



Unit Plan for

Wild Berries

by Julie Flett

Page 1 of 8

Resource Guide
& Unit Plan
Teacher-Author:
Emily Rozitis

Resources used
& possible
concerns

Book: Wild Berries

Author & Illustrator: Julie Flett

Publisher: Simply Read Books

*This book is available as a [Read-Aloud](#).

Possible Concerns:

- Access to the physical book

*Solutions include using the Read-Aloud link via Youtube, or borrowing a copy of the book through your local public library.

Author/creator
& literature
background

Author & Illustrator: Julie Flett

"**Julie Flett** is a Cree-Metis author, illustrator, and artist. She has received many awards including the 2017 Governor General's Award for Children's Literature [...] and she is the three-time recipient of the Christie Harris Illustrated Children's Literature Award [...]" (Flett, 2020)

*This is a direct quote from <https://www.julieflett.com/contact>

Literature Background:

"Spend the day picking wild blueberries with Clarence and his grandmother. Meet ant, spider, and fox in a beautiful woodland landscape, the ancestral home of author and illustrator Julie Flett. This book is written in both English and Cree, in particular the n-dialect, also known as Swampy Cree from the Cumberland House area. Wild Berries is also available in the n-dialect Cree, from the Cross Lake, Norway House area, published by Simply Read Books." (Simply Read Books, 2020.)

*This is a direct quote from https://www.simplyreadbooks.com/book.php?book_id=108

Unit Plan for

Wild Berries

by Julie Flett

Page 2 of 8

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

Unit Contents (focus: Math Skills)

Lesson 1: Picture Walk, Predictions & Shared Reading

Lesson 2: Making the Writing Block Multi-Level, Numeracy & Counting

Lesson 3: CORE Word Practice: Grandpa, Grandma, & Action Words

Lesson 4: Making the Writing Block Multi-Level: Following a Recipe

Other Targeted Skills include:

Literacy Skills: Oral and written communication skills. Graphic organizing skills. Following a recipe. CORE word practice (Mix, Boil, Eat, Taste, Recipe, Grandpa, Grandma, Action Words, Numbers.)

Math Skills: Mathematization of everyday knowledge, early numeracy, & number representation skills. Measurement and use of math in multidisciplinary settings.

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.)

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



Unit Plan for

Wild Berries

by Julie Flett

Page 3 of 8

Materials

Wild Berries Resource Guide

- "How Many Berries?" Literacy/Math/Fine Motor Activity (1 page)
- "My Grandma/Grandpa is..." Literacy/Fine Motor Activity (2 pages)
- "Wild Blueberry Jam" Literacy/Cooking Activity (1 page)

Other Materials:

- Writing tools (paper/whiteboard, pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Glue or tape
- Stovetop and saucepan
- Recipe ingredients (see Lesson 4)
- *Option for physical book or digital copy of the book
- *Option for Computer/SMARTboard use

Rationale

Big Idea: This unit plan facilitates pre-academic skill development (math and literacy 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 Flett'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

4 Multidisciplinary Lessons (as described on page 1)

Wild Berries Resource Guide (attached as Appendix, following Unit Plan)

****Lesson 1 should be completed as the initial lesson. The following 3 lessons may be interchanged, based on the preference of the educator.*

Unit Plan for

Wild Berries

by Julie Flett

Page 4 of 8

Lesson 1:
Picture Walk,
Predictions
& Shared Reading

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

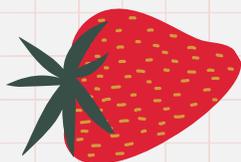
(Cunningham, et. al., pp 49-67, 1999.)

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 Cree language and culture, through written, visual, and oral storytelling.

