

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: "Heart berry bling" reading Lesson # 2 Date: December 7, 2024  
 Name: Emma Pittman Subject: SS, ELA, Art Grade(s): 6

### Rationale:

This lesson is designed to engage students in exploring the concept of cultural identity and the significance of cultural traditions specifically focusing on beading. Students will engage with hands-on learning using beadwork to visually express how the reading made them feel.

- students will create a timeline using beads to represent the plot/important moments in the book and in Indigenous history to how they feel hearing about these things.

### Core Competencies:

Communication	Thinking	Personal & Social
Facet: Acquiring and Presenting Information <ul style="list-style-type: none"> <li>- Students communicate by receiving and presenting information. They inquire into topics related to their studies and information from a variety of sources, including people, print materials and the media; this may involve listening, viewing or reading, and requires understanding of how to interpret information. (ELA 6)</li> </ul> Profile 3 <ul style="list-style-type: none"> <li>- "I communicate purposefully, using forms and strategies I have practiced" Worksheet</li> </ul>	Facet: Critical thinking <ul style="list-style-type: none"> <li>- Students think critically to develop ideas. Their ideas lead to designing a product (bracelet/necklace/lanyard), in representation in response to problems, events, and issues (Indian Act) (ELA 6)</li> </ul> Profile 2 <ul style="list-style-type: none"> <li>- "i can tell or show others something about my thinking"</li> </ul>	

### Big Ideas (Understand)

Exploring stories and text helps us understand ourselves and make connections to others and to the world (ELA 6)  
 systems of government vary in their respect for human rights and freedom (SS 6)

### Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
Comprehend and Connect <ul style="list-style-type: none"> <li>- Recognize and appreciate the role of story, narrative, and oral tradition in expressing</li> </ul>	Story/Text <ul style="list-style-type: none"> <li>- text features- how text and visuals are displayed (ELA 6)</li> </ul>

First peoples perspectives, values, beliefs and points of view - Construct meaningful personal connections between self, text and world.	
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### Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>- SWBAT explain/demonstrate the main plots of the book Heart Berry Bling</li> <li>- Students will practice reflective writing by explaining why they chose the colours to represent the emotions they felt while listening to the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe participation in class discussion, recalling what the Indian Act is</li> <li>• evaluate the plot timeline based on creativity, what colours they chose to represent the plots and their feelings and why they chose those colours</li> <li>• Conversation: ask why they chose those colours</li> <li>• observe listening skills - how they are doing during the reading</li> </ul>

### Prerequisite Concepts and Skills:

Students have previously learned in Lesson Plan 1 about the Indian Act and the gender differences/policies/cultural loss. Plot profiles have been taught before and are not new to them.

Throughout the book we can check for understanding and retouch on what is the Indian Act (when it gets to that part).

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

"Learning is embedded in memory, history and story."

Storytelling is a huge cultural significance in Indigenous culture, it is a way to preserve values, traditions and history of their culture, while teaching the future generations to carry on their legacies. This ties well into this lesson plan because students are learning about the importance of beading, culture, and how it can be lost through acts like the Indian Act and Residential schools.

<https://americanindian.si.edu/nk360/informational/storytelling-and-oral-traditions>

### Universal Design for Learning (UDL):

- integrated curriculum- cross-curricular connections: Art, Social Studies, English
- engage through technology/visual/hands-on
- valuing diversity, everyone has different emotions/feelings about situations, we accept all the colours that are being chosen, we do not judge each others colours.

### Differentiate Instruction (DI):

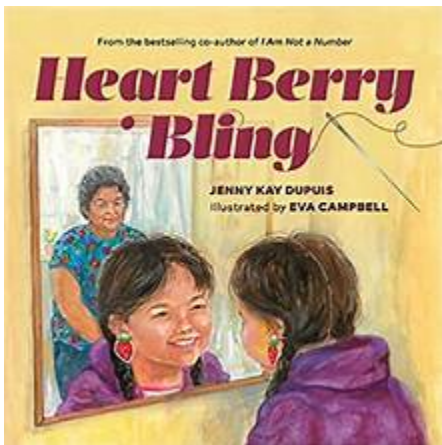
- Lesson can be changed to support individual needs/IEPs
  - either listening to the story (headphones), reading it themselves/alone, or listening to the teacher read it
  - plot profile can be altered for varying needs
  - instead of making bracelet can make easier/harder
- Clear instruction (on boards)
- Fidget toys

