

Title: Plant Life in Alberta

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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.

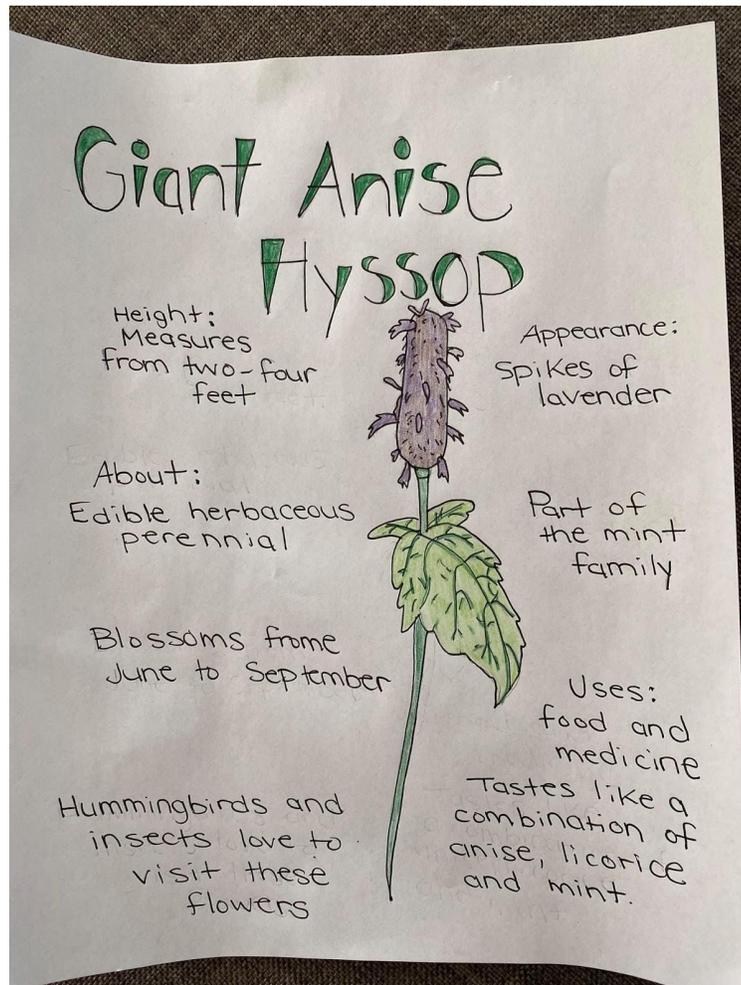
Laura: I am a 2020 Werklund School of Education graduate with an Undergraduate and Graduate degree in Geoscience. I am passionate about providing students with hands-on, memorable learning experiences where they understand why they are learning what they are being taught. I believe in incorporating student 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.

<p>Resources used and possible concerns</p>	<p>Resource:</p> <ul style="list-style-type: none"> • Picture Book: <i>A Day with Yayah</i> written by Nicola I. Campbell, illustrated by Julie Flett. <p>Possible concerns:</p> <ul style="list-style-type: none"> • The pronunciation of Nłe?kepmxcín words • The book offers a phonetic breakdown and each Nłe?kepmxcín word; Flett throughout illustrates them. As well there is a glossary and pronunciation guide in the book.
<p>Author/creator and/or literature background</p>	<p>Nicola I. Campbell</p> <ul style="list-style-type: none"> • Interior Salish on her mother's side and Métis from Saskatchewan on her father's side, from Nicola Valley • 2009 TD Canadian Children's Literature Award winner for <i>Shin-chi's Canoe</i> as well as co-winner of the 2006 Anskohk Aboriginal Children's Book of the Year Award. <p>Julie Flett</p> <ul style="list-style-type: none"> • Cree-Métis, from Toronto, Ontario • Has written and illustrated many children's books • Won the 2017 Governor General's Literary award for <i>When We Were Alone</i>
<p>UPE course connections (not exhaustive)</p>	<p>EDUC 520: Interdisciplinary Learning</p> <ul style="list-style-type: none"> • This lesson utilizes several outcomes from a variety of subject areas and therefore encompasses the concept of creating an interdisciplinary lesson plan. It additionally

