

“Our Canoe Story”

An integrated cross-curricular unit plan
for an overnight canoe trip with a Grade 6-7 class.



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Integrated Unit Plan Overview

Grade 6/7 “Our Canoe Story”

This unit is designed to be taught as a four-week, multi-disciplinary integration of all nine curricular subject areas and is based on a centralized theme of canoes.

Throughout this four-week unit, students will continue their educational journey in

developing all their **Core Competencies:**

Communication

Communicating

- Students will have multiple opportunities to communicate, share, and transform ideas as they connect through the exploration of cross-curricular concepts.

Collaborating

- Students will have many opportunities to develop skills and strategies working together while learning canoe cooperation and many other collaborative experiences throughout the unit.



Thinking

Creative Thinking

- Students will have many opportunities to challenge their creative thought process while building canoes, creating skits, and brainstorming ideas together.

Critical and Reflective Thinking

- Students will be given the opportunity for reflective and critical thinking while evaluating their experiences (eg. canoe building, play enactment, journal entries, artwork, etc.) across the lesson plans in this unit.



Personal and Social

Personal Awareness and Responsibility

- Students will have the opportunity to explore personal awareness and responsibility through multiple group experiences, including a camping and canoeing Place-Based Learning trip.

Positive Personal and Cultural Identity

- Students' heritage will be connected through a historical understanding of canoe usage and its importance. This will include Dakelh, specifically, and multicultural representation.



Social Awareness and Responsibility

- Students will become aware of positive social awareness and responsibility through exploration of the environmental and cultural experiences throughout the unit (eg. Wildlife BC course, understanding of Dakelh language and story through song).

This unit is intended to be taught at the end of the school year over a four-week period prior to the final reporting cycle. It is assumed that the class will have nearly completed almost all of the curricular content and big ideas for the year. The content areas covered in this unit would have been purposefully saved for this unit to be taught as the final components of each subject area.

The **Big Ideas** of each subject area are as follows:

English Language Arts

Grade 6 & 7

- Language and text can be a source of creativity and joy.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Developing our understanding of how language works allows us to use it purposefully.

Mathematics

Grade 6

- Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles.

Arts Education

Grade 6 & 7

- Dance, drama, music, and visual arts are each unique languages for creating and communicating.
- Engaging in the arts develops people's ability to understand and express complex ideas.
- Music is a unique language for creating and communicating.

Grade 7

- Through art making, one's sense of identity and community continually evolves.

Science

Grade 6 & 7

- Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined.

Grade 6

- Newton's three laws of motion describe the relationship between force and motion.

Social Studies

Grade 6

- Economic self-interest can be a significant cause of conflict among peoples and governments.

Grade 7

- Economic specialization and trade networks can lead to conflict and co-operation between societies.

Physical Education

Grade 6 & 7

- Physical literacy and fitness contribute to our success in and enjoyment of physical activity.
- Healthy choices influence our physical, emotional, and mental well-being.

Careers Education

Grade 6 & 7

- Safe environments depend on everyone following safety rules.

Applied Design, Skills and Technologies

Grade 6 & 7

- Complex tasks may require multiple tools and technologies.
- Complex tasks require the acquisition of additional skills.

Second Language

Grade 6

- Using various strategies helps us understand and acquire language.





This unit was strategically developed to be **Inclusive** of all students.

The lessons are Universally Designed for Learning (UDL) to ensure that all students have an opportunity to engage in each lesson's big idea, content, and curricular competencies.

Lessons feature enriching group work opportunities, activities that break composite tasks into steps/parts, and robust discussions geared toward intensified understanding and academic growth. Lessons have aimed for a lively pace with explicit instruction interwoven with hands-on activities and/or technology to engage all learners.

Each of the fully-detailed lesson plans has used backward design in its development. Lessons are accessible to all learners indoors and outdoors; where necessary, additional adult support will be requested in the form of Education Assistants/Youth Care/Indigenous Support Workers and/or Parents. Accommodations will be made for students where necessary; especially for students requiring an Individual Education Plan (IEP).

A few examples of inclusivity strategies include opportunities for all students to play an active role in story-skit development and acting during classroom and field-trip performance; triads and quad groupings for canoes - practice dryland canoeing together ensuring good strength-based partnerships; vehicle access to campsite for anyone who is unable to canoe (anxiety/disability that is not able to be accommodated); swimming lessons, canoe lessons, bear-aware lesson, and first-aid lesson to ensure that all students feel better prepared and skilled for the field-trip; and ample time in unit blocks to allow for explicit instruction, full-development of concepts to allow all students to meet their own learning goals for each lesson, as well as adequate time for formative feedback for instructional agility and summative assessments for year-end reporting.

Indigenous Worldview

Throughout this unit, the lessons have been designed to intentionally embed local First Nations epistemologies through the use of the First Peoples Principles of Learning.



Students are encouraged to be patient and kind to themselves and each other as they learn new concepts. Lessons within the unit are intended to be delivered via open, non-judgmental group discussions, built on positive teacher/student and student/student relationships and connections.

Ideas and concepts will be learned experientially through a mixture of explicit instruction, modelling, scaffolded support, practice, and student-doing — both inside and outside the walls of the classroom: under the sun, amidst the wind, in the dirt, on the water, and around the fire!

Our Canoe Story- Calendar



The four-week calendar for this unit has been designed in accordance to the following assumptions for the classroom weekly schedule:

- Teacher receives two prep blocks each week: one when the students are with the Library teacher and the other when they are with the District Itinerant Music Teacher.
- Each day begins with a classroom's morning routine, allowing students to settle into their day, followed by a work block of approximately one hour before recess and snack.
- Between recess and lunch, the class will have their second work block of the day for approximately one to one and a half hours in duration. Reading Buddies, School Jobs and other school-wide leadership roles fill the remainder of this time period.
- After lunch, students generally engage in a third daily work block for one to one and a half hours. Additional time may be used for catch-up work, classroom jobs, and additional daily physical activities.
- PHE is scheduled for four days per week (Wednesdays off) first thing in the morning to prepare their bodies for learning throughout the school day.



Week 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Early Morning	Introduction "Our Canoe Story"	Music- 2nd Language-PHE	Library Prep Block	Music-2nd Language-PHE	Careers-PHE (Pool)
After Recess	Music Prep Block	Math-Science -ELA	Science-ELA	Math-Science -ELA	
After Lunch	ELA - Drama	Socials - ELA Visual Arts	ELA - Drama	Socials - ELA Visual Arts	Canoe Movie #1

Week 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Early Morning	Music-2nd Language-PHE	Music-2nd Language-PHE	Library Prep Block	Music-2nd Language-PHE	Careers-PHE (Pool)
After Recess	Music Prep Block	Math-Science -ELA	Science - ELA	Careers - PHE (Guest)	
After Lunch	ELA - Drama	Socials - ELA Visual Arts	ELA - Drama	Socials - ELA Visual Arts	ADST - Math

Week 3	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Early Morning	Music-2nd Language-PHE	Music-2nd Language-PHE	Library Prep Block	Music-2nd Language-PHE	Careers-PHE (Pool)
After Recess	Music Prep Block	Math-Science -ELA	Science-ELA	ADST-Math	
After Lunch	ELA - Drama	Socials - ELA Visual Arts	ELA - Drama	Socials - ELA Visual Arts	Canoe Movie #2

Week 4	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Early Morning	Music-2nd Language-PHE	Music-2nd Language-PHE	Library Prep Block	Overnight Canoe Trip	
After Recess	Music Prep Block	Math-Science -ELA	ADST - Math (Grocery Store)		
After Lunch	ELA - Drama	Socials - ELA Visual Arts	Final Preparations		

Our Canoe Story

Lesson Plans

Week One

Monday

Early Morning Block

Introduction to “Our Canoe Story”

In this block, the teacher will introduce the class to the multidisciplinary unit built around the theme of Canoes and the canoeing adventure that will take place over the next four weeks as a wrap-up to the school year. The teacher will give an overview of the ways the unit has been put together using themes across subject areas to culminate in an overnight canoe trip as a year-end celebration for the class. The teacher will hand out a letter to parents/guardians containing information about the unit and the upcoming place-based learning adventure, including permission forms. In this block, there will also be an opportunity for students to ask clarification questions regarding any element of the unit.

After Recess Block

Prep Block - Students out with Music Teacher

During the two weekly prep blocks, the teacher will prepare materials and resources for upcoming classes during the week.

After Lunch Block

ELA - Drama

(See Joni Hesselgrave Lesson Plan)

Explicit Vocabulary Instruction & Reinforced Teaching
via Vocab Games, Stories & Skits

Lesson 1: Our Canoe Story - Vocabulary & Sentence Stems

Students will be provided with a copy of their own “My Canoe Story Journal” which will serve to help build their vocabulary throughout the unit and as a collection of evidence for assessment of their learning progression from the first day through to the summative place-based learning overnight adventure.

First, students will perform a canoe vocabulary self-assessment, titled “Our Canoe Story - Assessing Prior Vocabulary Knowledge” that will help them (and the teacher) assess prior knowledge. The teacher will walk students through a PowerPoint that discusses each vocabulary word, complete with a student-friendly definition, an example, and a non-example.

Second, students will receive explicit instruction on sentence stems. The teacher will walk students through several examples and inform them that they are expected to complete 49 sentence stems throughout the course of the unit—7 per block—with 20 minutes per block set aside for completion.

Tuesday

Early Morning Block

Music - 2nd Language - PE

(See Andrea Sturt Lesson Plan)

Dakelh Paddle Song, *Ts'oot'o* and paddle practice

Lesson 1: Introduction to *Ts'oot'o*

This lesson will introduce the class to the Dakelh Paddle song, *Ts'oot'o*. The purpose of learning this song is multifaceted: i) singing in a second/foreign language is a good way to start learning the ‘sound(s)’ of the language (phonemes) in a meaningful and memorable way; ii) singing together helps unify a community of people for a common purpose; iii) singing together is a way to mark time and build community while working together, in this case, paddling together; iv) students will work toward synching the rhythm of the song with the rhythm of our paddling (during the final lessons before the overnight trip).

Recording of song found at:

<https://www.firstvoices.com/explore/FV/Workspaces/Data/Athabasca/Dakelh/Nak%E2%80%99azdli%20Dakelh/learn/songs/71c5cd2f-89b9-4562-a5f3-ac98e8728ca9>

(FirstVoices website)

After Recess Block

Math - Science - ELA

(See Aurora Mernickle Lesson Plan)

Math and Science of Canoes – What makes a good canoe?

Lesson 1: How do we determine the size of a canoe?

This series of lessons begins with the review of some vocabulary words and the students making personal connections while seeking to identify the mathematical ideas in the story *Small Number and the Old Canoe*. Students explore the integration of the canoe story into the lives of many. Students will experiment with measurements to determine appropriate lengths (and perimeters) of canoes for the number of people in a canoe.

After Lunch Block

Socials - ELA - Visual Arts

(See Amanda Sumption Lesson Plan)

“Our Canoe Story” - Block Print Canoe Art

Lesson 1: History of the Canoe Globally including additional Vocabulary

This block is dedicated to exploring the history of the canoe globally, including the origin of the word canoe. Additional vocabulary will be introduced during this lesson which will include different types of canoes and materials used in canoe building.

Wednesday

Early Morning Block

Prep Block - Students out with Library Teacher

After Recess Block

Science - ELA

(See Sara McManus Lesson Plan)

The Science of a Campfire

Lesson 1: A Chemical Reaction

In this lesson, students will examine the Chemistry behind a Campfire. They will look at the different components that make up the fire triangle (fuel, oxygen, heat), as well as the chemical reaction that causes combustion. Students will watch an introductory video that will extend their vocabulary and work together in a group format to complete a crossword puzzle to solidify definitions and understanding.

After Lunch Block

ELA - Drama

(See Joni Hesselgrave Lesson Plan)

Explicit Vocabulary Instruction & Reinforced Teaching
via Vocab Games, Stories & Skits

Lesson 2: "Vocab Games" - Matching, Charades & Jeopardy

In pairs, students will create "Canoe Vocabulary Memory Match" games and practice matching words to their definitions. As a class, students will play "Canoe Vocabulary Charades" and "Canoe Jeopardy" (created at <https://jeopardylabs.com>), both of which will involve unit vocabulary. These "Vocab Games" will help solidify vocabulary knowledge.

Thursday

Early Morning Block

Music - 2nd Language - PE

(See Andrea Sturt Lesson Plan)

Dakelh Paddle Song, *Ts'oot'o* and paddle practice

Lesson 2: Introduction to Paddling

Introduction to Paddle Instruction. The class will review vocabulary words while introducing specific terms associated with paddling a canoe. Students will watch the following videos from Paddle TV in the classroom setting before going to the gym/outside to practice. The class will also be guided through a review of the *Ts'oot'o* first verse and play canoe-related physical activity games.

After Recess Block

Math - Science - ELA

(See Aurora Mernickle Lesson Plan)

Math and Science of Canoes – What makes a good canoe?

Lesson 2: Choosing the right Canoe

Students will review concepts learned regarding the measurements of a canoe and its perimeter and then move onto collectively examining how the shape and size of a canoe affect its movement. New vocabulary will be added to the students "My Canoe Story Journals" for words like cargo, durability, and capacity.

After Lunch Block

Socials - ELA - Visual Arts

(See Amanda Sumption Lesson Plan)

"Our Canoe Story" - Block Print Canoe Art

Lesson 2: History of the Canoe In Canada

This day will be dedicated to the exploration of Canoe History in the Canadian context. Students will be given a broad overview of the history of the canoe in Canada, including Indigenous Canoe Histories, Voyageurs and the Fur Trade, and adaptations and modifications of the canoe over time.

Friday

Morning Extended Block (Place-Based Learning)

Careers - PHE

This double block is a place-based learning opportunity at the local Arts & Recreation Centre - Swimming Pool.

For this lesson, students will meet with a Certified Lifeguard to talk about water-safety and to find out about the pathways to lifeguarding as a career opportunity (as a student and as an adult). Students' swimming abilities will be assessed in the pool. Any students identified as highly uncomfortable in the water will be paired with an adult in a canoe or have the opportunity to be bussed to the campsite, if necessary.

After Lunch Block

Canoe Movie #1

Without a Paddle - A Canoe Film about Snowboarding

"Without a Paddle is a canoe film about snowboarding, that blends a 140km winter paddle from the foot of the Mica Dam to the top of the Revelstoke Dam with the history of the upper Columbia River. Four intrepid snowboarders seek to retrace a portion of David Thompson's footsteps down the Columbia River, in the middle of

January, during one of the coldest snaps in recorded history in Revelstoke. Surreal frozen landscapes, epic paddling, deep powder riding and a lot of pain. A film by: @greasedya, @traktoroff, @pilchardtv and @seb_grrrr @withoutapaddlefilm"

This 40-minute British Columbia documentary is an epic modern survival story of a canoe-adventure that is interwoven with Indigenous local history and epistemologies. Students will be able to make connections and reflect on past lessons as well as lessons that lay ahead in the unit.

Unfortunately, there are three swear words and one nudity scene which need to be edited out. Teachers are not recommended to show the original documentary YouTube video with a classroom. An edited version has been created.

Original: <https://www.youtube.com/watch?v=VoqdcxIOvzl&list=PPSV>

Edited: <https://www.youtube.com/watch?v=Ijvl84Z6Vcc>

Suggested Activity: Doodle Notes - Students are each given a blank page of paper and are encouraged to doodle anything that comes to mind as they watch the video, interweaving words of relevance that they would like to remember into their doodle.

Week Two



Monday

Early Morning Block

Music - 2nd Language - PE

(See Andrea Sturt Lesson Plan)

Dakelh Paddle Song, *Ts'oot'o* and paddle practice
Lesson 3: Singing and Paddling - Developing our Skills

This Block incorporates review and continued learning of the Paddle Song, *Ts'oot'o*, accompanied by paddling practice and games that familiarize students and their comfort levels with canoe terminology and instruction.

After Recess Block

Prep Block - Students out with Music Teacher.

After Lunch Block

ELA - Drama

(See Joni Hesselgrave Lesson Plan)

Explicit Vocabulary Instruction & Reinforced Teaching
via Vocab Games, Stories & Skits

Lesson 3: Canoe Story Read Aloud & Modelling Story Concept Mapping

The teacher will read aloud the short illustrated children's book, "me and you and the red canoe", by Jean E. Pendziwol. Following the read-aloud, the teacher will draw attention to the book's use of unit vocabulary. Then, the teacher will model how to build a concept map for the story. It is important that students pay attention and be involved as they will be reading stories and creating concept maps of their own in the next ELA - Drama block.

Tuesday

Early Morning Block

Music - 2nd Language - PE

(See Andrea Sturt Lesson Plan)

Dakelh Paddle Song, *Ts'oot'o* and paddle practice

Lesson 4: Singing and Paddling - Developing our Skills

Each day, the students will advance in their learning of the Paddle Song, *Ts'oot'o*, in the Dakelh language. This is something that will require time and patience by the students. The blocks are accompanied by a separate paddling practice and games.

After Recess Block

Math - Science - ELA

(See Aurora Mernickle Lesson Plan)

Math and Science of Canoes – What makes a good canoe?

Lesson 3: The Physics of a Canoe

In this lesson, the class will look at Newton's Laws of Motion and correlate how the movement and stability of the canoe follows or does not follow these laws. Discussions will revolve around different types of materials that are used for building canoes and why some are better than others.

