

Composing Project: Unit Plan- From Theory to Practice

Robert Munsch Author Study

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Important Information about the Design of Unit

- All lessons in this unit have been written for a grade three audience.
- I chose to complete an author study unit that focuses on the works of Robert Munsch and his many popular books. In addition to learning about this prolific author I wanted to pull out one of his common writing techniques to teach problem solving, good citizenship, and the importance of being honest, kind and helpful to others, and to incorporate Treaty Education outcomes.
- **NOTE:** In an effort to keep the unit and lessons as flexible as possible, in order to be used in a variety of time table schedules, I did not break down each lesson into time allotments. Instead, I divided the unit into complete individual lessons (mini stand-alone lessons) that I felt could be used in other units such as social studies, health, visual arts, etc.
- For example, Lesson One's poster could be created as part of a visual arts lesson as well as Lesson Ten's individual treaty. Lessons Nine through Eleven Treaty Education lessons would fit nicely into the social studies curriculum.

Daily Lesson Format is as follows:

- The unit contains eleven lessons but will take longer than eleven "regular" 50 to 60 minute class periods. The length of the unit will depend upon length of class time, how many periods a week are allotted and the abilities of the students.
- I have indicated set, development and closure in each lesson but did not break down time allotments as many of the lessons include individual and group activity time. The time given for many of these activities will be dependent upon student's abilities, discussions and length of class period.
- A number of the planned lessons will stretch over more than one class period. Therefore, daily closure may be as simple as summarizing, cleaning and finishing up and looking towards continuing the assignment the following day. In turn, the next day lesson's setting may be a brief transition to review where the lesson left off the previous day and to focus on direction and goals for current class period.

Essential Questions

- I used the five English Language Arts Contexts listed in curriculum page 12 to 14 to create the main essential questions for this unit.
- Each lesson is numbered with one of the following essential question(s) and other lesson specific questions.
 - **Context- Personal and Philosophical**
 - What are some problems and challenges that you and others have?
 - What are some ways to solve these problems/challenges?
 - **Context- Social, Cultural and Historical**
 - Are there different types of communities?
 - How is a community created?

- What can you do to be a welcoming, good community member?
- **Context- Imaginative and Literary**
 - How are your lives similar and different to the character's lives in the books?
- **Context- Communicative**
 - Is it possible to communicate with people who do not speak your language?
 - How can this be done?
- **Context- Environmental and Technological**
 - How long is "as long as the sun shines, the grass grows and the river flows?" What does this mean to our First Nations people?

Unit Plan Organization

- I have divided my unit plan into eleven sections. Each section contains the formal lesson plan in addition to all the teacher reference material and student handouts needed. You will note that the first page of each lesson's section is a list of what needs to be copied and/or prepared by the teacher in advance. I chose this layout to simplify the preparation necessary for each lesson. As a teacher, I can see at a glance what I will need to prepare to deliver the lesson and can also easily move a complete lesson from this unit to another one without searching for lesson resources located throughout the entire unit.

Selection of Literature

- Robert Munsch is a prolific writer with many published children's books. For this reason, I wanted students to be exposed to as many of his books as possible, even if for a short time. Lesson Two brings in many Robert Munsch books to the classroom. Despite not being able to read each of the books, the students will gain an appreciation of many of his books that they may wish to read on their own at a later date.
- The four Robert Munsch books studied in greater detail in this unit were chosen for very specific reasons.
 - Lesson Three- *Get Out of Bed and Blackflies* were chosen to illustrate Munsch's writing technique using the problem/solution formula. Note: Any two of his books using the same writing technique could be used instead. Again, making this lesson very flexible.
 - Lesson Four- *From Far Away* presents a problem to be solved but also was chosen to highlight diversity and appeal to and/or provide greater understanding about the challenges EAL Canadians face.
 - Lesson Nine- *A Promise is a Promise* again presents a problem that must be solved but is also a good opportunity to incorporate Treaty Education outcomes.
- As mentioned above, this unit is created as an author study but these Robert Munsch books could also be included into a Multi-genre Thematic unit for different purposes if desired.

Teaching Strategies for Adapting Classroom Instruction for EAL Learners

- Many, if not all adaptations to classroom instruction for EAL learners, will also benefit all students in the classroom. Setting a regular classroom routine providing organizational structures to enhance comprehension, presenting information in a

variety of ways, frequent checking for understanding and using prior student knowledge while introducing new material are all techniques from which many students benefit. Attached are a list of EAL instruction strategies adapted from Katie Parrish TESOL, 2006 which I have included and indicated at the bottom of each lesson.

