

I am a mother of two young children, and find so much joy in watching them explore, experiment, and learn about the world around them. The greatest gift is seeing the world through a child's eyes.

Resources used and possible concerns	Poetic picture book, written and illustrated by Leo Yerxa.
Author/creator and/or literature background	<p><a href="#">Leo Yerxa</a> (Leo Yerxa, n.d. 1)</p> <ul style="list-style-type: none"> <li>- Award winning author and illustrator</li> <li>- Ojibwa parents, from the Little Eagle Reserve, Couchiching First Nation (Northwestern Ontario)</li> <li>- Studied graphic arts at Algonquin College (Ottawa, Ontario), and fine arts at the University of Waterloo</li> <li>- Visual artist who has taken part in numerous group and individual art exhibitions (Leo Yerxa, n.d. 2)</li> </ul> <p>Last Leaf, First Snowflake to Fall</p> <ul style="list-style-type: none"> <li>- CLA Amelia Frances Howard-Gibbon Illustrator's Award (1994)</li> <li>- Elizabeth Mrazik-Cleaver Award (1994)</li> <li>- Mr. Christie's Book Award (1993)</li> <li>- Governor General's Award for Illustration (Nominated - 1993)</li> </ul>

UPE course connections (not exhaustive)	<p>EDUC 435 (Literacy, Language, and Culture)</p> <ul style="list-style-type: none"> <li>- <a href="#">One of the main takeaways from EDUC 435 is the incorporation of diverse texts as a means of creating an inclusive environment. It is crucial that students see themselves as represented in the resources that are used within the classroom.</a></li> <li>- This book was written and illustrated by Leo Yerxa, a member of the Little Eagle Reserve from the Couchiching First Nation.</li> <li>- In particular the artwork shown (illustrations), depicts people of Indigenous descent travelling through the wilderness as they witness the change in seasons (fall to winter).</li> <li>- The artwork has been described as "tissue-paper collages-softly wrinkled, with gradual variations of hue" (Last Leaf First Snowflake to Fall, n.d.)</li> <li>- A <a href="#">video</a> compilation of this story is spoken in the Anishinaabemowin language, and would expose students to an Indigenous language. (Ojibwe.net, 2018)</li> </ul> <p>EDUC 450 (Diversity in Learning)</p> <ul style="list-style-type: none"> <li>- <a href="#">Cultural diversity in the classroom remains a critical component in the engagement and also the development of students. Diversity should be</a></li> </ul>
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	<p>represented in gender, sexuality, culture, religion, economic status, etc.</p> <ul style="list-style-type: none"> <li>- The incorporation of diverse representation of people challenges students to find similarities and differences to their own lives, as well as contributions to our global population.</li> <li>- The author is an accomplished University graduate, in the area of fine and visual arts. <ul style="list-style-type: none"> <li>- Too often Indigenous people are not recognized as having been to a post-secondary institution. This is why it would be ever so important to highlight that there are no limiting factors to the level of education that people of any cultural background can achieve.</li> </ul> </li> <li>- The artwork that is used as the illustrations for this book showcase Indigenous people as they journey through the natural world in traditional fashion.</li> <li>- It is also worthwhile to showcase additional artwork that Mr. Yerxa has created. <ul style="list-style-type: none"> <li>- <a href="#">Artwork from books</a> (Leo Yerxa, 2016) <ul style="list-style-type: none"> <li>- Website</li> </ul> </li> <li>- <i>Ancient Thunder</i> (Leo Yerxa, 2006) <ul style="list-style-type: none"> <li>- Book</li> </ul> </li> </ul> </li> </ul> <p>EDUC 460 (Specialization I) and EDUC 535 (Specialization II)</p> <ul style="list-style-type: none"> <li>- Grade 1: Science <ul style="list-style-type: none"> <li>- This book could be used by a grade 1 class, to discuss seasonal changes. <ul style="list-style-type: none"> <li>- The words and the poetic nature of the book will likely be too advanced for grade 1 students; however, the students will likely become enthralled in the beautiful artwork of the book.