

Title: Morning on the Lake Lesson

Bio: I graduated from the Werklund School of Education in the Spring of 2020 and hold a Bachelor of Science in Conservation Biology from the University of Alberta. I have worked in the field of environmental education for several years where I've used place-based learning to foster my students' connection and appreciation for the natural world.

Resources used and possible concerns	<p>Book: Morning on the Lake Written by: Jan Bourdeau Waboose Illustrated by: Karen Reczuch</p>
Author/creator and/or literature background	<p>Jan Bourdeau Waboose</p> <ul style="list-style-type: none"> - Nishnawbe Ojibway from Northern Ontario - Written articles for Indigenous magazines and newspapers. Bourdeau Waboose has also authored several stories, poems, and the picture book SkySisters (published in 2002) <p>Karen Reczuch</p> <ul style="list-style-type: none"> - Award winning illustrator with over 20 years experience illustrating children's books. - Work has been exhibited internationally - Illustrations are notable for their accuracy and detail regarding time and place.
UPE course connections (not exhaustive)	<p>EDUC 435 - Literacy, Language, and Culture</p> <ul style="list-style-type: none"> ● Incorporating this book into the classroom aligns with the idea of utilizing diverse texts in order for all students to see themselves as part of the learning environment. Further, this book promotes Indigenous culture through exposing readers to Anishinawbe Ojibway words. The detail of the illustrations may assist English Language Learners with developing their vocabulary and reading comprehension skills. <p>EDUC 450 - Diversity in Learning</p> <ul style="list-style-type: none"> ● Indigenous voices in the classroom promote a diverse learning environment. Educators can challenge their students to understand how their lives compare and contrast to the teachings in the book. This develops awareness and appreciation for Indigenous culture. <p>EDUC 460/535 - Specialization I & II</p> <ul style="list-style-type: none"> ● This text could be utilized to support subject specific learning objectives and outcomes. Opportunity to connect to elementary science, social studies, ELA, and art is available. The book presents an interesting way to introduce concepts

	<p>while also including more Indigenous resources and teachings in the classroom.</p> <p>EDUC 520 - Interdisciplinary</p> <ul style="list-style-type: none"> ● This book could be used in kindergarten - Grade 4 classrooms. As a result, there are many ELA, science, social studies, and even art lessons that could be developed in response to reading the book. Educators have the opportunity to approach this resource from an interdisciplinary lens and incorporate themes from the text to satisfy outcomes in multiple subject areas. The text could be used to guide a year long inquiry project such as how can they connect with nature in their community. <p>EDUC 530 - Indigenous Education</p> <ul style="list-style-type: none"> ● This book can promote conversation and understanding of Indigenous education and history. Further, it has the opportunity to assist students with considering their relationship with the land. Educators can facilitate learning activities that create a deeper connection and allow students to share their stories with future generations.
K-12 connection	<ul style="list-style-type: none"> - This resource could be used to support several curriculum outcomes for Kindergarten - Grade 4. - For this plan, the lesson will focus on supporting Grade 1 Science and Social Studies outcomes: <ul style="list-style-type: none"> ➔ Grade 1 Science Topic D: Senses (Specific Learner Expectations # 1, 3) ➔ Grade 1 Science Topic E: Needs of Plants and Animals (Specific Learner Expectations # 1, 2) ➔ Grade 1 Social Studies General Outcome 1.1 (Specific Outcome # 1.1.1.) ➔ Grade 1 Social Studies General Outcome 1.2 (Specific Outcome # 1.2.1)
Materials	<ul style="list-style-type: none"> - Book: Morning on the Lake - Map of eastern woodlands (electronic or print) - Chart paper/markers or whiteboard - Pencils, erasers - Science journals or blank paper
Rationale	<p>Big idea: Students will use their senses to develop their understanding and build a connection with nature in their community.</p> <p>Purpose: Students will develop their knowledge of the natural environment promoting responsible citizenship and sense of place.</p>

