

# ELA Grades 3 & 4: Aboriginal Stories and Legends

Rachelle Kvamme



## Concept Web

Used to tell history before written      Teach lessons      Explain events

Oral tradition is...      Entertain      Types of Legends      Landforms

Creation stories      Place names      End of time

# Aboriginal Legends

What is a legend?

What makes up a legend?

Narrative story

Components

Passed from generation to generation

People

Animals

Moral

# Fact Sheet

## *Essential Questions:*

- What is a legend?
- What makes up a legend?
- Why are there legends?
- What is oral tradition?
- Why is oral tradition important in First Nations culture?

<http://teacher.scholastic.com/products/instructor/pourquoitales.htm>

- Pourquoi tales are old legends told to explain why certain events happened.
- They are often concerned with animals and the natural world.

[www.eduplace.com/activity/why\\_tales.html](http://www.eduplace.com/activity/why_tales.html)

- People relied on stories to help them understand the world before science.

<http://pwncb.learnnet.nt.ca/research/otm/otrman2.html#2>

- An oral tradition is knowledge that can be passed down by speaking.
- Oral stories pass knowledge from generation to generation.
- They deal with aspects of history, culture, beliefs, wisdom, and understanding

<http://cado.ayn.ca/storytellers.asp>

- Stories are told to teach lessons, entertain, and keep history alive.

<http://www.virtualmuseum.ca/Exhibitions/Holman/english/storytelling/index.php3>

- Written history allows a reader to experience stories of the past alone and in isolation, while an oral tradition requires cooperation and inclusion.
- Stories explain the creation of physical and spiritual universes, describe hunting and traveling, and tell personal biographies.
- Through a rich and descriptive oral tradition, societies without a written historical record maintain the knowledge that would otherwise be lost.
- Keeping this knowledge alive is part of survival, allowing the experiences of the older generations to be passed to the younger ones.

<http://www.virtualmuseum.ca/Exhibitions/Folklore/english/legendese/legendesintro.htm>

- A legend is a narrative that people tell as a true story.
- Sometimes the details are difficult to confirm, but usually the story names people and identifies locations.
- The person telling the story usually does not claim to be an eyewitness to the events
- Legends often contain a moral or a lesson and are told to uphold the values of the community.
- They often involve supernatural or religious elements.

<http://olc.spsd.sk.ca/DE/resources/firstnationsliterature/oraltradition.html>

*What is oral tradition?* Long before people ever recorded information about their way of life in written form, they passed valuable information about their culture, values, beliefs and ways of life through the telling of stories. This is referred to as oral tradition.

*What role does oral tradition play in First Nations culture?* Oral tradition has been the means by which the First Nations culture, and many other cultures, have survived throughout the years. Each time the traditional tales of the First Nations people are shared, the listeners learn something about the beliefs, values, culture and the ways of life practiced by the First Nations people. This is how cultural knowledge is passed on and shared with others. Myths were told to help explain the creation of plant and animals life, and to help explain natural phenomenon that otherwise could not be explained. Trickster tales were told to teach lessons and to entertain. Family drama tales and threshold tales were told to help the listeners learn about the way of the tribe and the First Nations way of life.

*Who is the author of the folklore passed on through oral tradition?* Because the stories are told by many people and passed down through generations there are no known authors of these traditional tales. The lack of a known author makes these tales different from literary tales that have been written by an author.

*Did the stories ever change?* Traditional tales were told by many different people and often the same type of tales were told in different areas of North America. *The Supreme Court of Canada recognizes First Nations "Oral Tradition" as important as written documents when looking at legal issues.* These stories DO NOT change. The oral historians were very exact and this was passed on down through generations. Many of the stories have not changed over the years due to the exact nature of First Nations Oral Tradition. (Susan Beaudin, Project Leader: Aboriginal Perspectives and Content SPSD)

*What is the difference between a myth, legend, fable, and folktale?* Myths are narratives that are considered to be true to the people in which the story was originally told. They take place long ago, before and during the creation of the Earth and people. Myths usually have non human characters as the main characters, like the Creator or Great Spirit. Myths are sacred to the people. Legends are also considered to be true. But, they take place in a world that we would recognize, the Earth as we know it today. Unlike myths, the main characters tend to be human and therefore legends are usually secular instead of sacred. Unlike myths and legends, fables are fiction. The main purpose of a fable is to teach a lesson or a moral to the audience. The characters can be animals or humans. Folktales are also considered to be untrue, and they have human or non-human characters. Most of these stories take place in symbolic settings (“Once upon a time ...” or “In the deep dark woods...”).