After Lunch Block

Socials - ELA - Visual Arts

(See Amanda Sumption Lesson Plan)

“Our Canoe Story” - Block Print Canoe Art

Lesson 3: Local Indigenous History & Cultural Significance of the Canoe

This day will be dedicated to exploring local Indigenous history, culture, and art focussing on the canoe (Specifically Quesnel and the BC Interior). Students will explore local canoe building, materials, canoe shapes, canoe usage, and cultural significance. Students may choose to do group research using local museum resources including local Dakelh language. Students will have the opportunity to watch an original First Nations artistic video exploring canoe journeys.

Wednesday

Early Morning Block

Prep Block - Students out with Library Teacher.

After Recess Block

Science - ELA (See Sara McManus Lesson Plan)

The Science of a Campfire
Lesson 2: How to Build a Campfire

In this lesson, students will adventure outdoors to find samples of good tinder following an explicit lesson on the components of, and techniques behind, building a campfire. Students will be able to each save their tinder to help light the campfire during the Overnight Canoe Trip.

After Lunch Block

ELA - Drama (See Joni Hesselgrave Lesson Plan)

Explicit Vocabulary Instruction & Reinforced Teaching
via Vocab Games, Stories & Skits

Lesson 4: Canoe Stories & Concept Mapping Group Work

In small groups (4-5 depending on chosen book), students will cooperatively read stories and create concept maps for their stories. These concept maps will be the framework for skit creations in the following two ELA - Drama blocks.

Stories to choose from:

- “Jason and the Sea Otter” by Joe Barber-Starkey
- “Jason’s New Dugout Canoe” by Joe Barber-Starkey
- “In the Red Canoe” by Leslie A. Davidson

- “Up the Creek” by Nicholas Oldland
- “Strong Stories Tlingit: Making a Canoe” by Bill Helin
- “Wind Riders: Shipwreck in Seal Bay” by Jen Marlin
- “Hattie & Hudson” by Chris VanDusen
- “Jangles: A Big Fish Story”

Thursday

Early Morning Block

Music - 2nd Language - PE

(See Andrea Sturt Lesson Plan)

Dakelh Paddle Song, *Ts'oot'o*, and paddle practice
Lesson 5: Singing and Paddling - Developing our Skills

A continuation of the *Ts'oot'o* song practice, paddling practice, and canoe games.

After Recess Block

Careers - PHE

Bear Awareness - This block is designated for a special guest to visit the classroom for a presentation on Bear Safety and Awareness. (Wildlife BC Wildsafe Rangers Community Outreach). This special guest will also be invited to share their career story with the students, as well as the “do’s and don’ts” when encountering a bear or other wildlife.

After Lunch Block

Socials - ELA - Visual Arts

(See Amanda Sumption Lesson Plan)

“Our Canoe Story” - Block Print Canoe Art
Lesson 4: Local Museum and First Nations Canoe Exploration

This day will give students an opportunity to continue their exploration of local canoe building, materials, canoe shapes, canoe usage, and cultural significance that began on Day 3. Students can explore the local Museum website and other art resources supplied to them.

Friday

Morning Extended Block (Place-Based Learning)

Careers - PHE

Swimming Pool - This second double block is a place-based learning opportunity at the local Arts & Recreation Centre.

For this lesson, students will meet with a Certified First-Aid Instructor to talk about first-aid safety (i.e., what to do in emergency situations) and to find out about first-aid/first-responder career opportunities. Students will make a basic survival first-aid kit for their canoeing adventure and spend the remainder of the block swimming in the pool.

After Lunch Block

ADST - Math

Activity and Gear Planning - Students will be placed into two groups to help plan the activities and gear needed for their overnight canoe adventure. Both groups will use Excel to create a spreadsheet and assist their planning.

Activity Planning: These students will create a table (sorted in chronological order) and plan the general activities that students will be doing during the place-based learning opportunity - making notes of anything that needs to be done. For Example:

Thursday 9 am	Depart School on Bus	
9:30 am	Arrive at Legion Beach	
	...	
Friday 7 am	Wake up Call by Teacher, if not awake	
	Get Dressed, Pack up Personal Gear	**We need to select who is cooking!
8 am	Eat Breakfast	

Gear Planning: These students will create a table that includes a category based checklist for items that students will need to bring for the camping trip. They will need to collectively think about different weather scenarios; how much gear can be packed by the canoes; how will they keep their gear waterproof; how they can collectively ensure that everyone has what they need to attend the adventure (sharing strategy?); can some gear travel by bus to the campsite, etc.?

For Example:

Sleeping Gear	Outer Gear	Clothing	Personal Items
<input type="checkbox"/> Sleeping Bag	<input type="checkbox"/> Rain Jacket	<input type="checkbox"/> 2 pairs Shorts	<input type="checkbox"/> Sunscreen
<input type="checkbox"/> Sleeping Mat	<input type="checkbox"/> Hat	<input type="checkbox"/> 1 Swimsuit	<input type="checkbox"/> Flashlight

Week Three



Monday

Early Morning Block

Music - 2nd Language - PE

(See Andrea Sturt Lesson Plan)

Dakelh Paddle Song, *Ts'oot'o*, and paddle practice

Lesson 6: Singing and Paddling - Developing our Skills

A continuation of the *Ts'oot'o* song practice, paddling practice, and games.

After Recess Block

Prep Block - Students out with Music Teacher.

After Lunch Block

ELA - Drama

(See Joni Hesselgrave Lesson Plan)

Explicit Vocabulary Instruction & Reinforced Teaching

via Vocab Games, Stories & Skits

Lesson 5: Skit Creations

Using their completed (teacher-approved) story concept maps as an outline, students (in their small groups) will create short skits. The teacher will review necessary concepts as they relate to drama in Arts Education: character, time, place, plot, tension, mood, focus, contrast; processes, materials, movements, technologies, tools, strategies, and techniques to support creative works; ethical considerations and cultural appropriation related to the arts; and personal and collective responsibility associated with creating, experiencing, and presenting in a safe learning environment.

Tuesday

Early Morning Block

Music - 2nd Language - PE

(See Andrea Sturt Lesson Plan)

Dakelh Paddle Song, *Ts'oot'o*, and paddle practice

Lesson 7: Singing and Paddling - Developing our Skills

A continuation of the *Ts'oot'o* song practice, paddling practice, and canoe-related games.

After Recess Block

Math - Science - ELA

(See Aurora Mernickle Lesson Plan)

Math and Science of Canoes – What makes a good canoe?

Lesson 4: Canoe Building

Students were left with a challenge at the end of lesson 4: to bring recycling materials from home to build their own model canoe. In this block, students will watch two short documentary videos on Dugout Canoe carving and create their own models using their recycled materials.

After Lunch Block

Socials - ELA - Visual Arts

(See Amanda Sumption Lesson Plan)

“Our Canoe Story” - Block Print Canoe Art

Lesson 5: Canoe Culture/Canoe Races/Naming of Canoe

This day will be focussed on Canoe Culture including canoe races and the naming of canoes. Students will participate in a directed drawing, as well as preparing for their art lesson beginning in the next class. Students will research different shapes (tied into the Science/Math Lesson) using this research as part of their art activity. At the end of this block, students will be given 30 minutes to sketch out ideas, look at pictures of canoes explored through previous lessons, and ask questions in order to be prepared for the Art lesson.

Wednesday

Early Morning Block

Prep Block - Students out with Library Teacher.

After Recess Block

Science - ELA

(See Sara McManus Lesson Plan)

The Science of a Campfire

Lesson 3: Safety around a Campfire

In this block, students will learn about different safety rules that should be obeyed when around a campfire. This will include a range of rules, from general campfire etiquette to stop-drop-and-roll. Students will also learn what materials are more flammable and therefore are more dangerous to wear when near a campfire.

After Lunch Block

ELA - Drama

(See Joni Hesselgrave Lesson Plan)

Explicit Vocabulary Instruction & Reinforced Teaching
via Vocab Games, Stories & Skits

Lesson 6: Skit Creations Continued

Students, with teacher support and guidance, will continue to work toward creating and completing their skits.

Thursday

Early Morning Block

Music - 2nd Language - PE

(See Andrea Sturt Lesson Plan)

Dakelh Paddle Song, *Ts'oot'o*, and paddle practice

Lesson 8: Singing and Paddling - Bringing it Together

Students should now be familiar with the entire song and feel confident singing all of the verses and choruses together. Students will continue to practice their paddling skills and should be developing fluency in canoeing terminology.

After Recess Block

ADST - Math

Menu Planning - Students will be broken down into five small groups to help plan the menu and food needed for their overnight canoe adventure.

Thursday Lunch - Bring Your Own Lunch From Home (no need to plan)

1. Thursday Snack -
2. Thursday Dinner -
3. Thursday Dessert/Treat -
4. Friday Breakfast
5. Friday Lunch-

The small groups will use Excel to create a spreadsheet to help plan their assigned meal and a grocery list to accompany their meal. These groups will be responsible for helping to cook the meal they plan and clean-up afterwards. They will need to consider cooking equipment as well as remember that they are planning for the "whole" class community and need to consider the preferences of others when planning. Groups will be encouraged to think about how they could quickly learn the preferences of others. For Example:

Meat/ Alternative Protein Source	Vegetable / Fruit	Grain/Carbohydrate	Condiments	Other
-Chicken	-Lettuce	-Tortilla Wraps	-Ranch	
-Bacon Bits	-Cucumber		-Ceaser	
	-Celery			
	-Cherry Tomatoes			
	-Carrots			
	-Snap Peas			
	-Broccoli			

If groups are done early, they can extend this activity by adding quantities to their grocery lists and even go on grocery store websites to research the cost of groceries to create a basic budget per meal. *Some meals lend themselves easily to planning & preparing better than others. A teacher may wish to wisely assign groups to certain meals.

After Lunch Block

Socials - ELA - Visual Arts

(See Amanda Sumption Lesson Plan)

“Our Canoe Story” - Block Print Canoe Art

Lesson 6: Block Print Canoe (Background)

This lesson will be dedicated to learning about block printing and to beginning students' original canoe art piece. Students will create background images and print before moving onto their canoes in the next lesson.

Friday

Morning Extended Block (Place-Based Learning)

Careers - PHE

Swimming Pool. This is the third double block and is a place-based learning opportunity at the local Arts & Recreation Centre.

For this lesson, students will meet with a Certified Canoe Instructor to talk about canoe safety and rescues and to find out about canoe-related career opportunities. Students will practice using a canoe in the water. They will apply the paddle strokes they have been practising in the classroom setting and learn what it feels like to have a canoe flip in a safe environment.

After Lunch Block

Canoe Movie #2

Moana

<https://nature.disney.com/educators-guides>



Although Disney's Moana is not a source of local/authentic Indigenous content, its connection to canoeing, storytelling, and seeking of one's own identity provide ample opportunity for open classroom discussion related to “Our Canoe Story.”

Week Four



Monday

Early Morning Block

Music - 2nd Language - PE

(See Andrea Sturt Lesson Plan)

Dakelh Paddle Song, *Ts'oot'o*, and paddle practice

Lesson 9: Singing and Paddling - Bringing it Together

The class will now bring together the Paddle Song, *Ts'oot'o*, and the rhythm of paddling a canoe. Students will practice the movement of paddling using the song to help set a pace and stay synchronised with their paddling partner.

After Recess Block

Prep Block - Students out with Music Teacher.

After Lunch Block

ELA - Drama

(See Joni Hesselgrave Lesson Plan)

Explicit Vocabulary Instruction & Reinforced Teaching
via Vocab Games, Stories & Skits

Lesson 7: Skit Rehearsals

Students will have the opportunity to rehearse their skits—in a private space in front of the teacher—in preparation for the skit portion of the overnight field trip. Groups will be provided with immediate constructive feedback to help improve upon their performances.

Tuesday

Early Morning Block

Music - 2nd Language - PE

(See Andrea Sturt Lesson Plan)

Dakelh Paddle Song, *Ts'oot'o*, and paddle practice

Lesson 10: Singing and Paddling - Bringing it Together

We will review paddling and singing together as a warm-up, and then spend time practising how to set up and take down a tent in preparation for the overnight camping trip.

After Recess Block

Math - Science -ELA

(See Aurora Mernickle Lesson Plan)

Math and Science of Canoes – What makes a good canoe?

Lesson 5: Canoe Testing

This block incorporates a place-based learning opportunity to test out the students' canoes. Students will self-evaluate if they could have improved their canoes and what they might have done differently. Students will also have the opportunity to explore the local trees and discuss their suitability with regards to canoe building.

After Lunch Block

Socials - ELA - Visual Arts

(See Amanda Sumption Lesson Plan)

“Our Canoe Story” - Block Print Canoe Art

Lesson 7: Block Print Canoe

In this lesson, students will complete their original art pieces. Students will have completed their backgrounds in the last lesson and will move onto carving and printing their canoe images.

Wednesday

Early Morning Block

Prep Block - Students out with Library Teacher.

After Recess Block

ADST-Math

Grocery Shopping - The class will walk to the local grocery store and they will re-form into their menu planning groups and shop for the meal that they will be preparing and serving at camp.

After Lunch Block

This block is left open for the class to review and final preparations. The class would

review any safety rules. Collect any missing parent permission forms. Organize equipment and gear to be loaded onto the bus the next morning.

Thursday & Friday - Overnight Canoe Trip!

The detailed itinerary of the placed-based learning opportunity “overnight canoe trip” will vary significantly on the schedule developed by the students in the class. The teacher will require instructional agility to pivot and lead the other adults accompanying on the field-trip in order to ensure a successful summative learning experience for the students.

There are some known factors that the teacher is able to prepare in advance to ensure a successful experience for all.

Location Details:

- Dragon Lake, Quesnel, BC
- Launch Canoes from Legion Beach (Borrow from SD with PFDs)
- Paddle closely along the western shore (~½ hour)
- Arrive at Pioneer Park and plan to unload the canoes and hike to top campsite.

Facilities:

- There is a large picnic shelter with many tables and a firepit closeby.
- There is no water at this campsite. Send water, groceries, and group cooking and shelter equipment to the campsite by bus/parent vehicle.
- The top campsite is a very large and rectangular, open field space which is great for wide games like Kick the Can and Capture the Flag.
- There are two outhouses and plenty of room for tents and parking.
- Students need to be aware that the campsite is used by the Archery Club, Dragon Boat Team, and many local residents who walk down to the lake (Stranger Danger).

General Suggestions for Scheduling

- Students should spend as much time canoeing on the water on Thursday as possible once the gear is unloaded and camp is set up.
- Have students in charge of cooking meals start preparing well in advance of the serving time. They will require explicit instruction. Many

students do not cook very often in their homes. Ensure food-safe procedures are being followed by having at least one adult supervise all cooking and kitchen clean-up activities.


- Ensure tents are put up well in advance of dusk and that students have time to “relax” and settle in.
- Have a strategy for what students should do if they cannot go to sleep and what they should do if they wake up too early in the morning. Make sure you have an “It’s not okay to be noisy” to prevent 4:00 am loud conversations and running around giggling on their way to the outhouse.
- Teacher Tip: Triple the time you think it is going to take for the students to pack up and load the canoes again to head home.

The Thursday Night Campfire will be a very special occasion. Take the time to make it that. Keep an area clear for the skits to be performed by the students. Have students keep their flashlights turned off while seated at the campfire.

Summative Assessment

for this unit and for the school year-end that will follow this unit: Most lessons throughout the unit provide a minimum of one piece of evidence which is collected and placed in each student's “My Canoe Story Journal” which is to provide support for a progression of learning. This scrapbook-style collection of evidence will be combined with a self-assessment which is provided to each student on the bus-ride back to the school after the Overnight Canoe Trip. The assessment will use “I can statements” and a rating scale to have the students reflect on their proficiency level for each area covered during the integrated unit.

For reporting purposes, the teacher will examine the progression of artefacts in the journal and compare it with the student's self-assessment of learning in order to accurately report on each subject area (as a whole) combined with previous units.

Proficiency Scale ¹				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 6/7 ELA & Arts Ed. (Drama)	School:	Any School
Date:	Month of June	Allotted Time:	7 x Afternoon Blocks (1-1.5 hours)
Topic/Title:	Explicit Vocabulary Instruction & Reinforced Teaching via Vocab Games, Stories & Skits		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

In this section of the unit, which is spread over **seven afternoon blocks (1 - 1.5 hours in length)**, students will be introduced to, and work toward mastery of, vocabulary specific to the activity of canoeing. Explicit vocabulary instruction will be provided and students will partake in several vocabulary activities/games that will reinforce prior teaching, allow for ample retrieval practice and repeated exposure, and strengthen students' depth and breadth of vocabulary knowledge. Several stories will be read throughout the second week and students will create concept maps and skits based off of these books. Skits will be rehearsed during the last block and performed around the campfire during the overnight field trip.

Block 1 - Monday - Week 1 (outline included): Our Canoe Story - Vocabulary & Sentence Stems

First, students will perform a canoe vocabulary self-assessment, titled "Our Canoe Story - Assessing Prior Vocabulary Knowledge" that will help them (and the teacher) assess prior knowledge. Upon completion of the self-assessment chart, the teacher will walk students through a powerpoint (included) that discusses each vocabulary word, complete with a student friendly definition, an example, and a non-example. These words will be re-visited multiple times and will help them successfully navigate this integrated unit.

