

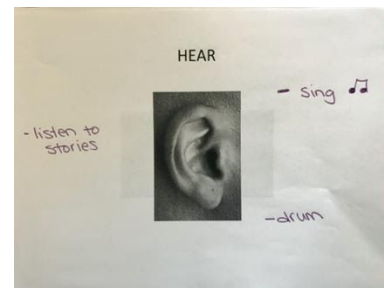
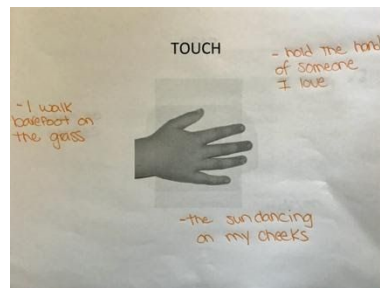
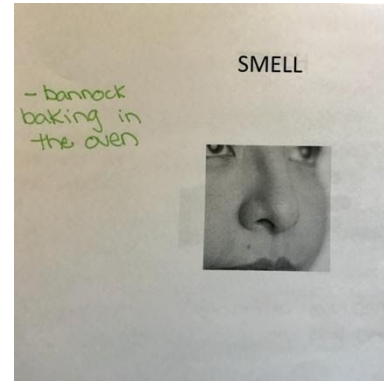
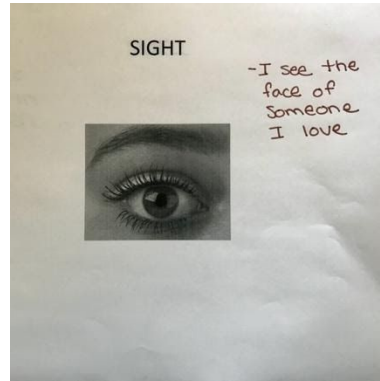
<p>Resources used and possible concerns</p>	<p>Picture book <i>My Heart Fills With Happiness</i> written by Monique Gray Smith and illustrated by Julie Flett.</p>
<p>Author/creator and/or literature background</p>	<p><a href="#">Monique Gray Smith</a></p> <ul style="list-style-type: none"> <li>- Information below taken directly from her personal website</li> <li>- Is Cree, Lakota, and Scottish</li> <li>- Award winning and best-selling author, speaker, and mentor</li> <li>- Awards:             <ul style="list-style-type: none"> <li>- 2014 Burt Award for First Nation, Métis and Inuit Literature (<i>Tilly: A Story of Hope and Resilience</i>)</li> <li>- Finalist for the 2018 TD Canadian Children’s Literature Award (<i>Speaking our Truth: A Journey of Reconciliation</i>)</li> </ul> </li> </ul> <p><a href="#">Julie Flett</a></p> <ul style="list-style-type: none"> <li>- Information below taken directly from her personal website</li> <li>- Is Cree and Métis</li> <li>- Author, illustrator, artist</li> <li>- Awards:             <ul style="list-style-type: none"> <li>- 2017 Governor General's Award for Children's Literature for her work on <i>When We Were Alone</i> by David Robertson (High Water Press)</li> <li>- 2016 American Indian Library Association Award for Best Picture Book for <i>Little You</i> by Richard Van Camp (Orca Books)</li> <li>- Three-time recipient of the Christie Harris Illustrated Children’s Literature Award for <i>Owls See Clearly at Night; A Michif Alphabet</i>, by Julie Flett, <i>Dolphin SOS</i>, by Roy Miki and Slavia Miki (Tradewind Books), and <i>My Heart Fills with Happiness</i>, by Monique Gray Smith (Orca Books).</li> <li>- Featured in <i>The New York Times</i> and included among <i>Kirkus’s</i> Best Children’s Books of 2013: <i>Wild Berries</i> (Simply Read Books).</li> <li>- Chosen as Canada’s First Nation Communities Read title selection for 2014–2015: <i>Wild Berries</i> (Simply Read Books).</li> <li>- Finalist for the 2019 Governor General’s Literary Award (<i>Birdsong</i>)</li> <li>- Honourable mention from the 2019 Bologna Ragazzi Awards (<i>We Sang You Home</i>)</li> <li>- 2017 Governor General Books winner and TD Canadian Children’s Literature Award finalist (<i>When We Were Alone</i>)</li> </ul> </li> </ul>

