



K'ómoks First Nation's Big House Experience

This kit is designed to help students determine importance of the K'ómoks First Nation Big House Experience. Normally you determine importance as you are experiencing a situation or after the experience, but this kit features before activities that tap into their "thinking" skills—background knowledge, get kids questioning and wondering, connecting, and also to develop content-specific vocabulary. Please add your favourite "after experience" graphic organizer once the strategies in this kit have been tried.

Formative assessment strategies are also featured within. Research is clearly showing that in classrooms where all six formative assessment strategies are part of the classroom culture, students learn at twice the rate and twice the depth. In fact, educational leaders are stating that there has been no other initiative that has made as much difference to students as formative assessment (Stiggins, Davies, Black & Wiliam, Cooper, Schnellert, Brownlie).

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The Six Strategies of Formative Assessment



Formative Assessment: Building Social Relationships			
For myself and others:			
<p>Instrumental Development: Building Social Relationships</p> <p>— It is important to be able to...</p> <p>— It is important to have...</p> <p>— It is important to know...</p>	<p>1. I can do this on my own.</p> <p>2. I can do this with a little help.</p> <p>3. I can do this with a lot of help.</p>	<p>4. I can do this with a lot of help.</p> <p>5. I can do this with a lot of help.</p> <p>6. I can do this with a lot of help.</p>	<p>7. I can do this with a lot of help.</p> <p>8. I can do this with a lot of help.</p> <p>9. I can do this with a lot of help.</p>
<p>Personal Learning: Social Responsibility</p> <p>— I recognize and respect the...</p> <p>— I recognize and respect the...</p> <p>— I recognize and respect the...</p>	<p>1. I can do this on my own.</p> <p>2. I can do this with a little help.</p> <p>3. I can do this with a lot of help.</p>	<p>4. I can do this with a lot of help.</p> <p>5. I can do this with a lot of help.</p> <p>6. I can do this with a lot of help.</p>	<p>7. I can do this with a lot of help.</p> <p>8. I can do this with a lot of help.</p> <p>9. I can do this with a lot of help.</p>

How are you a good friend? (in a good friend's house)

help others in a good friend's house



As you teach this unit, please share the learning intention with your students; involve them in the creation of criteria; provide specific feedback related to the learning intention; use oral language as a vehicle to ask questions that will deepen their thinking; and get students to assess themselves and peers. As they do all of these things, they will learn to write meaningful goal statements and take greater ownership of their learning.

The Six Strategies of Formative Assessment

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Learning Intentions:

When students clearly understand the point of the lesson, they are better able to focus on its content. If they don't understand the intention of the lesson, they spend time trying to figure out how it fits in with other things.



Criteria: (may be co-constructed)

When students are involved in creating the criteria, they are more likely to understand what they are to do and take ownership of the task at hand.



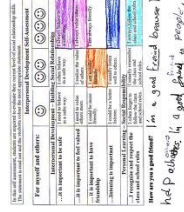
Questions:

As teachers, we can ask questions to prompt student thinking. We want students to construct their own meaning rather than be told what they need to do.



Descriptive Feedback:

When we teach a lesson like Show, Don't Tell which gets students adding details, we need to compliment them for their efforts. We can do this by simply underlining a detail and writing, "Wow, lovely detail!" beside it. The mini-lesson and the feedback match. With time, students can do self and peer assessments.



Peer and Self Assessment:

When teachers do all the assessing, it becomes something we "do" to kids. But when students are involved, they learn in greater depth what is expected of them, how to go about doing it, and develop greater levels of ownership.



Ownership of Learning and Goal Statements:

When students understand the learning intention, co-construct criteria, are given descriptive feedback and self assess, they are able to write meaningful goal statements. Really, you'll be amazed at what they can do!

Our Learning Intention:



KNOW

What do I know about ____?

WONDER

What do I wonder about ____?

LEARN

What do I want to learn
about ____?

In or Out?



What's In and What's Out?

In non-fiction text, there is often content-specific vocabulary that's difficult for young students to read. This strategy turns vocabulary development into a game and prepares them for what's ahead.

Provide each student, or pairs of students, the following page. Have them put a check mark in the "What's In" box if they think the word will be found in the text. If they don't think the word fits the topic, they should put a check mark in the "What's Out" box.

Because this activity is game-like and they want to prove themselves right, they will be watching out for those words with eagle eyes as they read! Isn't that what we want?

