

Elisapee and Her Baby Seagull

by Nancy Mike & Charlene Chua

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Resource Guide
& Unit Plan
Teacher-Author:
Emily Rozitis

Resources used
& possible
concerns

Book: Elisapee and Her Baby Seagull

Author: Nancy Mike

*This book is not available as a Read Aloud.

Publisher: Inhabit Books

Illustrator: Charlene Chua

Possible Concerns:

- Access to the physical book

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

Author/creator
& literature
background

Author: Nancy Mike

Illustrator: Charlene Chua

"**Nancy Mike** was raised in Pangnirtuuq (Pangnirtung), Nunavut, and continues to maintain close ties with the community. This is Nancy's first book, and she is passionate about sharing stories of life growing up in Nunavut. Currently, Nancy lives in Iqaluit, Nunavut, and works as a Research Associate for Family & Community Health with Qaujigiartiit Health Research Centre. She is a throat singer, songwriter, and plays the accordion. She has travelled around the world with a band called The Jerry Cans where her biggest passion was to empower other Indigenous people across the globe. Nancy is also an anaana (mother) to three beautiful girls and hopes to inspire them to love their culture and language . . . and to embrace intellectual endeavours as Indigenous people themselves." (Inhabit Books, 2020)

*This is a direct quote from <https://inhabitmedia.com/2017/10/10/nancy-mike/>

"**Charlene Chua** (pronounced: CHOO-ah) has illustrated many things over the years for kids of all ages. Her illustration work has won several awards, while books she has illustrated have been nominated for USBBY Outstanding International Books, OLA Best Bets, Shining Willow Award, and Kirkus Best books. Charlene's author/illustrator debut, Hug?, will be published by Kids Can Press in 2020. Charlene was born and grew up in Singapore, and moved to Canada in 2007. She started work in 1998 as a web designer, and went on to become a senior designer, web producer and interactive project manager. However, what she really wanted to do was draw pictures all day. In 2003, she decided to give it a go, and after a few years, she became a full-time illustrator." (Chua, 2020)

*This is a direct quote from <https://charlenechua.com/about>

Literature Background:

"When Elisapee's father brings home a baby seagull, Elisapee falls in love with the bird right away. She feeds and cares for her new friend, named Nau, and even helps Nau learn how to fly! Nau grows, and grows, and grows some more, until she's big enough to fly all over town and play with the other seagulls. Soon, it seems like Nau is ready to leave home for good, and Elisapee has to learn how to say goodbye. Based on the author's childhood experience, this charming story about learning to care for animals will delight young readers." (Inhabit Books, 2020)

*This is a direct quote from <https://inhabitmedia.com/2017/11/15/elisapee-and-her-baby-seagull/>

Unit Plan for

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

Unit Contents:

Lesson 1: Picture Walk, Predictions & Shared Reading

Lesson 2: Working with Words: Size

Lesson 3: Early Literacy Skills: Compare & Contrast

Lesson 4: Working with Words & Making the Writing Block Multilevel

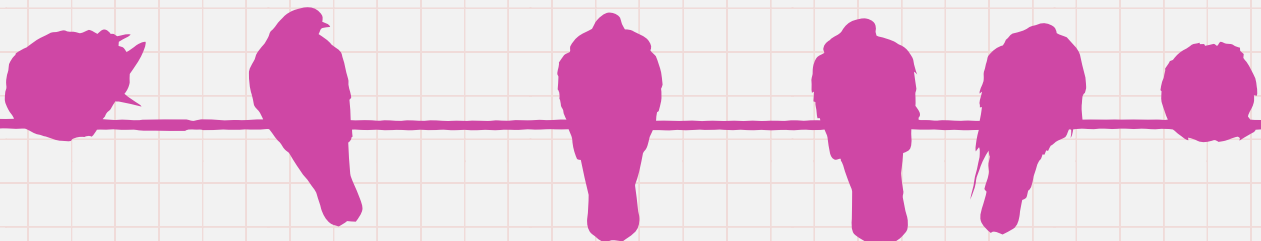
Other Targeted Skills include:

Literacy: Literary Predictions & Shared Reading, Oral and written communication skills. Working with words, early literacy skills. Compare and contrast skills. CORE word practice: bigger than, smaller than, which, bird, same, different. Making the writing block multilevel. Letter-writing practice.

Math: Mathematization of everyday knowledge, early numeracy, & number representation skills. Measurement and size.

Other: 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 FNMI languages and cultures, through written, visual, and oral storytelling. Social skills: saying goodbye.

