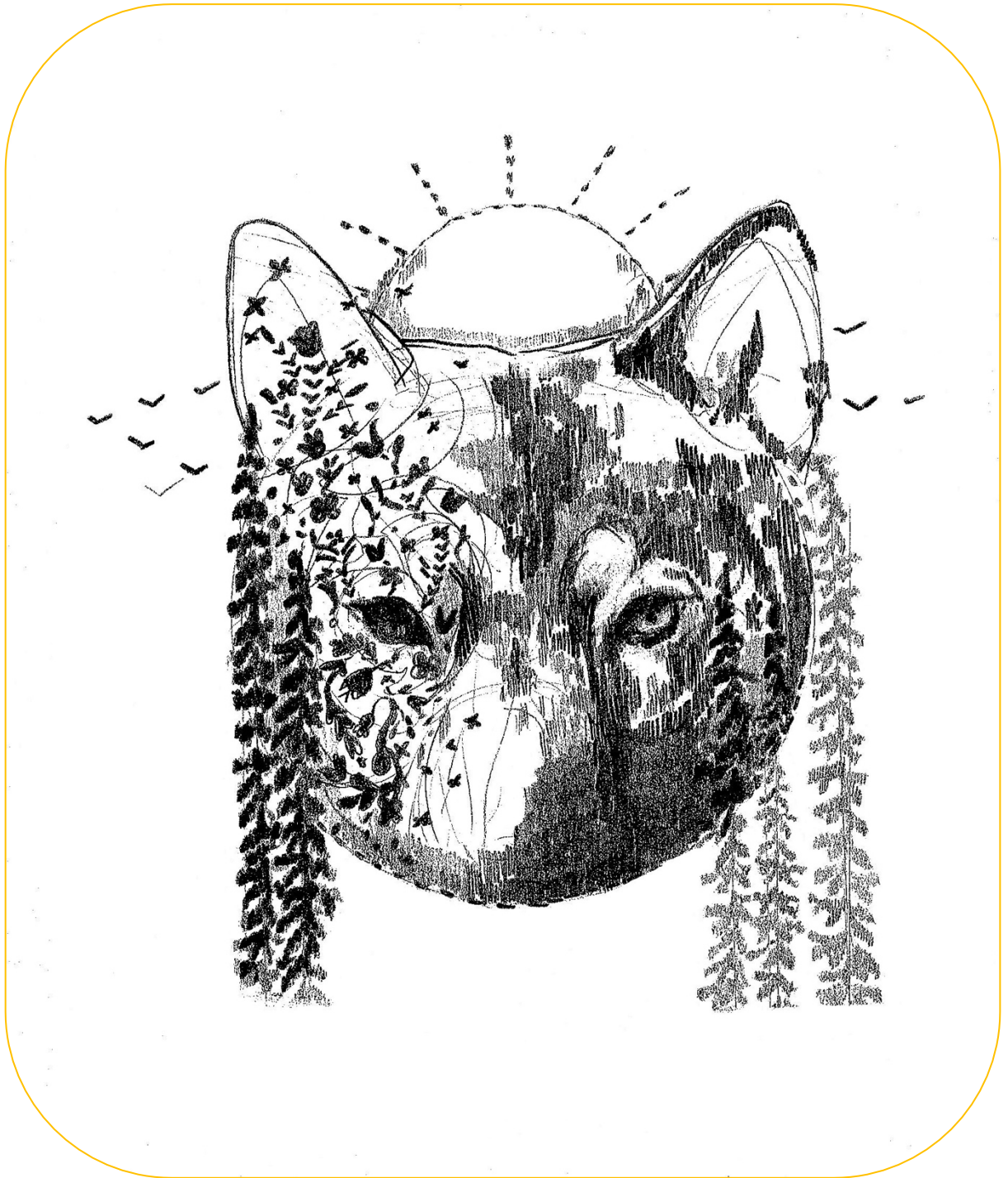


# Our Stories: Mishiauiyashishuk



**Omushkego Education Grade 3 Curriculum  
2019**



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### **Developer:**

Jim Hollander

### **Cover Art:**

Miyopin Cheechoo

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**Omushkego Education Curriculum Units — Elementary: Grade 3 The Ontario Curriculum Language**

**Strands: Oral Communication, Reading, and Writing**

**Title: Our Stories: Mishiawiyashishuk**

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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

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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: Mishiawiyashishuk* is an integrated literacy unit primarily designed to address expectations found in the Grade 3 Language strands: Oral Communication, Reading, and Writing. In addition, expectations from Grade 3 Omushkego Culture, Grade 3 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 Elders Louis Bird of Peawanuck, Simeon Scott of Fort Albany, Xavier Sutherland of Winisk (now Peawanuck), and George Kataquapit of Winisk, 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 Omushkego youth should be familiar with according to Elder Louis Bird. Consequently, these legends should be taught and learned in the following order:

- Grade 1: Misheshkak
- 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 familiar with them whenever possible.**

The traditional Omushkego stories described in this curriculum document can be found in the companion Grade 3 *Our Stories: Mishiawiyashishuk* resource document. The animal and Chakabesh stories used in this unit took place after the Omushkego people came: a time when giant animals and giant humans lived.

### **Unit Summary**

In this unit, students will investigate the life histories of giant animals (e.g., description, habitat, diet, historical period, reason for extinction, and interesting facts) described in a quotation using the research process. Then they will examine theories and stories that suggest where humans and animals came from and retell the beginning, middle, and end of an Omushkego creation story. Students will identify good listening and speaking behaviours required for learning and listen to local storyteller or elder tell traditional giant animal stories, and retell these stories orally and visually through sketches. Following



this, students will read giant 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 the writing process to develop a story describing an adventure of Chakabesh and a giant animal. 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: Mishyawiyashishuk 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 and ice age animals. Throughout this unit, student work should gradually replace teacher information placed on the bulletin board display.

### **About Differentiated Instruction**

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

—from *Growing Success*, 2010, p. 146

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

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

—from *Learning for All*, 2013, p. 17

Classroom strategies that support differentiated instruction are as follows:

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

—from *Learning for All*, 2013, p. 22

## **Culminating Task Assessment**

In the culminating task assessment students will be exposed to other traditional Omushkego stories: *Chakabesh and the Giant Beaver*. The students will visually represent what they heard in a sketch and retell the beginning, middle, and end of this story and add onto the story (Part I). Next, the students will read *Chakabesh and the Giant Beaver* independently or as a whole class and respond to a series of statements that demonstrate their understanding of the story (Part II). Then students will create their own giant animal story using the writing process to produce a published or final copy describing a situation involving Chakabesh and a giant animal. Finally, students will reflect on their feelings and thoughts about reading and writing about giant 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
- reflecting on their strengths as listeners and speakers and identifying areas of improvement and useful strategies for listening and speaking
- using language in various contexts to connect new experiences with what they already know
- orally retelling events and familiar stories in proper sequence
- reading a variety of literary texts using a range of strategies to construct meaning
- identifying several reading comprehension strategies and use them before, during, and after reading
- identifying the main idea and some additional elements of texts
- using different types of cues to predict meaning and solve unfamiliar words
- retelling stories or restating information from text in proper sequence with a few supporting details
- reading and understanding high-frequency words in a variety of reading contexts
- generating ideas about a protentional topic using a variety of strategies and resources
- identifying and ordering main ideas and supporting details using graphic organizers and organizational patterns (e.g., problem-solution)
- using familiar words and phrases to communicate relevant details
- writing short texts using several simple forms
- using a variety of sentence types
- revising and proofreading using simple checklist with teacher and peer assistance
- identifying strategies they found useful before, during, and after writing

#### **Science and Technology**

- identifying the positive and negative impacts that animals have on humans and the environment

- identifying the positive and negative impacts that different kinds of human activity have on animals and where they live
- observing and comparing the major physical characteristics of a variety of animals
- using scientific inquiry/research skills and knowledge acquired from previous investigations
- using appropriate science and technology vocabulary, including life cycle, adaptation, migration etc.
- using a variety of forms to communicate with different audiences
- identifying ways in which animals are helpful or harmful to humans

### **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)
- developing a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience).

### **Curriculum-Related Expectations for Assessment**

#### **Omushkego Culture:**

##### Traditional Stories

- **listen to stories told for entertainment and words of guidance in order to understand and respond appropriately in a variety of situations for a variety of purposes;**
- **listen to traditional legends and popular stories 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,
- distinguish between fact and fiction,
- distinguish between stated and implied ideas in oral texts,

#### 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,
- extend understanding of traditional legends and popular stories 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,
- use their knowledge of the organization and characteristics of different forms of traditional legends and stories as a guide before and during their telling,
- 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,
- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- behave in culturally appropriate ways when learning from culture,

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

### **Science and Technology:**

#### Growth and Changes in Animals (Grade 2)

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

#### 1. Relating Science and Technology to Society and the Environment

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

#### 2. Developing Investigation and Communication Skills

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

#### 3. Understanding Basic Concepts

- identify and describe major physical characteristics of different types of animals (e.g., insects, mammals, reptiles) (3.1);

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

### **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 related to listening tasks (e.g., to explore ideas in a book club discussion; to understand and empathize with a favourite character in a play; to express an opinion or offer advice to a partner during a peer conference) (1.1);

##### *Active Listening Strategies*

- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups (e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas) (1.2);

##### *Comprehension Strategies*

- identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., list the important ideas in a poem or story read in class; ask questions to monitor understanding of an oral text; visualize and sketch to clarify understanding of an oral text) (1.3);

### *Demonstrating Understanding*

- demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrase a partner's reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song) (1.4);

### *Making Inferences/Interpreting Texts*

- distinguish between stated and implied ideas in oral texts (e.g., distinguish between the actual words and the emphasis placed on them by the speaker)

Teacher prompts: "How does the emphasis that the speaker places on specific words or phrases help you understand what is being said?" "Why do you think the speaker spoke those words so loudly?" "How does the way the speaker chooses to say words change the meaning of what he or she says?" (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., brainstorm to connect a topic to their background knowledge of the topic; compare oral texts with similar themes from different cultures; connect messages in oral texts to social issues of relevance to the class) (1.6);

### *Analysing Texts*

- identify and explain the importance of significant ideas and information in oral texts (e.g., rank information in order of importance; compare key aspects of two oral texts using a Venn diagram; represent the main elements of an oral text on a web organizer or story map) (1.7)

### *Point of View*

- identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification (e.g., the use of first- or third-person personal pronouns in a narrative; the selective use of facts on a given topic; the use of words and phrases that indicate generalizations: all, every, always, never, every single time)

Teacher prompts: "What helped you determine the point of view in this text?" "What evidence do you have that this is the speaker's point of view?" "Has the speaker used language that includes everyone?" "Is this point of view a common one in our world today?" (1.8);

### *Presentation Strategies*

- identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., intonation, eye contact)

Teacher prompts: "Do you think the speaker used intonation and eye contact in an appropriate and effective way? How did they influence your response?" "What other strategies might be effective in engaging or influencing the audience?" (1.9);

## 2. Speaking to Communicate

### *Purpose*

- identify a variety of purposes for speaking (e.g., to entertain an audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group



and paired activities; to explain to a small group how to play a new game; to present to the class an item or event of personal interest; to share ideas or information in order to contribute to understanding in large or small groups) (2.1);

#### *Interactive Strategies*

- demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions (e.g., paraphrase or restate other group members' contributions; acknowledge another person's point of view; link their responses to the topic of conversation and/or what was said by the previous speaker) (2.2);

#### *Clarity and Coherence*

- communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence (e.g., use an organizational pattern such as comparison or chronological order in presenting a short oral report) (2.3);