Preparation: Have a copy of the book available. 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 uses TWO languages, English and Cree- show the cover of the book to the students.
2. First, take a Picture Walk, flipping through the pages and pointing to what you can SEE in the illustrations.
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.
****Some classrooms may choose to end here, and complete the remaining steps at another time, based on attention levels in your given class.*
4. Explain how Julie Flett, the author and illustrator of this book, wrote this book in two languages- English and Cree. Explain how we might not understand all of the words in the story, because they are in Cree. Point to the English words and the Cree words in the text when you read.
5. Ask students- What have you learned in this book?
6. Conclude the Activity: Ask students, What did you like MOST about this book?
**This can be done with raised hands, or other physical, verbal, or visual communication.*



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

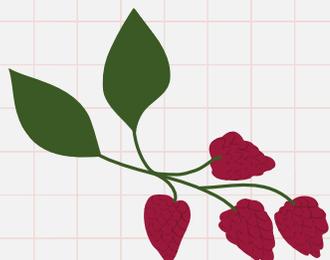
Unit Plan for

Wild Berries

by Julie Flett

Page 5 of 8

Lesson 2:
Making the
Writing Block
Multi-Level,
Numeracy &
Counting



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

Literacy Connections and Strategies: Making the Writing Block Multi-Level, from "Shared Reading for Emerging Readers." CORE word practice (Numbers.) (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 Cree language and culture, through written, visual, and oral storytelling.

Preparation: Have a copy of the book available. Print out a copy of - "How Many Berries?" Literacy/Math/Fine Motor Activity (1 page) for all students, and one for your example. Alternatively, print 1-2 and laminate. Option to post on the wall, on a whiteboard, or at a literacy centre for open exploration. For a guided learning experience, ask students to gather join you at a table (or writing centre) with appropriate writing materials.

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 Berries?" Literacy/Math/Fine Motor Activity (1 page) and explain how we are going to count the berries together.
2. Encourage your student to independently colour and write using their chosen writing tool on the "How Many Berries?" Literacy/Math/Fine Motor Activity (1 page) If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling.
3. Together, count the number of berries that students have found: use communication devices, ASL, or speech. Ask: do all of the berries look the same? Which one is your favourite?
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.

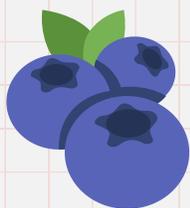
Unit Plan for

Wild Berries

by Julie Flett

Page 6 of 8

Lesson 3:
CORE Word
Practice:
Grandpa,
Grandma,
& Action Words



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

Literacy Connections and Strategies: Oral and written communication skills. Graphic organizing skills. CORE word practice, Grandpa, Grandma, action words.

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

Other Skills: Attention to task, communication, fine motor skills. Exposure and engagement with Cree language and culture, through written, visual, and oral storytelling.

Preparation: Have a copy of the book available. Print out a copy of "My Grandma/Grandpa is..." Literacy/Fine Motor Activity (2 pages) and prepare on a clipboard, or laminate. Gather a writing tool, the survey, and your students together.

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 "My Grandma/Grandpa is..." Literacy/Fine Motor Activity (2 pages) and explain how we will be teaching each other about our grandparents.
2. Encourage your students to answer the questions, independently, using the handout as a prompt. You may choose to have small groups work together, taking turns to ask and answer the questions. Alternatively, you may choose to complete this as a whole class, making it a group discussion.
3. When students are finished, encourage them to review their answers aloud, using speech, ASL or their communication devices.
4. Conclude the Activity: Encourage students to assist in clean-up of materials (for example, wiping off the whiteboard, or hanging up your handouts on the wall.)

Unit Plan for

Wild Berries

by Julie Flett

Page 7 of 8

Lesson 4:

Making the
Writing Block
Multi-Level:
Following a
Recipe



Accommodations include:
Communication Devices
& Systems,
Assistive Technology
Devices
Body Breaks
"Chunk" the Activity

Literacy Connections and Strategies: Oral and written communication skills. Graphic organizing skills. Making the Writing Block Multi-Level, from "Shared Reading for Emerging Readers": following a recipe. CORE word practice (Mix, Boil, Eat, Taste, Recipe.)

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

Math Connections and Strategies: Mathematization of everyday knowledge, early numeracy, & number representation skills. Measurement and use of math in multidisciplinary settings.

(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. Written and oral engagement with language. Reading and following a recipe. Exposure and engagement with Cree language and culture, through written, visual, and oral storytelling.

Preparation: Have a copy of the book available. Print out copies of "Wild Blueberry Jam" Literacy/Cooking Activity (1 page) and set up in desired cooking space. Ensure you have all of the ingredients, and a saucepan. Gather students for a cooking activity.

