

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

Lesson Title: Secwépemc Language/Story Lesson # 2 Date: Nov.17, 2021
 Name: Samantha N. Sipos Subject: Lang. Arts Grade(s): 3

Rationale:

This lesson will be a reading of an Indigenous storybook (from William’s Lake) followed by a writing/drawing prompt. This lesson is important because it will help ss to build a stronger connection to the people, culture, and history of the territory we live and learn on, and help them connect their own experiences to literature read in class.

Core Competencies:

Communication	Thinking	Personal & Social
Connecting and engaging with others: Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. → ss will actively listen to the story and engage in sharing with peers their personal stories that connect (e.g. a time when they did something traditional/special with a special member of their family)	Reflecting and assessing: They reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes. → ss will take time to reflect on their past experiences that they have shared with family members or friends, they will try to think of/share why these moments are important to have	Understanding relationships and cultural contexts: Students understand that their relationships and cultural contexts help to shape who they are. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them. → ss will learn that some special moments shared with friends and family are traditional and passed through generations, ss will also learn that not all special moments have to have this connection to be meaningful

Big Ideas (Understand)

The big ideas and understanding of this reading lesson are that stories and other texts help us learn about ourselves, our families, and our communities. This book intertwines Indigenous culture and story with our own familial connections.

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story.
 - stories are shared to pass on knowledge/wisdom, to bring us together, and to keep memories alive
 Learning involves recognizing some knowledge is sacred and only shared with permission and/or in certain situations.
 - not all family traditions and special moments are to be shared with others, they are to be kept within a family and they create strong bonds/ties

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content

<ul style="list-style-type: none"> • CC3: Make connections between ideas from a variety of sources and prior knowledge to build understanding • CC6: Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community • CC10: Show awareness of how story in First Peoples cultures connects people to family and community • CC11: Develop awareness of how story in First Peoples cultures connects people to land • CC16: Develop and apply expanding word knowledge 	<ul style="list-style-type: none"> • C2: Reading strategies - using illustrations and prior knowledge to predict meaning • C2: Oral language strategies - focusing on the speaker and asking questions to clarify, active listening • C3: Features of oral language - understanding tone, inflection, gestures etc.
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • SWBAT speak some small words in Secwepemctsin • SWBAT make connections from small words learned to the story read • SWBAT make inferences and predictions about the story based off photos and title • SWBAT make connections from story to own past experiences • SWBAT make connections and understand that storytelling is an important part of Indigenous learning • SWBAT become aware of Indigenous practices that connect them to their culture (e.g. dipnet fishing, sweat lodge) • SWBAT share their experiences verbally with others • SWBAT share their experiences in written format using full sentences, following grammatical structure 	<ul style="list-style-type: none"> • T will assess ss understanding/pronunciation through participation and choral practice • T will ask ss questions about the front cover photos, back cover photos, title, ss who may have read the story previously • T will ask ss about their experiences if they are shared/similar/different • T will ask ss if they know of/have experienced any of these Indigenous cultural activities • T will observe and circulate while ss share experiences with one another • T will review written work and give participation marks for sharing an experience, using proper grammar, punctuation etc.

Prerequisite Concepts and Skills:

- Ss will need to be open and understanding of trying to learn parts of a new language
- Ss will need to understand parts/elements of a story
- Ss should be able to relate to shared experiences of the story and describe them (verbally or written)

Universal Design for Learning (UDL):

Multiple means of representation: each of the Secwepemctsin words will be spelled on the board, said out loud, and played off the First Voices website for the class to hear, see, and practice saying. The story that is read will be read aloud, and ss will be shown the visuals/photos the entire time during reading.

Multiple means of expression: ss will be given a "worksheet" where they draw a photo of their special memory and write a few sentences describing what is taking place in the drawing. Ss who face difficulty with drawing can write words, or sentences, ss who face difficulty with writing can draw photos, ss are able to share their memory orally along with a photo, ss are able to act out with a

partner.

Multiple means of engagement: ss will watch a quick video of dipnet fishing to engage them and activate their prior knowledge of Indigenous activities. Ss will read, hear, and practice Secwepemctsin words from the board, teacher saying them, hearing them online. Ss will actively engage in the story from hearing it read aloud to them and viewing the drawings.

Differentiate Instruction (DI):

- About 7 ss in the class face difficulty when writing, they are given the option to draw a picture of their special memory and discuss the memory with me personally. These ss can practice writing 2-3 key words from their memory underneath with the help of the teacher.
- About 3 ss love to write and they are given the option to write as many sentences as they would like, even going on to the back of the drawing, to tell their story/memory!
- 1 ss struggles immensely with writing and participation in general, this ss can brainstorm a memory and share orally with the teacher – if this ss is willing, they are able to draw a photo.

