

Exploration Day 1

Activity: Have the students examine the front cover of the book *Road Allowance Kitten* – have them play a game of I Spy. Discovering what they see on the cover of the book.

Curricular Connections: Grade 1 –

- **English Language Arts:** CR1.1 – (a)

Exploration Day 4

Activity: The students will learn about a Metis Jig, where it comes from, what it represents, and then they will learn to dance it. Invite a Metis elder or community member to instruct this lesson.

Curricular Connections: Grade 1 –

- **English Language Arts:** CR1.1 – (h)
- **Arts Education:** CH1.2 – (c)
- **Social Studies:** DR1.1 – (a)
- **Treaty Education:** HC1³ – (2)

Exploration Day 6

Activity: The students will learn about Metis history along with the road allowance history. Connect this with the land/environment, where we live and how our location affects our needs and wants.

Curricular Connections:

- **English Language Arts:** CR1.2 – (h)
- **Social Studies:** DR1.3 – (e)
- **Treaty Education:** HC1³

Exploration Day 9

Activity: The students will be practicing and presenting their short plays from exploration day 8. They will also be giving verbal feedback to their group members at the end of the activity.

Curricular Connections:

- **English Language Arts:** CR1.3 – (a) & (j)
- **Health Education:** USC1.5 – (h) & (i)

Exploration Day 2

Activity: Have the students re-examine the I spy discoveries from exploration day 1. Using the discoveries questions and images on the front cover have the students create prediction pictures about what they think the book is going to be about.

Curricular Connections: Grade 1 –

- **English Language Arts:** CR1.1 – (a)
- **Arts Education:** CP1.8 – (e) & (f)

Exploration Day 3

Activity: Students will understand the mood in the story and what mood means. They will be able to decipher different moods/feelings and the changes throughout the story.

Curricular Connections:

- **English Language Arts:** CR1.2 – (b)
- **Health Education:** USC1.1 – (a)

Exploration Day 5

Activity: Students will identify the physical needs of cats and humans. Pose questions about how they interact with the natural environment. Use the book for examples.

Curricular Connections: Grade 1

- **English Language Arts:** CC1.3 – (a) & (e)
- **Science:** LT1.2 – (a) & (c)

Exploration Day 7

Activity: The students will learn and play the game Canny Can. This is a game that was most commonly played on the road allowance.

Curricular Connections:

- **English Language Arts:** CR1.3 – (g) & (h)
- **Physical Education:** PE1.5 – (a)

Exploration Day 8

Activity: The students will be creating a play based off of 1 specific page of their choice from the book in groups of 3. This will be a 2-day activity/lesson.

Curricular Connections:

- **English Language Arts:** CR1.3 – (a) & (j)
- **Arts Education:** CP1.3 – (d) & (f)

Exploration Day 10

Activity: I do, we do, you do. I will be going over the 5 W's using pages 1 & 2 from the book. Then as a whole class we will be using pages 5 & 6 to find the 5 W's. Finally, students will independently decipher the 5 W's of page 15.

Curricular Connections:

- **English Language Arts:** CR1.4 – (h)



Information about the following 10 explorations:

To avoid repeating information that does not change throughout the explorations, the constant information is as follows:

- **Grade:** One
- **Main Subject:** English Language Arts
- **Exploration Length:** 30 minutes – 1 Hour per day
- **Date of Lesson:** Throughout the year → 1 lesson per day

Daily Exploration Format:

The style of teaching is very open, not every class will begin the same but it will revolve around:

- Set
- Development
- Closure

The Selection of Literature:

The Road Allowance Kitten Written by Wilfred Burton, illustrated by Christina Johnson, and Translated by Norman Fleury. All of the following explorations will have a connection in some way to the Road Allowance Kitten.

