

# Read Aloud Planning Template

**Title of Text: The Animal People Choose A Leader by Richard Wagamese**

Ev  
alu  
ate

## Background Information

- This isn't a legend from our local Indigenous community and includes morals and beliefs aligned with Indigenous Peoples, such as respect for nature and animals.
- In this story, animals are treated as people in the sense that they are doing their speaking, deciding and taking actions in the story.
- The story uses the animals to teach the reader a moral lesson.
- What a leader is and how they are chosen traditionally. E.g. our prime minister and elected leaders, leaders in Indigenous communities, leaders of a club, etc.
- Different types of leadership, like democracy, and Indigenous leadership.

## Funds of Knowledge

- The understanding of "fairness" and "equity."
- Knowledge of animals, such as their characteristics, traits, behaviours, and purpose.
- Community roles such as a leader and a team member.
- The positive impacts of teamwork and its benefits to helping others and building a community.
- How to make decisions with multiple voices needing to be heard.

## Potential Stumbling Blocks

- Slow start to the book, and patience for the story
- We aren't on the traditional territory that the legend comes from
- The traditional Indigenous words
- Complex word choices throughout the book
- Understanding the animals are having in conflict with systems
- Being able to pull the message and moral lesson from the story.
- Understanding what leadership is without a voting system.

## Instructional Opportunities

- Using traditional Indigenous language and tying them to personal experiences.
- The Indigenous backgrounds of the author and illustrator.
- The book talks about leadership and being a team player through the lens of storytelling and shows good traits of a leader.
- Using each other's strengths to build a community-everyone has a role.
- Compare to the European fable tortoise and the Hare.
- Connect to empathy and inclusion in the classroom and community.
- Connect to the Ktunaxa by recognizing it is a different community that created this story.

Ex pl ai n	Brainstorm Unfamiliar Words		
	Admirable, Attributes, Creator, Conferred, Hardest, Waabooz, Throng, Glistening, Noble, Crevice, Pursuit, Conferred, Solemnly, Bog, Nimbly, Impassable, Relentlessly		
	Words to Teach	Short, Simple, Straightforward Definitions	Short, Simple, Straightforward Definitions
		Words to Explain	
	Admirable	Worthy of appraisal	Throng
			large group of people
	Attributes	A characteristic or quality of someone	Glistening
			shine with reflected light
	Creator	the person who creates	Solemnly
			serious in appearance
	Pursuit	A hobby or activity someone spends energy doing	Noble
		has a high rank or title	
Conferred	Meeting for a discussion	Crevice	
		narrow opening	
Hardest	Able to survive hard conditions	Bog	
		a soft area like marsh	
Waabooz	Rabbit in Anishnabe	Nimbly	
		quick and light in movement	
Relentlessly	Without Stopping	Impassable	
		impossible to go past, through, over, or around	
Think Alouds			
<ul style="list-style-type: none"> <li>- When we pause during the read-aloud we will give students an opportunity to pause and reflect on the story or the questions we ask. Some questions require students to think-pair-share.</li> <li>- The questions chosen for students to reflect on are chosen to match the specific moment in the story we stop at.</li> </ul>			

	<p>Stopping or Pausing Points</p> <p>Point One: Page 7 on the passage "At a signal from Eagle, they took off, and the race was on."</p> <p>Point Two: Page 14 on the passage "I would be very happy if you accompanied me."</p> <p>Point Three: The end of the story.</p>	<p>I Language</p> <p>"Can you guys close your eyes and imagine a time you were about to compete? How were you feeling? Nervous, excited, calm, happy?"</p> <p>"Close your eyes, I want you to think about a time you helped someone else or they helped you. How did that feel to either give or receive help?"</p> <p>" Now that we have read the whole story and learned who they picked to be their leader. I want us to all think back throughout the story and the times when we've either been the leader or seen others lead. What are some characteristics that we think make a good leader?"</p>
--	---	---

<p>E n g a g e an d Ex te n d</p>	<p>Social-Emotional Learning Engagement</p> <ul style="list-style-type: none"> <li>- Fairness and equity</li> <li>- Respect for others</li> <li>- Empathy</li> <li>- Responsible decision making</li> <li>- Conflict resolution</li> <li>- Teamwork and cooperation</li> </ul> <p>Cross-Curricular Extensions</p> <p>Activity One: Drama and English        Students will be exploring the animal's feelings and emotions about starting the race through tableaux. In order to extend this drama activity to English, either before or after preparing and presenting their tableaux, they can do a reflective write-up for their animal to further explore the idea of perspective and narration while exploring the idea of empathy.        English:        Big Ideas: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.        Curricular competency: Exchange ideas and perspectives to build shared understanding        Content: Strategies and process: metacognitive strategies        Big Idea: Dance, drama, music, and visual arts are each unique languages for creating and communicating.        Curricular competencies: Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art        Content: visual arts: elements of design: line, shape, space, texture, colour, form (visual arts); principles of design: pattern, repetition, balance, contrast, emphasis, rhythm (visual arts), variety</p> <p>Activity Two: English and Art        Students will be exploring a time when they helped a friend or were helped by a friend. They will spend time thinking about the time and reflecting on it. Afterwards, they are going to be given a sheet where they can write down their story and how it made them feel and draw a picture to go along with it. An extension to take this further could be that they do a still showing the emotion that they felt in a tableau, they could stand around in a circle, the teacher counting down, and on one, they freeze showing the emotion they felt. Then the teacher could come around and tap the student on the shoulder to unfreeze them, and they could explain their emotion and/or tell the story about when they helped someone else, or they were helped by someone.        English:        Big Idea: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.        Curricular Competency: Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world        Content: Strategies and process: metacognitive strategies</p>
---	--

Art:

Big Idea: Dance, drama, music, and visual arts are each unique languages for creating and communicating.

Curricular competencies: Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art

Content: visual arts: elements of design: line, shape, space, texture, colour, form (visual arts); principles of design: pattern, repetition, balance, contrast, emphasis, rhythm (visual arts), variety

Activity Three: Social Emotional Learning and English

We will have a class brainstorm of what we think are characteristics of a good leader and create a word bank on the white board, then we will finish the book. Once we finish reading, we will do an activity where students will write down on their worksheet the leader characteristics that Waabooz has. Then afterwards, we will do a yarn web activity to allow students to explore the idea of what a community looks like with a leader and how we all interact together.

English:

Big Idea: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Curricular Competency: Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world

Content: Strategies and process: metacognitive strategies

Physical and Health Education:

Big Ideas: Developing healthy relationships helps us feel connected, supported, and valued.

Curricular Competency: Describe and apply strategies that promote a safe and caring environment

Content: factors that influence self-identity, including body image and social media

Extensions to Support Reading and Writing

- Comprehension questions for students to answer at the different breaking points of the book.
- Giving students a sheet for them to doodle or take notes that will help them with remembering what they heard during the read alouds.
- When they write the story of what happened when they were helped/helped someone allow time for peer editing and review of the writing and then give to to write a revised piece.
- Do a work bank for all writing pieces for students to refer back to.
- Include the audio book for students to listen to.
- Give students their own copies of the book for them to follow along to.