#### *Appropriate Language*

- choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience (e.g., use alliteration for emphasis; use comparatives such as like, instead of, however, the same as, compared to, unlike to clarify similarities and differences; use appropriate technical terms when explaining a scientific investigation) (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., pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups) (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 variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations (e.g., use a large-size labelled diagram to illustrate an explanation of how soil erodes) (2.7);

### 3. Reflecting on Oral Communication Skills and Strategies

#### *Metacognition*

- identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking

Teacher prompts: "What questions do you ask yourself after listening to check that you have understood?" "How do you check to be sure that the audience understands what you are saying?" (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 a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., "How to" books, print and electronic reference sources, magazine articles) (1.1);

#### *Purpose*

- identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., comic books and adventure stories for entertainment and interest, trade books to find information and answer questions, dictionaries to find word meanings and pronunciation, atlases for specific information about the world, newspapers for information on current events) (1.2);

#### *Comprehension Strategies*

- identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualization to clarify details about such things as homes and clothing of early settlers; use pictures to confirm understanding of printed text) (1.3);

#### *Demonstrating Understanding*

- demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme) (1.4);

#### *Making Inferences/Interpreting Texts*

- make inferences about texts using stated and implied ideas from the texts as evidence Teacher prompts: "Using information from the story opening, what can you infer about the outcome of the game?" "How do you think the other characters will react to the actions of the main character?" "Why do you think early settlers chose wood to build their homes? Is there any evidence in the text to explain this?" (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 are homes in this book the same as or different from homes today?" "Do you know of other reasons why trees are important besides the reasons mentioned in the book?" (1.6);

#### *Analysing Texts*

- identify specific elements of texts and explain how they contribute to the meaning of the texts (e.g., narrative: setting, characters, plot, theme; explanation of a procedure: procedure to be explained, sequence of steps)

Teacher prompts: "In what way does knowing more about the characters help you to understand the text?" "How does identifying the setting in the text help you as a reader?" "Why is it important to have the steps in a specific sequence?" (1.7);

#### *Responding to and Evaluating Texts*

- express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters)

Teacher prompts: "Do any of the characters in this story remind you of someone you know?" "What do you think about the way this story ends?" (1.8);

#### *Point of View*

- identify the point of view presented in a text and suggest some possible alternative perspectives (e.g., retell the story from the point of view of someone other than the author)

Teacher prompts: "How does the author show his/her point of view on this poster?" "How might the story have been different if the main character had been a girl instead of a boy or a senior instead of a child?" (1.9);

## 2. Understanding Form and Style

#### *Text Forms*

- identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story (e.g., plot development, characters, setting), graphic texts such as a comic book (e.g., speech bubbles, illustrations, captions), and informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions) (2.1);

#### *Elements of Style*

- identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., different sentence types make the text more interesting for the reader and help the author express different kinds of ideas - questions express or stimulate curiosity; exclamations convey emotions such as surprise or excitement) (2.4);

## 3. Reading With Fluency

#### *Reading Familiar Words*

- automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts (e.g., words from grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, and some regularly used resource materials in the curriculum subject areas) (3.1);

### *Reading Unfamiliar Words*

- predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
- semantic (meaning) cues (e.g., prefixes, suffixes, base 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., onset and rime; syllables; similarities between words with common spelling patterns and unknown words; words within words)

Teacher prompt (for cross-checking of cues): "Does the word sound right and make sense given your understanding of the text?" (3.2);

### *Reading Fluently*

- read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (e.g., read a poem for two voices with a partner, using appropriate phrasing and expression) (3.3);

## 4. Reflecting on Reading Skills and Strategies

### *Metacognition*

- identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers

Teacher prompts: "What questions do you ask yourself to make sure you are understanding what you are reading?" "How do you know if you are on the right track?" "When you come to a word or phrase you don't understand, how do you solve it?" "How do you figure out what information is important to remember?" "What do you do when you get confused during reading?"

(4.1);

### *Interconnected Skills*

- explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Teacher prompts: "How does hearing a similar text read aloud help you when you read a new text independently?" "How does knowing specific words or phrases from speaking or listening help you as a reader?" "How does dialogue with the teacher or peers in conferences help you as a reader?" "What do you know about writing that helps you as a reader?" (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., an original fable, modelled on the structures and conventions of fables read, to entertain the class; a scientific explanation demonstrating how some common levers make work easier, for a peer group; a labelled map with a legend identifying the key components of an early settlement in Upper Canada, to accompany a small-group project)  
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 to identify personal experiences, prior knowledge, and information needs and to guide searches for information; brainstorm and record ideas on the topic) (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 teacher read-alouds, 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 (e.g., by using graphs, charts, webs, outlines, or lists) (1.4);

### *Organizing Ideas*

- identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers (e.g., a story grammar, a T-chart, a paragraph frame) and organizational patterns (e.g., comparison, chronological order) (1.5);

### *Review*

- determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary (e.g., discuss the content with a peer or reading buddy; review material using a story map or web) (1.6);

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

### *Form*

- write short texts using a variety of forms (e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition) (2.1);

### *Voice*

- establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger) (2.2);

### *Word Choice*

- use words and phrases that will help convey their meaning as specifically as possible (e.g., comparative adjectives such as smaller, smallest; adverbs) (2.3);

### *Sentence Fluency*

- vary sentence structures and maintain continuity by using joining words (e.g., and, or) to combine simple sentences and using words that indicate time and sequence to link sentences (e.g., first, then, next, before, finally, later) (2.4);

### *Point of View*

- identify their point of view and other possible points of view on the topic, and determine if their information supports their own view

Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?" (2.5);

### *Preparing for Revision*

- identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., a strong opening or "lead"; the clarity of the main idea)

Teacher prompts: "Can you think of another way you might get the attention of your audience at the beginning?" "Have you provided enough detail to support your main idea?" (2.6);

### *Revision*

- make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate)

Teacher prompts: "What similar words or phrases could you use instead of...?" "What time order words might help clarify the sequence of events in your story?" (2.7);

### *Producing Drafts*

- produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions (2.8);

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

### *Spelling Familiar Words*

- spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, 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., pronounce a word as it is spelled: Wed-nes-day; make analogies to rhyming words; apply knowledge of short-vowel and long-vowel patterns; cluster words by visual similarities; follow rules for changing base words when adding common endings: hope/hoping, slam/slammed; use memory aids such as visualization) (3.2);

### *Vocabulary*

- confirm spellings and word meanings or word choice using several different types of resources (e.g., locate words in an alphabetized personal word book or dictionary using first, second, third, and fourth letters, entry words, or pronunciation; use a variety of dictionaries, such as a rhyming dictionary or a dictionary of synonyms and antonyms; use a thesaurus to find alternative words) (3.3);

### *Punctuation*

- use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences (3.4);

### *Grammar*

- use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how) (3.5);

### *Proofreading*

- proofread and correct their writing using guidelines developed with peers and the teacher (e.g., a checklist modified in a teacher-student conference to support individual writing strengths and indicate next steps; a posted class writing guideline) (3.6);

### *Publishing*

- use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and some cursive writing; use different font sizes and colours on a poster to attract attention; use proper paragraph form including spacing and margins; supply captions for photographs) (3.7);

### *Producing Finished Works*

- produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies (3.8);

## 4. Reflecting on Writing Skills and Strategies

### *Metacognition*

- identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information)

Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began 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 what you know about reading help you when you are writing?" "How does listening to or viewing different kinds of texts help you generate ideas for writing?" (4.2);

### *Portfolio*

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

### **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 Culture, 2014*, p. 174.

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

The rubrics, checklists, anecdotal record, and rating scale provided with this culminating task are to be 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: Chakabesh and the Giant Beaver 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 Chakabesh after his adventure with the giants with limited effectiveness	– uses creative thinking processes to tell what happened to Chakabesh after his adventure with the giants with some effectiveness	– uses creative thinking processes to tell what happened to Chakabesh after his adventure with the giants with considerable effectiveness	– uses creative thinking processes to tell what happened to Chakabesh after his adventure with the giants 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 carefully without interrupting
- concentrate on what the speaker is saying
- listen for the main ideas first and the detail second
- wait their turn to speak
- show they are interested by looking at the speaker or nodding
- ask good questions after listening

### Speaking

- make an effort to speak clearly
- try to use new and effective words
- stay on topic and speak to the point
- concentrate on using correct grammar
- give other students a chance to speak
- participate in group discussions
- think about answers before stating them aloud
- make my speech interesting by varying the tone
- respond positively to the contributions of others

## Reading Our Stories: Chakabesh and the Giant Bears 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) (Parts 1 to 4)	– demonstrates limited knowledge of strategies associated with reading, e.g., retelling	– demonstrates some knowledge of strategies associated with reading, e.g., retelling	– demonstrates considerable knowledge of strategies associated with reading, e.g., retelling	– demonstrates thorough knowledge of strategies associated with reading, e.g., retelling
<b>Understanding of content</b> (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes) (Parts 1 to 4)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<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) (Parts 1 to 8)	– uses reading process with limited effectiveness	– uses reading process with some effectiveness	– uses reading process with considerable effectiveness	– uses reading process 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> (Parts 3 and 4)	– 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>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> (Parts 5 and 6)	– shows limited understanding of the use of dialogue, e.g., commas, periods, and quotation, question, and exclamation marks	– shows some understanding of the use of dialogue, e.g., commas, periods, and quotation, question, and exclamation marks	– shows considerable understanding of the use of dialogue and uses them appropriately, e.g., commas, periods, and quotation, question, and exclamation marks	– shows a high degree of understanding of the use of dialogue and uses them appropriately to clarify meaning, e.g., commas, periods, and quotation, question, and 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; between disciplines) (Parts 7 and 8)	– 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
- select important information
- predict words (semantic)
- substitute words that make sense (syntactic)
- sound out unfamiliar words (graphophonic)
- skip words
- reread when meaning is unclear
- create pictures about what they have read
- self-correct
- have confidence reading
- 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
- see and enjoy humour in text

## Writing Our Stories: My Giant 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 and 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 and 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
- use words from word wall or dictionary
- have enough information to support their ideas
- present ideas and information in order (using paragraphs)
- use ideas that make sense and help develop the story
- to provide humour in their story

Proofreading

- use correct capitalization, e.g., at beginning of names and places
- use correct punctuation, e.g., a period, question mark, or exclamation mark at the end of each sentence
- use correct spelling e.g., from word walls or dictionaries
- use correct grammar
- use a variety of sentences containing question or exclamation marks when appropriate
- write simple complete sentences that make sense
- write complex complete sentences that make sense
- group ideas that are clear and easy to understand
- group similar ideas into paragraphs that are indented
- use neat handwriting

