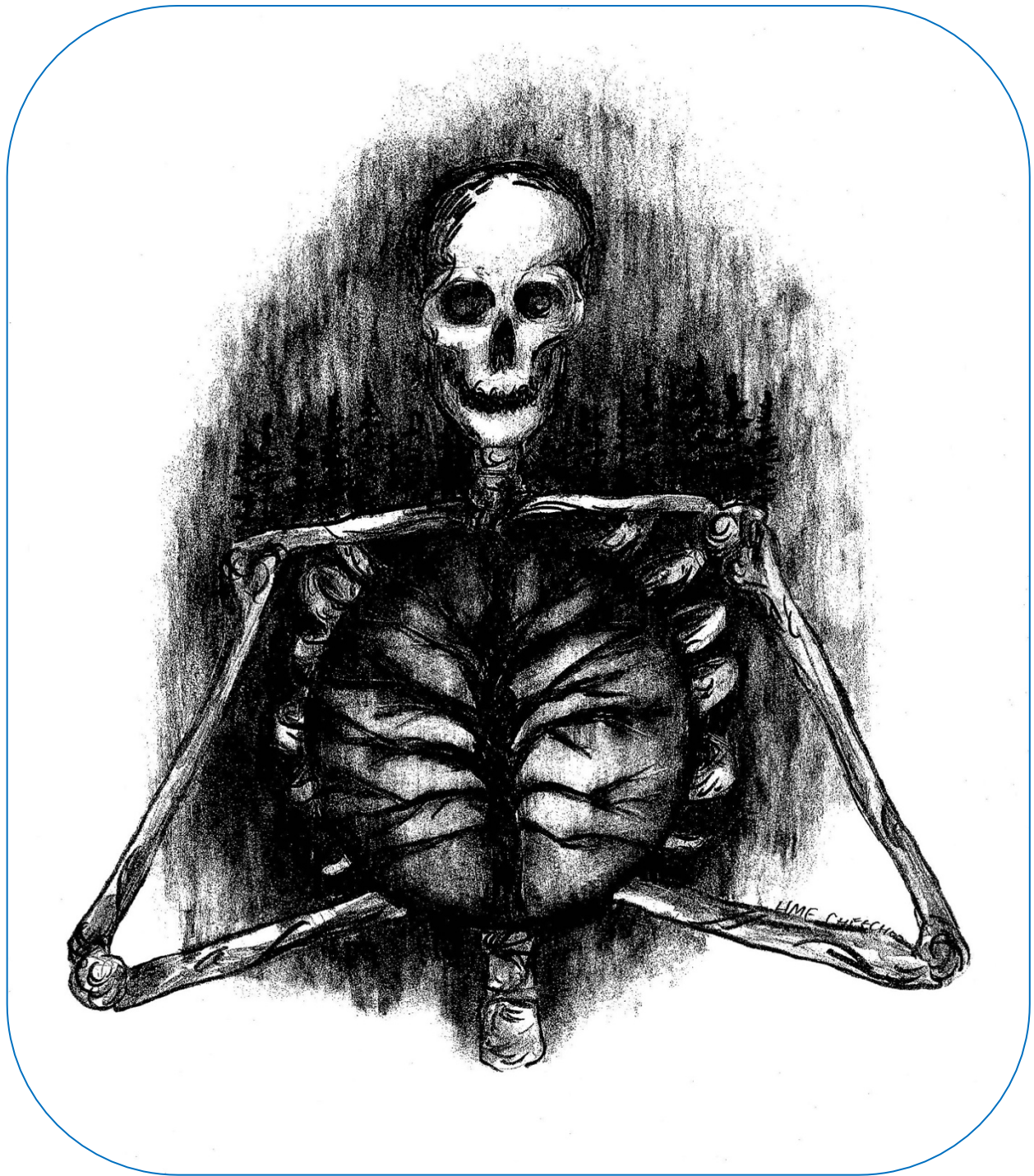


Our Stories: Pakaaskokan



**Omushkego Education Grade 6 Curriculum
2018**

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**Omushkego Education Curriculum Units — Elementary: Grade 6 The Ontario Curriculum Language
Strands: Oral Communication, Reading, and Writing
Title: Our Stories: Pakaaskokan**

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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: Pakaaskokan is an integrated literacy unit primarily designed to address expectations found in the Grade 6 Language strands: Oral Communication, Reading, and Writing. In addition, expectations from Grade 6 Omushkego Culture, Grade 6 Science & Technology: Flight, and Omushkego Character Development: Omushkego Values are included throughout the unit.

This unit deals specifically with traditional Omushkego stories told by Elder Louis Bird of Peawanuck, Ontario. While these stories originate from an area known as the Hudson and James Bay Lowlands, Louis Bird suggests that these stories be told and learned in all Ontario schools for the following reasons:

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

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

- Grade 1: Misheshekak
- Grade 2: Shingibish
- Grade 3: Mishiawiyashishuk (Quotation Stories)
- Grade 4: Wisakaychak
- Grade 5: Ayas
- Grade 6: Pakaaskokan (Mystery Stories)
- Grade 7: Wemishoosh
- Grade 8: Anway

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

The traditional Omushkego stories described in this curriculum document can be found in the companion Grade 6 *Our Stories: Pakaaskokan* resource document. The mystery stories used in this unit took place after the Europeans came: a time when the Omushkego people still lived on their own with access to steel, metal, and guns.

Unit Summary

In this unit, students will investigate the principles of flight and the common properties of air through scientific inquiry. Next, they will listen to a local storyteller or elder tell traditional mystery stories, *Pakaaskokan* and *Mysteries in the Sky*, and retell these stories orally and visually through storyboards. Following this, students will identify good reading strategies required for learning, read *Pakaaskokan*, and respond to a series of questions that demonstrate their understanding and ability to synthesize information from this story. Next, students will use graphic organizers to develop story ideas and use the writing process to develop their own mystery story. Then they will identify good writing strategies to produce a final copy of their story. **Note:** An *Our Stories: Pakaaskokan* bulletin board display should be set up before beginning this unit, e.g., collected photos of local storytellers and examples of local

mystery stories or legends. 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 students will be exposed to other Omushkego mystery stories: *Mysteries in the Sky* (Balls of Fire and Balloons). The students will create a storyboard framework visually representing what they heard and retell *Mysteries in the Sky* (Part I). Next, the students will read *Mysteries in the Sky* and respond to a series of statements and questions that demonstrate their understanding of the story (Part II). Then they will create their own mystery story using the writing process to produce a published

or final copy describing a specific situation involving balls of fire or balloons. Finally, the students will reflect on their thoughts and feelings about reading *Mysteries in the Sky* and writing mystery 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 cautionary tales about dangers in the environment,
- recognizing popular stories about personal experiences and reminiscences, local history accounts, and real events,
- recognizing and enjoy stories told for entertainment,
- 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 appropriate listening behaviour by adapting 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
- extending understanding of oral texts by connecting, comparing, and contrasting the ideas and information 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, dialogue, and small- and large-group discussions
- choosing a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience
- using appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience
- identifying a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and using them appropriately and with sensitivity towards cultural differences to help communicate their meaning

- identifying a variety of non-verbal cues, including facial expression, gestures, and eye contact, and using them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey 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
- identifying a variety of reading comprehension strategies and using them appropriately before, during, and after reading to understand increasingly complex texts
- understanding increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
- extending understanding of texts by connecting, comparing, and contrasting 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 words in a range of reading contexts, automatically
- identifying various elements of style – including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences – and explaining how they help communicate meaning
- identifying 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
- predicting the meaning of and rapidly solving unfamiliar words using different types of cues
- generating ideas about a potential topic and identifying those most appropriate for the purpose
- identifying and ordering main ideas and supporting details and grouping them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies
- writing longer and more complex texts using a wide range of forms
- producing revised draft pieces of writing to meet identified criteria based on the expectations
- proofreading and correcting their writing using guidelines developed with peers and the teacher
- producing pieces of published work to meet identified criteria based on the expectations
- identifying a variety of strategies they used before, during, and after writing, explaining which ones were most helpful, and suggesting further steps they can take to improve as writers

Science and Technology

- conducting investigations that explore the properties of matter
- following established safety procedures for working with tools and materials
- using scientific inquiry/experimentation skills to determine physical properties of materials
- using appropriate science and technology vocabulary in oral and written communication
- using a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes

Omushkego Character Development

- 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 cautionary tales and stories told for entertainment 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 cautionary tales about dangers in the environment
- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events
- 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 cautionary tales about dangers in the environment
- listen to popular stories about personal experiences and reminiscences, local history accounts, and real events
- 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

Science and Technology:

Flight

- **investigate ways in which flying devices make use of properties of air (2);**
- **explain ways in which properties of air can be applied to the principles of flight and flying devices (3);**

2. Developing Investigation and Communication Skills

- follow established safety procedures for using tools and materials and operating flying devices (e.g., aim flying devices away from each other when launching them; fly kites and airplanes a safe distance from overhead hydro wires) (2.1)

- use scientific inquiry/experimentation skills (see page 12) to investigate the properties of air (e.g., air takes up space, has mass, can be compressed)

Sample guiding questions: How do we know that air is there? When have you felt the force or pressure of air? Where might you see some of these principles applied in daily life? (2.2)

- investigate characteristics and adaptations that enable living things to fly (e.g., a bat's wings are made up of long, thin bones covered with a very light membrane that forms an airfoil surface; insects can twist and turn their wings, which helps them to hover in the air or even fly backwards; some seeds, such as the keys of a maple tree or dandelion seeds, have parachutes or wings like a glider that allow them to be carried by the wind) (2.3)

- use technological problem-solving skills (see page 16) to design, build, and test a flying device (e.g., a kite, a paper airplane, a hot air balloon)

Sample guiding questions: How does your device use the principles of flight? What were some challenges in getting your device off the ground? How might you change your device to make it fly better? (2.4)

- use appropriate science and technology vocabulary, including aerodynamics, compress, flight, glide, propel, drag, thrust, and lift, in oral and written communication (2.5)

- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., using technological conventions, make a drawing of the flying device they constructed) (2.6)

3. Understanding Basic Concepts

- identify the properties of air that make flight possible (e.g., air takes up space, has mass, expands, can exert a force when compressed) (3.1)

- identify and describe the four forces of flight – lift, weight, drag, and thrust (3.3)

- describe, in qualitative terms, the relationships between the forces of lift, weight, thrust, and drag that are required for flight (e.g., lift must be greater than weight for a plane to take off; thrust must be greater than drag for a plane to take off; lift must be less than weight for a plane to land; thrust must be less than drag for a plane to land) (3.4)

- describe ways in which flying devices or living things use unbalanced forces to control their flight (e.g., a plane can be steered up or down by tilting the elevators on the tail; when a bird flaps its wings, the wings develop lift as well as forward and upward force, thus causing it to take off) (3.5)

- describe ways in which the four forces of flight can be altered (e.g., increasing the angle of attack increases the lift; lightweight materials help to keep the overall mass of the plane down, so that it can fly with smaller lift force; jet engines can vary the amount of thrust, which enables the plane to move forward; using the flaps on airplane wings changes the amount of drag, which reduces the speed of the plane) (3.6)

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 identify the perspective in an oral presentation; to identify the strategies and devices used to enhance the impact of a speech; to describe stated and implied ideas in the lyrics of a song) (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., ask questions to deepen understanding and make connections to the ideas of others; summarize or paraphrase information and ideas to focus or clarify understanding; use vocal prompts in dialogues or conversations to express empathy, interest, and personal regard: That's really interesting. You must have been excited.) (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 increasingly complex oral texts (e.g., use self-questioning to monitor understanding; visualize different elements of an oral text; use note-taking strategies to record important ideas, key words, questions, and predictions) (1.3);

Demonstrating Understanding

- demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (e.g., summarize and explain information and ideas from an oral text, citing important details; ask questions to confirm inferences and value judgements during discussions after listening) (1.4);

Making Inferences/Interpreting Texts

- interpret oral texts by using stated and implied ideas from the texts

Teacher prompts: "What messages did you get from the speaker's tone of voice/body language/facial expressions?" "How does paying attention to a speaker's body language help you interpret what is being said?"