Exploration Day One	
<p style="text-align: center;">Curricular Connections</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> • CR1.1 – Comprehend and respond to a variety of grade-level texts. <ul style="list-style-type: none"> (a) View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues related to identity, community, and social responsibility. 	<p>Set: (5 Minutes)</p> <ul style="list-style-type: none"> • Start the class by inviting the students to the story carpet. • Have the book Road Allowance Kitten on display for all students to see. • Invite them to look at the front cover of the book.
<p>Multidisciplinary Connections:</p>	<p>Development: (20 Minutes)</p> <ul style="list-style-type: none"> • We are going to be playing a game of I Spy. <ul style="list-style-type: none"> ○ Ask the students by a raise of hands what they see. <ul style="list-style-type: none"> ▪ Prompting questions: <ul style="list-style-type: none"> • What words can you see? • What colours do you see? • What shapes do you see? • Are there any people in the front cover? • Are there any animals? <ul style="list-style-type: none"> ○ What kind of animal(s) do you see?

	<ul style="list-style-type: none"> • How does the cat look? Happy? Sad? Mad? Etc. • Write the answers on the flip chart – these answers could be categorized or placed in a web like form around the title.
<p>Materials:</p> <ul style="list-style-type: none"> • Story carpet • Book – Road Allowance Kitten • Flip chart • Teacher markers 	<p>Closure: (10 Minutes) Get the students to remain on the story carpet. On a new page of the flip chart ask the students:</p> <ul style="list-style-type: none"> • What might the cat on the front cover symbolize? • What do you think is the importance of the cat? • why do you think the author chose the colours that he did? <p>Write the students answers down on the flip chart. Tell the students that we will be revisiting these questions and answers tomorrow during exploration day 2.</p>
<p>Teacher Resources: Road Allowance Kitten – Wilfred Burton</p>	
<p>The Why: This activity peaks students’ interest in the book. Before reading the book, it gives the students a chance to look at the book with a literal view. It gives them the opportunity to make predictions and conclusions about what the book may be about. This activity also gets students to start thinking about words they notice on the front cover. These words may be new or pre-existing. This is a way to get students to build on their vocabulary.</p>	

Exploration Day Two

<p style="text-align: center;">Curricular Connections</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> • CR1.1 – Comprehend and respond to a variety of grade-level texts. <ul style="list-style-type: none"> (a) View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues related to identity, community, and social responsibility. 	<p>Set: (10 minutes)</p> <ul style="list-style-type: none"> • Invite the students to the story carpet • Use the flip chart page with the I spy discoveries from yesterday • Revisit the questions and go over them. <p>Using the I spy discoveries, re-examine the front cover of Road Allowance Kitten.</p>
<p style="text-align: center;">Multidisciplinary Connections</p> <p>Arts Education:</p> <ul style="list-style-type: none"> • CP1.8 – Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects). 	<p>Development: (30 Minutes)</p> <p>Ask the students to return to their desks.</p> <ul style="list-style-type: none"> • Ask them what they think the story could be about by looking at the front cover and using our I Spy discovery questions. • Have the students take out their pencils, erasers, markers and/or crayons.

<p>(e) Recognize that what is seen of an object changes with different points of view.</p> <p>(f) Describe own sources of ideas for art works and discuss ideas in the art works of others such as picture book illustrations.</p>	<ul style="list-style-type: none"> • I will have them illustrate a picture about what <u>they think</u> the story is about. • Think critically about what the story may be about based on the front cover and discovery questions. • Have the students include the title of the book somewhere in their illustrations. • Once the students have finished put away all materials except the illustration.
<p>Materials:</p> <ul style="list-style-type: none"> • Story carpet • Book – Road Allowance Kitten • Flip chart • Markers • Crayons • Pencil • Eraser • Name box 	<p>Closure: (20 Minutes) Return to the story carpet.</p> <ul style="list-style-type: none"> • Have the students bring their illustrations to the story carpet. • Once the students are on the story carpet use the name box to pick students at random to share their illustrations including what they think the story is about. • Use the flip chart to jot down ideas about what the story is going to be about. Categorize or make a web chart for the ideas the students share.
<p>Teacher Resources: Road Allowance Kitten – Wilfred Burton</p>	
<p>The Why: This activity allows the children to be the illustrator for the day. Using their predictions and conclusions from the previous class, they are able to create pictures of what they think the book may be about. It encourages the students to be creative and think critically when it comes to what they think the cover says about the story. This exploration also offers a multidisciplinary activity that touches on both ELA and Arts Ed. Regarding Arts Ed. The students are able to recognize that although they are all given the same cover page of a book, as well as I Spy questions, they are all going to have different points of view.</p>	