<i>K'omoks First Nation</i>	What's In?	What's Out?
Totem pole		
mocassin		
cedar		
salmon		
tipi		
potlatch		
Animals hides for clothing		
Hamat'sa		
Kwakwaka'wakw		
copper		
Big House		
buffalo		
canoe		
Queneesh		

<i>K'omoks First Nation</i>	What's In?	What's Out?
Totem pole	✓	
mocassin	✓	
cedar	✓	
salmon	✓	
tipi		✓
potlatch	✓	
Animals hides for clothing		✓
Hamat'sa	✓	
Kwakwaka'wakw	✓	
copper	✓	
Big House	✓	
buffalo		✓
canoe	✓	
Queneesh	✓	

Anticipation Guides

Anticipation Guides are highly engaging for students and create a game-like atmosphere. Often students are just dying to crack open a text to see if their guesses were correct. Expect a competitive buzz to fill the air!

To do an anticipation guide, students simply read the statement and guess whether or not they feel it is true or false. They can indicate in the appropriate column by writing T or F or just putting a check mark in a column. Students can do this on their own, with a partner or discuss in groups.

Give it a try. If it works for your students, please consider repeating this strategy before reading other non-fiction text. On second thought, it could even work for fiction!



Before **Slideshow Anticipation Guide**
K'ómoks First Nation

By:

	Statement:	True	False
1	The main form of transportation for the K'ómoks people was the cedar canoe.		
2	A potlatch ceremony celebrates births, namings, pass down privileges, sorting out hunting and fishing areas.		
3	The buffalo was the main food source of the K'ómoks people.		
4	A prayer of thanks was given to the cedar tree before stripping or cutting it down.		
5	Gilakas'la means "welcome" and "thank you"		
6	The potlatch was banned by the Canadian government in 1885.		
7	The K'ómoks band has four head chiefs.		
8	There are currently no First Nations people living in the Comox Valley.		
9	The K'ómoks band performs cultural activities and ceremonies in the Big House.		
10	The I'Hos gallery is a gift shop and art gallery that is only open to members of the K'ómoks band.		
11	The K'ómoks band has a canoe that is called I-Hos.		

Before Slideshow Anticipation Guide
K'ómoks First Nation - **Key**

By:

	Statement:	True	False
1	The main form of transportation for the K'ómoks people was the cedar canoe.		
2	A potlatch ceremony celebrates births, namings, pass down privileges, sorting out hunting and fishing areas.		
3	The buffalo was the main food source of the K'ómoks people.		False
4	A prayer of thanks was given to the cedar tree before stripping or cutting it down.		
5	Gilakas'la means "welcome" and "thank you"		
6	The potlatch was banned by the Canadian government in 1885.		
7	The K'omoks band has four head chiefs.		
8	There are currently no First Nations people living in the Comox Valley.		False
9	The K'omoks band performs cultural activities and ceremonies in the Big House.		
10	The I'Hos gallery is a gift shop and art gallery that is only open to members of the K'omoks band.		False
11	The K'omoks band has a canoe that is called I-Hos.		

ABC Brainstorm
from Making Words Their Own:
Building Foundations for Powerful Vocabularies
by Linda G. Allen & LeAnn Nickelsen

What do your students already know about the local K'omoks First Nation? Some may have a lot of background knowledge while others may know very little. But how do you know before handing a book or information to a student that they lack information or have lots of background knowledge and therefore could be a mentor to others? ABC brainstorm is a great type of formative assessment to use at the beginning as a pre-assessment and can be repeated mid-cycle to see if content-specific vocabulary has increased.

ABC Brainstorm accomplishes two important goals. First, it gives students a global understanding of the types of words they associate with a topic. If they have wide background knowledge of the topic, you'll see that they've listed a variety of words related to the content. Students with little prior knowledge will have fewer words recorded on the organizer, and these will be more general.

The second goal is that it activates prior knowledge. When students process what they think they know about a topic, share the information, and debrief with the class, they bring to the frontal lobes of the brains information that will be the pegs for new learning. Do this activity two weeks prior to the start of a new unit, and students will be subconsciously making connections before you even start to teach content! (Allen & Nickelsen p 12)

Have students fill out the ABC Brainstorm **before** reading.

ABC BRAINSTORM

by: _____

Example:K'omoks First Nation...

Fill out as many Rally Car-related vocabulary terms as possible on your own in pencil. Then flip through the book for additional words. Write these in another colour. That way your teacher will be able to see what you knew before you started to read.

A _____

B _____

C canoe, ceremony

D _____

E eulochon

F _____

G _____

H Hamat'sa

I _____

J _____

K _____

L legends

M masks

N _____

O oolichan

P _____

Q Queneesh

R _____

S salmon

T tradition

U _____

V _____

W _____

X _____

Y _____

Z _____

ABC BRAINSTORM

by: _____

Topic: _____

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

V _____

W _____

X _____

Y _____

Z _____

Boxing

On the next four pages, you will see an image surrounded by two boxes. Students look carefully at an image and write questions inside the first box. Once their questions have been recorded, they pass the sheet to another person who either answers the questions or writes additional ones.

The purpose of this is to explore a topic by looking at a picture and generating questions and answers.

