# Bachelor of Education (Elementary)

# Unit Plan Template EDTL 3200 – Winter 2022

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| **Unit Title:** | Introduction to ME (name tree activity) | **Number of Lessons:** | 5 | **Days:** | 5 |
| Your Name: | Julia Minaker | Subject(s): | ELA/SOCIALS/ART  | Grade: | 3 |

**Rationale**

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| This unit plan is designed to open student’s eyes to a new way of leaning, while exploring their own identity. Students explore what their name means to them in each lesson in this unit, and how it connects to Indigenous ways of knowing and being. This unit plan supports creativity and individuality as well as encourages students to find out more about their names through oral storytelling and personal connection. This unit plan is so important as it supports a unified classroom. Students are encouraged to get to know their peers and form meaningful connections with students who may feel strongly about the same subjects and interests as them.  |

Overview

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| This unit plan is designed as an introduction to a new classroom setting. Students will explore what their name means to them, while tying in all aspects of full circle Indigenous ways of knowing.Each lesson will target one portion of the Indigenous medicine wheel and tie into a different aspect or activity surrounding a student’s name, why their name is important and what it means to them. |

Indigenous Connections/ First Peoples Principles of Learning (WE ARE STARTING WITH THIS FIRST, SO I MOVED IT HERE! ☺)

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| This lesson is rooted from the Indigenous Medicine Wheel. I want to decolonize the traditional expectations of introductions, or attendance strategies and incorporate FPPL in as many ways as possible. The first principle I want to target is “Learning requires exploration of one’s identity.” This encourages students to get curious about the origin of their name, as well as what they want their name to stand for.“Learning recognizes the role of Indigenous knowledge” is the second FPPL this unit targets. This unit attempts to introduce the medicine wheel into the everyday curriculum. Students should be able to see the importance of the medicine wheel, and how it will be represented in their classroom throughout the year.For lesson 4, students will go on a nature walk and explore the land. This is an important connection to Indigenous ways of knowing, we will talk about the material we are collecting from the land, and glue it onto paper rooting from student’s name. This signifies those students were raised to be who they are on the land we are collecting from. |

CORE COMPETENCIES

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| Communication | Thinking | Personal & Social |
| * [Communicating](https://curriculum.gov.bc.ca/competencies/communication/communicating)
* Acquiring and presenting information

Students communicate by receiving and presenting information. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information. (*Throughout this unit, students are expected to communicate in a respectful, and insightful way about who they are with their new classmates. The unit provides many options for acquiring what is expected of them in a new class)* * Collaborating

Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. *(Students learn to create relationships in a new classroom by engaging with other students throughout this unit)* | * Creative thinking
* Evaluating and developing

Students reflect on their creative ideas in order to decide which ones to develop. They consider whether their idea would ultimately support the well-being of self, community, and the land. *(Students work throughout this unit to make decisions about what their name means to them. They must think creatively to make choices that best suit the self.)** Critical thinking
* Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential uses or audiences of their work. They explore possibilities, develop and reflect on processes, monitor progress, and adjust procedures in light of criteria and feedback.

(*Students get a chance to make decisions on their own. Students are given choice and chance when it comes to creating their project, and brainstorming new ideas)* | * Personal awareness and responsibility
* Self-Advocating

They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.*This competency ties into children becoming comfortable as students in the classroom and when discovering themselves.** Positive personal and cultural identity

Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them. *Students interact with this unit by making connections to a new form of learning- the medicine wheel. They will make connections around who they are and how to interact with the culturally diverse relationships around them.** Social awareness and responsibility
* Valuing diversity

Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behavior and recognize that everyone has something to contribute. (*Through getting to know their classmates, students learn the value of oral story telling as students share the importance of thein names. This helps students*  |

BIG IDEAS

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| Subject Name: ARTS ED 3 | Subject Name: ELA 3 | Subject Name: SOCIALS 3 |
| Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.* Much of this lesson involves students making many artistic choices when discovering what their names mean to them.
 | Stories and other texts help us learn about ourselves, our families, and our communities.* Students will start a dialogue with their parents about how they got their name. They will share with the class in oral form, as well as articulate the right words that represent them on their artwork.
 | Indigenous knowledge is passed down through oral history, traditions, and collective memory.* Students will become familiar with the idea of the medicine wheel, what it represents and how it is important to connect to others, who they are, and where they come from.
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LEARNING STANDARDS & ASSESSMENT

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| Curricular Competencies | Content | Assessment |
| ELA 3, CC-16 Develop and apply expanding word knowledge.* Students use to learn words from the medicine wheel throughout the unit.

