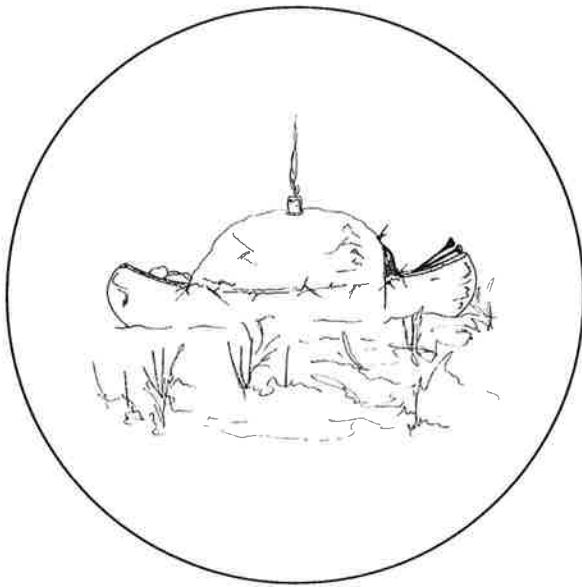




In the Spring

**A unit profile for *Book 5— In the Spring* in the
Anishiniimowin/Omushkego Stories (3)
Reading and Learning Series including:**



- Activity 1 — Initial Task Assessment
- Activity 2 — Oral and Visual Communication
- Activity 3 — Reading
- Activity 4 — Writing
- Activity 5 — Visual Arts
- Activity 6 — Culture
- Activity 7 — Culminating Task Assessment

An Integrated Sample Unit for the Grade 3 Cree Language Program
Ojibway and Cree Cultural Centre
Length of Unit: 480 – 720 minutes (8 – 12 hours)

September 2007



BOOK 5 Unit Profile

Unit Description:

This unit describes spring break-up. Through a variety of integrated activities involving oral and visual communication, reading, writing, visual arts, and culture, students explore spring break-up activities past and present. Consequently, students become familiar with the methods people used to survive during break-up. In addition, students relate spring break-up activities to emergency evacuation procedures today.

Strands and Expectations:

Strands

Oral Communication, Visual Communication, Writing, Reading, Visual Arts, and Culture

Overall Expectations

By the end of Grade 1, students will

Oral Communication (Listening and Speaking)

- listen with sensitivity and discrimination;
- listen to discussions and ask questions to clarify meaning;
- retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending;

— from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003*, p. 27

Visual Communication (Viewing and Representing)

- view, read, and listen to media works with simple messages of factual information and describe what they have learned;
- create a variety of simple media works;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade;

— from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003*, p. 28

Writing

- communicate ideas and information for specific purposes and to specific audiences;
- write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
- organize information into short paragraphs that contain a main idea and related details;
- begin to use compound sentences and use sentences of varying length;
- produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);
- use materials from other media (e.g., sketches) to enhance their writing;
- revise and edit their work, using feedback from the teacher and their peers;

- proofread and correct their final drafts;
 - use and spell correctly the vocabulary appropriate for this grade level;
 - use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade;
- from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003*, p. 29

Reading

- read independently, using a variety of reading strategies;
 - express clear responses to written materials, relating the ideas in them to their knowledge and to ideas in other materials that they have read;
 - select materials that they need from a variety of sources;
 - understand the vocabulary and language structures appropriate for this grade level;
 - use conventions of written materials to help them understand and use the materials;
- from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003*, pp. 30–31

Visual Arts

- produce two- and three- dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
- identify elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;
- use correct vocabulary and art terminology associated with the specific expectations for this grade; — from *The Ontario Curriculum, Grades 1–8, The Arts, 1998*, p. 34

Culture

- outline ways in which Omushkego society changed over time (e.g., changes to relationships between humans and the land) and reasons for the changes
 - listen respectfully to the voices of those more experienced, especially elders and adults;
- from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Culture, 2006*, p. 97
- develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.
- from Ministry of Education. (1975). *The Formative Years*. Toronto: Queen's Printer for Ontario.

Activities and Sequence:

Book 5 – In the Spring

- Activity 1 – Initial Task Assessment (60 minutes)
- Activity 2 – Oral and Visual Communication (60 minutes)
- Activity 3 – Reading (60 minutes)
- Activity 4 – Writing (60 minutes)
- Activity 5 – Visual Arts (60 minutes)
- Activity 6 – Culture (120 minutes)
- Activity 7 – Culminating Task Assessment (60 minutes)

Unit Planning Notes:

This unit is designed for use in the regular Cree, Oji-Cree, and Ojibway language classroom where daily class time allotments vary from 30 to 45 minutes. Therefore, this unit ranges from approximately 480 to 720 minutes or 8 to 12 hours in length. For Cree, Oji-Cree, and Ojibway language immersion programs using activity centers, please see Unit Planning Notes (pp. 12–14) in *It Is Said That* published by the Ojibway and Cree Cultural Centre.

- Read entire *Anishiniimowin/Omushkego Stories (3)* reader
- Photocopy class set of Book 5 — In the Spring (**permission to copy these materials for one class is granted by the OCCC**)
- Ensure resources are available for entire unit

Accommodations:

All students must be given opportunities to achieve the overall and specific expectations described in *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003*, *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Culture, 2006* and *The Ontario Curriculum, Grades 1–8, The Arts, 1998*. To meet the range and diversity of student abilities that teachers will encounter, a variety of teaching and learning strategies, and evaluation and assessment tools have been provided in this unit. An examination of the IEPs of exceptional students may help teachers select appropriate learning and assessment strategies.

