

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

Lesson Title: Indigenous Poetry **Lesson #** 4 **Date:** Nov 20th, 2019
Name: Jennifer Edwards **Subject:** Language Arts **Grade(s):** 2/3

Rationale:

This lesson is used to support early learning about animals and resources that are important to Aboriginal people in British Columbia and brings in indigenous content. Aboriginal worldviews are an integral part of the English Language Arts curriculum, as all students learn about themselves and others as Canadians. Poetry can give students a healthy outlet for surging emotions. Reading poetry aloud in class can foster trust and empathy in the classroom community, while also emphasizing speaking and listening skills.

Core Competencies:

Communication	Thinking	Personal & Social
<p><i>Communicating and Collaborating:</i></p> <ul style="list-style-type: none"> • Students use creative thinking to get new ideas about how to communicate effectively. • Students often collaborate in order to develop effective communications. 	<p><i>Creative Thinking:</i></p> <ul style="list-style-type: none"> • Students engage in ongoing reflection as they develop their creative ideas. • Students use creative thinking to generate new ideas to solve problems and constraints that arise as they design and develop. 	<p><i>Positive Personal and Cultural Identity:</i></p> <ul style="list-style-type: none"> • Students understand that their relationships and cultural contexts help to shape who they are • Students use their personal awareness to identify their strengths and abilities.

Big Ideas (Understand)

Through listening and speaking, we connect with others and share our world. Curiosity and wonder lead us to new discoveries about ourselves, and the world around us. Using language in creative and playful ways helps us understand how language works. Language and story can be a source of creativity and joy.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Use developmentally appropriate reading, listening, and viewing strategies to make meaning 	<ul style="list-style-type: none"> • Reading strategies at grade level (grade 2 or grade 3) • Vocabulary associated with texts

<ul style="list-style-type: none"> • Show awareness of how story in First Peoples cultures connects people to family and community • Develop awareness of how story in First Peoples cultures connects people to land • Develop and apply expanding word knowledge • Read fluently at grade level • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community 	<ul style="list-style-type: none"> • Sentence structure • Writing processes • Oral language strategies • Metacognitive strategies
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Read a poem and understand it • Write with legible handwriting the poem given to them • Design an indigenous visual arts card 	<ul style="list-style-type: none"> • Demonstration of understanding of what poetry is through oral questions and answers • Through demonstration of the completion of their reading and writing activity • Completed card contains a drawing of indigenous animal or plant

Prerequisite Concepts and Skills:

Letter formation, text features, reading strategies, Listening skills

Indigenous Connections/ First Peoples Principles of Learning:

This shows awareness of how story in First Peoples cultures connects people to family and community through poetry for the purpose of entertainment. Learning ultimately supports the well being of the self, the family, the Community, the land, the spirits, and the ancestors. The inclusion of Aboriginal perspectives and knowledge is based on the understanding that Aboriginal perspectives and knowledge are a part of the historical and contemporary foundation of BC and Canada.

Universal Design for Learning (UDL):

This lesson is designed to engage auditory learners through poetry, as well as the visual and kinesthetic learners, by having them visually see pictures from the handouts as it is read. It also gives the students a hands-on activity that they get to engage in after the TC explanation. The presentation, targets a kinesthetic learning style. The teacher will explain poetry and the indigenous perspective, which will give the students an extra viewpoint on animals and resources being important to indigenous people. The TC will give ample time to think about connections to the poetry sheet.

Differentiate Instruction (DI):

The lesson could be adapted for students with visual or auditory impairments by using the smart board to show the PowerPoint with illustrations as the teacher candidate reads the history and talks about it from the front of the class, where the teacher’s desk is located. This is done rather than just reading with no visuals. There are

three students who require DI; the teacher candidate will make efforts to call upon them first, when their hands are raised. This will be done to help boost their confidence. This will allow the TC to monitor when they are exhibiting comprehension by giving correct answers. For the struggling spellers, the TC will accept answers that are written or drawn with some spelling errors as long as the students have demonstrated listening skills to the lesson. This is demonstrated by attempting to write their best effort down and circle words from the activity. For the three students with special needs the teacher candidate will call upon them first if their hands are raised. Students who are strong writers will be challenged to read the vocabulary list on their own without a partner.

Materials and Resources

Printed poems, 5 eagle poems. 5 bear poems, 4 of the salmon, orca and cedar tree poems, Card stock 22 pieces, writing and coloring supplies such as permanent markers and crayons. Wash paint with paper plates, sponge brushes.

