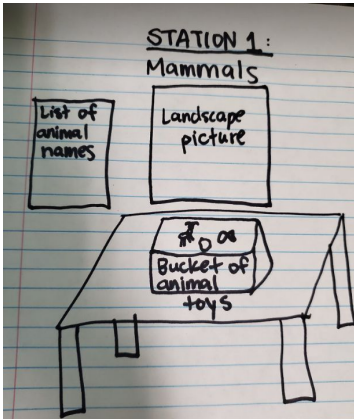
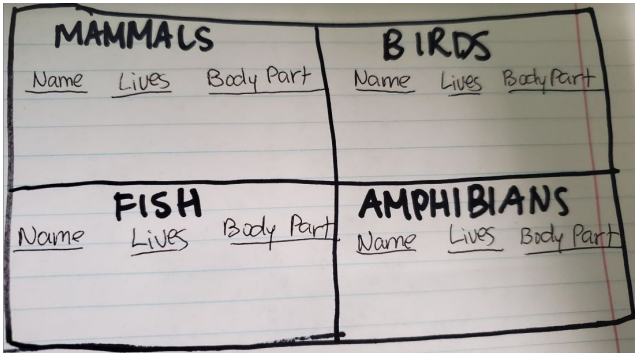


Discovering Animals: English, French, Cree (Picture Book)  
 Lesson Plan Created by Peter Le, 2020 Werklund Graduate

Peter Le is a K-12 Mathematics teacher passionate about contextualized, relevant, and meaningful learning experiences for all students through multiple forms of teaching. He has worked across various fields and disciplines including Sciences, Technology, and ELL, with diverse demographics. Recently, Peter has worked through a Two-Eyed Seeing approach with Indigenous communities, mentors, and elders, in coordinating and planning events, workshops, and STEAM activities in robotics over the summer.

Resource	Discovering Animals: English, French, Cree By: Neepin Auger A picture book
Book Description	This board book includes bright, big illustrations of various Canadian animals with the accompanying English, French, and Cree names. The end of the book includes a pronunciation guide for both the French and the Cree.
Author/creator and/or literature background	<p>Author &amp; Illustrator: Neepin Auger</p> <ul style="list-style-type: none"> <li>- Cree educator, artist and mother. Originally from the Bigstone Cree Nation in Northern Alberta. Currently resides in Calgary.</li> <li>- Graduated from the Department of Education and Schooling at Mount Royal University</li> <li>- Been painting for over 10 years and studied art under her father, Dale Auger, a renowned First Nations artist and author of the award winning children's book <i>Mwakwa-Talks of the Loon: A Cree Story for Children</i></li> </ul>
UPE course connections	<p>Educ 435- This text explores different ways of expressing the meaning of a concept (i.e. the various ways to call a lion in different languages, different ways to describe/express the idea of an animal). For lower grades, this would tie in with encoding and decoding, and make meaning. This text is a good example of diversity in literature, exploring Cree culture.</p> <p>Educ 450 – This text can help provide pre-service teachers a simple example on how to expose young students to another culture. It can help students appreciate and demonstrate sensitivity towards individual and cultural differences. Since this lesson targets a younger audience, it is a great teaching tool for introducing students to Cree culture, highlighting a holistic worldview where all life forms are interconnected.</p>
K-12 connection	Pre-Kindergarten to Grade 1: This picture book is a great resource to expose this young audience to different animal species and to 3 languages (English, French, Cree). The colorful images also captivate the young readers' minds.

	<p>Applies principles from the 12-year program guide for Cree language and culture: <a href="https://education.alberta.ca/media/563938/cree-12y-guide-to-implementation-k-3.pdf">https://education.alberta.ca/media/563938/cree-12y-guide-to-implementation-k-3.pdf</a></p> <p>Subject: French as a Second Language, Science Key words: animals, English, French, Cree, pronunciation</p> <p><b><u>K.1 I Am Unique:</u></b> <b>General Outcome-</b> Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity. <b>K.1.1</b> value their unique characteristics, interests, gifts and talents (I) <b>K.1.2</b> appreciate the unique characteristics, interests, gifts and talents of others: • appreciate feelings, ideas, stories and experiences shared by others (C, I) • value oral traditions of others (C) • appreciate that French and English are Canada's official languages (C, I)</p> <p><b>K.2.3</b> appreciate how their participation in their communities affects their sense of belonging (CC, I) • develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP)</p>
Rational	<p><u>Big Idea:</u> To teach young students about various animal species in the world. Exposure to languages at a young age is very crucial in a child's developmental stage. Teaching them the English, French and Cree language version of each animal is a great exposure to Cree culture and enhances language learning. Helps students appreciate the diversity of how there are many words/ways to express the same thing.</p> <p>This is especially a great teaching opportunity to introduce the Cree culture, highlighting a holistic worldview where all life forms are interconnected (especially with the introduction of animals in this picture book). Providing an open space for students to speak the Cree language will break the barrier out of a structured classroom space and into a welcoming realm of open communication and everyday language, its expression and diversity. It's important for young students to hear, speak and communicate in these languages to maintain the language.</p> <p><u>Option:</u> For Pre-K if learning all 3 languages (English, French, Cree) of each animal is found to be challenging, students may learn 2 instead (English/Cree).</p>

