

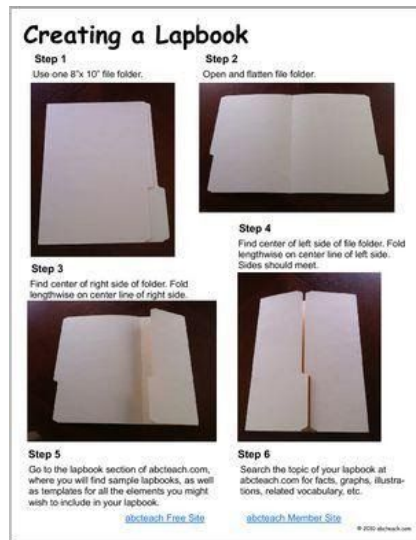
Emily is a recent graduate from Werklund School of Education, at the University of Calgary. Her Specialization is Elementary Social Studies and is interested in Indigenous ways of knowing and Land- Based Pedagogy. She loves to read and be outdoors.

Title: Novel study Lesson Plan

Resources used and possible concerns	Lucy and Lola When We Play Our Drums, They Sing
Author/creator and/or literature background	Richard Van Camp <ul style="list-style-type: none"> <li>- Member of the Dogrib Nation from Fort Smith, NWT</li> <li>- Graduate of the En'owkin International School of Writing, the University of Victoria's Creative Writing BFA program, and has a master's degree in Creative writing at the University of British Columbia</li> </ul> Monique Gray Smith <ul style="list-style-type: none"> <li>- Cree, Lakota, Scottish</li> <li>- Well know author of many award-winning books</li> </ul>
UPE course connections (not exhaustive)	<p>EDUC 435: Literacy, language, and Culture: This course is about the importance of reading, writing, speaking, listening, viewing, and representing. In this lesson plan students will work on language development and literacy learning.</p> <p>EDUC 450: Diversity in Learning: In this course students learn about the diverse perspectives within society. In this lesson plan students will enhance their understanding of Indigenous perspectives and histories.</p> <p>EDUC 460 (1 and 2): Elementary Language arts and Social Studies: This lesson plan includes reading, writing, viewing, listening, representing, and listening, which are key components for literacy and comprehension. Also, this lesson explores Indigenous history.</p>
K-12 connection	<p>Grade 4 to 6</p> <p>General outcome 1: Explore thoughts, ideas, feelings and experiences: (read, write, speak, listen, represent and view)</p> <ul style="list-style-type: none"> <li>- Compare new ideas, information and experiences to prior knowledge and experiences</li> <li>- Share personal responses to explore and develop understanding of oral, print, and other media texts</li> </ul> <p>General outcome 2: Comprehend and respond personally and critically to oral, print, and other media texts:</p> <ul style="list-style-type: none"> <li>- Use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and</li> </ul>

	<p>information</p> <ul style="list-style-type: none"> <li>- Identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information</li> <li>- Use phonics and structural analysis</li> <li>- Respect others and strengthen community</li> </ul> <p>Social Studies outcomes:            Grade 4: Alberta: A sense of the land, The stories, histories and people of Alberta, Alberta Celebrations and Challenges            Grade 5: Histories and stories of ways of life in Canada, Canada shaping Identity            Grade 6: Citizen participating in Decision making</p>
<p>Materials</p>	<ul style="list-style-type: none"> <li>- Lucy and Lola &amp; When We Play Our Drums, They Sing Novella</li> <li>- Lap Book- Folder with paper attached for dictionary</li> <li>- Talking stick (optional)</li> <li>- Personal journals</li> </ul>
<p>Rationale</p>	<p>Big Idea: Students will build on comprehension skills vocabulary, and explore more about Indigenous ways of knowing. As a class, students will learn about residential schools, truth and reconciliation, 8th fire prophecy and how characters faced challenges.</p> <p>Purpose: Students will gain more knowledge about Indignous ways of knowing and use talking circles to discuss their thoughts about the text.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> <li>1. Teachers should pre read each chapter and choose 1 or 2 words from the book that class can define together. Include worlds with prefixes and root words, similar sounding words but different spelling (their and there).</li> <li>2. In the first lesson, have students create a lap book as a dictionary for words they will collect that they do not know the meaning of, or a word they find interesting. These words can include the Ojibwe words that are used in the text. In the lapbook encourage students to have the word, the definition in their own words and a picture when applicable. After every chapter that is read then students add more words to their Lapbook</li> </ol>

dictionaries.



