

Outcome(s) of Lesson:

Values and Attitudes

1.2.1 appreciate how stories and events of the past connect their families and communities to present

- Recognize how their ancestors contribute to their sense of identity within their family and communities
- Appreciate how languages, traditions, celebrations, and stories of their families, groups and communities contribute to identity and belonging.
- Appreciate people who have contributed to their communities over time
- Acknowledge and respect symbols of heritage and traditions in their families recognize how ancestors contribute to their sense of identity

How will I know the students have achieved the learning outcome?

- Taking in the trees and seeing that they understand their past, families and events all signify who they are
- Getting students to bring a symbol/token of their cultures/celebrations and explaining that this represents a part of who they are and help make them, them.

HOOK: 5 minutes

- Read the book "As big as the Sky, as Tall as the Trees"
- Ask students what they noticed about the trees and the colours

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
5 minutes	1. Explain to students the importance of the tree from the book and to real life and that with Aboriginal culture there is Sacred trees, They feel that we are like trees explain that: <ul style="list-style-type: none"> • Our families and support systems are our roots/foundations • We are the trunks • Important events and significance from our lives are our branches (they are all different sizes and different levels of importance) 2. Ahead of time (a previous class) get students to bring pictures of themselves, their	<ul style="list-style-type: none"> • Observe/walk around to ensure the students are doing as they are supposed to • Go along with students and carefully explain each step with visuals • Going through the checklist provided for a complete or incomplete check point

<p>20 minutes</p>	<p>family members, significant events/traditions, give them a note for their parents the significant event could be (riding their first bike, horse, skating, swimming, playing a sport, playing an instrument, etc.) –whatever shows their growth.</p> <p>3. Have students also bring one thing that is a token/symbol from home that signifies a tradition or culture from their past or present.</p> <p>4. Give students a cutout of a tree (handout provided) get students to follow along with directions as they go. Call out each point separately than walk around to ensure the students are following and doing, as they should be. Go up to the front and hold up the tree and explain with visuals for the students to follow as they go along.</p> <ul style="list-style-type: none"> • Put a picture of their family members in the roots at the bottom” (draw if you did not bring pictures) • Put a picture of themselves in the trunk of the tree (will have pictures provided from class pictures if they do not have one) • Put the pictures of their events and significance in the branches (each branch is a different significance (draw or write words if you do not have pictures for any or all) explain that they may not have all the branches filled but that is okay because they are constantly growing 	<table border="1"> <tr> <th data-bbox="1297 228 1797 269">Materials Needed</th> </tr> <tr> <td data-bbox="1297 269 1797 1461"> <ul style="list-style-type: none"> • Worksheet of tree • Class pictures for those who do not have a self picture • Pencil crayons for those who wish to draw • Make sure students have pictures • Make sure students have symbols if they don't tell students to draw a tradition they do at home i.e. Christmas... </td> </tr> </table>	Materials Needed	<ul style="list-style-type: none"> • Worksheet of tree • Class pictures for those who do not have a self picture • Pencil crayons for those who wish to draw • Make sure students have pictures • Make sure students have symbols if they don't tell students to draw a tradition they do at home i.e. Christmas...
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<p>2 minutes</p>	<p>5. Class ghost walk (have students walk around quietly to see each persons trees) Get the students to notice that everyone’s trees are so different</p>			
<p>3 minutes</p>	<p>6. MOVEMENT BREAK</p> <ul style="list-style-type: none"> • Have students line up at the front of the room • Assign each student a type of tree (oak, maple or willow) • When you say the name they were assigned they get big like a tree (spread arms out like branches) hold pose until a new tree is called. <ul style="list-style-type: none"> • Do three rounds of this so they have to act as a tree at least three times 			
<p>10 minutes</p>	<p>7. (Bring in a fake tree with branches to have in the classroom ahead of time)</p> <ul style="list-style-type: none"> • Explain that the tree symbolizes all of our families and pasts connecting together to signify unity and connections of our pasts and how some can be similar and some can be different but in the end it makes us, us. 			

	<ul style="list-style-type: none"> Have students in groups of two based on those sitting quietly come up and put their token/symbol from their homes on the tree. And give an explanation about what they brought to put up. 	
How do I differentiate the learning opportunity for all learners?		
<ul style="list-style-type: none"> Pictures, drawing and writing Symbols all to teach the same thought 		

TRANSITION: <i>(what will students do when they are finished?, how will we move to the next learning opportunity?)</i>		
<ul style="list-style-type: none"> Ghost walk Movement break 		

CLOSURE:		
<ul style="list-style-type: none"> Having the students put their symbols on the tree ends the lesson/class this ensures students are quiet one last time and see the connection of families and cultures 		

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)	
Accommodations	<p>Because the activities are done as a group they should be going at the same speed, for those who are done with the pictures, drawings or words first have them sit and see if they can come up with more and add more.</p> <p>For those who take longer have them add what they can and give them time to come back and add more.</p> <p>For those who do not have pictures have them draw or write the events, family members, and other things to complete their trees.</p>
Cooperative Learning Strategies used	Ghost walk
Movement Breaks	Tree activity Ghost walk
Modes of Learning (Differentiation)	Intrapersonal/Spacial, visual, verbal
Higher Order Question(s)	<p>Why do you think the type of the trees represent us the way they do?</p> <ul style="list-style-type: none"> Why are we the trunk, our family the roots, and our branches events/hurdles?

Reflection and Revisions: