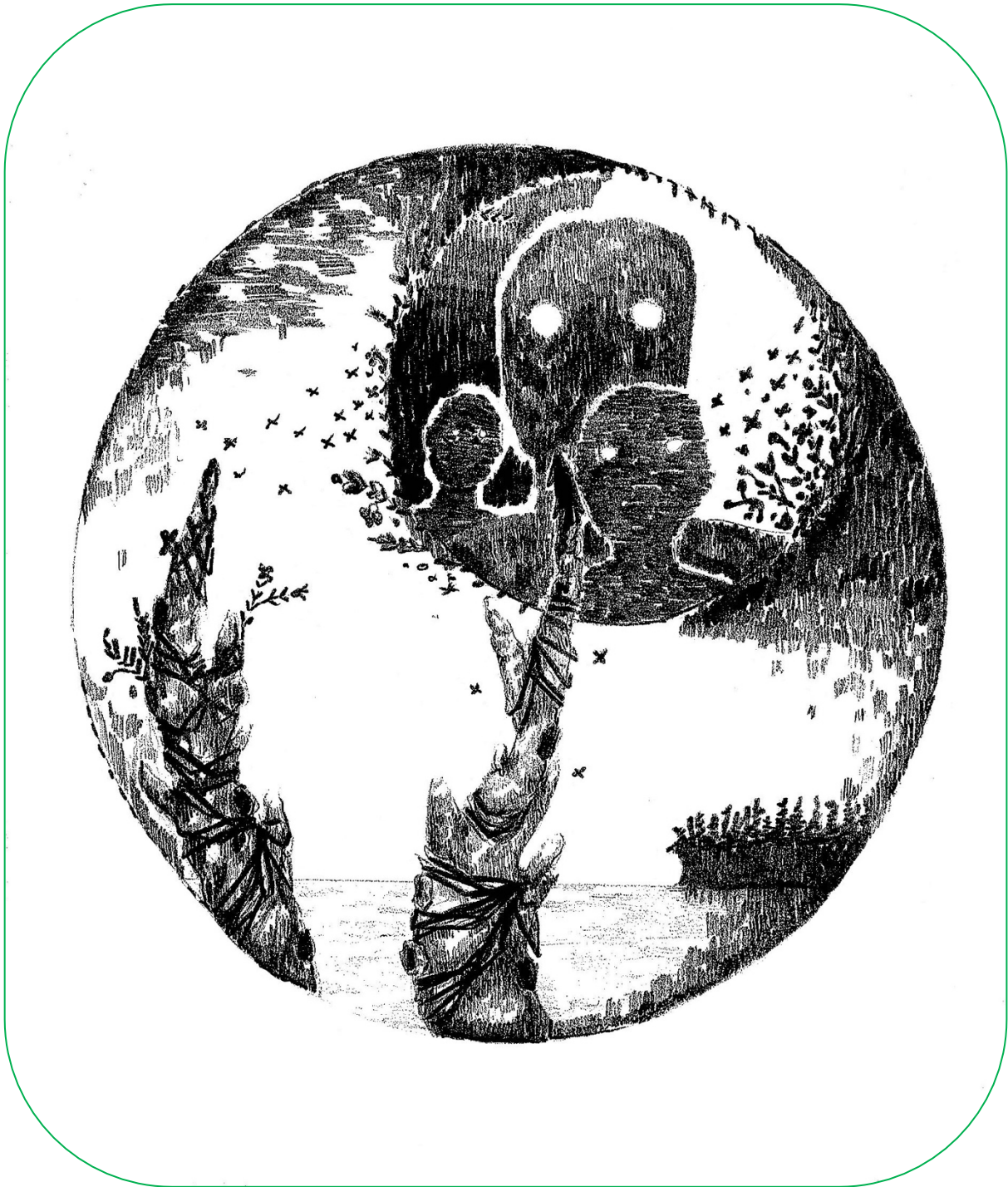


Our Stories: Ayas



**Omushkego Education Grade 5 Curriculum
2018**

Acknowledgements

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Appreciation:

Firstly, the developer sincerely wishes to thank Elder Dr. Louis Bird, from the Weenusk First Nation and Elder Simeon Scott, from the Fort Albany First Nation, for providing the traditional Omushkego stories contained in this curriculum unit. Louis Bird's ongoing guidance and support moved this project forward to completion.

Secondly, the developer wishes to thank the following for the use of their materials in developing this curriculum unit:

Toronto District School Board Template for Unit Construction and Models of Best Practices
Ontario Curriculum Exemplars

Thirdly, the developer wishes to thank Omushkego Education Director of Education Irene Tomatuk and Student Success Planning Coordinator Christina Nielsen for their support of culturally relevant programs in the Mushkegowuk schools and communities.

Finally, the developer wishes to thank Grand Chief Jonathon Solomon and the leadership of Mushkegowuk Council for their efforts to revitalize the Omushkego culture in the Mushkegowuk territory.

**Omushkego Education Curriculum Units — Elementary: Grade 5 The Ontario Curriculum Language
Strands: Oral Communication, Reading, and Writing
Title: Our Stories: Ayas**

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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: Ayas is an integrated literacy unit primarily designed to address expectations found in the Grade 5 Language strands: Oral Communication, Reading, and Writing. In addition, expectations from Grade 5 Omushkego Culture, Grade 5 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 Simeon Scott of Fort Albany and Louis Bird of Peawanuck, Ontario. While these stories originate from an area known as the Hudson and James Bay Lowlands, Louis Bird suggests that these stories 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: Misheshekak
- Grade 2: Shingibish
- Grade 3: Mishiawiyashishuk (Quotation Stories)
- Grade 4: Wisakaychak
- Grade 5: Ayas
- Grade 6: Pakaaksokan (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 5 *Our Stories: Ayas* resource document. The Ayas stories used in this unit possibly took place just after the Europeans came: a time when the Omushkego people still lived on their own without much access to steel, metal, or guns.

About Resiliency

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

In the late 1990s, the Centers for Disease Control and Prevention (CDC) conducted research on adverse childhood experiences (ACEs). The ACE Study measured 10 types of childhood trauma that occurred before the age of 18: physical, emotional (verbal), and sexual abuse; physical and emotional neglect; and mental illness (depression or suicide attempts), domestic violence (battered mother), divorce (separation or death), incarcerated relative, substance abuse (alcoholic or drug addict) as part of household

disfunction. While these traumas were mentioned as the most common, other types of trauma exist, e.g., residential school. Each type of trauma counts as one. Therefore, a person who was sexually abused, had a mother who was treated violently, and had a family member in jail has an ACE score of three. These scores are meant as a guideline since adverse experiences may continue in adulthood.

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

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

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

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

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

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

1. Maintaining Emotional Stability, Health, and Well-Being (Grade 2: Task 1 Investigating Our Selves)
2. Focusing Outward on Challenges: Good Problem-Solving Skills (Grade 2 and Grade 5)
3. Focusing Inward on the Roots of Resiliency: Strong Self-esteem, Self-confidence, Self-concept

(Grade 5: Task 1 Investigating Our Relationships and Grade 8)

4. Developing Resiliency Skills and Attitudes (Grade 8: Task 1 Investigating Our Situations)
5. The Talent for Serendipity or the Ability to Convert Misfortune into Good Fortune

Unit Summary

In this unit, students will investigate relationships as it relates to resilience. Then they will listen to local storyteller or elder tell a traditional story, *Ayas*, and retell this story orally and visually through sketches. Following this, students will read *Ayas*, respond to a series of statements that demonstrate their understanding of the story, and identify good reading strategies required for learning. Next, students will use story mapping and the writing process to develop a story describing a specific situation involving *Ayas*. 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: *Ayas* bulletin board display should be set up before beginning this unit, e.g., collected photos of local storytellers, examples of local stories or legends, and pictures of local landscapes. Throughout this unit, student work should gradually replace teacher information placed on the bulletin board display.

About Differentiated Instruction

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

—from *Growing Success*, 2010, p. 146

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

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

—from *Learning for All*, 2013, p. 17

Classroom strategies that support differentiated instruction are as follows:

- taking into account the background and experiences of all students to meet their diverse interests, aptitudes, and learning needs;

- varying the form of assessment and instructional materials (e.g., printed text, visual or auditory representations);
 - using various types of media;
 - providing opportunities for different kinds of activities and different means of demonstrating learning;
 - providing a safe and supportive environment that enhances students' ability to learn.
- from *Learning for All*, 2013, p. 22

Culminating Task Assessment

In the culminating task assessment students will be exposed to other traditional Omushkego stories found in *The Legend of Ayas: Ayas Returns Home* and *Ayas Kills His Father and Stepmother*. The students will visually represent what they heard in a sketch and retell the beginning, middle, and end of *Ayas Returns Home*, and add onto the story (Part I). Next, the students will read *Ayas Kills His Father and Stepmother* independently or as a whole class and respond to a series of statements that demonstrate their understanding of the story (Part II). Then they will create their own Ayas story using the writing process to produce a published or final copy describing a specific humorous and serious situation involving Ayas. Finally, the students will reflect on their thoughts and feelings about reading *Ayas Kills His Father and Stepmother* and writing Ayas 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

- recognizing and enjoy stories told for entertainment,
- recognizing traditional stories about legendary or heroic figures, animals, trees, and landscape features,
- describing a series of events in a legend or story
- describing how various elements in a legend or story function
- listening to traditional stories about legendary or heroic figures, animals, trees, and landscape features
- listening to cautionary tales about dangers in the environment
- listening to popular stories about personal experiences and reminiscences, local history accounts, and real events
- listening to stories told for entertainment
- communicating the main idea of a tale or story and describing a sequence of events
- using their knowledge of elements of grammar and oral language structures to understand what they have heard
- showing respectful appreciation during a storytelling presentation

Language

- using active listening strategies to suit a variety of situations, including work in groups
- identifying a variety of listening comprehension strategies and using them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
- understanding information and ideas in a variety of oral texts by summarizing important ideas and citing important details
- extending understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- using appropriate speaking behaviours in a variety of situations, including paired sharing and small-

and large-group discussions

- communicating in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form
- using appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience
- identifying some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences to help communicate their meaning
- identifying, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
- reading a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts
- identifying a variety of reading comprehension strategies and using them appropriately before, during, and after reading to understand texts
- understanding a variety of texts by summarizing important ideas and citing supporting details
- extending understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- reading and understanding most high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts
- predicting the meaning of and rapidly solve unfamiliar words using different types of cues
- identifying, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers
- identifying the topic, purpose, and audience for a variety of writing forms
- identifying and ordering main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers
- writing more complex texts using a variety of forms
- identifying elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features
- revising, proofreading, and correcting their writing using guidelines developed with peers and the teacher and using a dictionary or thesaurus
- producing 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
- identifying what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers

Health and Physical Education

- describing various types of bullying and abuse including bullying using technology, and identify appropriate ways of responding
- applying a decision-making process to assess risks and make safe decisions in a variety of situations

Omushkego Character Development

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

Curriculum-Related Expectations for Assessment

Omushkego Culture:

Traditional Stories

- **listen to 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 and enjoy stories told for entertainment
- describe a series of events in cautionary tales and stories
- describe how various elements in a tale or story function

Developing Omushkego Cultural Skills

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

Investigating and Communicating Required Knowledge

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

Applying Omushkego Cultural Knowledge, Skills, and Values

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

–show respectful appreciation during a storytelling presentation

Living Well

• follow Omushkego culture and language practices

Understanding Omushkego Cultural Knowledge and Values

–participate in group work

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

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

Developing Omushkego Cultural Skills

–develop competence living (on or) off the land

Investigating and Communicating Required Knowledge

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

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

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

–demonstrate respectful behaviour towards others in the group,

–behave in culturally appropriate ways when learning from culture

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

Health and Physical Education:

Healthy Living

• demonstrate an understanding of factors that contribute to healthy development (C1);

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

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

Personal Safety and Injury Prevention

• identify people (e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders) and supportive services (e.g., help lines, 9-1-1, Telehealth, public health units, student services) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations
[PS]

Teacher prompt: “If you are being bullied or you know of someone being bullied, to whom can you turn for help?”

Student: “I can turn to any adult I trust – a parent, a teacher, a coach, or an elder. I need to continue to ask for help until I get the help I need.”

Teacher: “What should you do in a situation in which someone is being violent?” Student: “Get out of the way, get help, and do not try to intervene directly.” (C1.1)

- demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of surroundings; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [PS, IS, CT]

Teacher prompt: “What strategies could you use in a situation where you were being harassed because of your sex, race, religion, sexual orientation, body shape, weight, or ability?”

Student: “Different situations may require different strategies. Sometimes it is best to be assertive and stand up to the person who is harassing by speaking confidently. If you feel threatened, it is safer to avoid confrontation by ignoring the person, making an excuse and walking away, or getting help.”

Teacher prompt: “As a bystander, what could you do to help if a friend tells you about a situation where he or she is feeling bullied or unsafe?”

Student: “I can listen to my friend and talk about ways we can stand up for ourselves when someone is bullying us. I can stand up for my friend if I am there when it happens, or I can get help by telling an adult.”

Teacher prompt: “How might the medicine wheel concept, which is used in some First Nation teachings, help you to consider strategies for personal safety?”

Student: “The four elements of the medicine wheel can help me think about my safety and well-being in terms of my physical, emotional, spiritual, and mental health.” (C2.2)

- explain how a person’s actions (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment; positive actions such as praising, supporting, including) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others [PS, IS]

Teacher prompt: “Negative actions that hurt the feelings of others can also result in stigma. When someone appears to be different from us, whether it is because of something visible like a physical disability or something invisible like having an illness such as schizophrenia or HIV/AIDS, we may view him or her in a stereotyped manner and make assumptions. Stereotypes can have a strong, negative impact on someone’s self-concept and well-being. On the other hand, you can also make a big difference in a positive way with your actions. Give an example of an action that can affect someone’s feelings, self-concept, or reputation in a positive way.”

Student: “Actions that can have a positive effect include asking someone who has been left out to be a partner, praising someone for their accomplishments, recognizing someone’s talent or skill, and making sure everyone gets a turn.”

Teacher: “How do your actions – positive or negative – have an impact on your own self-concept and reputation?”

