

Chief Paul Niditchie School



Louella Arigo - JK/K

Rommel Mejia - Grade 1 - 3

Taylor Cosman - Grade 4 / 5

Morgan Morel - Grade 6 - 9

Chris MacLea - High School

Colleen McLellan - Interventionist

Renie Koe - Language and Culture Instructor

Lara Gerritse Mercier - Principal



Sharing Our Learning Journey

What were some of the questions you had before we started this storytelling unit?

- How can we convey lessons into the stories we share?
- What stories do our families tell?
- Where do our stories originate from?
- Who started our story?
- What do we know about our story?
- Where did the tradition of storytelling come from?
- Are these myth or legend story to be true?

What were some useful takeaways from the unit?

- Students were able to access universal entry point and review basic knowledge before extending learning.
- Able to co-construct assessment with students which meant more engagement and extending their learning as well as giving voice and choice.
- Presume competence.

What were some of your learnings?

We used to think individual planning benefited student learning best , **but now we think** whole school collaboration benefits the community of learners.

We used to think students needed to be taught at their SSP level, **but now we think** universal access points at grade level curriculum outcomes best supports student learning and contribute to whole school learning.

W used to think support assistants and additional resources were best targeted to specific students, **but now we think** that we need to strategically plan lessons with opportunities for students to complete independently with success

Sharing Our Learning Journey

What are our next steps that align with your learning from this series?

We want to review initial access points to ensure understanding for all.

We want to plan the extensions and guide the learning to enhance comprehension and apply new skills.

We want to strategically co-design and co-assess student learning.

What supports and strategies will you need to shift? (tools and actions)

Strategically plan with support assistants their role in the classroom.

Resources for all

More consultant support specifically working with our vision

More crossover and collaborative planning between classes

What are your first steps?

Whole school collaboration, school wide topics

Planning with support assistants and consultants

Always considering student voice and choice, presuming competence, review of access points

How will you keep track of what you are trying?

Shelley's tracking sheet which aligns with BC curriculum

Community/family ongoing communications

Anecdotal notes, checklists

Learning Walls

Student /Teacher conferencing

What evidence will you collect to notice the growth and change from your efforts?

Learning Walls

Student choice in assessment pieces/portfolios

JK/K	<ul style="list-style-type: none">● We can listen to stories● We can work together to tell stories we make up● We can act out stories● We can tell stories using our environment● We can tell stories about our experiences
Grades 1-3	<ul style="list-style-type: none">● We can tell a story with a beginning, middle, and an end● We can tell stories to help us learn about who we are● We can tell stories that connect us to the community● We can tell exciting, funny or serious stories● We can talk make eye contact and connect with our audience
Grades 4-5	<ul style="list-style-type: none">● We can summarize the most important parts of a story or information● We can tell stories that have characters, beginnings, middles and ends● We can tell stories that have a climax and a conflict● We know stories are told for different purposes● We can retell important stories to us● We can share information we learn from traditional stories
Grades 6-9	<ul style="list-style-type: none">● We can identify the important elements of stories (climax, conflict, rising and falling action, resolution)● We can retell, summarize and alter a narrative● We understand perspective● We can identify different perspectives in a story● We can retell a narrative from a different perspective

JK/K Stone Storytelling

What did we try?

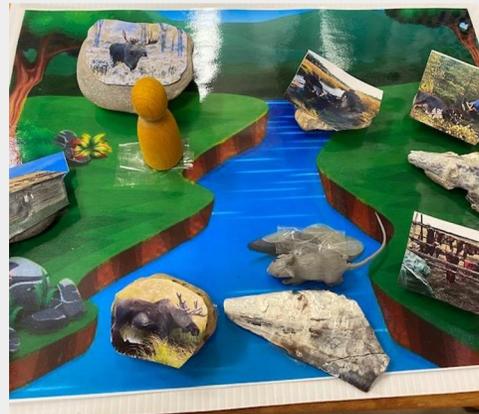
- We invited an elder to tell a story on Hunting Moose and the roles of each member of the family during hunting season
- We created winter and spring scenes on cardboard to retell the story
- The students practiced placing the stones where they can be found like the animals, the cabin, the processed meat
- All of our JK/K students were able to access this learning and were excited to share their prior knowledge

What did we notice?

- The students were very creative in making up their own stories.
- They were able to recall some details from the elder's story.
- They made some twists and added more details like "the moose hides in the bush so the hunters will not see them".
- Students become more observant to the visuals presented to them.

What did we learn?

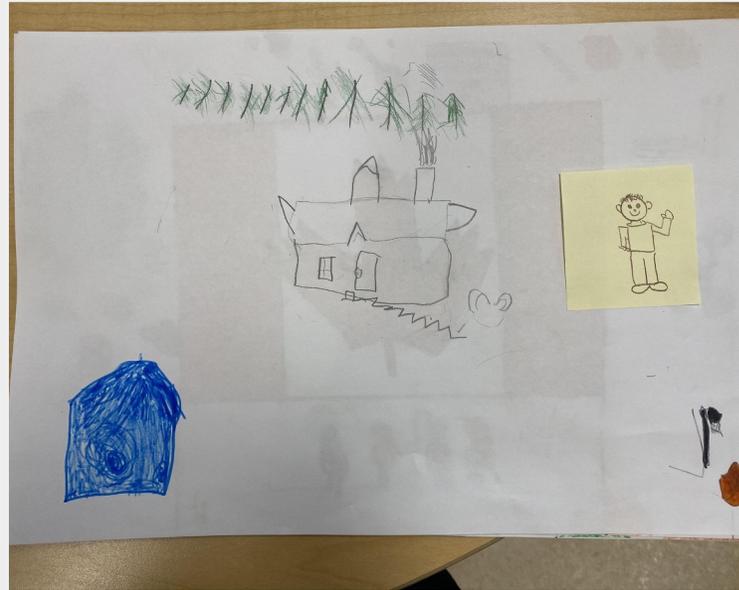
- Stone Storytelling encourages creativity, increases vocabulary and listening skills among Kindergarten students.
- Helps them with communication.
- Students are free to choose the stones that they like to talk about. This helps them to create another story different from what they heard.
- They can focus on one stone to tell a story or choose more stones to create the beginning, middle and end of their story.
- With all the visuals, students are motivated to use their imagination and create more scenarios.
- They learned to take turns

