices Y-chart. (Visual/Graphic Organizers) Then have students draw an outline of their hand on poster paper, cut it out, and make one safety promise in the outline, e.g., I will stay safe at home by ... , I will stay safe outside by ... , or I will stay safe out on the land by ... . Post these safety practices promise hands on a bulletin board display in the classroom.

7. Ask students the following: What are some of the things you should do to stay safe at school? (Brainstorming) Place responses in short phrases on chart paper. Continue by asking the following: How can we make the classroom a safe and caring place? List responses on chart paper. State that one way we can make the classroom a safe and caring place is by recognizing the feelings of ourselves and others. Explain that our feelings or emotions can be healthy (positive) or unhealthy (negative). Display a series of smiley emojis on smart board and ask students to identify the feelings associated with each. What are the clues that tell you how people are feeling? (facial expressions) What are some other ways that tell you how people are feeling? (hand gestures, body language) **Note:** Place feelings or emotions words on word wall prior to this activity. (Word Wall)

8. Relate that we all feel these emotions at one time or another and that there are safe healthy ways to express these feelings. Continue by explaining that we always have a choice when managing our emotions. This is called self-control. Ask students the following: What are some positive ways we can show feelings of happiness, sadness, frustration, excitement, jealousy, rejection, acceptance, stress, anxiety, grief, or loneliness? What are some safe healthy practices to express or manage frustration and anger? (Intrapersonal Intelligence) Create an anger management strategies list with students on chart paper for posting in the classroom. Have student’s complete Student Worksheet #5: Feelings and Emotions. (Sketching to Learn)

<p><b>Anger Management Strategies</b> Stop and calm down. Take a timeout ... count to ten or say the alphabet. Think about situation before speaking. Stick with ‘I’ statements. Identify possible solutions. Talk to the person. Write about it. Talk to a friend or family member. Know when to seek help.</p>
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9. In small groups, have students take turns describing events that provided strong feelings, e.g., happiness, sadness, anger, frustration, excitement, stress, anxiety, or loneliness etc., and positive ways of expressing these. Give students an opportunity time to think about or rehearse their contribution to the discussion from their worksheet. Provide opportunities for assistance and support to individuals and groups as required. Have students complete Student Worksheet #6: Feelings and Emotions Self-Assessment. (Round Robin)

10. Remind students that expressing feelings in a positive way can help build healthy relationships. Ask students to think about a relationship they have with a friend. Then ask the following: What do you like about your relationship with your friend? or What does being a good friend look like? (similar in age, like to do the same things, feel safe around them, have fun with them) Record these characteristics on chart paper. Ask students the following: How can you show that you're a friend while working in groups? (listen, acknowledge feelings, offer kind or positive words, and keep them company) Record these characteristics on chart paper.

11. Continue by suggesting that effective verbal and non-verbal communication is needed to build and maintain safe and healthy friendships. Ask students the following: What are some examples of verbal communication? What are some types of non-verbal communication? Record responses on chart paper in no particular order. Demonstrate some of these by acting out communication behaviours to the whole class, e.g., Verbal Communication: what you say (stress or emphasis), how you say it (tone) or Non-verbal Communication: facial expressions, hand gestures, body language, eye contact, touch, personal space, written words. **Note:** In the past pointing and direct eye contact showed a lack of respect, especially with the elders. Have students complete Student Assignment #7: Communication T-chart. (Visual/Graphic Organizers) Assign each student one communication behaviour from their worksheet. After time to think about or rehearse their contribution, have students act out what that behaviour sounds or looks like to the class. Provide opportunities for assistance and support to individuals as required. Then have the other students guess the communication behaviour and identify whether or not it promotes healthy relationships. (Role Playing)

12. Ask students the following: What happens when a relationship is unhealthy? (e.g., when someone teases you, is in your personal space, or touches you in a way that is uncomfortable) What can you do then? (say no, stand up to them, walk away, or get help) Who would you ask for help? (teacher, parent, or other trusted adult) Post these communication strategies in classroom. (Interpersonal Intelligence)

<b>Effective Communication Strategies</b> Say no. Stand up to the person. Walk away. Get help.
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13. Uncover some uncomfortable or unsafe situations students might face in their relationships by asking students the following: What are reasons people get teased? (body harassment, e.g., body weight,

shape, and features, sex, race, or gender) Place these responses on chart paper with the following heading: Teasing. What are appropriate and inappropriate touches? (appropriate: touch of self and others by situation, e.g., with a friend, at home, in school; inappropriate: touch of self and others that leads to uncomfortable or unsafe situations) Place these responses on chart paper under the following categories: Appropriate Touches Inappropriate Touches.

14. Explain a suggested problem solving process for when students are in uncomfortable or unsafe situations. Model this process several times using examples of teasing and touching from the student developed charts on white board. (Problem Solving) In

**Conflict Resolution**

**Suggested Problem Solving Process**

What is making me feel uncomfortable or unsafe? (Identify the problem.)

What should I do? (Develop a plan or solutions.)

What should I say? (Evaluate and choose the best solution.)

What will I try? (Implement the plan.)

small groups, have students complete Student Worksheet #8: Unhealthy Relationships Problem Solving. Circulate throughout class to provide support and intervention when necessary. Have each group share their unhealthy relationships problem solving with the whole class. Remind students that many Omushkego stories and legends deal with unhealthy relationships. **Note:** Appropriate touch promotes a sense of well-being and happiness and helps reduce stress and anxiety. Inappropriate touch requires a firm no.

**Assessment:**

- \* select response on Healthy Activities using rating scale of students working individually (see Appendix 4: Healthy Activities Rating Scale)
- \* performance task on Healthy Practices Public Service Announcement Poster using checklist of students working individually and in small groups (see Appendix 5: Health Practices Public Service Announcement Poster and Omushkego Character Development Checklist)
- \* exhibition/demonstration on Safety Practices using rating scale of students working individually (see Appendix 6: Safety Practices Rating Scale)
- \* self-assessment on Feelings and Emotions using rating scale of students working individually (see Appendix 7: Feelings and Emotions Self-Assessment Rating Scale)
- \* observation on Communication using anecdotal record for students working in small groups (see Appendix 8: Communication Anecdotal Record)
- \* exhibition/demonstration on Unhealthy Relationships Problem Solving using rubric of students working in small groups and as whole class (Appendix 9: Unhealthy Relationships Problem Solving Rubric)

**Resources:**

anger management, effective communication, and conflict resolution charts  
chart paper  
flip chart  
strips of paper

word wall

11”x17” poster paper

scissors

crayons

markers

paint

brushes

examples of healthy practices posters

<http://clipart-library.com/clipart/qcBojdAKi.htm>

emojis of smileys and people expressing different feelings

<https://emojipedia.org/people/>

<https://www.emojicopy.com>

smart board

Student Worksheet #2: Physical Activities

Student Worksheet #3: Healthy Practices Public Service Announcement Template

Student Worksheet #4: Safety Practices T-chart

Student Worksheet #5: Feelings and Emotions

Student Worksheet #6: Feelings and Emotions Self-Assessment

Student Worksheet #7: Communication T-chart

Student Worksheet #8: Unhealthy Relationships Problem Solving

*teacher background information resources*

Ojibway Medicine Wheel

<https://connectability.ca/2010/11/10/wikwemikong/> [obtained November 6, 2018]

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<https://www.edu.gov.mb.ca/k12/cur/physhlth/foundation/gr2-personal.pdf> [obtained November 5, 2018]

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Prince Edward Island Department of Education and Early Childhood Development. (2006). *Grade 2 Health Curriculum*. PE: Charlottetown.