</li> </ul> </li> <li>- Extension exercises would include a fine art and a written component.</li> </ul> </li> <li>- Grade 3: English Language Arts <ul style="list-style-type: none"> <li>- This book could be used by a grade 3 class, to introduce them to poetry. In this case, prose form with limited punctuation. <ul style="list-style-type: none"> <li>- Extension exercises would include a fine arts component.</li> </ul> </li> </ul> </li> </ul> <p>EDUC 520 (Interdisciplinary)</p> <ul style="list-style-type: none"> <li>- <a href="#">The ability of an educator to successfully interweave interdisciplinarity into their classroom requires significant thought and effort. This is more easily accomplished in the younger grades, where there is predominantly one educator for the duration of the school year.</a></li> <li>- The following interdisciplinary ideas focus on the grade 1 curricular outcomes.</li> <li>- Science (Grade 1: Seasonal Changes)</li> </ul>
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	<ul style="list-style-type: none"><li>- The book provides a beautiful description of the changes that are observed as the season changes between fall and winter.</li><li>- This book can be used to discuss all of the curricular outcomes described in the Alberta Programs of Study.</li><li>- English Language Arts<ul style="list-style-type: none"><li>- The students will reflect on the seasonal changes that occur in Alberta.</li><li>- The students will select their favorite seasonal change and write 1-5 sentences about this seasonal change.</li></ul></li><li>- Fine Arts<ul style="list-style-type: none"><li>- The students create an art illustration, similar to Mr. Yerxa's style, using tissue papers, paints, etc.</li><li>- The illustration would accompany/complement their favorite seasonal change which they have written about above.</li></ul></li></ul> <p>EDUC 530 (Indigenous)</p> <ul style="list-style-type: none"><li>- <a href="#">The new Teacher Quality Standards states that educators must consistently incorporate Indigenous ways of knowing into their classroom. The use of text and images is a fabulous starting point for authentic and meaningful discussion, which can easily advance age appropriate discussions and points of inquiry.</a></li><li>- I really feel the value of this book is in the beauty of the prose poem when accompanied by the illustrations.</li><li>- The book highlights the observable seasonal changes from the perspective of Indigenous people who are journeying through our natural world.</li><li>- This book provides the unique perspective of what is seen in our natural world, which is often in contrast to what we typically experience when living in densely populated areas (cities).</li><li>- When viewing the <a href="#">video</a>, students will be exposed to an Indigenous language. (Ojibwe.net, 2018)</li></ul>
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K-12 connection	<p>During an internet search, a <a href="#">Teacher's Guide</a> was found which provides an additional idea for this story.</p> <p><b><u>Grade 1 Programs of Study</u></b></p> <p><i>Science</i>  <b>Topic B: Seasonal Changes</b>  1-6 Describe seasonal changes, and interpret the effects of seasonal changes on living things.</p> <p><i>English Language Arts</i>  <b>General Outcome 1</b>  Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.  1.1 Discover and Explore  <b>General Outcome 2</b>  Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.  2.2 Respond to Texts  2.4 Create Original Text  <b>General Outcome 4</b>  Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.  4.1 Enhance and Improve  4.2 Attend to Conventions  4.3 Present and Share</p> <p><i>Fine Arts</i>  <b>Reflection</b>  Component 3 – Appreciation  <b>Depiction</b>  Component 4 – Main Forms and Proportions  Component 6 – Qualities and Detail  <b>Composition</b>  Component 7 – Emphasis  Component 9 – Craftmanship  <b>Expression</b>  Component 10</p>
Materials	<ul style="list-style-type: none"> <li>- <i>Last Leaf First Snowflake to Fall</i> book</li> <li>- Writing journals</li> <li>- Lined paper (appropriate spacing for grade 1 students)</li> <li>- Pencils</li> <li>- Technology to view YouTube video</li> </ul>

