

BOOKS TO BUILD ON

Teaching and Learning Ideas

Thank you for downloading this Books to Build On Teaching and Learning "Seed" for you to plant in the garden of your professional practice! We are excited for you to use it in a good way to further Indigenous Education and reconciliation for you and your students. Please take them as inspiration and adapt them to your needs. See below for some important information.



Books to Build On: Indigenous Literatures for Learning

Okî, Ába wathtech, Danit'ada, Taanishi, Hello, Welcome!

What is this website?

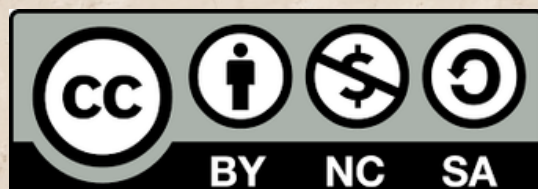
Call for new lesson plan donations

Are you interested in contributing to the lesson plan selection available on Books to Build On? Have you written a lesson plan that accompanies an existing resource, or a resource you think we should include? Or, are you interested in creating a lesson plan for one of the resources? If you answered yes to any of these questions, the Books to Build On team would love to hear from you! We

These teaching and learning ideas originate from the Books to Build On: Indigenous Literatures for Learning website. Please check out the website, as well as the Indigenous Education resources at the Werklund School of Education, for more information on working with Indigenous literatures! We would love to hear your feedback on our educational materials! Please find our contact information on the website.

<https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning>

Open Education Resource



Teaching and learning ideas have been gifted to Books to Build On and are free to use. In this spirit of giving, all of the lesson plans are Open Education Resources. They all have a Attribution-NonCommercial-ShareAlike 3.0 Unported (CC BY-NC-SA 3.0) License. For more information on what exactly this means, visit this website: <http://creativecommons.org/licenses/by-nc-sa/3.0/>. Under this license we welcome you to share the lessons with anyone you wish and adapt the lessons to your own unique needs for your own specific students and teaching situation. You may not, however, use these lessons in a commercial setting to earn money, and you must always credit Books to Build On when you share the lessons. Finally, remix, transform, or build upon the lesson; you must use the same Creative Commons licence as we picked.

How do we engage with Indigenous literatures in teaching and learning?

By Erin Spring & Aubrey Hanson

“Starting with Story” allows us to centre Indigenous voices, knowledges, people, and experiences in our teaching and learning

Why do we believe in teaching and learning with Indigenous literatures? During our years of engagement with Indigenous knowledge systems, communities, literatures, and scholarship, we have come to know that stories are at the heart of our work. Stories embody communities and their ways of knowing, being, and doing in an appealing form—reaching the heart, not only the head. Stories are inherently relational, in that a teller and listener are drawn into relationship with each other and with the story being told. And because relationships call for mutual responsibility, storytelling as a mode of sharing knowledge draws people into reciprocal webs of connection. Stories are not just for entertainment; they are there to guide how we live our lives. Thomas King’s oft-repeated line at the end of each chapter in the Truth about Stories lecture series is an illustration of this principle. King (2003) tells the reader that the story is “yours. Do with it what you will . . . But don’t say in the years to come that you would have lived your life differently if only you had heard this story. You’ve heard it now” (p. 29). When deciding how to engage others in the work of Indigenous education, then, we believe in starting with story. We appreciate storytelling for how it respects Indigenous knowledge systems, ensures that knowledge remains rooted in context, and emphasizes the value of personal voice and collective listening. Stories are a key way into relational work in education.

Social responsibility is at the heart of our work, we are working for better futures

Teaching and learning with Indigenous literatures is part of the broader work of Indigenous Education. We believe that work in education must be socially responsible and committed to communities. Significant social impact is being created by the process of reconciliation and with Indigenous-focused teaching and learning happening across the country. We see our task as working to nourish Indigenous communities and knowledge systems, while challenging racism and colonialism. This work is also about fostering open and reciprocal relationships between Indigenous and non-Indigenous peoples. This call for social responsibility informs our collaborations in the Books to Build On project.



Unit Plan for **Discovering People: English, French, Cree**

by Neepin Auger

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Resource Guide
& Unit Plan
Teacher-Author:
Emily Rozitis

Resources used
& possible
concerns

Book: Discovering Words: English, French, Cree **Publisher:** Rocky Mountain Books
Author & Illustrator: Neepin Auger

Possible Concerns:

- Access to the physical book (solution could be borrowing a copy of the book through your local public library.)
- *Correct pronunciation of a new language for educators (solution could be using the pronunciation guide in the back of the book.)

