

JOANNA LONGMUIR'S THEMATIC UNIT ON...

First Nations Culture

FOR KINDERGARTEN



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Introduction

What I want student's to learn for the rest of their lives:

We can learn to *appreciate* different cultures and races by learning about their culture, traditions, and ways of life past and present through hands-on experiences.

Scope and Rationale: This unit was designed for a three week block in a kindergarten classroom. The ideas from this unit could be tweaked to fit into older grades as well. Ideally, I believe, this unit would be most beneficial if it was spread out over time as an ongoing underlying unit but since I only have a three week block to work with I will be trying these ideas out all at once as a static unit. This unit is an introductory unit on First Nations people's culture, history, and traditions. This small unit will allow students to get a taste of this broad topic. The lessons are very simple for the main reason that these children are so young and need to start basic and understand some very basic ideas of culture before the learning gets more in-depth. Students will begin to comprehend these ideas through ways that they can learn through such as storybooks, hands on activities, questioning, and experiencing. Students' minds will be broadened by a variety of ideas introduced in this unit. In a "white world" our perspectives must be broadened and horizons must be widened. With Saskatchewan's growing First Nations population, we as residents of this province need education on their culture in order to appreciate it.

What do you want your students to learn?

I want the students to learn what culture and tradition mean and that every culture has traditions. I want them to know that everyone has culture and traditions. I would like the students to understand that the First Nations culture is unique and interesting. I want students to learn about the First Nations culture in efforts to appreciate and respect the culture and the people. I want students to learn not to be biased to other cultures but to be accepting to other cultures and people. I hope the students learn this through learning about the First Nations culture.

How will they learn it?

Students will learn these things through learning about the First Nations culture. Students will be given the opportunity to learn about the culture in a hands-on way. The basic ideas of this culture will also be learned through literature and discussion. Students will partake in a class adventure to the First Nations and Métis exhibit at the Royal Saskatchewan Museum.

How will they show you what they have learned and how will you know if they have learned it?

Students will show me what they have learned through the comments they make and questions they ask. I will be able to see their learning through using a KWL chart. What they know will be documented before and after the unit. What they know will be demonstrated in their Circle Booklets from the treaties in the Classroom kit.

What will you do if they don't learn it?

If students do not learn the basic ideas, at least they have been exposed to this culture, it may have sparked an interest in them, and it may be beneficial to their further learning about this culture.

Are the students engaged in their learning?

Students will definitely be engaged in their learning. The KWL chart will ensure that they are learning about what they want to learn about. Students will do hands-on activities such as art projects, they will be involved in discussion, and they will partake in experiential learning through a field trip. Exciting and engaging experiences are planned for every day of the unit.

How will this unit be meaningful and relevant to the learner?

This unit strives to develop an understanding and appreciation of culture. This unit will be meaningful and relevant to the learner because culture and traditions surround us every day and being able to appreciate a culture works towards anti-biased perspectives.

Questions

Essential Question→ What things are important in First Nations culture?

Unit Questions→ What does First Nations mean? What does culture mean? What does tradition mean? What are symbols?

Content Questions→ What kinds of art are important in First Nations culture? What are some traditions in First Nations culture? What symbols are important in First Nations culture?

Assessing Readiness

To assess readiness I will talk to the teacher about what the students already know or if they have done any work on this topic prior to this unit. In the introductory lesson of this unit we, as a class will be working on a KWL chart. This will give the children the opportunity to express what they think they know about First Nations people. It will also allow me as a teacher to see where their level of thinking is, see what they already know, take into consideration what they want to learn about and address any misconceptions they might have.

Fact/information Pages

plants are an **important** part of **First Nations** culture-
http://www.royalroads.ca/NR/rdonlyres/3EAF8FA2-98AB-4250-B945-68EDBD9FCAC3/0/nhpd_workshop_jan_05_with_pretty_cover.pdf

The Plant World generally symbolizes transformation

- **Roots** represent the past, and honour heritage and the Ancestors.
- **Trunk** represents the present and reveals the life force and creative spirit within each of us.
- **Branches** represent desired future goals.
- **Fruit or Flowers** represent attainment of goals.

Four Sacred plants used for ceremonial and healing purposes are: **Tobacco (East), Sage (South), Sweetgrass (West), Cedar (North)** -

http://www.shannonthunderbird.com/symbols_and_meanings.html

CIRCLE (quartered): The **sacred circle** filled with a cross, **four equal lines pointing from the center to the spirits of the north, east, south, and west** -- or to the basic element: earth, water, air (or wind), and fire. In Native American traditions, it forms the basic pattern of the **MEDICINE WHEEL** and plays a vital part in major spiritual rituals. - <http://www.crossroad.to/Books/symbols1.html>

Pottery is another artifact that started out as simply an item to store things. Those tribal communities that were agriculturally-based such as the Haudenosaune created stunning pottery to hold corn. Pottery and its Potters cannot be lumped into one category because the creation of the work was as unique as the different tribes famous for it. **Southwestern pottery (Pueblo)** is perhaps one of the more well

known for the simple reason, that the tribes that produced it were settled, not nomadic. To this day, they have not moved far from their Ancestral land. Southwestern tribes, in other words, did not suffer the same intrusion of European dominancy that the tribes in the east were forced to endure. Therefore, they could indulge in creating these wondrous items using very sophisticated 'black on black' firing techniques. Prior to European contact, pottery could be found pretty much all across Turtle Island. The Haudenosaune pottery was recognized by its dark patina because it was made from dark clay found in southern Canada, New York State and parts of Wisconsin. Pottery was usually made by women. -

http://www.shannonthunderbird.com/symbols_and_meanings.htm

The teaching of the Talking Stick is an exquisite example of the combined sacredness of the Talking Circle and the Five Codes of Ethics, in particular Non-Interference and Anger Not be Shown. When the Talking Stick is passed around the circle it is an action that is overtly indicative of the respect that we have toward the concept of harmony, balance and good manners among Humans, The Great Mystery and Mother Earth. The Talking Stick is a symbol of respect for the thoughts, stories and individual histories of each member participating in the circle.



