

Unit Plan for

# We Sang You Home

by Richard Van Camp

Page 1 of 9

Resource Guide  
& Unit Plan  
Teacher-Author:  
Emily Rozitis

Resources used  
& possible  
concerns

**Book:** We Sang You Home **Author:** Richard Van Camp **Illustrator:** Julie Flett  
**Publisher:** Orca Book Publishers

\*This book can be viewed as a Read Aloud in this link: [Read-Aloud link](#)

**Possible Concerns:**

- Access to the physical book

\*Solutions include accessing the Youtube read-aloud via the provided link, or borrowing a copy of the book through your local public library.

\*\*\*All of Richard Van Camp's books are available in Braille. Find out more here:

<https://www.richardvancamp.com/books-v2.html>

Author/creator  
& literature  
background

**Author:** Richard Van Camp

**Illustrator:** Julie Flett

"Richard Van Camp is a proud member of the Dogrib (Tlicho) Nation from Fort Smith, NWT, Canada from Fort Smith, NWT. He is a graduate of the En'owkin International School of Writing, the University of Victoria's Creative Writing BFA Program, and the Master's Degree in Creative Writing at the University of British Columbia. He is an internationally renowned storyteller and best-selling author."

\*This is a direct quote from <https://www.richardvancamp.com/about-v2.html>

**Literature Background:**

"In this sweet and lyrical board book from the creators of the bestselling Little You, gentle rhythmic text captures the wonder new parents feel as they welcome baby into the world. A celebration of the bond between parent and child, this is the perfect song to share with your little ones."

\*This is a direct quote from <https://www.orcabook.com/We-Sang-You-Home-P1200.aspx>

Literacy, Math  
&  
Other Targeted  
Skills for  
preschool -  
Grade 6  
(Disabilities  
Classrooms)

**Unit Contents**

**Lesson 1:** Picture Walk, Predictions & Shared Reading

**Lesson 2:** Making the Writing Block Multi-Level, Graphic Organizers, & Number Representation

**Lesson 3:** Working with Words

**Lesson 4:** Working with Words, Music & Movement

**Lesson 5:** Working with Words, Writing & Predictable Charts

**Other Targeted Skills include:**

**Literacy:** Literary Predictions & Shared Reading, Oral and written communication skills.

Working with words, making words, early literacy skills. CORE word practice: Sing, Like, Dislike.

Using music and movement to approach literacy in multidisciplinary ways. Writing & Predictable Charts.

**Math:** Mathematization of everyday knowledge, early numeracy, & number representation skills. Sequencing, Understanding of Mathematical Concepts and Language. Graphic organizing skills.

**Other:** Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

All lessons have a primary focus of early numeracy and exposure and engagement with FNMI language and culture, through written, visual, and oral storytelling.

Unit Plan for

# We Sang You Home

by Richard Van Camp

Page 2 of 8

Materials

## We Sang you Home Resource Guide

- "How Many Feet are in my Family?" Math/Literacy/Fine Motor Activity (1 page)
- "Can You Spell Sing?" Literacy/Fine Motor Activity (1 page)
- "How Do You Like to Sing?" Movement/Music/Literacy Activity (1 page)
- "How Do You Like to Sing? A Predictable Chart" Literacy/Fine Motor Activity (2 pages)

### Other Materials:

- Writing tools (paper/whiteboard, pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Scissors (adapted, board-scissors, mounted-loop-scissors, etc.)
- Glue or tape
- Music player/stereo
- \*Option for physical book or digital copy of the book
- \*Option for Computer/SMARTboard use
- \*Option for Braille book

Rationale

**Big Idea:** This unit plan facilitates pre-academic skill development (literacy and math dominant) in early education and disability-focused learning environments.

**Purpose:** This unit plan supports classrooms with diverse skill levels, promoting engagement with text, reading, writing, and working with words, in individualized ways. The goal is to create meaningful and authentic interactions with Van Camp's text, and facilitate connections and understanding about the Cree language and culture in students' lives. Furthermore, the intention is to connect students and educators with positive and authentic representations of First Nations, Métis, and Inuit experiences through stories and imagery.