To accommodate cultural and language differences, the following teaching and learning adaptations may be necessary for some Aboriginal students:

- 1) use visual aids, demonstrations, simulations, and manipulatives to ensure that students understand concepts presented,
- 2) teach students how to organize material through a variety of graphic organizers,
- 3) simplify and adapt texts or have available textbooks with material at a variety of reading levels or complexity,
- 4) have students with stronger language and cultural backgrounds act as interpreters, classroom partners, or peer tutors,
- 5) provide a structured overview of the unit and lesson prior to beginning instruction,
- and 6) include a variety of activities for the students in each lesson.

– adapted from the *Teaching/Learning Companion* in the Ontario Curriculum Unit Planner [CD-ROM].

In addition, the following changes in assessment and evaluation may be needed to accommodate cultural and language differences for some Aboriginal students:

- 1) allow extra time to complete the task,
- 2) explain or simplify instructions and questions to ensure students understand what they are being asked to do,
- 3) allow flexibility in the number of questions to be answered,

- 4) provide a variety of options for achieving the task either through oral, written, or visual means,
- 5) give additional support by having the teacher or a peer act as a scribe,
- and 6) supply a quiet or alternate location that is free from distraction.

– adapted from the *Assessment Companion* in the Ontario Curriculum Unit Planner [CD-ROM].

Links to Prior Knowledge

The students should be familiar with the knowledge, skills, and value expectations developed in the Grade 2 program. These expectations are found in *The Ojibwe Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003* and *The Ojibwe Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Culture, 2006*. Specifically, students should be able to talk about personal experiences and familiar events, organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end), express clear responses to written materials, and produce two- and three-dimensional works of art that communicate ideas for specific purposes.



Activity 1 — Initial Task Assessment

Time: 60 minutes (2 classes)

Description: In this activity, students explore personal experiences with spring time activities at home, in the community, or on the land. Students draw a picture and write a short narrative relating one of these personal experiences.

Expectations

The students will be able to

Oral and Visual Communication

(1) recall what is already familiar about traditional oral narratives or contemporary texts being told, prior to the telling;

Reading

(2) use the basic grammatical relationships to help them understand what they read;

Writing

(3) relate ideas and experiences about family members, personal experiences, and personal interests;

Visual Arts

(4) produce two- and three-dimensional works of art that communicate thoughts and feelings on familiar topics;

Culture

(5) describe the relationship of common cultural activities and practice to the resources on their land.

Notes to Teacher:

Reread Book 4 — In the Bush

Teaching and Learning Strategies: brainstorming and retelling

— review previous work from Book 4 — In the Bush

— ask the following: What kinds of shelters did the people make when they lived in the bush?

What was an *a-ski-gan* made from? How was a *chee-sta-ko-nee-kwam* different from an *a-ski-gan*?

How was a *shi-to-kwan* constructed? What are the most common shelters used by the people today?

— indicate that Janie and Jimmy enjoy being in the bush (on the land) and hearing stories about life in the past

— ask students to describe their favourite personal experiences with family members at home, in the community, or on the land in the spring: What are some of the things you like to do with your family in the spring? What are some of the things you like to do in the community in the spring?

What are some of the things you like to do in the bush in the spring?

— place key words and phrases on blackboard for each question as required

— have students orally read key words and phrases in large group

— have students orally make sentences using these words or phrases

— have students draw a picture of one of their favourite experiences in the spring and write a short narrative using these key words or phrases in sentences describing it

Assessment: this is a diagnostic assessment of selected Grade 3 expectations and should not be used for reporting purposes

• performance task of production of short narrative and picture using rubric of students working individually

Resources:

Print Materials: *Anishiniimowin/Omushkego Stories (3)* Book 5 — In the Spring

Multimedia and Software:

Manipulatives: large sized drawing or painting paper (11" x 17"), coloured pencils, markers, crayons



Activity 2 — Oral and Visual Communication

Time: 60 minutes (2 classes)

Description: In this activity, students make predictions on Book 5 — In the Spring in the *Anishiniimowin/Omushkego Stories (3)* reading and learning series and recall their prior knowledge of spring break-up.

Expectations

The students will be able to

Use of Words and Oral Language Structures

- (1) recall what is already familiar about traditional oral narratives or contemporary texts being told, prior to the telling;
- (2) listen for details about a way of life;
- (3) ask questions to make sense of observations and experiences;

Non-verbal Communication Skills

- (4) select and use appropriate volume, expression, and non-verbal cues (such as pauses) in presentations and speech;

Group Skills

- (5) contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;

Media Communication Skills

- (6) identify words that form mental images and create mood in a variety of oral, print, and other media texts.

Notes to Teacher:

Review Book 5 — In the Spring

Teaching and Learning Strategies: discussion

— have students orally read short narratives from previous activity to the class (give students time to practice reading their stories before presenting them)

— open cover page to Book 5 — In the Spring and ask students the following: What do you think this book is about?

— have students make predictions using the 5 Ws (Who, What, When, Where, Why and sometimes How) as a guide, e.g., Who do you think this story is about? What did people do when the possibility of flooding occurs? When does break-up occur? Where did people go when it floods? Why does flooding occur in the springtime? How come only some communities flood during spring break-up?

— place predictions on chart paper

— show students flood pictures, e.g., Winisk, 1986

— ask students the following: Have you ever been in a flood? Do you know anyone who has? What happened during the flood? What did you do? Where did you go? How did you feel? Have nearby ditches and creeks ever overflowed?

