



Teacher's Resource

Kindergarten

**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 new 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.

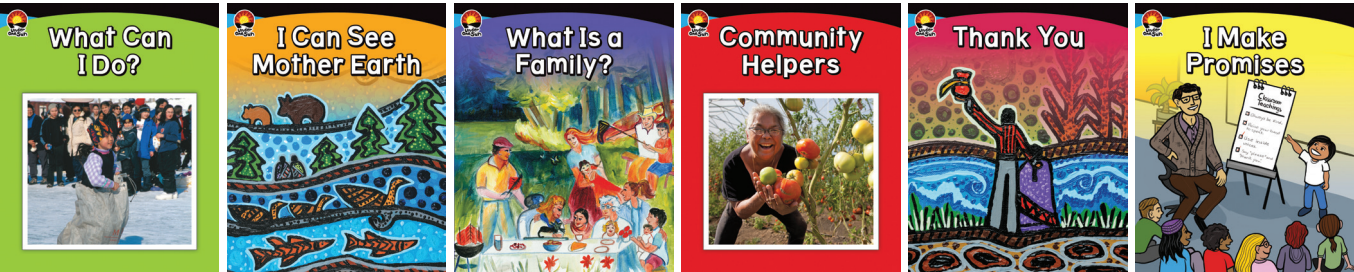
Key Features

- 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
- 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
- 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	✓	



Kindergarten Levelled Books (covers shown)

Included in this Kindergarten Teacher's Resource sampler:

- ✓ Annotated Table of Contents
- ✓ Access to Online Teaching Centre demo
- ✓ Sample Guided Reading Lesson Plan: *I Can See Mother Earth* (Narrative)
- ✓ Sample Guided Reading Lesson Plan: *What Can I Do?* (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 www.nelson.com/underonesunk3demo

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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- BLM 1: Community Letter
- BLM 2: Observation Tracking Sheet
- BLM 3: I Can Have Fun
- BLM 4: I Can See Mother Earth
- BLM 5: This is a Family
- BLM 6: More Community Helpers
- BLM 7: I Am Thankful
- BLM 8: My Promise List

These lesson plans accompany guided and independent reading selections that are offered as separate printed Little Books, 4-page cards, or 8-page magazines. Lesson plans offer suggestions for before, during, and after-reading as well as background knowledge and contextual information for additional support

What Can I Do?

Guided Reading Lesson

Lesson Focus

Theme: Identity
Literacy Strategy: Making Connections
Text Form: Recount
Vocabulary: dance, eat, fun, listen, read, sing, write
High-Frequency Words: I
Word Count: 22

Classroom Resources

- chart paper or interactive whiteboard
- puppets
- BLM 3: I Can Have Fun

About This Book

This recount shows common activities that children can do. Students explore their identities as they consider the things they can do in their home, classroom, and community.

The book is written by Jackie Taypotat and Calvin Racette. The photos in this book depict the following communities and Nations: page 2, Nisga’a Nation; page 5, Lutsel K’e Dene First Nation; page 6, Rankin Inlet; page 7, Cree First Nations; page 8, Inuvik.

Page 2 features a Nisga’a child in regalia dancing at the Nass River Valley Powwow. A powwow is a celebration of Indigenous culture and arts. Page 5 features a Dene Elder. It is important for children to spend time with Elders. The photo on the cover, title page, and page 8 shows a young boy participating in the sack race at the Muskrat Jamboree.

Before

- Display the book and read the title: *What Can I Do?* Say that the title is a question, and explain how you know (by the question mark and the word *What* at the beginning). Then say:
 - *I will answer the question. I will tell you some things that I can do.*
 - Provide a few personal examples, beginning each one with “I can,” to introduce the text pattern; for example, “I can make birdfeeders.” Write the words “I can” on chart paper or on an interactive white board. Ask:
 - *What can you do?*
- Tell students that in this book, children show things that they can do. Have students look at the cover photo. Ask:
 - *What do you think the child in this photo is showing he can do?*
- Talk about the literacy strategy of making connections. Say:
 - *When I read, I think about what the words and pictures remind me of in my own life. It might be something I have done, or seen on TV, or read about. For example, this cover photo reminds me of races I have run. It reminds me of how excited I was, and I can recall the sound of people cheering us on. These connections help me understand that photo.*

BOOK WALK

- Turn to page 2. Tell students you are going to read the sentence together. Show where to begin reading and the direction in which we read. Point to the first two words as you read them. Focus on the text pattern by making the connection between the *I can* on this page and the *I can* that you wrote earlier.