(1.5);

Extending Understanding

- extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information 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., use dialogue or drama to explore similarities and differences between ideas in oral texts and their own ideas) (1.6);

Analysing Texts

- analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information (e.g., compare their own response to an oral text with a partner's response, citing details from the text to support their own view; explain what makes a war veteran's Remembrance Day speech effective) (1.7);

Point of View

- identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives (e.g., ask questions about the values that are stated and implied by the perspective taken and those that are ignored; use role play or drama to express alternative views)

Teacher prompts: "Whose point of view is being explored in this text?" "Whose voice do we not hear? Is this fair?" (1.8);

Presentation Strategies

- identify a variety of presentation strategies used in oral texts and analyse their effect on the audience (e.g., the unexpected use of humour or of changes in pace)

Teacher prompt: "Why do you think the speaker paused for so long at that point in the story?" (1.9);

2. Speaking to Communicate

Purpose

- identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form (e.g., to clarify thinking through dialogue; to explore different points of view through drama and role playing; to present information to a group) (2.1);

Interactive Strategies

- demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions (e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking) (2.2);

Clarity and Coherence

- communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information (e.g., present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion) (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 appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience (e.g., use similes, personification, and comparative adjectives and adverbs to achieve a desired effect) (2.4);

Vocal Skills and Strategies

- identify a range of 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., create different-sounding "voices" for the characters in a dramatization of a story) (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., count off on their fingers as they present each point in an argument) (2.6);

Visual Aids

- use a variety of appropriate visual aids, (e.g., video images, maps, posters, charts, costumes) to support or enhance oral presentations (e.g., wear a costume to help portray the speaker in a monologue; create a slide show to accompany a report) (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: "What strategies do you use to help you understand and follow a discussion among several people?" "What strategies do you use to recall important information after listening?" "What factors do you consider when deciding whether to use an informal or a formal approach when speaking?" (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 prompt: "What strategies that you use when preparing to write help you organize your ideas before speaking?" (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 wide variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, legends, fantasies, novels, plays), graphic texts (e.g., graphic novels, advertisements, atlases, graphic organizers, charts and tables), and informational texts (e.g., biographies, textbooks, and other non-fiction materials; articles and reports; print and online editorials, various electronic texts, webquest texts) (1.1);

Purpose

- identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., online and print sources to compare different approaches to the same topic; webquest texts for information on a historical topic; graphic organizers, charts, and tables for specific information; a novel or a nonfiction book on a favourite topic for personal enjoyment) (1.2);

Comprehension Strategies

- identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through brainstorming and developing concept maps; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts in a text; make predictions about a text based on knowledge of similar texts; reread or read on to confirm or clarify understanding) (1.3);

Demonstrating Understanding

- demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., general idea and related facts in chapters, reports, tables and charts, concept maps, online and print magazine articles, editorials, brochures or pamphlets, websites; main theme and important details in short stories, poems, plays, legends) (1.4);

Making Inferences/Interpreting Texts

- develop interpretations about texts using stated and implied ideas to support their interpretations
Teacher prompt: "What is the story between the lines ... beyond the lines? What clues did the author give that led to your conclusion? Why do you think the author doesn't state these ideas directly?" (1.5);

Extending Understanding

- extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
Teacher prompt: "How does the author's treatment of this topic compare with treatments of the topic in other sources?" (1.6);

Analysing Texts

- analyse increasingly complex texts and explain how the different elements in them contribute to meaning (e.g., narrative: contribution of characters, setting, and plot to the theme; persuasive argument: the role of the summing-up paragraph in highlighting the most compelling points in the argument) (1.7);

Responding to and Evaluating Texts

- make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views

Teacher prompts: "What conclusions can you draw from the events or information presented in the text?" "Has the author chosen the most convincing facts to support his or her opinion?" (1.8);

Point of View

- identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives (e.g., ask questions to identify any biases that are stated or implied in the view presented)

Teacher prompts: "Who would be most likely to share this point of view? Who would not?" "How would you revise the text to appeal to a different or a wider audience?" "Why do you think stereotypes are used in certain texts?" (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 a myth (e.g., the use of imaginary/supernatural characters tells the reader not to interpret the story literally), graphic texts such as an advertisement (e.g., colour and layout are used to emphasize the appeal and importance of the product), and informational texts such as an editorial (e.g., the formal, logical structure of thesis, development, and summary/conclusion helps create an authoritative impression) (2.1);

Text Patterns

- identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts (e.g., order of importance in a persuasive letter or news report, a grid and coordinates in a map, columns and rows in a table, time order in a biography) (2.2);

Elements of Style

- identify various elements of style - including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences - and explain how they help communicate meaning (e.g., hyperbole provides drama and emphasis in a persuasive article; a complex sentence allows the author to combine ideas for succinctness and improved flow) (2.4);

3. Reading With Fluency

Reading Familiar Words

- automatically read and understand most words in a range of reading contexts (e.g., words from oral vocabulary and grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts and 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., words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words) (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 radio drama or radio editorial in role with suitable emphasis and phrasing) (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: "What questions do you ask yourself to check that you understand what you are reading?" "How do you know if you need to reread a section of a text?" "What else can you do if reading on or rereading does not clarify the meaning?" "In what way do you use your reader's notebook to help you as a reader?" (4.1);

Interconnected Skills

- explain, in conversation with the teacher and/or 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., using a particular form when writing enhances understanding when reading texts of a similar form)

Teacher prompt: "Think about the conventions you used when creating a class newspaper. How will that information help you when you read the community newspaper?" (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., an original poem, with an invented structure or based on a model such as a haiku, about a topic of personal interest, to share with the class; a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, to share with Grade 3

students; a script on a topic of current interest for a mock television broadcast for a general audience) (1.1);

Developing Ideas

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

Research

- sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas (e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a fishbone chart, a T-chart, or an "Agree/Disagree" chart) (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 structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance) (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 information critically with a friend using a concept map, checklist, or flowchart) (1.6);

2. Using Knowledge of Form and Style in Writing

Form

- write longer and more complex texts using a wide range of forms (e.g., an "autobiography" in the role of a historical or contemporary person, based on research; a journalist's report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue affecting Canadians; a made-up legend or fantasy, based on themes from their reading, to entertain younger children) (2.1);

Voice

- establish a distinctive voice in their writing appropriate to the subject and audience (e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone) (2.2);

Word Choice

- use some vivid and/or figurative language and innovative expressions to enhance interest (e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order)

Teacher prompt: "Identify three language choices you have made and explain the effect they will have on a reader." (2.3);

Sentence Fluency

- create complex sentences by combining phrases, clauses, and/or simple sentences (e.g., combine several simple sentences - "Nora left the house. She was heading for the market. She didn't want to be late." - to create a complex sentence - "Not wanting to be late, Nora left the house and headed for the market.") (2.4);

Point of View

- identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate (e.g., revise writing focusing on the use of inclusive language, such as police officer instead of policeman) (2.5);

Preparing for Revision

- identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language (e.g., identify one main idea that is poorly supported; identify three sentences that would be clarified by adding an adjective or adverb) Teacher prompt: "How can you determine which parts of your work need further clarification?" (2.6);

Revision

- make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use arrows or make notes to identify text that needs to be moved; use sticky notes to indicate insertions; use underlining to focus on overworked words; add or substitute words and phrases that would make their writing more vivid; use figurative language such as similes and personification and rhetorical devices such as exaggeration to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory)

Teacher prompt: "Can you use short, abrupt sentences to add drama to your writing?" (2.7);

Producing Drafts

- produce revised draft pieces of writing to meet identified criteria based on the expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate 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., orally emphasize hard-to-hear sounds in difficult, complex words: Feb-ru-ar-y; leave unknown letters/letter clusters blank to solve after having spelled the familiar parts of a word; visualize a known word that is like the "problem" word; apply rules for forming plurals to unfamiliar words) (3.2);

Vocabulary

- confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate entry words, multiple meanings, pronunciation guides, charts of spellings of sounds, inflected forms, suffixes and prefixes, primary and secondary stresses, different pronunciations, idioms, and homographs in online and print dictionaries; use thematic dictionaries such as a word game dictionary or a homonym dictionary; use a thesaurus to explore alternative word choices) (3.3);

Punctuation

- use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets (3.4);

Grammar

- use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns (e.g., I, me) indefinite pronouns (e.g., someone, nobody); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses (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 photographs or magazine pictures and a map in a travel brochure; include an index to help the reader find specific information in a report; supply a table of contents) (3.7);

Producing Finished Works

- produce pieces of published work to meet identified criteria based on the expectations (e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation) (3.8);

4. Reflecting on Writing Skills and Strategies

Metacognition

- identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest further steps they can take to improve as writers

Teacher prompts: "How did the sources you used allow you to generate a balanced selection of ideas?"

"How do you use your writer's notebook to help you during the writing process?" (4.1);

Interconnected Skills

- describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "What do you know about different media texts that might help when you are writing?" "In what way do you think that the reading you do helps you as a writer? Can you give an example?" (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).

Assessment

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

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

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

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

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

Evaluation

Evaluation involves the process of reviewing student performances and products and making judgments about how well the student has performed in relation to the expectations and the criteria that are linked to the achievement chart categories. Teachers review their formative assessment observations as they prepare students for their evaluation tasks and make appropriate accommodations for students based on their needs.

Evaluation information will be used to provide feedback to students on their performance, to plan next steps in programming, and to report to parents/guardians on student progress and achievement. In addition, teachers who wish to assess expectations addressed in other subjects will need to use subject-specific rubrics to evaluate student performance. These rubrics can be found in the following documents: *The Ontario Curriculum Grades 1–8, Science & Technology, 2007*, pp. 26 and 27, *The 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: Mysteries in the Sky 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 sequence of spoken text through illustrations and written and oral responses	– demonstrates some understanding of sequence of spoken text through illustrations and written and oral responses	– demonstrates considerable understanding of sequence of spoken text through illustrations and written and oral responses	– demonstrates thorough understanding of sequence 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 (storyboard) to retell a Mysteries in the Sky story with limited effectiveness	– uses creative thinking processes (storyboard) to retell a Mysteries in the Sky story with some effectiveness	– uses creative thinking processes (storyboard) to retell a Mysteries in the Sky story with considerable effectiveness	– uses creative thinking processes (storyboard) to retell a Mysteries in the Sky story 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

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

Notes for students working individually:

Reading Our Stories: Mysteries in the Sky Response and Application 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)				
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, concepts, themes) (Part 1)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
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 (Part 2)	– identifies the simple elements of the plot from the text in a limited way – uses examples from the text inconsistently or ineffectively to support answers	– shows some understanding of some elements of the plot from the text – selects and uses some appropriate examples from the text to support answers	– conveys an understanding of the elements of the plot – selects and uses many appropriate examples from the text to support answers	– selects the most appropriate examples of element of the plot and conveys a full understanding of them – consistently uses the most appropriate examples from the text to support answers
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) (Part 3)	– uses reading process with limited effectiveness to synthesize information from 2 stories	– uses reading process with some effectiveness to synthesize information from 2 stories	– uses reading process with considerable effectiveness to synthesize information from 2 stories	– uses reading process with a high degree of effectiveness to synthesize information from 2 stories
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 4 to 6)	– makes connections between the text and personal experience with limited effectiveness	– makes connections between the text and personal experience with some effectiveness	– makes connections between the text and personal experience with considerable effectiveness	– makes connections between the text and personal experience with a high degree of effectiveness

My Reading Checklist

Look for students to

Reading

- expect meaning from 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
- use phrasing, punctuation, and expression when reading
- 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

Writing My Story: Mysteries in the Sky 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 mystery stories in Omushkego culture	– demonstrates some understanding of mystery stories in Omushkego culture	– demonstrates considerable understanding of mystery stories in Omushkego culture	– demonstrates thorough understanding of mystery stories 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 Balls of Fire or Balloons with limited effectiveness	– uses creative writing process to describe a specific situation involving Balls of Fire or Balloons with some effectiveness	– uses creative writing process to describe a specific situation involving Balls of Fire or Balloons with considerable effectiveness	– uses creative writing process to describe a specific situation involving Balls of Fire or Balloons 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 media forms	– has no clear beginning, middle, or end – contains ideas and details that are unconnected and has no paragraph structure	– shows some evidence of a beginning, middle, and an end – includes ideas and details that are somewhat connected within paragraphs	– has a clear beginning, a middle, and a logical end – has sentences that are linked together in paragraphs	– 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

<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 	<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 	<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 	<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
<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 Mysteries in the Sky in familiar contexts with limited effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Mysteries in the Sky in familiar contexts with some effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Mysteries in the Sky in familiar contexts with considerable effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about the writing process and Mysteries in the Sky 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

Mysteries in the Sky Reading and Writing Anecdotal Record

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

What Students Felt About Reading/Writing

What Students Did Well During Reading/Writing

What Students Would Like To Do Better

Teacher Comments on Student Response Journals

My 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></p> <p>Initial Task: photographs of local storytellers or elders examples of Omushkego legends strips of paper</p> <p><i>Our Voices: Legend of Wiisaakechaahk</i> from http://www.ourvoices.ca/filestore/pdf/0/0/2/3/0023.pdf [obtained May 27, 2010] Note: This is an original transcript of Louis Bird’s recording of this story.</p> <p>Chakapesh stories in Louis Bird. (2007) <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 23–37.</p> <p>Wisakaychak stories in Louis Bird. (2007) <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 175–197.</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>Georgina Fox. (2001). <i>Another Time When Wee-sa-kachak Was Walking</i>. Timmins, ON: Ojibway and Cree Cultural Centre</p> <p>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.</p> <p>Lizzie Matthews. (2000). <i>Wee-sa-ki-jahk and the Trees</i>. Timmins, ON: Ojibway and Cree Cultural Centre.</p> <p>Issac Gliddy. (2001). <i>Cha-ka-pas and his Sister</i>. Timmins, ON: Ojibway and Cree Cultural Centre.</p> <p>Anastasia Weesk. (2007). <i>Chakapesh and the Big Fish</i> in <i>Omushkegowuk Stories 3</i>. Timmins, ON: Ojibway and Cree Cultural Centre.</p> <p>chart paper markers coloured pencils</p> <p>Appendix 1: Omushkego Character Development Checklist</p>	<p><i>For the Student</i></p> <p>Initial Task: coloured pencils Student Worksheet #1 Omushkego Character Development Checklist Student Worksheet #2 Local Mysteries</p>
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<p>Appendix 2: Local Storytellers, Local Stories, and Local Mysteries Knowledge Rubric Appendix 3: Listening and Speaking Anecdotal Record</p>	
<p>Task 1: How Do Airplanes Fly https://www.youtube.com/watch?v=Gg0TXNXgz-w&list=PLrUVHV3LrotTaa8MDJ-1CSrPVRMPBUd2M&index=8&frags=pl%2Cwn [obtained September 11, 2018] The Aerodynamics of Flight https://www.youtube.com/watch?v=5ltjFEei3AI&list=PLrUVHV3LrotTaa8MDJ-1CSrPVRMPBUd2M&index=3&frags=pl%2Cwn [obtained September 11, 2018] Marshall, B., Lamb, R., & Adkins, B. (2011). <i>How Airplanes Work</i>. Retrieved from HowStuffWorks.com https://science.howstuffworks.com/transport/flight/modern/airplanes.htmchart paper [obtained September 9, 2018] flip chart markers word wall <i>teacher background information resources</i> Alberta Learning. (2002). <i>The Thrill of Flight</i> (Teacher's Guide). Edmonton: AB: Alberta Learning. http://www.learnalberta.ca/content/setf/HTML/Teachers%20Guide/TeachersGuide.pdf [obtained September 7, 2018] Cubello, M., & Weber, P. (2011). <i>Amazing Science Adventures. Part 5: The Science of Flight</i> (Teacher's Guide). Orangeville, ON: McIntyre Media Inc. https://rover.edonline.sk.ca/system/guides/plankton_science_of_flight.pdf [obtained September 7, 2018] Manitoba Education and Training. (2000). Grade 6 Cluster 2: Flight in <i>Grades 5 to 8 Science: A Foundation for Implementation</i>. MB: Winnipeg. https://www.edu.gov.mb.ca/k12/cur/science/found/5to8/6c2.pdf [obtained September 7, 2018] Anglophone School District North. (2015). <i>Grade 6 Science Unit Lesson Guide Flight</i>. Miramichi, NB: New Brunswick Education. http://stemnorth.nbed.nb.ca/sites/stemnorth.nbed.nb.ca/files/doc/y2015/Nov/grade_6_-_flight_lesson_guide.pdf [obtained September 7, 2018] Appendix 4: Properties of Air Rubric Appendix 5: Four Forces of Flight Marking Scheme Appendix 6: Lift and Bernoulli's Principle Anecdotal Record Appendix 7: Drag Rubric Appendix 8: Thrust and Newton's Third Law of Motion Rubric Appendix 9: Flight Rubric Appendix 10: Scientific Inquiry and Experimentation Self-Assessment Rubric</p>	<p>Task 1: strips of paper paper strips of various sizes and shapes (e.g., 20 cm x 5 cm, 20 cm x 3 cm, 20 cm x 10 cm, thin, thick etc.) balloons of similar size short lengths of string (30 cm) cardboard of various sizes and shapes (e.g., 50 cm x 70 cm, 20 cm x 30 cm, wing, square, triangle etc.) large fan balloons of various shapes and sizes (e.g., large, medium, and small etc.) small binder clips or clothespins plastic straws fishing line tape various weights sinkers or washers letter size paper paper clips stopwatch or clock measuring tape Student Worksheet #3: Properties of Air Chart Student Worksheet #4: Four Forces of Flight Student Worksheet #5: Lift and Bernoulli's Principle Student Worksheet #6: Drag Student Worksheet #7: Thrust and Newton's Third Law of Motion Student Worksheet #8: Flight Student Worksheet #9: Scientific Inquiry and Experimentation Self-Assessment Rubric</p>

