



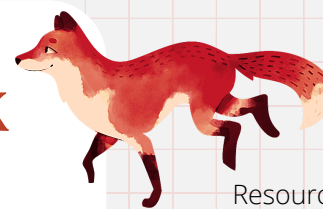
Unit Plan for

Black Bear, Red Fox

Colours in Cree

by Julie Flett

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Resource Guide
& Unit Plan
Teacher-Author:
Emily Rozitis

Resources used
& possible
concerns

Book: Black Bear Red Fox: Colours in Cree **Author & Illustrator:** Julie Flett

Publisher: Native Explore/Native Northwest

Possible Concerns:

- Access to the physical book

*This book is **not** currently available as a read-aloud.

*Solutions include borrowing a copy of the book through your local public library.

Author/creator
& literature
background

Author & Illustrator: Julie Flett

"Julie Flett is a Cree-Metis author, illustrator, and artist. She has received many awards including the 2017 Governor General's Award for Children's Literature [...] and she is the three-time recipient of the Christie Harris Illustrated Children's Literature Award [...]" (Flett, 2020)

*This is a direct quote from <https://www.julieflett.com/contact>

Literature Background:

"Learn about animals in English and Cree with Julie Flett's second Native Explore book [...] A guide to colours and creatures, in both English and Cree, introduced with a helpful Cree-language pronunciation guide." (Native Northwest, 2020)

*This is a direct quote from <https://www.nativenorthwestselect.com/Board-Book-Black-Bear-Red-Fox-Colours-in-Cree-by-Julie-Flett>

Math Skills
&
Other Targeted
Skills for
preschool -
Grade 6
(Disabilities
Classrooms)

Unit Contents (focus: Math Skills)

Lesson 1: Picture Walk, Predictions & Shared Reading

Lesson 2: Early Numeracy & Number Representation Skills

Lesson 3: Early Numeracy & Number Representation Skills

Lesson 4: Compare and Contrast, "More/ Less Than" & increased Understanding of Mathematical Concepts & Language

Lesson 5: Surveys, Understanding of Mathematical Concepts and Language

Other Targeted Skills include:

Lesson 1: Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.)

Lesson 2: Attention to task, communication, fine motor skills, functional tool use.

Lesson 3: Attention to task, communication, fine motor skills, functional tool use. Written and Oral engagement with language.

Lesson 4: Core Word practice (More than/Less than, counting, numbers.) Attention to task, communication, turn-taking, choice-making, fine motor skills.

Lesson 5: Oral and written communication skills. Graphic organizing skills. Attention to task, communication, fine motor skills.

All lessons have a primary focus of early numeracy and exposure and engagement with Cree language and culture, through written, visual, and oral storytelling.

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Materials

We All Count Resource Guide

- "What Colour Do You Like?" Literacy/Fine Motor Activity (1 page)
- "Survey: What Animal Do You Like Best?" Math/Literacy/Fine Motor Activity (1 page)
- "Venn Diagram" Math/Literacy/Fine Motor Activity (1 page)
- "Do You See...?" Math/Literacy/Fine Motor Activity (3 pages)
- "The Colours in Cree" Table (1 page)

Other Materials:

- Writing tools (paper/whiteboard, pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Glue or tape
- *Option for physical book or digital copy of the book
- *Option for Computer/SMARTboard use

Rationale

Big Idea: This unit plan facilitates pre-academic skill development (math and literacy dominant) in early education and disability-focused learning environments.

Purpose: This unit plan supports classrooms with diverse skill levels, promoting engagement with text, reading, writing, and working with words, in individualized ways. The goal is to create meaningful and authentic interactions with Flett's text, and facilitate connections and understanding about the Cree language and culture in students' lives. Furthermore, the intention is to connect students and educators with positive and authentic representations of First Nations, Métis, and Inuit experiences through stories and imagery.

Unit Contents

5 Multidisciplinary Lessons (as described on page 1)

Black Bear, Red Fox Resource Guide (attached as Appendix, following Unit Plan)

****Lesson 1 should be completed as the initial lesson. The following 4 lessons may be interchanged, based on the preference of the educator.*

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Lesson 1:
Picture Walk,
Predictions
& Shared Reading

Literacy Connections and Strategies: Picture Walk, Literary Predictions & Shared Reading, from "Shared Reading for Emerging Readers"

(Cunningham, et. al., pp 49-67, 1999.)