[https://www.princeedwardisland.ca/sites/default/files/publications/eelc\\_health\\_2.pdf](https://www.princeedwardisland.ca/sites/default/files/publications/eelc_health_2.pdf) [obtained November 5, 2018]

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[https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/health/grade2/Grade2Health\\_FullDocument.pdf](https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/health/grade2/Grade2Health_FullDocument.pdf) [obtained November 5, 2018]

## 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 series of traditional animal stories about relationships, *How the Muskrat Got His Long, Tapered Tail*, *Why the Squirrel Has Red Eyes*, *Why the Loon’s Feet Are Near the Tail (Shingibish)*, and *Why the Bear Has a Short Tail*, as they relate to the culture of the Omushkego people. Then students will visually represent what they heard about *How the Muskrat Got His Long, Tapered Tail* 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 words of guidance
- 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 words of guidance,
- 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 variety of situations, formal and informal, and set personal goals for listening, initially with support and direction (e.g., to acquire information from a presentation by a guest speaker; to exchange ideas in a small-group discussion; to enjoy and understand poetry) (1.1);

##### *Active Listening Strategies*

- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what \_\_\_\_\_ said about \_\_\_\_\_)

Teacher prompt: "When First Nations peoples use a talking stick,\* a person speaks only when holding the talking stick, while the rest of the group listens. Today we are going to speak and listen in a similar way." (1.2);

##### *Comprehension Strategies*

- identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., listen for key words and phrases that signal important ideas; retell an oral text to a partner after a presentation; ask appropriate questions in order to make predictions about an oral text) (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 and several interesting details (e.g., restate a partner's reflections after a think-pair-share activity; identify the important ideas in a group presentation; carry on a sustained conversation on a topic) (1.4);

##### *Making Inferences/Interpreting Texts*

- use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text

Teacher prompt: "You predicted \_\_\_\_\_. What clues from the oral text did you use to figure that out?" (1.5);

##### *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., talk about their own ideas and experiences related to the topic before listening; connect ideas from oral presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language) (1.6);

### *Point of View*

- identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view (e.g., people, events, and details are viewed differently by different people)

Teacher prompts: "Does who is talking affect the way the information is presented or the way the story is told?" "How do you know what the speaker's feelings about the topic are? How does that affect you as a listener?" "How might the text change if [character X] were speaking instead?" (1.8);

### *Presentation Strategies*

- identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., the use of facial expressions helps the listener understand what is being said)

Teacher prompts: "How does looking at the expression on a speaker's face help you to understand what is being said?" "Does the look on the speaker's face in some way change the meaning of the actual words being spoken?" (1.9);

## 2. Speaking to Communicate

### *Purpose*

- identify a variety of purposes for speaking (e.g., to entertain the class; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to give directions to a partner in a shared activity; to explain to a small group the method used to solve a problem; to share ideas or information in large and small groups) (2.1);

### *Interactive Strategies*

- demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (e.g., make connections to what other group members have said; demonstrate an understanding of when to speak, when to listen, and how much to say) (2.2);

### *Clarity and Coherence*

- communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns (e.g., give an oral account of a current event using the five W's to organize the information; restate the main facts from a simple informational text in correct sequence) (2.3);

### *Appropriate Language*

- choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience (e.g., use descriptive adjectives and adverbs to create vivid images for their audience) (2.4);

### *Vocal Skills and Strategies*

- identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., adjust volume to suit the purpose for speaking and the size and type of 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 a few different visual aids, (e.g., photographs, artefacts, a story map) to support or enhance oral presentations (e.g., use a family photograph as part of an oral recount of an event; use a story map to retell a story) (2.7);

## 3. Reflecting on Oral Communication Skills and Strategies

### *Metacognition*

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

Teacher prompts: "What questions can you ask yourself while listening to be sure that you understand what you hear?" "What can you do after listening to check that you have understood?" "How do you get ready to speak?" "While you are speaking, how do you check whether you are keeping the attention of your audience?" (3.1).

## Omushkego Culture: 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.



### Teaching/Learning Strategies:

1. Review material from previous activity by asking students the following: What are some safe healthy practices to express or manage frustration and anger? What happens when a relationship is unhealthy? What can you do then? Who would you ask for help? Remind students that many Omushkego stories and legends deal with relationships. Healthy relationships are important to the Omushkego people. Having strong healthy relationships with the animals and the land provided everything the Omushkegowuk needed 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 behaviours. Humans are animals too.

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

2. Restate that many local stories or legends, e.g., *Mi-she-shek-kak* and *Win-ni-peg*, and *Wolverine and the Wolves*, 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: *How the Muskrat Got His Long, Tapered Tail*, *Why the Squirrel Has Red Eyes*, *Why the Loon's Feet Are Near the Tail (Shingibish)*, and *Why the Bear Has a Short Tail*. Show pictures of animals from bulletin board display or short video clips to stimulate creative thinking and make connections to the local landscape. (Visual Stimuli) These stories take place in a time before people came; a time when animals could talk to one another. **Note:** Shingibish is the Omushkego name for a member of the grebe family.

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 #9: My Listening and Speaking. **Note:** Read each statement to the whole class and have students individually check yes or no.

**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.**

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 *How the Muskrat Got His Long, Tapered Tail*, *Why the Squirrel Has Red Eyes*, *Why the Loon's Feet Are Near the Tail (Shingibish)*, and *Why the Bear Has a Short Tail* 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:** *Why the Loon's Feet Are Near the Tail (Shingibish)* and *Why the Bear Has a Short Tail* will be used in the Culminating Task.

6. After the visit, show digital recording of *How the Muskrat Got His Long, Tapered Tail*. 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 Muskrat 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 #10: Retelling Our Stories: Muskrat 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 Muskrat story. (Sketching to Learn) Then ask the following: What is the purpose of this story? How would you describe the muskrat's feelings or emotions? What uncomfortable situation lead to the muskrat getting a long, tapered tail?

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 *How the Muskrat Got His Long, Tapered Tail* again. Discuss the importance of storytelling to a culture. Seat students in a circle. Have students make a crying sound.

Chant the muskrat’s song. Then have students chant or chorally speak this song together changing pace, articulation, and volume. Have students make a crying sound again. (Chanting)

9. Continue 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. This story may have to be repeated due to its short length. (Retelling)

10. Have students sit in a circle and build a group story about what happened to the muskrat after he got his tail cut. 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 muskrat got his tail cut off.” Have each student add successive sentences to the story. (Storytelling) Have students individually complete Student Worksheet #10: Retelling Our Stories: Muskrat Part 2 and orally retell what happened to muskrat after he got his tail cut off.

