

Picture Book Plan – Phyllis’s Orange Shirt

Stage 1 – Desired Results	
Grade Level: 1	Strand(s): A3. Applications, Connections, and Contributions
<ul style="list-style-type: none"> ● A3.1 - apply the knowledge and skills developed in this grade to support learning in various subject areas and identify some ways this learning can be used in everyday life. ● A3.3 - identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing. 	
Understanding(s)/Goals	Essential Question(s):
<ul style="list-style-type: none"> ● Students will learn the importance of cultures explored through Indigenous perspectives. 	<ul style="list-style-type: none"> ● Why do we wear an orange shirt? ● How does the story make you feel? ● How do you think Phyllis felt about the residential school?
Objectives (targets/outcomes):	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Read or listen to stories about cultural diversity. ● Comprehend the content of the book. ● Reflect on how a story makes them feel and/or what they learned. ● Relate the story to knowledge in everyday life. 	
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
<ul style="list-style-type: none"> ● Read the book in small groups (based on reading level). <ul style="list-style-type: none"> ○ Lower level reading students can listen to the story being read. ● Discuss the events that occurred in the story in a large group setting. ● Independently, create a drawing to reflect something in the story. As well as create a short sentence about the drawing created. 	<p>This can be completed through:</p> <ul style="list-style-type: none"> ● Worksheet <ul style="list-style-type: none"> ○ Drawing space ○ Guiding prompts to create a short sentence. ● Group discussions w/ chart paper for teacher to write student's ideas. ● Group discussions with peers
Stage 3 – Learning Plan	
Learning Activities:	
<ol style="list-style-type: none"> 1. Introduce the book to the class <ol style="list-style-type: none"> a. Introducing what we are reading. b. Ask students what they think the book will be about based on the cover image. 2. Reading in small groups <ol style="list-style-type: none"> a. Break up students into small groups based on their reading level & comprehension. b. High-level readers may be able to read independently without any help. c. Mid-level readers may be able to work in a group and assist each other, teacher may need to help with more complicated words. 	

d. Low-level readers may need lots of assistance and/or to hear the book read.

3. Big Group/ Class Discussion

- a. Students will gather all together to share points about the story.
- b. Teacher writes ideas on a chart paper.
- c. Post paper up on board before continuing to the next activity.

4. Worksheet

- a. Teacher will hand out worksheet papers to each desk.
- b. Students will work independently to draw something they learned from the book.
- c. Students will follow the writing prompts on the worksheet to write a sentence about the drawing.
- d. Students can view chart paper with ideas to come up with something to put on the worksheet.

5. Sharing period

- a. After worksheets are completed, students will work at their table groups for one final discussion on what they drew/wrote.

Instruction

Lesson Title	Phyllis's Orange Shirt
Objective(s)	<p>Teacher will have the learning goals and success criteria posted on chart paper at the front of the room. (Will be written in student friendly language).</p> <ul style="list-style-type: none"> ● Learning Goal: I will learn the importance of cultures through Phyllis's Orange Shirt. ● I will be able to: <ul style="list-style-type: none"> ○ Read the stories about Phyllis's Orange Shirt ○ Talk about what happened in the book. ○ Draw and write about something in the story that I learned. ○ Know how the story can affect my everyday life.
Key Vocabulary	<p>Key words from the book. For example:</p> <ul style="list-style-type: none"> ● Orange shirt ● Residential schools ● Orange ● Worry ● Family ● Granny ● Home ● Land ● First Nations ● Respect
<p>Sequence - How will you introduce your lesson and how will you proceed?</p>	<p>Introduce</p> <ul style="list-style-type: none"> ● Introduce the book to the class. ● Introducing why we are reading it. ● Ask students what they think the book will be about based on the cover image. <p>Specific Questions</p> <ol style="list-style-type: none"> 1. Why did Phyllis wear an orange shirt?

<p>- What specific questions will you ask students?</p> <p>-How will you assess your lesson to check whether you achieved your goals? What will your lesson closure be, or how will you finish your lesson?</p>	<ol style="list-style-type: none">2. What was an event that happened in the book?3. How did this book make you feel?4. How can we be welcoming to all students and friends?5. What did you learn from Phyllis' story? <p>Assessment</p> <ul style="list-style-type: none">• Teacher will assess the student's learning through:<ul style="list-style-type: none">○ discussion participation,○ how their drawing relates back to the story or points discussed,○ what sentence they expressed on the worksheet. <p>Lesson Closure</p> <p>Lesson Closure will end with a reflection by the teacher on thanking the students for learning about this important topic why we wear the orange shirt on September 30th.</p>
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