Multiple Intelligences

- Howard Gardner identified different types of intelligences known as Multiple Intelligences. As students' strengths in each of these areas differ, it is important that material is presented utilizing as many of these learning styles as possible.
- This unit incorporates a wide variety of instructional techniques ranging from individual to group work and from written assignments to listening and performance style activities. In addition, students are asked to create artistic products to express their thoughts and knowledge.
- The multiple intelligences used are indicated at the bottom of each lesson.

LESSON ONE: Who is Robert Munsch and why are his books so popular?		
Outcomes and Indicators	General Content: Introduce Canadian author Robert Munsch and learn interesting facts about his writing and his life.	Assessment
<p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <p>Indicators:</p> <p>e) Use visual aids to enhance spoken and written products (e.g., props, charts, sound, illustrations, or movement to accompany story) and to clarify and enhance oral presentations.</p> <p>CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.</p>	<p>Presentation</p> <p>Set:</p> <ul style="list-style-type: none"> Set up a display of Munsch books at the front of the room. Ask students if any of these books look familiar or if they have read any. Ask students if they know the author of the books or anything about him? <p>Development:</p> <ul style="list-style-type: none"> Explain to students that we are beginning an author study unit on Canadian author Robert Munsch who never writes a story down unless he has told it many times before. Munsch is an interesting author about which we can learn many amazing facts. Explain to students that they will be picking one fact about Robert Munsch to write down, illustrate and present to the class. Finish fact posters will be displayed in the classroom and a picture of the display submitted to Robert on his website. Students will become familiar with Robert Munsch's official website throughout the unit. Students pick one amazing fact about Robert Munsch from a hat. They create a simple poster with the fact written and illustrated in some way (example: fact 10: his favourite animal is the orange beetle). This would be written on the paper provided along with the student drawing of an orange beetle. Upon completion of poster students will present their amazing fact poster in number order to the rest of the class. <p>Closure:</p> <ul style="list-style-type: none"> Show short one minute youtube video clip entitled "Meet Robert Munsch" in which Munsch explains how his stories 	<p>Summative:</p> <p>Rubric- 70 Amazing Facts Rubric (provided)</p> <p>Formative:</p> <p>Circulate to check progress and oral presentation completion checklist</p>

<p>Indicators:</p> <p>d) Organize and present ideas chronologically or around major points of information.</p>	<p>evolve.</p> <p>https://www.youtube.com/watch?v=Y2AswITn0E0&t=2s</p> <ul style="list-style-type: none"> From Munsch's official webpage https://robertmunsch.com read his humorous life story. Collect all posters to display, take picture and submit to the author's official web page along with a brief introduction about our class and where we live (just in case he wants to write to us or make a surprise visit)! <p>Teaching Strategies:</p> <ul style="list-style-type: none"> Classroom routine, control/adjust teacher talk, check for understanding, present information in a variety of ways, assessment <p>Multiple Intelligences:</p> <ul style="list-style-type: none"> Linguistic, visual/spatial, interpersonal, kinesthetic 	
<p>LESSON TWO: What are some features in books that interest you and make you want to read them?</p>		
<p>Outcomes and Indicators</p>	<p>General Content: Students will have the opportunity to briefly look at a number of Robert Munsch books, indicate which ones they would like to read and write two or three sentences about one book and why they would like to read it.</p>	<p>Assessment</p>
<p>CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written and multimedia) that address:</p> <ul style="list-style-type: none"> Identity (e.g., Spreading My Wings) Community (e.g., Hand in Hand) Social responsibility (e.g., All Together) and make comparison 	<p>Presentation</p> <p>Set:</p> <ul style="list-style-type: none"> Explain to students that they are going to spend some time just looking at Robert Munsch books. They will not have time to read the books as they will only be given two to three minutes to look at each book. <p>Development:</p> <ul style="list-style-type: none"> Distribute Book Evaluation Chart and explain the activity. Before opening the book, record the title on the worksheet. When I say Start, open the book. When I say Stop, close the book. If you would like to read the book you would put a check mark in the Yes column or checkmark in the No column if you do not want to read the book or checkmark in the Maybe column, meaning you might want to read this book. After you 	<p>Summative:</p> <p>Rubric- Book Evaluation Chart Rubric (provided)</p> <p>Formative:</p> <ul style="list-style-type: none"> Timing activity and circulating to ensure progress Tabulating large group results with individual student responses

