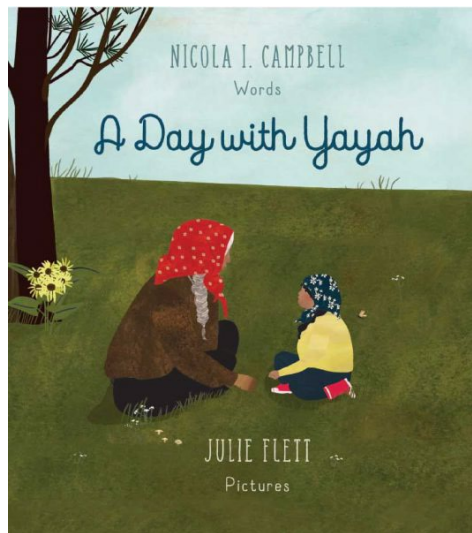




Gathering Information About Wild and Cultivated Plants

A Day with Yayah



The students will read *A Day with Yayah*, which features a Thompson River Salish family who harvest food together in the forest. Highlighting the Nl̓eʔkepmxcín language, readers can learn new words in addition to comparing and contrasting wild and cultivated plants we grow for food.

Subject Levels/ Suggested Grade

Primary

Grades K-3

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Grade and Subject	Curriculum Connections
Science: K-3	<ul style="list-style-type: none"> • Plants and animals have observable features • Living things have features and behaviours that help them survive in their environment • Living things are diverse, can be grouped and interact with their ecosystems • All living things sense and respond to their environment • local First Peoples uses of plants and animals • First Peoples knowledge of seasonal changes • names of local plants and animals • local First Peoples knowledge of the local landscape, plants and animals • biodiversity in the local environment • the knowledge of local First Peoples of ecosystems
English Language Arts: K-3	<ul style="list-style-type: none"> • Through listening and speaking, we connect with others and share our world • Curiosity and wonder lead us to new discoveries about ourselves and the world around us • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of story in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Exchange ideas and perspectives to build shared understanding • Stories and other texts help us learn about ourselves, our families, and our communities

Teacher Background

In this lesson students will participate in an introduction activity to spark their thinking about gathering food. The students will then read a book which tells the story about a girl who goes gathering in the forest outside her reservation with her grandmother (Yayah), who teaches her about which traditional plants to eat. After reading, students will participate in a discussion about the differences of wild/gathered versus cultivated/farmed plants, and have the opportunity to extend their learning through different activities.

Materials

- Paper bag with cultivated rhubarb stalk, celery stalk, potato or mushroom
- *A Day with Yayah* by Nicola I. Campbell book or [video of reading](#)
- Computer and Projector (if using video and digital copies of cards)
- [Wild Plant Cards](#)
- [Cultivated Plant Cards](#)
- Student handouts (optional extension):
 - Appendix 1

Procedure

HOOK:

- Place a piece of cultivated rhubarb, celery, potato or mushroom, into a brown paper bag. Bring bag around to students and have them smell and try to guess what food is in the bag. Record their answers on the board and then reveal to them the food that is inside.
- Share with students that they will be reading a book which tells the story about a girl who goes gathering in the forest outside her reservation with her grandmother (Yayah) who teaches her about which traditional plants to eat.

READ:

- Read students *A Day with Yayah* or watch [video of reading](#).
- Use [wild plant cards](#) to show students what they look like as you are reading/viewing and contrast them with the [cultivated plant cards](#).

RESPOND:

- After reading, ask students if they know the difference between wild and cultivated plants. Tell students that when you cultivate plants, it means that you are intentionally raising and caring for them, like when you plant seeds in a garden. Ask students to share how cultivated plants are different from wild plants.
- Brainstorm some benefits of wild plants and cultivated plants together as a class.

Other discussion questions:

- How do you think Yayah knows so much about these plants?
- Who do you learn new things from?
- Why can't we just eat any plant we find?
- Have you ever eaten any wild plants (with a grown up present)?
- Which of the plants from the story would you be most interested in trying and why?

Extension Activities

- Research plants native to your area which are gathered and eaten. Have students choose one and complete **Appendix 1**.
- Use the GrowBC Map and show students the [Potato Story](#) to compare and contrast wild and cultivated potatoes.
- Choose a food from the [First Nations Traditional Foods Fact Sheets](#) and bring it to class to eat and learn more about it.
- Explore lessons and activities from [Going Wild! Teaching about Wild Products from BC's Rainforests](#).
- Use [Common Ground: A Strawberry Project Teacher Handbook](#) for more ideas and lessons.

Credit

<https://werklund.ucalgary.ca/teaching-leaSrning/day-yayah>

<https://www.teacherspayteachers.com/Product/A-Day-with-Yayah-Teachers-Guide-5916486?st=7fe5d4adf9bf433492b497ca633f0b94>

<https://www.teacherspayteachers.com/Product/A-Day-with-Yayah-by-Nicola-A-Campbell-Activity-for-Global-Read-Aloud-GRA18-384964>

Appendix 1:

My Local Plant Project	
By: _____	
Name of plant (local Indigenous language)	Name of plant (English)
Three Facts 1. 2. 3.	Drawing of Plant