

**Outcome(s) of Lesson:**

1.1 Discover and Explore; express ideas and develop understanding

- Explain understanding of new concepts in own words

1.2 Clarify and Extend; combine ideas

- Experiment with arranging and recording ideas and information in a variety of ways

4.3 Present and Share; present information

- Present ideas and information on a topic, using a pre-established plan

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

1.1

- Students will show that they have achieved the outcome when they explain their own work with classmates, using their own words they must explain why their project is aligned with the colors of the Medicine Wheel

1.2

- Students will show that they have achieved the outcome by completing their individual Medicine Wheel using a variety of recording styles such as; drawings, clippings, words, etc.

4.3

- Students will show that they have achieved the outcome by filling out the “Medicine Wheel Blueprint” sheet and get it approved by at least 2 other classmates.

**HOOK:**

**Acknowledge the Territory in which this lesson is taking place.**

Read “As Big As The Sky, As Tall As The Trees” by Leah Yardly (get students to do the actions while reading the book)

- Revisit the page about colors in the sky
- Colors can represent things other than just the color, how do you feel or what do you think about when I say the color green? Blue? Pink? There is meaning behind colors, the same sense goes for First Nations, Metis and Inuit peoples. There are 4 important colors to the FMNI people, black, yellow, white, and red. These colors represent important things in life to lots of people.

**Learning Opportunities:**

Time	Learning Opportunity	How do I check that students understand what to do?
	<p>HOOK</p> <p>Class will be split into 4 groups, this is a quick activity so easiest to just split class up based on location, each group is going to get one of the colors. As a group they must come up with 3 words that they think might have to do with the color and its significance</p> <ul style="list-style-type: none"> <li>Give examples: if the color was green I might say that I think of plants and this is important because plants keep our air clean, I feel adventurous when I think of green because being adventurous means you could go on a hike in a forest and there is lots of green in a forest. If my color was grey I might say that gray could mean rain and this is important because when I think of rain I think about being sad and sometimes it's ok to be sad.</li> </ul> <p>Give groups roughly 4 minutes to come up with 3 words and then each group will take turns sharing their words to the class.</p> <p>Introduce a Medicine Wheel; bring up a blank picture (just the colors) of a Medicine Wheel on the Smartboard. This is how their colors are represented, this is called a Medicine Wheel and each color has its own meanings. There are many more meanings than just the ones I am going to give you but we are going to focus just on a few. Write the words below in each color on the Smartboard. Keep this up so students can refer back to the photo.</p> <p>White: north, air, winter, stars, mind</p> <ul style="list-style-type: none"> <li>Why could white represent all these things? Let students have a time of sharing. For example; north could be white because the further you go north in the world the colder it gets, it could mean winter because in winter it snows and snow is white, stars are bright and white, could mean mind because your mind/ thoughts should be positive and when I think of positive thoughts I might think of brightness</li> </ul> <p>Yellow: east, fire, sun, spring, heart</p> <ul style="list-style-type: none"> <li>Why could yellow represent these things? Student sharing time. For example;</li> </ul>	<p>Teacher can walk around and observing all the students who are participating in a group conversation and offering their personal ideas</p> <p>Each group shares their 3 words</p> <p>Students share their own ideas of why the specific colors could represent the things that they do.</p>

<p>fire has yellow in it because it is hot, the sun is yellow, spring could be yellow because in spring little baby chicks are born.</p> <p>Red: south, water, moon, summer, soul</p> <ul style="list-style-type: none"><li>• Why could red represent these things? Student sharing time. For example; water can be red because sometimes water is scary and something that can be scary is when someone is angry and when someone is angry their face might turn red, summer time is hot and usually people think of red as being warm, red could represent the soul because your soul is the fire of who you are, it keeps you going.</li></ul> <p>Black: west, earth, autumn, body</p> <ul style="list-style-type: none"><li>• Why could black represent these things? Student sharing time. For example; black can represent the earth because rich soil is black, autumn can be black because everything is dying.</li></ul> <p>Students will be given a white paper plate and asked to split it up how the image shows and color it in either marker or pencil crayon. They only are given 5 minutes to completely color all sections of their plate. Once students are done they may go to a friend and help color their paper plate.</p> <p>Students will then regroup for instructions of the activity. You are going to create your own Medicine Wheel. Your plate is your Medicine Wheel, now you have to fill in the colors so that you know what each color means. Instead of just writing the words I want you to think of words that may represent what the colors mean. For example; I am going to look at the Medicine wheel on the board that is filled out. I see that red means summer, so instead of just writing the word summer I am going to write the word camping; this makes sense to me because I know that in the summer my family always goes camping.</p> <p>You can also draw a picture. For example; white means mind, I am going to draw a brain in the white section because that reminds me of the mind.</p> <p>You can also clip out some magazine clippings and glue them on. For example; yellow means spring and so I am going to cut out and glue a picture of rain boots in the yellow section because in spring it rains a lot.</p>	<p>Silent thumb; put your thumb up if you could explain what we are doing to a partner. Put your thumb sideways if you know what we are doing but couldn't explain it to someone. Put your thumb down if you don't know what you are doing?</p> <p>Get the students who put their thumb up to explain to those who put their thumbs down.</p>
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<p>Your Medicine Wheel has to make sense to you. Some people might look at your Wheel and it doesn't make sense to them but that is ok because you just have to be able to justify why you put the things on that you did. You will get the opportunity to explain your Medicine Wheel to your classmates. Students will then get their Medicine Wheel Blueprint sheet and plan what their Medicine Wheel will look like. Refer to handout.</p> <ul style="list-style-type: none"> <li>• Students complete the planning sheet</li> <li>• They explain their chosen artifacts to a friend to make sure it makes sense, make corrections if needed</li> <li>• They then get it approved by the teacher and start creating the actual Medicine Wheel</li> </ul> <p>Students complete their Medicine Wheel.</p> <p>Once students are done their Medicine Wheel they are able to walk around (much like Quiz, Quiz, Trade) and share their creations with other students. They must explain all pictures or words to their classmate and vice versa.</p> <p>Students will get an opportunity once most have heard and seen others work to share 1 thing that they remember a classmate put in a color and why they put it there.</p>	<p>Students check off the checklist on the handout. Get approved by the teacher.</p>
	<p style="text-align: center;"><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>• "As Big As The Sky, As Tall As The Trees" by Leah Yardly book</li> <li>• White paper plates</li> <li>• Markers/pencil crayons</li> <li>• Medicine Wheel Blueprint sheet</li> <li>• Magazines (pre-screened)</li> </ul>
<p style="text-align: center;"><b>How do I differentiate the learning opportunity for all learners?</b></p>	
<ul style="list-style-type: none"> <li>• Different modes of learning; kinesthetic, visual, audio</li> <li>• Individual work and group discussions</li> <li>• Getting a friend to check over their work and also the teacher</li> <li>• Choosing how they are noting the information on what the colors mean</li> <li>• Students are able to go as deep or shallow with making comparisons to the colors and what makes sense to them</li> </ul>	

**TRANSITION:** *(what will students do when they are finished?, how will we move to the next learning opportunity?)*

- When students have completed coloring their plate they may go ask a friend if they need help coloring their plate.
- If students have completed their blueprint they may ask a friend to go over it with them, then the teacher and then they may start working on their actual Medicine Wheel
- When creating their Medicine Wheels students can add more on if they are done and there is no one else to share with

**CLOSURE:**

- In closure, get the students to write an exit slip; they must choose a color and explain what is one word that represents the color they chose and how they will remember that color.

**Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)**

<b>Accommodations</b>	Students are able to do more or less on their Medicine Wheel based on ability and time. There are lots of examples given. There is individual work and group work/discussion.
<b>Cooperative Learning Strategies used</b>	Silent thumb
<b>Movement Breaks</b>	Students do the actions whilst teacher is reading the book. Students take a break to color and help a friend color if necessary.
<b>Modes of Learning (Differentiation)</b>	Visually learning about the colors and what they mean, seeing other students Medicine Wheels. Auditory instructions, listening to other students explain their Medicine Wheel. Hands- on recording information in a variety of ways. Individual work and group work/discussion.
<b>Higher Order Question(s)</b>	Why could white/yellow/red/black represent the things that they do?

Unit: As Big As The Sky, As Tall As The Trees

Topic: Colors

Katti Mullens

**Reflection and Revisions:**

Lesson: Personal Color Wheels

Grade 3