Whoever is holding the stick speaks their truth at that moment in their personal history, The role of the rest of the participants is to sit quietly and engage in **active listening**. No one else should interrupt while the person holding the Talking Stick is speaking. When the individual has finished speaking (however long that takes), the Talking Stick is handed to the next person in the circle. If the receiver chooses not to speak, she simply hands it to the next person until the Talking Stick has been passed to everyone participating. In this way each person has had the opportunity to **Speak and to Listen**. The Talking Stick does not have to be a fancy, beaded Stick, It can simply be something that has been found in nature that has personal meaning. Thunderbird's favourite items are, a 'Talking Stone', a wonderful round stone she found on the beach of Haida G'wai (Queen Charlotte Islands); A small, beautiful totem pole that was carved especially for her by a friend. **Always remember that what is said in the circle remains there.**

http://www.shannonthunderbird.com/symbols_and_meanings.htm

Traditional Native American clothing varied widely from tribe to tribe, but one nearly universal element was the **moccasin**, a sturdy slipper-shaped type of shoe sewn from tanned leather. The word "moccasin" comes from an Algonquian word (also spelled mocasin, mocassin, moccassin, or mocussin, depending on the language and transcriber), but that is only because Algonquians were the first Indians encountered by Europeans--they were used as footwear from Sonora to Saskatchewan, and though "moccasins" may be understood and accepted by all of them at this point, most Indian tribes have their own native word for them.

wood, amber, ivory, and animal bones, horns, and teeth. Glass beads were not used until the colonists brought them from Europe 500 years ago, but like horses, they quickly became part of American Indian culture. Today glass beads, particularly fine seed beads, are the primary materials for traditional beaders of many tribes.

<http://www.native-languages.org/moccasins.htm> may be understood and accepted by all of them at this point, most Indian tribes have their own native word for them.

Metis facts -> <http://www.loveyougive.org/images/factsheets/metis.pdf>

Oral tradition and storytelling ->

<http://olc.spsd.sk.ca/DE/resources/firstnationsliterature/Storytelling.html>

Definition of tradition and culture:

tra-di-tion 

(trə-dɪʃən) [See the pronunciation key](#)

NOUN:

1. The passing down of elements of a culture from generation to generation, especially by oral communication.
2.
 - a. A mode of thought or behavior followed by a people continuously from generation to generation; a custom or usage.
 - b. A set of such customs and usages viewed as a coherent body of precedents influencing the present: *followed family tradition in dress and manners*. See Synonyms at [heritage](#).
3. A body of unwritten religious precepts.
4. A time-honored practice or set of such practices.
5. Law Transfer of property to another.

cul-ture 

(kʌlʃər) [See the pronunciation key](#)

NOUN:

1.
 - a. The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought.

- b. These patterns, traits, and products considered as the expression of a particular period, class, community, or population: *Edwardian culture; Japanese culture; the culture of poverty.*
 - c. These patterns, traits, and products considered with respect to a particular category, such as a field, subject, or mode of expression: *religious culture in the Middle Ages; musical culture; oral culture.*
 - d. The predominating attitudes and behavior that characterize the functioning of a group or organization.
2. Intellectual and artistic activity and the works produced by it.

<http://kids.yahoo.com/reference/dictionary/english/entry/>

Culture- the ideas, customs, skills, arts, etc. of a people or group, that are transferred, communicated, or passed along, as in or to succeeding generations

Tradition- the handing down orally of stories, beliefs, customs, etc. from generation to generation

<http://www.yourdictionary.com/>

Curriculum Connections

Since this is a thematic unit it touches many strands of the curriculum. Since the Kindergarten curriculum is based on play and is currently under development I used some of the draft outcomes of the new Kindergarten curriculum, some of the grade one curriculum objectives, and I made up some objectives on my own. This unit includes study on mainly art but also Science, English Language Arts, Mathematics and the unit's theme is based on Social Studies, so it covers a wide range of subjects.

