

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: How I Survived Lesson # 3 Date: December 7

Name: Alisha Gotro Subject: ELA Grade(s): 6

Rationale:

This lesson is important because

Students will have the opportunity to learn about the connection different indigenous groups in Canada have with the land they are from, while also learning about a specific story. This lesson is important because it is a true story for the students to relate their previously learned knowledge and hear what they learned applied in a real life scenario. It is also important because students are given the opportunity to learn from a true story and then through student led discussions. It is important for students to have different, rich learning opportunities that are not focused on the teacher.

Core Competencies:

Communication: Communicating	Thinking: Critical Thinking and Reflective Thinking	Personal & Social
Facet: Connecting and engaging with others Profile 2: In familiar settings, I communicate with peers and adults.	Facet: Reflecting and assessing Profile 4: I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.	

Big Ideas (Understand):

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<p>(CC 6) Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.</p> <p>(CC 12) Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p>	<p>(C 2) Strategies and Processes</p> <ul style="list-style-type: none"> • <u>focusing on the speaker</u>, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, <u>staying on topic, taking turns</u>

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<p>Discuss with peers Inuit traditional knowledge from previous introductory lesson and what happens to Serapio in the story. (Blooms: ANALYZE)</p> <p>Discuss and collaborate with peers what they would do in a similar situation and relate that to the story. (Blooms: APPLY)</p> <p>Discuss with the teacher their ideas in the story and how important it was that Serapio had traditional knowledge of the land. (Blooms: UNDERSTAND)</p> <p>Explain their thinking in a group setting answering specific questions about the story.</p>	<p>Observation of students in their talking circles as they share their understanding of the story.</p> <p>Observation of students as they discuss what they would do: Higher level thinking for students to relate deeper to the text on a personal level.</p> <p>One on one conversations with students after talking circles. Aim to talk to four different students. Assessment on their understanding of the story and the importance of traditional knowledge in Serapio's community.</p> <p>Conversation and Product: The class discussion and list of the specific prompts the</p>

They will work as a class and with the teacher to list the most important aspects of their conversations to answer differing levels of questions. Blooms: CREATE(a list); UNDERSTAND)

teacher asks that are on the board. The questions:

- How did Serapio survive?
- What experiences helped Serapio in this situation?
- If you were lost in the woods and grasslands around Kamloops, how would you survive in a similar situation to Serapio?

Prerequisite Concepts and Skills:

- Sharing circle etiquette
- Previous lesson on an introduction to Inuit culture
- Ability to read a graphic novel

Indigenous Connections/ First Peoples Principles of Learning:

FPPL 6: Learning is embedded in memory, history, and story.

- This lesson is focused on the true story of Serapio Ittusardjuat and his experience on the land. He uses his people's long history and memories of the land to survive. By using a story, the students are learning by listening to other people's experiences.
- This lesson and it's unit also looks at the history of the land itself for students to center themselves.

Universal Design for Learning (UDL):


- Positive conversations with students and the teacher.
- Sharing circle so each student has the chance to say something.
- Respect between peers and teacher shown by listening to everyone and hands off policy.
- Oral conversations so students who may not be confident in their writing are still sharing their ideas.

Differentiate Instruction (DI):

- Students with severe social anxiety can be the teacher assistant and may choose to either just listen or pass their turn in the sharing circle, and can have a private conversation with the teacher so they have a chance to share their ideas not in a group setting.
- Students who may not be able to read or have a very low reading level can still enjoy the

pictures of the graphic novel and have either the teacher or CEA read aloud the story.

Materials and Resources:

- How I Survived: Four Nights on the Ice by Serapio Ittusardjuat x 20 copies English version
- How I Survived: Four Nights on the Ice by Serapio Ittusardjuat x 2+ copies Inuktitut version
- Talking stick x 2
-  Brain Break - Would You Rather? Energizer Game 1

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p>The teacher will ask the students what they remember from yesterday’s lesson about the Inuit and Northern Canada, and what is central to their way of living.</p>	<p>The students will raise their hand and answer the teacher.</p>	<p>1 min</p>
<p>The teacher will give the students a quick rundown of the story and who the author is - it is a true story about a man’s survival on sea ice in Northern Canada and how he survived. The author, Serapio Ittusardjuat is a residential school survivor.</p>	<p>The students will listen.</p>	<p>3 min</p>
<p>The teacher will show the class that there is an English copy for each to read, and there are several copies in Inuktitut for them to look at as well.</p>	<p>The students will look where to find the other copies of the book.</p>	<p>1 min</p>
<p>The teacher will tell the class the expectations for the lesson are to read quietly and they may look at the other copies. Once they are done reading they will have quiet time to think about the story, and think about what they want to talk about and if they have any questions. Afterwards they will be in two groups to have a sharing circle.</p>	<p>The students will listen.</p>	<p>1 min</p>