Author/creator
& literature
background

Author & Illustrator: Neepin Auger

Author & Illustrator Background:

"Neepin Auger is a Cree artist, educator and mother. Originally from the Bigstone Cree Nation in northern Alberta, she has been painting for over twenty years, having studied art under her father, Dale Auger, a renowned First Nations artist and author of the award-winning children's book *Mwakwa – Talks to the Loon: A Cree Story for Children* (Heritage House, 2006). Neepin graduated from the Department of Education and Schooling at Mount Royal University and is now a full-time teacher. She is also mother to one daughter, Gracie, whom she believes is her greatest masterpiece. Her first books in the series, *Discovering Words* and *Discovering Numbers*, were published by RMB in 2013. Neepin Auger lives in Calgary, Alberta." (Dale Auger Memorial Arts Show, 2018.)

Literature Background:

"The fourth book in this colourful and unique series introduces twenty-two basic words in English, French, and Cree relating to familiar people at home and in the community. Neepin Auger's books for children contain original, brightly coloured images and early education level concepts familiar to everyone. Playful and bold, this dynamic series will educate and entertain preschoolers, parents, and teachers alike. In addition to the English words presented, the French and Cree equivalents are also given, making these some of the most dynamic and useful board books on the market, perfectly suitable for the classroom, library, and nursery." (Amazon, 2022.)

Unit Contents

Unit Contents:

- Lesson 1: Describing my Family Literacy Lesson
- Lesson 2: Who is in my Community? Literacy & Social Studies Lesson

Grade 1
Curricular Connections

(also suitable for diverse
multi-age disabilities
classrooms)

Unit Plan for
**Discovering People:
English, French, Cree**

by Neepin Auger

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Targeted Grade 1 Skills include:

Social Studies:

"1.1 My World: Home, School, and Community"

General Outcome: Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

Values and Attitudes

Students will: 1.1.1 value self and others as unique individuals in relation to their world:

- appreciate how belonging to groups and communities enriches an individual's identity (I)
- appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC)
- demonstrate respect for their individual rights and the rights of others (C, I)
- recognize and respect how the needs of others may be different from their own (C)

Knowledge and Understanding

Students will: 1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What different types of communities or groups do you belong to? (CC)
- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)
- In what ways do we belong to more than one group or community at the same time? (CC, I)
- In what ways do we benefit from belonging to groups and communities? (C, CC, I)
- What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)"

(Alberta Education, p.3, 2005.)

English Language Arts:

- **"1.1 Discover and Explore: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.**

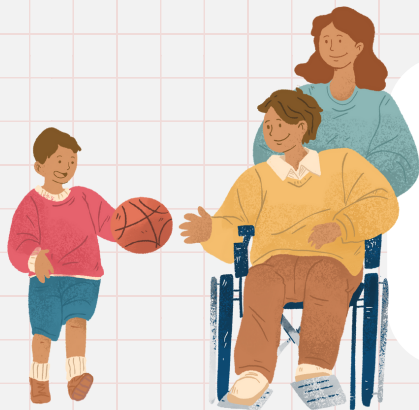
- Express ideas and develop understanding: talk with others about something recently learned
- Express ideas and develop understanding: make observations about activities, experiences with oral, print and other media texts"

(Alberta Education, p. 8, 2000.)

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.) Reading, writing and identifying numbers from a literacy perspective. Exploring language representation.

(Cunningham, Patrica M., Hall, Dorothy P., & Sigmon, Cheryl M., pp.142-143, 1999.)

All lessons have a primary focus of early numeracy and exposure and engagement with Cree language and culture, through written, visual, and oral storytelling. Additional focus of all lessons in this unit include the multilingual approach to literacy, connecting students with three Canadian languages.



Unit Plan for

Discovering People: English, French, Cree

by Neepin Auger

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Materials

Discovering People: English, French, Cree - Resource Guide includes:

- Describing my Family Literacy Lesson
- Who is in my Community? Literacy & Social Studies Lesson

Other Materials:

- Writing tools (paper/whiteboard, chalk, pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Scissors (adapted, board-scissors, mounted-loop-scissors, etc.)
- Paper & sticky tack
- Hat or bag (& misc. classroom items)
- Physical book

*Option for Computer/SMARTboard use

Rationale

Big Idea: This unit plan facilitates pre-academic skill development in early education, and connecting students with French and Cree languages and cultures. This unit plan is best suited for a typically developing grade one classroom, as well as diverse, multi-age, disability-focused learning environments.