Second, students will receive explicit instruction on sentence stems (i.e. what a sentence stem is and how they support vocabulary knowledge). The teacher will walk students through several examples and inform them that they are expected to complete 49 sentence stems throughout the course of this unit—7 per block—with 20 minutes per block set aside for completion. Any unfinished stems will be assigned for homework. Students will have the remainder of the block to complete the first seven sentence stems.

Block 2 - Wednesday - Week 1: "Vocab Games" - Matching, Charades & Jeopardy

In pairs, students will create "Canoe Vocabulary Memory Match" games and practice matching words to their definitions. As a class, students will play "Canoe Vocabulary Charades" and "Canoe Jeopardy" (created at <https://jeopardylabs.com>), both of which will involve unit vocabulary. These "Vocab Games" will help solidify vocabulary knowledge.

Block 3 - Monday - Week 2: Canoe Story Read Aloud & Modeling Story Concept Mapping

The teacher will read aloud the short illustrated children's book, "me and you and the red canoe" by Jean E. Pendziwol. Following the read-aloud, the teacher will draw attention to the book's use of any unit vocabulary. Then, the teacher will model how to build a concept map for the story. It is important that students pay attention and be involved as they will be reading stories and creating concept maps of their own in the next block.

Block 4 - Wednesday - Week 2: Canoe Stories & Concept Mapping Group Work

In small groups (4-5 depending on chosen book), students will cooperatively read stories and create concept maps for their stories. These concept maps will be the framework for skit creations in the following two blocks.

Stories to choose from:

- “Jason and the Sea Otter” by Joe Barber-Starkey
- “Jason’s New Dugout Canoe” by Joe Barber-Starkey
- “In the Red Canoe” by Leslie A. Davidson
- “Up the Creek” by Nicholas Oldland
- “Strong Stories Tlingit: Making a Canoe” by Bill Helin
- “Wind Riders: Shipwreck in Seal Bay” by Jen Marlin
- “Hattie & Hudson” by Chris VanDusen
- “Jangles: A Big Fish Story”

Block 5 - Monday - Week 3: Skit Creations

Using their completed (teacher-approved) story concept maps as an outline, students (in their small groups) will create short skits. The teacher will review necessary concepts as they relate to drama in Arts Education: character, time, place, plot, tension, mood, focus, contrast; processes, materials, movements, technologies, tools, strategies, and techniques to support creative works; ethical considerations and cultural appropriation related to the arts; and personal and collective responsibility associated with creating, experiencing, and presenting in a safe learning environment.

Block 6 - Wednesday - Week 3: Skit Creations Continued


Students, with teacher support and guidance, will continue to work toward creating and completing their skits.


Block 7 - Monday - Week 4: Skit Rehearsals

Students will have the opportunity to rehearse their skits—in a private space in front of the teacher—in preparation for the skit portion of the overnight field trip. Groups will be provided with immediate constructive feedback to help improve upon their performances.


2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>


Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<ul style="list-style-type: none"> ✓ COMMUNICATION – Communicating ✓ COMMUNICATION – Collaborating ✓ THINKING – Creative Thinking ✓ THINKING – Critical Thinking ✓ THINKING – Reflective Thinking ✓ PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility 	<p> Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. 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. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.</p> <ul style="list-style-type: none"> ● Students will communicate their understanding of canoe vocabulary to the teacher and to their peers. ● Students will communicate their understanding in writing (in their self-assessments, sentence stems & skit creations); orally (in discussions, charades, Jeopardy & skit presentations); and visually (in their matching games).


 Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit.

- Students will collaborate in small groups to create meaningful skits from the books they read.
- Students will respect and honour all group members.
- Students will contribute their fair share.

 Creative Thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflection on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality. 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. A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

- Students will think creatively to develop skits from the books provided.
- Students will be open-minded, imaginative, inventive, resourceful, and go beyond the exact words of the books to create unique and entertaining skits.

 Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

	<ul style="list-style-type: none"> Students will think critically and reflect on prior knowledge of the vocabulary words and how their understanding develops and changes as they receive explicit instruction and opportunities to engage meaningfully with the words and their meanings. <p> Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them. People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights.</p> <ul style="list-style-type: none"> Students will be personally aware and responsible for their actions and their learning in this unit. Students will try their best and persevere through instruction, discussions, games, skit creations, and skit presentations.
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>In these lessons, students are encouraged to be patient and kind to themselves and each other as they learn new concepts. Lessons will be delivered via open, non-judgmental group discussions, built upon positive teacher/student and student/student relationships and connections. Ideas and concepts will be learned experientially, through a mixture of explicit instruction, modeling, scaffolded support, practice, and student-doing. Stories and skits will be used to deepen students' understanding of canoe/canoeing vocabulary.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/>

(choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to UNDERSTAND? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>ELA Big Ideas:</p> <ul style="list-style-type: none"> • Language and text can be a source of creativity and joy. • Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. • Developing our understanding of how language works allows us to use it purposefully.
<p>Arts Education Big Ideas:</p> <ul style="list-style-type: none"> • Dance, drama, music, and visual arts are each unique languages for creating and communicating. • Engaging in the arts develops people’s ability to understand and express complex ideas.

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to DO?</i>	Content: <i>What are students expected to learn (KNOW)?</i>
<p>English Language Arts: Use oral, written, visual, and digital texts, individually and collaboratively, to:</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking. • Synthesize ideas from a variety of sources to build understanding. • Recognize and appreciate how different features, forms, and genres of text reflect various purposes, audiences, and messages. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. • Recognize how language constructs personal, social, and cultural identity. • Construct meaningful personal connections between self, text, and world. • Respond to text in personal, creative, and critical ways. • Understand how literary elements, techniques, and devices enhance and shape meaning. • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. 	<p>English Language Arts</p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • techniques of persuasion <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • language varieties • sentence structure and grammar • conventions • presentation techniques <p>Arts Education</p> <p>Manipulation of elements</p> <ul style="list-style-type: none"> • drama: character, time, place, plot, tension, mood, focus, contrast <p>Processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.</p> <p>Drama forms and drama conventions.</p> <p>Ethical considerations and cultural appropriation related to the arts.</p>

Create and communicate (writing, speaking, representing)

- Exchange ideas and viewpoints to build shared understanding and extend thinking.
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.

Arts Education:

Use creative processes to:

Explore and create

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
- Explore relationships between identity, place, culture, society, and belonging through the arts.
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.

Communicate and document

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.
- Take creative risks to express feelings, ideas, and experiences.

Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.



6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

Students will demonstrate their learning and understanding in several ways:

1. By *completing* the “Our Canoe Story - Assessing Prior Vocabulary Knowledge” self-assessment chart.
2. By *engaging with* the teacher and class during vocabulary instruction and discussion.
3. By *finishing* sentence stems in their Canoe Story Journals.
4. By *making and successfully completing* the Vocabulary Memory Match with a partner.
5. By *participating* in whole class vocab games (i.e. Charades and Jeopardy).
6. By *attending a* read aloud.
7. By *working collaboratively* in groups to read stories, build concept maps, and create skits.
8. By *performing* skits at the overnight field trip.

Students will receive **formative feedback** at each stage of learning.

Canoe Journals will be handed in at the end of each block so that the teacher can review and provide feedback to students on their ability to use vocabulary words in sentence stems. Vocabulary instruction can be adjusted if needed, with the teacher reviewing/re-teaching when necessary, to whomever necessary. Students will take teacher feedback and complete any corrections in their Canoe Story Journals.

Students will have ample opportunity to add to their Canoe Story Journals, using additional evidence of learning from other subjects and blocks. Canoe Story Journals will be handed in at the end of the unit & serve as the basis for **summative assessment**.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

It is essential that all students be included in these lessons and work blocks. Effective UDL and DI strategies (tailored to the classroom and students) will be utilized to ensure that lessons and tasks are accessible to all learners. Lessons will aim for a **lively pace**, consist of **explicit oral and visual instruction**, and be **interwoven with technology and hands-on activities to engage all learners**. **Composite tasks will be broken down into steps and parts**, and the robust whole class discussions, pair/group activities, and independent work will be geared toward an intensified understanding of the unit's vocabulary.

When necessary, additional support and further accommodations will be made for individual students with physical, intellectual, emotional, and/or behavioural challenges.

For example:

- Students with limited verbal ability will need additional support from an Educational Assistant to help communicate learning and understanding of the unit's vocabulary via pictures and symbols.
- Students with moderate intellectual abilities, ADHD, or Autism Spectrum Disorder will receive the same beneficial explicit oral and visual instruction, but may still require additional clarification to get started on the activities and assignments, as well as further reminders to stay on task.
- Students with low or limited mobility affecting written (pencil to paper) output will require technology to type answers and will benefit from a digital Canoe Story Journal, rather than a print version.
- Cognitively gifted students that struggle with reading and writing (Dyslexia and Dysgraphia) will need voice to text technology to help showcase their advanced thinking without the additional frustration that comes with reading and writing struggles (again, a digital Canoe Story Journal will be beneficial in these instances).

Noise canceling headphones should be available for anyone who needs them, particularly for those who become overwhelmed by loud noises. Behavioural support for those who struggle with regulating emotions will be key to ensuring the success of all students. It is pertinent that the teacher be highly involved and available for immediate behavioural intervention during vocab games and group work.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

Block 1 - Monday - Week 1:

- Have Canoe Story Journals ready for the correct number of students (template attached)
 - digital versions for those who require it & print versions for those who do not (preferably in colour).
- Have slideshow up and ready on the Smartboard for explicit vocabulary and sentence stem instruction (Powerpoint attached).

8. LESSON OUTLINE - BLOCK 1 - 90 minutes

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Cue ALL students that it is time for ELA/Arts Education, referring them to the visual schedule.</p> <p>When students are seated, organized, quiet, and “eyes on,” say:</p> <p>“Today, we will be starting a brand new unit, “Our Canoe Story”, which we will be working on for the next month and which will culminate in a fun and adventurous OVERNIGHT FIELD TRIP :) This unit is integrated and cross-curricular, encompassing all nine of our core subjects: English Language Arts, Arts Education, Math, Science, Social Studies, Physical and Health Education, Career Education, Applied Design, Skills and Technologies, and Second Language. To be successful in this unit, you will need to have a clear understanding of specific canoe/canoeing vocabulary and you will gain this understanding through explicit instruction, a variety of fun games, stories, and skit work. Before we dive in, you will complete a chart that will allow you to tell me a little bit about your current knowledge of the words.”</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
<p>BODY:</p> <ul style="list-style-type: none"> ● <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> ● <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> ● <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modeling</i> ● <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>I DO: Hand out Canoe Story Journals (digital copies can be accessed in Google Docs for those who struggle with print). Ask students to put their name on the first page beside “By: _____” and then direct them to the next page: “Our Canoe Story - Assessing Prior Vocabulary Knowledge.” Explain that, without looking up definitions, they are to assess their own current personal knowledge of each of the listed words by placing an x, checkmark, or stamp (for those who struggle with fine motor skills) in one of the four columns (know it well, can explain it, use it; know something about it, can relate it to a situation; have seen or heard the word; do not know the word).</p> <p>Let students know that there are no wrong answers; this is just an opportunity for them to think about the vocabulary words and reflect on their familiarity. If they are an avid canoeist, they may know many of the words and have lots of prior knowledge; if they have never been canoeing, they may only know a few words and have limited prior knowledge—both are perfectly ok!</p> <p>I DO: Ask students if they have any questions.</p> <p>STUDENTS DO: Raise any questions and/or concerns.</p> <p>I DO: Answer student questions and concerns.</p> <p>STUDENTS DO: Complete the chart independently (or with support from the teacher or EA). If you think that the class would benefit from the teacher reading each word and pausing for students to fill in the chart, do that.</p> <p>I DO: Once students have completed the chart, direct their attention to the Smartboard where the “Our Canoe Story: Unit Vocabulary” Powerpoint is displayed. Tell students that a review of the vocabulary words is necessary so that everyone has a solid (and similar) understanding of each word. This</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (10 min to complete self-assess chart, followed by 40 minute interactive vocab lesson, followed by 20 min to complete the sentence stems)</p>

	<p>understanding is crucial to them successfully navigating the Canoe Story Unit and the overnight field trip.</p> <p>I DO: Walk students through vocabulary words, one at a time.</p> <ul style="list-style-type: none"> • First, display a word alongside its corresponding visual. • Second, ask students to raise their hands if they checked off that they knew this word well; if they checked off that they knew something about it/can relate it to a situation; if they checked off that they have seen or heard the word; and finally if they checked off that they did not know the word. <p>STUDENTS DO: Raise hands when applicable to them.</p> <p>I DO: Reveal the word’s definition and give an example and a non-example of the word.</p> <p>WE DO: Discuss whether or not their prior knowledge was accurate and if their knowledge has been expanded.</p> <p>***REPEAT UNTIL ALL VOCABULARY WORDS HAVE BEEN COVERED***</p> <p>I DO: Continue with Powerpoint, moving on to explicit instruction of sentence stems (i.e. what a sentence stem is & why they are helpful).</p> <p>WE DO: Go over the examples provided in the Powerpoint.</p> <p>STUDENTS DO: Complete the first 7 sentence stems in their Canoe Story Journals.</p> <p>I DO: Ensure students know that they have 20 minutes to complete the 7 assigned sentence stems and that any unfinished stems will need to be taken home for homework. Remind students that all of the definitions are in their Canoe Story Journals and can be referenced when/if needed.</p> <p>I DO: Assist students who require additional support. Circulate the room to provide encouragement and motivation. Monitor behaviour and intervene when necessary.</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g. due dates, next day requirements)</i> 	<p>Cue students that it is nearing the end of ELA/Arts Education and that they will need to turn in their Canoe Journals to receive feedback.</p> <p>Remind students that any unfinished stems are for homework and must be handed in first thing tomorrow morning.</p> <p>Cue ALL students to move to the next activity/scheduled task</p>	<p>Wrapping it up! (5 min)</p>

9. REFLECTION - Block 1

- *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
- *What went well in the lesson (reflection on learning)?*
- *What would you revise if you taught the lesson again?*
- *How do the lesson and learners inform you about necessary next steps?*
- *Comment on ways you modeled & acted within the Professional Standards of BC Educators & BCTF Code of Ethics?*
- *If this lesson is being observed, do you have a specific observation focus in mind?*

*To be completed at the end of the lesson/block.

Our Canoe Story



Unit Vocabulary

Aboard



Definition: on, or, in, the canoe

Example: They are aboard the canoe.

Access or Access point



Definition: the place on the shore of a lake or river where you put in or take out the canoe.

Example: They are at the access point, ready to embark on their journey.

Afloat



Definition: floating; not stuck on a rock or sandbar.

Example: They are at the access point, ready to embark on their journey.

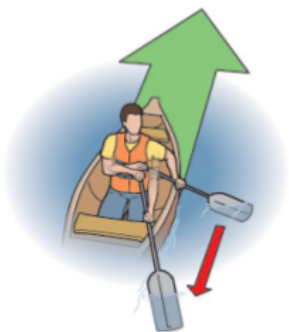
Aground



Definition: stuck, usually on a shoal or rock, when you did not intend to be.

Example: The orange boat was aground.

Backpaddle



Definition: paddling backward to slow or reverse the forward motion of a canoe.

Example: The man performed a backpaddle to move himself backward.

Bail



Definition: to empty water from a craft by scooping it out with anything from a sponge to a tin can.

Example: The man began to bail water from his canoe to keep from sinking.

Bailer

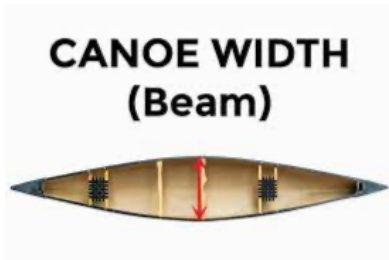


Definition: anything used to bail out a canoe (one of the most effective is an old plastic bottle with the bottom cut off).

Example: They used a purple bailer to empty water from the bottom of the canoe.

Beam

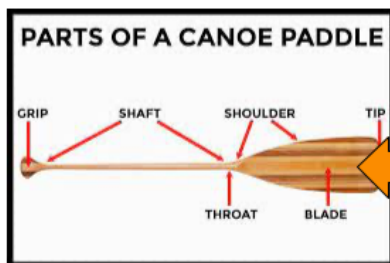
Definition: width of a canoe when measured at its widest point.



Example: The beam was 36 inches wide.

Blade

Definition: the wide, flat end of a paddle.



Example: The blade was made of wood and had a striped appearance.

Bottom

Definition: the part of the canoe that is under the water.



Example: The bottom of the red canoe nearly touched the sand.

Bow

Definition: the front or extreme forward end of the canoe.



Example: The paddle was resting on the bow.

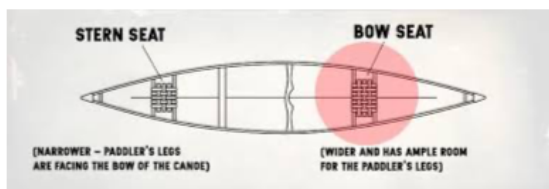
Bow-Paddler



Definition: the person who paddles in the bow.

Example: The lady in the pink shirt was the bow-paddler.

Bow Seat



Definition: the seat located at the front end of a canoe.

Example: The bow seat is at the front and has lots of room for the paddler's legs.

Bridle



Definition: a line looped around the front end of the canoe to which another is attached under the canoe and used for towing the craft.