- Brain breaks (energy expulsion)
- Can get certain students to help others

## Materials and Resources

- video "Heart Berry Bling" by portage and main press  
<https://www.youtube.com/watch?v=40bkRIwCaXE>
- Book "Heart Berry Bling" by Jenny Kay Dupuis
- pencil crayons/markers
- worksheet
- pencil

## Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – "HOOK"):</p> <ul style="list-style-type: none"> <li>- Get the students to sit at their desk</li> <li>- play the youtube video "heart berry bling" by portage and main press. <a href="https://www.youtube.com/watch?v=40bkRIwCaXE">https://www.youtube.com/watch?v=40bkRIwCaXE</a></li> </ul> <p>Briefly refer back to lesson 1 on the Indian act and gender differences</p> <ul style="list-style-type: none"> <li>- ask questions like what makes you who you are? What roles do your families have in your life and shape you? influences of sense of self</li> </ul>	 <p>From the bestselling co-author of <i>I Am Not a Number</i> <b>Heart Berry Bling</b> JENNY KAY DUPUIS Illustrated by EVA CAMPBELL</p> <ul style="list-style-type: none"> <li>- students are sitting quietly at their desk.</li> <li>- students are raising their hands if they have a response</li> </ul>	<p>1-2 min</p> <p>3 min</p>
<p>Body:</p> <ul style="list-style-type: none"> <li>- Explain: Today we are going to be reading a book and explore how we can represent our emotions/feelings/thoughts through art and colours</li> <li>- Hand out the worksheet</li> <li>- get students to grab pencil crayons and a pencil</li> <li>- Introduce the book and who the author is <ul style="list-style-type: none"> <li>- explain to the students that this book encourages reflection on feelings</li> </ul> </li> <li>- explain the work sheet and what they will be doing during the reading</li> </ul>	<ul style="list-style-type: none"> <li>- students are sitting quietly</li> <li>- get 2 students to hand out worksheet</li> <li>- students get markers and pencil crayons</li> </ul>	<p>2-3 min</p> <p>intro 2minutes</p>

<ul style="list-style-type: none"> <li>- While I am reading the book you will be listening to the story and selecting colours based on the emotions you feel during the main plots of the book             <ul style="list-style-type: none"> <li>- they can decide the main plots</li> </ul> </li> <li>- on the worksheet they will be writing down the colour they picked, what plot they chose, and why they thought it was significant and why the colour represents their feeling</li> <li>- Begin the read aloud             <ul style="list-style-type: none"> <li>- remind students to think about how each part makes them feel</li> <li>- can pause at key plots and ask questions on how this makes them feel? what colour would they choose to represent this moment?</li> <li>- Remind them to only use the big beads for the main plot points</li> <li>- can randomly stop and ask what colour does the red bead represent, etc.</li> </ul> </li> <li>- Once finished the book let students finish work sheet             <ul style="list-style-type: none"> <li>- get them to hand them into you</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Colour: students will choose a colour that represents how they feel during different key plots of the book</li> <li>- Plot Point: Students write down a brief description of that moment</li> <li>- why: students write why they choose that colour to represent that moment/emotion they were feeling</li> <li>- students hand in worksheet</li> </ul>	<p>explanation 4 mins</p> <p>Reading 15 mins</p> <p>2-5 mins</p>
<p>Closure: Reflect/discuss</p> <ul style="list-style-type: none"> <li>- ask questions....</li> <li>- Recap the main points of how emotions can be represented by colours and art and that expressing our feelings help us reflect and that Indigenous people didn't get to do this for many decades.</li> <li>- Remind students how we will be making bracelets and how indigenous people don't keep their first creations so we will be making necklaces for someone else.             <ul style="list-style-type: none"> <li>- in FN communities the practice of giving away a first creation carries deep cultural and spiritual significance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- students raise hands if they have any questions/comments</li> </ul>	<p>5 mins</p>

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### Organizational Strategies:

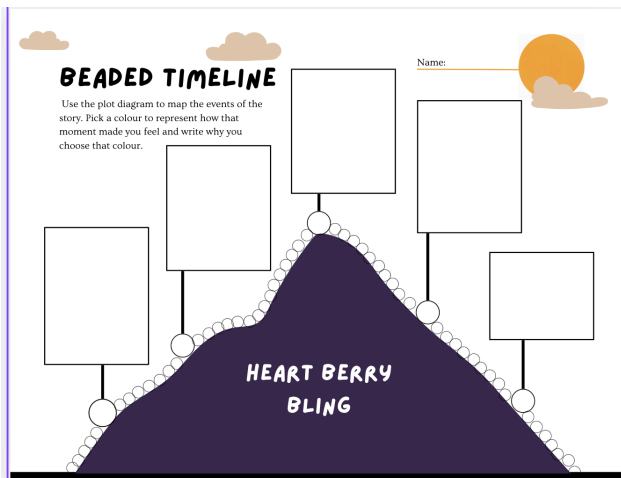
- students will be sitting at their tables.
- They will sit and listen as we introduce the lesson
- They will continue sitting while we read the book
- can incorporate a brain break when necessary - if the students are getting antsy/ we have time
- if appropriate can move the tables around so we aren't sitting by friends

### Proactive, Positive Classroom Learning Environment Strategies:

- Teacher will move around the classroom while reading the book, can stand closer to those who are not paying attention
- Teacher will read with expression
- To get the students' attention, can clap or ring bell
- Will thank students for being on task and/or sharing thoughts
- Make sure that expectations for behavior are clear - separate students who cannot focus properly

### Extensions:

- Missing and Murdered Indigenous Women
- politics and different government structures
- gender studies
- women's rights throughout history
- Indigenous movements and reclaiming culture
- LP 3 with doing the beading and making a reflection/card to give to someone



Reflection:

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: \_\_\_\_\_ Beading Lesson # \_\_\_\_\_ 3 Date: \_\_\_\_\_ November 21  
2024  
Name: \_\_\_\_\_ Emma Pittman Subject: \_\_\_\_\_ Art Grade(s): \_\_\_\_\_ 6

### Rationale:

This lesson plan is designed to engage students in a creative, reflective and hands on activity that uses beading to tell a story through emotions. This lesson highlights the importance and connections of Traditional Indigenous cultures and how beading blends personal emotions through a narrative.

### Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>Students communicate by receiving and presenting information (through the story and beading). The acquire information from a variety of sources, people, print, and media: involving listening, viewing, or reading, and requires understanding how to interpret information</li> </ul>	<ul style="list-style-type: none"> <li>engaging in a period of reflection</li> </ul>	<ul style="list-style-type: none"> <li>awareness, understanding and appreciation of factors that contribute to a healthy sense of self, family knowledge and background, heritage, language, beliefs and perspectives. (Art 6)</li> </ul>

### Big Ideas (Understand)

Experiencing art is a means to develop empathy for others' perspectives and experiences (Art 6)

### Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>explore relationships between identity, place, culture, society and belonging through the arts.</li> </ul>	<ul style="list-style-type: none"> <li>traditional and contemporary aboriginal arts and arts-making processes</li> </ul>

<ul style="list-style-type: none"> <li>• demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.</li> <li>• express feelings, ideas and experiences through the arts.</li> </ul>	
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### Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• Students will be able to create a beaded necklace</li> <li>• express how the book made them feel through colours and beading</li> </ul>	<ul style="list-style-type: none"> <li>• observe student participation during the beading process</li> <li>• evaluate the final product with the worksheet - did students articulate what the beads represented, did they make connections, etc</li> </ul>

### Prerequisite Concepts and Skills:

Students have previously learned about Indigenous history, the Indian act and importance of beading. Student have listened to the book and have taken notes.

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

Learning involves patience and time - beading is not a quick task it will take the students some time to complete the final product.

