

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

Big Ideas - *generalizations & principles*



UNDERSTAND

English Language Arts

- stories & other texts help us to learn about ourselves & our families
- everyone has unique stories to share
- through listening and speaking, we connect with others & share our world
- curiosity & wonder lead us to new discoveries about ourselves & the world around us

Social Studies

- we shape the local environment and the local environment shapes who we are & how we live

Curricular Competencies - *skills, strategies & process*



DO

English Language Arts

- use sources of information & prior knowledge to make meaning
- use developmentally appropriate reading, listening & viewing strategies to make meaning
- engage actively as listeners, viewers & readers to develop understanding of self, identity & community
- recognize the importance of story in personal, family & community identity
- show awareness of how story in First Peoples' cultures connects to family & community
- create stories & texts to deepen awareness of self, family & community

Social Studies

- explain the significance of personal or local events, objects, people or places (significance)

Content - topics



KNOW

English Language Arts

- vocabulary to talk about texts
- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

→ modelling/supporting/coaching of all elements of language, features, structures & conventions will occur as needed

Social Studies

- characteristics of the local community that provide organization & meet the diverse needs of the community
- key events & developments in the local community, & in local First Peoples communities

→ other content areas may be touched upon student interest, discussion, etc.

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



BE

	Communication	Creative Thinking	Critical Thinking
BE	<p>Positive Personal & Cultural Identity</p> <p>I can describe my family and my community. I am able to identify the different groups that I belong to. I can reflect on my strengths and identify my potential as a leader in my community.</p>	<p>Personal Awareness & Responsibility</p>	<p>Social Responsibility</p> <p>With some support, I can be part of a group. I can participate in classroom and group activities to improve the classroom, school, community, or natural world.</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:**

- engage with local First Nations leaders
 - opportunities to learn & connect in regards to:
 - language, ceremonies, events, art, etc.
- will be driven by student interest & inquiry, as well as information from texts that are read

First Peoples' Principles of Learning

- Learning recognizes the role of indigenous knowledge
- Learning involves patience and time

opportunities for **cross-curricular integration:**

Social Studies – cross-curricular throughout – with focus on local community & environment

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

- opportunities for school and community walkabouts
- children may be grouped according to topic of interest during research & exploration
 - i.e. 1 group exploring community sport, 1 group exploring community parks & environment etc.

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

- mentor texts – read to & available to all
- whole class, shared exploration of the school community – to model research & inquiry
- provide varied reading levels/audio recordings of source material (depending on the topics/areas of interest)

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

- opportunities for video demonstrations
- opportunity for community walks &/or field trip to special community sites
- **Community Word Wall** – with real life photos – added to & accessible by all
- use of computers, iPads, audio recording apps, creation tools to demonstrate learning – as needed

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...)*

- read aloud/mentor texts
 - list attached – includes my community, my school, local First Peoples' texts
 - vocabulary for discussing texts & concepts – will be actively taught & demonstrated how to use in context
- teacher creates a demonstration text/story describing the community they grew up in
 - will be showed and added to – as a model throughout the unit
- key questions will help to guide class discussions during read alouds and modelling of writing process

potential key question

How does the significance of various events, objects, people, & places change over time?

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

- through discussion & vocabulary building – on topic of *our community* and *our school* – a shared/class story about **Our School Community** will be generated:
 - content, chapters, etc., will be driven by student interest, questions & passion
 - possible topics include – people in our school, history of our school, maps, location of our school within the larger community
 - special events in our school, First Peoples influences on our school community etc.

potential key questions

-How does our school community depend on the local environment?

-What is the most significant event from our school community history?

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

- students can collaboratively generate community topics of interest
- books, flyers, pamphlets, web pages, apps etc. – will be gathered to support areas of interest for student research purposes
- students will collaborate on what format to present information (traditional non-fiction text format, story about an aspect of our community that includes factual information, pamphlet, flyer, video commercial, etc.)
 - combination of various formats can be combined based on student strengths, choice and need

- additional options for collaborative learning can be determined after exploration on topics of interest by students

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)

- to be determined upon collaborative planning & exploration on topics of interest by students

Focus:	Focus:	Focus:	Focus:	Focus:
Names:	Names:	Names:	Names:	Names:

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

- students will each be responsible for contributing to an element of the collaborative project
- students will be presented with choice for how to present the information they have learned & what they know
 - i.e.-written, drawn, created via an app or tech device, puppets, puzzle, visual timeline, creating maps, building models etc.

- options for children may change & vary depending on the topics/areas of focus selected

ASSESSMENT

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

- data from [Reading Interest Surveys](#)
- data from [Writing Interest Surveys](#)
- data from [Observational Checklists](#)

→ data will be used to inform appropriate reading levels, support needed for activities, skills & strategies to introduce & support & reinforce for oral language, vocabulary acquisition, language features, structures & conventions

initial guiding questions

- What is a community?
- What do we see in our community?
- What do we see in our school community?

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

- ongoing observation
 - using Observational Checklists
 - observation of collaboration and group work
- informal oral discussions
 - check-ins about topic, research, process, collaboration/group work etc.
- self-reflection tools
 - [POPEY's Core Competency Reflection & Self-Assessment Document](#)

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

- various representations of learning – as based on student choice (see Independent Practice section)
- assessing students' knowledge of:
 - characteristics of the local community that provide organization & meet the diverse needs of the community
 - key events & developments in the local community, & in local First Peoples communities
 - reading strategies
 - writing processes
 - oral language strategies
 - metacognitive strategies

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?

- to be determined and examined at weekly intervals

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

- Aboriginal Educators from District
- Helping Teachers & EAs to support in-class to groups of students as needed
- Local First Nations collaboration and support (where possible)
- Community/Neighbourhood leaders (where possible/as necessary)

GOALS - What are our goals as collaborators?

- Working together as a team to support all students in class.
- Work to provide a scaffolded, inclusive environment, to support a wide-range of learners
- Communicate regularly in regards to student progress & needs

Possible Texts to Support *Our Community*

We Are All Related – Celebration of Our Cultural Heritage – *by The Students of G.T. Cunningham Elementary School*

Fox Song – *by Joseph Bruchac*

Me on the Map – *by Joan Sweeney*

The Little House – *by Virginia Lee Burton*

We Can Get Along – A Child's Book of Choices – *by Lauren Murphy Payne*

Franklin's Neighbourhood – *by Paulette Bourgeois*

On the Town – *by Judith Casseley*

Trouble in the Barkers' Class – *by Tomie dePaola*

Herman the Helper – *by Robert Kraus*

The Great Trash Bash – *by Loreen Leedy*

Mouse Views: What the Class Pet Saw – *by Bruce McMillan*

My Town – *by Rebecca Treays*

What is A Community? From A-Z – *by Bobbie Kalman*

My Kokum Called Today – *by Iris Loewen*

Salish Stories Series – *by Celestine Aleck*

Stories of Robin Town Series – *by James Andrew McDonald*