Example: The man used the bridle to pull the canoe to safety.

Canadian Canoe



Definition: in Europe an open canoe is referred to as a Canadian or North American Indian canoe.

Example: This white Canadian canoe is fully open at the top.

Capsize

Definition: what happens when you are gobbled up in whitewater, or flipped by a combination of wind and waves, or well, it shouldn't happen.



Example: The rapids caused the green canoe to capsize.

Drag

Definition: the resistance to forward motion; drag may be decreased by the use of special waxes.



Example: The green bucket at the back of this canoe is causing significant drag.

Draw or Draw Stroke

Definition: a stroke in which the blade is placed well out from the canoe and pulled directly toward the side of the canoe; designed to move the craft sideways.



Example: The man performed a draw stroke to move himself sideways, away from the dock.

Face

Definition: the side of a blade pushing against the water.



Example: The woman made a splash with the face of her paddle.

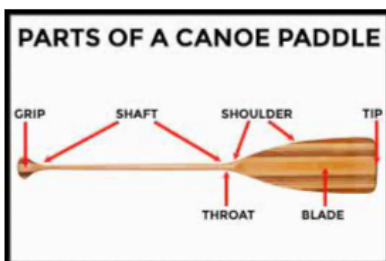
Flatwater



Definition: calm river water without rapids; lake water.

Example: The canoeists headed out onto the smooth flatwater.

Grip



Definition: the top of a paddle; the two most popular shapes are pear grip and the T grip - the former is used for general canoeing and the latter is favored by whitewater canoeists.

Example: Make sure your hand is firmly on the grip.

Gunnel

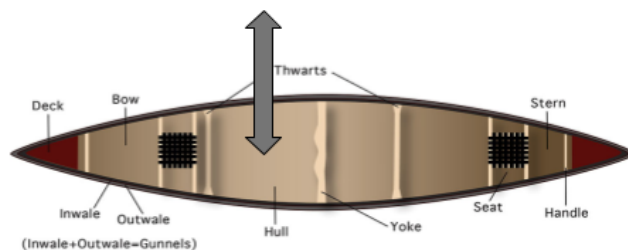


Definition: the section along the top of the canoe from stern to bow where the sides meet; a strip along the top of the canoe's sides.

Example: The boy was being risky, standing on the gunnels!

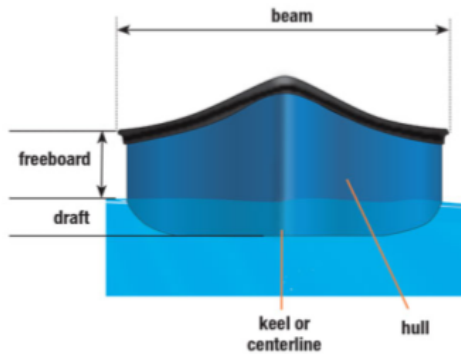
Hull

Definition: the lower half of a kayak or closed canoe, or the main structure of an open canoe.



Example: The hull stores the canoeists gear.

Keel



Definition: a projection below the hull, running from stern to bow, which adds strength to the hull, protects it from damage, and helps the craft maintain straight movement. Keels usually are found only on aluminum and wooden canoes.

Example: The strength of the keel kept us afloat when we hit the rocks.

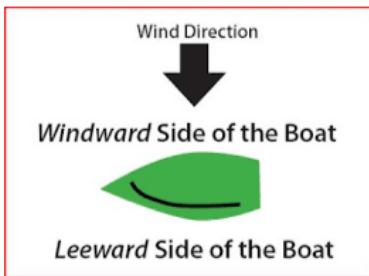
Launch



Definition: to slide a craft (i.e. canoe) into the water.

Example: The canoeists proceeded to launch their wooden canoe from the rocky beach.

Lee, Leeward



Definition: away from the wind; downwind (opposite of windward).

Example: Start paddling on the leeward side to better fight the wind pushing against the boat!

Off side



Definition: the side opposite to the side where the canoeist is paddling.

Example: The orange buoy was on the off side.

Paddle



Definition: the instrument used to propel a canoe through the water; it is not an “oar.”

Example: A paddle can come in many shapes and sizes.

PFD - Personal Flotation Device



Definition: The term used to designate life jackets. Do not use any PFD that is not approved for a person of your weight.

Example: The canoeist was being safe, wearing her red and black PFD.

Pivot

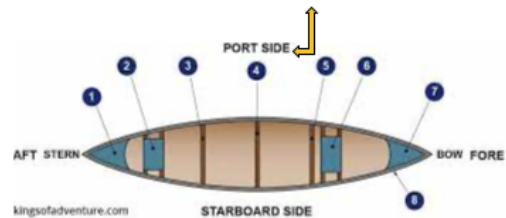


Definition: to turn sharply, or to pivot the craft around a point.

Example: The bald man needs to pivot around the obstacles to complete the race.

Port

Definition: the left side of the canoe when facing the bow.



Example: There was a bear along the shoreline on the port side.

Portage

Definition: how you get your gear and canoe across a stretch of land between two bodies of water. A solid reason why canoe-campers, like backpackers, attempt to reduce their gear to the lightest load possible.



Example: The group had to portage to the next lake.

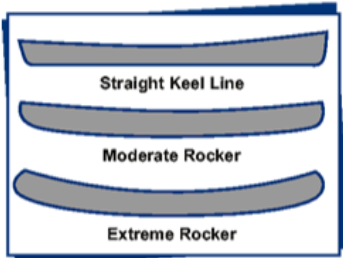
Pry Stroke

Definition: a paddle stroke used to move the craft sideways, away from the paddle.



Example: After we launched, I used the pry stroke to move me away from the shore.

Rocker

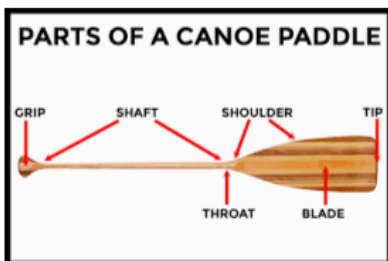


Rocker

Definition: the upward sweep of the keel toward the bow and stern. The more pronounced the rocker, the easier the canoe is to pivot.

Example: An extreme rocker is best for canoe obstacle courses.

Shaft

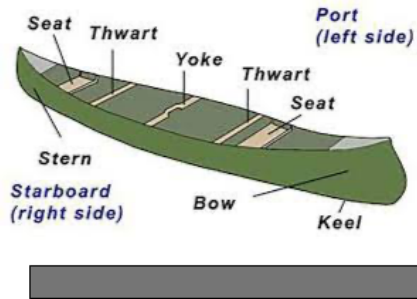


Definition: the handle of the canoe paddle between the grip and the blade.

Example: The shaft snapped when the paddle slammed against the big rock.

Starboard

Definition: the right side of the canoe when facing the bow.



Example: The other canoe approached me on my starboard side.

Stern

Definition: the rear of the canoe.



Example: The man sat at the stern and the woman at the bow.

Stern Paddler

Definition: the person who paddles from the rear of a two-man (person) canoe or C-2.



Example: The stern paddler was enjoying the view.

Strokes



Definition: the various movements used by the paddler to control the direction and speed of the craft.

Example: There are many different paddle strokes and they each have a different purpose.

Swamp

Definition: when a canoe is accidentally filled with water.



Example: Don't swamp the canoe like this guy did!!

Take-out



Definition: where you end your trip; the take-out point.

Example: The group of canoeists made in back to the take-out point and were excited to be done the trip.

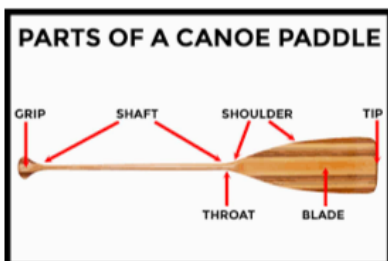
Throwline



Definition: an emergency rope used to throw out to a canoe in trouble.

Example: The canoeist threw out a throwline to help save his fellow canoer.

Tip



Definition: the end of the paddle blade opposite the shaft.

Example: Don't slam your tip into the dirt or it might get damaged.

Voyageurs



Definition: the canoe trappers and traders of another era.

Example: The voyageurs navigated the rough water with ease.

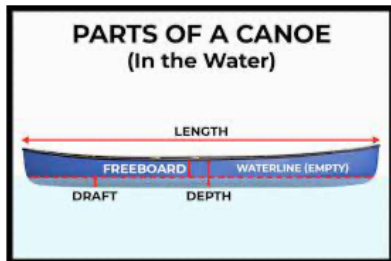
Wake



Definition: the temporary trail in the water behind the canoe; also called the “wash.” Beginning canoeists should peek occasionally at their wake to see if it is a straight line, which indicates good directional control

Example: The wake left behind the canoe could be seen from overhead.

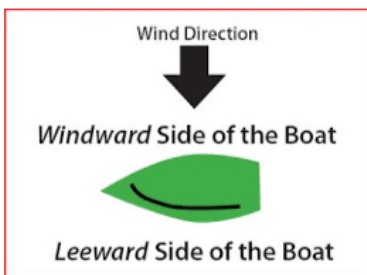
Waterline



Definition: the line of water on the side of the canoe when it is afloat. The waterline will vary with the load (i.e. weight in the canoe).

Example: The waterline started to rise as we added more supplies to the canoe.

Windward



Definition: the direction from which the wind is blowing; into the wind (opposite of leeward).

Example: Paddle on the windward side and we can take advantage of the wind and go super fast!

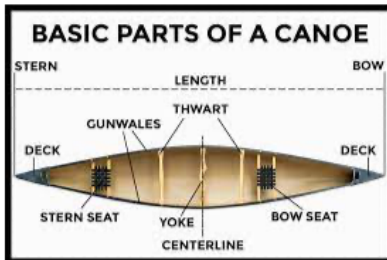
Yaw



Definition: when a canoe swerves from its course.

Example: The canoeists did not mean for the canoe to yaw so far from the route.

Yoke



Definition: cushioned shoulder blocks that clamp onto the gunnels or midthwart of a canoe to make portaging by one person easier.



Example: Never step on the yoke!

Our Canoe Story



Sentence Stems

What is a sentence stem?

Sentence stems are a **phrase or part of a sentence with a missing part.**

Why are they important to vocabulary development?

Sentence stems **help to improve students' language proficiency, in turn improving their communication and writing.** They improve fundamental language skills as well as higher-level thinking skills, familiarizing students with sentence structure, linguistic ability, and lesson content all at once.

Examples: Our Canoe Story Sentence Stems

- The captain came **aboard** so...
 - We drove to the **access/access point** and...
 - The boat managed to stay **afloat** because...
 - The canoe was **aground** when...
 - We had to **backpaddle** because...
 - Hurry, we need to **bail** or...
 - They had a good **bailer** but...
-

“My Canoe Story Journal”



By: _____

Our Canoe Story - Assessing Prior Vocabulary Knowledge

Vocabulary Word	Know it well, can explain it, use it	Know something about it, can relate it to a situation	Have seen or heard the word	Do not know the word
Aboard				
Access or Access point				
Afloat				
Aground				
Backpaddle				
Bail				
Bailer				
Beam				
Blade				
Bottom				
Bow				
Bow-Paddler				
Bow Seat				
Bridle				
Canadian Canoe				
Capsize				
Drag				
Draw Stroke				
Face				

Vocabulary Word	Know it well, can explain it, use it	Know something about it, can relate it to a situation	Have seen or heard the word	Do not know the word
Flatwater				
Grip				
Gunnel				
Hull				
Keel				
Launch				
Lee, Leeward				
Off side				
Paddle				
PFD				
Pivot				
Port				
Portage				
Pry Stroke				
Rocker				
Shaft				
Starboard				
Stern				
Stern Paddler				

Vocabulary Word	Know it well, can explain it, use it	Know something about it, can relate it to a situation	Have seen or heard the word	Do not know the word
Strokes				
Swamp				
Take-out				
Throwline				
Tip				
Voyageurs				
Wake				
Waterline				
Windward				
Yaw				
Yoke				

Note: Table adapted from “Bringing Words to Life: Robust Vocabulary Instruction” (Beck, 2013, p. 18).

Our Canoe Story - Unit Vocabulary

[Glossary of Canoe Terminology | Paddling.com](#)

- **Aboard** - on, or, in, the canoe
- **Access or Access point** - the place on the shore of a lake or river where you put in or take out the canoe.
- **Afloat** - floating; not stuck on a rock or sandbar.
- **Aground** - stuck, usually on a shoal or rock, when you did not intend to be.
- **Backpaddle** - paddling backward to slow or reverse the forward motion of a canoe.
- **Bail** - to empty water from a craft by scooping it out with anything from a sponge to a tin can.
- **Bailer** - anything used to bail out a canoe (one of the most effective is an old plastic bottle with the bottom cut off).
- **Beam** - width of a canoe when measured at its widest point.
- **Blade** - the wide, flat end of a paddle.
- **Bottom** - the part of the canoe that is under the water.
- **Bow** - the front or extreme forward end of the canoe.
- **Bow-Paddler** - the person who paddles in the bow.
- **Bow Seat** - the seat located at the front end of a canoe.
- **Bridle** - a line looped around the front end of the canoe to which another is attached under the canoe and used for towing the craft.

- **Canadian Canoe** - in Europe an open canoe is referred to as a Canadian or North American Indian canoe.
- **Capsize** - what happens when you are gobbled up in whitewater, or flipped by a combination of wind and waves, or well, it shouldn't happen.
- **Drag** - the resistance to forward motion; drag may be decreased by the use of special waxes.
- **Draw or Draw Stroke** - a stroke in which the blade is placed well out from the canoe and pulled directly toward the side of the canoe; designed to move the craft sideways.
- **Face** - the side of a blade pushing against the water.
- **Flatwater** - calm river water without rapids; lake water.
- **Grip** - the top of a paddle; the two most popular shapes are pear grip and the T grip - the former is used for general canoeing and the latter is favored by whitewater canoeists.
- **Gunnel** - the section along the top of the canoe from stern to bow where the sides meet; a strip along the top of the canoe's sides.
- **Hull** - the lower half of a kayak or closed canoe, or the main structure of an open canoe.
- **Keel** - a projection below the hull, running from stern to bow, which adds strength to the hull, protects it from damage, and helps the craft maintain straight movement. Keels usually are found only on aluminum and wooden canoes.
- **Launch** - to slide a craft (i.e. canoe) into the water.
- **Lee, Leeward** - away from the wind; downwind (opposite of windward).
- **Off side** - the side opposite to the side where the canoeist is paddling.

- **Paddle** - the instrument used to propel a canoe through the water; it is not an "oar."
- **PFD** - Personal Flotation Device. The term used to designate life jackets. Do not use any PFD that is not approved for a person of your weight.
- **Pivot** - to turn sharply, or to pivot the craft around a point.
- **Port** - the left side of the canoe when facing the bow.
- **Portage** - how you get your gear and canoe across a stretch of land between two bodies of water. A solid reason why canoe-campers, like backpackers, attempt to reduce their gear to the lightest load possible.
- **Pry Stroke** - a paddle stroke used to move the craft sideways, away from the paddle.
- **Rocker** - the upward sweep of the keel toward the bow and stern. The more pronounced the rocker, the easier the canoe is to pivot.
- **Shaft** - the handle of the canoe paddle between the grip and the blade.
- **Starboard** - the right side of the canoe when facing the bow.
- **Stern** - the rear of the canoe.
- **Stern Paddler** - the person who paddles from the rear of a two-man (person) canoe or C-2.
- **Strokes** - the various movements used by the paddler to control the direction and speed of the craft.
- **Swamp** - when a canoe is accidentally filled with water.
- **Take-out** - where you end your trip; the take-out point.

- **Throwline** - an emergency rope used to throw out to a canoe in trouble.
- **Tip** - the end of the paddle blade opposite the shaft.
- **Voyageurs** - the canoe trappers and traders of another era.
- **Wake** - the temporary trail in the water behind the canoe; also called the "wash." Beginning canoeists should peek occasionally at their wake to see if it is a straight line, which indicates good directional control.
- **Waterline** - the line of water on the side of the canoe when it is afloat. The waterline will vary with the load (i.e. weight in the canoe).
- **Windward** - the direction from which the wind is blowing; into the wind (opposite of leeward).
- **Yaw** - when a canoe swerves from its course.
- **Yoke** - cushioned shoulder blocks that clamp onto the gunnels or mid thwart of a canoe to make portaging by one person easier.

