

Teacher's Resource



Grade 4

**SAMPLE
MATERIAL**
FOR PREVIEW
ONLY

About Under One Sun



Under One Sun invites students and teachers to connect with Indigenous history, culture, and perspectives. This authentic series offers contemporary Indigenous content using a balanced literacy approach that provides rich opportunities for modelled, shared, guided and independent reading, and viewing. *Under One Sun* aims to support the development of educated citizens so they can gain a deeper understanding and appreciation of Indigenous perspectives and ways of knowing.

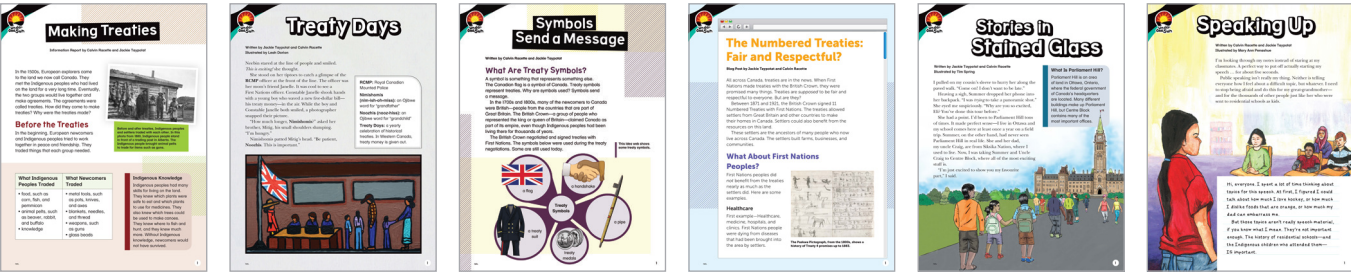
Key Features

- Written and illustrated by Indigenous authors and artists, *Under One Sun* builds student awareness, understanding, and respect of Indigenous perspectives and experiences in Western Canada
- Offers read-aloud, shared reading, and levelled reading selections to help students develop reading, listening, viewing, writing, speaking, and representing skills
- Equips students with language and literacy skills for success in school, community, career, and life
- Provides unique content through a blend of print and digital formats offering new and engaging learning opportunities to meet the diverse needs of K–8 students

Resource Component Overview

Under One Sun offers components in a mixed print and digital format to bring exciting content to your K–8 classroom. These components have been designed collectively and are intended to be used together to support balanced literacy learning.

Component	Print Format	Digital Format
Teacher's Resource Comprehensive support for teaching English Language Arts curriculum with a focus on Indigenous content, perspectives, and principles of learning The Teacher's Resource includes: <ul style="list-style-type: none">■ Read-Aloud Selection■ Lesson Plans■ Blackline Masters■ Background Information	✓	
Online Teaching Centre Digital resources with multimedia assets developed to bring content to life and immerse students in the culture of contemporary Indigenous communities The Online Teaching Centre includes: <ul style="list-style-type: none">■ Shared Reading Selection■ Launch Video■ Professional Development Videos■ Audio Recordings■ Blackline Masters■ Image Bank		✓
Guided and Independent Reading Selections Six levelled selections that explore Indigenous themes of identity, Mother Earth, and relationships Guided and Independent Reading selections are offered in age-appropriate formats: <ul style="list-style-type: none">■ Kindergarten–Grade 3: Little Books■ Grades 4–6: 4-page cards■ Grades 7–8: 8-page magazines	✓	



Grade 4 Levelled Reading Cards Shown

Included in this Grade 4 Teacher’s Resource sampler:

- ✓ Annotated Table of Contents
- ✓ Access to Online Teaching Centre demo
- ✓ Sample Guided Reading Lesson Plan:
Speaking Up (Narrative)
- ✓ Sample Guided Reading Lesson Plan:
Numbered Treaties: Fair and Respectful? (Nonfiction)

Preview the Online Teaching Centre

The *Online Teaching Centre* provides a variety of multimedia assets developed to engage the wide range of learners in your classroom. Preview content such as:

- Shared Reading Selection
- Blackline Masters
- Image Bank



Try out the Online Teaching Centre at
nelson.com/underonesun46demo

Information is introduced in this section and embedded throughout the Teacher’s Resource to support you in understanding and addressing Indigenous themes and perspectives

This lesson plan accompanies the Launch Video (accessed through the *Online Teaching Centre*) that introduces key concepts for the grade

The Read-Aloud selection and lesson plan are both provided in the Teacher’s Resource

This lesson plan accompanies the Shared Reading selection (accessed through the *Online Teaching Centre*)

Reproducible activity sheets are included to provide additional support for lessons

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These lesson plans accompany guided and independent reading selections that are offered as separate printed 4-page cards. Lesson plans offer suggestions for before, during, and after-reading as well as background knowledge and contextual information for additional support

Guided Reading Lesson

About This Card

A student describes her public speaking jitters and then delivers her speech, which honours her *ananaksaq*, her great-grandmother. In the speech, she recounts Ananaksaq’s experiences at a residential school in the Northwest Territories and how, of all the horrible things that were done to her, not being able to speak her language, Inuktitut, was the worst. The speech ends with an explanation of the Truth and Reconciliation Commission’s work in hearing and sharing residential school survivors’ stories.

