

# Learning and evaluation situation

Elementary Cycle 2

What Does Your  
Totem Pole's Book  
Like?

# Teacher's guide

## GENERAL OVERVIEW OF THE LES

**TITLE :** What Does Your Totem Pole Look Like?

**LENGTH:** approximately 5 periods of 50 minutes

**LEVEL :** Elementary cycle 2 (more appropriate for grade 4)

**BROAD AREA OF LEARNING :** Personal and career planning

Focus: Self-knowledge and awareness of his/her potential and how to fulfill it

**CROSS-CURRICULAR COMPETENCY :** Construct his/her identity

**ESL COMPETENCIES :**

### C1: To interact orally in English

#### Evaluation criteria

- Participation in exchanges
- Use of functional language
- Use of strategies

### C2 : To reinvest understanding of oral and written texts

#### Evaluation criteria

- Evidence of understanding of texts
- Use of strategies

### C3 : To write texts

#### Evaluation criteria

- Application of targeted language conventions
- Characteristics of the written text
- Use of strategies

## DESCRIPTION :

In this LES, students will familiarize themselves with a variety of animals and qualities. They will do a series of tasks where they will learn vocabulary about different qualities and they will write and create a personalized totem pole in the shape of a bookmark.

DOCUMENTS INCLUDED	MATERIAL NEEDED
<ul style="list-style-type: none"><li>• Student booklet</li><li>• Teacher's guide</li><li>• Final copy bookmark</li><li>• Adjectives flashcards</li><li>• Resource sheet for teacher</li></ul>	<ul style="list-style-type: none"><li>• Cardboard (optional)</li></ul>

## LINKS WITH PROGRESSION OF LEARNING:

### Functional language

- Identification
- Agreement/disagreement
- Feelings, interests, tastes, preferences
- Theme-related vocabulary: animals, qualities, family members

### Strategies

- Planning
- Attention
- Resourcing
- Accepting not being able to understand everything listened or read

### Language conventions

- Word order: simple sentence
- Punctuation
- Spelling of words found in resources

### Text components

- Contextual cues

- Overall meaning
- Key elements

### **Cultural product**

- Totem poles

### **Sources:**

- Pictures : [www.graphicsfactory.com](http://www.graphicsfactory.com) (all rights paid by Manon Jetté)
- schoolclipart.com (subscription paid by CSOB)
- Royalty free pictures identified in the student booklet

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## CLASSROOM ACTIVITIES

### PREPARING THE TASK

#### **Activity 1 – Everything At Once**

This activity will allow students to reactivate knowledge about animals and learn about qualities.

**Time:** 2 periods of 50 minutes

#### **Material:**

- Song “*Everything at Once*” by Lenka
- Student booklet p.1

*C1 can be evaluated*



#### **Procedure:**

##### **Part 1**

- Distribute the student booklet;
- Listen to the song;
- Ask the students to circle the correct word while the song is playing, feel free to stop the song if needed, you can listen to the song more than once;
- Correct the song activity (see annex 1);
- Ask them to circle all the animals that appear in the song;
- Correct the circle activity in the song (see annex one).

##### **Part 2**

- Partner up students
- They have to identify the different animals in the grid beside the song. All the vocabulary words related to animals are in the song;
- They have to find a quality to all the animals in the grid. They can use the song and the quality flashcards as a resource;
- Correct the activity with the students. ( see annex 1)

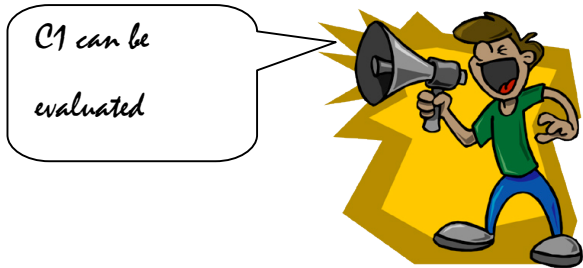
### CARRYING OUT THE TASK

#### **Activity 2 - Describe people with animals**

In this activity, students will read texts about different people. They will be able

#### **Procedure:**

- Partner up students;
- Ask students to read the texts
- Ask students to match 3 animals and

