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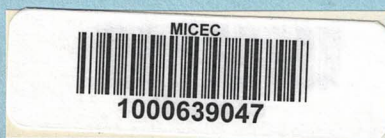
NATIVE LANGUAGE BASIC PROGRAM

GRADE 4

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Manitoba
Education
Native Education



THE NATIVE LANGUAGE BASIC PROGRAM

GRADE 4

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This guide is subject to revision pending the receipt of information from teachers, schools and communities.

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PREFACE

In recent years, schools have become aware of the increasing numbers of communities requesting that the Native Languages be taught. Reason for this varies from one community to another.

The availability of curriculum has been a major concern because of the diversified needs. However, every attempt is made by Manitoba Education's Native Education Branch and Frontier School Division to meet this demand.

Frontier School Division, contracted the development of this program to Mr. Jim McDiarmid, a free lance consultant with the assistance of the Native Education Branch Consultants for Native Languages.

While the basic goals of the Native Language programs are:

- (a) to develop the listening/speaking/reading/writing skills;
- (b) to encourage the learning of realistic/meaningful NL language content; and
- (c) to develop a positive self-image, which insures success in any society.

It is the intent of the program writers to reflect this desire which can meet a wide variety of needs and interests to make learning a Native Language enjoyable.

THE NATIVE LANGUAGE BASIC PROGRAM

INTRODUCTION

The Native Language Basic Program has been developed from Grades One through Six. It is recommended for schools where the Native Language is being taught as a second language.

Each level of the Native Language Basic Program Grades One through Six contains thirty units of Instruction. Each unit contains five complete lesson outlines identified by themes and listed in alphabetical order. The Native Language content page has been divided into three sub-headings; vocabulary, patterns and dialogue and is the first page of every unit.

The lessons have been designed as a series of units which can be taught independently or in conjunction with other subject areas.

The program has been structured so that the teacher can choose whichever unit is more relevant at that moment. The vocabulary, sentence pattern and the dialogue have all been identified. However, it should be understood that this will vary and can be deleted, changed or added to as need arises.

The materials for delivery of lessons are listed at the bottom of each page. Most of these materials have been compiled and can be obtained from the (Native Education Branch) and/or the Manitoba Text Book Bureau.

Some of the units from Grades four to six identifies supportive resources. These have been included at the end of each unit.

The program Grades One to Three is now available through the Manitoba Text Book Bureau and is available in both Cree and Ojibwe.

The Grades Four to Six are available by special order through the Native Education Branch up to the end of January, 1988. After that date, they will be made available through the Manitoba Text Book Bureau.

PRONOUNCIATION

In Manitoba there is no formal standardized Native Language writing system, however, for the purpose of the Native Language program the following is provided.

a	-	as in <u>cut</u>	<u>ma</u> hikan (wolf)
/a	-	as in <u>cat</u>	/ahtit (some)
i	-	as in <u>sit</u>	<u>pi</u> mi (larde, grease)
/i	-	as in <u>machine</u>	/ni <u>pi</u> ya (leaves on a tree)
o	-	as in <u>foot</u>	<u>ni</u> so (two)
/o	-	as in <u>food</u>	/no <u>ti</u> n (wind)
e	-	as in <u>cafe</u>	<u>pe</u> ta (bring it here)
p	-	as in <u>pin</u>	te <u>ta</u> pwin (chair)
t	-	as in <u>tin</u>	te <u>pe</u> we (shout)
ch	-	as in <u>rats</u> (somewhat like ch)	<u>chi</u> man (boat)
k	-	as in <u>kin</u>	<u>ki</u> nosew (fish)
s	-	as in <u>sin</u>	<u>si</u> pa (under)
hc	-	as in <u>anohch</u> (today)	
hp	-	as in <u>tepakohp</u> (seven)	
hk	-	as in <u>ahkosiw</u> (He is sick.)	
ht	-	as in <u>mitataht</u> (ten)	
m	-	as in <u>me</u>	<u>ma</u> skwa (bear)
n	-	as in <u>now</u>	<u>ni</u> na (me)
w	-	as in <u>willow</u>	<u>wa</u> pan (morning)
y	-	as in <u>yellow</u>	ne <u>y</u> o (four)

NATIVE LANGUAGE BASIC PROGRAM - Cree

GRADE 4

C O N T E N T S

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DEVELOPMENTAL LANGUAGE SKILLS PROGRAM

UNIT

Cree

THEME: Action

GRADE: 4

Vocabulary:

ni-kaskítan -I can

ni minwenten - I like

Mwac, ni-kaskítan - I can't

Mwac, ni-minwenten - I don't like

Pattern:

Ni-kaskítan ta _____ . - I can skip.

Ni-kaskítan ta _____ . - I can hop.

Ni-kaskítan ta-kwáskóhtiyán. - I can jump.

Dialogue:

Ki-kaskítan ná, ta _____ ? Can you _____ ?

Mwác, (mwác) ni-kaskítán ta _____ No, I can't

MOTIVATION:

- * Provide each child with a copy of "Wonder Woman and Superman", from page 8 of this unit. Encourage the children to discuss the feats that these two heroes are able to perform. List the actions that they can perform on the board as the children suggest them.
- * Lead this experience into a discussion of actions that can and cannot be performed by the average person.

ACTIVITIES:

- * Prepare two columns on the chalkboard. One of the columns should represent the actions that can be performed and the other column should represent actions that cannot be performed. Show the children a picture of a person or animal or object. The children should indicate the actions that can and cannot be performed by the person/animal/object. List the information that the children provide in the appropriate columns.
- * Show the children the illustrations that represent the different actions to be introduced in this Unit. Use the illustrations to introduce the new NL vocabulary words to the children. Mount the illustrations on the board. It is important that the children hear the NL vocabulary words a number of times during this introduction process.
- * Provide the children with old magazines or catalogues. The children should look through the old magazines/catalogues, attempting to find illustrations/pictures that represent the actions introduced in the NL earlier in this Lesson. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. The children should attach their cut-out illustrations/pictures to a length of butcher paper. Display this actions mural in the classroom.

a copy of "Wonder Woman and Superman" for each child, pictures of people/animals/objects, actions illustrations, masking tape, old magazines/catalogues, a length of mural paper

LISTENING AND SPEAKING (VOCABULARY)

THEME: ACTIONS

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson 1, using the illustrations of the different actions. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Say one of the NL vocabulary words and the children should perform the appropriate action or body movement. Repeat this process using other NL vocabulary words.
- * Group the children in a circle. Give each child a toothpick. Insert a lifesaver or other 'rings' over seven or eight of the childrens' toothpicks. When you say "Go," the children should pass the lifesavers/rings around the circle as quickly as they can from toothpick to toothpick. When you clap your hands, the children should stop passing the items around the circle. Call upon each of the children left holding a lifesaver/ring to identify one of the illustrations from this Unit. Repeat this process until most of the children have responded.

CREATIVE EXPRESSION:

- * Group the children in a circle. Stand in the center of the circle with a medium size balloon. Inflate the balloon holding the end securely. Then say one of the NL vocabulary words. Hold the balloon on the floor and release it. When the balloon lands, the child closest to the balloon should repeat the NL vocabulary word that you said at the beginning of the round and then he should use the NL vocabulary word in a complete NL pattern. Repeat this process until many of the children have had a chance to respond. Except any NL patterns that make sense. Do not 'overcorrect' the childrens' responses during this creative expression activity. However, correct gross errors in a positive way.
- * Place paper sheets on the floor in a scattered formation. The number of sheets should be one less than the number of children in the class. Have all of the children stand on a sheet of paper - one child will be left without a sheet of paper. The children to listen to a specific NL vocabulary word. When the children hear that word, they should change places. However, the child without the sheet of paper must also attempt to find a sheet of paper to stand on. The child who is left without a sheet of paper must then use the NL vocabulary word that you said in a complete NL pattern. Repeat this process until many of the children have responded.

MATERIALS:

actions illustrations, masking tape, a toothpick for each child, seven or eight lifesavers (or other rings), a medium sized balloon, sheets of white paper (one less than the number of children in the class)

SIGHT RECOGNITION (VOCABULARY):

- * Mount the actions illustrations from page 6 on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sightword cards to the children. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sight- words have been introduced.
- * Mark a masking tape line on the floor. Then divide the children into two groups. Have the first player from each group stand on the opposite sides of the masking tape line, facing one another. Drop a feather between the two children. The two children must attempt to blow the feather to the other player's side of the masking tape line. The child who has the feather land on his side of the line must then identify a sightword that you show him. Down- play the competitive nature of this activity and build up the fun of the game. Repeat this process until all players have had a chance to play.
- * Prepare a cylinder of paper for each sightword. Staple a sightword to the cylinders of paper and stand the cylinders up in a straight row, side by side. Then have one child sit in front of the cylinders of paper. The child is there to protect the cylinders. Have another child stand at least 10 feet away from the cylinders with a nerf ball or other medium sized softball. This child must attempt to knock down one of the cylinders using the ball. When a pair has successfully knocked down a cylinder, they must identify the sightword on that cylinder. Repeat this process until all players have had a chance to knock down a cylinder.

DECODING AND ENCODING (VOCABULARY):

- * Provide each child with a length of yarn (approx. 12 inches long). Say one of the sightwords from this Unit and the children should use their length of yarn to create the first letter of the word you said. Later, repeat this process with the children creating the last letters of the words that you said.
- * Divide the children into two teams. Say one of the NL vocabulary words from this Unit to the first player of one of the teams. That player must then spell the NL word, pronouncing only the consonants in the word. For the vowels, the child must say 'Buzz.' When a player successfully spells a word without pronouncing the vowels, a point is scored for that team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players in each team have had a chance to spell a word in this way.

MATERIALS:

actions illustrations, masking tape, a feather, paper cylinders, stapler and staples, length of yarn, sightword cards, nerf ball or medium sized softball

LISTENING AND SPEAKING:

- * Mount the sightwords (from Lesson 3) on the chalkboard. Mount the words on the board (vertically). Review the sightwords with the children, calling upon individual children to identify the word. Then write one of the NL sentences around the vocabulary word. Read the sentence to the children and encourage them to suggest the MEANING of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Before the lesson begins, prepare two extra sets of sightword cards. Place the sightword cards face up at one end of the room. Group the children in two groups at the other end of the room. Attach a small roll of masking tape to the foot of the first player in each group. Then say one of the NL vocabulary words. The two players must hop to the sightwords and pick up the NL word that you said using their sticky feet. Once again, downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have had a chance to play.

READING:

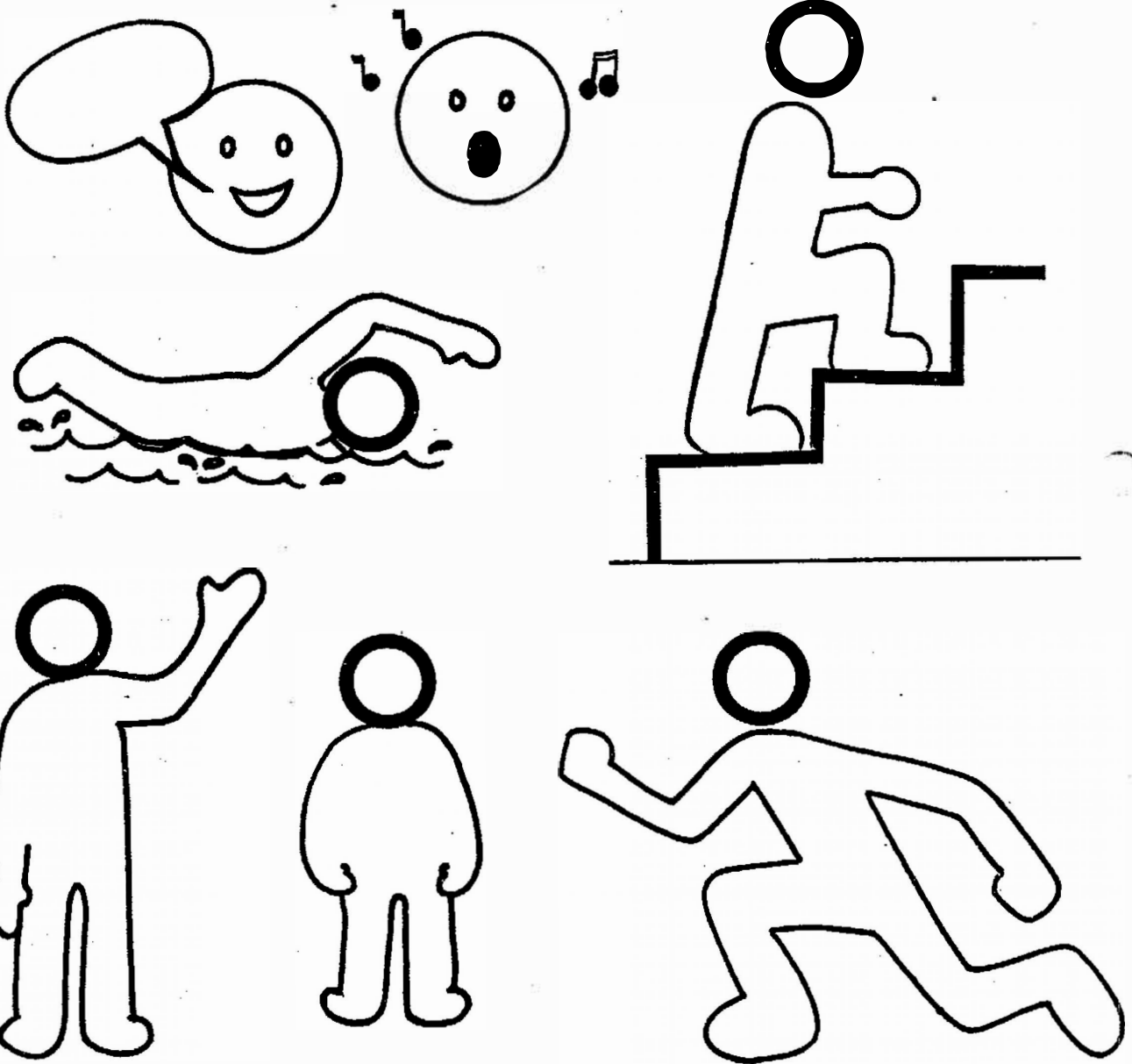
- * Before the lesson begins, write the NL pattern on individual sentence strips. Mount the sentence strips on the board. Group the children in front of the sentence strips. Give one of the children a flashlight. That child then should shine the flashlight on one of the sentence strips. You should attempt to tag the light of the flashlight before the child moves it. When you successfully tagged the light of the flashlight, all of the children in the class should read the NL pattern on which you tagged the flashlight. Repeat this process until all of the patterns have been said at least once by the children.
- * Divide the children into two groups at one end of the room. Place two containers of water and two clean paintbrushes on the floor under the chalkboard. Say one of the NL vocabulary words in this Unit. Then the first player from each team must rush to the chalkboard and use that team's paintbrush and water to write the NL pattern that contains that word. Also, while speed is important in this activity, encourage the children to use their best writing/printing. The children should write or print the NL patterns on the board with the water. Repeat until all players have had a chance to play.