	<p>This connects to Indigenous values such as seeing oneself as part of the land, rather than separate from it. Further, students will learn how their senses can provide them with detailed information allowing them to understand their surroundings and community spaces. Overall, students will learn how different voices, cultures, and spaces contribute to a vibrant and healthy community.</p> <p>Options:</p> <ul style="list-style-type: none"> ● Journaling activity can be modified to achieve other curriculum outcomes. With older grades more emphasis on writing observations rather than sketches. ● Differentiation: Incorporate technology through having students use digital cameras, iPads, or capture their observations. Also, students can orally communicate with the teacher what they observed.
<p>Lesson/Activities Part 1</p>	<ol style="list-style-type: none"> 1. Introduction (15) <ul style="list-style-type: none"> ● Introduce the class to the book ● Morning on the Lake is a story about a boy and his grandfather who shares the beauty and importance of nature. ● Ask students if they have older people in their life who have taught them things. What are their names? In the story the boy calls his grandfather <i>Mishomis</i> which is an Anishinawbe Ojibway word used in the book. <ul style="list-style-type: none"> ➢ The Ojibway traditional lands are found in the eastern woodlands (show map). ➢ Ojibway language has many different dialects and is spoken by many people across Canada. ● Make a list of the different names of grandparents and other older adult people in their life? ● Next, have students complete a pair and share. This provides them the opportunity to share a story about something they have learned from a grandparent/older family member. 2. Read aloud (20) <ul style="list-style-type: none"> ● Have students move to another area of the classroom (or outdoors - if possible) to read the story. ● Ask clarifying questions while reading to promote connection and understanding. For example: <ul style="list-style-type: none"> ➢ What season is it in the book? How do you know? ➢ What are the 5 senses? What is something we

see/smell/taste/touch/hear in the spring?

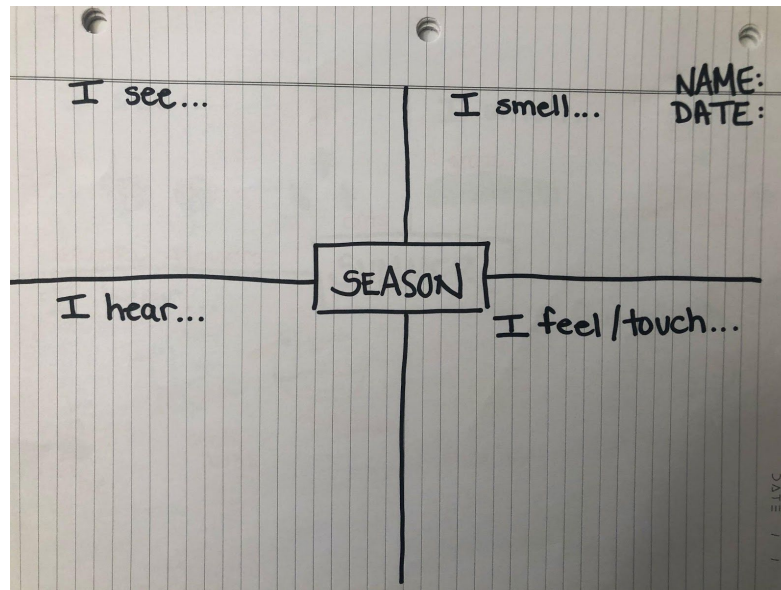
➤ What is something you do with your family/community in the spring?

- Record responses on the whiteboard/chart paper for next class.
- As the story is quite long, it is recommended to incorporate body breaks. For example, ask the students to stand up and act out the part of the story you have already read. Have students pretend they are paddling in a birchbark canoe, flapping their “wings” like a loon, climbing a rocky cliff, reaching up to point at the stars etc.

3. Journals (10)

- Next class, students will go outside around their school (or nearby natural area - if possible) and use their senses to record what they see, smell, feel/touch, and hear.
- Students will record their observations in their science journals or on a blank piece of paper.
- Guide students with the set up of their journals.