The card was written by Calvin Racette and Jackie Taypotat, and illustrated by Mary Ann Penashue.

Reconciliation Connection: Learning about past harm to Indigenous peoples is one way to connect to reconciliation. In this selection, students learn about residential schools and the Truth and Reconciliation Commission

Before

- Tell students they are going to read a student’s speech about her great-grandmother, a residential school survivor. To help students visualize and gain understanding of the residential schools, show some archival photographs of them. Try to show shots of the exteriors as well as the dorms, classrooms, and dining halls. Remind students of the Read Aloud selection, “Residential Schools”; you might reread it before students read this card.
- Review the literacy strategy of finding important ideas. Say:
 - *One of the skills in finding important ideas in a text is to separate the most important ideas from the other information that might be very interesting but is, overall, not the most important. The other information can be called supporting details or supporting ideas. In a speech, the speaker has important ideas to get across, and usually a number of supporting details for them. As you read this speech, try to make the distinction between the most important ideas and supporting details.*

During

Listen to students as they read independently. Read and prompt as needed. Make note of any difficulties that students encounter. As students read, assist them with solving challenging vocabulary. Remind them of strategies such as rereading, determining meaning from context (*Commission*), looking for known parts of words (*shipment*), and using a dictionary.

Level S

Lesson Focus

Vocabulary: affect, ananaksaq, assignment, assumed, attended, cod-liver oil, decades, identity, Inuktitut, public speaking, shipment, topics, Truth and Reconciliation Commission


Thematic Focus: Identity, Relationships

Literacy Strategy: Finding Important Ideas, Making Connections

Text Form: Speech

Classroom Resources

- archival photos of residential schools
- BLM 10: Important Ideas and Supporting Details

 Sun icons indicate questions or activities focused on the theme.

CULTURAL CONNECTION

Even though Inuit did not sign treaties, Inuit children were included in the students sent to residential schools. The first government-regulated school for Inuit opened in 1951, and by 1964, almost all Inuit children were required to attend residential schools or hostels in order to receive an education. Roman Catholic and Anglican missionaries were largely responsible for the residential schools that were built.

Suggests ways that teachers and students can connect to the process of reconciliation through awareness, discussion, and activities.

- After page 1, ask:
 - *Why are there two different types of text on this page, and what is the purpose of each? (the girl’s thoughts before she begins her speech, and then her actual speech)*
 - *What connections did you make to this part of the selection? For example, what did you think about when you read, “I dislike foods that are orange”?*
- Discuss the important ideas on this page. If needed, model by saying:
 - *The introductory thoughts tell us that a student is nervous about giving a speech, but she is doing it in honour of her great-grandmother. The first part of her speech is funny, and a good way to get her classmates’ attention. But I think the most important idea on this page is this: A student is honouring her great-grandmother by giving a speech about residential schools.*
- After page 2, ask:
 - *Why do you think Ananaksaq chose that time to tell her great-granddaughter about her experiences? (the girl was complaining about school, and Ananaksaq might have thought she should be more grateful; Ananaksaq might have thought she was mature enough to hear the story)*
 - *Make connections with the text—how might you feel if you had to do what Ananaksaq and her family had to do?*
 - *Why do you think the government did this? (to force Indigenous peoples to lose their language and culture, and conform to the government’s idea of what the new Canadian society should be)*
- Talk with students about the important idea on page 2. Say:
 - *On page 2, the girl describes the conversation with her ananaksaq and gives a background of what she already knew about the schools, which is all interesting. But I think the most important ideas can be combined and summarized like this: Instead of getting the education they expected, Indigenous children were forced to move from their homes and live at the residential schools, where they were treated very badly. In the next part of her speech, she will give many details that support that.*
- After page 3 and the first paragraph on page 4, ask:
 - *What detail about Ananaksaq’s experience hit you the hardest?*
 - *How are you feeling as you read these details about the schools?*
 - *How do you think the families of people who attended residential schools feel when they learn that their relative experienced this?*
- At the end of the speech, ensure that students understand the meaning of reconciliation and the Commission. Discuss any other questions students have.
- Ask:
 - *What did you think when you read that the worst part for Ananaksaq was not being allowed to speak her own language? Why do you think that was so difficult?*
- If needed, guide students and model how to distinguish the important ideas in the last two paragraphs. Say:
 - *In the second paragraph on page 4, we learn that the worst part for Ananaksaq was to be forced to stop using her language, and that is the second time it is mentioned in the speech, so that seems like an important idea.*

The final paragraph describes the Commission, and I think that is important because it offers some hope. The last two sentences are very direct and powerful, and I think they are both important ideas.

