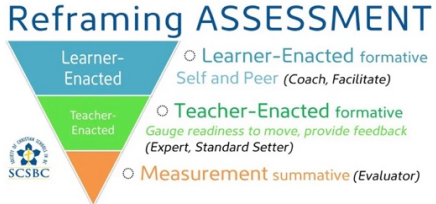


<b>Subject:</b>	<b>English Language Arts</b>	<b>Grade:</b>	<b>4</b>	<b>Duration:</b>	<b>4 -5 Weeks</b>
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Big Ideas:	Assessment:
<ul style="list-style-type: none"> <li>• Language and text can be a source of creativity and joy.</li> <li>• Exploring stories and other texts helps us understand ourselves and make connections to others and the world.</li> <li>• Texts can be understood from different perspectives.</li> </ul>	<p>Lesson dependant – see individual lesson plans for assessment details.</p> <p><b>Reframing ASSESSMENT</b></p> 

Unit Understandings:	Unit Content:
<p>Upon completing this unit, students will <b>understand</b> that:</p> <ul style="list-style-type: none"> <li>• Stories can be represented in different ways (oral, written, visual, and digital).</li> <li>• Stories have a beginning, a middle, and an end.</li> <li>• Stories have various literary elements (theme, character, setting, plot, conflict, and purpose).</li> <li>• Stories have various meanings and connect us to people, place, and land.</li> <li>• Personal experience and reflection can help us create several types of text (i.e., stories, poems, myths, and legends).</li> <li>• Text is an important form of expression and communication.</li> <li>• Text can be written and understood from different perspectives, and every perspective is valuable and deserving of respect.</li> <li>• Oral stories are essential to indigenous cultures and their ways of knowing and being.</li> </ul>	<p>Upon completing this unit, students will <b>know</b>:</p> <ul style="list-style-type: none"> <li>• <i>Text Features</i> – students will work on various tasks that will help them work toward understanding, communicating, and displaying texts in a variety of ways.</li> <li>• <i>Literary Elements</i> – students will work through stories, identifying the essential elements of story: theme, character, setting, plot, conflict, and purpose.</li> <li>• <i>Oral language strategies &amp; features of oral language</i> – students will be introduced to oral storytelling; students will listen to and study speaker communication skills, voice, tone, inflection, etc.</li> <li>• <i>Functions and genres of stories and other texts</i> – students will discuss the functions and genres of stories and other texts, paying particular attention to purpose and perspective.</li> <li>• <i>Writing processes</i> – students will take what they have learned from reading stories and other texts and transfer it to their own writing.</li> </ul>

## Core & Sub-Core Competencies

### Communication

- **Communicating**

I can communicate purposefully, using forms and strategies I have practiced.

- **Collaborating**

I can contribute during group activities with peers and share roles and responsibilities to achieve goals.

### Thinking

- **Creative Thinking**

I can get new ideas in areas in which I have an interest and build my skills to make them work.

- **Critical & Reflective Thinking**

I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.

### Personal & Social

- **Personal Awareness and Responsibility**

I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.

- **Positive Personal and Cultural Identity**

I am aware of different aspects of myself. I can identify people, places, and things that are important to me. I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.

- **Social Awareness and Responsibility**

I can interact with others and the environment respectfully and thoughtfully.

## Curricular Competencies:

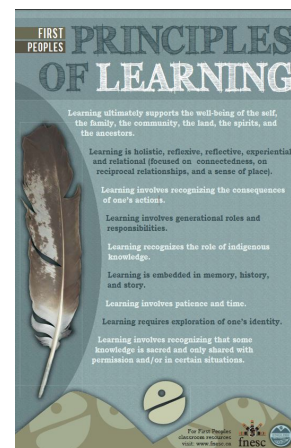
Students will **do** the following:

- Consider different purposes, audiences, and perspectives in exploring texts.
- Apply a variety of thinking skills to gain meaning from texts.
- Identify how differences in context, perspectives, and voice influence meaning in texts.
- Recognize the role of language in personal, social, and cultural identity.
- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world.
- Respond to text in personal and creative ways.
- Recognize how literary elements, techniques, and devices enhance meaning in texts.
- Demonstrate awareness of the oral traditions in First Peoples cultures and the purposes of First Peoples texts.
- Identify how story in First Peoples cultures connects people to land.
- Exchange ideas and perspectives to build shared understanding.
- Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences.
- Use language in creative and playful ways to develop style.
- Use oral storytelling processes.



