

1. Lesson Plan Information	
Subject/Course: Academic ENG2D / NAC2O (Integrated Native Studies & Language Arts)	Name: Ms. Barnett
Grade Level: 10 Eng 10, Academic ENG2D / NAC2O	Date: 23/09/15 & 25/09/15 Time: 1:20
Topic: Native Children's Literature Analysis	Length of Period: 97 min. in first class – second class 65 min. approx. (then go to 32 min lit lesson see binder)

Note: When printing, print pp. 1-13, change format to landscape and then print the rest (– may have to pull up these last pages to the top of page prior to printing and note page numbers will change).

2. Expectation(s)			
Expectation(s) (Directly from The Ontario Curriculum):			
ENG2D	English Language – Reading for Meaning - Literature Studies and Reading -1.1: Read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading		
ENG2D	English Language – Reading for Meaning – 1.6 Analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements		
ENG2D	English Language – Listening to Understand – 1.9: Evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex texts, and suggest other strategies that could be used effectively.		
NAC2O	Native Studies Identity Aboriginal World View – describe the basic values of modern Aboriginal society and how these values influence the political, social, economic, and legal affairs of Aboriginal communities in Canada		
NAC2O	Native Studies Identity Aboriginal World View – explain the significance of symbols that Aboriginal peoples use (e.g., eagle feather, wampum belt, covenant chain, Métis sash, Inuit amulet pouch)		
Learning Skills (Where applicable):			
Responsibility	✓	Organisation	
Independent Work		Collaboration	✓
Initiative	✓	Self-Regulation	✓
Comment			

3. Content
<p>What do I want the learners to know and/or be able to do?</p> <p>As a group, read print text, specifically Aboriginal children's stories. They will then isolate the information, ideas, themes, and/or symbols provided in the text pertaining to the social affairs of Canadian Aboriginal people of which the story deals. This will be shared with the class in a confident oral presentation that includes the equitable assigning of tasks; eventually see that people's stories are connected to the society in which they live</p> <p>Today learners will:</p> <p><u>Read</u> aboriginal text and extract and share the required knowledge re: <u>information, ideas, themes, and symbols</u>;</p>

4. Assessment (collect data) / Evaluation (interpret data)
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(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

Assessment:

This will primarily occur during the final part of the application (the presentation) though if significant components are noted during the group work component of the application they may be noted / considered as well.

Using the Rubric (see attached) or the Success Criteria (see attached), students will be assessed as a group on their reading of the print text in the following curricula areas reflective of the refined expectation:

Refined Expectation: Read aboriginal text and extract and share the required knowledge re: information, ideas, themes, and symbols;

- The student isolates the information, ideas, themes, and / or symbols provided in the text
- The above pertains to the social affairs of Canadian Aboriginal people of which the story deals.
- Oral Language - using verbal and non-verbal cues in an effective and manner to signal a change in topic or speaker

If the group demonstrates:	In the area, they will receive:
○ Required knowledge and skills with high degree of effectiveness. Achievement surpasses the provincial standard	L4
○ Required knowledge and skills with considerable effectiveness. Achievement meets provincial standard	L3
○ Required knowledge and skills with some effectiveness. Achievement approaches the provincial standard	L2
○ Required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard	L1
○ Group has not demonstrated the required knowledge and skills. Extensive remediation is required. Note: this is not included on the rubric and thus will be signified by a blank in all levels for the assessed area.	R

Record:

The completed rubrics or success criteria sheet will be copied, with one copy placed in the respective student's portfolio and the original in the appropriate Gr. 10 form subject file.

Note: students are engaged in peer assessment via forms (or rubrics) – collect these and read. Consider the contributions of the students when grading. If student contribution does alter the mark you give, note this on record of mark and include the pertinent student sheets in the file.

Assessment and recording of Learning Skills:

In addition the following Learning Skills will be assessed using the same L4-R scale:

- Responsibility & Initiative: Obviously rehearsed with visual aids and props to ensure confident delivery in the oral presentation
- Collaboration: Tasks were assigned fairly and equitably. All group members participated appropriately.
- Self-Regulation: note on-task behaviour and off-task behaviour
- The above is to be recorded in the anecdotal record for each student under the appropriate date

The Learning Skills will be assessed through observation of individual students and groups. They will be recorded in anecdotal form and placed in the subject file for the appropriate Gr. 10 form.