<p>UPE course connections (not exhaustive)</p>	<p>EDUC 435 (Literacy, Language, and Culture)</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- This book is not only written and illustrated by people of Indigenous heritage, but also pictorially shows Indigenous characters, discusses aspects of Indigenous culture, as well as provides exposure to the Plains Cree language.</li> <li>- The use of simple words (in three languages: English, Plains Cree, French) and descriptive pictures allows students of all levels to develop comprehension.</li> </ul> <p>EDUC 450 (Diversity in Learning)</p> <ul style="list-style-type: none"> <li>- Cultural diversity in the classroom remains a critical component in the engagement and also the development of students. Diversity should be represented in gender, sexuality, culture, religion, economic status , etc.</li> <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>- This book brings in the culture of a young Indigenous child into the classroom, and the students are provoked to find similarities with themselves.</li> </ul> <p>EDUC 460 (Specialization I) and EDUC 535 (Specialization II)</p> <ul style="list-style-type: none"> <li>- This book can be used to support a multitude of different specializations, including science, ELA, fine arts, and social studies.</li> </ul> <p>EDUC 520 (Interdisciplinary)</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- This book lends itself as an easy way to introduce and bridge a multitude of outcomes from the Alberta Programs of Study, which could be successfully interwoven and investigated simultaneously.</li> </ul> <p>EDUC 530 (Indigenous)</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- This book provides the students with the inclusion of cultural diversity, from an Indigenous perspective, at an early level of learning.</li> </ul>
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<p>K-12 connection</p>	<p>This resource could be used in many of the curricular areas outlined in the Programs of Study for Kindergarten to Grade 3.</p> <p>This lesson plan focuses primarily on supporting the Grade 1 Science outcomes</p> <p><b><u>Grade 1 Programs of Study</u></b></p> <p><i>Science</i></p> <p>1-1 Bring focus to investigative activities, based on their own questions and those of others.</p> <p>1-2 Describe materials and objects that have been observed and manipulated, and identify what was done and found out.</p> <p>1-10 Describe the role of the human senses and the senses of other living things, in enabling perception and action.</p> <ol style="list-style-type: none"> <li>1. Identify each of the senses, and explain how we use our senses in interpreting the world.</li> </ol>
<p>Materials</p>	<ul style="list-style-type: none"> <li>- <i>My Heart Fills With Happiness</i> book</li> <li>- Technology to watch video of book read in Cree</li> <li>- Whiteboard / chart paper</li> <li>- Journals</li> <li>- Art supplies (crayons, pencil crayons, paints, etc)</li> <li>- Pencils for writing</li> </ul>
<p>Rational</p>	<p>Big idea: The students will use the book as an introduction into how living beings use their senses to experience the world around them.</p> <p>Purpose: The students will leverage from the experiences that the main character of the book recalls, as she senses her world around her. Discussions around her experience will bring awareness of the five human senses.</p> <p>The main purpose for the use of this book, and this lesson, is to serve as an introduction of the five senses which humans use to experience the world around them. This is applicable directly to the Grade 1 Science Program of Studies (POS).</p> <p>Extension:</p> <ul style="list-style-type: none"> <li>● How would a person’s experiences change if they were not able to use all of their senses? (Social Justice)</li> <li>● Using the example of the little girl in the book, can the children describe unique experiences that their family/culture has? For example, the smell of bannock – Perhaps the smell of cultural foods in their own unique homes? (Diversity)</li> <li>● All of the ideas presented in the book are what brings happiness to the little girl. (Life Skills)</li> </ul>