WRITING/SPELLING:

- * Write the first and last letter of one of the NL vocabulary words from this Unit on the chalkboard. The children should look at the initial and final letters and then suggest the NL vocabulary word that fits between the two letters. Repeat this process until all of the sightwords have been identified in this way. After correctly identifying the sightword, call upon a child to write the NL pattern for that word around the completed word on the board.

WRITING/SPELLING: (cont'd).

- * Provide each child with writing paper and pencil. Say one of the NL patterns from this Lesson and the children should write that pattern on their sheets of paper. Repeat this process using other patterns from this Lesson. Later, review the childrens' sentences with them. Correct any errors that the children made during this dictation process.



MATERIALS:

sightword cards, masking tape, patterns written on individual sentence strips, a flashlight, 2 containers of water, 2 paintbrushes, writing paper and pencil for each child

DIALOGUE AND ENRICHMENT

THEME: ACTIONS

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two large cut-outs to introduce the new NL dialogue to the children. Mount the cut-outs on the board so that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANING. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the A's and the children say the B's. Encourage the natural sound of the childrens' speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The group should stand facing one another. Then have the group practice the dialogue with one another. Model the sentences as necessary.
- * Create large text boxes for the cut-outs used above. These can be created by using chalk on the chalkboard. Write the printed form of the dialogue in the textboxes. Review the dialogue sentences with the children, using the printed forms. Practice, saying the dialogue sentences in choral, groups and individual forms.
- * Encourage the children to suggest other sentences that may be added to the NL dialogue. Write the sentences that the children suggest in the appropriate textboxes developed in the previous activity. Read the 'new' dialogue with the children in choral, groups and individual forms.

ENRICHMENT ACTIVITIES:

- * Lay a length of butcher paper on the floor and divide it into three sections. The three sections should be labelled: people, animals, objects. Then the children should use old magazines and catalogues to locate pictures that can be used in the sections of the murals. The children should attach their pictures to the sections of the mural. Then the children should label the pictures with words that indicate 'actions' that may be performed by the people/animals/objects that they have chosen. Display the completed mural in the classroom or hallway.
- * Provide each child with a sightword from this Unit. The children should cut their sightwords into their individual letters. When the children have completed this process, they should place their cut-up letters in the center of the room (on the floor) face down. Group the children around the cut-out letters. Have a child enter the circle and remove one letter from the center of the circle. Then the next child in the circle should remove one letter, and so on, all the way around the circle. The children should continue in this way until eventually a child has enough letters to create an NL word (not necessarily an NL word from this Unit). Repeat this process until a number of NL words have been created.

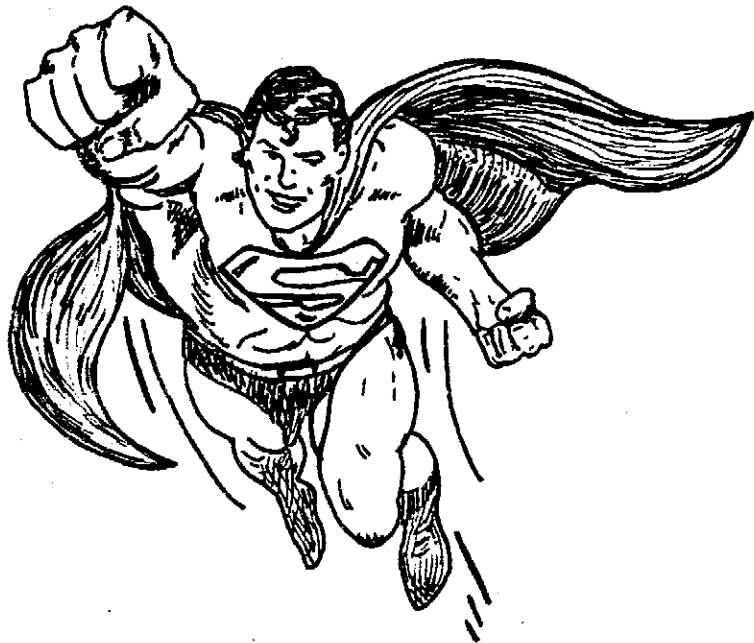
MATERIALS: skein of yarn, two large cut-outs of people, a felt pen, a length of mural paper, old magazines/illustrations, a pair of scissors for each child, a sightword for each child

NATIVE LANGUAGE BASIC PROGRAM

"WONDER WOMAN AND SUPERMAN"

ACTIONS

Grade 4



NATIVE LANGUAGE BASIC PROGRAM

UNIT

Cree

Ailments

GRADE 4

Vocabulary:

matiy
mistikwán
mihtawakiy
miskísik
mitítimán

stomach
head
ear
eye
shoulder

Pattern:

(body part) ni-wisakenten.
My (body part) is sore.

Dialogue:

- A. Ni-wisakenten _____.
- B. Nísta ni-wisakente n _____.
- A. My _____ is sore.
- B. My _____ is sore too.

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: AILMENTS

Grade: 4

LESSON ONE

MOTIVATION:

- * Before the lesson begins, prepare a tape for Herman's Head that contains Herman's sound effects of 'pain.' An example of tape sounds is on page 17. A copy of Herman's Head is on page 13 of this unit. Over-dramatize Herman's sound effects on the tape. Group the children together and turn on Herman's tape. The tape should include Herman complaining about various 'ailments' that he has.
- * Lead the experience with Herman into a discussion with the children of the different ailments that can afflict people. List some of the ailments that the children suggest on the chalkboard.

ACTIVITIES:

- * If at all possible, have a nurse, doctor or health aide talk to the children about the different ailments that people suffer from locally. Encourage the resource person to indicate to the children the different questioning techniques used to determine a person's 'ailment.' The children should begin to understand that the nature of the questions and, of course, the answers are important in assessing and determining the extent of a person's ailment.
- * Provide each child with a copy of "Types of Doctors" on page 18 of this unit. This page contains the names of different types of doctors found in a major hospital. Describe an ailment that a person might have and the children should look up the type of doctor that that person should see. Be certain to give a sufficient degree of detail to allow the children to identify the nature of the 'ailment' that you described.
- * Introduce the illustrations to the children that depict the vocabulary words to be developed in this Unit. Mount each of the illustrations on the board as it is presented. The children should hear the NL vocabulary words a number of times during this introduction process. Be certain that the children understand the meanings of the NL words as they are introduced.
- * Provide the children with the necessary materials to practice making tourniquets, splints, armholes, etc. Group the children in pairs for this practicing session. Circulate among the children as they work, repeating the NL vocabulary words as often as possible.
- * Group the children together to create a language experience chart dealing with 'safety' or 'the prevention of ailments.' Cite, in particular, safety precautions that may be taken at home to prevent 'ailments' from developing. Encourage the children to suggest as many safety precautions as possible in and around the home. List the precautions that the children suggest on a length of language experience chart paper. You may wish to prepare other charts for safety in different locations. Display the completed chart or charts in the classroom.

MATERIALS: language experience chart paper, a felt pen, ailments illustrations, materials and supplies for basic 'first aid', masking tape, Herman's Head, an audio tape for Herman's Head, a tape recorder, "Types of Doctors" and "Herman's Head".

LISTENING AND SPEAKING (VOCABULARY)

THEME: AILMENTS

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson 1, using the illustrations that represent the different ailments. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the terms have been reviewed.
- * Before the lesson begins, prepare an extra set of ailments illustrations. Cut each of the ailments illustrations into four pieces. Mix all of the pieces together. Then give one section or cut-out piece to each child. When you say "Go," the children should then group themselves together according to the illustrations. That is, the children should attempt to match their cut-out parts together to reproduce the original illustration. Depending upon the number of children in your class, you may not use all cut-out parts during each round of this activity. In this case, certain illustrations may be only 'half reproduced' or some illustrations may have only one section represented. When the children have grouped themselves, have each group of children identify the illustration that they have reproduced using its name. Repeat this activity a number of times.

CREATIVE EXPRESSION:

- * Have the children walk around the room in a scattered formation. Then call out a number between 2 and 4. The children must then arrange themselves in group according to the number that you called. Due to the nature of this activity, some children may be left out as spectators during each round. When the children have arranged themselves in groups, give each group one of the illustrations from this Unit. Then give the children a couple of minutes to develop an NL sentence for the illustration that they have. Then call upon a speaker in each group to say his group's NL sentence. Do not over-correct the sentences that the children provide, however, assist them as necessary. Repeat this process a number of times.
- * Make a 3 or 4 foot long masking tape line on the floor. Divide the children into two teams. Have the first player from each team stand on opposite sides of the masking tape line. The two players should join right hands. Place an illustration on each side of the masking tape line. Each player must then attempt to pull the other player over the line. When a child is pulled over the line, he should hold up his illustration from his side of the line and show it to his team. Then he must use the NL name for that illustration in a complete NL pattern. Downplay the competitive nature of this activity and build up the fun of the game. Repeat this process until all of the players have had a chance to participate. Attempt to match children up according to their sizes to add an element of fairness to this activity.

MATERIALS:

masking tape, ailments illustrations, an extra set of ailments illustrations, a pair of scissors

SIGHT RECOGNITION (VOCABULARY):

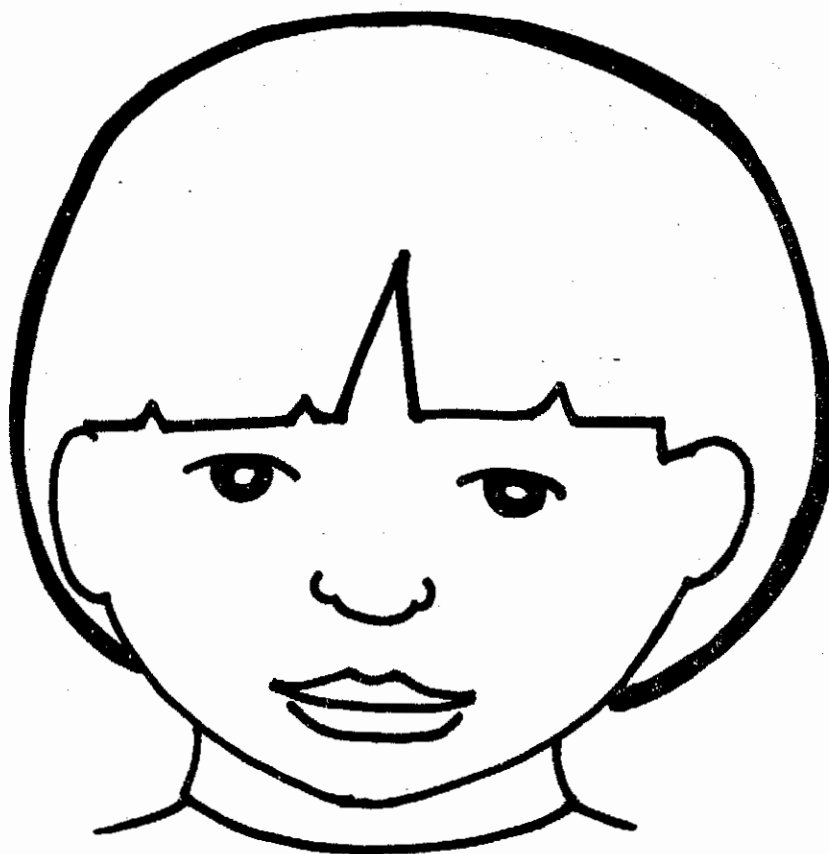
- * Mount the ailments illustrations from page 15 on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustration on the board. Continue in this way until all of the sight words have been introduced.
- * Remove the illustrations from the board, leaving the sight word cards mounted on the chalkboard. Then give each child a blank sight card. Number each of the sight words on the chalkboard. Then each child should write one numeral on his sight card (corresponding to one of the numerals beside a sight word on the board). When the children's number cards are read, call out one of the numbers from the sight words on the board and the child or children with that number must identify the sight word orally. The children may exchange number cards after each round of this activity.
- * Group the children in a circle. Prepare 'cylinders' using the sight word cards (staple the ends of the cards together to produce the cylinders). Have a child sit in the centre of the circle as IT. Place the 'cylinders' beside IT. Give a small soft ball to one of the children in the circle. The child with the ball should then roll the ball across the circle, attempting to knock down one or more of the cylinders. When a cylinder has been knocked down, the child who knocked it down must identify it (it may be necessary for IT to hold the cylinder up so that the child can see it). When a cylinder or cylinders have been knocked down, the child who knocked them down should then replace IT in the centre of the circle. Repeat this process until many children have had a chance to be IT and until a number of the sight words have been identified in this way.