## First People's Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and on a sense of place).
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



## Lesson Planning

Suggested Lessons:	Resources:
<b>Part 1 of Unit (2 weeks)</b>	
<p>“Stories Can Be Represented in Different Ways”</p> <ul style="list-style-type: none"> <li>◇ Introduce different types of stories (oral, written, visual, digital).</li> <li>◇ Discuss different ways of telling stories.</li> </ul>	<p><a href="https://www.firstvoices.com/explore/FV/sections/Data/Nisga'a/Nisga'a/Nisga'a/learn/stories">https://www.firstvoices.com/explore/FV/sections/Data/Nisga'a/Nisga'a/Nisga'a/learn/stories</a></p> <p><a href="https://www.pbslearningmedia.org/resource/echo07.lan.stories.lporaltrad/storytelling-oral-traditions/">https://www.pbslearningmedia.org/resource/echo07.lan.stories.lporaltrad/storytelling-oral-traditions/</a></p> <p><a href="https://www.nccie.ca/lessonplan/youth-digital-storytelling-project/">https://www.nccie.ca/lessonplan/youth-digital-storytelling-project/</a></p> <p><a href="https://www.nccie.ca/lessonplan/elder-digital-storytelling-project/">https://www.nccie.ca/lessonplan/elder-digital-storytelling-project/</a></p>
<p>“Essential Elements of Story”</p> <ul style="list-style-type: none"> <li>◇ Read 3 Haida stories including <i>Taan's Moons</i>.</li> <li>◇ Identify theme, character, setting, plot, conflict, and purpose in each of story.</li> <li>◇ Pair and share.</li> </ul>	<p><a href="http://www.firstpeople.us">www.firstpeople.us</a></p> <p><i>Taan's Moons</i> (2014) by Alison Gear.</p>
<p>“Stories Connect us to the World”</p> <ul style="list-style-type: none"> <li>◇ Students encouraged to find connection to a variety of stories.</li> <li>◇ Focus on People, Place and Land.</li> <li>◇ Brainstorm, bring in books to share, and show-and-tell favourite books.</li> </ul>	<p><a href="https://www.nccie.ca/lessonplan/understanding-indigenous-stories-and-storytelling/">https://www.nccie.ca/lessonplan/understanding-indigenous-stories-and-storytelling/</a></p> <p><a href="https://www.nccie.ca/lessonplan/first-nation-stories/">https://www.nccie.ca/lessonplan/first-nation-stories/</a></p> <p><a href="https://www.nccie.ca/videos/the-stories-i-can-tell-by-lynn-cote/">https://www.nccie.ca/videos/the-stories-i-can-tell-by-lynn-cote/</a></p>
<p>“Stories Are All Around Us”</p> <ul style="list-style-type: none"> <li>◇ Talk about how stories are all around us and how we can write about our own experiences in the world.</li> <li>◇ Front-load students with ideas and let students know that they will be exploring their local environment for ideas that will be used write their own personal story.</li> <li>◇ Forage in area surrounding the school.</li> <li>◇ Encourage students to find items in their foraging that could help guide their story.</li> </ul>	<p>“Why Story Workshop”, School District 28, Professional Development Day Resource Package.</p> <p>Empowering the Spirit, Sharing Through Story, “The Power of Storytelling” <a href="https://youtu.be/CaHinOaygqk">https://youtu.be/CaHinOaygqk</a></p>
<p>“Creating Visual Stories”</p> <ul style="list-style-type: none"> <li>◇ Collaborate with a friend, ask questions, share stories, play with items to get ideas for story.</li> <li>◇ Story map – write/draw ideas that will be incorporated into written story.</li> </ul>	<p>“Why Story Workshop”, School District 28, Professional Development Day Resource Package.</p> <p><a href="http://www.ravenspeaks.ca">www.ravenspeaks.ca</a></p>