## Giant 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. Isaac Gliddy. (2001). <i>Great Horned Owl and the Rapids</i>. Timmins, ON: Ojibway and Cree Cultural Centre. pictures of local animals, e.g., muskrat, squirrel, loon, bear, beaver, lynx Giant Animals Quotation Story (<i>About the Beginning and End of Time</i>) in Louis Bird. (2007). <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, p. 12. pictures of ice age animals, e.g., giant short-faced bear, giant beaver, giant sloth, camel, scimitar cat, beringian lion, woolly mammoth Celine Sutherland and Jim Hollander. (2005). <i>Cree Children’s Picture Dictionary</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). <i>Hinterland Who’s</i></p>	<p><i>For the Student</i></p> <p>Initial Task: markers coloured pencils Student Worksheet #1 Local and Giant Animals</p>
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<p>Who: Wildlife for animal fact sheets, pictures, and short video clips of common animals of the boreal forest  <a href="https://www.sfu.ca/archaeology/museum/exhibits/virtual-exhibits/glacial-and-post-glacial-archaeology-of-north-america/ice-age-animals.html">https://www.sfu.ca/archaeology/museum/exhibits/virtual-exhibits/glacial-and-post-glacial-archaeology-of-north-america/ice-age-animals.html</a>  Simon Fraser University. (2018). Museum of Archaeology and Ethnology: Ice Age Animals  <a href="http://www.beringia.com/exhibits/ice-age-animals">http://www.beringia.com/exhibits/ice-age-animals</a>  Yukon Beringia Interpretive Centre. (2107). Exhibits: Ice Age Animals  Appendix 1: Omushkego Character Development (Caring Behaviours) and Uncaring Behaviours Checklist  Appendix 2: Local Storytellers, Local Stories, and Local and Giant Animals Knowledge Rubric  Appendix 3: Listening and Speaking Anecdotal Record</p>	
<p>Task 1:  chart paper  flip chart  strips of paper  word wall  smart board  black board  <i>E-hep</i> in Louis Bird (2007). <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 80–82.  <i>teacher background information resources</i>  <a href="https://www.nature.ca/notebooks/english/prehispg.htm">https://www.nature.ca/notebooks/english/prehispg.htm</a>  Prehistoric Animals. (2018). Canadian Museum of Nature. [obtained December 11, 2018]  <a href="https://www.thoughtco.com/animals-and-nature-4133421">https://www.thoughtco.com/animals-and-nature-4133421</a>  Animals and Nature (2018). ThoughtCo. [obtained December 11, 2018]  Giant Beaver  <a href="https://www.thoughtco.com/giant-beaver-castoroides-1093211">https://www.thoughtco.com/giant-beaver-castoroides-1093211</a>  <a href="https://www.nature.ca/notebooks/english/giantbev.htm">https://www.nature.ca/notebooks/english/giantbev.htm</a>  Sort-faced Bear  <a href="https://www.thoughtco.com/giant-short-faced-bear-arctodus-simus-1093085">https://www.thoughtco.com/giant-short-faced-bear-arctodus-simus-1093085</a>  <a href="https://www.nature.ca/notebooks/english/shrtbear.htm">https://www.nature.ca/notebooks/english/shrtbear.htm</a>  American Lion  <a href="https://www.thoughtco.com/american-lion-panthera-leo-atrox-1093042">https://www.thoughtco.com/american-lion-panthera-leo-atrox-1093042</a>  <a href="https://www.nature.ca/notebooks/english/amlion.htm">https://www.nature.ca/notebooks/english/amlion.htm</a>  Wholly Mammoth  <a href="https://www.thoughtco.com/facts-about-the-wild-woolly-mammoth-1093339">https://www.thoughtco.com/facts-about-the-wild-woolly-mammoth-1093339</a>  <a href="https://www.nature.ca/notebooks/english/woolly.htm">https://www.nature.ca/notebooks/english/woolly.htm</a>  <a href="https://www.telegraph.co.uk/travel/lists/beautiful-extinct-animals/">https://www.telegraph.co.uk/travel/lists/beautiful-extinct-animals/</a>  10 Animals Driven to Extinction. (2017). The Telegraph. [obtained December 12, 2018]  <a href="https://www.edmaps.com/html/migration_routes_first_a">https://www.edmaps.com/html/migration_routes_first_a</a></p>	<p>Task 1:  computer or work stations  Student Worksheet #2 Giant Animals Research  Student Worksheet #3: Ice Age Animals Extinction Chart  Student Worksheet #4: Animals Extinction Response Journal  Student Worksheet #5: Retelling Our Creation Story: E-hep  Student Worksheet #6: My Omushkego Character Development</p>

<p>merica.html  Historical Maps of Canada. (2018). Map of Migration Routes of the First Peoples [obtained December 13, 2018]  Appendix 4: Giant Animals Research Rubric  Appendix 5: Animals Extinction Response Journal Rating Scale  Appendix 6: Retelling Our Creation Story: E-hep Rubric  Appendix 7: My Omushkego Character Development Checklist</p>	
<p>Task 2:  chart paper  listening and speaking charts  pictures of various giant animals, e.g., bear, beaver, lion, mammoth  local elder or storyteller  audio-visual recording equipment  <i>Chahkabesh and the Bears</i> from Simeon Scott 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. 23–27  <i>Chahkabesh Reaches for the Giant Beaver</i> from Xavier Sutherland 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. 91–103  television  digital recording of <i>Chakabesh and the Giant Bears</i>  Appendix 8: My Listening and Speaking Checklist  Appendix 9: Local Community Elder’s Visit Listening, Speaking, Traditional Stories, and Living Well Rating Scale  Appendix 10: Retelling Our Stories: Chakabesh and the Giant Bears Rubric  Appendix 11: Local Storyteller’s Visit Anecdotal Record</p>	<p>Task 2:  ball of yarn  pencils  Student Worksheet #7: My Listening and Speaking  Student Worksheet #8: Retelling Our Stories: Chakabesh and the Giant Bears  Student Worksheet #9: Local Storyteller’s Visit Response Journal</p>
<p>Task 3:  reading and writing charts  digital recordings of <i>Chakabesh and the Giant Bears</i> and <i>Chakabesh and the Giant Beaver</i>  <i>Chakabesh and the Giant Bears</i> (Grade 3) text  Issac Gliddy. (2001). <i>Chakabesh and His Sister</i>. Timmins, ON: Ojibway and Cree Cultural Centre.  <i>[Weesakachak and] the Lions</i> from George Kataquapit in Kaptaquapit, G. (2003). <i>Some History Myths &amp; Legends of the Swampy Cree</i>. Thunder Bay, ON: Lehto Rainbow Printers Ltd., pp. 217–218.  Appendix 12: Reading Our Stories: Chakabesh and the Giant Bears Rubric  Appendix 13: My Reading Checklist  Appendix 14: My Writing Checklist  Appendix 15: Writing Our Stories: My Giant Animal Story Rubric  Appendix 16: Reading, Writing, and Character</p>	<p>Task 3:  pencils  lined or unlined paper  Student Worksheet #10: Reading Our Stories: Chakabesh and the Giant Bears  Student Worksheet #11: My Reading  Student Worksheet #12: Writing Our Stories: My Giant Animal Story  Student Worksheet #13: My Writing  Student Worksheet #14: Giant Animal Stories Reading and Writing Response Journal</p>

<p>Development Rating Scale Appendix 17: Giant Animal Stories Reading and Writing Response Journal Anecdotal Record</p>	
<p>Culminating Task: Part I <i>Chakabesh and the Giant Beaver</i> (Grade 3) digital recording of <i>Chakabesh and the Giant Beaver Chahkabesh Reaches for the Giant Beaver</i> from Xavier Sutherland 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. 91–103. Appendix 18: Retelling Our Stories: Chakabesh and the Giant Beaver Rubric Appendix 19: My Listening and Speaking Checklist</p> <p>Part II <i>Chakabesh and the Giant Beaver</i> (Grade 3) text Appendix 20: Reading Our Stories: Chakabesh and the Giant Beaver Rubric Appendix 21: My Reading Checklist</p> <p>Part III television digital recordings of <i>Chakabesh and the Giant Bears</i> and <i>Chakabesh and the Giant Beaver</i> Appendix 22: Writing Our Stories: My Giant Animal Story Rubric Appendix 23: My Writing Checklist Appendix 24: Giant Animal Stories Reading and Writing Response Journal Anecdotal Record Appendix 25: Reading, Writing, and Omushkego Character Development Rating Scale</p>	<p>Culminating Task: Part I pencils Retelling Our Stories: Chakabesh and the Giant Beaver (in Culminating Task Student Booklet) My Speaking and Listening Checklist (in Culminating Task Student Booklet)</p> <p>Part II pencils Reading Our Stories: Chakabesh and the Giant Beaver (in Culminating Task Student Booklet) My Reading Checklist (in Culminating Task Student Booklet)</p> <p>Part III pencils paper Writing Our Stories: My Giant Animal Story (in Culminating Task Student Booklet) My Writing Checklist (in Culminating Task Student Booklet) Giant Animal Stories Reading and Writing Response Journal (in Culminating Task Student Booklet) television</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. *Mishiawiyashishuk* 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. *Mishiawiyashishuk* 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 Quotations 100 minutes (1 literacy block)

Task 1: Investigating Our Quotations: Giant Animals 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 Quotations

**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 and giant (ice age) animals. This initial assessment will provide the teacher with information on the appropriateness of this unit for all students and information on adapting this unit for one or more students.

### Overall Expectations:

Omushkego Culture: Traditional Stories

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

Language Arts: Oral Communication (Listening and Speaking)

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

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

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. 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.
2. Ask students the following: Who tells stories in your family? Record responses on chart paper with the heading: Local Storytellers. (Brainstorming)
3. Have students retell some of the local stories or legends they have heard. Observe student storytelling techniques, speaking behaviours, and listening behaviours. (Storytelling)
4. 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, *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* from the Grade 2 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.

5. Ask students the following: Where do these stories take place? When did these stories or legends take place? State that many of these local stories or legends take place in the surrounding area. Many of these animal stories occurred in the past before the Omushkego people came. Explain that the relationships between animals are often similar to those between people. What are these stories trying to teach us? They show us what happens in unhealthy relationships. Ask students to identify and describe some of the animals they are familiar with. Record responses (names) on chart paper with the following heading: Local Animals. (Brainstorming)

6. Read the following giant animals quotation: There were some giant animals that roamed the earth a long time ago and somehow they went into hibernation and those animals will roam the earth again at the end of time. Ask students the following: Do you know any stories that involve giant animals? (Giant Skunk) What are the giant animals mentioned in this quotation? Show pictures of ice age animals to complete responses. (Prompt) Record responses (names) on chart paper with following heading: Giant Animals. (Brainstorming) Have students draw comparison pictures of a local animal and a giant (ice age) animal and write the name of these animals on Student Worksheet #1: Local and Giant Animals. Then ask students the following: What questions do you have about these giant animals? Write these questions on chart paper for future reference. **Note:** Place the giant animals quotation on chart paper and post on bulletin board.

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

\* observation on Listening and Speaking using anecdotal record of students working as a whole class and individually (see Appendix 3: Listening and Speaking Anecdotal Record)

### **Resources:**

photographs of local storytellers

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.

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

pictures of local animals, e.g., muskrat, squirrel, loon, bear, beaver, lynx

Giant Animals Quotation Story (*About the Beginning and End of Time*) in Louis Bird. (2007). *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen's University Press, p. 12.

pictures of ice age animals, e.g., giant short-faced bear, giant beaver, giant sloth, camel, scimitar cat, Beringian lion, woolly mammoth

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 and Giant Animals

*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*

<https://www.sfu.ca/archaeology/museum/exhibits/virtual-exhibits/glacial-and-post-glacial-archaeology-of-north-america/ice-age-animals.html>

Simon Fraser University. (2018). *Museum of Archaeology and Ethnology: Ice Age Animals*

<http://www.beringia.com/exhibits/ice-age-animals>

Yukon Beringia Interpretive Centre. (2107). *Exhibits: Ice Age Animals*

## Task 1: Investigating Our Quotations: Giant Animals

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

**Description:** In this task, students will investigate the life histories of giant animals (e.g., description, habitat, diet, historical period, reason for extinction, and interesting facts) described in a quotation using the research process. Next, they will develop the concept of extinction and identify the reasons ice age and some modern day animals went extinct. In addition, students will respond to a series of questions on these extinctions in a journal. Then they will examine theories and stories that suggest where humans and animals came from. Finally, the students will retell the beginning, middle, and end of *E-hep* an Omushkego creation story.

### Expectations:

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

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

1. Relating Science and Technology to Society and the Environment

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

2. Developing Investigation and Communication Skills

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

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

### 3. Understanding Basic Concepts

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

### 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);
- recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture)
- recognize, value and enjoy another's language, traditions, and culture (appreciation for another's culture)

- control their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring).