Unit Contents

5 Multidisciplinary Lessons (as described on page 1)

We Sang You Home Resource Guide (attached as Appendix, following Unit Plan)

*\*\*\*Lesson 1 should be completed as the initial lesson. The following 4 lessons may be interchanged, based on the preference of the educator.*

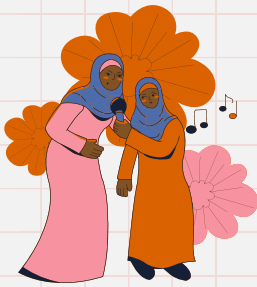
Unit Plan for

# We Sang You Home

by Richard Van Camp

Page 3 of 8

**Lesson 1:**  
Picture Walk,  
Predictions  
& Shared Reading



Accommodations include:  
Communication Devices  
& Systems,  
Slant boards,  
Adapted writing tools  
Body Breaks  
"Chunk" the Activity

**Literacy Connections and Strategies:** Picture Walk, Literary Predictions & Shared Reading, from "Shared Reading for Emerging Readers"

(Cunningham, et. al., pp 49-67, 1999.)

**Other Skills:** Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

**Preparation:** Have a copy of the book, and the [Read-Aloud link](#). Ask your group of students to sit together, at a table or on the floor. Ensure you have access to any necessary supports, including communication devices or physical equipment to support each student's needs.

**Activity (option for one OR two part lesson) :**

1. Introduce the Activity: Explain how you will read a book together that talks about something that we ALL have... Ask students, what is something that we ALL have?
2. Explain how you will take a Picture Walk, flipping through the pages and pointing to what you can SEE in the illustrations. If you are using only the Read-Aloud versions, mute the Read-Aloud video and play it.
3. Make a prediction together: Ask students, What will this book be about? Write your ideas down for students to see, on a poster or a SMARTboard. Write FAMILY in the middle of your page. *\*\*\*Some classrooms may choose to end here, and complete the remaining steps at another time, based on attention levels in your given class.*
4. Ask students to notice things about the family in the book.
5. Read the book, bringing attention to the text.
6. Ask students- What did you notice? What have you learned about the family in this book?
7. Conclude the Activity: Ask students, Did you LIKE this book? \*This can be done with raised hands, or other physical, verbal, or visual communication.

Unit Plan for

# We Sang You Home

by Richard Van Camp

Page 4 of 8

## Lesson 2:

Making the Writing Block Multi-Level, Graphic Organizers, & Number Representation

**Literacy Connections and Strategies:** Making the Writing Block Multi-Level, from "Shared Reading for Emerging Readers" and graphic organizing skills.

(Cunningham, et. al., pp 113-114, 1999.)

**Math Connections and Strategies:** Mathematization of everyday knowledge, early numeracy, & number representation skills.

(The Literacy and Numeracy Secretariat of the Ontario Ministry of Education, p 5, 2011)

**Other Skills:** Attention to task, communication, fine motor skills, functional tool use. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

**Preparation:** Have a copy of the book, or the read-aloud, ready to go. Print out a copy of "How Many Feet are in my Family?" Math/Literacy/Fine Motor Activity (1 page) for all students, and one for your example. Alternatively, print one or two and laminate (or place in a page protector.) Ask 1-2 students at a time to gather with you at a table (or a writing centre), with appropriate writing materials. \*\*\*Further supports could include : a calculator, math manipulatives, or number cards to assist with specific student skills.

## Activity:

\*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the "How Many Feet are in my Family?" Math/Literacy/Fine Motor Activity (1 page) page, and explain how you will use numbers to represent the people in your family, in different ways.
2. Show students your example, by posting it up with tape, or using a digital version of the file on your iPad. Support your student with extra paper, a whiteboard, or oral problem-solving skills, to complete the boxes. If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling.
3. Using speech, ASL, or a communication device, ask your student to read their answers aloud to a peer or teacher.
4. When finished, encourage your student to sign their work. Remember, a signature does not have to be written "correctly" or even with letters- allow your student to express their written signature in any way that they choose!
5. Ask your students to assist in cleaning up materials, and putting away their work. They may choose to display their work, or take it home.