Journal set up:



4. Conclusion (5)

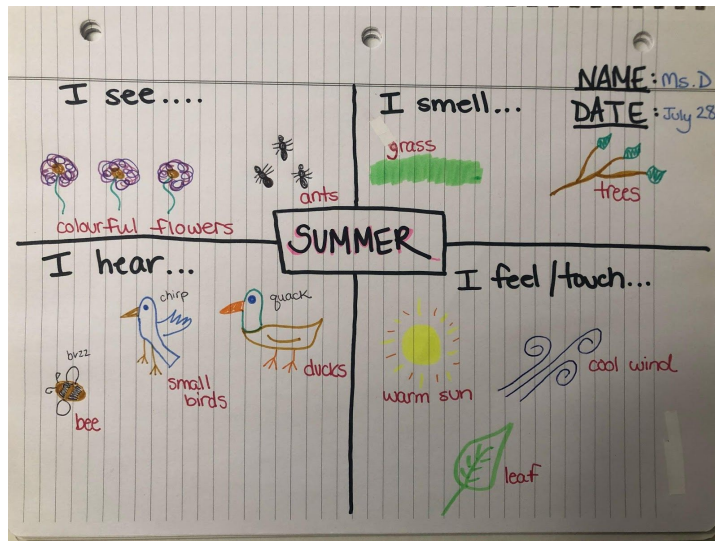
- Ask students if they have any questions about the

book.

- Review how different families call each other different names. Ask students if they remember the Anishinawbe Ojibway words for grandfather and grandchild from the book.
- Review the 5 senses and what information they can give us. For example, we use our senses to evaluate the change in seasons.

Lesson/Activities Part 2

- In the next lesson, review the book and information about senses from the previous class.
- Have students prepare to go outdoors with their journals and record their observations. For safety, remember to discuss proper clothing to wear outdoors in the spring/fall/winter (whichever season the activity is taking place in). Also, remind students that they are not to taste anything outside (we are using all our senses except that today as it is not safe).
- To promote success, show students an example of what you would like to have them do.
- Example:



- Students are encouraged to draw pictures and use words to describe what they find. Depending on resources, teachers could bring iPads and/or digital cameras for the students to use to assist with recording information. Another option would be to bring pencil crayons for the students to add colour to their sketches. Further, for students who require an extension, the teacher could have them write 2-3 sentences about the outdoor space.

	<ul style="list-style-type: none">● Conclude the lesson with a reflection where students can share in small groups and to the whole class what they were able to discover. Share with students how spending time in nature allows us to learn more about it - just like the boy in the story. Encourage students to share what they learned today with an older person in their life. For example, maybe you want to call your grandfather and sharing what you learned today will teach them something new!
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Supporting Sources (APA):

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Kids Can Press. (2020). *Jan Bourdeau Waboose - Author*. Kids Can Press. <https://www.kidscanpress.com/creators/jan-bourdeau-waboose/19>

Kids Can Press. (2020). *Karen Reczuch - Illustrator*. Kids Can Press. <https://www.kidscanpress.com/creators/karen-reczuch/177>

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Waboose, J. B., & Reczuch, K. (1997). *Morning on the lake*. Toronto, ON: Kids Can Press.

Book Information:

Title: Morning on the Lake

Author: Bourdeau Waboose, Jan & Reczuch, Karen

Grades: Kindergarten - Grade 4

Themes: Respecting nature, purpose

APA Citation: Waboose, J. B., & Reczuch, K. (1997). *Morning on the lake*. Toronto, ON: Kids Can Press.

Subjects: Science

Summary: A young boy and his grandfather set out in a birchbark canoe early one spring morning. Under the patient and gentle guidance of his grandfather, the boy gradually comes to respect the ways of nature and to understand his own place in the world.

In the first of three linked stories, a young boy and his grandfather set out in a birchbark canoe early one spring morning. Together, they discover the peaceful beauty of the lake. In the second story, the sun rises high in the

summer sky as they climb a rocky cliff for a bird's-eye view of the land. And, finally, as an autumn night descends, they venture into the woods. Under the patient and gentle guidance of his grandfather, the boy gradually comes to respect the ways of nature and to understand his own place in the world.