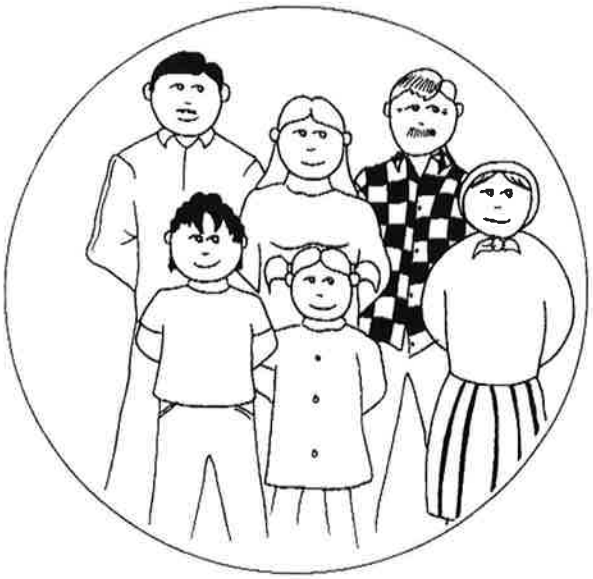
US

A unit profile for *Book 1— Us* in the Omushkego/Anishininiimowin Stories (1) Reading and Learning Series including:



Activity 1 — Initial Task Assessment

Activity 2 — Oral and Visual Communication

Activity 3 — Reading

Activity 4 — Writing (1)

Activity 5 — Writing (2)

Activity 6 — Visual Arts (1)

Activity 7 — Visual Arts (2)

Activity 8 — Culture

Activity 9 — Culminating Task Assessment

An Integrated Sample Unit for the Grade 1 Cree Language Program
Ojibway and Cree Cultural Centre
Length of Unit: 300 minutes (5 hours)
February 2003

BOOK 1 Unit Profile

Unit Description:

This unit introduces students to Jimmy and his extended family. Through a variety of integrated activities involving oral and visual communication, reading, writing, visual arts, and culture, students explore these characters and relate them to their own extended families. Consequently, students recognize traditional Cree family relationships. In addition, students examine the talents, strengths, and cultural practices of Jimmy's family members and identify the talents, strengths, and cultural practices found in their own families.

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 to and react to stories and recount personal experiences;
- respond to familiar or predictable language patterns by joining in or using choral response;
- apply some of the basic rules of participating in a conversation and working with others;

— from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003,* p. 16

Visual Communication (Viewing and Representing)

- view, read, and listen to media works with simple messages of factual information and describe what they have learned;

— from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003,* p. 17

Writing

- organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: *We went to see the dog. I liked him very much. We took him home on the bus*);
- produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- begin to revise written work, with the assistance of the teacher;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below);

— from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003,* p. 18

Reading

- read aloud in a way that communicates the meaning;
- read independently, using reading strategies appropriate for this grade level;
- express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
- understand the vocabulary and language structures appropriate for this grade level;

— from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003,* p. 19

Visual Arts

- produce two- and three- dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes;
- use elements of design (colour, line, shape, form, space, texture), 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. 30

Culture

- recognize that each of us is special and unique;
- recall that those in our homes and classrooms provide one another with support and identity;

— from *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12, 2000,* pp. 36 and 52.

- become aware of the values that Canadians regard as essential to the well-being and continuing development of their society — namely, respect for the individual, concern for others, social responsibility, compassion, honesty,and the acceptance of work, thought, and leisure as valid pursuits for human beings.

— from the Ministry of Education. (1975). *The Formative Years*. Toronto: Queen's Printer for Ontario

Activities and Sequence:

Book 1 – Us

Activity 1 — Initial Task Assessment (30 minutes)
Activity 2 — Oral and Visual Communication (30 minutes)
Activity 3 — Reading (30 minutes)
Activity 4 — Writing (1) (30 minutes)
Activity 5 — Writing (2) (30 minutes)
Activity 6 — Visual Arts (1) (30 minutes)
Activity 7 — Visual Arts (2) (30 minutes)
Activity 8 — Culture (30 minutes)
Activity 9 — Culminating Task Assessment (60 minutes)

Unit Planning Notes:

This unit is designed for use in the regular Cree language classroom where daily class time allotments vary from 30 to 45 minutes. Therefore, this unit ranges from approximately 300 to 450 minutes or 5 to 7.5 hours in length. For Cree language immersion programs using activity centres, please see Unit Planning Notes (pp. 12–14) in *It Is Said That* published by the Ojibway and Cree Cultural Centre.