After

If you wish, use the Let’s Talk questions on the last page of the card to prompt talk that will help students make connections, clarify meaning, and explore themes.

- Ask:
 - Why might Ananaksaq and other survivors never have spoken about their residential school experience? (might have been too difficult and private to speak about; might have brought back too-painful memories; might not have wanted to burden their family with it)
- Read BLM 10: Important Ideas and Supporting Details with students, and then have them complete it, or work with them to do so. Recall the earlier summaries. Show how to use point form and combine ideas for listing the supporting details, as in “schools had poor heating.”

Word Work: Have a focus on decoding new words by taking the words apart according to sounds and syllables, and then blending them together. Use *an-anak-saq* and *In-uk-ti-tut* as examples. (Point out that the pronunciation is provided after these words in the speech.) Explain how this method works when reading words in languages other than your own, but that it’s best to check with an expert in that language to see if you have the pronunciation correct.

Reconciliation Connection: Remind students that learning about past and current harm to Indigenous peoples is important to reconciliation. Ask students to think of ways they could “speak up” and show they care about what happened at residential schools; for example, learn more about the schools and other stories, share with others what they have learned, take part in remembrances, write letters showing their support.

Responding Activities

Choose from the following activities to provide additional opportunities for students to respond to the selection:

1. Invite local Indigenous people to educate your class or even school about residential schools and reconciliation. You might consider inviting residential school survivors, an Elder, and/or Indigenous community members to discuss how the legacy of residential schools affects them.
2. Have students each choose two or three phrases from the speech that they found particularly moving or powerful. You might choose one phrase to model yourself, such as “never enough proper food.” Have students write them in large print on a big sheet of mural paper (or on long sheets of paper that they attach to the mural paper or a bulletin board). They can add artwork and other design elements to make a large-scale visual and written statement about their learning about residential schools. Talk about how sharing and explaining their work with the class and with others in the school community is one way to “speak up.”



The Numbered Treaties: Fair and Respectful?

Guided Reading Lesson

About This Card

In the form of a blog post and its response comments, this selection raises awareness of treaty promises that have not been kept and those that no longer make sense. It also describes some First Nations organizations that are currently working for change and improvement. The card was written by Jackie Taypotat and Calvin Racette.

Reconciliation Connection: Learning about past and current harm to Indigenous peoples is one way to connect to reconciliation. In this selection, students learn about treaty promises that have not been fulfilled or that or no longer make sense.

Before

- Have students preview the selection to identify the text forms (blog post and comments). Ask them to explain how they could tell. Also discuss (and keep a list of) features or characteristics that students can expect to see in an effective blog post, such as a byline, personal opinion supported by reliable information, some visual or multimedia content, current issues, effective writing, and a sense that the writer really cares about the subject. For characteristics of comments, discuss how effective comments are those that provide evidence for their argument or opinion.
- Review with students the literacy strategy of asking questions. Say:
 - Asking questions before, during, and after your reading helps you understand a text better. Questioning helps you make sure you are getting the meaning, helps you make connections and think about your own opinions, and helps you think of things the text makes you wonder or want to know more about. As you read this blog and comments, practise the strategy of asking questions.

During

Listen to students as they read independently. Read and prompt as needed. Make note of any difficulties that students encounter. As students read, assist them with solving challenging vocabulary. Remind them of strategies such as recognizing suffixes (*respectful*, *payment*), rereading, and using visuals (*medicine chest*).

- After the three introductory paragraphs on the first page, ask:
 - What do you think is the purpose of this blog? (to discuss how the Numbered Treaties have not been fair to and respectful of First Nations peoples)


Level Q

Lesson Focus

Vocabulary: access, ancestors, assembly, association, band members, benefit, idle, increased, medicine chest, Numbered Treaties, pictograph, reserves
Thematic Focus: Identity, Relationships
Literacy Strategy: Asking Questions
Text Form: Blog Post and Comments

Classroom Resources

- BLM 8: My Review
- research sources for students’ inquiries

 Sun icons indicate questions or activities focused on the theme.

CULTURAL CONNECTION

The term *settlers* is used to describe the descendants of the first British and French newcomers to Canada. The word *settlers* is used because these people built settlements, not because they “settled” the land. Indigenous peoples settled the land in different ways centuries before the newcomers arrived.