	<ul style="list-style-type: none"> <li>- Art supplies             <ul style="list-style-type: none"> <li>- Large paper such as poster paper (to glue art and sentences onto)</li> <li>- Tissue paper, glue, paints, construction paper, scissors</li> </ul> </li> </ul>
<p>Rational</p>	<p><b>Big idea:</b> The world around is ever changing, often beginning with subtle changes.</p> <p><b>Purpose:</b> The purpose of this lesson plan is to use the book <i>Last Leaf First Snowflake to Fall</i> as a discussion starter around seasonal changes (Grade 1 curricular outcome). The students would then be required to reflect on their favorite seasonal change, and why is it their favorite? (smell, colours, temperature, etc) A written component would follow, and then the students could create an artifact (art) that represents their reflections.</p>

<p>This lesson will take more than one class. It will take multiple lessons and should be planned for such timelines.</p> <p>* Although the outline is presented as a numbered sequence, body breaks should be incorporated based on classroom needs.</p> <p>* Additional differentiation strategies should be considered based on individual classroom/student needs.</p> <p>* “I Can” Statements should be incorporated, to clearly outline learning intentions</p>	
<p>Lesson/activities</p>	<ol style="list-style-type: none"> <li>1. Introduce the book to the class.             <ol style="list-style-type: none"> <li>a. Indicate that the author is an accomplished artist, after completing university where he continued to fine tune his personal artistic style.</li> </ol> </li> <li>2. Watch the <a href="#">video</a> of the book, <i>Last Leaf First Snowflake to Fall</i>.             <ol style="list-style-type: none"> <li>a. I have purposely put the video before the reading of the book in this lesson, as it is in another language. I think the students will have a more productive discussion if it occurs after reading the book with all of the pauses for discussion.</li> </ol> </li> <li>3. Read the book, <i>Last Leaf First Snowflake to Fall</i>, out loud             <ol style="list-style-type: none"> <li>a. Break frequently to ask students questions, to assess student comprehension.                 <ol style="list-style-type: none"> <li>i. Do you notice that there are no periods in this book?                     <ol style="list-style-type: none"> <li>1. We only know that there is a new “sentence”, based on the capital letter at the beginning.</li> </ol> </li> <li>ii. This type of poetry is prose, and it seems to be written more like a story (with sentences) than rhyme and rhythm.</li> </ol> </li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>iii. Pause at the end of sentences that have created vivid images. For example: <ul style="list-style-type: none"> <li>1. "A leaf floated in the air and finally rested on the pond creating a tiny circle that grew and grew until the circle was the same size as the pond" (Yerxa, 1993, p.8)</li> </ul> </li> <li>iv. Pause at the art/illustrations. <ul style="list-style-type: none"> <li>1. What do you see in this illustration?</li> </ul> </li> <li>v. At instances that indicate subtle changes in season. For example: <ul style="list-style-type: none"> <li>1. "Startled, the birds flew south Gone were their songs" (Yerxa, 1993, p3) <ul style="list-style-type: none"> <li>a. Why do you think this happens?</li> <li>b. Is there anything in Alberta that does something similar?</li> </ul> </li> </ul> </li> </ul> <p>4. Classroom discussion</p> <ul style="list-style-type: none"> <li>a. Follow up with a brief and general discussion of the book. <ul style="list-style-type: none"> <li>i. What did you like about this book?</li> <li>ii. What did you think about the art/illustrations?</li> </ul> </li> <li>b. Discussion around the seasonal change that is occurring in the book (fall to winter). <ul style="list-style-type: none"> <li>i. Do you remember what changes the author mentioned? <ul style="list-style-type: none"> <li>1. Create a mind map</li> </ul> </li> <li>ii. What changes do you see around us?</li> </ul> </li> <li>c. Discussion to move towards other seasonal changes that we experience. (Create individual mind maps for each seasonal change) <ul style="list-style-type: none"> <li>i. Winter to spring</li> <li>ii. Spring to summer</li> <li>iii. Summer to fall</li> </ul> </li> </ul> <p>5. Ask the students to reflect on which seasonal change they like the best. The students should be prepared to answer why they feel this way. What are some of their favorite memories from this seasonal change?</p> <ul style="list-style-type: none"> <li>a. Students to pair and share their reflections.</li> <li>b. A few students to share their reflections with the rest of the class.</li> </ul> <p>6. The students are to write about their favorite seasonal change, and why. Guiding sentences to be provided, with expectations to be laid out for individual students (differentiation between student abilities). Emphasis on sentence structure, such as complete sentences, punctuation, capital letters, etc.).</p> <ul style="list-style-type: none"> <li>a. My favorite change of season is when ____ turns to ____.</li> <li>b. I like this change because _____.</li> <li>c. My favorite memory is when _____.</li> </ul>
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	<ol style="list-style-type: none"><li>7. The art portion of this lesson will ask the students to use available tools (tissue paper and paints) to create art which illustrates their written reflection.<ol style="list-style-type: none"><li>a. Students will use tissue paper first, to create the background as well as the main image. They may layer tissue paper to create different colours or shades of the same colour, as well as it could be used to create textures (e.g. crumpled paper).</li><li>b. The students will then enhance their work using paints.</li></ol></li><li>8. Good copies of their written work and their art will be placed on poster paper and hung within the classroom<ol style="list-style-type: none"><li>a. Students could also present their art and reflections to the class.</li></ol></li></ol>
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**Supporting Sources:**

A Teachers Guide to Last Leaf First Snowflake to Fall. (n.d.) House of Anansi. Retrieved August 17, 2020, from [https://houseofanansi.com/pages/indigenous-literature?\\_pos=1&\\_sid=0a1eeb9bb&\\_ss=r](https://houseofanansi.com/pages/indigenous-literature?_pos=1&_sid=0a1eeb9bb&_ss=r)

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