ELA 3, CC-10 Show awareness of how story in First Peoples cultures connects people to family and community* Students will begin to familiarize themselves with the medicine wheel, and how we will use it from the rest of the unit.

ARTS 3, CC-3 Explore identity, place, culture, and belonging through arts experiences.* Students are tasked to ask their parents where their name came from to make deeper artistic connections.

SOCI 3, CC-1 Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions* In lesson 4 students are encouraged to ask questions about their environment and get to know their classmates in nature.
 | ELA, C-1 literary elements and devices:*descriptive language, poetic language, imagery.* * Students will create a list of words that describe them in lesson 3.

 ARTS 3, C-10 personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment. * The video in this lesson will activate students’ schemas about new ways of knowing and learning we will be engaging with further in the unit.

ARTS 3, C-10 personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment * Students make choices of how their name should be represented through art, to later present to the class.

SOCI 3, C-6 Relationship between humans and their environment protocols around the world that acknowledge and respect the land. * Students will be introduced to land acknowledgments in lesson 4 and exercise their new views on themselves and respecting nature.
 | FORMATIVE- Students will be assessed for ELA 3 based on their list of words created in lesson 3.* Assessment will be formative; students will be able to add and edit their words as they please as this will be a rough draft.

TC will observe this day as it is only lesson 1- no marks will be awarded, and students will be assessed for personal use of TC on how they interact in the classroom.SUMMATIVE- Students will engage in the “see it” portion of the medicine wheel, ¼ will be awarded for each portion of the medicine wheel if students complete the activities requested of them (total of 4 marks at end of unit for a summative assessment) FORMATIVE- Students will be encouraged to ask questions and try new things so TC can have verbal conversations with new students about their likes and interests.SUMMATIVE- A completion mark ¼ will be awarded for each portion of the medicine wheel, for this portion students will creatively engage in the activity as respectfully observe the environment to fulfill 1 full mark.**Lesson 2-5 are awarded 1 full mark for full participation in the lesson that day.** |

Prerequisite Concepts and Skills

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| Students are expected to demonstrate their art in a creative and individualized way. Students should be able to demonstrate an understanding of diversity amongst all students.Students are expected to convey a story orally, as well as explore a broad vocabulary.Students should have an understanding of First Peoples Principles of Learning. |

Teacher Preparation Required

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| Lesson 1 | * Video pre-watched, loaded, and ready to go on the front board.
* Tape on the floor in a circle to help students when it is time for activity.
* Medicine Wheel print outs copied, placed on desks in advanced.
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| Lesson 2 | * Pre-traced name of every student
* Poem projected on board
* Paper copy of poem for TC to read
* Large paper and glue sticks for cut out names.
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| Lesson 3 | * Brainstorm paper for each student
* List of example words for each student
* Exit ticket: Homework- where my name comes from
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| Lesson 4 | * Ziplock bags for nature collection
* Glue
* Example materials (twigs, leaves)
* Example of expectation for lesson.
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| Lesson 5 | * “Good copy” example of name tree
* Print out of “what I learned” with 4 quadrants
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Cross-Curricular Connections

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| This unit directly and concurrently targets 3 different subjects in the grade 3 curriculum. Primarily, the medicine wheel can be used throughout all aspects of learning and is used throughout this unit to intertwine the 3 subjects. There is a social aspect at the beginning of a school year surrounding the students getting to know each other, intertwining subjects allows them to explore their place in the world and make decisions pertaining to that. Both ELA and Socials intertwine with arts throughout the lessons- Deciding on words that best suit the students name and writing them on their name tree gives students options with both language, and creative input. Student will also go on a nature walk to create their name tree (art), but also take time to think about who they are in the world (soci) |

Universal Design for Learning (UDL)

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| 1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:
2. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:
3. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:

For this unit, each lesson will be represented with multiple different materials. Students will be provided with **representation** through read-aloud videos accompanied with images at an appropriate volume. They will be pre-taught the medicine wheel to understand how to tie it in to each lesson. Each lesson students will be reminded of previous lesson to spark prior knowledge. To **express** the material students are learning they will be provided with physical objects to engage with (cutting out names, coloring pencils, etc) Scaffolds will be used to brainstorm as well as visual checklists of expectations. Students will be presented with multiple levels of **engagement** such as agency in all decisions in this unit. They choose what represents them best, how they will display that, what colors work for them, etc. Students will also be given opportunities to share and interact verbally with prompts or choose to listen actively. Examples will be provided for all expectations. |

Differentiated Instruction (DI)