DECODING AND ENCODING (VOCABULARY:)

- * Group the children in front of you. Spell one of the words from this Unit without actually voicing the spelling. That is, move your lips as you spell the word without vocalizing the spelling. The children should watch your lips carefully as you 'spell' the word. After spelling a word, call upon an individual child to identify the word that you spelled and then to spell it once again. Repeat this process until many of the children have had a chance to respond.
- * Say one of the vocabulary words from this Unit, purposely mixing up the syllables of the word. The children should listen carefully to the word you say and then an individual child should be called upon to identify the sight word that you 'mispronounced.' Repeat this process until all of the sight words have been identified in this way.
- * Provide each child with a copy of "Morse Code" from page 19 of this unit.

DECODING AND ENCODING (VOCABULARY): (cont'd).

Then use a flashlight to spell one of the sight words from this Unit using 'dots/dashes.' The children should copy the 'dots/dashes' as you make them with the light of the flashlight. Then the children should match the dots and dashes with those in the "Morse Code" to determine the sight word that you spelled. Repeat this process using other sight words.



MATERIALS:

a flashlight, writing paper and pencil for each child, sight word cards, masking tape, ailments illustrations, a blank flashcard for each child, "Morse Code".

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the sentences have been introduced to the children.
- * Leave the sight words mounted on the board but erase the NL sentences from around them. Provide each child with a blank flashcard. Each child should write a number between 1 and 6 on his card. Roll a dice and call out the number that shows on the dice. The child or children who have that number on their card should then identify the sight word that you point to. When the children have done this, call upon one of the children to say the NL sentence that contains that sight word (you may wish to have all of the children with that number say the NL pattern). Repeat this process a number of times until all children have had a chance to respond. The children may exchange numeral cards after each round of this activity.

READING AND WRITING:

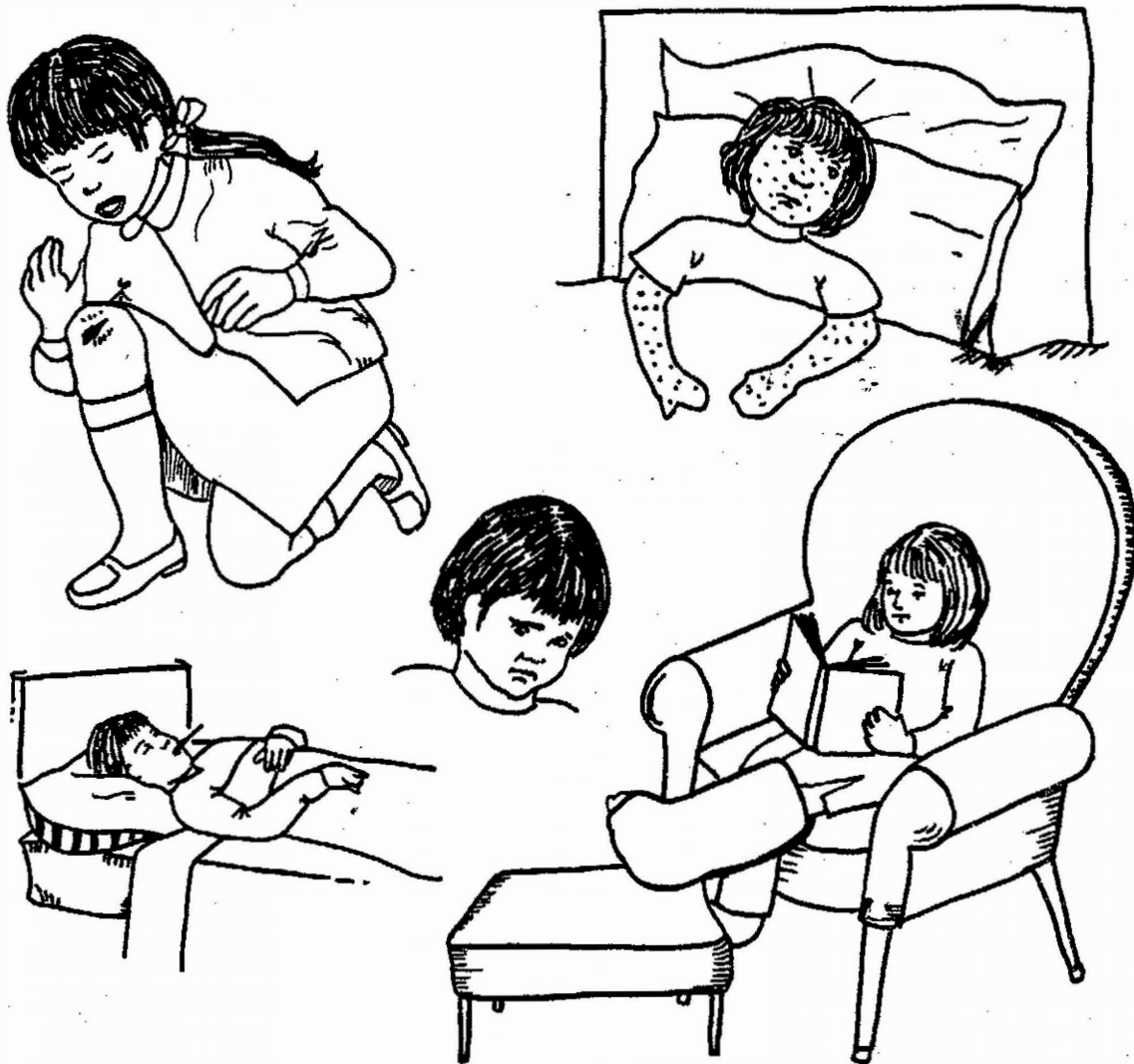
- * Before the lesson begins, prepare two sets of NL sentences on sentence strips. Divide the children into two teams. Give the first player in each team a complete set of NL sentences. Each player should select one sentence from his set. The first two players should then show the sentences that they chose to one another. If the two children chose different sentences, each player should read his sentence to the other player. However, if by chance the two players chose the same sentence, they should pass the sentence set to the next players in their teams. Repeat this process until all players have played.
- * Cut the sentence strips from the previous activity into their individual words. Place all of the cut-out words in a container. Each child should reach into the container and remove one of the words. When a child has removed one of the words he should attach it to the chalkboard with a small roll of masking tape. Then he should write the pattern around that word. When all of the children have completed this process, review their sentences to determine their accuracy with this activity.

WRITING/SPELLING:

- * Write the first and last letter of one of the sight words from this Unit on the board. Then call upon an individual child to identify the sight word that begins and ends with the letters you have written. The child

WRITING/SPELLING: (cont'd).

should spell the word orally. You may wish to conduct this activity in 'team form.' In this case, the first player to spell the sight word correctly scores a point for his team. If a team format is used, downplay the competitive nature of the activity and build up the fun of the game. Repeat the process until all players have participated.



MATERIALS:

writing paper and pencil for each child, sight word cards, masking tape, a die, a blank flashcard for each child, a pencil for each child, 2 extra sets of sentence strips, a master set of sentence strips, a pair of scissors

DIALOGUE AND ENRICHMENT

THEME: AILMENTS

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's' and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences for the groups as necessary.
- * Introduce the printed form of the dialogue to the children. Read the dialogue with the children in choral, group and individual forms.
- * Encourage the children to suggest other sentences that may be added to the dialogue. Add the sentences that the children suggest on a length of language experience chart paper or to the end of the original dialogue. Afterwards, read the 'new dialogue' with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * Provide the children with the necessary art materials and supplies to create 'NL safety signs.' The children should use their imaginations in determining the contents of the signs or posters. Circulate among the children as they work, encouraging them to use the NL vocabulary words and patterns introduced and developed in this Unit. The completed signs/posters may be displayed locally in the community or in the school.
- * If possible, arrange to take the children on a tour of the local hospital/nursing station. Arrange this tour in advance so that the children will benefit greatly from the experience. After the tour, develop a language experience chart story with the children based on the tour. Display the completed language experience chart story in the classroom. You may wish to have the children illustrate different aspects of the tour. These illustrations may be mounted on the board or display area around the language experience chart story.

MATERIALS:

language experience chart paper, art materials and supplies for each child, masking tape, a felt pen, a skein of yarn, 2 large cut-outs of people

Grade: 4

'Herman's Head' is a technique for introducing language content to the children. It is a 'language exposure' activity in that the children are exposed to language content but they need not respond in any way to the language content they are hearing.

Prepare an audio tape that can be used with the box head (Herman's Head). To prepare the tape, half of the conversation is on the tape you provide the other half of the conversation when you play the tape in front of the children. The trick to making the tape is to leave a sufficient amount of time on the tape for your responses. For example, imagine that the following is a dialogue that you wish to develop with the children:

- Set your tape in the machine and place the machine in the RECORD mode. Say into the tape:

When you play the tape in 'Herman's Head,' the children will hear Herman say the a's of the dialogue. You will provide the b's of the dialogue.

NATIVE LANGUAGE BASIC PROGRAM

AILMENTS

Grade 4

"Types of Doctors"

OSTEOPATH	A doctor who specializes in a technique for the correction of bone problems
HYGIENIST	A person who works for good health and the prevention of disease
NEUROLOGIST	A doctor who works with the nervous system and its disorders
PEDIATRICIAN	A doctor who specializes in the care of infants and children
CARDIOLOGIST	A doctor who specializes in the treatment of heart diseases
PHYSICIAN	A medical doctor
SURGEON	A doctor specializing in performing operations
DERMATOLOGIST	A doctor specializing in the care and treatment of skin disorders
PSYCHIATRIST	A doctor who specializes in the care and treatment of mental illnesses
OPHTHALMOLOGIST	A doctor who specializes in the care and treatment of eye disorders
OBSTETRICIAN	A doctor specializing in the care and treatment of expecting mothers
ORTHOPEDIST	A doctor who specializes in the care and treatment of skeleton disorders

"MORSE CODE"

A	• -	N	- •
B	- • • •	O	- - -
CH	- • - •	P	• - - •
E	•	S	• • •
H	• • • •	T	-
I	• •	W	• - -
K	- • -	Y	- • - -
M	- -	SH	- - • •

CREE

NATIVE LANGUAGE BASIC SKILLS PROGRAM

UNIT

THEME: Animals (Land/Water)

GRADE 4

Vocabulary:

maskwa

atik

bear

caribou

Land

apisimoswa

pisiw

wapistan

moswa

deer

lynx

marten

moose

Water

amisk

nikik

wachask

beaver

otter

muskrat

Pattern:

_____ kisipataw
(animal)

_____ kisi-atakaw
(animal)

_____ runs fast.
(animal)

_____ swims fast.
(animal)

Dialogue:

A. Tante (animal) ka-wikit?

B. (animal) wikiw askihk.

B. (animal) wikiw nipik.

A. Where does _____ live?

B. _____ lives on land.

B. _____ lives in the water.

MOTIVATION:

- * Before the lesson begins, mount a length of mural paper on the board vertically. Then place the animal illustrations behind the strip of mural paper allowing only the 'snouts' or 'tails' of the animals to be seen. Group the children in front of the board. Encourage the children to identify the animals from the parts that they can see. Continue until all of the animals have been identified.
- * Lead this experience into a discussion of the different animals of the land and water. Encourage the children to talk about the animals that they see in their area.