### Teaching/Learning Strategies:

1. Review material from previous activity by having students name and describe their local and giant animal drawings. Place their descriptive words from this review on a word wall, e.g., names of local and giant animals. **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 giant animals. In addition, the giant animals quotation tells us these animals existed a long time ago. Review student questions from the previous task, e.g., What are the giant animals mentioned in the quotation? Then ask students the following: Where can we get information on these animals? How can we organize this information or the answers to these questions? (Research Process: Initiating and Planning)
3. Briefly discuss the last ice age as period of time between 10,000 and 70,000 years ago. At its peak around 20,000 years ago up to 97% of Canada was covered in ice and snow. Since then much of the ice has shrunk (got smaller) and retreated (moved) to northern parts of Canada as the climate got warmer. Giant or ice age animals lived and died off (became extinct) during this last ice age.
4. Distribute pictures and texts about the American lion from ThoughtCo., and Canadian Museum of Nature. Show pictures and read these articles about this ice age animal. Have students look and listen for answers to the following questions: What did the animal look like? What was its size and weight? What are its distinguishing features? (Description) Where did the animal live? (Habitat) What food does the animal eat? (Diet) When did it live? (Historical Period) Why did the animal die off or become extinct? (Reason for Extinction) and What interesting fact(s) did you learn about this animal that you didn't know before? (Interesting Fact or Facts). Point out features of texts (e.g., headings, bold text, or illustrations) that may help student locate information or answers to their questions. (Read Aloud) Reread each article until all questions are answered and recorded on flip chart or smart board visual organizer using words or simple sentences. (Visual/Graphic Organizers)
5. In small groups, have students select pictures and texts for one of the following ice age animals: giant beaver, giant short-faced bear, or wholly mammoth (for advanced readers) from ThoughtCo., and Canadian Museum of Nature or have students locate pictures and text from these or other websites at computer or work stations. Have each group complete Student Worksheet #2: Giant Animals Research.

Then have each group present their findings to the whole class. (Research Process: Performing and Recording and Communicating) **Note:** Provide opportunities for groups to research other ice age animals as time or reading and writing development permits, e.g., American Mastodon, Yukon Horse, Western Camel, Jefferson's Ground Sloth, MuskoX, or American Scimitar Cat. Ask students the following: How were these ice age animals similar to today's animals? How were these ice age animals different from today's animals? What happened to these giant animals? (Research Process: Analyzing and Interpreting)

6. Develop the concept of extinction with the class by asking the following: What is extinction? Place responses on chart paper. Let students know that extinction or die off of plants and animals is a natural process caused by a variety of factors. Continue by asking: What are the reasons giant or ice age animals went extinct? Have students place this information on Student Worksheet #3 Ice Age Animals Extinction Chart as a whole class. (Research Process: Analyzing and Interpreting) **Note:** Students may use information from their giant animal research to answer these questions. Continue by asking: How do you think that these giant animals could have adapted?

7. Then ask students the following: Do you know of any modern day extinctions? (e.g., passenger pigeon, dodo, western black rhinoceros, Tasmanian tiger, great auk) Where can we find out about these extinctions? Distribute The Telegraph article or have students locate pictures and text from this or other websites at computer or work stations. Read about each extinct animal to the class (Read Aloud) or have students read along as a whole class or as small groups. (Read Along) After each animal reading, ask students the following: What is the reason this modern day animal went extinct? Upon completion of the article, ask the following: How do you feel that these modern day and ice age animals will never be seen again? What can you do to reduce the number of animal and plant extinctions? Will humans ever become extinct? Why or why not? (Questioning Process) Have students complete Student Worksheet #4: Animals Extinction Response Journal. (Response Journal) Remind students that humans are a major factor in the extinction of plant and animals.

8. Ask students the following: Where did these ice age animals come from? Where did humans come from? Place responses on chart paper. (Brainstorming) Let students know that there are several explanations as to where ice age animals and humans came from. The best possible explanations that can be found using scientific methods to fit available information (data) are called theories, e.g., evolution and Beringia. The best possible explanations that can be found in belief systems or cultural traditions to fit available knowledge are called creation stories, e.g., biblical and First Nations. Place key words used on word wall. (Word Wall) **Note:** The focus of this activity is on the Omushkego E-hep creation story and is not meant to lessen scientific methods, or other belief systems and cultural traditions.



9. Show a map of Beringia on smart board or post on black board. Tell students that migration to what is now called North America may have occurred approximately 35,000 years ago and across Beringia (exposed land between Siberia and Alaska) as early as 15,000 years ago. The first people may have come this land on foot through the interior or by boat along the Pacific coast. These theories were developed by archaeologists, paleontologists, glaciologists, climatologists, and other scientists. Scientists explain that animals came at various times during the last great ice age.

10. State that the Omushkego people have a story or legend that explains how the first people came to what is now called North America. The Omushkegowuk do not have a legend that explains how the animals came. Tell *E-hep* (Grade 3) creation story to the whole class. Ask students the following: What parts of the story did you like the most? the least? 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 one part this Giant Spider creation 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 #5: Retelling Our Creation Story: E-hep 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 E-hep story. (Sketching to Learn) Then ask the following: What is the purpose of this story? Why did the two people want to leave this place in the sky? Who helped them get down to where they wanted to go? What happened as they were lowered to the earth? Why did this happen? How were humans able to stay on the earth? **Note:** A local elder or storyteller is formally introduced in Task 2 to tell Chakabesh stories, but could be used in this task.

11. Reread the giant animals quotation: There were some giant animals that roamed the earth a long time ago and somehow they went into hibernation and those animals will roam the earth again at the end of time. Indicate that while the Omushkego creation story deals with E-hep (Giant Spider), there are many legends that involve other giant animals. Have students complete Student Worksheet #6: My Omushkego Character Development.

**Assessment:**

- \* exhibition/demonstration on Giant Animals Research using rubric of students working as whole class and in small groups (see Appendix 4: Giant Animals Research Rubric)
- \* questions and answers on Animals Extinction Response Journal using rating scale of students working individually (see Appendix 5: Animals Extinction Response Journal Rating Scale)
- \* performance task on Retelling Our Creation Story: E-hep using a rubric of students working individually (see Appendix 6: Retelling Our Creation Story: E-hep Rubric)
- \* self-assessment on My Omushkego Character Development using checklist of students working individually (see Appendix 7: My Omushkego Character Development Checklist)

**Resources:**

chart paper

flip chart

strips of paper

word wall

smart board

black board

computer or work stations

*E-hep* in Louis Bird (2007). *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen's University Press, pp. 80–82

Student Worksheet #2 Giant Animals Research

Student Worksheet #3: Ice Age Animals Extinction Chart

Student Worksheet #4: Animals Extinction Response Journal

Student Worksheet #5: Retelling Our Creation Story: E-hep

Student Worksheet #6: My Omushkego Character Development

*teacher background information resources*

<https://www.nature.ca/notebooks/english/prehispg.htm>

Prehistoric Animals. (2018). Canadian Museum of Nature. [obtained December 11, 2018]

<https://www.thoughtco.com/animals-and-nature-4133421>

Animals and Nature (2018). ThoughCo. [obtained December 11, 2018]

**Giant Beaver**

<https://www.thoughtco.com/giant-beaver-castoroides-1093211>

<https://www.nature.ca/notebooks/english/giantbev.htm>

**Sort-faced Bear**

<https://www.thoughtco.com/giant-short-faced-bear-arctodus-simus-1093085>

<https://www.nature.ca/notebooks/english/shrtbear.htm>

**American Lion**

<https://www.thoughtco.com/american-lion-panthera-leo-atrox-1093042>

<https://www.nature.ca/notebooks/english/amlion.htm>

**Wholly Mammoth**

<https://www.thoughtco.com/facts-about-the-wild-woolly-mammoth-1093339>

<https://www.nature.ca/notebooks/english/woolly.htm>

<https://www.telegraph.co.uk/travel/lists/beautiful-extinct-animals/>

10 Animals Driven to Extinction. (2017). The Telegraph. [obtained December 12, 2018]

[https://www.edmaps.com/html/migration\\_routes\\_first\\_america.html](https://www.edmaps.com/html/migration_routes_first_america.html)

Historical Maps of Canada. (2018). Map of Migration Routes of the First Peoples [obtained December 13, 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 Chakabesh and giant animal stories, *Chakabesh and the Giant Bears* and *Chakabesh and the Giant Beaver* as they relate to the culture of the Omushkego people. Then students will visually represent what they heard about *Chakabesh and the Giant Bears* 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.

### 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;**
- **listen to traditional legends and popular stories 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,
- distinguish between fact and fiction,
- distinguish between stated and implied ideas in oral texts,

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,

- extend understanding of traditional legends and popular stories 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,
- use their knowledge of the organization and characteristics of different forms of traditional legends and stories as a guide before and during their telling,
- 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 related to listening tasks (e.g., to explore ideas in a book club discussion; to understand and empathize with a favourite character in a play; to express an opinion or offer advice to a partner during a peer conference) (1.1);

##### *Active Listening Strategies*

- demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups (e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas) (1.2);

##### *Comprehension Strategies*

- identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., list the important ideas in a poem or story read in class; ask questions to monitor understanding of an oral text; visualize and sketch to clarify understanding of an oral text) (1.3);

##### *Demonstrating Understanding*

- demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrase a partner's reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song) (1.4);

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

- distinguish between stated and implied ideas in oral texts (e.g., distinguish between the actual words and the emphasis placed on them by the speaker)

Teacher prompts: "How does the emphasis that the speaker places on specific words or phrases help you understand what is being said?" "Why do you think the speaker spoke those words so loudly?" "How does the way the speaker chooses to say words change the meaning of what he or she says?" (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., brainstorm to connect a topic to their background knowledge of the topic; compare oral texts with similar themes from different cultures; connect messages in oral texts to social issues of relevance to the class) (1.6);

#### *Analysing Texts*

- identify and explain the importance of significant ideas and information in oral texts (e.g., rank information in order of importance; compare key aspects of two oral texts using a Venn diagram; represent the main elements of an oral text on a web organizer or story map) (1.7)

#### *Point of View*

- identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification (e.g., the use of first- or third-person personal pronouns in a narrative; the selective use of facts on a given topic; the use of words and phrases that indicate generalizations: all, every, always, never, every single time)

Teacher prompts: "What helped you determine the point of view in this text?" "What evidence do you have that this is the speaker's point of view?" "Has the speaker used language that includes everyone?" "Is this point of view a common one in our world today?" (1.8);

#### *Presentation Strategies*

- identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., intonation, eye contact)

Teacher prompts: "Do you think the speaker used intonation and eye contact in an appropriate and effective way? How did they influence your response?" "What other strategies might be effective in engaging or influencing the audience?" (1.9);

## 2. Speaking to Communicate

#### *Purpose*

- identify a variety of purposes for speaking (e.g., to entertain an audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to explain to a small group how to play a new game; to present to the class an item or event of personal interest; to share ideas or information in order to contribute to understanding in large or small groups) (2.1);

#### *Interactive Strategies*

- demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions (e.g., paraphrase or restate other group members' contributions; acknowledge another person's point of view; link their responses to the topic of conversation and/or what was said by the previous speaker) (2.2);

### *Clarity and Coherence*

- communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence (e.g., use an organizational pattern such as comparison or chronological order in presenting a short oral report) (2.3);

### *Appropriate Language*

- choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience (e.g., use alliteration for emphasis; use comparatives such as like, instead of, however, the same as, compared to, unlike to clarify similarities and differences; use appropriate technical terms when explaining a scientific investigation) (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., pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups) (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 variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations (e.g., use a large-size labelled diagram to illustrate an explanation of how soil erodes) (2.7);

## 3. Reflecting on Oral Communication Skills and Strategies

### *Metacognition*

- identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking

Teacher prompts: "What questions do you ask yourself after listening to check that you have understood?" "How do you check to be sure that the audience understands what you are saying?" (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,
- be supportive and encouraging of classmates,
- behave in cultural appropriate ways when learning from keepers of cultural knowledge,
- listen to the suggestions of others and how these can contribute to their well-being,
- 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 is the purpose of the E-hep story? Why did the two people want to leave their place in the sky? Who helped them get down to where they wanted to go? What happened as they were lowered to the earth? Why did this happen? How were humans able to stay on the earth? 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.