11. 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 #11: 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 10: My Listening and Speaking Checklist)
- \* observation on Local Community Storyteller’s Visit Listening, Speaking, and Character Development using rating of students working as a whole class (see Appendix 11: Local Community Storyteller’s Visit Listening, Speaking, Traditional Stories, and Living Well Rating Scale)
- \* performance task on Retelling Our Stories: Muskrat using rubric of students working individually (see Appendix 12: Retelling Our Stories: Muskrat Rubric)
- \* response journal on Local Storyteller’s Visit using anecdotal record of students working as a whole class and individually (see Appendix 13: Local Storyteller’s Visit Anecdotal Record)

**Resources:**

listening and speaking charts

pictures of various animals, e.g., muskrat, squirrel, grebe, loon, and bear

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

video clips of various animals

local elder or storyteller

audio-visual recording equipment

*How the Muskrat Got His Long, Tapered Tail* from Gilbert Faries in Ellis, D.C. (1995). *Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: The University of Manitoba Press, p. 283.

*Why the Squirrel Has Red Eyes* from Gilbert Faries in Ellis, D.C. (1995). *Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: The University of Manitoba Press, p. 285.

*Why the Loon's Feet Are Near the Tail (Shingibish)* from Gilbert Faries in Ellis, D.C. (1995). *Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: The University of Manitoba Press, p. 287.

*Why the Bear Has a Short Tail* from Gilbert Faries in Ellis, D.C. (1995). *Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: The University of Manitoba Press, p. 289.

television

digital recording of *How the Muskrat Got His Long, Tapered Tail*

ball of yarn

chart paper

pencils

Student Worksheet #9: My Listening and Speaking

Student Worksheet #10: Retelling Our Stories: Muskrat

Student Worksheet #11: Local Storyteller's Visit Response Journal

*teacher background information resources*

<http://www.hww.ca/en/wildlife/> [obtained November 15, 2018]

Canadian Wildlife Federation. (2018). *Hinterland Who's Who: Wildlife for animal fact sheets, pictures, and short video clips of common animals of the boreal forest*

### Task 3: Reading and Writing Our Stories

**Time:** 500 minutes (5 literacy blocks)

**Description:** In this task, students will read *How the Muskrat Got His Long, Tapered Tail* (Grade 2) and *Why the Squirrel Has Red Eyes* (Grade 2) in big book form, identify good reading strategies required for learning, and respond to a series of statements that demonstrate their understanding of these stories. Next, students will individually draw a picture and use the writing process to produce a published or good copy describing why a selected animal looks the way it does. 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 legends about a variety of local animals.

#### **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 some different literary texts (e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language), graphic texts (e.g., simple maps, charts, diagrams, graphs), and informational texts (e.g., "How to" books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries) (1.1);

##### *Purpose*

- identify several different purposes for reading and choose reading materials appropriate for those purposes (e.g., picture books for entertainment or reflection, familiar favourite books to build fluency, simple factual and visual texts for research, a picture atlas for information) (1.2);

##### *Comprehension Strategies*

- identify several reading comprehension strategies and use them before, during, and after reading to understand texts (e.g., activate prior knowledge to ask questions or make predictions about the topic or story; use visualization to help clarify the sights and sounds referred to in the text; ask questions to monitor understanding during reading; identify important ideas to remember)

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?" (1.3);

### *Demonstrating Understanding*

- demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (e.g., retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence) (1.4);

### *Making Inferences/Interpreting Texts*

- use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

Teacher prompts: "How did Carmen's actions help us to know how she was feeling in the story?" "The text describes what articles of clothing the character is wearing. How does that information help us predict what the weather conditions might be?" (1.5);

### *Extending Understanding*

- extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

Teacher prompts: "How is this story like the one we read last week?" "How is our school like the one we are reading about?" (1.6);

### *Analysing Texts*

- identify the main idea and some additional elements of texts (e.g., narrative: characters, setting, problem, solution, events/episodes, resolution; procedure: goal, materials, method)

Teacher prompts: "What main idea do these two stories share?" "What elements did the author include to make the recipe interesting and still easy to follow?" (1.7);

### *Responding to and Evaluating Texts*

- express personal thoughts and feelings about what has been read (e.g., by using visual art or music to communicate their reaction)

Teacher prompts: "Why do you think what happened to the character was fair/not fair?" "How might you express your feelings about what happened to this character?" (1.8);

### *Point of View*

- identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives (e.g., develop a narrative or role play to present a story from the point of view of one or two minor characters)

Teacher prompts: "What do you think the author wants the reader to think?" "How might a different character tell this story?" (1.9);

## 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 fairy tale (e.g., plot, characters, setting), graphic texts such as a primary dictionary (e.g., words listed in alphabetical order, simple definitions accompanied by picture clues or diagrams), and informational texts such as a "How to" book (e.g., materials listed in order of use, numbered steps, labels, diagrams) (2.1);

### *Elements of Style*

- identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., descriptive adjectives help the reader visualize a setting; alliteration helps make ideas or characters stand out: red robin) (2.4);

### 3. Reading With Fluency

#### *Reading Familiar Words*

- automatically read and understand many high-frequency words, some words with common spelling patterns, 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 charts or posters; in shared-, guided-, and independent-reading texts; in shared- and interactive-writing texts; in personal writing and the writing of their peers) (3.1);

#### *Reading Unfamiliar Words*

- predict the meaning of and quickly 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., word order, language patterns, punctuation);
  - graphophonic (phonological and graphic) cues (e.g., letter clusters within words; onset and rime; common spelling patterns; words within words; visual features of words such as shape or size)

Teacher prompt (for cross-checking of cues): "The word does have the same beginning sound (bright and brought) but does it make sense in this sentence?" (3.2);

#### *Reading Fluently*

- read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience (e.g., make oral reading sound like spoken language, with the appropriate pauses, stops, and starts indicated by the punctuation)

Teacher prompt: "Can you make your reading sound just as if you are talking?" (3.3);

### 4. Reflecting on Reading Skills and Strategies

#### *Metacognition*

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

Teacher prompts: "What questions do you ask yourself to check and see whether you understand what you are reading? What do you do if you don't understand?" "When you come to a word or phrase you don't know, what strategies do you use to solve it? How do you check to see if you were right?" (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 discussing the topic with a partner and/or talking about it in a group)

Teacher prompt: "How do discussions before reading help you get ready to read about new topics?" (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 (e.g., a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie)

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., formulate and ask questions such as the five W's [who, what, when, where, why] to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with a partner) (1.2);

### *Research*

- gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from a variety of texts, including teacher readalouds, mentor texts, shared-, guided-, and independent-reading texts, and media 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 simple graphic organizers such as webs or a Venn diagram) (1.4);

### *Organizing Ideas*

- identify and order main ideas and supporting details, using graphic organizers (e.g., a story grammar: characters, setting, problem, solution; a sequential chart: first, then, next, finally) and organizational patterns (e.g., problem-solution, chronological order) (1.5);

### *Review*

- determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary (e.g., use a graphic organizer to explain their material to a classmate and ask for feedback to identify gaps) (1.6);