Adaptive Dimension

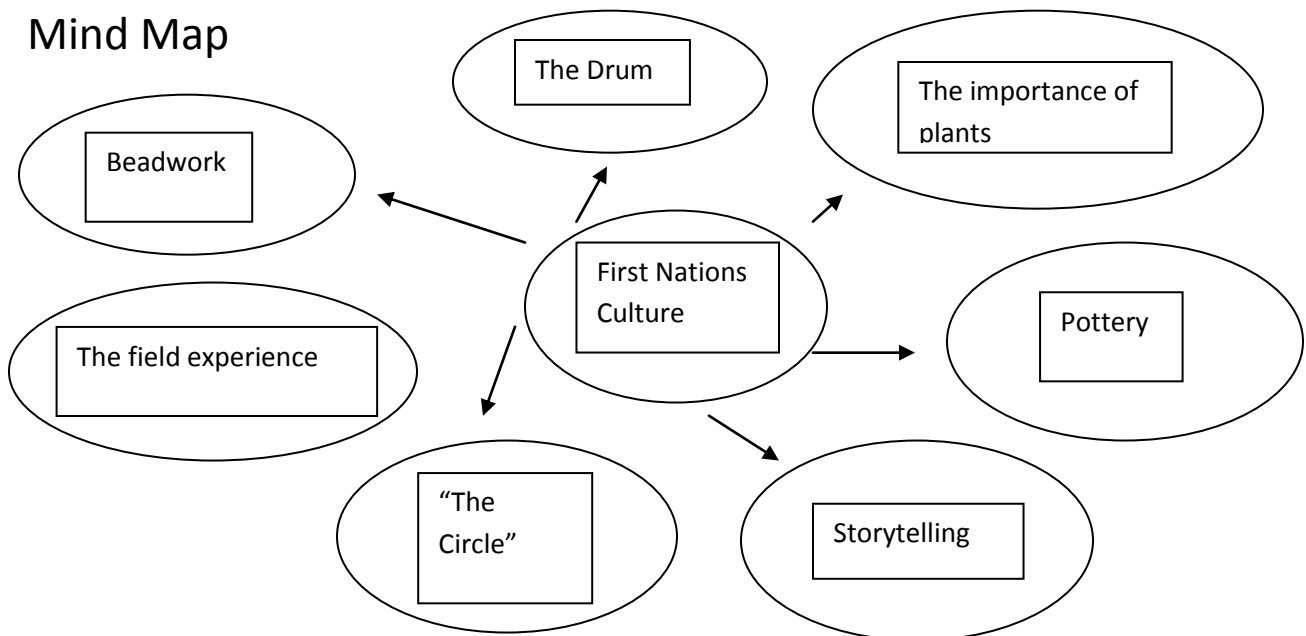
We have a student with autism in our class. He is hardly ever included in what the rest of the class is doing. My adaptive dimension plan for each lesson is included in each lesson plan but these are my main goals:

- Remove major distractions from learning area.
- Have physical objects for him to play with to keep him busy.
- Try to include him in as much as possible.

- Have a separate station set up for him to work at since he works better alone.
- Don't force him to participate but encourage him to do the same things as the other students.
- Make certain modifications to activities for him such as having a coloring page of a plant for him to colour instead of having him draw his own.
- Have him highly involved in the hands-on projects that he excels at such as kinaesthetic things like clay and pottery.
- Find ways to engage him in learning.
- Teach in different ways and use different instructional strategies to reach out to him.

Unit Content

Mind Map



Intro lesson → Plant lesson → storytelling lesson → pottery lesson → patterns lesson → drumming lesson → field trip

Ongoing Unit Projects

Throughout the three week block we will be documenting our units and time with the kindergarten class through a classroom blog. The students will have “Circle Booklets” to work on from the Treaties in the Classroom kit throughout the unit in spare time. We will have a station set up for First Nations and Métis as a part of their center time so that they have the option of further learning about the topic. This station will include coloring pages, games, and books related to First Nations and Métis content. Students will also be in charge of caring for a classroom plant throughout the unit in a buddy system.

Assessment and Evaluation

In the introductory lesson formative assessment (note taking) and a KWL chart are used for assessing prior knowledge.

In the second lesson a checklist is used for assessing parts of a plant from their drawings and oral assessment is used when the teacher asks students individually about what plants need to survive

In the third lesson questioning assists in assessment and note taking: I will ask comprehension questions throughout the stories and have students answer them. Take note of those who are not getting the answers due to lack of listening. Take note of students who did not participate in dramatizing the legend.

In the fourth lesson an oral interview will be the form of assessment. I will ask: What does the clay feel like? Why did you decide to make your piece of pottery the way you did? Where is the top, bottom, sides of your art piece?

In the fifth lesson an observational checklist will be used that asks: Were they able to identify, reproduce, extend and create a pattern? Were they creative in making their bracelets?

For the field trip a rating scale will be used to see if they could connect what was learned in class to what they saw in the museum. On a scale of 1-5 how many things did they have checked off on their site inventory scavenger hunt sheets?

A rubric will be designed to assess their completed Circle Booklets.

Aboriginal and Cross Cultural Content

Connections made to cross cultural knowledge- It would be obvious that this entire unit is based on Aboriginal/ Cross cultural content.

Resources used- All resources used are connected to Aboriginal and cross cultural content.

Technology Enhanced Learning

This unit incorporates technology by including videos from the internet for students to watch to learn from and to engage them. We will also be using the internet to search for pictures of First Nations related things such as drums, art, pottery, etc. so that students get a wide perspective of the things we are learning about. Technology will also be incorporated during our storytelling lesson where digital stories of First Nations people will be projected on the SmartBoard.

Classroom Management Plan

My classroom management plan specific to each lesson is included in a column in each lesson plan. My main goals for classroom management are as follows:

1. Encourage student participation and establish routines→ for participation ask questions, use positive reinforcement, and express enthusiasm. To create routines use management strategies to gain student attention by using techniques like give me five, the countdown, eyes on me, wait time, a clapping rhythm, etc.
2. General student management practices→ be creative in using a variety of techniques to gain and keep the attention of the students such as pointing to ears and lips, clapping, singing a song, etc. Only allow a certain amount of questions or comments to keep the lesson flowing. Try to keep the students on task and not stray from the topic.
3. Clear expectations, organization, and use of a variety of instructional strategies→ Describe in detail what is expected of the students for this lesson. Ask students to repeat instructions. Be well organized and have supplies ready to go. Use more than one way of explaining what to do.
4. Modelling, demonstrating clearly, clear expectations, Giving feedback and positive reinforcement→ Model and demonstrate clearly what the students are supposed to do. Ask students to repeat instructions. Give compliments to the students' work and give the students suggestions or feedback.
5. Promote questioning, promote equity, and monitor student behaviour→ Ask a variety of questions at different thinking levels. Ask a variety of and hear from a variety of different students. Be aware of student behaviour and prompt to react to it.

6. Practicing routines, listening, and organization → Use routines such as one, two, three, eyes on me, give me five, point to your ears, etc. Talk to the students about behaviour and listening. Be organized for the field trip and show classroom management.