PHOTO CONNECTION

The photo on the cover, title page, and page 8 shows a young boy participating in the sack race at the Muskrat Jamboree in Inuvik, Northwest Territories. After a long Arctic winter, people celebrate the spring thaw with music, games, and feasting at the Jamboree.

- Point to *dance* but don’t say it. Ask:
 - *How do we know what this word says? Let’s look at the first letter. How does it sound? Let’s look at the photo to see if it can help us understand this word. What is the boy doing that starts with “d”?* Then reread the sentence together.
- Turn to page 6. Ask students what they think this boy can do. Read the sentence, pointing to each word. If students struggle with *I can*, remind them of the text pattern. If they struggle with *read*, remind them that the photo and first letter can help them understand the word.
- Turn to page 7 and ask students to read the first two words with you. Emphasize that this sentence continues the *I can* pattern. Point to the word *write* and say that this is a more challenging word because the first letter on its own doesn’t tell us how to say the word. Ask students to identify what the children in the photo are doing to make a guess about the word *write*.
- Set a purpose for reading. Say:
 - *As we read this book about what some children can do, let’s think about times we have done those things, too.*

During

Ask students to read independently and softly to themselves while you spend time observing and providing support to students who need help. As you coach individual students, remind them of the literacy strategy for the lesson, making connections. Make note of strategies you need to bring to their attention after reading.

After

- If you wish, use the Let’s Talk questions on the inside back cover of the book to prompt talk that will help students make connections, clarify meaning, and explore themes.
- Talk to the group about using the reading strategies, sounding out the first consonant and checking the picture. Ask:
 - *Who was able to use the photo to help you understand a word? Tell us what you did.*
 - *Who used the first letter to understand a word? Where did that help you?*
 - Remind students that when they were reading, they thought about times they have done what the children in the book were doing.
 - Tell students that readers make connections between a book and their own life to help them understand the book. Ask:
 - Is there a page in the book that gives you a strong memory of something you have done? Tell us about it.
 - What are some ways that you have fun?
 - Where are some places you go in your community to have fun?

Responding Activities

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



1. Have students tell a partner about a time they did one of the activities in the book. Encourage them to add details, such as where they did it, who they did it with, and what they enjoyed about it. You can first model how to do this using one of the “I can...” statements that you made in the Before activity.
2. Have students mime or use puppets to role-play the activities the book describes as you read the book. For “I can have fun,” students can choose their own activity to role-play.
3. Ask students to brainstorm other activities they can do for fun at home, in the classroom, and in the community. Record their ideas on chart paper. Then have students illustrate their idea. Scribe the ideas after the pictures are complete and compile them in an “I Can Have Fun” book. You can use BLM 3: I Can Have Fun with this activity.
4. Revisit page 2 (“I can dance”), page 3 (“I can eat”), and page 4 (“I can sing”) to explore traditions of dancing, food, and music, and their meanings, in the classroom and in the community. Find recordings of local music or invite a musician from the community to perform for the class. Invite an expert from the community to teach a First Nations, Métis, Inuit (FNMI) dance (or steps), or another dance relevant to the community (perhaps one that is not common in the community), or you can locate instructional videos online. Brainstorm ideas for traditional and non-traditional foods eaten in the community, and invite families to participate in a classroom celebration with food and dance.

I Can See Mother Earth

Guided Reading Lesson

About This Book

This recount uses images of landscapes, animals, and humans to show that the gifts from Mother Earth are all around us. Students explore the Indigenous belief that everything we see in nature is Mother Earth. The book is written by Jackie Taypotat and Calvin Racette, and illustrated by Métis artist Leah Dorion.

