

Lesson Title: Just a Walk Board Game

Subject: ELA

Possible cross-curricular connections: Math

Grade range: K-2

Rationale - Oral rhyming is important to learning word families and will help students recognize these patterns in print. Building phonological skills help develop phonemic awareness, which is needed to segment words, blend sounds and determine individual sounds of letters (Bottari 2020). Game play strengthens cognitive abilities, including basic math skills. The board game is based on a circular principle, like the story which starts and ends in the same place, making a circle; which has significance in Indigenous cultures. It showcases a brave boy with his braids going for a walk, which helps with representation for boys/males with long hair/braids.

Prerequisite Concept and Skills -

- Knowledge of rhyming
- Ability to actively listen
- Taking turns, using hands to wait for turn (respectful participation)
- Asking Questions or answering question prompts
- Count to six

First Peoples Principles of Learning/Indigenous Content

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
 - Will have a feeling of connectedness when gathered together with peers on the carpet and during playing of the game.
- Learning is embedded in memory, history, and story.
 - Sharing in the story time reading/listening to *Just a Walk*, by Jordan Wheeler.
- Learning involves patience and time.
 - Phonological awareness involves practice and time.
- Circle of Courage values
 - Independence - Chuck displays independence upon his walk, when dealing with the many problems he encounters.

Materials and Resources -

- Fun Foam Dice
- [Just a Walk. Jordan Wheeler](#)
- [Printed Board Games in page protectors & cards for paired groups.](#)
- Random Grouping Plan
- Document Camera/Smart Board
- Coloring sheets related to story content (for early finishing groups)

Anticipated lesson time (30-90min?): 30 min

Lesson activities:

Students will share in Chuck's experiences in *Just a Walk*, by Jordan Wheeler and illustrated by Christopher Auchter. Students will practice rhyming words in an experiential way, working in groups. Students will learn as a community and work cooperatively to play the game.

- Learning Intentions:**
- Students will be able to recognize Indigenous constructs, like a circular story and animals of Indigenous significance.
 - Students will be able to associate pictures with words and rhyme them.
 - Students will play the board games by rhyming words and making a circular story path from start to finish.
 - At carpet time, the teacher will ask them where did the story begin and end? If prompt needed, asking, In the same place? Then point out the circular form of the story.

<p>Introduction:</p> <ul style="list-style-type: none"> ● Remind students of carpet expectations. ● Ask students to predict what they think will happen in the story from the cover. ● Read <i>Just a Walk</i>, by Jordan Wheeler <ul style="list-style-type: none"> ○ Asking prediction questions. 	<ul style="list-style-type: none"> ● Answer prediction question from teacher. ● Students will actively listen to the story, answering question prompts from the teacher.
<p>Body:</p> <ul style="list-style-type: none"> ● Activity break - set the guidelines <ul style="list-style-type: none"> ○ have students pucker like a fish, crawl like a badger, soar like a hawk, roar like a bear, and stare like an eagle. ● Teacher will use a document camera to show board game, cards and game play. Rhyme a couple of the cards. Asking questions of students to confirm understanding, use of hands up to answer questions: <ul style="list-style-type: none"> ○ Who goes first? ○ When is it the next person's turn? ○ When does the game end? ● Teacher will ask if students understand using thumbs up thumbs down: <ul style="list-style-type: none"> ○ We know who goes first? ○ We know our turn ends after we land on a blank square or can't rhyme a word. 	<ul style="list-style-type: none"> ● Students will do the activities at the carpet, following the guidelines. ● Students will actively listen to the rules. Repeating instructions as asked. ● Students will indicate understanding with thumbs up, thumbs down.

<ul style="list-style-type: none"> ○ When a student lands on “Finish Walk” ● Teacher will pair students by random grouping. Teacher will ask pairs to sit together on the carpet, asking pairs that are best behaved to come up to grab their games. ● Have coloring sheets ready related to story to color, for students that finish early. Allow them to also opt to continue to play the game. 	<ul style="list-style-type: none"> ● Students will sit in pairs, following expected carpet behavior and after being called pairs will grab their board game.
<p>Closure:</p> <ul style="list-style-type: none"> ● Teachers re-gained students' attention, and have students put the game back together the same as they received it. Ask students to hand-in games at the carpet and take their seats. ● Teacher will show rhyme cards asking students what rhyming words for the cards for review and recap of the lesson. 	<ul style="list-style-type: none"> ● Students will hand in games, put back together, and take their carpet seats. ● Students will answer raised hand format.

<p>Assessment:</p> <ul style="list-style-type: none"> ● Teacher will circulate making sure each student is able to rhyme words in the game, by observation. ● Teacher will do mini-interviews during centers time and use rhyming cards (words or no-words versions) and if needed support cards to assess comfort of students with rhyming, using a proficiency scale (emerging, developing, proficient)
--

Extension - More complex literacy games based on Indigenous culture

<p>References:</p> <p>Bottari, M. (2020). What are Phonological Awareness and Phonemic Awareness? Foundations in Literacy.</p> <p>Heggerty. https://heggerty.org/blog/phonological-awareness-and-phonemic-awareness/#:~:text=Phonemic%20awareness%20falls%20underneath%20the,phonemes%20in%20a%20spoken%20word.</p> <p>Wheeler, Jordan. (2010). <i>Just a Walk</i> (C. Auchter, Illus.). Theytus Books.</p>
--