

# Continuing Learning

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**Level:** Grades K -7

**Category:** Literacy/Art

**Title of Lesson:**

Storytelling: All About Me, All About We

**Content/Objective:**

Kids love talking about their experiences, where they've been, what they did and what they saw! They also love playing Make-Belief/storytelling. A play on education.com's *All About Me Book* lesson, students will create an **All About WE Book**, to write a book about activities they are doing with family and possibly friends. What adventures have you taken?

**Materials and Technology Needed:**

- Construction Paper or Regular Paper
- Pencil
- Crayon's, Markers, or Other Art Supplies
- Haida Story: The First Totem Pole. Virtual Museum:  
<http://www.virtualmuseum.ca/edu/ViewLoitCollection.do?method=preview&lang=EN&id=9557>
- Ts'msyen Story: *Origin of Txä'msem*,  
<https://books.google.ca/books?id=cjxDAQAAIAAJ&pg=PA62&dq=tsimshian+the+birth+of+Txamsen&hl=en&sa=X&ved=0ahUKEwjdkae7dnpAhVZIDQIHAdnAzAQ6AEIMjAB#v=onepage&q=tsimshian%20the%20birth%20of%20Txamsem&f=false>

**Task Instructions:**

**1. Read a story:**

Virtual Museum. Choose the 6<sup>th</sup> story: *The First Totem Pole*

Or, Franz Boas. Google Books, go to Page 58: Origin of Txä'msem (a longer read and not pictures)

**2. Explain/Discuss:**

Like in *The First Totem Pole* you are going to go on an adventure as a family. What kinds of activities can you do together - things like going for a walk, a hike, to a park, grocery shopping, or other places doing things you could all enjoy together? It's your turn to write a book so take notes to remember the things you see: flowers, plants, animals, people, or vehicles. Stop to look at them/talk to? Use your 5 senses!

**3. Story Ideas:**

When home, make note of things that you did and see on your adventure. What was interesting? It is your turn to write a book. Who are your characters? What would they do in your story? Did you use your 5 senses? Maybe you were a Superhero or had supernatural abilities!

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## 4. Use the Story Ideas:

Look at the story ideas you wrote and use it to help sequence the order.

If the students cannot write the story words on the page themselves, you can help them. Maybe leave some words they could know blank so they can write some of the words in. If a student doesn't know how to spell a word, you can look it up. Remember, they can imagine different things that could have happened on your adventure. Be creative, it's their story.

## 5. Draw:

Determine how many pages your story will be. Fold them in half, Hamburger Style (top-to-bottom), start by drawing a self-portrait. It should be as detailed as they can make it. Depending on age, ask questions about their five senses. What color eyes, skin tone or hair do they have? How many ears? What do you smell with? Have them draw the other people in their story and ask them what color their eyes are and so on...

## 6. Write your story:

How many pages do you need? Write the story throughout as many pages you need. Help your child write if you need to. Remember, the beginning, middle and ending of the book! Have them draw with a pencil all of the pictures. They can take their time to color the pictures.

## Adaptations/Adjustments: (consider different environments)

Retell as much of your adventure as you can remember to someone that wasn't on your adventure.

## Extensions (Optional):

- Ask an adult family member about adventures/travels they had in their lives. Do they have a favorite story? Was it a sports story, or one about dancing, or a vacation, or a hike?
- Look up how to carve or make a canoe. What tools are used? What materials do you need? Look up your own Nations version of a canoe, maybe look up different nation's versions to compare.

## One of my favorite stories:

One of my favorite family road trip activities as a child was being on the lookout for different animals, plants or trees. What kind of landscapes, animals, bridges did we see, and how long did it take? I'd love it when my dad would pass other cars and when we drove under bridges. We'd stick our feet up in the air, tilt our heads back to look out of the back window and say some weird thing when driving under bridges or towers. When we got home from our trip we would explain all of the things we saw and did to our grandparents. Sometimes we would draw them a picture of our trip.

## Lesson by:

Robin Roberts

**Indigenous Resource Teacher**

Central West Zone