# Curriculum Connections

## *English Language Arts*

- reading various texts, legends, and stories
- writing their own original legends
- listening to oral stories
- speaking/re-telling stories
- viewing First Nations artwork in the books provided
- representing the information in webs and brainstorming lists
- read alouds
- shared book experiences

## *Arts Education*

- creating illustrations for their legends and storybooks
- viewing First Nations artwork
- reading dramatically/choral speaking as a group

## *Social Studies*

- learning about the oral tradition of the First Nations culture

## *Science*

- reading stories/legends relating to nature
- reading stories/legends about taking care of the earth, animals, and other environmental issues

## *Health*

- reading stories/legends with life lessons regarding decision making

## General Information

*Topic:* Aboriginal Stories and Legends

*Grade:* 3/4

*Rationale:*

The First Nations community in Saskatchewan is continually growing. First Nations students make up a large part of our elementary classrooms. As noted throughout our Saskatchewan Evergreen curriculum, it is incredibly important for students to become familiar with aspects of First Nations culture. Students will gain an understanding and appreciation for oral tradition through this unit.

*Scope:*

In this ELA unit, students will learn about the significance and various purposes of oral storytelling. They will learn how knowledge, life lessons, and history are passed from Elders to the younger population. Students will be exposed to a great deal of literature through read alouds, videos, and small group presentations. They will also be given the opportunity to work cooperatively to create their own stories and legends.

## Aboriginal and Cross Cultural Content

It is possible to make connections between other cultures and the importance of oral tradition, but this unit focuses on the First Nations perspective.

## Professional Teaching Strategies

### *Direct:*

- questioning
- compare and contrast

### *Indirect:*

- reading for meaning
- reflective discussion

### *Experiential:*

- role playing

### *Independent:*

- assigned questions

### *Interactive:*

- brainstorming
- co-operative learning groups

## Assessing Readiness

During the first lesson I will be able to assess the background knowledge that my students have in relation to First Nations stories and legends. I will do this by proper use of questioning and our brainstorming activity. I will adjust my lessons according to how they participate in the lesson.

# Foundational and Learning Objectives

## *Listening*

Listen to a range of grade-appropriate texts in a variety of situations for a variety of purposes.

Learn about and practice the skills and strategies of effective listeners.

SWBAT:

- listen attentively to a range of texts for pleasure and for information
- connect new ideas, information, and experiences to own and others' ideas and experience
- identify the main ideas and important details

## *Speaking*

Speak to express thoughts, feelings and experiences in a variety of forms for a variety of purposes and audiences.

Learn about and practice the skills and strategies of effective speakers.

SWBAT:

- participate in a variety of shared language experiences (e.g., reader's theatre, choral speaking, role play) and give brief recitations and oral presentations about familiar topics
- retell stories and experiences using own words using appropriate sequence and including sufficient detail

## *Reading*

Read a range of grade-appropriate texts in a variety of situations for a variety of purposes.

Learn about and practice the skills and strategies of effective readers.

SWBAT:

- select and read grade-appropriate texts orally and silently with increasing confidence, fluency, and accuracy
- connect new ideas, information, and experiences to own and others' ideas and experience

## *Writing*

Write to express thoughts, feelings and experiences in a variety of forms for a variety of purposes and audiences.

Learn about and practice the skills and strategies of effective writers.

