

Bachelor of Education (Elementary) (Scaffolded) Unit Plan Template EDTL 3200 – Winter 2023

Unit Title: The ‘Three Sisters Garden’ **Number of Lessons:** 6 **Days:** 6 (+)
Your Names: Rianna, Stephanie, Caitlin **Subject:** Science **Grade:** 3

Rationale (GOAL – To set the reader of your plan up for success in reading it!)

(GUIDING QUESTIONS: What are the goals of this plan? Why THIS plan? How is this unit important for learning and teaching? How is this unit important to YOU?)

The reachable goals for the ‘Three Sisters Garden’ unit were designed for students to gain a deeper understanding of living things, in and around their community. This will be accomplished through the process of physically growing and discovering the applicable life cycles. Key ‘*teachable*’ content is focused on forms of inclusion in relation to living things around us, and how to support one another through a symbiotic relationship. As the classroom garden creates a natural space (bringing the outdoors - in) our students will connect to the ever growing, positive learning environment. A diversified plan such as this offers students a connection to the **BC Curriculum** standards including the *Big Ideas*, *Core Competencies*, and *Content - Learning Standards*, through multiple forms of representation. Students will be immersed in a learning space that is truly holistic, being taught through the lens of Indigenous ways of knowing. Resources such as the ‘*Three Sisters*’ legend allow for a meaningful delivery of the ‘*why*’, by applying knowledge through Indigenous *oral storytelling* and hands-on manipulatives, all while learning care taking steps of planting, growing and harvesting. Overall, this unit contains time sensitive knowledge that is intended to engage young learners, so we in turn can teach generations of students to produce in sustainable ways so that they know how to respect and care for the land that supports us.

Overview

(Write an overall description of your unit plan here.)

This unit covers the cardinal teachings embedded in the *Three Sisters* legend through multiple means of representation (activities). Again, this is to holistically engage students in the **BC - Science 3 curriculum**. Lesson’s will include a multipart workbook, planting a garden, colouring, and hands-on activities that will inspire students through the teachings of the ‘*Three Sisters*’ legend. The

assessment pieces will form a symbiotic relationship in the sense that student learning will be shared at different intervals. The learning will be displayed through success of engagement in the activities themselves. Students will have completed an individual workbook to showcase their overall learning and understanding of the ‘Three Sisters’ legend, the benefits of companion planting, Indigenous connections, and the significance of human respect for the life cycles of all other living things.

Indigenous Connections/ First Peoples Principles of Learning (WE ARE STARTING WITH THIS FIRST, SO I MOVED IT HERE! ☺)

(How is your unit plan connected to Indigenous knowledge, worldviews, and principles of learning? What grandfather teaching(s) does your plan connect to? It is expected that your unit plan is Indigenously-inspired from the onset – rather than a unit plan that has been “Indigenized” after the fact – and that you take this opportunity to explore and push yourself further in being intentional in your Indigenous connections. It is not enough to simply list principles, connections, content etc.)
YOU MUST DEVELOP AND EXPLAIN YOUR IDEAS IN THIS BOX!

This unit plan has been holistically inspired by the **FPPoL**:

- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*
- *Learning is embedded in memory, history, and story.*
- *Learning involves patience and time.*

The intentionality and design of the ‘Three Sisters Garden’ unit plan was developed as a whole, to inspire a compilation of lesson plans that connect to both: inclusion and sustainability. The content begins with the Grandfather Teaching(s) of Respect, sharing an interconnection to the legend of Three Sisters, and our multiple means of representation (cohesive work booklet, worksheets, legend video, powerpoint, etc.)

As for the ‘How’: Connection to Indigenous Knowledge, Worldviews & FPPoL

Grandfather Teaching: (Respect)

Salmon *sqlielten* provides us with food and offers wisdom to those who approach respectfully *xyemstem*. He swims against the flow to complete his job; this shows how he endures hardship to achieve higher goals. There is a legend of how Salmon sacrificed himself to provide food for the people so they may survive on the land. These are the medicines that he provides for the people.

The ‘Three Sisters Garden’ (classroom inclusion) is based on a well known Indigenous legend. The original legend comes from the Iroquois, Haudenosaunee and the Cherokee, but the lesson of the story can provide valuable learning across regions. I.e., How we relate this to traditional and unceded territory of the Tk'emlups te Secwepemc, of the Secwepemc people

CORE COMPETENCIES

(Continue to thoughtfully *choose* which competencies relate to your unit plan. Explain how/why the competency can be seen in your unit/lessons. Use the facets to help support your explanations.)

YOU MUST DEVELOP AND EXPLAIN YOUR IDEAS IN THESE BOXES!

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> ● Communicating Facets: <ul style="list-style-type: none"> ○ Connecting and engaging with others: There will be multiple opportunities throughout the unit where students will be working in pairs or groups and need to be able to work collaboratively and respectfully. ○ Focusing on intent and purpose: Students need to recognize the intent of the 3 Sisters story and why corn, bean, and squash are good companion plants. This point is covered in multiple lessons throughout the unit ○ Acquiring and presenting information: Students will be acquiring information through the 3 Sisters story and lessons throughout the unit and will be presenting what they learned through their work booklet at the end of the unit. ● Collaborating 	<ul style="list-style-type: none"> ● Critical Thinking and Reflective Thinking Facets: <ul style="list-style-type: none"> ○ Questioning and investigating: Students will learn to engage in inquiry through investigating the challenges of planting, watering, and monitoring the healthy growth that will stem from their corn, bean, and squash seeds. ○ Designing and developing: Students will think critically to develop ideas of how they could grow a garden of their own, and why this would benefit their family, community and land they live on. ○ Reflecting and assessing: Students will apply reflective thinking once they have the opportunity to plant their 3 Sisters Garden. They will reflect on their experience, how it pertains to respecting the Secwepemc land, and they 	<ul style="list-style-type: none"> ● Personal awareness and responsibility Facets: <ul style="list-style-type: none"> ○ Well-being: Students will become personally aware and responsible for recognizing factors that affect their holistic wellness; nutrient rich foods, food sustainability, ability to garden, etc. Eating healthy choices equals taking responsibility for one's own health. The 3 Sisters Garden is a group of students choosing to contribute to the health and safety of their local classroom community. ● Positive personal and cultural identity Facets: <ul style="list-style-type: none"> ○ Understanding relationships and cultural contexts: Students are introduced to how stories, like the 3 Sisters, were used to pass down important knowledge in Indigenous culture. Through this unit students will learn the importance of those

