

**Stories in Season:
Four First Nations Stories**

**Video Resources for Kindergarten to
Grade Two**

Teacher's Guide

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Stories in Season: Four First Nations Stories

Introduction

Stories in Season: Four First Nations Stories is a multimedia resource containing four complete picture books and suggested activities appropriate for Kindergarten to Grade Two children.

Purposes of the Series

The series has two main purposes:

- to provide knowledge and appreciation of First Nations cultures and languages in Canada
- to assist the development of early language abilities.

The Books

The selected books illustrate contemporary and traditional First Nations cultures and lifestyles. The books are as follows:

- *Alfred's Summer* written and illustrated by Darrell W. Pelletier
- *Byron Through the Seasons: A Dene-English Story Book* by the Children of La Loche and Friends
- *Just a Walk* written by Jordan Wheeler and illustrated by Bill Cohen
- *Peter's Moccasins* by Jan Truss with Nancy MacKenzie, illustrated by Philip Spink.

Languages

The student will be able to select from six languages for the text and audio reading of each book: Cree, Dene, Saulteaux, Dakota Sioux, French, and English.

Cultural Sensitivity

Cultural sensitivity is essential to the successful use of this resource. Teachers should introduce the resource in a spirit of respect, and with an attitude of excitement learning about Aboriginal languages and cultures. A holistic, child-centred approach should be taken by the teacher.

Rather than focusing solely on objects, artifacts, and historical events when studying a culture, teachers should attend to the values, attitudes, and ideas embedded in the particular culture. When facts and further information are desired, the teacher and students should take care to go to a reliable source, so that accurate information is obtained, within the correct cultural context.

How *Stories in Season* Complements the Elementary Language Arts

Resource-based Learning

Resource-based learning offers students opportunities to explore curriculum content through a range of resources such as print, video, and multimedia materials. "*Stories in Season*" provides teachers and students with four complete story books in a variety of languages and media.

Independent Learning

Opportunities to learn independently create excitement about the learning process and encourage students to take charge of their own learning. Resources should be compatible with students' interests and should be easy for them to use with minimal supervision. *Stories in Season* is an appropriate resource for use in independent learning centres. Teachers might create additional enrichment activities to accompany the programs. These could be changed periodically and allow the students to use the programs independently and in new ways throughout the year.

Language Arts Curriculum Outcomes

Teachers wishing to incorporate *Stories in Season* into their Language Arts programs should link the stories to outcomes and language cues and conventions in the curriculum. The programs can be used to support the goals of Language Arts, including comprehend and respond, compose and create, and assess and reflect.

Topics for Class Discussion

The four stories present opportunities for class discussion on various themes or topics. These will vary according to the students' experience, but the following provides examples:

<i>Byron Through the Seasons</i> <ul style="list-style-type: none">➤ Old ways vs. new ways➤ Preserving food➤ The camp circuit➤ Feasts	<i>Alfred's Summer</i> <ul style="list-style-type: none">➤ Storytelling➤ Grandparents➤ Life in the country➤ Summer holidays
<i>Just a Walk</i> <ul style="list-style-type: none">➤ Imagination➤ Humour➤ Rhyming➤ Stories that progress in a circular fashion	<i>Peter's Moccasins</i> <ul style="list-style-type: none">➤ Feelings➤ Traditional hunting and trapping➤ Handmade vs. mass produced➤ Dreams

Assessment and Evaluation

Although *Stories in Season* can be used by students for independent exploration which might not be evaluated by the teacher, the series can also be used as the basis for activities that will be assessed and evaluated as part of the students' overall portfolio of work. Teachers assessing and evaluating student experiences with the program should follow these guidelines:

- base assessment on pre-set outcomes
- establish and share criteria for assessment with students prior to their using the text
- discuss assessment with students to encourage self-assessment and reflection.

Creating a Culture of Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry is more than a simple instructional method. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary, interdisciplinary, and transdisciplinary understanding.

Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, or action plans.

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights, and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process.

Creating Questions for Inquiry

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning. Compelling questions are used to initiate and guide the inquiry and give students direction for developing deep understandings about a topic or issue under study.

The process of constructing compelling questions can help students to grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school. Effective questioning is essential for student learning and these questions should be an integral part of teacher planning.

Below are sample questions for deeper understanding (refer to specific curricula for additional examples):

- What sounds can we combine to make different patterns/rhythms? (Kindergarten: Arts Education: Music)
- How do you know you have an answer? (Mathematics: Grade 1)
- Is there ever a time when we are playing that we do not need to cooperate? (Physical Education: Grade 1)
- How do animals, plants, and humans adapt to changes in the environment (Science: Grade 1)?
- How do I support communication with differing audiences? (English Language Arts: Grade 2)
- How do we meet needs and wants in my community? (Social Studies: Grade 2)

Suggestions for Integration with Other Subject Areas

Creatively used, *Stories in Season* can support learning in several subject areas, including English Language Arts, Kindergarten, Arts Education, Science, Social Studies, Physical Education, and Mathematics. The following are examples of suggested activities to support outcomes in these areas (refer to the curricula for complete outcomes and indicators):

Kindergarten	
Arts Education: Music	
Creative/Productive (CPK.3): Create sound compositions exploring the elements of music.	Suggested Activity Make a class list of all the sounds that might be heard in <i>Byron Through the Seasons</i> . Have students re-create the sounds using their own voices, objects in the classroom, or the natural environment. Have them create a “soundscape” to accompany the story.
English Language Arts	
Comprehend and Respond (CRK.3): Listen, comprehend, and respond to gain meaning in oral texts.	Suggested Activity Discuss storytelling after students have read or listened to <i>Alfred’s Summer</i> . Invite a storyteller to the classroom. Discuss storytelling and why people like to be told stories. Have students tell familiar stories to one another.
Grade One	
Arts Education: Dance	
Creative/Productive (CP1.1): Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points.	Suggested Activity Ask the students to find “action” words in <i>Just a Walk</i> (e.g., fly, dash, splash, sink, wade, and jump). Have students explore the actions, looking for different ways to do them. Have them choose their three favourite actions and put them together into a dance phrase. Have them present their dance phrases, with the teacher reading or telling parts of the story as accompaniment.
Arts Education: Visual Art	
Creative/Productive (CP1.8): Create art works that express own ideas and explore different forms (e.g., painting, drawing, print making) and media (paint, found objects).	Suggested Activity Go through <i>Byron Through the Seasons</i> looking for signs in nature that the seasons are changing. Have the students create a collage of found objects from the current season.

Mathematics	
Number (N1.3): Demonstrate an understanding of counting.	Suggested Activity In <i>Peter's Moccasins</i> the image of the moose recurs throughout the illustrations. Count the number of times the moose appears in the illustrations. Reinforce the meaning of the word "quantity" by relating the same number to other objects - shoes, bottle caps, or desks.
Physical Education	
PE1.10: Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.	Suggested Activity In <i>Byron Through the Seasons</i> , find the lines, "In the spring we go to bush camp. There is lots of work to do but it feels good to be outdoors again" (p. 9). Discuss why Byron's grandfather says it feels good to be outdoors. Find all of the things Byron's family does outdoors. Have the students list things they like to do outdoors. Participate in an outdoor activity.
Science	
SE1.2: Explore how humans and animals use their senses to interact with their environment.	Suggested Activity As a class, go through <i>Peter's Moccasins</i> and find all the things you can see, hear, feel, smell, and taste. Create a list, with things classified by sense. Make bannock, focusing on smell and taste.
Science	
Social Studies	
Science DS1.2: Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location. Social Studies DR1.3: Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.	Suggested Activity In <i>Byron Through the Seasons</i> , Byron's grandfather, Jonas, tells a story about the seasons in La Loche. Have the students imagine that they are listening to Jonas tell the story. Make a list of all the things they learn from Jonas. Have each student choose one thing in Jonas's story that he or she would like to learn how to do.
Social Studies	
DR1.5: Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.	Suggested Activity As a class, go through <i>Just a Walk</i> and list all the places Chuck goes on his walk. Create a large map of Chuck's journey, beginning and ending in his yard.

Grade Two	
Arts Education: Drama	
<p>Creative/Productive (CP2.3): Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities).</p>	<p>Suggested Activity Discuss the ending to <i>Alfred's Summer</i>. Have the students list what would be special about sleeping in your own tent on a warm summer evening. Create a drama that begins on the last evening of summer, before school starts again. The teacher in role enters with a special delivery letter, saying that school is going to be different this year. Each student will be the teacher for one week and they will get to decide what is taught at school that week. Begin the drama with students deciding what they will teach, then introduce a complication, e.g., teacher in role as a citizen who hears about this new school and doesn't like it. (Such "role dramas" can go in many directions from the starting point. They can last for a few lessons only, or be extended as different episodes develop.)</p>
English Language Arts	
<p>Compose and Create (CC2.1): Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., My Family and Friends), community (e.g., Our Community), social responsibility (e.g., TV Ads for Children), and make connections to own life.</p>	<p>Suggested Activity In response to <i>Peter's Moccasins</i>, have students create a story about a special pair of shoes. Students can represent a story about a real pair of shoes that they or someone else owned (a little brother or sister, for example) or the students can imagine a pair of shoes with special meaning.</p>