Little Bear’s Vision Quest Unit Plan

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| **Unit Topic / Guiding Question:** Little Bear’s Vision Quest | | | | | | | **Grade:** K/1 |
| **Rationale:** This unit will teach the students about kindness and how friendship is a very important part of life. Students will get to explore these ideas through many subjects such as language arts and art. This unit will allow students to build a sense of community in the classroom. | | | | | | | |
| **Unit Overview:**   1. **Describe the unit – how have you designed it? What does it involve?**   This unit was designed to integrate different subjects through the book *Little Bear’s Vision Quest* by Diane Silvey. I have designed it so that the students get to work language arts, art, and a bit of social studies while relating to the book. This unit involves discussions and conversations about the story, art projects of totem poles and bears, and a puppet show of the story itself at the end.   1. **Describe what students will be learning. What are your goals for the unit in your OWN WORDS? List the 3-5 most important things that you hope students will gain, in terms of knowledge, skills or understandings by participating in this sequence of lessons. This will help to guide you throughout the unit.** 2. How to treat their friends with respect and kindness, using bucket-filling language instead of bucket-dipping 3. A little bit about First Nations culture, through art and re-telling the story 4. How to identify the important parts of a story | | | | | | | |
| **STAGE 1: Desired Results** | | | | | | | |
| **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | | |
| * Stories and other texts help us learn about ourselves and our families * Stories and other texts can be a source of creativity and joy * Drama and visual arts express meaning in unique ways | | | * What was Little Bear’s behavior like before he went to the island? After? * What did Little Bear learn on his vision quest? * How could Little Bear have acted differently? What could he have done instead of called them names? * Why did Little Bear’s Grandfather send him to the island? | | | |
| **DO** | **Core Competencies:** | | | | | | |
| **Communication** | **Thinking** | | | | **Personal & Social** | |
| * Connect and engage with others (to share and develop ideas) * Acquire, interpret, and present information (includes inquiries) * Collaborate to plan, carry out, and review constructions and activities * Explain/recount and reflect on experiences and accomplishments | **Creative**   * Novelty and value * Generating ideas * Developing ideas   **Critical**   * Analyze and critique * Question and investigate * Develop and design | | | | **Positive Personal & Social Identity**   * Relationships and cultural contexts * Personal values and choices * Personal strengths and abilities   **Personal Awareness & Responsibility**   * Self-determination * Self-regulation * Well-being   **Social Responsibility**   * Contributing to community and caring for the environment * Solving problems in peaceful ways * Valuing diversity * Building relationships | |
| **Curriculum Competencies:**   * Show awareness of how story in First Peoples Cultures connects people to family and community * Use personal experience and knowledge to connect to stories and other texts to make meaning * Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community * Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge | | | | | | |
| **KNOW** | **Content:**   * Elements of story * Drama: character, time, place, plot * Traditional and contemporary Aboriginal arts and arts-making processes | | | | | | |
| **STAGE 2: Assessment Plan** | | | | | | | |
| **Summative Assessment (of Learning):** | | | | | | | |
| * Story sequence worksheet * Stages built * Puppet Show – Retelling the story * Totem pole art | | | | | | | |
| **Formative Assessment (for Learning):** | | | | | | | |
| * Participation in discussions and ask questions * Listening to the story * Talking circles * Collaboration on projects | | | | | | | |
| **Stage 3: Learning Plan** | | | | | | | |
| **Learning Intentions** | | | **Instructional Activities**  **( brief description here – lesson plans will be used to flesh out each lesson)** | | | | |
| * I can respectfully listen to a story * I can form a circle with my classmates * I can list one thing nice thing Little Bear could have done instead | | | **Little Bear’s Vision Quest Lesson #1**   * Gather the students on the carpet * Read the book *Little Bear’s Vision Quest* by Diane Silvey * Discuss the book and what happened in the story | | | | |
| * I can colour the picture like the book * I can colour Little Bear black or brown * I can glue Little Bear in the correct spot on the picture | | | **Little Bear’s Vision Quest Lesson #2**   * Show an example * Hand out the *Little Bear’s Vision Quest* colouring sheet * Have them colour the picture * Hand out a cut out of Little Bear and have them colour him brown or black * Have them glue the bear onto the boat on the picture | | | | |
| * I can colour my bear black, brown, or grey * I can decorate a bear using a First Nations art form | | | **Little Bear’s Vision Quest Lesson #3**   * Each student will get a sheet with the outline of Little Bear * The students will colour the bear black, brown, or grey * The students will choose a First Nation’s art form (give choose of 5) that is already cut out * Have the students decorate the bear with a First Nations art symbol by gluing it onto the bear * The bear will be used in the next lesson | | | | |
| * I can create a forest background using chalk and pastels | | | **Little Bear’s Vision Quest Lesson #4**   * Show an example * Have the students come to the back table in groups to create a forest background * Have them create trees and bushes using chalk (brown, light green, dark green, black) * Have them glue their bear on the background | | | | |
| * I can draw a scene from Little Bear * I can write one sentence under the picture | | | **Little Bear’s Vision Quest Lesson #5**   * Have read the story again at Lunch or the day before * Hand out the write-up sheet * Have them complete the sentence **“On his Vision Quest, Little Bear learned…”** (have the stem already written on the sheet * Have them draw and colour a picture about their sentence | | | | |
| * I can use the resources provided to create a stage * I can paint my stage black | | | **Little Bear’s Vision Quest Lesson #6**   * Introduce that we will be building stages to perform our puppet shows in * Have the students create a stage out of a box * Have the students paint their stages with black paint * These will be used for the puppet show | | | | |
| * I can colour the animal pictures appropriately * I can create puppets for the characters in the story | | | **Little Bear’s Vision Quest Lesson #7**   * Read the book *Little Bear’s Vision Quest* by Diane Silvey * Introduce that we will be making puppets to use next week for a puppet show * Hand out the sheet with all of the character pictures on it * Have the students colour all of the pictures * Have the students cut out each picture * Tape the pictures onto straws or popsicle sticks | | | | |
| * I can act out the story using puppets * I can remember the story * I can put the story in order in order of events | | | **Little Bear’s Vision Quest Lesson #8**   * Have the students act out the story using their puppets in partners (take turns performing to each other) * Students will use their stages and their puppets to re-tell the story of Little Bear’s Vision Quest | | | | |
| * I can put the puppets in order * I can act out the story using puppets as a class | | | **Little Bear’s Vision Quest Lesson #9**   * Hand out puppets * Have them put the characters in order as they appear in the story * Lead a whole class puppet show of *Little Bear’s Vision Quest* * Have a group of willing students come up and perform (each being a character) * Repeat if more students would like a turn | | | | |
| * I can create a totem pole using the animals from Little Bear’s Vision Quest | | | **Little Bear’s Vision Quest Lesson #10**   * Have the students create totem poles using animals from the book (bear, wolf, owl, whale) * Talk about what each animal represents on the totem pole | | | | |
| **Resources needed:** | | | | | | | |
| * *Little Bear’s Vision Quest* by Diane Silvey * Popsicle sticks or straws * Character puppet sheets * Construction paper * Bear outline and First Nations art symbols sheet | | | | | * Large poster paper for totem poles * Boxes and materials for stages | | |
| **Reflection** | | | | | | | |
| **How did it go? How do I know?** | | | | | | | |
| **Where to next?** | | | | | | | |