SWBAT:

- write personal narratives, descriptions, letter, invitations, thank you notes, reports, and poems
- organize ideas to make sense for self and others

## *Viewing*

View a range of grade-appropriate texts in a variety of situations for a variety of purposes.

Learn about and practice the skills and strategies of effective viewers.

SWBAT:

- participate in a range of guided and independent learning experiences from a variety of cultural traditions
- respond to and discuss meanings and ideas from various cultures and communities

### *Representing*

Represent to express thoughts, feelings and experiences in a variety of forms for a variety of purposes and audiences.

Learn about and practice the skills and strategies of effective representers.

#### SWBAT:

- use a variety of verbal and visual features to enhance communication
- choose from a variety of forms (e.g., puppet plays, reader's theatre, narrative stories) to communicate for a particular purpose and to a particular audience

## Unit Evaluation

Throughout this unit I will be utilizing many different assessment tools:

- checklist: participation
- anecdotal records: co-operation with others
- exit slip
- rating scale: self-assessment
- rubric: final project

## Management Plan

Something unique to this unit is the management strategy I am going to attempt to introduce to this class. I have noticed that the majority of the students are always eager to share in large group discussions. Since the focus of this unit is a First Nations perspective I am going to try to lead all group discussions in the form of a talking circle. Students are only allowed to speak during this time if they are holding the First Nations flute that I will have available. I hope this will teach them to value the opinions of their peers and listen attentively while others are speaking.

## Adaptive Dimension

In the classroom I will have books at a variety of reading levels. In addition to read alouds, I will also provide books on tape for students who learn better through listening to the legends. During some of the lessons I have the students working in groups and pairs. Students who are struggling will be paired with a student who is patient and willing to help. My final project at the end of the unit has the students building their own legends. This project incorporates writing, reading, illustrating, computer skills, and cooperative learning. I provide the students with choices so that they can take control of their learning and excel in many areas.

## Resources

### *Books:*

A Boy Called Slow: the true story of Sitting Bull – Joseph Bruchac

Adopted by the Eagles: A Plains Indian Story of Friendship and Treachery – Paul Goble

Beginnings: stories of Canada's Past – Edited by Ann Walsh

Bones in the Basket: Native stories of the origin of people – C. J. Taylor

Brother Eagle, Sister Sky – Susan Jeffers

Buffalo Dance: a Blackfoot legend – retold by Nancy Van Laan

Buffalo Dreams – Kim Doner

Celebrating the Powwow – Bobbie Kalman

Collections: within my circle – several authors

Crow Chief – Paul Goble

Daily Life in a Plains Indian Village – Michael Terry

Dream Wolf – Paul Goble

Drumbeat – Heartbeat: a celebration of the powwow – Susan Braine

Elder Earth: the Pinayzitt oath

Gift house: a Lakota story –

Houses of Hide and Earth – Bonnie Shemie

How the Mouse Got Brown Teeth – F. Ahenakew

How we saw the World: nine native stories of the way things began – C.J. Taylor

Iktomi and the Coyote – Paul Goble

Iktomi Loses his Eyes – Paul Goble

Jingle Dancer – Cynthia Leitich Smith

Keeper of the Animals: Native stories and wildlife activities for children – Michael J.

Caduto and Joseph Bruchac

Keepers of the Earth: Native stories and environmental activities for children – Michael

J. Caduto and Joseph Bruchac

Keepers of the Night: Native stories and nocturnal activities for children – Michael J.