ACTIVITIES:

- * Before the lesson begins, prepare an audio tape that contains the sound effects for the different animals. Play this tape for the children, encouraging them to identify the animals by the sound effects.
- * If an NL story that has an animal or animals as a theme is available, read or tell it to the children. You may wish to enhance the story by the telling of a story by using cut-outs and a feltboard. After telling or reading the story to the children, ask the factual recall and comprehension questions to determine how well the children understood the story.
- * Review the animal illustrations from page 25 with the children, mounting the illustrations on the board as they are presented. Use the illustrations to introduce the NL vocabulary words for this Unit. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Provide each child with a copy of an illustration from this Unit (prepare extra copies of the illustrations if necessary). Also, provide each child with a portion of modelling clay. The children should then use their modelling clay to outline the illustrations. Small portions of modelling clay should be made into 'strings' and then applied to the outlines of the animals in the illustrations. The modelling clay should be pressed into the illustrations so that it adheres. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. Keep these illustrations for use later in the Unit.

MATERIALS: mural paper, animal illustrations, masking tape, modelling clay for each child, an illustration for each child, an audit tape of animal sounds, a tape recorder

LISTENING AND SPEAKING (VOCABULARY)

THEME: ANIMALS (LAND/WATER)

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson 1 using the illustrations of the different animals. Mount the animals' illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Group the children in a circle. Place the 'modelling clay illustrations' from Lesson 1 in the center of the circle, face up. Blindfold a child and have that child enter the circle. Say one of the NL vocabulary words and the blindfolded child should then 'feel' for the animal that you named. When the child has correctly identified the animal that you named, he should repeat its NL name. You may wish to have more than one child to participate in this activity during each round. Repeat until most of the children have had a chance to participate.
- * Provide each child with a blank flashcard. Each child should write a number between 1 and 6 on his card. Mount the animal illustrations on the board. Then point to one of the illustrations and roll a dice. Call out the number showing on the dice. The children with that number should stand and identify the illustration that you pointed to at the beginning of the round. The children may exchange numeral cards after each round of this activity. Repeat until all of the vocabulary words have been reviewed a number of times in this way.

CREATIVE EXPRESSION:

- * Before the lesson begins, prepare an extra set of illustrations. Mount the 2 sets of illustrations on the board in 2 vertical columns (leave a good distance between the columns). Divide the children into two teams. Have the two teams stand at the other end of the room (opposite the illustrations). When you say "Go," the first player in each team should rush to the illustrations in his team's column of illustrations. The child need not write the NL word for the illustration but should write the other NL words around the illustrations (using the illustration as the cue word). The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Accept any sentences that make sense. Do not 'overcorrect' the childrens' creative responses during this activity. However, note any errors that the children do make in a positive way.
- * Have 2 children stand facing one another. The first child should say an NL word to the second child. That child should repeat that word and add another word in an effort to create an NL sentence. The children should repeat this process back and forth until an NL sentence has been created. Repeat this process using other pairs of children. Accept any sentences that make sense.

MATERIALS:

animal illustrations, masking tape, an extra set of illustrations, 'modelling clay illustrations' from Lesson 1, a blank flashcard for each child, a dice

SIGHT RECOGNITION (VOCABULARY):

- * Mount the animal illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sightword cards to the children. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been introduced.
- * Point to one of the sightwords on the board and say its name. The children should repeat the word. However, when you point to a sightword and say another NL word, the children should not respond. Repeat this process until the children are able to respond well. This activity encourages the children to assess what they 'hear and see.'
- * Divide the children into two teams for a game of 'Stretch.' Place the sightwords on the floor in a scattered formation. Then have the first player from each team stand near the sightwords. Direct the children to place their 'left feet' on a specific sightword. Then direct the children to place their 'right feet' on another sightword and so on. Continue in this way using the childrens' hands, knees, head, etc. The first player to lose his balance is 'out' for the round. Repeat this process until all of the players in each team have had a chance to participate.

DECODING AND ENCODING (VOCABULARY:)

- * Prepare a set of 'closure cards' that contain only the vowels of the sightwords (i.e., leave out the consonants). Show these closure cards to the children, encouraging them to identify the sightwords by looking at the vowels and determining the missing letters. Repeat until all sightwords have been identified in this way.
- * Before the lesson begins, prepare an extra set of sightwords. Cut each of the words in the extra set into its individual letters. Divide the children into two teams at one end of the room. Mount two letters on the chalkboard. Then the first player from each team must rush to the board and write an NL vocabulary word around his team's letter (any vocabulary word, not necessarily one from this Unit). The first player to do this successfully scores a point for his team. Repeat until all players have had a chance to play. Downplay the competitive nature of this activity and build up the fun of the game.

MATERIALS:

animal illustrations, sightword cards, masking tape, an extra set of sightword cards, pair of scissors

LISTENING AND SPEAKING:

- * Mount the sightwords (from Lesson 3) on the chalkboard. Mount the words on the board 'vertically.' Review the sightwords with the children, calling upon individual child to identify the word. Then write one of the NL sentences around the vocabulary word. Read the pattern to the children and encourage them to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the sentences have been introduced to the children.
- * Stand facing the children. Then 'look' at one of the NL patterns. That is, move your lips as you say the pattern but do not actually voice the pattern. The children should watch your lips and then attempt to identify the pattern that you said. You may wish to call upon individual children to identify the pattern after each round of this activity.
- * Group the children in a circle. Give the animal illustrations to the children. Stand in the center of the circle with a broom. The children should pass the illustrations around the circle in a clockwise direction as quickly as they can. When you say "Stop," the children should stop passing the illustrations. Then say one of the NL vocabulary words and release the broom. The child who is holding the illustrations for the word that you said should rush into the circle and catch the broom before it hits the floor. When the child has caught the broom, he should then say the NL pattern that contains the vocabulary word that you said. Repeat this process until most of the children have played.

READING:

- * Say one of the NL vocabulary words and a child's name. That child should say the NL sentence that contains that word. Write the sentence that the child says on a length of language experience chart paper. Continue in this way until all of the NL sentences have been written on the paper.
- * Have all of the children read the NL sentence chorally. Then cut a portion of the last sentence off the chart paper; the children should recall all of the patterns again, including the 'missing portions.' Repeat this process until there are no patterns left in view and the children are repeating them strictly from memory.
- * Give each child one of the cut-out pieces from the previous activity. Also, provide each child with a blank sentence strip. Each child should then mount his cut-out part on his sentence strip and write the remaining part the sentence around the cut-out part (on the sentence strip). Circulate among the children as they work, assisting as necessary.

WRITING/SPELLING:

- * Provide each child with writing paper and pencil. Say one of the NL patterns from this Lesson and the children should write that pattern on their papers. Continue in this way until a number of the patterns have been written. Later, review the patterns that the children have written, noting any errors that they made.



MATERIALS: sightword cards, masking tape, a broom, animal illustrations, language experience chart paper, a feltpen, a pair of scissors, a blank sentence strip for each child, writing paper and pencils for each child

DIALOGUE AND ENRICHMENT

THEME: ANIMALS (LAND/WATER)

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. The cut-outs should be mounted on the board so that they are facing one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the A's and the children say the B's. Encourage a natural sound to the childrens' speech.
- * Introduce the printed form of the dialogue to the children. Read it with the children. Then say a word or syllable that is found in the dialogue. Call upon a child to identify and say the sentence in the dialogue that contains that word of syllable. Repeat, using different words/syllables.
- * Cut the dialogue into its individual words. Mix all of the words together and place them into a container. Have each child reach into the container and remove one of the words. Then say a pattern from the dialogue and the children who have the words necessary to reproduce that pattern should place the words on the floor, side by side in their correct order. Repeat this process until the dialogue has been completely reproduced.

ENRICHMENT ACTIVITIES:

- * Provide the children with the necessary materials to research 'animal tracks.' The children should research the tracks of the animals introduced and developed in this Unit. Then the children should create the animal tracks, using art paper and the necessary supplies (e.g., paint, pencils, etc.). Display the animal tracks in the classroom for all children to see.
- * Select a familiar tune and work with the children to develop an NL song that has an animal as its theme. For example, you may use the tune of 'Mary Had A Little Lamb' to develop the NL song. Write the words and sentences that the children suggest on a length of language experience chart paper or on the board. Later, sing the song with the children.

MATERIALS: 2 large cut-outs of people, masking tape, a skein of yarn, a printed form of the dialogue, a pair of scissors, resource materials for animal tracks, art paper and supplies for each child

NATIVE LANGUAGE BASIC PROGRAM

UNIT

THEME: Birds in Our Area

GRADE: 4

Vocabulary:

niska	goose/geese
sísip	duck(s)
ahasiw	crow(s)
kókókoho/ohomisiw	owl(s)
papaschew/matwekanekwesís	woodpecker
pipichew	robin
mikisiw	eagle
ochichák	crane
mokwa	loon

Pattern:

_____ ni-kí-wápamaw anóch.

_____ ni-kí-wápamaw otákosik.

Today I saw a _____

Yesterday I saw a _____

Dialogue:

T. Akwa wanawitak.

S. Wápam ana _____ e-pimínát.

T. Let's go outside.

S. Look at _____ flying by.

MOTIVATION:

- * Before the lesson begins, attach a toybird (e.g., a stuffed commercial bird) to the ceiling. Cover the bird with a square of mural paper. Attach a length of tree from the bird that extends towards the floor. When the lesson begins, tell the children about a 'bird watching expedition' that you went on. Eventually, dramatize the watching of a bird (you may wish to have a child provide the sound effects). Use this experience as an introduction to birds.

ACTIVITIES:

- * If actual samples of the different bird sounds are available, present them to the children. Encourage discussion of the different sounds as they are presented.
- * Introduce the illustrations of the different birds found in your area. Use the illustrations on pages 32 and 34 to introduce the NL vocabulary words to the children. Mount the illustrations on the board as they are presented. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Provide each child with 2 lengths of construction paper or art paper. The children should draw large outlines of birds (one bird per child) on the paper. Then the children should cut out the 2 sheets of paper at the same time. Each child should then punch holes around the outline of his bird using a single hole punch. Then the children may 'sew' their birds together using yarn. Before they complete the sewing, they should stuff their birds with tissue paper or other available 'stuffing.' Suspend the completed birds in the classroom.

MATERIALS:

a stuffed commercial bird, thread, a length of mural paper, bird hunting illustrations, masking tape, actual hunting equipment (if available), 2 sheets of construction/art paper for each child, scissors for each child, a single hole punch, a skein of yarn, 'stuffing' for 'stuffed birds'

LISTENING AND SPEAKING (VOCABULARY)

THEME: BIRDS IN OUR AREA

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson 1, using illustrations of the different birds. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been used.
- * Group the children in a circle on the floor. Provide each child with a copy of the illustrations introduced in this Unit (prepare extra copies of the illustrations if necessary). Then give a child a skein of yarn. The child must hold on to the end of the skein of yarn and then toss the skein to another child in the circle. When the child receives the skein of yarn, the child who strew the yarn must identify the picture that is held by that child. The child, in turn, must hold on to the length of yarn and toss the skein to another child, identifying his picture when he catches his skein of yarn. Assist the children as necessary with this process. The children should continue in this way until a 'web' has been created in the center of the circle. Repeat until all children have responded.

CREATIVE EXPRESSION:

- * Group the children in a small circle. Have two children stand inside the circle. Blindfold one of the children. The blindfolded child will be the 'hunter' and the child that is not blindfolded will be the 'fowl.' The 'fowl' must say one of the NL vocabulary words from this Unit. Then the 'hunter' must attempt to find the 'fowl' by listening to where his voice comes from. You may wish to allow the 'fowl' to move around inside the circle during this activity. Otherwise, the fowl should remain stationary. When the 'hunter' has finally succeeded in touching the 'fowl,' the 'hunter' must use the vocabulary words said by the 'fowl' in a complete NL sentence. Repeat this process using other pairs of children. Continue until all children have had a chance to participate.
- * Group the children together in a very close formation. Surround the children with masking tape (on the floor). Then say one of the NL vocabulary words in this Unit and toss a round, inflated balloon into the air above the children. As the balloon lands, the children should attempt to avoid being touched by the balloon. When a child is touched by the balloon, he should use the NL vocabulary word that you said at the beginning in a complete NL pattern. Repeat until many children have responded.

MATERIALS:

hunting equipment illustrations, a round inflated ball, masking tape, a skein of yarn, an illustration for each child, a blindfold

SIGHT RECOGNITION (VOCABULARY):

- * Mount the bird illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sightword cards to the children. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been introduced.
- * Remove the sightword cards from the board and place them on the floor, face up. Group the children around the sightword cards. Before the lesson begins, prepare a medium sized 'sticky ball' using masking tape. When you make the ball, the sticky side of the masking tape should be facing outwards. Attach a length of yarn to the 'sticky ball.' Give the sticky ball to a child. The child should hold on to the yarn length and toss the sticky ball into the center of the circle attempting to strike one of the sightword cards. When the child has 'caught' one of the sightwords, he should pull it in and then identify it. Repeat this process until all of the sightwords have been identified and until many of the children have had a chance to participate.
- * Group the children in a circle. Walk around the outside of the circle, attaching the sightword cards to the childrens' backs (not all children will have a sightword). Then say one of the sightwords. The children should attempt to determine who has that sightword attached to his back and then form a circle around that child. Repeat this process a number of times. Occasionally, switch the cards on the childrens' backs.

