

Unit Plan for

Just a Walk

by Jordan Wheeler & Christopher Auchter

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Resource Guide
& Unit Plan
Teacher-Author:
Emily Rozitis

Resources used
& possible
concerns

Book: Just a Walk

Author: Jordan Wheeler

*This book can be viewed as a Read Aloud in this link: [Read-Aloud link](#)

Publisher: Theytus Books

Illustrator: Christopher Auchter

Possible Concerns:

- Access to the physical book

*Solutions include accessing the Youtube read-aloud via the provided link, or borrowing a copy of the book through your local public library.

-The book is a little long for lower developmental levels

*You may choose to read it in parts, or simplify some pages when reading aloud.

Author/creator
& literature
background

Author: Jordan Wheeler

Illustrator: Christopher Auchter

"Jordan Wheeler (Cree, Ojibwa, Assiniboine, Irish, English, Scottish) has been a professional writer ever since his mother, Bernelda Wheeler, made a pitch to Indian Record magazine for a 'mother and son' column in which she and Jordan each contributed a part when he was 17. Back when Jordan started on North of 60, he had initially been silent during noisy story meetings, following the Cree custom of waiting for his turn to speak. The producer quickly told him, "Get over it you'll never get a break." Well, he did - Jordan Wheeler is, now, one of the busiest and most successful Indigenous writers working in film and television in Canada, today. Whether writing for children, teaching scriptwriting, giving workshops for Indigenous youth, writing for Indigenous television, or keeping mainstream scripts honest, Jordan tells Indigenous stories with love, humour, and authenticity." (Strong Nations Publishing, 2020)

*This is a direct quote from <https://www.strongnations.com/gs/show.php?gs=3&gsd=827>

"Christopher John Michael Auchter is a Haida animator and illustrator, born and raised on Haida Gwaii, British Columbia. He moved to Victoria in 1997 and Vancouver in 1998 to attend the Emily Carr Institute of Art and Design. Chris received his bachelor of media arts with a major in animation and later graduated with honours from Sheridan College where he studied computer animation. Chris has illustrated and animated APTN children's programs, and he has worked in the gaming industry for Electronic Arts (EA) and Next Level. Using charcoal, Chris completed an animated film for the National Film Board of Canada entitled How People Got Fire. Chris resides in Vancouver, British Columbia."

(Strong Nations Publishing, 2020)

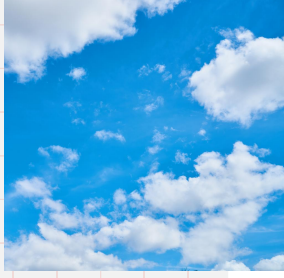
*This is a direct quote from <https://www.strongnations.com/gs/show.php?gs=6&gsd=5763>

Literature Background:

"In Just a Walk, a young boy named Chuck goes for a simple walk that turns into a day of crazy adventure. Chuck encounters animals, fish and birds that lead him on a wild journey through their various habitats. Jordan Wheeler's whimsical rhyming will capture the young readers attention and Chuck's hilarious predicaments will keep all ages laughing for more. Written to excite the young readers and to leave a smile on their faces.

Educator Information: Just a Walk is an adaptation of a popular oral presentation developed as an interactive performance for children." (Strong Nations Publishing, 2020)

*This is a direct quote from https://www.strongnations.com/store/item_display.php?i=1151&f=



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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: a Movement Activity

Lesson 3: Reading Predictable Charts: a Movement Activity

Lesson 4: Working with Words, Early Literacy Skills: Rhymes

Other Targeted Skills include:

Literacy: Literary Predictions & Shared Reading, Oral and written communication skills. Working with words, early literacy skills. CORE word practice: movement vocabulary, descriptive language. Using movement to approach literacy in multidisciplinary ways. Understanding predictable charts.

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. Balance and coordination skills.