- Read entire *Omushkego/Anishininiimowin Stories (1)* reader
- Produce big book (11" x 17"), slide, or overhead version of Book 1 — Us
- Photocopy class set of Book 1 — Us (**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* 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 Kindergarten program. These expectations are found in *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003, The Ontario Curriculum, Kindergarten Program, 1998,* and *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12, 2000.* Specific Kindergarten expectations relevant to this unit are listed in Activity 1 — Initial Task Assessment.

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Activity 1 — Initial Task Assessment

Time: 30 minutes (1 class)

Description: In this activity, students are introduced to the *Omushkego/Anishininiimowin Stories (1)* reading and learning series. They explore personal experiences with family members at home, in the community, and on the land. Students draw and caption a picture (with teacher assistance) recounting one of these personal experiences.

Expectations

The students will be able to

Oral and Visual Communication

(1) talk about personal experiences and retell familiar stories;

Reading

(2) print most of the syllabics and their own name and names of family members, and some short words;

Writing

(3) contribute words or sentences to a class narrative that is written down on a chart by the teacher;

Visual Arts

(4) use pictures, sculptures, and collages to represent ideas;

Culture

(5) recognize, value, and enjoy their language, traditions, and culture (appreciation for their culture).

Notes to Teacher:

Review series description on back cover of *Omushkego/Anishininiimowin Stories (1)*

Teaching and Learning Strategies: brainstorming and retelling
— provide students with an overview of the *Omushkego/Anishininiimowin Stories (1)* reading and learning series emphasizing the Cree concept of the good way of life or *milopematesewin*

— explain that the stories found in this reading and learning series deal with the experiences of Cree children with their family members at home, in the community, and on the land
— ask students to describe their favourite personal experiences with their family members at home, in the community, or on the land: What are some of the things you like to do with your family? What are some of the things you like to do in the community? What are some of the things you like to do in the bush?
— 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 draw a picture of one of their favourite experiences and include key words or phrases describing it **with assistance of teacher**

Assessment: this is a diagnostic assessment of selected Kindergarten expectations and should not be used for reporting purposes
• performance task of production of drawn and captioned picture using rubric of students working individually

Resources:

Print Materials: *Omushkego/Anishininiimowin Stories (1)*
Multimedia and Software:
Manipulatives: large sized drawing or painting paper (11" x 17"), coloured pencils, markers, crayons

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Activity 2 — Oral and Visual Communication

Time: 30 minutes (1 class)

Description: In this activity, students are introduced to the author and illustrator of the *Omushkego/Anishininiimowin Stories (1)* reading and learning series. They explore Book 1 — Us

in this series. Students orally name each member of the family found in this story and name their own family members.

Expectations

The students will be able to

Use of Words and Oral Language Structures

(1) listen and respond to others in a variety of contexts (e.g., pay attention to the speaker; take turns speaking in a group);
(2) talk about personal experiences and familiar events;
(3) listen to and acknowledge experiences and feelings shared by others;

Non-verbal Communication Skills

(4) interpret and respond appropriately to non-verbal cues (such a facial expressions, gestures, pauses, and keeping respectful silence);

Group Skills

(5) allow others to speak, and wait their turn in conversations or class discussions;

Media Communication Skills

(6) relate aspects of stories and characters form oral, print, and other media texts to personal feelings and stories.

Notes to Teacher:

Review author and illustrator notes on back cover of *Omushkego/Anishininiimowin Stories (1)*
Locate teacher photographs of family members

Teaching and Learning Strategies: guided exploration

— introduce *Omushkego/Anishininiimowin Stories (1)* author and illustrator information
— show cover and ask students the following: Who is the boy on the cover of this reader? How old do you think the boy is? Where does he live? What do you think will happen to him in this reader?
— place responses on blackboard or write information on chart paper for future reference

— open cover page to Book 1 — Us and ask students the following: Who are the people in the circle?
— have students name each member of the family, e.g., brother, sister, father, mother, grandfather, grandmother
— place responses on blackboard or write names on chart paper
— have students copy names in notebooks for individual word list

— ask students to name their family members: What is your grandmother's name? What is your grandfather's name? What is your father's name? etc.
— have them orally respond in complete sentences, e.g., My grandmother's name is ... My grandfather's name is ... etc.