Our Canoe Story - Sentence Stems

Block 1 – You have 20 minutes to complete the following sentence stems:

- The captain came **aboard** so _____

- We drove to the **access/access point** and _____

- The boat managed to stay **afloat** because _____

- The canoe was **aground** when _____

- We had to **backpaddle** because _____

- Hurry, we need to **bail** or _____

- They had a good **bailer** but _____

Our Canoe Story - Sentence Stems

Block 2 – You have 20 minutes to complete the following sentence stems:

- The **beam** measured _____

- I pushed with the **blade** so _____

- There was a whole in the **bottom** of the canoe because _____

- Steer the **bow** toward _____

- I was the **bow-paddler** so _____

- The **bow seat** was wet because _____

- I grabbed onto the **bridle** and _____

Our Canoe Story - Sentence Stems

Block 3 – You have 20 minutes to complete the following sentence stems:

- I knew it was a **Canadian canoe** because _____

- Oh no, the boat will **capsize** if _____

- The canoe had a lot of **drag** so _____

- I must practice the **draw/draw Stroke** because _____

- Make sure the **face** of your paddle is in the water and _____

- I love paddling in **flatwater** because _____

- The **grip** of my paddle was damaged so _____

Our Canoe Story - Sentence Stems

Block 4 – You have 20 minutes to complete the following sentence stems:

- The **gunnel** got damaged when _____

- There was a hole in the **hull** so _____

- It is important to have a strong **keel** because _____

- To safely **launch** the canoe you must _____

- Paddle on the **lee/leeward** side so that _____

- If you are veering off course, change to the **off side** and _____

- I accidentally dropped my **paddle** in the water but _____

Our Canoe Story - Sentence Stems

Block 5 – You have 20 minutes to complete the following sentence stems:

- It is always important to wear a PFD because _____

- Hurry, we must pivot so _____

- The port of my canoe scratched along the dock when _____

- We had to portage because _____

- I was getting close to my friend's canoe so I used the pry stroke and _____

- The rocker on my canoe was minimal but _____

- I broke the shaft of my paddle so _____

Our Canoe Story - Sentence Stems

Block 6 – You have 20 minutes to complete the following sentence stems:

- Look!!! There is land approaching on our **starboard** side so _____

- The **stern** was underwater but _____

- If you are the **stern paddler** you sit at the back of the canoe and _____

- There are many different paddle **strokes** because _____

- Make sure you turn into the waves or else you could **swamp** your canoe and _____

- We are almost to the **take-out** point but _____

- That person is in trouble, we must give them our **throwline** so _____

Our Canoe Story - Sentence Stems

Block 7 – You have 20 minutes to complete the following sentence stems:

- Do not jam the **tip** of your paddle into the ground because _____

- The **voyageurs** had a long trip ahead of them so _____

- The canoe left a small **wake** but _____

- The **waterline** on the canoe creeped up because _____

- It is harder to paddle **windward** so _____

- Because we **yaw(ed)** off course, we _____

- Don't step on the **yoke** because _____

Candidate's name: Andrea Sturt

Grade/Class/Subject:	Grade 6/7- Arts (Music)/ Second Language (Dakelh)/ PHE	School:	AnySchool BC
Date:	July 11, 2022	Allotted Time:	30 mins for first Music/ Language lesson, then 10 more blocks Music/ Language/ PHE combined over 4 weeks
Topic/Title:	<p><i>Singing and Paddling</i> Detailed lesson: Introduction to Dakelh Paddle Song, <i>Ts'oot'o</i>; Schematic lessons in PHE regarding paddle strokes, culminating in combining song and paddling. The lessons will also include tent set-up/ take-down practice.</p>		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

The initial lesson will introduce the class to the Dakelh Paddle song, *Ts'ooto*. The purpose of learning this song is multifaceted: i) singing in a second/foreign language is a good way to start learning the 'sound(s)' of the language (phonemes) in a meaningful and memorable way; ii) singing together helps unify a community of people for a common purpose; singing together is a way to mark time and build community while working together, in this case, paddling together; iii) students will work toward synching the rhythm of the song with the rhythm of our paddling.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
x COMMUNICATION – Communicating x COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input type="checkbox"/> THINKING – Reflective Thinking x PERSONAL AND SOCIAL – Personal Awareness and Responsibility x PERSONAL AND SOCIAL – Positive Personal and Cultural Identity x PERSONAL AND SOCIAL – Social Awareness and Responsibility	This series of lessons incorporates elements of a number of Core Competencies. Working together on a shared project requires communication, collaboration, creative thinking, personal awareness and responsibility, and social awareness and responsibility. For students with Dakelh heritage, it is an opportunity for developing positive personal and cultural identity, while experiencing it with their peers. Singing together is a powerful representation of these core competencies.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<ul style="list-style-type: none"> x Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. x Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). x Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. x Learning recognizes the role of Indigenous knowledge. x Learning is embedded in memory, history, and story. x Learning involves patience and time. x Learning requires exploration of one's identity. x Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>Students will be engaging with the Dakelh language through a traditional song that is shared on the FirstVoices website in preparation to incorporate it into our canoe trip. As with the other lessons in this unit, as we sing together, we will encourage students to be patient and kind to themselves and each other as they learn. Singing together supports the well-being of self and community; it is a holistic experience; it involves recognizing the consequences of one's actions while working collaboratively; learning this song recognizes the role of Indigenous knowledge and is embedded in memory and history - we will build new stories as a class; learning to sing together involves patience and time; for some learners, it will involve an exploration of one's identity; learning this song recognizes that this knowledge is shared with permission.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<ul style="list-style-type: none"> -Music is a unique language for creating and communicating. (Arts 6/7) -Physical literacy and fitness contribute to our success in and enjoyment of physical activity. (PHE 6/7) -Using various strategies helps us understand and acquire language (Second Language 6)

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>Thinking and Communicating: -Begin to recognize patterns in Dakelh pronunciation</p> <p>Personal and social awareness: -Explore the connection of Dakelh language with the local Lhtako Dené and Nazko Indigenous communities</p> <p>Physical literacy: -Develop, refine and apply fundamental movement skills in a variety of physical activities and environments.</p>	<p>Second Language and Fine Arts:</p> <ul style="list-style-type: none"> -Introduction to Dakelh phonemes (through song) -Ethics of cultural appropriation and plagiarism (song available for public use from First Voices website)/ Ethical considerations and cultural appropriation related to the arts.

<p>-Develop and apply a variety of movement concepts and strategies in different physical activities. -Apply methods of monitoring and adjusting exertion levels in physical activity.</p> <p>Healthy and active living: -Participate in physical activity several times a week designed to enhance and maintain health components of fitness.</p> <p>Exploring and creating: -Explore relationships between identity, place, culture, society, and belonging through the arts. -Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.</p> <p>Communicating and documenting: -Experience, perform and share creative works in a variety of ways.</p>	<p>-A variety of national and international works of arts and artistic traditions from diverse cultures, communities, times and places (Dakelh language song)</p> <p>Physical and Health Education:</p> <p>-Proper technique for fundamental movement skills (paddling a canoe)</p> <p>-Movement concepts and strategies (movement of canoe on water)</p> <p>-Ways to monitor and adjust physical exertion levels (adjust cadence of paddling)</p> <p>-How to participate in different types of physical activities, including individual and dual activities and rhythmic activities.</p>
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6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

- Formative assessment:** giving verbal feedback throughout the activities day by day;
- Self-assessment** regarding the learning of Dakelh language in the song/singing the song and three Core Competencies to include in “Canoe Journal”;
- Summative assessment** of the unit through entries in each student’s “Canoe Journal.”

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

The student with known articulation exceptionalities (due to Cerebral Palsy), and any others who need more time, can sing the melody and begin articulating the song words as able; there will be many opportunities for all students to revisit the song over the next few weeks to solidify the pronunciation and remember the words.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

Link to recording of Ts’oot’o song from the Carrier Linguistic Society found at FirstVoices website:
<https://www.firstvoices.com/explore/FV/Workspaces/Data/Athabaskan/Dakelh/Nak%E2%80%99azdli%20Dakelh/learn/songs/71c5cd2f-89b9-4562-a5f3-ac98e8728ca9> ; need access to computer and SmartBoard; paper copies of song and Dakelh and English translation to include in the students’ “Canoe Journal.”

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does <i>(learning activities to target learning intentions)</i>	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Day 1</p> <p>Introduction:</p> <p>Today we are going to start learning a Paddle Song that is in the Dakelh language. This language is spoken by the Dakelh (aka Carrier people) throughout central BC, including the Lhtako Dené in our area. In many traditional societies, including Indigenous societies, people sing while they work. This is one example of a song people can sing while paddling together. We are going to learn this song bit by bit over the next few weeks in order to help us practice Dakelh language, and work together when we are paddling on our overnight canoe trip. This song is shared with us from the First Voices website, and it is from the Nak’azdli Dakelh people. Here is some information from the website:</p> <p>“Nak'azdli is located where Stuart River meets the beautiful shores of Nak’al Bun (Stuart Lake) in Central British Columbia. When Simon Fraser journeyed up the Nechako River and then up the Stuart River some 200 years ago, he was greeted by a vibrant community of First peoples with a complex language and a rich culture. Recent archeological studies indicate that the Nak’azdli Dakelh have inhabited this territory for thousands of years.” - show on this BC map (can zoom in):</p> <p>https://maps.fpcc.ca/languages/dakelh (First Peoples’ Map of B.C.)</p>	<p>5 mins.</p>

<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>Let's talk about what the song means in English, and then we will listen to it in Dakelh before we start learning the first verse. <i>(Ask for volunteers to read the verses in a loud enough voice, one verse at a time).</i></p> <p>English translation:</p> <p>vs. 1</p> <p><i>Let us all paddle</i></p> <p><i>We are very much in a hurry</i></p> <p><i>If we are lazy</i></p> <p><i>We cannot make it.</i></p> <p>Chorus:</p> <p><i>Let us paddle</i></p> <p><i>Let us all paddle</i></p> <p><i>Let us paddle</i></p> <p><i>Let us all paddle</i></p> <p><i>Let us all paddle</i></p> <p>vs. 2</p> <p><i>Let us not be lazy to do</i></p> <p><i>Whether it is calm or windy</i></p> <p><i>Let us always make an effort.</i></p> <p>vs. 3</p> <p><i>Let us all paddle</i></p> <p><i>If we make an effort</i></p> <p><i>Even though it blows against us</i></p> <p><i>We shall beat the wind.</i></p> <p>vs. 4</p> <p><i>Let us all paddle</i></p>	<p>25 mins.</p>
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If the waves are big

God protects us

Let us not fear the water.

(Think-Pair-Share): *(groups of 2-3)*

What did you notice about the meaning of the song? What do you think could be the purpose of this song?

Now we'll listen to the recording from the First Voices website. Pay attention to the rhythm of the song as you listen. You could tap on your leg on the strongest beat, like this (demonstrate). Pay attention to the melody, how the music goes up and down.

<https://www.firstvoices.com/explore/FV/Workspaces/Data/Athabasca/Dakelh/Nak%E2%80%99azdli%20Dakelh/learn/songs/71c5cd2f-89b9-4562-a5f3-ac98e8728ca9> (FirstVoices website); (listen to entire song)

Now we will start learning the melody without any words. I will sing a line, and then you repeat. When I point to myself, it's my turn; when I point to you, it's your turn.

(Go through one line at a time, repeating each line 2-3 times, then sing through the melody of the entire verse together. When proficiency is achieved, we will add the lyrics one line at a time. First we will say the lyrics without singing them, then we will add the melody with the words. Gauge how students are picking it up and adjust accordingly with the allotted time.

Also, hand out lyrics sheet for students following along as visual cue, and to glue into their "Canoe Journal.")

Ts'oot'o (Dakelh)

Soocho ts'iyawh ts'oot'o

Tube 'ats'o dulnih

Chus gha tsezdutni de

'Aw 'uts'ooneh'ait'oh.

Ts'oot'o , ts'oot'o

Soocho ts'iyawh ts'oot'o

	<p><i>Ts'oot'o, ts'oot'o</i></p> <p><i>Soocho ts'iyawh ts'oot'o</i></p> <p><i>Soocho ts'iyawh ts'oot'o</i></p> <p><i>Huwa tselh ts'u doosni</i></p> <p><i>Dizghel te nilhts'i te</i></p> <p><i>'Ahoohyiz uznoot'i.</i></p> <p><i>Soocho ts'iyawh ts'oot'o</i></p> <p><i>Tube uznint'i te</i></p> <p><i>Nedudzits'i hoonts'i</i></p> <p><i>Nilhts'i ooch'a' ts'oolh deh.</i></p> <p><i>Soocho tsi'yawh ts'oot'o</i></p> <p><i>Tatsi dincha te cha</i></p> <p><i>Yak'usda neghundli</i></p> <p><i>Too ez nooljut juni.</i></p> <p>Closing:</p> <p>We will have a lot more time to work on learning and practising the song over the next few weeks before our canoe trip. If you're interested in practising at home, I'll send out the link to this recording on the class Google Classroom platform.</p> <p><i>(In the coming days, we will learn the verses one at a time, with regular retrieval practice of what we already learned, working our way up to knowing the entire song. Closer to the canoe trip, we will share the song with another class or at a school assembly. As we are ready, we will incorporate the song with Physical and Health Education blocks and canoe strokes).</i></p> <p>Day 2 (Week 1)</p> <p>Introduction to Paddle Instruction.</p>	<p>1 min.</p>
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	<p>Review and/ or introduce vocabulary - parts of the paddle: blade, shaft, grip; tandem, J-stroke, draw stroke.</p> <p>Watch the following videos from Paddle TV in class before going to gym/ outside.</p> <p>https://www.youtube.com/watch?v=dVUNzKkBE5o - "How to Canoe - 3 Key Strokes." (4:21 mins)</p> <p>https://www.youtube.com/watch?v=aDaqvoIJD-A - "How to Paddle a Tandem Canoe." (4:34 mins)</p> <p>Days 3-8 (Weeks 2-3)</p> <ul style="list-style-type: none">-25 mins. song practice-35 mins. paddling practice and games <p>Days 9-10 (Week 4)</p> <ul style="list-style-type: none">-Put the song together with the rhythm of paddling-Canoe games to practice getting in/ out of canoe and canoe vocabulary as introduced in ELA lessons-Tent vocabulary and tent set-up/ take-down practice	
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<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g. due dates, next day requirements) 	<p>(see above for Closing of Lesson 1)</p> <p style="text-align: center;">Resources consulted:</p> <p>First Peoples' Map of B.C.:</p> <p>https://maps.fpcc.ca/languages/dakelh</p> <p>Ts'oot'o song (from FirstVoices website):</p> <p>https://www.firstvoices.com/explore/FV/Workspaces/Data/Athabasca/Dakelh/Nak%E2%80%99azdli%20Dakelh/learn/songs/71c5cd2f-89b9-4562-a5f3-ac98e8728ca9</p> <p>Paddle TV videos:</p> <p>https://www.youtube.com/watch?v=dVUNzKkBE5o</p> <p>https://www.youtube.com/watch?v=aDaqv0lJD-A</p>	<p>1 min.</p>
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9. REFLECTION (anticipate if possible)

<ul style="list-style-type: none"> • Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress? • What went well in the lesson (reflection <u>on</u> learning)? • What would you revise if you taught the lesson again? • How do the lesson and learners inform you about necessary next steps? • Comment on any ways you modeled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics? • If this lesson is being observed, do you have a specific observation focus in mind? <p>-Be aware of how well the students are picking up the melody of the song and putting the words together, and adjust the pace accordingly throughout the week.</p> <p>-Do retrieval practice each day to solidify learning from the previous day, before moving on to new learning.</p> <p>-At the end of each week, students will fill out an Exit Slip, indicating their level of confidence as they learn the song. In the final week, they will complete a Self-Assessment regarding their engagement with the song-learning.</p>
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Self-Assessment for Paddle Song, *Ts'oot'o*:

Name:

Date:

	<p>Wow!</p>	<p>Good.</p>	<p>Needs some more work.</p>	<p>Needs a lot more work.</p>
<p>I can sing the Dakelh lyrics of <i>Ts'oot'o</i> with confidence.</p>				
<p>I can sing the melody of <i>Ts'oot'o</i> with confidence.</p>				
<p>I can hear the rhythm of the song and paddle in time with it.</p>				
<p>I collaborated well with my classmates, singing in a voice that balanced with the voices of others.</p>				

Candidate's name: Aurora Mernickle

Grade/Class/Subject:	Grade 6/7- Math/Science/ELA	School:	AnySchool BC
Date:	July 11, 2022	Allotted Time:	5 x 75 mins
Topic/Title:	Math and Science of Canoes – What makes a good canoe?		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

This Lesson (and series of consecutive lessons) ties in with a cross-curricular unit of study focussing on canoes. The canoe will be used as a symbol of generational connection, English and other Language Arts, Art, ADST, First Peoples principles, Scientific phenomenon, Mathematical principles, Historical significance, Physical and Mental health, and community healing and connectedness.