Caduto and Joseph Bruchac

Life in a Plains Camp –

Macous Knows: The Sacred Eagle Feather – Charlene Crowe

Melanie Bluelakes Dream – Betty Fitzpatrick Dorion

Miranda's Last Stand – Gloria Whelan

Mystic Horse – Paul Goble

Qu'Appelle – David Bouchard

Red Parka Mary – Peter Eyvindson

Return of the Buffalos – Paul Goble

Rolly's Bear – Ferguson Plain

Sacred Places –

Sootface: An Ojibwa Cinderella Story – R. D. San Souci

Star Boy – Paul Goble

Storm Maker's Tipi – Paul Goble

The Big Tree and the Little Tree - M. Tappage

The Elders are Watching – David Bouchard

The Ghost and Lone Warrior: an Arapaho Legend – C.J. Taylor

The Girl Who Dreamed Only Geese, and Other Stories of the Far North - H. Norman

The Great Race of the Birds and Animals – Paul Goble

The Legend of the White Buffalo Women – Paul Goble

The Loon's Necklace – W. Toye

The Night Rebecca Stayed too Late – Peter Eyvindson

The Rough Face Girl – Rafe Martin

The Song Within My Heart – David Bouchard

The Yesterday Stone – Peter Eyvindson

Ulaq and the Northern Lights – H. P. Taylor

Voices Under One Sky: contemporary Native literature – Trish Fox Roman

What do we Know about the Plains Indians? – Dr. Colin Taylor

Whirlwind is a Spirit Dancing – Natalia Belting

*Video:*

Gift of the Sacred Dog – Paul Goble – available at the Board office?

*Websites:*

[http://www.yesnet.yk.ca/schools/projects/haida\\_legends/](http://www.yesnet.yk.ca/schools/projects/haida_legends/)

Lesson Plan #1

Name: Rachelle Kvamme  
Subjects: ELA

Date:  
Grade: 3/4

<b>Content: (Topic)</b> What is oral story telling?	
<b>Learning Objectives:</b> SWBAT: - listen attentively to a range of texts for pleasure and for information through a read aloud - participate in a range of guided independent learning experiences from a variety of cultural traditions using a story circle	<b>Assessment:</b> - checklist: participation
<b>Common Essential Learnings (CEL's):</b> - CCT - C - PSVS	
<b>Prerequisite Learning:</b>	
<b>Lessons Preparation</b> <b>Equipment/Materials:</b> - talking stick - Keepers of the Earth (book) - random article (for the story circle)  <b>Advanced Preparation:</b>	

<b>Presentation Set;</b> - have the students push the desks to the sides of the room - ask students to sit in a circle - bring out the talking stick (Has anyone ever used a talking stick before? Does anyone know why it might be important to use a talking stick?)	<b>Classroom Management Strategies</b> - follow the regular classroom procedures (ex. if students have a question, then they must raise their hands.)
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<ul style="list-style-type: none"> <li>- you may only speak if you are using the talking stick (this helps us to practice our listening skills and respect the person who is talking)</li> <li>- to contribute to the group you may raise your hand to signal that you have something to say and it will be passed to you</li> </ul> <p><b>Development;</b></p> <ul style="list-style-type: none"> <li>- write the words “oral storytelling” on the board</li> <li>- ask students to think about what the term might mean (Can you think of some examples?)</li> <li>- ask students to turn to a partner for 1 minute to discuss what it means to them</li> <li>- have the pairs share their meanings (don’t forget the talking stick!)</li> <li>- write their responses on the board</li> <li>- prompt about First Nations culture if necessary</li> <li>- explain that our new unit is going to be focused on First Nations stories and legends</li> <li>- explain that before we read our first legend we are going to participate in a story circle</li> <li>- place the random article in the middle of the circle</li> <li>- ask students to think to themselves what the item reminds them of</li> <li>- brainstorm who the hat/article belongs to, where they might live, what kind of trouble the person might get into</li> <li>- tell them that we are going to participate in a story circle where each person adds on to what the previous person has said</li> <li>- ask if anyone wants to start the story with the first sentence (teacher begin if necessary)</li> <li>- remind students they must have the talking stick to add to the story (students may also pass)</li> <li>- build a story together</li> </ul> <p><b>Closure;</b></p> <ul style="list-style-type: none"> <li>- read aloud: “The Earth on Turtle’s Back” from Keepers of the Earth (p. 25)</li> </ul>	<ul style="list-style-type: none"> <li>- rehearsed clapping pattern</li> <li>- talking stick</li> </ul>
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**Extensions:**

- if time address the questions at the end of the story in the talking circle
- if time ask what the students liked or disliked about the talking circle, talking stick, and story circle

**Adaptive Dimension:**

- allow students to “pass” during the talking circle and story circle if they are uncomfortable sharing

## Professional Development Plan

Topic: What is oral story telling?