— place responses on blackboard or write sentences on chart paper
— have students copy sentences into notebooks as time permits

— show teacher photographs of family members
— name and describe family members
— have students bring photographs of their family members to next class

Assessment:

• observation of listening and responding to verbal and non-verbal cues in class discussion using anecdotal record of students working as a whole class

Resources:

Print Materials: *Omushkego/Anishininiimowin Stories (1)* Book 1 — Us
Multimedia and Software:
Manipulatives: chart paper, markers, teacher photographs of family members

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Activity 3 — Reading

Time: 30 minutes (1 class)

Description: In this activity, students discuss their own family members and relate them to those found in the story. They read Book 1 — Us together in a large group setting and independently in pairs or small groups. Students construct meaning from text using semantic, syntactic, or phonographemic cues.

Expectations

The students will be able to
Reasoning and Critical Thinking
(1) use their knowledge and experience to understand what they read;
Understanding of Form and Style
(2) use contextual cues [such as pictures, patterns, rhymes . . .] to confirm and construct meaning;
Knowledge of Language Structures
(3) use their knowledge of sentence structure in speech to understand written sentences;
(4) use predictable word patterns to determine the meaning of sentences (e.g., I saw the bird/I saw the dog);
(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) use phonics as an aid to learning new words.

Notes to Teacher:

Create big book (11" x 17"), slide, or overhead version of Book 1 — Us
Locate slide projector or overhead projector as required

Teaching and Learning Strategies: guided reading and read along

— review name of family members from previous activity
— have students show photographs of their family members
— then have students name and describe them
— place responses on blackboard
— have students write names of family members in their individual word lists

— set the purpose for reading, i.e., today we are going to learn about Jimmy's family and see how his family is similar or different from yours
— orally read big book, slide, or overhead version of the story
— 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 word order, and meaning of unfamiliar words using semantic, syntactic, or phonographemic cues, as they arise

— have students read independently in pairs (have partners read aloud side by side from each other) or in small groups as much as time and attention allow
— students who read from memory and need to focus on print gain from using a marker conversely, students who over focus on specific aspects of print benefit from reading along with a partner
— circulate around the classroom for individual pairs or small group conferencing

— in large group, have students individually or in small groups share a rehearsed reading of this story

Assessment:

• conference on cueing strategies using checklist of students working in pairs or in small groups

Resources:

Print Materials: big book (11" x 17") slide, or overhead version of Book 1 — Us; class set of *Omushkego/Anishininiimowin Stories (1)* Book 1 — Us

Multimedia and Software:

Manipulatives: slide projector, overhead projector, student photographs of their family members

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Activity 4 — Writing (1)

Time: 30 minutes (1 class)

Description: In this activity, students, individually, in pairs, or in small groups write or match text to chosen illustrated pages from Book 1 — Us. They read this text and organize it into big book format.

Expectations

The students will be able to

Grammar

(1) write simple but complete sentences;

Punctuation

(2) use x as end punctuation;

Spelling

(3) correctly spell words identified by the teacher (on charts or lists posted in the room and on individual word lists);

Word Use and Vocabulary Building

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

(***Visual Presentation***

(5) strive for consistency in syllabic size and shape;

(6) leave spaces between words.

Notes to Teacher:

Locate big book (11" x 17") version of Book 1 — Us from previous activity

Copy class set of Book 1 — Us — illustrated pages only

Teaching and Learning Strategies: guided writing

— reread big book version of story together in large group

— draw student's attention to illustrations and text, e.g., syllabic font size and style,

and use of end punctuation

— show illustrated pages only
— in large group, have students discuss text possibilities for each illustration
— draw attention to words on charts or individual word lists for correct spelling
— have students individually or in pairs choose an illustrated page to write text for on blank sentence strips or large sized drawing paper
— *or* in small groups of five, have students match text, found on teacher produced Book 1 — Us sentence strips, to illustrated pages
— have students place pages in proper sequence

— have students read written or matched version of story in large group
— display on wall or organize into big book form

Assessment:

• demonstration of ability to match or write simple but complete sentences with appropriate illustration using rating scale of students working individually, in pairs, or in small groups

Resources:

Print Materials: big book (11" x 17") version of Book 1 — Us; teacher produced sentence strips for Book 1 — Us
Multimedia and Software:
Manipulatives: blank sentence strips, large sized drawing or painting paper (11" x 17"), coloured pencils, markers, crayons, poster paper, glue, fasteners

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Activity 5 — Writing (2)

Time: 30 minutes (1 class)

Description: In this activity, students write or change text in story to reflect ideas and experiences about family members and personal experiences in large group. They read this changed text and organize it into big book format.

