

Title: Oral Storytelling and Berry Magic

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**Marissa:** I am a recent Werklund Graduate with an Undergraduate in Kinesiology majoring in Pedagogy. I have a passion for movement education as well as international teaching and learning experiences. I have taught Physical Education and Health in Antigua West Indies, as well as taught and observed education in Japan. I believe that a classroom is a diverse group of individuals with different experiences, abilities, skills and backgrounds and addressing the needs of every student is my goal in education.

**Laura:** I am a 2020 Werklund School of Education graduate with an Undergraduate and Graduate degree in Geoscience. I am passionate about providing students with hands-on, memorable learning experiences where they understand why they are learning what they are being taught. I believe in incorporating student voice every step of the way and strive to support the learning needs as well as the personal needs of every student in my classroom.

Resources used and possible concerns	<p>Resource:</p> <ul style="list-style-type: none"> <li>● Picture Book: <i>Berry Magic</i></li> </ul> <p>Possible concerns:</p> <ul style="list-style-type: none"> <li>● Pronunciation of Yup'ik words</li> <li>● The book provides a phonetic breakdown after each Yup'ik word</li> </ul>
Author/creator and/or literature background	<p>Teri Sloat</p> <ul style="list-style-type: none"> <li>● Co-author and Illustrator of this book</li> <li>● Teri Sloat taught for several years in the bush in Alaska, then helped create children's literature and curriculum with Alaska's native peoples. This started her career in writing and illustrating trade books for children and she has written more than twenty so far.</li> </ul> <p>Betty Huffman</p> <ul style="list-style-type: none"> <li>● Co-author of this book</li> <li>● Yup'ik elder and was the first Yup'ik teacher in Alaska.</li> <li>● She has authored and illustrated multiple books</li> </ul>
UPE course connections (not exhaustive)	<p>EDUC 435 Literacy, Language and Culture</p> <ul style="list-style-type: none"> <li>● The focus of this lesson is to provide an opportunity for oral language and literacy development using a diverse resource. By considering resources written from multiple</li> </ul>

	<p>perspectives, including Indigenous ways of knowing, pre-service teachers are able to expose students to new ways of thinking and understanding the world. By incorporating a Yup'ik story such as Berry Magic into the classroom, linguistic diversity is celebrated and encouraged.</p> <p>EDUC 460 and 535: Specialization I &amp; II</p> <ul style="list-style-type: none"> <li>• This lesson fits into the English Language Arts specializations. Students are interacting with literature and developing an understanding of how descriptive language in text can paint mental images and bring a story to life. This lesson directly connects to the English Language Arts curriculum and can be used to show pre-service teachers how to use oral storytelling to help students comprehend and respond to the story.</li> </ul> <p>EDUC 450: Diversity in Learning</p> <ul style="list-style-type: none"> <li>• This lesson supports the diversity course as it provides an example of how different perspectives can be introduced to a curricular outcome. By using this book, this lesson demonstrates how Indigenous ways of knowing can be incorporated into the Alberta curriculum. This lesson also allows pre-service teachers to see that picture books can be used at any grade level as an entry into the curricular subject matter through diverse perspectives.</li> </ul>
<p>K-12 connection</p>	<ul style="list-style-type: none"> <li>• Target age range: Grades 1-3</li> <li>• English Language Arts <ul style="list-style-type: none"> <li>• <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. <ul style="list-style-type: none"> <li>• <i>2.1 Use Strategies and Cues</i></li> <li>• <i>2.2 Respond to Texts</i></li> </ul> </li> <li>• <b>General Outcome 3:</b> Students will listen, speak, read, write, view and represent to manage ideas and information <ul style="list-style-type: none"> <li>• <i>3.3 Organize, Record and Evaluate</i></li> <li>• <i>3.4 Share and Review</i></li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <b>General Outcome 4:</b> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication <ul style="list-style-type: none"> <li>● 4.1 Enhance and Improve</li> <li>● 4.3 Present and Share</li> </ul> </li> </ul>
Materials	<ul style="list-style-type: none"> <li>● The Picture Book, <i>Berry Magic</i></li> <li>● Pencil, blank paper, crayons, pencil crayons</li> <li>● Doll template (Appendix A)</li> </ul>
Rationale	<p>Big Idea:</p> <ul style="list-style-type: none"> <li>● Using the art of oral storytelling and a traditional story to visualize and translate mental images into artistic recreations. The students will listen to the traditional Yup'ik story and will focus on trying to illustrate the descriptive language that they hear in the story. By using oral storytelling and descriptive language, students are meeting curricular outcomes and are being exposed to new perspectives.</li> </ul> <p>Purpose:</p> <ul style="list-style-type: none"> <li>● This lesson directly supports the English Language Arts curricular outcomes while utilizing an Indigenous resource. By reading a story to students without showing them the pictures, they are able to listen to and focus on the descriptive language while coming up with their own mental imagery of what is taking place in the story. This can be used as a discussion point for the importance of oral storytelling in Indigenous cultures.</li> </ul>
Lesson/activities	<ol style="list-style-type: none"> <li>1. Tell the students that you are going to read a book about a Yup'ik girl, Anana and how she solves a problem for her community on the tundra.</li> <li>2. Explain that you are going to read the story without showing the students the pictures, because you want them to focus on the descriptive language used. Great stories can paint pictures in our head and it's like we can see what they are describing, and we are going to practice that while you listen.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Highlight the importance and significance of oral storytelling and oral traditions in Indigenous cultures, specifically in Yup'ik culture as this is where this picture book originates.</li> <li>4. Read the story, <i>Berry Magic</i>, and tell students to focus on the descriptions and try and picture the story's images.</li> <li>5. Students should be set up at their desks with a pencil, pencil crayons and doll template. Tell the students that they are going to try and draw their representation of doll one and doll four that the little girl creates based on what they hear in the descriptions.</li> <li>6. Read the part of <i>Berry Magic</i> again that describes doll one and tell students to draw what they hear.</li> <li>7. Once they have finished their drawings, they will partner up and share what they drew and why they choose certain colours or images.</li> <li>8. Read the part of <i>Berry Magic</i> again that describes doll four and tell students to once again draw what they hear.</li> <li>9. Once they have finished their drawings, they will again partner up and share what they drew and why they choose certain colours or images.</li> <li>10. After the sharing, gather the students to the carpet and read the story with the pictures, and have the students compare what they drew to the actual images in the book.</li> <li>11. Explain that different people draw different things from what they hear, but good storytelling has vivid descriptions that help us to imagine and picture the stories.</li> </ol>

Supporting Sources (APA):

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Appendix A

