

Prerequisite Concepts and Skills:

- “Coyote and Bear Make Day and Night” is a traditional story from the Secwepemc First Peoples. I first heard this story while I was a high school student at Skeetchestn Community School and more recently while working at Sorrento Centre. In Sorrento, Kenthen Thomas joined as at Sorrento Centre from time to time and shared traditional stories from the Secwepemc Peoples; “Coyote and Bear Make Day and Night” was one story that he frequently shared. Kenthen always shared that he learned the traditions around storytelling from his grandmother, Mary Thomas. This story is printed in the book “Coyote as the Sun and Other Stories” a collection of legends.
- I share this story with great thanks to the Secwepemc First Peoples, the sharing at Skeetchestn Community School, and my time spent learning and hearing from Kenthen Thomas.
- Pre-story sharing and conversation:
 - Why would Bear want it to be dark all the time? So he could sleep more, he was thinking about himself.
 - Coyote heard Bear’s plan and thought of the needs of the people, like you and I, and our need for light in order to live and be healthy
 - Notice how Bear and Coyote are not agreeing with one another in the story and go back and forth between light and darkness. See how they end up working together to have both light and darkness as part of each day.
 - What do we know about day and night that we experience each day?

Indigenous Connections/ First Peoples Principles of Learning:

This lesson is deeply rooted in Indigenous Connections and connects directly to the First People’s Principles of Learning, specifically: “learning is embedded in memory, history, and story.” Students are learning about traditional protocols and are hearing a traditional story. They are learning that story holds deep teaching that is important to community and to learning about our community and each individual.

Universal Design for Learning (UDL):

- Students will have expectations of work shared both verbally and through a sample. This will meet both auditory and visual learners.
- The activity can be adapted so that each student can be successful and reach their individual learning goals.
- Students who are ready for a challenge will be invited to write more.

Differentiate Instruction (DI):

- Students will have the option of where to work in the classroom, flexible seating.
- Body and brain breaks alongside fidget tools will be available in the classroom and are already known to students.
- Headphones will be available to students who require them.
- Students who are struggling will be provided with extra support from the EA or teacher.

Materials and Resources

- Drum
- Chime
- Handout
- Popsicle sticks with student names

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): <ul style="list-style-type: none">• Invite students to gather at the carpet.• Share the prerequisite concepts and skills with students including honoring where the story comes from.	<ul style="list-style-type: none">• Students take a seat at the carpet• Students are listening	10 min.

<ul style="list-style-type: none"> • Tell the story of “Coyote and Grizzly Bear Make Day and Night.” <ul style="list-style-type: none"> • A long time ago Coyote and Grizzly Bear lived together. Even though they lived together they did not always get along with one another, some days they disagreed. • One day, Grizzly Bear said, “I have wonderful magic powers – all I need to do is wish for something and it will happen. I do not think I like the short time that it is dark so I am going to make it dark all the time!” • Coyote heard this and knew that the people needed light and would not want darkness all the time. He said to Grizzly Bear, “I will not let you have it your way!” • Grizzly Bear started to dance and sing saying, “Darkness, darkness, darkness, darkness! I want it to be dark always.” • Then Coyote began to dance and sing saying, “Light, light, light, light! I want it to be light always.” • Grizzly Bear and Coyote danced and sang for a long time. • “Darkness, darkness, darkness, darkness! I want it to be dark always.” • “Light, light, light, light! I want it to be light always.” • Sometimes Grizzly Bear’s magic was greater and it would be dark. Sometimes Coyotes magic was greater and it would be light. • Finally Grizzly Bear grew very tired and he wanted to stop singing and dancing. • (tired) “Darkness, darkness, darkness, darkness! I want it to be dark always.” • He said to Coyote, “Will you let it be half darkness if I let it be half light?” • Coyote agreed with Grizzly. He was tired too. “All right,” said Coyote. “Let it be light from the time the sun rises until the sun sets. The rest of the time it will be dark.” • From that time on, the people had light half the time and dark half the time. Coyote and Grizzly Bear had worked together to make day and night. 	<ul style="list-style-type: none"> • Students listen to the sharing of the story 	
<p>Body:</p> <ul style="list-style-type: none"> • Invite students to share what stood out to them from the story they listened to. • Split the class in half and have one half say Grizzly Bear’s part, ““Darkness, darkness, darkness, darkness! I want it to be dark always.” And the other half says Coyote’s part: “Light, light, light, light! I want it to be light always.” • Ask students to do it again but this time 	<ul style="list-style-type: none"> • Students raise their hand if they have something to contribute and share when called upon • Students participate in Grizzly Bear and Coyote’s part/singing • Students repeat, this time sounding tired. 	<p>10 min.</p>