Expectations

The students will be able to
Grammar
(1) write simple but complete sentences;

Punctuation
(2) use x as end punctuation;
Spelling
(3) correctly spell words identified by the teacher (on charts or lists posted in the room and on individual word lists);
Word Use and Vocabulary Building
(4) relate ideas and experiences about family members, personal experiences, and interests;
(***Visual Presentation***
(5) strive for consistency in syllabic size and shape;
(6) leave spaces between words.

Notes to Teacher:

Locate written or matched (11" x 17") version of Book 1 — Us from previous activity
Copy class set of Book 1 — Us

Teaching and Learning Strategies: guided writing

— reread written or matched version of story together in large group
— draw student's attention to illustrations and text, e.g., syllabic font size and style, and use of end punctuation

— outline basic language patterns through discussion with students for each page
e.g., I am a boy.
My name is Jimmy.
I am six years old.
I am in Grade 1.
— have students suggest changes on text in large group, these might include family members names and activities derived from their own personal experiences
— draw attention to words on charts or individual word lists for correct spelling
— record these on sentence strips, or large paper using enlarged print
e.g., I am a girl.
My name is Anita.
I am seven years old.
I am in Grade 1.

— have students read changed version of story in large group
— display on wall or organize into big book form

Assessment:

• observation of attention to correctly spell words (from charts or individual word lists) using anecdotal record of students working as a whole class

Resources:

Print Materials: written or matched (11" x 17") version of Book 1 — Us
Multimedia and Software:
Manipulatives: blank sentence strips, large sized drawing or painting paper (11" x 17"), coloured pencils, markers, crayons, poster paper, glue, fasteners

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Activity 6 — Visual Arts (1)

Time: 30 minutes (1 class)

Description: In this activity, students describe different kinds of lines. They examine the use of line as a specific element of design in Book 1 — Us, in other artists' works, and in local community artists' works. Students experiment creating different types of line.

Expectations

The students will be able to
Knowledge of Elements
(1) describe different kinds of lines (e.g., jagged, broken, straight, curved);
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 (e.g., paint a picture about a class trip);
(3) make artistic choices in their work, using at least one of the elements of design specified for this grade (e.g., create a three-dimensional work using "found" materials to create specific textures).

Notes to Teacher:

Locate other stories that contain artists' works displaying the use of line
Find local visual artists or examples of their work in the community

Teaching and Learning Strategies: sketching to learn
— reread changed version of story together in large group
— draw student's attention to illustrations in Book 1 — Us

— provide mini art lesson on characteristics of line
— have students describe different types of line found, e.g., straight, curved, jagged, solid, broken, fat, thin, long, short, light, dark, vertical, horizontal, diagonal, or irregular (line may be defined as

the visual path left by a moving point)
— ask the following: What shapes do these lines create?
— discuss shapes created and whether these lines suggest movement or rest
— show students use of lines in illustrator's pictures in original big book and other artists' works from student reading materials or from the community
— if possible bring in local artist to explain their work

— have students experiment creating different types of lines using scrap paper and coloured pencils, crayons or markers

Assessment:

• demonstration of use of line as an element of design using anecdotal record of students working individually

Resources:

Print Materials: big book (11" x 17") version of Book 1 — Us; big book (11" x 17") changed version of story; other student reading materials containing line art
Multimedia and Software:
Manipulatives: scrap paper, large sized drawing or painting paper (11" x 17"), coloured pencils, crayons, markers

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Activity 7 — Visual Arts (2)

Time: 30 minutes (1 class)

Description: In this activity, students discuss illustration possibilities from the changed enlarged print version of story together in large group. They create illustrations in small groups and display or organize them into big book format.

Expectations

The students will be able to
Knowledge of Elements
(1) describe different kinds of lines (e.g., jagged, broken, straight, curved);
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 (e.g., paint a picture about a class trip);

(3) make artistic choices in their work, using at least one of the elements of design specified for this grade (e.g., create a three-dimensional work using "found" materials to create specific textures).