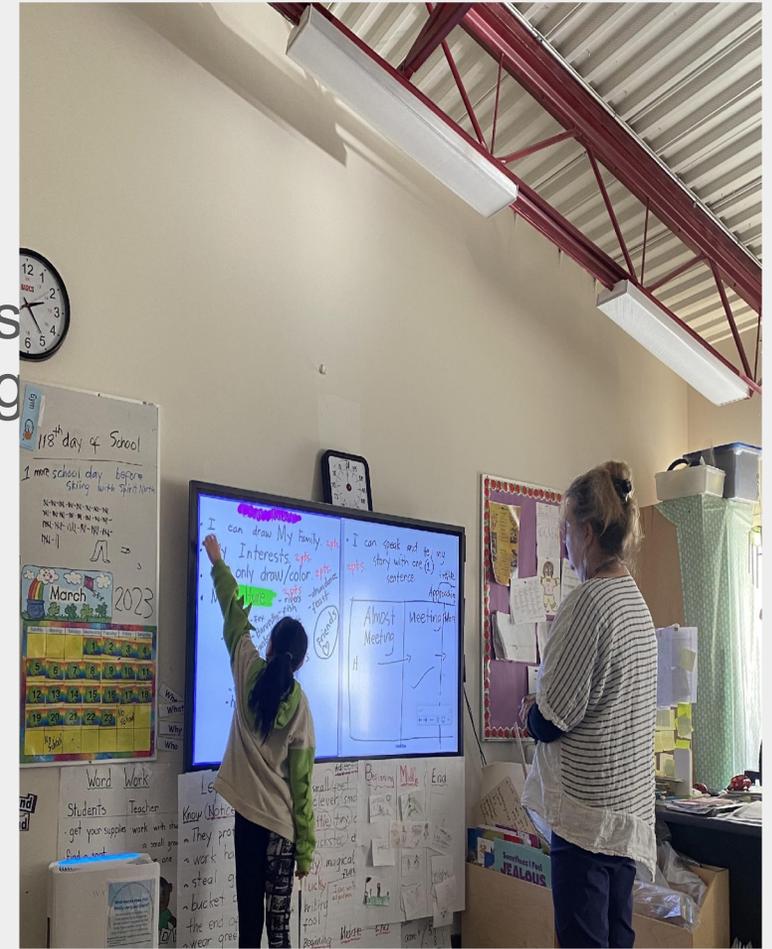
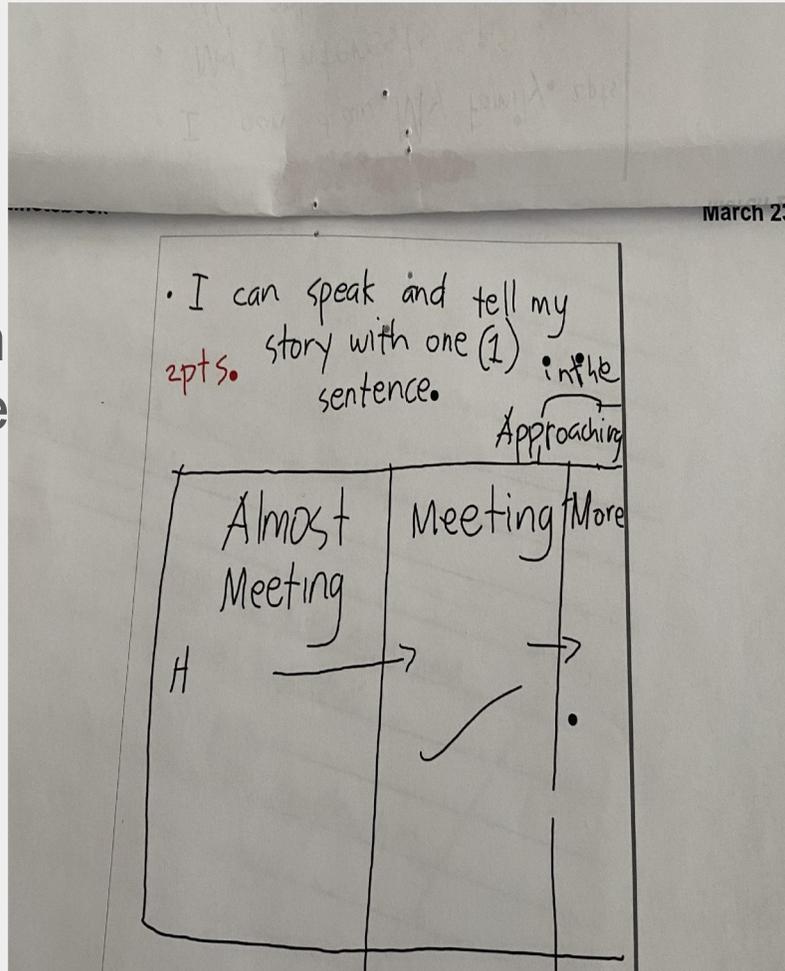
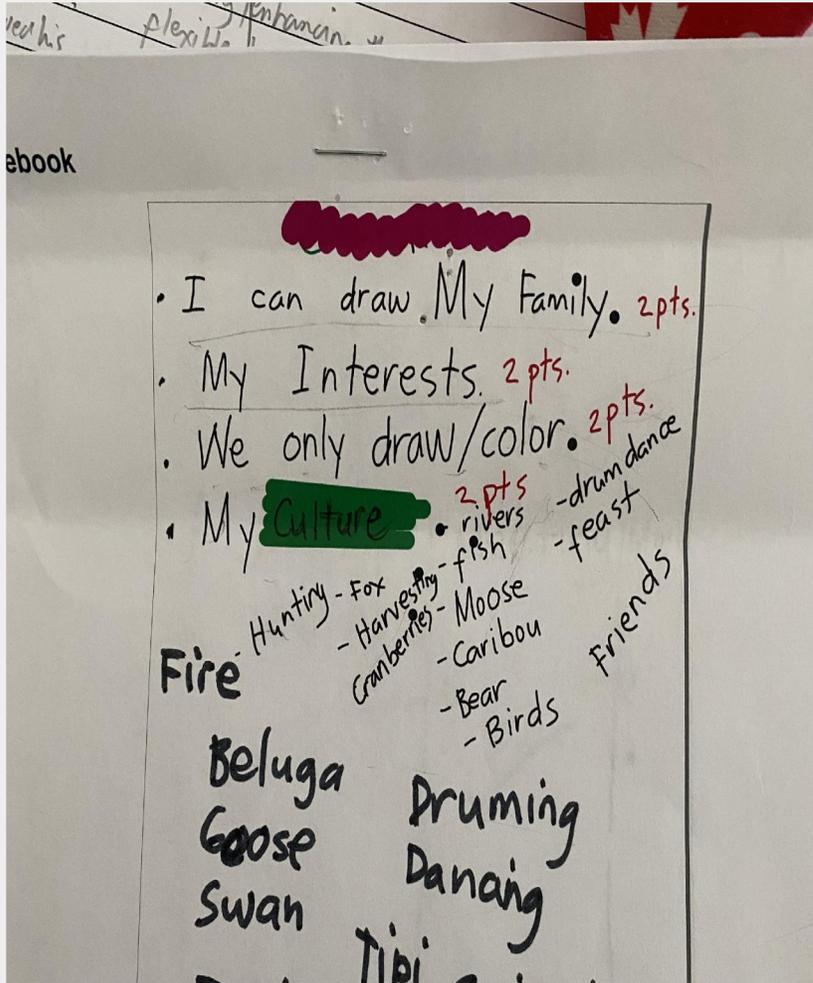