<p>with personal experiences.</p> <p>Indicators:</p> <p>a) View, listen to, read and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility and connect to personal experiences, other texts, and other areas of study.</p>	<p>have finished you will pass the book to your neighbor on your right and will record the title of the next book and complete as for previous process.</p> <ul style="list-style-type: none"> • Repeat the procedure until each student has had time to examine half a dozen books or what time allows for. • As a large group tabulate the individual chart results, graphing the results of what students would most like to read and which books they would least like to read. <p>Closure:</p> <ul style="list-style-type: none"> • Students individually choose one book they would like to read and write two or three sentences about why it interests them. <p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Classroom routine, control/adjust teacher talk, check for understanding, use organizational structures for taking notes and enhancing comprehension, textbooks and reading materials, error correction, assessment <p>Multiple Intelligences</p> <ul style="list-style-type: none"> • Linguistic, intrapersonal, interpersonal 	
<p>LESSON THREE: What writing style does Robert Munsch commonly use? What are some problems and challenges that you and others have? What are some ways to solve these problems/challenges? How are your lives similar and different to the character's lives in the books?</p>		
<p>Outcomes and Indicators</p>	<p>General Content: Students will learn that many of Robert Munsch's books are written about solving everyday problems.</p>	<p>Assessment</p>
<p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <p>Indicators:</p> <p>a) Demonstrate understanding of the topic, problem, question, or issue</p>	<p>Presentation</p> <p>Set:</p> <ul style="list-style-type: none"> • Distribute Matching Idea cards to each pair. • In pairs have students match a blue statement card with a green statement card in a way that makes sense to them. • Calling upon individual pairs ask them to read one of their completed statements. Continue until all statements are read. <p>Development:</p>	<p>Formative:</p> <p>Class discussion, individual student input and group charting</p>

in a variety of ways (e.g., dance pieces, visual representations, drama in context, diagram, demonstration, chart).

- Through discussion have students identify that the blue cards are the problem and that the green cards are a possible solution.
- Record what students know about problems and solutions example:

Problems	Solutions
Need to be fixed	Are answers to a problem
Are things we don't like	Fix or solve the problem
Happen all the time	Often come from someone else
Happen to everyone	Often come from person with problem

- Explain to class that many of Robert Munsch's books are written about characters who have a problem then need to solve.
- Tell students that they will be listening to two stories after which they will identify what the stories character's problem was and the solution given. They will be asked if they can think of any other solutions given.
- Students watch and listen to *Get Out of Bed* performed by Robert Munsch.
<https://www.youtube.com/watch?v=gQQ2uImYZyg>
- Lead class discussion with student's identifying Amy's problem and possible solutions given. Can the students think of any other solutions to this problem? Has anyone else ever had this problem of being too tired and not wanting to get up for school, how did that student solve the problem?
- The teacher reads aloud the new book by Robert Munsch entitled *Blackflies*. Followed by a similar discussion as above.

Closure:

- Tell students that we will be reading another Munsch story next class about a little girl who is new to Canada and how she had difficulty adjusting to her new school, new language and

	<p>new country. Students will be asked to share a personal experience of when you were scared, were not accepted or did not know what to do.</p> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> Classroom routine, control/adjust teacher talk, check for understanding, use prior knowledge of students and provide background knowledge, build vocabulary, present information in a variety of ways, use organizational structures for taking notes and enhancing comprehension, error correction, assessment <p>Multiple Intelligences:</p> <ul style="list-style-type: none"> Linguistic, interpersonal, intrapersonal, logical, existential 	
LESSON FOUR: Are there different types of communities? How is a community created? What can you do to be a welcoming, good community member? Is it possible to communicate with people who do not speak your language? How can this be done?		
Outcomes and Indicators	General Content: Students will apply their personal experiences and knowledge to brainstorm possible way to make newcomer Saousson feel more comfortable in her new school.	Assessment
<p>CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.</p> <p>Indicators:</p>	<p>Presentation Set:</p> <ul style="list-style-type: none"> Ask students to remember what it was like when they first started school. Guide them into talking about their feelings of uncertainty example what problems did you encounter, did you know where you were supposed to go, did you know what you were supposed to do, how did you feel, etc.? Then ask students to think about what it might be like to start school in a country where you do not speak the language or have any friends. What you might experience or how might you feel in that situation? Not all Robert Munsch's books are completely humorous. Some of his books introduce a character that has a serious problem that they need help to solve. We are going to listen to Mr. Musch read <i>From Far Away</i> today about a real little girl 	<p>Formative:</p> <p>Monitor student participation and understanding through large group and small group charting</p>