— place responses in short sentences on sentence strips

— have students orally reread sentences in large group, in small groups, and individually

— have students write these sentences in their notebooks

— post predictions chart and short sentence strips

Assessment:

• observation of group discussions (demonstrating a sense of when to speak, when to listen, and how much to say) using anecdotal record of students working as a whole class

Resources:

Print Materials: *Anishininiimowin/Omushkego Stories (3) Book 5 — In the Spring*, pictures of flooding in Winisk, 1986

Multimedia and Software:

Manipulatives: chart paper, sentence strips



Activity 3 — Reading

Time: 60 minutes (2 classes)

Description: In this activity, students read Book 5 — In the Spring together in a large group setting and independently. Students construct meaning from text using semantic, syntactic, or phonographemic cues.

Expectations

The students will be able to

Reasoning and Critical Thinking

(1) make and confirm predictions, inferences, and conclusions;

(2) reread to check meaning;

Understanding of Form and Style

(3) use textual cues (such as titles, covers, headings, illustrations, paragraphs as units of meaning ...) to construct and confirm meaning;

Knowledge of Language Structures

- (4) study word parts, word combinations, and word patterns used in text;
- (5) use syntactic cues [reader's transfer of knowledge of oral Cree sentence structures to print, e.g., word order and word endings], semantic cues [reader's use of prior knowledge of subject materials and concepts within print, e.g., meaningful relationships among words], and phonographemic cues [reader's knowledge of relationships between sounds and syllabics, e.g., differentiating between syllabics and words, syllabic clusters, sound-syllabic relationships to identify initial and final consonants, word patterns and basic sight words] to construct and confirm meaning;

Vocabulary Building

- (6) recognize differences between traditional language and contemporary language;
- (7) use a variety of strategies to determine the meaning of unfamiliar words (e.g., use the context, break the word into syllables or other recognizable units, use a Cree dictionary, use phonics);

Use of Conventions

- (8) demonstrate appropriate intonation and phrasing in sentences in oral reading.

Notes to Teacher:

Copy class set of Book 5 — In the Spring

Ensure various Cree dictionaries are available

Create cloze passage involving the omission of every fifth word from Book 5 — In the Spring

Teaching and Learning Strategies: direct reading/thinking activity (DRTA) and cloze

- have students read short sentences on sentence strips in large group from previous activity
- review predictions for Book 5 — In the Spring made in previous activity focusing on new concepts

- reintroduce Book 5 — In the Spring
- set the purpose for reading, i.e., today we are going to learn about what the people did during spring break-up in the past
- orally read big book using appropriate intonation and phrasing in sentences
- reread story together in large group
- ignore most miscues unless meaning is disrupted
- ask students to make predictions or inferences as story is read
- provide strategies on determining meaning of sentences using textual, semantic, syntactic, or phonographemic cues, as they arise in oral and written language

- have students read own book independently
- circulate around the classroom for individual student conferencing to help determine the meaning of unfamiliar words (e.g., use the context, break the word into syllables or other recognizable units, use a Cree dictionary, use phonics and support as required)

- in large group, have students individually or in small groups share a rehearsed reading of this story
- draw attention to differences in responses to flooding in the past and the present and use of traditional language and contemporary language to describe these responses
- have students, individually or in pairs, fill in unfinished sentences or missing words in cloze text

Assessment:

- conference on cueing strategies using checklist of students working individually
- performance task on reading (cloze text) using a rating scale of students working individually or in pairs

Resources:

Print Materials: short sentences on sentence strips; predictions on chart paper; class set of *Anishiniimowin/Omushkego Stories (3) Book 5 — In the Spring*; cloze passage from Book 5 — In the Spring; various Cree dictionaries

Multimedia and Software:

Manipulatives:



Activity 4 — Writing

Time: 60 minutes (2 classes)

Description: In this activity, students in large group respond to Book 5 — In the Spring and locate and write verbs found in the story. Students in large group rewrite text in the story to reflect their own understanding of what they saw and heard. Students, in small groups, in pairs, or individually write first draft, revise and edit checking for beginning, middle, and end, proofread checking for x as end punctuation, and print legibly using correct syllabic formation and spacing.

Expectations

The students will be able to

Grammar

- (1) use correct verb agreement;
- (2) edit for complete sentences;

Punctuation

- (3) know and use some punctuation conventions (including end punctuation (x) and commas) when editing and proofreading;

Spelling

- (4) spell phonetically using syllabication;
- (5) look for familiar morphemic parts in longer words when spelling;

Word Use and Vocabulary Building

- (6) retell parts of traditional narratives in simplified written form;

(Visual Presentation)

- (7) print legibly developing a personal style;
- (8) space words consistently on a line and page or on an electronic screen.

Notes to Teacher:

Ensure short sentences on sentence strips, predictions on chart paper are readily available

Teaching and Learning Strategies: direct reading/thinking activity (DRTA) and writing to learn

- orally reread story
- ask students questions on the story as it is being read, e.g., What do some of the people in Jimmy's town do in the spring? Where did people go long ago before the frozen river breaks up? Where did people build their tents? If people couldn't make scaffolds, what would they do? How would they cover the canoe? What do people do today? Describe the sound of the frozen river breaking-up. Have you seen a river breaking-up?