All lessons have a primary focus of early numeracy and exposure and engagement with FNMI language and culture, through written, visual, and oral storytelling. Additional focus of all lessons in this unit is connecting with the outdoors for learning.



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Materials

Elisapee and Her Baby Seagull Resource Guide

- "Which Bird is BIGGER/SMALLER?" Literacy/Math/Fine Motor Activity (2 pages)
- "Which Baby Seagull is Doing That?" Literacy/Fine Motor Activity (1 page)
- "Write a Goodbye Letter to Nau" Literacy/Fine Motor Activity (2 pages)

Other Materials:

- Writing tools (paper/whiteboard, chalk, pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Scissors (adapted, board-scissors, mounted-loop-scissors, 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 (literacy and math 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 Mike'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

4 Multidisciplinary Lessons (as described on page 1)

Elisapee and Her Baby Seagull Resource Guide (attached as Appendix, following Unit Plan)

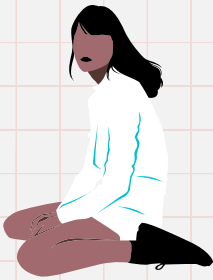
****Lesson 1 should be completed as the initial lesson. The following 3 lessons may be interchanged, based on the preference of the educator.*

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Lesson 1: Picture Walk, Predictions & Shared Reading



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

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 FNMI languages and cultures, through written, visual, and oral storytelling.

Preparation: Have a copy of the book ready to go. 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) :

***If weather permits, try doing this lesson outdoors, in small groups! You can bring a whiteboard or paper along, or use sidewalk chalk on the ground to write and draw your ideas.

1. Introduce the Activity: Explain how you will read a book together, and you will need help finding out what it is about!
2. Explain how you will 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 the ground, a whiteboard or a SMARTboard. Write I PREDICT... in the middle of your page. ****Some classrooms may choose to end here, and complete the remaining steps at another time, based on attention levels in your given class.*
4. Read the book, bringing attention to the text.
5. Ask students- What did you notice?
6. Conclude the Activity: Ask students, Have you ever had a pet? *This can be done with raised hands, or other physical, verbal, or visual communication.

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Lesson 2: Working with Words: Size



Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity
Measuring Tape/Rulers
Extra Time

Literacy Connections and Strategies: Oral and written communication skills. Working with words, early literacy skills, size and measurement vocabulary. CORE word practice (bigger than, smaller than.)
(Cunningham, et. al., pp 142-143, 1999.)

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

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

Other Skills: Attention to task, communication, fine motor skills. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

Preparation: Have a copy of the book ready to go. Print out a copy of "Which Bird is BIGGER/SMALLER?" Literacy/Math/Fine Motor Activity (2 pages) and prepare, by attaching to a clipboard or laminating, and sticking to a whiteboard. Gather 1-2 students together for a measurement activity. ***Option to use rulers or a measuring tape as a support.

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: Explain how you will compare and contrast the different birds on the "Which Bird is BIGGER/SMALLER?" Literacy/Math/Fine Motor Activity (2 pages): that means, we will look and see which one is the biggest and which one is the smallest for each choice. Demonstrate one example, or ask a student leader to demonstrate.
2. Encourage your student to practice the task independently. Teachers may assist, as needed.
3. Ask students to express which is the biggest/smallest using speech, ASL, or a communication device, or gestures. Option to use measuring tape here and count the inches or centimetres.

Conclude the Activity: Ask your students to assist in cleaning up materials , for example putting away their writing and measuring tools.

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Lesson 3: Early Literacy Skills: Compare & Contrast



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

Literacy Connections and Strategies: Oral and written communication skills. Working with words, early literacy skills. Compare and contrast skills. CORE word practice (which, bird, same, different.)
(Cunningham, et. al., pp 142-143, 1999.)

Other Skills: Attention to task, communication, fine motor skills. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

Preparation: Have a copy of the book ready to go. Print out a copy of "Which Baby Seagull is Doing That?" Literacy/Fine Motor Activity (1 page) and prepare, by attaching to a clipboard or laminating, and sticking to a whiteboard. Gather 1-2 students together for a literacy activity.

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.

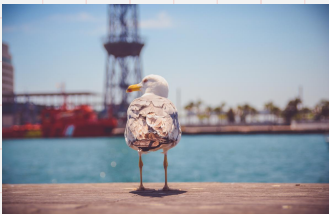
1. Introduce the Activity: Explain how you will compare and contrast the different birds on the "Which Baby Seagull is Doing That?" Literacy/Fine Motor Activity (1 page): that means, we will look at the different birds and find out what they are doing!
2. Encourage your student to practice the task independently. Ask students, Which ones are doing the SAME thing? Which ones are doing DIFFERENT things? Teachers may assist, as needed.
3. Ask students to express their answers using speech, ASL, or a communication device, or gestures. Option to use markers and circle their answers.
4. Conclude the Activity: Ask your students to assist in cleaning up materials , for example putting away their writing tools.