<p>Appendix 11: Omushkego Character Development Checklist</p>	
<p>Task 2: listening and speaking charts local elder or storyteller audio-visual recording equipment <i>Pakaaskokan</i> in Louis Bird. (2007) <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 51–88. <i>Mysteries in the Sky (I)</i> in Louis Bird. (2007) <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, p. 38. <i>Mysteries in the Sky (II)</i> in Louis Bird. (2003) <i>0066-Our Voices-Skeleton Mystery</i>. Winnipeg, MB: Our Voices: Omushkego Oral History Project, pp. 13–14. <i>Science and Mystery</i> in Louis Bird. (2007) <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 84–85. television digital recordings of <i>Pakaaskokan</i>, <i>Mysteries in the Sky</i>, and <i>Science and Mystery</i> chart paper Appendix 12: My Listening and Speaking Checklist Appendix 13: Local Community Elder’s Visit Listening, Speaking, and Character Development Rating Scale Appendix 14: Retelling Our Stories: Pakaaskokan Rubric Appendix 15: Telling My Story: Pakaaskokan Rubric) Appendix 16: Local Storyteller’s Visit Anecdotal Record</p>	<p>Task 2: pencils Student Worksheet #10: My Listening and Speaking Checklist Student Worksheet #11: Retelling Our Stories: Pakaaskokan Student Worksheet #12: Telling My Story: Pakaaskokan Storyboard Student Worksheet #13: Local Storyteller’s Visit Response Journal</p>
<p>Task 3: <i>Pakaaskokan</i> text (Grade 6) <i>Science and Mystery</i> text chart paper reading and writing charts digital recording of elder’s storytelling session of <i>Pakaaskokan</i> and <i>Science and Mystery</i> Appendix 17: Reading Our Stories: Pakaaskokan Rubric Appendix 18: My Reading Checklist Appendix 19: My Writing Checklist Appendix 20: Writing My Story: Pakaaskokan Rubric Appendix 21: Reading, Writing, and Character Development Rating Scale Appendix 22: My Reading and Writing Anecdotal Record</p>	<p>Task 3: pencils lined paper word processor software computer work stations (4) <i>Pakaaskokan</i> text (Grade 6) Student Worksheet #14: Reading Our Stories: Pakaaskokan Rubric Student Worksheet #15: Reading Our Stories: Pakaaskokan Response and Application Student Worksheet #16: My Reading Checklist Student Worksheet #17: Writing My Story: Pakaaskokan Organizer Student Worksheet #18: My Writing Checklist Student Worksheet #19: My Reading and Writing Response Journal</p>
<p>Culminating Task: Part I digital recording of <i>Mysteries in the Sky</i> television Appendix 23: Retelling Our Stories: Mysteries in the Sky Rubric Appendix 24: My Listening and Speaking Checklist</p>	<p>Culminating Task: Part I pencils Retelling Our Stories: Mysteries in the Sky (in Culminating Task Student Booklet) My Speaking and Listening Checklist (in Culminating Task Student Booklet)</p>

<p>Part II <i>Mysteries in the Sky</i> text (Grade 6) <i>Mysteries in the Sky: Balls of Fire</i> in Louis Bird. (2003). <i>0066-Our Voices-Skeleton Mystery</i>. Winnipeg, MB: Our Voices: Omushkego Oral History Project, pp. 13–14. <i>Mysteries in the Sky: Balloons</i> in Louis Bird. (2007). <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill- Queen’s University Press, p. 38. Appendix 25: Reading Our Stories: Mysteries in the Sky Rubric Appendix 26: My Reading Checklist</p>	<p>Part II pencils Reading Our Stories: Mysteries in the Sky Rubric (in Culminating Task Student Booklet) Reading Our Stories: Mysteries in the Sky Response and Application (in Culminating Task Student Booklet) My Reading Checklist (in Culminating Task Student Booklet)</p>
<p>Part III television digital recordings of <i>Pakaaskokan</i> and <i>Mysteries in the Sky</i> Appendix 27: Writing Our Stories: Mysteries in the Sky Rubric Appendix 28: My Writing Checklist Appendix 29: Mysteries in the Sky Reading and Writing Anecdotal Record Appendix 30: My Omushkego Character Development Rating Scale</p>	<p>Part III pencils lined paper word processor software computer work stations (4) Writing My Story: Mysteries in the Sky Organizer (in Culminating Task Student Booklet) My Writing Checklist (in Culminating Task Student Booklet) Mysteries in the Sky Reading and Writing Response Journal (in Culminating Task Booklet) My Omushkego Character Development Rating Scale (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. *Pakaaskokan* 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. *Pakaaskokan* 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 Mysteries 100 minutes (1 literacy block)

Task 1: Investigating Our Mysteries: Flight 500 minutes (5 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 500 minutes (5 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 Mysteries

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 mysteries in the surrounding area. 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 cautionary tales and stories told for entertainment in order to understand and respond appropriately in a variety of situations for a variety of purposes;**

Language Arts: Oral Communication (Listening and Speaking)

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

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

Science and Technology: Flight

• **investigate ways in which flying devices make use of properties of air (2);**

• **explain ways in which properties of air can be applied to the principles of flight and flying devices (3);**

Omushkego Character Development:

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

Teaching/Learning Strategies:

1. Explain that many stories describe something that the Omushkego people have experienced, seen, or heard. These stories can tell us a lot about our relationships with one another and the land. Ask students the following: What are some of things we can do to get along with each other and those around us?

Record responses on chart paper with the following heading: Omushkego Character Development. Have students individually complete Student Worksheet #1: Omushkego Character Development Checklist.

Note: Check back on these responses throughout the unit with the students to ensure that Omushkego values are reinforced or addressed.

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

3. Ask students the following: Who tells stories in your family or community? 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, *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, and *Ayas* from the Grade 5 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. Ask students the following: Where do these stories take place? When did these stories or legends take place? State that many of these local stories or legends take place in the areas surrounding their community. In addition, explain that some of these stories take place before the Omushkego people came (*Mi-she-shek-kak* and *Shingibish* stories) and some before the Europeans came (*Chakabesh* and *Wisakaychak* stories). There are other stories or legends that possibly take place after the Europeans came (*Ayas*) including more recent times. Some of these stories have to do with strange things or mysteries experienced by the Omushkego people.
7. Ask students to identify and describe some of the local mystery stories they are familiar with. Record responses (names of mysteries) on chart paper with heading: Local Mysteries. (Brainstorming) **Note:** Many of these stories involve encounters with flying things. Have students draw pictures of local mysteries and write the name of the mystery from chart on Student Worksheet #2: Local Mysteries. Then ask students the following: How do flying things move through the air? What are some of the properties of air that make flight possible? (e.g., air takes up space, has mass, expands, can be compressed) How do we know air exists? When have you felt the force or pressure of air? What are the four forces of flight? (e.g., lift, weight, thrust, and drag) (Questioning Process)

Assessment:

- * self-assessment on knowledge of Omushkego Character Development using checklist of students working as a whole class and individually (see Appendix 1: Omushkego Character Development Checklist)
- * exhibition/demonstration on knowledge of Local Storytellers, Local Stories, and Local Mysteries Knowledge using rubric of students working as a whole class and individually (see Appendix 2: Local Storytellers, Local Stories, and Local Mysteries 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

examples of Omushkego legends

strips of paper

Our Voices: Legend of Wiisaakechaahk from <http://www.ourvoices.ca/filestore/pdf/0/0/2/3/0023.pdf> [obtained May 27, 2010] **Note:** This is an original transcript of Louis Bird's recording of this story. 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.

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.

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 Omushkego Character Development Checklist

Student Worksheet #2 Local Mysteries

Task 1: Investigating Our Mysteries: Flight

Time: 500 minutes (5 literacy blocks)

Description: In this task, students will investigate the principles flight by learning about the common properties of air through scientific inquiry. Next, they will identify the four forces of flight, that is, lift, weight, drag, and thrust. Then students will examine the relationships between these forces through observations and experiments. In addition, they will describe ways in which flying things use unbalanced forces to control their flight and how these forces can be altered. Finally, students will apply their knowledge to design and test a flying device: a paper airplane.

Note: Science and Technology: Human Organ Systems (Grade 5) expectations may be used to enhance activities used in this unit.

Expectations:

Science and Technology: Flight

- **investigate ways in which flying devices make use of properties of air (2);**
- **explain ways in which properties of air can be applied to the principles of flight and flying devices (3);**

2. Developing Investigation and Communication Skills

- follow established safety procedures for using tools and materials and operating flying devices (e.g., aim flying devices away from each other when launching them; fly kites and airplanes a safe distance from overhead hydro wires) (2.1)
- use scientific inquiry/experimentation skills (see page 12) to investigate the properties of air (e.g., air takes up space, has mass, can be compressed)

Sample guiding questions: How do we know that air is there? When have you felt the force or pressure of air? Where might you see some of these principles applied in daily life? (2.2)

- investigate characteristics and adaptations that enable living things to fly (e.g., a bat's wings are made up of long, thin bones covered with a very light membrane that forms an airfoil surface; insects can twist and turn their wings, which helps them to hover in the air or even fly backwards; some seeds, such as the keys of a maple tree or dandelion seeds, have parachutes or wings like a glider that allow them to be carried by the wind) (2.3)

- use technological problem-solving skills (see page 16) to design, build, and test a flying device (e.g., a kite, a paper airplane, a hot air balloon)

Sample guiding questions: How does your device use the principles of flight? What were some challenges in getting your device off the ground? How might you change your device to make it fly better? (2.4)

- use appropriate science and technology vocabulary, including aerodynamics, compress, flight, glide, propel, drag, thrust, and lift, in oral and written communication (2.5)

- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., using technological conventions, make a drawing of the flying device they constructed) (2.6)

3. Understanding Basic Concepts

- identify the properties of air that make flight possible (e.g., air takes up space, has mass, expands, can exert a force when compressed) (3.1)
- identify and describe the four forces of flight – lift, weight, drag, and thrust (3.3)
- describe, in qualitative terms, the relationships between the forces of lift, weight, thrust, and drag that are required for flight (e.g., lift must be greater than weight for a plane to take off; thrust must be greater than drag for a plane to take off; lift must be less than weight for a plane to land; thrust must be less than drag for a plane to land) (3.4)
- describe ways in which flying devices or living things use unbalanced forces to control their flight (e.g., a plane can be steered up or down by tilting the elevators on the tail; when a bird flaps its wings, the wings develop lift as well as forward and upward force, thus causing it to take off) (3.5)
- describe ways in which the four forces of flight can be altered (e.g., increasing the angle of attack increases the lift; lightweight materials help to keep the overall mass of the plane down, so that it can fly with smaller lift force; jet engines can vary the amount of thrust, which enables the plane to move forward; using the flaps on airplane wings changes the amount of drag, which reduces the speed of the plane) (3.6)

Omushkego Character Development

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

give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring).

Teaching/Learning Strategies:

1. Review material from previous activity by having students name and describe their local mysteries drawings. Restate that many local mystery stories or legends take place on the land around their community and involve flying things, e.g., *Pakaaskokan*, *Mysteries in the Sky*, and *Science and Mystery*.

Note: Prior to this task, place descriptive words used in this task on a word wall for future reference, e.g., pressure, Bernoulli's principle, compressed, drag, flight, force, fluid, liquid, gas, air, water, gravity, lift, mass, space, expand, Newton's third law, principle, thrust, aerodynamics, force, angle of attack, wing, airfoil, flaps, slats, stabilizers, elevators, ailerons, rudder etc. (Word Wall) Ask students to predict the meaning of these words and sort them into groups or categories.

