



Resources used  
& possible  
concerns

Author/creator  
& literature  
background

Unit Plan for

# Zoe and the Fawn

by Catherine Jameson & Julie Flett

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Resource Guide  
& Unit Plan  
Teacher-Author:  
Emily Rozitis

**Book:** Zoe and the Fawn  
**Illustrator:** Julie Flett

**Author:** Catherine Jameson  
**Publisher:** Theytus Books

\*This book is not currently available as a Read-Aloud online.

**Possible Concerns:**

- Access to the physical book

\*Solutions include borrowing a copy of the book through your local public library.

**Author:** Catherine Jameson

**Illustrator:** Julie Flett

"**Catherine Jameson** is a Shuswap Okanagan (Syilx) mother. She lives in Penticton, British Columbia. Zoe and the Fawn is her first book." (Theytus Books, 2020.)

\*This is a direct quote from <https://www.theytus.com/Contributors/J/Jameson-Catherine>

"**Catherine Jameson** published her first book Zoe and the Fawn [...] after studying children's fiction writing at Penticton's En'owkin Centre's Indigenous Creative Writing graduate program." (ABC BookWorld, 2020.)

\*This is a direct quote from <https://abcbookworld.com/writer/jameson-catherine/>

"**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.

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

**Literature Background:** "An adventure begins when Zoe finds a lone fawn in the forest and helps search for its mother. But who could the mother be? A bunny? A fish? Join Zoe and her father as they encounter many woodland animals and learn their Native names along the way. The tale is simple yet charming. Zoe's inquisitive nature is endearing, as is her father's gentle patience. And as Zoe encounters various animals, their Okanagan (Syilx) names appear in the text. These Okanagan words add to the educational value of the story, but they do not interrupt the flow of the narrative for non-Okanagan readers." (Theytus Books, 2020)

\*This is a direct quote from <https://www.theytus.com/Books/Z/Zoe-and-the-Fawn>

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

### Pre-Literacy Skills:

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

**Lesson 2:** Fine Motor Extension, Writing

**Lesson 3:** Making the Writing Block Multilevel

**Lesson 4:** Predictable Charts, A Movement Activity

### Other Targeted Skills include:

**Literacy Connections:** Reading & Writing. Oral and written communication skills. Working with words, early literacy skills. Understanding predictable charts. Connecting movement with literacy. CORE word practice (movement vocabulary and descriptive language.) \*Core Words (I See, Family, Love) used in verbal, visual and written contexts.

**Other Connections:** Attention to task, communication, fine motor skills. Shape & space skills, graphic organizer skills. spatial skills. Balance and coordination skills, following directions.

\*\*\*All lessons have a primary focus of exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.



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Materials

## Zoe and the Fawn Resource Guide

- "Are you my Mom?" Literacy/Fine Motor Activity (2 pages)
- "With my Dad, I Love to..." Literacy/Fine Motor Activity (1 page)
- "Can you FIND..." Literacy/Movement/Fine Motor Activity (1 page)

## Other Materials:

- Writing tools (pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Scissors (standard or adapted scissors, loop scissors, or mounted loop scissors)
- Clipboard
- Glue or tape
- \*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 (literacy dominant) and emotional skills (identifying, recognizing, and expressing emotions) 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 Jameson's text, and facilitate connections and understanding about emotions and emotional expression 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

- Zoe and the Fawn Unit Plan (8 pages)
- Zoe and the Fawn Resource Pack with 3 Resources

*\*\*\*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

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



Accommodations include:  
Communication Devices  
& Systems,  
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 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- show the cover of the book to the students. If you are using the Read-Aloud, mute the sound and play the video.
2. 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, with "This Book is about..." in the centre, 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 you will read the book together- this book is written by Catherine Jameson and tells the story of a girl and her dad.
5. Ask students- what do you like to do with YOUR dad?
6. Read the book aloud, showing students the pictures on each page.
7. Conclude the Activity: Ask students, Did you this story make you FEEL HAPPY?