Date:

Teacher: Rachelle Kvamme

Observer:

<b>1. Professional Target:</b> - I will use less slang during my lesson	<b>2. Steps to Achieve Target</b> - I will be more conscious of the things I say - I will speak slowly and deliberately
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Instructions for Observer: (Be Specific) – Please keep a running tally of each time I use the slang words below.

Data Collection:

Ok

You guys

Ummm

## Lesson Plan #2

Name: Rachelle Kvamme  
Subjects: ELA

Date:  
Grade: 3/4

<b>Content: (Topic)</b> What are Legends?	
<b>Learning Objectives:</b> <b>SWBAT:</b> - identify the main ideas and important details through comparing and contrasting legends and fairytales - give brief recitations and oral presentations about familiar topics through the group presentation - organize ideas to make sense for self and others through the creation of a venn diagram and through the DL-TA	<b>Assessment:</b> - anecdotal records: cooperation with others
<b>Common Essential Learnings (CEL's):</b> - PSVS - CCT - C - IL	
<b>Prerequisite Learning:</b> - Students will be familiar with fairytales and legends from their past experiences watching movies, television, and reading stories.	
<b>Lessons Preparation</b> <b>Equipment/Materials:</b> - chart paper - markers - sticky tack - "The Great Race of the Birds and Animals" – Paul Goble  <b>Advanced Preparation:</b> - photocopy DL-TA handout	

<p><b>Presentation</b></p> <p><b>Set;</b></p> <ul style="list-style-type: none"> <li>- arrange the students into groups 4-5</li> <li>- give each group a piece of chart paper and a few markers</li> <li>- ask the students to work to together to write down everything they know about legends and everything they know about fairytales</li> <li>- explain that students may use pictures, venn diagrams, or lists and that they will be sharing with the group once they are finished</li> <li>- allow students time to brainstorm together</li> </ul> <p><b>Development;</b></p> <ul style="list-style-type: none"> <li>- have each group share their chart paper with the group</li> <li>- sticky tack the paper to the board</li> <li>- once each group has shared, underline the things that are the same (what do we notice?)</li> <li>- decide as a group the definition of a legend</li> <li>- give students the DL-TA handout</li> <li>- read aloud: “The Great Race of the Birds and Animals”</li> <li>- have students complete the handout during the reading</li> </ul> <p><b>Closure;</b></p> <ul style="list-style-type: none"> <li>- have students hand in their DL-TA papers</li> </ul>	<p><b>Classroom Management Strategies</b></p> <ul style="list-style-type: none"> <li>- follow the regular classroom procedures (ex. if students have a question, then they must raise their hands.)</li> <li>- rehearsed clapping pattern.</li> </ul>
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**Extensions:**

- if time, have students participate in another story circle

**Adaptive Dimension:**

- students will decide who will be the recorders and presenters
- students have a choice to list, draw, or create a venn diagram

## Professional Development Plan

**Topic:** What are legends?

**Date:**

**Teacher:** Rachelle Kvamme

**Observer:**

<p><b>1. Professional Target:</b> - I will quickly respond to off-task behaviour during the group activity</p>	<p><b>2. Steps to Achieve Target:</b> - I will give clear directions so the students know what to do - I will walk around the room to ensure that students are working together on the task</p>
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**Instructions for Observer: (Be Specific)** – Please keep a running tally of the amount of times you notice off-task behaviour during the group activity.