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Lesson 4: Working with Words & Making the Writing Block Multilevel



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

Literacy Connections and Strategies: Oral and written communication skills. Working with words, early literacy skills. Making the writing block multilevel. Letter-writing practice.

(Cunningham, et. al., pp 138-140, pp 142-143, 1999.)

Other Skills: Attention to task, communication, fine motor skills. Social skills: saying goodbye. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

Preparation: Have a copy of the book ready to go. Print out one copy of "Write a Goodbye Letter to Nau" Literacy/Fine Motor Activity (2 pages) and prepare: some students may be able to do all the writing (or cutting and pasting) independently- allow them to do so. For students who are UNABLE or to support a literacy-targeted goal (as opposed to fine motor,) provide some choices from page 1 pre-cut. Organize writing tools and scissors (adapted, if needed.) Gather your students together for a literacy activity. Small groups advised for this lesson (1-2 students.)

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: Remind students of how Elisapee wrote a goodbye letter to Nau at the end of the book. Explain how you will write your own goodbye letter to Nau.
2. Show students the "Write a Goodbye Letter to Nau" Literacy/Fine Motor Activity (2 pages) and encourage students to read the different ideas together.
3. Encourage students to write their own letter. They may write, draw, use the given phrases, or use a combination of these ideas. Assist only as needed.
4. Ask students, to read their letter, using speech, ASL, or a communication device. If students are non-verbal and not using a communication system, an adult may read on behalf of the student, with their consent.
5. Conclude the Activity: Ask your students to assist in cleaning up materials and hanging their goodbye letter on the wall.

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Supporting Sources, APA references:

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Cunningham, Patrica M., Hall, Dorothy P., & Sigmon, Cheryl M. (1999.) *The Teacher's Guide to the Four Blocks: A Multimethod, Multilevel Framework for Grades 1-3*. Carson-Dellosa Publishing Company.

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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 skills for every student, at every developmental level. Lessons are easily adapted to the typical Pre-K, Kindergarten, and Grade 1 classroom.

Resource Guide for:

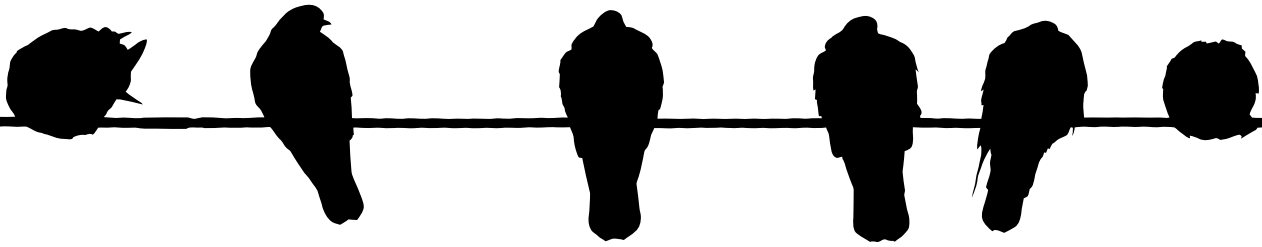
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This Resource Guide includes:

- "Which Bird is BIGGEST/SMALLEST?" Literacy/Math/Fine Motor Activity (2 pages)
- "Which Baby Seagull is Doing That?" Literacy/Fine Motor Activity (1 page)
- "Write a Goodbye Letter to Nau" Literacy/Fine Motor Activity (2 pages)



Which **BIRD** is **BIGGER**?

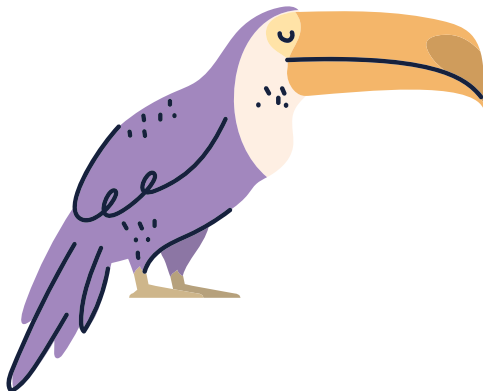
Say, or write about, which bird is the BIGGEST!