Notes to Teacher:

Locate other stories that contain artists' works displaying the use of line
Find local visual artists or examples of their work in the community

Teaching and Learning Strategies: storyboard

— draw attention to changed version of story together in large group
— in large group, have students discuss illustration possibilities for each page of text

— in small groups of five, have each student choose one page of text from changed version of story
— have students individually illustrate text using coloured pencils, crayons, or markers
— have them place pages in proper sequence with matching text

— then display on wall or organize into big book form
— have students show illustrations to large group

Assessment:

• performance task of production of two- dimensional work of art using line as an element of design using rating scale of students working individually

Resources:

Print Materials: big book (11" x 17") version of Book 1 — Us; big book (11" x 17") changed version of story; other student reading materials containing line art
Multimedia and Software:
Manipulatives: scrap paper, large sized drawing or painting paper (11" x 17"), coloured pencils, crayons, markers

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Activity 8 — Culture

Time: 30 minutes (1 class)

Description: In this activity, students discuss talents and strengths of others in the class and of their families. They orally describe cultural practices of their family members. Students read teacher written responses about talents, strengths, and cultural practices of family members in

large groups, small groups, in pairs, and individually.

Expectations

The students will be able to

Concepts

(1) acknowledge and appreciate the talents and strengths of others in the class and family;
(2) understand the relationships to people in the class and homes, such as father, older sister, grandfather, aunt, teacher, principal, and other students;

Skills

(3) follow the cultural rules and practices of their family;
— from *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12, 2000,* pp. 38, 52, and 60

Values

(4) listen to, be considerate of, and honour themselves (respect for themselves);
(5) listen to, be considerate of, and honour others (respect for others);
(6) recognize, value, and enjoy their own language, traditions, and culture (appreciation for their culture);
(7) control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control).
— from *The Omushkego Language and Culture Curriculum, Early Childhood Education to Grade 3, Cree Language, 2003,* pp. xx

Notes to Teacher:

Ensure big book (11" x 17") changed version of story with illustrations is available

Teaching and Learning Strategies: writing to learn

— read big book changed version of story with illustrations together in large group
— have students orally retell story
— focus on special talents or strengths of characters in story

— ask students the following: What special talents or strengths do you have? or What are you good at?
— place responses on blackboard or write sentences on chart paper, e.g., I am good at playing. Nancy is good at colouring?
— ask students: What special talents or strengths do your family members have? What are your family members good at? What are some cultural practices they are good at?
— place responses on blackboard or write sentences on chart paper, e.g., My mother is good at cooking. My grandfather is good at hunting.
— ask students the following: Do you follow these practices? or Do you do what your mother or

father does? Why or why not?
— place responses on blackboard or write sentences on chart paper
— emphasize importance of following the cultural practices mentioned

— have students copy sentences into notebooks as time permits
— have students orally read responses by initially practising in large group, and then in small groups, in pairs, and individually

Assessment:

• observation of self-control using anecdotal record of students working in large groups, small groups, in pairs, and individually

Resources:

Print Materials: changed version of story with illustrations
Multimedia and Software:
Manipulatives: chart paper, coloured pencils, markers, crayons

Activity 9 — Culminating Task Assessment

Time: 60 minutes (2 classes)

Description: In this culminating activity, students write a short story about one of their family members, their strengths, talents or cultural practices, and create an illustration to accompany their text.

Expectations

The students will be able to
Grammar
(1) write simple but complete sentences;
Punctuation
(2) use x as end punctuation;
Spelling
(3) correctly spell words identified by the teacher (on charts or lists posted in the room and on individual word lists);
Word Use and Vocabulary Building
(4) relate ideas and experiences about family members, personal experiences, and interests;
(***Visual Presentation***
(5) strive for consistency in syllabic size and shape;
(6) leave spaces between words.

Notes to Teacher:

Copy class set of Book 1 — Us

Teaching and Learning Strategies: visual/graphic organizers

— discuss and demonstrate use of planners (web diagram or chart) to promote the development of various stages of the writing process on blackboard

	me	my sister or brother	my mother	my father	my grand-mother	my grandfather
picture						
key words (family names, strengths, talents, or cultural practices)						

— discuss family members and strengths, talents or cultural practices (prewriting)

— have students draw pictures and fill in the boxes (on planner) with key words about one family member of choice and their strengths, talents or cultural practices (drafting)
— students may use key words and sentences found on individual word lists in notebooks and word charts in the classroom
— provide students with opportunities to add information to these planners
— have students draft a short piece of writing about their one of their family members and their strengths, talents or cultural practices
— students may use the language patterns found in Book 1 — Us a guide

— have students read draft for meaning and then add, delete, or change words to improve meaning **with assistance of teacher** (revising)
– ensure stories make sense and contain some details and information

— in large group, check to ensure end punctuation, and that words were spelled correctly (editing)

