



The Wonder of  
**Grade 3**

# The Wonder of Beginnings

Year 3 Month 1 - ONE WEEK SAMPLE



**Daily  
Wonder**  
Home Learning Hub

[dailywonderhomelearning.com](http://dailywonderhomelearning.com)

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# Hub Resources

Once you are a Daily Wonder member you will have access to the following resources:

## DOCUMENTS

- Additional Curriculum Areas
- Development & Storytelling
- Intentional Movement Activities
- Math Scope & Sequence
- The Morning Lesson
- Poetry & Verses

## VIDEOS

- Wonder of Beginnings
- Learning Portfolio
- Math Activities
- Poetry & Verses
- Storytelling



**Welcome to the Wonder of Grade Three!**

Your child is going to be entering an important phase in their development around the 9th year of age. This marks the transition from the unity and oneness experienced in early childhood, to the development of an inner world that is separate from family, friends and beyond. Each child experiences this differently. Common experiences can be anger, fear, feeling misunderstood or alone, and awareness of mortality. Be present for your child, open to listening, and trust that this is a phase of development that every child must go through on their path to independence. Year 3 themes focus on practical skills and practical arts . When your child can cook, build a shelter and make simple garments, there is a feeling of self-sufficiency that is required in order to build their confidence. Story themes focus on tribal cultures that lost their home, had to wander alone for a period of time, and eventually found their way through a connection to their inner knowing.

## Year Overview

Month	Curriculum Areas	Social Emotional Learning Competencies	First People’s Principles of Learning	Description
<b>Month 1:</b> The Wonder of Beginnings	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Social Awareness and Responsibility</li> <li>• Positive Personal &amp; Cultural Identity</li> </ul>	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors	As students begin to feel the dreamy aspects of childhood passing away it is a great time to use Creation Stories to guide them to reconnect with the people and world around them. They will hear stories from their local Indigenous culture as well as other global cultural/religious stories. These stories tell of a beginning, a loss, and a search for connection and mimic the emotional state of the 8 and 9-year-old. Such stories will form the basis of the third-grade year.
<b>Month 2:</b> The Wonder of Fibers	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Social Awareness and Responsibility</li> <li>• Creative Thinking</li> </ul>	Learning is embedded in memory, history and story	From the Creation stories your children will hear about first people, the next step for those characters was to find/create clothing. Students will hear about six natural fibers humans use to create protection for their skin.
<b>Month 3:</b> The Wonder of Shelters	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Language Arts</li> <li>• Science</li> <li>• Math</li> </ul>	<ul style="list-style-type: none"> <li>• Social Awareness &amp; Responsibility</li> <li>• Creative Thinking</li> </ul>	Learning is embedded in memory, history and story	After clothing, humans needed to find/create shelter. Students will explore different types of shelters from long ago for different climates and based on resources.



<p><b>Month 4:</b> The Wonder of Measurement : Linear</p>	<ul style="list-style-type: none"> <li>• Lang Arts</li> <li>• Math</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Critical Thinking</li> </ul>	<p>Learning recognizes the role of Indigenous Learning</p>	<p>Students will begin the study linear measurement beginning with stories of how it came to be that humans wanted to measure and how they agreed on method of measurement.</p>
<p><b>Month 5:</b> The Wonder of Expression</p>	<ul style="list-style-type: none"> <li>• Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>•</li> </ul>	<p>Learning involves patience and time</p>	<p>With the end goal of self-expression, students will define sentence types and begin to work with punctuation. They will work with vocabulary and spelling rules as well.</p>
<p><b>Month 6:</b> The Wonder of Measurement : Weight &amp; Liquid</p>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Language Arts</li> <li>• Social Studies</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Critical Thinking</li> </ul>	<p>Learning is holistic, reflexive, reflective, experiential, and relational</p>	<p>Students will explore practical math experiences through scale building, estimation, and hands-on weight exercises.</p>
<p><b>Month 7:</b> The Wonder of Farming</p>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Language Arts</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating</li> <li>• Social Awareness and Responsibility</li> </ul>	<p>Learning recognizes the consequences of one's actions</p>	<p>Students will hear about life on the farm including details about: soil, compost, animal husbandry, plant foods, and the relationship to water and sun. Aspects of sharing food will be explored.</p>
<p><b>Month 8:</b> The Wonder of Time</p>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Awareness &amp; Responsibility</li> </ul>	<p>Learning involves patience and time</p>	<p>Students will continue to explore life on the farm but will look from an angle of the Farmer's Almanac. With this in mind, the concept of the Farmer's yearly cycle will be the basis from which to learn about telling time.</p>
<p><b>Month 9:</b> The Wonder of Grammar</p>	<ul style="list-style-type: none"> <li>• Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	<p>Learning involves patience and time</p>	<p>Students will explore nine parts of speech on their journey to becoming highly capable of self-expression.</p>
<p><b>Month 10:</b> The Wonder of Money</p>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Math</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Social Awareness &amp; Responsibility</li> </ul>	<p>Learning recognizes the role of indigenous knowledge</p>	<p>Students will further their work with measurement and fractions as they explore the concept of measuring value.</p>



# The Morning Lesson

## Rhythm and Routine

At Daily Wonder we talk a lot about rhythm and routine. That’s because we know that young children feel a sense of good health when they are held by boundaries, including the lay-out of the day, week, month.... Children are meant to learn through play and doing until they reach high school. This means we need to provide them with lots of activities that spark their creativity and provide space for wonder. When they know what is expected of them the children are freed up to be in the moment. It is up to the adults to create the boundaries to free the children.

A friend recently told us that she was not expecting the freedom that came with building a fence around her property. It sounds kind of backwards, that a fence creates freedom, but think about it...she has a dog that had to be tied up or managed all the time. Once the fence went up, the dog knew how far it could go and the people trusted that the dog would just do dog things. We aren’t comparing children and dogs, but we are comparing the freedom fence to boundaries.

Rhythm – this is your wide level organization such as your year, when you start school, what holidays or celebrations you participate in, what time you get up each day, what time you start and end your morning lesson...

Routine – these are the details within your rhythm such as singing a song to begin the morning lesson, lighting a candle before story, and how you end the day. Routines are kind of like the rules for ‘how we do things’.

Your Daily Wonder teachers suggest the following rhythm for your morning lesson (framework for sample taken from “The Roadmap to Literacy” by Langley and Militzer-Kopperl):

Portion	Time amount	Content – each portion has a balance of loud and quiet
Opening	12-15 min	Begin, verse, singing, speech, movement, nature observation, riddle, etc. Here you are welcoming the day, becoming present for the lesson.
Skills/Practice*	20-40 min	Practice skills and activities associated with concepts from previous days, here you are building competencies (knowledge and abilities) on the path to understanding concepts.
Intro/Review*	10-25 min	New and on-going concepts, new subject content, new skills, review previous day, multi-sensory activities
Bookwork*	15-35 min	Portfolio for writing/drawing, copy, picture; practice books for rough draft, rules, etc.
Story	15-20 min	The key! Preferably told rather than read. Used to intro new concept or as soul food, can be moved to Intro section

\*can include one or two transition activities of 2-3 minutes

Transition – Integrated Movement Activities (IMA) such as singing, clapping, speech, movement, developmental exercises, bean bag, Simon says, etc



**What Else?**

As you can see, we are suggesting a morning lesson that is between 1 – 2 hours each morning. We recommend this is followed five days per week. That leaves you a lot of day to fill before bedtime!

Numeracy – In addition to the Morning Lesson, your Daily Wonder team recommends that your child spend 15 – 30 minutes each day working on math foundation skills. DW is committed to introducing the big math concepts in Monthly Units throughout the year but your child needs to practice these skills daily. The amount of practice will be unique to your child, your schedule and their grade level. **We suggest using a provincial/state math book available at your local bookstore and working through this chapter by chapter.** Have a look at our Numeracy Scope and Sequence PDF to see what and when big concepts will come up for your child in a Monthly Unit, that way you can avoid the skill building portions for that topic in your math skills book until your child has been introduced to it properly.