Accommodations include:  
Communication Devices  
& Systems,  
Slant boards,  
Adapted writing tools  
Body Breaks  
"Chunk" the Activity  
Calculator  
Extra Time

Unit Plan for

# We Sang You Home

by Richard Van Camp

Page 5 of 8

## Lesson 3: Working with Words

**Literacy Connections and Strategies:** Oral and written communication skills. Working with words, making words, early literacy skills. CORE word practice, "Sing." (Cunningham, et. al., pp 142-143, 1999.)

**Math Connections and Strategies:** Sequencing, Understanding of Mathematical Concepts and Language.

(The Literacy and Numeracy Secretariat of the Ontario Ministry of Education, pp 2-4, 2011)

**Other Skills:** Attention to task, communication, fine motor skills. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

**Preparation:** Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out a copy of "Can You Spell Sing?" Literacy/Fine Motor Activity (1 page) and ensure you have enough sentence strips for your students (4x per page.) Gather a writing tool, appropriate scissors, the handout, and your students together (1-2 students at a time.) You may choose to have glue and paper available for students.

### Activity:

\*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the handout. Based on student's skill level, you may choose to have some handouts cut-out already and mounted on construction paper (depending on the particular focus of the task for the given student.)
2. Encourage your student to cut out one strip from the handout, and mix up the letters on a table.
3. Some students may choose to sort and spell on the table. This is a great way to explore the letters and see what words you can make, including the CORE words, Sing. Other students may prefer to use glue and paper to make a creative literacy/art piece. Encourage them to spell independently, with as little support from adults as possible.
4. Using speech, ASL, or a communication device, ask your student to read their answers aloud to a peer or teacher. Try identifying the letters in the word, and the whole word itself.
5. When finished, encourage your student to sign their work. Remember, a signature does not have to be written "correctly" or even with letters- allow your student to express their written signature in any way that they choose!
6. Ask your students to assist in cleaning up materials, and putting away their work. They may choose to display their work, or take it home.



Accommodations include:  
Communication Devices  
& Systems,  
Slant boards,  
Adapted writing tools  
Body Breaks  
"Chunk" the Activity

Unit Plan for

# We Sang You Home

by Richard Van Camp

Page 6 of 8

**Lesson 4:**  
Working with  
Words, Music &  
Movement

**Literacy Connections and Strategies:** Oral and written communication skills. Working with words, high-frequency words. CORE word practice, Like, Dislike, Sing. Using music and movement to approach literacy in multidisciplinary ways. (Cunningham, et. al., pp 123-125, 1999.)

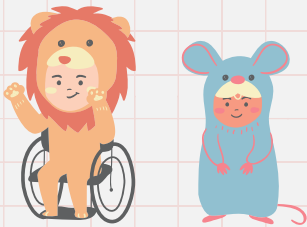
**Other Skills:** Attention to task, communication, fine motor skills, functional tool use. Written and oral engagement with language. Exposure and engagement with FNMI language and culture, through written, visual, and oral storytelling.

**Preparation:** Have a copy of the book, or the read-aloud choices via Youtube, ready to go. Print out a copy of "How Do You Like to Sing?" Movement/Music/Literacy Activity (1 page) and laminate. Set up in desired learning space. Options include centres/zones (attached to a clipboard, laminated and stuck to a whiteboard or table with tape) or 1:1 tabletop work (brought out by teacher.) Encourage 1-2 students at a time for this activity- gather together, with necessary materials: a music-player/stereo and appropriate writing tools.

**Activity:**

\*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the "How Do You Like to Sing?" Movement/Music/Literacy Activity (1 page) and explain how we will take turns choosing ways to sing and make music!
2. Model one example yourself, and encourage your student to practice the choice with you. Take turns until you have completed all of the choices, pointing to, reading, and practicing each idea. You may choose to do this in a small group, where students can share in turn-taking.
3. You may choose to orally explain your preferred choices, or encourage your student to circle or write the ideas they LIKED and DISLIKED.
4. Review your work together, and read your finished work aloud: "You liked clapping your hands the MOST!"
5. Conclude the Activity: Encourage students to assist in clean-up of materials.