Grade 1 to 3

What did we try?

- Students created their own story flag with the intention of an oral presentation.





- During one lesson on the (co-created) expectations the opportunity emerged to co-create a basic assessment “learning continuum” with whole group.

What did we notice?

- When the students collaborated in the creation of the assessment, students were able to clearly see what was expected.
- **Engagement and ownership increased!**
- A few students tried more and added on complexities

What did we learn?

- Giving students voice and choice in assessment-making it very clear in student friendly language increases engagement, ownership and... student friendly becomes community friendly.



Grades 4/5

Summarizing and synthesizing text (traditional stories and legends)

Stories told three different ways; traditional language, English, and written form.

- Students listened to recordings of familiar community members and Elders share stories in Gwich'in with English subtitles
- Transcribed stories into English and read them to students
- Provided the students with the transcribed copy in order to refresh their memory if needed.
- Connection to culture and traditional stories creates a common connection for all.

Universal Access Point

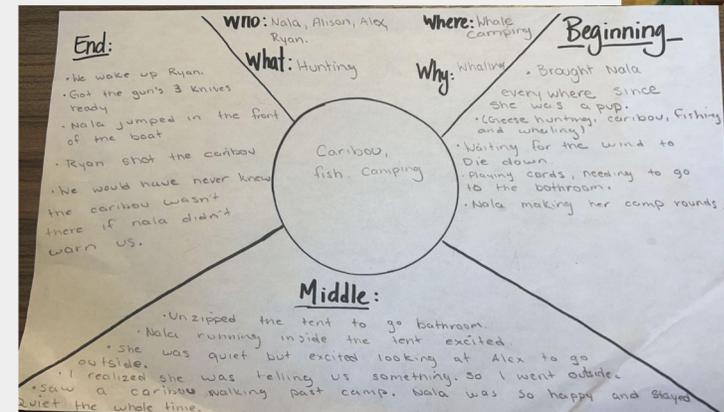
- Summarize story by drawing pictures of the main events
- Students can extend learning by writing main concepts and events and later by extending.

Students had voice and choice

- For their next steps students had the ability to choose how they wanted to retell the story they had heard.
- Students chose between comic strips, written, or graphic depictions of the main events.

Grade 4-5 Story Toolbox:

- We can summarize the most important parts of a story
- We can tell stories that have **Characters**, **beginnings**, **middles**, and **ends**
- We can tell stories that have **climax** and **conflict** as well as **resolution**.
- We can retell stories that are important to us
- We are learning about traditional stories.



remember how many children they had, but



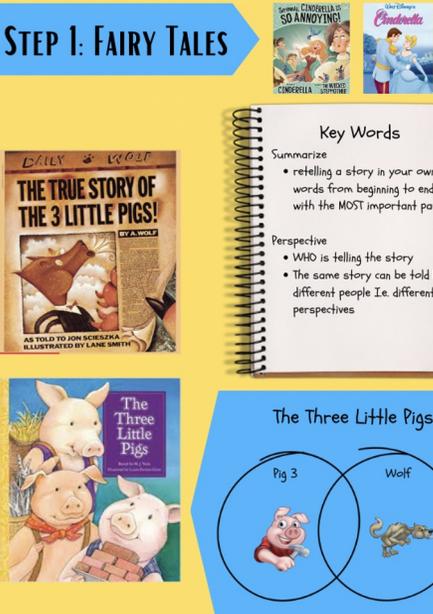
I will tell you about Atachukaii,

Grade 6-9

Perspective Writing (Fractured Fairy Tale or Fractured Legend Story)