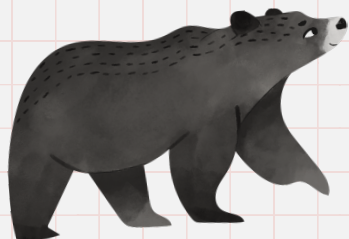
Other Skills: Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Exposure and engagement with Cree language and culture, through written, visual, and oral storytelling.

Preparation: Have a copy of the book available. Ask your group of students to sit together, at a table or on the floor. Ensure you have access to any necessary supports, including communication devices or physical equipment to support each student's needs.

Activity (option for one OR two part lesson) :

1. Introduce the Activity: Explain how you will read a book together that uses TWO languages, English and Cree- show the cover of the book to the students.
2. First, take a Picture Walk, flipping through the pages and pointing to what you can SEE in the illustrations.
3. Make a prediction together: Ask students, What will this book be about? Write your ideas down for students to see, on a poster or a SMARTboard.
****Some classrooms may choose to end here, and complete the remaining steps at another time, based on attention levels in your given class.*
4. Explain how Julie Flett, the author and illustrator of this book, wrote this book in her two languages- English and Cree. Explain how we might not understand all of the words in the story, because they are in Cree. Point to the English words and the Cree words in the text when you read.
5. Ask students- What did you notice? What have you learned about this book so far?
6. Conclude the Activity: Ask students, What did you like MOST about this book?
*This can be done with raised hands, or other physical, verbal, or visual communication.

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity



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Lesson 2:

Making the
Writing Block
Multi-Level

Literacy Connections and Strategies: Making the Writing Block Multi-Level, from "Shared Reading for Emerging Readers"

(Cunningham, et. al., pp 113-114, 1999.)

Other Skills: Attention to task, communication, fine motor skills, functional tool use. Exposure and engagement with Cree language and culture, through written, visual, and oral storytelling.

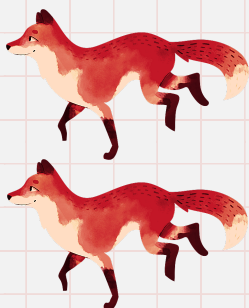
Preparation: Have a copy of the book available. Print out a copy of "What Colour Do You Like?" Literacy/Fine Motor Activity (1 page) for all students, and one for your example. Print one copy of "The Colours in Cree" Table (1 page) and laminate (or place in a page protector.) Ask students to gather join you at a table (or writing centre), with appropriate writing materials.

Activity:

*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the "What Colour Do You Like?" Literacy/Fine Motor Activity (1 page) and "The Colours in Cree" Table (1 page) and explain how we are going to write, draw and colour with our FAVOURITE colours.
2. Show students your example, by posting it up with tape, or using a digital version of the file on your iPad. Point to the colour on the "The Colours in Cree" Table (1 page) that you used. Prompt your student to choose their favourite with the chart, or with the writing tools available (show a red and a blue marker, for simpler choice making.)
3. Using speech, sign, or a communication device, read the English and Cree colour names together.
4. Encourage your student to independently colour and write using their chosen colour(s) on the "What Colour Do You Like?" Literacy/Fine Motor Activity (1 page.) If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling.
5. When finished, encourage your student to sign their work. Remember, a signature does not have to be written "correctly" or even with letters- allow your student to express their written signature in any way that they choose!
6. Ask your students to assist in cleaning up materials, and putting away their work. They may choose to display their work, or take it home.

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity



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Lesson 3:

Surveys,
Understanding of
Mathematical
Concepts and
Language

Math Connections and Strategies: Surveys, Understanding of Mathematical Concepts and Language.

(The Literacy and Numeracy Secretariat of the Ontario Ministry of Education, pp 2-4, 2011)

Literacy Connections and Strategies: Oral and written communication skills. Graphic organizing skills.

(Cunningham, et. al., pp 113-114, 1999.)

Other Skills: Attention to task, communication, fine motor skills. Exposure and engagement with Cree language and culture, through written, visual, and oral storytelling.

Preparation: Have a copy of the book available. Print out a copy of- "Survey: What Animal Do You Like Best?" Math/Literacy/Fine Motor Activity (1 page) and prepare on a clipboard, or laminate. Gather a writing tool, the survey, and your students together.

Activity:

*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the survey and explain how a survey works: we will ask others what animal they like best, and record the answers in the chart.
2. ***You may choose to ask another classroom, or school staff to complete the survey. In this case, cast a vote with your students on who you want to ask. They will be your PARTICIPANTS.
3. Encourage your students to ask their survey question to participants independently. You may choose to have small groups work together, taking turns with the survey. Alternatively, you may choose to complete this as a whole class, video calling your participants together on the SMARTboard.
4. Repeat, until survey is complete (two or three survey rounds.)
5. Encourage students to gather together to tally and review results. Count the answers together in a group, and write your answers numerically and in written form, to provide many representations of the numbers, on a poster or your SMARTboard. Ask students: Were you surprised by the results? Did your favourite animal win?
6. Conclude the Activity: Encourage students to assist in clean-up of materials (for example, wiping off the whiteboard, or hanging up your answers-poster on the wall.)

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Communication Devices
& Systems,
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"Chunk" the Activity



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Lesson 4:
Venn Diagrams,
Compare &
Contrast

Math Connections and Strategies: Mathematization of everyday knowledge, early numeracy, & number representation skills.

(The Literacy and Numeracy Secretariat of the Ontario Ministry of Education, p 5, 2011)

Literacy Connections and Strategies: Oral and written communication skills. Graphic organizing skills.

(Cunningham, et. al., pp 113-114, 1999.)

Other Skills: Attention to task, communication, fine motor skills, functional tool use. Written and oral engagement with language. Exposure and engagement with Cree language and culture, through written, visual, and oral storytelling.

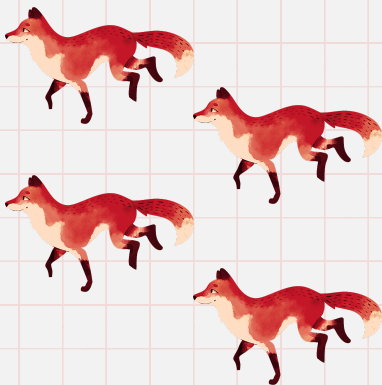
Preparation: Have a copy of the book available. Print out copies of "Venn Diagram" Math/Literacy/Fine Motor Activity (1 page) and set up in desired learning space. Options include centres/zones (attached to a clipboard, laminated and stuck to a whiteboard or table with tape) or 1:1 tabletop work (brought out by teacher & put on display or sent home.) Encourage 1-2 students at a time for this activity- gather together, with writing materials.

Activity:

*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the "Venn Diagram" Math/Literacy/Fine Motor Activity (1 page) and explain how you will discuss things that are SIMILAR & things that are DIFFERENT about two animals.
2. Use the book to help your student select two animals for their chart. Assist in writing, as needed (promote independent writing at all levels, and ask permission to write on student's page.)
3. With your student, discuss, draw and write about the similarities and differences about the two animals, in your Venn diagram. If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling. Encourage your student to sign their work, at all developmental levels.
4. Review your work together, and read your finished work aloud: "You noticed that both animals have fur, and live in the forest!"
5. Conclude the Activity: Encourage students to assist in clean-up of materials, to put their diagram in their folder/backpacks, or hang their work on the wall.

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity



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Lesson 5:
Core Words "I
See..." & Colours

Math Connections and Strategies: Compare and Contrast, "More/Less Than" and increased Understanding of Mathematical Concepts and Language.

(The Literacy and Numeracy Secretariat of the Ontario Ministry of Education, pp 2-4, 2011)

Literacy Connections and Strategies: Oral and written communication skills, graphic organizer skills, and Core Word practice ("I See..." & Colours.)

(Cunningham, et. al., pp 113-114, 1999.)

Other Skills: Attention to task, communication, turn-taking, choice-making, fine motor skills. Exposure and engagement with Cree language and culture, through written, visual, and oral storytelling. Option for manipulatives.

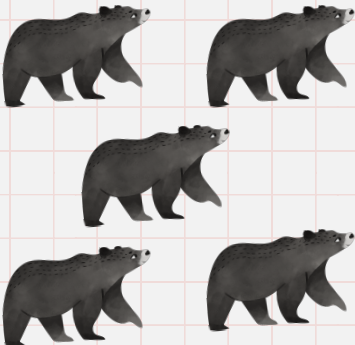
Preparation: Have a copy of the book available. Print out one copy of the "Do You See...?" Math/Literacy/Fine Motor Activity (3 pages) for each student (or make 2-3 copies & laminate.) Print one copy of "The Colours in Cree" Table (1 page) and laminate (or place in a page protector) - or use your copy from Lesson 2. Option for 1:1, small group, or learning centre work.

Activity:

*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Provide each student with the "Do You See...?" Math/Literacy/Fine Motor Activity (3 pages) and encourage them to choose their preferred page.
2. Provide manipulatives and demonstrate how you might count with them- if appropriate.
3. Using your fingers, or manipulatives, count out the number of animals that are the given colour. Use a whiteboard or paper to write the number numerically and in written format, if the page is too small for the developmental skill level of the student.
4. Use a bingo dabber or a marker to identify the animals in the given colour. If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling. Repeat until student is finished.
5. Review your answers! Ask students to present their finished page to a peer or another teacher and share the number of animals they have identified.
6. Conclude the Activity: Encourage students to assist in clean-up of materials, to put their chart in their folder/backpacks, or hang their charts on the wall.

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity



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Supporting
Sources,
APA references:

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Flett, Julie. (2020.) *Julie Flett- About*. Web. <https://www.julieflett.com/contact>

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Native Northwest. (2020.) *Black Bear, Red Fox: Colours in Cree*. Web. <https://www.nativenorthwestselect.com/Board-Book-Black-Bear-Red-Fox-Colours-in-Cree-by-Julie-Flett>

The Literacy and Numeracy Secretariat of the Ontario Ministry of Education. (September 2011.) *Maximizing Student Mathematical Learning in the Early Years*. Inspire: The Journal of Literacy and Numeracy for Ontario. Web. http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Maximize_Math_Learning.pdf

About the
Teacher-
Author:

Emily Rozitis has a Bachelors of Arts in French, and a Bachelors of Education in Inclusive Education from the University of Calgary. She is a practicing elementary school teacher who works in a severe disabilities classroom with non-verbal students (ages 6-12.) Emily uses a variety of communication supports in her classroom to promote a differentiated and inclusive literacy-rich environment. Her multimodal communication approach to learning includes the use of digital and paper-based communication devices, American Sign Language, assistive technology, and both verbal and visual methods of communication.

Emily believes that literacy, and learning, are for everyone. This resource is designed to be used in a multiple-disabilities classroom to support pre-literacy and pre-math skills for every student, at every developmental level. Lessons are easily adapted to the typical Pre-K, Kindergarten, and Grade 1 classroom.

Appendix:
Resource Guide



Resource Guide for

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This pack contains:

- "What Colour Do You Like?" Literacy/Fine Motor Activity (1 page)
- "Survey: What Animal Do You Like Best?" Math/Literacy/Fine Motor Activity (1 page)
 - "Venn Diagram" Math/Literacy/Fine Motor Activity (1 page)
 - "Do You See...?" Math/Literacy/Fine Motor Activity (3 pages)
 - "The Colours in Cree" Table (1 page)

WHAT COLOUR DO YOU LIKE?

Use your favourite colour(s) to draw or write about something you LIKE!

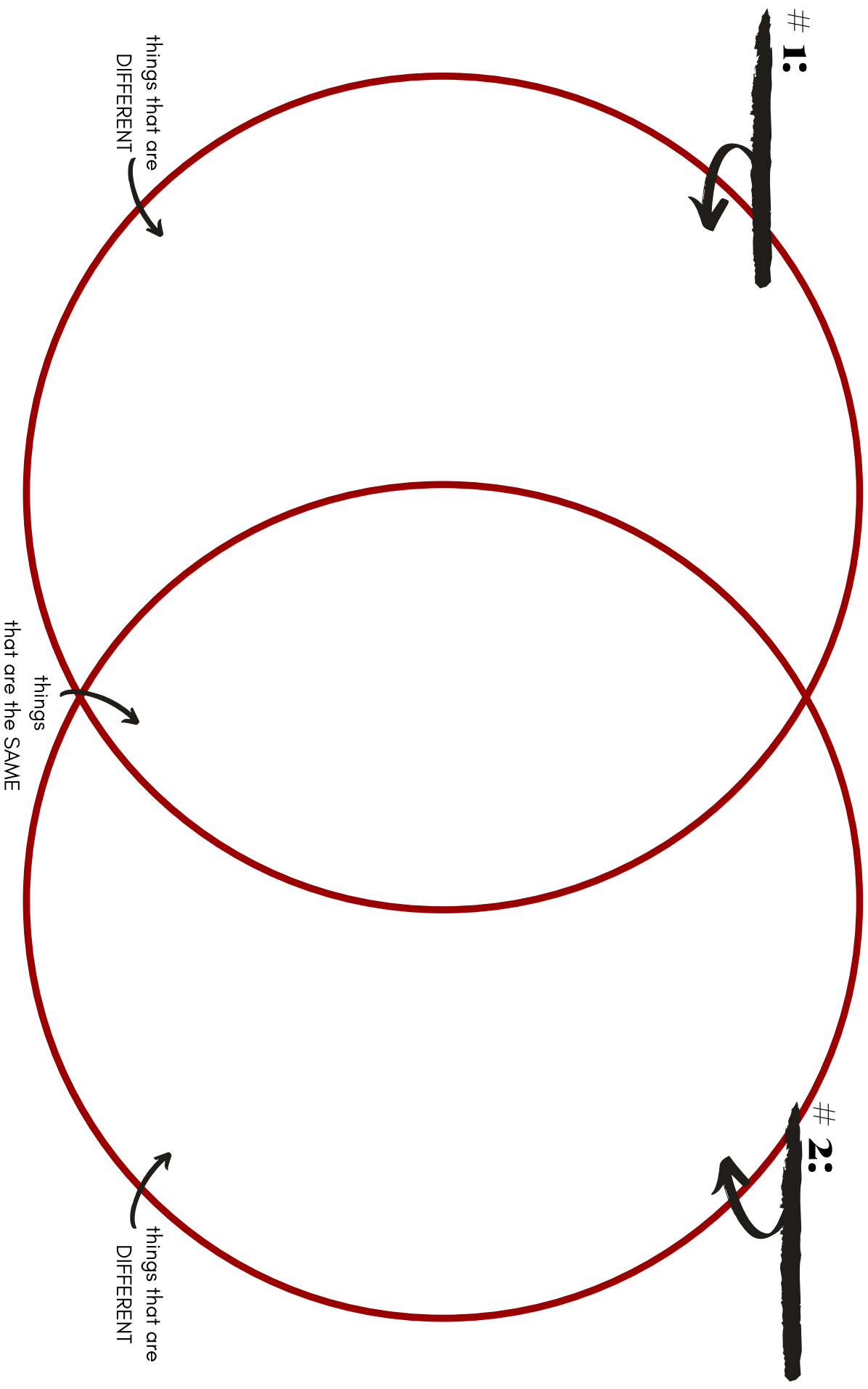


My favourite colour is...



Venn Diagram:

Choose two animals from the book. Explore,
what is the SAME & what is DIFFERENT about these two animals?

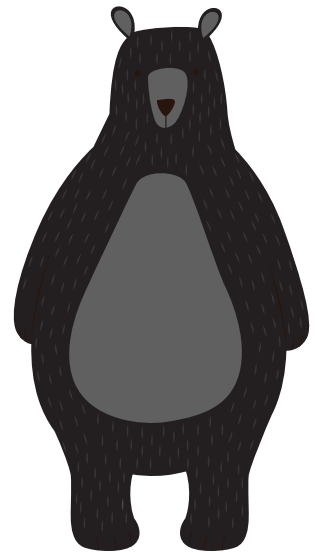
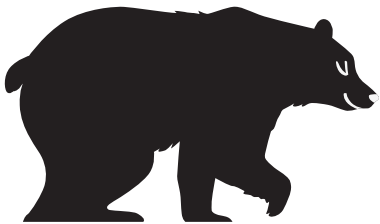


DO YOU SEE A BLACK BEAR?

Have you ever seen a
black bear?

"black bear" in Cree:
kaskitêsiw maskwa

Circle and count all of the BLACK bears!



I found _____ BLACK bears!

DO YOU SEE A RED FOX?

Have you ever seen a
red fox?

"red fox" in Cree:
mihkosiw **mahkêsis**

Circle and count all of the RED foxes!



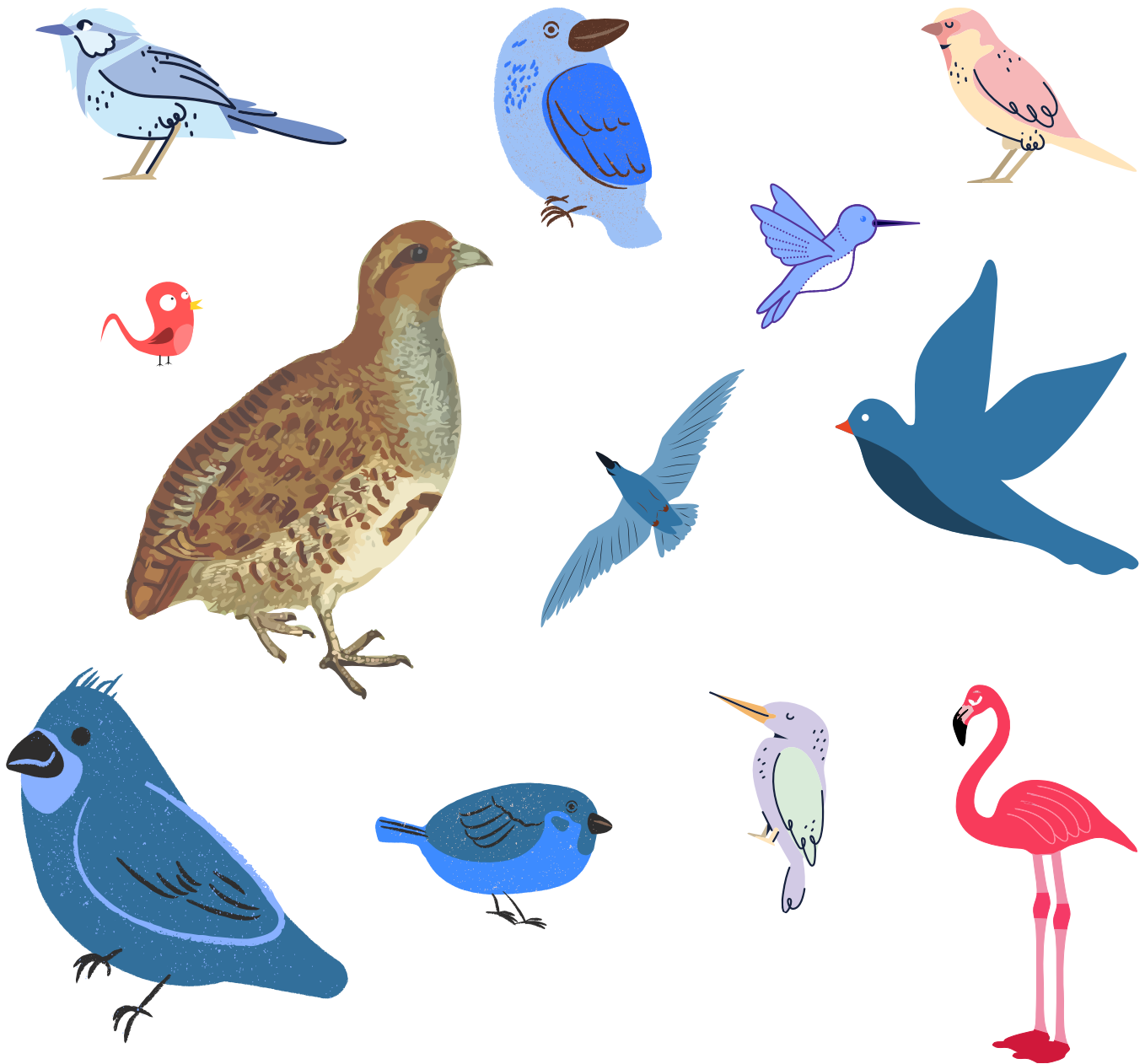
I found _____ RED foxes!

DO YOU SEE A BLUE BIRD?

Have you ever seen a
blue bird?

"blue bird" in Cree:
sîpikosiw pîyesîs

Circle and count all of the BLUE birds!



I found _____ BLUE birds!



itasināsowin

The colours in Cree

English

Inanimate

Animate

It is red.

mihkwāw

mihkosiw

It is orange/yellow.

osāwāw

osāwisiw

It is green.

askihtakwāw

askihtakosiw

It is blue.

sīpihwāw

sīpihosiw

It is white.

wāpiskāw

wāpiskisiw

It is grey.

pihkonākwan

pihkonākosiw

It is brown.

kaskitewosāwāw

kaskitewosāwisiw

It is black.

kaskitewaw

kaskitesiw