Literacy – Your Daily Wonder team recommends that in addition to the Morning Lesson and Numeracy Practice time, your child spend 15 – 30 minutes each day reading. Again, DW will introduce literacy concepts along the way but reading and writing are foundational skills that need practice every day. Your child will have plenty of practice writing through the daily lesson, but reading is necessary to practice outside the lesson time. Depending on your child’s relationship to reading at this time it can be great to read to your child, have them read aloud to you, or give them quiet space for silent reading. You’ll know what combination suits your child best. Books you choose should be enjoyable, minimally but consistently challenging, contain appropriate content for the age of the reader, and provide examples of characters that share your child’s frame of reference whenever possible.

Your Daily Wonder team also recommends a good balance of unstructured play time or creative time, and down time. Here is a sample of a daily rhythm used by some of our DW members:

<b>Time</b>	<b>Activity</b>
8 – 10 am	Morning Lesson
10 – 10:30 am	Snack and chores
10:30 – 11 am	Numeracy skills practice
11 – 12:30 pm	Play time/Creative time - unstructured
12:30 pm	Lunch and chores
1:30 – 3 pm	Play time/Creative time – structured (lessons, outings etc)
3 – 4 pm	Quiet time/Reading time



You are going to have unique rhythms and routines because your family's needs are unique. Our number one suggestion is, have fun! Our number two suggestion is, no matter how you organize your day and week, for best results keep it consistent.

**Here are some ideas for activities to do after the morning lesson is finished:**

1. Outdoor hike, adventure
2. Painting-- free painting or guided
3. Beeswax, clay, play-dough modelling---can have them create things based on morning lesson or seasonal themes
4. Knitting
5. Music lesson/practice
6. Free drawing- crafting time--based on morning lesson or seasonal themes
7. Cooking/baking
8. House chores
9. Journal writing
10. Older students could catch up on morning lesson work
11. Story time/ silent reading
12. Gardening
13. Woodwork
14. Building projects



## Month Overview

### **CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS**

**Language Arts:** Language and story can be a source of creativity and joy, and stories and other texts help us learn about ourselves, our families, and our communities, and stories can be understood from different perspectives.

**Social Studies:** People from diverse cultures and societies share some common experiences and aspects of life, and Indigenous knowledge is passed down through oral history, traditions and collective memory.

#### **OVERVIEW**

**As the child awakens to feeling and becomes a separate, individual person we want to support their feeling for the interconnectedness of life on earth. Creation stories from the world's cultures and religions provide a theme of hope, connection and responsibility. These are the very aspects of being human that the child turning 9 is in need of. Hand in hand with these stories is a focus on archetypal callings such as the farmer, tanner, tailor, weaver, herder, etc. These roles showcase the interconnectedness of life on earth and illustrate how each of us belongs. All four core subjects will overlap in each month/unit. In math the child in the third year will focus on measurement as a way to better understand the world. In literacy the child will focus on grammar and spelling as well as expanding writing and reading skills. Social Studies will bring indigenous perspectives, knowledge, and culture. Science will bring the details of living organisms we find around us.**

#### **PARENT PREPARATION**

When adults approach this unit, it can trigger baggage around religion. We suggest you work through any triggers you might have before you approach creation stories. It is up to you to define your child's frame of reference and determine what creation stories from what culture/religion are the best fit. Daily Wonder Headquarters is located in the traditional territory of the K'omoks First Nation so our example of an indigenous creation story will start here. Based on our location/culture we will use the Old Testament as our secondary text example. Your text choices should be local and reflect stories of people that have lost connection with spirit and must find their way on the earth as they seek to find belonging. This theme is what will mimic your child's development.





## MATERIALS NEEDED

- Read Poetry & Verses.pdf for information about your opening, transition and closing verses/songs – have verses chosen for the month
- Read Intentional Movement Activities.pdf for information about developmentally appropriate and theme related movement activities for opening and transitions – have chosen activities ready to share
- An adult who has a relationship to the child and will guide each lesson
- A space free from visual or auditory clutter for table work
- A large portfolio for bookwork – this will serve as a layer of evidence of understanding
- Large, coloured pencils as well as small HB pencil and eraser
- Water colour paints are great if possible + large water colour paper and painting board or equivalent
- Resources/Books: Creation Stories and beyond – themed stories appropriate for children, NOT as a religious lesson