- Presented fairy tales and legends through multiple different modes
 - read aloud text
 - read with a partner
 - Video
- Choice for all
 - Interest and culture / place based choices to write a perspective story from
 - Legends stories were Gwitchin and Inuit Legends
- Access point for all
 - Create a Story Mountain summarizing the key events of your story
 - Students could extend their work with either writing their story fully or orally telling their story

STEP 1: FAIRY TALES



Key Words

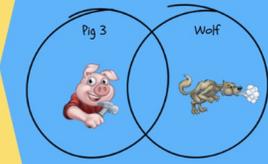
Summarize

- retelling a story in your own words from beginning to end with the MOST important parts

Perspective

- WHO is telling the story
- The same story can be told by different people I.e. different perspectives

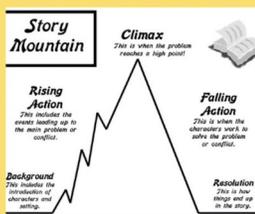
The Three Little Pigs



STEP 2: LEGENDS



1



Story Mountain

Rising Action
This includes the events leading up to the main problem or conflict.

Climax
This is when the problem reaches a high point!

Falling Action
This is when the characters work to solve the problem or conflict.

Resolution
This is how things end up in the story.

Background
This includes the introduction of characters and setting.

What is a climax?
How do we determine a stories climax?
Can we summarize a story while placing it on a story mountain?



2

STEP 3: DO IT ON YOUR OWN

Choose your story:

- Jack and the Beanstock
- Goldie Locks and the Three bears
- The blind Boy and the loon
- Attachuukaii

What are the different perspectives of this story?

How can I use my imagination to add more details from another perspective?

Organize and plan your story from a new perspective!



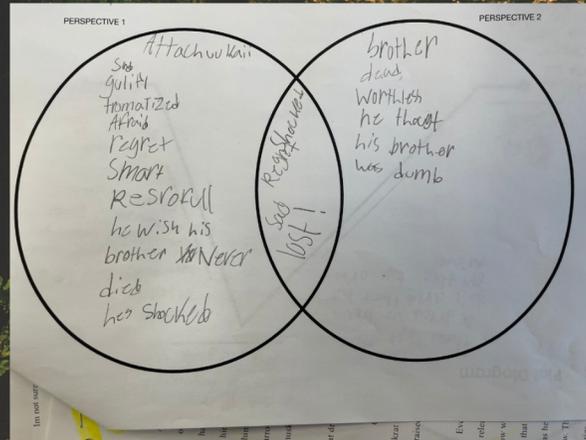
Perspective 1 Perspective 2

STEP 4: I CAN SHARE MY STORY

Time to share with your friends and family your new fractured fairy tale/legend!



ATTACHUUKAI



STUDENT ORAL STORY EXTENSION



Summary:

- Attachuukai, his brother and his parents lived together on the land.
- The parents were out on the land hunting.
- Attachuukai and his brother were making bow and arrows at home. Attachuukai didn't have anything to make the arrow so he used an old hard muskrat tail that was dried up beside the fire.
- Attachuukai's brother told him the muskrat tail would never work as an arrow and said shoot me! It won't work.
- Attachuukai didn't want to shoot him but fell into the peer pressure and shot his brother.
- He killed his brother by accident and ran out to the bush as he was too scared to face his parents.
- He took his bow and arrow and lived in the bush for the rest of his life.

Grades 10-12

Choice for all:

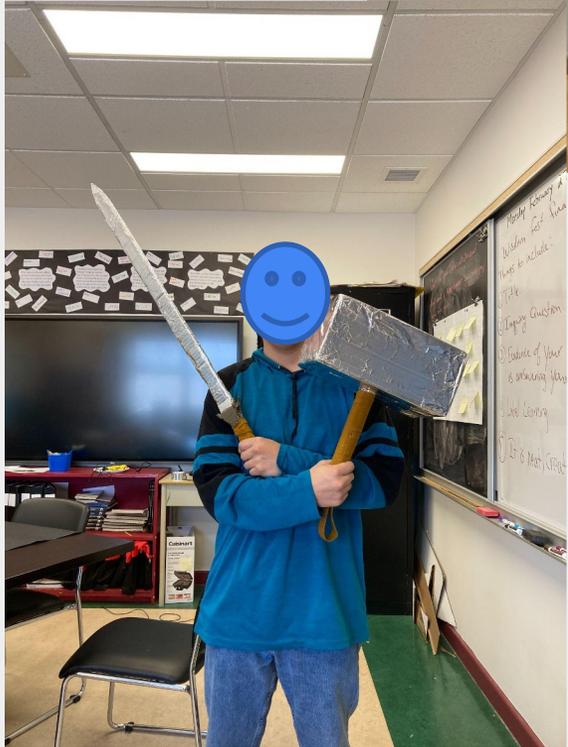
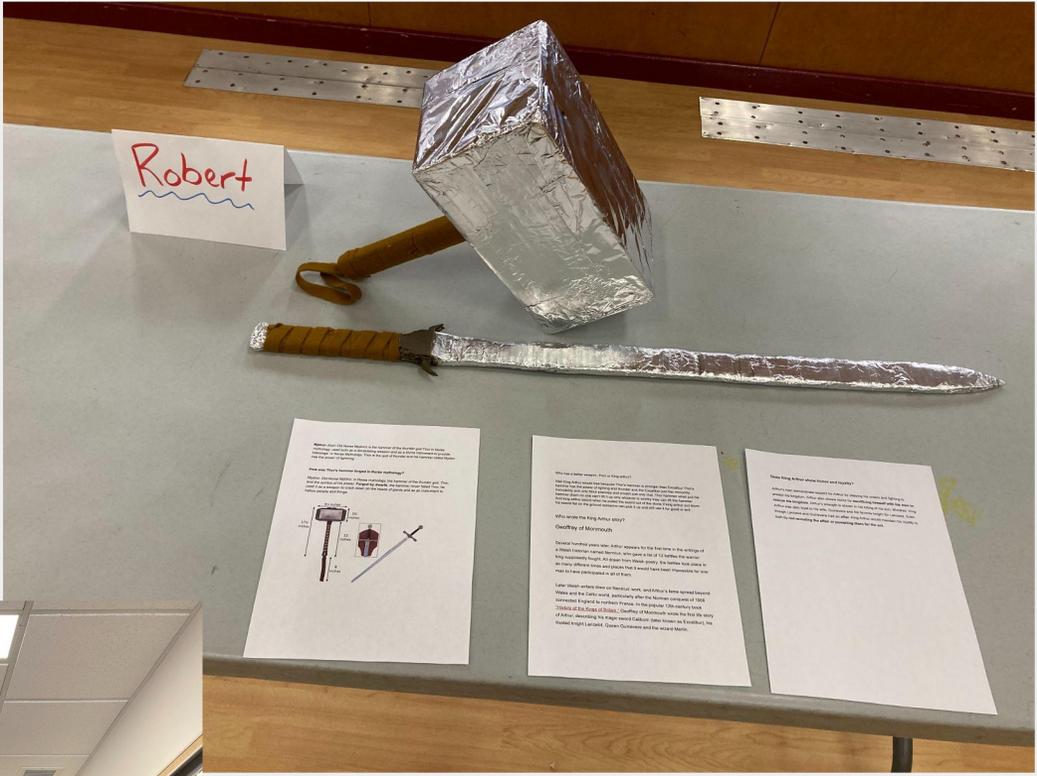
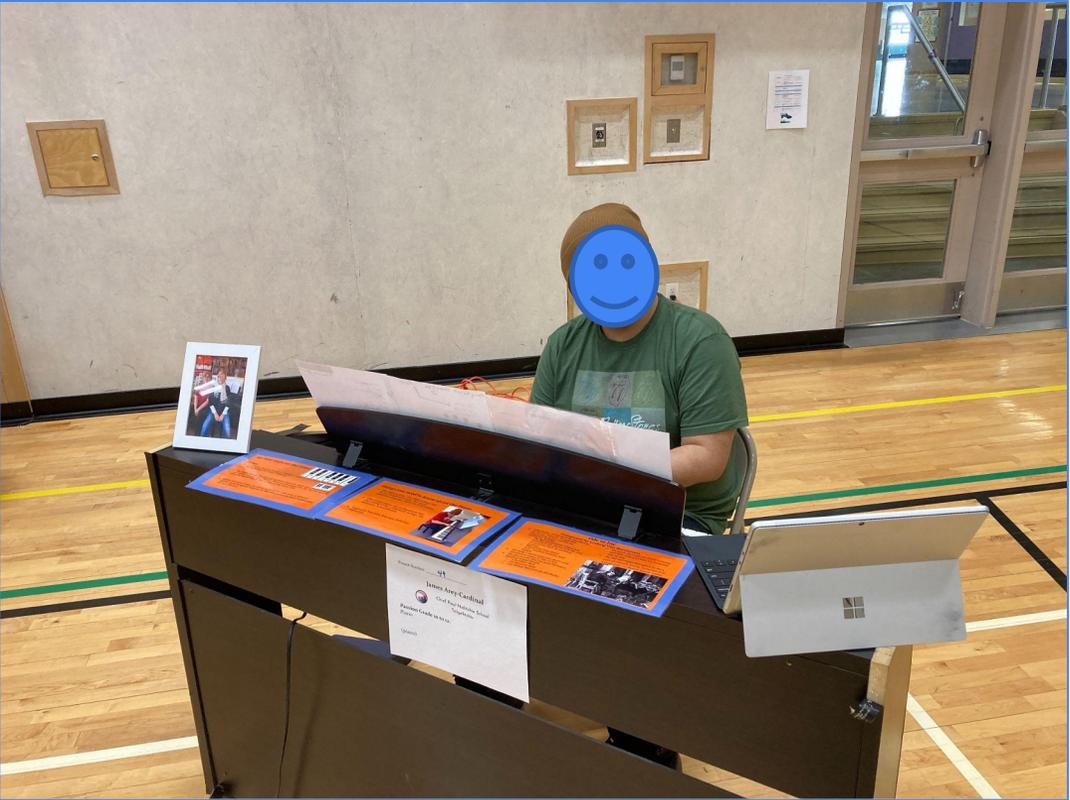
- Independent Inquiry questions on any topic, interest, or passion they had.
 - Very difficult for some students to adjust to this freedom of choice.
- Clear success criteria for ELA and other subject outcomes.
- Teacher modeled and showed examples.
- Individual student/teacher conferences to discuss planning and how to execute answering/ presenting their finding for their inquiry question and to achieve the selected outcomes.