- draw student's attention to verbs, e.g., go, work, breaks-up, move, put
- explain that verbs are words that express actions and are an important part of the language
- have students locate other verbs from the story in small groups and write these on chart paper separating each with a comma
- if time permits, have students write other verbs they are familiar with
- bring attention to text, specifically syllabic font size and shape, and use of commas to separate items in a list during small group activities
- post verbs on wall

- focus student's attention on illustration
- after reading the entire story, have students rephrase what they saw and heard
- place these responses on chart paper
- explain that each story must have a beginning, middle, and end, that proper end punctuation (x) must be used, and that syllabics must be printed legibly and spaced

- in small groups, in pairs, or individually have students rewrite the story in their own words
- students may use short sentences on sentence strips and predictions on chart paper (from previous activities) as guides to help them
- assist students with words and sentences by modeling phonetic spelling and looking for familiar morphemic parts in longer words

— have students revise and edit draft checking for beginning, middle, and end, proofread draft checking for x as end punctuation, and print legibly using correct syllabic formation and spacing

Assessment:

- demonstration of ability to locate and write verbs using anecdotal records of students working in small groups
- performance task of draft short story revised and edited for beginning, middle, and end, proofread for x as end punctuation, and printed legibly using correct syllabic formation and spacing using checklist of students working in small groups, in pairs, or individually

Resources:

Print Materials: class set of *Anishiniimowin/Omushkego Stories (3)* Book 5 — In the Spring

Multimedia and Software:

Manipulatives: chart paper



Activity 5 — Visual Arts

Time: 60 minutes (2 classes)

Description: In this activity, students describe different ways in which a variety of art materials, tools, and techniques can be used. They experiment creating different types of collages safely and properly. Students identify and explain strengths and areas of improvement in their own and other’s works of art.

Expectations

The students will be able to

Knowledge of Elements

(1) identify characteristics of a variety of line (e.g., thick, thin, broken, dotted);

Creative Work

(2) produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings on familiar topics (e.g., produce a mural in a group interpreting a Native legend through colour, line, and shape);

(3) identify strengths and areas of improvement in their own and others’ art work (e.g., the need to have better control in using pencils)

Critical Thinking

(4) explain how the artist has used elements of design (line) to communicate feelings and convey ideas (e.g., show that the artist has placed certain objects in the foreground of a picture to convey the idea that they are important);

Notes to Teacher:

Ensure enough art materials are available for the class

Teaching and Learning Strategies: sketching to learn

- have students read the stories in their own words created in previous activity
- draw student's attention to illustration in Book 5 — In the Spring and the artist's use of line and how the artist has used elements of design to communicate feelings and convey ideas

- provide mini art lesson on sketching to learn (a form of art in which ideas heard, read, or thought about are represented in pictorial/graphic form immediately following a presentation)
- model the process using during the reading activity
- invite students to extend the sketches and thereby extend the ideas

- have students, individually, represent the stories created in previous activity in sketches
- circulate around classroom and provide students opportunities to discuss ideas and share meanings

- in pairs or small groups, have students share/explain their sketches
- have students comment on strengths and weaknesses of their own art work in a positive manner

Assessment:

- performance task of production of two dimensional sketches using rating scale of students working individually

Resources:

Print Materials:

Multimedia and Software:

Manipulatives: coloured pencils, markers, blank paper (8 1/2" x 11")



Activity 6 — Culture

Time: 120 minutes (4 classes)

Description: In this activity, an elder or community member discusses his/her experiences with spring break-up and flooding in the past. Students walk around community and describe areas of possible flooding and reasons why this may occur. Finally, emergency evacuation personnel discuss current evacuation plans and steps to prepare for an emergency today.

Expectations

The students will be able to

Understanding Omushkego Cultural Knowledge and Values

- (1) describe the relationship of common cultural activities and practices to the resources on their land;
- (2) outline ways in which Omushkego society changed over time (e.g., changes to relationships between humans and the land) and reasons given for the changes;
- (3) listen respectfully to the voices of those more experienced, especially elders and adults;

Communicating Required Knowledge

- (4) use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations;

Applying Omushkego Cultural Knowledge, Skills, and Values

- (5) demonstrate respect for and understanding of the need for rules and regulations that are important to members of the community;
- (6) recognize that laws and regulations are made to help serve the needs of the people;
— from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003*, pp. 97–99

Values

- (7) listen to, be considerate of, and honour themselves (respect for themselves);
- (8) listen to, be considerate of, and honour others (respect for others);
- (9) listen to, be considerate of, and honour elders (respect for elders);
- (10) use resources together (sharing);
- (11) recognize, value, and enjoy their own language, traditions, and culture (appreciation for their culture).

— from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003*, pp. 115–116

Notes to Teacher:

Locate elders or community members willing to talk about spring break-up and flooding
Locate community volunteers for additional student supervision on field trip

Ensure parental permission forms returned and alternate classroom accommodations for non-attenders found

Locate flood emergency evacuation personnel willing to talk about flood evacuation procedures

Teaching and Learning Strategies: oral presentation and field trip

- introduce elder or community member to students
- have elder or community member talk about spring break-up and flooding experiences in the past
- have students thank elder or community member formally or with small gift

- explain that students will be going on a field trip to examine the geography of area and areas where flooding may occur
- discuss the relationship of common cultural activities and practices to the resources on their land, e.g., moving inland for spring hunting camps and to escape flooding
- remind students of field trip safety considerations and routines, e.g., listen to, be considerate of, and honour themselves and others particularly elders or community members and volunteers
- introduce volunteers
- organize volunteers and students into groups
- take students to outdoor locations, e.g., ditches, creeks, streams, or rivers
- return to class and briefly discuss experiences from field trip
- thank students and volunteers for their participation