<p>Materials</p>	<p>Picture book- Discovering Animals: English, French, Cree</p> <p>Stations Activity-</p> <ul style="list-style-type: none"> <li>A. Create stations around the class based on animal classifications</li> <li>B. Labels of the different classifications of animals (in English, French, Cree) with a correspondent picture of the appropriate landscape/environment (eg. Station 1: Mammals- post picture of land and trees and grass).</li> <li>C. A bucket of animal figurines provided in each station (preferably the animals mentioned in the picture book)</li> <li>D. A list of the animal names in English, French &amp; Cree at each station.</li> </ul>  <ul style="list-style-type: none"> <li>E. Big paper worksheet similar below for students to bring and write to each station. You may list more animal groups.</li> </ul>  <ul style="list-style-type: none"> <li>F. Pencil for writing</li> </ul>
<p>Lesson Activities</p>	<p><u>Engage:</u></p> <ol style="list-style-type: none"> <li>1. Gather students in a semi circle facing the blackboard. Have kids brainstorm their favorite animals (challenge &amp; provide them the French and Cree word of animal). Ask questions: "What sound it makes? Where does it live? What does it look like? How does it survive?". Asking these questions is a great way to introduce them to animal classifications which will lead them to the Stations Activity next. Write down students' answers (in English, French, Cree) on the board with drawing.</li> <li>2. Read the Discovering Animals picture book in front of class</li> </ol>

Stations Activity:

1. With the Stations already prepared ahead of class. Divide students into groups based on how many stations you created. Preferably 2-4 students per group.
2. Explain and show a demo to the students to ensure comprehension of the activity and how to fill in the worksheet. Example: Mammal. Show an animal toy of a wolf- ask students what's the French/ Cree word for wolf and write it down on a worksheet. Where does it live? (Land, Sea, Both etc.). What special body part does it have to help it survive in the land/air/sea?
3. Students break out into groups and start activity. Observe students and listen in to conversations of sharing ideas, and the agreeing and disagreeing of ideas about animals between students. Give students 5 minutes each station and rotate until all stations are completed
4. Come together as a class and discuss the categories. Encourage class to engage in discussion.

Rationale: The rationale for this activity is to teach students the different kinds of animals and why they are different and why their body parts are different due to the survival skills needed in where they live (eg. fish→ gills→ breathe underwater). Connect this back to humans and ask students what they have to survive as humans.

Individual Work:

1. Ask students this question: If you could be an animal, what animal would you be and why?
2. Have students draw their animal, write down the name of the animal in English, French, Cree. Have students draw pictures of their animal doing *actions* that could explain the "Why" question.  
(For example: a student drawing a bird flying in the sky shows the action of *flying*, which could be the reason why that student wants to be a bird- to fly.)
3. Gather students and sit in a circle and each student will present orally and show their picture to the class why they chose this animal.

Optional: Grade 1 students may write 1-2 words on their page why they chose that animal. (For example: strong, fly, swim, pretty, cool, awesome). For more advanced students: they could write basic sentences explaining why.

If time permits, students can present to the class with all students sitting in a circle.

Rationale: The rationale for this activity is to show interconnectedness between humans and nature. By providing the teachings of "putting ourselves in each other's shoes", students will be able to learn about an animal's way of life and applying that life as their own by imposing the question "What animal would you want to be and why?". Great teaching opportunity of the Cree worldview.

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	<p>**If possible, try to have a Cree guest speaker in the room and help students with correct pronunciation and share the story in Cree, along with traditional Cree stories that may relate. An extension could be for students to look up the different meanings/uses each animal has in Cree culture, and share their own culture's animal uses/meaning. There are various Cree Language apps for Android and Apple available as well, please explore these as supplementary resources - this link is for Maskwacis Cree: <a href="https://apps.apple.com/ca/app/maskwacis-cree/id804404251">https://apps.apple.com/ca/app/maskwacis-cree/id804404251</a></p> <p>For more advanced/ diverse students or if time permits - have students share different ways to express the animal names in a language they are comfortable sharing.</p>
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Supporting Sources:

Alberta Education (2009). 12-year Program Guide to Implementation. *Kindergarten to Grade 3*. Retrieved from <https://education.alberta.ca/media/563938/cree-12y-guide-to-implementation-k-3.pdf>

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