5. Learning Context

A. The Learners

(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?*

- This is last lesson in a mini-unit. It is the second of five mini-units that combine to make-up the larger Unit on Native Literature Genres. The last mini-unit (covered in September) focused on Canadian Aboriginal dramas and ended with a performance of a play (in October). As such the students bring with them knowledge of: West Coast Canadian Aboriginal peoples, a selected background in aboriginal drama, and experience in performance to a select audience.
- In this mini-unit the students have so far gained experience and have been assessed on: reading to isolate and then describe information, ideas, and symbols gleaned from text; a partner presentation on a specific value in modern Aboriginal society and how the specific value affected political, social, economic and legal affairs in the Aboriginal community. They presented these to their peers so students who did not conduct research into a specific value and its effect were in the audience and took notes on their peer's presentations. They are responsible for this information and any information presented.
- They also bring to this task: familiarity with the role mythology played, and still plays, in helping to teach social lessons and establish identity.
- Students have been discussing the quote "The world would be a mighty boring place if we were all the same. Our similarities create understanding and appreciation. Our differences make us unique and thus beautiful." (Barnett, 2000)
- The Grade 10 ENG2D learners are co-registered in Grade 10 NAC20.

(ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)*

- M.P is on an IEP and should sit with J.B. who has been assigned as his peer-tutor. Accommodation: J.B. will scribe after M.P. does 5 minutes first on his own.
- S.Y. is on a medical IEP (see folder in mid-left hand drawer of teacher's desk). Accommodation: She is allowed to move around the class and is encouraged to self-advocate (see IEP for description of accommodations she may opt to invoke).
- B.K. is integrated into our class from Ms. Johansson's special education class. She suffers from Autism. Place her in any group in the room, as the students are experienced in working with her. Modification: She should participate in this class as much as possible, but the primary expectation for her in this room is exposure to her peer group. She will be assessed on appropriate participation with others and on-task behaviour instead of the curricula and learning skills noted above.
- E.X. is not on an IEP but has been having difficulty staying on-task. When circulating during the application, make frequent trips by him. He has been placed in a strong, focused group and this will hopefully benefit him.

B. Learning Environment

Students will sit in assigned desks (see seating plan for this class under the appropriate Gr. 10 form in teacher's Day Book located on the teacher's desk top right-hand drawer). The classroom is H305. Books are located in a box behind the teacher's desk. Class beginning and dismissal will be indicated by a school-wide bell (see Routine section of the binder for entrance and exit routines).

Students will be allowed to move as a group to another locale (i.e., the hallway) during the application as long as they ask permission of the teacher and inform the teacher of their exact location.

The teacher will introduce the lesson by standing in the teaching area at the front of the classroom, will circulate to each group during the application (group work), and take a seat at the side during the last segment of the application (the presentation). During closure the teacher will again be at the front of the room.

ADJUSTMENT TO THE ENVIRONMENT

- have all the books set up along the front of the classroom, have CD player set at the front with the Legends CD inside. If possible have it on pause at: Track 5 (track 21 “Coyote Falls in Love” – Play (6:55). Have group tags set on table (best if taped to table).
- have Day at a Glance on the board on the left-hand side.
- have note on the board (or on slide-show) telling students to clear off their desks and lower laptops.

C. Resources/Materials

- | | | |
|--|---|---|
| ✚ CD player | ✚ Lesson plan | ✚ CD Legends, Disc 2 Track 19 (will appear as track 5 in CD player) |
| ✚ Tags to create groups | ✚ Slide show | ✚ Books: |
| ✚ Teacher assessment sheet | ✚ Timer | ✚ A Story is a Promise (R. Munch) |
| ✚ Peer assessment sheets (enough for each table (10) for each presentation (10). | ✚ White board | ✚ Hide and Sneak (M.A. Kusugak) |
| | ✚ Markers | ✚ Giving (Ridpath Junior School) |
| | ✚ Rubric for one of the tables per presentation in lieu of peer assessment (optional) | ✚ How Two-feather was Saved from Loneliness (C.J. Taylor) |
| | | ✚ Where Only the Elders Go (J. B. Waboose) |
| | | ✚ Gchi-Mnaadendmaa Ntaawgiyaanh (Gaudet & Pitawanakwat) |
| | | ✚ The Loon’s Necklace (E. Cleaver) |
| | | ✚ The Eye of the Needle (T. Sloat) |
| | | ✚ Nanabosho & Kitchie Odjig (J. & M. McLellan) |
| | | ✚ The Old Woman who Sang to a Wigwam (J. Blackned) |