### Universal Design for Learning (UDL):

- integrated curriculum- cross-curricular connections: Art, Social Studies, English for students who may thrive with different subjects
- engage through technology/visual/hands-on
- hands-on

### Differentiate Instruction (DI):

- Lesson can be changed to support individual needs/IEPs
  - either listening to the story (headphones), reading it themselves/alone, or listening to the teacher read it
  - plot profile can be altered for varying needs
  - instead of making bracelet can make it something else or have extra help
- Clear instruction (on boards)
- Fidget toys
- Brain breaks (energy expulsion)
- Can allow students to work alone and in pairs at certain times

### Materials and Resources

- video "Heart Berry Bling" by portage and main press  
<https://www.youtube.com/watch?v=40bkRIwCaXE>
- Book "Heart Berry Bling" by Jenny Kay Dupuis
- variety of coloured and sizes of beads
  - sorted so each table gets a box of different colours
- worksheet (completed from the day before)

- pens & paper for writing a card/note
- string
- scissors

### Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> <li>- Get the students to sit at their desk</li> <li>- play the youtube video “heart berry bling” by portage and main press.</li> </ul> <p><a href="https://www.youtube.com/watch?v=40bkRIwCaXE">https://www.youtube.com/watch?v=40bkRIwCaXE</a></p> <ul style="list-style-type: none"> <li>- Explain to students that today we will be making our own “heart berry” necklaces and use the colours we wrote on our worksheet to represent the emotions and events in the story</li> <li>- hand back their worksheets that they coloured the day before</li> </ul>	<ul style="list-style-type: none"> <li>- students are sitting at their desk</li> <li>- get students to hand out worksheets</li> </ul>	<p>2 min</p> <p>2-4 min</p>
<p>Body:</p> <ul style="list-style-type: none"> <li>- prepped before <ul style="list-style-type: none"> <li>- beads are sorted before hand <ul style="list-style-type: none"> <li>- colour categories and size</li> </ul> </li> <li>- hand out beads and string to each table tell them not to touch yet</li> </ul> </li> </ul> <p>Explain to students that we will be making a necklace, for the parts they did not write as their plots/emotions they are going to pick random small beads to use (cannot be the same colour as the colours on their worksheet. The big beads in the box are for our main plots in the book, the ones we wrote down on the paper. When we get to one of your plots in the book you are going to stop with the small beads and use a big one of the colour you chose yesterday.</p> <ul style="list-style-type: none"> <li>- reread the book <ul style="list-style-type: none"> <li>- stop every page and get the students to add 3-5 of any colour of their choice in small beads depending on what they're making.</li> <li>- when a plot point comes up that the students want to identify</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- students are sitting and now touching the beads</li> <li>- students are listening quietly</li> <li>- students are adding beads to their necklace</li> </ul>	<p>1-2 min</p> <p>2 min</p> <p>10-15 mins</p>

<p>they will grab a bigger bead to represent that plot and have it made them feel</p> <ul style="list-style-type: none"> <li>- can encourage students to reflect on their emotions. can ask discussion questions at times "how does this make you feel, how do we think this person feels..." <ul style="list-style-type: none"> <li>- keep adding beads until the story ends</li> </ul> </li> <li>- At the end of the story give students time to finish their necklaces.</li> <li>- re discuss how in indigenous culture gives away their first beading - can ask students if they remember why</li> <li>- once students have complete their bead necklace ask them to write a short card to the person they're giving their creation to, the note should explain: <ul style="list-style-type: none"> <li>- what the different (small and big) beads represent. (From the story)</li> <li>- why they chose the colours</li> <li>- how their necklace reflects emotions they felt while reading the story</li> </ul> </li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- students are asked if they can remember why in indigenous culture they give their first bead work away -</li> <li>- students raise hands</li> <li>- no call outs</li> <li>- Students are working on their card for the person they are giving their creation to</li> </ul>	<p>2-4 min</p> <p>5-10 min</p>
<p>Closure:</p> <ul style="list-style-type: none"> <li>- After finishing cards, give students a chance to share their creations to the class, can do table talks or class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- students can share their creations with pairs/class</li> </ul>	<p>5-10 min</p>

### Organizational Strategies:

<ul style="list-style-type: none"> <li>- students will be sitting at their tables.</li> <li>- They will sit and listen as we introduce the lesson</li> <li>- They will continue sitting while we read the book</li> <li>- can incorporate a brain break when necessary - if the students are getting antsy/ we have time</li> <li>- if appropriate can move the tables around so we aren't sitting by friends</li> </ul>
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### Proactive, Positive Classroom Learning Environment Strategies:

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Extensions:

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