DECODING AND ENCODING (VOCABULARY):

- * Group the children in a circle. Provide each child with a sightword card (prepare extra copies of the sightword cards if necessary). Then cut each child's word in half (preferably between syllables). Keep one half of each child's word, leaving the remaining half with the child. Mix the halves that you have together. Then give one of the halves to a child in a circle. That child should pass the half that you gave him around the circle. The 'half' should continue around the circle until it reaches the child who has the 'other half' of the word. That child should place the two halves together and say the vocabulary word. Repeat this process until all of the NL vocabulary words have been reproduced in this way.
- * Before the lesson begins, prepare 'closure wordcards' using the NL vocabulary words from this Unit. To do this, write only the consonants on the flashcards, leaving blank spaces for the vowels. Present the closure cards to the children. Call upon individual children to identify the NL vocabulary words using the closure card. You may wish to have the children say and spell the complete words in this activity.

MATERIALS:

closure cards, a sightword card for each child, a master set of sightword cards, masking tape, a pair of scissors

LISTENING AND SPEAKING:

- * Mount the sightwords (from Lesson 3) on the chalkboard. Mount the words on the board 'vertically.' Review the sightwords with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage them to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the sentences have been introduced to the children.
- * Place a rectangular shaped table in the center of the room. Group the children around the table. Have two children stand beside the table with their hands on the table. Blindfold these two children. One child should be the 'hunter' and the other child the 'hunted.' Say one of the NL patterns introduced earlier. Then the 'hunter' must attempt to catch the 'hunted' by moving around the table. Both children may move around the table in either direction. However, they may not remove their hands from the surface of the table. When the hunter has caught the hunted, all of the children in the class should repeat the NL pattern that you said at the beginning of the round. Repeat this activity using other pairs of children until all of the NL patterns have been said.

READING:

- * Before the lesson begins, prepare 'closure sentence cards' using the NL patterns from this Lesson. Write incomplete sentences on individual sentence strips. Leave out words, syllables, letters, etc. Show the closure sentence strips to the children, calling upon individual children to identify the NL sentences. Assist the children as necessary with this activity. Continue until all of the patterns have been identified by a number of children in the class.
- * Provide each child with writing paper and pencil. Then say one of the NL pattern, purposely leaving out a word or syllable. The children should listen carefully to the incomplete sentence that you say, and then they should write the missing word or syllable on their sheets of paper. Repeat this process using a number of the patterns introduced in this Lesson. Afterwards, review the childrens' responses to determine their accuracy in 'hearing' the missing parts.

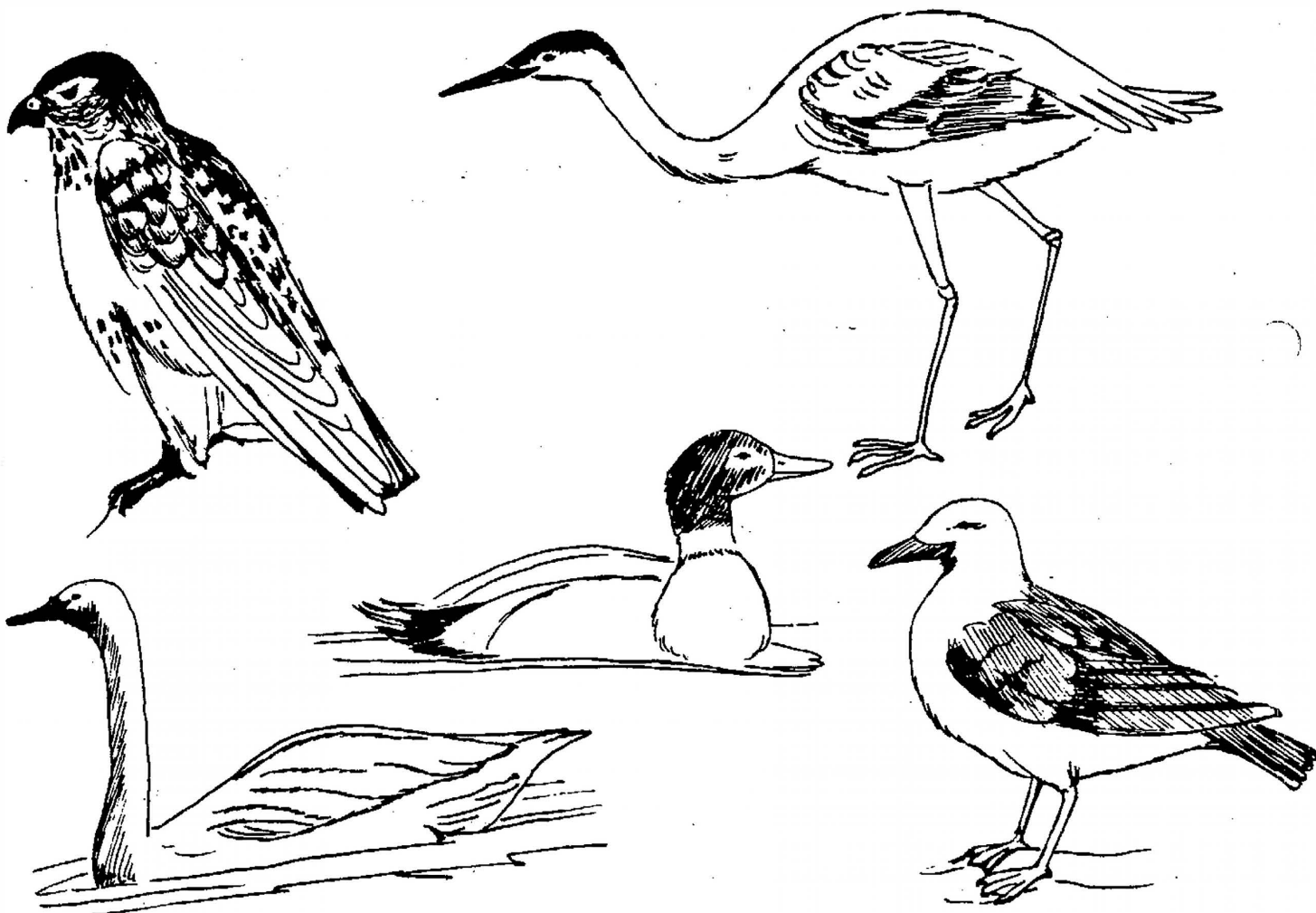
WRITING/SPELLING:

- * Divide the children into two teams. Group the two teams at one end of the room (opposite from the chalkboard). Write one of the vocabulary words from this Unit on the board using only the letters 'c' and 'v.' The 'c' represents the consonants and the 'v' the vowels. Spell the sightword using the c/v representation. The first player in each team should look carefully at the c/v sequence and then attempt to spell the sightword represented by the c/v sequence. The first player to do this scores a

WRITING/SPELLING: (cont'd).

point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have had a chance to participate.

- * Provide each child with writing paper and pencil. Say one of the vocabulary words and the children should write the NL pattern that contains that word. Repeat, using other vocabulary words. Later, review the childrens' sentences to determine their accuracy with this dictation activity.



MATERIALS:

sightword cards, masking tape, a blindfold, a rectangular shaped table, writing paper and pencil for each child, sentence strips

DIALOGUE AND ENRICHMENT

THEME: BIRDS IN OUR AREA

Grade: 4

LESSON FIVE

DIALOGUE:

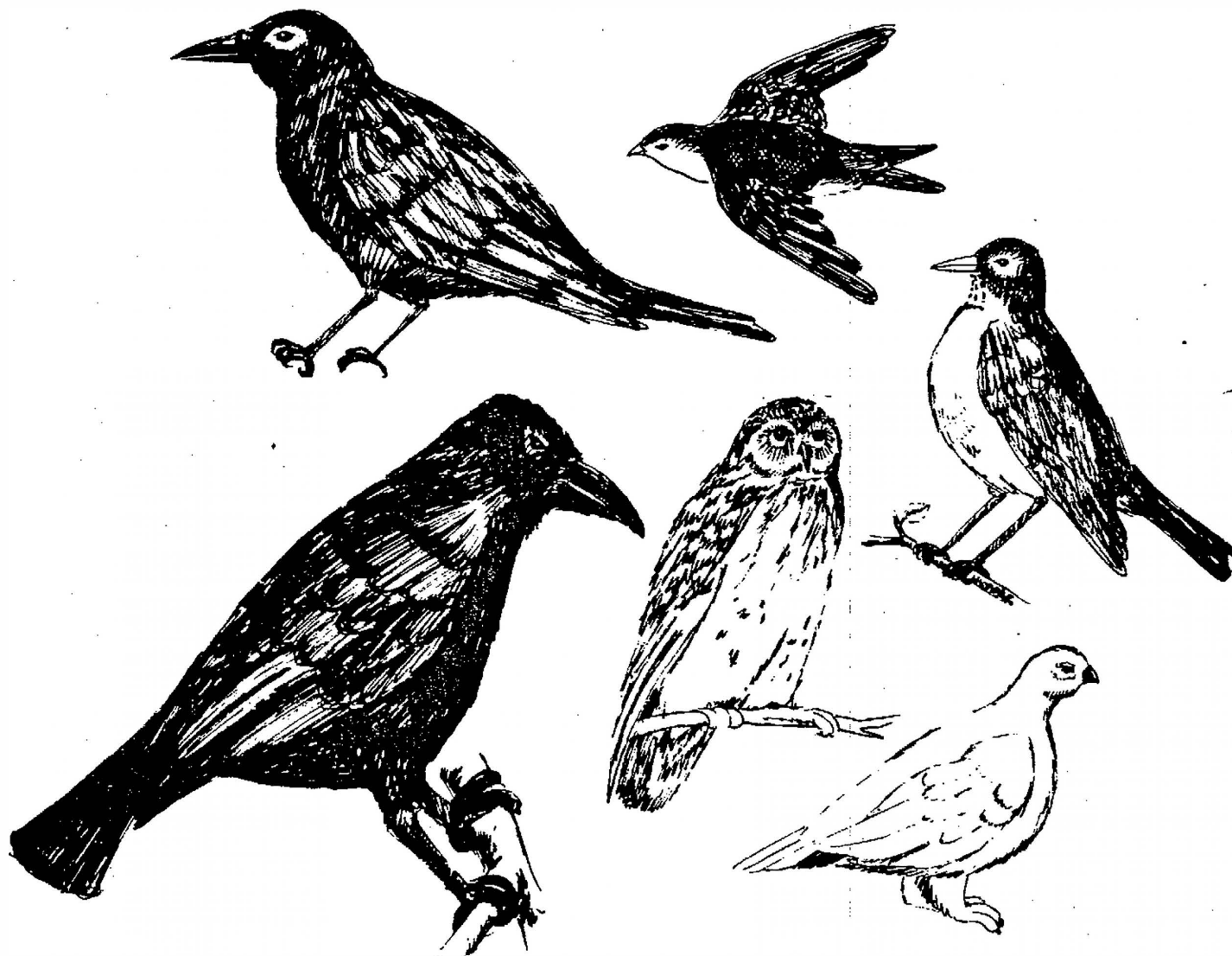
- * Before the lesson begins, collect two different hats. Group the children together and stand in front of them. Place one of the hats on your head and say the first line of the NL dialogue. Then switch positions so that you are facing the opposite direction and place the other hat on your head to say the second line of the dialogue. Repeat this (two hats technique) until the children have heard the entire NL dialogue. Then be certain that the children understand the MEANINGS of the patterns in the dialogue. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children. Surround each group with a length of yarn. The group should stand, facing one another. Then have the group practice the dialogue with one another. Model the sentences as necessary.
- * Practice the dialogue with the children chorally; you say A's and the children say the B's. Encourage a natural sound to the childrens' speech.
- * Introduce the printed form of the dialogue to the children. Leave the dialogue with the children. Then say one of the sightwords from this Unit that is found in the dialogue. Call upon an individual child to read the entire sentence that contains that sightword. Repeat, using other words and having other children respond.
- * Review the printed form of the dialogue with the children. Then encourage them to add to the dialogue. Write the sentences that the children provide on the board or on a length of language experience chart paper. Accept any sentences from the children that make sense within the context of the dialogue. Do not 'overcorrect' the childrens' responses during this creative expression process. Later, read the entire dialogue with the children.

ENRICHMENT ACTIVITIES:

- * Present colored pictures of birds, place them on the floor and group the children around them. Lay a length of mural paper on the floor beside the birds. Then have the children prepare tracings of the birds on the mural paper. When the tracings have been made with 'pencil,' the children may go over the tracings with felt pens so that they show up better. The children should label the tracings carefully. Display this 'bird mural' in the classroom.
- * Recite "Penesís Penesís Kekwán Wápátaman", a copy is at the back of this unit. You may provide each with a copy. The students then recite the poem together. A list of various birds that may be substituted are listed at the bottom of the page of "Pinesís Pinesís".