(Lapbook: How to fold a

Lapbook (photos). (2001- 2020). abcteach: the educator's online resource. Retrieved August 17, 2020, from

<https://www.abcteach.com/documents/lapbook-how-to-fold-a-lapbook-photos-45511>)

3. Include Talking circles in the classroom (these talking circles can happen after every chapter or specific chapters- teacher can choose when they would like to do these circle)

- What is a talking circle? Why do we do a talking circle and not a Sharing Circle (Sharing circle include a smudge ceremony)

here are resources for Talking circles:

- [https://walkinginhermoccasins.org/wp-content/uploads/2018/02/Sharing\\_Circle\\_Instructions\\_SECONDARY.pdf](https://walkinginhermoccasins.org/wp-content/uploads/2018/02/Sharing_Circle_Instructions_SECONDARY.pdf)
- <https://passthefeather.ca/sharing-circles/?v=e4b09f3f8402>
- [https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated\\_talking\\_Circle\\_fact\\_sheet.html](https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_Circle_fact_sheet.html)
- What are the expectations in a talking circle? (talking stick, etc)
- Topics for the talking circle can depend on the chapter, ex. Residential schools, basic comprehension of the chapter that was previously read, their thought on how they deal with struggles they face in their life.

4. In the second lesson create a KWL chart with the class about Residential schools. What do you **know** about Residential schools? Where were they? What happened? What do you **want to know** more about? What did you **learn** about?

	<p>5. In the third lesson students will explore the 8<sup>th</sup> fire prophecies. What are the 8<sup>th</sup> fire prophecies? How do the prophecies relate to the residential schools? What is your role as a student in the 8<sup>th</sup> fire prophecies? (grade 6: how might this relate to your role as a citizen in Canada.) (Here is an addition resources: <a href="http://caid.ca/SevFir013108.pdf">http://caid.ca/SevFir013108.pdf</a>)</p> <p>As a final project student can reflect in their journals:</p> <p>6. Once the novel studies are completed ask students what they find similar in the novella's stories. What were the two authors' purposes with their stories?</p> <p>7. Have students write in their journals about one of the characters that they might relate to. How do they relate to this character? If they do not relate to a character, then has there ever been a challenging time, what was it, how did they deal with it and who was there to support them?</p> <p>8. As a class create a summative rubric that includes assessment on conventions and content.</p>
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Supporting Sources (APA):

Caid. The Prophecy of the Seven Fires of the Anishinaabe. 7 fires. <http://caid.ca/SevFir013108.pdf>

Gray Smith, M. (2018). *Lucy and Lola*. Mckellar & Martin

*Lapbook: How to fold a Lapbook (photos)*. (2001- 2020). abcteach: the educator's online resource. Retrieved August 17, 2020, from <https://www.abcteach.com/documents/lapbook-how-to-fold-a-lapbook-photos-45511>

Learn Alberta. (2005). *Talking circle: fact sheet*. Talking Together: A discussion guide for Walking Together. [https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated\\_talking\\_Circle\\_fact\\_sheet.html](https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_Circle_fact_sheet.html)

Pass The Feather. (2019). *Talking Feather for Sharing and Restorative Justice Circles*. Pass the Feather. <https://passthefeather.ca/sharing-circles/?v=e4b09f3f8402>

Raven speaks. *Sharing Circle Instructions*. Ravenspeaks.ca. [https://walkinginhermoccasins.org/wp-content/uploads/2018/02/Sharing\\_Circle\\_Instructions\\_SECONDARY.pdf](https://walkinginhermoccasins.org/wp-content/uploads/2018/02/Sharing_Circle_Instructions_SECONDARY.pdf)

Van Camp, R. (2018). *When We Play Our Drums, They Sing*. Mckellar & Martin  
**Appendix**

# Creating a Lapbook

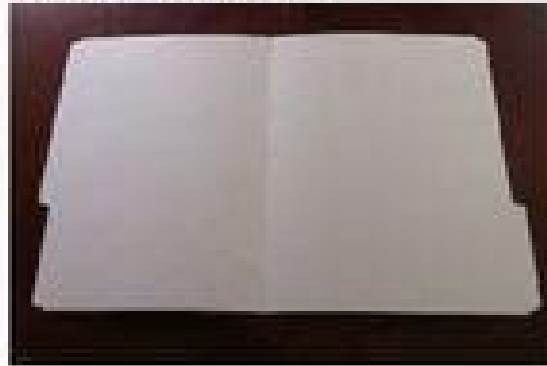
## Step 1

Use one 8" x 10" file folder.



## Step 2

Open and flatten file folder.



## Step 3

Find center of right side of folder. Fold lengthwise on center line of right side.



## Step 4

Find center of left side of file folder. Fold lengthwise on center line of left side. Sides should meet.



## Step 5

Go to the lapbook section of [abcteach.com](http://abcteach.com), where you will find sample lapbooks, as well as templates for all the elements you might wish to include in your lapbook.

[abcteach Free Site](http://abcteach.com)

## Step 6

Search the topic of your lapbook at [abcteach.com](http://abcteach.com) for facts, graphs, illustrations, related vocabulary, etc.

[abcteach Member Site](http://abcteach.com)

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