Group chart

Group	Group Members
Mi’kmaq	A.A., S.T., V.U., D.G.
Assiniboine	B.B., Q.R., W.X., B.W.
Sioux	C.C., O.P., Y.Z., G.E.
Huron	M.P., J.B., M.N., K.P.
Chippewa	S.Y., K.L., Y.S., H.W.
Blackfoot	B.K., I.J., K.B., L.U.
Cree	D.D., G.H., F.E., J.W.
Ojibwa	E.E., E.F., D.C.
Oddawa	E.X., C.D., X.X., N.W.
Cayuga	F.F., A.B., X.E., T.U.

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

PERIOD ONE

(Time allotment: approx. 10 min)

1. Orally Say / Ask:

"Stories in many cultures serve to communicate a lesson to the audience. In our world today we call these urban legends. Tell me an urban legend and the lesson it is trying to communicate." (*Blooms' Synthesis level*) [*strategy: large group instruction*]

(possible answers: scratching on roof while parking with boyfriend – message do not park; pop rocks and coke make stomach explode – message do not eat junk food; can give any urban legend) - if stuck, may want to prompt using story of friend who was told by mother could not drink beer if had an aspirin – message: mother trying to prevent her from drinking or give one of the ones above then ask class again and wait for response

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

(Time allotment: approx. 15 min)

2. Turn off lights

3. Ask students to put their heads down

4. Have students listen to:

- CD Legends - Track 5 (Disc 2: track 19 "Coyote Falls in Love" – Play (6:55)
- (While playing: ***in case of a late start or quick transition effecting the pre-assessment / set-up of the learning environment – this is a good time to set items up in the room, get books out, put group tags up - if not already out on tables or done before class***)

5. Turn CD down

6. Say:

- **"We have just listened to Coyote Falls in Love as told by Gloria Eshkibok. What element of nature does this story explain?"** (*Blooms' Knowledge & Comprehension levels*) [*Large group instruction*]

(possible answers: why coyotes are out at night and why they howl; other answers could be gravity, why stars twinkle, etc...)

7. Say:

- **"There is also an underlying lesson about relationships, specifically being in love. What is this lesson?"** (*Blooms' Analysis level*) [*Large group instruction*]
- (possible answers: many different answers here: keep the ground under your feet; don't loose yourself in love; etc... Note from reflections from years previously: students can be rather creative on this one and may bring in person opinions – accept as long as they are appropriate and do not 'dis' a person or a group)

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

(Time allotment: approx. 6 min)

8. Ask orally:

"What is the purpose of these types of stories in a society?" (*Blooms' Comprehension level*)
[Large group instruction]
(possible answers: to instruct the next generation about societal norms, etc...)

Application: What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)

(Time allotment: until 10 min before the end of period one)

9. Inform students that they have been assigned groups and to see the card I put on their desk

10. Verbally instruct the students that they are to:

- a) Read the story assigned to their group (pick a student / share the reading – their choice)
- b) After reading the story they are to:
 - i) figure out a way to share the story with the class (be creative) – you will have 5 minutes to present. The presentation must show that you were able to connect the information, ideas, themes, and / or symbols to a social message. (Inform students that this is their assessment criteria and show assessment sheet)
- c) after the presentation, lead the class in a two minute discussion by asking them what the purpose of the story is, etc...

11. Inform the students orally that while they may go out of the classroom to work on activity – must be somewhere within the visual range of the teacher and to let the teacher know of the location.