ENRICHMENT ACTIVITIES: (cont'd).

- * Have each child write a brief description of a 'bird' in the NL. Provide the children with the necessary writing paper and pens for this process. Later, review the childrens' creative writings, avoiding 'overcorrections' of the childrens' written responses.

**MATERIALS:**

2 different hats, a skein of yarn, language experience chart paper, felt pens, actual hunting equipment (if available), mural paper, modelling clay for each child, writing paper and pencil for each child

NATIVE LANGUAGE BASIC PROGRAM

THEME: Birds in Our Area

GRADE: 4

PENESIS, PENESIS KEKWAN WAPATAM N?

1. Penesis, penesis kekwan wapataman?
Niwapamaw kiyas e-kanawapamit.
2. K yask, keyask kekwan wapataman?
Niwapamaw niska e-kanawapamit.
3. Niska, niska kekwan wapataman?
Niwapamaw mikisiw e-kanawapamit.
4. Mikis w, mikisiw kekwan wapataman?
Niwapamaw wapisiw e-kanawapamit.
5. Wapisiw, wapisiw kekwan wapataman?
Niwapamaw _____ e-kanawapamit.

(Substitute other birds and animals. See list of suggestions.)

BIRDS

omemew	(dove)
niska	(geese)
mikisiw	(eagle)
wapisiw	(swan)
akisko	(grouse)
kiyask	(gull)
pinew	(partridge)
sisip	(duck)
kakakiw	(raven)
	(woodpecker)
ohomisiw	(owl)
ahasiw	(crow)
pip chew	(robin)

NATIVE LANGUAGE BASIC PROGRAM

THEME: Body Parts - Organs

GRADE: 4

Vocabulary:

mitey
miskwan
mititihkose
mitihp

heart
liver
kidney
brain

Patterns:

Ki-póni-atoskemakaniw (any organ).

His/her (any organ) stopped
functioning.

Dialogue:

A. Tansi e-tápaták (organ) ?

B. (organ) óhci (function)

A. What is the function of (organ) ?

B. (organ) is for (function) ..

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: BODY PARTS/ORGANS

Grade: 4

LESSON ONE

MOTIVATION:

- * Before the lesson begins, create a large outline of a person. Present the outline to the children. Encourage discussion of how Doctors often determine what may be wrong with the person (inside). Eventually, the children should suggest X-rays. Tell the children that this friend of yours represented in the outline has some problems 'inside.' Then use a thin mixture of black tempera paint to 'wash' the outline. As you 'wash' the outline, the internal organs of the outline will appear.
- * Lead this experience into a discussion of the different organs. The children should develop a basic knowledge of the functions of the organs.

ACTIVITIES:

- * Before the lesson begins, prepare an extra set of "Major Organs illustrations contained on page 43. Cut out each of the illustrations in the extra set. Present the cut-out organs to the children, encouraging them to identify them once again. Continue in this way until all of the organs have been identified. Then draw a large outline of a person on the board. Give one of the cut-out organs to a child and that child should then attempt to place the organ in its approximate location in the outline of the person on the board. Continue until all of the organs have been placed in their approximate locations. Then use the cut-out organs to introduce the NL vocabulary words for this Unit. The children should hear the NL vocabulary words a number of times during this introduction process.
- * If a 'visible man' or a 'visible woman' are available in your school, select the organs from these models to reinforce them with the children. The children should have a chance to see and feel the organs from these models. Have the children match the organs from the models with those represented on the outline on the board.
- * Before the lesson begins, prepare cut-outs of the different organs using Bristol board. Mount the organs on the board and cover them with a length of mural paper. Group the children in front of the mural paper. Then use a black crayon or the flat side of a pencil lead to do 'rubblings' of the organs. Encourage the children to identify the organs as they appear. Continue until all organs have been revealed in this 'rubbing' process.

MATERIALS: Bristol board, a black felt pen, a white paraffin candle, a thin mixture of black tempera paint, visible man/woman (if available), an extra set of organs illustrations, a pair of scissors, cut-outs of organs from Bristol board, mural paper, a black crayon or pencil

LISTENING AND SPEAKING (VOCABULARY)

THEME: BODY PARTS/ORGANS

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson 1 using the illustrations of the different organs. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Group the children in a circle. Walk around the outside of the circle placing organs cut-outs in the childrens' hands (not all children need have a cut-out for each round of this activity). Then the children should pass the cut-out organs around the circle (behind their backs) as quickly as possible. When you say "Go," the children should stop passing the cut-out organs around the outside of the circle. Then say the NL name of one of the organs and the child who 'feels' that he has that organ should hold it up and repeat its NL name. Repeat this process until many of the children have had a chance to say the NL names of the organs.

CREATIVE EXPRESSION:

- * Before the lesson begins, prepare a lifesize model of a person, using two identical cut-outs of mural paper. Staple the cut-outs together and stuff the figure with scrap pieces of paper. Place cut-outs of the different organs inside the figure before you completely staple it together. Then present this figure to the children, telling the children that it is necessary to perform operations on him. Create an incision and then reach into the figure to remove one of the organs. Give the organ to a child. The child to whom you gave the organ should then say an NL pattern that contains the name of that organ. Continue in this way until many children have had a chance to create an NL sentence using the vocabulary words. You may wish to place more than one of each organ in the stuffed figure. Assist the children as necessary as they create sentences during this activity.
- * Group the children in a circle, sitting on the floor with their feet extended into the centre of the circle. Place a round inflated balloon between a child's feet. Say an NL vocabulary word. The child with the balloon should then pass the balloon to the child next to him using only his feet. The children should continue to pass the balloon around the circle until it eventually breaks. When the balloon breaks, the child who 'broke' the balloon must use the word that you said at the beginning of the round in a complete NL pattern. Repeat this process using other balloons and different NL vocabulary words.

MATERIALS:

organs illustrations, a stuffed model of a person, extra copies of cut-out organs, a pair of scissors, masking tape, round balloons

SIGHT RECOGNITION (VOCABULARY):

- * Mount the organs illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sightwords to the children. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been introduced.
- * Provide each child with 5 blank flashcards. Each child should then copy 5 of the sightwords on his flashcard - one word per card. The children should line their cards up on their desks in a vertical order. Then say one of the sightwords and those children who have that sightword must quickly exchange seats. Repeat this process until all of the sightwords have been identified in this way and until most of the children have had a chance to change seats.
- * Mount the organs illustrations and the sightword cards on the board. Place your left hand on an illustration and your right hand on its matching sightword. The children should say the NL vocabulary word for that organ. However, when your left and right hands are on mismatched pictures/words, the children should merely clap their hands. Repeat this visual discrimination and association activity until the children are able to respond well.

DECODING AND ENCODING (VOCABULARY):

- * Use syllabics to spell one of the sightwords in this unit using the "Syllabics Chart" at the back of this unit. Provide each child with a copy of the "Syllabics Chart". You may wish to conduct this activity in team form. In this case, the first player to identify the NL vocabulary word correctly scores a point for his team. Repeat until all of the NL vocabulary words have been used in this way.
- * Play 'Hang Man' with the children using the vocabulary words from this Unit. This activity can be conducted with the children playing in pairs. One child chooses a word from this Unit and writes as many blanks as there are letters in that word. The other child should then guess letters that may be in the word. For each incorrect guess, another bodypart is added to the 'man.' The incorrect letters are written down so that they will not be guessed again. You may wish to play this activity in 'teamform.'

MATERIALS:

organs illustrations, sightword cards, masking tape, 5 blank flashcards for each child, a felt pen for each child, a copy of "Syllabics Chart" for each child

LISTENING AND SPEAKING:

- * Mount the sightwords (from Lesson 3) on the chalkboard. Mount the words on the board 'vertically.' Review the sightwords with the children, calling upon individual children to identify the word. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Group the children in a circle. The children should sit on the floor with their feet extended into the center of the circle. Stand in the center of the circle with a flashlight. Say one of the NL patterns from this Lesson. Then attempt to 'tag' a child's feet using the light of the flashlight. The children may withdraw their feet and replace them into the center of the circle as they wish. When a child's feet have been 'tagged,' that child should repeat the pattern that you said at the beginning of the round. Repeat this process until a number of children have responded.

READING:

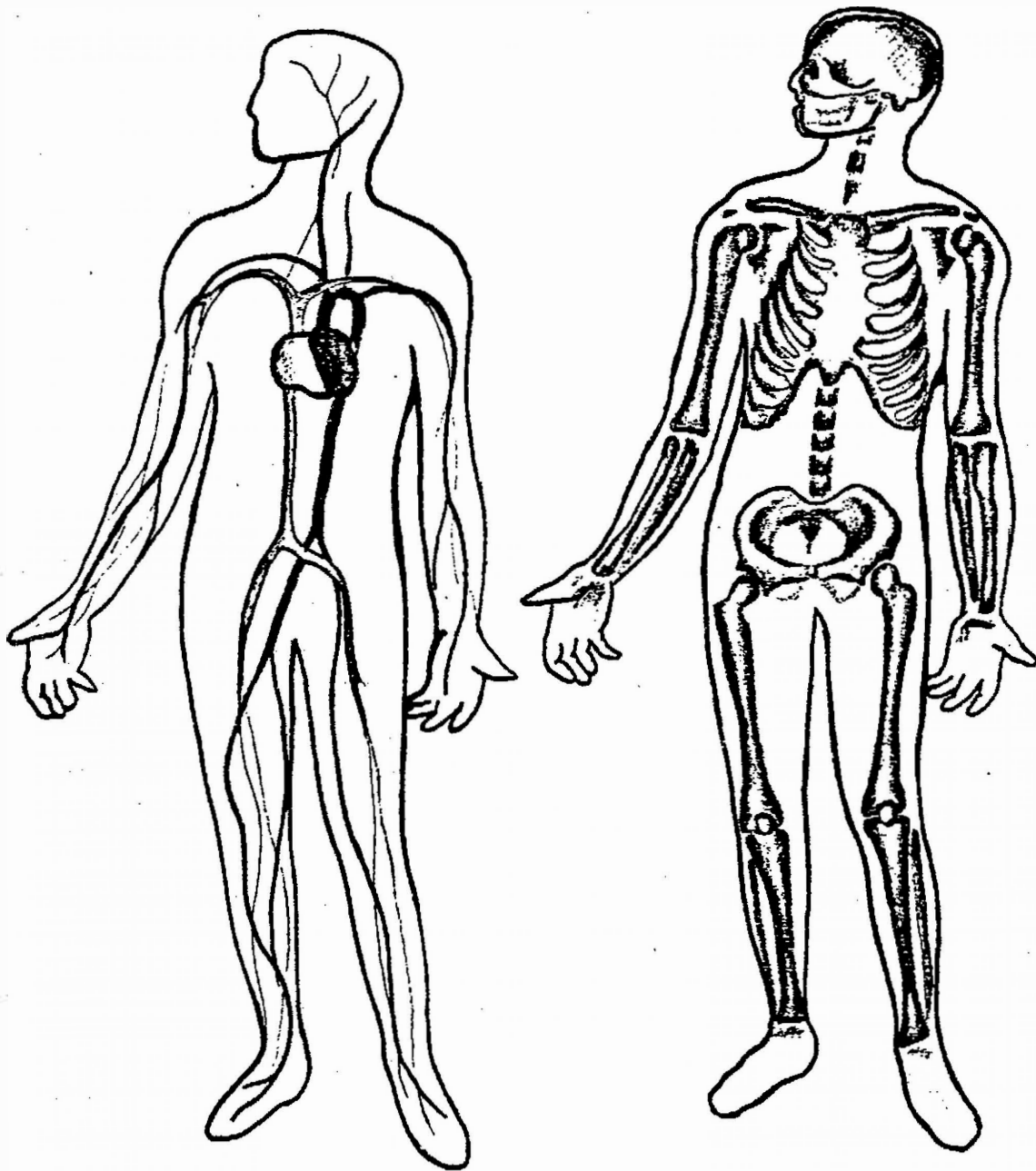
- * Divide the children into two teams. Have the two teams stand at one end of the room (opposite the chalkboard). Give the first player in each team one of the vocabulary words from this Unit. When you say "Go," the players should rush to the board and attach their words to the board using rolls of masking tape. Then each player must write the NL pattern around the sightword that he has mounted on the board. The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Continue until all of the players have had a chance to participate (prepare extra sightword cards if necessary). Correct any mistakes that the children make in the writing of the NL patterns.
- * Before the lesson begins, write each of the NL patterns on an individual sentence strip. Then cut the sentences into parts (e.g., words). Mix all of the parts together. Place the cut-out parts on the floor, face up. Say one of the NL patterns and a child should join the necessary parts together using a skein of yarn. You may wish to have more than one child work on this process at the same time. Repeat, using other NL patterns.