a) Use oral language to clarify and extend personal understanding, interact courteously with others (e.g., share ideas and opinions, complete tasks, discuss concerns or problems), and sustain conversations by extending others' contributions.	named, Saoussan's experience about starting school in Canada after moving from her far away home from Lebanon.													
	Development:													
	<ul style="list-style-type: none">Listen to book <i>From Far Away</i> off Robert Munsch's official website https://robertmunsch.com/book/from-far-away#Distribute Helping Saoussan sheet. Complete left hand side as a class teacher records on the board and students write down on their individual Soussan Sheet that has been distributed.													
	Example:													
	<table border="1"><tr><th>Saoussan's Problem</th><th>What We Could Do</th></tr><tr><td>Couldn't understand teacher</td><td>Show her what to do</td></tr><tr><td>Couldn't talk with other children</td><td>Smile and show her what to do Use a few words from her language</td></tr><tr><td>Was frightened by skeleton</td><td>Show pictures of children in costumes Get rid of skeleton</td></tr><tr><td>Scared of teacher jumping up and down</td><td>Quietly explain things Give her a hug</td></tr><tr><td>Peeing on her lap</td><td>Don't tease her Let her borrow your gym clothes</td></tr></table>		Saoussan's Problem	What We Could Do	Couldn't understand teacher	Show her what to do	Couldn't talk with other children	Smile and show her what to do Use a few words from her language	Was frightened by skeleton	Show pictures of children in costumes Get rid of skeleton	Scared of teacher jumping up and down	Quietly explain things Give her a hug	Peeing on her lap	Don't tease her Let her borrow your gym clothes
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Peeing on her lap	Don't tease her Let her borrow your gym clothes													
<ul style="list-style-type: none">In small groups students brainstorm and record possible ways that they could have helped Saoussan in that situation.														
Closure:														
<ul style="list-style-type: none">Share and debrief as a class discussing which suggestions are most likely to help solve the problem as they are the most realistic and respect Saoussan's feelings.														
Teaching Strategies:														
<ul style="list-style-type: none">If EAL students are in classroom important to ensure that they would not be uncomfortable with the activity/discussion. If possible, approach EAL student(s) ahead of time to see if they														

	<p>are willing to share their personal stories about immigrating and/or their new life in Canada.</p> <ul style="list-style-type: none"> Classroom routine, control/adjust teacher talk, check for understanding, use prior knowledge of students and provide background knowledge, build vocabulary, present information in a variety of ways, use organizational structures for taking notes and enhancing comprehension, error correction, assessment <p>Multiple Intelligences:</p> <ul style="list-style-type: none"> Linguistic, interpersonal, intrapersonal, logical, existential 	
LESSON FIVE: What can you do to be a welcoming, good community member? Are there different types of communities? How is a community created?		
Outcomes and Indicators	General Content: After choosing a problem students write down three possible solutions to this problem and choose which solution they feel would be most effective.	Assessment
<p>CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> Identity (e.g., Spreading My Wings) Community (e.g., Helping Others) Social responsibility (e.g., Communities Around the World) and make connections across areas of study. <p>Indicators: b) Communicate thoughts, feelings, and ideas clearly and, when appropriate, artistically.</p>	<p>Presentation Set:</p> <ul style="list-style-type: none"> Inform students that they are going to plan how best to welcome a new student who has just moved from a very small town in Northern Canada. Read the following scenario to the students: Kamik is eight years old. He is not used to living in a community like ours with lots of people and he misses his friends and the open spaces like his former home. The games he played at his former school are very different from the ones we play at our school. <p>Development:</p> <ul style="list-style-type: none"> Teacher will record a list of the problems that the class feels that Kamik is encountering. Once the list is complete distribute Identifying Solution Sheet to each student. Instruct the students to choose one of the problems that was brainstormed as a group and write it in the appropriate spot on their sheet. Students are to write down three possible solutions to their identified problem and to draw pictures to illustrate the 	<p>Summative: Rubric- Assessing Problems and Solutions (provided)</p> <p>Formative: Circulate and assist students if necessary in identifying possible solutions</p>

	<p>solution in the space provided. Encourage students to refer to Helping Saoussan sheet to use as a reference.</p> <ul style="list-style-type: none"> Once the students have completed writing down and illustrating their three possible solutions they are to select their best response, record the number in the box provided and explain why they feel this option is the best choice. <p>Closure:</p> <ul style="list-style-type: none"> Students will hand in sheets for final marking. <p>Teaching Strategies:</p> <ul style="list-style-type: none"> Classroom routine, control/adjust teacher talk, check for understanding, use prior knowledge of students and provide background knowledge, build vocabulary, present information in a variety of ways, use organizational structures for taking notes and enhancing comprehension, error correction, assessment, textbook and reading materials <p>Multiple Intelligences:</p> <ul style="list-style-type: none"> Logical, intrapersonal, interpersonal, linguistic, existential 	
LESSON SIX: Are there different types of communities? How is a community created? What can you do to be a welcoming good community member? Is it possible to communicate with people who do not speak your language? How can this be done?		
Outcomes and Indicators	General Content: In small groups students will create a short roleplay demonstrating helpful solutions to a newcomer's problem.	Assessment
<p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <p>Indicators:</p> <p>b) Select and use appropriate strategies (before, during, and after) to communicate meaning when using other forms of representing.</p>	<p>Presentation Set:</p> <ul style="list-style-type: none"> Tell students that they will be divided into groups of three which they will randomly be assigned a newcomer scenario and problem. They are to create a short role play demonstrating a proposed helping solution. One student will play the role of a newcomer and the other two group members will provide the solution with their helping actions. Students will be given half the period to prepare and perform for the class during the last half. <p>Development:</p> <ul style="list-style-type: none"> Divide the class into groups of three, groups sizes may vary depending on number of students. 	<p>Summative:</p> <p>Rubric- Role Play Peer Evaluation (provided)</p> <p>Formative:</p> <p>Circulate to check role play groups progress and oral presentation completion checklist</p>

