

<p>and readers, as appropriate, to develop understanding of self, identity, and community</p> <ul style="list-style-type: none"> • CC11: Identify, organize, and present ideas in a variety of forms 	
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • SWBAT: actively listen to the story & expectations for effective interactions • SWBAT: engage in the story to share their reflections/ideas/thoughts in a group or individually • SWBAT: try their best at pronouncing the animals in Secwepemctsin • SWBAT: actively participate with the group or individually in the activity as a whole 	<ul style="list-style-type: none"> • Did the student sit in their bubble & actively listen with little to no intervention? (Grading system 0/1/2) • Did the student raise their hand and share with the group if they feel comfortable? If not, did they share individually with the teacher? (Grading system 0/1/2) • Did the student attempt to repeat the Secwepemctsin Animal word? (Complete/Incomplete) • Did the student participate in the activity as a whole? (Complete/Incomplete)

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Students can pull from prior knowledge learned such as: knowledge gained from the “animal coverings” science unit • Students can sit on the floor in their own space and focus on the reader/teacher • Students can actively engage in reflection time and share their thoughts/ideas in a group or individually with the teacher • Students can follow important instructions – such as respectfully handling animal pelts
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Indigenous Connections/ First Peoples Principles of Learning:

<ul style="list-style-type: none"> • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This story focuses on the relationship between the animals and the Indigenous family. The animals care for the lost baby until he is reunited with his father. This shows the relationship/connection between people, the land, the animals, and mother nature. • Learning recognizes the role of indigenous knowledge. Learning Secwepemctsin animal names while reading this story is a fun way to incorporate and teach Indigenous language.

Universal Design for Learning (UDL):

<ul style="list-style-type: none"> • Multi-sensory: Hearing, touching (animal pelts), visual (pictures & pelts create connection), thinking (through reflection) • Present content in a different way: can invite an elder in to tell oral stories
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Differentiate Instruction (DI):

<ul style="list-style-type: none"> • Learning stations (animal pelt stations – could instead do coloring, writing, touch/examine animal pelts, watch a video clip/music) • Flexible assessment for those who may struggle with group work/sharing • Flexible work environment (group work is encouraged, but some may choose to work/share reflections individually). • Ask questions a student can answer “yes” or “no” to if they do not want to share our loud/in
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Materials and Resources

- Book: "Thanks to the Animals", by Allen Sockabasin
- Ashley to bring animal pelts for sharing
- List of Secwepemctsin animal words (Can get from "First Voices", but I have acquired this knowledge from learning the language in the past few years & other Secwepemctsin resources).

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – "HOOK"):</p> <ul style="list-style-type: none"> -"Waterfall" to get students attention -Students sit on their spot on the carpet -Explain activity and set expectations: <i>I will be reading you a book. Everybody needs to sit crisscross applesauce & stay in your own bubble. If you want to share, you can raise your hand. If we can all sit and listen, I have something to show you after I read the story. Any questions?</i> -Story walk: Ask students questions about the title page: <i>Raise your hand if you think you know what this story might be about? Why do you think that? Does anybody else want to share?</i> 	<ul style="list-style-type: none"> -Students sit in their spot on the carpet quietly awaiting further instruction. -Students raise their hand if they have any questions -Students raise their hand if they want to share in the story walk 	<p>7 minutes</p>
<p>Body:</p> <ul style="list-style-type: none"> -Read the book -Use Secwepemctsin words for the Animals & ask the students to try and repeat the word back -Reflection after the book: <i>Who can remember what animals were in the book? What kind of "Animal Covering" did it have?</i> -When the students say a specific animal, pull the pelt out of the bag -Recite Secwepemctsin word for the animal and have students repeat it -Make sure students understand that we must respect the pelts. Be kind and gentle to the pelts & that they will get a chance to feel it after. <i>-*Check for understanding*</i> -Explain next steps: 	<ul style="list-style-type: none"> -Students sit and listen to the story -Students attempt to say the Secwepemctsin word after the teacher -Students actively participate in reflection -Students understand we must respect the animal pelts -Students are put in groups & examine 	<p>20 minutes</p>