Purpose: This unit plan supports classrooms with diverse skill levels, promoting engagement with number sense and mathematical skills, in individualized ways. The goal is to create meaningful and authentic mathematical interactions with Auger's text, and facilitate exposure to, and understanding about, Cree language and culture. Furthermore, the intention is to connect students and educators with positive and authentic representations of Indigenous experiences through stories and imagery.

Unit Contents

Contents:

- 2 Multidisciplinary Lessons (with a focus in literacy and social studies.)
- Discovering People: English, French, Cree Resource Guide (attached as Appendix, following Unit Plan)

***Lessons may be interchanged, based on the preference of the educator.



Lesson 1:
Describing my Family

Unit Plan for
**Discovering People:
English, French, Cree**

by Neepin Auger

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Accommodations include:
Communication devices
& systems,
physical equipment to support
movement

Social Studies:

"1.1 My World: Home, School, and Community"

General Outcome: Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

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- What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)"

(Alberta Education, p.3, 2005.)

English Language Arts:

- **"1.1 Discover and Explore: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences."**

- Express ideas and develop understanding: talk with others about something recently learned
- Express ideas and develop understanding: make observations about activities, experiences with oral, print and other media texts"

(Alberta Education, p. 8, 2000.)

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.

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

Preparation: Have a copy of the book available. Print enough copies of the "Describing my Family" resource for all students. Prepare writing materials. Ensure you have access to any necessary supports, including communication devices or physical equipment to support each student's communication or physical needs.

Activity:

1. Invite students to participate in a discussion about families. Ask them, "What is a family?" With a whiteboard or a SMARTboard, write down students' ideas about the word "family."
2. Pass out the resource to each student. Ask them to select a family member from page 1, and to practice describing them using different descriptive language on page 2. Students may choose from provided words, or they may write their own ideas.
3. Allow students to discuss with peers or teachers, to help with ideas, sentence structure and descriptive words. Encourage students to use sentences, if possible, offering prompts like "My mom has..." or "My dad likes..."
4. After 10 minutes, give students a warning for a short time left. Encourage them to read their descriptions to a peer.
5. Facilitate a wrap-up discussion, about what our unique family members are like. Share some examples of physical descriptions, and personality descriptions, and highlight how we are all different.
6. Ensure students have written their names, before cleaning up materials.



Lesson 2:

Who is in my
Community?

Unit Plan for

Discovering People: English, French, Cree

by Neepin Auger

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Accommodations include:

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

Social Studies:

"1.1 My World: Home, School, and Community"

General Outcome: Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

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Knowledge and Understanding

Students will: 1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What different types of communities or groups do you belong to? (CC)
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- In what ways do we belong to more than one group or community at the same time? (CC, I)
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English Language Arts:

- **"1.1 Discover and Explore: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.**

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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.

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

Preparation: Have a copy of the book available. Print enough resources for each group of 2 students have one resource. Prepare markers and clipboards, and a poster or a whiteboard.

Activity:

1. Read the story together. Ask students, who is in this book? Allow them to share their ideas.
2. Highlight how the people in this book are in our families and our communities. Pass out the resource as students are sorted into groups of 2. Ask one partner to find a clipboard, and one partner to find a writing tool (pencil, etc.)
3. In groups of 2, ask students to write down the different members of our community that they know. Give them 5 minutes to complete this task.
4. After 5 minutes, ask students to ask another group to share their ideas, and work together to add to the list. Encourage students to ask several groups to build their list.
5. If time and staffing allows, have students ask other school staff (for example, ask the receptionist at the front desk, or the principal) to add their ideas to the list. Use the school community.
6. Gather all students together, and write one master list on your whiteboard or poster. Ask students to read their ideas aloud or to share their list with you to include everyone's ideas. Discuss the diverse community you live in, and the many roles of community members around you, before cleaning up materials.

Unit Plan for

Discovering People: English, French, Cree

by Neepin Auger

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Supporting
Sources,
APA references:

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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.