2. Restate that many local stories or legends, e.g., *Mi-she-shek-kak*, *Win-ni-peg*, and *E-hep* involve animals found around their community. These stories also involve giant animals that no longer exist. Remind students that an elder or storyteller from the community will be visiting to tell traditional stories about giant animals and Chakabesh to the class. Explain that the elder will be visiting to tell the following stories: *Chakabesh and the Giant Bears* and *Chakabesh and the Giant Beaver*. Show pictures of these animals from bulletin board display to stimulate creative thinking and make connections to the local landscape. (Visual Stimuli) These stories take place after the Omushkego people came; a time when animals could talk to one another. **Note:** Chakabesh was small powerful mitew (shaman) who usually challenged anything that was not supposed to be done despite what his Big Sister told him.

**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.**

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

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

5. During the visit, introduce the elder by mentioning his name, interesting facts about him, and restating the reason for the visit. Provide a comfortable place for the elder to stand or sit as required. Have elder tell *Chakabesh and the Giant Bears* and *Chakabesh and the Giant Beaver* 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:** *Chakabesh and the Giant Beaver* will be used in the Culminating Task.

6. After the visit, show digital recording of *Chakabesh and the Giant Bears*. 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 Chakabesh 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 #8: Retelling Our Stories: Chakabesh and the Giant Bears Part 1 and orally retell the beginning, middle, and end of the story using their drawings as a guide. In small



groups, have students share or explain their sketches of the Giant Bear story. (Sketching to Learn) Then ask the following: What is the purpose of this story? Has anyone ever told you not to do something and you did it anyway? What happened?

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: "How does the emphasis that the speaker places on specific words or phrases help you understand what is being said?" "Why do you think the speaker spoke specific words loudly?" "How does the way the speaker chooses to say words change the meaning of what he or she says?" "Do you think the speaker used intonation and eye contact in an appropriate and effective way? How did they influence your response to the story?" "What other strategies might be effective in engaging or influencing the audience?" 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 *Chakabesh and the Giant Bears* again. Discuss the importance of storytelling to a culture. Seat students in a circle. Begin by telling 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 length. (Retelling)

9. Have students sit in a circle and build a group story about what happened to Chakabesh after his adventure with the giant bears. 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, "Once again, Chakabesh went off in the morning." Have each student add successive sentences to the story. (Storytelling) Have students individually complete Student Worksheet #8: Retelling Our Stories: Chakabesh and the Giant Bears Part 2 and orally retell what happens after Chakabesh went off again in small groups.

10. As whole class discuss, have students discuss their thoughts and feelings about the storytelling session, and any questions they might have about the storyteller. Place responses on chart paper. Have students individually respond to the following questions on Student Worksheet #9: 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 simple sentences. (Response Journal)

**Assessment:**

- \* self-assessment on My Listening and Speaking using checklist of students working individually (see Appendix 8: My Listening and Speaking Checklist)
- \* observation on Local Community Elder’s Visit Listening, Speaking, and Character Development using rating of students working as a whole class (see Appendix 9: Local Community Elder’s Visit Listening, Speaking, Traditional Stories, and Living Well Rating Scale)
- \* performance task on Retelling Our Stories: Chakabesh and the Giant Bears using rubric of students working individually (see Appendix 10: Retelling Our Stories: Chakabesh and the Giant Bears Rubric)
- \* response journal on Local Storyteller’s Visit using anecdotal record of students working as a whole class and individually (see Appendix 11: Local Storyteller’s Visit Anecdotal Record)

**Resources:**

listening and speaking charts

pictures of various giant animals, e.g., bear, beaver, lion, mammoth

local elder or storyteller

audio-visual recording equipment

*Chahkabesh and the Bears* from Simeon Scott in Ellis, D.C. (1995). *Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: The University of Manitoba Press, pp. 23–27

*Chahkabesh Reaches for the Giant Beaver* from Xavier Sutherland in Ellis, D.C. (1995). *Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: The University of Manitoba Press, pp. 91–103

television

digital recording of *Chakabesh and the Giant Bears*

ball of yarn

chart paper

pencils

Student Worksheet #7: My Listening and Speaking

Student Worksheet #8: Retelling Our Stories: Chakabesh and the Giant Bears

Student Worksheet #9: Local Storyteller’s Visit Response Journal

### Task 3: Reading and Writing Our Stories

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

**Description:** In this task, students will read *Chakabesh and the Giant Bears* (Grade 3), 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 another adventure by Chakabesh and a giant animal. 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 a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., "How to" books, print and electronic reference sources, magazine articles) (1.1);

##### *Purpose*

- identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., comic books and adventure stories for entertainment and interest, trade books to find information and answer questions, dictionaries to find word meanings and pronunciation, atlases for specific information about the world, newspapers for information on current events) (1.2);

##### *Comprehension Strategies*

- identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualization to clarify details about such things as homes and clothing of early settlers; use pictures to confirm understanding of printed text) (1.3);

### *Demonstrating Understanding*

- demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme) (1.4);

### *Making Inferences/Interpreting Texts*

- make inferences about texts using stated and implied ideas from the texts as evidence Teacher prompts: "Using information from the story opening, what can you infer about the outcome of the game?" "How do you think the other characters will react to the actions of the main character?" "Why do you think early settlers chose wood to build their homes? Is there any evidence in the text to explain this?" (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 are homes in this book the same as or different from homes today?" "Do you know of other reasons why trees are important besides the reasons mentioned in the book?" (1.6);

### *Analysing Texts*

- identify specific elements of texts and explain how they contribute to the meaning of the texts (e.g., narrative: setting, characters, plot, theme; explanation of a procedure: procedure to be explained, sequence of steps)

Teacher prompts: "In what way does knowing more about the characters help you to understand the text?" "How does identifying the setting in the text help you as a reader?" "Why is it important to have the steps in a specific sequence?" (1.7);

### *Responding to and Evaluating Texts*

- express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters)

Teacher prompts: "Do any of the characters in this story remind you of someone you know?" "What do you think about the way this story ends?" (1.8);

### *Point of View*

- identify the point of view presented in a text and suggest some possible alternative perspectives (e.g., retell the story from the point of view of someone other than the author)

Teacher prompts: "How does the author show his/her point of view on this poster?" "How might the story have been different if the main character had been a girl instead of a boy or a senior instead of a child?" (1.9);

## 2. Understanding Form and Style

### *Text Forms*

- identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story (e.g., plot development, characters, setting), graphic texts such as a comic

book (e.g., speech bubbles, illustrations, captions), and informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions) (2.1);

#### *Elements of Style*

- identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., different sentence types make the text more interesting for the reader and help the author express different kinds of ideas - questions express or stimulate curiosity; exclamations convey emotions such as surprise or excitement) (2.4);

### 3. Reading With Fluency

#### *Reading Familiar Words*

- automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts (e.g., words from grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, and some regularly used resource materials in the curriculum subject areas) (3.1);

#### *Reading Unfamiliar Words*

- predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
  - semantic (meaning) cues (e.g., prefixes, suffixes, base 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., onset and rime; syllables; similarities between words with common spelling patterns and unknown words; words within words)

Teacher prompt (for cross-checking of cues): "Does the word sound right and make sense given your understanding of the text?" (3.2);

#### *Reading Fluently*

- read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (e.g., read a poem for two voices with a partner, using appropriate phrasing and expression) (3.3);

### 4. Reflecting on Reading Skills and Strategies

#### *Metacognition*

- identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers

Teacher prompts: "What questions do you ask yourself to make sure you are understanding what you are reading?" "How do you know if you are on the right track?" "When you come to a word or phrase you don't understand, how do you solve it?" "How do you figure out what information is important to remember?" "What do you do when you get confused during reading?"

(4.1);

#### *Interconnected Skills*

- explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Teacher prompts: "How does hearing a similar text read aloud help you when you read a new text independently?" "How does knowing specific words or phrases from speaking or listening help you as a reader?" "How does dialogue with the teacher or peers in conferences help you as a reader?" "What do you know about writing that helps you as a reader?" (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., an original fable, modelled on the structures and conventions of fables read, to entertain the class; a scientific explanation demonstrating how some common levers make work easier, for a peer group; a labelled map with a legend identifying the key components of an early settlement in Upper Canada, to accompany a small-group project)

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 to identify personal experiences, prior knowledge, and information needs and to guide searches for information; brainstorm and record ideas on the topic) (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 teacher read-alouds, 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 (e.g., by using graphs, charts, webs, outlines, or lists) (1.4);

*Organizing Ideas*

- identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers (e.g., a story grammar, a T-chart, a paragraph frame) and organizational patterns (e.g., comparison, chronological order) (1.5);

### *Review*

- determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary (e.g., discuss the content with a peer or reading buddy; review material using a story map or web) (1.6):

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

### *Form*

- write short texts using a variety of forms (e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition) (2.1);

### *Voice*

- establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger) (2.2);

### *Word Choice*

- use words and phrases that will help convey their meaning as specifically as possible (e.g., comparative adjectives such as smaller, smallest; adverbs) (2.3);

### *Sentence Fluency*

- vary sentence structures and maintain continuity by using joining words (e.g., and, or) to combine simple sentences and using words that indicate time and sequence to link sentences (e.g., first, then, next, before, finally, later) (2.4);

### *Point of View*

- identify their point of view and other possible points of view on the topic, and determine if their information supports their own view

Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?" (2.5);

### *Preparing for Revision*

- identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., a strong opening or "lead"; the clarity of the main idea)

Teacher prompts: "Can you think of another way you might get the attention of your audience at the beginning?" "Have you provided enough detail to support your main idea?" (2.6);

### *Revision*

- make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate)

Teacher prompts: "What similar words or phrases could you use instead of...?" "What time order words might help clarify the sequence of events in your story?" (2.7);

#### *Producing Drafts*

- produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions (2.8);

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

#### *Spelling Familiar Words*

- spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, 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., pronounce a word as it is spelled: Wed-nes-day; make analogies to rhyming words; apply knowledge of short-vowel and long-vowel patterns; cluster words by visual similarities; follow rules for changing base words when adding common endings: hope/hoping, slam/slammed; use memory aids such as visualization) (3.2);

#### *Vocabulary*

- confirm spellings and word meanings or word choice using several different types of resources (e.g., locate words in an alphabetized personal word book or dictionary using first, second, third, and fourth letters, entry words, or pronunciation; use a variety of dictionaries, such as a rhyming dictionary or a dictionary of synonyms and antonyms; use a thesaurus to find alternative words) (3.3);

#### *Punctuation*

- use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences (3.4);

#### *Grammar*

- use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how) (3.5);

#### *Proofreading*

- proofread and correct their writing using guidelines developed with peers and the teacher (e.g., a checklist modified in a teacher-student conference to support individual writing strengths and indicate next steps; a posted class writing guideline) (3.6);

#### *Publishing*

- use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and some cursive writing; use different font sizes and colours on a poster to attract attention; use proper paragraph form including spacing and margins; supply captions for photographs) (3.7);



### *Producing Finished Works*

- produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies (3.8);

### 4. Reflecting on Writing Skills and Strategies

#### *Metacognition*

- identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information)

Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began 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 what you know about reading help you when you are writing?" "How does listening to or viewing different kinds of texts help you generate ideas for writing?" (4.2);

#### *Portfolio*

- select pieces of writing that 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 is the purpose of the Chakabesh stories? Do you think Chakabesh will ever listen to his Big Sister? What do you think will happen to Chakabesh if he keeps getting into trouble?