## 2. Using Knowledge of Form and Style in Writing

### *Form*

- write short texts using several simple forms (e.g., a friendly letter; a factual recount of a scientific or mathematical investigation; a recipe describing the procedure for cooking a favourite food; directions for playing a game; a paragraph describing the physical characteristics of an animal; an original story or



an extension of a familiar story, modelled on stories read; their own variation on a patterned poem; an advertisement for a toy) (2.1);

#### *Voice*

- establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience (e.g., words that convey admiration for a character: a cool person) (2.2);

#### *Word Choice*

- use familiar words and phrases to communicate relevant details (e.g., a sequence of adjectives: The big, brown bear...) (2.3);

#### *Sentence Fluency*

- use a variety of sentence types (e.g., questions, statements, exclamations) (2.4);

#### *Point of View*

- identify, initially with support and direction, their point of view and one or more possible different points of view about the topic

Teacher prompt: "How do you feel about this topic? How do you think other people - such as children from a different country or grandparents - might feel about this topic? How will you share these feelings in your writing?" (2.5);

#### *Preparing for Revision*

- identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice

Teacher prompts: "Do you have enough information to support your ideas?" "Are there any other words that you could use to create a better word picture for your audience?" (2.6);

#### *Revision*

- make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences to present information in a more logical sequence; adding linking words to connect ideas; replacing general words with concrete, specific words/phrases)

Teacher prompt: "What linking words could you use to connect two ideas?" "What words could you add to create a more vivid picture for the reader?" (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, word meanings, and generalizations about spelling (e.g., spell words out loud; segment words into clusters of letters to hear onset and rime; sort words by common sound

patterns and/or letter sequences; link letters to words: You hear with your ear; follow rules for adding endings to base words when the spelling doesn't change; use word meanings to help spell simple contractions and homophones: bear/bare) (3.2);

#### *Vocabulary*

- confirm spellings and word meanings or word choice using a few different types of resources (e.g., locate words in alphabetical order by using first and second letters in a primary dictionary, on a word wall, or in an online picture dictionary) (3.3);

#### *Punctuation*

- use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks (3.4);

#### *Grammar*

- use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words (e.g., and, but); simple prepositions of place and time (e.g., under, with, before, after) (3.5);

#### *Proofreading*

- proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference (e.g., Does each sentence make sense? Are the ideas and information presented in a logical order? Does each sentence begin with a capital letter and end with a period, question mark, or exclamation mark? What resources can I use to check the spelling of a word if it doesn't look right?) (3.6);

#### *Publishing*

- use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout (e.g., use legible printing, spacing, margins, varied print size, and colour for emphasis; include a simple labelled diagram in a report; supply a caption for a photograph or illustration) (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., use a writer's notebook to record ideas for writing, new and interesting words, graphic organizers that could be used again)

Teacher prompts: "How do you generate your ideas for writing?" "What helps you to get organized for writing?" (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 your conventions notebook help you as a writer?" "How does listening to stories help you when you are writing?" "How might the television programs you watch help you as a writer?" (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);
- recognize and appreciate the significance of teasing and joking (humour);
- 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 did the muskrat dislike as he swam around? How did he express his feelings about this? What would you do in that situation? What did the animals do? Why do you think they did this?

2. Read *How the Muskrat Got His Long, Tapered Tail* (Grade 2) to the whole class. In small groups, ask students to choose a sentence from this story to create a two – dimensional illustration on 11” x 17” white construction paper. Provide feedback through individual conferences to extend information and ideas about techniques and materials, to discuss illustration possibilities for each sentence, as well as responses to and questions about their artwork. (Storyboard) **Note:** The teacher may wish to enlarge each sentence in the Grade 2 version of this story and tape one at the bottom of each piece of 11” x 17” white construction paper. These will be used to create a big book for shared reading.

3. 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 artwork, 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. Have students complete Student Worksheet #12: Muskrat and Squirrel Visual Art Response Journal.

4. Repeat activities 2 and 3 using *Why the Squirrel Has Red Eyes* (Grade 2) with whole class, in small groups, and individually.

5. Create big books based on the students' artwork and sentences from *How the Muskrat Got His Long, Tapered Tail* (Grade 2) and *Why the Squirrel Has Red Eyes* (Grade 2). Identify, with support and direction, a few strategies students might find helpful before, during, and after reading by asking the following: "What questions do you ask yourself to check and see whether you understand what you are reading? What do you do if you don't understand?" "When you come to a word or phrase you don't know, what strategies do you use to solve it? How do you check to see if you were right?" 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: ...

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

a) Review muskrat and squirrel big book stories and the following: (a) new ideas or concepts (e.g., the story takes place in a time before people came and animals could talk to one another, (b) specific or challenging vocabulary, and (c) specific new language structures and conventions (e.g., predictable word patterns in the text, use of paragraphs, dialogue, how to predict story endings, and 2 stage arrangement of story with a problem and a solution).

b) Set the purpose for reading muskrat and squirrel animal stories as an Omushkego teaching about life in the past before humans came. Read aloud the Grade 2 big book versions of *How the Muskrat Got His Long, Tapered Tail* and *Why the Squirrel Has Red Eyes*. Use appropriate dramatic voice and enthusiasm to draw students into 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 through the following: What did the squirrel think about himself? How did the other animals react to this? What did squirrel do? Why do you think they animals did this? Then ask the following: "What words in the text helped you make a picture of the characters, setting, and events in your head?" "Why do you think what happened to the character was fair/not fair?" "How might you express your feelings about what happened to this character?"

7. Reading subtask (Responding and Exploring)

**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 implicit 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.**

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?" How do we know someone is speaking directly? **Note:** Shared reading at this 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 # 13: Reading Our Stories: Muskrat and Squirrel using Grade 2 text version.

#### 8. Post-reading subtask (Applying)

Read and explain each statement on Student Worksheet #14 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?" "How do discussions before reading help you get ready to read about new topics?" Post reading chart to give students guidance and explicit instruction on developing active reading strategies, e.g., when I read, I: . . . .

#### 8. Pre-writing subtask

Tell students that they are going to write about how or why animals look the way they do, e.g., why the beaver has a flat tail, why the loon has a white necklace, or why the rabbit has long ears etc. Show pictures and video clips of these animals to stimulate creative thinking and make connections to the local landscape. (Visual Stimuli) Provide support and direction for their writing by asking the following: "How does listening to stories and watching video clips of animals help you when you are writing?" "What is your writing going to be about?" "Why are you writing?" "Whom are you writing for?" (Brainstorming)

#### 9. 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

#### 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.

writing process. (Think Aloud)

(b) Drafting

Have each student choose or create a why or how story and draw a picture showing what the key animal looks like on Student Worksheet #15: Writing Our Stories: My Animal Story Part 1. Continue by having each student make point form notes that state the purpose of the legend, describe the animal's feelings/emotions or uncomfortable/unsafe situation (problem), and explain the event(s) that lead the animal to look the way it did in a funny way (solution) on Student Worksheet #14: Writing Our Stories: My Animal Story Part 2. (Note Making) Then have each student draft a short piece of writing (three paragraphs) from these notes on unlined or lined 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 #16 My Writing to 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

Read and explain proofreading statements on Student Worksheet #16 My Writing to the whole class. Ask students the following: How do this proofreading checklist help you as a writer? 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)

10. Post-writing subtask

Have students write their published (good) copies with appropriate title on Student Worksheet #15: Writing Our Stories: My Animal Story Part 3. Have students individually read their writing to teacher. (Writing Process)

11. Gather the whole class together and read aloud big book versions of *How the Muskrat Got His Long, Tapered Tail* (Grade 2) and *Why the Squirrel Has Red Eyes* (Grade 2). 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: Animals Stories 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).