<p>share ideas and opinions, complete tasks, discuss concerns or problems), and sustain conversations by extending others' contributions.</p> <p>AR3.1 Reflect on and assess their viewing, listening, reading, speaking, writing and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).</p> <p>Indicators:</p> <p>f) Apply criteria to judge the quality of their viewing, listening, reading, representing, speaking, and writing.</p>	<ul style="list-style-type: none"> • Distribute a different newcomer scenario and problem to each group. Example: Gabriella has moved to our community from a small town in Mexico. Her first language is Spanish but she does speak some English. It is December and the class is having a skating party at the end of the week. The teacher has arranged for Gabriella to borrow skates but she is in tears and doesn't want to go. She doesn't know how to skate and is afraid everyone will laugh at her. • Student groups will create role plays and begin to present part way through the period. <p>Closure:</p> <ul style="list-style-type: none"> • During the presentations their peers and teacher will complete an evaluation indicating whether they feel the solution was realistic, would solve the problem and be respectful of the newcomer's feelings. • Peer evaluations will be shared privately and a combined Teacher/Peer evaluation mark assigned. • Remainder of role plays will be presented next class. <p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Classroom routine, control/adjust teacher talk, check for understanding, use prior knowledge of students and provide background knowledge, build vocabulary, present information in a variety of ways, textbooks and reading materials, error correction, assessment <p>Multiple Intelligences:</p> <ul style="list-style-type: none"> • Kinesthetic, interpersonal, existential 	
<p>LESSON SEVEN: What are some problems and challenges that newcomers to Canada face? What are some ways we can help newcomers feel more at home when they arrive in Canada? How are your lives similar and different to the newcomer's life?</p>		
<p>Outcomes and Indicators</p>	<p>General Content: After completing the remainder of the role plays the class will create a list of questions for the upcoming guest speaker.</p>	<p>Assessment</p>
<p>AR3.2 Set personal goals to view, listen, read, speak, write, and use other forms of</p>	<p>Presentation Set:</p>	<p>Formative:</p>

<p>representing more effectively and discuss a plan for achieving them.</p> <p>Indicators:</p> <p>e) Develop criteria, with teacher support, for creating and assessing viewing, listening, speaking, reading, writing, and other representing experiences.</p>	<ul style="list-style-type: none"> • Inform students that we are going to finish the remainder of the role plays and prepare for next day's special guest. <p>Development:</p> <ul style="list-style-type: none"> • Remaining groups present their role plays while peers fill in peer evaluation rubric. • Teacher to collect peer evaluations at the end of presentations. • Give student's the background of next day's speaker. Tell students who the person is, what country they have moved from, what they do in Canada, how long they have been here, etc. (Arranged guest speaker could be an older EAL student, an EAL family member(s), someone from Open Door Society, etc.). • As a group brainstorm questions that you would like to learn about the guest speakers experience moving and adapting to their new home in Canada. • Questions are recorded on chart paper for reference during the guest speaker's presentation. <p>Closure:</p> <ul style="list-style-type: none"> • Encourage students to ask questions during the upcoming presentation. Review proper etiquette of behavior expectations when guests are visiting the classroom. <p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Classroom routine, control/adjust teacher talk, check for understanding, use prior knowledge of students and provide background knowledge, build vocabulary, use organizational structures for taking notes and enhancing comprehension, error correction <p>Multiple Intelligences:</p> <ul style="list-style-type: none"> • Linguistic, intrapersonal, interpersonal, existential 	<p>Class discussion, individual student input and group charting</p>
<p>LESSON EIGHT: What are some problems and challenges that newcomers to Canada face? What are some ways we can help newcomers feel more at home when they arrive in Canada? How are your lives similar and different to the newcomer's life?</p>		

