

Subject/Grade: English Language Arts 5

Lesson Title: Responding to Texts

Teacher: Ms. Sumat

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CR5.3 Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker’s verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation.

Key Understandings: (‘I Can’ statements)

I CAN...

- Listen to the provided text and draw conclusions.
- Understand the message behind the text.
- Draw conclusions about the speaker’s verbal and non-verbal message(s), purpose, point of view, and techniques used.

Essential or Key Questions:

- **Why is it important for us to take care of our environment?**
- **How can we contribute to a cleaner, healthier environment?**
- **Why is it important for us to share our feelings?**

Prerequisite Learning:

CR4.3 Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.

Instructional Strategies:

Quick Write/Draw: Students will be given a few minutes to draw or write what they know or have learned about a topic.

Talking Circle: Everyone in the class will be sitting in a circle. There will be a rock/stick that will be passed around the circle. Whoever has the rock/stick is the one sharing their thoughts while the rest are listening. Each participant will have a turn sharing their thoughts on the subject matter.

Visuals: Storybooks, Videos, Audio.

Stage 2: Determine Evidence for Assessing Learning

Participation: Students are assessed based on their ability to listen and respond.

Student’s sketching and written notes

Exit responses.

Observations

Stage 3: Build Learning Plan

Set (Engagement):

(Get their attention! And then tell them what you are going to learn through this lesson)

- Students will be sitting at their desks.
- Ask students to bring out a pencil and a blank piece of paper (give them)
- Walk around the class with a rock. Ask the students what it is that you are holding.
- Ask the students what they think about this rock, where can they find rocks, and what they think is the purpose of this rock.”
- Tell them that this rock will have a specific purpose for the class later once we get to that part of the lesson.

Length of Time:

Materials/Resources:

- Rock or stick
- “The Sharing Circle” by Theresa “Corky” Larsen-Jonasson
- “All One People” by Joseph Naytowhow
- About Joseph Naytowhow
- “Keepers of the Earth, Yes we are” by Centuple Resource Centre and SEFAAI
- Paper
- Pencil

Development:**Length of Time:**

- Tell the class that we are going to listen to a song written and performed by Joseph Naytowhow.
- Introduce the class who Joseph Naytowhow.
- "Joseph Naytowhow is a gifted Plains/Woodland Cree (nehiyaw) singer/songwriter, storyteller, and voice, stage, and film actor from the Sturgeon Lake First Nation Band in Saskatchewan."
- He has won so many awards for his really awesome talent!
- "He has a Bachelor of Education degree from the University of Saskatchewan."
- "More recently, Joseph served as Emerging Elder with the Indian Teacher Education Program in Saskatoon, Emerging Elder/Artistic Advisor with Living Sky School Division, and regularly serves as advisor/knowledge keeper with various universities across Turtle Island" Including the University of Regina.
- While listening, students are to write anything that comes to their mind. The teacher will stop the audio halfway through to check if students are doing their viewing task. Then repeat the audio from the start. This time, let the audio finish.
- After the viewing, tell the students to hold on to those thoughts that they have written down.
- Tell the students that we are going to make a circle, so they have to move their desks to make space. Sweep the floor if it is dirty so everyone has a clean area to sit.
- Students are to sit in a circle with their pencils and papers with them.
- The teacher will grab the storybook "The Sharing Circle" along with the rock.
- Once everyone is settled, the teacher will ask the students their thoughts about the audio.
- Now the teacher will introduce the book. On the first page, there is a talking stick. Tell the students what the talking stick is for.
- "The talking stick is a very important tool in a sharing circle. Whoever has the talking stick is the only one speaking. If you do not have the talking stick, you must be respectful, listening and quiet."
- "Today, we do not have a talking stick, but we have a talking rock. And the rules for the talking stick and the talking rock are the same. Whoever is holding the rock is the only one talking, the rest are respectful, listening, and quiet."
- "Since I have the talking rock, I am the only one who is talking. The rest are respectful, listening, and quiet. I am going to read this story to you. And as I read, write your thoughts on your paper."
- Begin reading the story. Move the storybook around the class so everyone can see it.
- After telling the story, emphasize the other rule of the talking rock.
- "We saw in the story that they are passing the talking stick and taking turns when speaking. We are going to do the same with our talking rock. I am talking right now because I have the talking rock. Once I pass the rock, I am now respectful, listening, and quiet."
- "Before I pass this rock, I have a question for you: What did you think of the story?" Now pass the rock to the left just like the sharing circle. Wait until the rock comes back to you.
- "Now I have rock so now I am speaking, and the rest are respectful, listening and quiet," then say your thoughts about the story.
- Ask the students another question: "What do you think the role of the Owl is? What about the actions of the owl reminds you of any people that you know?" Then pass the rock again.
- Wait until you get the rock back then say your thoughts to the class.

**Possible Adaptations/
Differentiation:**

- Students' one-pager will be the basis of their understanding for those students who does not want to share their thoughts in the sharing circle.

Management Strategies:

- Make sure the students are following the rules in the sharing circle.

Safety Considerations:

- *Remind the students to be careful when moving the desks around.*
- *Place the baskets in the middle so they don't fall once the students started moving their desks.*

- Then explain what the roles of the rest of the animals are.
- Then emphasize in the book that we can use the sharing circle in many ways, not just resolving issues regarding arguments.
- “Can we share our favourite video games in a sharing circle?”
- “Can we share our favourite thing to do in a sharing circle?”
- “Can we share our favourite cartoons to watch in a sharing circle?”
- Then, tell the class that we are using the sharing circle to talk about caring for our environment.
- Tell them about the next part: “I am going to play this music video named ‘Keepers of the Earth, Yes We Are’ and your task is to be respectful, listening, and quiet. I am going to place the rock beside the whiteboard, so we know that once the video starts playing, we are to listen. Again, write whatever thoughts you have on your paper.”
- Play the video till the end.
- Take the talking rock and say: “Now I have the talking rock, so I am now speaking. Now that we have viewed and listened to the video, I want you to think about the message of this song. Take some time to write it or think about it, then I am going to pass the talking rock.”
- After some 15 seconds or so, pass the rock.
- Once the talking rock comes back to you, share your thoughts about the song.
- Ask them another question: “How can we, as students, contribute to a cleaner, healthier environment? How can we, as students at Glen Elm School, contribute to making our environment better?”
- Give the students some time to think, then pass the talking rock.
- Wait for the rock to come back to you, then say your thoughts.

Learning Closure:

Length of Time:

(Do some form of ‘check for understanding’ and tell them or have them tell you what they learned today. This can be done using a variety of strategies).

- *Review all the things the class talked about, from the song from Joseph Naylor to the sharing circle story, and the “Keepers of the Earth, Yes We Are” song.*
- *On the same paper, ask the students: “Now that we have a lot of things to think about. I want you to write on your paper what is something that you learned today and what is something that you are still thinking about.”*
- *Give students some time to write down their thoughts.*
- *Now, ask the students to stand up, and bring the tables and chairs back to where they were.*

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)