

Lesson Plan Template

Teacher Candidate: Mckenna Scory		Date: Sept. 27th, 2024	Title: Fry Bread Paste Poems
Grade: Six	Subject: ELA	Unit: Language	Lesson #: Three
Core Competency: Communicating		Profile: Profile 5- I communicate confidently, using forms and strategies that show attention to my audience and purpose.	
Big Idea: Exploring stories and texts help us understand ourselves and make connections to others and to the world.		Content: <ul style="list-style-type: none">• Forms, Functions and genres of text• Presentation techniques	
Essential Question: <ul style="list-style-type: none">• Students can research and find accurate information• Students can create a 14 lined poem• Students can find meaning in poem literature			
Curricular Competencies: <ul style="list-style-type: none">• Use writing and design processes to plan, develop and create engaging and meaningful literary and informational texts for a variety of purposes and audiences• Recognize and appreciate the role of story, narrative and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view			
Indigenous Perspectives and FPPL: Learning is embedded in memory, history and story			
Learning Intention: Students are able to reasearch and make connections to create a poem using Indigenous Peoples literature			
Materials: Chrome books, Indigenous author’s poems, paper, scissors, glue			

Introduction - Activate and Engage: Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.

Approx Time 10-12mins	<ul style="list-style-type: none">Start by reading “Really Delicious Fry Bread” by Lee Maracle (2 mins)Ask the following Questions to the class:What is your favourite food, and how does it make you feel?Are the feelings you feel similar to how fry bread is portrayed in the poem?If this is a recipe why might it be a poem? <p>Allow the students 30 secs to think of the answer then turn to a peer and share for another 30 secs.</p> <ul style="list-style-type: none">Ask if anyone would like to share with the class.This is where we want students to make the connection that their favourite food probably reminds them of home or family. Fry bread holds that feeling in Indigenous cultures. Discuss how the poem makes fry bread portrayed as homey, cozy and familiar. Mention how it’s in a poem format to add the sense of familiarity and importance fry bread has to Indigenous culture.
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Body - Explore and Discover: What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.

Approx Time 1-2 hours	<ul style="list-style-type: none">Students will then start a poetry activityDepending on time students will either research on an iPad or Chromebook or I will provide poems on Indigenous People’s and culture depending on time/modifications- I have books and poems available attached to lesson plan.Explain to students how to find the poem’s to use and what sites are reliable. Such as Creative SpiritsStudents will then take a minimum of 7 poems and find 14 lines in the poems they would like to use.They will then take those 14 lines and lay them out in a poem format and create their own poem using the lines they have found.Not required but suggested to follow a pattern eg. ABBA AABBStudents can type, write, or cut and glue their poems to a piece of paper I will provide.Students will also have to include their citations under the poem on the paper- As discussed in lesson 1.Students must create and include a titleRemind students these will be hung in the hallway!Show examples in power pointResearch and planning may be done in with a partner but everyone will create their own poem with different linesWhile students are working it’s important to go around and ask questions to assess learning and answer any questions <p>At the end students should have a 14 lined poem using a minimum of 7 Indigenous People’s poems and included citations neatly written on a paper to display.</p>
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Closure - Organize and Integrate: How will students “cement” their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.

<div>Approx Time</div> <div>10-12 mins</div>	<ul style="list-style-type: none">Once they the poems are completed and hung up gather students to watch a video and have a summary discussionWatch a video “Fry Bread is NOT recognized as a Native American cultural food”Ask the following questions:Did everyone take a look at the poems in the hall?Was it fun to find poems to create your own poem? Was it a Peach or Pit?What does fry bread represent to Indigenous Peoples from what you’ve learned?Just as the intro give the students a few seconds to think to themselves, then turn to a partner and share.Open the conversation to the class and let students share!
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<div>Adaptations/Modifications:</div> <ul style="list-style-type: none">I can provide poems for students who struggle with researchDecreasing amount of lines	<div>Extensions:</div> <ul style="list-style-type: none">Take students to the college for Fry Bread day to make fry bread and listen to Indigenous eldersTake students to St. Eugene for a field tripCreate an art lesson to go with the poemDo a poetry slam afterExtend to a math lesson with ABBA patterns etc.
<div>Assessment Plan:</div> <ul style="list-style-type: none">Visually assess students during discussions and while researchingAsk questions as the students are working to assess their knowledge and answer any questionsAssess the poems when finished	
<div>Lesson Notes/Reflection:</div> <p>I wonder how research would go. Would students be able to find reliable poems online? I found a few good sites but maybe school districts could have those sites blocked?</p> <p>I wonder if 14 lines is too much or too little. I worked in a class where 14 was very doable for almost all students. Would it be better to set a range?</p> <p>If a student were not to do their work I would try to motivate by letting them color and design their poem or allow them the space to watch poetry videos to inspire them.</p> <p>its always possible that terms could be used incorrectly in the students poems so making sure to double check work especially if it’s going in the hall.</p>	