<p>Facet:</p> <ul style="list-style-type: none"> o Working collectively: Students will need to work together to plant and grow the 3 Sisters Garden in their classroom 	<p>will assess the progress of their growing plants.</p> <ul style="list-style-type: none"> ● Creative thinking Facets: <ul style="list-style-type: none"> o Creating and innovating: Students are creative and quick to come up with innovative ideas. This will be a novel idea to teach them how to plant and maintain a garden of their own, in a controlled (indoor) environment. This will connect to implementing these creative ideas with larger groups such as their families and wider community. Students will create a positive impact across symbiotic relationships. 	<p>positive cultural identities so that information can continue to be shared.</p> <ul style="list-style-type: none"> ● Social awareness and responsibility Facets: <ul style="list-style-type: none"> o Contributing to community and caring for the environment: Students develop awareness and responsibility of their social (teacher/classmates → peers), physical (classroom), and natural environments (3 Sisters Garden). This is done through individual and collaborative work towards the growth of their classroom garden. This will ultimately benefit the classroom/school community and the local environment.
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BIG IDEAS

Explain how your unit plan speaks to each big idea you have included in 1 or 2 sentences each. For our course, we are focusing on one subject area. There will be an opportunity for you to connect cross-curricularly further on in the template.

Science (Grade 3)

- Living things are diverse, can be grouped, and interact in their ecosystems.

The 'Three Sisters Garden' and all corresponding unit material connect well to this **Big Idea**. Our lesson plans have been holistically inspired to echo the overarching lesson taught in *The Three Sisters* legend: that these three plants (corn, beans, and squash) can uniquely support one another, when planted in a shared space/ecosystem. Living things grouped in symbiotic form.

LEARNING STANDARDS & ASSESSMENT

(List appropriate and sufficient learning standards for your topic. Then brainstorm ideas for assessment(s) – products, observations, conservations. In particular, think about how you will “measure” or “provide evidence” that students are meeting the learning standards you have set out. The learning standards and assessments here should also appear in or ALIGN with your lessons below).

Curricular Competencies	Content	Assessment
<p>Science - Grade 3</p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> ● (CC#1) Demonstrate curiosity about the natural world ● (CC#2) Observe objects and events in familiar contexts <p>Planning and Conduction</p> <ul style="list-style-type: none"> ● (CC#2) Consider ethical responsibilities when deciding how to calculate an experiment ● (CC#4) Make observations about living and nonliving things in the local environment ● (CC#5) Collect simple data <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> ● (CC#1) Experience and interpret the local environment ● (CC#2) Identify First Peoples perspectives and knowledge as sources of information ● (CC#3) Sort and classify data and information using drawings or provided tables <p>Evaluating</p>	<p>Science - Grade 3</p> <ul style="list-style-type: none"> ● (C#1) Biodiversity in local environment ● (C#2) The knowledge of local First Peoples of ecosystems <p>Socials - Grade 3</p> <ul style="list-style-type: none"> ● (C#5) Oral history traditional stories as evidence about past First Peoples culture ● (C#6) Relationships between humans and their environment <p>English Language Arts - Grade 3</p> <ul style="list-style-type: none"> ● (C#3) Language features, structures, and conventions: Sentence structure and conventions 	<p>PRODUCTS:</p> <ul style="list-style-type: none"> - Work booklet to demonstrate learning over the unit - Worksheet to demonstrate knowledge of the Seven Grandfather Teaching: Salmon - representation of Respect <p>OBSERVATIONS:</p> <ul style="list-style-type: none"> - Can students work collaboratively when planting - Can students work and participate in a respectful manner in group settings <p>CONVERSATIONS</p> <ul style="list-style-type: none"> - Can students explain why the three plants (corn, beans, and squash) are planted together → can students articulate what a symbiotic relationship looks like?

<ul style="list-style-type: none"> ● (CC#1) Make simple inferences based on their results and prior knowledge ● (CC#3) Demonstrate an understanding and appreciation of evidence <p>Applying and innovating</p> <ul style="list-style-type: none"> ● (CC#2) Cooperatively design projects ● (CC#3) Transfer and apply to new learning situations <p>Communicating</p> <ul style="list-style-type: none"> ● (CC#1) Represent & communicate ideas and findings in variety of ways <p>Social Studies - Grade 3</p> <ul style="list-style-type: none"> ● (CC#2) Explain why people, events, or places are significant to various individuals and groups (significance) <p>English Language Arts - Grade 3</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> ● (CC#10) Show awareness of how story in First Peoples cultures connects people to family and community ● (CC#11) Develop awareness of how story in First Peoples cultures connects people to land <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> - (CC#6) Explore and appreciate aspects of First Peoples oral traditions 		
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<p>Art - Grade 3</p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • (CC#2) Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play <p>Communicating and documenting</p> <ul style="list-style-type: none"> • (CC#1) Apply learned skills, understandings, and processes in new contexts • (CC#3) Express feelings, ideas, and experiences in creative ways 		
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Prerequisite Concepts and Skills

(What *relevant* concepts and skills would you expect students to have at the start of the year, for the grade you have chosen? Refer to previous years of the BC curriculum for ideas about what students might be expected to know and do coming into your unit. Also consider what you will be undertaking in the unit and what skills/knowledge students might need.)

Grade 2 - Science

Big Idea: Living things have life cycles adapted to their environment.

Core Competencies:

Planning and conducting

- (CC#1) Make and record observations

Processing and analyzing data and information

- (CC#2) Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge

Communicating

- (CC#1) Communicate observations and ideas using oral or written language, drawing, or role-play

Content:

- (C#1) Metamorphic and non-metamorphic life cycles of different organisms
- (C#3) First Peoples use of their knowledge of life cycles

Students should be able to write complete sentences.
 Students should be able to sequence events/images.

