

**Title of Lesson or Unit:** Language Arts - Legends Introduction Lesson

**Type:**  Primary  Intermediate  Graduation  Media

**Big Idea(s):** select one or two of the Big Ideas from the curriculum.

*required*

- Exploring text and story helps us understand ourselves and make connections to others and to the world
- Listening carefully helps us learn.
- Texts are created for different purposes and audiences.

*optional*

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**What students will UNDERSTAND**

*Visit <https://curriculum.gov.bc.ca> to view the most recently published Arts Education drafts.*

<b>Curricular Competencies: What students will DO</b>	<b>Concepts &amp; Content: What students will KNOW</b>
<p><i>Students will be able to use the following creative process(es) to create and respond to art:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of the oral tradition in First Peoples' cultures</li> <li>• and the purposes of First Peoples' texts</li> <li>• Identify how story in First Peoples' cultures connects people to land</li> <li>• Access and integrate information and ideas from a variety of sources</li> <li>• and from prior knowledge to build understanding</li> <li>• Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text</li> <li>• Recognize the role of language in personal, social, and cultural identity</li> </ul>	<p><i>Students will know the following concepts and content:</i></p> <p>Story/text:</p> <ul style="list-style-type: none"> <li>• form, function, and genre of texts</li> <li>• features of written text</li> <li>• literary elements</li> </ul> <p>Strategies and processes:</p> <ul style="list-style-type: none"> <li>• reading strategies</li> <li>• oral language strategies</li> <li>• metacognitive strategies</li> </ul> <p>Language features, structures, and conventions:</p> <ul style="list-style-type: none"> <li>• features of oral language</li> </ul>

<b>Materials &amp; Technologies</b>
<p><i>Students will use the following materials, tools, equipment:</i></p> <ul style="list-style-type: none"> <li>• Orca Chief Legends Book</li> <li>• Document Camera</li> <li>• Graphic Organizer</li> <li>• Predictions Page</li> <li>• Know/Want to know (KW) Chart</li> </ul>

<b>Pre-Class Preparation</b>
<p><i>The teacher will need to make the following preparations prior to the class(es)</i></p> <ul style="list-style-type: none"> <li>• Print off KW chart for document cam</li> <li>• Print off parts of a legend to review with class</li> <li>• Copies of Graphic organizer for each student - Prediction Page</li> <li>•</li> </ul>

<b>Resources &amp; References</b>
<ul style="list-style-type: none"> <li>• Orca Chief by Roy Henry Vickers &amp; Robert Budd</li> <li>• Characteristics of a Legend - Kelsey McMillan</li> <li>• Graphic Organizer - Reading Power - Adrienne Gear</li> <li>•</li> <li>•</li> </ul>

## LESSON (Teacher Action/Student Action)

- Time Frame: 10:30 - 11:50
- Teacher to inquire about knowledge of Legends (as some of the children did this unit last year, many of the students will have a good recollection of legends and their parts)
- Teacher to use document cam to fill in K/L chart with students:
  - What do we already know about First Nations Legends?
  - What did we learn about First Nations Legends?
  - Characteristics? Stories? Message? Favourite Legends? Predictions?
- Read part 1 of 3 of the Orca chief to class
  - What do they think the story is about now?
  - What do they think will happen?
  - What is the message the story is trying to discuss?

Students take time to add predictions/drawings to predictions sheet, finish graphic organizer, ask questions and synthesize Legend ideas and content.

### Assessment/Evaluation

• Formative - Graphic Organizes, KW chart, Conversations about legends and the legend being read.

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### Adaptations/Modifications

- For Jasneet - have the visual up on the document Camera for her to see, graphic organizer to be done with her EA
- For children with ADD and ADHD - will be drawing/predicting while story being read, should help to keep focus with multitasking.
  - Will stop and ask questions during to keep children engaged, ensure they are listening for parts of the legend discussed.

### EXTENSIONS/POSSIBLE CROSS-CURRICULAR CONNECTIONS

• Language Arts/ First Nations

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