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: ...

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

a) Activate prior knowledge about *Chakabesh and the Giant Bears* by asking students the following: Where did the story take place? (setting) Who are the main characters in the story? (characters) What happened in the story? (plot)

b) Set the purpose for reading *Chakabesh and the Giant Bears* as an Omushkego teaching about life in the past when humans were present and when giant animals lived on the land.

c) Ask students, individually, to list the good or bad qualities of Chakabesh on Student Worksheet # 10: Reading Our Stories: Chakabesh and the Giant Bears Them Part 1. Have students in pairs share their findings and develop a composite list of Chakabesh's qualities. (Think/Pair/Share) The have students share their lists with the whole class. Record these qualities on chart paper or on the black board.

4. Reading subtask (Responding and Exploring)

a) Read aloud *Chakabesh and the Giant Bears* text. Use appropriate dramatic voice, sound effects, and enthusiasm to draw students into the story and model effective oral reading. (Read Aloud) Ask students to identify and describe the setting, characters, and plot (problem, events, solution) in the story: Where did the story take place? When did the story take place? (setting) Who are the main characters? Did you like them? Why? Why not? Did the main character(s) change during the story? In what way? (character) Why did Chakabesh reach for the beaver? Did any events surprise you? In what way? Was Chakabesh successful in killing the giant bears? (plot) What do you think will happen next? Place responses on chart paper under the following headings: setting character plot (problem events solution). Then ask the following: "In what way does knowing more about the characters help you to understand the text?" "How does identifying the setting in the text help you as a reader?" "Why is it important to have the steps in a specific sequence?"

b) Reread each paragraph or section in the story 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 paragraph in small

**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.**

groups, in pairs, or individually. Ask the students to summarize important ideas in each paragraph by asking 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? Give reasons for thinking as you do. Have students individually complete Student Worksheet # 10: Reading Our Stories: Chakabesh and the Giant Bears Parts 2 to 4.

c) Draw attention to the dialogue in the text by asking the following: How do you know when Chakabesh and his Big Sister are talking? What words or phrases identify the storyteller's point of view?

**Notes:** 1) Quotation marks enclose the exact words of the speaker. In this story, dialogue or conversation belongs to Chakabesh and his Big Sister. 2) The storyteller's point of view is expressed in this text without quotations. Have students find 2 or 3 quotations of Chakabesh talking and 2 or 3 quotations of his Big Sister talking in the text. Explain rules for use of quotations, e.g., first word in a quotation is capitalized, a comma separates the speaker from the quotation that occurs last in a sentence, and end punctuation varies depending on whether that sentence involves a statement (.), question (?), or exclamation (!) Present examples of each rule from the text. Write several unpunctuated sentences from the text on the black board. Have students come to the board and punctuate these correctly. (Guided Exploration) Have students individually complete Student Worksheet # 10: Reading Our Stories: Chakabesh and the Giant Bears Parts 5 and 6.

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

a) Explain what some stories are hard or difficult to read. Brainstorm possible ways of determining the level of understanding and ways of ensuring that understanding takes place by using the following as a guide: How do you check to be sure that you are understanding while you read? What helps you identify the important ideas while you are reading? What helps you 'read between the lines'? How do you know if you are not understanding? What 'fix-up' strategies work effectively for you?

b) Then ask the following: Do you agree with the decisions made by Chakabesh? Have you ever not listened to someone? Did anything happen because you didn't listen? How did you feel about that? Why is this story told in a funny way? Is this story a fair and accurate representation of how people are today? Why or why not? Then have students complete Student Worksheet # 10: Reading Our Stories: Chakabesh and the Giant Bears Parts 7 and 8.

6. Read and explain each statement on Student Worksheet #11: 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 illustrations help you make sense of what you are reading?" "How do discussions before reading help you get ready to read about new topics?"

7. Pre-writing subtask (approx. 3 literacy blocks for writing)

Tell students that they are going to write a humorous fictional story describing a specific situation involving Chakabesh and a giant animal. Provide support and direction for their writing by asking the following: How will you identify your topic? What is the purpose of your writing? What form will best suit the purpose? Who will your audience be? (Brainstorming)

8. Writing subtask

(a) Shared writing

Have students, in pairs, think of situations involving Chakabesh and a giant animal that could be funny. Refer students to bulletin board display of ice age animals with pictures of various ice age animals. Then have students share their ideas and possible solutions to these situations. After orally presenting their situation, have students organize their ideas on Student Worksheet #12: Writing Our Stories: My Giant Animal Story Map under the following headings: setting character problem events solution. (Story Mapping) (Visual/Graphic Organizer) Provide assistance to students who may require help organizing thoughts for their story. (Think/Pair/Share)

(b) Drafting

Discuss and model how to create a first draft from the ideas written on a story map. (Think Aloud) Have students create a draft piece of writing involving Chakabesh and a giant animal from their own story map on lined paper. **Notes:** 1) Students may continue to help each other develop ideas at the draft stage. 2) Students should have access to word wall words, dictionaries, and thesauruses 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 #13: 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 #13: My Writing to the whole class. Then have students in pairs check yes or no for each statement on their writing and make changes as required. Post writing chart to give students guidance and explicit instruction on developing active writing strategies, e.g., when I write, I: ... . (Think/Pair/Share)

**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.

## 9. Post-writing subtask

Review criteria for humorous story writing using Student Worksheet #13: My Writing to whole class. Have students write their published (final) copies with an appropriate title on lined paper or word processor using a variety of font sizes or colours. Have students individually read their writing to teacher. Then have students read their writing aloud to the whole class (Writing Process)

10. Ask students the following: How does your experience with a variety of texts help you as a writer? In what way is talking before writing helpful to you? How does it help you to listen to someone else read your writing? Have students individually respond to the following questions on Student Worksheet #14: Giant Animals 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? (Response Journal)

11. Then show digital recording of elder's storytelling session of *Chakabesh and the Giant Bears* and *Chakabesh and the Giant Beaver* recorded in Task 2: Listening and Speaking to Our Storytellers and Stories. Restate that many local stories or legends, i.e., those with Chakabesh, involve giant animals no longer present and other animals found around their community and provide Omushkego teachings about life involving powerful mitew (shamans) in the past when humans came. Read aloud *Chakabesh and His Sister* or [*Weesakachak and*] *the Lions*. **Note:** The teacher may wish to use these or other stories to continue developing students' reading and writing in this task.

### Assessment:

- \* performance task on Reading Our Stories: Chakabesh and the Giant Beaver using rubric of students working individually (see Appendix 12: Reading Our Stories: Chakabesh and the Giant Bears Rubric)
- \* self-assessment on My Reading using checklist of students working in small groups, in pairs, and individually (see Appendix 13: My Reading Checklist)
- \* self-assessment on My Writing using checklist of students working in pairs and individually (see Appendix 14: My Writing Checklist)
- \* performance task on Writing Our Stories: My Giant Animal Story using rubric of students working individually (see Appendix 15: Writing Our Stories: My Giant Animal Story Rubric)
- \* observation on Reading, Writing, and Omushkego Character Development using rating scale of students working as a whole class (see Appendix 16: Reading, Writing, and Character Development Rating Scale)
- \* response journal on Giant Animal Stories Reading and Writing Response Journal using anecdotal record of students working as a whole class and individually (see Appendix 17: Giant Animal Stories Reading and Writing Response Journal Anecdotal Record)

**Resources:**

reading and writing charts

digital recordings of *Chakabesh and the Giant Bears* and *Chakabesh and the Giant Beaver*

*Chakabesh and the Giant Bears* (Grade 3) text

Issac Gliddy. (2001). *Chakabesh and His Sister*. Timmins, ON: Ojibway and Cree Cultural Centre.

[*Weesakachak and*] *the Lions* from George Kataquapit in Kaptaquapit, G. (2003). *Some History Myths & Legends of the Swampy Cree*. Thunder Bay, ON: Lehto Rainbow Printers Ltd., pp. 217–218.

pencils

lined or unlined paper

Student Worksheet #10: Reading Our Stories: Chakabesh and the Giant Bears

Student Worksheet #11: My Reading

Student Worksheet #12: Writing Our Stories: My Giant Animal Story

Student Worksheet #13: My Writing

Student Worksheet #14: Giant Animal Stories Reading and Writing Response Journal

## 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: *Chakabesh and the Giant Beaver*. The students will visually represent what they heard in a sketch and retell the beginning, middle, and end of this story and add onto the story (Part I). Next, the students will read *Chakabesh and the Giant Beaver* (Grade 3) independently or as a whole class and respond to a series of statements that demonstrate their understanding of the story (Part II). Then students will create their own giant animal story using the writing process to produce a published or final copy describing a situation involving Chakabesh and a giant animal. Finally, students will reflect on their feelings and thoughts about reading and writing about giant animal stories (Part III).

Part I: Retelling Our Stories: Chakabesh and the Giant Beaver (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;
- listen to traditional legends and popular stories 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 giant animals. One of these stories is called *Chakabesh and the Giant Beaver*. Provide an overview of the entire culminating task.
2. Seat students in a circle and review the importance of storytelling to a culture. Tell *Chakabesh and the Giant Beaver* (Grade 3) or show digital recording of *Chakabesh and the Giant Beaver*. Have students

close their eyes and picture the story in their minds. Ask student the following: What parts of the story did you like the most? the least?

3. Model and demonstrate sketching one part of the *Chakabesh and the Giant Beaver* story and writing 2–3 sentences 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: Chakabesh and the Giant Beaver 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 this Chakabesh story. Then ask the following: What is the purpose of this story? Has anyone ever told you not to do something and you did it anyway? What happened?

4. Have students sit in a circle and build a group story about what happened to Chakabesh after his encounter with the giants. 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, “Once again, Chakabesh went off in the morning.” Have each student add successive sentences to the story (Storytelling). Have students individually complete Retelling Our Stories: Chakabesh and the Giant Beaver Part 2 and orally retell what happened to Chakabesh after his encounter with the giants.

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: Chakabesh and the Giant Beaver using rubric of students working individually (see Appendix 18: Retelling Our Stories: Chakabesh and the Giant Beaver Rubric)

\* self-assessment on My Listening and Speaking Checklist using checklist of students working individually (see Appendix 19: My Listening and Speaking Checklist)

**Resources:**

pencils

*Chakabesh and the Giant Beaver* (Grade 3)

digital recording of *Chakabesh and the Giant Beaver*

*Chakabesh Reaches for the Giant Beaver* from Xavier Sutherland in Ellis, D.C. (1995). *Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: The University of Manitoba Press, pp. 91–103

Retelling Our Stories: Chakabesh and the Giant Beaver (in Culminating Task Student Booklet)

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



Part II: Reading Our Stories: Chakabesh and the Giant Beaver (100 minutes)

**Overall Expectations:**

Language: Reading

- **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).**

**Teaching/Learning Strategies:**

1. Pre-reading subtask (15 minutes)

- a) Activate prior knowledge by asking students the following about *Chakabesh and the Giant Beaver*: Where did the story take place? When did the story take place? (setting) Who are the main characters? Did you like them? Why? Why not? Did the main character(s) change during the story? In what way? (character) Why did Chakabesh reach for the beaver? Did any events surprise you? In what way? Was Chakabesh successful in killing the giants? (plot) What do you think will happen next?
- b) Set the purpose for reading *Chakabesh and the Giant Beaver* (Grade 3) as an Omushkego teaching about life in the past when humans were present and when giant animals lived on the land.
- c) Ask students, individually, to list the good or bad qualities of Big Sister on Reading Our Stories: Chakabesh and the Giant Beaver Part 1. Have students in pairs share their findings and develop a composite list of Big Sister’s qualities. (Think/Pair/Share) The have students share their lists with the whole class. Record these qualities on chart paper or on the black board.