The focus of this series of lessons is mainly mathematical and scientific principles but also ties in with many of the subjects listed as students explore the integration of the canoe story into the lives of many. The canoe unit will help build community connectedness within the classroom and create an opportunity to the class as a whole to celebrate together as a year end experience.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies <i>(check all that apply):</i>	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
x COMMUNICATION – Communicating x COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking x THINKING – Critical Thinking x THINKING – Reflective Thinking x PERSONAL AND SOCIAL – Personal Awareness and Responsibility x PERSONAL AND SOCIAL – Positive Personal and Cultural Identity x PERSONAL AND SOCIAL – Social Awareness and Responsibility	-Throughout this lesson series students will be engaged in discussion and sharing ideas -There will be group work and individual work -Students will be challenged to think critically about factors that determine what a good canoe design might be based on learned and inherent knowledge -Students will think creatively and have the opportunity to test their creations when they build and float their canoes. -As this is a collaborative and whole classroom experience, with multiple opportunities to share stories and experiences, students will have the opportunity to explore their own personal, cultural, and social awareness and responsibility.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>-Students will have the opportunity to reflect on their experience through discussion and understanding of personal and generational stories and experiences.</p> <p>-Students will make connections through teamwork and appreciate how communication and coordination leads to a smoother and more enjoyable learning process.</p> <p>-Story and indigenous knowledge will be shared throughout the lesson and authentic master carving knowledge will be shared with the class through video.</p> <p>-Students will be given lots of time to work through the concepts as a class and as individuals with support and guidance throughout.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>-Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles. (Math 6)</p> <p>-Newton's three laws of motion describe the relationship between force and motion. (Science 6)</p> <p>-Developing our understanding of how language works allows us to use it purposefully. (ELA 6/7)</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>-Use reasoning and logic to explore, analyze, and apply mathematical ideas</p> <p>-Model mathematics in contextualized experiences</p> <p>-Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</p> <p>-Visualize to explore mathematical concepts</p>	<p>-Volume of rectangular prisms and cylinders</p> <p>-Operations with decimals (addition, subtraction, multiplication, division, and order of operations)</p> <p>-Perimeter of complex shapes</p> <p>-Volume and capacity</p> <p>-Newton's three laws of motion</p>

<ul style="list-style-type: none"> -Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures -Explain and justify mathematical ideas and decisions -Communicate mathematical thinking in many ways -Represent mathematical ideas in concrete, pictorial, and symbolic forms -Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts -Demonstrate a sustained curiosity about a scientific topic or problem of personal interest -Make observations in familiar or unfamiliar contexts -Identify First Peoples perspectives and knowledge as sources of information 	<ul style="list-style-type: none"> -Effects of balanced and unbalanced forces in daily physical activities <p>English Language Arts:</p> <ul style="list-style-type: none"> - Strategies and Processes - metacognitive strategies
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6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

Formative Assessment: Consistent feedback and interactive assessment will be completed throughout the lessons through engagement and questioning. Students will have artefacts of their canoes which will represent their interaction and connection during the canoe building lesson.

Summative Assessment: Students will complete their journal entry showing their work while answering the example math questions at the beginning of the second block. Students can use descriptive language, artistic representation or other methods to portray their understanding.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

- Students will have multiple variations of the examples using written, physical, verbal and pictorial methods.
- Students will have the opportunity to experience retrieval through multiple learning experiences.
- Students that may need extra support will have an EA available as well as the teacher continuously providing support and guidance.
- Students will have the option of working in partners or alone as well as some group work.
- Students will be able to express their ideas through verbal or written expression and pictorial methods.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- Smart board and computer access setup
- Stated videos accessed
- White or green tape and measuring tape available x 10
- Canoe building materials
- Permission slips signed for our miniature canoe float.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Day 1 will be my lesson with the most explicit instruction and layout but will flow into a continuum of ideas regarding what will determine the shape and size that each person would want their canoe to be. If I were teaching these continuous days I would make them as explicit as day one but for this assignment I am giving an overview of each of the consecutive days after day 1.</p> <p><u>Day 1</u></p> <p><u>Students will be given 5 minutes to settle back in after recess with a picture of people in a canoe/boat on the smart board</u></p> <p>I Do: Teacher will integrate and make connections with previously introduced concepts. Teacher will share a personal story and connection with canoeing and canoe building.</p> <p>We Do: <u>KWL discussion:</u></p> <p>-We will discuss what students have learned so far about canoes and canoeing that they have found interesting, familiar, surprising or inspiring.</p> <p>-As the language of the canoe will be covered in a previous lesson we will take this opportunity to review some of these words and discuss them in context while we watch the video and later look at canoe designs.</p>	<p>5 - 10min</p> <p>5 – 10 min</p>

CANADIAN CANOE. In Europe an open canoe is referred to as a Canadian or North American Indian canoe.

DRAG. The resistance to forward motion. Drag may be decrease by use of special waxes.

BOTTOM. The part of the canoe that is under the water

GIRTH. The circumference of the hull at its widest section.

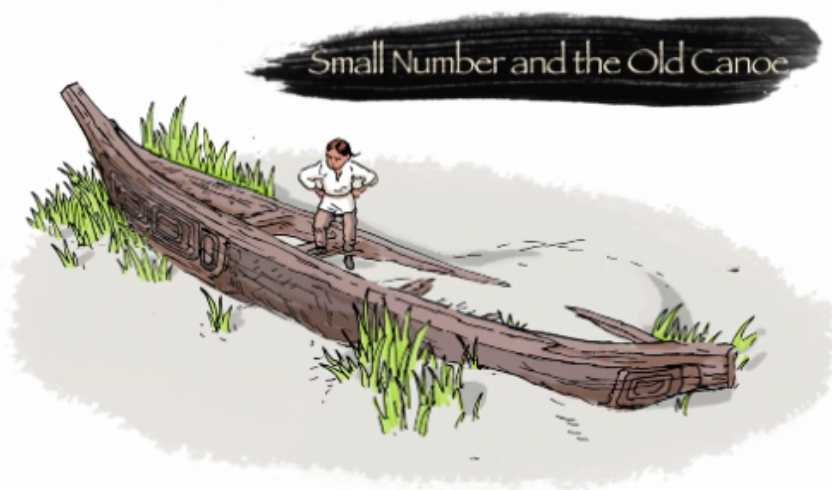
HULL. The lower half of a kayak or closed canoe, or the main structure of an open canoe.

KEEL. A projection below the hull, running from stern to bow, which adds strength to the hull, protects it from damage, and helps the craft maintain straight movement, though the last is a result of the use of a keel, not the reason the keels are built into metal and wooden craft. Keels usually are found only on aluminum and wooden canoes.

<https://paddling.com/learn/glossary-of-canoe-terminology>

You Do: We will then watch this video together and listen to the story. Students will be asked to make connections with personal story and try and pick out the mathematical ideas in the story.

SMALL NUMBER AND THE OLD CANOE



	<p style="text-align: center;">Written by Veselin Jungic & Mark MacLean</p> <p style="text-align: center;">Illustrated by Simon Roy</p> <p style="text-align: center;">http://www.sfu.ca/mathcatcher/StoriesMovies/TheOldCanoe.htmlhttp://</p> <p style="text-align: center;">~ 3 min</p> <p>After the story, teacher will ask the students if they noticed any math concepts throughout.</p> <p>IDO: Teacher will then share some reflections that were noticed in the story.</p> <ol style="list-style-type: none"> 1) connecting the number of totem poles with the number of people in the family 2) connecting the length of the canoe with how many people could fit in the canoe. 3) ideas about what might limit the number of people that could fit in the canoe besides the size of the canoe. 	
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>We Do: Teacher will ask students if they have ever built a canoe before and open up a discussion about what might help to determine the size and shape of a canoe.</p> <p>-We will come up with a brainstorm about these ideas.</p> <p>-Then, we will discuss different shapes of canoes and what helps us determine the best shape.</p> <p>For This Activity Students will have already had explicit teaching regarding perimeter and area in previous lessons.</p> <p><u>Idea 1)</u> how does shape affect how many people can ride?</p> <p>-For these examples we will assume that the canoe has parallel sides and ends and teacher will describe what this means through drawing on the board while explaining.</p> <p>-Teacher will also describe and show what is meant by length and width with reference to the canoe.</p>	<p>5-10min</p> <p>20 - 25min</p>

	<p><u>I DO:</u> Teacher will show this example: assuming that one person can fit per 1m x 1m and the perimeter is 14 m, how many different ways can we change the length and width of the canoe and how does this affect how many people can fit.</p> <p>-Teacher will draw the a first variation of this on the smart board including a diagram of each canoe shape. Teacher will ask students to follow along on their own paper to practice.</p> <p>Example 1) width of 2 m and length of 5 m = $2 + 2 + 5 + 5 = 14$ m</p> <p>-if 1 person uses 1m x 1m then 5 pairs (2 people standing side by side) can fit in the canoe. This would mean that 5 groups of 2 = 10 people can fit.</p> <p>Non-Example 1) teacher will provide an example that does not have parallel sides and ends (ie two widths that do not match and two lengths that do not match) to show what not to do.</p> <p><u>We Do:</u> Then Teacher will ask students to work through the next example together as a class while working with them.</p> <p>-For each of these examples the teacher will provide tape and a measuring tape to replicate the shape and the individual 1m x 1m squares of the canoe on the floor and have the students fill the squares. This will provide a physical, and another visual, representation for the students to see the concept. Teacher will guide this process.</p> <p>Example 2) width of 3 m and length of 4 m = $3 + 3 + 4 + 4 = 14$ m</p> <p>-if one person uses 1m x 1m then 4 triplets (groups of 3 standing beside each other) can fit. This would mean that 3 groups of 4 = 12 people can fit.</p> <p>-Teacher will give feedback as we work through the example together.</p> <p><u>You Do:</u> Finally, Teacher will ask students in their groups of 3 - 4 to make up their own example where the perimeter is 14 (previous analysis of what perimeter is and how it is determined will be done).</p> <p>-Teacher will give a few options (width of 1 m and length of 6 m as well as width of 3.5 m and length of 3.5 m) challenge students to get creative with partial numbers as well if they want to increase difficulty. Teacher will remind</p>	<p>5 min</p> <p>10 minutes</p> <p>15 min</p> <p>10 min</p>
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	<p>students to determine how many people can fit in their hypothetical canoe and make sure that they show their work on paper.</p> <p>-Teacher will circulate and give guidance and feedback as students work through this.</p> <p>-As a class we will look at the examples from each group. Students will be given the opportunity to come and draw their example, verbally explain from their seats, or bring it to the teacher to share with the class.</p> <p>Idea 2) Next, teacher will ask if the shape of the canoe should only be determined by how many people can fit and ask them to think about this for next class?</p>	5 min
	<p><u>Day 2</u></p> <p>-Three examples where the perimeter is 20 m will be put on the board for students to come in and try individually or in partners at the start of class. Students will be given a chance to try these and ask questions while trying.</p> <p>Students will be asked to write out one of the examples in their personal canoe journal to provide a piece of evidence for assessment purposes. Assessment will be based on understanding or the concept of measurement, area and perimeter within this application.</p> <p>-Teacher will ask students to share answers and we will work through questions and answers together.</p> <p>Next:</p>	25 min
	<p><u>Idea 2, continued</u>) We will examine how shape and size of a canoe affect its movement.</p> <p>How to Choose the Right Canoe Comparing Length, Width and Hull Shape</p> <p>https://www.youtube.com/watch?v=PbBOP8PZiCg</p> <p>~ 3 min</p> <p>-After the video we will discuss some of the words that were introduced in the video and discuss examples of these in our lives.</p> <p>CARGO - goods to be carried carried on a boat/ship, aircraft, or motor vehicle.</p>	35 min

DURABILITY - the ability to withstand wear, pressure, or damage.

CAPACITY - the maximum amount that something can contain. In this case we are referring to people

<https://www.google.com/search?client=safari&rls=en&q=definitions&ie=UTF-8&oe=UTF-8#dobs>

-After the video we will have discussion about what other factors will help us determine the shape and size of our canoe.

-Questions will be presented to connect the material covered in the video to what we might use our hypothetical canoes for.

-For example: If we are wanting to race in the water, what shape and size of canoe would be better and why? A short and wide canoe or a long and narrow canoe?

-Another example: If we are going out on the water with our family, what canoe shape and size would be better and why?

-We will discuss some of the reasons for these differences including the water resistance, drag, and factors affecting maneuverability.

-We will spend some time examining these concepts and watch some sample videos while we speculate why.

[Day 3 -](#)

Idea 3)

-Examine the some more physics. How does a canoe float? How do we keep a canoe from tipping over?



<https://quotesgram.com/boat-cartoon-quotes/>

-We will look at Newtons Laws of Motion and correlate how the movement and stability of the canoe follows or does not follow these laws.

How Do Ships Float? | Things Explained: Buoyancy

<https://www.youtube.com/watch?v=06TFRgPlmxU> ~ 2 min

Newton's 3 Laws of Motion for Kids: Three Physical Laws of Mechanics for Children - FreeSchool

https://www.youtube.com/watch?v=aA_mqSzbkMO ~ 5 min

-We will discuss some of the factors that make certain canoe material better than others. Teacher will ask for input from students and talk about the concepts below to gauge student foundational understanding.

- 1) density of the material (will it be too heavy and sink)
- 2) what can help increase its ability to float (increased surface area, ie bigger canoe base).
- 3) water resistant (does the material repel or absorb water)
- 4) strength of materials

-Students will then be put into groups of 5 and be given the opportunity to research some different materials that would make a good canoe in “real life” as well as material and ideas for a miniature canoe.

-Teacher will ask students to bring some materials from home for mini canoe building.

Suggestions:

Styrofoam

Cardboard

Popsicle sticks

Plastic container

Any other ideas students have.

Teacher will also bring supplies for those who do not have any.

Day 4

This Day will be dedicated to watching a canoe carving video and making our canoes while listening to music.

	<p>Students will be informed that they will be assessed on their connections and interactions throughout the experience.</p> <p>The Birth of a Dugout Canoe https://www.youtube.com/watch?v=ueFiy-uxl4Y ~ 18 min</p> <p>Dugout Canoes: A Master Carver https://www.youtube.com/watch?v=JS0EUy78zZI ~ 5 min</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> ● Closure tasks or plans to gather, solidify, deepen or reflect on the learning ● review or summary if applicable ● anticipate what's next in learning ● "housekeeping" items (e.g. due dates, next day requirements) 	<p>Day 5</p> <p>This Day will be dedicated to taking our canoes outside to a nearby small lake with an inflow stream to try our canoes, see what we can add to them to make them better and discuss what we might have done differently.</p> <p>On this day we will also talk about trees that we have in our local area that are considered good for canoe building and what characteristics they have that make them good.</p> <p>We will spend the day practicing the concepts that we have learned and talking about how these concepts can apply to other areas of our lives while thinking about our upcoming Place based learning experience.</p>	

9. REFLECTION (*anticipate if possible*)

<ul style="list-style-type: none"> ● Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress? ● What went well in the lesson (reflection <u>on</u> learning)? ● What would you revise if you taught the lesson again? ● How do the lesson and learners inform you about necessary next steps? ● Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics? ● If this lesson is being observed, do you have a specific observation focus in mind?
<p>-Did the students enjoy the lesson?</p> <p>-Were intentional connections made?</p> <p>-Can Students have a take home message that they feel good about?</p> <p>-Was the time allotted effective?</p> <p>-Was the material inclusive?</p> <p>-Do the students have connections to past and future learning experiences?</p> <p>-Did the students understand the material or do they need more time or a different method of teaching?</p> <p>-Was the teacher explicit? Did the teacher give UDL opportunities?</p> <p>-Was the teacher inclusive and was the expected outcome achieved?</p> <p>-What would have made the lesson better?</p>

References:

Jungic, V., & MacLean, M. (n.d.). *Small number and the Old Canoe*. Small Number and the Old Canoe - Math Catcher - Simon Fraser University. Retrieved July 13, 2022, from <http://www.sfu.ca/mathcatcher/StoriesMovies/TheOldCanoe.html><http://>

Boat cartoon quotes. Boat Cartoon Quotes. QuotesGram. (n.d.). Retrieved July 13, 2022, from <https://quotesgram.com/boat-cartoon-quotes/>

YouTube. (2017). *How Do Ships Float? | Things Explained: Buoyancy*. YouTube. Retrieved July 13, 2022, from <https://www.youtube.com/watch?v=06TFRgPlmxU>.

YouTube. (2017). *How to Choose the Right Canoe | Comparing Length, Width and Hull Shape*. YouTube. Retrieved July 13, 2022, from <https://www.youtube.com/watch?v=PbBOp8PZiCg>.

YouTube. (2017). *Newton's 3 Laws of Motion for Kids: Three Physical Laws of Mechanics for Children - FreeSchool*. YouTube. Retrieved July 13, 2022, from https://www.youtube.com/watch?v=aA_mqSzbkM0.

YouTube. (2017). *The Birth Of A Dugout Canoe by Northmen*. YouTube. Retrieved July 13, 2022, from <https://www.youtube.com/watch?v=ueFiy-uxl4Y>.

YouTube. (2014). *Dugout Canoes: A Master Carver*. YouTube. Retrieved July 13, 2022, from <https://www.youtube.com/watch?v=JSOEUy78zZl>.

Candidate's name: Amanda Sumption

Grade/Class/Subject:	Grade 6/7: Arts Education, Social Studies, English Language Arts	School:	Unknown School in Quesnel
Date:	August 10, 2022	Allotted Time:	7 x 1.5 hr blocks
Topic/Title:	"Our Canoe Story" - Block Print Canoe Art		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

The purpose of this lesson is to have students focus on creating an original art piece using elements of learning from throughout the Unit. Students will recreate a style of canoe they have learned about in the Unit, as well as creating an original name for their canoe.

Students will explore the traditional art technique of block print carving and layering. Students will be given explicit instruction in the creation and use of "carved" foam for layering block print art. Students will be given the opportunity to work in pairs to brainstorm ideas for their backgrounds, canoe prints, and original canoe names.

*Note: This lesson includes a brief description of each of the 7 lessons that will go into this portion of the Canoe Unit Plan. Lessons 6 & 7 are expanded to include explicit details and instructions for implementation of this activity.

