

Literacy Planning Guide for : Our Animal Neighbours

WHAT - what would you like the students to...

Based on: [Our Animal Neighbours - FNEESC Lesson](#)

Big Ideas - *generalizations & principles*



UNDERSTAND

- stories and other texts connect us to ourselves, our families, and our communities (ELA 2)
- living things have life cycles adapted to their environment (Science 2)
 - how animals were/are relied upon in First Peoples' lives – clothing, shelter, food, tools, weapons
 - understanding the important role animals played in the beliefs, traditions and lives of the First Peoples

THEMES: seasonal cycles/activities; sustainability & continuity; respect; community; diversity; storytelling; rights & responsibilities

Curricular Competencies - *skills, strategies & process*



DO


English Language Arts

- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Demonstrate awareness of the role that story plays in personal, family, and community identity
- Show awareness of how story in First Peoples' cultures connects people to family and community

Science

- Recognize First Peoples' stories (including oral and written narratives), songs, and art, as ways to share knowledge
- Communicate observations and ideas using oral or written language, drawing, or role-play

KNOW

Content - *topics* 

English Language Arts

Comprehend & Connect – reading, listening, viewing

Strategies & Processes – reading, oral language, metacognitive, writing

Create & Communicate – writing, speaking, representing

Science

- similarities/differences in animals' appearance, behaviour, and life cycles
- changes that affect animals (e.g., hibernation, migration, decline in population)
- how animals are important in the lives of Aboriginal peoples in BC
- ways animals are important to other living things and the environment

BE

Core Competencies – *what proficiencies will be addressed to help the students as learners?* 

<p>Communication</p>	<p>Creative Thinking</p>	<p>Critical Thinking I can identify criteria that I can use to analyze evidence. I can explore materials and actions. I can ask open-ended questions and gather information. I can consider more than one way to proceed in an investigation.</p>
<p>Positive Personal & Cultural Identity</p>	<p>Personal Awareness & Responsibility</p>	<p>Social Responsibility</p>

CONSIDERATIONS

- what needs to happen for optimal student learning to take place?
- how will ALL learners be supported? -what student strengths can be highlighted?
- what supports will be in place, and available to all students?
- how will opportunities for student voice and choice be supported?

Plan for: multiple means of engagement, representation & expression

possibilities for integration of **Aboriginal Perspectives/First Peoples' Principles of Learning:**

Sharing stories and teachings from various First Peoples of the province of British Columbia will shed light on the diversity of the peoples, as well as a range of concepts in understanding the important role animals played in the beliefs, traditions and lives of the peoples.

opportunities for **cross-curricular integration:**

Science – animals (*appearance, behaviour, life cycles, etc.*)

Social Studies – BC's cultural history and geography

considerations for the **Learning Environment** (*physical space, seating arrangements, group locations...*)

Flexible Groupings – for scaffolded support from teacher; partner and group work opportunities for talking, thinking, reading, writing, presenting

Varied Learning Materials available – fiction and non-fiction texts in varied formats - audio books, ebooks, online resources, videos

Choice - students choose an area of study they are interested in

Voice – students ask and answer their own questions about their chosen animal

considerations for **presentation of ideas or concepts:** (*direct teaching that involves visual, auditory, kinesthetic presentations; co-teaching, student involvement...*)

Multiple Means of Representation – orally, visual supports, in writing; manageable chunks of information; varied learning materials available (as above)

Multiple Means of Action & Expression – students share their learning through varied formats:

- (poster, brochure, written report, oral presentation, diorama, slide show, video, etc. (alone or in partners or groups))

considerations for **resources & materials:** (*options for different texts, formats, technology, stimuli - available to ALL students*)

Main Book Resource:

- Sharing Our World: Animals of the Native Northwest Coast — Native Northwest

Supporting Books:

- Mayuk – The Grizzly Bear – A Legend of the Sechelt People, by Charlie Craigan
- How the Robin Got Its Red Breast – A Legend of the Sechelt People, by Charlie Craigan
- Salmon Boy – A Legend of the Sechelt People by Charlie Craigan
- The Legend of the Caribou Boy, by John Blondin
- The Old Man with the Otter Medicine, by John Blondin

HOW

Plan for the gradual release of responsibility...

I DO/YOU WATCH - teacher modelling (*read aloud texts, mentor texts & areas of focus; mini-lesson focus; strategy focus, writing trait focus...*)

Mentor Text Read-Aloud - *Sharing Our World: Animals of the Native Northwest Coast*

Lead a class discussion on the animals depicted and their importance or significance to the First Peoples. Review the animals depicted and have students ask questions about these animals – what would they like to know about them? Organize questions into categories – about animals' appearance, habitat, behaviour, life cycle, etc. Discuss and model steps they will take to search for answers to their questions, and how to document their learning. Lead examples of where and how to find answers – share other texts and resources available for them to access to find information. Provide framework options for recording data (graphic organizers, charts, webs, voice memo, speech to text software, etc.)