-Set animals pelts up at <u>4 stations</u> -Group students into the 4 stations & allow them to respectfully examine the 4 animal pelts (2 minutes per station).	the animals pelts respectfully	
Closure: -Ask students to sit at their desks -Gather all animal pelts at the front desk -While putting them away 1 by 1, recite the Secwepemctsín word for the animal and have students say it back	-Students sit at their desk & recite the Secwepemctsín animal word after the teacher	3 minutes

Organizational Strategies:

- Set clear objectives and expectations from the start: *crisscross apple sauce, raise their hand if they want to share, respect the animal pelts = gentle hands.*
- “Waterfall” (Associative leaning: “Shhhh...” to get students to quiet down)
- Actively engage with the students. Ask questions to the students who may not be paying attention and to check for understanding.
- Reinforce that there is a surprise after the book if we can sit and listen (the animal pelts)

Proactive, Positive Classroom Learning Environment Strategies:

- Thank students who choose to share during reflection
- Actively encourage “good” behavior. Ex: Thank you all for listening! Thank you for having gentle hands.
- Be enthusiastic about the book, the activity, and about learning

Extensions:

- Science (Animal covering unit)
- Secwepemctsín (learning animal names)
- Potential for a field trip to Wildlife Park
- Knowledge keeper to show students how to traditionally make hides/furs/feathers
- Art lesson: coloring a picture of animals, or using different materials to imitate “fur” and gluing onto a picture of an animal

Reflections (if necessary, continue on separate sheet):

- Things that went well:
- The students were engaged with the book (asking questions every couple of pages and stopping to introducing secwepemtsin animal names kept them involved)
 - The students repeated animal words in Secwepemctsín with ease – some even knew how to say it already (prior knowledge). Perhaps, in my own classroom, I could start my own Secwepemctsín word wall for each unit. I would add the new animal words to the wall, and we would practice them daily.
 - The students were really excited for my “surprise “at the end (animal pelts) and I think it was a great reinforcement for good behavior after the story
 - Starting off with expectations made it easy to get the students back on track when they were distracted or off task

To work on for next time

- Behavior management
 - It was expected that the children would be excited for the furs. Perhaps next time I will limit the amount of furs I bring in to share. I could also opt to do a brain break to get the “wiggles” out. This is because when I tried to put the furs away, the students did not want me to. I let them say “good-bye” to the furs, but some students rushed to the table for one last “pet/feel”. I was able to feel the class out and allowed them 1 more minute then sent them back to their tables.
- It would be great if I could organize an elder to come in and tell Oral Stories. It is crucial to utilize their knowledge before it is too late. I would also like to invite a knowledge keeper in to show the class and/or take us out on the land and show us how to make, use, and handle furs, hide, and feathers. Going back to our traditional teachings is so important for a positive sense of self-identity.
- If that is not possible, next time I would do learning stations rather than 4 stations of different “animal coverings”. My learning stations would have different activities such as writing words (As a group, before the learning stations, the class would brainstorm words about the book and the teacher would write them on the board), drawing &/or coloring a moment from the story, animal pelts to examine, and a final station with the school elder to practice the Secwepemtsin animal words. Witness skills are needed.

Reflection/Journal:

- I really enjoyed sharing our Secwepemc culture and language with grade 1's. Setting the lesson up with expectations at the beginning really helped me keep the class in control. I felt like, as a mother, a lot of it came naturally which was helpful. I took a lot of time to find the perfect book. It was about an Indigenous baby who falls off his parents' sled. The animals from the forest come and save him and keep him warm with their fur until his parent returns. The family gives thanks to the animals. During the story, I would stop and ask the students questions to keep them engaged. I asked the students if they knew the names to the animals in Secwepemtsin and to my surprise approximately half already knew! This made me so happy and so proud! They were excited to share their Secwepemtsin answer when called upon. Overall, I think the lesson went well. I was nervous because the elder, kye7e Connie, sat in and listened to my lesson but she mentioned she was proud of me and enjoyed my story and show and tell with the animal pelts.