- introduce emergency evacuation personnel
- have emergency evacuation personnel talk about what to do in case of a flood or other emergencies
- have students ask questions to emergency evacuation personnel
- place key words and phrases on steps the public may take to prepare for an emergency on chart paper

- have students orally read key words and phrases as whole class
- have students orally make sentences using these words or phrases
- place sentences on steps the public may take to prepare for an emergency on chart paper
- ask students the following: How have responses to break-up changed from the past to the present

Assessment:

- observation of respect shown for themselves, respect shown for others, respect shown for elders, and sharing using anecdotal record of students working as whole class and in small groups

Resources:

Print Materials:

Multimedia and Software:

Manipulatives: chart paper

Activity 7 — Culminating Task Assessment

Time: 60 minutes (2 classes)

Description: In this culminating activity, students write a short non-fiction newspaper article about spring break-up and flooding past or present, and draw an illustration to accompany their text.

Expectations

The students will be able to

Grammar

- (1) use correct verb agreement;
- (2) edit for complete sentences;

Punctuation

- (3) know and use some punctuation conventions (including end punctuation (x) and commas) when editing and proofreading;

Spelling

- (4) spell phonetically using syllabication;
- (5) look for familiar morphemic parts in longer words when spelling;

Word Use and Vocabulary Building

- (6) retell parts of traditional narratives in simplified written form;

(Visual Presentation

- (7) print legibly developing a personal style;
- (8) space words consistently on a line and page or on an electronic screen;

Creative Work

- (9) produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings on familiar topics (e.g., produce a mural in a group interpreting a Native legend through colour, line, and shape);

Notes to Teacher:

Ensure short sentences on sentence strips from previous activities and sentences on steps the public may take to prepare for an emergency on chart paper are available

Teaching and Learning Strategies: report

- discuss how to write a newspaper article with the whole class
 - explain that the lead sentence is the opening to their article and should grab the reader's attention and that the lead sentence should answer the 5 W's: Who, What, When, Where, Why (and sometimes How)
 - continue by stating that articles should be written with the most important information first and the least important last, the middle sentences should give the reader the details while the final sentence should wrap up the article
 - show students examples of newspaper articles from *Wawatay News*
 - place newspaper article outline on chart paper including headline, article paragraph, and graphics (photograph or drawing), and caption
 - have students provide suggestions for headlines, lead sentences, graphics, and captions

 - have students write their article using newspaper article outline format provided on chart paper
 - ensure that each article includes a headline, a paragraph describing spring break-up and flooding, and a graphic (photograph or drawing), and caption
 - in pairs, have students proofread each other's article for spelling and grammar
- Note:** this may be completed using pen and paper or using computer with syllabic keyboard

Assessment:

this is a summative assessment of selected Grade 3 expectations found in this unit

- performance task of production of short newspaper article and illustration using rubric of students working individually

Resources:

Print Materials: assorted *Wawatay News* articles, newspaper article outline

Multimedia and Software: <http://www.wawataynews.ca/>

Manipulatives: large sized drawing paper (11" x 17"), coloured pencils, markers

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The Grade 3 Rubric for a Newspaper Article and Illustration

Categories	Level 1 (D or 50-59%)	Level 2 (C or 60-69%)	Level 3 (B or 70-79%)	Level 4 (A or 80-100%)
<p>Reasoning The student: (complexity of ideas and connection to the topic) (number and relevance of supporting facts and details)</p>	<ul style="list-style-type: none"> – uses very few simple ideas that are not connected to the topic – uses very few supporting details 	<ul style="list-style-type: none"> – uses some simple ideas that are sometimes connected to the topic – uses some supporting details, but not enough to clarify the points being made 	<ul style="list-style-type: none"> – uses developed ideas that are usually connected to the topic – uses sufficient supporting details to clarify the points being made 	<ul style="list-style-type: none"> – uses well-developed, ideas that are all connected to the topic – uses supporting details that clarify and enhance the points being made
<p>Organization of Ideas The student's writing: (beginning, middle, end, sequence) — paragraph structure</p>	<ul style="list-style-type: none"> – shows little evidence of a beginning, a middle, and an end – there is no evidence of paragraphs (the sentences are not related) 	<ul style="list-style-type: none"> – shows some evidence of a beginning, a middle, and an end – some attempt has been made to structure paragraphs (the sentences are somewhat related) 	<ul style="list-style-type: none"> – has a beginning, a middle, and an end – there are short paragraphs, each containing a main idea and related details 	<ul style="list-style-type: none"> – has a clear beginning, middle, and end – the main idea and supporting details of each paragraph are clear, and the paragraphs are linked to each other
<p>Communication In the student's work: (purpose: to write a – narrative) (voice — feelings, opinions, and attitudes) (word use and vocabulary) (sentence variety)</p>	<ul style="list-style-type: none"> – the purpose is not clear – the writer's voice is not evident – the vocabulary is limited – the same sentence stem is used repetitively 	<ul style="list-style-type: none"> – the purpose can be discerned – there is some evidence of the writer's voice – there is some variety in the vocabulary – there is some variety in the sentences used but also some repetition 	<ul style="list-style-type: none"> – the purpose unfolds clearly – there is clear evidence of the writer's voice – there is great variety in the vocabulary – several kinds of sentences are used 	<ul style="list-style-type: none"> – the purpose develops in an engaging way – the writer's voice is clear and sustains the reader's interest – the extensive vocabulary is engaging and effective – the style is varied with a good mix of different kinds of sentences
<p>Application of Cree Language Conventions (Grammar, Spelling, Punctuation, and Style) The student: (grammar) (spelling) (punctuation) (visual presentation)</p>	<ul style="list-style-type: none"> – correctly uses very few of the conventions (for newspaper article) studied – shows some evidence of spelling strategies – uses end punctuation and commas randomly or not at all – produces a visual presentation that is unclear (e.g., placement, legibility, spacing) 	<ul style="list-style-type: none"> – correctly uses some of the conventions (for newspaper article) studied – uses phonetic and conventional spelling for familiar words – makes some errors in using end punctuation and commas – produces a visual presentation that is basically clear 	<ul style="list-style-type: none"> – correctly uses most of the conventions (for newspaper article) studied – uses phonetic spelling only for more difficult words – generally uses end punctuation and commas accurately – produces a clear visual presentation 	<ul style="list-style-type: none"> – correctly uses all or almost all of the conventions (for newspaper article) studied – spells most words accurately, but may make occasional errors with more difficult words – almost always uses end punctuation and commas accurately – produces a clear visual presentation that enhances the narrative