Outcomes and Indicators	General Content: EAL speaker/speakers will share their story of how they came to live in Canada and some of the challenges or problems they have faced.	Assessment
<p>CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure. And interesting detail.</p> <p>Indicators: i) Write personal letters, thank you notes, invitations, and logs.</p>	<p>Presentation Set:</p> <ul style="list-style-type: none"> • Introduce guest speaker to class. Briefly reviewing speaker's story and how they came to move to Canada and some of the challenges or problems they have faced. • Remind students to raise their hand if they have a question they would like to ask. <p>Development:</p> <ul style="list-style-type: none"> • Monitor presentation interjecting comments and questions as needed. <p>Closure:</p> <ul style="list-style-type: none"> • Thank guest speaker. • Create a class thank you including student comments about what they found interesting or learned. <p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Classroom routine, control/adjust teacher talk, check for understanding, error correction, assessment <p>Multiple Intelligences:</p> <ul style="list-style-type: none"> • Linguistic, interpersonal, existential 	<p>Formative: Monitor student behavior during speaker presentation and collect exit slip (thank you card comment)</p>
<p>LESSON NINE: What is a promise? What does it mean to break a promise? Why is it important to keep promises? When is it not good to keep a promise? How long is “as long as the sun shines, the grass grows and the river flows?” What does this mean to our First Nations people?</p>		
Outcomes and Indicators	General Content: The next three lessons assume that the students have covered the K – 2 Treaty Outcomes, in addition to the benefits for both First Nations and newcomers and that only a brief review of this material is needed. The Grade 3 treaty themes that are woven into the three lessons are (Relationships/FN and newcomers, Traditional Teachings/FN agree to share the land, History/Both parties benefit from Treaties and Treaties/Spirit and Intent. See Chart from Treaties	Assessment

	in the Classroom: Themes/Topics in <i>Teaching Treaties in the Classroom</i> resource kit.	
<p>CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written and multimedia) that address:</p> <ul style="list-style-type: none"> • Identity (e.g., Spreading My Wings) • Community (e.g., Hand in Hand) • Social responsibility (e.g., All Together) and make comparison with personal experiences. <p>Indicators:</p> <p>b) Describe similarities between experiences and traditions encountered in daily life and those portrayed in various texts including First Nations and Métis texts.</p> <p>d) Recognize the range of cultures, human behaviors, experiences, emotions and ideas conveyed through literary texts including First Nations and Métis texts.</p> <p>Treaty Education Outcome</p>	<p>Presentation Set: Read the legend at the back of <i>A Promise is a Promise</i> and talk about the legend of the Quallupilluit.</p> <p>Development: Listen to the story together and discuss the concept of the importance of keeping a promise. https://robertmunsch.com/book/a-promise-is-a-promise-2</p> <p>Ex. What is a promise? What does it mean to break a promise? What promise did Allashua break? What did she learn about promises?</p> <p>Form a Talking Circle and review the rules of the talking circle. Refer to handout. Following the rules use the talking circle format for students to share:</p> <ul style="list-style-type: none"> - Have you ever made a promise? What was it? - Did you ever break a promise? How did you feel about it? - Why should you always keep a promise? (<i>It is honesty, it is the right thing to do, to keep your integrity, etc.</i>) - When is it not good to keep a promise? - How long is a promise (<i>As long as the two people agree to</i>) <p>Ask the students:</p> <ul style="list-style-type: none"> - What is the promise called that was made between the early First Nations people and the government (<i>Treaties</i>). - Why did each side want to make these promises/treaties? (review previously learned material from Reasons for Treaty Sheet/Benefits of Treaty) - How long are the treaties/promises to last? <i>As long as the sun shines, the grass grows and the river flows</i>" 	<p>Summative: Rubric- Talking Circle Self Evaluation (provided)</p> <p>Formative: Talking circle</p>

<p>Grade Three: Exploring Challenges and Opportunities in Treaty Making</p> <p>TR31: Examine the relationships between First Nation peoples and the land, before and after the signing of treaties.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Describe the lifestyle changes of the First Nations, prior to and after placement on reserves. • Discuss the worldviews associated with ownership of the land and consider the impact those views have on a person's relationship to the land. <p>SI32: Examine how various teachings people have about the world guide behavior and actions.</p> <p>HC33: Explore the benefits that each of the parties to treaty enjoy.</p> <p>Indicators:</p>	<p>Closure: Through Q and A, tie the lessons one through seven together.</p> <ul style="list-style-type: none"> - Many of Robert Munsch's books are written about a solving a problem. - Many times the best solution to a problem is for people to agree/promise to do things for each other. - Saoussan, the guest speaker and European settlers/newcomers to Canada experienced many of the same problems (did not know the language, did not understand others' customs, feeling of isolation, etc.) - What were some things that Saoussan's classmates could have done to help her? - Who and what things helped our guest speaker to feel more comfortable in Canada? - The First Nations people welcomed the Newcomers by helping them learn to live in their land and both groups promised to help each other and to live peacefully with each other through signing treaties. - Think about what things would be important to include in a classroom treaty to: 1. ensure that we are always as welcoming and helpful to new students and guests to our room; and 2. remind us to be kind and helpful to each other and to always do our best. <p>Closure: Inform students that tomorrow they will create an individual treaty and, if time permits, combine everyone's ideas to include in a classroom promise/treaty to be displayed in the room.</p> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Classroom routine, control/adjust teacher talk, check for understanding, use prior knowledge of students and provide background knowledge, build vocabulary, present information in a variety of ways, textbooks and reading materials, error correction, assessment 	
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<ul style="list-style-type: none"> • Recognize how all Saskatchewan people are beneficiaries of treaty (e.g., sharing of natural resources, access to vast tracts of land, peaceful means of living with one another). • Recognize that treaty benefits flow equally to all peoples in Saskatchewan living in Treaty 4, 5, 6, 8, and 10 areas. • Discuss what the benefits of treaties are for First Nations (e.g., education, health). • Discuss what the benefits of treaties are for non-First Nations (e.g., access to land for farming). <p>TPP34: Explore how the use of different languages in treaty making presented challenges and how those challenges impact people today.</p>	<p>Multiple Intelligences:</p> <ul style="list-style-type: none"> • Linguistic, interpersonal, intrapersonal, logical, kinesthetic, existential 	
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LESSON TEN: Is our classroom a community? What makes our classroom a community? What can you do to be a welcoming, good community classroom member?		
Outcomes and Indicators	General Content: Through the completion of Individual and Group Classroom Treaties, student will gain a better understanding that, <i>“Treaty-making establishes a basis for mutual benefit, and provides for the security, peace and good order of all citizens within the treaty territory”</i> http://www.otc.ca/TreatyIssues_Chapter_5.htm	Assessment
<p>CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short, report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.</p> <p>Indicators: b) Select and use appropriate strategies (before, during, and after) to communicate meaning when writing.</p> <p>Treaty Education Outcome Grade Three: Exploring Challenges and Opportunities in Treaty Making TR31: Examine the relationships between First Nation peoples and the land,</p>	<p>Presentation</p> <ul style="list-style-type: none"> Set: Project p. 8 and 9 onto the white board and read aloud. Review today’s assignment noting that we are each going to create a Classroom treaty so that, “we can build a respectful (classroom) where fair dealing, trust and respect occurs.” <p>Development:</p> <ul style="list-style-type: none"> Each student will be creating a Classroom Treaty to: 1. ensure that we are always as welcoming and helpful to new students and guests to our room; and 2. remind us to be kind and helpful to each other and to always do one’s best. Your treaty is a promise to yourself, me (teacher) and classmates that will last for the remainder of the school year and must include: <ul style="list-style-type: none"> A minimum of 5 actions/items students can do to be helpful or welcoming to new students or guests to our room. (ex. Say hello and smile at newcomer/guest) A minimum of 5 actions/times that will remind us to be kind and helpful to each other and to always do one’s best. (ex. Try our best.) 	<p>Summative: Rubric- Treaty Assignment Rubric (provided)</p> <p>Formative: Circulate and provide individual assistance where necessary</p>

<p>before and after the signing of treaties.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Describe the lifestyle changes of the First Nations, prior to and after placement on reserves. • Discuss the worldviews associated with ownership of the land and consider the impact those views have on a person's relationship to the land. <p>SI32: Examine how various teachings people have about the world guide behavior and actions.</p> <p>HC33: Explore the benefits that each of the parties to treaty enjoy.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Recognize how all Saskatchewan people are beneficiaries of treaty (e.g., sharing of natural resources, access to vast tracts of land, peaceful 	<ul style="list-style-type: none"> • Students will be marked on both content, appearance and presentation of Treaty. <p>Closure: Tell students that their treaties are due tomorrow and that we will be combining their ideas to create one Classroom treaty that we will all follow for the remainder of the school year.</p> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Classroom routine, control/adjust teacher talk, check for understanding, use prior knowledge of students and provide background knowledge, build vocabulary, use organizational structures for taking notes and enhancing comprehension, error correction, assessment <p>Multiple Intelligences:</p> <ul style="list-style-type: none"> • Linguistic, visual/spatial, intrapersonal, logical, existential 	
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<p>means of living with one another).</p> <ul style="list-style-type: none"> • Recognize that treaty benefits flow equally to all peoples in Saskatchewan living in Treaty 4, 5, 6, 8, and 10 areas. • Discuss what the benefits of treaties are for First Nations (e.g., education, health). • Discuss what the benefits of treaties are for non-First Nations (e.g., access to land for farming). <p>TPP34: Explore how the use of different languages in treaty making presented challenges and how those challenges impact people today.</p>		
<p>LESSON ELEVEN: Is our classroom a community? What makes our classroom a community? What can you do to be a welcoming, good community classroom member? Why is compromising the best solution for both parties?</p>		
<p>Outcomes and Indicators</p>	<p>General Content: Students will work in a small group and a large group to compromise and create a classroom treaty for the remainder of the school year.</p>	<p>Assessment</p>
<p>CC3.3 Speak to present ideas and information appropriately in informal</p>	<p>Presentation</p> <ul style="list-style-type: none"> - Set: Project p. 8 onto the white board re-read paragraph 1 drawing attention to how treaties are formed. 	<p>Summative: Rubric- Group Roles Self-Evaluation (provided)</p>