Exploration Day Three

<p style="text-align: center;">Curricular Connections:</p> <p>English Arts Education: CR1.2 – View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).</p> <p>(b) Select and use the appropriate before, during, and after strategies when viewing.</p>	<p>Set: (10 minutes) Invite the students to come to the story carpet. Tell the students that we will be reading the story road allowance kitten.</p> <p>Before Reading: On flip chart record vocab words.</p> <ul style="list-style-type: none"> • List vocabulary words from the first couple pages of the story. <ul style="list-style-type: none"> ○ Beautiful ○ Golden ○ Flittering
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	<ul style="list-style-type: none"> ○ Delicious <p>ask students:</p> <ul style="list-style-type: none"> • what do you think the mood of the story is? • Why do you think that? <p>List vocabulary words from the middle couple pages of the story.</p> <ul style="list-style-type: none"> ○ Tears ○ Packing ○ Whispered ○ Sobbing ○ Hissed <ul style="list-style-type: none"> • what do you think the mood of the story is now? • Why do you think that? <p>Chart the students' response on flipchart.</p>
<p>Multidisciplinary Connections:</p> <p>Health Education:</p> <p>USC1.1 – Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.</p> <p>(a) Use common and respectful language to talk about healthy behaviours (e.g., habits, choices, actions).</p>	<p>Development: (25 minutes)</p> <p>Start to read the story.</p> <p>During Reading:</p> <p>Listen to the story and think about the mood. Stop every 2- 4 pages to add additional vocab words related to mood to the flip chart.</p> <p>As the reading continues ask the students:</p> <ul style="list-style-type: none"> • How the characters in the story are feeling. • What are their moods? <p>After Reading:</p> <p>Explain what the word mood means.</p> <ul style="list-style-type: none"> • Mood – the mood of the story is the feeling you have when listening to or reading a text. <p>Think about your own mood when:</p> <ul style="list-style-type: none"> • You're with family/friends. • You're not feeling well • You watch something scary <p>Mood or feelings is why when we read, we react and have feelings/ a mood about the characters or setting based on the vocabulary and illustrations.</p> <p>As a class discuss the mood change in the story. Explain the reason the author had in creating that mood change.</p> <ul style="list-style-type: none"> • How did the story make you feel at the beginning? • How did it make you feel at the end? • How does this part of history make you feel?

	<ul style="list-style-type: none"> Why is it important for everyone to know this story?
Materials: <ul style="list-style-type: none"> Story carpet Book – Road Allowance Kitten Flip chart Teacher Markers Pencil Markers 	Closure: (10 minutes) Ask students to return to their desks. on a blank page in our ELA journals, I will have students: <ul style="list-style-type: none"> Draw or write about a time in the book Road Allowance Kitten where the mood changed because an event or a character’s feelings changed.
Teacher Resources: Bringing Métis Children’s Literature to Life: Teacher Guidebook for GDI Publications Gabriel Dumont Institute, 2014) Road Allowance Kitten – Wilfred Burton	
The Why: This activity will allow for students to build on their vocabulary. They will understand new meanings and word as well as the meaning of the mood within a story. Students will be able to decipher what the mood of the story is when and why the mood changes in a story.	

Exploration Day Four

<p style="text-align: center;">Curricular Connections:</p> <p>English Language Arts: CR1.2 – View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).</p> <p>(h) View and demonstrate understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit peoples, and other cultures.</p>	<p>Set: (5 minutes) Ask the students to take a seat in their desks. Project/play the YouTube video of children doing the Rabbit dance.</p> <ul style="list-style-type: none"> Start at 1:07 – stop at 2:37 <p>Once the video is over by a raise of hands ask:</p> <ul style="list-style-type: none"> Do you know what this dance is called? Have you ever seen this dance being done? Have you ever done the dance yourself? Does anyone know where this dance comes from? <p>Let the students know that they will be learning about the rabbit dance today</p> <ul style="list-style-type: none"> Reference the illustrations on page 7-8 of Road Allowance Kitten – Jigging. <p>Invite the elder/community member in.</p> <ul style="list-style-type: none"> There will be a gift presented to the elder/community member at the end of lesson.
<p style="text-align: center;">Multidisciplinary Connections:</p> <p>Arts Education: CH1.2 – Identify traditional arts expressions of First Nations and Métis artists</p>	<p>Development: (50 minutes) Invite the elder/community member in. Introduce them.</p> <p>Allow for the elder/community member freedom to speak freely while touching on these points:</p> <ul style="list-style-type: none"> Metis culture/history

<p>(c) Observe, describe, and perform grade-appropriate and culturally appropriate social dances (e.g., round dance or rabbit dance).</p> <p>Social Studies: DR1.1 – Relate family events and stories of the recent or distant past to the student’s place in present day family life.</p> <p>(a) Provide oral examples of traditions and celebrations that connect people to the past and consider why these traditions and celebrations are important today.</p> <p>Treaty Education: HC1³ – Explore the many ways people meet their needs from nature and the land on which they live.</p> <ul style="list-style-type: none"> Compare how people, past and present, live on the land (e.g., agriculture, ranching, trapping, fishing, dwellings, and modes of transportation). 	<ul style="list-style-type: none"> Trapping (now and then) <ul style="list-style-type: none"> Living off the land Rabbit Dance <ul style="list-style-type: none"> History of the rabbit dance Importance, traditions, celebrations <p>Once the elder/community member is done speaking. Ask the students to help move the desks to the sides of the classroom.</p> <p>The elder/community member will now teach the basic steps of the rabbit dance.</p> <p>Once the basic steps are taught, we will move onto trying to do the rabbit dance.</p> <ul style="list-style-type: none"> Allow for imperfections. Trial and error <p>When this is finished have the students thank the elder/community member for sharing with them today and present them with the gift.</p> <p>Move the desks back to their places. Ask the students to take a seat.</p>
<p>Materials:</p> <ul style="list-style-type: none"> Book – Road Allowance Kitten Rabbit Dance Video – https://www.youtube.com/watch?v=qUca19qVBjE Projector Gift for elder/community member Cd player/Bluetooth speaker Two stars and a wish handout Pencil 	<p>Closure: (5 minutes)</p> <p>The students will write a two stars and a wish response about today’s lesson. (hand out worksheet)</p> <p>Star One – I learned ... Star Two – I enjoyed ... One Wish – I wish ...</p> <p>When the students are finished with their two stars and a wish handout ask them to place it in the hand ins basket at the front of the classroom.</p>
<p>Teacher Resources: Book – Road Allowance Kitten Rabbit Dance Video – https://www.youtube.com/watch?v=qUca19qVBjE Bringing Métis Children’s Literature to Life: Teacher Guidebook for GDI Publications Gabriel Dumont Institute", 2014)</p>	
<p>The Why: In this lesson students will not only be learning important information about Metis culture, history, traditions and celebrations but they will be learning from a Metis elder/community member. This allows for genuine information being taught by someone directly in their own community. It offers for connections from themselves to their</p>	

community to be made. The students are also able to experience a Metis Dance while learning its importance and meaning. They are able to celebrate a culture that may/may not be outside of their own.

Exploration Day Five

Curricular Connections:

English Language Arts:

CC1.3 – Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.

- (a) Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read.
- (e) Participate in small-group work.

Set: (10 minutes)

To start the lesson, I will ask students to think about what kinds of things cats and humans might need to survive. On the white board write “What Animals Need” and What Humans Need”

- Prompt students as needed by asking: (cat)
 - Where do cats like to sleep?
 - When do they sleep?
 - What do they eat?
 - How to they keep themselves safe from predators?
- Prompt students as needed by asking: (human)
 - Where do humans like to sleep?
 - When do they sleep?
 - What do they eat?
 - Do humans need to keep themselves safe from predators?
- Have the students participate in a Think-Pair-Share.
 - Partners can be chosen at random, by teacher or the person sitting next to you.
- After the students have found or been placed with a pair Have students sit knee to knee.
- Allow a few moments for time to think about each prompt.
- When I say, have students take turns sharing a response to each prompt.
 - Prompts will be printed on a piece of paper with images for each student. Students are not limited to these prompts and can discuss anything that comes to mind regarding cats and humans.
- Encourage students to think about similarities between people and animals.

After about 8 minutes ask the students to wrap up their conversations and return to their desks.