Before



- Show students the front cover and read the title to them: *I Can See Mother Earth*. Say:
 - *First Nations, Métis, and Inuit people call the planet we live on Mother Earth [point to Mother Earth as you say the words]. They think all the parts of Mother Earth are her gifts.*
- Ask students to recall the Read Aloud “Gifts from Mother Earth,” and review some of the gifts discussed in that selection.
- Show students the illustration on the front cover. Say:
 - *We are going to read a book about some more of the gifts we can see on Mother Earth. When I look at this picture on the cover, I can see the bears. [point to the bears and then point to the words I Can See as you restate “I can see the bears.”] What other gifts from Mother Earth can you see in this picture?*
- Prompt students to use the *I can see* pattern in their responses.
- Talk about the literacy strategy of making connections. Say:
 - *When I read, I think about what the story reminds me of. It might remind me of the Read Aloud “Gifts from Mother Earth” or another story I read. It might make me think about something I saw or did that is like the story. Making connections like that helps me understand the story better. When we read this book, let’s think about what it reminds us of.*

BOOK WALK

- Open the book to page 2. Tell students you are going to read the sentence together. Point to each word as you read the words “I can see the.” Reinforce that the first word of a sentence is on the left.
- Move your finger to the word *lake* but don’t read it. Say:
 - *How do we know what this word says? Let’s look at the first letter. How does it sound?*
- Ask students to look at the illustration. Say:
 - *Let’s look at the picture for help. What is in the picture that starts with L?*

Lesson Focus

Theme: Connection to Mother Earth
Literacy Strategy: Making Connections
Text Form: Recount
Vocabulary: bears, bees, ducks, fish, lake, Mother Earth, trees
High-Frequency Words: can, I, see, the
Word Count: 35

Classroom Resources

- BLM 4: I Can See Mother Earth
- cards for signs: Plants; Swimmers; Flyers; 4 Legs
- bag of plastic figures and small images for above categories

- Turn to page 3 and ask students what they see (trees). Ask students if they can see trees on Mother Earth. Read the sentence, pointing with students to each word. If students are struggling, remind them that the illustration and first letter can help them understand the word *trees*.
- Turn to page 8 and, pointing to each word, read the sentence out loud. Review each word with students and explain how the illustration can help them understand some of the words.
- Set a purpose for reading. Say:
 - *Let’s read this “I Can See” book to learn more about Mother Earth. As you read, think about times you have seen these gifts, too.*

During

Ask students to read independently and softly to themselves while you spend time observing and providing support to students who need help. As you coach individual students, remind them of the literacy strategy for the lesson, making connections. Make note of strategies you need to bring to their attention after reading.

After

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

- Discuss the reading strategy with students. Ask:
 - *Were you able to understand some words by using the sound of the first letter and what you saw in the picture? Tell us about that.*
- Review the strategy of making connections. Say:
 - *Tell me about a time when you saw one of these gifts from Mother Earth.*
 - *Can you remember a time when you watched an animal? Tell us what it did. Tell us how you felt when you watched the animal.*
 - *Why do you think we call animals gifts from Mother Earth?*
- Model some examples of making connections if students are having difficulty.

Responding Activities

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

1. Provide BLM 4: I Can See Mother Earth. Students think of a gift from Mother Earth and complete the sentence, “I can see the _____.” Below the sentence, they draw a picture of what they have chosen. They can use an idea from the book or think of something new.
2. Write the following labels on cards: Plants, Swimmers, Flyers, 4 Legs. Read the cards and give some examples for each category. Have students practise reading the cards and ask them for more examples of each. Prepare a theme bag containing small images and plastic models of a variety of items for each category. Model reaching into the bag for an item, stating its name, deciding which category it fits, and placing the

item under the relevant card. Then invite students to do the same. In a subsequent round, add another category, 2 Legs, and add images and models of people to the bag.

3. Have students tell a story to a partner about a favourite animal, or an encounter they have had with an animal. Encourage them to describe how the connection to the animal made them feel.
4. Ask students to look at page 8 of *I Can See Mother Earth* with a partner to identify all the gifts from Mother Earth that are shown on the page. You can also have them locate the earlier pages in the book where the items appear.



Kindergarten Teacher Resource Sampler

Under One Sun invites students and teachers to connect with Indigenous history, culture, and perspectives. This new series offers 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 Kindergarten Teacher's Resource sampler:

- ✓ Annotated Table of Contents
- ✓ Access to Online Teaching Centre demo
- ✓ Sample Guided Reading Lesson Plan: *I Can See Mother Earth* (Narrative)
- ✓ Sample Guided Reading Lesson Plan: *What Can I Do?* (Nonfiction)

Other sample materials available for Kindergarten–Grade 3:

- ✓ Online Teaching Centre demo: www.nelson.com/underonesunk3demo
- ✓ Guided Reading Little Books:
 - *I Can See Mother Earth* (narrative)
 - *What Can I Do?* (nonfiction)

For more information, contact your Nelson representative:
www.nelson.com/relocator

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