12. Show the students the slide with their assigned readings and visual instructions

Book	Group
A Story is a Promise (R. Munch)	Mi'kmaq
Hide and Sneak (M.A. Kusugak)	Assiniboine
Giving (Ridpath Junior School)	Sioux
How Two-feather was Saved from Loneliness (C.J. Taylor)	Huron
Where Only the Elders Go (J. B. Waboose)	Chippewa
Gchi-Mnaadendmaa Ntaawgiyaanh (Gaudet & Pitawanakwat)	Blackfoot
The Loon's Necklace (E. Cleaver)	Cree
The Eye of the Needle (T. Sloat)	Ojibwa
Nanabosho & Kitchie Odjig (J. & M. McLellan)	Oddawa
The Old Woman who Sang to a Wigwam (J. Blackned)	Cayuga

13. Send to task. (Pass out Rubrics to groups while circulating and pause each individual group for a quick review of the expectations for level 3)

* Do 14-16 below if students have completed their group work and are ready in period 1 – most of this will occur during period 2:

14. Give a 2-5 minute warning to the student when time is almost up. Inform students that they are to return to their desks when signaled to listen to the presentations.

15. Inform students that it is time for the presentations. Ask the person with the longest hair to stand up at each table. Give students presentation order based on shortest hair to longest of those standing.

16. Invite first group up. Pass out peer-assessments (or rubrics).

- + Groups are to engage in their presentation.
- + The rest of the class is to listen
- + The group standing leads the class in a 2 minute discussion

17. Invite next group up. Continue until time in class is up.

(Time allotment: 10 min before the end of period one)

CONCLUSION: How will I conclude the lesson?

18. Remind students that we will be continuing with the presentations next class and they should feel free to bring any resources they may wish to have with them to next class

PERIOD TWO

INTRODUCTION: How will I re-engage the learners?

(4:04 min or 11:42min)

19. Show either:

<http://www.youtube.com/watch?v=SIHtzU133NI&feature=fvwrel>

Tale of Rabbit's Tail (4:04)

OR

<http://www.youtube.com/watch?v=q-20ZobInUg&feature=related>

Ojibwa – The Man, the Snake and the Fox Part 1 (4:37)

<http://www.youtube.com/watch?NR=1&v=GBS0iDCT4Jo>

Part 2 (7:05)

20. Ask the class what the moral of the story was.

(Until all are done)

Application (con't): What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)

21. Give students approx. 15 min to rehearse, get ready, etc...

22. Continue with presentations. Invite first group up.

- + Groups are to engage in their presentation.
- + The rest of the class is to listen
- + The group standing leads the class in a 2 minute discussion

23. Invite next group up. Continue until all are done. (See 14-17 above under period one – same thing is occurring)

CONCLUSION: *How will I conclude the lesson?*

24. After all presentations are done:

25. Show:

<http://www.youtube.com/watch?v=pZTNiMoINN8&feature=related>

Two Wolves – A Cherokee Wisdom (6:52)

26. Ask, What lesson do you feel this video is sharing?

27. Ask, Is the video appropriate – why or why not. Debate response.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

To do after EACH PERIOD of the lesson is taught

Class at a Glance PERIOD ONE				
1:20	Introduction	10	0	0
1:30	Story	15	10	10
~ 1:45	Consolidation	6	25	25
~ 1:51	Group Work	40	31	31
~ 2:31	Presentations	24	71	1:11
~ 2:55	Conclusion	2	95	1:35
3:00	Dismissal		97	1:37

Class at a Glance PERIOD TWO			
1:20	Introduction	12	0
1:32	Group Work	15	12
1:59	Presentations	~ 30	27
~ 2:29	Conclusion	8	~ 57
	End of Lesson		~ 1:05
Go to Lesson 7 – Intro new literacy Mini-Unit 3 see binder			

Attached: Student Assessment Sheets (Peer assessment)
 Anecdotal Record Sheets
 Group Name Tags
 Rubric – before printing, alter so it prints as Landscape
 Success Criteria

Peer Assessment

Group members

Criteria	Mark
Is the group able to....	
a) isolate the information, ideas, themes, and / or symbols	/1
b) explain how these (above) are associated with the social affairs of Canadian Aboriginal people for whom the story originates	/1
c) use verbal and non-verbal cues to signal a change in topic or speaker	/1
d) create a creative and entertaining presentation	/1
Comments (strengths, next steps):	/4

Assessors' signatures:



Peer Assessment


Group members

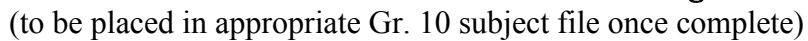
Criteria	Mark
Is the group able to....	
a) isolate the information, ideas, themes, and / or symbols	/1
b) explain how these (above) are associated with the social affairs of Canadian Aboriginal people for whom the story originates	/1
c) use verbal and non-verbal cues to signal a change in topic or speaker	/1
d) create a creative and entertaining presentation	/1
Comments (strengths, next steps):	/4