<p><b>“Story Writing”</b></p> <ul style="list-style-type: none"> <li>◇ Write, in words, a story from story map and drawing (i.e., from story planning).</li> <li>◇ Adaptations (have teacher/TA scribe or have the student use google read/write).</li> </ul>	<p><a href="#">BC Performance Standards - Writing Grade 4 (gov.bc.ca)</a></p>
<p><b>“Stories &amp; Storytelling”</b></p> <ul style="list-style-type: none"> <li>◇ Orally, share stories to class.</li> <li>◇ Adaptations (Pre-record or tell teacher privately).</li> </ul>	<p><a href="https://www.nccie.ca/lessonplan/understanding-indigenous-stories-and-storytelling/">https://www.nccie.ca/lessonplan/understanding-indigenous-stories-and-storytelling/</a></p> <p><a href="https://www.nccie.ca/videos/the-stories-i-can-tell-by-lynn-cote/">https://www.nccie.ca/videos/the-stories-i-can-tell-by-lynn-cote/</a></p> <p><a href="https://www.pbslearningmedia.org/resource/echo07.lan.stories.lporaltrad/storytelling-oral-traditions/">https://www.pbslearningmedia.org/resource/echo07.lan.stories.lporaltrad/storytelling-oral-traditions/</a></p>
<p><b>Part 2 of Unit (1 – 1.5 weeks)</b></p>	
<p><b>“Introduction to Poetry”</b></p> <ul style="list-style-type: none"> <li>◇ Discuss different forms of expressing selves.</li> </ul>	<p><a href="#">Elements of Poetry: A Complete Guide for Students and Teachers (literacyideas.com)</a></p>
<p><b>“Introduction to Haiku – Who Am I and What would I like to Share with My Friends?”</b></p> <ul style="list-style-type: none"> <li>◇ Read <i>Taan’s Moons</i> (again).</li> <li>◇ Read multiple Haiku poems (give examples).</li> <li>◇ Discuss general topics, vocabulary, and ideas for students to write about.</li> </ul>	<p><a href="https://thehaikufoundation.org/learn/the-haiku-foundation-education-wall/haiku-writing-plan-for-grades-3-4/">https://thehaikufoundation.org/learn/the-haiku-foundation-education-wall/haiku-writing-plan-for-grades-3-4/</a></p> <p><a href="http://www.slideplayer.net">www.slideplayer.net</a> (The Haiku and First Nations/Aboriginal Poetry – ppt video online).</p> <p><i>Taan’s Moons</i> (2014) by Alison Gear.</p>
<p><b>“Pre-writing for Haiku”</b></p> <ul style="list-style-type: none"> <li>◇ Review and display expectations and an exemplar on the smartboard.</li> </ul>	<p><a href="https://thehaikufoundation.org/learn/the-haiku-foundation-education-wall/haiku-writing-plan-for-grades-3-4/">https://thehaikufoundation.org/learn/the-haiku-foundation-education-wall/haiku-writing-plan-for-grades-3-4/</a></p>
<p><b>“Revising and Final Draft of My Haiku”</b></p> <ul style="list-style-type: none"> <li>◇ Pair and Share (discussion with partner).</li> </ul>	<p><a href="#">BC Performance Standards - Writing Grade 4 (gov.bc.ca)</a></p>
<p><b>“Reading Poetry”</b></p> <ul style="list-style-type: none"> <li>◇ Front-load students with oral presentation expectations.</li> <li>◇ Revisit oral strategies.</li> <li>◇ Share Haiku poems to class.</li> <li>◇ Adaptations as above.</li> </ul>	<p><a href="http://compasseducationalservices.com/wp-content/uploads/2015/07/Strategies-to-Promote-Oral-Expression.pdf">http://compasseducationalservices.com/wp-content/uploads/2015/07/Strategies-to-Promote-Oral-Expression.pdf</a></p>
<p><b>Part 3 of Unit (1 – 1.5 weeks)</b></p>	
<p><b>“Introduction to Legends &amp; Myths”</b></p> <ul style="list-style-type: none"> <li>◇ Discuss different ways of passing down stories.</li> <li>◇ What is a Legend?</li> <li>◇ What is a Myth?</li> </ul>	<p><a href="https://www.teachingtimes.com/curriculum_resources_mythsandlegends/">https://www.teachingtimes.com/curriculum_resources_mythsandlegends/</a></p> <p><a href="https://coastfunds.ca/first-nations/nisgaa-nation/">https://coastfunds.ca/first-nations/nisgaa-nation/</a></p>

