

Area of Focus: Arts and ADST	
Big Idea: Through listening and speaking, we connect with others and share our world. People connect to others and share ideas through the arts.	
<p>Aboriginal Competencies:</p> <ul style="list-style-type: none"> •Belonging •Generosity •Independence <p>Aboriginal Pathways to Learning: Strategies</p> <ul style="list-style-type: none"> •Cross Curricular •Voice & Choice •Kinship Dialogue •Place-based •Purposeful •Collaboration <p>Aboriginal Knowledge:</p> <ul style="list-style-type: none"> •Identity (worldviews and relationships) •Culture (artistic expressions) •Contributions •Lands & Rights •Current issues 	<p>Curricular Competencies: (students will...)</p> <ul style="list-style-type: none"> • Demonstrate their work, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment • Create artistic work, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	<p>Concepts and Content:</p> <ul style="list-style-type: none"> • Reflect on creative processes and make connections to other experiences • Roles, rights, and responsibilities in the local community • personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What can we do about litter in our community?
	<p>Lesson Scope and Sequence:</p> <p>Setting: a rainy day in November</p> <p>Anchor Text: Rain Fish by Lois Ehlert</p> <p>During the break, I litter the classroom with random bits of debris (similar to that found in the story). As students enter, they will notice, comment upon and question where the litter came from. I will play along with this and wonder the same thing. I will invite students to join me on the carpet to talk about how we feel seeing garbage laying around in our classroom. Then I will read the story “Rain Fish” After reading the story, I will invite students to carefully walk around the room looking for “rain fish”. As they are observing, I circulate and support any students who may need it. Especially ELL students, I will point to the pictures in the book and then to the litter and ask: “do you see rain fish?”. Next students will have the opportunity to create their own rain fish collages using the materials they find on the floor.</p> <p>Students:</p> <ul style="list-style-type: none"> - instructed to collect one piece at a time and return each piece to their workspace prior to collecting another piece - plan, revise and build their rain fish prior to gluing it together - when finished, put collages on drying rack and get ready for lunch - during the break, put artwork on the floor around the classroom - upon returning to the classroom, invite the students to do a gallery walk (this is a regular routine in our class, students know to care for others’ work and how to discuss each others’ work constructively and respectfully)

	<p>Ways of Expressing Learning /Assessments</p> <p>Students will:</p> <ul style="list-style-type: none">- choose materials and create their own “rain fish”- discuss and make connections to the problem of litter in our community- explore how materials have many uses (divergent thinking)	
	<p>ELL Support:</p> <ul style="list-style-type: none">- anchor text uses simple language, repetition and rich images to support all students’ comprehension. Generally, no need to pre-teach key vocabulary, but will do if there is a need.- Provide sample of past students’ work to demonstrate expectations/final product- I will circulate and support as students are exploring and producing Rain Fish with the text in hand for reference.	<p>Resource People:</p> <ul style="list-style-type: none">- SSA to support designated student to move safely about the room while collecting materials and using scissors.