12. Then show digital recording of elder’s storytelling session recorded in Task 2. Restate that many local stories or legends, e.g., *How the Muskrat Got His Long, Tapered Tail*, *Why the Squirrel Has Red Eyes*, *Why the Loon’s Feet Are Near the Tail (Shingibish)*, and *Why the Bear Has a Short Tail* 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 animal stories, e.g., *Great Horned Owl and the Rapids* to continue developing the students’ appreciation and enjoyment of reading and writing.

### **Assessment:**

- \* response journal on Muskrat and Squirrel Visual Art using anecdotal record of students working individually (see Appendix 14: Muskrat and Squirrel Visual Art Response Journal)
- \* self-assessment on My Reading using checklist of students working in small groups, in pairs, and individually (see Appendix 15: My Reading Checklist)
- \* performance task on Reading Our Stories: Muskrat and Squirrel using rubric of students working individually (see Appendix 16: Reading Our Stories: Muskrat and Squirrel Rubric)
- \* self-assessment on My Writing using checklist of students working in pairs and individually (see Appendix 17: My Writing Checklist)
- \* performance task on Reflecting On Our Stories: Muskrat and Squirrel using rubric of students working individually (see Appendix 18: Writing Our Stories: My Animal Story Rubric)
- \* observation on Reading, Writing, and Character Development using rating scale of students working as a whole class (see Appendix 19: Reading, Writing, and Character Development Rating Scale)
- \* response journal on Animal Stories Reading and Writing using anecdotal record of students working as a whole class and individually (see Appendix 20: Animal Stories Reading and Writing Anecdotal Record)

### **Resources:**

reading and writing charts

digital recordings of *How the Muskrat Got His Long, Tapered Tail* and *Why the Squirrel Has Red Eyes*

*How the Muskrat Got His Long, Tapered Tail* (Grade 2) text and big book

*Why the Squirrel Has Red Eyes* (Grade 2) text and big book

Issac Gliddy. (2001). *Great Horned Owl and the Rapids*. Timmins, ON: Ojibway and Cree Cultural Centre.

11” x 17” white construction paper

markers

paint

brushes

pencils

lined or unlined paper

Student Worksheet #12: Muskrat and Squirrel Visual Art Response Journal.

Student Worksheet #13: Reading Our Stories: Muskrat and Squirrel

Student Worksheet #14: My Reading

Student Worksheet #15: Writing Our Stories: My Animal Story

Student Worksheet #16: My Writing

Student Worksheet #17: Animal Stories Reading and Writing Response Journal

*teacher background information resources*

<http://www.hww.ca/en/wildlife/> [obtained November 15, 2018]

Canadian Wildlife Federation. (2018). Hinterland Who's Who: Wildlife for animal fact sheets, pictures, and short video clips of common animals of the boreal forest



## Culminating Task: Finding Out About More Stories

**Time:** 300 minutes (3 literacy blocks)

**Description:** In the culminating task assessment students will be exposed to other traditional Omushkego stories: *Why the Loon's Feet Are Near the Tail (Shingibish)*, and *Why the Bear Has a Short Tail*. The students will visually represent what they heard in a sketch and retell the beginning, middle, and end of *Why the Loon's Feet Are Near the Tail (Shingibish)*, and add onto the story (Part I). Next, the students will read *Why the Loon's Feet Are Near the Tail (Shingibish)* and *Why the Bear Has a Short Tail* as a large group and respond to a series of statements that demonstrate their understanding of the story (Part II). Then students will create their own animal story and use the writing process to produce a published or good copy describing why a selected animal looks the way it does. Finally, students will reflect on their feelings and thoughts about reading and writing animal stories (Part III).

Part I: Retelling Our Stories: Shingibish (100 minutes)

### Overall 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;**

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);**

Omushkego Culture: Living Well

- **follow Omushkego culture and language practices.**

### Teaching/Learning Strategies:

1. Explain that other stories were told about animals. One of these stories is called *Why the Loon's Feet Are Near the Tail (Shingibish)*. Provide an overview of the entire culminating task.
2. Seat students in a circle and review the importance of storytelling to a culture. Tell *Why the Loon's Feet Are Near the Tail (Shingibish)* (Grade 2) or show digital recording of *Why the Loon's Feet Are Near the Tail (Shingibish)*. 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?

3. Model and demonstrate sketching one part of *Why the Loon's Feet Are Near the Tail (Shingibish)* 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: Shingibish 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 Shingibish story. Then ask the following: What is the purpose of this story? How would you describe Shingibish's feelings or emotions? What uncomfortable situation lead to Shingibish kicking the loon? What did the other animals do? What would you have done in that situation?

4. Have students sit in a circle and build a group story about what happened to the loon after he got kicked. 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, "After the loon got kicked near his tail end, he ... ." Have each student add successive sentences to the story. (Storytelling) Have students individually complete Retelling Our Stories: Shingibish Part 2 and orally retell what happened to the loon after he got kicked.

5. Ask students the following: What could you do if you didn't understand what you heard? What do you think about before you begin to talk? 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: Shingibish using rubric of students working individually (see Appendix 21: Retelling Our Stories: Shingibish Rubric)

\* self-assessment on My Listening and Speaking Checklist using checklist of students working individually (see Appendix 22: My Listening and Speaking Checklist)

**Resources:**

pencils

*Why the Loon's Feet Are Near the Tail (Shingibish)* (Grade 2)

digital recording of *Why the Loon's Feet Are Near the Tail (Shingibish)*

*Why the Loon's Feet Are Near the Tail (Shingibish)* from Gilbert Faries in Ellis, D.C. (1995). *Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: The University of Manitoba Press, p. 287.

Retelling Our Stories: Shingibish Rubric (in Culminating Task Student Booklet)

My Speaking and Listening (in Culminating Task Student Booklet)

Part II: Reading Our Stories: Shingibish and the Bear (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)

- Activate prior knowledge by asking students the following about *Why the Loon's Feet Are Near the Tail (Shingibish)*: What is the purpose of this story? How would you describe Shingibish's feelings or emotions? What uncomfortable situation led to Shingibish kicking the loon? What did the other animals do? What would you have done in that situation?
- Set the purpose for reading Shingibish and bear animal stories as Omushkego teachings about how something came to be. **Note:** Create large text size versions for student read along activities.

2. Reading Subtask (Responding and Exploring) (50-70 minutes)

- Read aloud the Grade 2 large size text versions of *Why the Loon's Feet Are Near the Tail (Shingibish)* and *Why the Bear Has a Short Tail*. Use appropriate dramatic voice and enthusiasm to draw students into book and model effective oral reading. (Read Aloud)
- 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?" How do we know someone is speaking directly? "What might happen next?"
- Ask students to identify and describe the characters, setting, events, and problem or solution in the *Why the Bear Has a Short Tail* through the following: What did the bear think about himself? What did the fox tell the bear about catching fish? What did bear do? Why do you think he did this? What would you have done? Then ask the following: "What words in the text helped you make a picture of the characters, setting, and events in your head?" "Why do you think what happened to the character was fair/not fair?" "How might you express your feelings about what happened to this character?" Have students individually complete Reading Our Stories: Shingibish and Bear using Grade 2 text version.