	<a href="http://www.native-languages.org/nisgaa-legends.htm">http://www.native-languages.org/nisgaa-legends.htm</a>
<p>“Exploring Haida, Carrier &amp; Nisga’a Legends &amp; Myths”</p> <ul style="list-style-type: none"> <li>◇ Read a variety of legends and myths.</li> <li>◇ Watch a variety of legends and myths.</li> </ul>	<p><a href="https://www.first-nations.info/first-nation-legends">https://www.first-nations.info/first-nation-legends</a></p> <p><a href="http://haidalegends.blogspot.com/?m=1">http://haidalegends.blogspot.com/?m=1</a></p>
<p>“Researching Indigenous Legends &amp; Myths”</p> <ul style="list-style-type: none"> <li>◇ Brainstorm, as a class, ideas for writing a legend or myth of their own.</li> </ul>	<a href="http://www.native-languages.org/haida-legends.htm">http://www.native-languages.org/haida-legends.htm</a>
<p>“Writing Legends &amp; Myths”</p> <ul style="list-style-type: none"> <li>◇ Individual or in pairs.</li> <li>◇ Organize ideas.</li> <li>◇ Write a draft.</li> <li>◇ Teacher to review draft.</li> <li>◇ Make revisions and do final draft.</li> </ul>	<p><a href="https://www.scholastic.com/teachers/unit-plans/teaching-content/myths-folktales-and-fairy-tales/">https://www.scholastic.com/teachers/unit-plans/teaching-content/myths-folktales-and-fairy-tales/</a></p> <p><a href="http://www.fnesc.ca/wp/wp-content/uploads/2015/06/PUB-LFP-K-3-In-our-Own-Words-for-Web.pdf">http://www.fnesc.ca/wp/wp-content/uploads/2015/06/PUB-LFP-K-3-In-our-Own-Words-for-Web.pdf</a></p>
<p>“Sharing Legends &amp; Myths”</p> <ul style="list-style-type: none"> <li>◇ Front-load students with oral presentation expectations.</li> <li>◇ Revisit oral strategies.</li> <li>◇ Share legends and myths to class.</li> <li>◇ Adaptations as above</li> </ul>	<a href="http://compasseducationalservices.com/wp-content/uploads/2015/07/Strategies-to-Promote-Oral-Expression.pdf">http://compasseducationalservices.com/wp-content/uploads/2015/07/Strategies-to-Promote-Oral-Expression.pdf</a>

## **Additional Resources/Extensions:**

<https://www.curriculum.gov.bc.ca/curriculum/english-language-arts/4/core>

<http://nvsc44curriculumhub.ca/unit-plan-creative-writing-english-language-arts-grade-4-5/>

<http://www.bcpta.ca/wordpress/wp-content/uploads/2018/10/We-Are-All-Connected-Adrienne-Gear.pdf> (primary focussed great resource for primary story book ideas/activities)

<https://vft23.weebly.com/resources.html> (virtual field trip ideas)

<https://www.historymuseum.ca/cmc/exhibitions/aborig/haida/hapmc01e.html>

[https://www.strongnations.com/store/item\\_list.php?it=3&cat=3738](https://www.strongnations.com/store/item_list.php?it=3&cat=3738) (Indigenous book list)