Materials and Resources

For the teacher:

<http://www.canteach.ca/elementary/fnations1.html>

http://www.sasklearning.gov.sk.ca/curr_inst/iru/bibs/ns10/webrs.shtml

<http://www.education.gov.sk.ca/>

http://www.sasked.gov.sk.ca/docs/native10/Resource_Based_Focus_and_Teacher_Planning_Guide.html

http://www.stf.sk.ca/services/stewart_resources_centre/online_catalogue_unit_plans/elementary_unit_plans/pdfs/P100_13.pdf

http://www.edselect.com/first_nations_people.htm

http://www.turtletrack.org/CO_ColoringBook.htm

<http://www.ainc-inac.gc.ca/ap/tln-eng.asp>

http://www.ltta.ca/lesson_plans.html

http://www.themeunits.com/June_bk.html

<http://www.brighthub.com/education/k-12/articles/9341.aspx>

<http://www.apples4theteacher.com/native-american/>

Indians, Inuit, Métis: an introduction to Canada's Native Peoples by Hope Maclean

Teaching Treaties in the Classroom: A treaty Resource Guide for Kindergarten

Step by step guide to Pottery by Gwilym Thomas ISBN 0-600-34297-2

Basic Pottery by Tony Birks ISBN0-8069-7862-7

American Indian Games and Crafts by Charles Blood ISBN 0-531-04304-5

Native Crafts: Inspired by North America's First Peoples by Maxine Trottier ISBN 1-55074-549-2

For the students:

- Taking Care of Mother Earth by Leanne Flett Kruger ISBN 1-894778-30-8
- The Moccasin Goalie by William Roy Brownridge ISBN 1-55143-054-1
- Many Nations: An Alphabet of Native America by Joseph Bruchac ISBN 0-8167-4389-4
- Where did you get your moccasins? By Bernelda Wheeler ISBN 0-919143-15-6
- The Métis Alphabet Book by Joseph Jean Fauchon ISBN 0-920915-72-8
- I can't have Bannock but the Beaver has a Dam by Bernelda Wheeler ISBN 1-55379-002-2
- Turtle Island ABC by Gerald Hausman ISBN 0-06-021308-6
- The Missing Sun by Peter Eyvindson ISBN 0-921827-29-6
- Eat, Run, and Live Healthy by Karen Olson ISBN 1-894778-32-4
- Beyond the Northern Lights by Lynn Blakie ISBN 978-1-55005-123-0
- Northern Lullaby by Nancy White Carlstrom ISBN 0-399-21806-8
- Indians of the Northern American Plains by Virginia Luling ISBN 0-356-059-502
- Plains Indians by Kate Perry ISBN 0-531-170-969
- Byron Through The Seasons by The Children of La Loche and Friends ISBN 0-920079-60-1
- People of the Trail by Robin and Jillian Ridington ISBN 0-88894-221-4
- The Kids Book of Canadian History by Carlotta Hacker ISBN 1-55074-868-8
- The Little Duck By Beth Cuthand/ Cree by Stan Cuthand ISBN 0-919441-72-2
- 10 Things I can do to Help my World by Melanie Walsh ISBN 978-0-7636-4144-3
- Iroquois Stories By Joseph Bruchac ISBN 0-89594-167-8
- What is a Plant? By Bobbie Kalman ISBN 0-86505-982-9
- The Bead Pot by Thelma Poirier ISBN 0-921827-30-x
- American Indian Games and Crafts by Charles Blood ISBN 0-531-04304-5
- Native Crafts: Inspired by North America's First Peoples by Maxine Trottier ISBN 1-55074-549-2
- Special Gifts: In Search of Love and Honor by Dennis Olson ISBN 1-55971-679-7
- Lessons for Mother Earth by Elaine McLeod and Colleen Wood ISBN 0-88899-312-9
- Native Canadians Today and Long Ago by Elma Schemenauer ISBN 0-17-602328-3

Lesson Plans and Professional Development Plans

Lesson Plan #1

Name: Joanna Longmuir

Date:

Grade: Kindergarten

Subject: General

Content: (Topic) Introduction to the unit	Teaching Strategy: Direct and interactive
Learning Objectives:	Assessment: Formative (note taking) and KWL chart
Adaptive Dimension: Include the student with autism as much as possible, have books for him to be flipping through while we discuss	Resources: Definition of tradition and culture from fact sheet, "Many Nations: An Alphabet of Native America" by Joseph Bruchac
Preparation/Materials: Chart paper, markers, Circle Booklets, pencils	

Presentation:	Classroom Management Strategies
Set: I will read a First Nations alphabet storybook to the class. I will ask the class "What is culture?" "What is tradition?" We will discuss what these words mean.	Only allow 1-2 comments or questions per page.
Development: As a class we will work on a KWL chart. I will have markers and chart paper and we will discuss and write down "what we think we KNOW about First Nations culture" and "what we WANT to learn". After the unit is done we will add "what we have LEARNED about First Nations culture".	We will try to come up with as many things we think we know and what we want to learn more about as we can. The things we want to learn will be addressed throughout the unit.
Closure: To end this introductory lesson the students will be given a booklet from the Treaties in the Classroom kit. This booklet is about the	Whenever the students have spare time or if they finish an activity early they can work

importance of the circle in First Nations culture and other aspects that are meaningful. The students will be told that throughout this unit they will have some time to work on these booklets.

on their "Circle booklets".



Professional Development Plan

Topic:

Date:

Teacher:

Observer:

1. Professional target: To encourage student participation and establish routines.
2. Steps to achieve target: To establish student participation ask questions, use positive reinforcement, and express enthusiasm. To create routines use management strategies to gain student attention by using techniques like give me five, the countdown, eyes on me, wait time, a clapping rhythm, etc.
3. Instructions for observer: Please monitor my teaching strategies, make marks and comments in my data collection, and write any other information down as well
4. Data collection:

Routines/techniques used to get attention?