WRITING/SPELLING:

- * Write one of the sightwords from this Unit on the board, purposely scattering the letters of the word. The children should look at the 'mixed-up words' and attempt to identify the sightword represented by the mixed-up letters. When a child has correctly identified the sightword, he should then say its complete NL pattern. Repeat this process using other sightwords from this Unit. You may wish to conduct this activity in 'teamform.' In this case, the first player to correctly identify a sightword by looking at its 'mixed-up' form scores a point for his team.

WRITING/SPELLING: (cont'd).

- * Provide each child with writing paper and pencil. Show one of the NL vocabulary words from this Unit and the children should then write the pattern that contains that word. Repeat, using other sightwords. Review the patterns, noting any errors.

**MATERIALS:**

sightwords, masking tape, skein of yarn, flashlight, writing paper for each child, pencil for each child

DIALOGUE AND ENRICHMENT

THEME: BODY PARTS/ORGANS

Grade: 4

LESSON FIVE

DIALOGUE:

- * Before the lesson begins, prepare an audio tape for Herman's Head. Use "Herman's Head" to introduce the new NL dialogue to the children. Refer to the back of the Action unit for description of 'Herman's Head.' The children should hear the NL form of the dialogue first. Then be certain that the children understand the MEANINGS of the patterns in the dialogue. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the A's and the children say the B's. Encourage the natural sound of the childrens' speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The group should stand facing each one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children. Then practice reading the dialogue in choral, group and individual forms. Repeat until the children are able to read and say the patterns of the dialogue fluently.
- * Group the children together and encourage them to add to the sentences already included in the NL dialogue. Write the sentences that the children suggest on the board or on a length of language experience chart paper. Accept any sentences that make sense within the context of the NL dialogue. Afterwards, practice the 'new dialogue' in choral, group and individual forms.

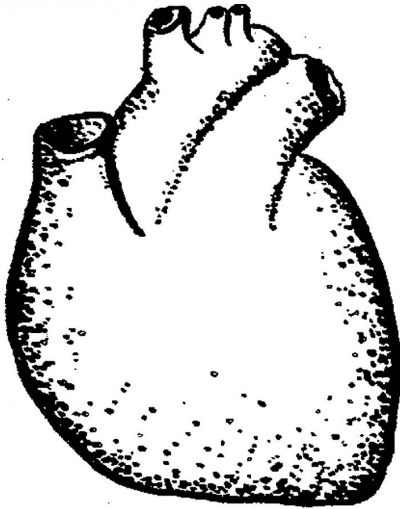
ENRICHMENT ACTIVITIES:

- * If possible, have a local Doctor or Health Aid show the children 'X-rays' of human organs. Encourage discussion of these X-rays as they are presented to the children.
- * Provide the children with the necessary art materials and supplies to create a large outline of a person on mural paper. The children should add cut-outs of the organs to the outline. Then the children should carefully label the organs that they have added. Display this completed product in the classroom.
- * The children then create individual outlines that represent the different organs introduced in this Unit. To do this, a child should make an outline of a person on his sheet of art paper. Then he should use a small portion of modelling clay to shape one of the organs introduced in this Unit. The child should flatten the organ through his outline, being careful to maintain the shape of the organ. The child may wish to add more than one organ to his outline. In this case, you may use different colors of modelling clay. Display these individual representations of the human organs in the classroom or hallway.

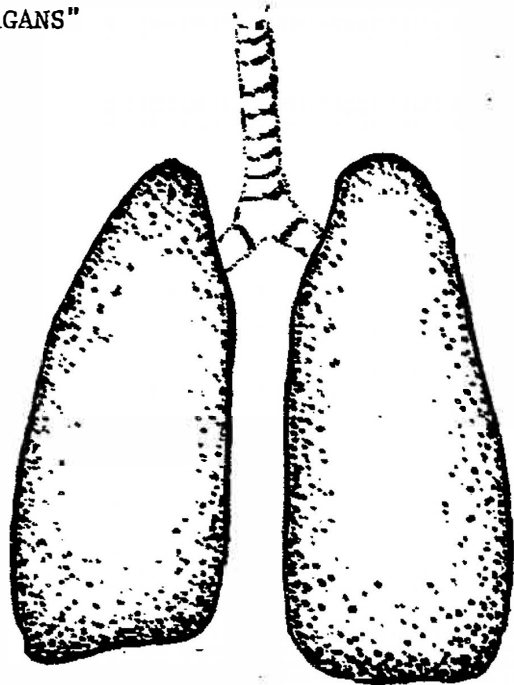
MATERIALS: an audio tape for Herman's Head, "Herman's Head", a tape recorder, a skein of yarn, actual X-rays of human organs (if available), art materials and supplies, flash supplies for children

BODY PARTS/ORGANS

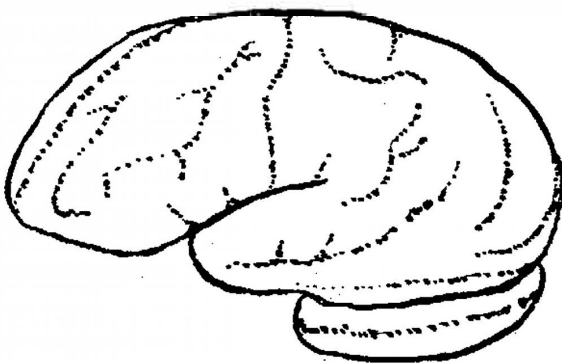
"MAJOR BODY ORGANS"



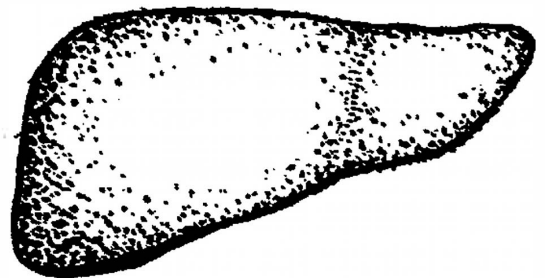
HEART



LUNGS



BRAIN



LIVER

NATIVE LANGUAGE BASIC PROGRAM

Grade 4

BODY PARTS/ORGANS

This is the basic syllabic chart commonly used for Cree and Ojibwe. The symbol for ᑭ "she", ᑭ "shi", ᑭ "sho" and ᑭ "sha" is a unique sound for the Ojibwe Language and has been included. The ᑭ "l", ᑭ "r" and ᑭ "v" symbols are also represented in this chart but are solely for the purpose of writing English names of people and/or places.

SYLLABICS

ᑭ e	ᑭ i	ᑭ o	ᑭ a	ᑭ h
ᑭ che	ᑭ chi	ᑭ cho	ᑭ cha	ᑭ ch
ᑭ ke	ᑭ ki	ᑭ ko	ᑭ ka	ᑭ k
ᑭ me	ᑭ mi	ᑭ mo	ᑭ ma	ᑭ m
ᑭ ne	ᑭ ni	ᑭ no	ᑭ na	ᑭ n
ᑭ pe	ᑭ pi	ᑭ po	ᑭ pa	ᑭ p
ᑭ se	ᑭ si	ᑭ so	ᑭ sa	ᑭ s
ᑭ te	ᑭ ti	ᑭ to	ᑭ ta	ᑭ t
ᑭ we	ᑭ wi	ᑭ wo	ᑭ wa	ᑭ w
ᑭ ye	ᑭ yi	ᑭ yo	ᑭ ya	ᑭ y
ᑭ she	ᑭ shi	ᑭ sho	ᑭ sha	ᑭ sh
ᑭ le	ᑭ li	ᑭ lo	ᑭ la	ᑭ l
ᑭ re	ᑭ ri	ᑭ ro	ᑭ ra	ᑭ r
ᑭ ve	ᑭ vi	ᑭ vo	ᑭ va	ᑭ v

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Carpentry Tools

Grade: 4

Vocabulary:	píma(hi)kan	screw driver
	otámo(hi)kan	wrench
	sakahikan	hammer
	kiskipochikan	nails
	ápachitawini-mistikwat	saw
		tool box

Pattern(s): Ni-ka-kí-ahtamon na _____.

Can I borrow the (tool) ?

Dialogue:

A. Ni-tayán ápachihtáwin mistikiwat emíhkwák
B. Kekwán pihchi astek?
A. _____ ni-tayán.
A. I have a red tool box.
B. What is in it?
C. I have a _____.

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: CARPENTRY TOOLS

Grade: 4 LESSON ONE

MOTIVATION:

- * Before the lesson begins, place a number of men's tools in a container. Present the children with two pieces of wood. Tell the children that you are about to join the two pieces of wood together using a nail. Then reach into the container for the appropriate tool. However, to dramatize this situation, remove, for example, a 'knitting needle' from the container. Appear upset that the tool that you have selected doesn't work in nailing the two pieces of wood together. Encourage the children to suggest the appropriate tool for the job.
- * Lead this experience into a discussion of the different tools that the children's fathers or uncles or brothers might use around the house.

ACTIVITIES:

- * Remove the tools from the container (from the 'motivation' above) and encourage discussion of each of the tools. Lead the children to an understanding that nowadays may so-called 'men's tools' are used equally as well by women and vice versa.
- * Before the lesson begins, prepare 'association illustrations' for each of the tools. These illustrations should include, for example, screws for the screwdriver, nuts for the wrench, a pile of earth for the shovel and so on. Present each association illustration to the children, encouraging the children to identify the tool that most appropriately goes with it. Continue in this way until all of the association illustrations have been matched with their respective tools.
- * On page 49 are tool illustrations from the kit that represent the men's tools to be developed in this Unit. Use these illustrations to introduce the new NL vocabulary words to the children. Mount the illustrations on the board as they are presented. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Lay a length of butcher paper on the floor. The butcher paper should be long enough so that all of the children in the classroom may sit around it. Place the tool samples on the butcher paper. Then provide each child with a felt pen. The children should then create tracings of the tools. The children should continue to make tracings of the tools until the entire length of butcher paper has been filled in with tool tracings. Keep this tracings mural for use later in this Unit.

MATERIALS:

a felt pen for each child, butcher paper, a container, men's tools and sample women's tools, 'association' illustrations, tools illustrations, masking tape, two pieces of wood, a nail

LISTENING AND SPEAKING (VOCABULARY)

THEME: CARPENTRY TOOLS

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different tools. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Lay the tool samples on the floor in front of the chalkboard. Then have children prepare tracings of the tool samples on the chalkboard. When each of the tools has been traced on the board, group the children together in front of the board. The children should close their eyes as you erase one of the tracings. Then the children should open their eyes and identify the 'missing' tool outline. To identify the 'missing' tool outline, the child should name the tool in the NL. Repeat this process until all of the tracings have been erased from the chalkboard.

CREATIVE EXPRESSION:

- * Mount the tracing mural from Lesson One on the wall in the classroom. Number each of the tracings from '1 to 6' (i.e., there will be many number 1's, number 2's, and so on). Then toss a dice to a child. The child should roll the dice and call the number showing. Then the child must look at the tracings mural and create a NL pattern using the vocabulary word for a tracing that matches the number on his dice. For example, if the child rolled a '5,' he must then use the NL name of a tool whose tracing is number 5 in the mural. Repeat this process until all children have had a chance to respond.
- * Place all of the tool samples in a container. Be certain to cover any sharp edges on the tools with layers of masking tape. Then group the children in a circle. Give the container to a child in the circle. The children should pass the container around the circle in a clockwise direction as quickly as they can until you clap your hands. When you clap your hands, the child left 'holding the bag' must reach into the container and 'feel' one of the tools. He must create a NL pattern about the tool that he is feeling. Then he should remove the tool from the container and show it to the other children. Repeat this process until many children have responded.