## Social Emotional Highlights

**As your child hears creation stories from indigenous cultures and beyond, they will come to understand that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This, in turn, will support them as they begin to define their own positive personal and cultural identity and become aware of what makes them unique. It is also important to bring appropriate amounts of independence and responsibility to your child to develop their social awareness and responsibility.**



## The Background

**The child in the third year is age 8, going on 9. Developmentally we could say that they are awakening to feeling. That is to say that children of this age are becoming more aware of an objective feeling life, or inner life. The child may sense that a stage of childhood is passing away and they may feel separate as they develop a sense of self awareness. This is a great time to support your child to connect with the world around them and their own sense of responsibility toward it.**

## Parent Reflection

Does the idea of telling creation stories trigger uncomfortable feelings for you? If so, here are some guiding questions you could use to work through your feelings....

- What is God? Do I need to use a different word to be able to connect to the meaning? What word is a better fit?
- Does it resonate with me that I embody a soul and spirit? What does this feel like?
- If the idea of God does not resonate for me what connects me to the beauty in nature? Is there a word for that connection that I can use to understand how the characters in the story felt about their connection to spirit?

- Does it resonate with me that I have an inner knowing? What is the source of that knowing? How do I recognize that knowing? What do I call that knowing?
- Can I linger in a place without judgement and connect with stories about creation?
- Can I share stories from a cultural background or religion that I am not part of and have those stories be authentically shared? What is the common ground in the stories that resonates for me?
- Are there some stories that are sacred to a people and not to be shared by me? How will I know which stories these are?
- Can I tell stories from a religious text without teaching religion? How?



## DAY 1

### CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

**Language Arts: Concepts and Connection:** Stories and other texts help us learn about ourselves, our families, and our communities – exactly! Stories can be understood from different perspectives – yes! From the perspective of those who speak the original language of the story and those who receive the translated story.

**Social Studies: Concept:** Indigenous knowledge is passed down through oral history, traditions, and collective memory. **Connection:** You'll pass on one of the oldest oral stories of your area.

**Positive Personal and Cultural Identity:** Your child will better understand and define their community.

#### GOALS OF THE LESSON

Your child will hear the origin story of the First People of the area where you live – this is a celebration whether it is the first time they'll hear this story, or whether this is your own family's origin story. This unit will be an introduction to the large concept that diverse cultures have some common experiences and that learning supports well-being. We are excited for you as you begin this incredible month-long journey with your child:)

#### WHAT TO KNOW BEFORE YOU BEGIN TODAY

This unit begins with the origin story of the First People of your area. You'll need to find out who the people are, what areas make up their territory, and what the origin stories are for that area. For this unit we will use the origin stories associated with the land around the DW Headquarters as our example. Even if the story you use is different you can follow the rhythm of the lesson plans using any story. For DW, the land around us is a combined territory of two nations which means two creation stories to bring this week. To follow the rhythm set out in this lesson plan you can either take the first week to bring one story or tell a second story from the culture of the people in your area. Save any landscape stories, if they are separate from the origin stories, for Year 4 Local Geography.

Be sure to have read supporting documents on the Hub if you are new to Daily Wonder. You'll need to prepare a few things before you get started today.

### FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

**Principle:** Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

**Connection** - If your child identifies as Indigenous, hearing these origin stories is vital as a frame of reference. If your child identifies as non-Indigenous, hearing the origin stories of the First People of the area is vital for their understanding of community and perspective building.



## TODAY'S LESSON

**Step 1.** Using your opening verse or song, begin your morning lesson from the place you intend to begin each day, at the time you intend to begin each day. After your verse or song, begin the day with a stretch and verse/song, and/or a nature observation, and/or a review of today's intention/schedule – this collection will be what makes up your 'opening routine' and will take about 5 minutes.

**Step 2.** After you open the lesson, you'll want to wake everyone up and build your learning community. You'll do this with 5 - 10 minutes of Intentional Movement Activities (IMA). Make sure you've had a chance to check-in with the DW resources on the Hub (Videos and PDFs) to understand what this is. In this portion of your morning you will also include 2 - 5 minutes of Mental Math (this is also defined on the Hub).