- *How do you know the purpose? (the title is a question, so it sounds doubtful; the word “supposed” is emphasized, and the question “But are they?” also raises doubts)*
- *How could settlers benefit from the resources? (use the land for farms, forests for lumber, minerals for mining, water for transportation and building communities)*
- Have students pause to think of and discuss questions they have after the introduction. As they continue reading, encourage them to look for answers to any questions that are unanswered, as well as jot down any new questions.
- At the end of the “What About First Nations Peoples?” section, have students share and discuss the questions they asked.
- Ask:
 - *Instead of medicine chests for healthcare, what do you think would have been expected? (medical clinics or hospitals for all reserves; better supplies of medicine; medical training and collaboration with Indigenous medical practices)*
 - *What do you think could be done to address treaty promises that don’t make sense today, like the \$5 payment?*
- After the Working for Change section and the final paragraph on page 3, ask:
 - *What questions did you ask yourself in this section? What do you wonder about?*
 - *Have you heard of any of the organizations the authors describe? Where could we learn more about them?*
 - *Why is it important for everyone to be aware of these issues?*
- After students have read the comments, discuss some of their features, such as time-stamps, people responding to both the blog and to previous comments, strong feelings, and different perspectives. Ask:
 - *How helpful are these comments to your understanding of the blog subject?*

After

If you wish, use the Let’s Talk questions on the last page of the card to prompt talk that will help students make connections, clarify meaning, and explore themes.

- Ask:
 - *What new information did you learn from this selection? How does what you learned fit with what you knew before reading it?*
 - *Do you think the authors of the blog were convincing? How did they support their viewpoint?*
- Have students write the comment they would post in response to the other comments and/or to the blog.
- Review the characteristics of blog posts and comments that you created in the Before section. Ask students to locate examples of the characteristics in this selection.

- Briefly review the asking questions strategy. Remind students that they can ask questions, before, during, and after a reading. Ask:
 - *Why is it helpful to ask questions while you read? (makes me think about what I am reading and keeps me interested in it, helps me make sure I understand what I read, helps me think about connections to my own life and experiences, helps me see what I want to know more about)*

Word Work: Have a focus on recognizing words in the past and present tense. Explain that a variety of tenses are used in this blog, because the actions and issues are from both the past and today. Say that many verbs in the past are formed by adding *-ed* to the verb. Also review that the frequently used verbs *is* and *are* in the present tense become *was* and *were* in the past tense. Have students search the selection to find five verbs in the present tense and five verbs in the past tense.

Reconciliation Connection: Remind students that aspects of treaty agreements have caused past and current harm to Indigenous peoples. Have students work together to list five important things they think all Canadians should know about the Numbered Treaties and their impacts on Indigenous peoples.

Responding Activities

Choose from the following activities to provide additional opportunities for students to respond to the selection:



1. Have students review the questions they asked about this card. Have them choose one that would be suitable for developing into a research question. They can collaborate with a partner and work with resources you suggest to research both questions and to create a presentation of their research findings. Alternatively, develop some research ideas together with students, such as learning more about one of the organizations, the diseases that were brought by the settlers, Treaty Day in your area, the Numbered Treaties, or First Nations reserves that have been in the news because of their need for better education, healthcare, or resources.



2. Have students write about being fair and respectful in their everyday lives. They could write their ideas in the form of a blog post, pledge, poem, song, letter, or journal entry. After students share their work, have a discussion about the importance of people being honest, trustworthy, fair, and respectful, and the possible outcomes if people are not.
3. Have students use BLM 8: My Review to assess and put into words their personal responses to the card.



Grade 4

Teacher Resource Sampler

Under One Sun invites students and teachers to connect with Indigenous history, culture, and perspectives. This new series offers authentic and contemporary content using a balanced literacy approach that provides rich opportunities for modelled, shared, guided and independent reading, and viewing.

The Teacher's Resource offers complete lesson support and background contextual information for every component in *Under One Sun* and includes:

- **Read-Aloud Selection:** A fluent reading that introduces students to key unit themes
- **Lesson Plans:** Practical support for using modelled, shared, guided, and independent reading selections, and the launch video
- **Blackline Masters:** Reproducible activity sheets to support lesson plans
- **Background Knowledge:** Information is embedded throughout the Teacher's Resource to support you in understanding and addressing Indigenous concepts and themes

Included in this Grade 4 Teacher's Resource sampler:

- ✓ Annotated Table of Contents
- ✓ Access to Online Teaching Centre demo
- ✓ Sample Guided Reading Lesson Plan: *Speaking Up* (Narrative)
- ✓ Sample Guided Reading Lesson Plan:
The Numbered Treaties: Fair and Respectful? (Nonfiction)

Other sample materials available for Grades 4-6:

- ✓ Online Teaching Centre demo: www.nelson.com/underonesunk46demo
- ✓ Guided Reading 4-Page Levelled Cards:
 - *Speaking Up* (narrative)
 - *The Numbered Treaties: Fair and Respectful?* (nonfiction)

TO PLACE YOUR ORDER OR FOR MORE INFORMATION:
nelson.com/underonesun