Multidisciplinary Connections:

Science:

Development: (25 minutes)

Once all students are back at their desks invite a few volunteers to share their thinking/conversations with the class.

LT1.2 – Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs

- (a) Identify the physical needs, (i.e., food, water, air, and shelter) that plants, animals, and humans require for survival.
- (c) Pose questions about ways in which animals interact with their environments to meet their basic needs (e.g., How does a bird move from one tree to another? Where do animals go at night or during the day? How do animals escape from predators?).

- If no students wish to volunteer the name box can be used to choose students at random. A student may refuse if they feel uncomfortable.

Start with the cat –

- Write and record the students' ideas under the heading "What Cats Need"
- Use the book Road Allowance Kitten. Use pages 3-6 to identify the things utilized by the cat.

Move to the humans –

- Write and record the students' ideas under the heading "What Humans Need"
- Use the book Road Allowance Kitten. Use pages 3-6 to identify the things utilized by the human(s).

Now have the students decipher what similarities and differences between the two are.

- Write and record the students' ideas under the heading "Same" and "Different"

Discuss what a habitat is.

- Habitat – a place where animals and plants make a home.
- The main components of a habitat are food, water, shelter and air.

Materials:

- White board
- White board markers
- Name box
- Prompt questions (1 copy for each student)
- Book – Road Allowance Kitten
- Lined paper (1 piece for each student)
- Pencil
- Eraser

Closure: (10 minutes)

Using the information learned, have the students write short 5–6-word sentences.

Ex.

- The cat lives in a _____ (barn/house). The cat eats _____ (cat food/mice). The cat protects themselves by _____ (fighting/hiding). The cat drinks _____ (water/milk).
- The human lives in a _____ (house/tipi/Shante). The human eats _____ (rice/meat/etc.). The human drinks _____ (water/milk).

Teacher Resources:

Road Allowance Kitten – Wilfred Burton

Animal Habitats | Lesson Plan | Education.com | Lesson plan | Education.com

The Why:

This activity allows students to discover and identify the physical needs of cats and humans. Students are able to add the word habitat to their vocabulary as well as discover the meaning of the word. They are able to ask and answer questions about how humans and cats interact with the natural environment. The students are able to use the book Road Allowance Kitten in order to make connections between the book and the real world about the physical needs of cats and humans.

Exploration Day Six

<p style="text-align: center;">Curricular Connections:</p> <p>English Language Arts: CR1.2 – View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).</p> <p>(h) View and demonstrate understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit peoples, and other cultures.</p>	<p>Set: (10 minutes) Invite the students to the story carpet. Read the story Road Allowance Kitten.</p>
<p style="text-align: center;">Multidisciplinary Connections:</p> <p>Social Studies: DR1.3 – Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.</p> <p>(e) Retell stories that explore the relationship between humans and nature.</p> <p>Treaty Education: HC1³ – Explore the many ways people meet their needs from nature and the land on which they live.</p>	<p>Development: (25 minutes) Read the page – The road allowance Metis. Explain the road allowance more clearly to the students.</p> <ul style="list-style-type: none"> • Talk about crown land and what became of it once the white settlers forced the removal of the Metis people from their homes. <p>Write on flipchart/whiteboard</p> <ul style="list-style-type: none"> • Ask the students how they would feel if they were forced to leave their homes. • Ask them by a show of hands or using the name box some feelings they would feel. <ul style="list-style-type: none"> ○ Ex. Sad, mad, hurt, angry, nervous, worried, excited? ○ why are these feelings you would have? <p>Write on flipchart/whiteboard</p> <ul style="list-style-type: none"> • Why did Metis families live on this land? <ul style="list-style-type: none"> ○ What food did they eat? ○ Where did they work? <p>Write on flipchart/whiteboard</p> <ul style="list-style-type: none"> • What were the Metis people on the road allowance told to get them to want to leave their homes? Use pages 11 – 14 from the book Road Allowance Kitten. <ul style="list-style-type: none"> ○ They would be better off ○ Own the land ○ Lots of trees ○ Fishing ○ Hunting <p>Write on flipchart/whiteboard</p> <ul style="list-style-type: none"> • What would you need in your house or your “land” to live and be happy? Ask the students: <ul style="list-style-type: none"> ○ Food? ○ Sun?