### 3. Post-reading subtask (Applying) (15 minutes)

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?" "How do discussions before reading help you get ready to read about new topics?" Have students individually complete My Reading Checklist.

#### **Assessment:**

\* performance task on Reading Our Stories: Shingibish and Bear using rubric of students working individually (see Appendix 23: Reading Our Stories: Shingibish and Bear Rubric)

\* self-assessment on My Reading Checklist using checklist of students working individually (see Appendix 24: My Reading Checklist)

#### **Resources:**

pencils

*Why the Loon's Feet Are Near the Tail (Shingibish)* (Grade 2) text and large size text

*Why the Bear Has a Short Tail* (Grade 2) text and large size text

Reading Our Stories: Shingibish and Bear (in Culminating Task Student Booklet)

My Reading Checklist (in Culminating Task Student Booklet)

### Part III: Writing Our Stories (100 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);**

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. Pre-writing subtask

Tell students that they are going to write about how or why animals look the way they do, e.g., how the fox got its red coat, why the Canada goose has a white check patch, or how the moose got its big nose etc. 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

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 choose or create a why or how story and draw a picture showing what the key animal looks like on Writing Our Stories: My Animal Story Part 1. Continue by having each student make point form notes that state the purpose of the legend, describe the animal's feelings/emotions or uncomfortable/unsafe situation (problem), and explain the event(s) that lead the animal to look the way it did in a funny way (solution) on Writing Our Stories: My Animal Story Part 2. (Note Making) Then have each student draft a short piece of writing (three paragraphs) from these notes on unlined or lined 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 My Writing Checklist to 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

Read and explain proofreading statements on My Writing Checklist to 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

Have students write their published (good) copies with appropriate title on Writing Our Stories: My Animals Story Part 3. Then have students individually complete My Writing Checklist. (Writing Process)

4. Have students individually respond to the following questions on Animals Stories 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 *How the Muskrat Got His Long, Tapered Tail*, *Why the Squirrel Has Red Eyes*, *Why the Loon’s Feet Are Near the Tail (Shingibish)*, and *Why the Bear Has a Short Tail* recorded in Task 2: Listening and Speaking to Our Stories and Storytellers.

**Assessment:**

\* performance task on Writing Our Stories: My Animal Story using rubric of students working individually (see Appendix 25: Writing Our Stories: My Animal Story Rubric)

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

\* response journal on Animal Stories Reading and Writing Response Journal using anecdotal record of students working individually (see Appendix 27: Animal Stories Reading and Writing Anecdotal Record)

\* observation on Omushkego Character Development using rating scale of students working as a whole class and individually (see Appendix 28: Omushkego Character Development Rating Scale)

**Resources:**

pencils

paper

Writing Our Stories: Animal Story Rubric (in Culminating Task Student Booklet)

My Writing Checklist (in Culminating Task Student Booklet)

Animal Stories Reading and Writing (in Culminating Task Student Booklet)

television

digital recordings of *How the Muskrat Got His Long, Tapered Tail*, *Why the Squirrel Has Red Eyes*, *Why the Loon’s Feet Are Near the Tail (Shingibish)*, and *Why the Bear Has a Short Tail*

## Resources

### Appendixes

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Appendix 16: Reading Our Stories: Muskrat and Squirrel Rubric

Appendix 17: My Writing Checklist

Appendix 18: Writing Our Stories: My Animal Story Rubric

Appendix 19: Reading, Writing, and Omushkego Character Development Rating Scale

Appendix 20: Animal Stories Reading and Writing Anecdotal Record

Appendix 21: Retelling Our Stories: Shingibish Rubric

Appendix 22: My Listening and Speaking Checklist

Appendix 23: Reading Our Stories: Shingibish and Bear Rubric

Appendix 24: My Reading Checklist

Appendix 25: Writing Our Stories: My Animal Story Rubric

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## **Our Stories: Shingibish Student Worksheets Booklet**

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Student Worksheet #15: My Writing

Student Worksheet #16: Animal Stories Reading and Writing Response Journal

## **Our Stories: Shingibish Culminating Task Student Booklet**

Retelling Our Stories: Shingibish

My Listening and Speaking Checklist

Reading Our Stories: Shingibish and Bear

My Reading Checklist

Writing On Our Stories: My Animal Story

My Writing Checklist

Animal Stories Reading and Writing Response Journal



## Unit Analysis

### Analysis of Unit Components

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## 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)
- 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

a) Social

- leave someone out of a group, refuse to be someone's partner, spread rumours, or send mean notes

b) Physical

- push, kick, hit, knock down, or inappropriately touch someone, or damage someone's stuff

c) Verbal

- engage in name calling, mocking, bossing, teasing about appearance including weight, size, or clothing, or making inappropriate comments

Notes for whole class and individual students:

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

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

Look for the following:

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

identifies wide variety of activities that they can enjoy	1	2	3	4
describes how healthy activities make them feel	1	2	3	4
recognizes the importance of physical activity for healthy bodies	1	2	3	4
recognizes the importance of physical activity for strong bodies	1	2	3	4

Notes for students working individually:

## Appendix 5: Healthy Practices 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 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)
- recognize and accept accountability for 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)
- 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)

Notes for students working individually and in small groups:



## Appendix 6: Safety Practices Rating Scale

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

sets own individual goals and monitors progress towards achieving them	1	2	3	4
seeks clarification or assistance when needed	1	2	3	4
assesses and reflects critically on own strengths, needs, and interests	1	2	3	4
identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals	1	2	3	4
perseveres and makes an effort when responding to challenges	1	2	3	4

Notes for students working individually:

## Appendix 7: Emotions and Feelings Self-Assessment Rating Scale

Look for how well students express their feelings or emotions.

Draw a circle around the emoji that shows how well you express the following feelings or emotions:

Happiness



Sadness



Anger



Frustration



Excitement



Stress



Anxiety



Grief



Loneliness



Notes for students working individually:

## Appendix 8: Communication Anecdotal Record

Notes for students working in small groups:

Verbal Communication:

Look for what students say and how they say it

Non-verbal Communication:

Look for how students use facial expressions, hand gestures, body language, and eye contact