<p>to show their understanding of the text, by choosing animals and qualities that match the person described</p> <p><b>Time:</b> 50 minutes</p> <p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Student booklet : page 2</li> </ul>	<p>qualities related to the person (in the squares) and one for the family member (in the diamond);</p> <ul style="list-style-type: none"> <li>• Correct with the students (see correction key in annex 2)</li> </ul> <div data-bbox="857 422 1437 688">  <p>C1 can be evaluated</p> </div>
<p><b><u>Activity 3 – Learn more about totem poles</u></b></p> <p>This activity is to prepare students for the final task. There is no task for students, it is to familiarized themselves with the concept of totem poles</p> <p>Note to teacher: consult the resource sheet to learn more about totem poles yourself. (See resource sheet in annex 3)</p> <p><b>Time:</b> 20-25 minutes</p> <p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Student booklet: page 3</li> </ul>	<p>Procedure:</p> <ul style="list-style-type: none"> <li>• Read the text with the students;</li> <li>• Help them to understand the text</li> </ul> <p>Optional: you can show a video of totem pole carving. (See resource sheet in annex 3)</p>

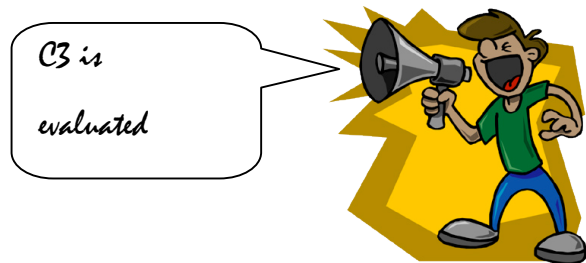
#### **Activity 4: Design your own totem pole**

This activity will allow students to create their own totem pole bookmark.

**Time:** 2 to 3 periods of 50 minutes

#### **Material:**

- Student booklet : page 4 and 5
- Model bookmark for teacher
- Template for students



#### **Procedure:**

- Tell students that they will create their personal totem pole on a bookmark;
- Present and read the model to the students (see file *Bookmark model for teacher*);
- Go over page 4 and 5 of the booklet with students, explain the task;
- Model if necessary;
- Guide students as they do their rough copy and their final copy;
- Use the document *Student bookmark final copy*
- Once the final copy is finish, fold the bookmark of the line. You can laminated it.

## **Annex 1**

### Correction Key

#### Activity 1- Everything at Once

As sly as a **fox/cat**, as strong as an **ox/deer**  
As fast as a **hare/turtle**, as brave as a **owl/bear**  
As free as a **penguin/bird**, as neat as a word  
As quiet as a **mouse/shark**, as big as a house

All I wanna be, all I wanna be, oh  
All I wanna be is everything

As mean as a **beaver/wolf**, as sharp as a tooth  
As deep as a bite, as dark as the night  
As sweet as a song, as right as a wrong  
As long as a road, as ugly as a **toad/monkey**



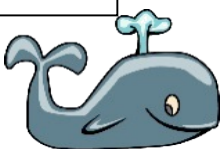





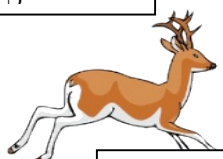















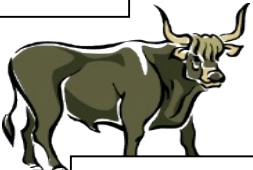



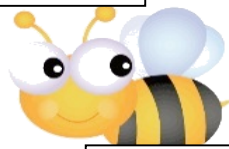







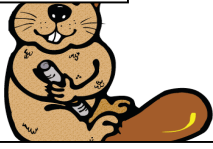



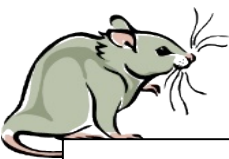



As pretty as a picture hanging from a fixture  
Strong like a family, strong as I wanna be  
Bright as day, as light as play  
As hard as nails, as grand as a **whale/dog**

All I wanna be oh, all I wanna be, oh  
All I wanna be is everything  
Everything at once  
Everything at once, oh  
Everything at once

As warm as the sun, as silly as fun  
As cool as a tree, as scary as the sea  
As hot as fire, cold as ice  
Sweet as sugar and everything nice