Teacher Preparation Required

(What do YOU need to do to be prepared for each lesson in your unit plan? This likely needs to be completed *after* you have articulated your lessons. Remember, planning – no matter what the template – it is not a linear process!)

Lesson 1	Seven Grandfather Teachings - (Respect) Salmon / Colouring Worksheet <ul style="list-style-type: none"> - Seven Grandfather Teachings - Salmon (RESPECT) Worksheets - Colouring sheets
Lesson 2	The Legend of the Three Sisters <ul style="list-style-type: none"> - '3 Sisters' story - Powerpoint slide - Work booklet print off
Lesson 3	Holistic Knowledge (FPPoL) / Legend (Story) & Discussion <ul style="list-style-type: none"> - Students work booklet
Lesson 4	Life Cycles: Corn, Bean, Squash <ul style="list-style-type: none"> - Students work booklet
Lesson 5	Planting <ul style="list-style-type: none"> - Seeds: corn, bean, and squash - Soil - Water - Watering cups - Planter boxes - Planter box label/posters - Students work booklet
Lesson 6	Draw What You See: Booklet <ul style="list-style-type: none"> - Students work booklet
Lesson 7 +	Extension Lesson(s): will continue throughout the months of the school year / until plants are fully grown <ul style="list-style-type: none"> - Watering can - Water - Shearing scissors - Soil nutrients?

Cross-Curricular Connections (Concurrently)

(Do your best to brainstorm, reflect, and discuss about how this unit might connect to or support other subject/units/topics being taught AT THE SAME TIME.)

Social Studies - Grade 3

Big Ideas:

- Learning about indigenous peoples nurtures multicultural awareness and respect for diversity
- Indigenous knowledge is passed down through oral history, traditions, and collective memory.
- Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Core Competencies:

- Explain why people, events, or places are significant to various individuals and groups (significance)
- Sequence objects, images, or events, and explain why some aspects change and others stay the same
- Recognize the causes and consequences of events, decisions, or developments (cause and consequence)

English Language Arts - Grade 3

Big Idea:

- Stories and other texts help us learn about ourselves, our families, and our communities.

Core Competencies:

- Recognize how different texts reflect different purposes.
- Develop awareness of how story in First Peoples cultures connects people to land

Arts Education - Grade 3

Big Idea:

- Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

Core Competencies:

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Apply learned skills, understandings, and processes in new contexts
- Express feelings, ideas, and experiences in creative ways

Universal Design for Learning (UDL)

(This section must be framed using the 3 principles of UDL set up below. List and describe points under each principle. Use your UDL wheel for support!)

1. **MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:**
 - By providing different size options for the booklets depending on students' print ability
 - Visual aides such as video's, music/sound, diagram; steps to planting, posters
 - Use of colour in visual graphics and art tied into assessment pieces such as the 'craftivities'
2. **MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:**
 - By providing opportunities to show learning through writing and drawing in the students work booklets.
 - Both science labs promote different ranges of motor action, ie. physical manipulatives - seeds (counting, grouping, spacing, planting), or with the dissection - use of senses to determine answers of inquiry
 - Prompts, think-pair-share, body breaks, etc.
3. **MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:**
 - By including activities that would engage multiple different types of learners by including lessons that provide opportunity for hands-on learning, writing, reflecting, and drawing.
 - The work booklet offers learners as much autonomy over how they would like to design, edit, colour and display their information (individual assessment)
 - Blackline masters of activities could be scaffolded into degrees of difficulty
 - Cooperative and respectful groups will be assigned based on discretion of the teacher, scaffolded roles

Differentiated Instruction (DI)

(It is really hard to differentiate for students you have yet to know about. We will be doing an activity in class to help you frame your DI using different "profiles" of learners you may have encountered already.)

Student 1: Sophia

- Minimal language
- New to Kamloops and has not met friends
- Likes Drawing and Art related activities
- Troubles working in groups because of language barrier

This science unit has been designed to provide 'Multiple Means of Representation'. Sophia is a student who will need to be pre-taught specific vocabulary as it pertains to this unit, including Indigenous content and scientific/gardening terminology. Allow

for simple sentences or short oral stories depicted by a drawing if vocabulary impedes with meaningful conversation. Instructions will be repeated, limiting additional sound distractions during instructional time periods.

Student 2: Tanner

- Competency assessments at or below Grade Level
- Benefits from C.E.A (E.A) support, however learning needs not yet been diagnosed. Therefore, only minimal support can be offered at this time through the district support staff
- Likes to Read or Draw silently, or focus on other individual chosen activities
- Listens carefully to teaching and instructional settings from space of choice, i.e. if the class is at the carpet for circle time Tanner will remain seated at his desk to draw while listening and processing the lesson content
- Engages through emotional connection to content
- Has trouble working in groups because of emotional barriers

This science unit has been designed to provide ‘Multiple Means of Expression’. Tanner is a student who learns through choice, mostly artful, personal space, and clear routines. His behaviour will be monitored, and offered additional partner share time or assistive technology. Tasks will be broken into smaller portions, which have been designed to draw his interests in ie. drawing and colouring. Goal setting sessions will be required, Tanner will meet with the teacher to check in on tasks, topics/understanding, and earn free time where applicable to complete assessment requirements; achievement strategies will be rewarded with choice ‘free’ time.

Student 3: Jude

- Competency assessments at or above Grade Level
- Benefits from brain breaks often (25-30 minute intervals), learning needs have not yet been diagnosed, student/parent/teacher agreement that allotted support from C.E.A (E.A) staff can be offered in these intervals on availability basis until completion of diagnosis
- Enjoys Reading, Writing, and Drawing at individual table space
- Benefits from classroom sensory support, i.e. wobble chairs/stools, classroom engagement stars, etc.
- Engages through visual/photographic learning notes (retrieves information well beyond age range)
- Has troubles engaging in over-crowded/loud/disruptive settings, and struggles with social barriers w/ peers

This science unit has been designed to provide ‘Multiple Means of Engagement’. Jude is a student who learns through short and simple instruction. Through teaching with firmness and consistency in manner and tone, eye contact, and have this student briefly repeat instructions. Jude will have autonomy over choosing classroom tools such as a wobble chair, headphones, or other sensory items to positively realign impulsive movements. Goals will be set for this student to show his strengths through multiple means of representation, and in this case the focus will be on engagement. Positive reinforcement will go a long way, when the appropriate

behaviours are displayed. Humour is a common teaching connection with this student as he regulates emotion, and verbal cues, through phrases and comments in his graphic novels. Multiple brain breaks will be offered.

Overview of Lessons:

(These are abridged lesson plans and do not need to be at the fine-grained level of lesson planning you have been doing so far. All the big points about each lesson should be here. Here is where you start to think more deeply about sequence and alignment in your lessons.)

Lesson 1

Lesson Name & Time (Minutes Allotted):	7 Grandfather Teachings: Salmon → <i>Respect</i> (45 Minutes)
Learning Standards: Curricular Competencies	<p>Science - Grade 3</p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • (CC#1) Demonstrate curiosity about the natural world • (CC#2) Observe objects and events in familiar contexts <p>Planning and Conduction</p> <ul style="list-style-type: none"> • (CC#4) Make observations about living and nonliving things in the local environment <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • (CC#2) Identify First Peoples perspectives and knowledge as sources of information <p>English Language Arts - Grade 3</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • (CC#10) Show awareness of how story in First Peoples cultures connects people to family and community • (CC#11) Develop awareness of how story in First Peoples cultures connects people to land
Learning Standards: Content	<p>Science</p> <ul style="list-style-type: none"> • (C#2) The knowledge of local First Peoples of ecosystems
Instructional Objectives (SWBAT...):	<p>Students will be able to demonstrate accumulated knowledge from the FPPoL connections, and the Seven Grandfather Teachings of Salmon through group discussion.</p> <p>By completing the Salmon - <i>Respect</i> 'exit ticket' worksheet, students will share one way in which they persevere to achieve their academic goals OR one way in which</p>

	they respect other classmates and the traditional and unceded land of which we learn on, Tk'emlups te Secwepemc.
Assessment:	<p>What: What does 'Salmon' represent? What is the significance of the teaching of 'Salmon'?</p> <p>What connections can we make between our education and the local environment?</p> <p>How: Assessing students' previous knowledge about the land around us, will clarify what students already know about our local environment. This worksheet will assess the individual reflective learning on the FPPoL to Salmon/ <i>Respect</i> - 'exit ticket'. An individual/human centered relationship will be assessed; from the 'I' perspective, prior to introducing further assessment in regard to the life cycle of a plant.</p>
Teaching Strategies:	Option for differential perception and expressive skills, colouring, teacher read-aloud, circle work space.
Materials:	<ul style="list-style-type: none"> - Salmon → <i>Respect</i> worksheet - Pencil - Pencil crayons
LESSON ACTIVITIES	
Introduction/ Hook:	<p>Salmon → <i>Respect</i> worksheet</p> <p>Students will be given this worksheet and asked to spend a few quiet moments colouring their Salmon, while listening to the Seven Grandfather Teachings. https://www.sd73.bc.ca/en/our-district-board/seven-grandfather-teachings.aspx 0:54 seconds - 3:03 seconds</p>
Body:	<p>Discussion:</p> <p>Students will join in a group discussion, they will listen once again to the 'Seven Grandfather Teaching' of Salmon read aloud by the teacher.</p> <p>What do we know about Salmon, the R Sqleltenuwi Ne R Secwepemculecw (the Sockeye Salmon in the Secwepemc Nation)?</p> <p>The teacher will then pair students off into elbow buddy discussions to brainstorm what <i>RESPECT</i> looks like in the classroom & school.</p> <p>Students will then write a sentence to explain how they are Salmon (I am Salmon when I...) and draw a picture of what they feel respect looks like at school.</p>
Closure:	Reflection:

	Students will reflect on what they learnt about salmon, and share their picture with their elbow buddy. This worksheet is to be turned into the teacher as their ‘exit ticket’ from today’s lesson.
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Lesson 2

Lesson Name & Time (Minutes Allotted):	Story of ‘ <i>The Three Sisters</i> ’ (45 Minutes)
Learning Standards: Curricular Competencies	<p>English Language Arts - Grade 3 Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • (CC#11) Develop awareness of how story in First Peoples cultures connects people to land <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • (CC#6) Explore and appreciate aspects of First Peoples oral traditions <p>Science - Grade 3 Planning and Conducting</p> <ul style="list-style-type: none"> • (CC#4) Make observations about living and nonliving things in the local environment <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • (CC#1) Experience and interpret the local environment • (CC#2) Identify First Peoples perspectives and knowledge as sources of information <p>Social Studies - Grade 3</p> <ul style="list-style-type: none"> • (CC#2) Explain why people, events, or places are significant to various individuals and groups (significance)
Learning Standards: Content	<p>English Language Arts - Grade 3</p> <ul style="list-style-type: none"> • (C#3) Language features, structures, and conventions: Sentence structure and conventions <p>Science</p> <ul style="list-style-type: none"> • (C#2) The knowledge of local First Peoples of ecosystems <p>Socials - Grade 3</p> <ul style="list-style-type: none"> • (C#5) Oral history traditional stories as evidence about past First Peoples culture • (C#6) Relationships between humans and their environment