Unit Analysis

Analysis of Unit Components

- 7 activities
- 25 language expectations
- 13 resources
- 24 strategies and groupings
- unique expectations
 - 5 visual arts expectations
 - 11 culture expectations

Teaching and Learning Strategies

- 1 brainstorming
- 1 retelling
- 1 discussion
- 2 direct reading/thinking activity (DRTA)
- 1 cloze
- 1 writing to learn
- 1 sketching to learn
- 1 oral presentation
- 1 field trip
- 1 report

Groupings

- 6 students working individually
- 2 students working in pairs
- 3 students working in small groups
- 2 students working as whole class

Assessment Strategies

- 1 conference
- 1 exhibition/demonstration
- 2 observation
- 4 performance task

Assessment Recording Devices

- 3 anecdotal record
- 2 checklist
- 1 rating scale
- 2 rubric

Resources

Print Materials: *Anishiniimowin/Omushkego Stories* (3) Book 5 — In the Spring, pictures of flooding in Winisk, 1986 (from Stevens, Jamie. (1993). *The Winisk Disaster and the Building of Peawanuk: Teaching Units for Junior to Intermediate Grade Levels*. Moose Factory: Partners in Change), various Cree dictionaries, assorted *Wawatay News* articles, newspaper article outline

Multimedia and Software: <http://www.wawataynews.ca/>

Manipulatives: large sized drawing or painting paper (11" x 17"), coloured pencils, markers, crayons, sentence strips, chart paper, blank paper (8 1/2" x 11")



Photos courtesy of *Wawatay News*

When the ice moved, nothing could stand in its way.

