



### Indigenous Connections/ First Peoples Principles of Learning:

- The story “The Sharing Circle” is an indigenous story
- We will be using Oral storytelling traditions
- Learning is embedded in memory, history and story

### Universal Design for Learning (UDL):

This lesson is designed to fit all types of learners. This lesson fits auditory learners by listening to the oral story. Visual and kinesthetic learners will be engaged by drawing the picture that they created based on the story. Sharing of our work will also be appropriate to suit visual learners.

### Differentiate Instruction (DI):

This lesson could be adapted for students with hearing impairments by giving them the oral story on paper, with no pictures. The students could then create their picture all the same based on the stories that their brain made while reading. This story is also likely available in brail or a new story could be chosen for students who have serious hearing impairments. Students with visual impairments can create their picture using descriptive words and having an aid create their picture. Early finishers could work on creating another picture or adding further details to their first picture. Students who have behavior issues will be seated away from other students who could be problematic for their learning experience.

### Materials and Resources

- A computer to play the audio
- Access to YouTube
- Pencils and Erasers
- Pencil crayons and markers
- Class set of work page with a large box for a picture and a line to guide students to where the sentence will go
- Speakers

### Lesson Activities:

Teacher Activities	Student Activities	Time
<b>HOOK: Imagine</b>  Call out “freeze and face”  Have students stop and close their eyes, envisioning different pictures: a butterfly flying over a flower, a car driving down the road, children jumping on a trampoline etc.	Freeze and face  Close eyes and envision the cues from the instructor	3 mins
<b>Introduction: Discussion of oral stories and creating mind pictures</b>  Have students face the front of the classroom, hands on top of their heads to show that they are ready to begin  Talk about the hook activity, how all students created a different picture based on the same criteria	Face front of class with their hands on top of their heads when they are ready to begin  Listen and ask questions	5 mins

Explain the idea of listening to a story and creating pictures in their brains, instead of looking at pictures the book creates		
<b>Body: Listening and Creating</b>		
-Play the oral story “The Sharing Circle” on YouTube read by Mia Herault	Listen quietly to the oral story, attempt creating pictures in their brains	5 mins
-Have students draw one of the pictures that was made in their brains, adding a descriptive sentence -Move around the room helping students who are struggling and encouraging all students	Draw one picture that was created in their brain, add a sentence to describe their picture	10 mins
<b>Closure: Sharing and Assessment</b>		
-Have students go around the circle sharing their pictures and giving a one sentence explanation If students do not care to share, they may say pass.	Share pictures when it is their turn	5 mins
-Four Corner Assessment: Instruct students to “drive” to the corner that they feel suits how their assignment today went	Choose a corner that makes sense for how their activity went	2 mins

**Organizational Strategies:**

<ul style="list-style-type: none"> <li>-Students will remain in their desks to create less movement</li> <li>-Instructor will roam the classroom to make sure all students are on task</li> <li>-Sayings such as “freeze and face” will be used to gather student’s attention</li> <li>-Papers will be handed out after the reading to students who were listening well first and then the rest of the class</li> </ul>
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**Proactive, Positive Classroom Learning Environment Strategies:**

<ul style="list-style-type: none"> <li>-Students will be expected to work quietly</li> <li>-At the beginning of the lesson the teacher will remind students what good listening looks like and will expect that students are showing their very best listening skills during the reading</li> <li>-If students are being disruptive they will be asked to move desks</li> <li>-The instructor will thank students who listened well during the oral reading</li> </ul>
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**Extensions:**

An extension to this lesson could be having students create pictures for other oral stories or having students create an entire booklet of their own. Students could be given a booklet with the text on it and be tasked with creating the illustrations for the book on their own.
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**Reflections (if necessary, continue on separate sheet):**

Reflecting on this lesson, I am worried that the students will struggle with creating their own pictures, instead using their peers, thus defeating the purpose of the assignment. Students who grab hold of using others pictures could either turn it into a competition, or a “she copied me” instance. I think it could be difficult for students to
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choose a “picture” instead of just the entire book, which is still okay. If students are having difficulty coming up with their own pictures, I could re play the story and have the students drawing as they listen. This way they lose the “recall” part of the lesson, but at least are still making those oral story connections. I think once students understand this concept it will be really successful and interesting to see what each student comes up with. This lesson could have growth by adding different stories or prompts that are more adaptable.