Instructional Objectives (SWBAT...):	<p>Students will be able to make connections to the FPPoL(s): <i>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. Learning involves patience and time.</i> Students will draw such connections from both the “The Three Sisters” story, as well as the powerpoint.</p> <p>Students will be able to explain the symbiotic relationship between corn, beans, and squash.</p>
Assessment:	<p>What: Students are to make connections to the FPPoL, and the Seven Grandfather Teaching of Salmon. These connections will allow students to demonstrate the importance of growing food locally and what that looks like - symbiotic relationship of planting seeds that grow well together.</p> <p>How: Did students participate in group discussion in an equal and meaningful manner? Did students follow all steps illustrated to create their individual work booklet? Marks will be distributed based on engagement in group discussion, listening skills, and active participation in organizing a paper trail (work booklet: summative unit assessment).</p>
Teaching Strategies:	Option for differential perception/expressive skills, teacher read-aloud, active reading/listening, discussion, powerpoint, youtube video.
Materials:	<ul style="list-style-type: none"> - <i>The Three Sisters</i> story - Powerpoint (slide + video) - Paper to make work booklet
LESSON ACTIVITIES	
Introduction/Hook:	<p>Review: What does respect look like? How do we respect the land we learn on? Like humans, do plants follow a life cycle?</p> <p>Drawing connections to the land and life cycles, students will begin by quietly viewing ‘The Three Sisters’ YouTube video. This will guide students through a condensed (4 Minute, 59 Second) clip that illustrates respect for (local ecosystems) land, plants, humans and their symbiotic relationships.</p> <p>Appropriate to share with Grade 3 students, this clip is short and easy to comprehend by our young viewers.</p> <p>https://youtu.be/0qIYzqGFTJU</p>

Body:	Students will be led to engage in a Slide Presentation (Smartboard) that scientifically explains the connections outlined in the legend. The slides will break down the definition of symbiosis, and exemplify how crabs and anemones / wildflowers and vegetables benefit from a mutual relationship. To wrap up the instructional session of companion planting, students will be asked to join an interactive game that allows them to see, feel, and relate to corn, beans, and squash being planted in unison. *Know your audience, is this game going to positively influence their conceptual understanding of a symbiotic relationship?
Closure:	Each student will be given time to create their ‘Three Sisters Garden’ work booklet. Individually created, students will be turning in their booklet that will become this unit’s summative assessment piece; and a future tool for successful gardening endeavors. Today’s ‘exit - ticket’ will require students to reiterate “How I will be RESPECTFUL like Salmon, with the ‘Three Sisters’ classroom garden...”

Lesson 3

Lesson Name & Time (Minutes Allotted):	<i>Legends</i> have it... (45 Minutes)
Learning Standards: Curricular Competencies	Social Studies - Grade 3 <ul style="list-style-type: none"> ● (CC#2) Explain why people, events or places are significant to various individuals and groups
Learning Standards: Content	<ul style="list-style-type: none"> ● (C#5) Oral history traditional stories as evidence about past First Peoples culture ● (C#6) Relationships between humans and their environment
Instructional Objectives (SWBAT...):	Students will be able to give a brief overview of <i>The Three Sisters</i> legend. Within this summary, students will demonstrate their oral storytelling skills. Through storytelling, students will determine the significance between humans and their surrounding environment.
Assessment:	What: Students will list the teachings from <i>The Three Sisters</i> legend. Who do the sisters represent, what are the traditional planting techniques, where are the seeds planted, etc. How: Fill in the blank spaces of <i>Section 1</i> of the ‘Three Sister Garden’ work booklet.

Teaching Strategies:	Interactive storytelling, colouring, discussion, think-pair-share, class craftivity/mind map
Materials:	<ul style="list-style-type: none"> - The Three Sisters Story - 3 Sisters Colouring Sheet - Students work booklet - Pencil
LESSON ACTIVITIES	
Introduction/Hook:	Review: Recap what has been learnt over the introductory lessons. Teacher led reading of the Three Sisters story, from Braiding Sweetgrass by Robin Kimmerer. Students will be allowed to liven up a Three Sisters colouring page with pencil crayons while actively listening to the story being told.
Body:	Discussion Session: How does the Holistic knowledge from the FPPoL relate to the students ability to compare and contrast their connection to our local land? Students will be randomly grouped by a computer generator to evenly create partners in groups of three. Each group will be given ‘think-pair-share’ time to reframe their interpretations of the teachings from this oral story. Groups will fill in the blanks on <i>Section 1</i> of their work booklet.
Closure:	Sharing: On the back of their colouring sheet, students can create a mind map with an illustration of a corn cob, beans, and a squash. This is where they will jot down a few notes that identify what they are learning from the three sisters legend. This will be condensed later on, and inserted as a concluding paragraph at the end of their work booklets. The mind map will be today’s ‘exit-ticket’.

Lesson 4

Lesson Name & Time (Minutes Allotted):	LIFE CYCLES: <i>Corn, Beans, and Squash</i> (45 Minutes)
Learning Standards: Curricular Competencies	Science: Grade 3 Questioning and predicting <ul style="list-style-type: none"> ● (CC#1) Demonstrate curiosity about the natural world Planning & Conducting

	<ul style="list-style-type: none"> • (CC#5) Collect simple data Process & Analyze <ul style="list-style-type: none"> • (CC#2) Identify First People’s perspectives and knowledge as sources of information Evaluating <ul style="list-style-type: none"> • (CC#3) Demonstrate an understanding and appreciation of evidence Communicating <ul style="list-style-type: none"> • (CC#1) Represent & communicate ideas and findings in variety of ways
Learning Standards: Content	<ul style="list-style-type: none"> • (C#1) Biodiversity in local environment • (C#2) The knowledge of First Peoples of ecosystems
Instructional Objectives (SWBAT...):	Students will be able to demonstrate their understanding of the function of life within ecosystems by drawing the life cycles of corn, bean, and squash plants in their work booklet.
Assessment:	What: Drawing of multiple life cycles (plants). How: Reviewing the updates in the student’s workbooks. Did the students correctly draw the life cycle of the three plants? Is it relative/accurate to their description?
Teaching Strategies:	Interactive video, discussion, craftivity, circle, inquiry, analyzing/predicting.
Materials:	<ul style="list-style-type: none"> - Life cycle video - Students work booklet
LESSON ACTIVITIES	
Introduction/Hook:	Life Cycle Video: Students will be re engaged to the scientific content and Big Idea - living things are diverse, can be grouped, and interact in their ecosystems.
Body:	The teacher will have students bring their pencils and work booklets to a space on the carpet, creating a Circle. The teacher will respectfully open with a land acknowledgment that we are living, learning, and gardening on the traditional and unceded lands of the Tk’emlups te Secwepemc. Students will articulate the first stage of gardening through a sketch in <i>Section 3</i> of their work booklet. Corn: Draw stage one of planting these seeds. Beans: Draw stage one of planting these seeds. Squash: Draw stage one of planting these seeds.
Closure:	Circle: To respectfully end the circle and class today, students will share their first stage of drawing the life cycle of their plants. They will verbalize how the life cycles of these three plants correlate to the life cycle of humans. What connections can be

	inferred? (This is where students are given the opportunity to inquire, analyze, and share predictions they may have about the success of our indoor garden).
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Lesson 5