I DO/YOU HELP - shared practice (*shared reading texts & focus; shared writing experience & focus ...*)

After a whole class lesson and discussion, with some modelling of formulating questions, and repeatedly sharing strategies and resources for finding answers, work with small groups to guide students through exploration of texts/resources for additional information on their animal.

Model/demonstrate shared reading and writing about animal facts; guide students in thinking about how to sort and classify the information they are discovering. Have students share out orally with their peers – what strategies are they using to find answers, how are they recording their data, what questions are still unanswered.

Demonstrate options for students to represent their learning – share examples of varied formats – post around the classroom for reference.

YOU DO IT TOGETHER - collaborative learning (*literacy centres, play-based learning opportunities, group inquiry, group project/based learning...*)

- Students can be grouped into 'animal' groups - all students in a group investigating the same animal (i.e. – grizzly bear). Students work cooperatively to investigate alongside peers, with support and discussion as needed.
- Each animal could be the focus of a centre that provides resources for students to focus on as they seek answers to their questions. Teacher can rotate through groups to provide guidance and support as needed.
- Students talk about their questions and discuss where and how to find answers, with their peers.
- Students brought back together as a class to share-out progress throughout the research, fact-finding phase.
- Teacher models options for recording data.

HOW (continued)

YOU DO/I HELP - guided practice *(guided reading/writing; reading/writing workshop...)*

:student group & focus for this skill/concept/area of focus (groupings to be flexible and dynamic based on student strengths & needs)

Focus:	Focus:	Focus:	Focus:	Focus:
Grizzly Bear	Salmon	Otter	Caribou	Eagle
<i>Categorizing facts & organizing how to present findings to peers</i>	<i>Categorizing facts & organizing how to present findings to peers</i>	<i>Categorizing facts & organizing how to present findings to peers</i>	<i>Categorizing facts & organizing how to present findings to peers</i>	<i>Categorizing facts & organizing how to present findings to peers</i>
Names:	Names:	Names:	Names:	Names:

YOU DO I WATCH - independent practice *(opportunities for students to show their learning in various ways)*

- Students work independently or with partners/small groups to represent and demonstrate their learning in a final product of their choosing.
- Teacher circulates to check in and provide guidance and supported if/when needed.
- Students share their work in progress with all students - to reinforce what has been previously modelled and demonstrated by the teacher.
- Other educators available to support can also circulate, observe, monitor and provide feedback as students work.

ASSESSMENT

FOR Learning - How will you discover what the students already know? (*formative assessment*)

Opening Activity – brainstorming student questions about these animals

- ◇ What do they already know?
- ◇ What do they wonder?
- ◇ What do they want to learn?

AS Learning - What opportunities for self-assessment, feedback, peer evaluation and reflection will be part of the learning plan? (*including Core Competencies*)

Shared & Guided Practice

- Small group work with students to check in as students research and fact find

Observation & Discussion

- Oral discussions with students about their questions/answers/animal
- Observing student work and student conversations with peers

Documentation Options

- Documenting learning by taking photos of students doing research
 - reading, recording data –and talking about it with both peers and their teacher

OF Learning - How will students demonstrate their understanding? How will the criteria be created with and communicated to students? (*summative*)

Representation of learning via multiple means:

- poster, brochure, written report, oral presentation slide show, video, etc.

Evidence of understanding for the animal's:

- Appearance
- Behaviour
- Life Cycle
- Adaptations
- Significance/Role in First Peoples' Culture & History

Additional Options for Assessment:

- use of tools, resources & media
- completion of tasks in a timely manner
- group cooperation/collaboration

NEXT STEPS and COLLABORATION

RE-TEACH AND EXTEND - Based on assessment and observation, what needs to be re-taught? What and how could learning be extended?

Identify where any gaps in learning have occurred and revisit with a class discussion and continued focus on that aspect, using varied materials and resources – videos, websites, books, magazines, etc.

For students needing an extension activity, they could create a family totem pole using animals to represent their family members; choose a second animal to research, help a peer who had struggled with the unit, or create an alternate representation of their learning – multi-media, comic strip, writing, puppets, etc.

Put together a class book on the featured/researched animals, with students working in groups and receiving guided support from the teacher – to fill in gaps, reteach missing concepts, and extend learning as needed.

COLLABORATION - What options are there to work alongside other educators? *(Resource Teachers, Helping Teachers, EAs, SLPs...)*

Resource, support teachers, educational assistants could provide additional in-class supports for small groups as needed.

Other educators can observe and circulate to provide feedback and formative assessments as students are engaged in learning activities to determine next steps in demonstrations and modelling.

GOALS - What are our goals as collaborators?

Differentiated environment with scaffolded supports that provides a range of options for a range of learners – students are provided with choice and then receive the instructional supports needed to work through guided practice towards independence and mastery of reading, writing, and thinking about a topic they are interested in (animal of their choice).