Lesson: Stolen Words - A Literacy and Arts Integration Learning Activity

Goals: Students will:

* Learn empathy and respect for other cultures, specifically FNMI, and how important language - our words - is to our cultural identity and sense of self
* Interact with the natural world in collecting materials to create and design an artistic representation of a word that is personally meaningful to them

Outcomes:

**LA:**

SO 1.1: share personal experiences that we are clearly related to oral, print and other media texts.

SO 1.1: listen and respond appropriately to experiences and feelings shared by others.

SO 2.1: identify the main idea or topic of simple narrative and expository texts.

SO 2.1: use personal word books, print text and environmental print to assist with writing.

SO 2.2: tell, represent or write about experiences similar or related to those in oral, print and other media texts.

SO 4.1: identify and use an increasing number of words and phrases related to personal interests and topics of study.

SO 5.1: talk about other times, places and people after exploring oral, print and other media texts from various communities.

**Social Studies:**

SO 1.1.1: value self and others as unique individuals in relation to their world.

SO 1.1.2: value the groups and communities to which they belong.

SO 1.1.3: examine how they belong and are connected to their world by exploring and reflecting.

SO 1.2.1 appreciate how stories and events of the past connect their families and communities to the present.

SO 1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting.

**Art:**

**General Outcomes:**

REFLECTION • responses to visual forms in nature, designed objects and artworks. DEPICTION • development of imagery based on observations of the visual world. COMPOSITION • organization of images and their qualities in the creation of unified statements. EXPRESSION • use of art materials as a vehicle or medium for saying something in a meaningful way.

Materials:

* The book Stolen Words by Melanie Florence
* Index cards and pencils/markers
* Camera

Procedure:

* Introduction:
* Read the story and discuss together - what are their impressions, questions, wonderings?
* Share that our words are a powerful part of our identity - our language is a part of who we are.
* Explain -- we are going to go on a quiet walk in nature. While we walk - think about what words inspire you? What words are in your heart today? If you had one word that you would not want to lose, a word that holds a special place in your heart..what would that word be?
* When we arrive - invite students to consider their special word. As each child raises his/her hand teachers/EAs will write that student’s word on an index card.
* The children will keep their index cards as a visual aide and then look for natural materials that appeal to them artistically. Students will use natural materials - sticks/leaves/stones, etc. to construct their word on the path by the park
* Teachers will photograph the words - photos will be mounted on black paper and used to create personally meaningful environmental print around the classroom for student to see, read and interact with during literacy time.
* Follow - up
  + Recall our shared story and experience with Stolen Words. Hand out students’ words to them. Have them read their word to the class and explain why they chose it or why it is special to them.
  + Record students’ explanation either scribed to be typed up or on video
  + Read another book about the power of words: The Word Collector by Peter Reynolds