As old as time, as straight as a line  
As royal as a queen, as buzzed as a **dolphin/bee**  
As stealth as a **ant/tiger**, smooth as a glider  
Pure as a melody, pure as I wanna be

All I wanna be oh, all I wanna be, oh  
All I wanna be is everything  
Everything at once

 	 	 	 
 	 	 	 
 	 	 	 
 	 	 	 
 	 	 	 
 	 	<p>There are many possible answers for the qualities. For the animal not in the song, those are only suggestions.</p>	

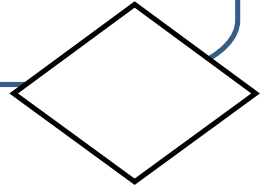
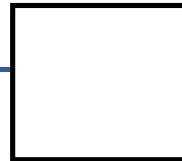
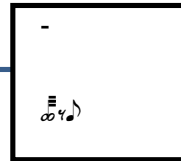
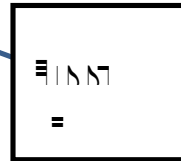
## **Annex 2**

### Correction Key

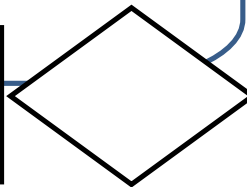
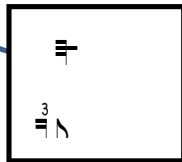
Activity 2- Describe people with animals



Hi! My name is Kyle. My favourite sport is hockey because we play in a team. I practice 5 times per week. I can skate really fast. I also like to watch hockey games on tv. I can observe professional players and take notes about their best moves. When I'm on the ice, I try to reproduce their moves. My dad is my coach. He is really helpful and knows a lot of techniques.

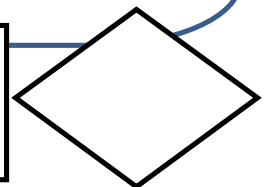
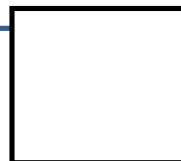
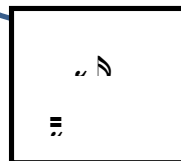


Hello! I am Ruby. I love doing puzzles. I like working in my room where everything is quiet around me. Doing puzzles means you have to pay attention to details and be very patient. It can take many hours before you are done. My sister does not like doing puzzles. She prefers to play outside and climb trees.



Hi! My name is Igor. I am a dinosaur hunter. Dinosaurs are heavy. I need to be in shape to be able to carry them back to my cave. Some dinosaurs can be dangerous. I have to know them to know which one can hurt me or not. Catching a dinosaur requires a lot of patience.

My best friend, Gustav, is always by my side. He has very good eyes. He can spot a dinosaur faster than me.



There are many possible answers for the qualities. Those are only suggestions.

### **Annex 3**

Resource sheet for teachers

## **Resource sheet for teachers**

[http://en.wikipedia.org/wiki/Totem\\_pole](http://en.wikipedia.org/wiki/Totem_pole)

- General information about totem poles. You have to select the pertinent information

[http://www.ehow.com/about\\_5426316\\_totem-poles.html](http://www.ehow.com/about_5426316_totem-poles.html)

- Information easy to understand
- Nice pictures

<http://aam.govst.edu/projects/cdeltoro/Totem%20Pole%20handout.pdf>

- Meaning of certain animals

<http://www.manataka.org/page30.html>

- Simple information
- List of animals and their meaning
- Very useful

<http://www.readinga-z.com/book.php?id=711>

- If you have a membership of this website, the texts about totem poles are simple.

[http://www.d123.org/olhms/hmccarthy/documents/NW\\_Indian\\_Totem\\_Poles.pdf](http://www.d123.org/olhms/hmccarthy/documents/NW_Indian_Totem_Poles.pdf)

- Facts about totem poles

<http://indigenousfoundations.arts.ubc.ca/home/culture/totem-poles.html>

- Complete information
- The resource list is interesting

<http://thetyee.ca/Books/2011/03/31/TotemPoles/>

- Myth and fact

<http://www.youtube.com/watch?v=ev5IMQjwvOg>

- 5 minute video of totem pole carving
- You have an idea of the ceremony held for totem poles
- You see the artist working and the different tools
- Not a lot of dialogue, simple language