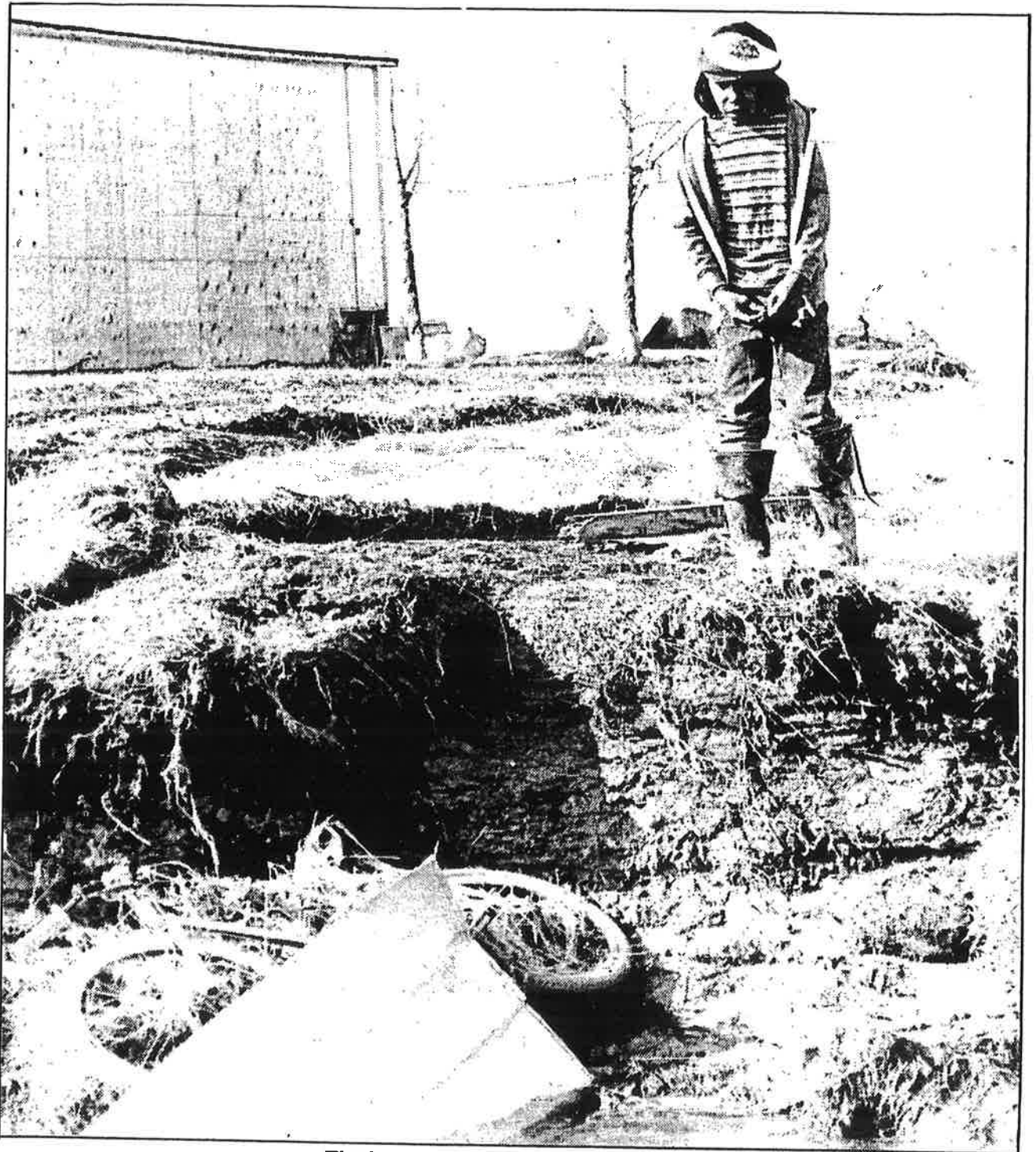


Wawatay News, June 1986

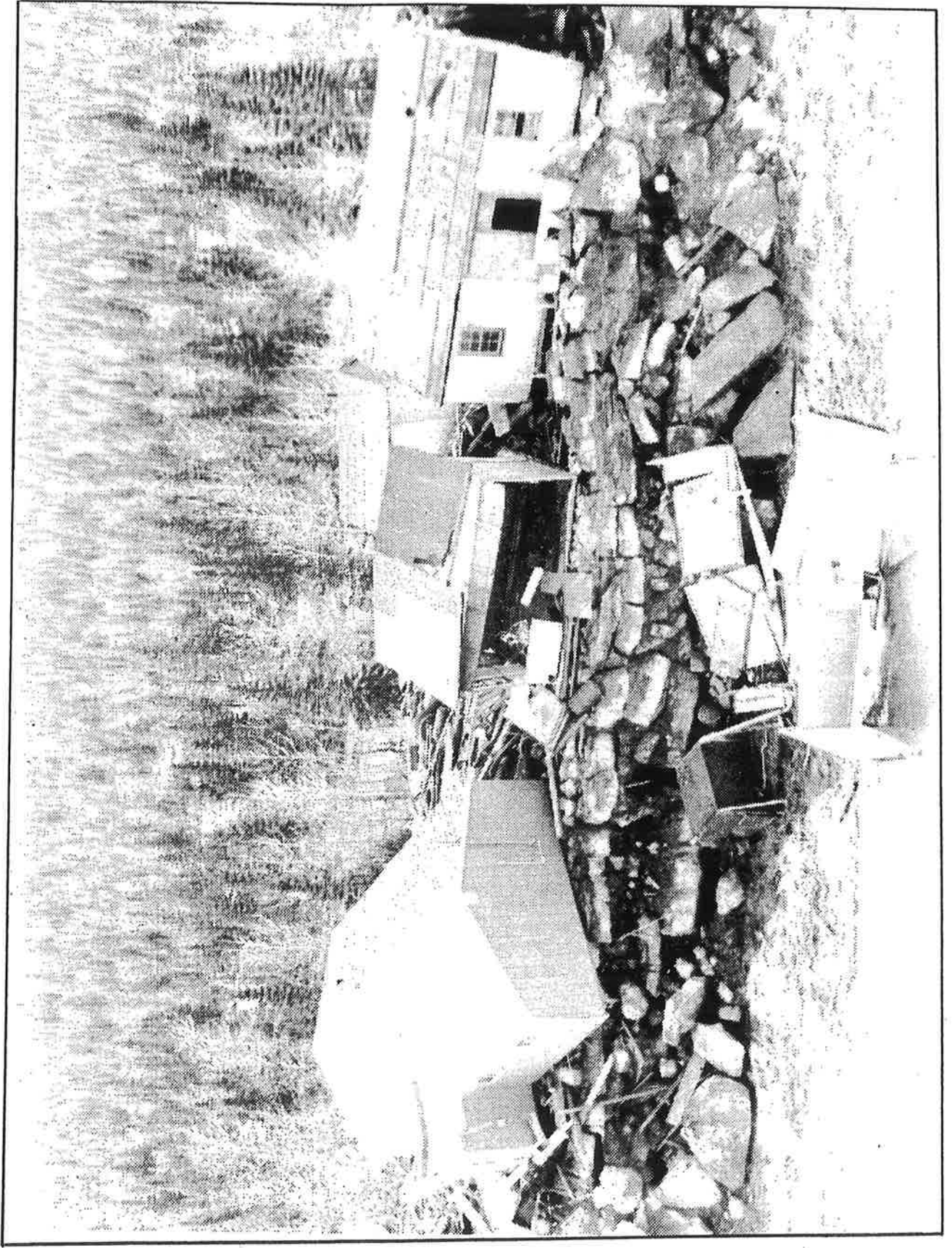


Like the strings of this violin, the threads of life in Winisk have snapped, but the memory of the music will live on. Mattinas takes time to bring a few notes of cheer.

Wawatay News, June 1986



The losses were felt by all ages.