**Step 3.** This is your practice portion of the lesson and will take between 20 and 40 minutes each day. Practice is where competencies such as capacities, processes and mindsets are built. For today, go outside! Go for a walk in nature if possible, if not, find some plants to observe. Upon your return from the walk, ask your child to tell you about what they saw (the trees, the creek, the meadow, the rocks, etc). Tell them "I know a story about how all of that came to be...".

**Step 4.** This is your introduction portion of the day and will usually take about 10 – 15 minutes. Today you will introduce your new concept through your story. Light a candle and transition to Story time with a verse or song. Once you have told your child whose story it is, choose an opening such as "long, long ago..." or "once there was a...". It is best to tell your story orally but if you need to read it that's ok too. Have your child snuff the candle out at the end of the story.

**Step 5.** Choose a transition activity (IMA) that is active to provide a bit of an outbreath for your child before going into Bookwork. Something like jumping jacks or Simon Says.

**Step 6.** Use a verse or song to transition into bookwork. Make sure the area for this work is intentionally set. Bookwork will take between 10 and 40 minutes. It is best if you guide your child's drawing in their portfolio so that you can assess development and observe sticking points. Provide your child with a new, large portfolio. Have them create a shaded border around the page about ¼ inch thick. They can draw a straight pencil line around the inside edge of this shaded border. Set the intention for the quality you want to see at this point. Inside the border have your child beautifully write the title 'Creation' in any font but centered on the top portion of the page. Below this title, guide your child to draw a beautiful picture with some of the nature elements you saw on your walk earlier.

**Step 7.** Usually you will end with a 10 minutes story, but you brought that in your intro today. Close the morning lesson with a verse.



## Day 2

### CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

**Concept focuses will not change this week; these four concepts will weave together in each experience and activity.**

**Language Arts:** Stories and other texts help us learn about ourselves, our families, and our communities – exactly! Stories can be understood from different perspectives – yes! From the perspective of those who speak the original language of the story and those who receive the translated story.

**Social Studies:** Indigenous knowledge is passed down through oral history, traditions and collective memory – you’ll pass on one of the oldest oral stories of your area.

**Positive Personal and Cultural Identity:** Your child will better understand and define their community.

#### GOALS OF THE LESSON

Today you will support your child to recognize the theme of connection and hope from the origin story you told on Day 1. These themes are what support well-being as well as develop perspective about the self and community.

#### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you’ll need to begin using a practice book. Your child will create a rough draft paragraph that will be added in good copy to their portfolio tomorrow. You can choose to have your child do today’s picture with coloured pencils or water colour paint. Have either set of tools ready for bookwork time today.

A beautiful way to use water colour paints is to do what is called “wet on wet”. For a demo on this beautiful style of painting please watch the Wet on Wet video tutorials on the Hub.

#### FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

**Principle:** Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

**Connection** - Today you’ll draw out from Day 1’s story the themes of connection to spirit, to the land and to each other, as well as the theme of hope.



## TODAY'S LESSON

**Step 1.** Using your opening verse or song, begin your morning lesson with your 'opening routine'.

**Step 2.** After you open the lesson, head right into 5 - 10 minutes of Intentional Movement Activities (IMA). Don't forget to include 2 - 5 minutes of Mental Math.

**Step 3.** Practice – today you'll use this time to review themes within the story from Day 1 and create a rough draft re-telling of the story. Start by opening the practice book to a fresh page. You'll begin with a ['mind-map'](#). To begin this, draw a circle in the middle of the page, write 'in the beginning' in the circle with the correct spelling of the name of the Indigenous people. Next, draw up to four lines coming out from this main idea circle and create smaller circles at the end of these lines. Be sure to add a title.

**Step 4.** Ask your child to retell you the story from Day 1. When they have finished bringing the details of the character, landscape and plot ask them what it might have felt like at the beginning of that story. They might say scary/lonely/blank/boring; choose one of these feeling words to put in one of the smaller circles. Ask them why those particular characters were chosen and who chose them for the story. They might say wise/kind/elder/spirit - choose one of these words to place in the next smaller circle. Ask them how the main character(s) had to work to arrive safely on earth. They might say courage/brave/ perseverance/together - choose one of these words and write it in the next small circle of the mind-map. Finally, ask them what the characters must do next and how do the characters feel; they might say create/build/hope/joy - choose one of these to put in the final smaller circle of the mind-map.