2. Ask students the following: What facts or things do you know about air? Place responses on chart paper.

(Brainstorming) Explain that one way to find out about things is through scientific inquiry and experimentation. Review Student Worksheet #9: Scientific Inquiry and Experimentation Self-Assessment Rubric expectations with class. **Note:**

Students will complete this self-assessment rubric at the end of the task.

<p>Scientific Inquiry Problem Solving Skills Initiating and Planning (e.g., asking questions, clarifying problems, planning procedures) Performing and Recording (e.g., following procedures, accessing information, recording observations and findings) Analysing and Interpreting (e.g., organizing data, reflecting on the effectiveness of actions performed, drawing conclusions) Communicating (e.g., using appropriate vocabulary, communicating findings in a variety of ways)</p>
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Hand out balloons to students and have them follow the first 3 instructions below:

(a) air takes up space

Take a balloon and blow it up. Tie the balloon off. Ask students the following: What is inside the balloon? Explain that air inside the balloon takes up space.

(b) air can exert a force when compressed

Gently press on the balloon. Ask students the following: What happens when you try to compress the balloon? Explain that the air inside the balloon tries to push back.

(c) air expands

Slam the balloon with both hands to break it. Ask the following: What caused this loud noise? Explain that this noise was caused by the sudden expansion of air leaving the broken balloon.

(d) air has mass

Blow up two balloons ensuring one is many times larger than the other. Ask students the following: What balloon has more mass? Place balloons on school math balance. Explain that the larger inflated balloon is heavier than the smaller inflated balloon. (Guided Exploration) Add these four properties of air to the chart paper. Have students complete their observations on Student Worksheet #3: Properties of Air Chart using appropriate illustrations and vocabulary. **Note:** Review science safety procedures before this activity and before the following activities as required.

3. Ask the students the following: What do you know about flight? Place responses on chart paper. (Brainstorming) How does an airplane stay up in the air? Show students the YouTube video *How Do Airplanes Fly?* (3 minutes). Hand out copies of *How Airplanes Work* with the following sections: Introduction; How Do Planes Fly: Thrust and Drag; How Do Planes Fly: Weight and Lift; Aerial Navigation: Wings, Flaps, and Slats; and Aerial Navigation: Stabilizers, Ailerons, Rudders and Elevators. Point out key words that are highlighted in bold.

Science Safety Procedures

1. Listen and follow all instructions carefully
2. Only touch materials when told to do so
3. Use tools and other materials correctly
4. Wear goggles or eye protection if required
5. Read the assigned work before experimenting
6. Work quietly with a partner or in a small group
7. Walk and act responsibly in the work area
8. Keep the work area clear of extra books and bags
9. Leave the work area clean and in good order
10. Report any accidents right away

Discuss meanings of these words and strategies to deciphering text with class. (Directed Reading-Thinking Activities) Read each section to whole class and after each section, ask students the following:

(a) Introduction

What is a fluid?

What are the names of two fluids?

(b) How Do Planes Fly: Thrust and Drag

What are the four basic forces of flight?

How does thrust work?

What is its opposing aerodynamic force?

How does this force work?

(Introduce Newton's third law of motion to students at this time)

(c) How Do Planes Fly: Weight and Lift

Weight is a product of what two things?

What is its opposing dynamic force?

How does this force work?

What is Bernoulli's principle?

(d) Aerial Navigation: Wings, Flaps, and Slats

How does an airplane rise to a higher altitude or dive back toward the ground?

Where are the flaps and slats found on a wing?

What do pilots use them for?

(e) Aerial Navigation: Stabilizers, Ailerons, Rudders and Elevators

The tail of the airplane has two types of small wings. What are they called?

What do elevators on the horizontal tail wing do?

What does the rudder on the vertical tail wing do?

Ailerons are found near the ends of an airplane's wings. What do pilots use them for?

Show students the YouTube video *Aerodynamics - How Airplanes Fly, Maneuver, and Land* (8 minutes). Have students complete Student Worksheet #4: Four Forces of Flight.

4. Review the concepts of weight, lift, and Bernoulli's Principle. Ask the following: What adaptations do fish and birds have to reduce weight? (fish have small interlocked bones and birds have hollow

bones) What adaptations do fish and birds have to increase lift? (fish fins on sides and bird wings are shaped like airfoils, Canada geese flight in a V to increase lift) Explain that they will be investigating these forces.

Lift

In pairs, have students cut paper strips into different widths using different thicknesses of paper. Have students hold one end of the strip against their bottom lip with the paper drooping down or hold a paper strip between their thumb and forefinger.

Ask students predict what will happen when they blow across the top of the strip.

Have students gently blow across the top of the strip and describe the direction the other end of the paper moved.

Ask students the following: What happened to the paper strip when you blew on it? Explain why this happens (blowing increases the speed of the air on top of the paper to create lift which causes the paper to rise until it is parallel to the floor). This is an example of Bernoulli's Principle.

Have students record degree difficulty of lift (easy, moderate, hard) on Student Worksheet # 5: Lift and Bernoulli's Principle.

Have students repeat using 3 or 4 increasing widths or thicknesses (weights) of paper and record.

Bernoulli's Principle

In pairs, have students blow up 2 balloons and attach each of them to a short length of string.

Have students hold balloons at shoulder level in each hand about 5–10 cm apart.

Ask students to predict what will happen when they blow between the balloons.

Have students gently blow between the balloons and describe the direction the balloons moved.

Ask students the following: What happened to the balloons when you blew on them? Explain why this happens (blowing increases the speed of the air between the balloons to create low pressure or less air particles which causes the balloons to move together). This is another example of Bernoulli's Principle.

The faster the air moves the lower pressure it exerts. How do airplanes use Bernoulli's Principle for flight? (Airplanes use this principle to provide lift.) (Scientific Method)

5. Review drag, thrust, and Newton's Third Law of Motion. Ask the following: What characteristics enable birds and fish to reduce drag? (their bodies are streamlined) How do birds and fish provide thrust? (birds flap their wings or run along the ground before take-off and fish move their tail fins back and forth) Explain that they will be investigating these forces.

Drag

In small groups, have students cut or fold cardboard into 3 or 4 different sizes and 3 or 4 shapes.

Ask students to predict what will happen when they hold the cardboard into the wind.

Have students hold cardboard flat facing the wind or fan, with the edge facing the wind, and with the cardboard tilted at various angles (20 and 45 degrees).

Have students record drag (strong, in-between, weak) in the table on Student Worksheet #6: Drag.

Have students repeat using different sizes and shapes of cardboard and record.

Have students answer the following: Can you feel the force of drag? Where was the force strongest? (flat) Weakest? (edge) Let students know that the greatest lift occurs when the angle of attack is 18 degrees. What shapes allow air to flow more efficiently? (streamlined shapes, e.g., edge or wing) Is there a relationship between surface area and the amount of drag? (larger the surface area the larger the drag)

Thrust and Newton's Third Law of Motion

In small groups, have students set up two chairs 3 metres apart with backs facing each other. Thread a straw through fishing line and secure line horizontal to both chairs.

Have students blow up a balloon and use a binder clip or clothespin to prevent air from escaping. Tape balloon onto straw at one end.

Ask students to predict what will happen when they remove the binder clip.

Have students release the binder clip and record their findings (time).

Repeat with 3 or 4 different sized balloons with or without attached weights and record.

Have students record their findings on Student Worksheet # 7: Thrust and Newton's Third Law of Motion

Have students answer the following: What size of balloons produced the most thrust (or got to the other end fastest)? How did weight added to each balloon affect its time? Explain why this happens (force of air leaving balloon backward causes the balloon to move forward). This is an example of Newton's Third Law of Motion. For every action or force there is an equal and opposite reaction. How do airplanes use Newton's law to achieve flight? (Airplanes use this law of motion to provide thrust or propulsion by gas, rocket, or propeller. (Scientific Method)

6. Review the four forces of flight: weight, lift, drag, and thrust. Explain that they will be designing and testing a flying device to obtain maximum flight time and distance.

Flight

In pairs, have students design and create a paper airplane using letter size paper.

Ask students to predict what will happen when they launch their airplane.

Have students launch paper airplane in hallway and measure the time and distance of flight.

Ask student the following: How far did you throw it? How long did it stay in the air?

Have students record their findings (time and distance) on Student Worksheet # 8: Flight.

Have students repeat making design changes (add weight or alter shape or wings) to increase time or distance of flight and record.

Discuss what changes were made and the effects of these changes on flight time and distance. (Scientific Method)

Have students individually complete Student Worksheet #9: Scientific Inquiry and Experimentation Self-Assessment Rubric.

Assessment:

- * exhibition/demonstration on Properties of Air using rubric of students working as whole class or individually (see Appendix 4: Properties of Air Rubric)
- * quizzes, tests, examinations on Four Forces of Flight using marking scheme of students working individually (see Appendix 5: Four Forces of Flight Marking Scheme)
- * observation on Lift and Bernoulli's Principle using anecdotal record of students working in pairs (see Appendix 6: Lift and Bernoulli's Principle Anecdotal Record)
- * response journal on Drag using rubric of students working in small groups (see Appendix 7: Drag Rubric)
- * response journal on Thrust and Newton's Third Law of Motion using rubric of students working in small groups (see Appendix 8: Thrust and Newton's Third Law of Motion Rubric)
- * response journal on Flight using rubric of students working in pairs (see Appendix 9: Flight Rubric)
- * self-assessment on Scientific Inquiry and Experimentation Skills using a rubric of students working in pairs (see Appendix 10: Scientific Inquiry and Experimentation Self-Assessment Rubric)
- * observation on Omushkego Character Development using checklist of students working in pairs and in small groups (see Appendix 11: Omushkego Character Development Checklist)

Resources:

How Do Airplanes Fly

<https://www.youtube.com/watch?v=Gg0TXNXgz-w&list=PLrUVHV3LrotTaa8MDJ-1CSrPVRMPBUd2M&index=8&frags=pl%2Cwn> [obtained September 11, 2018]

The Aerodynamics of Flight

<https://www.youtube.com/watch?v=5ltjFEei3AI&list=PLrUVHV3LrotTaa8MDJ-1CSrPVRMPBUd2M&index=3&frags=pl%2Cwn> [obtained September 11, 2018]

Marshall, B., Lamb, R., & Adkins, B. (2011). *How Airplanes Work*. Retrieved from HowStuffWorks.com

<https://science.howstuffworks.com/transport/flight/modern/airplanes.htm> chart paper [obtained September 9, 2018]

flip chart

markers

strips of paper

word wall

paper strips of various sizes and shapes (e.g., 20 cm x 5 cm, 20 cm x 3 cm, 20 cm x 10 cm, thin, thick etc.)

balloons of similar size

short lengths of string (30 cm)

cardboard of various sizes and shapes (e.g., 50 cm x 70 cm, 20 cm x 30 cm, wing, square, triangle etc.)

large fan

balloons of various shapes and sizes (e.g., large, medium, and small etc.)

small binder clips or clothespins
plastic straws
fishing line
tape
various weights sinkers or washers
letter size paper
paper clips
stopwatch or clock
measuring tape
Student Worksheet #3: Properties of Air Chart
Student Worksheet #4: Four Forces of Flight
Student Worksheet #5: Lift and Bernoulli's Principle
Student Worksheet #6: Drag
Student Worksheet #7: Thrust and Newton's Third Law of Motion
Student Worksheet #8: Flight
Student Worksheet #9: Scientific Inquiry and Experimentation Self-Assessment Rubric

teacher background information resources

Alberta Learning. (2002). *The Thrill of Flight* (Teacher's Guide). Edmonton: AB: Alberta Learning.

<http://www.learnalberta.ca/content/setf/HTML/Teachers%20Guide/TeachersGuide.pdf> [obtained September 7, 2018]

Cubello, M., & Weber, P. (2011). *Amazing Science Adventures. Part 5: The Science of Flight* (Teacher's Guide). Orangeville, ON: McIntyre Media Inc.

https://rover.edonline.sk.ca/system/guides/plankton_science_of_flight.pdf [obtained September 7, 2018]

Manitoba Education and Training. (2000). Grade 6 Cluster 2: Flight in *Grades 5 to 8 Science: A Foundation for Implementation*. MB: Winnipeg.