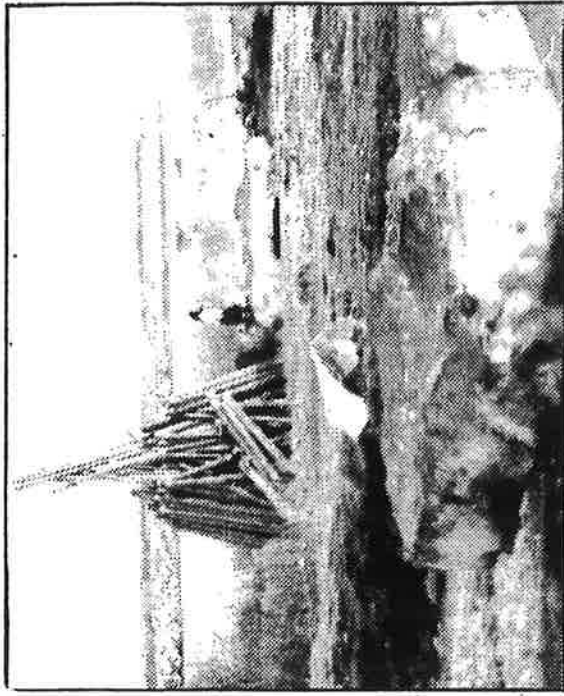


Wawatay News, June 1986 These buildings rest on chunks of ice that removed them from their foundations.

Wawatay News, June 1986



Paul Mattinas, Mary Gull, George Nakogee standing by one of the smaller chunks of ice

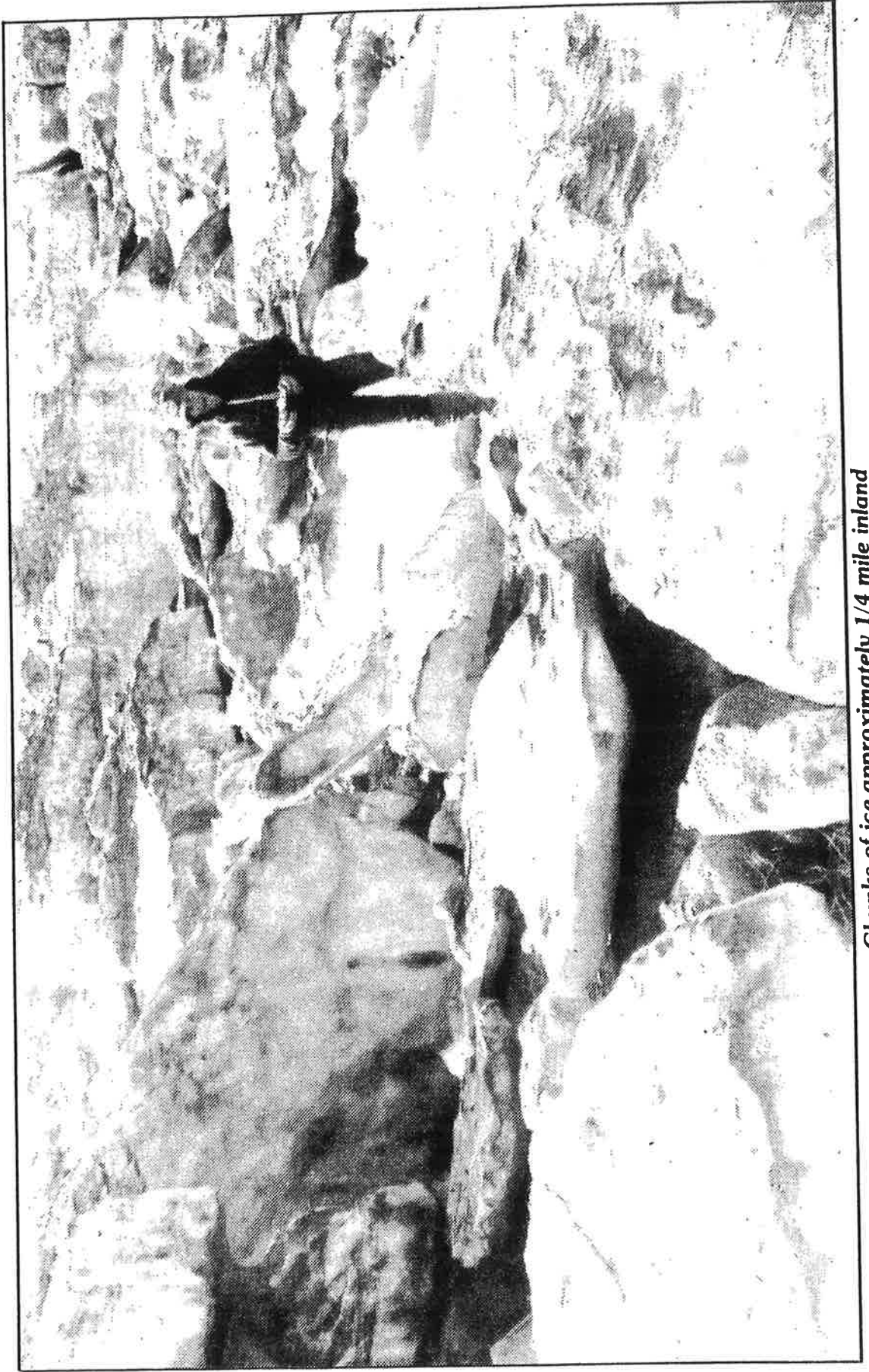


Woodpile left standing



Photographer Dominique Hunter

Wawatay News, June 1986



Chunks of ice approximately 1/4 mile inland