Accommodations include:  
Communication Devices  
& Systems,  
Slant boards,  
Adapted writing tools  
Body Breaks  
"Chunk" the Activity  
Preferred Music Choices

Unit Plan for

# We Sang You Home

by Richard Van Camp

Page 7 of 8

**Lesson 5:**  
Working with  
Words,  
Writing &  
Predictable  
Charts

**Literacy Connections and Strategies:** Working with Words, Writing & Predictable Charts.

(Cunningham, et. al., pp 113-114, 1999.)

**Other Skills:** Attention to task, communication, fine motor skills, functional tool use. \*Core Word (Sing) used in verbal, visual and written contexts. Spatial skills, & graphic organizer skills.

**Preparation:** Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out copies of "How Do You Like to Sing? A Predictable Chart" Literacy/Fine Motor Activity (2 pages) for all students. Prepare space with handouts, appropriate writing materials and scissors, and glue (optional.) Ask your students, one at a time, or in pairs, to sit with you at a table top (or a preferred learning area.)

**Activity (option for one or two part lesson) :**

\*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students.

1. Introduce the Activity: Show students the "How Do You Like to Sing? A Predictable Chart" Literacy/Fine Motor Activity (2 pages.) Explain how you will write a Predictable Chart about the ways that you SING! Read the choices on page 2 together, for inspiration, as needed.
2. Write your own Predictable Chart (3 ideas) to show students what is expected. (For Example, I sing Disney songs, I sing beautifully, I sing happily)
3. Encourage pre-literate students to cut out answers from page 2. Based on developmental level of students, you may choose to cut out page 2 ahead of time to support your student.
4. Encourage all students to write directly on the chart. If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling. Some students may choose to glue their answers from page 2 onto the chart (page 1.)
5. Encourage your students to complete the chart with minimal adult support.
6. When student is satisfied with their work, encourage them to sign their name. A signature does NOT need to be written correctly or be written with letters- encourage ALL students to sign their work, as all artists do!
7. Review your student's chart together and encourage your student (if verbal, or using a communication system) to read along with you.

**\*\*\*Option to extend:** Students may read their own, or have a teacher read their predictable chart aloud to the class at the following group literacy lesson, to share their writing. Other extension option is to send this chart as a letter in the mail, to the school Music Specialist, as a letter-writing activity.



Accommodations include:  
Communication Devices  
& Systems,  
Slant boards,  
Adapted writing tools  
Adapted scissors  
Extension option  
Body Breaks  
"Chunk" the Activity

Unit Plan for

# We Sang You Home

by Richard Van Camp

Page 8 of 8

Supporting  
Sources,  
APA references:

Cunningham, Patrica M., Hall, Dorothy P., & Sigmon, Cheryl M. (1999.) *The Teacher's Guide to the Four Blocks: A Multimethod, Multilevel Framework for Grades 1-3*. Carson-Dellosa Publishing Company.

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S, Dorothy. (2018.) *We Sang You Home*. Video. Web. <https://www.youtube.com/watch?v=jsec9bNB-ro>

The Literacy and Numeracy Secretariat of the Ontario Ministry of Education. (September 2011.) *Maximizing Student Mathematical Learning in the Early Years*. Inspire: The Journal of Literacy and Numeracy for Ontario. Web. [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_Maximize\\_Math\\_Learning.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Maximize_Math_Learning.pdf)

Van Camp, Richard. (2016.) *We Sang You Home*. Orca Book Publishers. Print.

Van Camp, Richard. (2020.) *About Richard*. Web. <https://www.richardvancamp.com/about-v2.html>

About the  
Teacher-  
Author:

Emily Rozitis has a Bachelors of Arts in French, and a Bachelors of Education in Inclusive Education from the University of Calgary. She is a practicing elementary school teacher who works in a severe disabilities classroom with non-verbal students (ages 6-12.) Emily uses a variety of communication supports in her classroom to promote a differentiated and inclusive literacy-rich environment. Her multimodal communication approach to learning includes the use of digital and paper-based communication devices, American Sign Language, assistive technology, and both verbal and visual methods of communication.