<https://www.edu.gov.mb.ca/k12/cur/science/found/5to8/6c2.pdf> [obtained September 7, 2018]

Anglophone School District North. (2015). *Grade 6 Science Unit Lesson Guide Flight*. Miramichi, NB: New Brunswick Education.

http://stemnorth.nbed.nb.ca/sites/stemnorth.nbed.nb.ca/files/doc//y2015/Nov/grade_6_-_flight_lesson_guide.pdf [obtained September 7, 2018]

Task 2: Listening and Speaking to Our Storytellers and Stories

Time: 300 minutes (3 literacy blocks)

Description: In this task, students will identify good listening and speaking behaviours required for learning. Next, they will listen to a local elder or storyteller tell a traditional story about mysteries, *Pakaaskokan*, *Mysteries in the Sky* and *Science and Mystery* as it relates to the culture of the Omushkego people. Then students will visually represent one of the *Pakaaskokan* stories on a storyboard by sketching frames for each part of that story in sequence. Afterwards, students in a large group will create a Pakaaskokan story. Students will individually tell this or their own story on a storyboard. 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:

- **listen to cautionary tales and stories told for entertainment 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 cautionary tales about dangers in the environment,
- recognize popular stories about personal experiences and reminiscences, local history accounts, and real events,
- 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 cautionary tales about dangers in the environment,
- listen to popular stories about personal experiences and reminiscences, local history accounts, and real events,
- 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 identify the perspective in an oral presentation; to identify the strategies and devices used to enhance the impact of a speech; to describe stated and implied ideas in the lyrics of a song) (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., ask questions to deepen understanding and make connections to the ideas of others; summarize or paraphrase information and ideas to focus or clarify understanding; use vocal prompts in dialogues or conversations to express empathy, interest, and personal regard: That's really interesting. You must have been excited.) (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 increasingly complex oral texts (e.g., use self-questioning to monitor understanding; visualize different elements of an oral text; use note-taking strategies to record important ideas, key words, questions, and predictions) (1.3);

Demonstrating Understanding

- demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (e.g., summarize and explain information and ideas from an oral text, citing important details; ask questions to confirm inferences and value judgements during discussions after listening) (1.4);

Making Inferences/Interpreting Texts

- interpret oral texts by using stated and implied ideas from the texts

Teacher prompts: "What messages did you get from the speaker's tone of voice/body language/facial expressions?" "How does paying attention to a speaker's body language help you interpret what is being said?" (1.5);

Extending Understanding

- extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information 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., use dialogue or drama to explore similarities and differences between ideas in oral texts and their own ideas) (1.6);

Analysing Texts

- analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information (e.g., compare their own response to an oral text with a partner's response, citing details from the text to support their own view; explain what makes a war veteran's Remembrance Day speech effective) (1.7);

Point of View

- identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives (e.g., ask questions about the values that are stated and implied by the perspective taken and those that are ignored; use role play or drama to express alternative views)
Teacher prompts: "Whose point of view is being explored in this text?" "Whose voice do we not hear? Is this fair?" (1.8);

Presentation Strategies

- identify a variety of presentation strategies used in oral texts and analyse their effect on the audience (e.g., the unexpected use of humour or of changes in pace)

Teacher prompt: "Why do you think the speaker paused for so long at that point in the story?" (1.9);

2. Speaking to Communicate

Purpose

- identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form (e.g., to clarify thinking through dialogue; to explore different points of view through drama and role playing; to present information to a group) (2.1);

Interactive Strategies

- demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions (e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking) (2.2);

Clarity and Coherence

- communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information (e.g., present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion) (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 appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience (e.g., use similes, personification, and comparative adjectives and adverbs to achieve a desired effect) (2.4);

Vocal Skills and Strategies

- identify a range of 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., create different-sounding "voices" for the characters in a dramatization of a story) (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., count off on their fingers as they present each point in an argument) (2.6);

Visual Aids

- use a variety of appropriate visual aids, (e.g., video images, maps, posters, charts, costumes) to support or enhance oral presentations (e.g., wear a costume to help portray the speaker in a monologue; create a slide show to accompany a report) (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: "What strategies do you use to help you understand and follow a discussion among several people?" "What strategies do you use to recall important information after listening?" "What factors do you consider when deciding whether to use an informal or a formal approach when speaking?" (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 prompt: "What strategies that you use when preparing to write help you organize your ideas before speaking?" (3.2).

Omushkego Character Development

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

Teaching/Learning Strategies:

1. Review material from previous activity by asking students the following: What are the four forces of flight? Do all flying things have to follow these forces? Why or why not? Explain that some flying

things have been seen that do not follow these forces and are mysteries. Many of these mysteries involve flying things and take place on the land around their community, e.g., *Pakaaskokan*, *Mysteries in the Sky*, and *Science and Mystery*. Mystery stories describe strange things that have been experienced by the Omushkego people. These mystery stories are not legends. Tell students that an elder or storyteller from the community will be visiting to tell mystery stories to the class.

2. 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 a 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 Checklist.

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

3. 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 are any questions they might want to ask the elder about local mystery stories. 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.

4. 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 *Pakaaskokan*, *Mysteries in the Sky*, and *Science and Mystery* in Cree and English (Storytelling) and state the meaning of these stories. Digitally record each story for use in classroom listening centre with permission of the elder. Allow time for students to ask questions of their visitor. Observe verbal and non-verbal interactions throughout the storytelling session. Upon completion of the storytelling session, select one student and have them thank the elder and present him with an honourarium. Thank and applaud the elder on behalf of the class. Then select another student to bring elder from classroom to office or staff room where appropriate. (Guest Speaker)
Notes: 1) *Pakaaskokan*, *Mysteries in the Sky*, and *Science and Mystery* describes mysteries from the Omushkego point of view. These mystery

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.

stories do not need to be validated by the scientific way of knowing. 2) *Mysteries in the Sky* stories will be used in the Culminating Task. 3) Alternately, these storytelling activities could take place on the land near the school.

5. After the visit, show digital recording of *Pakaaskokan*. 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? Explain that one way to visualize the story and sequence is through storyboards. They are often used as visual planning tools in television productions. Storyboards use frames. Each frame represents a change in camera shot. Model and demonstrate sketching a frame or frames from one of the *Pakaaskokan* stories (i.e., two men who found skeleton stuck in a tree, a person hunting by himself in the fall, or three little kids picking berries). Indicate that it is important to visually represent what they heard and not be concerned with artistic technique. Replay digital recording of *Pakaaskokan*. Have students individually complete Student Worksheet #11: Retelling Our Stories: Pakaaskokan using one of the *Pakaaskokan* stories. (Storyboard) **Note:** Not all stories will use all frames. In small groups, have students orally retell a *Pakaaskokan* story using their storyboard as a guide. (Retelling) Ensure that each group contains all three stories for retelling. Display storyboards in classroom. These storyboards may be used to develop a school calendar, a large mural, or an illustration for a news report.

6. Ask students to 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. Ask 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)

7. Have students sit in a circle and build a group story about Pakaaskokan. 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, “And there is another story. A young man and a young woman were fishing in the fall.” Have each student add successive sentences to the story. (Storytelling) Then have students individually complete Student Worksheet #12: Telling My Story: Pakaaskokan Storyboard by telling what happened to the young couple fishing or by telling their own Pakaaskokan story. (Storyboard) **Note:** Not all stories will use all frames.

8. 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 #13: Local Storyteller’s

Visit Response Journal: What do these mystery stories tell you? Have you heard any other mystery stories? If yes, name or describe them. 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 individually (see Appendix 12: My Listening and Speaking Checklist)
- * observation on Local Community Elder's Visit Listening, Speaking, and Character Development using rating scale of students working as a whole class (see Appendix 13: Local Community Elder's Visit Listening, Speaking, and Character Development Rating Scale)
- * performance task on Retelling Our Stories: Pakaaskokan Rubric using rubric of students working individually (see Appendix 14: Retelling Our Stories: Pakaaskokan Rubric)
- * performance task on Telling My Story: Pakaaskokan Rubric using rubric of students working individually (see Appendix 15: Telling My Story: Pakaaskokan Rubric)
- * response journal on Local Storyteller's Visit using anecdotal record of students working as a whole class and individually (see Appendix 16: Local Storyteller's Visit Anecdotal Record)

Resources:

listening and speaking charts

local elder or storyteller

audio-visual recording equipment

Pakaaskokan in Louis Bird. (2007) *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen's University Press, pp. 51–88.

Mysteries in the Sky (I) in Louis Bird. (2007) *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen's University Press, p. 38.

Mysteries in the Sky (II) in Louis Bird. (2003) *0066-Our Voices-Skeleton Mystery*. Winnipeg, MB: Our Voices: Omushkego Oral History Project, pp. 13–14.

Science and Mystery in Louis Bird. (2007) *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen's University Press, pp. 84–85.

television

digital recordings of *Pakaaskokan*, *Mysteries in the Sky*, and *Science and Mystery*

chart paper and pencils

Student Worksheet #10: My Listening and Speaking Checklist

Student Worksheet #11: Retelling Our Stories: Pakaaskokan

Student Worksheet #12: Telling My Story: Pakaaskokan Storyboard

Student Worksheet #13: 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 *Pakaaskokan* and describe the setting, characters, and plot in these stories. They will identify good reading strategies (i.e., predicting meaning using different types of cues and recognizing point of view) required for learning. Then students will respond to a series of statements that demonstrate their understanding of the story. Next, students will use graphic organizers and the writing process to develop a story describing a specific scary situation involving Pakaaskokan. 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 *Pakaaskokan* and writing about Pakaaskokan.

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 wide variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, legends, fantasies, novels, plays), graphic texts (e.g., graphic novels, advertisements, atlases, graphic organizers, charts and tables), and informational texts (e.g., biographies, textbooks, and other non-fiction materials; articles and reports; print and online editorials, various electronic texts, webquest texts) (1.1);

Purpose

- identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., online and print sources to compare different approaches to the same topic; webquest texts for information on a historical topic; graphic organizers, charts, and tables for specific information; a novel or a nonfiction book on a favourite topic for personal enjoyment) (1.2);

Comprehension Strategies

- identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through brainstorming and developing concept maps; use visualization and comparisons with images from other

media to clarify details of characters, scenes, or concepts in a text; make predictions about a text based on knowledge of similar texts; reread or read on to confirm or clarify understanding) (1.3);

Demonstrating Understanding

- demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., general idea and related facts in chapters, reports, tables and charts, concept maps, online and print magazine articles, editorials, brochures or pamphlets, websites; main theme and important details in short stories, poems, plays, legends) (1.4);

Making Inferences/Interpreting Texts

- develop interpretations about texts using stated and implied ideas to support their interpretations
Teacher prompt: "What is the story between the lines ... beyond the lines? What clues did the author give that led to your conclusion? Why do you think the author doesn't state these ideas directly?" (1.5);

Extending Understanding

- extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
Teacher prompt: "How does the author's treatment of this topic compare with treatments of the topic in other sources?" (1.6);

Analysing Texts

- analyse increasingly complex texts and explain how the different elements in them contribute to meaning (e.g., narrative: contribution of characters, setting, and plot to the theme; persuasive argument: the role of the summing-up paragraph in highlighting the most compelling points in the argument) (1.7);

Responding to and Evaluating Texts

- make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views

Teacher prompts: "What conclusions can you draw from the events or information presented in the text?" "Has the author chosen the most convincing facts to support his or her opinion?" (1.8);

Point of View

- identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives (e.g., ask questions to identify any biases that are stated or implied in the view presented)

Teacher prompts: "Who would be most likely to share this point of view? Who would not?" "How would you revise the text to appeal to a different or a wider audience?" "Why do you think stereotypes are used in certain texts?" (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 a myth (e.g., the use of imaginary/supernatural characters tells the reader not to interpret the story literally), graphic texts such as an advertisement (e.g., colour and layout are used to emphasize the appeal and importance of the product), and informational texts

such as an editorial (e.g., the formal, logical structure of thesis, development, and summary/conclusion helps create an authoritative impression) (2.1);

Text Patterns

- identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts (e.g., order of importance in a persuasive letter or news report, a grid and coordinates in a map, columns and rows in a table, time order in a biography) (2.2);

Elements of Style

- identify various elements of style - including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences - and explain how they help communicate meaning (e.g., hyperbole provides drama and emphasis in a persuasive article; a complex sentence allows the author to combine ideas for succinctness and improved flow) (2.4);

3. Reading With Fluency

Reading Familiar Words

- automatically read and understand most words in a range of reading contexts (e.g., words from oral vocabulary and grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts and 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., words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words) (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 radio drama or radio editorial in role with suitable emphasis and phrasing) (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: "What questions do you ask yourself to check that you understand what you are reading?" "How do you know if you need to reread a section of a text?" "What else can you do if reading on or rereading does not clarify the meaning?" "In what way do you use your reader's notebook to help you as a reader?" (4.1);

Interconnected Skills

- explain, in conversation with the teacher and/or 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., using a particular form when writing enhances understanding when reading texts of a similar form)
Teacher prompt: "Think about the conventions you used when creating a class newspaper. How will that information help you when you read the community newspaper?" (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., an original poem, with an invented structure or based on a model such as a haiku, about a topic of personal interest, to share with the class; a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, to share with Grade 3 students; a script on a topic of current interest for a mock television broadcast for a general audience) (1.1);

Developing Ideas

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

Research

- sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas (e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a fishbone chart, a T-chart, or an "Agree/Disagree" chart) (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 structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making

outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance) (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 information critically with a friend using a concept map, checklist, or flowchart) (1.6);

2. Using Knowledge of Form and Style in Writing

Form

- write longer and more complex texts using a wide range of forms (e.g., an "autobiography" in the role of a historical or contemporary person, based on research; a journalist's report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue affecting Canadians; a made-up legend or fantasy, based on themes from their reading, to entertain younger children) (2.1);

Voice

- establish a distinctive voice in their writing appropriate to the subject and audience (e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone) (2.2);

Word Choice

- use some vivid and/or figurative language and innovative expressions to enhance interest (e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order)

Teacher prompt: "Identify three language choices you have made and explain the effect they will have on a reader." (2.3);

Sentence Fluency

- create complex sentences by combining phrases, clauses, and/or simple sentences (e.g., combine several simple sentences - "Nora left the house. She was heading for the market. She didn't want to be late." - to create a complex sentence - "Not wanting to be late, Nora left the house and headed for the market.") (2.4);

Point of View

- identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate (e.g., revise writing focusing on the use of inclusive language, such as police officer instead of policeman) (2.5);

Preparing for Revision

- identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language (e.g., identify one main idea that is poorly supported; identify three sentences that would be clarified by adding an adjective or adverb)

Teacher prompt: "How can you determine which parts of your work need further clarification?" (2.6);

Revision

- make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use arrows or make notes to identify text that needs to be moved; use sticky notes to

indicate insertions; use underlining to focus on overworked words; add or substitute words and phrases that would make their writing more vivid; use figurative language such as similes and personification and rhetorical devices such as exaggeration to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory)

Teacher prompt: "Can you use short, abrupt sentences to add drama to your writing? (2.7);

Producing Drafts

- produce revised draft pieces of writing to meet identified criteria based on the expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate 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., orally emphasize hard-to-hear sounds in difficult, complex words: Feb-ru-ar-y; leave unknown letters/letter clusters blank to solve after having spelled the familiar parts of a word; visualize a known word that is like the "problem" word; apply rules for forming plurals to unfamiliar words) (3.2);

Vocabulary

- confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate entry words, multiple meanings, pronunciation guides, charts of spellings of sounds, inflected forms, suffixes and prefixes, primary and secondary stresses, different pronunciations, idioms, and homographs in online and print dictionaries; use thematic dictionaries such as a word game dictionary or a homonym dictionary; use a thesaurus to explore alternative word choices) (3.3);

Punctuation

- use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets (3.4);

Grammar

- use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns (e.g., I, me) indefinite pronouns (e.g., someone, nobody); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses (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 photographs or magazine pictures and a map in a travel brochure; include an index to help the reader find specific information in a report; supply a table of contents) (3.7);

Producing Finished Works

- produce pieces of published work to meet identified criteria based on the expectations (e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation) (3.8);

4. Reflecting on Writing Skills and Strategies

Metacognition

- identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest further steps they can take to improve as writers

Teacher prompts: "How did the sources you used allow you to generate a balanced selection of ideas?"