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

Just a Walk Resource Guide

- "Animal Action Cards" Literacy/Movement Activity (3 pages)
- "NOT Just a Walk..." Literacy/Movement Activity (1 page)
- "Rhyme - Time!" Literacy/Turn-taking 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
- Hat or bag
- *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 Wheeler'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)

Just a Walk 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,
Slant boards,
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, or the [Read-Aloud link](#). ***Preferred option is a hard-copy of the book, so you can do this lesson outdoors. Option for preparing the link on a tablet. 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. If indoors, and you are using only the Read-Aloud versions, mute the Read-Aloud video and play it.
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. Write down the word "Rhyme" so your students can see, and explain how this book carries a rhythm and is fun to listen to (and read) because it RHYMES. "Rhyme" means that one word sounds like another word- give an example from the book. Write it down.
7. Encourage students to draw and write about their thoughts on the first reading, and about rhymes.
8. Conclude the Activity: Ask students, Can you think of a RHYME? *This can be done with raised hands, or other physical, verbal, or visual communication.

Unit Plan for

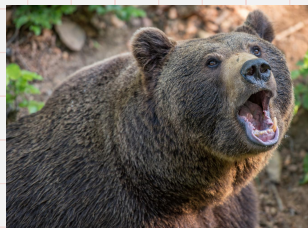
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Lesson 2:

Working with
Words: a
Movement Activity



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

Literacy Connections and Strategies: Oral and written communication skills. Working with words, early literacy skills. Connecting movement with literacy. CORE word practice (movement vocabulary.)

(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. Balance and coordination skills, following directions.

Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out a copy of "Animal Action Cards" Literacy/Movement Activity (3 pages) and prepare: cut out and mount on construction paper (option to laminate.) Put all cards into a bag or hat for choice-making. Gather your students together for a movement activity, in a large learning space (the gym, outdoors, etc.)

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. Gather students in a circle or in a large space where they can see each other.
2. Introduce the Activity: Explain how you will move your body like things you read about in *Just a Walk*. Demonstrate one activity yourself to show students what you mean.
3. Encourage your student to take turns pulling out one card each from the bag, and leading the class in the movement. Teachers may assist, as needed. Teachers should model every action with students.
4. Repeat until all students have had a turn being the leader/choice-maker.
5. Ask students, what did you like MOST? Using speech, ASL, or a communication device, ask your student to express their preferred choice aloud to the group.
6. Conclude the Activity: Ask your students to assist in cleaning up materials (putting away their cards) and engage in a cool-down activity (3 rounds of deep breaths, or a whole body stretch.)

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Lesson 3:

Reading
Predictable
Charts:
a Movement
Activity



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. Understanding predictable charts. Connecting movement with literacy. CORE word practice (movement vocabulary and descriptive language.)

(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. Balance and coordination skills, following directions.

Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out one copy of "NOT Just a Walk..." Literacy/Movement Activity (1 page) and prepare with a clipboard and a marker (option to laminate.) Gather your students together for a movement activity, in a large learning space (the gym, outdoors space is preferred, etc.)

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. *Gather students in a circle or in a large space where they can see each other.
2. Introduce the Activity: Explain how you will move your body, in different ways, like things you read about in *Just a Walk*. Demonstrate one activity yourself to show students what you mean.
3. Tell students that this is a predictable chart list! Read the list together. Ask students, do you notice how the predictable chart repeats the same first-part in each sentence?
4. Encourage your students to practice each movement. Assist students in turn-taking as the leader for each activity. Teachers may assist, as needed. Teachers should model every action with students with ENTHUSIASM.
5. Repeat until all students have had a turn being the leader/choice-maker.
6. Ask students, what did you like MOST? Using speech, ASL, or a communication device, ask your student to express their preferred choice aloud to the group.
7. Conclude the Activity: Ask your students to assist in cleaning up materials (putting away their cards) and engage in a cool-down activity (3 rounds of deep breaths, or a whole body stretch.)