How well did my techniques work?

Who's attention did I lose? Was I successful in retaining it?

Did all of the students participate?

Asked questions to encourage participation?

Other

Lesson Plan #2

Name: Joanna Longmuir

Date:

Grade: Kindergarten

Subject: Science

Content: (Topic) The importance of plants	Teaching Strategy: Direct, interactive, and individual
Learning Outcome: *DRAFT* Examine observable physical characteristics of plants and animals, including humans, and the local environment.	Assessment: Checklist for assessing parts of a plant from their drawings, Oral assessment about what plants need to survive
Adaptive Dimension: Try to encourage the boy with autism to sit and listen to the book and playing the game. Have him be a part of taking care of the plant and set up his own station for colouring a picture of a plant.	Resources: "What is a Plant?" By Bobbie Kalman, "Taking Care of Mother Earth" by Leanne Flett Kruger
Preparation/Materials: Classroom plant, pencil crayons, plant template	

Presentation:	Classroom Management Strategies
Set: First of all we will read a book about nature, land, and plants called "Taking Care of Mother Earth" by Leanne Flett Kruger. We will talk about how the land and plants are important to First Nations people and why.	I will allow the students two questions or comments for each page and ask them to raise their hands.
Development: I will show the students pages from a book about plants that talks about parts of plants and what we use plants for. The book is called "What is a Plant?" By Bobbie Kalman. We will talk about the parts of the classroom plant. I will ask "Where are the roots, stem, leaves etc.?" "What do plants need to live?" "What do we use	I will split the class into buddies and a set of buddies will be asked to care for the plant each day either by watering it, moving it into the sun, telling it a story, or decorating it.

<p>plants for?”. I will explain the importance of plants in First Nations culture. We will then play a game where the teacher pretends to plant a seed and the child acts as the seed. One by one the children are planted then water is added and they will grow, then sunshine is added and they grow more. As a group we will go to the back table and each have a part in planting a little plant. Some students will put the soil in; others will add water, etc. I will explain how we must care for this plant by watering it and giving it lots of sunshine.</p>	
<p>Closure: Students will use pencil crayons and paper to make a drawing of their very own plant. They will be told to include all of the three main parts of a plant in their picture. They will name their plants and explain what makes it important and special.</p>	<p>The adults in the classroom will have to help students write the names of their plants on their pictures and what its importance is.</p>




Name: _____

Plant's name: _____

My plant is important and special

because _____

Plant Assessment

	2 things plants need to live	A reason why plants are important to FN culture	Name parts of a plant by looking at a picture (roots)	Name parts of a plant by looking at a picture (stem)	Name parts of a plant by looking at a picture (leaves)
Nerissa					
Landon					
Elyse					
Surangana					
Ella					
Jenaya					
Paris					
Zach					

Professional Development Plan

Date:

Teacher:

Observer:

Subject: Science

Topic: The importance of plants to First Nations

1. Professional target: General student management practices
2. Steps to achieve target: Be creative in using a variety of techniques to gain and keep the attention of the students such as pointing to ears and lips, clapping, singing a song, etc. Only allow a certain amount of questions or comments to keep the lesson flowing. Try to keep the students on task and not stray from the topic.
3. Instructions for observer: Please monitor my teaching strategies, make marks and comments in my data collection, and write any other information down as well
4. Data collection:

Techniques used to gain or retain attention:

Were students paying attention/did they listen to me?:

Amount of questions and comments:

Did we get off-topic?:

Did the lesson flow?

Other

Lesson Plan #3

Name: Joanna Longmuir

Date:

Grade: Kindergarten

Subject: ELA and Art (drama)


Content: (Topic) Storytelling	Teaching Strategy: Direct and interactive
Learning Objectives: Understand that there are many kinds of art, Use imagination in dramatic contexts, participate in shared and guided listening experiences, listen attentively to others and respond appropriately, listen attentively to a variety of oral texts for enjoyment and information including stories, poems, nonfiction, cassettes/CDs, or software	Assessment: Questioning and notes- Ask comprehension questions throughout the stories and have students answer them. Take note of those who are not getting the answers due to lack of listening. Take note of students who did not participate in dramatizing the legend.
Adaptive Dimension: Encourage the boy with autism to participate in our storytelling lesson but if he refuses have books for him to be looking at.	Resources: Iroquois Stories By Joseph Bruchac "Turtles Race with Beaver" CD Rom Stories in Season
Materials/Preparation: talking stick, SmartBoard	

Presentation:	Classroom Management Strategies
Set: We will go to the library where a SmartBoard is located. We will sit in a circle around the SmartBoard. A talking stick will be introduced. I will ask "What do you think a talking stick is for?" I will explain the talking stick and how First Nations people used it. I will tell the students that whoever gets the talking stick is allowed to speak. I will tell the class that storytelling was an	Tell students that whenever I need their attention I will point to my ears and they are to point to their ears and listen. Explain the rules of the talking stick and watch that children obey the rules.