	<ul style="list-style-type: none"> <li>o What brings you happiness?</li> <li>o What brings your friends happiness?             <ul style="list-style-type: none"> <li>· What could you do to help a friend in need?</li> </ul> </li> </ul> <p>Given that at the Grade 1 level, there aren't necessarily clear "study blocks", the extension exercises could be integrated throughout many "subjects" throughout the day/week. Language arts would be an easy fit, should writing tasks be considered. Further, the use of a Cree based book easily ties into the Grade 1 Social Studies POS which focuses the value of each individual/cultural diversity.</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. Highlight accomplishments of the author and the illustrator.             <ol style="list-style-type: none"> <li>a. Monique Gray Smith                 <ol style="list-style-type: none"> <li>i. Is Cree, Lakota, and Scottish</li> <li>ii. Award winning and best-selling author</li> </ol> </li> <li>b. Julie Flett                 <ol style="list-style-type: none"> <li>i. Is Cree and Métis</li> <li>ii. Award winning author, illustrator, and artist</li> </ol> </li> <li>c. Leading questions for the students:                 <ol style="list-style-type: none"> <li>i. What do you think the book will talk about?</li> <li>ii. What does it feel like to be filled with happiness?</li> </ol> </li> </ol> </li> <li>2. Read My Heart Fills With Happiness together as a class.             <ol style="list-style-type: none"> <li>a. Watch the Cree version of a read aloud.                 <ol style="list-style-type: none"> <li>i. <a href="https://www.youtube.com/watch?v=4v2kuQLu_Ss">https://www.youtube.com/watch?v=4v2kuQLu_Ss</a></li> <li>ii. This helps to "normalize" the use of Indigenous materials in the classroom.</li> <li>iii. Further, this promotes multilingualism.                     <ol style="list-style-type: none"> <li>1. Does anyone speak another language?</li> <li>2. Can you tell us something that makes you happy, in your other language?</li> </ol> </li> </ol> </li> </ol> </li> <li>3. Classroom discussion about the book             <ol style="list-style-type: none"> <li>a. Review the book page by page and identify which sense the little girl is using to tell us what brings her happiness.</li> <li>b. Ask, what sense is the girl using?                 <ol style="list-style-type: none"> <li>i. Sight</li> </ol> </li> </ol> </li> </ol>

- ii. Smell
- iii. Touch
- iv. Hear
- v. Taste (no examples from the book)



- c. Ask that each student identify an idea(s), based on one of the senses, what brings them happiness. This can be done as a mind map, using a whiteboard.

- i. If possible, have students sit in a circle to take turns. This further incorporates the Indigenous ways of knowing of a "Talking Circle".

[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)

- 4. Provide the students with an opportunity to further explore this idea outside with the natural world. You could also introduce the idea of a "Sit Spot" to the students.

[https://www.canmoreforestplay.com/uploads/1/4/1/7/14171255/core\\_routines\\_of\\_nature\\_connection.pdf](https://www.canmoreforestplay.com/uploads/1/4/1/7/14171255/core_routines_of_nature_connection.pdf)

- a. Example Journaling page for the students to bring outside to complete:



- b. Bring the students outside into the school yard and have them focus on their five senses (provide visual aids as a reminder). Students will journal outside using either words or pictures to convey thoughts and ideas in their journal.
- c. Return to the classroom for a small group discussion (pair and share), in which the students are able to share their experience.
  - i. What did each student observe/sense?
  - ii. What brought the students happiness?
  - iii. Did the experience evoke other emotions?
  - iv. Which sense was easiest to use?
5. Following the classroom discussion, have the students create a drawing/pictogram of what made them happy. The students are to choose one sense and one idea to convey (which one made them the happiest?) They would also need to write a minimum of one sentence (differentiate here):
  - a. The (sense) of the (artifact) made me feel (feeling) because \_\_\_\_\_ . (Provided as a guiding sentence for the students to build upon.)

### **Supporting Sources:**

Flett, J. (n.d.). About. Retrieved from <https://www.julieflett.com/contact>

Gray Smith, M. (n.d.). About. Retrieved from <https://www.moniquegraysmith.com/about>

Learn Alberta. (n.d.) Talking Circle Fact Sheet.

[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)

Nature's Tracks Forest Play. (n.d.) *Core Routes of Nature Play*.

[https://www.canmoreforestplay.com/uploads/1/4/1/7/14171255/core\\_routines\\_of\\_nature\\_connection.pdf](https://www.canmoreforestplay.com/uploads/1/4/1/7/14171255/core_routines_of_nature_connection.pdf)