"How do you use your writer's notebook to help you during the writing process?" (4.1);

Interconnected Skills

- describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "What do you know about different media texts that might help when you are writing?" "In what way do you think that the reading you do helps you as a writer? Can you give an example?" (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 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 is Pakaaskokan? What forms does it take? What would you do if you came across Pakaaskokan? Would you like to know your future? Explain why or why not.

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

a) Activate prior knowledge by asking students about the two men who found a skeleton stuck in a tree Pakaaskokan 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? How? (character) What happened in the story? Did any events surprise you? (plot) Place responses on chart paper under the following headings: setting character plot (beginning, middle, and end). Repeat with a person hunting by himself in the fall and three little kids picking berries Pakaaskokan stories.

b) Set the purpose for reading *Pakaaskokan* as an Omushkego mystery story that describes something the people have experienced, seen, and heard.

Provide an overview of Student Worksheet #14: Reading Our Stories:

Pakaaskokan Rubric. Explain that students will be self-assessing their reading achievement for this story.

c) Ask students, individually, to describe Pakaaskokan on Student Worksheet # 15: Reading Our Stories: Pakaaskokan Response and Application Part 1. Have students in pairs share their descriptions and develop a composite description. (Think/Pair/Share) Then have students share their descriptions with the whole class. Record these descriptions on chart paper or on the black board. Ask the following: If Pakaaskokan is just a “bag of bones” then how does it fly or make sounds?

3. Reading subtask (Responding and Exploring)

a) Read aloud entire *Pakaaskokan* (Grade 6) text. Use appropriate dramatic voice, sound effects, and enthusiasm to draw students into the story and model effective oral reading. (Read Aloud) Ask students to identify and describe the setting, characters, and plot (beginning, middle, and end) in the Pakaaskokan stories (i.e., two men who found skeleton stuck in a tree, a person hunting by himself in the fall, or three little kids picking berries). Place responses on chart paper under the following headings: setting character plot (beginning, middle, and end).

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

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.

asking the following: What do you think is the most important thing to remember so far about this text? Why do you think it is important? What might happen next? Give reasons for thinking as you do. Have students individually complete Student Worksheet # 15: Reading Our Stories: Pakaaskokan Response and Application Part 2.

c) Draw attention to the dialogue in the text by asking the following: How do you know when people 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 different people in the story. 2) The storyteller's point of view is expressed in this text without quotations. Have students find 3 or 4 quotations of people 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 # 15: Reading Our Stories: Pakaaskokan Response and Application Part 3.

4. Post-reading subtask (Applying)

a) Explain that 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 do not understand something in the text? What 'fix-up' strategies work effectively for you? (Brainstorming)

b) Then ask the following: How are the Pakaaskokan stories (i.e., two men who found skeleton stuck in a tree, a person hunting by himself in the fall, or three little kids picking berries) similar or different from one another? What is a common theme in each? (fear) Which one did you like the best? Why? What would you have done if you were in the same (or similar) situation as the people in the Pakaaskokan stories? Why do you think these stories are told? Have you heard similar stories? Do you believe these mystery stories are true? Explain. Then have students individually complete Student Worksheet #15: Reading Our Stories: Pakaaskokan Response and Application Parts 4 to 7.

5. Read and explain each statement on Student Worksheet #16 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? Post reading chart to give students guidance and explicit instruction on developing active reading strategies, e.g., when I read, I: (Reading Process)

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

Tell students that they are going to write a fictional scary story describing a specific situation involving Pakaaskokan. 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 situations involving Pakaaskokan that could be scary. Then have students share their ideas and possible endings to these situations. After orally presenting their situation, have students organize their ideas on Student Worksheet #17: Writing My Story: Pakaaskokan Organizer under the following headings: setting character plot (beginning middle end). (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 an organizer. (Think Aloud) Have students create a draft piece of writing involving Pakaaskokan from their own organizer 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) 4) As an optional activity, students could create a song or rap based on their own story.

(c) Revising

Read and explain revising statements on Student Worksheet #18 My Writing Checklist to the whole class. In pairs, have one student read their writing to partner who listens attentively. Have partner look for and comment on words left out, awkward sentences, insufficient information, misspelled words and unclear ideas, in a positive manner. Then have students in pairs check yes or no for each statement on their writing students make revisions as required. (Think/Pair/Share)

(d) Proofreading

Read and explain proofreading statements on Student Worksheet #18 My Writing Checklist 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

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 #19: My 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 *Pakaaskokan* recorded in Task 2: Listening and Speaking to Our Storytellers and Stories. Restate that many mystery stories take place on the land around their community and involve flying things, e.g., skeletons, balls of fire, balloons, and thunderbirds. They describe something the Omushkego people have experienced seen or heard. Read aloud or show digital recording of *Science and Mystery*. **Note:** The teacher may wish to use this or other mystery stories to continue developing students' reading and writing in this task.

Assessment:

- * performance task on Reading Our Stories: Pakaaskokan Response and Application using rubric of students working individually (see Appendix 17: Reading Our Stories: Pakaaskokan Rubric)
- * self-assessment on My Reading Checklist using checklist of students working individually and as whole class (see Appendix 18: My Reading Checklist)
- * self-assessment on My Writing Checklist using checklist of students working in pairs and individually (see Appendix 19: My Writing Checklist)
- * performance task on Writing My Story: Pakaaskokan using rubric of students working individually (see Appendix 20: Writing My Story: Pakaaskokan Rubric)
- * observation on Reading, Writing, and Character Development using rating of students working as a whole class (see Appendix 21: Reading, Writing, and Character Development Rating Scale)
- * response journal on My Reading and Writing using anecdotal record of students working as a whole class and individually (see Appendix 22: My Reading and Writing Anecdotal Record)

Resources:

Pakaaskokan text (Grade 6)

Science and Mystery text

chart paper

pencils

lined paper

reading and writing charts

word processor software

computer work stations (4)

digital recording of elder's storytelling session of *Pakaaskokan* and *Science and Mystery*

Student Worksheet #14: Reading Our Stories: Pakaaskokan Rubric

Student Worksheet #15: Reading Our Stories: Pakaaskokan Response and Application

Student Worksheet #16: My Reading Checklist

Student Worksheet #17: Writing My Story: Pakaaskokan Organizer

Student Worksheet #18: My Writing Checklist

Student Worksheet #19: My Reading and Writing Response Journal

Culminating Task: Finding Out About More Stories

Time: 500 minutes (5 literacy blocks)

Description: In the culminating task students will be exposed to other Omushkego mystery stories: *Mysteries in the Sky*. The students will create a storyboard framework visually representing what they heard and retell *Mysteries in the Sky* (Part I). Next, the students will read *Mysteries in the Sky* (Grade 6) and respond to a series of statements and questions that demonstrate their understanding of the story (Part II). Then they will create their own mystery story using the writing process to produce a published or final copy describing a specific situation involving balls of fire or balloons. Finally, the students will reflect on their thoughts and feelings about reading *Mysteries in the Sky* (Grade 6) and writing mystery stories. (Part III).

Part I: Retelling Our Stories: Mysteries in the Sky (100 minutes)

Overall Expectations:

Omushkego Culture: Traditional Stories

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

Language: Oral Communication (Listening and Speaking)

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

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 be introduced to other mysteries story told by the Omushkego people. These mystery stories describe strange things that have been experienced by the Omushkego people. These mystery stories are not legends. Provide an overview of the entire culminating task.
2. Show digital recording of *Mysteries in the Sky*. Have students close their eyes and picture these stories in their minds. Ask students the following: What parts of the story did you like the most? the least?

Explain that one way to visualize the story and sequence is through storyboards. Review storyboard creation by sketching a frame from the balls of fire story from *Mysteries in the Sky*. Remind students that it is important to visually represent what they heard and not be concerned with artistic technique. Replay digital recording of *Mysteries in the Sky*. Have students individually complete Retelling Our Stories: Mysteries in the Sky using the balls of fire or balloons story from *Mysteries in the Sky* (Storyboard). **Note:** Not all stories will use all frames. In small groups, have students orally retell *Mysteries in the Sky* stories using their storyboard as a guide. (Retelling) Ensure that each group contains both stories for retelling. Display storyboards in classroom.

3. 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: Mysteries in the Sky using rubric of students working individually (see Appendix 23: Retelling Our Stories: Mysteries in the Sky Rubric)

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

Resources:

digital recording of *Mysteries in the Sky*

television

pencils

Retelling Our Stories: Mysteries in the Sky (in Culminating Task Student Booklet)

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

Part II: Reading Our Stories: Mysteries in the Sky (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).**

Teaching/Learning Strategies:

1. Pre-reading subtask (45 minutes)

a) Activate prior knowledge by asking students the following about the balls of fire story in *Mysteries in the Sky*: Where did the story take place? When did the story take place? (setting) Who are the main characters? (Omushkego people) Did the main character(s) change during the story? In what way? (character) What happened in the story? Did any events surprise you? (plot) Place responses on chart paper under the following headings: setting character plot (beginning, middle, and end). Repeat with the balloons story in *Mysteries in the Sky*.

b) Set the purpose for reading *Mysteries in the Sky* (Grade 6) as an Omushkego mystery story that describes something the people have experienced, seen, and heard. Provide an overview Reading Our Stories: Mysteries in the Sky Rubric. Explain that students will be self-assessing their reading achievement for this story.

c) Ask students, individually, to describe Balls of Fire and Balloons on Reading Our Stories: Mysteries in the Sky Response and Application Part 1. Have students in pairs share their descriptions and develop a composite description. (Think/Pair/Share) Then have students share their descriptions with the whole class. Record these descriptions on chart paper or on the black board. Ask the following: How do these balls or fire and balloons fly in the sky?

2. Reading subtask (Responding and Exploring) (60 – 90 minutes)

a) Read aloud entire *Mysteries in the Sky* (Grade 6) text. Use appropriate dramatic voice, sound effects, and enthusiasm to draw students into the story and model effective oral reading. (Read Aloud) Ask students to identify and describe the setting, characters, and plot (beginning, middle, and end) in these mystery stories (i.e., balls of fire and balloons). Place responses on chart paper under the following headings: setting character plot (beginning, middle, and end).

b) Reread each Mystery in the Sky story and have students as a whole class orally read along stopping at various points to predict the meaning of and solve unfamiliar words using different types of cues, e.g., semantic, syntactic, and graphophonic. (Read Along) Place unfamiliar words on word wall for later reference by students. (Word Wall) Continue with students reading aloud each paragraph in small groups, in pairs, or individually. Ask the students to summarize important ideas in each paragraph by asking the following: What do you think is the most important thing to remember so far about this text? Why do you think it is important? What might happen next? Give reasons for thinking as you do. (Reading Process) Have students individually complete Reading Our Stories: Mysteries in the Sky Response and Application Part 2.

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

a) Reiterate that 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? (Reading Process)

b) Then ask the following: How are the balls of fire and balloons mystery stories similar or different from one another? What is a common theme in each? (unexplained mysteries) Why? What would you have done if you were in the same (or similar) situation as the people in these mystery stories? Why do you think these stories are told? Have you heard similar stories? Do you believe these mystery stories are true? Explain. Then have students individually complete Reading Our Stories: Mysteries in the Sky Response and Application Parts 3 to 6.

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: Mysteries in the Sky Response and Application using rubric of students working individually (see Appendix 25: Reading Our Stories: Mysteries in the Sky Rubric)
- * self-assessment on My Reading Checklist using checklist of students working individually (see Appendix 26: My Reading Checklist)

Resources:

Mysteries in the Sky text (Grade 6)

Mysteries in the Sky: Balls of Fire in Louis Bird. (2003). *0066-Our Voices-Skeleton Mystery*. Winnipeg, MB: Our Voices: Omushkego Oral History Project, pp. 13–14.