	<ul style="list-style-type: none"> ○ Family? ○ Plants? ○ Pets? ○ Etc. <p>Have a discussion around the questions above.</p>
<p>Materials:</p> <ul style="list-style-type: none"> • The book Road Allowance Kitten • Name box • Flip chart/white board • Markers for flipchart/whiteboard • Pencil • Eraser • 2 stars and a wish handout 	<p>Closure: (10 minutes)</p> <p>The students will write a two stars and a wish response about Metis/ Road Allowance history (hand out worksheet). They will write about 2 things they learned regarding Metis/road allowance. They will also write one thing they wish they learned or want to learn regarding Metis/road allowance.</p> <p>Star One – I learned ... Star Two – I learned ... One Wish – I wish ...</p> <p>When the students are finished with their two stars and a wish handout ask them to place it in the hand ins basket at the front of the classroom.</p>
<p>Teacher Resources:</p> <p>Road Allowance Kitten – Wilfred Burton Road Allowance People. Retrieved from https://indigenouspeoplesatlasofcanada.ca/article/road-allowance-people/</p>	
<p>The Why:</p> <p>This activity will give students a better understanding of the history of the Metis people and the road allowance. This lesson will not only engage students when learning about Metis and Road Allowance history but will be able to directly connect the hardship Metis people had to go through with themselves by connecting it to themselves and their lives. The students are also able to use the book to better understand the importance of the road allowance history.</p>	

Exploration Day Seven

<p style="text-align: center;">Curricular Connections:</p> <p>English Language Arts:</p> <p>CR1.3 – Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).</p> <p>(g) Demonstrate attentiveness and comprehension as a listener through body language and facial expressions (e.g., nodding in agreement).</p> <p>(h) Listen to carry out directions with four to six simple steps.</p>	<p>Set: (5 minutes)</p> <p>Tell the students that we will be playing a game today. The game is called Canny Can.</p> <p>Read the Canny Can instructions page of the Road Allowance Kitten book.</p> <p>Talk about the game and how it used to be played on the road allowance.</p> <p>Break the students into two teams. I will use the 1-2 method.</p> <ul style="list-style-type: none"> • Give them physical numbers to take outside in order to remember which team they are on.
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Multidisciplinary Connections:**Physical Education:**

PE1.5 – Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing-towards-control level when:

- throwing (rolling)
 - catching (collecting, gathering)
 - kicking.
- (a) Use performance words (e.g., “look at the ball”, “step forward”) to demonstrate understanding of performance cues language related to skillful sending and receiving of objects.

Development: (45 minutes)

Take the students to the gym or outside to the playground.

Set up both teams with bats, softballs and soup cans. Assign batters, pitchers and fielders

Explain the game as a whole class.

Have a run through of the game as a whole class.

- Explain:
 - body posture
 - pressure of batting, catching, throwing
 - etc.

Go over performance cues.

- Look forward at the ball
- Stand tall
- Two hands on the bat
- Turn and twist to throw
- Etc.

Explain safety measures.

- Look for friends around you
- Do not throw the ball at a friend (unless they are the batter)
- Use the bat to hit the BALL only.
- Do not run in front of a swinging bat
- Use kind words of encouragement

Separate the two teams. Now separate them again using the 1-2 numbering method.

Help the teams set up and get started.

Assist, interact with the students while they play. Engage, observe.

Give a 5-minute warning, clean up material and take it inside.

Materials:

- 4 bats
- 2 Soft balls
- 12 Soup cans
- The book Road Allowance Kitten
- Water bottles for the students and teachers
- Canny Can exit slip
- Pencil

Closure: (10 minutes)

Invite the students to return to their desks. Ask them to take out a pencil.

Hand out the exit slip.

- The exit slip will say:
 - Name the game:
 - Name one skill you’ve learned/used
 - Name one rule from the game

	Hand in their exit slips.
Teacher Resources: Road Allowance Kitten – Wilfred Burton	
The Why: This activity will allow for students to partake in a game that was played on the road allowance. They will have the ability to gain insight on a Metis game as well as be able to play the game themselves. They will be learning performance cues while learning to throw and catch while progressing towards control. They will also use the exit slip to demonstrate attentiveness and comprehension about their learning through the game Canny Can.	

