

Topic: Coast Salish Analog Coding

(lesson by Angella Campbell, SD79 Cowichan)

Lesson Plan Objectives:

Students will be able to navigate "Killerwhale" through the obstacles on the map using Coast Salish shapes as coding tools.

Coast Salish Weave Collection Print: Thunderbird and Killer Whale

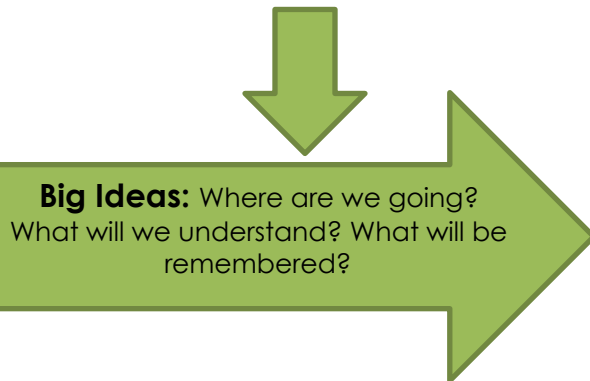
Artist: LessLIE

First Peoples Principles and Perspectives

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



Big Ideas: Where are we going?
What will we understand? What will be remembered?

- Stories and traditions about ourselves and our families reflect who we are and where we are from. (Social Studies)
- Skills can be developed through play.
- Designs grow out of natural curiosity.

Curricular Competencies	Content
<p>ADST</p> <ul style="list-style-type: none">• Develop their skills and add new ones through play and collaborative work• Explore the use of simple, available tools and technologies to extend their capabilities• Use trial and error to make changes, solve problems, or incorporate new ideas from self or others <p>Language Arts</p> <ul style="list-style-type: none">• Use play and other creative means to discover foundational concepts of print, oral, and visual texts.	<p>Social Studies</p> <ul style="list-style-type: none">• Personal and family history and traditions.• people, places, and events in the local community, and in local First Peoples communities• key events and developments in the local community, and in local First Peoples communities <p>Language Art</p> <ul style="list-style-type: none">• the relationship between reading, writing, and oral language• elements of story

Lesson Activities

Lesson 1

- Have children form a circle around the outside of the coding mat.
- Show children the framed print “Thunderbird and Killerwhale” and explain that this was created by a local Indigenous artist, LessLIE
- Ask children what they notice about the print. Are there any patterns or shapes that they recognize in the artwork? Point out the trigons. What do trigons look like? (triangles). Discuss.
- Read the story Thunderbird and Killerwhale found in package.
- Introduce the coding mat. Discuss the different features of the mat. Place Thunderbird and Killer Whale on the map and talk about how Thunderbird needs to reach Killerwhale so that the salmon can live and feed the Coast Salish people.
- Introduce “Sammy the Salmon” and the salmon pictures and place them on the coding map.
- Explain that Thunderbird will need to move around the salmon to get to Killerwhale.
- Show the students the trigon shape (look like an arrow). Show the students that they can place the arrows on the map to move Thunderbird towards Killerwhale.
- Ask for volunteers to take “Sammy” and place a few trigons on the map and share their thinking with the group.
- Place the coding map, shapes, and characters on the carpet and encourage students to use during discovery play time.

SCAFFOLDING CONSIDERATIONS:

Scaffolding: Provide a legend anchor chart co-created with students so they can see what shapes and directions can be used during independent time to help them move the “Killerwhale” through the coding map.

Resources and Materials

- Salish Weave Collection (Print "Thunderbird and Killerwhale by LessLIE.)
- Coding mat, Salish trigon shapes, laminated images of Thunderbird and Killerwhale, salmon, 3D trees, and mountains.

Assessment

- Anecdotal notes and thoughts