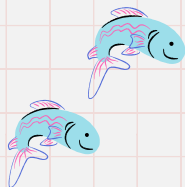
What part of this story made you FEEL HAPPY?

\*This can be done with raised hands, votes, or physical, verbal, or visual communication.

# Zoe and the Fawn

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## Lesson 2: Fine Motor Extension, Writing



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

**Literacy Connections and Strategies:** Writing. \*Core Words (I See, Family) used in verbal, visual and written contexts.

(Cunningham, et. al., p 92, 1999.)

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

**Preparation:** Have a copy of the book ready to go. Print out copies of the "Are you my Mom?" Literacy/Fine Motor Activity (2 pages) and laminate, if you will be using with whiteboard markers, play-dough, or other unconventional materials. Set up your learning space. You may choose to engage with the task by:

- taping it on a wall or whiteboard
- taping it on all four sides down on the table (especially if laminated/using with messy materials)
- clipping it onto a clipboard
- Sliding into a page protector to make a DIY laminate

Ask students to join you at your preferred learning centre, in groups of 2 (can be done individually.)

### 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 each student at the "Are you my Mom?" Activity. Demonstrate the activity with your preferred tool (or try a "tool of the day" to show students different ways to interact with the activity.)
2. \*\*\*Some classrooms may choose to leave this out at a learning centre, or incorporate this activity into student-specific goals (for example, scissor skills, etc.)
3. Encourage your student to use a variety of tools to make the lines between the families: play-dough & associated tools, markers, bingo-dabbers, Goldfish crackers, math manipulatives, etc. This can be a good time to practice measurement, compare & contrast skills, and fine motor skills.
4. Repeat, with different tools and materials.
5. Encourage students 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!
6. Conclude the Activity: Encourage students to assist in clean-up of materials (for example, wiping off the whiteboard) or to put their chart in their folder/backpacks.

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## Lesson 3: Making the Writing Block Multilevel

**Literacy Connections and Strategies:** Reading, Writing, & "Making the Writing Block Multilevel"

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

**Other Skills:** Attention to task, communication, fine motor skills, functional tool use. \*Core Word (Love) used in verbal, visual and written contexts. Graphic organizer skills, spatial skills, shape & space skills. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

**Preparation:** Have a copy of the book ready to go. Print out copies for all students (or make laminates) of the "With my Dad, I Love to..." Literacy/Fine Motor Activity (1 page.) Prepare space with writing materials, scissors (optional) and handouts. 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 "With my Dad, I Love to..." Literacy/Fine Motor Activity (1 page) and read the choices together, pointing to the text.
2. Introduce the new core words: Love and Dad. Explain how we will talk and write about what we like to do with our dads. Give an example of what you like to do with your dad, using the handout as a prompt.
3. Ask your student to circle, cut out, or use a stamp/bingo dabber to identify the things that make them feel confident. Assist with physical needs only as needed, and encourage independent work.
4. If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling.
5. 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!
6. Review your student's choices together and encourage your student (if verbal, or using a communication system) to read along with you.

**\*\*\*Option to extend:** Students may glue their cut-out choices onto a card or collage for their dad, where they may explore writing, drawing & other fine motor skills, and further promote a discussion about what they love about their dads.



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

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**Lesson 4:**  
Predictable  
Charts,  
A Movement  
Activity

**Literacy Connections and Strategies:** Oral and written communication skills. Working with words, early literacy skills. Understanding predictable charts. Connecting movement with literacy. CORE word practice (movement vocabulary and descriptive language.)

(Cunningham, et. al., pp 142-143, 1999.)

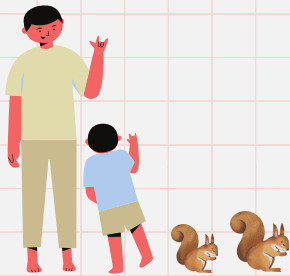
**Other Skills:** Attention to task, communication, fine motor skills. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling. Balance and coordination skills, following directions.