<p>important tradition in First Nations culture. Teacher will remind students that storytelling involves the storyteller talking and the rest of the people listening.</p>	
<p>Development: I will tell the students how First Nations Peoples like to tell legends. I will read the students a short legend that has no pictures and have them listen carefully and act out pictures for the story. I have a CD Rom with digital stories of First Nations people. We will project these digital stories on the SmartBoard and throughout the stories we will pause the story and pass the talking stick around to give students opportunity for questions, comments, and story predictions.</p>	<p>Remind the students to use their listening skills. Encourage students to act out the story. Watch for unruly behaviour and silliness.</p>
<p>Closure: At the end we will have our own storytelling experience. I will tell the students to think about a story about an animal. The story can be real or made up. I will give them a few minutes to think of a story to tell then we will go around the circle using our talking stick telling our animal stories.</p>	<p>Remind students that only one person talks at a time. Give students time to think of a story. Give them the option to pass.</p>



Storytelling Assessment

	Did they answer one comprehension question about the story correctly?	Did they participate in activities?	Other comments
Nerissa			
Koen			
Landon			
Elyse			
Surangana			
Ella			
Jenaya			
Paris			
Zach			

Professional Development Plan

Topic:

Date:

Teacher:

Observer:

1. Professional target: Smooth transitions, organization, and preparedness.
2. Steps to achieve target: Keep the lesson flowing by not getting off-topic. Transition from one activity to another smoothly. Be organized and prepared by having everything ready to go for the lesson and start the lesson quickly.
3. Instructions for observer: Please monitor my teaching strategies, make marks and comments in my data collection, and write any other information down as well
4. Data collection:

Did the lesson flow well?

Was there time in the lesson that was spent off-topic or non relevant to what we were supposed to be doing?

Was everything organized and prepared well for the lesson?

Other

Lesson Plan #4

Name: Joanna Longmuir

Date:

Grade: Kindergarten

Subject: Art (visual)

Content: (Topic) Pottery	Teaching Strategy: Direct and individual
Learning Objectives: Understands that there are many kinds of art, view the works of artist from different cultural groups, view the work of SK artists including FN and M, think and talk about basic decisions they make in creating art, know the meaning of top, bottom, front, back, and sides, identify many different textures in surroundings and in art works	Assessment: Oral interview What does the clay feel like? Why did you decide to make your piece of pottery the way you did? Where is the top, bottom, sides of your art piece? What is the kind of art we are doing called? Which culture that we are learning about thinks pottery is important?
Adaptive Dimension: Have a separate table set up for the boy with autism so that he has all of his own supplies to make a pinch pot. Allow him to make anything he wants with the clay. He will like this activity because it's so hands-on.	Resources: http://www.youtube.com/watch?v=artKpYlr1Js Step by step guide to Pottery by Gwilym Thomas Basic Pottery by Tony Birks Native Crafts: Inspired by North America's First Peoples by Maxine Trottier
Materials/Preparation:	


Presentation:	Classroom Management Strategies
Set: We will gather on the carpet area of the classroom and I will show the class a video about	Use a routine classroom management strategy to gain

<p>making pottery. We will also look at pictures of pottery on the internet from Saskatchewan First Nations Artists. I will also show them some pictures of a pottery exhibit at a museum I visited. Then I will read part of a storybook about the pottery tradition in First Nations culture. We will discuss the importance of making bowls in the First Nations culture. I will ask “What do you think pottery is used for?” We will flip through a few books looking at pictures of pottery.</p>	<p>their attention. Promote questioning because it will help in their understanding.</p>
<p>Development: We will go back to our table groups and each student will be given a ball of clay. We will work with the clay like we would play dough. Students would be encouraged to make bowls the way the video had shown. They will roll their clay into a ball and then use their thumbs to push an indented part into the ball to form a bowl. Once they have a shape of a bowl they will bring it to the teacher to carve their initials in it. The students will be given one more chunk of clay to make whatever they want with if there is time.</p>	<p>Spread newspaper on the tables. Have students wear paint shirts. Make sure the students work the clay and make it soft to work with. Help them to shape it when necessary. Encourage them and help them to make the sides of the bowl and even width. Have plenty of water and hand wipes available for clean up.</p>
<p>Closure: Tell the students to look out for pottery when we visit the museum. Tell students we will add paint to our pinch pots as soon as they start drying.</p>	<p>In a week or so when the pots start to dry pull a couple students aside during choice time to decorate their pots with paint.</p>



Pottery Assessment

Oral Interview

	What does the clay feel like?	Why did you decide to make your pot the way you did?	Where is the top? Bottom? Sides? Of your pot?	What kind of art is this called that we are doing?	Which culture that we are learning about thinks pottery is important?
Nerissa					
Koen					
Landon					
Elyse					
Surangana					
Ella					

Jenaya					
Paris					
Zach					

Professional Development Plan

Topic:

Date:

Teacher:

Observer:

1. Professional target: Clear expectations, organization, and use of a variety of instructional strategies.
2. Steps to achieve target: Describe in detail what is expected of the students for this lesson. Ask students to repeat instructions. Be well organized and have supplies ready to go. Use more than one way of explaining what to do.
3. Instructions for observer: Please monitor my teaching strategies, make marks and comments in my data collection, and write any other information down as well
4. Data collection:

Was there a variety of instructional strategies used?

Did students know what to do?

Did I have students repeat what to do?

Were the supplies and was lesson organized and ready to go?

Other

Lesson Plan #5

Name: Joanna Longmuir

Date: Grade: Kindergarten

Subject: Math and Art(visual)

Content: (Topic) Patterns in Beadwork	Teaching Strategy: Direct and individual
Learning Outcomes: Outcome- Demonstrate an understanding of repeating pattern (two or three elements) by: identifying, reproducing, extending, creating. Identify many formal and informal patterns in surrounding and in artwork. This project will teach the children about patterns, enhance their fine motor skills, as well as their creative skills as they thread a bracelet.	Assessment: Observation checklist Were they able to identify, reproduce, extend and create a pattern? Were they creative in making their bracelets?
Adaptive Dimension: Have a bowl of beads at a secluded table ready for the boy with autism. Encourage him to try make a bracelet but if he is not interested at least have him play with the beads and rearrange them for kinaesthetic stimulation.	Resources: The Bead Pot by Thelma Poirier Where did you get your moccasins? By Bernelda Wheeler Native Crafts: Inspired by North America's First Peoples by Maxine Trottier
Materials/Preparation: beads, string,	

Presentation:	Classroom Management Strategies
Set: Gather on the carpet with the students. Read a story called The Bead Pot. Pass around a pair of moccasins for the students to look at. We will discuss how bead work is a tradition of the First Nations culture. First Nations also did bead working in jewellery. I will tell the class we will be	Use a routine technique to gain their attention. Ask plenty of questions about the book.