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

- a) Have students independently read *Chakabesh and the Giant Beaver* (Grade 3) and complete Reading Our Stories: Chakabesh and the Giant Beaver Parts 2 to 6. **Note:** Prior to reading, let students know that *Chakabesh and the Giant Beaver* (Grade 3) is an age appropriate version of the original published story.  
or
- a) Read aloud *Chakabesh and the Giant Beaver* (Grade 3). 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 setting, characters, and plot (problem, events, solution) in the story. Place responses on chart paper under the following headings: setting, character, problem, events, solution.
- b) Reread each paragraph or section 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?" Have student complete Reading Our Stories: Chakabesh and the Giant Beaver Parts 2 to 4.

c) Draw attention to the dialogue in the text by asking the following: How do you know when Chakabesh and his Big Sister are talking? What words or phrases identify the storyteller's point of view? Then have students complete Reading Our Stories: Chakabesh and the Giant Beaver Parts 5 and 6.

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

a) Explain what some stories are hard or difficult to read. Brainstorm possible ways of determining the level of understanding and ways of ensuring that understanding takes place by using the following as a guide: How do you check to be sure that you are understanding while you read? What helps you identify the important ideas while you are reading? What helps you 'read between the lines'? How do you know if you are not understanding? What 'fix-up' strategies work effectively for you?

b) Then ask the following: How are the stories of *Chakabesh and the Giant Bears* and *Chakabesh and the Giant Beaver* similar or different from one another? Which one did you like best? Why? Do you agree with the decisions made by Chakabesh? Have you ever not listened to someone? Did anything happen because you didn't listen? How did you feel about that? Why is this story told in a funny way? Is this story a fair and accurate representation of how people are today? Why or why not? Then have students complete Reading Our Stories: Chakabesh and the Giant Beaver Parts 7 and 8.

4. 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 illustrations help you make sense of what you are reading?" "How do discussions before reading help you get ready to read about new topics?" Read and explain each statement on My Reading Checklist to the whole class and have students check yes or no for each statement.

### Assessment:

\* performance task on Reading Our Stories: Chakabesh and the Giant Beaver using rubric of students working individually (see Appendix 20: Reading Our Stories: Chakabesh and the Giant Beaver Rubric)

\* self-assessment on My Reading Checklist using checklist of students working individually (see Appendix 21: My Reading Checklist)

### Resources:

pencils

*Chakabesh and the Giant Beaver* (Grade 3) text

Reading Our Stories: Chakabesh and the Giant Beaver (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 a fictional story describing a specific situation involving Chakabesh and a giant animal. Provide support and direction for their writing by asking the following: How will you identify your topic? What is the purpose of your writing? What form will best suit the purpose? Who will your audience be? (Brainstorming)

##### 2. Writing subtask

###### (a) Shared writing

Have students, in pairs, think of situations involving Chakabesh and a giant animal. Refer students to bulletin board display of ice age animals with pictures of various ice age animals. Then have students share their ideas and possible solutions to these situations. After orally presenting their situation, have students organize their ideas on Writing Our Stories: My Giant Animal Story Map under the following headings: setting character problem events solution. (Story Mapping) (Visual/Graphic Organizer) Provide assistance to students who may require help organizing thoughts for their story.

(Think/Pair/Share)

###### (b) Drafting

Discuss and model how to create a first draft from the ideas written on a story map. (Think Aloud) Have students create a draft piece of writing involving Chakabesh and a giant animal from their own story map on lined paper. **Notes:** 1) Students may continue to help each other develop ideas at the draft stage. 2) Students should have access to word wall words, dictionaries, and thesauruses 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 as required.

3. Post-writing subtask

Have students write their published (final) copies with appropriate title on lined paper or word processor using a variety of font sizes or colours. Then have students individually complete My Writing Checklist. (Writing Process)

4. Have students individually respond to the following questions on Giant Animal 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 *Chakabesh and the Giant Bears* and *Chakabesh and the Giant Beaver* recorded in Task 2: Listening and Speaking to Our Stories and Storytellers.

**Assessment:**

\* performance task on Writing Our Stories: My Giant Animal Story using rubric of students working individually (see Appendix 22: Writing Our Stories: My Giant Animal Story Rubric)

\* self-assessment on My Writing Checklist using checklist of students working individually (see Appendix 23: My Writing Checklist)

\* response journal on Giant Animal Stories Reading and Writing Response Journal using anecdotal record of students working individually (see Appendix 24: Giant Animal Stories Reading and Writing Response Journal Anecdotal Record)

\* observation on Omushkego Character Development using rating scale of students working as a whole class and individually (see Appendix 25: Reading, Writing, and Omushkego Character Development Rating Scale)

**Resources:**

pencils

paper

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

My Writing Checklist (in Culminating Task Student Booklet)

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

television

digital recordings of *Chakabesh and the Giant Bears* and *Chakabesh and the Giant Beaver*

## Resources

### Appendixes

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

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

Appendix 3: Listening and Speaking Anecdotal Record

Appendix 4: Giant Animals Research Rubric

Appendix 5: Animals Extinction Response Journal Rating Scale

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Appendix 7: My Omushkego Character Development Checklist

Appendix 8: My Listening and Speaking Checklist

Appendix 9: Local Community Elder’s Visit Listening, Speaking, Traditional Stories, and Living Well Rating Scale

Appendix 10: Retelling Our Stories: Chakabesh and the Giant Bears Rubric

Appendix 11: Local Storyteller’s Visit Anecdotal Record

Appendix 12: Reading Our Stories: Chakabesh and the Giant Bears Rubric

Appendix 13: My Reading Checklist

Appendix 14: My Writing Checklist

Appendix 15: Writing Our Stories: My Giant Animal Story Rubric

Appendix 16: Reading, Writing, and Character Development Rating Scale

Appendix 17: Giant Animal Stories Reading and Writing Response Journal Anecdotal Record

Appendix 18: Retelling Our Stories: Chakabesh and the Giant Beaver Rubric

Appendix 19: My Listening and Speaking Checklist

Appendix 20: Reading Our Stories: Chakabesh and the Giant Beaver Rubric

Appendix 21: My Reading Checklist

Appendix 22: Writing Our Stories: My Giant Animal Story Rubric

Appendix 23: My Writing Checklist

Appendix 24: Giant Animal Stories Reading and Writing Response Journal Anecdotal Record

Appendix 25: Reading, Writing, and Omushkego Character Development Rating Scale

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

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Student Worksheet #1: Local and Giant Animals

Student Worksheet #2: Giant Animals Research

Student Worksheet #3: Ice Age Animals Extinction

Student Worksheet #4: Animals Extinction Response Journal

Student Worksheet #5: Retelling Our Creation Story: E-hep

Student Worksheet #6: My Omushkego Character Development

Student Worksheet #7: My Listening and Speaking

Student Worksheet #8: Retelling Our Stories: Chakabesh and the Giant Bears

Student Worksheet #9: Local Storyteller's Visit Response Journal

Student Worksheet #10: Reading Our Stories: Chakabesh and the Giant Bears

Student Worksheet #11: My Reading

Student Worksheet #12: Writing Our Stories: My Giant Animal Story

Student Worksheet #13: My Writing

Student Worksheet #14: Giant Animal Stories Reading and Writing Response Journal

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

Retelling Our Stories: Chakabesh and the Giant Beaver

My Listening and Speaking Checklist

Reading Our Stories: Chakabesh and the Giant Beaver

My Reading Checklist

Writing Our Stories: My Giant Animal Story

My Writing Checklist

Giant Animal Stories Reading and Writing Response Journal

## Unit Analysis

### Analysis of Unit Components

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### Resources

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Writing to Learn

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

Look for students to

Omushkego Character Development (Caring Behaviours)

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

## Uncaring Behaviours

### a) Social

- show inappropriate touching
- leave someone out of a the group
- refuse to be someone's partner
- spread rumours in person or totally ignore someone
- send mean notes or texts

### b) Physical

- push, kick, or hit someone
- pull hair
- knock someone down
- damage someone's stuff

### c) Verbal

- engage in name calling
- mock someone
- tease about appearance including weight, size, or clothing
- make sexist, racist, or homophobic comments in person
- boss someone around

Notes for whole class and individual students:

## Appendix 2: Local Storytellers, Local Stories, and Local and Giant Animals 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 and giant animals	– demonstrates some knowledge of local storytellers, local stories, and local and giant animals	– demonstrates considerable knowledge of local storytellers, local stories, and local and giant animals	– demonstrates thorough knowledge of local storytellers, local stories, and local and giant animals
<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 and giant animals with limited effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local and giant animals with some effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local and giant animals with considerable effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local and giant animals 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 and giant animals and relationships with limited effectiveness	– expresses information about local and giant animals and relationships with some effectiveness	– expresses information about local and giant animals and relationships with considerable effectiveness	– expresses information about local and giant 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 and giant animals with limited effectiveness	– applies knowledge and skills to draw and label local and giant animals with some effectiveness	– applies knowledge and skills to draw and label local and giant animals with considerable effectiveness	– applies knowledge and skills to draw and label local and giant animals with a high degree of effectiveness

Notes for whole class and individual students:

### Appendix 3: Listening and Speaking Anecdotal Record

Look for the following:

- demonstrates an understanding of when to speak, e.g., waits turn to speak
- demonstrates an understanding of when to listen, e.g., listens without interrupting
- demonstrates an understanding of how much to say, e.g., stays on topic and speaks to a point
- summarizes information and ideas from a small-group meeting
- asks relevant questions to clarify meaning and links responses appropriately to the topic of conversation
- adapts listening behaviour to the requirements of informal social settings and more formal settings, e.g., shows attention and interest by looking at the speaker, nodding, or asking relevant questions
- acknowledges and extends other group members' contributions, e.g., gives other group members an opportunity to speak
- makes relevant and constructive comments on the contributions of other group members, e.g., responds positively to the contributions of others

Notes for whole class and individual students:

## Appendix 4: Giant Animals Research 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 and writing	– demonstrates some knowledge of strategies associated with reading and writing	– demonstrates considerable knowledge of strategies associated with reading and writing	– demonstrates thorough knowledge of strategies associated with reading and writing
<b>Understanding of content</b> (e.g., concepts, ideas, theories, principles, procedures, processes)	– demonstrates limited understanding of giant or ice age animals	– demonstrates some understanding of giant or ice age animals	– demonstrates considerable understanding of giant or ice age animals	– demonstrates thorough understanding of giant or ice age animals
<b>Thinking</b> – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes				
<b>Use of initiating and planning skills</b> (e.g., formulating questions, identifying the problem, developing hypotheses, scheduling, selecting strategies and resources, developing plans)	– uses initiating and planning skills and strategies with limited effectiveness	– uses initiating and planning skills and strategies with some effectiveness	– uses initiating and planning skills and strategies with considerable effectiveness	– uses initiating and planning skills and strategies with a high degree of effectiveness
<b>Use of processing skills and strategies</b> (e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)	– performs and records information using visual organizer with limited effectiveness	– performs and records information using visual organizer with some effectiveness	– performs and records information using visual organizer with considerable effectiveness	– performs and records information using visual organizer 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>	– communicates scientific information about giant animals with limited effectiveness	– communicates scientific information about giant animals with some effectiveness	– communicates scientific information about giant animals with considerable effectiveness	– communicates scientific information about giant animals with a high degree of effectiveness
<b>Use of conventions, vocabulary, and terminology of the discipline in oral, written and/or written forms</b> (e.g., symbols, formulae,	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

notation, SI units)				
<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 and processes, safe use of equipment and technology, investigation skills) <b>in familiar contexts</b>	– applies knowledge and skills to read and write about an ice age animal with limited effectiveness	– applies knowledge and skills read and write about an ice age animal with some effectiveness	– applies knowledge and skills to read and write about an ice age animal with considerable effectiveness	– applies knowledge and skills to read and write about an ice age animal with a high degree of effectiveness
<b>Transfer of knowledge and skills</b> (e.g., concepts and processes, safe use of equipment and technology, investigation skills) <b>to familiar contexts</b>	– analyzes and interprets knowledge to compare similarities and differences of local and ice age animals with limited effectiveness	– analyzes and interprets knowledge to compare similarities and differences of local and ice age animals with some effectiveness	– analyzes and interprets knowledge to compare similarities and differences of local and ice age animals with considerable effectiveness	– analyzes and interprets knowledge to compare similarities and differences of local and ice age animals with a high degree of effectiveness

