

That's Me!

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Word count: 142

(pp. 2–4, not including the labels or captions)

Overview

A young girl from the Secwepemc nation shares information about her culture.

Genre/Text Type Non-fiction/Retell	Text Features Boldface type, captions, fact boxes, glossary, headings, labels, map, photos, pictographs, pronunciation guides, tables
Connection Social Studies Indigenous Peoples	Vocabulary Words that might require clarification include <i>band</i> (in a First Nation), <i>First Nations</i> , <i>Inuit</i> , <i>jigger</i> , <i>Métis</i> , <i>pictograph</i> , <i>reed</i> , <i>regalia</i> , <i>residential school</i> , and <i>tepee</i> .
	Building Vocabulary Consider inviting students to share their ideas of what they think the term “ Indigenous peoples of Canada” means. After reading, you could create a tree diagram to illustrate that First Nations, Métis, and Inuit peoples are included in the term <i>Indigenous</i> , and the Secwepemc Nation is an example of a First Nation. Students could suggest names of other First Nations to add to the diagram.

eBook Activities

Inferring (page 5); **Using Text Features** (page 9); **Analyzing** (page 14)

Extensions

Activating Prior Knowledge: Recall with students the reference to a “residential school” on page 6. Explain that a residential school was a type of boarding school, and ask what students know about boarding schools from books or movies such as those in the Harry Potter series. You could explain that Indigenous children at residential schools were not allowed to speak Indigenous languages.

Inferring: Why do you think Cheyenne can’t speak Secwepemc? Why is her mom trying to learn it?

Synthesizing: Why is it important to learn about Indigenous peoples? Use ideas from this book and your own ideas.

Making Connections: **AT HOME** What is one very important thing you think all Canadians should know about Canada? Explain why you think it’s important for Canadians to know it.