Lesson Name & Time (Minutes Allotted):	Planting on! <i>Our 3 Sisters Garden</i> (1 Hour)
Learning Standards: Curricular Competencies	<p>Science: Grade 3</p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • (CC#1) Demonstrate curiosity about the natural world <p>Planning and conducting</p> <ul style="list-style-type: none"> • (CC#2) Consider ethical responsibilities when deciding how to calculate an experiment <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • (CC#2) Identify First Peoples perspectives and knowledge as sources of information <p>Applying and innovating</p> <ul style="list-style-type: none"> • (CC#2) Cooperatively design projects • (CC#3) Transfer and apply to new learning situations
Learning Standards: Content	<p>Science: Grade 3</p> <ul style="list-style-type: none"> • (C#1) Biodiversity in local environment • (C#2) The knowledge of local First Peoples of ecosystems
Instructional Objectives (SWBAT...):	Students will be able to plant seeds, according to their (symbiotic) relational needs.
Assessment:	<p>What: Lab → Gardening</p> <p>How: Students will be assessed individually on their participation and efforts contributed to preparing the classroom garden for seed planting. Did students follow the seeding instructions? Did students plant in the correct spaces indicated? Did students label their planting in the life cycle section of their work booklet?</p>
Teaching Strategies:	Interactive (Amanda Green) video, discussion, manipulatives, sensory play/inquiry, prediction, questioning, group share
Materials:	<ul style="list-style-type: none"> - Seeds - Soil - Water

	<ul style="list-style-type: none"> - Watering cups - Planter box - Posters for corn, bean, and squash - Students work booklet - Pencil
LESSON ACTIVITIES	
Introduction/Hook:	Planting Video: To recap, students will view a short clip from a Canadian teacher who has implemented teachings of ‘The Three Sisters Garden’ into her very own teaching practice. She will give students a peek into what their garden growing journey will look like.
Body:	<p>Gardeners Ready? The teacher will give students an instructional briefing to reiterate the stages of planting seeds.</p> <p>Step 1: Seeds</p> <p>Step 2: Placement in the soil... which is the correct placement for successful and symbiotic growth</p> <p>Step 3: Seeds planted and covered</p> <p>Step 4: Water/fertilize as indicated</p> <p>Reframe: Were we successful at planting our garden according to the holistic needs of the plants?</p>
Closure:	‘Exit-ticket’ - clean up the classroom, students will be awarded for magic scraps today. Today’s magic scrap will connect to FPPoL, can students guess which of the 9 lessons this refers to? Students are to draw in their work booklets, life cycle section for seed planting, if they have not already done so.

Lesson 6

Lesson Name & Time (Minutes Allotted):	Look... What’s Sprouted?! (45 Minutes)
Learning Standards: Curricular Competencies	<p>Science - Grade 3</p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • (CC#2) Observe objects and events in familiar contexts <p>Planning and conducting</p> <ul style="list-style-type: none"> • (CC#5) Collect simple data

	<p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> ● (CC#3) Sort and classify data and information using drawings or provided tables <p>Evaluating</p> <ul style="list-style-type: none"> ● (CC#1) Make simple inferences based on their results and prior knowledge <p>Art - Grade 3</p> <p>Big Idea</p> <ul style="list-style-type: none"> ● Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. <p>Exploring and creating</p> <ul style="list-style-type: none"> ● (CC#2) Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play <p>Communicating and documenting</p> <ul style="list-style-type: none"> ● (CC#1) Apply learned skills, understandings, and processes in new contexts ● (CC#3) Express feelings, ideas, and experiences in creative ways
Learning Standards: Content	<p>Science - Grade 3</p> <ul style="list-style-type: none"> ● (C#1) Biodiversity in local environment ● (C#2) The knowledge of local First Peoples of ecosystems
Instructional Objectives (SWBAT...):	<p>Students will be able to illustrate the life cycle of their corn, beans, and squash plants</p> <p>Students will be able to recognize the biodiversity in a local environment and speak to the connectedness and symbiotic nature.</p> <p>Students will describe their cumulative knowledge of local First Peoples and their ecosystems.</p>
Assessment:	<p>What: Lab → Dissection/Observation period</p> <p>How: Through the process of observations, students will first assess the growth of their seeds. Have they been actively participating in the class responsibilities of watering, measuring, and analyzing the healthy growth of our garden? Are students able to individually contribute to a class discussion about the dissection of our vegetable items?</p>
Teaching Strategies:	<p>Experiment, manipulatives, hands on inquiry/analyzing opportunity, individual and group reflection.</p>
Materials:	<ul style="list-style-type: none"> - Corn, Beans, Squash - Water

	<ul style="list-style-type: none"> - Kitchen cooking utensils and cutting board - Three Sisters Soup - Students work booklet - Pencil - Black fineliner (sharpie) - Eraser - Pencil crayons
LESSON ACTIVITIES	
Introduction/Hook:	<p>Dissection: of corn, beans, and squash Students will visually follow a teacher led dissection of the three vegetables that we are growing in our garden. After a brief discussion, students will be offered the opportunity to investigate/analyze the manipulatives to deepen their knowledge of and connection to our land. What does it feel like to garden? What does it feel like to produce a crop, and turn it into a nutritious meal? What does it taste like?</p>
Body:	<p>Work Block: Students will work on reviewing, editing, and finalizing the design of their work booklets. This will be part of the personal evaluation that contributes to their summative assessment marks. Students will require finishing art tools such as black fine liners, pencil crayons, etc. to complete their booklets to their personal best.</p>
Closure:	<p>Soup Tasting: Upon submitting their work booklet as todays ‘reflexit ticket’, students will be invited to join the teacher in serving up individual cups of the ‘Three Sisters Soup’ for a lunch tasting. Reflection, how do they see Salmon in their learning today?</p>

Resources

(List ALL resources for your unit plan here. There is no need to also include them as attachments. But if you are inspired to, please include them as an appendix in this same unit plan file and not as additionally uploaded files in the assignment submission area.)