## Appendix 9: Unhealthy Relationships Problem Solving Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Understanding of concepts</b>	– demonstrates limited understanding of the problem solving process	– demonstrates some understanding of the problem solving process	– demonstrates considerable understanding of the problem solving process	– demonstrates thorough understanding of the problem solving process
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Use of planning skills, processing skills, and creative thinking processes</b>	– identifies the problem with limited effectiveness – develops a plan for solving the problem with limited effectiveness  – evaluates and chooses the best solution to the problem with limited effectiveness	– identifies the problem with some effectiveness  – develops a plan for solving the problem with some effectiveness – evaluates and chooses the best solution to the problem with some effectiveness	– identifies the problem with considerable effectiveness – develops a plan for solving the problem with considerable effectiveness – evaluates and chooses the best solution to the problem with considerable effectiveness	– identifies the problem with a high degree of effectiveness – develops a plan for solving the problem with a high degree of effectiveness – evaluates and chooses the best solution to the problem with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Expression and organization of ideas and information in oral, visual, and written forms, including media forms</b>	– expresses and organizes main ideas and information with limited effectiveness	– expresses and organizes main ideas and information with some effectiveness and clarity	– expresses and organizes main ideas and information with considerable effectiveness and clarity	– expresses and organizes main ideas and information with a high degree of effectiveness and clarity and precision
<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
<b>Application of knowledge and skills in familiar contexts</b>	– applies problem solving knowledge and skills in familiar contexts with limited effectiveness	– applies problem solving knowledge and skills in familiar contexts with some effectiveness	– applies problem solving knowledge and skills in familiar contexts with considerable effectiveness	– applies problem solving knowledge and skills in familiar contexts with a high degree of effectiveness

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

## Appendix 10: My Listening and Speaking Checklist

Look for students to

### Listening

- show they are paying attention by looking at the speaker
- make sure they do not bother others when they are trying to listen
- make sure that they do not let others bother them when they are trying to listen
- listen without interrupting
- wait their turn to speak
- show they are interested by looking at the speaker
- nodding
- ask good questions after listening

### Speaking

- give other students a chance to speak
- participate in group discussions
- think about answers before stating them aloud
- respond positively to the contributions of others
- stay on topic and speak to the point

Notes for students working individually:

## Appendix 11: Local Storyteller’s Visit Listening, Speaking, Traditional Stories, Living Well 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

Traditional Stories				
recognizes traditional stories about legendary or heroic figures, animals, trees, and landscape features	1	2	3	4
recognizes words of guidance	1	2	3	4
recognizes stories told for entertainment	1	2	3	4
describes a series of events in a legend or story	1	2	3	4
describes how various elements in a tale or story function	1	2	3	4
listens to traditional stories about legendary or heroic figures, animals, trees, and landscape features	1	2	3	4
listens to words of guidance	1	2	3	4
listens to stories told for entertainment	1	2	3	4
communicates the main idea of a tale or story and describe a sequence of events	1	2	3	4
uses their knowledge of elements of grammar and, oral language structures to understand what they have heard	1	2	3	4
shows respectful appreciation during a storytelling presentation	1	2	3	4



Living Well				
participates in group work	1	2	3	4
observes and identifies ways to be helpful to teachers, parents and cultural teachers	1	2	3	4
listens respectfully to the voices of those more experienced, especially elders and adults	1	2	3	4
develops competence living (on or) off the land	1	2	3	4
uses appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations	1	2	3	4
speaks using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations	1	2	3	4
practices cultural ways or protocols for showing respect to an elder or cultural resource person	1	2	3	4
demonstrates respectful behaviour towards others in the group	1	2	3	4
behaves in culturally appropriate ways when learning from culture	1	2	3	4
reflects on the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community	1	2	3	4

Notes for students working as a whole class:

## Appendix 12: Retelling Our Stories: Muskrat Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Knowledge of content</b> (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
<b>Understanding of content</b> (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
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Use of critical/creative thinking processes</b> (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 muskrat after he got his tail cut off with limited effectiveness	– uses creative thinking processes to tell what happened to muskrat after he got his tail cut off with some effectiveness	– uses creative thinking processes to tell what happened to muskrat after he got his tail cut off with considerable effectiveness	– uses creative thinking processes to tell what happened to muskrat after he got his tail cut off with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written forms, including media forms</b>	– 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 13: Local Storyteller’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 14: Muskrat and Squirrel Visual Art Response Journal

Notes for students working 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 15: 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
- recall most of what they have read
- relate what they have read to their own life

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

## Appendix 16: Reading Our Stories: Muskrat and Squirrel Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Knowledge of content</b> (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
<b>Understanding of content</b> (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of content, e.g., problem and solution	– demonstrates some understanding of content, e.g., problem and solution	– demonstrates considerable understanding of content, e.g., problem and solution	– demonstrates thorough understanding of content, e.g., problem and solution
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written forms, including media forms</b>	– expresses ideas with limited clarity and detail – organizes ideas and information from the text with limited effectiveness	– expresses ideas with some clarity and detail – organizes ideas and information from the text with some effectiveness	– expresses ideas with considerable clarity and detail – organizes ideas and information from the text with considerable effectiveness	– expresses ideas with a high degree of clarity and detail – organizes ideas and information from the text with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Use of conventions</b> (e.g., grammar, spelling, punctuation, usage) <b>vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms</b>	– shows limited understanding of the use of conventions, e.g., vocabulary, grammar, quotation, exclamation marks	– shows some understanding of the use of conventions, e.g., vocabulary, grammar, quotation, exclamation marks	– shows considerable understanding of the use of conventions and uses them appropriately, e.g., vocabulary, ... exclamation marks	– shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., vocabulary, ... exclamation marks

<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
<b>Making connections within and between various contexts</b> (e.g., between the text and personal knowledge or experience, other texts, and the world outside the school)	– makes connections between the text and personal experience with limited effectiveness	– makes connections between the text and personal experience with some effectiveness	– makes connections between the text and personal experience with considerable effectiveness	– makes connections between the text and personal experience with a high degree of effectiveness

Notes for students working individually:

## Appendix 17: My Writing Checklist

Look for students to

Writing

Revising

- cut out words and reorder them
- insert words from word wall or oral vocabulary
- have enough information to support their ideas
- present ideas and information in order (using paragraphs)
- use other words to create a better picture for your audience

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 by using by using first and second letters of word walls or primary dictionaries
- 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 18: Writing Our Stories: My Animal Story Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Knowledge of content</b> (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, e.g., making notes, drafts, and good copies	– demonstrates some knowledge of strategies associated with writing, e.g., making notes, drafts, and good copies	– demonstrates considerable knowledge of strategies associated with writing, e.g., making notes, drafts, and good copies	– demonstrates thorough knowledge of strategies associated with writing, e.g., making notes, drafts, and good copies
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Use of planning skills</b> (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
<b>Use of critical/creative thinking processes</b> (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	– uses creative writing process to tell why or how an animal looks like the way it does with limited effectiveness	– uses creative writing process to tell why or how an animal looks like the way it does with some effectiveness	– uses creative writing process to tell why or how an animal looks like the way it does with considerable effectiveness	– uses creative writing process to tell why or how an animal looks like the way it does with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written forms, including media forms</b>	– shows little grouping of common ideas (resembles a random list) – expresses and organizes main ideas and information with limited	– groups some common ideas (includes elements of a list and a story) – expresses and organizes main ideas and information with some	– groups common ideas together to tell a story – expresses and organizes main ideas and information with considerable	– links common ideas (the writing flows naturally) – expresses and organizes main ideas and information with a high degree of

	effectiveness  – presents almost no supporting details	effectiveness and clarity  – presents few supporting details	effectiveness and clarity  – presents many supporting details using wording from the text	effectiveness and clarity and precision  – presents almost all supporting details in his or her own words
<b>Use of conventions</b> (e.g., grammar, spelling, punctuation, usage) <b>vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms</b>	– 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 the conventions of grammar and usage  – there are a few simple sentences, sometimes, incomplete sentences with a reliance on single sentence stem – produces a visual presentation that is unclear (spacing, placement, legibility)	– 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 for familiar words, uses some of the conventions of grammar and usage  –there are some simple, complete sentences and some reliance on a single simple sentence stem  – produces a visual presentation that is basically clear	– shows considerable understanding of 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  – sentences are simple and complete with some variation in the stem used  – produces a clear visual presentation	– 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 punctuation accurately, uses conventional spelling for most words, uses all or almost all of the conventions of grammar and usage  – there are different patterns of simple and complete sentences  – produces a clear visual presentation that enhances the story