<p>doing beadwork by making friendship bracelets and I will demonstrate how to do it by string beads.</p>	
<p>Development: They will go back to their table groups and each be given beads and string. I will hold up a pattern of beads on a string and see if they can identify the pattern, reproduce it with their beads and extend it. Then they will make one bracelet for themselves and one to give to a friend. They will be asked to use patterns when making these bracelets. If there is time while they are making bracelets read <i>Where did you get your moccasins?</i> By Bernelda Wheeler</p>	<p>Have supplies ready to hand out. Have beads in containers so they are not rolling around. Have plenty of string ready to go.</p>
<p>Closure: After making the patterned bead bracelets they will put the one they made to give away into a container and each student will choose a bracelet from the container. Tell the students that we will see some First Nations beadwork when we visit the museum.</p>	<p>Explain to students that they can keep one bracelet but they have to give one away to share and be a good friend.</p>

BEADWORK

After 1840 when European traders dominated this region, beadwork became popular among the Plains tribes. The first beads that the traders brought came from factories in Italy and were quite large (one quarter inch in diameter). As beads became more common, stylistic differences based on designs and colours became noticeable among various tribal groups. Several techniques are used in working with beads with the most popular being embroidery and 'loom' beading, the latter being a technique borrowed from quillwork. Initially geometric designs were most common among the Plains tribes, a carry-over from working with quills, with floral and realistic patterns becoming popular later.



Beadwork Pattern Assessment

Hot or cold checklist for oral interview using beads

Use coloured pencils to make checkmarks

Hot=**RED** Warm=**ORANGE** Cold=**BLUE**

	Were they able to identify a pattern in the classroom?	Were they able to reproduce a pattern?	Were they able to extend a pattern?	Were they able to create a pattern?	Were they create in making a pattern? (use more than two elements)	Were they able to describe their pattern well?	Can they distinguish Between repeating and non repeating sequences?
Nerissa							
Koen							
Landon							
Elyse							
Surangana							
Ella							
Jenaya							
Paris							
Zach							

Professional Development Plan

Topic:

Date:

Teacher:

Observer:

1. Professional target: Modelling, demonstrating clearly, clear expectations, Giving feedback and positive reinforcement.
2. Steps to achieve target: Model and demonstrate clearly what the students are supposed to do. Ask students to repeat instructions. Give compliments to the students' work and give the students suggestions or feedback.
3. Instructions for observer: Please monitor my teaching strategies, make marks and comments in my data collection, and write any other information down as well
4. Data collection:

Did students know exactly what to do when they went back to their desks?

Did I have the students repeat instructions for understanding?

Did I give positive reinforcement and feedback to the students?

Other

Lesson Plan #6

Name: Joanna Longmuir

Date:

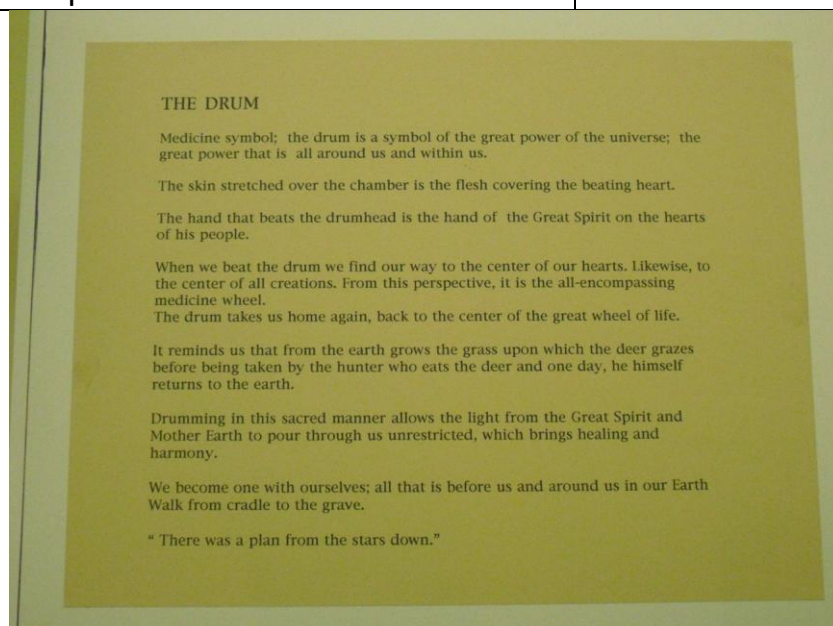
Grade: Kindergarten

Subject: Art (music) and Math

Content: (Topic) The drum (tom tom)	Teaching Strategy: Direct, Individual, and interactive
Learning Objectives: Experiment with a variety of simple found objects and selected instruments, demonstrate awareness of patterns of same and different sounds in music, Be creative in decorating their art piece	Assessment: Observation checklist- Were they able to copy a drumming pattern? Was their piece creative? Did they experiment drumming on other objects?
Adaptive Dimension: Have the autistic boy do a colouring page of a drum and have him participate in the drumming circle if he's interested.	Resources: http://www.youtube.com/watch?v=sOa_4ON8lxc Native Crafts: Inspired by North America's First Peoples by Maxine Trottier Turtle Island ABC by Gerald Hausman
Preparation/Materials: Cylinder containers, balloons, elastic bands, construction paper, markers, storybook, pencils	

