

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

**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 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 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 Legend,</li> <li>• Document Camera</li> <li>• Graphic Organizer, Prediction sheet</li> <li>•</li> <li>•</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>• KW Chart, Graphic Organizer, Multiple Legends, Document Camera, Computer access,</li> <li>•</li> <li>•</li> </ul>

<b>Resources &amp; References</b>
<ul style="list-style-type: none"> <li>• Legends: Orca Chief, The Giant Bear, The Raven and the Loon, The legend of Lightening &amp; thunder, The Spirit of the sea, The legend of the white buffalo woman, How fox saved people, Crazy Horse's Vision, Cloud walker, The Salmon Twins, Secret of the Dance, Rainbow Crow, Buffalo Bird</li> <li>• Girl, Taan's Moons, Raven returns the water, Orca's Song, The rough-face girl, The vision seeker, storm boy, raven &amp; snipe, spider woman, How Rave freed the Moon, Raven Goes Berry-picking, Spider woman, How the Loon Lost Her Voice, Lazy Boy</li> <li>• Graphic Organizer, Parts of a legend</li> <li>•</li> </ul>

## LESSON (Teacher Action/Student Action)

- Lesson 1 - Introduce Legends Unit, What are the parts of the legend, KL chart, Read 1/3 Orca chief, Quick Draw Prediction Graphic Organizer
- Lesson 2 - Read 2/3 Orca chief, Quick Draw Prediction Graphic Organizer, Review Parts of the Legend
- Lesson 3 - Read 3/3 Orca chief, Quick Draw to compare parts of a legend to the orca chief. What did we learn? Was is the same as what we know?
  - Review KL chart, complete, Children to complete 3 recipe cards on the ring of legend - practice for assignment
- Lesson 4 - Read Raven and the Loon - part 1/3, Do KL chart to review what we know about Legends based on review and Orca Chief. Quick Draw
  - Prediction
- Lesson 5 - Read Raven and the Loon - part 2/3, Quick Draw Prediction, Review parts of the legend
- Lesson 6 - Finish Raven and the Loon, Children to finish 3 recipe cards on ring for legend - reaffirming understanding of assignment
- Lesson 7 - show book creator, discuss oral legends (only written with person)
- Lesson 8 - students to pick legend to read, plan and summarize
- Lesson 9 - teacher to present oral retelling using book creator - 6 photos of legend
- Lesson 10 - Legend Preparation for students, answer questions, clarify
- Lesson 11 - Legend Preparation for students, answer questions, clarify
- Lesson 12 - Legend Preparation for students, answer questions, clarify
- Lesson 13 - Legend Presentations ~10 minutes, 2-3 presentations
- Lesson 14 - Legend Presentations ~10 minutes, 2-3 presentations
- Lesson 15 - Legend Presentations ~10 minutes, 2-3 presentations
- Lesson 16 - Legend Presentations ~10 minutes, 2-3 presentations
- Lesson 17 - Legend Presentations ~10 minutes, 2-3 presentations
- Lesson 18 - Legend Presentations ~10 minutes, 2-3 presentations
- Lesson 19 - Legend Presentations ~10 minutes, 2-3 presentations
- Lesson 20 - Legend Presentations ~10 minutes, 2-3 presentations
- Lesson 21 - Final Day of Presentations, review legends, discuss significance of legends from areas
- Lesson 22 - Corn Husk Dolls and Legends from Mohawk People of the Iroquois Peoples, Music
- Lesson 23 - Visit from Lindsay, Drumming of Iroquois/Mohawk Peoples, Dancing, Singing

### Assessment/Evaluation

- Formative Assessment - Graphic Organizers, Predictions sheet, KW chart, Class Discussion with anecdotal notes
- Summative Assessment - Completion of legends assignment per rubric
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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

- Aboriginal/Language arts connection
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