<p>sounding tired.</p> <ul style="list-style-type: none"> • Share how we can adjust our volume when speaking in order to impact how what we are saying is heard. • Invite students to consider how Grizzly Bear and Coyote worked together to find a balance of light and darkness/day and night. When have you worked with someone to find a balance or compromise in something? Share with the person you are sitting next to until you hear the chime. • Ring the chime to gain students attention. • Pulling popsicle sticks with student names invite groups to share. • Tell students that we are going to draw a picture and write a sentence about a time when we worked with someone to find a balance or compromise about something like Grizzly Bear and Coyote did. Show students the handout with space to draw and write. • Tell students that when they are finished to raise their hand and the teacher will come collect their sheet and have a conversation about their work. Then they can choose a white bin activity. • Ask student to share back what the instructions are. • Dismiss students by handing them a handout. • Teacher circles the classroom and provides support to students and engage in conversation. Teacher chooses five students to share their picture and sentence with the class after the lesson. 	<ul style="list-style-type: none"> • Students talk with their partner. • Students stop talking • Students share when their name is called. • Students are listening • Students raise their hand if they have something to contribute to the expectations and share if called upon. • Students leave the carpet area and go to their work area as they receive a handout. • Students are working 	<p>10 min.</p>
<p>Closure:</p> <ul style="list-style-type: none"> • Ring the chime. • Invite students to clean up and take a seat at the carpet. • Invite five students to share what they noticed (pre-choose and ask students as they finish their work) • Students who are invited to share will conclude their sharing by saying, “thank you for listening,” and the class will reply, “thank you for sharing.” • Teacher will thank the class for their hard work 	<ul style="list-style-type: none"> • Students stop and listen to instructions. • Students clean up and take a seat at the carpet. • The five students who are sharing with today are called upon one at a time, the rest of the class listens • Students participate in the classroom “thanking routine” 	<p>5 min.</p>

Organizational Strategies:

- Student names on popsicle sticks
- Chime used to gain attention of students
- Choose students who will share with the class while they are working and invite them beforehand
- White bin activities for students who are done early
- Drawing/writing supplies are organized in individual kits that are kept at their work area
- Students know where their seat at the carpet is

- Worksheet/handout is distributed as a way of dismissing students from the carpet so not everyone is transitioning at the same time

Proactive, Positive Classroom Learning Environment Strategies:

- “Thanking routine” after each student has shared
- Classroom routines that are already in place will be continued and expected through this lesson.
- Teacher will move around the room and provide encouragement and support to student
- Expectations around behaviour will be made clear before and during the lesson, tapping into regularly known classroom expectations
- Challenges will be dealt with in a respectful manner and not publically wherever possible
- Teacher will spend more time near students who are distracting one another or off task and provide ongoing support, if necessary students who are distracting each other will be moved to different work areas

Extensions/Cross-curricular Connections:

This lesson will be extended into a larger integrated unit plan with fine art, English language arts and socio-emotional learning components.

This lesson connects to other curriculum areas:

- Physical Literacy: students could dance and respond physically to the part of the story where Grizzly Bear and Coyote are dancing and singing.
- Socio-Emotional Learning: students are learning about healthy relationships with one another, their families, and in their communities.
- Social Studies: Further learning about stories, protocols and teachings in the local Indigenous community can be explore

Reflections (if necessary, continue on separate sheet):

To be completed after lesson is taught.