Dale Auger Memorial Arts Show. (2018.) *Neepin Auger - about Neepin Auger*. Web. <https://neepinauger.com/about-neepin-auger>

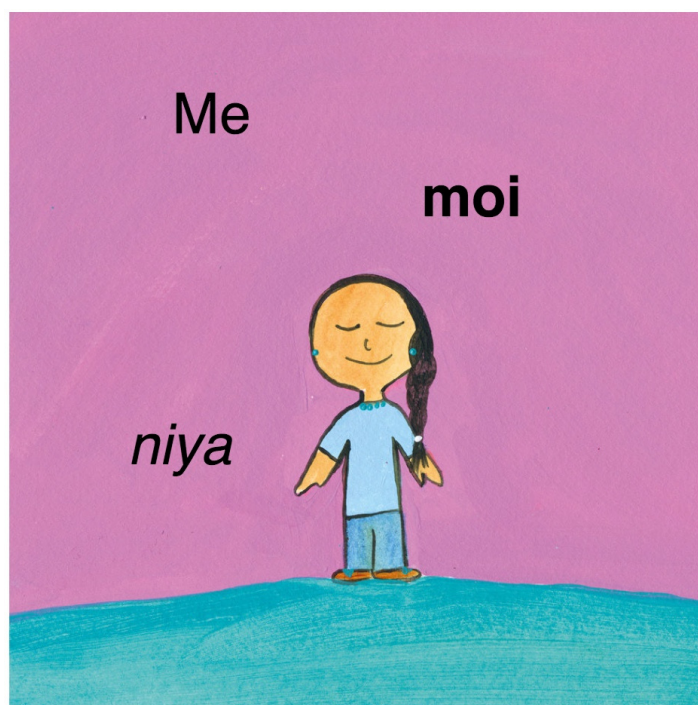
About the
Teacher-
Author:

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 skills for every student, at every developmental level. Lessons are easily adapted to the typical Pre-K, Kindergarten, and Grade 1 classroom.

Discovering People: English, French, Cree

by Neepin Auger



This Resource Guide includes:

Lesson 1: Describing my Family Literacy Lesson (2 pages)

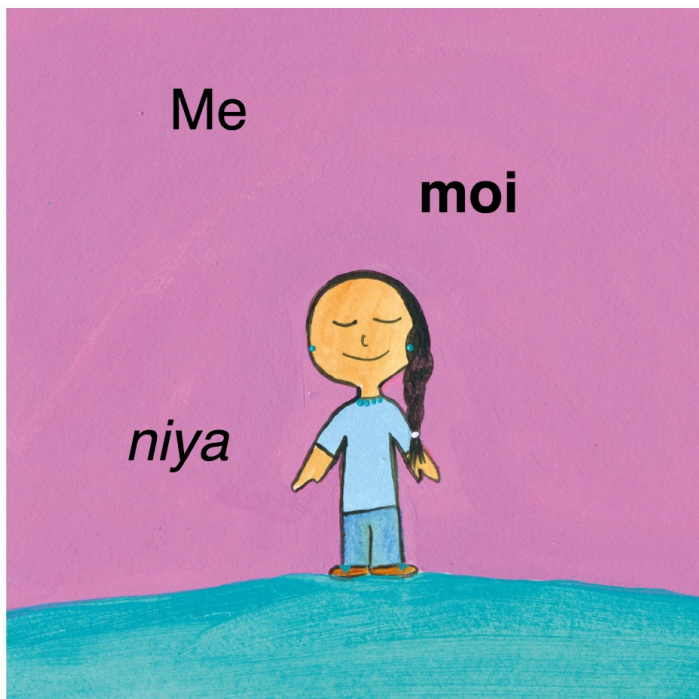
Lesson 2: Who is in my Community? Literacy & Social Studies Lesson (1 page)

Lesson: Describing my Family

Use these cards to decide WHO to describe in your family.

Use the prompts on page 2, or write your own ideas.

Consider PHYSICAL descriptions and PERSONALITY descriptions.



Lesson: Describing my Family

Use the cards on page 1 to decide WHO to describe in your family.

Use the prompts below, or write your own ideas.

Consider PHYSICAL descriptions and PERSONALITY descriptions.

Describe your family member:

Prompts:

Physical: tall, short, old, young, brunette, blonde, wears bright/dark clothing, pretty, handsome.

Personality: kind, friendly, helpful, funny, serious, wise, thoughtful, hard-working, active, creative.

Who is in my Community?

Write a list of community members in our community.
Ask yourself, how do they help our community to grow?

In my community, there are...

[illegible]

Interested in learning more? Resources for additional reading:

- Archibald, J.-a. (2008). *Storywork: Educating the heart, mind, body, and spirit*. UBC Press.
- Battiste, M. (2013). *Decolonizing education: Nourishing the learning spirit*. Purich. Donald, D. (2016). From what does ethical relationality flow? An Indian Act in three artifacts. In J. Seidel & D.W. Jardine (Eds.) *The Ecological heart of Teaching: Radical Tales of Refuge and Renewal for Classrooms and Communities*. Peter Lang (pp.10-16).
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- Truth and Reconciliation Commission of Canada. (2015). *Truth and reconciliation commission of Canada: Calls to action*.