Day 1: History of the Canoe Globally including additional Vocabulary (outline of the day included)

Day 2: History of the Canoe in Canada including National Canoe Day (outline of the day included)

Day 3: Local BC and Northwest Canadian Indigenous Canoe History (outline of the day included)

Day 4: Local Quesnel (Dakehl/Nazko/Carrier) Canoe History (outline of the day included)

Day 5: Canoe Culture/Canoe Races/Canoe Naming (outline of the day included)





Day 6: Block Print (Background - Day 1 of Art Project) (explicit lesson design attached below)

Day 7: Block Print (Canoe - Day 2 of Art Project) (explicit lesson design attached below)

*resources and brief outlines attached below

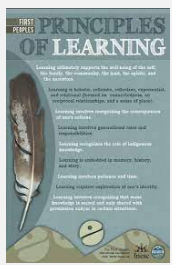
2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility 	<p>Communicating:</p>  <p>Students will work collaboratively in pairs to brainstorm ideas for their original art creations.</p> <p>Thinking:</p>  <p>In this lesson students will explore with a purpose in mind and use what they have learned in the unit to complete the required tasks.</p> <p>Personal & Social:</p>  <p>Students will respectfully and thoughtfully interact with others and the environment around them. Throughout the activities students will focus on working cooperatively with their classmates, staying on task, and using materials respectfully.</p>

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<ul style="list-style-type: none"> <input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>Students will learn through holistic hands-on experiential activities, respectfully interacting and connecting with the people around them. Students will be encouraged to be purposeful as they use their new canoe knowledge in a hands-on experiential manner, remembering that learning takes patience and time.</p> <p>*Note: students will have learned about the history, forms, and importance of canoes in First Peoples cultures during their previous Social Studies lesson, and will draw on this learning for their art creations.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?

Big Ideas for this lesson:

- Dance, drama, music, and visual arts are each unique languages for creating and communicating. (Arts Education 6/7)
- Through art making, one's sense of identity and community continually evolves. (Arts Education 7)

Previously Explored Big Ideas building towards this lesson:

- Economic specialization and trade networks can lead to conflict and co-operation between societies. (Social Studies 7)
- Economic self-interest can be a significant cause of conflict among peoples and governments. (Social Studies 6)
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (English Language Arts 6/7)

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>Students will participate in a hands-on art activity using knowledge they have acquired throughout the Canoe Unit. Students will work together cooperatively to develop and explore ideas before they begin developing their individual art piece.</p> <p><u>Inquiry:</u></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (SS 6) <p><u>Significance:</u></p> <ul style="list-style-type: none"> • Assess the significance of people, places, events, or developments at particular times and places. (SS 7) <p><u>Exploring & Creating:</u></p> <ul style="list-style-type: none"> • Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making. (Arts Education 6/7) 	<p>Students will learn how to purposefully apply different elements and principles to create meaning in the arts, including the visual arts. Students will explore different elements of design through the use of different shapes, textures, and colours.</p> <p>Students will learn about a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places.</p> <p>Students will honour their personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.</p>

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

Students will be given the opportunity to demonstrate their learning in 2 ways:

Student Self-Reflection:

Students will be given the opportunity to complete a self-assessment at the end of the block print art lesson. Students will be asked to reflect on their art piece (rubric attached below). Student Self-Reflection will be added to their individual "Canoe Journal".

Summative Art Piece:

Students will create an original block print art piece which will be added to their "Canoe Journal" as part of their overall unit assessment.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

- This lesson will focus on reviewing student learning, which they have acquired over the past 3 weeks, to complete a hands-on art activity.
- All lessons will be delivered with explicit oral and visual instructions guiding students through each activity.
- Lessons will be delivered at a perky pace in order to keep students engaged and on-task.
- Students will have been given the opportunity to practice and solidify the necessary skills needed to successfully complete the final art activity.
- Students will work in pairs to brainstorm and consider their art creation prior to beginning, which will allow for students to support each other and ensure the inclusion of all students.
- Additional support for students will include the assistance of an EA or other support person during planning and development of students' original art pieces.
- Students who require more time or support will also be given support to use technology to sketch their creations ahead of the art project or use a premade template for their final project.
- Students will be given explicit instructions, guidance, and support throughout the activity.
- There will be an adult present at all times monitoring, circulating, and assisting students as needed during each step of the activity.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- Have block print video loaded and smartboard turned on
- Prepare painting materials (blank paper, foam pieces, washable markers, paint, paint tray, roller, extra pencils)
- Organize materials so they are accessible for all students
- Prepare working spaces for art creation (clear tables, move materials, etc)
- Clear area for art pieces to dry until the next art period.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p><u>Opening:</u> Teacher will greet students and ask students to transition to their desks and to take out a pencil in preparation for the lesson.</p> <p>Teacher will let students know that they will be learning about the exciting history of the canoe!</p> <p>Teacher will ask students if they have ever been in a canoe and if they would like to share their knowledge of canoes.</p> <p>Students will take turns sharing their experience with canoes and any additional information they would like to offer.</p> <p>Students will watch clips from a virtual canoe trip which explores the beautiful landscape on Canada's West Coast. https://www.pbslearningmedia.org/resource/nature-works-everywhere-virtual-field-trip-canoe-c/nature-works-everywhere-virtual-field-trip-canoe-clip/ (students will watch a short clip from film)</p>	<p>10 minutes</p>

	<p>Students may choose to do group research using local museum resources including local Dakelh language https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Dakelh%20_%20Southern%20Carrier/learn/words?letter=ts%E2%80%99</p> <p>Students will have the opportunity to watch an Original First Nations artistic video exploring canoe journeys. https://www.nfb.ca/playlists/indigenous-cinema-classroom-ages-611/playback/#9 (3 min)</p> <p><u>Day 4: Local Museum & First Nations Exploration (Dakelh/Nazko/Carrier):</u> This day will give the students an opportunity to continue their exploration of local Canoe Building, Materials, Canoe Shapes, Canoe Usage, and Cultural Significance that began on Day 3.</p> <p>Students can explore the local Museum website and art resources.</p> <p><u>Day 5: Canoe Culture/Canoe Races/Naming of Canoe:</u> This day will be focussed on Canoe Culture and fun activities, as well as preparing for their art lesson beginning in the next class.</p> <p>Students will research different shapes (tied into the Science/Math Lesson)</p> <p>Students will use this research as part of their art activity Students will participate in a directed canoe drawing. https://www.youtube.com/watch?v=ftJhI4RxY7k (Canoe Culture 2 min) https://tofinopaddle.com/new-word-new-canoe/ (Naming a canoe) https://www.youtube.com/watch?v=um00DHWdcPU (Directed Draw 5min)</p> <p>*At the end of this lesson students will be reminded that the next two blocks will be dedicated to creating their own original canoe art piece.</p> <p>*Students will be given 30 minutes to sketch out ideas, look at pictures of canoes explored through previous lessons, and ask questions in order to be prepared for their art lesson.</p> <p>*The teacher will offer supports for students to prepare for their art lesson ensuring that each student has chosen a design/image they will use for their art project.</p> <p><u>Day 6: Block Print Canoe (Background):</u> Watch a YouTube video showing different methods of block printing and techniques for carving, cutting, drawing, etc. https://www.youtube.com/watch?v=R33WQuc4V0o</p>	<p>75-90 minute block</p> <p>60 minutes</p> <p>30 minute Prep time for next lesson</p> <p>10 minute video (pausing periodically)</p>
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Students Do:

Students will work in pairs to solidify their background scenes, the type of canoe they will use in their art piece, and their canoe names (Time was given at the end of Day 5 lesson).

5 minutes

I Do:

Teacher will explicitly instruct students in the process of creating a block print art piece.

5 minutes

Teacher will show students examples of a block print canoe art piece.

The teacher will tell students we will work through each step together and there will be time for students to ask questions throughout the process.

*Note: Remind students that if they are writing any words on their image they need to write the word backwards on their design (think of looking into a mirror) as print will appear backwards in block print image.



Step 1: Prepare your Foam

I Do:

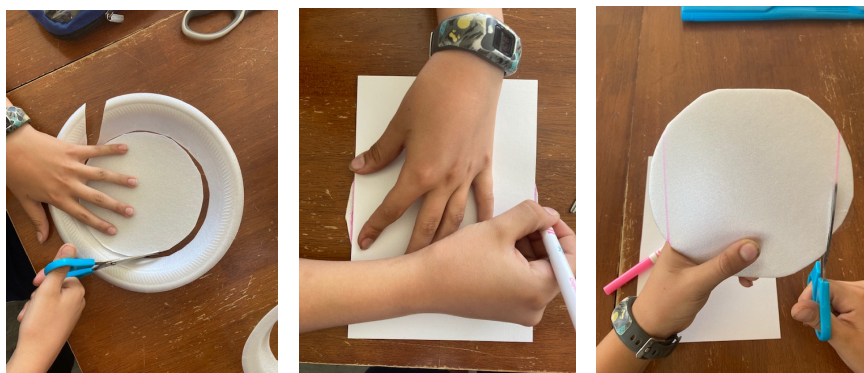
Teacher will demonstrate cutting out foam piece and measuring to ensure foam will fit on cardstock paper for final print.

5 minutes

Students Do:

Students will cut foam piece to match the size of the paper or picture the student would like to create, tracing the edges of paper if needed before cutting.

5 minutes



Step 2: Draw Background Design

I Do:

Teacher will demonstrate how to first use a washable marker to draw the background image (marker is washable incase students need to redo any part of their image).

*Teacher will just do a small sample so students gain an understanding of the task.

Teacher will then demonstrate how to use a dull pencil, firmly tracing the previously sketched background image into foam (this will mimic the process of carving into a wood block).

**Alternatively students could pre-draw image and place paper ovetop of foam firmly tracing into foam if there are students that need more time or support for this part of the activity.



5 minutes

Students Do:

Students will first use a washable marker to draw the background image (students had time to decide on their image previous to this step).

Students will then use a dull pencil, firmly tracing the previously sketched background image into foam.

Step 3: Prepare to Print Image

We Do:

The students and teacher will gather all the materials previously set out (blank sheet of paper, carved foam background image, paint, paint tray, and roller) and prepare a flat open work area for printing.



20 minutes

5 minutes

Step 4: Prepare Paint Roller

I Do:

Teacher will demonstrate how to prepare their paint trays by first squeezing a toonie size circle of paint onto their tray then carefully filling the roller with paint.

Teacher will remind students that they should completely cover the roller in paint, but that it should not be dripping any excess.

*Remind students that if they choose to layer their background they should consider the order they apply different colours (eg. light to dark or dark to light)



3 min

Students Do:

Students will prepare their paint trays by first squeezing a toonie size circle of paint onto their tray then carefully filling the roller with paint. Students will be careful to ensure that they have completely covered the roller in paint, but that it is not dripping any excess.

Students will also consider the order of paint they will roll on if they have decided to layer their image. Students will start with their base colour first.

5 minutes

Step 5: Make Print

I Do:

Teacher will demonstrate rolling the paint roller over the foam background image until the flat surface is covered. Teacher will demonstrate how to carefully roll the paint on not pushing too hard in the areas where the carved (indented areas) are. (These areas need to stay relatively free from paint to create the white lines shown in exemplar).

Teacher will then demonstrate how to flip the foam image over onto the paper in the desired location and firmly press or rub over the entire painted surface in order to transfer the paint onto the paper.

Teacher will encourage students to be careful not to move the foam piece while they continue to firmly press/rub the image for approximately for 30 seconds.

Teacher will then carefully remove the foam piece from paper (the image should be transferred onto the paper).

10 minutes

Teacher will tell students that they should allow each layer to dry for a few minutes before continuing onto their next layer of paint if they have chosen to do so.

Teacher will also remind students that too many layers may blurr the image they are trying to create so try to pick around 2-3 colours or layers.



Students Do:

Students will begin rolling their paint roller over the foam background image until the flat surface is covered.

Students will carefully roll the paint on not pushing too hard in the areas where the carved (indented areas) are.

Students will then flip the foam image over onto the paper in the desired location and firmly press or rub over the entire painted surface in order to transfer the paint onto the paper.

Students will be careful not to move the foam piece while they continue to firmly press/rub the image for approximately for 30 seconds.

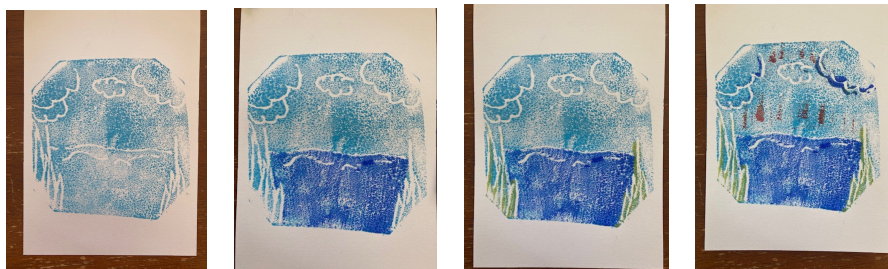
Students will then carefully remove the foam piece from paper (the image should be transferred onto the paper).

Step 6: Repeat Steps 4 & 5 (Optional)

*Note: foam can be washed/dried between layering if excess paint remains.

Students Do:

Students will be given time to repeat steps 4 & 5 using different colours to create depth of background layers.



Day 7: Block Print Canoe (Canoe):

20 minutes

20 minutes

	<p><u>I Do:</u> Teacher will remind students that they will be working on creating their canoes today to print over their backgrounds that are now dry.</p> <p>Teacher will ask students if they have any questions or concerns after completing their background.</p> <p>Teacher will explicitly remind students of the steps used to create their backgrounds and remind them that they should follow the same process to creating their canoes.</p> <p>Teacher will show students an exemplar of a block print canoe that could be added to their art piece.</p> <p>The teacher will tell students that for this step they can cut their canoe out and just print this part or they can create more depth by carving around their canoe.</p> <p>*Note: Remind students that if they are writing any words on their image they need to write the word backwards on their design (think of looking into a mirror) as print will appear backwards in block print image.</p> <p>Step 1: Prepare your Foam</p> <p><u>I Do:</u> Teacher will demonstrate cutting out foam piece and measuring to ensure the canoe foam will fit onto their background image. Teacher will explain while modelling that they can just carve the canoe and cutout this portion or they can draw around the canoe and print over the background image.</p> <p><u>Students Do:</u> Students will cut foam piece to match the size of the canoe or picture the student would like to create, tracing the edges of paper or background image if needed before cutting.</p> <div data-bbox="469 1419 651 1661" data-label="Image"> </div> <p>*Example of cutting flat portion of foam for printing*</p> <p>Step 2: Draw Canoe Design</p> <p><u>I Do:</u> Teacher will remind students to first use a washable marker to draw the background image and then use a dull pencil to trace canoe image.</p>	<p>5 minutes</p> <p>3 min</p> <p>5 min</p> <p>3 min</p>
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**Alternatively students could pre-draw image and place paper overtop of foam firmly tracing into foam if there are students that need more time or support for this part of the activity.



Example of foam Canoe Drawn and cut to size

Students Do:

Students will first use a washable marker to draw their canoe image (students had time to decide on their image previous to this step).

Students will then use a dull pencil, firmly tracing the previously sketched background image into foam.

Students will cut out canoe if they would like to just print this part of image.

15 min

Step 3: Prepare to Print Image

We Do:

The students and teacher will gather all the materials previously set out (paper with printed background images, carved foam canoe image, paint, paint tray, and roller) and prepare a flat open work area for printing.

5 min

Step 4: Prepare Paint Roller

I Do:

Teacher will remind students to prepare their paint trays by first then completely cover the roller in paint with no excess dripping.

3 min

*Remind students that if they choose to layer their canoe, like their background, that they should consider the order they apply different colours (eg. light to dark or dark to light)

Students Do:

Students will prepare their paint trays by first squeezing a toonie size circle of paint onto their tray then carefully filling the roller with paint. Students will be careful to ensure that they have completely covered the roller in paint, but that it is not dripping any excess.

5 min

Students will also consider the order of paint they will roll on if they have decided to layer their image. Students will start with their base colour first.

Step 5: Make Print

I Do:

Teacher will remind students to roll the paint roller over the foam background image until the flat surface is covered but not push too hard in the areas where the carved.

3 min

Teacher will remind students to carefully flip the foam image over onto the paper in the desired location and firmly press or rub over the entire painted surface in order to transfer the paint onto the paper.

Teacher will remind students that they should allow each layer to dry for a few minutes before continuing onto their next layer of paint.

Teacher will also remind students that too many layers may blur the image they are trying to create so try to pick around 2-3 colours or layers.



Example of canoe printed onto background

Students Do:

Students will begin rolling their paint roller over the foam background image until the flat surface is covered.

Students will carefully roll the paint on not pushing too hard in the areas where the carved (indented areas) are.

Students will then flip the foam image over onto the paper in the desired location and firmly press or rub over the entire painted surface in order to transfer the paint onto the paper.

Students will be careful not to move the foam piece while they continue to firmly press/rub the image for approximately for 30 seconds.

Students will then carefully remove the foam piece from paper (the image should be transferred onto the paper).

Step 6: Repeat Steps 4 & 5 (Optional)

*Note: foam can be washed/dried between layering if excess paint remains.


Students Do:

Students will be given time to repeat steps 4 & 5 using different colours to create depth of layers for their canoe pieces.

Students will carefully move their art pieces to the drying area at the back of the class.