Emily believes that literacy, and learning, are for everyone. This resource is designed to be used in a multiple-disabilities classroom to support pre-literacy and pre-math skills for every student, at every developmental level. Lessons are easily adapted to the typical Pre-K, Kindergarten, and Grade 1 classroom.



## Appendix:

Resource Pack for We Sang You Home



# Resource Pack for **We Sang You Home**

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This Resource Pack includes:

- "How Many Feet are in my Family?" Math/Literacy/Fine Motor Activity (1 page)
  - "Can You Spell Sing?" Literacy/Fine Motor Activity (1 page)
  - "How Do You Like to Sing?" Movement/Music/Literacy Activity (1 page)
- "How Do You Like to Sing? A Predictable Chart" Literacy/Fine Motor Activity (2 pages)

# How many feet are in my family?



Count the number of people in your family, in different ways!

Use the boxes below.

How many **PEOPLE** are  
in your family?

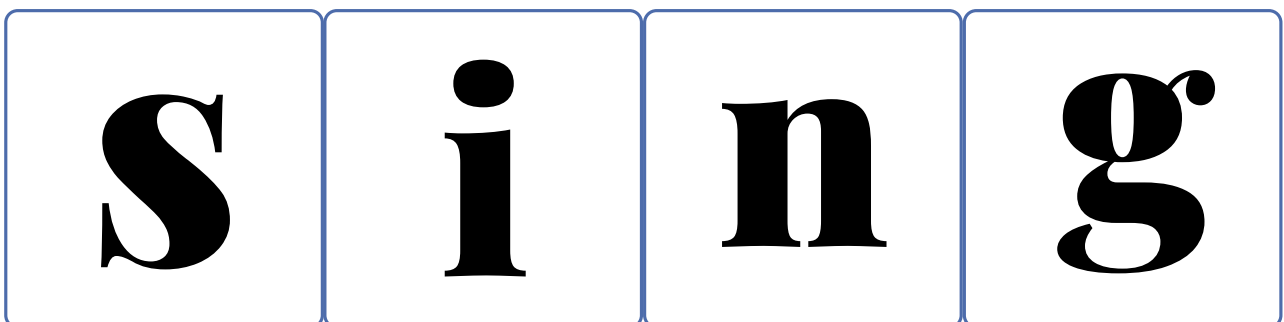
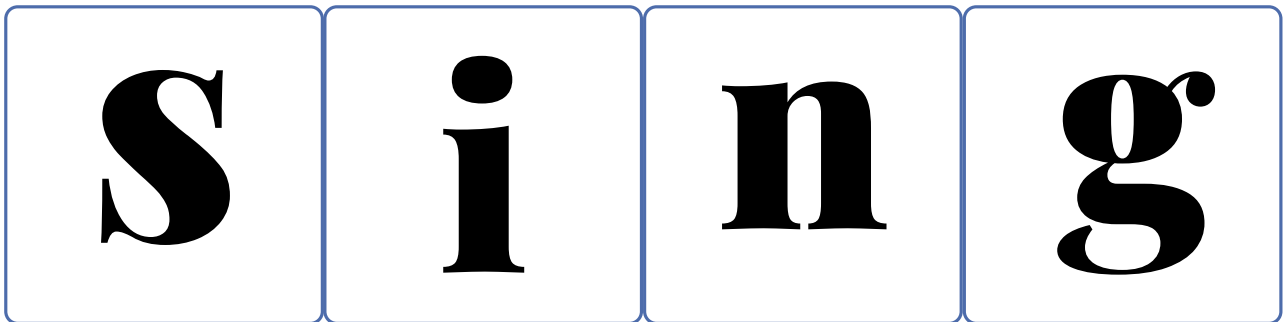
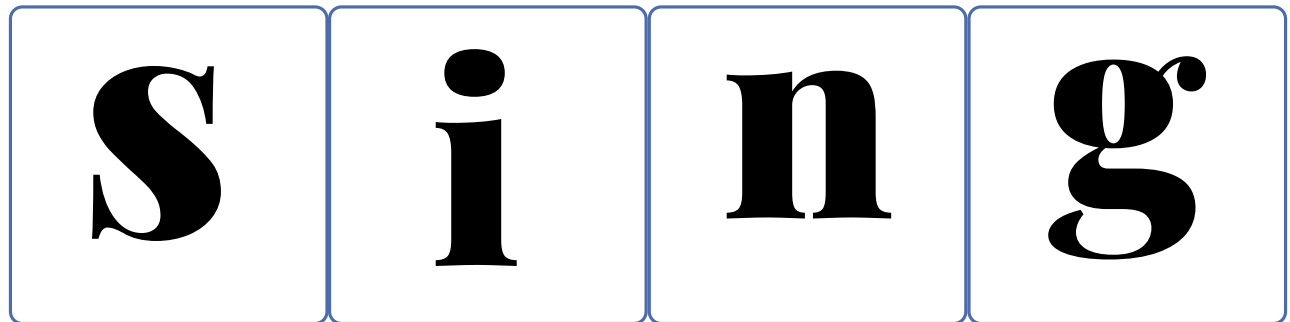
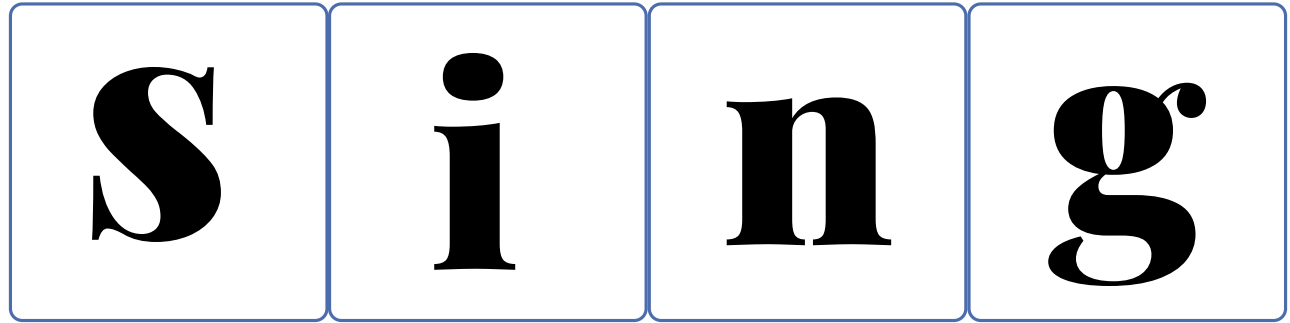