Assessors' signatures:


(to be placed in appropriate Gr. 10 subject file once complete)

14/10/13 & 17/10/13 – see corresponding lesson plan

* Use reverse if more space is needed 



14/10/11 & 17/10/11 – see corresponding lesson plan

* Use reverse if more space is needed 

Mi'kmaq

Assiniboine

Sioux

Huron

Chippewa

Blackfoot

Cree

Ojibwa

Odddawa

Cayuga

Native Children's Literature Analysis

Academic ENG2D / NAC20

(Integrated Native Studies & Language Arts)
14/10/16 & 17/10/16

Group Name:

Group Members:

CATEGORY	4	3	2	1
The student isolates the information, ideas, themes, and / or symbols provided in the text	- isolates the information, ideas, themes, and / or symbols provided in the text Aboriginal people with a high degree of effectiveness	- isolates the information, ideas, themes, and / or symbols provided in the text Aboriginal people	- isolates the information, ideas, themes, and / or symbols provided in the text Aboriginal people with some effectiveness	- isolates the information, i themes, and symbols prov the text Abor people with li effectiveness
The above pertains to the social affairs of Canadian Aboriginal people of which the story deals.	- the above pertains to the social affairs of Canadian Aboriginal people of which the story deals. This was demonstrated with a high degree of effectiveness.	- the above pertains to the social affairs of Canadian Aboriginal people of which the story deals. This was effectively demonstrated.	- the above pertains to the social affairs of Canadian Aboriginal people of which the story deals. This was somewhat effectively demonstrated.	- the above c not pertain to social affairs Canadian Ab people of wh story deals C demonstratio the knowledg ineffective.
Oral Language	Students are using verbal and non-verbal cues in a highly effective and creative manner to signal a change in topic or speaker.	Students are using verbal and non-verbal cues to signal a change in topic or speaker.	Students are attempting to use verbal and non-verbal cues to signal a change in topic or speaker OR they are doing this sometimes.	Students are using verbal non-verbal c signal a char topic or spea only one stud doing / attem this.
Learning Skill - Responsibility	Students obviously rehearsed with visual aids and props to ensure confident delivery in the oral presentation. Incorporation of these props was	Students obviously rehearsed with visual aids and props to ensure confident delivery in the oral presentation.	Students obviously rehearsed with visual aids and props to ensure confident delivery in the oral presentation though some ad-libbing of usage is obvious.	Students obv did not rehee with visual ai props to ensi confident del the oral presentation. were absent handled in a

	smooth & natural.			haphazard fe
Learning Skill - Collaboration	Tasks were assigned fairly and equitably. All group members participated equally or equitably as appropriate.	Tasks were assigned fairly and equitably. All group members participated appropriately.	Tasks were assigned fairly and equitably. All group members participated though some participated more than others.	Some group members did participate appropriately equitably.

Success Criteria

Student(s): _____

Categories of Knowledge and Skills (Growing Success, 2010)	Success Criteria for this Task	Y(es) / N(o)	Level of Achievement	Anecdotal Comment (strength / next step)
Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding) (p. 17)	<u>Knowledge and Understanding:</u> Isolates the information, ideas, themes, and / or symbols provided in the text Aboriginal people			
Application: The use of knowledge and skills to make connections within and between various contexts (p. 17)	<u>Application:</u> The above pertains to the social affairs of Canadian Aboriginal people of which the story deals. This was effectively demonstrated.			
Communication: The conveying of meaning through various forms (p. 17)	<u>Communication:</u> Students are using verbal and non-verbal cues to signal a change in topic or speaker.			
Thinking: The use of critical and creative thinking skills and/or processes (p. 17)	<u>Thinking:</u> Students obviously rehearsed with visual aids and props to ensure confident delivery in the oral presentation.			
Learning Skills				
Collaboration (p. 11)	Tasks were assigned fairly and equitably. All group members participated appropriately.			
Initiative (p. 11)				
Self-Regulation (p. 11)	Students demonstrated Self-Regulation including all the components of this Learning Skill			
Responsibility (p. 11)				