**Step 5.** With this mind-map you will help your child write a paragraph about the origin story you told on Day 1. If this is your only story you might choose to stop here for the day's practice. If this is one of several stories you need to tell, you may move on to writing the first draft. For our example, we'll move onto the next step today. Support your child to re-tell the story by writing approximately one sentence for each of the words they collected in their mind-map. For example: *For the K'omoks people the world began with spirit in the sky. Cia'tlk'am and Te'sitla were lonely and wanted to come to the water. Cai'tlk'am was chosen by the creator spirit because he wore the feather garment Qua'eqoe. Cai'tlk'am had to be kind to his sister and help her arrive in the water with two boats. The brother and sister showed hospitality and kindness as they visited all the land where their brothers would live.*



**Step 6.** Choose an active transition activity (IMA) to provide a bit of an outreach for your child before going into Bookwork.

**Step 7.** Use a verse or song to signify bookwork time. Take out either the portfolio or painting materials. In the portfolio, turn to the next blank page, you should have two blank pages side by side. On the left page, have your child create a tidy border around the page. Inside the border, guide your child to draw a beautiful picture of the setting for the origin story with the character(s) represented. If painting, create this same picture.

**Step 8.** Close today's morning lesson with a verse.

**Here are some links to indigenous stories:**

- [The Learning Circle: Classroom Activities on First Nations in Canada - Ages 4 to 7](#)
- [10 Beautiful Indigenous Children's Books To Add To Your Library](#)



## DAY 3

### **CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS**

**Concept focuses will not change this week, these four concepts will weave together in each experience and activity.**

**Language Arts:** Stories and other texts help us learn about ourselves, our families, and our communities – exactly! Stories can be understood from different perspectives – yes! From the perspective of those who speak the original language of the story and those who receive the translated story.

**Social Studies:** Indigenous knowledge is passed down through oral history, traditions and collective memory – you’ll pass on one of the oldest oral stories of your area.

**Positive Personal and Cultural Identity:** your child will better understand and define their community.

#### **GOALS OF THE LESSON**

Today you will support your child to work on a good copy of a written piece that will go into the portfolio. You will tell any additional origin stories from your area. You’ll bring a visual to show how stories get passed on through time.

#### **WHAT TO KNOW BEFORE YOU BEGIN TODAY**

Today you’ll tell another origin story if needed. Be prepared with any additional origin stories if you live in a place like Comox where the land traditionally belonged to two Nations over time. If you have less or more than two stories, adjust your roll out of this week’s lessons accordingly.

### **FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON**

**Principle:** Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

**Connection** - Today you’ll show how story is a part of community and how that leads to care extending from everything within the self to everything outside the self.





## TODAY'S LESSON

**Step 1.** Have your last sip of coffee then begin your morning lesson with your 'opening routine'.

**Step 2.** 5 - 10 minutes of Intentional Movement Activities (IMA). Don't forget to include 2 - 5 minutes of Mental Math.

**Step 3.** Practice – Go outside again. You'll try to inspire a deeply felt recognition of the role of origin stories without telling your own thoughts. If possible, go to the place of the setting in the origin story or where you have a view of the setting such as the ocean, river, lake, mountain, etc. Give your child some time to contemplate the scenes from the story: the beginning, the action, the outcome. Ask them if they think that things are different now from then and get them to describe their thoughts. Ask them what they think the main characters from the story would say to us today and why. This process will give your child a feeling for connection to the past and a recognition that we are all connected in our care for the land around us.

**Step 4.** If you are lucky enough to have an available large tree stump near you, use that to show the rings on the tree that show its age. Describe how for the people of the area, the origin story gets told many times to children for each ring that builds on the tree. Look closely at how many rings – that shows many, many times the story is passed on through the ages. If you don't have a tree stump you can use string or a rope with knots tied at intervals to show generations.

**Step 5.** Review and bookwork – return to your quiet workspace and signify bookwork time with a verse. Have your child take out the rough draft. If you got as far as the mind-map yesterday this is your time to create the rough draft. Have your child read aloud from their rough draft. Next, in whatever way is appropriate for your child's learning, correct the spelling and grammar in the rough draft. Talk it through with feedback as you go. This will build up composition writing capacities in your child.

**Step 6.** When the rough draft is correct, take out the portfolio and turn to the page beside the picture from Day 2. Have your child create a border and a title that fits such as, "K'omoks Creation Story". They'll write their story under the title. Ideally the writing is tidy, on straight horizontal lines, spaced centrally on the page, etc. You may have to show your child how to create lines with a ruler in pencil to ensure the work meets your expectations.

**Step 7.** Choose an active transition activity (IMA) to provide a bit of an outbreath for your child before going into Story time.

**Step 8.** Use a verse or song to signify Story time. Lighting a candle can help create the environment for a story. Tell your additional origin story if you have one, if not, tell a second story from your local Indigenous community. Have your child snuff the candle at the end of the story.

**Step 9.** Close today's morning lesson with a verse.



## DAY 4

### CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

**Concept focuses will not change this week, these four concepts will weave together in each experience and activity.**

**Language Arts:** Stories and other texts help us learn about ourselves, our families, and our communities – exactly! Stories can be understood from different perspectives – yes! From the perspective of those who speak the original language of the story and those who receive the translated story.

**Social Studies:** Indigenous knowledge is passed down through oral history, traditions and collective memory – you’ll pass on one of the oldest oral stories of your area.

**Positive Personal and Cultural Identity:** Your child will better understand and define their community.

#### GOALS OF THE LESSON

Have fun, go outside, live into the stories that are deeply embedded in the land around you, express gratitude!

#### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you’ll create a second paragraph if you told a second story yesterday. Remember the way you guided your child to create a mind-map to organize their thoughts before writing the paragraph on Day 2. You’ll take this same journey today. If you notice commonly misspelled words you can collect these in the practice book as ‘spelling words’ and revisit them each time you begin a rough draft.

You’ll also support your child to create the picture that goes with Day 3’s story – prepare your materials accordingly.

### FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

**Principle:** Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

**Connection:** If you have told a second story you can use the idea of joining nations as a way to deepen the concept of ancestors/community and change over time.



## TODAY'S LESSON

**Step 1.** Do your last yoga stretch, then begin your morning lesson with your 'opening routine'.

**Step 2.** 5 - 10 minutes of Intentional Movement Activities (IMA). Don't forget to include 2 - 5 minutes of Mental Math.

**Step 3.** Practice – You'll support your child to create a mind-map of the story from Day 3. You'll begin with a title of the Nation, a large circle with 'in the beginning' and then about four smaller circles coming off of the main idea circle. Complete the same process you did on Day 2 to complete the map. You might be able to take a minute to discuss any similarities or differences between the two stories at this point. Using the mind-map and the instructions from Day 2, support and guide your child to create their rough draft paragraph.

**Step 4.** Remind your child about the practice of telling stories over and over through the years. Ask them why people might do this. Ask them what happens to the stories over time. You are leading your child to imagine how stories impact identity – you won't tell them this, but they may reflect an understanding in their thoughts.

**Step 5.** Take a minute to do an Intentional Movement Activity for a quick outbreak before going into Bookwork.

**Step 6.** Bookwork – take out the materials you have decided to prepare for today's artistic rendering of the story from Day 3. Guide you child to create a border and an image that reflects the main focus of the story.

**Step 7.** Close today's morning lesson with a verse.



## DAY 5

### CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

**Concept focuses will not change this week, these four concepts will weave together in each experience and activity.**

**Language Arts:** Stories and other texts help us learn about ourselves, our families, and our communities – exactly! Stories can be understood from different perspectives – yes! From the perspective of those who speak the original language of the story and those who receive the translated story.

**Social Studies:** Indigenous knowledge is passed down through oral history, traditions and collective memory – you’ll pass on one of the oldest oral stories of your area.

**Positive Personal and Cultural Identity:** your child will better understand and define their community.

#### GOALS OF THE LESSON

You’re doing great things!  
You have given your child the experience of connecting to story to explore identity and belonging as well as connection to a moral compass. Keep exploring!

#### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you’ll have your child contemplate the role of story in their own life. You’ll ask them what origin/creation stories they know and have them make a list in their journal. It would serve your child’s thinking process if you can prompt them with some ideas from their experience such as their own birth.

Today you will tell another origin/creation story. DW will use the example of the Hebrew story from the Old Testament. With this story as the framework for the next 10 days of lesson plans, be sure to choose your story to take the same amount of time if you wish to follow the guide. Remember, the goal is not to teach religion but rather to inspire understanding about the concepts of oral traditions to promote well-being, and use of stories to promote connectedness, moral guidance, belonging, and hope as well as perspective taking.

#### FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

**Principle:** Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

**Connection:** You’ll explore the idea of collective memory with your child today.



## TODAY'S LESSON

**Step 1.** Deep breath, then begin your morning lesson with your 'opening routine'.

**Step 2.** 5 - 10 minutes of Intentional Movement Activities (IMA). Don't forget to include 2 - 5 minutes of Mental Math.

**Step 3.** Practice – You'll support your child to create a good copy of their rough draft. You'll begin by having your child read their rough draft aloud. In whatever way is appropriate for your child, work through any spelling or grammar corrections.

**Step 4.** With their journal nearby, remind your child about the practice of telling stories over and over through the years. Ask them what stories have been passed to them over time. Have them collect these thoughts in their journal as a list. If needed, prompt them to recall any family stories regarding celebrations throughout the year, or how things came to be as they are in the family, stories of immigration, etc.

**Step 5.** Take a minute to do an Intentional Movement Activity for a quick outbreak before going into Bookwork.

**Step 6.** Bookwork – transition into bookwork with a verse. Take out the portfolio and have your child put the good copy draft of the second story onto its page following your expectations for quality.

**Step 7.** Transition into Story time with a verse/song and lit candle. If you are using the same story as DW, the creation story in Genesis from the Old Testament, tell only the beginning, about the darkness and the creation of heaven and earth. You can imbue your story with rich details to involve as many senses as possible – what did the darkness feel like, smell like, sound like, taste like, etc. Don't forget to mention whose story it is.

**Step 8.** Close today's morning lesson with a verse.



### Additional Curriculum Areas Covered in Daily Wonder Lesson Plans

In some Provinces/States the government may require Home Learning families to report how they are covering curriculum. We have tried to make our guides so that you know for yourself that your children are receiving opportunities to understand concepts from grade appropriate core subjects: Math, Language Arts, Social Studies, and Science, as well as First Peoples Principles of Learning and opportunities to develop Social Emotional Competencies. The guides list the concepts covered in each lesson so that you feel confident in the connections between what your child will **understand over time** and what they are **doing** each day. This is because **our curriculum is concept based and competency driven**.

There are some additional curriculum areas covered in our guides that are not listed on the PDFs. We didn't want to overwhelm you with words. This document will describe some of those areas and characterize the activities that will cover concepts from those curriculum areas. ***If you are a home learning parent who needs to report curriculum, this guide can help you sort that out.***

Curriculum Area	Type of Activity that Provides Opportunity to Understand Concepts
Applied Design, Skills, and Technology (ADST)	Opportunities to use design thinking: designing, creating, making, evaluating products, services, and processes – making things For BC residents: <a href="#">look here for more info</a>
Arts Education	Opportunities that support developing aesthetically through dance, drama, music and visual art via investigation of elements, creation of and response to art works, and interest in the arts – portfolio creation, Social Studies activities that involve immersion in a culture to understand it via the arts For BC residents: <a href="#">look here for more info</a>
Career Education	Opportunities that help students develop the following: awareness of strengths, collaborative communication, experience in a range of roles, ability to learn and grow, adaptability, resiliency, and flexibility – activities that are collaborative like household chores BC residents: <a href="#">look here for more info</a>
Physical and Health Education	Opportunities to understand aspects of physical, mental and social well-being as well as movement skills, respectful relationship skills, and personal and community health and safety decision making strategies – physical activities and skill building as well as discussions around how to be healthy including aspects of nutrition and mental health BC residents: <a href="#">look here for more info</a>