Exploration Day Eight	
<p style="text-align: center;">Curricular Connections:</p> <p>English Language Arts: CC1.3 – Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</p> <p>(a) Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read.</p> <p>(e) Participate in small-group work.</p> <p>(j) Rehearse and deliver brief short poems, rhymes, songs, stories (including contemporary and traditional First Nations, Métis, and Inuit poems and stories) or lines from a play and oral presentations about familiar experiences or interests.</p>	<p>Set: (10 minutes) Invite the students to the story carpet Read the book Road Allowance Kitten Explain to the students that we are going to be making short plays using pages from the Road Allowance Kitten</p> <p>Make groups of 3 – student choice Once they are in groups of 3 – have them choose a page from the story that they want to act out.</p> <ul style="list-style-type: none"> • Have several photocopies for each page of the book. <p>Allow the students to disperse around the room.</p>
<p style="text-align: center;">Multidisciplinary Connections:</p> <p>CP1.3 – Enter into the fiction provided by the drama.</p> <p>(d) Collaborate with others in dramatic contexts.</p> <p>(f) Use imagination in dramatic contexts.</p>	<p>Development: (45 minutes) Once the students are dispersed around the room give the Instructions/expectations for this activity:</p> <ul style="list-style-type: none"> • Read/ look at the pictures from the page(s) chosen. • You do not need to act out word for word. Look at the images. Act out what you see. • (If you can) read the words, use some of the words in your play. • The play only needs to be 2-3 minutes • How many characters are on your page? • Assign roles • Talk about what you're going to act out. • Make lines. Writing or drawing • Talk about props • Talk about clothing • Practice the play.

	<p>Walk around the room, listen, observe, assist, provide guidance.</p> <p>Get props for students. use dress up material.</p> <ul style="list-style-type: none"> • Invite students to make props from craft materials in the room • Bring materials from home. • Bring dress up clothing from home <p>Give 5-minute wrap up to put material away. Have areas – boxes, crates, folders that students can place their materials and store them until tomorrow.</p>
<p>Materials:</p> <ul style="list-style-type: none"> • The book Road Allowance Kitten • Several copies of each page of the book • Prop material • Dress-up clothing • Crates, boxes, folders 	<p>Closure: (5 minutes)</p> <p>Invite the students back to their seats Remind them we will be presenting these plays in class tomorrow.</p> <p>Reminder: - put note in agenda</p> <ul style="list-style-type: none"> • Brings props from home • Bring clothing from home • Practice your part of the play
<p>Teacher Resources: Road Allowance Kitten – Wilfred Burton</p>	
<p>The Why: This activity will allow for students to develop an understanding of the book through the meaning/feelings portrayed through the pages. They will be given the opportunity to think creatively while participating in small group work. This activity will allow the students to work on their cooperative skills as well as time management.</p>	