**Data Collection:**

### Lesson Plan #3

Name: Rachelle Kvamme  
Subjects: ELA

Date:  
Grade: 3/4

<b>Content: (Topic)</b> What makes up a legend?	
<b>Learning Objectives:</b> <b>SWBAT:</b> - identify the main ideas and important details through the retelling activity - retell stories using own words using appropriate sequence and including sufficient detail through the retelling activity - respond to and discuss the meanings and ideas from various cultures and communities through the talking circle	<b>Assessment:</b> - exit slip: From participating in the retelling activity, what have you learned about legends?
<b>Common Essential Learnings (CEL's):</b> - CCT - C - PSVS	
<b>Prerequisite Learning:</b> - Students should be familiar with what a legend is from our previous lessons	
<b>Lessons Preparation</b> <b>Equipment/Materials:</b> - talking stick - small pieces of paper  <b>Advanced Preparation:</b> - pre cut slips of paper - photocopy exit slips	

<p><b>Presentation</b></p> <p><b>Set;</b></p> <ul style="list-style-type: none"> <li>- tell a personal story to the students</li> <li>- give students time to think of a story from their past (give hints: funny, embarrassing, scary, adventurous, or traveling stories)</li> </ul> <p><b>Development;</b></p> <ul style="list-style-type: none"> <li>- have students tell a partner their story</li> <li>- once told, have students write their name and the title of their story on a piece of paper</li> <li>- put pieces of paper in a hat and have each child pick a name</li> <li>- explain the rules: <ul style="list-style-type: none"> <li>- they must find that partner</li> <li>- exchange stories</li> <li>- exchange papers</li> <li>- then find a new partner</li> </ul> </li> </ul> <p><b>* You are now telling your old partners story to someone new! You are not telling your story!*</b></p> <ul style="list-style-type: none"> <li>- participate in a talking circle using the talking stick</li> <li>- pose the question: what happened as we told each other's stories?</li> <li>- explain that the legends change in the same way our stories changed.</li> <li>- the main points and the message of the legend stays the same, but the details change depending on the story teller</li> </ul> <p><b>Closure;</b></p> <ul style="list-style-type: none"> <li>- pass out the exit slips</li> <li>- have students complete them</li> </ul>	<p><b>Classroom Management Strategies</b></p> <ul style="list-style-type: none"> <li>- follow the regular classroom procedures (ex. if students have a question, then they must raise their hands.)</li> <li>- rehearsed clapping pattern</li> <li>- talking stick</li> </ul>
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**Extensions:**

**Adaptive Dimension:**

- I am providing students with oral directions as well as writing them on the board
- I may have to arrange pairs to ensure all students are given an equal opportunity to retell the stories

## Professional Development Plan

**Topic:** What makes up a legend?

**Date:**

**Teacher:** Rachelle Kvamme

**Observer:**

<p><b>1. Professional Target:</b> - I will give clear and concise directions during the retelling activity</p>	<p><b>2. Steps to Achieve Target:</b> - I will speak slowly and deliberately - I will write directions on the board - I will check for understanding by having students explain the activity - I will give students an opportunity to ask questions</p>
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**Instructions for Observer: (Be Specific)** – Please record each time students raise their hands to ask a question during the retelling activity.

**Data Collection:**

## Lesson Plan #4

Name: Rachelle Kvamme  
Subjects: ELA

Date:  
Grade: 3/4

<b>Content: (Topic)</b> Why do legends exist? What do they do? What kinds are there?	
<b>Learning Objectives:</b> SWBAT: - listen attentively to a range of texts for pleasure and for information through a read aloud and watching a video - use a variety of verbal and visual features to enhance communication through explaining their story - choose from a variety of forms to communicate for a particular purpose and to a particular audience	<b>Assessment:</b> - rating scale: self-assessment
<b>Common Essential Learnings (CEL's):</b> - CCT - C - PSVS	
<b>Prerequisite Learning:</b>	
<b>Lessons Preparation</b> <b>Equipment/Materials:</b> - video: "The Gift of the Sacred Dog" - a variety of literature for the students to choose from - talking stick - chart paper - markers  <b>Advanced Preparation:</b> - order video - have books available in the classroom	