	<p>supports meeting TQS requirements through an interdisciplinary project as it provides an opportunity to incorporate Indigenous ways of knowing through story.</p> <p>EDUC 420: Issues in Learning and Teaching</p> <ul style="list-style-type: none"> • This lesson is a push towards land based learning and learning outside the classroom. It weaves equity and diversity into the threads of education through integrating the Indigenous tradition of foraging and understanding the land we live on. <p>EDUC 460 and 535: Specialization I & II</p> <ul style="list-style-type: none"> • Although this lesson has a Science focus, it fits into several specialization subjects. This lesson asks students to explore plant growth and plants native to Alberta, because of this; students are also exploring the physical geography and natural environment of their community and Alberta. They are also summarizing and communicating their research into a one-page format.
<p>K-12 connection</p>	<ul style="list-style-type: none"> • Target age range Grades 1 to 4. This book suits the Science curriculum, but also explores the natural environment of Alberta and the local community. • Related Curriculum is Science, Social Studies and English Language Arts • Science <ul style="list-style-type: none"> • <u>Grade 1:</u> <ul style="list-style-type: none"> • Topic E: Needs of Animals and Plants <ul style="list-style-type: none"> • 1–11 Describe some common living things, and identify needs of those living things. • <u>Grade 2:</u> <ul style="list-style-type: none"> • Topic E: Small Crawling and Flying Animals <ul style="list-style-type: none"> • 2–10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed. • <u>Grade 3:</u> <ul style="list-style-type: none"> • Topic E: Animal Life Cycles <ul style="list-style-type: none"> • 3–10 Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments. • <u>Grade 4:</u> <ul style="list-style-type: none"> • Topic E: Plant Growth and Changes

	<ul style="list-style-type: none"> ● 4–10 Demonstrate knowledge and skills for the study, interpretation, propagation and enhancement of plant growth. ● Social Studies <ul style="list-style-type: none"> ● <u>Grade: 2:</u> <ul style="list-style-type: none"> ● 2.1 Canada’s Dynamic Communities <ul style="list-style-type: none"> ● 2.1.1 appreciate the physical and human geography of the communities studied ● 2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada ● 2.1.4 investigate the economic characteristics of communities in Canada ● <u>Grade 4:</u> <ul style="list-style-type: none"> ● 4.1 Alberta: A Sense of the Land <ul style="list-style-type: none"> ● 4.1.1 value Alberta’s physical geography and natural environment ● 4.1.2 examine, critically, the physical geography of Alberta ● 4.1.4 analyze how Albertans interact with their environment ● English Language Arts <ul style="list-style-type: none"> ● Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts ● Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication
Materials	<ul style="list-style-type: none"> ● <i>A Day with Yayah</i>, book ● Access to the internet ● List of plants local to the Calgary/Alberta area for students to choose from not limited too; Prairie Crocus, Kinnikinnick / Bearberry, Limelight Sage or Variegated Mugwort, Silver Brocade, Silver Mound, Giant Goat’s Beard, Bunchberry, Magnus Coneflower, Joe Pye Weed, Prairie Smoke Avens, Evergreen Candytuft, Meadow Blazing Star, Native Ostrich Fern, Evening Primrose, Reed Canary Grass, Prickly Pear Cactus, Western Wood Lily, Yarrow ● Pencil, Eraser, Pencil crayons, Fine liner ● Piece of paper for final work (construction or thick quality) ● Binding material ● Chart paper or white board/ markers

<p>Rationale</p>	<p>Big Idea:</p> <ul style="list-style-type: none"> Understanding the Indigenous traditions of foraging to learn about the physical geography and plant life of Alberta. <p>Purpose:</p> <ul style="list-style-type: none"> Students will view the physical geography of Alberta through an Indigenous lens and will utilize this lens in order to develop an understanding of plant life in the region, significance of the land for Indigenous peoples and others, learning from the land and elders as well as the tradition of foraging.
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Explain that the story you are going to read is about the Indigenous tradition of foraging for food and medicine as well as speaking in traditional language. We are going to pay close attention to all the things that are gathered on the trip 2. Read aloud <i>A Day with Yayah</i>, pausing to emphasize the Nl̓eʔkepmxcín words 3. After the story, take time to go over the Nl̓eʔkepmxcín words for plants and their English translations. 4. Tell the students that this story takes place in British Columbia, but here in Alberta, we also have many plants that only grow here. We are going to put on our investigator hats and see if we can spot some around our school 5. Take the students on a nature walk in the immediate area and try pointing out various plants, shrubs, trees etc. (Alternatively, you could do a virtual search of the area) 6. Upon returning to the classroom, students will pick a plant from the provided list and do some research about it. They can use Internet access, or plant books available from the school or Calgary Public Library. On chart paper or the white board, prompt with questions to guide research, Where does it like to grow?, What does it look like?, How big does it get?, Do animals eat it? Are they dangerous? Does it have more than one name? Etc. Not all questions need to be answered, but leave up questions to guide students. 7. Once they have found information (5-10 facts) on their Albertan plant, they will create one book page of information they have found and pictures. Adding colour, and finally going over their pencil in fine liner.



8. All of the pages will be combined to make a class book of Albertan plants
9. Collect pages, laminate (if possible) and bind. Read the finished book to the class so they can each hear the details of the plants their fellow students have researched. Leave on the classroom shelf throughout the year so students can read on their own time.

Supporting Sources (APA):

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