What is poetry link:

<https://www.youtube.com/watch?v=JmkgAWAGtbE>

Eagle song link:

https://www.youtube.com/watch?v=Qmw_KABbzFk

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”): Description of a Poem. Teacher Candidate asks students: Have you ever heard of Poetry?</p> <p>Poetry is written by a poet using rhythm, rhyme and other artistic language to show feelings and emotions. They are usually short but can be long too. When reading or listening to a poem, listen for descriptions and decide how the poem makes you feel. It could be silly or sad or even glad.</p>	<p>Students raise hands to answer if they know what poetry is.</p>	<p>2 minutes</p>
<p>Body: The TC will play a short video to explain poetry in more detail. https://www.youtube.com/watch?v=JmkgAWAGtbE</p> <p>TC will give a description of aboriginal animals and the connection with the culture of our people.</p> <p>Many Indigenous Peoples believe that “the Animal People have spirits and enter the human world to give their bodies to supply us with food, fur and other materials. After their flesh is used the animals return home, put on new flesh and re-enter the human world whenever they choose.</p>	<p>Start off by writing Students will write their poem inside of the card. This allows the students to read the poem and practice writing sentences.</p> <p>The students will draw their indigenous animal on the front of their card then paint the wash over top of the card.</p>	<p>26 minutes</p>

The animal world taught man how to live close to the earth, and the connection that has been established between the animal world and that of man has instilled a respect for all life in those who follow the traditional Aboriginal way.

Spirit Animals:

BEAR

The protector of the animal kingdom. With great power and human like qualities, the Bear is known as the Elder Kinsman and is always treated as a high ranking guest. The Bear also symbolizes strength, learned humility, motherhood and teaching.

EAGLE

Symbol of power, prestige and wisdom and love. The Eagle also has a strong connection to peace. Its sacred down represents friendship and its feathers are used for ceremonies and rituals. The Cree consider each feather as having special meaning and distinction.

SALMON

The Symbol of immortality and wealth, dependability and renewal. The Salmon is the life source, and is always treated with high regard. The great abundance of salmon allowed the culture of the Northwest Coast to flourish.

ORCAS

Are known to some Indigenous communities as the guardians of the sea. To some people, orcas represent the strength of love and the bonds of family because of their strong group behaviour.

CEDAR TREE

Traditionally used for bentwood boxes, totem poles, canoes, it is a special tree in our Canadian history. The red cedar is the tree of life.

TC will explain the poem activity and the art project to go along with it.

Activity:

TC will explain that what we are going to do is create cards with a poem in the cards.

The TC will give each student an indigenous poem; they will read their poem as they write the poem in exact words on the inside of a card. The poem will be written with permanent marker. This activity

<p>gives the students the experience of working with a poem and reading it. It also gives them practice-writing sentences.</p> <p>Once the students have completed writing their poem inside the card they will then draw their indigenous animal on the front of the card using crayon. After drawing the picture they will paint the outside with a turquoise wash. This wash will be applied directly overtop of the drawing and front of the card, then laid to dry.</p>		
<p>Closure: TC plays a song about a bald eagle https://www.youtube.com/watch?v=Qmw_KABbzFk</p>	<p>Students listen to the song and get to dance to it.</p>	<p>2 minutes</p>

Organizational Strategies:

- Students will be asked to listen attentively
- Students may use hand putty if they are fidgety
- Teacher Candidate will call upon students to answer by hands raised
- Students will sit on their colour circles at the carpet and on the couch for comfort of listening
- Students will sit when reading in a comfortable spot of their choice
- Worksheets will be distributed after the lesson is explained

Proactive, Positive Classroom Learning Environment Strategies:

- TC will use class, class, class to regain classes attention and students will respond with yes, yes, yes to show the TC that they are ready to focus and will repeat as necessary to control chatting in the classroom
- TC will wait until the students stop completely before continuing.
- TC will also use waterfall to grab classes attention as a secondary option (this was discussed with the TM ahead)
- TC will verbally acknowledge and thank students who have volunteered at the end to answer questions asked
- If necessary students may be split up if they are distracting one another by having them move to another spot
- Student A. may stay at his desk space during the activity
- Present expressively during the lesson with enthusiasm to engage the students

Extensions:

This lesson could be extended to go further into the different types of poems such as Limericks, Haiku, Acrostic, Concrete, Alliteration and Onomatopoeia. Lessons could be developed on each of these different styles.

Reflections (if necessary, continue on separate sheet):

Being mindful of keeping on track of time, which I learned from the first lesson. This is going to be a lesson with a lot of creativity and writing. I would like to ensure that the students would be able to complete the activity with little stress over the use of the materials. The materials I have selected for this lesson should be at the level of each student in the class to be able to use and complete the activity successfully.