

CURRICULAR CONNECTIONS

<div style="display: flex; justify-content: space-between; align-items: center;"> Big Ideas —————▶ Essential Questions </div>	
Understand	<div style="display: flex;"> <div style="flex: 1; padding-right: 10px;"> <p>What will students remember long after the unit is over? (enduring understandings)</p> <ul style="list-style-type: none"> Curiosity and wonder lead us to new discoveries about ourselves and the world around us Language and story can be a source of creativity and joy. </div> <div style="flex: 1;"> <p>What driving questions will frame the learning? (open-ended; connected to Big Ideas)</p> <ul style="list-style-type: none"> How can we protect our Earth? What are some small and big changes we can do to help the Earth? Why is keeping the Earth healthy important? </div> </div>
Do	<p>Core Competencies</p> <p>Which core competency or competencies will be focused on in this unit?</p> <p style="background-color: #ffff00; padding: 2px;"> Communication Creative Thinking Critical Thinking Positive Personal and Cultural Identity Personal Awareness and Responsibility Social Responsibility </p> <p>Curricular Competencies</p> <p>Which process skills will students be applying in order to learn the content? List only those that will be assessed.</p> <ul style="list-style-type: none"> Use sources of information and prior knowledge to make meaning Use developmentally appropriate reading, listening, and viewing strategies to make meaning Explore foundational concepts of print, oral, and visual texts Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community Recognize the importance of story in personal, family, and community identity Use personal experience and knowledge to connect to stories and other texts to make meaning Recognize the structure of story Create and communicate (writing, speaking, representing) Exchange ideas and perspectives to build shared understanding Create stories and other texts to deepen awareness of self, family, and community
Know	<p>Content</p> <p>What knowledge will students learn and be assessed on?</p> <ul style="list-style-type: none"> Structure of a story Metacognitive strategies Reading strategies

ASSESSMENT

FOR Learning	<p>Formative</p> <p>How will information be gathered about what students already know (i.e., pre-assessment/accessing prior knowledge)? What strategies will be used to evaluate student learning and adjust teaching? Where will students have the opportunity to share their understanding in order to receive feedback, revise and improve?</p> <ul style="list-style-type: none"> Asking open ended questions during read aloud Asking students to explain their work during a gallery walk
AS Learning	<p>Reflective</p> <p>What opportunities will there be for students to reflect on their thinking and feelings as part of their learning? (e.g., self/peer evaluations, partner talk, goal setting, journaling, etc.)</p> <ul style="list-style-type: none"> Students will take part in a gallery walk where they will view each others creations and have the opportunity to explain their work to others
OF Learning	<p>Summative</p> <p>How will students demonstrate their understanding of the curricular connections listed above (e.g., performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students?</p> <ul style="list-style-type: none"> Teacher will take photos of the creations to add to students portfolios

LESSON AT A GLANCE

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Planning Essentials:

- Extensions and adaptations
- Aligns with assessment
- Timelines

Learning Opportunities:

- Cross-curricular connections
- Aboriginal perspectives
- Inquiry
- Technology
- Place-based, community learning
- Sustainability and environmental awareness
- Visual literacy

Other Considerations:

- Differentiated learning
- Student grouping
- Student voice and choice
- Anxiety

- Teacher will ask students why it is important to keep the Earth clean and healthy
- Students will brainstorm some ideas that they already know of (recycling, not littering etc.)
- Teacher will reflect on our previous lessons on elements of a story and discuss how every story has a beginning, middle and end
- Teacher will introduce and read "A is For Adventure" by Jan Sebastian LaPierre, outside in the school forest.
- Once the story has been read, students will have a few minutes to do a 'turn and talk' where they can discuss they story
- Teacher will ask some questions to get students reflection on ideas that were brought up in the story
- Teacher will split the class up into a few small groups
- Each group will recreate either the beginning, middle or end of the story using only natural resources that they can find in the forest (sticks, rocks, moss, leaves, dirt etc.)
- Teacher will remind students to only use items that are already on the ground/ dead and to not break off branches/ pick living flowers
- Once students have completed their creation, they can ask for a class IPAD to take a photo for their portfolio. Once they have one completed creation/ photo, they can move onto another part of the story.
- Once all the groups have at finished at least one creation we will do a gallery walk to look at each groups work. Students will have the chance to explain which part of the story they created and give details on their creation.
- As a wrap up, we will discuss other things we want to learn about/ which direction we want to take our inquiry unit (does every country recycle? What other ways can we encourage people around the world to do their part?)

Global Awareness: "A is for Adventure," by Jan Sebastian LaPierre. This book is recommended for Grades K- 4, is a FNEC approved resource and can be found on the Strong Nations website. "A is for Adventure," is a short picture book that mentions, while going through the alphabet, several different activities that involve moving and the outdoors. This picture book also talks about ways that we can protect the Earth, overcoming problems and anxieties while also encouraging self-confidence.

Adaptations:

ELL: ELL students will have the chance to look at the book prior to our class read aloud. We may be able to even have me or an EA read the story ahead of time with these students, so they have extra processing time. When it comes to the activity ELL students will be paired up with other students who will be able to help guide them through the activity. I will be checking in on each group frequently to ensure that they are on the right track.

Refugee Background: Since we will be spending time outdoors for this lesson, we will do lots of front-loading for students with refugee backgrounds, explaining to them that we will be going outdoors for a period of time and that they can stay near me or our EA. This will help to ensure that the student feels safe, secure and isn't tempted to wander off. These students will also complete the assignment with extra help from students, and adults such as myself or an EA.

Gifted: Gifted students could work on extension activities such as recreating an alternate ending to the story. They could also come up with other ideas to help the earth that were not included in the book.

First Peoples Principals of Learning that are covered in this lesson are:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Throughout this lesson we have connected with the First Peoples Principals of Learning by using our

memories to recreate the elements of the story, reflecting on the story, connecting to experiences that the story reminds us of. We connect to nature and community by working together and using natural resources to help us retell the story.

RESOURCES

- "A is For Adventure" by Jan Sebastian LaPierre
- Natural resources for students to build their creations with (moss, sticks, rocks, branches, dirt etc.)