Mysteries in the Sky: Balloons in Louis Bird. (2007). *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen’s University Press, p. 38.

pencils

Reading Our Stories: Mysteries in the Sky Rubric (in Culminating Task Student Booklet)

Reading Our Stories: Mysteries in the Sky Response and Application (in Culminating Task Student Booklet)

My Reading Checklist (in Culminating Task Student Booklet)

Part III: Writing Our Stories (200 minutes)

Overall Expectations:

Language: Writing

- **generate, gather, and organize ideas and information to write for an intended purpose and audience (1);**
- **draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience (2);**

- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively (3);
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process (4);

Omushkego Culture: Omushkego Character Development

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

Teaching/Learning Strategies:

1. Pre-writing subtask (15 minutes)

Tell students that they are going to write a fictional mystery story describing a specific situation involving balls of fire or balloons in the sky. 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 (50 minutes)

Have students, in pairs, think of situations involving sightings of balls of fire or balloons in the sky. Then have students share their ideas and possible endings to these situations. After orally presenting their situation, have students organize their ideas on Writing My Story: Mysteries in the Sky Organizer under the following headings: setting character plot (beginning middle end). (Visual/Graphic Organizer) Provide assistance to students who may require help organizing thoughts for their story. (Think/Pair/Share)

(b) Drafting (60 minutes)

Discuss and model how to create a first draft from the ideas written on an organizer. (Think Aloud) Have students create a draft piece of writing involving balls of fire or balloons from their own organizer 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 Checklist to the whole class. In pairs, have one student read their writing to partner who listens attentively. Have partner look for and comment on words left out, awkward sentences, insufficient information, misspelled words and unclear ideas, in a positive manner. Then have students in pairs check yes or no for each statement on their writing students make revisions as required. (Think/Pair/Share)

(d) Proofreading

Read and explain proofreading statements on My Writing Checklist to the whole class. Then have students in pairs check yes or no for each statement on their writing and make changes as required. (Think/Pair/Share)

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 Mysteries in the Sky 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 *Pakaaskokan*, *Mysteries in the Sky*, and *Science and Mystery*. recorded in Task 2: Listening and Speaking to Our Storytellers and Stories. Have students complete My Omushkego Character Development Rating Scale.

Assessment:

- * performance task on Writing My Story: Mysteries in the Sky using rubric of students working individually (see Appendix 27: Writing Our Stories: Mysteries in the Sky Rubric)
- * self-assessment on My Writing Checklist using checklist of students working in pairs and individually (see Appendix 28: My Writing Checklist)
- * response journal on Mysteries in the Sky Reading and Writing using anecdotal record of students working individually and as a whole class (see Appendix 29: Mysteries in the Sky Reading and Writing Anecdotal Record)
- * self-assessment on My Omushkego Character Development Rating Scale using rating scale of students working individually and as a whole class (see Appendix 30: Omushkego Character Development Rating Scale)

Resources:

pencils
lined paper
word processor software
computer work stations (4)

Writing My Story: Mysteries in the Sky Organizer (in Culminating Task Student Booklet)
My Writing Checklist (in Culminating Task Student Booklet)
Mysteries in the Sky Reading and Writing Response Journal (in Culminating Task Booklet)
My Omushkego Character Development Rating Scale (in Culminating Task Booklet)
television
digital recordings of *Pakaaskokan* and *Mysteries in the Sky*

Resources

Appendixes

- Appendix 1: Omushkego Character Development Checklist
- Appendix 2: Local Storytellers, Local Stories, and Local Mysteries Knowledge Rubric
- Appendix 3: Listening and Speaking Anecdotal Record
- Appendix 4: Properties of Air Rubric
- Appendix 5: Four Forces of Flight Marking Scheme
- Appendix 6: Lift and Bernoulli's Principle Anecdotal Record
- Appendix 7: Drag Rubric
- Appendix 8: Thrust and Newton's Third Law of Motion Rubric
- Appendix 9: Flight Rubric
- Appendix 10: Scientific Inquiry and Experimentation Self-Assessment Rubric
- Appendix 11: Omushkego Character Development Checklist
- Appendix 12: My Listening and Speaking Checklist
- Appendix 13: Local Community Elder's Visit ... Character Development Rating Scale
- Appendix 14: Retelling Our Stories: Pakaaskokan Rubric
- Appendix 15: Telling My Story: Pakaaskokan Rubric
- Appendix 16: Local Storyteller's Visit Anecdotal Record
- Appendix 17: Reading Our Stories: Pakaaskokan Rubric
- Appendix 18: My Reading Checklist
- Appendix 19: My Writing Checklist
- Appendix 20: Writing My Story: Pakaaskokan Rubric
- Appendix 21: Reading, Writing, and Character Development Rating Scale
- Appendix 22: My Reading and Writing Anecdotal Record
- Appendix 23: Retelling Our Stories: Mysteries in the Sky Rubric
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- Appendix 30: My Omushkego Character Development Rating Scale

Our Stories: Pakaaskokan Student Worksheets Booklet

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Student Worksheet #6: Drag

Student Worksheet #7: Thrust and Newton's Law of Motion

Student Worksheet #8: Flight

Student Worksheet #9: Scientific Inquiry and Experimentation Self-Assessment Rubric

Student Worksheet #10: My Listening and Speaking Checklist

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Student Worksheet #13: Local Storyteller's Visit Response Journal

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Student Worksheet #17: Writing My Story: Pakaaskokan Organizer

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Our Stories: Mysteries in the Sky Culminating Task Student Booklet

Retelling Our Stories: Mysteries in the Sky

My Listening and Speaking Checklist

Reading Our Stories: Mysteries in the Sky Rubric

Reading Our Stories: Mysteries in the Sky Response and Application

My Reading Checklist

Writing My Story: Mysteries in the Sky Organizer

My Writing Checklist

Mysteries in the Sky Reading and Writing Response Journal

My Omushkego Character Development Rating Scale

Unit Analysis

Analysis of Unit Components

5 Tasks

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24 Reading 4 Overall 20 Specific

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45 Resources

120 Strategies and Groupings

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13 Science & Technology 2 Overall 11 Specific Expectations

7 Omushkego Character Development 1 Overall 6 Specific Expectations

Groupings

Students Working as a Whole Class 10

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Assessment Recording Devices

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Rubric 13

Marking Scheme 1

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Think Aloud 2

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Appendix 1: Omushkego Character Development Checklist

Look for students to

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

Notes for students working as a whole class and individually:

Appendix 2: Local Storytellers, Local Stories, and Local Mysteries 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 mysteries	– demonstrates some knowledge of local storytellers, local stories, and local mysteries	– demonstrates considerable knowledge of local storytellers, local stories, and local mysteries	– demonstrates thorough knowledge of local storytellers, local stories, and local mysteries
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 mysteries with limited effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local mysteries with some effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local mysteries with considerable effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local mysteries with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses scientific information about local mysteries with limited effectiveness	– expresses scientific information about local mysteries with some effectiveness	– expresses scientific information about local mysteries with considerable effectiveness	– expresses scientific information about local mysteries 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 mysteries with limited effectiveness	– applies knowledge and skills to draw and label local mysteries with some effectiveness	– applies knowledge and skills to draw and label local mysteries with considerable effectiveness	– applies knowledge and skills to draw and label local mysteries 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
- requests repetition or an explanation from other group members when meaning is unclear
- 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: Properties of Air 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 the properties of air	– demonstrates some knowledge of the properties of air	– demonstrates considerable knowledge of the properties of air	– demonstrates thorough knowledge of the properties of air
Understanding of content (e.g., concepts, ideas, theories, principles, procedures, processes)	– demonstrates limited understanding of the properties of air	– demonstrates some understanding of the properties of air	– demonstrates considerable understanding of the properties of air	– demonstrates thorough understanding of the properties of air
Thinking – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes				
Use of initiating and planning skills (e.g., formulating questions, identifying the problem, developing hypotheses, scheduling, selecting strategies and resources, developing plans)	– uses initiating and planning skills and strategies with limited effectiveness	– uses initiating and planning skills and strategies with some effectiveness	– uses initiating and planning skills and strategies with considerable effectiveness	– uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)	– uses visual organizer with limited effectiveness	– uses visual organizer with some effectiveness	– uses visual organizer with considerable effectiveness	– uses visual organizer with a high degree of effectiveness

Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses scientific information about air with limited effectiveness	– expresses scientific information about air with some effectiveness	– expresses scientific information about air with considerable effectiveness	– expresses scientific information about air with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, written and/or written forms (e.g., symbols, formulae, notation, SI units)	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., concepts and processes, safe use of equipment and technology, investigation skills) in familiar contexts	– applies knowledge and skills to complete properties of air chart with limited effectiveness	– applies knowledge and skills to complete properties of air chart with some effectiveness	– applies knowledge and skills to complete properties of air chart with considerable effectiveness	– applies knowledge and skills to complete properties of air chart with a high degree of effectiveness

Notes for students working as whole class or individually:

Appendix 5: Four Forces of Flight Marking Scheme

10 points or higher 80-100% (level 4)

8-9 points 70-79% (level 3)

6-7 points 60-69% (level 2)

5 points 50-59% (level 1)

Appendix 6: Lift and Bernoulli's Principle Anecdotal Record

Look for the following:

What students did

What students learned

What students didn't understand

What student could do to improve their research skills of work in pairs

Teacher comments

Appendix 7: Drag

	Level 1	Level 2	Level 3	Level 4
Initiating and Planning				
The student:	with support, follows the steps in a simple, teacher-prepared procedure for a test/experiment	follows the steps in a simple, teacher-prepared procedure for a test/experiment	creates, from a variety of possible methods, a plan to find an answer to the question he or she has formulated	plans for safe experimentation, showing some awareness of variables to be considered
	makes "guesses" about possible outcomes of simple procedures	with support, makes simple predictions about the outcome of the procedure prepared by the teacher	makes predictions, based on personal experience, about the results of the investigation	makes predictions, based on prior knowledge from explorations and investigations, about the results of the investigation
Performing and Recording				
The student:	safely uses teacher-selected tools and equipment to extend the senses for observation	selects, with support, and safely uses tools and equipment to extend the senses for observation	selects and safely uses tools and equipment to observe and measure	selects and safely uses tools and equipment to observe and measure
	records data orally, in pictures, in written words, and/or in tally charts	records data orally, in pictures, and/or in written words or sentences	records and organizes data using standard measurements, sentences, lists, and/or simple labelled diagrams	records and organizes data using standard measurements in simple tables, graphs, or charts, or in labelled diagrams
Analysing and Interpreting				
The student:	discusses data, and asks new questions based on data	identifies patterns in the data, and summarizes the data	identifies patterns and discrepancies in the data, and summarizes the data	identifies patterns in the data, suggests explanations for discrepancies, and summarizes the data
	proposes an answer to the question being investigated, on the basis of observations	draws a simple conclusion on the basis of observations	draws simple conclusions on the basis of data gathered	draws conclusions on the basis of data gathered
Communicating				
The student:	orally recounts steps in and results of an investigation to answer a specific question	orally presents steps in and results of an investigation to answer a specific question	presents steps in and results of an experimental procedure orally; in charts, graphs, or diagrams; and/or in sentences	presents steps in and results of an experimental procedure using numeric, symbolic, graphical, and/or linguistic methods

Notes for students working in small groups:

Appendix 8: Thrust and Newton’s Third Law of Motion Rubric

	Level 1	Level 2	Level 3	Level 4
Initiating and Planning				
The student:	with support, follows the steps in a simple, teacher-prepared procedure for a test/experiment	follows the steps in a simple, teacher-prepared procedure for a test/experiment	creates, from a variety of possible methods, a plan to find an answer to the question he or she has formulated	plans for safe experimentation, showing some awareness of variables to be considered
	makes "guesses" about possible outcomes of simple procedures	with support, makes simple predictions about the outcome of the procedure prepared by the teacher	makes predictions, based on personal experience, about the results of the investigation	makes predictions, based on prior knowledge from explorations and investigations, about the results of the investigation
Performing and Recording				
The student:	safely uses teacher-selected tools and equipment to extend the senses for observation	selects, with support, and safely uses tools and equipment to extend the senses for observation	selects and safely uses tools and equipment to observe and measure	selects and safely uses tools and equipment to observe and measure
	records data orally, in pictures, in written words, and/or in tally charts	records data orally, in pictures, and/or in written words or sentences	records and organizes data using standard measurements, sentences, lists, and/or simple labelled diagrams	records and organizes data using standard measurements in simple tables, graphs, or charts, or in labelled diagrams
Analysing and Interpreting				
The student:	discusses data, and asks new questions based on data	identifies patterns in the data, and summarizes the data	identifies patterns and discrepancies in the data, and summarizes the data	identifies patterns in the data, suggests explanations for discrepancies, and summarizes the data
	proposes an answer to the question being investigated, on the basis of observations	draws a simple conclusion on the basis of observations	draws simple conclusions on the basis of data gathered	draws conclusions on the basis of data gathered
Communicating				
The student:	orally recounts steps in and results of an investigation to answer a specific question	orally presents steps in and results of an investigation to answer a specific question	presents steps in and results of an experimental procedure orally; in charts, graphs, or diagrams; and/or in sentences	presents steps in and results of an experimental procedure using numeric, symbolic, graphical, and/or linguistic methods

Notes for students working in small groups:

Appendix 9: Flight Rubric

	Level 1	Level 2	Level 3	Level 4
Initiating and Planning				
The student:	with support, follows the steps in a simple, teacher-prepared procedure for a test/experiment	follows the steps in a simple, teacher-prepared procedure for a test/experiment	creates, from a variety of possible methods, a plan to find an answer to the question he or she has formulated	plans for safe experimentation, showing some awareness of variables to be considered
	makes "guesses" about possible outcomes of simple procedures	with support, makes simple predictions about the outcome of the procedure prepared by the teacher	makes predictions, based on personal experience, about the results of the investigation	makes predictions, based on prior knowledge from explorations and investigations, about the results of the investigation
Performing and Recording				
The student:	safely uses teacher-selected tools and equipment to extend the senses for observation	selects, with support, and safely uses tools and equipment to extend the senses for observation	selects and safely uses tools and equipment to observe and measure	selects and safely uses tools and equipment to observe and measure
	records data orally, in pictures, in written words, and/or in tally charts	records data orally, in pictures, and/or in written words or sentences	records and organizes data using standard measurements, sentences, lists, and/or simple labelled diagrams	records and organizes data using standard measurements in simple tables, graphs, or charts, or in labelled diagrams
Analysing and Interpreting				
The student:	discusses data, and asks new questions based on data	identifies patterns in the data, and summarizes the data	identifies patterns and discrepancies in the data, and summarizes the data	identifies patterns in the data, suggests explanations for discrepancies, and summarizes the data
	proposes an answer to the question being investigated, on the basis of observations	draws a simple conclusion on the basis of observations	draws simple conclusions on the basis of data gathered	draws conclusions on the basis of data gathered
Communicating				
The student:	orally recounts steps in and results of an investigation to answer a specific question	orally presents steps in and results of an investigation to answer a specific question	presents steps in and results of an experimental procedure orally; in charts, graphs, or diagrams; and/or in sentences	presents steps in and results of an experimental procedure using numeric, symbolic, graphical, and/or linguistic methods