<p>The teacher will ask for student helpers to hand out the books.</p> <p>Brain break before reading begins:https://www.youtube.com/watch?v=FOgcrNrtfpo</p> <p>CFU: Repeat instructions about expectations for the lesson. Ask for thumbs up or thumbs down for understanding.</p>	<p>The students will volunteer to help if they would like by raising their hand.</p> <p>The students will get up and follow the video.</p> <p>The students will put a thumbs up or down answering teacher's question.</p>	<p>1 min</p> <p>4 min</p> <p>1 min</p>
<p>Body:</p> <p>The teacher will walk around the room and ensure students are reading. The teacher will answer any of the students questions that need answering for their understanding of the story.</p> <p>The teacher will write the following prompts on the board and tell the students that alongside their own discussions, they should answer these questions as well:</p> <ul style="list-style-type: none"> - How did Serapio survive? - What experiences helped Serapio in this situation? - If you were lost in the woods and grasslands around Kamloops, how would you survive in a similar situation to Serapio? <p>As the students finish reading, the teacher will remind them that it is still quiet time.</p> <p>Once all the students are done reading and have had a few minutes to think, the teacher will count each student off 1,2,1,2, etc. and have the students break off into groups.</p>	<p>The students will read quietly and put up their hands if they have any questions.</p> <p>The students will think about what they have read and begin to apply the questions on the board to the stories.</p> <p>The students will sit quietly and think.</p>	<p>5 min</p> <p>3 min</p> <p>2 min</p> <p>1 min</p>

<p>CFU: The teacher will ask the students if they remember what the expectations of sharing circles are with thumbs up, down, sideways.</p> <p>Teacher will ask students to share what a talking circle looks like. The teacher will remind the students if they have more questions to check the posted guidelines on the wall.</p> <p>The teacher will move between each groups listening to conversations that the students are having.</p> <p>Once the time has passed for the sharing circles, the teacher will ask the students to turn their attention back to a whole class group to have a class discussion. As the students are moving the teacher will talk to a few students about their understanding of the story and the importance of the traditional knowledge.</p>	<p>The students will listen to their number and break off into two groups.</p> <p>The students will do a thumbs up, down or sideways.</p> <p>The students will volunteer to answer the teacher with a raised hand.</p> <p>The students will get into the groups and begin their discussion. They will take turns talking and sharing their thoughts and answering questions.</p> <p>The students will move their bodies so that the whole class can have a discussion.</p>	<p>1 min</p> <p>1 min</p> <p>15 min</p> <p>4 min</p>
<p>Closure:</p> <p>The teacher will ask for any volunteers to share any of their discussions.</p> <p>After three student volunteers, the teacher will tell the students that now we are answering the prompts written on the board and ask for a volunteer to share from each group what their groups said for each answer.</p> <p>The teacher will write on the board the students answers.</p> <p>Once each question is complete, the teacher will summarize the answers and</p>	<p>The students will raise their hand to volunteer to share their ideas.</p> <p>The students will volunteer to share their groups ideas on the questions. There can be either one spokesperson or multiple people.</p> <p>The students will review what the teacher wrote and make any additions or corrections that they see.</p> <p>The students will listen to the teacher and any information they missed.</p>	<p>3 min</p> <p>5 min</p> <p>1 min/ Ongoing</p> <p>2 min</p>

<p>fill in any blanks the students may have missed.</p> <p>The teacher will let the students know that they will be continuing on with a similar lesson next week and maybe some of what they want to learn from that prompt will be covered.</p>	<p>The students will listen and may ask any follow up questions regarding the book and the lesson.</p>	<p>1 min</p>
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Organizational Strategies:

- Bell for attention in case the noise level is too loud - can have a student quiet captain.
- Student helpers to hand out books.
- No use of desks in this lesson. The students may read in various reading areas and only need to sit on their chairs as this lesson is focused on reading a story and the discussion surrounding it.

Proactive, Positive Classroom Learning Environment Strategies:

- Teacher will have positive conversations with the students as they enter the room to start the day right and the teacher can get an idea on how each student is feeling.
- Consistent classroom rules: raising hand if they need help, having classroom roles with student helpers.
- Student collaboration and led discussions to promote independence and leadership.

Extensions:

This lesson is placed in a unit regarding different indigenous groups around Canada. This lesson follows a lesson regarding inuit traditional knowledge and key elements of the culture. The next lesson afterwards can delve into more aspects of the culture. The next lesson can have students alone or in pairs picking one specific knowledge that helped Serapio Ittusardjuat for them to do research on and share to the class what they found.

This can be in a unit with following lessons looking at different stories from different groups such as the Scwepemc. The units can follow a map of the traditional territories that start in the north with the Inuit and move south, west to east. In the units where discussions are based around the land around Kamloops, look to getting an elder in if they would be willing to discuss their traditional knowledge with the class.

Reflections (if necessary, continue on separate sheet):

Paragraph: I began this lesson plan by looking first at meaningful ways to indigenize a lesson plan. I chose a story that I thought was interesting and insightful. From there, I looked at pedagogical ways to incorporate into my lesson. For these, I tried to give the students time to really think about what they read so they have time to digest it and make connections. I also wanted to remove the traditional classroom structure of a teacher lecturing at the front of the room and the students simply taking notes, so I tried to remove the teacher as much as possible and made it student led. I really like the idea of sharing circles so I knew I wanted to incorporate them into this lesson. Initially, I struggled with connecting my lesson to the curriculum. After getting assistance and switching the subject, I had better luck. In the future, I would like to find more ways to indigenize my practice without always relying on a story.