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 "Wild Blueberry Jam" Literacy/Cooking Activity (1 page) and explain how you will be participating in a cooking activity.
2. Read the recipe with your students. ***Option to prepare Assistive Technology devices, such as a Step-by-Step to facilitate reading for non-verbal students.
3. Smell all of the ingredients before combining. Discuss what you smells you like and which ones you don't.
4. Follow all of the directions. ***Option to combine ingredients with students, complete the boiling/simmering step independently, and have students return for the final step.
5. When it is cool... Taste your jam! How does it taste?
6. Conclude the Activity: Encourage students to assist in clean-up of materials, wash their hands, and help with putting the jam in the fridge.

Unit Plan for

Wild Berries

by Julie Flett

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.

Flett, Julie. (2020.) *Julie Flett- About*. Web. <https://www.julieflett.com/contact>

Flett, Julie. (2017.) *Wild Berries*. Book. Simply Read Books. Print.

Rozitis, Emily. (2020.) *Wild Berries Resource Pack with 5 Activities*. Self-Published.

Simply Read Books. (2020.) *Wild Berries*. Web.
https://www.simplyreadbooks.com/book.php?book_id=108

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

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.

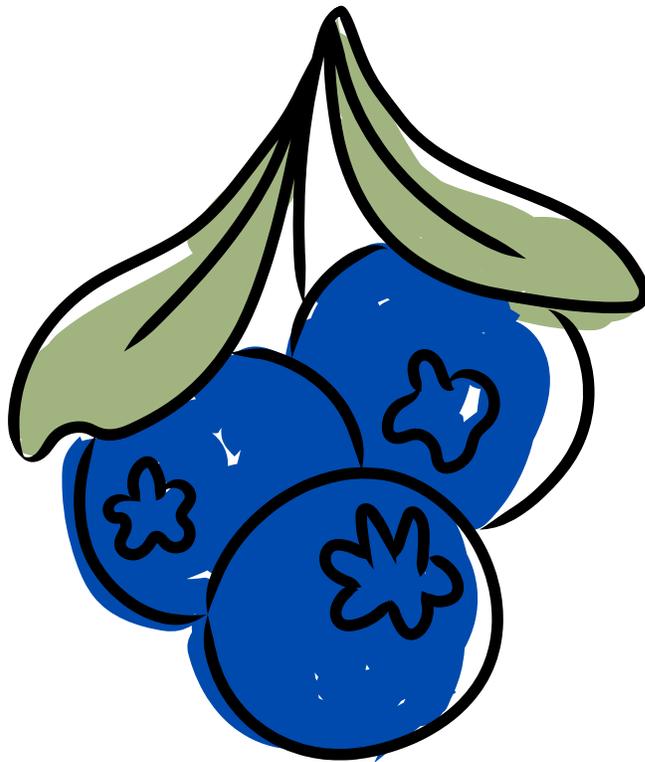
Emily believes that literacy, and learning, are for everyone. This resource is designed to be used in a multiple-disabilities classroom to support pre-literacy and pre-math skills for every student, at every developmental level. Lessons are easily adapted to the typical Pre-K, Kindergarten, and Grade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

Appendix for:
"Wild Berries"
Unit Plan

Resource Guide for:

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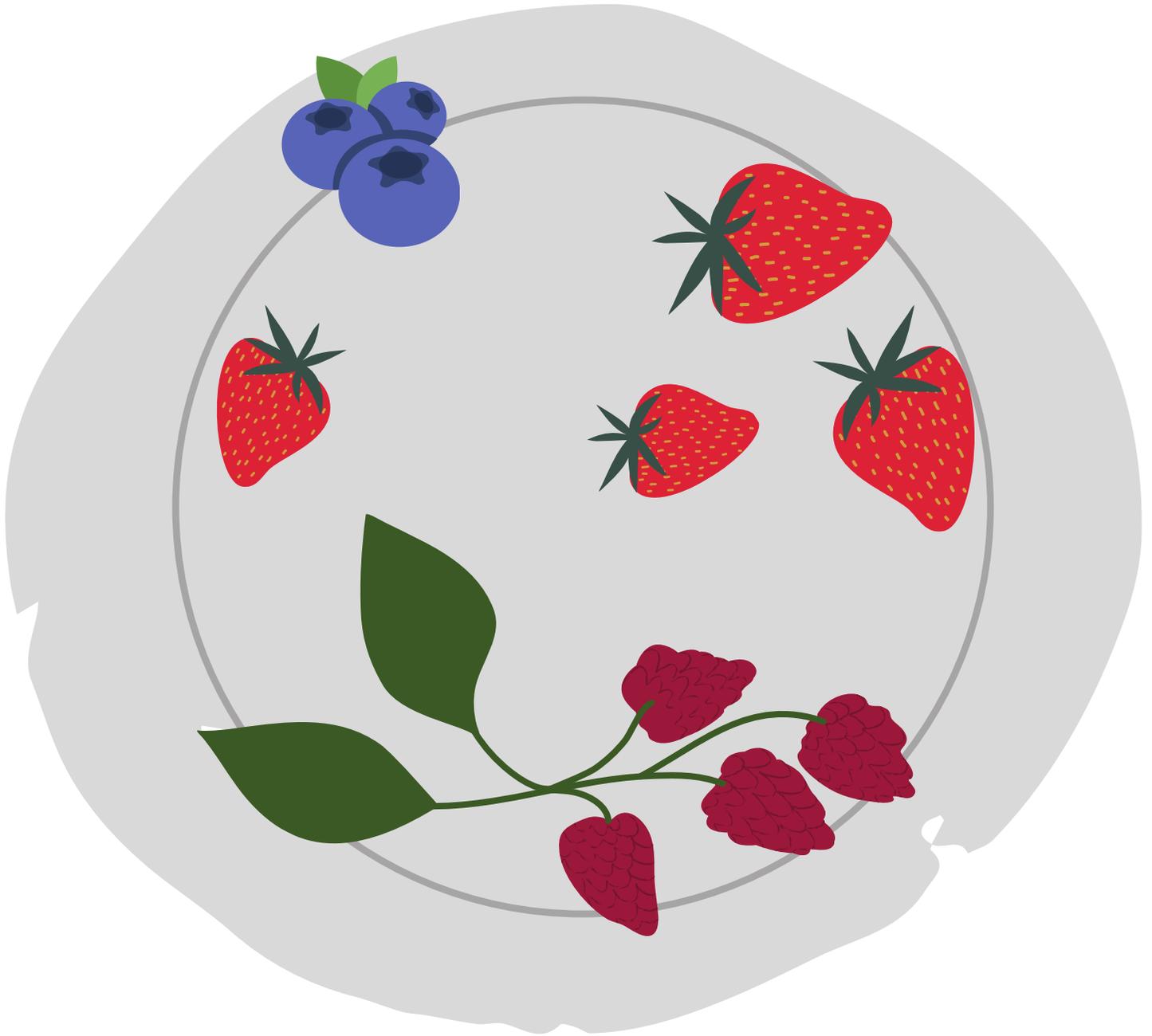


This Resource Guide includes:

- "How Many Berries?" Literacy/Math/Fine Motor Activity (1 page)
- "My Grandma/Grandpa is..." Literacy/Fine Motor Activity (2 pages)
- "Wild Blueberry Jam" Literacy/Cooking Activity (1 page)

How Many Berries?

Count the number of berries on the plate!



There are

berries on the plate.

My Grandma is...

Tell a friend or a teacher about your Grandmother!

My grandmother is....



a master chef



friendly and playful



helpful and generous



active and fun



full of great stories

My Grandpa is...

Tell a friend or a teacher about your Grandfather!

My grandfather is....



happy to try new things



calm and quiet



always playing music



full of great ideas



cheerful and kind

Wild Blueberry Jam

Follow the recipe to make your own wild blueberry jam.



MIX ingredients in a saucepan:

4 cups of wild blueberries

1/2 cup of maple or birch syrup

1 tablespoon of lemon juice

** optional - 2 teaspoons of finely chopped mint*



Bring your saucepan to a BOIL.

Simmer for 20-30 minutes, stirring occasionally.

Check: Is the jam THICKER? If YES, it is ready.

WAIT until cooled.

Pour into sterilized jar, and refrigerate.



EAT some of it - Is it yummy?

This jam will last ONE week in the refrigerator. It contains no preservatives.