

Topic: Wild Word Keepers	Lesson:	Date:
Subject: ELA and Literature	Time: 2-3 classes (one for concept development + 1-2 for activities)	Grade: 2

Intents/Objectives/Purpose

Curricular Connections:

- Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.
 - Examine different reasons (purposes) for messages to be shared.
 - Explain why engaging with messages can be enjoyable.
- Students examine and adjust listening and speaking to communicate effectively.
 - Explore how oral traditions are shared.
 - Participate in a sharing circle.
 - Recognize how poetry and song can expand how we think and feel about what can be experienced.
 - Examine messages that combine both verbal and non-verbal communication.
- Students examine and apply a variety of processes to comprehend texts.
 - Listen and respond to a variety of fictional and informational texts that are read aloud.
 - Summarize a text, including the main idea and key ideas.
 - Identify similarities and differences between texts.
- Students expand vocabulary by connecting words to their meaning
 - Examine meanings of words in a variety of situations.
 - Use tier 2 words in a variety of literacy situations.
 - Record new words and their meanings in a variety of words.

<i>Activities</i>	<i>Time</i>	<i>Displays/Resources</i>
<p>1. Introduction/Set/Advanced Organizers</p> <ul style="list-style-type: none"> ● Have students sit in a circle. Explain to them that you will be conducting a sharing circle. Explain the rules and protocol to them. The rules and protocols can be found in the “Display/Resources” column. ● You may use this slide deck to guide the lesson ● Play the song: Start by playing this song: https://www.youtube.com/watch?v=UPfe7jjQ9Zs ● Using sharing circle protocols, ask students: <ul style="list-style-type: none"> ○ What feeling does the song evoke in you? ○ What message/story do they think the song is trying to share? 	10-20 minutes	<p>How to host a sharing circle/rules: https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_fact_sheet.html and https://www.albertaschoolcouncils.ca/public/download/documents/42879</p>

<ul style="list-style-type: none"> ○ What feelings do you think the singers are feeling and why? ● Explain that “Waniska” means “to awaken” in Cree. <ul style="list-style-type: none"> ○ This is important as it is crucial to awaken our minds in order to learn. ○ It is also important to awaken our minds to realize that there are other ways of knowing than the Western ways of knowing that we are used to. ● Slide 3: this is a map showing the FNMI territories in Alberta. This is to show students where the Cree territories are (as the song is Cree). Additionally, it helps them to see that there are many different groups of Indigenous Peoples and sets them up for the lesson. 		Slides
<p>2. Clarifying/Creating -Understanding/Concept-Development</p> <ul style="list-style-type: none"> ● Continue using the slideshow to guide learning. ● In the “notes” part of the slides with Indigenous words on them, the origin of the Indigenous (Blackfoot and Cree) are noted. ● Notable slides that need more explanation: <ul style="list-style-type: none"> ○ Slide 4: explain why it is important to use multiple ways of knowing in our learning ○ Slide 23: <ul style="list-style-type: none"> ■ Have students notice that all the words on their list relate to nature. ■ Ask them: why do they think that is? <ul style="list-style-type: none"> ● In both ways of knowing, nature words are often lost. In Western ways of knowing, the oxford junior dictionary removed over 100 nature-based words and replaced them with tech based words. ● In Indigenous ways of knowing, nature and the land is a central guiding theme where, as we said, the land is considered sacred. With Indigenous language being lost and ways of knowing being drowned out, a lot of nature-based themes are lost here too. ● As both books said, the only way not to lose language is to use and practice it. Therefore, here is a list of nature-based words that you may not know so that they do not get lost. 	45-55 minutes	

<p>3. Coached/Guided-Practice/Seatwork</p> <ul style="list-style-type: none"> • See slides 12-13, 15-16, 18 and 20. 		
<p>5. Review/Assessment</p> <ul style="list-style-type: none"> • Slide 23: <ul style="list-style-type: none"> ○ From the list of words: <ol style="list-style-type: none"> 1. Highlight/circle <u>all</u> the words you don't know. 2. Pick one of the words that you don't know to do your assignment. 3. Fill out the visual organizer by: <ol style="list-style-type: none"> a. Writing your word in the middle b. Stating the meaning c. Elaborating on/Explaining its meaning d. Giving an example of it e. Illustrating (Drawing) a picture of it 4. Then, create an artifact that shows how your word connects to you <ol style="list-style-type: none"> a. <u>For the artifact, you may have students go on a short nature walk to gather fallen pieces of nature to use to decorate a rock or designs made out of clay. Encourage them not to remove live pieces of nature such as leaves from trees and flowers. Fallen leaves and fallen petals are okay.</u> b. If students are taking items from nature, please explain "reciprocity" to them: <ol style="list-style-type: none"> i. In Indigenous worldviews, we do not take without giving back. ii. For example, if we are taking rocks from a riverbed, we might offer tobacco or water to the land. 	<p>1-1.5 hours (depending on if the walk is included)</p>	<p>-list of words</p> <p>-visual organizer</p> <p>-materials for an artifact: -clay -markers -paint -materials from nature</p>

- iii. Encourage students to offer water to the land when they take an item from it.
 - iv. Here is a video to explain reciprocity: https://www.learnalberta.ca/content/aswt/traditional_environmental_knowledge/#respecting-wisdom-laboucan
- C. **Avoid students using rocks** (use clay instead) as rocks are considered to hold the stories of the land and are our grandfathers.
- d. Try to have students use items that can be returned to the land after being used.
5. Then, write a short paragraph (using your word) that explains your artifact.

References

Government of Alberta. (2023). English Language Arts and Literature. new LearnAlberta .
<https://curriculum.learnalberta.ca/curriculum/en/c/laneng2?s=LANENG>

Self-guided: Waniska. Reconciliation Education. (n.d.). [https://info.reconciliationeducation.ca/selfguided-waniska#:~:text=Waniska%20means%20%27to%20awaken%27%20in%20Cree%20language\)](https://info.reconciliationeducation.ca/selfguided-waniska#:~:text=Waniska%20means%20%27to%20awaken%27%20in%20Cree%20language)