Materials and Resources

- <https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepemc/learn>
- <https://www.youtube.com/watch?v=QJ0Cic3wCNw>
- Secwepemctsin language word cards (or have them written on the whiteboard)
- storybook “Dipnetting with Dad” by Willie Sellars illustrated by Kevin Easthope
- paper templates for ss to write/draw their reflective experience on

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): - T says hello/introduction in Secwepemctsin - T asks ss if they remember what language this is - T turns on a quick video of dip net fishing to engage ss → https://www.youtube.com/watch?v=QJ0Cic3wCNw - T asks ss what they saw in the video - T introduces the idea of learning a few words to relate to the video/story that will be read - T puts up “hello”, and “my name is” up on the board “Weyt-kp”, “Miss S. ren skwest” - T plays these from First Voices for ss to hear proper pronunciation - T introduces “family”, and “salmon” “kwseltkten”, “sqlelten” - T plays these from First Voices for ss to hear proper pronunciation - T models how to say the words one at a time with ss repeating - T gives ss some time to practice with their elbow partners at their desks	- Ss may take a guess, some may know/remember - Ss watch the video, calling out what they are seeing - Ss will practice repeating these words/introducing themselves to their elbow partners - Ss can volunteer to share pronouncing a word they learned or saying “Hello, my name is ___” and introducing themselves to the class	1 min 1 min 2 min 3 - 4 min 2 – 3 min
Body: - T explains that they are going to read a story together and that they should head over to the carpet!	- Ss will move over to the carpet	2 min

<ul style="list-style-type: none"> - T explains that the story is an Indigenous story, written by an author from Williams Lake, that connects to some of the words they previously learned in Secwepemctsin - T explains that storytelling was and still is a very important aspect of Indigenous learning - T has ss talk about what they see on the covers of the book - T has ss make predictions about what the book will be about based on the photos/title - T will ask ss what dipnetting is/if they have heard of it before/what they think it might be - T will explain that dipnet fishing is an important tradition of Indigenous peoples that connects them to their culture - T reads the story to the ss - T gives ss time to reflect on the information of the story/ask q's if they have any - T poses the q if ss have any memory or time that they have shared with a family member that is special to them - T shares a special family tradition with the ss - T gives ss time to reflect and share with a buddy sitting next to them - T explains that ss will now be able to express this reflection/special memory through written work/photo or both - T has ss move back to their desks to work on their reflection piece - T will circulate and make sure all ss have an idea/memory to be writing and/or drawing about – T can help guide ss who are “stuck” or don't know what special moment to use 	<ul style="list-style-type: none"> - Ss engage in the “book walk” of exploring the cover/images/title etc. - Ss share their thoughts and ideas about what they think the story will be about - Ss will actively listen and ask q's, making connections to the previously watched video - Ss will hopefully share special moments/memories with the class - Ss will discuss and share with partners giving ss who do not feel comfortable sharing in front of everyone a chance to share/give ss a chance to think of a memory - Ss will move back to their desks - “Teacher’s assistant” will help hand out necessary papers - Ss will work on their reflection piece 	<p>2 min</p> <p>3 – 5 min</p> <p>2 min</p> <p>10 min</p> <p>4 min</p> <p>2 – 3 min</p> <p>1 – 2 min</p> <p>2 min</p> <p>15 min</p>
<p>Closure:</p> <ul style="list-style-type: none"> - T will give ss a 5 minute warning for when it is time to wrap up the activity - Ss who finished early could be working on the colouring sheet that relates to the story - Ss who finished early could be practicing pronouncing the previously learned words/writing them down if they would like to take them home to practice with family! - T will collect writing/photo reflection pieces - Once all papers are collected, T will write the Secwepemctsin words on the board in a line, and all of the English translations in a line - T will asks volunteers to come up and draw a line, connecting the two words together 	<ul style="list-style-type: none"> - Ss will wrap up their work (finish last sentence or finish drawing/colouring) - Ss will hand in their stories/photos - Ss will put their colouring sheets in their backpacks to take home - Ss will volunteer to match words together, asking a friend for help when/if needed! 	<p>1 min</p> <p>1 – 2 min</p> <p>2 min</p>

Organizational Strategies:

<ul style="list-style-type: none"> - Ss will be at their desks for the first part of the lesson, practicing Secwepemctsin words - Ss will then move to the carpet for the story

Proactive, Positive Classroom Learning Environment Strategies:

- Encourage ss to try to speak a new language that may be very strange and unfamiliar to them
- Ensuring ss know that it is okay to make mistakes and it is best to try, T will model/try first!
- Acknowledging all ss stories and reflective experiences and making sure each ss story is heard and important
- T will acknowledge ss who are distracted during reading by making eye contact, putting the book down and waiting until everyone is focused, and asking disruptive ss comprehension checking questions to help re-engage them in the story

Extensions:

- There are two optional colouring pages that are done by the illustrator of the storybook that can be handed out to ss who complete their reflection early or if ss want to take them home
- Ss can volunteer to share their memory in small groups, or at the front of the class
- Ss can come together in partners or small groups and pick a memory to act out which could then be performed in front of the class!

Reflections (if necessary, continue on separate sheet):

This was the third lesson I taught during my practicum and overall I think it went rather well. There were some disruptive students during the reading, however I know that this is not unusual, and I think I handled it rather effectively in the moment. I made some changes to my core competencies sections, UDL, DI, and even added in some extra resources into the overall lesson.

- 1) I was not quite sure about the different levels of expression and how to implement them in the classroom. I had not seen the TM in this class giving different leveled work to students and did not feel comfortable at the time doing so. After some discussion of this in our own lectures, I know am able to see that these differentiated instructions and activities can be given to students individually and do not always have to be presented in front of the class.
I was also very concerned that this lesson was on the longer side and students may lose interest or engagement in the activities, however, there was enough engagement and difference in everything incorporated that students did not seem to lose interest.
- 2) I see success in my incorporation of Indigenous culture, language, and connection. I am proud that I have been able to incorporate Secwepemctsin into every lesson I have taught during practicum, and I am so proud that my students were actively participating in using it! This is something that is extremely important to have incorporated in schools and lessons, and as a non-Indigenous person, I feel extremely happy to have made a small but meaningful effort to help strengthen Indigenous representation.
- 3) I believe that I am able to come up with interesting lesson ideas but two areas in which I believe I struggle and can see room for growth are in my UDL and my explicit connections to FPPL. I am not used to working in schools/classrooms that give options and many modifications to students. This has been something I didn't really think about until it was brought up in our classes, and now I am trying to break my own habits of creating "one-version-fits-all" lessons, and to think outside of the box in regard to what other learners want/need. Sometimes this can be difficult, but there are also little things to be done that are not hard e.g. multiple means of representation, having visuals, audio and written.
I have spent a lot of time going over the First Peoples Principles of Learning and I try to ensure that my lesson incorporates these values, however in class when it was said that we cannot just expect our students to know these connections, we must explicitly outline them. That really resonated with me, and it clicked that I needed to start doing this! When I first taught this lesson, I did not explicitly talk to my students about FPPL and how stories are such a big and important part of Indigenous culture. Nor did I bring to their attention that dipnet fishing is a cultural activity done by Indigenous peoples, and that these types of traditions are passed down through generations through story and experience. Looking back, these were missed

opportunities that I should have taken, and would have made the lesson more meaningful. It would have added for the students that we can look at many things in our lives through an Indigenous lens and make these connections!

- 4) I was actually very lucky in my practicum placement and was placed in a classroom of students who were so well behaved, very caring towards each other, and were actually very invested in the TC's lessons! Some potential flops that I think may have gone wrong if this lesson were done in another classroom could be that the story is a little bit on the longer side and students can lose interest very quickly, as well, some students may not have a special memory or may be triggered by connecting these memories to a family member that is no longer present in their lives etc.

These "flops" could have easily taken place as at times it can be difficult to keep attention of students, especially if they do not feel any type of connection to the lesson. Hopefully through the video/schema activation, and word learning, they would have felt this!

Another "flop" would have been if students felt they needed to make a connection to a memory with a parent specifically. I know there are many students in the class who do not have two parents present in their lives, and to avoid any triggering moments for them I made sure to give suggestions to people in our lives that we could share special memories with e.g. a neighbour, aunt or uncle, sibling, a good friend/friends family, teacher, cousin, and lastly parents. If I would have only given examples using parents, and did not explicitly state these memories do not have to be with parents, some of my students may have been very triggered.

- 5) "Plan B" for a "flop" situation with students not being able to hold attention to the activity would be to choose specific pages out of the story to read instead of the whole story. This would allow for students to still experience the story but not become restless or impatient with its length.

Depending on how well I know my students, a "Plan B" for a "flop" situation stemming from family triggers would be to have them focus specifically on non-family members. This is a tricky situation and would have to be handled very differently depending on the group of students at the time.