Presentation:	Classroom Management Strategies
Set: We will gather on the carpet. I will ask the students "What is a drum?" "What do they look like?" "Where have you seen one?" "Did you know that drums are important in First Nations culture?" "How could we make one?" "Did you know drums can also be called tom toms?" We	To get their attention use a technique like "One, two, three, eyes on me" or whisper "If you can hear me point to your lips". Limit questions and comments to

<p>will have time for a few questions or comments and then we will watch a video about how to make a drum. I will show the students a page in a book about picture symbols that First Nations people used long ago.</p>	<p>keep the lesson rolling. Demonstrate how to make the drum again after the video. Ask students to repeat instructions.</p>
<p>Development: We will make our own drums by taking cylinder shaped containers and putting a balloon over each end and securing it with an elastic band. Then we will decorate our drums with the First Nations picture symbols from the book we looked at. Tell the students they must have at least three picture symbols on their drum.</p>	<p>Have all supplies ready to go. Have photocopies of the picture symbols for each table to look at. Students will need assistance placing balloons over the container and securing it with elastic bands.</p>
<p>Closure: After all of our drums are made we will form a drumming circle on the carpet area of the classroom. Pencils with erasers on the ends will be used as drum sticks. We will take turns copying patterns by going around the circle and having each student drum out a pattern and the rest of us will try to copy it. Encourage students to drum on other objects and listen to the sounds. We will talk about how in First Nations culture the drum symbolizes the sound of the heart beating. We will read part of a story about the drum in a couple books.</p>	<p>Have a jar of pencils ready to hand out for drum sticks. Encourage students to refrain from drumming while the student making a pattern is drumming.</p>



Drumming Assessment

	Can they copy a drumming pattern?	Was their drum art piece creative and attractive?	What else did they experiment drumming on?	What did they notice about drumming on other surfaces?
Nerissa				
Koen				
Landon				
Elyse				
Surangana				
Ella				
Jenaya				
Paris				
Zach				

Professional Development Plan

Topic:

Date:

Teacher:

Observer:

1. Professional target: promote questioning, promote equity, and monitor student behaviour.
2. Steps to achieve target: Ask a variety of questions at different thinking levels. Ask a variety of and hear from a variety of different students. Be aware of student behaviour and prompt to react to it.
3. Instructions for observer: Please monitor my teaching strategies, make marks and comments in my data collection, and write any other information down as well
4. Data collection:

Did I ask a variety of questions?

Did I hear from a variety of people, not the same ones all the time?

Was I aware of misbehaviour and did I address it accordingly?

Other

Lesson Plan #7

Name: Joanna Longmuir

Date: Friday, March 26th, 2010

Grade: Kindergarten

Subject: Field trip

Content: (Topic) Field trip	Teaching Strategy: Experiential
Learning Objectives: Learn experientially through visiting an exhibit on the culture of study, find similarities in what we have been learning in class and ideas portrayed in the museum.	Assessment: Rating scale, on a scale of 1-5 how many things did they have checked off on their site inventory scavenger hunt sheets.
Adaptive Dimension: Have the autistic boy join our field trip as usual. Do not worry about having him fill out the check list.	Resources: Royal Saskatchewan Museum, Regina, SK
Preparation/Materials: Inventory sheet printouts, pencils	

Presentation:	Classroom Management Strategies
Set: Our class will be taking a bus to the Royal Saskatchewan Museum to see the First Nations and Métis exhibit. Ahead of time we will discuss our trip to the museum. We will talk about the things we will see there and how we will act when we are there. We will talk about visiting this special place and why we are going. We will talk about how we will take our time there and there is no need to rush. We will stay together as one big group. We will organize students into buddy	Have buddies arranged prior to the trip. Talk to the students about behaviour in a public place.

groups.	
<p>Development: We will go to the museum and experience what it has to offer. Students will be given an inventory sheet. The paper has five pictures on it of things to look for. The students will be instructed to place a checkmark beside the Objects that they see in the museum.</p>	<p>If students misbehave pull them aside and talk to them. If students aren't listening point to ears. Remind students to look for things on their inventory lists and other things we have studied.</p>
<p>Closure: When we return we will debrief our visit with a discussion of what we saw. We will sit in a talking circle and use the talking stick to take turns making comments about the trip and learn from each other. We will fill in the "What we have LEARNED" part of the KWL chart we started at the beginning of the unit.</p>	<p>Have students speak one at a time.</p>

RSM Scavenger Hunt

Name: _____

Put a check mark beside every item you see in the museum.











RSM Field Trip Final Assessment

On a scale of 1-5, 5 being most, how many objects did they find from the unit in the museum according to their scavenger hunt sheet?

	1	2	3	4	5
Nerissa					
Koen					
Landon					
Elyse					
Surangana					
Ella					
Jenaya					
Paris					
Zach					

On a scale of 1-5, 5 being most, how much of an understanding did they get from the field trip and the unit?

	1	2	3	4	5
Nerissa					
Koen					
Landon					
Elyse					
Surangana					
Ella					
Jenaya					
Paris					
Zach					

Professional Development Plan

Topic:

Date:

Teacher:

Observer:

1. Professional target: Practicing routines, listening, and organization.
2. Steps to achieve target: Use routines such as one, two, three, eyes on me, give me five, point to your ears, etc. Talk to the students about behaviour and listening. Be organized for the field trip and show classroom management.
3. Instructions for observer: Please monitor my teaching strategies, make marks and comments in my data collection, and write any other information down as well
4. Data collection:

Were classroom routines used?

Did students listen and behave? Was this addressed properly?

Was the field trip organized?

Were classroom management strategies used throughout the day?

Other