Notes for students working in pairs:

Appendix 10: Scientific Inquiry and Experimentation Self-Assessment Rubric

	Level 1	Level 2	Level 3	Level 4
Initiating and Planning				
The student:	with support, follows the steps in a simple, teacher-prepared procedure for a test/experiment	follows the steps in a simple, teacher-prepared procedure for a test/experiment	creates, from a variety of possible methods, a plan to find an answer to the question he or she has formulated	plans for safe experimentation, showing some awareness of variables to be considered
	makes "guesses" about possible outcomes of simple procedures	with support, makes simple predictions about the outcome of the procedure prepared by the teacher	makes predictions, based on personal experience, about the results of the investigation	makes predictions, based on prior knowledge from explorations and investigations, about the results of the investigation
Performing and Recording				
The student:	safely uses teacher-selected tools and equipment to extend the senses for observation	selects, with support, and safely uses tools and equipment to extend the senses for observation	selects and safely uses tools and equipment to observe and measure	selects and safely uses tools and equipment to observe and measure
	records data orally, in pictures, in written words, and/or in tally charts	records data orally, in pictures, and/or in written words or sentences	records and organizes data using standard measurements, sentences, lists, and/or simple labelled diagrams	records and organizes data using standard measurements in simple tables, graphs, or charts, or in labelled diagrams
Analysing and Interpreting				
The student:	discusses data, and asks new questions based on data	identifies patterns in the data, and summarizes the data	identifies patterns and discrepancies in the data, and summarizes the data	identifies patterns in the data, suggests explanations for discrepancies, and summarizes the data
	proposes an answer to the question being investigated, on the basis of observations	draws a simple conclusion on the basis of observations	draws simple conclusions on the basis of data gathered	draws conclusions on the basis of data gathered
Communicating				
The student:	orally recounts steps in and results of an investigation to answer a specific question	orally presents steps in and results of an investigation to answer a specific question	presents steps in and results of an experimental procedure orally; in charts, graphs, or diagrams; and/or in sentences	presents steps in and results of an experimental procedure using numeric, symbolic, graphical, and/or linguistic methods

Notes on students working individually:

Appendix 11: Omushkego Character Development Checklist

Look for students to

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

Notes for students working in pairs or in small groups:

Appendix 12: 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

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

Notes for students working individually:

Appendix 13: Local Elder’s Visit Listening, Speaking, and Omushkego Character Development Rating Scale

Look for the following:

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

Listening				
listens without interrupting	1	2	3	4
waits their turn to speak	1	2	3	4
shows that they are paying attention and are interested by looking at the speaker	1	2	3	4
nodding	1	2	3	4
asking relevant questions after listening	1	2	3	4
creates mental pictures while listening to a story and draws about what they visualized	1	2	3	4
talks about what they visualized	1	2	3	4
retells the important information presented in a class activity	1	2	3	4
Speaking				
gives other group members an opportunity to speak	1	2	3	4
responds positively to the contributions of others	1	2	3	4
stays on topic and speaks to the point	1	2	3	4
begins to identify some vocal effects, including tone, pace, pitch, and volume, and uses them appropriately to help communicate their meaning	1	2	3	4
identifies some non-verbal cues, including facial expression, gestures, and eye contact, and uses them in oral communications, appropriately and with cultural sensitivity, to help convey their meaning	1	2	3	4

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

Notes for students working as a whole class:

Appendix 14: Retelling Our Stories: Pakaaskokan 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 sequence of spoken text through illustrations and written and oral responses	– demonstrates some understanding of sequence of spoken text through illustrations and written and oral responses	– demonstrates considerable understanding of sequence of spoken text through illustrations and written and oral responses	– demonstrates thorough understanding of sequence 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 (storyboard) to retell a Pakaaskokan story with limited effectiveness	– uses creative thinking processes (storyboard) to retell a Pakaaskokan story with some effectiveness	– uses creative thinking processes (storyboard) to retell a Pakaaskokan story with considerable effectiveness	– uses creative thinking processes (storyboard) to retell a Pakaaskokan story 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 15: Telling My Story: Pakaaskokan 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 sequence of spoken text through illustrations and written and oral responses	– demonstrates some understanding of sequence of spoken text through illustrations and written and oral responses	– demonstrates considerable understanding of sequence of spoken text through illustrations and written and oral responses	– demonstrates thorough understanding of sequence 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 (storyboard) to tell a Pakaaskokan story with limited effectiveness	– uses creative thinking processes (storyboard) to tell a Pakaaskokan story with some effectiveness	– uses creative thinking processes (storyboard) to tell a Pakaaskokan story with considerable effectiveness	– uses creative thinking processes (storyboard) to tell a Pakaaskokan story 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 16: 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 17: Reading Our Stories: Pakaaskokan Response and Application 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)				
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, concepts, themes) (Part 1)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
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 (Part 2)	– identifies the simple elements of the plot from the text in a limited way – uses examples from the text inconsistently or ineffectively to support answers	– shows some understanding of some elements of the plot from the text – selects and uses some appropriate examples from the text to support answers	– conveys an understanding of the elements of the plot – selects and uses many appropriate examples from the text to support answers	– selects the most appropriate examples of element of the plot and conveys a full understanding of them – consistently uses the most appropriate examples from the text to support answers
Use of conventions (e.g., use of stylistic and literary devices) vocabulary, and terminology of that discipline in oral, visual, and written forms, including media forms (Part 3)	– attempts to identify and shows limited understanding of the use of literary and stylistic devices, e.g., quotations	– identifies and shows some understanding of the use of literary and stylistic devices, e.g., quotations	– identifies and shows considerable understanding of the use of literary and stylistic devices and uses them appropriately, e.g., quotations	– identifies and shows a high degree of understanding of the use of literary and stylistic devices and uses them appropriately to clarify meaning, e.g., quotations
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) (Part 4)	– uses reading process with limited effectiveness to synthesize information from 3 stories	– uses reading process with some effectiveness to synthesize information from 3 stories	– uses reading process with considerable effectiveness to synthesize information from 3 stories	– uses reading process with a high degree of effectiveness to synthesize information from 3 stories
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 5 to 7)	– makes connections between the text and personal experience with limited effectiveness	– makes connections between the text and personal experience with some effectiveness	– makes connections between the text and personal experience with considerable effectiveness	– makes connections between the text and personal experience with a high degree of effectiveness

Notes for students working individually:

Appendix 18: 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 and as whole class:

Appendix 19: 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 20: Writing My Story: Pakaaskokan 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 Pakaaskokan in Omushkego culture	– demonstrates some understanding of Pakaaskokan in Omushkego culture	– demonstrates considerable understanding of Pakaaskokan in Omushkego culture	– demonstrates thorough understanding of Pakaaskokan 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 Pakaaskokan with limited effectiveness	– uses creative writing process to describe a specific situation involving Pakaaskokan with some effectiveness	– uses creative writing process to describe a specific situation involving Pakaaskokan with considerable effectiveness	– uses creative writing process to describe a specific situation involving Pakaaskokan 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	– shows some evidence of a beginning, middle, and an end – includes ideas and details that are somewhat connected within paragraphs	– has a clear beginning, a middle, and a logical end – has sentences that are linked together in paragraphs	– 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
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) in oral, visual, and	– the purpose of the writing is unclear to the reader – only simple sentences are used	– the purpose of the writing is somewhat clear to the reader – some variety in sentences is evident, but sentence types are limited	– the purpose of the writing is clear to the reader – a variety of sentences are used	– the purpose of the writing is clear and engages the reader – a wide variety of sentences are used to enhance the writing

written forms, including media forms	– the vocabulary is limited or used inappropriately, with few descriptive words	– a limited variety of vocabulary is used appropriately but with limited effect	– a wide variety of vocabulary is used appropriately to add descriptive detail to the story	– 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	– 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	– 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	– 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	– 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
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 about the writing process and Pakaaskokan in familiar contexts with limited effectiveness	– applies knowledge and skills about the writing process and Pakaaskokan in familiar contexts with some effectiveness	– applies knowledge and skills about the writing process and Pakaaskokan in familiar contexts with considerable effectiveness	– applies knowledge and skills about the writing process and Pakaaskokan in familiar contexts with a high degree of effectiveness

Notes for students working individually:

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

Look for the following:

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

Reading

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

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

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

Notes for students working as a whole class:

Appendix 22: My Reading and Writing Anecdotal Record

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

What Students Felt About Reading/Writing

What Students Did Well During Reading/Writing

What Students Would Like To Do Better

Teacher Comments on Student Response Journals

Notes for students working as a whole class and individually

Appendix 23: Retelling Our Stories: Mysteries in the Sky 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 sequence of spoken text through illustrations and written and oral responses	– demonstrates some understanding of sequence of spoken text through illustrations and written and oral responses	– demonstrates considerable understanding of sequence of spoken text through illustrations and written and oral responses	– demonstrates thorough understanding of sequence 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 (storyboard) to retell a Mysteries in the Sky story with limited effectiveness	– uses creative thinking processes (storyboard) to retell a Mysteries in the Sky story with some effectiveness	– uses creative thinking processes (storyboard) to retell a Mysteries in the Sky story with considerable effectiveness	– uses creative thinking processes (storyboard) to retell a Mysteries in the Sky story with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes main ideas and information with limited effectiveness – presents almost no supporting details	– expresses and organizes main ideas and information with some effectiveness and clarity – presents few supporting details	– expresses and organizes main ideas and information with considerable effectiveness and clarity – presents many supporting details using wording from the text	– expresses and organizes main ideas and information with a high degree of effectiveness and clarity and precision – presents almost all supporting details in his or her own words

Notes for students working individually:

Appendix 24: My Listening and Speaking Checklist

Look for students to

Listening

- 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

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

Notes for students working individually:

Appendix 25: Reading Our Stories: Mysteries in the Sky Response and Application 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)				
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, concepts, themes) (Part 1)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
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 (Part 2)	– identifies the simple elements of the plot from the text in a limited way – uses examples from the text inconsistently or ineffectively to support answers	– shows some understanding of some elements of the plot from the text – selects and uses some appropriate examples from the text to support answers	– conveys an understanding of the elements of the plot – selects and uses many appropriate examples from the text to support answers	– selects the most appropriate examples of element of the plot and conveys a full understanding of them – consistently uses the most appropriate examples from the text to support answers
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) (Part 3)	– uses reading process with limited effectiveness to synthesize information from 2 stories	– uses reading process with some effectiveness to synthesize information from 2 stories	– uses reading process with considerable effectiveness to synthesize information from 2 stories	– uses reading process with a high degree of effectiveness to synthesize information from 2 stories
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 4 to 6)	– makes connections between the text and personal experience with limited effectiveness	– makes connections between the text and personal experience with some effectiveness	– makes connections between the text and personal experience with considerable effectiveness	– makes connections between the text and personal experience with a high degree of effectiveness

Notes for students working individually:

Appendix 26: 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
- use phrasing, punctuation, and expression when reading
- 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

Notes for students working individually:

Appendix 27: Writing My Story: Mysteries in the Sky 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 mystery stories in Omushkego culture	– demonstrates some understanding of mystery stories in Omushkego culture	– demonstrates considerable understanding of mystery stories in Omushkego culture	– demonstrates thorough understanding of mystery stories 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 Balls of Fire or Balloons with limited effectiveness	– uses creative writing process to describe a specific situation involving Balls of Fire or Balloons with some effectiveness	– uses creative writing process to describe a specific situation involving Balls of Fire or Balloons with considerable effectiveness	– uses creative writing process to describe a specific situation involving Balls of Fire or Balloons 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	– shows some evidence of a beginning, middle, and an end – includes ideas and details that are somewhat connected within paragraphs	– has a clear beginning, a middle, and a logical end – has sentences that are linked together in paragraphs	– 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
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	– the purpose of the writing is unclear to the reader – only simple sentences are used	– the purpose of the writing is somewhat clear to the reader – some variety in sentences is evident, but the types of sentences are limited	– the purpose of the writing is clear to the reader – a variety of sentences are used	– the purpose of the writing is clear and engages the reader – a wide variety of sentences are used to enhance the writing

	– the vocabulary is limited or used inappropriately, with few descriptive words	– a limited variety of vocabulary is used appropriately but with limited effect	– a wide variety of vocabulary is used appropriately to add descriptive detail to the story	– 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	– 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	– 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	– 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	– 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
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 about the writing process and <i>Mysteries in the Sky</i> in familiar contexts with limited effectiveness	– applies knowledge and skills about the writing process and <i>Mysteries in the Sky</i> in familiar contexts with some effectiveness	– applies knowledge and skills about the writing process and <i>Mysteries in the Sky</i> in familiar contexts with considerable effectiveness	– applies knowledge and skills about the writing process and <i>Mysteries in the Sky</i> in familiar contexts with a high degree of effectiveness

Notes for students working individually:

Appendix 28: 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 individually:

Appendix 29: Mysteries in the Sky Reading and Writing Anecdotal Record

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

What Students Felt About Reading/Writing

What Students Did Well During Reading/Writing

What Students Would Like To Do Better

Teacher Comments on Student Response Journals

Notes for students working as a whole class and individually:

Appendix 30: My 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 individually and as a whole class:

O mushkego Education

Curriculum Units — Elementary: Grade 6

Based on *The Ontario Curriculum Grades 1–8: Language, Science & Technology*,
and *The Omushkego Curriculum Grade 4 to Grade 8: Culture*

Our Stories: Pakaaskokan

**An Integrated Literacy Unit of Study for the Oral
Communication, Reading, and Writing Strands: Grade 6**

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.