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

## Appendix 5: Animals Extinction Response Journal Rating Scale

Look for students to

Identify reasons ice age animals went extinct	1	2	3	4
Describe reasons modern day animals went extinct	1	2	3	4
Outline feelings about extinction of these animals	1	2	3	4
Form way(s) to reduce the number of animal or plant extinctions	1	2	3	4
Explain whether or not humans will ever become extinct	1	2	3	4

Notes for student working individually:



## Appendix 6: Retelling Our Creation Story: E-hep 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 planning skills</b> (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses very few, simple ideas that have little or no connection to the story	– uses some simple ideas that are connected to the story	– uses developed ideas that are connected to the story	– uses well-developed ideas that advance the story
<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 student working individually:

## Appendix 7: My Omushkego Character Development Checklist

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

Notes for students working individually and as a whole class:

## Appendix 8: 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 carefully without interrupting
- concentrate on what the speaker is saying
- listen for the main ideas first and the detail second
- wait their turn to speak
- show they are interested by looking at the speaker or nodding
- ask good questions after listening

### Speaking

- make an effort to speak clearly
- try to use new and effective words
- stay on topic and speak to the point
- concentrate on using correct grammar
- give other students a chance to speak
- participate in group discussions
- think about answers before stating them aloud
- make my speech interesting by varying the tone
- respond positively to the contributions of others

Notes for students working individually:

## Appendix 9: Local Elder’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
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
distinguishes between fact and fiction	1	2	3	4
distinguishes between stated and implied ideas in oral texts	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
extends understanding of traditional legends and popular stories by connecting the ideas in them to their own knowledge and experience	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 10: Retelling Our Stories: Chakabesh and the Giant Bears 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 Chakabesh after his adventure with the giant bears with limited effectiveness	– uses creative thinking processes to tell what happened to Chakabesh after his adventure with the giant bears with some effectiveness	– uses creative thinking processes to tell what happened to Chakabesh after his adventure with the giant bears with considerable effectiveness	– uses creative thinking processes to tell what happened to Chakabesh after his adventure with the giant bears 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 11: Local Elder’s Visit Anecdotal Record

Notes for students working as a whole class:

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

What Students Liked

What Students Would Like to Ask Elder

Teacher Comments on Student Response Journals



## Appendix 12: Reading Our Stories: Chakabesh and the Giant Bears 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) (Parts 1 to 4)	– demonstrates limited knowledge of strategies associated with reading, e.g., retelling	– demonstrates some knowledge of strategies associated with reading, e.g., retelling	– demonstrates considerable knowledge of strategies associated with reading, e.g., retelling	– demonstrates thorough knowledge of strategies associated with reading, e.g., retelling
<b>Understanding of content</b> (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes) (Parts 1 to 4)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<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) (Parts 1 to 8)	– uses reading process with limited effectiveness	– uses reading process with some effectiveness	– uses reading process with considerable effectiveness	– uses reading process 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> (Parts 3 and 4)	– 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>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> (Parts 5 and 6)	– shows limited understanding of the use of dialogue, e.g., commas, periods, and quotation, question, and exclamation marks	– shows some understanding of the use of dialogue, e.g., commas, periods, and quotation, question, and exclamation marks	– shows considerable understanding of the use of dialogue and uses them appropriately, e.g., commas, periods, and quotation, question, and exclamation marks	– shows a high degree of understanding of the use of dialogue and uses them appropriately to clarify meaning, e.g., commas, periods, and quotation, question, and 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; between disciplines) (Parts 7 and 8)	– 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 13: My Reading Checklist

Look for students to

Reading

- expect meaning from print
- select important information
- predict words (semantic)
- substitute words that make sense (syntactic)
- sound out unfamiliar words (graphophonic)
- skip words
- reread when meaning is unclear
- create pictures about what they have read
- self-correct
- have confidence reading
- 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
- see and enjoy humour in text

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

## Appendix 14: My Writing Checklist

Look for students to

Writing

Revising

- cut out words and reorder them
- use words from word wall or dictionary
- have enough information to support their ideas
- present ideas and information in order (using paragraphs)
- use ideas that make sense and help develop the story
- to provide humour in their story

Proofreading

- use correct capitalization, e.g., at beginning of names and places
- use correct punctuation, e.g., a period, question mark, or exclamation mark at the end of each sentence
- use correct spelling e.g., from word walls or dictionaries
- use correct grammar
- use a variety of sentences containing question or exclamation marks when appropriate
- write simple complete sentences that make sense
- write complex complete sentences that make sense
- group ideas that are clear and easy to understand
- group similar ideas into paragraphs that are indented
- use neat handwriting

Notes for students working in pairs and individually:

## Appendix 15: Writing Our Stories: My Giant 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 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
<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	– 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,	– 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	– 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

	<p>the conventions of grammar and usage</p> <p>– there are a few simple sentences, sometimes, incomplete sentences with a reliance on single sentence stem</p> <p>– produces a visual presentation that is unclear (spacing, placement, legibility)</p>	<p>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>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>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>
<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
<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>

Note for students working individually:

## Appendix 16: 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
predicts words (semantic)	1	2	3	4
substitutes words that make sense (syntactic)	1	2	3	4
sounds out words (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
retells what has been read	1	2	3	4
understands what has been read	1	2	3	4
reads between the lines	1	2	3	4
makes meaning	1	2	3	4
relates what has been read to own life	1	2	3	4
sees and enjoys humour	1	2	3	4

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



Omushkego Character Development				
listens to, is considerate of, and honours themselves (respect for themselves)	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders)	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
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

Notes for students working as a whole class:

## Appendix 17: Giant 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 18: Retelling Our Stories: Chakabesh and the Giant Beaver 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 Chakabesh after his adventure with the giants with limited effectiveness	– uses creative thinking processes to tell what happened to Chakabesh after his adventure with the giants with some effectiveness	– uses creative thinking processes to tell what happened to Chakabesh after his adventure with the giants with considerable effectiveness	– uses creative thinking processes to tell what happened to Chakabesh after his adventure with the giants 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 19: 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 carefully without interrupting
- concentrate on what the speaker is saying
- listen for the main ideas first and the detail second
- wait their turn to speak
- show they are interested by looking at the speaker or nodding
- ask good questions after listening

### Speaking

- make an effort to speak clearly
- try to use new and effective words
- stay on topic and speak to the point
- concentrate on using correct grammar
- give other students a chance to speak
- participate in group discussions
- think about answers before stating them aloud
- make my speech interesting by varying the tone
- respond positively to the contributions of others

Notes for students working individually:

## Appendix 20: Reading Our Stories: Chakabesh and the Giant Bears 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) (Parts 1 to 4)	– demonstrates limited knowledge of strategies associated with reading, e.g., retelling	– demonstrates some knowledge of strategies associated with reading, e.g., retelling	– demonstrates considerable knowledge of strategies associated with reading, e.g., retelling	– demonstrates thorough knowledge of strategies associated with reading, e.g., retelling
<b>Understanding of content</b> (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes) (Parts 1 to 4)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<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) (Parts 1 to 8)	– uses reading process with limited effectiveness	– uses reading process with some effectiveness	– uses reading process with considerable effectiveness	– uses reading process 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> (Parts 3 and 4)	– 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

<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> (Parts 5 and 6)</p>	<p>– shows limited understanding of the use of dialogue, e.g., commas, periods, and quotation, question, and exclamation marks</p>	<p>– shows some understanding of the use of dialogue, e.g., commas, periods, and quotation, question, and exclamation marks</p>	<p>– shows considerable understanding of the use of dialogue and uses them appropriately, e.g., commas, periods, and quotation, question, and exclamation marks</p>	<p>– shows a high degree of understanding of the use of dialogue and uses them appropriately to clarify meaning, e.g., commas, periods, and quotation, question, and exclamation marks</p>
<p><b>Application</b> – The use of knowledge and skills to make connections within and between various contexts</p>				
<p><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; between disciplines) (Parts 7 and 8)</p>	<p>– makes connections between the text and personal experience with limited effectiveness</p>	<p>– makes connections between the text and personal experience with some effectiveness</p>	<p>– makes connections between the text and personal experience with considerable effectiveness</p>	<p>– makes connections between the text and personal experience with a high degree of effectiveness</p>

Notes for students working individually:

## Appendix 21: My Reading Checklist

Look for students to

Reading

- expect meaning from print
- select important information
- predict words (semantic)
- substitute words that make sense (syntactic)
- sound out unfamiliar words (graphophonic)
- skip words
- reread when meaning is unclear
- create pictures about what they have read
- self-correct
- have confidence reading
- 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
- see and enjoy humour in text

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

## Appendix 22: Writing Our Stories: My Giant 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 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
<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	– shows some understanding of the use of conventions, e.g., the title of the text, makes some errors in capitalization and punctuation, uses phonetic and conventional spelling	– shows considerable understanding of the use of conventions and uses them appropriately, e.g., the title of the text, uses capitalization punctuation accurately, uses conventional	– 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,



	<p>spelling, uses few of the conventions of grammar and usage</p> <p>– there are a few simple sentences, sometimes, incomplete sentences with a reliance on single sentence stem</p> <p>– produces a visual presentation that is unclear (spacing, placement, legibility)</p>	<p>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>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>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>
<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 23: My Writing Checklist

Look for students to

Writing

Revising

- cut out words and reorder them
- use words from word wall or dictionary
- have enough information to support their ideas
- present ideas and information in order (using paragraphs)
- use ideas that make sense and help develop the story
- to provide humour in their story

Proofreading

- use correct capitalization, e.g., at beginning of names and places
- use correct punctuation, e.g., a period, question mark, or exclamation mark at the end of each sentence
- use correct spelling e.g., from word walls or dictionaries
- use correct grammar
- use a variety of sentences containing question or exclamation marks when appropriate
- write simple complete sentences that make sense
- write complex complete sentences that make sense
- group ideas that are clear and easy to understand
- group similar ideas into paragraphs that are indented
- use neat handwriting

Notes for students working in pairs and individually:

## Appendix 24: Giant 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 25: 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

Notes for students working as a whole class:

# **O mushkego Education**

## **Curriculum Units — Elementary: Grade 3**

Based on *The Ontario Curriculum Grades 1–8: Language and Science and Technology*, and *The O mushkego Curriculum Early Learning to Grade 3: Culture*

# **Our Stories: Mishiwiyashishuk**

**An Integrated Literacy Unit of Study for the Oral  
Communication, Reading, and Writing Strands: Grade 3**

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



**2019**

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