

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Honoring the Land & Animals:
Exploring Indigenous Poetry* Lesson # 1 Date: December 11th,
2024
 Name: Madeleine Potter Subject: Language
Arts Grade(s): 4

*Connecting to, Sometimes I Feel Like a River by Danielle Daniel

Rationale:

This lesson is important because students should be learning from Indigenous voices. This lesson aims to support students' connection to nature through poetry. The students will be learning through Indigenous author, Danielle Daniels and then writing their own poetry that connects to nature. This lesson is significant for students to hear good poetry and start to build the skills to write their own poetry, the students will use their added knowledge of Indigenous ways of being and express this into their writing.

Core Competencies:

Communication	Thinking	Personal & Social
<p>Communicating – provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience.</p> <p>Focusing on intent and purpose – They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact.</p> <p>Profile 6 – I communicate with intentional impact, in well-constructed forms that are effective in terms of my audience and in relation to my purpose.</p>	<p>Creative Thinking - People who think creatively are curious and open-minded, have a sense of wonder and joy in learning, demonstrate a willingness to think divergently, and are comfortable with complexity.</p> <p>Creating and innovating – students get creative ideas that are novel and have value. The idea or product may have a value in a variety of ways and contexts, may be fun, provide a sense of accomplishment, or be a form of self-expression.</p> <p>Profile 2 – I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.</p>	<p>Positive Personal and Cultural Identity – People who have a positive personal and cultural identity value their personal and cultural narratives and understand how these shape their identity. They contribute to their own well-being and to the well-being of their family, community, and society.</p> <p>Understanding relationships and cultural contexts – students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.</p> <p>Profile 2 – I am aware of different aspects of myself. I can identify people, places, and things that are important to me.</p>

Big Ideas (Understand)

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
 Language and text can be a source of creativity and joy.
 Texts can be understood from different perspectives.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text. • Apply a variety of thinking skills to gain meaning from texts. • Transform ideas and information to create original texts. 	<ul style="list-style-type: none"> • Students are expected to know forms, functions, and genres of text. • Students are expected to know writing processes. • Students are expected to know reading strategies, such as, visualizing, questioning, and predicting.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Students will be able to identify their previous knowledge of poetry. • Students will be able to analyze the Indigenous poetry. What words stick out to them? Do they notice any patterns in the writing? • Students will be able to categorize nature related and animal related words that may inspire their poetry writing. • Students will be able to write their own short poem inspired the Indigenous poetry read to them in class. • Students will be able to illustrate a picture that directly relates to the poetry they have written. 	<ul style="list-style-type: none"> • Students will be assessed on their participation during brainstorming activity. • I will be looking for full body listening during the poetry reading as well as engagement during discussion time. • Students will be assessed on the product they create during this lesson. • The products they have created will show if the students understood the lesson and can creatively express their understanding of their poetry.

Prerequisite Concepts and Skills:

Students should have a basic understanding of poetry and how poetry can be formatted.
 Students should know how to rhyme words.
 Students should have prior knowledge of cultural values; Indigenous poetry comes from the tradition of oral storytelling. Indigenous knowledge is passed down through storytelling.
 Students should have basic writing skills and able to activate their creative writing skills.

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story.
 Learning involves patience and time.
 Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

I chose these First Peoples Principles of Learning to connect to this lesson because reading and writing poetry takes patience and time.
 Students will learn Indigenous perspectives through memory, history, and story by reading the poetry and learning how it is connected to nature.
 I chose the third First Peoples Principles of Learning because this lesson connections to learning about the land. Poetry can be connected to many things; poetry also supports the well-being of the self. This lesson can support students' feelings of self in many positive ways.

Universal Design for Learning (UDL):

Students could be offered a choice of topics to write their poem about. This could help students' motivation to complete the lesson. This is social and emotional learning and well-being and can help with a sense of belonging.

Systems and structures – this lesson is designed for diversity. Students can work together to share ideas and help increase engagement and motivation.

Students can choose how they want to show their poetry; in an illustration, reading out loud, etc.

Differentiate Instruction (DI):

I would adapt the lesson as needed for individual students based upon any IEPs present.

I will show different styles of poetry, some students may understand one style over another.

Students can collaborate with each other and offer support to each other.

I will offer word lists to students who have trouble with brainstorming on their own or with a class.

Having the words in front of them can help them stay engaged.