**Preparation:** Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out one copy of "Can you FIND..." Literacy/Movement/Fine Motor Activity (1 page) and prepare with a clipboard and a marker (option to laminate.) Gather your students together for a movement activity, in a large learning space (the gym, outdoors space is preferred, etc.)

## 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. \*Gather students in a circle or in a large space where they can see each other.
2. Introduce the Activity: Explain how you will move your body, in different ways, like things you read about in *Zoe and the Fawn*. Demonstrate one activity yourself to show students what you mean.
3. Tell students that this is a predictable chart list! Read the list together. Ask students, do you notice how the predictable chart repeats the same first-part in each sentence?
4. Encourage your students to practice each movement. Assist students in turn-taking as the leader for each activity. Teachers may assist, as needed. Teachers should model every action with students with ENTHUSIASM.
5. Repeat until all students have had a turn being the leader/choice-maker.
6. Ask students, what did you like MOST? Using speech, ASL, or a communication device, ask your student to express their preferred choice aloud to the group.
7. Conclude the Activity: Ask your students to assist in cleaning up materials (putting away their cards) and engage in a cool-down activity (3 rounds of deep breaths, or a whole body stretch.)



Accommodations include:  
Communication Devices  
& Systems,  
Physical Equipment for  
Movement Skills,  
Body Breaks  
"Chunk" the Activity

Unit Plan for

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Supporting  
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Theytus Books. (2020.) *Zoe and the Fawn*. Web. <https://www.theytus.com/Books/Z/Zoe-and-the-Fawn>

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  
"Zoe and the Fawn"  
Unit Plan



Resource Guide for:

# Zoe and the Fawn

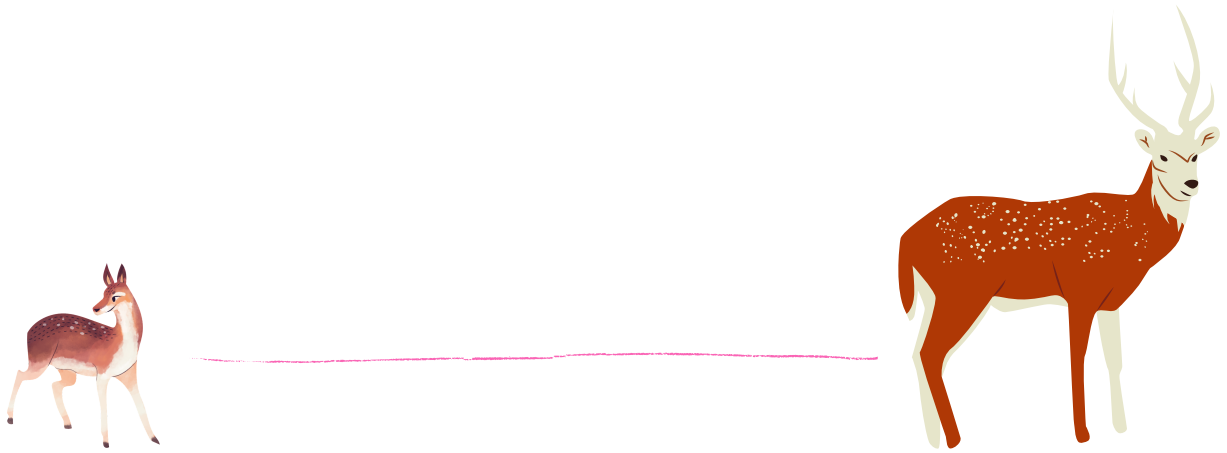
by Catherine Jameson & Julie Flett

This Resource Guide includes:

- "Are you my Mom?" Literacy/Fine Motor Activity (2 pages)
- "With my Dad, I Love to..." Literacy/Fine Motor Activity (1 page)
- "Can you FIND..." Literacy/Movement/Fine Motor Activity (1 page)