5 min

20 min

		
<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g. due dates, next day requirements) 	<p><u>Reflection/Closing:</u></p> <p>Students will be asked to reflect on their canoe block print art piece.</p> <p>Each student will be given a self-assessment to complete before moving on. The assessment will give students the opportunity to reflect on their learning</p>	<p>5 minute</p>

9. REFLECTION (anticipate if possible)

<ul style="list-style-type: none"> • Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress? • What went well in the lesson (reflection <u>on</u> learning)? • What would you revise if you taught the lesson again? • How do the lesson and learners inform you about necessary next steps? • Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics? • If this lesson is being observed, do you have a specific observation focus in mind?
<p>Was the lesson built so that all students could participate?</p> <p>Are there further design considerations that could be incorporated in future lessons to make the lesson inclusive for all learners?</p> <p>Were students able to complete all steps in the activity?</p> <p>Did students incorporate their learning about different canoes and the history of the canoe from previous lessons?</p> <p>Were students' art pieces unique? Were students proud of their art pieces?</p> <p>Are there areas of the activity that were confusing to students or that need more clarification in future?</p> <p>Was the lesson perky in pace and were students given explicit instructions throughout?</p>

● *Resources*

<https://curriculum.gov.bc.ca/>

<https://swwlibrary.com/culture-and-history/social-studies-connections/>

<https://www.nfb.ca/playlists/indigenous-cinema-classroom-ages-611/playback/#10>

[https://www.firstvoices.com/explore/FV/sections/Data/Athabaskan/Dakelh/Dakelh%20 %20Southern%20Carrier/learn/words?letter=ts%E2%80%99](https://www.firstvoices.com/explore/FV/sections/Data/Athabaskan/Dakelh/Dakelh%20%20Southern%20Carrier/learn/words?letter=ts%E2%80%99)

<http://www2.moa.ubc.ca/voicesofthecanoe/>

http://www.sfu.ca/brc/art_architecture/canoes.html#types

<https://www.canadashistory.ca/explore/transportation/water-ways>

https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Exploring_Aboriginal_Art_in_Canada.pdf

<https://www.youtube.com/watch?v=um00DHWdcPU>

https://thcc.clubexpress.com/content.aspx?page_id=22&club_id=496051&module_id=97430#:~:text=Thus%2C%20the%20English%20word%20%22canoe,islands%20to%20describe%20their%20boats.

<https://tofinopaddle.com/new-word-new-canoe/>

<https://www.pbslearningmedia.org/resource/nature-works-everywhere-virtual-field-trip-canoe-c/nature-works-everywhere-virtual-field-trip-canoe-clip/>

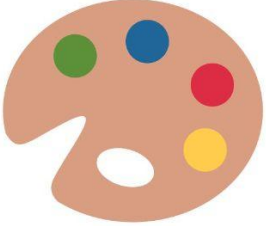




<https://www.youtube.com/watch?v=R33WQuc4V0o>

<https://www.teacherspayteachers.com/Product/Art-Rubric-Self-Assessment-4215889>

Art Rubric for Self-Assessment

Name:

Date:

	 WOW!!!	 Good.	 Needs More Work!	 Not Done.
ON TASK I used my time well. I was focused and on task. Cleaned up.				
COMPOSITION The art elements are balanced and work well together.				
CREATIVITY My art is unique and shows my own ideas. I was creative.				
WORK QUALITY My art is carefully made. I paid attention to details.				

Candidate's name: Sara McManus

Grade/Class/Subject:	Grade 6 & 7 Science and ELA	School:	Any School
Date:	Spring - End of Year	Allotted Time:	1 to 1.5 hour blocks x 3
Topic/Title:	The Science of a Campfire		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

This is a three-part lesson plan that is embedded within the “Our Canoe Story” multidisciplinary integrated unit.

Part 1) Students will examine the Chemistry behind a Campfire. They will look at the different components that make up the fire triangle (fuel, oxygen, heat), as well as the chemical reaction that causes combustion. Students will watch an introductory video that will extend their vocabulary and work together in a group format to complete a crossword puzzle to solidify definitions and understanding.

Part 2) Students will adventure outdoors to find samples of good tinder following an explicit lesson on the components of, and techniques behind, building a campfire. Students will be able to each save their tinder to help light the campfire during the Overnight Canoe Trip.

Part 3) Students will learn about different safety rules that should be obeyed when around a campfire. This will include a range of rules, from general campfire etiquette to stop-drop-and-roll. Students will also learn what materials are more flammable and therefore are more dangerous to wear when near a campfire.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Students will continue to work on many aspects of all their core competencies throughout the “Our Canoe Story” Unit; however, the Science of Campfires in particular will aim its focus on:</p> <ul style="list-style-type: none"> - Communicating by sharing their knowledge about campfire safety with others. - Creative Thinking through the finding of source materials. - Personal Awareness and Responsibility by ensuring safe use of fire lighting is always used.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>The teacher will embed Indigenous worldviews through the First Peoples Principles of learnings by discussing the importance and significance of campfires in Indigenous epistemologies in regards to its benefits and dangers for people and the land.</p> <p>Students will consider their responsibilities as humans and the power held within fire, as a potential figurative and literal consequence of one's own actions.</p> <p>Students will share in the stories of campfires.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>Science Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined.</p> <p>ELA Developing our understanding of how language works allows us to use it purposefully.</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>Identify a question to answer or a problem to solve through scientific inquiry</p> <p>Make predictions about the findings of their inquiry</p> <p>Experience and interpret the local environment</p> <p>Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information</p> <p>Use scientific understandings to identify relationships and draw conclusions</p> <p>Express and reflect on a variety of experiences and perspectives of place</p>	<p>Science</p> <ul style="list-style-type: none"> - Chemistry <ul style="list-style-type: none"> - chemical changes <p>English Language Arts:</p> <ul style="list-style-type: none"> - Strategies and Processes <ul style="list-style-type: none"> - metacognitive strategies - writing processes

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

Formative Assessment of students will be ongoing through out all three parts of this lesson. The teacher will keep watch for student understanding and keep a pace to ensure that all learners are engaged at each step of the lessons. For example in Part 1 Students will be asked to demonstrate their understanding of concepts through low-risk activities like hands-up, drawing on their desks, completing group work tasks (ie: cross-word puzzle) for their journals. Evidence of learning will be collected and place in each students journal along with their final self-assessment upon completion of the Overnight Canoe Trip.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

These lessons are Universally Designed to ensure that all students have an opportunity to engage in meaning learning. The lessons use whole group explicit instruction, small group tasks, and hands on experimentation that allows the students to experience science first hand inside and outside of the classroom.

These lessons have been created using backwards design, starting with the end goal and will provide accommodations to students who require them. In this class, there are three students on IEPs.

- Student R. will have his EA with him at all times. The EA will be advised in advance of the lesson plans (specifically in regards to the fire lighting - safety requirements) in order to prepare special visual cards to help Student R. follow along with the lesson and to respond to any queries he may present.
- Student P. will likely enjoy these lessons. Due to his mobility issues, he will not be able to be physically able to participate in the fire-lighting portion of the experiments; however, when partnered appropriately, he is expected to be able to participate with his computer for his Journal responses.
- Student C. will require direct supervision during the fire-lighting experiment. She will need to be involved in the demonstrations to help focus her learning during the "We do" section in order to ensure that she feels pride in her work during the "You do" phase.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

Pre-load TedEd Video

Print and Photocopy class set of cross-word puzzle, load on smart board

Brown Paper Bags

Tinfoil, Cottonballs, vaseline, coconut oil, matches

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (learning activities to target learning intentions)	Pacing
<p>OPENING: e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</p> <p>BODY:</p> <ul style="list-style-type: none"> • Best order of activities to maximize learning -- each task moves students towards learning intentions • Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback • Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling • Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations <p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g. due dates, next day requirements) 	<p>Part 1)</p> <p><i>Welcome Back Everyone! I hope you had a wonderful block at Library before Recess and a good snack. We've been talking a lot about canoeing, but we are mid way through our first week and we are planning an overnight canoe trip aren't we?</i></p> <p>----</p> <p><i>Yeah, If we are going on an overnight camp, then do you all maybe think we should have a campfire?</i></p> <p>-----</p> <p><i>Totally, I think we should too! I love campfires! We can sing around it. ... We can tell stories around it, absolutely!</i></p> <p>-----</p> <p><i>Maybe we should learn a little about campfires before we go? Don't say the answer, but raise your hand if you think you know the secret to making a great campfire.</i></p> <p>-----</p> <p><i>Looks like we have a bunch of Master Campfire Builders in here. Interesting. Who can tell me... Is a fire a solid, a liquid, or a gas?</i></p> <p>-----</p> <p><i>Ohhhhhh. It sounds like we have a mixed group. Some of you think it's gas, some think it's liquid. Hmm.. Let's watch this and find out some details about campfires and maybe we will find out.</i></p> <p>TED-Ed Video: Is fire a solid, a liquid, or a gas? - Elizabeth Cox Is fire a solid, a liquid, or a gas? - Elizabeth Cox</p> <p><i>So what was it - a solid, a liquid, or a gas? ----- That's right, it wasn't any of them, remember when we did our unit on ancient civilizations and we learned about volcanos that wiped out cities and then we built the little mini volcanos? That was a chemical reaction too, wasn't it? That one was baking soda and vinegar. Fire has three things that are reacting together to create it. If you think you remember what those three things are put both your hands on your head.</i></p> <p>-----</p> <p><i>Oh wow. Look at that. Lots of you were paying attention during the video - awesome! Now let's see if you remembered correctly. I'm going to draw a big triangle on the whiteboard. Grab your dry erase and everyone draw a triangle on your desk top too.</i></p> <p>---</p> <p><i>Awesome. Okay. So, we know we want to build fire, right? So let's draw a flame in the middle of our triangle. Now, there are three sides of a triangle and three things that make a fire, so lets do them one at a time. On one side of your triangle, write the word oxygen. Because - you can not make a fire if there is no oxygen. That is kind of hard to prove when we are just talking, but we will do an experiment to prove it later. The next side, is called fuel - you need something to burn. Let's brainstorm some different types fuel (write on whiteboard):</i></p>	<p>5 minutes intro & discussion</p> <p>5 minute video</p> <p>15 minutes discussion</p>

- wood (logs, sticks, branches, lumber, pallets, twigs...)
- gas, oil...
- paper, cardboard...
- grass, moss, leaves...

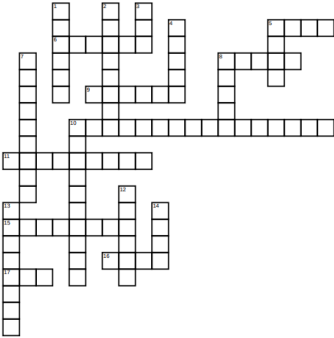
Okay, now we just need to think about the third side... Heat. When the heat of a fire gets too low, it stops burning. How many of you have sat by a campfire before and felt the heat slowly fade away? -- Totally that is when we add more fuel, right?

Now we all have our triangles of fire built on our desks. How many of us think that campfires, wildfires, housefires, and fires in big warehouse all require these same three things?

 Yes, every fire requires these three things. What happens if we take away the oxygen (wipe off board) - For sure! The fire goes out. What if we put oxygen back and instead we take away the fuel? (wipe off fuel) Yep! Bye-bye fire!!! And if we put fuel back and instead took away the heat? (wipe off heat) See ya later fire.

 Okay, so "Handout Helper Student" would you please come up and hand out these crossword puzzles for the class?

The Science of a Campfire



Across

5 material such as coal, gas, or oil that is burned to produce heat or power.

6 a hot glowing body of ignited gas that is generated by something on fire.

8 a small fiery particle thrown off from a fire, alight in ashes, or produced by striking together two hard surfaces such as stone or metal.

9 a substance that flows freely but is of constant volume, having a consistency like that of water or oil.

10 a process that involves rearrangement of the molecular or ionic structure of a substance.

11 easily set on fire.

15 the action of setting something on fire or starting to burn.

16 heat seen as a form of energy arising from the random motion of the molecules of bodies, which may be transferred by conduction, convection, or radiation.

17 a part of the trunk or a large branch of a tree that has fallen or been cut off.

Down

1 the condition of being protected from or unlikely to cause danger, risk, or injury.

2 an open-air fire in a camp, used for cooking and as a focal point for social activity.

3 a substance or matter in a state in which it will expand freely to fill the whole of a container, having no fixed shape (unlike a solid) and no fixed volume (unlike a liquid).

4 firm and stable in shape; not liquid or fluid.

5 combustion or burning, in which substances combine chemically with oxygen from the air and typically give out bright light, heat, and smoke.

7 a group of atoms bonded together, representing the smallest fundamental unit of a chemical compound that can take part in a chemical reaction.

8 a visible suspension of carbon or other particles in air, typically one emitted from a burning substance.

10 the process of burning something.

12 dry, flammable material, such as wood or paper, used for lighting a fire.

13 easily combustible small sticks or twigs used for starting a fire.

14 a black powdery or flaky substance consisting largely of amorphous carbon, produced by the incomplete burning of organic matter.

WORD LIST:

CAMPFIRE	FLAMMABLE	KINDLING	SMOKE
CHEMICALREACTION	FUEL	LIQUID	SOLID
COMBUSTION	GAS	LOG	SOOT
FIRE	HEAT	MOLECULES	SPARK
FLAMES	IGNITION	SAFETY	TINDER

created on mycrosswordmaker.com - sara mcmanus july 14/22

Today, I thought that it might be fun if we do a crossword puzzle together! Sometimes its nice to do a crossword puzzle by yourself, but sometimes it can be fun to do it with other people too. If you want to work ahead on your own that's okay, just don't give it away to anyone else. Plus there is lots of extra room for doodling your best campfire on the bottom! These are going into your "My Canoe Story Journal" so if you do a drawing make sure it's extra special!

 Are we ready? What is our strategy going to be? Does anyone know one already? Okay, fabulous. Would you like to come up and write it on the Smartboard or would you like me to write it for you? --- Sure, I can write that, no problem.

35 minutes crossword puzzle with discussion on each vocabulary word.

	<p>Continue crossword puzzle with students until complete. Discuss each vocabulary word in full and how it relates to the science of a campfire, if applicable add in Indigenous connections.</p> <p><i>That was fabulous work class. Next week on Wednesday at this time, we are going to move on to learning on a little bit more about the different components of building a campfire, and we are going to go outside and conduct a couple of experiments in the school field!</i></p> <p>Part 2)</p> <p>Review of Vocabulary. Write a few fill in the blank vocabulary sentences in on the board during recess for the students to think about when they come into the classroom as they are settling.</p> <p>Dry moss is a type of _____ that is extremely _____. If you added a _____ to the moss, it would very quickly catch on _____.</p> <p>A smart camper will chop a bunch of _____ before they light their _____. When the fire burns out you will be left with a pile of ash and _____.</p> <p>The fire triangle has three sides: _____, oxygen, and _____.</p> <p>Have the students choose one of the sentences to write in their “My Canoe Story Journal” empty pages.</p> <p>Explain to students the difference between tinder, kindling, and fuel. Use real objects from nature to demonstrate in classroom. Transition students to outside learning area.</p> <p>Have students scavenge for good tinder materials. Send back any wet forest debris. Have students place tinder into brown paper bags to be saved for Overnight Canoe Trip. (Names on Bag)</p> <p>Accelerant Demonstration - Cottonballs, Vaseline, & Coconut Oil</p> <ul style="list-style-type: none"> - Have students make hypothesis on which will burn the longest, the fastest, etc. Tally results of individual results to make group hypothesis. - Coat one cottonball in vaseline, one in coconut oil, and one with nothing. Place on tinfoil. Light at same time. 	<p>5 minutes</p> <p>15 minutes</p> <p>25 minutes</p> <p>15 minutes</p>
--	---	--

- Compare results to hypothesis.
- Analyze.

Part 3)

For this lesson, have the students sit around an artificial campfire in the classroom setting. Discuss in an open format the different safety rules that should be adhered to when around a campfire. This should things such as:

- do not walk between someone sitting and the campfire
- do not pass things over a fire or lean over the fire.
- do smile, laugh, and sing!
- do not wave a flaming marshmallow.
- do roast your teacher a perfectly golden one...
- do not put wood into the fire unless you are asked to.
- do not touch a metal fire pit ring or rock
- do tell someone if you get burned!

1 hour

Another important topic to discuss about campfire safety is how flammable certain fabrics are compared to others.

In this lesson, students will also learn about forest fire safety. They will learn about the importance of putting out campfires, how they can travel under ground in root systems and how to tell if your fire is really out.

Campfire Safety

ALWAYS have an adult present

Keep a **First Aid Kit** close by 

Have safety tools 

- Water bucket and shovel
- sand/dirt
- trashbags

Wear proper clothing  

bandanas to tie hair back NO sandals

Keep Out of the Safety Circle 

Make sure the fire is completely out **BEFORE** you leave the circle

Overnight Canoe Trip

During the Placed-based learning opportunities, students will have the opportunity to practice lighting a match onto a candle in practice for a fire lighting ceremony for the Thursday night campfire. The students will circle around the campfire in a large formation and each light a candle and then lay their candles into the empty fire pit. Their tinder filled brown paper bags will be added over-top of their burning candles to which kindling will be added, and then fuel. Once the fuel is added and the fire is stoked the campfire will officially begin. No more fuel will be added and the fire will slowly fade away as the campfire ceremony comes to a close.

9. REFLECTION *(anticipate if possible)*

- Did any reflection *in* learning occur, e.g. that shifted the lesson in progress?
- What went well in the lesson (reflection *on* learning)?
- What would you revise if you taught the lesson again?
- How do the lesson and learners inform you about necessary next steps?
- Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?
- If this lesson is being observed, do you have a specific observation focus in mind?

Reflect each day's part of the lesson as they happen and adjust as needed to prepare for the Overnight Canoe Trip.