

(7) Up the Creek

Kyla Baker · Kindergarten · English Language Arts: Author Study

Core Competencies:

Communication:

- Connect and engage with others (to share and develop ideas): I ask and respond to simple, direct questions.
- Acquire, interpret, and present information (includes inquiries): I can understand and share information about a topic that is important to me.
- Explain/recount and reflect on experiences and accomplishments: I can represent my learning, and tell how it connects to my experiences and efforts.

Thinking:

- Novelty and value: I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials. I generate new ideas as I pursue my interests.
- Generating ideas: I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems.
- Developing ideas: I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them.
- Analyze and critique: I can show if I like something or not.
- Question and investigate: I can explore materials and actions.

Personal & Social:

- Personal values and choices: I can tell what is important to me.
- Self-determination: I can show a sense of accomplishment and joy.
- Self-regulation: I can persevere with challenging tasks.
- Solving problems in peaceful ways: I can solve some problems myself and can identify when to ask for help.

Big Ideas:

- Everyone has a unique story to share.
- Language and story can be a source of creativity and joy.
- Stories and other texts can be shared through pictures and words.

Curricular Competencies:

Students will be able to:

- Use sources of information and prior knowledge to make meaning
- Use language to identify, create, and share ideas, feelings, opinions, and preferences
- Plan and create stories and other texts for different purposes and audiences

Content:

Students are expected to know:

- Metacognitive strategies
- Writing processes
- Letter knowledge
- Phonemic and phonological awareness
- Letter formation
- The relationship between reading, writing, and oral language

Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Diversification/Differentiation:

- Students can reference the brainstorm ideas if they need help for their settings (ideas to include or words to write)
- Students can help each other while making the boat at the carpet
- Students can reference each other's setting during work time

Assessment Tools & Strategies:

- Observation – teacher will circulate to see if the work being completed is related to the topic presented

Cross-Curricular Connections:

Arts Education – drawing, coloring, and folding paper into a boat

Resources/Materials:

- *Up the Creek* by Nicholas Oldland
- How to Fold Paper into a Boat: <http://www.wikihow.com/Make-a-Paper-Boat>
- Blank paper (larger size) – to draw their adventure on
- Pencils
- Crayons
- Whiteboard
- Marker

Method:

Hook: Ask students if they can remember the authors name we have been looking at, since we looked at characters last week ask students if they can name the 3 characters

Lesson:

1. Have students make a paper boat before reading the book.
2. Tell students they can have their boat while the story is read but they must be quiet to hear the story. Inform students that they could use their boat to copy what happens to the boat in the story
3. P. 5 Review the term 'stern'
4. P. 8 Review the term 'portside'
5. P. 10. Review the term 'portage'
6. P. 19-20 ask students if they think the friends stayed mad at each other, or did they work together to solve their problem (come up with a solution)
7. Now that we've seen/heard the Bear, Moose, and Beaver go on their adventure up the creek, inform students they will create the setting an adventure (tell students they can include their favorite character that they made in the previous activity) but what did they have that we don't? (a boat!)
8. Tell students we will each be making a boat to go with our adventure settings
9. Brainstorm ideas about what the setting should include – write these examples on the whiteboard with small drawings beside them (ie. River, trees, rocks etc.)
10. Give students a piece of paper at the carpet and as a group fold it into a boat
11. Provide lined paper for students to write their Up the Creek adventure

Name: _____

My setting has _____, _____, and _____.