Student: “Having a positive attitude towards other people can make you feel good about yourself. It can also make people want to be around you. Always being negative or putting other people down reflects badly on you and can make you feel worse about yourself.” (C3.2)

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 goals related to specific listening tasks (e.g., to summarize the theme of a small-group drama presentation; to record important details about an upcoming event announced on the radio; to clarify suggestions for improvements in a peer writing conference) (1.1);

Active Listening Strategies

- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; summarize information and ideas from a small-group meeting; ask relevant questions to clarify meaning and link responses appropriately to the topic of conversation; adapt listening behaviour to the requirements of informal social settings and more formal settings) (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., prepare for a visit by an elder by activating prior knowledge of the structure of traditional stories and discussing the subject of these stories; use sketches to record information or ideas presented orally) (1.3);

Demonstrating Understanding

- demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details (e.g., present an oral report to the class after listening to a guest speaker; use a graphic organizer to map the important ideas in a text; represent the important ideas of an oral text through visual art, music, or drama) (1.4);

Making Inferences/Interpreting Texts

- make inferences using stated and implied ideas in oral texts (e.g., listen "between the lines" to detect bias in an oral text) (1.5);

Extending Understanding

- extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., relate the topic of an oral presentation to prior knowledge and information from personal experiences, articles, movies, stories, or television shows; ask questions about relevant stated and implied details; relate the ideas of other speakers in a dialogue group to their own experiences; use role play and drama to connect the themes and emotions depicted in an oral text to real-life situations) (1.6);

Analyzing Texts

- analyze oral texts and explain how specific elements in them contribute to meaning (e.g., ideas and information, body language, tone of voice)

Teacher prompt: "How did the speaker's body language and tone of voice contribute to the meaning?" (1.7);

Point of View

- identify the point of view presented in oral texts and ask questions about possible bias (e.g., identify the use of words and/or phrases that signal generalizations or stereotypes about gender, culture, ability, or age)

Teacher prompts: "Whose point of view is presented in this poem?" "Whose point of view is excluded?" "Does this reflect the way the world is today?" "How might this text be different if another point of view were presented?" (1.8);

Presentation Strategies

- identify the presentation strategies used in oral texts and **analyze** their effect on the audience (e.g.,)

Teacher prompt: "Do you think this type of emotive language influences the audience in the way the speaker intends?" (1.9);

2. Speaking to Communicate

Purpose

- identify a variety of purposes for speaking (e.g., to entertain a wider school 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 solicit opinions and react to information and ideas in a discussion or dialogue group; to explain to another person how something works; to summarize and comment on an event or oral text for the class; to clarify and organize thinking in order to contribute to understanding in large and small groups) (2.1);

Interactive Strategies

- demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (e.g., acknowledge and extend other group members' contributions; make relevant and constructive comments on the contributions of other group members) (2.2);

Clarity and Coherence

- communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (e.g., respond in an appropriate order to multi-part, higher-level questions in a

student-teacher conference or a group discussion; explain the results of research in an oral presentation, including a statement of the research focus, the procedures followed, and the conclusions reached; use an organizational pattern such as chronological order or cause and effect to present ideas in a dialogue or discussion) (2.3);

Appropriate Language

- use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience (e.g., use evaluative terms to clarify opinions and for emphasis; use descriptive words to give specificity and detail to personal anecdotes; use humour or emotive language to engage the audience's interest or sympathy) (2.4);

Vocal Skills and Strategies

- identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g., adjust the pace of speaking for effect and to hold the listener's attention) (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 (e.g., use body language, such as moving closer, leaning forward, nodding or shaking their head for emphasis, to connect with their audience) (2.6);

Visual Aids

- use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, and concrete materials) to support or enhance oral presentations (e.g., use pictures or samples of different kites to illustrate a talk on how to build a kite) (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 and what steps they can take to improve their oral communication skills

Teacher prompts: "How do you listen to be sure you understand?" "What do you do well as a speaker?" (3.1); *Interconnected Skills*

- identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompts: "How can viewing media texts help you as a listener or speaker?" "How can reading texts from different cultures help you connect to your audience as a speaker?" (3.2).

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 texts from diverse cultures, including literary texts (e.g., myths, plays, short stories, chapter books, letters, diaries, poetry), graphic texts (e.g., graphic novels, diagrams, brochures, graphs and graphic organizers, charts and tables, maps), and informational texts (e.g., textbooks, non-fiction books on a range of topics, print and online newspaper and magazine articles or reviews, print and online encyclopedias and atlases, electronic texts such as e-mails or zines) (1.1);

Purpose

- identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., letters and diaries for information and new ideas, leisure/hobby books and magazines for recreation and interest, print and online magazine or newspaper articles to research a current issue, instructions or information about how to play a computer game) (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; ask questions to focus or clarify reading; use visualization to clarify details about such things as the sights, sounds, and smells in a medieval castle; make and confirm predictions based on evidence from the text; synthesize ideas during reading to generate a new understanding of a text) (1.3);

Demonstrating Understanding

- demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., make an outline of a section from a textbook in another subject to prepare for a test) (1.4);

Making Inferences/Interpreting Texts

- make inferences about texts using stated and implied ideas from the texts as evidence

Teacher prompts: "What does the graphic show that the text doesn't tell you?" "If you just saw the picture without the speech bubble/text box, what would you think?" "What does the author want you to realize when she says...?" (1.5);

Extending Understanding

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

Teacher prompts: "Are there personal connections that you can make to the events in the text?" "How are other books by this author similar to the one we are reading?" "Which other books/movies/articles/online texts share a similar topic/theme/point of view?" (1.6);

Analyzing Texts

- analyze texts and explain how specific elements in them contribute to meaning (e.g., narrative: characters, setting, main idea, problem/challenge and resolution, plot development; review: statement of opinion, reasons for opinion, concluding statement)

Teacher prompts: "How does the author use the setting to establish the mood of the text? Is it effective?" "How does the author use the opening paragraph to establish a framework for the book review?" (1.7);

Responding to and Evaluating Texts

- express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

Teacher prompts: "Do you agree with the decisions made by the main character in the story?" "What is your opinion of this newspaper article? What evidence in the text supports your opinion?" (1.8);

Point of View

- identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives (e.g., identify words or phrases that reveal the point of view presented; write a letter or use role play to present the perspective of a character whose voice is not heard in the text)

Teacher prompt: "Whose voice/opinion is missing from this text? Why do you think it has been left out of the text? What words might you give to this missing voice?" (1.9);

2. Understanding Form and Style

Text Forms

- explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal (e.g., first-person record of events, thoughts, and feelings, usually in prose, gives a personal perspective on events; dated daily or weekly entries provide context), graphic texts such as a brochure (e.g., headings, subheadings, text boxes, photographs, lists, and maps clarify and highlight important material), and informational texts such as an encyclopedia (e.g., table of contents, glossary, index, headings, and subheadings help the reader use key words to locate information) (2.1);

Text Patterns

- recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts (e.g., comparison in an advertisement; cause and effect in a magazine or newspaper article) (2.2);

Elements of Style

- identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning (e.g., alliteration and rhythm can emphasize ideas or help convey a mood or sensory impression) (2.4);

3. Reading With Fluency

Reading Familiar Words

- automatically read and understand high-frequency words, most 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 such as those for regular and irregular plurals, possessives, and contractions; punctuation);
 - graphophonic (phonological and graphic) cues (e.g., familiar words within larger words: highlight, enlighten; recognizable sequences of letters within long words: spacious, conscious, delicious) (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 orally in role as part of a readers' theatre, using appropriate phrasing and expression) (3.3);

4. Reflecting on Reading Skills and Strategies

Metacognition

- identify, in conversations with the teacher and peers or in a reader's notebook, 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: "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?" (4.1);

Interconnected Skills

- explain, in conversations with the teacher and peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., orally summarizing what has been read helps a reader to check on understanding; engaging in dialogue about a text helps the reader understand other perspectives and interpretations of a text)

Teacher prompt: "How does conferencing with a peer or the teacher about a text help you understand the text better?" (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, and audience for a variety of writing forms (e.g., a cinquain or shape poem modelled on the structures and style of poems read, to contribute to a student poetry anthology for the school library; a set of directions to complete a science experiment on pulleys and gears, for a class presentation; a timeline of significant events in the writer's life, to accompany a biography for a class collection)

Teacher prompts: "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?" (1.1);

Developing Ideas

• generate ideas about a potential topic using a variety of strategies and resources (e.g., brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information needs) (1.2);

Research

• gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources (e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher readalouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts) (1.3);

Classifying Ideas

• sort and classify ideas and information for their writing in a variety of ways (e.g., by underlining key words and phrases; by using graphic and print organizers such as mind maps, concept maps, timelines, jot notes, bulleted lists) (1.4);

Organizing Ideas

• identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers (e.g., a Venn diagram, a paragraph frame) and organizational patterns (e.g., generalization with supporting information, cause and effect) (1.5);

Review

• determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary (e.g., discuss material with a peer or adult using a KWLW organizer: What do I know? What do I want to learn? How will I find out? What have I learned? What do I still want to know?; compare their material to the content of similar texts) (1.6);

2. Using Knowledge of Form and Style in Writing

Form

• write more complex texts using a variety of forms (e.g., a storyboard using captions and photographs or drawings to recount a significant event in their life; a report, including jot notes, comparing the environments of two or more regions in Canada; a letter to the author about the student's reaction to a particular text; a summary of the role of a medieval person; a review of a book or website; an original

folk tale, fairy tale, or tall tale, or an extension of an existing tale; a board game related to a unit of study) (2.1);

Voice

- establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement (e.g., use simple irony to poke fun at themselves: "Lucky me. I got to do the dishes.") (2.2);

Word Choice

- use specific words and phrases to create an intended impression (e.g., comparative adjectives such as faster; words that create specific effects through sound, as in alliteration for emphasis: rotten rain) (2.3);

Sentence Fluency

- use sentences of different lengths and structures (e.g., complex sentences incorporating conjunctions such as because, so, if) (2.4);

Point of View

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

Teacher prompt: "Have you included enough details that support your point of view? What facts or details that you have left out would challenge your point of view?" (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., logical organization, depth of content)

Teacher prompts: "How might you reorganize the information to make it easier for the audience to understand?" "Are there clear links between your ideas?" "Can you add one sentence that would help clarify 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; changing the sequence of ideas and information and adding material if appropriate; adding transition words and phrases to link sentences and/or paragraphs and improve the flow of writing; adding or substituting words from other subject areas, word lists, and a variety of sources, such as a dictionary or thesaurus and the Internet, to clarify meaning or add interest; checking for and removing negative stereotypes, as appropriate)

Teacher prompts: "What words or phrases could you use to help the reader follow your thinking more easily?" "What descriptive words could you add to make your characters come alive for the reader?" (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, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum) (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 the silent letters in words: k-know; divide long words into manageable chunks; make connections between words with similar spellings; apply knowledge of vowel patterns to new words; apply knowledge of letter patterns and rules for forming regular and irregular plurals and possessive contractions; identify roots in related words: explore, explorer, exploration; highlight the differences between similar words; use mnemonics: twin is two) (3.2);

Vocabulary

- confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose (e.g., locate words in online and print dictionaries using alphabetical order, entry words, guide words, pronunciation, and homographs; use a variety of dictionaries such as a dictionary of idioms or homonyms; use a thesaurus to find alternative words) (3.3);

Punctuation

- use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech (3.4);

Grammar

- use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions (e.g., since, through, until) (3.5);

Proofreading

- proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task; 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 a variety of font sizes and colours to distinguish headings and subheadings from the body of the text; supply detailed labels for diagrams in a report; include graphs such as a bar graph or a pie graph) (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

Teacher prompts: "Explain how you used the thesaurus to help with your revisions." "How does keeping a writer's notebook help you plan your next steps for writing?" (4.1);

Interconnected Skills

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

Teacher prompts: "How does your experience of 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?" (4.2);

Portfolio

- select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice (4.3).

Omushkego Culture:

Character Development

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

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

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 Grade 4 to Grade 8, Culture, 2014*, p. 240.

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 235 and 236 in *the Omushkego Curriculum Grade 4 to Grade 8, 2014*.

Retelling Our Stories: Ayas Returns Home Rubric

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

My Listening and Speaking Checklist

Look for students to

Listening

- 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
- know why they are listening
- concentrate on what the speaker is saying
- listen for the main ideas first and the details second
- make notes when they will be of use to them
- ask good questions when they don't understand what they have heard
- wait their turn to speak
- think about what they have heard
- use what they have heard to help them
- listen respectfully to elders and adults

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
- enjoy speaking to a group
- 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
- try to avoid using fillers like “um”, “eh”, “O.K” etc.
- make eye contact with the audience
- persuade people to accept my point of view
- respond positively to the contributions of others
- speak using a clear voice and appropriate phrasing

Reading Our Stories: Ayas Kills His Father and Stepmother Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions) (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
Understanding of content (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
Thinking – The use of critical and creative thinking skills and/or processes				
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention) (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
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral ... written forms, including media forms (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>Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms (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>Application – The use of knowledge and skills to make connections within and between various contexts</p>				
<p>Making connections within and between various contexts (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>

My Reading Checklist

Look for students to

Reading

- expect meaning from text
- select important information
- scan for cues
- predict words based on existing knowledge of oral and written language (semantic)
- substitute words based on word order or language patterns (syntactic)
- find familiar words within larger words (graphophonic)
- skip over words
- reread when meaning is unclear
- use visualization to clarify details
- self-correct
- apply different speeds and strategies to suit occasion
- have confidence reading
- ask questions to focus or clarify reading
- make and confirm predictions based on evidence from the text
- make personal connections to events in the text
- see and enjoy humour in text

Writing Our Stories: My Ayas Story Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with writing	– demonstrates some knowledge of strategies associated with writing	– demonstrates considerable knowledge of strategies associated with writing	– demonstrates thorough knowledge of strategies associated with writing
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of Ayas in Omushkego culture	– demonstrates some understanding of Ayas in Omushkego culture	– demonstrates considerable understanding of Ayas in Omushkego culture	– demonstrates thorough understanding of Ayas in Omushkego culture
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses very few, simple ideas that have little or no connection to the story line	– uses some simple ideas that are connected to the story line	– uses developed ideas that are connected to the story line	– uses well-developed ideas that advance the story line
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	– uses creative writing process to describe a specific situation involving Ayas with limited effectiveness	– uses creative writing process to describe a specific situation involving Ayas with some effectiveness	– uses creative writing process to describe a specific situation involving Ayas with considerable effectiveness	– uses creative writing process to describe a specific situation involving Ayas with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– has no clear beginning, middle, or end – contains ideas and details that are unconnected and has no paragraph structure – presents almost no supporting details	– shows some evidence of a beginning, middle, and an end – includes ideas and details that are somewhat connected within paragraphs – presents few supporting details	– has a clear beginning, a middle, and a logical end – has sentences that are linked together in paragraphs – presents many supporting details using wording from the text	– flows smoothly, progressing logically from the beginning to the middle to the end – has sentences that are clearly organized in paragraphs to develop the story line – presents almost all supporting details in his or her own words
Communication for different audiences and purposes (e.g., use of appropriate style, voice,	– the purpose of the writing is unclear to the reader	– the purpose of the writing is somewhat clear to the reader	– the purpose of the writing is clear to the reader	– the purpose of the writing is clear and engages the reader

point of view, tone) in oral, visual, and written forms, including media forms	<ul style="list-style-type: none"> – only simple sentences are used – the vocabulary is limited or used inappropriately, with few descriptive words 	<ul style="list-style-type: none"> – some variety in sentences is evident, but the types of sentences are limited – a limited variety of vocabulary is used appropriately but with limited effect 	<ul style="list-style-type: none"> – a variety of sentences are used – a wide variety of vocabulary is used appropriately to add descriptive detail to the story 	<ul style="list-style-type: none"> – a wide variety of sentences are used to enhance the writing – an extensive vocabulary creates images or pictures for the reader
Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms	<ul style="list-style-type: none"> – 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 – produces a visual presentation that is unclear 	<ul style="list-style-type: none"> – 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 – produces a visual presentation that is basically clear 	<ul style="list-style-type: none"> – shows considerable understanding of the use of conventions and uses them appropriately, e.g., the title of the text, uses capitalization punctuation accurately, uses conventional spelling for familiar words and phonetic spelling for unfamiliar words, uses most of the conventions of grammar and usage – produces a clear visual presentation 	<ul style="list-style-type: none"> – shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., the title of the text, always uses capitalization punctuation accurately, uses conventional spelling for most words, uses all or almost all of the conventions of grammar and usage – produces a clear visual presentation that enhances the story
Application – The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Ayas in familiar contexts with limited effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Ayas in familiar contexts with some effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Ayas in familiar contexts with considerable effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Ayas in familiar contexts with a high degree of effectiveness

My Writing Checklist

Look for students to

Writing

Revising

- cut out words and reorder them
- use words from word wall, dictionary, or thesaurus
- choose the best descriptive words for my story
- present ideas in a logical order
- use ideas that make sense and help develop the story
- write my story with a beginning, middle, and ending
- provide humour in my story

Proofreading

- use correct capitalization
- use correct spelling
- use correct grammar
- use correct punctuation
- use a variety of sentences (containing question marks, or exclamation marks when appropriate)
- write complex sentences that make sense
- use ideas that are clear and easy to understand
- group similar ideas into paragraphs that are indented
- use neat handwriting

Ayas Reading and Writing Anecdotal Record

How did you feel about your reading/writing in this task? Why? What did you do well during your reading/writing in this task? What would you like to do better next time you read/write?

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
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> Initial Task: photographs of local storytellers or elders pictures of local landscapes, e.g., river bank, mushkeg, the bay, the community examples of Omushkego legends strips of paper <i>The Legend of Ayas</i> as told by 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. 44–59. Chakapesh stories in Louis Bird. (2007) <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 23–37. Wisakaychak stories in Louis Bird. (2007) <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 175–197. Georgina Fox. (2001). <i>Another Time When Wee-sa-kachak Was Walking</i>. Timmins, ON: Ojibway and Cree Cultural Centre Albert Mattinas, Raphael Wabano, Joseph Iahtail, John Hookimaw, Simeon Metat. (2000). <i>One Time When Wee-sa-ki-jahk Was Walking</i>. Timmins, ON: Ojibway and Cree Cultural Centre. Lizzie Matthews. (2000). <i>Wee-sa-ki-jahk and the Trees</i>. Timmins, ON: Ojibway and Cree Cultural Centre. Issac Gliddy. (2001). <i>Cha-ka-pas and his Sister</i>. Timmins, ON: Ojibway and Cree Cultural Centre. Anastasia Weesk. (2007). <i>Chakapesh and the Big Fish in Omushkegowuk Stories 3</i>. Timmins, ON: Ojibway and Cree Cultural Centre. chart paper Appendix 1: Omushkego Character Development (Caring Behaviours) and Bullying (Uncaring Behaviours) Checklist Appendix 2: Local Storytellers, Local Stories, and Local Relationships Knowledge Rubric Appendix 3: Listening and Speaking Anecdotal Record</p>	<p><i>For the Student</i> Initial Task: markers coloured pencils Student Worksheet #1 Local Relationships</p>
<p>Task 1: anger management, effective communication, and conflict resolution charts chart paper flip chart</p>	<p>Task 1: paper coloured pencils markers Student Worksheet #2: Important People in My Life</p>

<p>strips of paper word wall <i>teacher background information resources</i> Ojibway Medicine Wheel https://connectability.ca/2010/11/10/wikwemikong/ [obtained November 6, 2018] The Nemours Foundation/KidsHealth. (2016). Grade 3 to 5 Personal Health Series: Conflict Resolution. https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf [obtained October 11, 2018] Andreja Vucajnk. (2108). Easy Peasy Fun How to Draw a Turtle – Step by Step Drawing Tutorial https://www.easypeasyandfun.com/how-to-draw-a-turtle/ [obtained October 12, 2018] How to Draw an Owl – Step by Step Drawing Tutorial https://www.easypeasyandfun.com/how-to-draw-an-owl/ [obtained October 12, 2018] Manitoba Education and Training. (2002). Grade 5 Personal Health and Social Management in <i>Grades 5 to 8 Physical Education/Health Education</i>. MB: Winnipeg https://www.edu.gov.mb.ca/k12/cur/physlth/foundation/5-8/5-personal.pdf [obtained October 3, 2018] Prince Edward Island Department of Education and Early Childhood Development. (2009). <i>Grade 5 Health Curriculum</i>. PE: Charlottetown. http://www.gov.pe.ca/photos/original/edu_HealthGr5.pdf [obtained October 3, 2018] Appendix 4: Important People in My Life Rubric Appendix 5: People and Support Service Organizations I Can Trust Rubric Appendix 6: Responsibilities Anecdotal Record Appendix 7: Personal Skills, Communication Skills, Interpersonal Skills, and Omushkego Character Development Anecdotal Record Appendix 8: Positive and Negative Actions Anecdotal Record</p>	<p>Chart Student Worksheet #3: People and Support Service Organizations I Can Trust T-Chart Student Worksheet #4: Responsibilities Response Journal Student Worksheet #5: Personal Skills: Anger Management Chart and Organizer Student Worksheet #6: Communication Skills: Effective Communication Drawing Student Worksheet #7: Communication Skills: Assertiveness Response Journal Student Worksheet #8: Interpersonal Skills: Conflict Resolution Problem Solving Student Worksheet #9: Positive and Negative Actions Chart and Response Journal</p>
<p>Task 2: listening and speaking charts local elder audio-visual recording equipment <i>The Legend of Ayas</i> by 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. 44–59. chart paper Appendix 9: My Listening and Speaking Checklist Appendix 10: Local Community Elder’s Visit Listening, Speaking, Traditional Stories, and Living Well Rating Scale Appendix 11: Retelling Our Stories: Ayas Rubric Appendix 12: Local Storyteller’s Visit Anecdotal Record</p>	<p>Task 2: small ball pencils Student Worksheet #10: My Listening and Speaking Student Worksheet #11: Retelling Our Stories: Ayas Student Worksheet #12: Local Storyteller’s Visit Response Journal</p>
<p>Task 3: reading and writing charts</p>	<p>Task 3: pencils</p>

<p><i>The Legend of Ayas</i> as told by 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. 44–59.</p> <p>chart paper</p> <p>Appendix 13: Reading Our Stories: Ayas Rubric</p> <p>Appendix 14: My Reading Checklist</p> <p>Appendix 15: My Writing Checklist</p> <p>Appendix 16: Writing Our Stories: My Ayas Story Rubric</p> <p>Appendix 17: Reading, Writing, and Character Development Rating Scale</p> <p>Appendix 18: Ayas Stories Reading and Writing Anecdotal Record</p>	<p>lined paper</p> <p>word processor software</p> <p>computer work stations (4)</p> <p>Introduction text (Grade 5)</p> <p>Ayas and the Horned Creature text (Grade 5)</p> <p>Ayas and His Grandmother text (Grade 5)</p> <p>Ayas and the Two Old Women text (Grade 5)</p> <p>Ayas and the Puppy text (Grade 5)</p> <p>Ayas and Big Leg text (Grade 5)</p> <p>Student Worksheet #13: Reading Our Stories: Ayas Rubric</p> <p>Student Worksheet #14: Reading Our Stories: Ayas</p> <p>Student Worksheet #15: My Reading</p> <p>Student Worksheet #16: Writing Our Stories: My Ayas Story Map</p> <p>Student Worksheet #17: My Writing</p> <p>Student Worksheet #18: Ayas Stories Reading and Writing Response Journal</p>
<p>Culminating Task:</p> <p>Part I</p> <p>digital recording of Ayas Returns Home television</p> <p>Appendix 19: Retelling Our Stories: Ayas Returns Home Rubric</p> <p>Appendix 20: My Listening and Speaking Checklist</p> <p>Part II</p> <p><i>The Legend of Ayas</i> by 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. 44–59.</p> <p>Appendix 21: Reading Our Stories: Ayas Kills His Father and Stepmother Rubric</p> <p>Appendix 22: My Reading Checklist</p> <p>Part III</p> <p>television</p> <p>digital recordings of <i>The Legend of Ayas</i></p> <p>Appendix 23: Writing Our Stories: My Ayas Story Rubric</p> <p>Appendix 24: My Writing Checklist</p> <p>Appendix 25: Ayas Stories Reading and Writing Anecdotal Record</p>	<p>Culminating Task:</p> <p>Part I</p> <p>pencils</p> <p>Retelling Our Stories: Ayas Returns Home (in Culminating Task Student Booklet)</p> <p>My Speaking and Listening Checklist (in Culminating Task Student Booklet)</p> <p>Part II</p> <p>Pencils</p> <p>Ayas Returns Home text (Grade 5)</p> <p>Ayas Kills His Father and Stepmother text (Grade 5)</p> <p>Reading Our Stories: Ayas Kills His Father and Stepmother Rubric (in Culminating Task Student Booklet)</p> <p>Reading Our Stories: Ayas Kills His Father and Stepmother (in Culminating Task Student Booklet)</p> <p>My Reading Checklist (in Culminating Task Student Booklet)</p> <p>Part III</p> <p>pencils</p> <p>lined paper</p> <p>word processor software</p> <p>computer work stations (4)</p> <p>Writing Our Stories: My Ayas Story (in Culminating Task Student Booklet)</p> <p>My Writing Checklist (in Culminating Task Student Booklet)</p> <p>Ayas Stories Reading and Writing Response Journal (in Culminating Task Booklet)</p>

2. *Sequenced Tasks*: The sequenced tasks preceding the culminating task are intended to ensure that students have the skills, concepts, and knowledge required to complete the culminating task. In order to consolidate learning, these tasks may review knowledge and concepts or provide opportunities for

practice on specific skills. Tasks will also address new skills and knowledge essential to the performance of the culminating task, and model effective strategies useful in completing the task.

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

4. *Time Required:* Times as set out below are suggested time allotments only. Teachers may adjust times according to program and timetabling considerations or to accommodate individual students' learning needs. *Ayas* 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. *Ayas* will involve discrete instructional time, as well as time where integration within other subject disciplines is appropriate. The suggested time allotment for this unit is 2,000 minutes or 20 literacy blocks (100 minute periods).

Summary of Tasks 2,000 minutes (20 literacy blocks)

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

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

Culminating Task: Finding Out About More Stories 600 minutes (6 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 Relationships

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 relationships. In addition, students will be asked to identify those behaviours that contribute to healthy relationships. This initial assessment will provide the teacher with information on the appropriateness of this unit for all students and information on adapting this unit for one or more students.

Overall Expectations:

Omushkego Culture: Traditional Stories

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

Health and Physical Education: Healthy Living

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

Language Arts: Oral Communication (Listening and Speaking)

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

Omushkego Culture: Character Development

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

Teaching/Learning Strategies:

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

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

3. Ask students the following: Who tells stories in your family? Record responses on chart paper with the heading: Local Storytellers. (Brainstorming)

4. Have students retell some of the local stories or legends they have heard. Observe student storytelling techniques, speaking behaviours, and listening behaviours. (Storytelling)

5. Explain that storytelling and the stories told are an important part of Omushkego culture. Ask students to 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, *E-hep*, *Chakabesh and the Giant Bears*, and *Chakabesh and the Giant Beaver* from the Grade 3 curriculum, and *Wisakaychak the Rock Mover*, *Wisakaychak Tricks the Birds*, *Wisakaychak Cooks his Geese and Loses Them*, *Wisakaychak Tricks a Bear and Loses his Feast*, *Chakapesh Gets Swallowed by a Fish*, *Chakapesh Snares the Sun*, and *Chakapesh in the Moon* from the Grade 4 curriculum. Print title of each story on slips of paper. Read each with students and place on bulletin board under the following heading: Local Stories. **Note:** Do not show students these texts as the emphasis is on the oral tradition (listening and speaking). Be prepared and familiar with these stories in the event that students are not aware of them.

6. State that many of these local stories or legends are about relationships with the land and with others. Ask students to identify and describe some of the relationships they have with the land and with those around them. Record responses (names) on chart paper with the following headings: Relationships with the Land and Relationships with Others. (Brainstorming) Have students draw pictures of local relationships with the land or others and write the name of this relationship from chart on Student Worksheet #1: Local Relationships. Then ask students the following: Who are the people you trust and can ask for help if you need it? What should you do in a situation where someone is bullying? What strategies would you use if you were being harassed because of your sex, body shape, weight, or ability? What strategies would you use if you were a bystander to these kinds of harassment?

Assessment:

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

Resources:

photographs of local storytellers or elders

pictures of local landscapes, e.g., river bank, muskeg, the bay, the community

examples of Omushkego legends

strips of paper

The Legend of Ayas as told by 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. 44–59.

Chakapesh stories in Louis Bird. (2007) *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen's University Press, pp. 23–37.

Wisakaychak stories in Louis Bird. (2007) *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen's University Press, pp. 175–197.

Georgina Fox. (2001). *Another Time When Wee-sa-ka-chak Was Walking*. Timmins, ON: Ojibway and Cree Cultural Centre

Albert Mattinas, Raphael Wabano, Joseph Iahtail, John Hookimaw, Simeon Metat. (2000). *One Time When Wee-sa-ki-jahk Was Walking*. Timmins, ON: Ojibway and Cree Cultural Centre.

Lizzie Matthews. (2000). *Wee-sa-ki-jahk and the Trees*. Timmins, ON: Ojibway and Cree Cultural Centre.

Issac Gliddy. (2001). *Cha-ka-pas and his Sister*. Timmins, ON: Ojibway and Cree Cultural Centre.

Anastasia Weesk. (2007). *Chakapesh and the Big Fish* in *Omushkegowuk Stories 3*. Timmins, ON: Ojibway and Cree Cultural Centre.

chart paper

markers

coloured pencils

Student Worksheet #1 Local Relationships

Task 1: Investigating Our Relationships

Time: 400 minutes (4 literacy blocks)

Description: In this task, students will investigate relationships by recognizing the importance of self-esteem and by identifying important people in their lives. Next, they will list people and support service organizations that can help them in threatening situations on charts. Students will recognize the need to be responsible for and the importance of self-monitoring their actions. Then students will develop personal, communication, and interpersonal living skills that will enable them deal with angry, threatening, or uncomfortable situations using self-control through role playing, response journals, and problem solving. Finally, students will explain the importance of self-concept and the impact of positive or negative actions on themselves and others by examining various scenarios.

Expectations:

Health and Physical Education: Healthy Living

- **demonstrate an understanding of factors that contribute to healthy development (C1);**
- **demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (C2);**
- **demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being (C3).**

Personal Safety and Injury Prevention

- identify people (e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders) and supportive services (e.g., help lines, 9-1-1, Telehealth, public health units, student services) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations [PS]

Teacher prompt: “If you are being bullied or you know of someone being bullied, to whom can you turn for help?”

Student: “I can turn to any adult I trust – a parent, a teacher, a coach, or an elder. I need to continue to ask for help until I get the help I need.”

Teacher: “What should you do in a situation in which someone is being violent?” Student: “Get out of the way, get help, and do not try to intervene directly.” (C1.1)

- demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of surroundings; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [PS, IS, CT]

Teacher prompt: “What strategies could you use in a situation where you were being harassed because of your sex, race, religion, sexual orientation, body shape, weight, or ability?”

Student: “Different situations may require different strategies. Sometimes it is best to be assertive and stand up to the person who is harassing by speaking confidently. If you feel threatened, it is safer to avoid confrontation by ignoring the person, making an excuse and walking away, or getting help.”

Teacher prompt: “As a bystander, what could you do to help if a friend tells you about a situation where he or she is feeling bullied or unsafe?”

Student: “I can listen to my friend and talk about ways we can stand up for ourselves when someone is bullying us. I can stand up for my friend if I am there when it happens, or I can get help by telling an adult.”

Teacher prompt: “How might the medicine wheel concept, which is used in some First Nation teachings, help you to consider strategies for personal safety?”

Student: “The four elements of the medicine wheel can help me think about my safety and well-being in terms of my physical, emotional, spiritual, and mental health.” (C2.2)

- explain how a person’s actions (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment; positive actions such as praising, supporting, including) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others [PS, IS]

Teacher prompt: “Negative actions that hurt the feelings of others can also result in stigma. When someone appears to be different from us, whether it is because of something visible like a physical disability or something invisible like having an illness such as schizophrenia or HIV/AIDS, we may view him or her in a stereotyped manner and make assumptions. Stereotypes can have a strong, negative impact on someone’s self-concept and well-being. On the other hand, you can also make a big difference in a positive way with your actions. Give an example of an action that can affect someone’s feelings, self-concept, or reputation in a positive way.”

Student: “Actions that can have a positive effect include asking someone who has been left out to be a partner, praising someone for their accomplishments, recognizing someone’s talent or skill, and making sure everyone gets a turn.”

Teacher: “How do your actions – positive or negative – have an impact on your own self-concept and reputation?”

Student: “Having a positive attitude towards other people can make you feel good about yourself. It can also make people want to be around you. Always being negative or putting other people down reflects badly on you and can make you feel worse about yourself.” (C3.2)

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;**
- 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);
- 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 relationships with the land and with others drawings. Place their descriptive words from this review on a word wall, e.g., plants (picking berries), animals (hunting geese, snaring rabbits), muskeg (walking on the land), river (travelling on the water), (playing with my) brothers or sisters, (listening to) parents, (working together with) teachers and students, (sharing with other) students, (cooperating with) nurses, (showing respect for) elders etc. **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, *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, *E-hep, Chakabesh and the Giant Bears*, and *Chakabesh and the Giant Beaver* from the Grade 3 curriculum, and *Wisakaychak Tricks the Birds*, *Wisakaychak Cooks his Geese and Loses Them*, *Wisakaychak Tricks a Bear and Loses his Feast*, *Chakapesh Gets Swallowed by a Fish*, and *Chakapesh Snares the Sun* from the Grade 4 curriculum involve animals and landscapes found around their community and that these legends are about relationships with the land and with others.

3. Suggest that to have good relationships with others you have to be good to yourself or take care of yourself. One way of being good to yourself is appreciating and liking who you are. This is called self-esteem. Show Ojibway medicine wheel teaching poster: physical, emotional, mental, and spiritual. Describe each quadrant of the medicine



wheel and briefly explain how each section contributes to wholeness and good health. The focus for this grade is on the physical, mental (intellectual), and emotional aspects of their development as it relates to resilience. **Note:** The organization of the 4 aspects varies depending on the teaching and the First Nation. All are correct. Please consult with local traditional teachers for a Cree version where possible.

4. Ask students the following: Who are the most important people in your life? Why? (Brainstorming) Add new people to word wall and compare these people with those used to describe relationships with others found on the word wall. Divide the class into 3 small groups, and have each group list the most important people in their lives on chart paper according to age: younger than you, same age as you, older than you, adults, and elders. Have each group present their charts to the whole class and discuss their thoughts and feelings the importance of having relationships (or friends) in each age group. Then have students individually complete Student Worksheet #2: Important People in My Life Chart. (Visual/Graphic Organizers)

5. Continue the discussion by asking the following: Who are the people you trust and can ask for help if you need it? What are the support organizations in the community that you can trust and ask for help if you need it? Divide the class into 3 small groups, and have each group complete a T-chart with the following headings: people I can trust support service organizations I can trust on chart paper. Have each group present their charts to the whole class and discuss their thoughts and feelings on going to these people or support service organizations for help. Then have students individually complete Student Worksheet #3: People and Support Service Organizations I Can Trust T-Chart. (Visual/Graphic Organizers) **Note:** Let students know that they should continue to ask for help until they get the help they need.

6. Make the following statement: Sometimes in threatening situations you won't be able to turn to an adult for help. Ask students the following: What would you do? (get out of the way, get help, and try not to intervene directly) (Brainstorming) Explain that we will be looking at various living skills (personal, communication, and interpersonal) to help solve some of these problems.

7. Place the following statement on blackboard: You are responsible for your actions: what you do or say. Then ask the following: What does a person who is responsible for their actions look or sound like? What does a person who is not responsible for their actions look or sound like? Record these on a flip chart under the following headings: person responsible for their actions person not responsible for their actions Then ask the following: What kind of person would you rather be? Why? Who would you want to be friends with? Why? Suggest that knowing and taking responsibility for your actions is important for personal success. This is called self-monitoring. (Intrapersonal Intelligence) Have students complete Student Worksheet #4: Responsibilities Response Journal. (Response Journal)

8. Remind students that one of their responsibilities is to manage or control their anger. This is called self-control. Then ask students the following: What does a person who is calm look, sound or feel like? What does a person who is angry look, sound, or feel like? Have students individually complete Student Worksheet #5: Personal Skills: Anger Management Chart and Organizer. (Visual/Graphic Organizers) Discuss anger management cues, steps, and strategies with whole class. In pairs, have students role-play how they would use an anger management strategy to resolve the following scenarios. (Role Playing)

- A parent will not let you go out at night.
- A classmate has taken something of yours without asking and refuses to give it back.
- A friend cancelled a planned activity so he or she can be with someone else.

Have students record anger management strategies on Student Worksheet #5: Personal Skills: Anger Management Chart and Organizer. Discuss the importance of dealing with anger before it gets out of hand.

Anger Management

Anger Cues

increased body temperature
tense muscles
increased heart rate
increased energy
flushed face
sweaty skin
shaking
other

Anger Management Steps

Feel yourself getting angry (cues).
Stop and calm down (relaxation techniques).
Think and use the decision-making model to choose what to do.
Act on the best solution or choose to let it go.

Anger Management Strategies

Stop and calm down.
Think about how to deal with the situation.
Stick with 'I' statements.
Identify possible solutions.
Talk to the person.
Write a letter to the person.
Talk to a friend or family member.
Accept that it is not worth dealing with and let it go.
Don't hold a grudge.
Use humor to release tension.
Know when to seek help.

9. State the following: Effective communication is one way to deal with angry or threatening situations. Ask students the following: What are the major elements of effective communication? (engaging in active listening, being aware of and receptive to body language, understanding or seeing things from another point of view, using clear and appropriate language). Place these elements on whiteboard. Who are some people you consider good communicators? What elements of effective communication do they use? Read instructions on Student Worksheet #6: Communication Skills: Effective Communication Drawing to the whole class. Have students form pairs and hand out the turtle animal drawing instructions to one student in each pair face down. Repeat with students reversing roles, this time handing out the owl animal drawing instructions to the other student face down. (Sketching to Learn) Upon completion of this activity, ask the following to the whole class: How did a lack of communication affect the experience and the outcome of your drawing? How did effective communication affect the experience and the outcome of your drawing?

Effective Communication Strategies

Say no.
Be assertive.
Stand up to the person by speaking confidently.
Ignore the person.
Make an excuse and walk away.
Get help.

10. Review the elements of effective communication and then ask the following: What would you do if you were harassed because of your sex, sexual orientation, body shape, weight, or ability? (be assertive and stand up to the person by speaking confidently, ignore the person, make an excuse, and walk away,

or get help) As a bystander, what would you do if a friend tells you about a situation where he or she is feeling unsafe or threatened? (listen to the friend, be assertive and stand up for themselves together, stand up for the friend, or get help) What would you do if someone asked you to do something you didn't feel right about? (say no, walk away, or get help) Have students complete Student Worksheet #7: Communication Skills: Assertiveness and Refusal Response Journal. (Response Journal) **Note:** Different situations or problems may require different strategies or solutions.

11. Continue with the following: Have you ever had an argument or fight with someone? How did this conflict end? How did you feel about it? Discuss conflict resolution process and strategies. Present the following scenario: My little sister Stephanie is such a big baby. My parents always pay attention to her and never to me. They give her everything she wants. I asked for a new gaming system, but they got her something instead. I don't even want to see her or be around her. I just go into my room whenever she comes near me. Then work through the conflict resolution process with the whole class.

<p>Conflict Resolution Suggested Problem Solving Process Identify the problem. Develop a plan or solutions. Evaluate and choose the best solution. Implement the plan. Suggested Conflict Resolution Strategies Calm down or cool off. Admit mistake. Apologize when appropriate. Talk about what happened. Look at things from another viewpoint. Show empathy.</p>

(Conflict Resolution) Read instructions on Student Worksheet #8: Interpersonal Skills: Conflict Resolution Problem Solving to the whole class. Have students form pairs and complete the worksheet. (Problem Solving) Upon completion of this worksheet, review their conflict resolution solutions. Then ask the following: Why is it important for people to resolve conflicts? How do your actions (negative or positive) have an impact on the conflict resolution process and yourself? (Interpersonal Intelligence)

12. Place the following statement on the blackboard: Your actions have a positive or negative impact on yourself and others. State that this impact affects the mental picture we have of ourselves. This is called self-concept. This picture is formed by how we see ourselves and how we think others see us. Then ask the following: What do these actions look, sound and feel like? Place responses on chart paper under the following headings: positive actions negative actions. What are some ways your actions can affect yourself and others? (positive actions or attitudes can make you feel good about yourself and can make people want to be around you; negative actions or putting others down can make people not want to be around you and can make you feel bad about yourself) What are some things you can do to help others feel better about themselves? (be positive, praise, support, and include others) Place responses on chart paper. Have students complete Student Worksheet #9: Positive and Negative Actions Chart and Response Journal. (Response Journal) *The Legend of Ayas* describes the positive and negative effects of actions taken by Ayas and others.

Assessment:

* exhibition/demonstration on Important People in My Life Chart using rubric of students working as whole class or in small groups (see Appendix 4: Important People in My Life Rubric)

- * exhibition/demonstration on People and Support Service Organizations I Can Trust T-Chart using rubric of students working individually (see Appendix 5: People and Support Service Organizations I Can Trust Rubric)
- * response journal on Responsibilities Response Journal using anecdotal record of students working individually and as a whole class (see Appendix 6: Responsibilities Anecdotal Record)
- * exhibition/demonstration on Personal Skills, Communication Skills, Interpersonal Skills, and Omushkego Character Development using checklist of students working in pairs (see Appendix 7: Personal Skills, Communication Skills, Interpersonal Skills, and Omushkego Character Development Anecdotal Record)
- * response journal on Positive and Negative Actions Chart and Response Journal using an anecdotal record of students working individually and as a whole class (see Appendix 8: Positive and Negative Actions Anecdotal Record)

Resources:

anger management, effective communication, and conflict resolution charts

chart paper

flip chart

strips of paper

word wall

paper

coloured pencils

markers

Student Worksheet #2: Important People in My Life Chart

Student Worksheet #3: People and Support Service Organizations I Can Trust T-Chart

Student Worksheet #4: Responsibilities Response Journal

Student Worksheet #5: Personal Skills: Anger Management Chart and Organizer

Student Worksheet #6: Communication Skills: Effective Communication Drawing

Student Worksheet #7: Communication Skills: Assertiveness Response Journal

Student Worksheet #8: Interpersonal Skills: Conflict Resolution Problem Solving

Student Worksheet #9: Positive and Negative Actions Chart and Response Journal

teacher background information resources

Ojibway Medicine Wheel

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

The Nemours Foundation/KidsHealth. (2016). Grade 3 to 5 Personal Health Series: Conflict Resolution.

https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf [obtained October 11, 2018]

Andreja Vucajnk. (2108). Easy Peasy Fun

How to Draw a Turtle – Step by Step Drawing Tutorial

<https://www.easypeasyandfun.com/how-to-draw-a-turtle/> [obtained October 12, 2018]

How to Draw an Owl – Step by Step Drawing Tutorial

<https://www.easypeasyandfun.com/how-to-draw-an-owl/> [obtained October 12, 2018]

Manitoba Education and Training. (2002). Grade 5 Personal Health and Social Management in *Grades 5 to 8 Physical Education/Health Education*. MB: Winnipeg

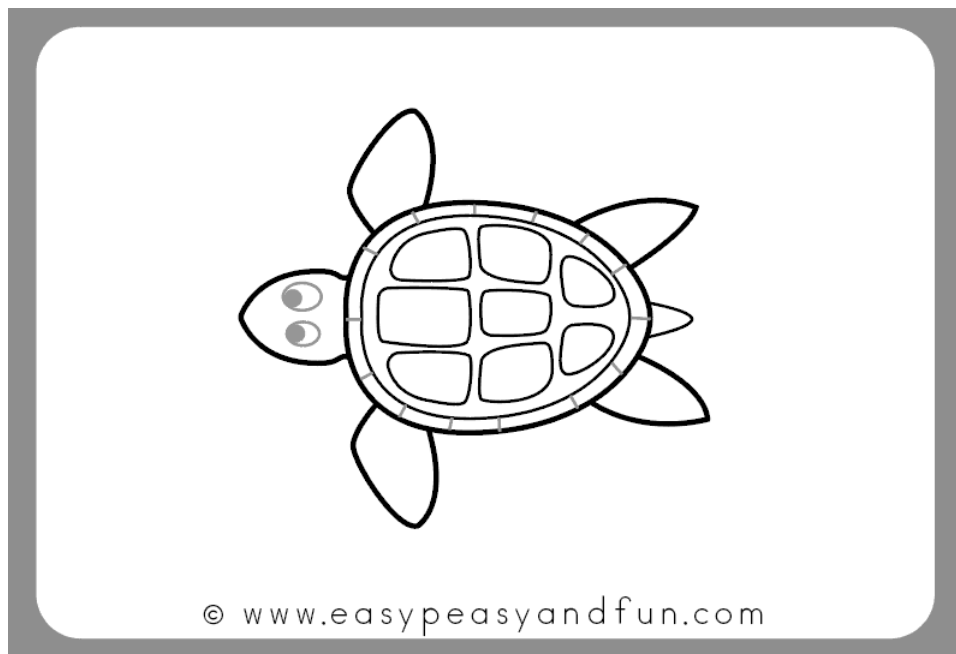
<https://www.edu.gov.mb.ca/k12/cur/physhlth/foundation/5-8/5-personal.pdf> [obtained October 3, 2018]

Prince Edward Island Department of Education and Early Childhood Development. (2009). *Grade 5 Health Curriculum*. PE: Charlottetown.

http://www.gov.pe.ca/photos/original/edu_HealthGr5.pdf [obtained October 3, 2018]

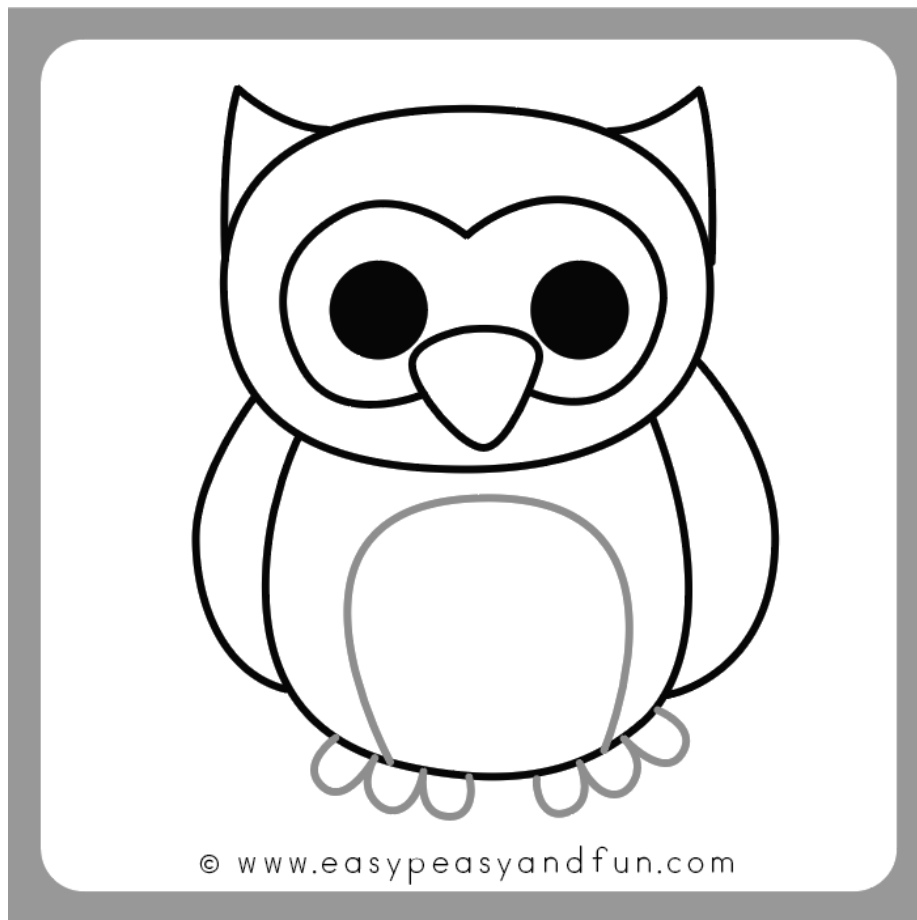
How to Draw a Turtle – Step by Step Drawing Tutorial

1. Start by drawing an oval shape.
2. Inside that oval shape draw another one.
3. Draw a head and a tail.
4. Next draw legs (flippers), start with the first pair and then make another one.
5. Now to add some details to the oval shape.
6. Last but not least, draw the eyes and a few lines along the edge of the inner oval shape.



How to Draw an Owl – Step by Step Drawing Tutorial

1. Start by drawing an oval shape.
2. Draw a beak on the lower half of the oval shape.
3. Draw another oval or flat heart shape starting from the beak.
4. Draw two big black circles (or other color) for the eyes
5. Draw two triangular shapes on top of the head to make ears.
6. Make U shape below the head to make the body.
7. Draw two curved lines on the side complete the wings.
8. Last but not least draw feet and an inverted U shape inside the body to add detail to the body.



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 storyteller tell a traditional story about relationships, *The Legend of Ayas*, as it relates to the culture of the Omushkego people. Then students will visually represent parts of the *Ayas* story, i.e., Introduction, Ayas and the Horned Creature, and Ayas and His Grandmother, they heard in a sketch, retell the beginning, middle, and end of these stories, and add onto them. 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;**
- **use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;**

Understanding Omushkego Cultural Knowledge and Values

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

Developing Omushkego Cultural Skills

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

Investigating and Communicating Required Knowledge

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

Applying Omushkego Cultural Knowledge, Skills, and Values

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

Language: Oral Communication (Listening and Speaking)

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

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

1. Listening to Understand

Purpose

- identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks (e.g., to understand learning strategies modelled by the teacher during think-alouds; to develop a response to a commentary on an issue; to share information and ideas about a topic with peers during conversations, discussions, and meetings; to become familiar with and appreciate the sounds of different types of poetry) (1.1);

Active Listening Strategies

- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups (e.g., ask questions to clarify understanding before responding; affirm and build on the ideas of others; summarize and respond constructively to ideas expressed by others; use brief vocal prompts to signal agreement or interest during conversations: Yes; Say that again, please; Tell me more) (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., ask questions about facts, inferences, and value judgements to focus and clarify understanding of the themes in an oral text; summarize and synthesize ideas to deepen understanding of an oral text; use self-questioning and predict questions that might be asked to monitor understanding while listening) (1.3);

Demonstrating Understanding

- demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details (e.g., summarize an episode of a favourite television program for a small group; summarize the ideas in a book read aloud to the class) (1.4);

Making Inferences/Interpreting Texts

- make inferences about oral texts using stated and implied ideas in the texts as evidence (e.g., ask questions to generate inferences about an oral text: What would happen if...? I wonder what was meant by...?) (1.5);

Extending Understanding

- extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., relate the content of an oral presentation to that of books, articles, movies, television shows, or videos on the same topic; discuss issues related to the topic of an oral text; use role play and drama to explore ideas, emotions, or issues presented in oral texts) (1.6);

Analysing Texts

- analyse oral texts and explain how specific elements in them contribute to meaning (e.g., ideas and information, word choice, tone of voice, pace of delivery, body language)

Teacher prompt: "Did the speaker's tone of voice communicate a different message from his or her actual words?" (1.7);

Point of View

- identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view (e.g., use drama or role play to explore the perspective of the minor characters in a play; respond to a speaker who expresses an alternative point of view on an issue; ask a variety of people for their views about a topic)

Teacher prompts: "How would the content of this text change if it were presented from a different point of view?" "How would the language the author uses need to change to reflect a different point of view?" "What other voices do you think should be heard on this topic?" "Is the text fair?" (1.8);

Presentation Strategies

- identify a range of presentation strategies used in oral texts and analyse their effect on the audience (e.g., the use of emotive language, one-sided arguments, or exaggerated claims)

Teacher prompt: "Why do you think the speaker repeats that phrase so often?" (1.9);

2. Speaking to Communicate

Purpose

- identify a variety of purposes for speaking (e.g., to justify opinions and thinking in discussion and dialogue groups; to ask questions or explore solutions to problems in small groups; to share information or ideas about a topic with a group; to share data; to entertain; to interact in social situations; to contribute meaningfully and work constructively in groups) (2.1);

Interactive Strategies

- demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions (e.g., ask questions to clarify understanding before responding; respond to a group member's comment by making a personal connection to their own experience; show awareness of and sensitivity towards the background and experiences of other group members when expressing their own views) (2.2);

Clarity and Coherence

- communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (e.g., present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details) (2.3);

Appropriate Language

- use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience (e.g., use evocative images, personal anecdotes, quotations, vocabulary from curriculum subject areas, and appropriate technical terminology to achieve particular effects) (2.4);

Vocal Skills and Strategies

- identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g., use a formal or informal tone as required by the context) (2.5);

Non-Verbal Cues

- identify a variety of 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 (e.g., use facial expression appropriately to indicate agreement or confusion during a discussion) (2.6);

Visual Aids

- use a variety of appropriate visual aids (e.g., posters, charts, maps, globes, computer-generated organizers) to support or enhance oral presentations (e.g., use ministry-licensed software to create a Venn diagram to compare two different biographies) (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 and what steps they can take to improve their oral communication skills

Teacher prompts: "How do you check to be sure you understand correctly what others are saying during a discussion?" "How do you make decisions about when to speak and when to listen?" (3.1);

Interconnected Skills

- identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompts: "What have you learned as a writer that you can use to make your oral presentations more effective?" "What do you think the connection is between your experience as a reader and your ability to understand what you hear?" (3.2).

Omushkego Culture: Living Well

•follow Omushkego culture and language practices;

Understanding Omushkego Cultural Knowledge and Values

- participate in group work,
- observe and identify ways to be helpful to teachers, parents and cultural teachers,
- listen respectfully to the voices of those more experienced, especially elders and adults,

Developing Omushkego Cultural Skills

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

Investigating and Communicating Required Knowledge

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

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

Applying Omushkego Cultural Knowledge, Skills, and Values

- practice cultural ways or protocols for showing respect to an elder or cultural resource person,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on the knowledge, skills, and values they have at present and how these can be used to contribute to the nation/community.

Teaching/Learning Strategies:

1. Review material from previous activity by asking students the following: Who are the people you trust and can ask for help if you need it? What would you do if you were harassed because of your sex, sexual orientation, body shape, weight, or ability? As a bystander, what would you do if a friend tells you about a situation where he or she is feeling unsafe or threatened? What would you do if someone asked you to do something you didn't feel right about? What are some ways your actions can affect yourself and others? What are some things you can do to help others feel better about themselves? Remind students that healthy relationships are important to the Omushkego people. Having strong family relationships was necessary for survival. This is one of reasons that relationships take an important role in the stories and legends of the Omushkego people.

2. Restate that many local stories or legends, e.g., *Mi-she-shek-kak*, *Win-ni-peg*, *Shingibish*, *Wisakaychak Tricks the Birds*, *Wisakaychak Cooks his Geese and Loses Them*, *Wisakaychak Tricks a Bear and Loses his Feast*, *Chakapesh Gets Swallowed by a Fish*, *Chakapesh Snares the Sun*, *Chakapesh in the Moon* involve relationships with others. Remind students that an elder or storyteller from the community will be visiting to tell traditional stories about local relationships and about Ayas to the class. These stories take place in a time when the Omushkego people were present and when animals and people could talk to one another.

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 #10: My Listening and Speaking.

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

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.

<p>Key Speaking Strategies Identify purposes for speaking. Use interactive strategies. Understand appropriate speaking behaviours. Communicate with clarity and coherence. Choose appropriate language. Identify vocal skills.</p>

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 *The Legend of Ayas* in Cree and English (Storytelling) and state the teachings of these stories. Digitally record the entire 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)

6. After the visit, show digital recording of *The Legend of Ayas*. 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? State that in this story Ayas is being harassed by his father and is a bystander to the mistreatment of his mother. How would you respond if this happened to you? Model and demonstrate sketching one part of the *The Legend of Ayas* story (e.g., Ayas and the Horned Creature). Indicate that it is important to visually represent what they heard and not be concerned with artistic technique. Show digital recording of *The Legend of Ayas*. Have students individually complete Student Worksheet #11: Retelling Our Stories: Ayas Part 1 and orally retell the beginning, middle, and end of the story using their drawings as a guide. Students may choose either Ayas and the Horned Creature or Ayas and His Grandmother for this activity. In small groups, have students share or explain their sketches of either story. (Sketching to Learn) **Notes:** 1) *The Legend of Ayas* contains a series of stories: Introduction, Ayas and the Horned Creature, Ayas and His Grandmother, Ayas and the Two Old Women, Ayas and the Puppy, Ayas and Big Leg, Ayas Returns Home, and Ayas Kills His Father and Step-Mother. 2) Ayas and the Two Old Women, Ayas and the Puppy, and Ayas and Big Leg will be used in Task 3, while Ayas Returns Home and Ayas Kills His Father and Step-mother will be used in the Culminating Task.

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

8. Show digital recording of *The Legend of Ayas* again. Discuss the importance of storytelling and humour to a culture. Ask students the following: Why is it important for people to resolve conflicts? What happens when they don't solve their problems? Seat students in a circle. Begin by retelling part of the elder's story (Ayas and the Horned Creature and Ayas and His Grandmother) while holding a small ball. Gently toss the ball to a student in the circle who continues retelling the story while holding the ball. When the student can't continue the retell or at the teacher's signal, have student toss the ball to another student who continues retelling the story while holding the ball. Encourage students to elaborate or explain certain points clearly, coherently, and in greater depth. (Retelling)

9. Have students sit in a circle and build a group story about Ayas and an encounter with another person. 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, "So, as Ayas walked along, he saw a wigwam set up in the distance." Have each student add successive sentences to the story. (Storytelling) Have students individually complete Student Worksheet #11: Retelling Our Stories: Ayas Part 2 and orally retell what happened when Ayas encountered the person in the story.

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 #12: 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? (Response Journal)

Assessment:

* self-assessment on My Listening and Speaking using checklist of students working in small groups and individually (see Appendix 9: My Listening and Speaking Checklist)

* observation on Local Community Elder's Visit Listening, Speaking, Traditional Storytelling, and Living Well using rating of students working as a whole class (see Appendix 10: Local Community Elder's Visit Listening, Speaking, Traditional Stories, and Living Well Rating Scale)

* performance task on Retelling Our Stories: Ayas using rubric of students working individually (see Appendix 11: Retelling Our Stories: Ayas Rubric)

* response journal on Local Storyteller’s Visit using anecdotal record of students working as a whole class and individually (see Appendix 12: Local Storyteller’s Visit Anecdotal Record)

Resources:

listening and speaking charts

local elder

audio-visual recording equipment

The Legend of Ayas by 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. 44–59

chart paper

small ball

pencils

Student Worksheet #10: My Listening and Speaking

Student Worksheet #11: Retelling Our Stories: Ayas

Student Worksheet #12: Local Storyteller’s Visit Response Journal

Task 3: Reading and Writing Our Stories

Time: 600 minutes (6 literacy blocks)

Description: In this task, students will read a series of stories in *Ayas* (Grade 5), respond to a series of statements that demonstrate their understanding of these stories, and identify good reading strategies required for learning. Next, students will use story mapping and the writing process to develop a story describing a specific humorous or serious situation involving *Ayas*. Then they will identify good writing strategies to produce a final copy of their story. Finally, students will be asked to reflect on their reading and writing with emphasis on their feelings and thoughts during and after reading *Ayas* and the Two Old Women, *Ayas* and the Puppy, and *Ayas* and Big Leg and writing about *Ayas*.

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 texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, culturally focused legends, plays, biographies, novels), graphic texts (e.g., graphic novels, hobby or sports magazines, advertisements, logos, atlases, graphic organizers, charts and tables), and informational texts (e.g., editorials, reports, biographies, textbooks and other non-fiction materials, print and online articles, personal electronic and online texts such as e-mails) (1.1);

Purpose

- identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., an online or print encyclopedia article for background information, dictionaries to clarify word meanings, biographies for information about authors or historical figures, print and online newspapers/magazines for information on current issues, e-mail and text messages from friends) (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 asking questions about or discussing a topic; develop mind maps to explore ideas; ask questions to focus reading; use visualization to clarify details of a character, scene, or concept in a text; make predictions about a text based on reasoning and related reading; reread to confirm or clarify meaning) (1.3);

Demonstrating Understanding

- demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., topic sentence and supporting points in paragraphs, reports, online and print newspaper articles, restaurant or cafeteria menus; theme and supporting plot details in short stories, myths, and fairy tales) (1.4);

Making Inferences/Interpreting Texts

- use stated and implied ideas in texts to make inferences and construct meaning

Teacher prompts: "What do you think will happen based on what the author has told you so far?" "What is the author suggesting 'between the lines'?" (1.5);

Extending Understanding

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

Teacher prompts: "How does your experience of a similar situation help you understand this character's choices?" "How does what you are reading now compare to what you have already read on this topic?" (1.6);

Analysing Texts

- analyse texts and explain how various elements in them contribute to meaning (e.g., narrative: character development, plot development, mood, theme; report: introduction, body, conclusion)

Teacher prompts: "What devices did the author use to try to make you sympathize with the character? Were they effective?" "How did the author tie the concluding paragraph to the opening statement?" (1.7);

Responding to and Evaluating Texts

- express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

Teacher prompts: "Do you agree with the decisions made by the main character in the story?" "What is your opinion of this newspaper article? What evidence in the text supports your opinion?" (1.8);

Point of View

- identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives (e.g., ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role-play an interview with a person who represents one of the missing voices)

Teacher prompts: "Whose point of view is fully explored? Why?" "Do you see any evidence of stereotyping in this text?" (1.9);

2. Understanding Form and Style

Text Forms

- analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories (e.g., how character, setting, and plot illustrate the theme), graphic texts such as a logo (e.g., how the elements work together to convey a

message), and informational texts such as a movie review (e.g., how the "lead" is used to signal whether the review is positive or negative) (2.1);

Text Patterns

- identify a variety of text features and explain how they help readers understand texts (e.g., indexes, maps, charts, lists, photographs, menus, glossaries, tables of contents help the reader locate and verify information) (2.2);

Elements of Style

- identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning (e.g., a series of short sentences can help communicate a sense of finality: He didn't. He couldn't. He wouldn't. The matter was settled. It was time to move on.) (2.4);

3. Reading With Fluency

Reading Familiar Words

- automatically read and understand most words in common use (e.g., words from grade-level texts, subject-specific terminology used regularly in discussions and posted on anchor charts, words from shared- and guided-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., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words, visual cues that indicate irregular plurals)

(3.2);

Reading Fluently

- read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., read a poem aloud with appropriate phrasing and emphasis) (3.3);

4. Reflecting on Reading Skills and Strategies

Metacognition

- identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers

Teacher prompts: "Did preparing a list of questions to answer help you to find the information you needed from the biography?" "How do you know when you are not understanding during reading?" "What 'fix-up' strategies do you use when a passage is hard to understand?" (4.1);

Interconnected Skills

- explain, in conversations with peers and/or the teacher or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., viewing a television program or video about a topic before reading a text on the same topic builds background knowledge, introduces content-specific vocabulary, and offers a different perspective on the topic) (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, and audience for a variety of writing forms (e.g., a poem or song on a social issue for performance by the class; a formal letter to the teacher outlining their opinion on eliminating soft drinks from the school vending machine; an article explaining the water cycle and including a flow chart, for an online student encyclopedia) (1.1);

Developing Ideas

- generate ideas about a potential topic and identify those most appropriate for the purpose (1.2);

Research

- gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered) (1.3);

Classifying Ideas

- sort and classify ideas and information for their writing in a variety of ways (e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a web or ranking ladder) (1.4);

Organizing Ideas

- identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies (e.g., making jot notes; following a writing framework) and organizational patterns (e.g., chronological order, comparison, cause and effect) (1.5);

Review

- determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary (e.g., review material with a partner using a mind map or timeline) (1.6);

2. Using Knowledge of Form and Style in Writing

Form

- write longer and more complex texts using a variety of forms (e.g., a biographical sketch, based on research; a report, including research notes, describing the effect of the natural environment on an early civilization; an outline of the procedure for becoming a Canadian citizen; an explanation of how a human organ system functions, using pictures, captions, and notes; a review of or commentary on a book, movie, or video game; a myth using themes identified in reading; a pamphlet on a socially relevant topic they have studied this year) (2.1);

Voice

- establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (e.g., use a serious tone in a letter to the editor, a humorous tone in a letter to a friend) (2.2);

Word Choice

- use some vivid and/or figurative language and innovative expressions to add interest (e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly) (2.3);

Sentence Fluency

- vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences (e.g., The latch was stiff, and the boy struggled to open the door. Finally, with much effort, he forced it open.) (2.4);

Point of View

- identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence

Teacher prompt: "Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?" (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., effective use of language, logical organization)

Teacher prompts: "Can you describe two nouns more specifically by adding appropriate adjectives?"

"Are there ideas in the body of the paragraph that should be included in your topic sentence?" (2.6);

Revision

- make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use coloured pens and/or cutting and pasting to identify and move chunks of text that need to be reordered; add or substitute words and phrases, including vocabulary from other subjects and figurative language such as similes and personification, to achieve particular effects; adjust sentence length and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory)

Teacher prompt: "Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?" (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, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum) (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 the silent letters in words: pneumonia; divide polysyllabic words into syllables; visualize irregular plurals; apply rules for adding -ed, -ing and -er, -est to base words; use memory tricks to memorize the letter order of irregular spellings; use the meaning of common prefixes and suffixes to understand and spell new words) (3.2);

Vocabulary

- confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate guide words, word meanings, spelling charts, pronunciation keys, schwa symbol, idioms, inflected forms, and information about word origins in online or print dictionaries; use a variety of thematic dictionaries such as a bilingual dictionary or a crossword dictionary; use a thesaurus to find alternative words) (3.3);

Punctuation

- use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech (3.4);

Grammar

- use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns (e.g., courage, hope); collective nouns (e.g., flock of birds); adjectives, including comparative adjectives (e.g., bigger, more expensive); the helping verb have; adverbs modifying verbs (e.g., when, where, how); comparative adverbs (e.g., faster, slower) (3.5);

Proofreading

- proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task) (3.6);

Publishing

- use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and cursive writing; include a labelled diagram, photographs, and a beginning glossary of terms in a read-aloud information book for younger children; use a formal letter layout for a letter to a public official) (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 three-column reflective journal to monitor the writing process: What happened? How do I feel about it? What did I learn?)

Teacher prompts: "What did you know about your audience that informed your planning process?"

"What strategy did you find most helpful for organizing information?" "What editing strategies are most effective for you?" (4.1);

Interconnected Skills

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

Teacher prompts: "How has exploring different authors' perspectives on an issue helped you prepare for writing?" "Explain how dialogue with your peers can help you to express your opinion when you are writing." (4.2);

Portfolio

- select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices (4.3).

Omushkego Culture: Character Development

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

Teaching/Learning Strategies:

1. Review material from previous activity by asking students the following: Who was being harassed or mistreated in the beginning of this legend? What would you do in that situation? (get out of the way, get

help, and try not to intervene directly) Why do you think the old man took such drastic action against Ayas?

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

a) Have student silently read the Introduction, Ayas and the Horned Creature, and Ayas and His Grandmother in *Ayas* (Grade 5). Ask students the following about these stories: 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) Did any events surprise you? In what way? What was the relationship between Ayas and his Grandmother like? What do you think will happen next? (plot) Place responses on chart paper under the following headings: setting character plot (problem, events, solution).

b) Set the purpose for reading Ayas and the Two Old Women, Ayas and the Puppy, and Ayas and Big Leg as an Omushkego teaching about life in the past possibly before the arrival of the Europeans. Provide an overview of Student Worksheet #13: Reading Our Stories: Ayas Rubric. Explain that students will be self-assessing their reading achievement for these stories.

c) Ask students the following: Do you think Ayas is a responsible person? What are some of his qualities that show this? Then have students, individually, list the qualities of Ayas on Student Worksheet # 14: Reading Our Stories: Ayas Part 1. Have students in pairs share their findings and develop a composite list of Ayas' 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.

3. Reading subtask (Responding and Exploring)

a) Read aloud Ayas and the Two Old Women, Ayas and the Puppy, and Ayas and Big Leg texts. 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 these stories. Place responses on chart paper under the following headings: setting character problem events solution.

b) Reread each paragraph and have students as a whole class orally read along stopping at various points to predict the meaning of and solve unfamiliar words using different types of cues, e.g., semantic, syntactic, and graphophonic. (Read Along) Place unfamiliar words on word wall for later reference by students. (Word Wall) Continue with students reading aloud each paragraph in small groups, in pairs, or individually. Ask the students to summarize important ideas in each story 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

Key Reading Comprehension Strategies

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

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

Infer. Predict; **make** independent decisions about inexplicit meanings.

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

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

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

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

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

Monitor comprehension.

Students self-check.

Worksheet # 16: Reading Our Stories: Ayas Parts 2 to 4.

c) Draw attention to the dialogue in the text by asking the following: How do you know when the characters 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 Ayas and the other characters. 2) The storyteller's point of view is expressed in this text without quotations. 3) Thoughts are italicized. Have students find 3 or 4 quotations of Ayas talking and 3 or 4 quotations of other characters 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 # 14: Reading Our Stories: Ayas Parts 5 and 6.

4. 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 in a small group readers' discussion circles 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 Ayas and the Two Old Women, Ayas and the Puppy, and Ayas and Big Leg similar or different from one another? Which one did you like the best? Why? Do you agree with the decisions made by Ayas in these stories? What would you do if you were in his situation? What effective communication skills would you use to deal with these threatening situations? (be assertive and stand up to the person by speaking confidently, ignore the person, make an excuse, and walk away, or get help) Why are some of these stories told in a funny way? Then have students complete Student Worksheet #14: Reading Our Stories: Ayas Parts 7 and 8.

5. Read and explain each statement on Student Worksheet #15 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 the text help you become a better reader? How does conferencing with a peer or the teacher about the text help you understand the text better? How does visualizing the text help you make sense of what you are reading? Post reading chart to give students guidance and explicit instruction on developing active reading strategies, e.g., when I read, I:

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

Tell students that they are going to write a fictional story describing a specific situation involving Ayas. 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)

7. Writing subtask

(a) Shared writing

Have students, in pairs, think of humorous or serious situations involving Ayas. Then have students share their ideas and possible solutions to these situations. Stress the importance of using the conflict resolution process to develop and choose the best solution. After orally presenting their situation, have students organize their ideas on Student Worksheet #16: Writing Our Stories: My Ayas 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 Ayas 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 #17 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 #17 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.

8. Post-writing subtask

Review criteria for humorous or serious story writing using Student Worksheet #17 My Writing to the 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)

9. 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 #18: Ayas 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)

10. Then show digital recording of elder's storytelling session of *The Legend of Ayas* recorded in Task 2: Listening and Speaking to Our Storytellers and Stories. Restate that healthy relationships are important to the Omushkego people. Having strong family relationships was necessary for survival. This is one of reasons that relationships take an important role in the stories and legends of the Omushkego people. **Note:** The teacher may wish to use other stories to continue developing students' reading and writing in this task.

Assessment:

- * performance task on Reading Our Stories: Ayas using rubric of students working individually (see Appendix 13: Reading Our Stories: Ayas Rubric)
- * self-assessment on My Reading using checklist of students working individually (see Appendix 14: My Reading Checklist)
- * self-assessment on My Writing using checklist of students working in pairs and individually (see Appendix 15: My Writing Checklist)
- * performance task on Writing Our Stories: My Ayas Story using rubric of students working individually (see Appendix 16: Writing Our Stories: My Ayas Story Rubric)
- * observation on Reading, Writing, and Character Development using rating of students working as a whole class (see Appendix 17: Reading, Writing, and Character Development Rating Scale)
- * response journal on Ayas Stories Reading and Writing using anecdotal record of students working as a whole class and individually (see Appendix 18: Ayas Reading and Writing Anecdotal Record)

Resources:

The Legend of Ayas as told by 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. 44–59.

Introduction text (Grade 5)

Ayas and the Horned Creature text (Grade 5)

Ayas and His Grandmother text (Grade 5)
chart paper
pencils
lined paper
reading and writing charts
word processor software
computer work stations (4)
digital recording of elder's storytelling session of *The legend of Ayas*
Ayas and the Two Old Women text (Grade 5)
Ayas and the Puppy text (Grade 5)
Ayas and Big Leg text (Grade 5)
Student Worksheet #13: Reading Our Stories: Ayas Rubric
Student Worksheet #14: Reading Our Stories: Ayas
Student Worksheet #15: My Reading
Student Worksheet #16: Writing Our Stories: My Ayas Story Map
Student Worksheet #17: My Writing
Student Worksheet #18: Ayas Reading and Writing Response Journal

Culminating Task: Finding Out About More Stories

Time: 600 minutes (6 literacy blocks)

Description: In the culminating task assessment students will be exposed to other traditional Omushkego stories found in *Ayas* (Grade 5): *Ayas Returns Home* and *Ayas Kills His Father and Stepmother*. The students will visually represent what they heard in a sketch and retell the beginning, middle, and end of *Ayas Returns Home*, and add onto the story (Part I). Next, the students will read *Ayas Kills His Father and Stepmother* independently or as a whole class and respond to a series of statements that demonstrate their understanding of the story (Part II). Then they will create their own *Ayas* story using the writing process to produce a published or final copy describing a specific humorous and serious situation involving *Ayas*. Finally, the students will reflect on their thoughts and feelings about reading *Ayas Kills His Father and Stepmother* and writing *Ayas* stories. (Part III).

Part I: Retelling Our Stories: *Ayas Returns Home* (100 minutes)

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;**
- **use speaking skills and strategies appropriately to communicate with different audiences 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);**
- **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);**

Language: Writing

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

Teaching/Learning Strategies:

1. Explain, that in this task the students will continue retelling, reading, and writing other *Ayas* stories told by the Omushkego people. Reaffirm that healthy relationships are important to the Omushkego people. Having strong family relationships was necessary for survival. This is one of reasons that relationships take an important role in the stories and legends of the Omushkego people. Provide an overview of the entire culminating task.

2. Show digital recording of Ayas Returns Home. 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 of the Ayas Returns Home story (e.g., Ayas meeting his mother). Indicate that it is important to visually represent what they heard and not be concerned with artistic technique. Have students individually complete Retelling Our Stories: Ayas Returns Home Part 1 and orally retell the beginning, middle, and end of the story using their drawings as a guide. (Sketching to Learn)

3. Have students sit in a circle and build a group story about what Ayas did after he returned home. 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, “Now it was the following day. So then he did that thing which he wanted to do.” Have each student add successive sentences to the story. (Storytelling) Have students individually complete Retelling Our Stories: Ayas Returns Home Part 2 and orally retell what Ayas did on the following day.

4. Ask students the following: When you are talking, how can you tell if the audience understands? What could you do to help the audience understand what you are saying? What are some good listening behaviours? What are some good speaking behaviours? Have students individually complete My Listening and Speaking Checklist.

Assessment:

* performance task on Retelling Our Stories: Ayas Returns Home using rubric of students working individually (see Appendix 19: Retelling Our Stories: Ayas Returns Home Rubric)

* self-assessment on My Listening and Speaking using checklist of students working individually (see Appendix 20: My Listening and Speaking Checklist)

Resources:

digital recording of Ayas Returns Home

television

pencils

Retelling Our Stories: Ayas Returns Home (in Culminating Task Student Booklet)

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

Part II: Reading Our Stories: Ayas Kills His Father and Stepmother (200 minutes)

Overall Expectations:

Language: Reading

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

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

Health and Physical Education: Understanding Health Concepts

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

Teaching/Learning Strategies:

1. Pre-reading subtask (45 minutes)

- Have students silently read *Ayas Returns Home*. Ask students the following about this 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 Ayas return home? Did any events surprise you? In what way? What happened after Ayas left his mother's tent? (plot) What do you think will happen on the following day? Place responses on chart paper under the following headings: setting character plot (problem, events, solution).
- Set the purpose for reading *Ayas Kills His Father and Stepmother* as an Omushkego teaching about life in the past. Provide an overview of Reading Our Stories: *Ayas Kills His Father and Stepmother* Rubric. Explain that students will be self-assessing their reading achievement for this story.
- Ask students, individually, to list the qualities of Ayas on Reading Our Stories: *Ayas Kills His Father and Stepmother* Part 1. Have students in pairs share their findings and develop a composite list of Ayas' good and bad qualities. (Think/Pair/Share) They 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) (60 – 90 minutes)

- Have students independently read *Ayas Kills His Father and Stepmother* and complete Reading Our Stories: *Ayas Kills His Father and Stepmother* Parts 2 to 6. **Note:** Prior to reading, let students know that *Ayas Kills His Father and Stepmother* is an adapted version of the original published story. The ellipses (...) indicate where text was removed, while the square brackets ([]) indicate where text was added.
- or
- Read aloud *Ayas Kills His Father and Stepmother*. 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. Place responses on chart paper under the following headings: setting character problem events solution.
 - Reread each paragraph and have students as a whole class orally read along stopping at various points to predict the meaning of and solve unfamiliar words using different types of cues, e.g., semantic, syntactic, and graphophonic. (Read Along) Place unfamiliar words on word wall for later reference by students. (Word Wall) Continue with students reading aloud each paragraph in small 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? What effective communication strategies could you use to prevent this from happening? Give reasons for thinking as you do. Have students independently complete Reading Our Stories: Ayas Kills His Father and Stepmother Parts 2 to 4.

c) Draw attention to the dialogue in the text by asking the following: How do you know when Ayas is talking? What words or phrases identify the storyteller's point of view? Have students independently complete Reading Our Stories: Ayas Kills His Father and Stepmother Parts 5 and 6.

3. Post-reading subtask (Applying) (45 minutes)

a) Explain what some stories are hard or difficult to read. Ask students the following: 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 Ayas Returns Home and Ayas Kills His Father and Stepmother similar or different from one another? Which one did you like the best? Why? Do you agree with the behaviour of Ayas? Why or why not? How would you have handled these conflicts or threatening situations? Why were these stories told? Then have students complete Reading Our Stories: Ayas Kills His Father and Stepmother Parts 7 and 8.

4. Read and explain each statement on My Reading Checklist 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 the text help you become a better reader? How does conferencing with a peer or the teacher about the text help you understand the text better? How does visualizing the text help you make sense of what you are reading?

Assessment:

* performance task on Reading Our Stories: Ayas Kills His Father and Stepmother using rubric of students working individually (see Appendix 21: Reading Our Stories: Ayas Kills His Father and Stepmother Rubric)

* self-assessment on My Reading using checklist of students working individually (see Appendix 22: My Reading Checklist)

Resources:

Ayas Returns Home text (Grade 5)

Ayas Kills His Father and Stepmother text (Grade 5)

The Legend of Ayas by 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. 44–59.

pencils

Reading Our Stories: Ayas Kills His Father and Stepmother Rubric (in Culminating Task Student Booklet)

Reading Our Stories: Ayas Kills His Father and Stepmother (in Culminating Task Student Booklet)

My Reading Checklist (in Culminating Task Student Booklet)

Part III: Writing Our Stories (300 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 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. Pre-writing subtask (15 minutes)

Tell students that they are going to write a humorous or serious fictional story describing a specific situation involving Ayas. 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 (60 minutes)

Have students, in pairs, think of situations involving Ayas were he encounters other people or creatures in his travels. 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 Ayas Story Map under the following headings: setting character problem events solution. (Visual/Graphic Organizer) Provide assistance to students who may require help organizing thoughts for their story. (Think/Pair/Share)

(b) Drafting (75 minutes)

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 Ayas 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 (45 minutes)

Read and explain revising statements on 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 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.

3. Post-writing subtask (30 minutes)

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. Then have students individually complete My Writing Checklist. (Writing Process)

4. 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 Ayas 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)

5. Upon completion of the culminating task show digital recordings of elder's storytelling session of *The Legend of Ayas* recorded in Task 2: Listening and Speaking to Our Storytellers and Stories.

Assessment:

* performance task on Writing Our Stories: My Ayas Story using rubric of students working individually (see Appendix 23: Writing Our Stories: My Ayas Story Rubric)

* self-assessment on My Writing using checklist of students working in pairs and individually (see Appendix 24: My Writing Checklist)

* response journal on Ayas Stories Reading and Writing using anecdotal record of students working individually (see Appendix 25: Ayas Stories Reading and Writing Anecdotal Record)

* observation on Omushkego Character Development using rating scale of students working as a whole class and individually (see Appendix 26: Omushkego Character Development Rating Scale)

Resources:

pencils

lined paper

word processor software

computer work stations (4)

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

My Writing Checklist (in Culminating Task Student Booklet)

Ayas Stories Reading and Writing Response Journal (in Culminating Task Booklet)

television and digital recordings of *The Legend of Ayas*

Resources

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

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Appendix 14: My Reading Checklist

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Appendix 16: Writing Our Stories: My Ayas Story Rubric

Appendix 17: Reading, Writing, and Omushkego Character Development Rating Scale

Appendix 18: Ayas Reading and Writing Anecdotal Record

Appendix 19: Retelling Our Stories: Ayas Returns Home Rubric

Appendix 20: My Listening and Speaking Checklist

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Appendix 22: My Reading Checklist

Appendix 23: Writing Our Stories: My Ayas Story Rubric

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Appendix 26: Omushkego Character Development Rating Scale

Our Stories: Ayas Student Worksheets Booklet

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Student Worksheet #3: People and Support Service Organizations I Can Trust T-Chart

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Student Worksheet #5: Personal Skills: Anger Management Chart and Organizer
Student Worksheet #6: Communication Skills: Effective Communication Drawing
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Student Worksheet #9: Positive and Negative Actions Chart and Response Journal
Student Worksheet #10: My Listening and Speaking
Student Worksheet #11: Retelling Our Stories: Ayas
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Student Worksheet #13: Reading Our Stories: Ayas Rubric
Student Worksheet #14: Reading Our Stories: Ayas
Student Worksheet #15: My Reading
Student Worksheet #16: Writing Our Stories: My Ayas Story Map
Student Worksheet #17: My Writing
Student Worksheet #18: Ayas Reading and Writing Response Journal

Our Stories: Ayas Culminating Task Student Booklet

Retelling Our Stories: Ayas Returns Home
My Speaking and Listening Checklist
Reading Our Stories: Ayas Kills His Father and Stepmother Rubric
Reading Our Stories: Ayas Kills His Father and Stepmother
My Reading Checklist
Writing Our Stories: My Ayas Story Map
My Writing Checklist
Ayas Stories Reading and Writing Response Journal

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

Look for students to

Omushkego Character Development (Caring Behaviours)

- listen to, be considerate of, and honour plants, animals, and the land (respect for plants, animals, and the land)
- 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)
- 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)
- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience)

Bullying (Uncaring Behaviours)

a) Social

- leave someone out of a group
- refuse to be someone's partner
- spread rumours in person or online, or totally ignoring someone
- send mean notes or emails

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 or online
- boss someone around

d) Written

- send mean notes
- make written sexist, racist, or homophobic comments
- spread private information or photos to threaten or harm

e) Electronic

- send mean emails
- send hurtful text messages
- use private information, photos, or videos to threaten or harm
- make sexist, racist, or homophobic comments online
- spread rumours online

Notes for students working as a whole class and individually

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

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

Notes for whole class and individual students:

Appendix 3: Listening and Speaking Anecdotal Record

Look for the following:

- demonstrates an understanding of when to speak
- demonstrates an understanding of when to listen
- demonstrates an understanding of how much to say
- summarizes information and ideas from a small-group meeting
- asks relevant questions to clarify meaning and links responses appropriately to the topic of conversation
- asks questions and paraphrases to confirm understanding
- adapts listening behaviour to the requirements of informal social settings and more formal settings
- acknowledges and extends other group members' contributions
- makes relevant and constructive comments on the contributions of other group members

Notes for whole class and individual students:

Appendix 4: Important People in My Life Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., facts, definitions, skills, principles, and strategies, safe practices and procedures)	– demonstrates limited knowledge of important people in their lives	– demonstrates some knowledge of important people in their lives	– demonstrates considerable knowledge of the important people in their lives	– demonstrates thorough knowledge of important people in their lives
Thinking – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes				
Use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies)	– uses planning skills (gathering and organizing information) with limited effectiveness	– uses initiating and planning skills (gathering and organizing information) with some effectiveness	– uses initiating and planning skills (gathering and organizing information) with considerable effectiveness	– uses initiating and planning skills (gathering and organizing information) with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)	– expresses and organizes ideas and information on a chart with limited effectiveness	– expresses and organizes ideas and information on a chart with some effectiveness	– expresses and organizes ideas and information on a chart with considerable effectiveness	– expresses and organizes ideas and information on a chart with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., movement skills, concepts, principles; health concepts; safe practices; personal and interpersonal skills, including teamwork, fair play, etiquette, leadership) in familiar contexts (e.g., physical activities, healthy living discussions)	– applies knowledge and skills in healthy living discussions with limited effectiveness	– applies knowledge and skills in healthy living discussions with some effectiveness	– applies knowledge and skills in healthy living discussions with considerable effectiveness	– applies knowledge and skills in healthy living discussions with a high degree of effectiveness

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

Appendix 5: People and Support Service Organizations I Can Trust Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., facts, definitions, skills, principles, and strategies, safe practices and procedures)	– demonstrates limited knowledge of people and support service organizations they can trust	– demonstrates some knowledge of people and support service organizations they can trust	– demonstrates considerable knowledge of people and support service organizations they can trust	– demonstrates thorough knowledge of people and support service organizations they can trust
Thinking – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes				
Use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies)	– uses planning skills (gathering and organizing information) with limited effectiveness	– uses initiating and planning skills (gathering and organizing information) with some effectiveness	– uses initiating and planning skills (gathering and organizing information) with considerable effectiveness	– uses initiating and planning skills (gathering and organizing information) with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, ... presentations, posters, pamphlets, journals)	– expresses and organizes ideas and information on a T-chart with limited effectiveness	– expresses and organizes ideas and information on a T-chart with some effectiveness	– expresses and organizes ideas and information on a T-chart with considerable effectiveness	– expresses and organizes ideas and information on a T-chart with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., movement skills, concepts, principles; health concepts; safe practices; personal and interpersonal skills, including teamwork, fair play, etiquette, leadership) in familiar contexts (e.g., physical activities, healthy living discussions)	– applies knowledge and skills in healthy living discussions with limited effectiveness	– applies knowledge and skills in healthy living discussions with some effectiveness	– applies knowledge and skills in healthy living discussions with considerable effectiveness	– applies knowledge and skills in healthy living discussions with a high degree of effectiveness

Notes for students working individually

Appendix 6: Responsibilities Anecdotal Record

Notes for students working as a whole class and individually

Some of my responsibilities are ... I do not need to be told to ... I need to be told to ... It is important to take responsibility for my actions because ...

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

Appendix 7: Personal Skills, Communication Skills, Interpersonal Skills, and Omushkego Character Development Checklist

Look for students to

Personal Skills

- identify anger cues, anger management steps, and anger management strategies
- demonstrate an understanding of anger management strategies through role plays

Communication Skills

- identify major elements of effective communication
- demonstrate an understanding of assertiveness and refusal through response journals

Interpersonal Skills

- identify conflict resolution and conflict resolution strategies
- demonstrate an understanding of conflict resolution through problem solving

Omushkego Character Development

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

Notes for students working individually and in pairs

Appendix 8: Positive and Negative Actions Anecdotal Record

Notes for students working as a whole class and individually

Positive actions look like, sound like, and feel like ... Negative actions look like, sound like, and feel like ... What are some ways your actions can affect yourself and others? What are some things you can do to help others feel better about themselves?

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

Appendix 9: 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
- know why they are listening
- concentrate on what the speaker is saying
- listen for the main ideas first and the details second
- make notes when they will be of use to them
- ask good questions when they don't understand what they have heard
- wait their turn to speak
- think about what they have heard
- use what they have heard to help them
- listen respectfully to elders and adults
- 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

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
- enjoy speaking to a group
- 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
- try to avoid using fillers like “um”, “eh”, “O.K” etc.
- make eye contact with the audience
- persuade people to accept my point of view
- respond positively to the contributions of others
- speak using a clear voice and appropriate phrasing
- communicate the main idea of a tale or story and describe a sequence of events
- use their knowledge of elements of grammar and oral language structures to understand what they have heard

Notes for students working in small groups and individually:

Appendix 10: Local Elder’s Visit Listening, Speaking, Traditional Stories, and Living Well Rating Scale

Look for the following:

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

Listening

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

Speaking

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

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

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

Notes for students working as a whole class:

Appendix 11: Retelling Our Stories: Ayas Rubric

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

Notes for students working individually:

Appendix 12: Local Elder’s Visit Anecdotal Record

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

Notes for students working as a whole class and individually

Appendix 13: Reading Our Stories: Ayas Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions) (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
Understanding of content (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
Thinking – The use of critical and creative thinking skills and/or processes				
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention) (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
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, ... written forms, including media forms (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

Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms (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
Application – The use of knowledge and skills to make connections within and between various contexts				
Making connections within and between various contexts (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 dealing with threatening situations with limited effectiveness	– makes connections between the text and personal experience dealing with threatening situations with some effectiveness	– makes connections between the text and personal experience dealing with threatening situations with considerable effectiveness	– makes connections between the text and personal experience dealing with threatening situations with a high degree of effectiveness

Notes for students working individually:

Appendix 14: My Reading Checklist

Look for students to

Reading

- expect meaning from text
- select important information
- scan for cues
- predict words based on existing knowledge of oral and written language (semantic)
- substitute words based on word order or language patterns (syntactic)
- find familiar words within larger words (graphophonic)
- skip over words
- reread when meaning is unclear
- use visualization to clarify details
- self-correct
- apply different speeds and strategies to suit occasion
- have confidence reading
- ask questions to focus or clarify reading
- make and confirm predictions based on evidence from the text
- make personal connections to events in the text
- see and enjoy humour in text

Notes for students working individually:

Appendix 15: My Writing Checklist

Look for students to

Writing

Revising

- cut out words and reorder them
- use words from word wall, dictionary, or thesaurus
- choose the best descriptive words for my story
- present ideas in a logical order
- use ideas that make sense and help develop the story
- write my story with a beginning, middle, and ending
- provide humour in my story

Proofreading

- use correct capitalization
- use correct spelling
- use correct grammar
- use correct punctuation
- use a variety of sentences (containing question marks, or exclamation marks when appropriate)
- write complex sentences that make sense
- use 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 16: Writing Our Stories: My Ayas Story Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with writing	– demonstrates some knowledge of strategies associated with writing	– demonstrates considerable knowledge of strategies associated with writing	– demonstrates thorough knowledge of strategies associated with writing
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of Ayas in Omushkego culture	– demonstrates some understanding of Ayas in Omushkego culture	– demonstrates considerable understanding of Ayas in Omushkego culture	– demonstrates thorough understanding of Ayas in Omushkego culture
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses very few, simple ideas that have little or no connection to the story line	– uses some simple ideas that are connected to the story line	– uses developed ideas that are connected to the story line	– uses well-developed ideas that advance the story line
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	– uses creative writing process to describe a specific situation involving Ayas with limited effectiveness	– uses creative writing process to describe a specific situation involving Ayas with some effectiveness	– uses creative writing process to describe a specific situation involving Ayas with considerable effectiveness	– uses creative writing process to describe a specific situation involving Ayas with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– has no clear beginning, middle, or end – contains ideas and details that are unconnected and has no paragraph structure – presents almost no supporting details	– shows some evidence of a beginning, middle, and an end – includes ideas and details that are somewhat connected within paragraphs – presents few supporting details	– has a clear beginning, a middle, and a logical end – has sentences that are linked together in paragraphs – presents many supporting details using wording from the text	– flows smoothly, progressing logically from the beginning to the middle to the end – has sentences that are clearly organized in paragraphs to develop the story line – presents almost all supporting details in his or her own words

<p>Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) in oral, visual, and written forms, including media forms</p>	<ul style="list-style-type: none"> – the purpose of the writing is unclear to the reader – only simple sentences are used – the vocabulary is limited or used inappropriately, with few descriptive words – humour and exaggeration are not used 	<ul style="list-style-type: none"> – the purpose of the writing is somewhat clear to the reader – some variety in sentences is evident, but the types of sentences are limited – a limited variety of vocabulary is used appropriately but with limited effect – there is limited use of humour and exaggeration 	<ul style="list-style-type: none"> – the purpose of the writing is clear to the reader – a variety of sentences are used – a wide variety of vocabulary is used appropriately to add descriptive detail to the story – some humour and exaggeration are used 	<ul style="list-style-type: none"> – the purpose of the writing is clear and engages the reader – a wide variety of sentences are used to enhance the writing – an extensive vocabulary creates images or pictures for the reader – humour and exaggeration have been used effectively
<p>Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms</p>	<ul style="list-style-type: none"> – 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 – produces a visual presentation that is unclear 	<ul style="list-style-type: none"> – 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 – produces a visual presentation that is basically clear 	<ul style="list-style-type: none"> – shows considerable understanding of the use of conventions and uses them appropriately, e.g., the title of the text, uses capitalization punctuation accurately, uses conventional spelling for familiar words and phonetic spelling for unfamiliar words, uses most of the conventions of grammar and usage – produces a clear visual presentation 	<ul style="list-style-type: none"> – shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., the title of the text, always uses capitalization punctuation accurately, uses conventional spelling for most words, uses all or almost all of the conventions of grammar and usage – produces a clear visual presentation that enhances the story
<p>Application – The use of knowledge and skills to make connections within and between various contexts</p>				
<p>Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts</p>	<ul style="list-style-type: none"> – applies knowledge and skills about the conflict resolution process and Ayas in familiar contexts with limited effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the conflict resolution process and Ayas in familiar contexts with some effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the conflict resolution process and Ayas in familiar contexts with considerable effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the conflict resolution process and Ayas in familiar contexts with a high degree of effectiveness

Notes for students working individually:

Appendix 17: Reading, Writing, and Omushkego Character Development Rating Scale

Look for the following:

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

Reading

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

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

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

Notes for students working as a whole class:

Appendix 18: Ayas Reading and Writing Anecdotal Record

Notes for students working as a whole class and individually

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

What Students Felt About Reading/Writing

What Students Did Well During Reading/Writing

What Students Would Like To Do Better

Teacher Comments on Student Response Journals

Appendix 19: Retelling Our Stories: Ayas Returns Home Rubric

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

Notes for students working individually:

Appendix 20: 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
- know why they are listening
- concentrate on what the speaker is saying
- listen for the main ideas first and the details second
- make notes when they will be of use to them
- ask good questions when they don't understand what they have heard
- wait their turn to speak
- think about what they have heard
- use what they have heard to help them
- listen respectfully to elders and adults

Notes for students working individually:

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
- enjoy speaking to a group
- 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
- try to avoid using fillers like “um”, “eh”, “O.K” etc.
- make eye contact with the audience
- persuade people to accept my point of view
- respond positively to the contributions of others
- speak using a clear voice and appropriate phrasing

Notes for students working individually:

Appendix 21: Reading Our Stories: Ayas Kills His Father and Stepmother Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions) (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
Understanding of content (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
Thinking – The use of critical and creative thinking skills and/or processes				
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention) (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
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, ... written forms, including media forms (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>Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms (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>Application – The use of knowledge and skills to make connections within and between various contexts</p>				
<p>Making connections within and between various contexts (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 22: My Reading Checklist

Look for students to

Reading

- expect meaning from text
- select important information
- scan for cues
- predict words based on existing knowledge of oral and written language (semantic)
- substitute words based on word order or language patterns (syntactic)
- find familiar words within larger words (graphophonic)
- skip over words
- reread when meaning is unclear
- use visualization to clarify details
- self-correct
- apply different speeds and strategies to suit occasion
- have confidence reading
- ask questions to focus or clarify reading
- make and confirm predictions based on evidence from the text
- make personal connections to events in the text
- see and enjoy humour in text

Notes for students working individually:

Appendix 23: Writing Our Stories: My Ayas Story Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with writing	– demonstrates some knowledge of strategies associated with writing	– demonstrates considerable knowledge of strategies associated with writing	– demonstrates thorough knowledge of strategies associated with writing
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of Ayas in Omushkego culture	– demonstrates some understanding of Ayas in Omushkego culture	– demonstrates considerable understanding of Ayas in Omushkego culture	– demonstrates thorough understanding of Ayas in Omushkego culture
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses very few, simple ideas that have little or no connection to the story line	– uses some simple ideas that are connected to the story line	– uses developed ideas that are connected to the story line	– uses well-developed ideas that advance the story line
Use of critical/creative thinking processes (e.g., reading process, writing process, oral ... critical/creative analysis, critical literacy, metacognition, invention)	– uses creative writing process to describe a specific situation involving Ayas with limited effectiveness	– uses creative writing process to describe a specific situation involving Ayas with some effectiveness	– uses creative writing process to describe a specific situation involving Ayas with considerable effectiveness	– uses creative writing process to describe a specific situation involving Ayas with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– has no clear beginning, middle, or end – contains ideas and details that are unconnected and has no paragraph structure – presents almost no supporting details	– shows some evidence of a beginning, middle, and an end – includes ideas and details that are somewhat connected within paragraphs – presents few supporting details	– has a clear beginning, a middle, and a logical end – has sentences that are linked together in paragraphs – presents many supporting details using wording from the text	– flows smoothly, progressing logically from the beginning to the middle to the end – has sentences that are clearly organized in paragraphs to develop the story line – presents almost all supporting details in his or her own words

<p>Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) in oral, visual, and written forms, including media forms</p>	<ul style="list-style-type: none"> – the purpose of the writing is unclear to the reader – only simple sentences are used – the vocabulary is limited or used inappropriately, with few descriptive words 	<ul style="list-style-type: none"> – the purpose of the writing is somewhat clear to the reader – some variety in sentences is evident, but the types of sentences are limited – a limited variety of vocabulary is used appropriately but with limited effect 	<ul style="list-style-type: none"> – the purpose of the writing is clear to the reader – a variety of sentences are used – a wide variety of vocabulary is used appropriately to add descriptive detail to the story 	<ul style="list-style-type: none"> – the purpose of the writing is clear and engages the reader – a wide variety of sentences are used to enhance the writing – an extensive vocabulary creates images or pictures for the reader
<p>Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms</p>	<ul style="list-style-type: none"> – 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 – produces a visual presentation that is unclear 	<ul style="list-style-type: none"> – 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 – produces a visual presentation that is basically clear 	<ul style="list-style-type: none"> – 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 – produces a clear visual presentation 	<ul style="list-style-type: none"> – 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 – produces a clear visual presentation that enhances the story
<p>Application – The use of knowledge and skills to make connections within and between various contexts</p>				
<p>Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts</p>	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Ayas in familiar contexts with limited effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Ayas in familiar contexts with some effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Ayas in familiar contexts with considerable effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Ayas in familiar contexts with a high degree of effectiveness

Notes for students working individually:

Appendix 24: My Writing Checklist

Look for students to

Writing

Revising

- cut out words and reorder them
- use words from word wall, dictionary, or thesaurus
- choose the best descriptive words for my story
- present ideas in a logical order
- use ideas that make sense and help develop the story
- write my story with a beginning, middle, and ending
- provide humour in my story

Proofreading

- use correct capitalization
- use correct spelling
- use correct grammar
- use correct punctuation
- use a variety of sentences (containing question marks, or exclamation marks when appropriate)
- write complex sentences that make sense
- use 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 25: Ayas Stories Reading and Writing Anecdotal Record

Notes for students working individually

How did you feel about your reading/writing in this task? Why? What did you do well during your reading/writing in this task? What would you like to do better next time you read/write?

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 26: 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
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 and individually.

O mushkego Education

Curriculum Units — Elementary: Grade 5

Based on The Ontario Curriculum Grades 1–8: Language and Health and Physical Education and The Omushkego Curriculum Grade 4 to Grade 8: Culture

Our Stories: Ayas

An Integrated Literacy Unit of Study for the Oral Communication, Reading, and Writing Strands: Grade 5

Length of Unit: 4 weeks (20–100 minute literacy blocks)



2018

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