Creating a Three sisters garden - uga cooperative extension. (n.d.). Retrieved February 8, 2023, from <https://extension.uga.edu/content/dam/extension/programs-and-services/school-gardens/documents/4-Historical-Creating-a-Three-Sisters-Garden.pdf>

Google. (n.d.). Salmon Indigenous colouring page. Retrieved February 8, 2023, from https://www.google.com/search?q=salmon%2Bindigenous%2Bcolouring%2Bpage&tbm=isch&ved=2ahUKEwj7_fyX0pH9AhVnAzQIHZclAVIQ2-cCegQIABAA&oq=salmon%2Bindigenous%2Bcolouring%2Bpage&gs_lcp=CgNpbWcQAzoGCAAQCBAeOgcIABCABBAYUABYpRtguBxoA3AAeACAAXOIAekGkgEEMTYuMZgBAKABAaoBC2d3cy13aXotaW1nwAE B&scIent=img&ei=CrrpY_vQE0eG0PEPI8uEkAU&bih=612&biw=964&rlz=1C5CHFA_enCA982CA982#imgrc=R5MeuEoLpcu36M&imgdii=FX_2YdfdUI9ITM

Kimmerer, R. W., Smith, M. G., Neidhardt, N., & Kimmerer, R. W. (2022). *Braiding Sweetgrass for young adults indigenous wisdom, scientific knowledge, and the teachings of plants*. Zest Books, an imprint of Lerner Publishing Group, Inc.

Native Americans three Sisters Plants & Farming Techniques. TPT. (n.d.). Retrieved February 8, 2023, from <https://www.teacherspayteachers.com/Product/Native-Americans-Three-Sisters-Plants-Farming-Techniques-8639283?st=4c6e6a40177e937221be7e0040876768>

Seven grandfather teachings. School District No. 73. (n.d.). Retrieved February 8, 2023, from <https://www.sd73.bc.ca/en/our-district-board/seven-grandfather-teachings.aspx>

Three sisters - corn, beans and squash. TPT. (n.d.). Retrieved February 8, 2023, from <https://www.teacherspayteachers.com/Product/Three-sisters-Corn-Beans-and-Squash-1529324?st=4cc857bbb36259cfcea52806e895b8e6>

Three sisters - corn, beans and squash. TPT. (n.d.). Retrieved February 8, 2023, from <https://www.teacherspayteachers.com/Product/Three-sisters-Corn-Beans-and-Squash-1529324?st=4cc857bbb36259cfcea52806e895b8e6>

Three sisters mix. West Coast Seeds. (n.d.). Retrieved February 8, 2023, from <https://www.westcoastseeds.com/products/three-sisters-mix#:~:text=A%3A%20This%20Three%20Sisters%20Mix,Beans%2C%20and%20Red%20Kuri%20Squash.>

Three sisters plants (corn beans squash). TPT. (n.d.). Retrieved February 8, 2023, from <https://www.teacherspayteachers.com/Product/Three-Sisters-Plants-Corn-Beans-Squash-6703476?st=4cc857bbb36259cfcea52806e895b8e6>

Three sisters soup. Three Sisters Soup | The Table Community Food Centre. (n.d.). Retrieved February 8, 2023, from <https://www.thetablecfc.org/recipe/three-sisters-soup#:~:text=Sky%20Woman%20buried%20her%20daughter,survival%20of%20the%20Iroquois%20people>.

The Three sisters. YouTube. (2020, September 17). Retrieved February 8, 2023, from <https://youtu.be/0qIYzqGFTJU>

Three sisters plants (corn beans squash). TPT. (n.d.). Retrieved February 8, 2023, from <https://www.teacherspayteachers.com/Product/Three-Sisters-Plants-Corn-Beans-Squash-6703476?st=4cc857bbb36259cfcea52806e895b8e6>

Additional Resources:

Amanda Green @mmeamandagreen (Instagram/Tiktok, Teacher) <https://linktr.ee/MmeGreen>

Julie Aresenault @mrsarsenault (Instagram, Teacher)

Christie Fraser - EDTL_3200_02 - *Seven Grandfather Teachings: RESPECT*. Respect Handout. Referenced through our version of this worksheet for Lesson 1 of our Unit Plan.

http://www.wbps.org/images/programs/farmtoschool/school_gardens/Spring/1st%20Grade/Three%20Sisters%20Garden%20-%20First%20Grade%20Lesson%20Overview.pdf

(reference not responding possibly due to PDF format, link itself works)

Extensions to Unit (Consecutive – After)

(Where to next? What could you do AFTER this unit?)

GUIDING QUESTIONS: What would you do as a follow-up to this unit? What would you do if you need to/wanted to making the unit longer and more comprehensive? Or level it up or down grades? What other topics/units/subject areas might compliment this unit AFTERWARDS?)

Once all unit lessons are delivered, there will be an extension of learning with students checking in on the plants as they continue to grow. Classroom jobs will include taking turns watering the garden, measuring/assessing plant growth, etc.

Follow up questions would include,

- Are the plants following the lifecycle as you expected or drew in your booklet?
- What has changed with the plants from last week to this week (plant size, flowers, produce?)

To level this unit up to older grades the worksheets and assessment pages could be changed to increase the difficulty of question/reflection, conversations on why companion plants work well together by seeking out more details i.e., how nutrients and chemicals balance in the soil.

Reflections (GOAL – Reflect on the process of *collaborating* and *planning* your unit in this box)

WHAT (HAPPENED)?

We agreed on the topic for this unit plan pretty quickly, then further developed the details. There were multiple different parts in the planning and creating process that needed to be divided out to each group member but we were still able to work collaboratively on most of it to support each other and make sure the parts all fit together in the unit well.

SO WHAT?