— have students rewrite draft into good copy as required (publishing)
— have students individually illustrate their text using coloured pencils, crayons, or markers

— display student work on wall
— have students participate in sharing circle on experiences (reflecting)
—adapted from *The Ontario Curriculum—Exemplars, Grade 1–8: Writing,* 1999, pp. 13 and 14

Assessment:

this is a summative assessment of selected Grade 1 expectations
• performance task of production of short story and illustration using rubric of students working individually

Resources:

Print Materials: class set of Book 1 — Us
Multimedia and Software:
Manipulatives: large sized drawing or painting paper (11" x 17"), coloured pencils, markers, crayons

The Grade 1 Rubric for a Short Story 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%)
Reasoning The student: (complexity of ideas and connection to the topic) (number and relevance of supporting facts and details)	– uses very few, simple ideas – uses ideas that are not on topic – uses very few supporting details	– uses some simple ideas – uses some ideas that are connected to the topic – uses some supporting details	– uses mainly simple ideas but also some developed ideas – uses many ideas that are connected to the topic – uses sufficient supporting details so that the description makes sense	– uses developed ideas – uses only ideas that are connected to the topic – uses many supporting details that enhance the description
Organization of Ideas The student's writing: (structure or grouping of ideas)	– shows little grouping of common ideas (resembles a random list)	– groups some common ideas (includes elements of both a list and a story)	– groups common ideas together to tell a story	– links common ideas (the writing flows naturally)
Communication In the student's work: (purpose: to describe a favourite toy) (voice — feelings, opinions, attitudes) (word use and vocabulary building)	– the purpose is clear – the feeling about the topic is expressed — the ideas and experiences about family members, personal experiences, and personal interests are related with limited clarity in the Cree language	– the purpose is somewhat clear – some feeling about the topic is expressed — the ideas and experiences about family members, personal experiences, and personal interests are related with some clarity and some precision in the Cree language	– the purpose is clear – much feeling about the topic is expressed — the ideas and experiences about family members, personal experiences, and personal interests are related with considerable clarity and precision in the Cree language	– the purpose is clear and interesting – strong feeling about the topic is expressed — the ideas and experiences about family members, personal experiences, and personal interests are related with a high degree of clarity, and confidence in the Cree language
Application of Cree Language Conventions (Grammar, Spelling, Punctuation, and Style) The student: (grammar) (spelling) (punctuation) (visual presentation)	– there are a few simple, but sometimes incomplete sentences – shows some evidence of spelling strategies – uses end punctuation randomly or not at all – produces a visual presentation that is unclear (placement, legibility, and spacing)	– there are some simple, but complete sentences – uses visual memory (teacher identified words) to spell familiar words – makes some errors in using end punctuation – produces a visual presentation that is basically clear	– the sentences are simple and complete – uses visual memory (teacher identified words) and phonetic spelling (teacher identified words) for familiar words – generally uses end punctuation accurately – produces a clear visual presentation	– there are different patterns of simple, complete sentences – uses visual memory (teacher identified words) for familiar words and phonetic spelling for unfamiliar words – almost always uses end punctuation accurately – produces a clear visual presentation that enhances the story

Unit Analysis

Analysis of Unit Components

9 activities
33 language expectations
31 resources
43 strategies and groupings
unique expectations
    7 visual arts expectations
    8 culture expectations

Teaching and Learning Strategies

1 retelling
1 sketching to learn
1 storyboard
1 guided exploration
1 guided reading
1 guided writing
1 read along
2 brainstorming
1 visual/graphic organizers
1 writing to learn

Groupings

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

Assessment Strategies

1 conference
2 exhibition/demonstration
3 observation
3 performance task

Assessment Recording Devices

4 anecdotal record
1 checklist
2 rating scale
2 rubric

Resources

Print Materials: *Omushkego/Anishininiimowin Stories (1)* Book 1 — Us; big book (11" x 17") slide, or overhead version of Book 1 — Us; class set of *Omushkego/Anishininiimowin Stories (1)* Book 1 — U; teacher produced sentence strips for Book 1 — Us; written or matched (11" x 17") version of Book 1 — Us; changed version of story; other student reading materials containing line art; changed version of story with illustrations

Multimedia and Software:

Manipulatives: large sized drawing or painting paper (11" x 17"), coloured pencils, markers, crayons, chart paper, markers, teacher photographs of family members, slide projector, overhead projector, student photographs of their family members, blank sentence strips, poster paper, glue, fasteners, scrap paper