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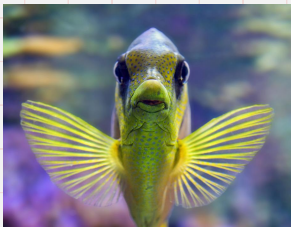
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Lesson 4:

Working with
Words, Early
Literacy Skills:
Rhymes



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

Literacy Connections and Strategies: Oral and written communication skills. Working with words, early literacy skills: rhymes.

(Cunningham, et. al., pp 138-140, 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. Balance and coordination skills, following directions.

Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out one copy of "Rhyme - Time!" Literacy/Turn-taking Activity (2 pages) and prepare by cutting out the cards, and mounting them on construction paper (option to laminate.) Place cards into a bag or a hat. Gather your students together for a literacy activity. *Small groups advised for this lesson (2-4 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: Explain how you will explore RHYMES, like the author does in the book, *Just a Walk*. Write down the word RHYME in big letters for your students to see, on a whiteboard or a SMARTboard.
2. Show students the bag/hat full of RHYMES! Demonstrate one activity yourself to show students how it works: pull out a card, and say the words (orally, using ASL, gestures, or with a communication device or system.)
3. Ask students: What did you notice? Which is your favourite?
4. Encourage all students to take a turn. Assist only as needed. Repeat until all students have had a turn
5. Ask students, what RHYME did you like MOST? Using speech, ASL, or a communication device, ask your student to express their preferred choice aloud to the group.
6. Conclude the Activity: Ask your students to assist in cleaning up materials (putting away their cards.)

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Supporting
Sources,
APA references:

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Gwa'sala-'Nakwaxda'xw School. (2020, May 31.) *Video 2 Bakwam story: Just a walk by Jordan Wheeler*. Web. <https://www.youtube.com/watch?v=HTVNqNsIFj4>

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Strong Nations Publishing. (2020.) *Christopher Auchter*. Web. <https://www.strongnations.com/gs/show.php?gs=6&gsd=5763>

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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:



This Resource Guide includes:

- "Animal Action Cards" Literacy/Movement Activity (3 pages)
- "NOT Just a Walk..." Literacy/Movement Activity (1 page)
- "Rhyme - Time!" Literacy/Turn-taking Activity (2 pages)

Animal **Action** Cards

1. Cut out these five cards of animal characters from "Just a Walk"

*laminare for durability.

2. Mix them up, and take turns trying out the different animal actions!

STARE
LIKE AN
EAGLE



ROAR

LIKE A
BEAR



SOAR

LIKE A
HAWK



**PUCKER
UP**

LIKE A
FISH



CRAWL

LIKE A
BADGER



NOT Just a Walk...

Move your body in different ways!

What do you like BEST?

Move your body **QUICKLY** – try **RUNNING!**

Move your body **SLOWY** – try **WALKING!**

Move your body **UP & DOWN** – try **JUMPING!**

Move your body **AROUND**– try **SPINNING!**

Move your body **LOUDLY**– try **CLAPPING!**

Move your body **QUIETLY**– try **HIDING!**

Rhyme - Time!

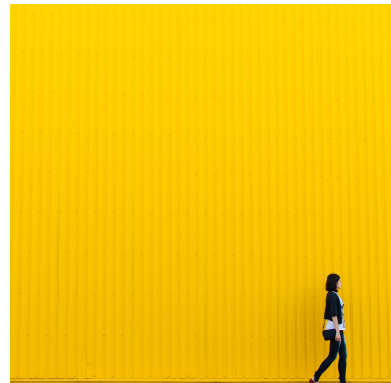
1. Cut out the cards on pages 1-3. *Laminate for durability.
2. Try SAYING both words!
3. What did you NOTICE about the two words?
4. Which is your FAVOURITE word?

hawk



OR

walk



fish



OR

squish



fly



OR

sky



fall



OR

tall



float



OR

boat