<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
<b>Application of knowledge and skills</b> (e.g., concepts, strategies, processes) <b>in familiar contexts</b>	– applies knowledge and skills about why or how an animal looks like the way it does with limited effectiveness	– applies knowledge and skills about why or how an animal looks like the way it does in familiar contexts with some effectiveness	– applies knowledge and skills about why or how an animal looks like the way it does in familiar contexts with considerable effectiveness	– applies knowledge and skills about why or how an animal looks like the way it does in familiar contexts with a high degree of effectiveness

Note for students working individually:

## Appendix 19: 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 won life	1	2	3	4
sees and enjoys humour	1	2	3	4
<b>Writing</b>				
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
recognizes and appreciates the significance of teasing and joking (humour)	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., gives positive reinforcement, helps others, and listens to, acknowledges, and considers differing opinions (caring)	1	2	3	4

Notes for students working as a whole class:

## Appendix 20: Animal Stories 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 21: Retelling Our Stories: Shingibish Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Knowledge of content</b> (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
<b>Understanding of content</b> (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
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Use of critical/creative thinking processes</b> (e.g., reading process, writing process, oral discourse, ... metacognition, invention)	– uses creative thinking processes to tell what happened to the loon after he got kicked with limited effectiveness	– uses creative thinking processes to tell what happened to the loon after he got kicked with some effectiveness	– uses creative thinking processes to tell what happened to the loon after he got kicked with considerable effectiveness	– uses creative thinking processes to tell what happened to the loon after he got kicked with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written forms, including media forms</b>	– 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 22: My Listening and Speaking Checklist

Look for students to

### Listening

- show they are paying attention by looking at the speaker
- make sure they do not bother others when they are trying to listen
- make sure that they do not let others bother them when they are trying to listen
- 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
- participate in group discussions
- think about answers before stating them aloud
- respond positively to the contributions of others
- stay on topic and speak to the point

Notes for students working individually:

## Appendix 23: Reading Our Stories: Shingibish and Bear Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Knowledge of content</b> (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
<b>Understanding of content</b> (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of content, e.g., problem and solution	– demonstrates some understanding of content, e.g., problem and solution	– demonstrates considerable understanding of content, e.g., problem and solution	– demonstrates thorough understanding of content, e.g., problem and solution
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written forms, including media forms</b>	– expresses ideas with limited clarity and detail – organizes ideas and information from the text with limited effectiveness	– expresses ideas with some clarity and detail – organizes ideas and information from the text with some effectiveness	– expresses ideas with considerable clarity and detail – organizes ideas and information from the text with considerable effectiveness	– expresses ideas with a high degree of clarity and detail – organizes ideas and information from the text with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Use of conventions</b> (e.g., grammar, spelling, punctuation, usage) <b>vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms</b>	– shows limited understanding of the use of conventions, e.g., vocabulary, grammar, quotation, exclamation marks	– shows some understanding of the use of conventions, e.g., vocabulary, grammar, quotation, exclamation marks	– shows considerable understanding of the use of conventions and uses them appropriately, e.g., vocabulary, grammar, quotation, exclamation marks	– shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., vocabulary, grammar, quotation, exclamation marks

<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
<b>Making connections within and between various contexts</b> (e.g., between the text and personal knowledge or experience, other texts, and the world outside the school)	– makes connections between the text and personal experience with limited effectiveness	– makes connections between the text and personal experience with some effectiveness	– makes connections between the text and personal experience with considerable effectiveness	– makes connections between the text and personal experience with a high degree of effectiveness

Notes for students working individually:

## Appendix 24: 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
- recall most of what I have read
- relate what I have read to my own life

Notes for students working individually:

## Appendix 25: Writing Our Stories: My Animal Story Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Knowledge of content</b> (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, e.g., making notes, drafts, and good copies	– demonstrates some knowledge of strategies associated with writing, e.g., making notes, drafts, and good copies	– demonstrates considerable knowledge of strategies associated with writing, e.g., making notes, drafts, and good copies	– demonstrates thorough knowledge of strategies associated with writing, e.g., making notes, drafts, and good copies
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
<b>Use of planning skills</b> (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
<b>Use of critical/creative thinking processes</b> (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	– uses creative writing process to tell why or how an animal looks like the way it does with limited effectiveness	– uses creative writing process to tell why or how an animal looks like the way it does with some effectiveness	– uses creative writing process to tell why or how an animal looks like the way it does with considerable effectiveness	– uses creative writing process to tell why or how an animal looks like the way it does with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written forms, including media forms</b>	– 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

<p><b>Use of conventions</b> (e.g., grammar, spelling, punctuation, usage) <b>vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms</b></p>	<p>– 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 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>– 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 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>– shows considerable understanding of 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>– 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 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 and complete sentences</p> <p>– produces a clear visual presentation that enhances the story</p>
<p><b>Application</b> – The use of knowledge and skills to make connections within and between various contexts</p>				
<p><b>Application of knowledge and skills</b> (e.g., concepts, strategies, processes) <b>in familiar contexts</b></p>	<p>– applies knowledge and skills about why or how an animal looks like the way it does with limited effectiveness</p>	<p>– applies knowledge and skills about why or how an animal looks like the way it does in familiar contexts with some effectiveness</p>	<p>– applies knowledge and skills about why or how an animal looks like the way it does in familiar contexts with considerable effectiveness</p>	<p>– applies knowledge and skills about why or how an animal looks like the way it does in familiar contexts with a high degree of effectiveness</p>

Notes for students working individually:

## Appendix 26: My Writing Checklist

Look for students to

Writing

Revising

- cut out words and reorder them
- insert words from word wall or oral vocabulary
- have enough information to support your ideas
- present ideas and information in order (using paragraphs)
- use other words to create a better picture for your audience

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 by using by using first and second letters of word walls or primary dictionaries
- 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 27: Animal Stories Reading and Writing Response Journal 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 28: Omushkego Character Development Rating Scale

Look for the following:

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

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
recognizes and appreciates the significance of teasing and joking (humour)	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., gives positive reinforcement, helps others, and listens to, acknowledges, and considers differing opinions (caring)	1	2	3	4

Notes for students working as a whole class and individually:

# **Omushkego Education Curriculum Units — Elementary: Grade 2**

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

## **Our Stories: Shingibish**

**An Integrated Literacy Unit of Study for the Oral  
Communication, Reading, and Writing Strands: Grade 2**

**Length of Unit: 4 weeks (16–100 minute literacy blocks)**



**2018**

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