<p>(e.g., interacting appropriately with others to share ideas and opinions, complete tasks and discuss concerns or problems) and some formal situations (e.g., giving oral explanations delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.</p> <p>Indicators:</p> <p>a) Use oral language to clarify and extend personal understanding, interact courteously with others (e.g., share ideas and opinions, complete tasks, discuss concerns or problems), and sustain conversations by extending others' contributions.</p> <p>b) Select and use appropriate strategies (before, during, and after) to communicate meaning when speaking.</p> <p>d) Organize and present ideas chronologically or around major points of information.</p> <p>f) Deliver brief recitations and oral presentations</p>	<ul style="list-style-type: none"> ○ All parties discuss ○ Compromises must be made (give and take) ○ Agreed upon items that are recorded ○ All parties sign <ul style="list-style-type: none"> - Ask students to take out their individual treaties and divide into several small groups of 4 students. - Assign each group member their role. Review roles briefly (assume student have worked in groups using the following roles: Leader, Reader, Scribe, Reporter and Encourager). <p>Development:</p> <ul style="list-style-type: none"> - Each group is provided a group of “stickies”. Each group is to combine their individual treaties into one treaty that they can all agree to support. - As each point is agreed upon, the scribe will record these items onto stickies. - Next, each group’s reporters will post the stickies onto the front board and read aloud to large group. - As a large group the class will once again combine all groups’ suggestions into one “treaty” that they all feel that they could support. Teacher to facilitate. <p>Closure:</p> <ul style="list-style-type: none"> ○ Review the finalized items to ensure that items have been chosen that: <ul style="list-style-type: none"> ▪ Welcome newcomers and guests ▪ Remind of positive actions that are kind and helpful to classmates and encourages everyone to do their best. 	<p>Formative:</p> <p>Monitor group work and facilitate classroom Treaty finalization</p>
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<p>(including reporting to class) about familiar experiences or interests, organized and focused on a central idea.</p> <p>Treaty Education Outcome Grade Three: Exploring Challenges and Opportunities in Treaty Making</p> <p>TR31: Examine the relationships between First Nation peoples and the land, before and after the signing of treaties.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Describe the lifestyle changes of the First Nations, prior to and after placement on reserves. • Discuss the worldviews associated with ownership of the land and consider the impact those views have on a person's relationship to the land. <p>SI32: Examine how various teachings people have about</p>	<ul style="list-style-type: none"> ○ Tell student that their finalized Classroom Treaty Items will be displayed in the room and they will each be asked to sign that they “promise” to honour this treaty for the remainder of the school year. <p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Classroom routine, control/adjust teacher talk, check for understanding, use prior knowledge of students and provide background knowledge, build vocabulary, present information in a variety of ways, use organizational structures for taking notes and enhancing comprehension, error correction, assessment <p>Multiple Intelligences:</p> <ul style="list-style-type: none"> • Linguistic, visual/spatial, interpersonal, intrapersonal, logical, kinesthetic, existential 	
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the world guide behavior and actions.

HC33: Explore the benefits that each of the parties to treaty enjoy.

Indicators:

- Recognize how all Saskatchewan people are beneficiaries of treaty (e.g., sharing of natural resources, access to vast tracts of land, peaceful means of living with one another).
- Recognize that treaty benefits flow equally to all peoples in Saskatchewan living in Treaty 4, 5, 6, 8, and 10 areas.
- Discuss what the benefits of treaties are for First Nations (e.g., education, health).
- Discuss what the benefits of treaties are for non-First Nations (e.g., access to land for farming).

TPP34: Explore how the use of different languages in

treaty making presented challenges and how those challenges impact people today.		
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