

Introductory Activity - The Land is a Lullaby

Materials Needed: [The Land is A Lullaby](#) – book for purchase

Starting in a Good Way- 5 mins

All students gather at the talking/story circle. Students will take turns sharing their favorite season and why that is. The purpose of this circle is meant to foster positive peer relations by finding commonalities within the classroom. The teacher also has an opportunity here to observe and listen to students' thinking.

Click here to better understand [talking circle](#) pedagogy.

Weaving Knowledge-10 mins

“See Think Wonder” as a large group, preferably at the talking/story circle. Students will look at three to four images (pre-chosen by the teacher) from the book [This Land Is a Lullaby](#), and answer the following prompts from the teacher.

What do you see?

What do you think?

What do you wonder?

The teacher has an opportunity here to observe and listen to children's responses. The teacher will have the learning map available to them while listening to and observing student responses to the prompts to get a better understanding of individual and group knowledge about living and non-living things, seasons, and different environments.

[See-Think-Wonder Thinking Routine](#)

Gathering Knowledge-10 mins

Teacher Read Aloud [The Land is A Lullaby](#)

Begin with a picture walk to familiarize students with the content, with a particular focus on recognizing and building vocabulary of who or what might be in the pictures.

Introduce the author and illustrator. Share that the author and illustrator are indigenous artists.

Sharing Knowledge 5 mins- Using movement and gestures the teacher will choose phrases from the book for students to use their bodies to express emotions or actions related to the story. For example, the author writes, “*Grasses swirl and whirl. Rising winds rejoice.*” The teacher and students will move their bodies like the grass and the wind.

In this lesson, the students will have the opportunity to share their previously learned knowledge and the teacher will be able to gain further evidence of where the students are at within the learning map. The teacher may choose to display the learning map for the students to reflect upon their level of knowledge.

*The learning map, when used with clarity, supports highly triangulated assessment practice. This allows teachers to create a sustainable assessment practice.