Cross-curricular Assessment:

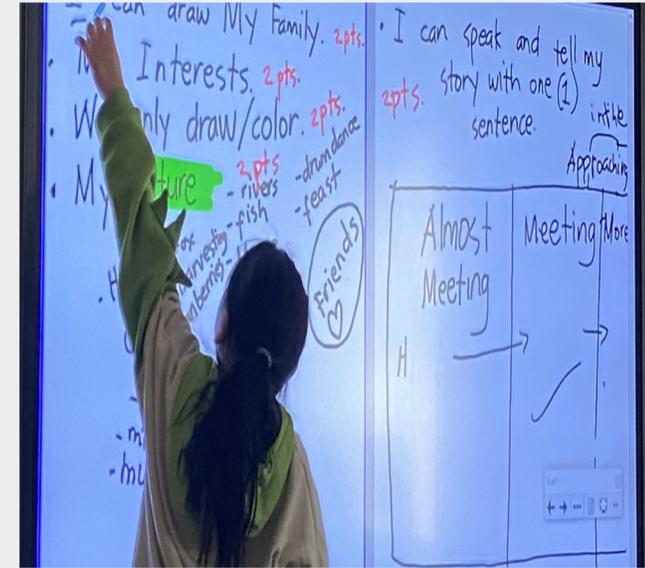
- All students were assessed in ELA Outcomes 3, 4, & 5.
- Depending on their project topics students were assessed on other course outcomes: Northern Studies, Art, Careers and Life Management, & other ELA outcomes.
- Brainstormed and discussed with whole class on effective research and presentation skills. The rubric was developed from this discussion.
- Students self assessed their overall project and presentation.





What are our next steps?

- Students as teachers - learning from each other by listening to the stories/work each student creates/models
- Encourage and model "I wonder ...?"
- Continue to work more on student friendly language with outcomes.
- Always provide every opportunity for student voice, access point for all, as well as looking at our planning - giving more opportunities to try more, adding on complexities.
- We wonder how assessment, BC Curriculum and inputting assignments into Powerschool aligns?



Processing Tasks				
I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Draw 3-4 pictures • family • interest • draw color • Culture (Guichin)	Draw 3-4 pics → → → → my story Tell to audience using one sentence	Draw 5 or more pictures Tell my story using more than one sentence	Draw 5 or more pictures Tell my story using more several sentences and answering questions from audience	• Add more details • use interesting words • add words for Guichin Language to my cultural Challenge images
Access	All	Most	Few	Challenge
Transforming & Personalizing Activity:				