<p><b>Presentation</b></p> <p><b>Set;</b></p> <ul style="list-style-type: none"> <li>- student will watch the video of Paul Goble’s book “Gift of the Sacred Dog”</li> <li>- debrief in a talking circle: <ul style="list-style-type: none"> <li>- what was the sacred dog? (horse)</li> <li>- what did the story tell us? (how First Nations people got horses, where horses came from, etc.)</li> </ul> </li> <li>- explain to students that this is one type of legend and that there are many: <ul style="list-style-type: none"> <li>- teaching (tells a lesson – moral of the story...)</li> <li>- creation (how the earth was created...)</li> <li>- pourquoi (why something is the way it is...)</li> </ul> </li> <li>- write each type of legend on the board</li> </ul> <p><b>Development;</b></p> <ul style="list-style-type: none"> <li>- split students into groups of 4-5</li> <li>- allow each group to pick one book from the front of the class (set books on ledge)</li> <li>- give the groups time to read the book and talk about it and decide which category it fits in</li> <li>- ask the groups to come up with a way to retell the story or legend: <ul style="list-style-type: none"> <li>- dramatize (mime or tableau)</li> <li>- illustrate (on chart paper)</li> <li>- read aloud a passage</li> <li>- sing a song</li> </ul> </li> <li>- give each group time to present to the class and explain where their legend fits</li> </ul> <p><b>Closure;</b></p> <ul style="list-style-type: none"> <li>- read aloud: “Qu’Appelle” – David Bouchard</li> <li>- decide as a class where this book fits</li> </ul>	<p><b>Classroom Management Strategies</b></p> <ul style="list-style-type: none"> <li>- follow the regular classroom procedures (ex. if students have a question, then they must raise their hands.)</li> <li>- rehearsed clapping pattern</li> <li>- talking stick</li> </ul>
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**Extensions:**

**Adaptive Dimension:**

- I provide students with book selections with a variety of reading levels
- students are given a choice as to how they retell their stories
- working collaboratively allows students to help each other

## Professional Development Plan

**Topic:** Why do legends exist? What do they do?  
What kinds are there?

**Date:**

**Teacher:** Rachelle Kvamme

**Observer:**

<p><b>1. Professional Target:</b> - I will use questioning during the talking circle to ensure that students are gaining an understanding of the different types of legends.</p>	<p><b>2. Steps to Achieve Target:</b> - I will use wait time - I will ask clear questions - I will have students justify their answers</p>
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**Instructions for Observer: (Be Specific)** – Please make a check mark each time I ask a question during the talking circle.

**Data Collection:**

## Lesson Plan #5

Name: Rachelle Kvamme  
Subjects: ELA

Date:  
Grade: 3/4

<b>Content: (Topic)</b> Pourquoi Legends: Let's make our own!	
<b>Learning Objectives:</b> SWBAT: - organize ideas to make sense for self and others - write narratives through the creation of a legend	<b>Assessment:</b> - rubric
<b>Common Essential Learnings (CEL's):</b> - CCT - C - PSVS - T	
<b>Prerequisite Learning:</b> - Students will be familiar with the different types of legends through discussion in previous lessons	
<b>Lessons Preparation</b> <b>Equipment/Materials:</b> - writing from grade 4 students at Selkirk Elementary, Whitehorse YK - computers  <b>Advanced Preparation:</b> - book computer time	