This unit plan assignment came together smoothly because we worked well together, used each other's strengths, and were flexible when needed to make sure everything came together well.

WHAT NEXT?

Create a presentation overview for this unit plan.

We look forward to sharing this with our peers in the coming weeks.

Appendix:

Salmon/Sq̓lé̓lten Respect

Salmon sq̓lé̓lten provides us with food and offers wisdom to those who approach respectfully xyemstem. He swims against the flow to complete his job; this shows how he endures hardship to achieve higher goals. There is a legend of how salmon sacrificed himself to provide food for the people so they may survive on the land. These are the medicines that he provides for the people. (<https://www.sd73.bc.ca/en/our-district-board/seven-grandfather-teachings.aspx>)

Respect is accepting somebody for who they are even when they are different than you, or you do not agree with them. Showing respect builds safety, wellbeing and trust. It also doesn't always come naturally but as something you learn.

I can be like the salmon _____

I can show respect like the salmon by _____

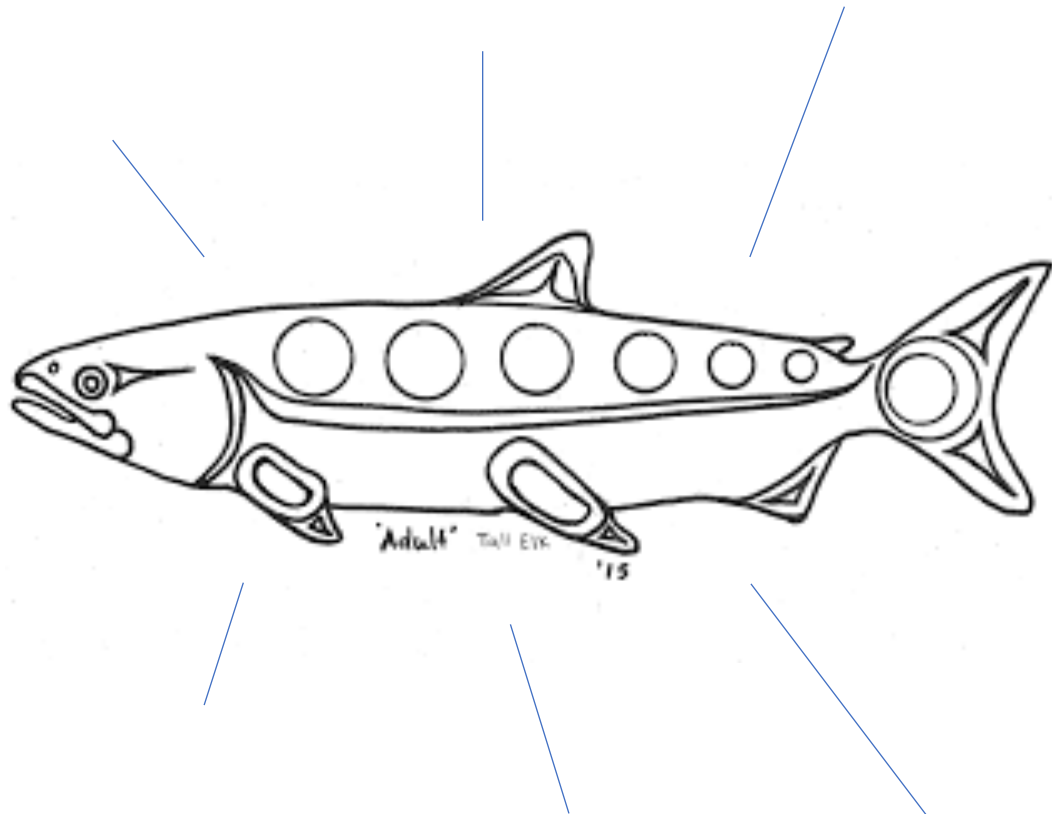
Seven Grandfather Teachings – RESPECT

What does RESPECT look/sound/feel like?

Salmon *sqlélten* provides us with food and offers wisdom to those who approach respectfully *xyemstem*. He swims against the flow to complete his job; this shows how he endures hardship to achieve higher goals. There is a legend of how Salmon sacrificed himself to provide food for the people so they may survive on the land. These are the medicines that he provides for the people.

1. Colour

2. Mind Map



Our Three Sister Garden

Name: _____

(Adapted from the Haudenosaunee Legend of the Three Sisters)

The legends of the three sisters represent

_____ and _____

The legend teaches the traditional

_____ planting technique

Where planting corn, bean and squash
crops close together.

_____ provides structure for the _____ to climb.

_____ provide nitrogen to the soil.

_____ spreads on the ground to prevent
weeds from growing.

(Squash, Corn, Crop, Beans)

How Can I be RESPECTFUL
Like the Salmon with the
Three Sister's Garden

Life Cycles

1. Corn

2. Bean

3. Squash

We Planted

Our Garden today, _____looks like:

Our Garden today, _____looks like:

Our Garden today, _____looks like:

Our Garden today, _____looks like:

This is what we harvested:

The Three Sisters taught me

The 3 Sisters



Bean

"The bean focuses on leaf growth while the corn concentrates on height. Just about the time that the corn is knee high, the bean shoot changes its mind, as middle children often do. Instead of making leaves, it extends itself into a long vine, a slender green string with a mission."

Translation

Quqwiwele - Secwepemc

Haricot- French

The 3 Sisters



Corn



"The corn is the firstborn and grows straight and stiff; it is a stem with a lofty goal. Growing upward, leaf by long leaf, it must grow tall quickly. Making a strong stem is its highest priority at first. It needs to be there for its younger sister, the bean."

Translation

Xelxlélcw - Secwepemc

Mais - French

The 3 Sisters



Squash

"Meanwhile, the squash, the late bloomer of the family, is slowly growing over the ground, moving away from the corn and beans, setting up broad leaves like a stand of umbrellas covering the ground in shade. The leaves and vines are bristly, giving second thoughts to nibbling caterpillars. As the leaves grow wilder, they shelter the soil at the base of the corn and beans, keeping the moisture in, and other plants out."

Translation

Quqwiwelc - Secwepemc

Course - French