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| This unit plan attempts to target all learning styles. The activities are made to be diverse, as well as give students plenty of choice when it comes to creating their “name tree”. For the auditory learner, videos, read aloud, conversations, and many opportunities to listen to others are presented. For the visual learner, all readings or books will be displayed at the front of the class on a projector, or printed out for them to follow along, as well as demonstrations done throughout the unit of what is expected. For the kinesthetic learner, movement and communication will be encouraged around the classroom for students to get to know each other. There will be checklists the student can physically check off, as well as many hands-on activities. For the reading and writing learner, all videos will contain subtitles for children to follow along, as well check lists of what is expected will be written on the board. There is also opportunity to explore new words, and spelling when creating your brainstorm map. |

Overview of Lessons:

Lesson 1

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| Lesson Name & Time (Minutes Allotted): | I am ME (ways of knowing)- 40 minutes |
| Learning Standards: Curricular Competencies | ELA 3, CC-10 Show awareness of how story in First Peoples cultures connects people to family and community* Students will begin to familiarize themselves with the medicine wheel, and how we will use it from the rest of the unit.
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| Learning Standards: Content | SOCI 3, C-1 cultural characteristics and ways of life of local First Peoples and global indigenous peoples* The video in this lesson will activate students’ schemas about new ways of knowing and learning we will be engaging with further in the unit.
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| Instructional Objectives (SWBAT…): | Students will be able to engage in classroom etiquette.Students will be able to listen and respect other classmates.Students will be able to participate in the activity to the best of their ability. |
| Assessment: | TC will keep the “see it” aspect of the medicine wheel, to observe new students and get to know them. ***“See it:*** You will find this aspect at or near the beginning of a lesson. Some will recognize this as the lesson opener or “Minds on” activity. [TC will] use it as a “hook” into the topic at hand, a glimpse into what is to come, an opportunity “to see” what comes next. Some activities may provide an opportunity for “assessment for learning.” (link below)Assessment for this activity will be based on participation. TC will make notes about each student as this will be an introduction lesson for a new class. No marks will be awarded for this day. |
| Teaching Strategies: | Classroom set up in “first day friendly” way |
| Materials: | SmartBoard or Projector for videoPaper copies of medicine wheel |
| LESSON ACTIVITIES |
| Introduction/Hook: | <https://www.youtube.com/watch?v=043XJjzortk> (start 2:47)Students will be given a handout of the medicine wheel. We will watch this short video-starting at around 2 minutes about the medicine wheel, and why it unites all individual humans. |
| Body: | Students will stand up and get in a circle, they will be reminded of what a circle represents in Indigenous culture, and that we are all connected. We will go around the circle by first saying our names and how they are pronounced (TC will take attendance and make notes for correct pronunciation) We will go around a circle again, this time creating an action for that individual student’s name then everyone in the circle will repeat the action, and say the students name correctly. TC will ask if students want to participate or try their best to pick a new friend in the circle and say “my name is --------- and this is my new friend -----------.” |
| Closure: | Students will be asked to return to their desks.TC will challenge students, if TC can say all names, students can get 15 minutes of outside play with their new friends. (Regardless students will get time outside to help make them feel comfortable in a new classroom) |

Lesson 2

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| Lesson Name & Time (Minutes Allotted): | Creating my Name- 40minutes |
| Learning Standards: Curricular Competencies | ARTS 3, CC-3 Explore identity, place, culture, and belonging through arts experiences.* Students will get to design what their name would look like based on their own beliefs, opinions, and ideas.

ARTS 3, CC- 11 Express feelings, ideas, and experiences in creative ways |
| Learning Standards: Content | ARTS 3, C-10 personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment |
| Instructional Objectives (SWBAT…): | Student will be able to contribute their thoughts about the poem we will read.Students will be able to answer prompting questions about their name.Students will be able to safely cut out the letters of their names with scissors.Students will be able to follow art instructions. |
| Assessment: | This lesson goes along with the assessment strategies of lesson #1 in this unit. SUMMATIVE- Students will engage in the “see it” portion of the medicine wheel, ¼ will be awarded for each portion of the medicine wheel if students complete the activities requested of them (total of 4 marks at end of unit)Exit ticket will be assessed on complete or incomplete. |
| Teaching Strategies: | TC will have a “good copy”/example of completed name bubble.TC will allow socialization and conversation to allow students to get to know each other. Activate schema and pre-assess knowledgeExit Ticket |
| Materials: | Pre-traced bubble letters for each studentColoring pencilsCopy of poem for TCProjection of poem  |
| LESSON ACTIVITIES |
| Introduction/Hook: | TC will read poem “Everybody Has a Name” by Rachel Rambach |
| Body: | TC will distribute pre-traced bubble letters that spell each student’s name.Students will cut out their name bubbles and glue them on to the bottom of a large piece of paper.Students will color their name bubbles after answering prompting questions.* What color would your name be?
* Would it be bold or simple?
* Does your name have a pattern, or is each letter different?

TC will have “checklist” on board * Cut out bubble name
* Glue name onto large paper
* Color your name the way you see fit.
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| Closure: | Students will hand in “exit ticket” (completed cut out name bubbles, glued onto paper) |

Lesson 3

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| Lesson Name & Time (Minutes Allotted): | My Name is More Than a Name- 35 minutes  |
| Learning Standards: Curricular Competencies | ELA 3, CC-16 Develop and apply expanding word knowledge |
| Learning Standards: Content | ELA, C-1 literary elements and devices:*descriptive language, poetic language, imagery* |
| Instructional Objectives (SWBAT…): | Students will be able to participate in discussion about namesStudents will be able to create a diverse list of words or things that represent themStudents will be able to make meaningful connections to their nameStudents will see how this activity connects to the “feel it” portion of the medicine wheel. |
| Assessment: | FORMATIVE- Students will be assessed for ELA 3 based on their list of words created. * Assessment will be formative; students will be able to add and edit their words as they please as this will be a rough draft.

SUMMATIVE- A completion mark ¼ will be awarded for each portion of the medicine wheel, for this portion students will hand in their brainstorm paper, they will correct it and re-hand it in at the end of the unit to gain 1 full mark.***Feel it:*** is a concept that is generally part of the teaching strategy. These are activities that encourage students to respond at an emotional level to the topic. Students may feel empathy, sadness, joy, wonder, anger. These emotions support further learning as students look for a way to explore those feelings in a more meaningful way. Some activities may provide an opportunity for “assessment for learning.”  |
| Teaching Strategies: | Live exampleSchema activationExit ticket |
| Materials: | Brainstorm paper for each studentList of example words for each studentExit ticket: Homework- where my name comes from |
| LESSON ACTIVITIES |
| Introduction/Hook: | TC will put Ms. Minaker on whiteboard and ask students to say words that remind them of her. |
| Body: | TC will return to the ‘feel it’ portion of the medicine wheel.TC will give each student a list of ‘descriptive’ words and a large paper with a bubble in the middle for each student to put their name.Students will be given 20 minutes to brainstorm words that they feel connects to their name.Students will create a web of words and hand their brainstorm in. (TC will return the next day with any corrections)TC will assign students a paper called “where my name comes from” with prompt questions for students to ask their parents. |
| Closure: | Exit ticket: AGENDAS must be filled out - students will be tasked to ask their parents about their name, how it came to be, origin of the name, inspiration, etc. |

Lesson 4

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| Lesson Name & Time (Minutes Allotted): | Exploring my Identity-50 minutes |
| Learning Standards: Curricular Competencies | SOCI 3, CC-1 Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |
| Learning Standards: Content | SOCI 3, C-6 Relationship between humans and their environment protocols around the world that acknowledge and respect the land. |
| Instructional Objectives (SWBAT…): | Students will be able to respectfully engage with their classmates in an outdoor environmentStudents will be able to demonstrate a connection to the environmentStudents will treat the land with respect |
| Assessment: | FORMATIVE- Students will be encouraged to ask questions and try new things so TC can have verbal conversations with new students about their likes and interests.SUMMATIVE- A completion mark ¼ will be awarded for each portion of the medicine wheel, for this portion students will creatively engage in the activity to fulfill 1 full mark.***Know it :*** is a concept that is also part of the teaching strategy. These are activities that allow the students to learn more about a topic. They are given the opportunity to research, to read, to discuss in order to gain greater insight. This section of the lesson often provides an opportunity for “assessment as learning.”  |
| Teaching Strategies: | Buddy systemLand Acknowledgment Schema activationVisual of expectations |
| Materials: | Ziplock bags for nature collectionGlue  |
| LESSON ACTIVITIES |
| Introduction/Hook: | <https://www.youtube.com/watch?v=Py7_9ATJDkk> “Alma and How She Got Her Name” book read-aloud. |
| Body: | TC will return to ‘know it’ part of the medicine wheel.TC will ask students to share their “where my name comes from” sheet they were previously assigned for homework.Students will participate in the discussion if they choose.TC will show the ‘reveal’ or final product of what they have been working towards. (Name tree)TC will get students ready for nature walk and explain how to be respectful in the environment.Students will walk in pairs outside and collect twigs/leaves, etc. to build their name tree.Students will bring their materials inside and create a “tree” stemming from lesson 2’s exit ticket (bubble letter name on paper) |
| Closure: | Students will put finished “name tree” at back of class to dry for next class to finish the project. |