<b>Presentation Set;</b> - read aloud a few compositions from the Selkirk students - ask students: - Who created these legends? - What kinds of legends are they? - write the website on the board	<b>Classroom Management Strategies</b> - follow the regular classroom procedures (ex. if students have a question, then they must raise their hands.)
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<p><b>Development;</b></p> <ul style="list-style-type: none"> <li>- tell the students that they are going to find out who created these legends</li> <li>- allow group one to go to the computer for ten minutes to read some of the legends (remind group one not to tell!)</li> <li>- allow group two to choose a legend and read silently</li> <li>- SWITCH</li> <li>- bring everyone together and ask: <ul style="list-style-type: none"> <li>- who created the legends?</li> <li>- what kinds of legends were there?</li> <li>- anyone want to share what they found?</li> </ul> </li> <li>- explain that over the next few days we are going to be creating our own legends by: <ul style="list-style-type: none"> <li>- choosing creation, teaching, or pourquoi legend</li> <li>- making a first draft</li> <li>- editing our work</li> <li>- making a good copy</li> <li>- print out the story on the computer</li> <li>- create illustrations <ul style="list-style-type: none"> <li>- hand drawn or magazine clippings</li> </ul> </li> </ul> </li> <li>- arrange students into pairs</li> </ul> <p><b>Closure;</b></p> <ul style="list-style-type: none"> <li>- let the students get to work</li> </ul>	<ul style="list-style-type: none"> <li>- rehearsed clapping pattern</li> </ul>
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**Extensions:**

**Adaptive Dimension:**

- I will make the pairs
- I am allowing for maximum creativity by providing the students with a choice as to how they wish to create their legend

## Professional Development Plan

**Topic:** Let's make our own legends!

**Date:**

**Teacher:** Rachelle Kvamme

**Observer:**

<p><b>1. Professional Target:</b> - I will be organized with the materials needed to create the legend books</p>	<p><b>2. Steps to Achieve Target:</b> Prior to class I will: - have an assortment of paper for students to use - have cover page paper available to for those who finish their compositions early - have binding material ahead of time</p>
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**Instructions for Observer: (Be Specific)** – Please make a check mark each time you notice I am missing materials for this project.

**Data Collection:**

Lesson Plan #6

Name: Rachelle Kvamme  
Subjects: ELA

Date:  
Grade: 3/4

<b>Content: (Topic)</b> Final Talking Circle: Sharing our Legends	
<b>Learning Objectives:</b> SWBAT: - listen attentively to a range of texts for pleasure and for information through the talking circle - participate in a variety of shared language experience through the talking circle - read grade appropriate texts orally through the talking circle	<b>Assessment:</b> - checklist: participation
<b>Common Essential Learnings (CEL's):</b> - CCT - C - PSVS	
<b>Prerequisite Learning:</b>	
<b>Lessons Preparation</b> <b>Equipment/Materials:</b> - student's legends - teacher's legend - talking stick  <b>Advanced Preparation:</b>	

<p><b>Presentation</b></p> <p><b>Set;</b></p> <ul style="list-style-type: none"> <li>- have students sit in the talking circle and explain that we are going to share our legends</li> </ul> <p><b>Development;</b></p> <ul style="list-style-type: none"> <li>- give each pair the opportunity to read their legend aloud and show their illustrations <ul style="list-style-type: none"> <li>- students may choose not to read or to have the teacher read it for them</li> </ul> </li> <li>- ask at the end of each legend: <ul style="list-style-type: none"> <li>- what did you like about the legend?</li> </ul> </li> </ul> <p><b>Closure;</b></p> <ul style="list-style-type: none"> <li>- share the “How the cow got white stripes” legend <ul style="list-style-type: none"> <li>- what do you think was found inside the cow? (ice cream!)</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Classroom Management Strategies</b></p> <ul style="list-style-type: none"> <li>- follow the regular classroom procedures (ex. if students have a question, then they must raise their hands.)</li> <li>- rehearsed clapping pattern</li> <li>- talking stick</li> </ul>
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**Extensions:**

- lead into to Claire’s lesson...

**Adaptive Dimension:**

- students may choose:
  - to read their legend aloud
  - to have the teacher read it aloud
  - to not share it at all

## Professional Development Plan

Topic: Final Talking Circle: Sharing our legends

Date:

Teacher: Rachelle Kvamme

Observer:

<p><b>1. Professional Target:</b> - I will give positive feedback as the students share their work with their peers</p>	<p><b>2. Steps to Achieve Target:</b> - I will encourage each pair to share their work - I will use descriptive words - I will praise the students for specific things regarding their work and their presentation</p>
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Instructions for Observer: (Be Specific) – Please make a note each time I give feedback that is too vague.

Data Collection: