

**Title: The Giving Tree**  
**A Retelling of a Traditional Metis Story**  
**By: Leah Dorion**

**LITERACY LESSON PLAN**

<b>Teaching the Strategy</b>	<b>Possible Learning Intentions:</b>	<b>Materials</b>
<p>AFL</p> <p><b>CONNECTING</b></p> <p><b>Before Reading Strategies:</b></p> <p>*Activate prior knowledge</p>	<p><b>Activating Prior Knowledge:</b></p> <p><b>Making Predictions</b></p> <ul style="list-style-type: none"> <li>• Write the title on the chart and read aloud to the students</li> <li>• Ask children to think about the title and the cover of the story and to discuss with a partner what they think the story will be about, who will be in the story, where the story might take place and what might happen</li> <li>• Record thinking on a chart as students report out</li> </ul> <p><b>Vocabulary Introduction</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the following words as necessary for the age of your students: traditional, Metis, relations, bannock, tobacco, canister, sacred, tree cache, generations</li> </ul> <p><b>Asking Questions</b></p> <ul style="list-style-type: none"> <li>▪ <b>Post chart of Questioning Words found in Reading Power page 61 and discuss question words with students</b></li> <li>• Ask students to think of some questions they might be thinking about – What are you wondering</li> </ul>	<p>Chart with learning intentions listed</p> <p>Predictions Chart</p> <p>Chart listing vocabulary words</p>

	<p>about before we start reading?</p> <ul style="list-style-type: none"> <li>Record your questions in part one of the Graphic Organizer called 'Three Stages of Questioning'</li> <li>Share with a partner.</li> <li>Notice the questions that are the same and the questions that are different from your partner.</li> </ul>	
<p><b>PROCESSING During Reading Strategies:</b></p>	<p><b>Processing Text:</b></p> <p><b>Chunk #1: Read to page 13 ending with "I forgot to pack sugar for our tea and bannock."</b></p> <ul style="list-style-type: none"> <li>Teacher read aloud</li> <li>Students listen and think of questions that they are wondering about.</li> <li>Pause at the end of the chunk and ask students to record their questions in the second portion of the graphic organizer.</li> <li>Ask students to share with a partner and make one prediction about what they think will happen.</li> <li>Popcorn 3 questions and 3 predictions</li> </ul> <p><b>Chunk #2: Read to page 25 ending with "...generous, and helpful to others."</b></p> <ul style="list-style-type: none"> <li>Repeat as above</li> </ul> <p><b>Chunk #3: Rest of book</b></p> <ul style="list-style-type: none"> <li>Repeat as above</li> </ul>	<p>Three Stages of Questioning Graphic Organizer, Reading Power page 60</p>

	<p><b>Return to Predictions Chart:</b> Review the predictions made on the initial chart, discuss if they happened as we thought they might, discuss how our predictions changed as we read and received more information</p>	
<p><b>TRANSFORMING After Reading Strategies:</b></p> <p>Older students may discuss the literary element of “Metaphor” and how the maple tree is a metaphor for giving</p>	<p><b>Making a Difference</b></p> <ul style="list-style-type: none"> <li>• Discuss the message of giving and receiving with the children and how the author used the maple tree to illustrate the values of sharing and honesty</li> <li>• Ask students to think about how they would finish the sentence stem: In the story, the world is a better place because...”, talk to a partner, report out using sentence stem (print on board for students to refer to)</li> <li>• Complete the graphic organizer complete with picture (perhaps encourage students to use a similar art style as the author)</li> <li>• Share</li> </ul>	<p>Making a Difference Graphic Organizer from Reading Power page 109</p>
<p><b>Learning Intention Review</b></p>	<p>Refer back to chart with learning intentions. Ask students to prove how they met the learning intentions by discussing with a partner.</p>	<p>Learning Intentions chart</p>

**Kim Boettcher**  
**School District No. 60**  
[kboettcher@prn.bc.ca](mailto:kboettcher@prn.bc.ca)

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**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Class:** \_\_\_\_\_