

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

December 10,  
2024

Lesson Title: Berry Song – Oral Traditions Lesson # 1 Date: December 10, 2024

Name: Stephanie Selman Subject: ELA Grade(s): 1

**Rationale:**

This lesson will help students appreciate First Peoples traditions, such as the importance of song and oral storytelling to family and community, understand that wisdom can be transmitted over generations in ways other than through written records, and recognize the importance of their roles as listeners and keepers of history.

**Core Competencies:**

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>- Communicating</li> <li>- Facet - Focusing on Intent &amp; purpose: students understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences and they recognize the role the audience plays in constructing meaning</li> <li>- Profile 3: I participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn and share). I listen and respond to others.</li> </ul>	<ul style="list-style-type: none"> <li>- Critical Thinking and Reflective Thinking</li> <li>- Facet - Reflecting &amp; Assessing: Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning.</li> <li>- Profile 3: I use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can connect my learning with my experiences, efforts, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding relationships and cultural contexts: Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.</li> </ul>

**Big Ideas (Understand)**

- Stories and other texts help us learn about ourselves and our families
- Through listening and speaking, we connect with others and share our world

**Learning Standards**

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>• Show awareness of how story in First Peoples cultures connects people to family and community</li> </ul>	<ul style="list-style-type: none"> <li>• Oral language strategies: adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic;</li> </ul>

<ul style="list-style-type: none"> <li>Recognize the importance of story in personal, family, and community identity</li> </ul>	<p>making personal connections; and making relevant contributions to discussion</p> <ul style="list-style-type: none"> <li>Phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as “chunks” in spoken words.</li> </ul>
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**Instructional Objectives & Assessment**

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>Demonstrate appropriate listening behaviour</li> <li>Reconstruct information learned through oral storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students during group discussion time to check for understanding of what it means and looks like to listen appropriately (observation)</li> <li>Have students illustrate and hand in the three teachings they discussed in their groups (one thing they learned and two things from their classmates) (product)</li> </ul>

**Prerequisite Concepts and Skills:**

<ul style="list-style-type: none"> <li>- Ability to sit in a circle</li> <li>- Ability to communicate with peers</li> <li>- Ability to draw a picture</li> </ul>
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**Indigenous Connections/ First Peoples Principles of Learning:**

<p>Learning recognizes the role of Indigenous knowledge.          Students will listen to the story of the young woman whose grandma shows her how to live on the land by sharing the knowledge of their ancestors as it was passed down through song. By the end of this story, students will have an appreciation for the importance of First Peoples oral traditions, the powerful wisdom of elders, the truths they provide about events and situations, and the importance of listening and passing on history. It will also give students an opportunity to think about their connection to and relationship with the land.</p>
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**Universal Design for Learning (UDL):**

<p>Valuing Diversity - This lesson is designed to engage those who prefer to learn through sounds by utilizing the tradition of oral storytelling, and it also engages visual learners by having them illustrate their personal learnings.</p> <p>Flexible Learning Environments – to enhance student engagement, students are offered flexible seating/spaces (floor, wobble chairs, couches, etc.) around the classroom so they can be comfortable while they are sharing in their groups and completing their illustrations – the teacher will be aware of students needs in terms of flexible seating, and will take this into consideration when assigning groups their work spaces around the classroom.</p>
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**Differentiate Instruction (DI):**

<p>Before the lesson I will create student groups which are designed around their strengths and weaknesses so that they can support and assist one another. I will also provide any additional supports/adaptations based on any IEP’s students may have.</p>
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**Materials and Resources**

<ul style="list-style-type: none"> <li>- Berry Song book</li> <li>- Noise level expectation chart on the board</li> </ul>
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- Paper and pencils/pencil crayons
- Flexible seating options around the classroom
- Comfortable seating and tea/coffee/snacks for community Elder
- Computer & screen for YouTube movement break

### Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p>Invite a community Elder to come in and sing the Welcome Song</p>	<ul style="list-style-type: none"> <li>- Students participate in singing the welcome song</li> </ul>	5 mins
<p>Body:</p> <p>Discuss the importance of listening, it’s role in Indigenous communities, and of sharing experiences and cultural knowledge (preserving knowledge, building community, respecting the storyteller, learning) and discuss/model what it looks like (offer the Elder the opportunity to lead this discussion)</p>	<ul style="list-style-type: none"> <li>- Students sit in a circle and discuss the role of listening, and what it looks like</li> </ul>	2-3 mins
<p>Read the Berry Song story aloud to students (offer the Elder the opportunity to read the story if they wish)</p>	<ul style="list-style-type: none"> <li>- Students sit in a circle and listen to the read aloud</li> </ul>	5-7 mins
<p>Breaks students into groups of three (and explain noise level expectations through noise level chart on the board) and have them discuss some important things students may have learned from older community/family members – students will take turns telling their stories one at a time – circulate around and observe students to check for understanding and that the discussions are on track – can also hand out paper to the groups so they can begin illustrations once they are done telling their stories</p>	<ul style="list-style-type: none"> <li>- Students get into their groups of three and discuss important lessons learned from older community/family members – students should be taking turns speaking</li> </ul>	5-10 mins
<p>Have students fold a paper into three sections and illustrate the three teachings they discussed in their groups – Demonstrate to class how to fold paper and give example of my own illustrations</p> <ul style="list-style-type: none"> <li>- They should be drawing something that they and their classmates learned from the Elders or older community/family members – ask students to decide which learning is the most important or memorable to them</li> </ul>	<ul style="list-style-type: none"> <li>- Students fold their paper into thirds and illustrate the learnings they discussed in their group – if students finish their illustrations early, they should label them and colour them in</li> </ul>	15-20 mins

<ul style="list-style-type: none"> <li>- Walk around and assist students with folding paper and see if anyone requires any other support – if students finish their illustrations quickly have students label and colour in the drawings</li> </ul> <p>Any students who finish illustrating, labelling, and colouring their images early can go speak with the Elder and see if there is anything they can do for them</p>	<ul style="list-style-type: none"> <li>- Students who finish everything early can find the Elder who came into class and see if there is anything they need done for them at this time</li> </ul>	
<p>Closure:</p> <p>Ask students to share one of their memories with the class (take two or three hands – share my own first if kids are nervous to talk)</p> <p>Go over the key points of listening appropriately and what it looks like, and then discuss how next class we will talk about talking sticks and make one of our own for the class</p> <p>Clean up/movement break  <a href="https://www.youtube.com/watch?v=DsUPVERZFII">https://www.youtube.com/watch?v=DsUPVERZFII</a></p>	<ul style="list-style-type: none"> <li>- Students who volunteer may come up and share their memories and art with the class</li> <li>- Students repeat the key points of and demonstrate appropriate listening behaviour</li> <li>- Students clean up their supplies then come to the carpet for a movement break</li> </ul>	<p>2-3 mins</p> <p>2 mins</p> <p>5 mins</p>

**Organizational Strategies:**

<ul style="list-style-type: none"> <li>- Starting with the welcome song to engage students and release some energy</li> <li>- Allow students to sit in a circle while listening to the story – students can move collectively to the carpet and sit in a circle after singing the welcome song</li> <li>- Pre-determine the student discussion groups of three and where they will meet so there is no confusion and no wasting of time</li> <li>- Have students move to their group meeting spots one group at a time</li> <li>- Have clear expectations of noise levels during group work by referencing noise level chart on the board</li> <li>- Students may chat with people in their work groups while drawing</li> <li>- Movement break to release energy and transition more smoothly to next subject</li> <li>- Pre-load students with information about what we will be doing next class to make the transition easier on students</li> </ul>
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**Proactive, Positive Classroom Learning Environment Strategies:**

<ul style="list-style-type: none"> <li>- Remind students that everyone’s stories have value and should be listened to respectfully</li> </ul>
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- Make behaviours and noise expectations clear before beginning activities – groups of three, where each group will go, can discuss with people in their groups while drawing
- Teacher will circulate around the room and offer assistance and encouragement while checking for understanding
- Use quite coyote as an attention grabber

#### **Extensions:**

As mentioned in the closure of the lesson plan, this lesson can be extended by continuing discussions on the importance of the role of the listener by incorporating talking sticks and creating one as a class to use for the duration of the school year in any subject matter. This could also be extended beyond school by asking the students to keep a journal at home and record important lessons they learned from people in their community, and at the end of every week students can share some of this knowledge with the class. At the end of the year, students will then have a notebook full of valuable things they learned outside of the school to show the value of Indigenous oral storytelling.

#### **Reflections (if necessary, continue on separate sheet):**

In creating this lesson plan, I found that my strengths fell within the learning standards and organizational strategies as I did not struggle to complete the sections. The hardest part of this lesson plan was with the UDL and DI, as I feel that I still have some area to improve upon this, and also with the pre-requisites; as this lesson is geared towards grade 1 and I did not want the expectations to be too high. I believe that I have a fairly good understanding on how to Indigenize my teaching practice, but I think that actually implementing it in the classroom will require some effort and forethought so that it doesn't get pushed aside in the name of touching on all of the curricular content. As a teacher, I plan to work with Indigenous knowledge keepers in my community in an effort to decolonize my classroom and to incorporate Indigenous ways of knowing and learning wherever possible.