For ELL students, the poetry can be offered in their 1st language, and they can write their own poem in their 1st language. The writing can be translated for the teacher to read and assess.

Materials and Resources

Choose 2 poems from Sometimes I Feel Like a River by Danielle Daniel.

Writing supplies, pens, and pencils.

Blank paper for poem illustration.

Art supplies, crayons, markers, and pencil crayons.

Poem template designed by the teacher.

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p>Using “stop-look-listen” classroom management strategy to ensure all students are engaged and ready.</p> <p>The lesson will start with a discussion about what poetry is and the students who choose to can share what poetry means to them.</p> <p>We will then discuss what storytelling means to Indigenous cultures and how poetry can be a form of storytelling.</p> <p>After the discussion is wrapped up, I will then read two poems I have selected from Sometimes I Feel Like a River by Danielle Daniel.</p> <p>After the poems are read, I will ask thought proving questions such as, “how did the poem make you feel?”, “did any words stand out to you?”, “did you notice any rhyming?” etc.</p>	<p>The students will be ready with full body listening at the start of the lesson.</p> <p>Students who want to can contribute their thoughts to the discussion by raising their hands.</p> <p>They will use full body listening to listen to the story and think about how they can connect to the poem.</p> <p>Students who would like to contribute or share their ideas can do so by raising their hands.</p>	<p>15 mins</p>

I will check for understanding here and make sure all the students know why I am asking them these questions.		
<p>Body:</p> <p>As a class, we will brainstorm words to add into our own poetry now. Brainstorming nature and animal related words.</p> <p>During the brainstorming activity ensure we can make connections to the Indigenous poetry we just read as a class into our own writing.</p> <p>After the brainstorming, I will ask the students to write their own poem by choosing a nature-related theme to write about.</p> <p>Before I allow students to work together, I will check for understanding and make sure all students know what their task is.</p> <p>We will focus on one style of poetry that the students have previously learned.</p> <p>After the students have finished their poems, they will illustrate a drawing that represents their poem meaning.</p>	<p>The students will help with brainstorming words and ideas they can use for their poems.</p> <p>The students will start working on their poetry. Afterwards, they will illustrate a picture that represents their poem they wrote.</p>	25 mins
<p>Closure:</p> <p>For the closure of this activity, the students will have a chance to share their poems and illustrations.</p> <p>I will ask the students how they connected to their poem and what they learned about Indigenous poetry and storytelling.</p>	<p>The students will do a gallery walk around the classroom to see their classmates' poetry and illustrations.</p> <p>During this time, I will also be walking around and assessing the amount of work done. As well as talking to small groups of students about their poetry and Indigenous connections</p>	5 mins

Organizational Strategies:

<p>This lesson is organized in a way that students can activate their thinking about poetry first and then can write their own poems.</p> <p>The students are working individually at the beginning of the lesson and then have the opportunity to work with their table groups to collaborate and share ideas.</p> <p>The students will respond to the classroom management strategy, "stop-look-listen" or repeating clapping patterns.</p>

Proactive, Positive Classroom Learning Environment Strategies:

<p>To create a proactive and positive classroom environment during this lesson, I will let all the students share their prior knowledge or thoughts about Indigenous poetry. The students can work together and collaborate to share ideas. All the students are welcome to explain their ideas or thoughts. This creates a sense of belonging within the classroom.</p>
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Extensions:

This lesson could be extended into more Indigenous knowledge and ways of being. The class could invite an Indigenous elder into the class to share their knowledge. The students could then share their poetry in return to the elder.

This lesson could be extended into a full unit plan. The students could write all kinds of poetry about different topics and written in different styles. Students could add all their poems into a portfolio to share with peers and then take home to their families.

Reflection:

This lesson plan was very meaningful to write. I think that it is important to incorporate Indigenous ways of being into each lesson. I thought this lesson was impactful because students will learn how to write basic poetry while connecting to Indigenous poetry. I think my strengths throughout this lesson plan is connecting the poetry to Indigenous ways of being. I have thoughtfully chosen my FPPL's to represent this lesson. I think I struggled with making sure this lesson was Indigenized enough. As a non-Indigenous person, I want to teach my students Indigenous ways of being without stepping over a boundary. I do think it is important to leave a space for Indigenous people to teach and pass down their experiences to others. To improve this, it would be important for me to educate myself further on what is appropriate for a non-Indigenous person to teach to their students.