

Prerequisite Concepts and Skills:

Can name or list the people in their family/the people that care for them
Can respectfully participate in a class discussion
Can write their name (some may need assistance, see DI)

Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
In this lesson students explore who they are as a member of their family and larger community. Students will express themselves as individuals through choice and demonstrate who they are connected to. Students will reflect on the diversity of families and what it means to be part of a family or community.

Universal Design for Learning (UDL):

Multiple Means of Engagement:

- Flexibility with time/pacing
- Regular student feedback
- Visuals to support text
- Front loading expectations

Multiple Means of Representation:

- Simplified language for oral instructions, accompanied with visual reminders
- Text is read aloud and supported with visual images
- Large print text, simple font
- Teacher scribes new vocabulary for students
- Selected/alternative seating available

Multiple Means of Expression and Action:

- Oral, written and/or visual expressions of thinking are all welcome
- Use of graphic organizer/outline with minimal visual clutter

Differentiate Instruction (DI):

Students working on learning pencil grip can use pencil grasp holders.

Students needing support writing their name or other words:

- Refer to their name tag/white board for reference
- OR Write the target word in yellow and the student can trace over in pencil

Students needing support to stay on task will be kept in close proximity to the teacher.

Students needing support self-regulating may hold a stuffed animal/comfort item/fidget item (as long as it is not a significant distraction to themselves/others).

Materials and Resources

Materials:

Lesson 3 Worksheet X20 copies [EDFN 4100 Lesson 3 Worksheet.docx](#)
Stamp pads X10 (2 per table)
Pencil and colouring materials (in their pencil cases)
Computer/projector
White board/markers

Resources:

This lesson is based on "In Our Own Words: Bringing Authentic First Peoples Content to the K-3 Classroom" (FNESC) Unit 1, Lesson 5 –Family

BC Curriculum <https://curriculum.gov.bc.ca/curriculum/mathematics/K/core>

First Voices

<https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemtsin/Secwepemc>

First People's Principles of Learning <http://www.fnesc.ca/first-peoples-principles-of-learning/>

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – "HOOK"):</p> <p>Write the word Family on the chart paper, as a class, read the word out loud. Ask students to share their thoughts about what the word family means to them?</p> <p>Write down students' ideas to showcase different views.</p> <p><i>How many people live in your house? Siblings? Extended family? What kinds of activities do you do together? How do you celebrate birthdays, holidays and other special days?</i></p> <p>Read aloud the story, or play the story on the projector for the students:</p> <p>Dip netting with Dad- YouTube Read Aloud (10 minutes)</p> <p>https://www.youtube.com/watch?v=qdrwuQ3wLfQ&t=426s</p> <p>Discussion:</p> <p>What kinds of things have you learned from the people in your family?</p> <p>Write down students' responses on chart paper.</p>	<p>Students seated on floor.</p> <p>Students engage in discussion and showcase prior knowledge and understanding of the word "family", also is for schema activation.</p> <p>Students raise their hand to share what the word family means to them.</p> <p>Students observe and engage in story.</p> <p>Students participate in discussion.</p>	15 minutes
<p>Body:</p> <p>Direct students to walk to their desks for next part of the lesson. Fun option: Students could move like different animals to get to their desks (bear, owl, salmon, raven, deer)</p> <p>Use document camera to demonstrate and explain activity:</p> <p>Step 1: Think about who is in your family, when you have your Family worksheet you will write their names down on your page, ex. Mom, Dad, (siblings), Grandma/pa, Auntie/Uncle. <i>Write vocab on board with quick picture for students to refer to. Prompt students to make suggestions, who is in your family? Write down vocab for students.</i></p> <p>Step 2: Use the stamp pad to make a thumb print for each family member that was written down. WASH HANDS</p> <p>Step 3: Use crayons/pencil crayons to add arms/legs/head/etc to the thumb print (= the body) to make them look like your family member.</p> <p>Leave exemplar up for students to refer to.</p> <p>Hand out worksheets, students use pencil to write down their name at the bottom and then family members names in the middle.</p>	<p>Students move to sit at their desks.</p> <p>Students observe demonstration via document camera. Students suggesting family members to add to exemplar.</p> <p>Students start by writing their name.</p> <p>Students write family members names down.</p> <p>Students use thumb to make prints on the page for each family member they wrote down. WASH HANDS.</p> <p>Students use crayons/pencil crayons to make their thumbs prints look more like</p>	15 minutes

Once most students have a few family members written down, hand out stamp pads for thumb prints. *Early Finishers: Continue drawing, add details to create setting/scene/environment/place.	their family member. (Thumb= body, add arms, legs, face, etc.)	
Closure: Closing discussion: Invite students to join together on the carpet with their completed Family Fingerprint worksheet. Sit in a circle so everyone can see each other. Discuss similarities and differences between families, different roles and activities they engage in (holidays, traditions, routines). Prompt students to share about their families.	Students come sit on the carpet in a circle with their completed Family Fingerprint worksheet. Students actively listen to their peers and reflect as peers share their family stories. Students share with their peers to build connections and community within the classroom.	5-10 minutes

Organizational Strategies:

Students move every 10 minutes to help with attention and engagement
Students gather on carpet for discussion and reflection
Students move to tables to focus on individual activity

Proactive, Positive Classroom Learning Environment Strategies:

Regular/frequent check-ins with the class about what step they are working on
Circulating as students are working.
List of steps written on board with visual reminders
Exemplar on display for reference

Extensions:

An extension to this activity could be related to an activity the student does with their family/a family member or something they learned from a family member. Students could share (orally- maybe a sharing circle?) with their peers and then after move to their desks to draw/show themselves doing the activity.

Reflections (if necessary, continue on separate sheet):

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