Lesson 5

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| Lesson Name & Time (Minutes Allotted): | Why I Am Me (sharing day)- 40 minutes |
| Learning Standards: Curricular Competencies | ELA CC-6 Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and communityELA CC-17 Explore and appreciate aspects of First Peoples oral traditions |
| Learning Standards: Content | ELA C-2 **Strategies and processes***oral language strategies:* focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, connecting with audience |
| Instructional Objectives (SWBAT…): | Students will be able to share their name tree in a respectful way.Students will do their best to use ways of knowing when talking about their name tree.Students will engage with each other’s artwork. |
| Assessment: | Students will present their “name tree” in an effortful way to either the TC or the class to complete their ¼ mark for the “do it” portion of the medicine wheel. Students are expected to actively engage in listening, questioning, and participating.SUMMATIVE- Their “final project” will be evaluated on completion of all 4 parts of the unit for a total of 4/4 marks.***Do it:*** is a concept that is part of the teaching strategy but it can also be part of the assessment aspect as students have to do or complete a task that illustrates what they have learned. This may be “assessment of learning.”  |
| Teaching Strategies: | TC will present her medicine wheel first.TC will guide students through filling out the 4-quadrants |
| Materials: | Grading sheet4 quadrants print out for classTacks to hang name trees |
| LESSON ACTIVITIES |
| Introduction/Hook: | TC will share her “project” and explain personal connections. |
| Body: | TC will hand out a 4-quadrant piece of paperStudents will fill out each quadrant with one thing they can share about their name tree.Paper will have a would you like to share with the class- yes or no option to respect privacy of students who aren’t yet comfortable sharing.Students will be asked to share if they circle yes. |
| Closure: | Name trees will be collected by TC to assess final mark out of 4 and put up around the class. |

Resources

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| * “Medicine Wheel Guide” <https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/UploadedAmina_/full-circle-first-nations-metis-and-inuit-ways-of-knowing.pdf>
* The First People’s principals of learning: <https://www.bced.gov.bc.ca/abed/documents.htm#curriculum>
* Indigenous Education Resources BC Curriculum: <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>
* <https://www.youtube.com/watch?v=Py7_9ATJDkk> “Alma and How She Got Her Name” book read-aloud.
* “Everybody Has a Name” by Rachel Rambach
* <https://www.youtube.com/watch?v=043XJjzortk> (start 2:47)
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Extensions to Unit (Consecutive – After)

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| If I were to expand this lesson into 10 units, my next step would be to get the students to create their own form of a medicine wheel. It would be altered to respect indigenous traditions and culture but would represent the 4 quadrants of the wheel. For an ELA extension, I think a cool unit to transition to is poetry. I would have the students select the words they chose to describe them and turn them into an acrostic style poem. I would also expand on the “nature” aspect of this unit and get the students to go outside in the world. I would use a KWL chart and get the students to walk around and encourage them to be curious about the natural world. This unit also targets 3 different grade 3 subjects, so could easily be expanded into multiple other units. Focusing on land, and Indigenous perspectives, the unit could even lead to another unit in Science 3, as the grade 3 curriculum focuses on landforms. |

Reflections

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| My planning process started with knowing that I wanted to explore the connection of students’ names to the individuality each name represents. To expand, I felt the medicine wheel also focused on the connection of people, places, and things as well as how these all work together to represent a larger idea. I combined these ideas by creating an art project (the name tree) that must be worked on one step at a time to really explore the identity of the self. Each activity is created to go hand in hand with one quadrant of the medicine wheel and pieces together aspects of who you are focusing on one quadrant per lesson (lesson 2-5). This allows students to get to know each other well and feel comfortable in the classroom. I am still working on formative/summative assessment as well as how to incorporate it into my lesson planning, but this was my first attempt and I think it went okay. Assessment was challenging for this unit as it is geared towards the first week when students are focusing on getting to know their new friends, so the unit itself is not weighed heavy on summative assessment. I created a very basic 5-unit outline first to lay out my goals for each day before I broke it down too much and think that strategy worked super well for me. Overall, I think my first unit plan went pretty well.A picture containing text, whiteboard  Description automatically generatedEXAMPLE OF NAME TREE ASSIGNMENT: |