or

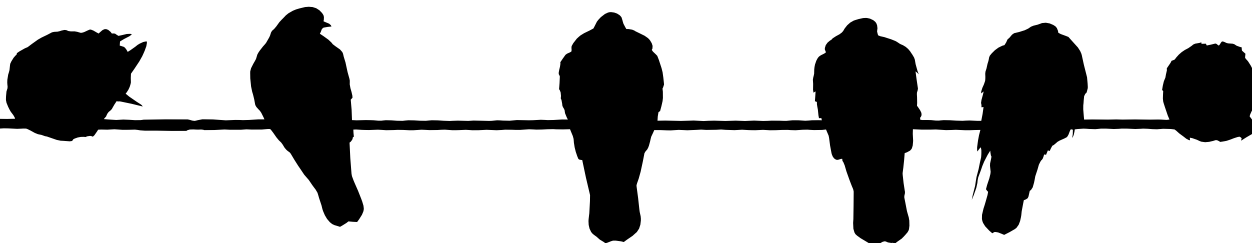


or



or





Which **BIRD** is **SMALLER**?

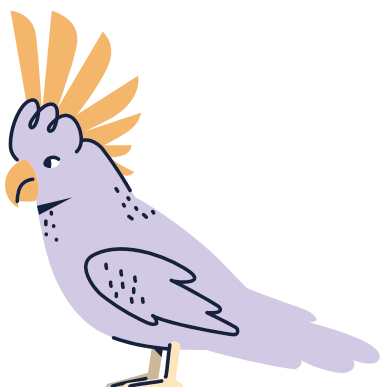
Say, or write about, which bird is the SMALLEST!



or



or

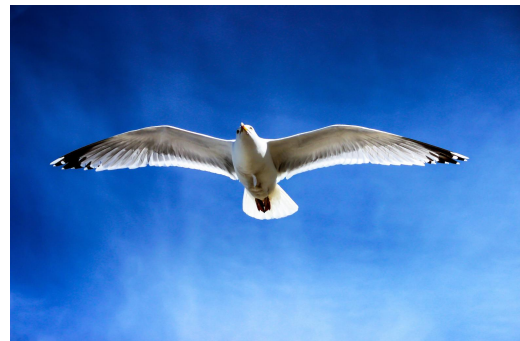
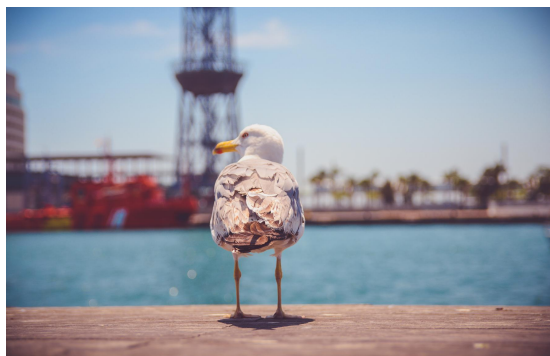
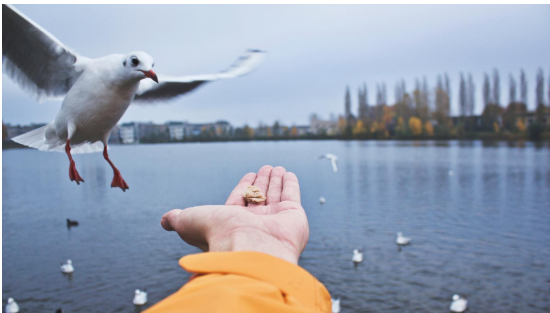


or

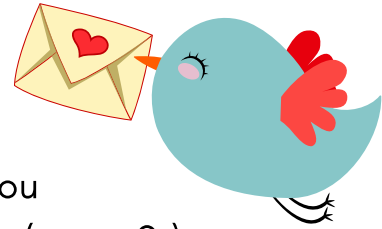


WHICH Baby Seagull is doing that?

Which seagulls are...
FLYING?
EATING?
STANDING?
YAWNING?



Write a **GOODBYE** letter to Nau!



Cut and paste the phrases you
want in your letter. Or, write your own (page 2.)

Dear Nau,

I loved helping you grow.

Good luck on your adventures!

I will miss you.

Thank you for being my friend.

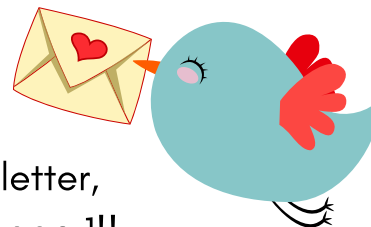
Where are you going next?

You can fly all over the world!

All the best!

From your friend,

Write a **GOODBYE** letter to Nau!



Use this page to write your own letter,
or to glue on your phrases from page 1!!