How many **HEARTS** are  
in your family?

How many **FEET** are  
in your family?

When did your family **SING**  
**YOU HOME**?  
(When is your birthday?)

# Can you spell **Sing**?

Cut out the letters, mix them up, and glue them-  
or place them- back together, to spell the word "Sing"



# How do you like to **SING**?

Try singing and making music in different ways!

What did you LIKE?

What did you DISLIKE?



Chirp  
like a bird



Squeak  
like a mouse



Roar  
like a lion



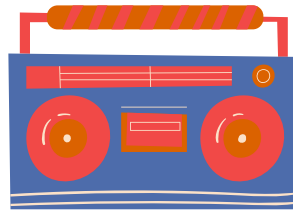
Purrrr  
like a cat



Bark  
like a dog



Clap  
your hands



Play  
a song



Stomp  
your feet



# How do you like to **SING**?

## A Predictable Chart



Write a predictable chart with the next two pages (Page 1: template, Page 2: optional written supports,  
(\*\*\*choice to cut/glue your writing from page 2 choices, onto page 1 template.)

I sing...

---

I sing...

---

I sing...

---

I sing...

---

I sing...

---

LOUDLY

with my  
feet

slowly

quietly

quickly



EVERYWHERE

**I sing...**

alone

with my  
hands

outside

with my  
family

at  
bedtime