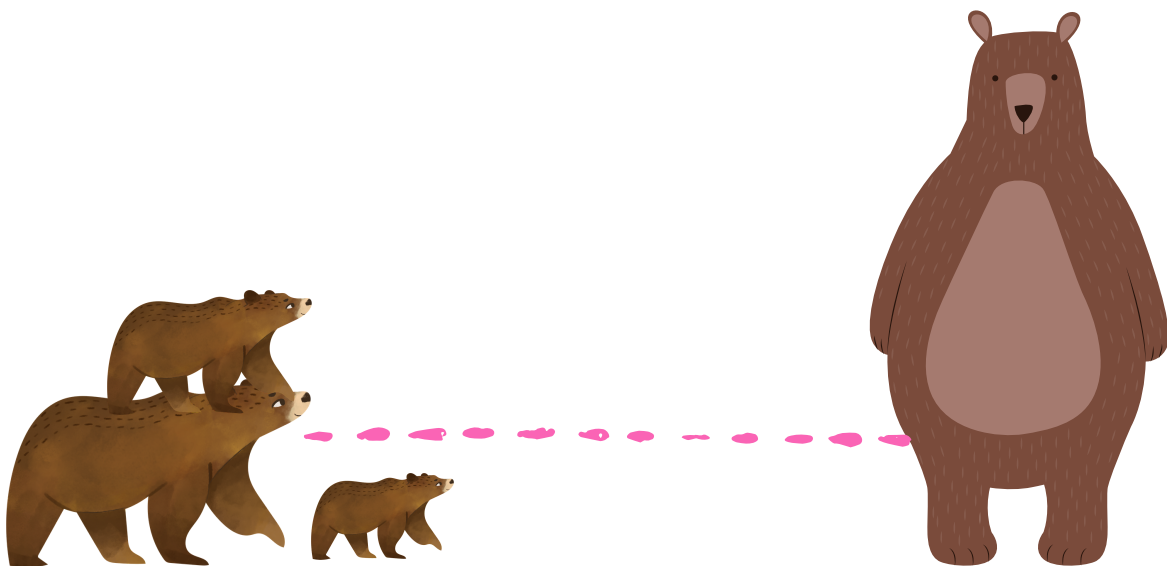
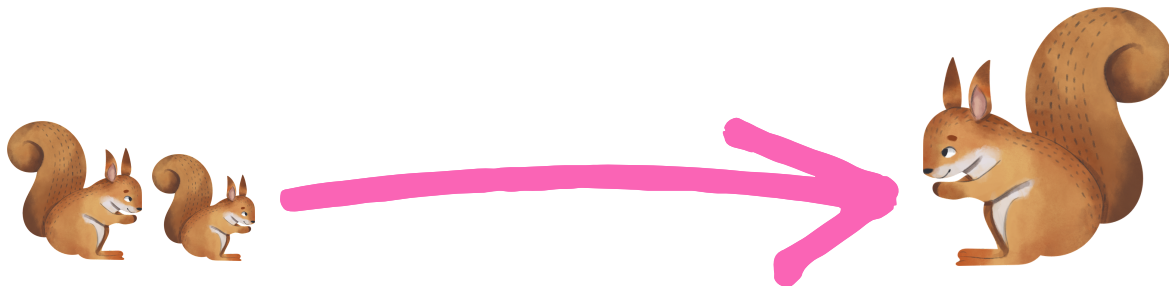
# Are you my Mom?

Trace the lines: help the animal babies find their parents.



# Are you my Mom?

Trace the lines: help the animal babies find their parents.



# With my Dad, I Love to...

Circle or talk about the things you love to do with your dad!



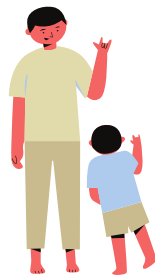
be silly together



go fishing



play games



say "I love you"



dance



make art



read stories



explore the outdoors

# Can you FIND...

Go outside - find something or someone that moves in all of these different ways!

CHECK IT OFF  
when you find  
it!



... that FLIES?



... that RUNS?



... that JUMPS?



... that WALKS?



... that ROLLS?



... that SMILES?