Exploration Day Nine

<p style="text-align: center;">Curricular Connections:</p> <p>English Language Arts: CC1.3 – Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</p> <p>(a) Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read.</p> <p>(e) Participate in small-group work.</p> <p>(j) Rehearse and deliver brief short poems, rhymes, songs, stories (including contemporary and traditional First Nations, Métis, and Inuit poems</p>	<p>Set: (5 minutes)</p> <p>Invite the students to get with their groups from exploration day eight.</p> <ul style="list-style-type: none"> • Take all your materials, props, lines, clothing. • Use the same spot in the room that you used yesterday.
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<p>and stories) or lines from a play and oral presentations about familiar experiences or interests.</p>	
<p>Multidisciplinary Connections:</p> <p>Health Education:</p> <p>USC1.5 – Explore the association between a healthy sense of "self" and one's positive connection with others and the environment.</p> <p>(h) Explore and represent one's many accomplishments in various authentic activities (e.g., "I can ...").</p> <p>(i) Illustrate behaviours (e.g., compliments, acknowledgements, asking for more information) that embrace the uniqueness of others.</p>	<p>Development: (45 minutes)</p> <p>The students will be given the first 15 minutes of the lesson to practice their parts of the play. They are invited to put on any clothing they need to for their presentations.</p> <p>After the 15 minutes Invite the students to come together on the story carpet.</p> <ul style="list-style-type: none"> • Try to order the plays in order of the pages chosen. • Ex. <ul style="list-style-type: none"> ○ Pages 3/4 goes first ○ Pages 5/6 second ○ Etc. • Invite the students to be kind • Use encouraging words when responding to the play • Have a round of applause when each group is done performing. <p>Take a minute or 2 to talk about what they saw in each play/performance.</p> <ul style="list-style-type: none"> • Do they remember what part of the book it was? • What was the mood? Feelings? • What did this scene represent?
<p>Materials:</p> <ul style="list-style-type: none"> • The book Road Allowance Kitten • Prop materials • Dress-up clothing • Crates, boxes, folders with students saved materials • Story carpet • Whiteboard • Dry erase markers 	<p>Closure: (10 minutes)</p> <p>Once all the play performances are finished invite the students to find the same spot around the room with their groups of 3.</p> <p>Instruct them to give their peers verbal feedback. Write the following on the board while verbalizing it in order for students to understand what is expected of them.</p> <p>Peer feedback on group members.</p> <ul style="list-style-type: none"> • Group member ___1___ did a good job on ... • Group member ___2___ did a good job on ... • Group member ___3___ did a good job on ... • Group member ___1___ can improve on ... • Group member ___2___ can improve on ... • Group member ___3___ can improve on ... <p>Reminder to use encouraging, positive and uplifting words when giving peer feedback.</p>

Teacher Resources:

Road Allowance Kitten – Wilfred Burton

The Why:

This activity will allow for students to wrap up their plays. They will be able to use their creativity to perform their plays. They will be able to use their knowledge and understanding of the page(s) they chose to assist and expand other students' knowledge and understanding of the page(s). This activity will allow them to ask questions and dig deeper when it comes to the content of the book. It will also give them the opportunity to give and receive verbal peer feedback.

Exploration Day Ten	
<p>Curricular Connections:</p> <p>CR1.4 – Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions</p> <p>(h) Retell the central ideas of simple expository and narrative passages (including contemporary and traditional First Nations and Métis stories), identify and describe where and when stories take place, the characters in a story (and their feelings), and the story's beginning, middle, and end, as well as the problem and the solution.</p>	<p>Set: (15 minutes)</p> <p>Ask the students if they know what the 5 W's are. Write the 5 W's on the whiteboard</p> <ul style="list-style-type: none"> • Add the ones they may be struggling with on the whiteboard. <p>(I DO) Using the Road Allowance Kitten give examples of each of the W's from pages 1 & 2.</p> <ul style="list-style-type: none"> • Who – Rosie & Madeline • What – Rosie loved Madeline • Where – Road Allowance/Flat lands • When – Spring • Why – they were best friends
<p>Multidisciplinary Connections:</p>	<p>Development: (30 minutes)</p> <p>(WE DO) Using the Road Allowance Kitten as a whole class find the 5 W's from pages 5 & 6.</p> <ul style="list-style-type: none"> • Who – Rosie, Madeline & Kitten • What – chased butterflies and bumble bees • Where – Tall field grasses • When – The summer • Why – catch them and release them into prairie skies <p>(YOU DO)</p> <p>Using the Road Allowance Kitten the students will find the 5 W's from page 15.</p> <ul style="list-style-type: none"> • Who – • What – • Where – • When – • Why – <p>There will be an activity sheet that has a picture of page 15 along with the words. The students will fill out the 5 W's on this page</p>

Materials:

- Whiteboard
- White board markers
- The book Road Allowance Kitten
- 5 W's activity sheet
- Pencils
- Erasers

Closure: (5 minutes)

Class discussion.

3 W's:

- What did we learn today?
- So What? (relevancy, importance, usefulness)
- Now What? (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)

("Lesson Closure Activities", n.d.)

Teacher Resources:

Road Allowance Kitten – Wilfred Burton

("Lesson Closure Activities", n.d.)

The Why: This activity will develop the students' ability to read and comprehend the book Road Allowance Kitten. They will also be able to develop their vocabulary and learn new skills regarding the 5 W's. The students will be building on their conversation skills through ask and answer questions which will ultimately help them to better understand not only themselves, but the world around them.

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