MATERIALS:

tool samples, tools illustrations, masking tape, a container, a dice, a tracings mural (from Lesson 1)

SIGHT RECOGNITION (VOCABULARY):

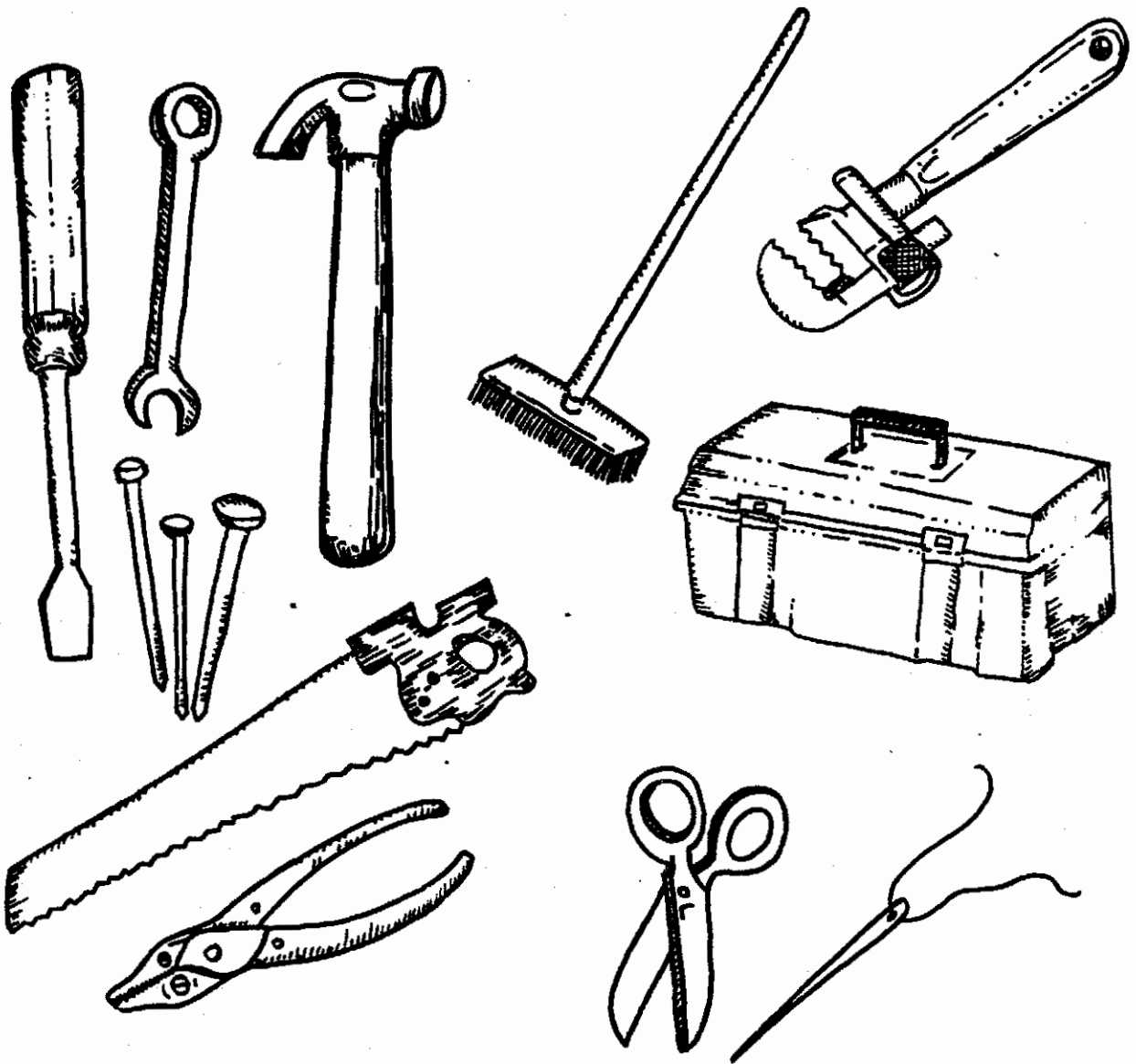
- * Mount the tools illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Before the lesson begins, print or write the sight words on a white sheet of mural paper using a white paraffin candle. Present this sight word chart to the children, asking a child to find a certain word. The children should soon indicate to you that they can't see the words. Appear alarmed at this. To solve the mystery, 'wash' the sheet with a thin solution of black tempera paint. Call upon individual children to identify the sight words as they appear in this 'crayon resist' process. Continue until all sight words are revealed in this way.
- * Before the lesson begins, prepare an extra set of sight word cards. Then use a single hole punch to punch holes in the outlines of the letters in the sight words. Have two children hold a sheet vertically in the classroom. Place an overhead projector behind the sheet and turn it on. Hold the 'punched sight words' behind the sheet so that the children may see their outlines. The children should identify the sight words as they appear behind the sheet. Repeat until all of the sight words have been identified in this way.

DECODING AND ENCODING (VOCABULARY):

- * Before the lesson begins, write the letters from selected sight words on small squares of acetate paper. Keep all of the letters from each word in separate envelopes. Lay the letters from one of the envelopes on the screen of an overhead projector. The children should look at the 'mixed up letters' and identify the sight word from its letters. When a word has been correctly identified, have a child rearrange the letters in their correct sequence to reproduce the word. Repeat this activity using other 'mixed up letters.'
- * Provide each child with a blank flashcard. Each child should copy one sight word on his card. When a child has copied a sight word on his card, he should then cut it into its individual letters. When all of the children have cut their words into their individual letters, say a number to each child from 1 to ____ (the last child in the class). Child #1 should mount or stand one of the letters from his word up on the board or in the chalkboard ledge. Then child #2 should add one of his letters, either before or after the letter already up, in an effort to create a word from this Unit. The third child should repeat this process. The children should continue adding letters in their correct order until one of the sight words from this Unit has been created. The final sight word that is

DECODING AND ENCODING (VOCABULARY): (cont'd)

- * created may be different from the word that was originally intended by the first player. If a child has no letters that can be used for the building of a sight word from this Unit, he should say "Pass." Repeat this process a number of times.



MATERIALS:

a blank sight card for each child, a felt pen for each child, scissors for each child, white mural paper, a paraffin candle, a thin solution of black tempera paint, a paintbrush, squares of acetate paper, a grease pencil, a single-hole punch, an extra set of sight word cards, an overhead projector, a sheet

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Group the children close together in the centre of the room. Surround the children with a length of masking tape attached to the floor. Say one of the NL patterns from this lesson and toss an inflated balloon into the air above the children. As the balloon lands, the children should avoid being touched by the balloon. However, the children may not move outside of the masking tape line. When the balloon touches a child, that child must repeat the pattern that you said at the beginning of the round. Repeat this process until many of the children have had a chance to respond.

READING AND WRITING:

- * Before the lesson begins, write the patterns from this lesson on individual sentence strips. Then cut the sentences into their individual words. Tape all of the words from two of the sentences to the children's backs (not all children will participate during each round of this activity). When you say "Go," the children with words attached to their backs must then attempt to arrange themselves in the correct sequence to reproduce the sentences. When the children have done this successfully, have the remaining children read the sentences orally. Repeat until all children have participated.
- * Lay a large mirror on the floor at one end of the room. Spray shaving cream on the mirror. Divide the children in two teams at the other end of the room. Say one of the NL patterns from this lesson. Then the first player from each team must rush to the mirror and write the sight word heard in the pattern that you said. The players should write the sight word in the shaving cream using their 'writing fingers.'

WRITING/SPELLING:

- * Divide the children into two teams at one end of the room (opposite the chalkboard). Blindfold the first player in each team. Then say one of the sight words from this Unit. The players must then 'find' the chalkboard and write the sight word that you said 'in the blind.' The first player to do this successfully scores a point for this team. Downplay the competitive nature of the activity and build up the fun of the game. Repeat until all players have had a chance to play.
- * Provide each child with writing paper and pencil. Say one of the vocabulary words from this Unit and the children should write the NL pattern that contains that word. Repeat this process using other vocabulary words. Later, review the children's sentences.

MATERIALS:

writing paper and pencil for each child, a large mirror, shaving cream, 2 blindfolds, sight word cards, masking tape, a sentence strip for each pattern, pair of scissors

DIALOGUE AND ENRICHMENT

THEME: CARPENTRY TOOLS

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read the dialogue with the children in choral, group and individual forms.
- * Encourage the children to suggest other patterns that may be added to the dialogue. Write the patterns that the children suggest on an extra length of language experience chart paper or after the original dialogue. Later, read the 'new' dialogue with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * Before the lesson begins, cut out a number of pictures of men's tools from magazines or catalogues. Write the price for each item on the back of its picture. Present one of the pictures to the children. Each child should then estimate the cost of the tool. When each child has written his estimate on a piece of paper, review the children's estimates to determine whose estimate is closest to the actual price. That child must then select another cut-out picture for the next round of the activity. Repeat this process a number of times.
- * Provide the children with the necessary materials and supplies to use the 'safe' tools from this Unit. The children should use their imaginations to create items using the tools. Have nails, screws, etc., available for the children's use. Display the completed products in the classroom. You may wish to have the children working individually or in small groups.
- * Provide each child with a sheet of art paper. Each child should then create a tracing of a tool on his sheet of art paper. When a child's tracing is complete, he may use it then to create a 'caricature' of his own imagination. The child should add the necessary details so that the tool resembles a character of some sort. Display these 'tool characters' in the classroom for all to see.

MATERIALS:

art paper and supplies for each child, tool samples, materials and supplies for the children to use the tools, pictures of tools from magazines or catalogues, a skein of yarn, masking tape, two large cut-outs of people, language experience paper, a felt pen

Cree

NATIVE LANGUAGE BASIC PROGRAM

THEME: Chores at Home

GRADE: 4

Vocabulary:

wepa(hi)ke
piminawaso
pehkinákoohike
kisi-pekinike
kichistahi-nakane

sweeping
cook
clean up/tidy up
wash clothes
wash dishes

Pattern:

Ni _____ ní-kináhk.
(chore)

I _____ at home.
(chore)

Dialogue:

A. Ki _____ ná, kína?
(chore)

B. Mwach, _____, kína
maka. (chore)

C. Ehe, _____
(chore)

A. Do you _____?

B. No, I _____, what about you?

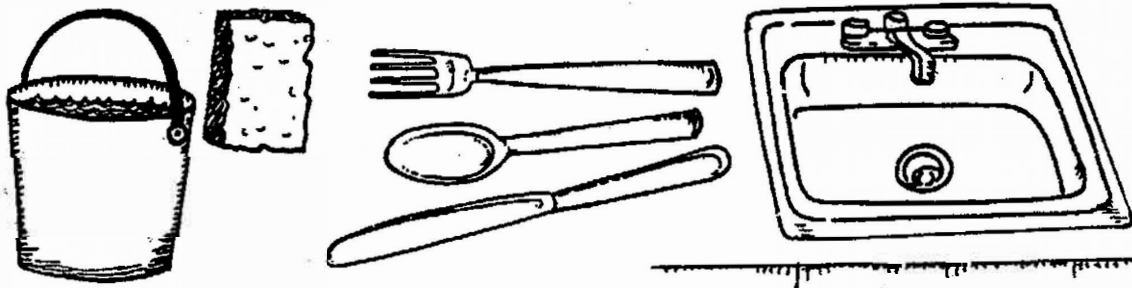
C. Yes, I _____.

MOTIVATION:

- * Show the children a picture or illustration of a family. Then draw a large circle for each member of the family on the board. Encourage the children to suggest the 'daily events' that each family member may take part in. As the children suggest the events, encourage them to note the types of activities that each family member does at home. Continue in this way until 'activities' for each family member have been identified.
- * Lead this experience into a discussion of the different chores done by the different family members at home. It is important that the children understand that a 'family' shares in the responsibility of chores at home.

ACTIVITIES:

- * Show the children a picture or illustration of a traditional N family. Encourage the children to suggest the types of 'chores' conducted by each family member traditionally. Then the children should compare and contrast the types of chores done by family members traditionally with those of today. The children should begin to understand that many of the chores of 'yesterday' are still conducted by the same family members today. However, lead the children to an understanding that in many areas of the country today there has been a breakdown in the 'traditional' views of chores at home. For example, the children to cite other examples of ways in which chores today conducted by family members may be different from those of 'yesterday.'
- * Introduce the illustrations that represent the NL vocabulary words to be introduced and developed in this Unit. Mount each illustration on the board as it is presented. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Before the lesson begins, collect concrete materials that represent the different chores introduced and represented by the illustrations in the previous activity. Introduce these 'symbolic materials' to the children. Encourage the children to suggest the chores associated with the items. Continue in this way until all of the concrete materials have been matched with the illustrations on the board. Once again, repeat the NL vocabulary words as often as possible.



MATERIALS:

writing paper and pencil for each child, concrete materials that represent the different chores, chores illustrations, masking tape, an illustration or picture of a traditional N family, a picture or illustration of a contemporary family

LISTENING AND SPEAKING (VOCABULARY)

THEME: CHORES AT HOME

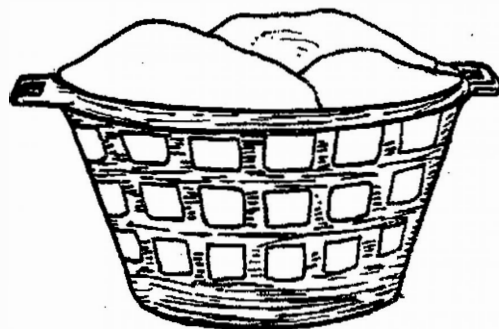
Grade: 4 . LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different chores. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue, assisting as necessary, until all of the NL terms have been reviewed.
- * Determine appropriate body movements for each of the chores represented by the illustrations. Then say one of the vocabulary words and the children should perform the appropriate body movement. Repeat this process until the children are able to respond well. Then perform one of the body movements and call upon an individual child to identify the chore that you are 'miming,' using its NL name. Repeat this process until many of the children have had a chance to identify a chore by watching your 'mimes.'

CREATIVE EXPRESSION:

- * Collect the concrete materials that represent the different chores (from Lesson One) and place them on the floor. Group the children around the concrete materials. Say one of the NL terms from this Unit and a child's name. That child should enter the circle and find the concrete material that represents the chore that you named. Then the child should say the NL vocabulary word in a complete NL sentence. Repeat this process until most of the children have had a chance to respond.
- * Group the children in a circle. Give each of the chores illustrations to the children (not all children need have an illustration for each round of this activity). Stand in the centre of the circle with a portion of tissue paper. Say one of the vocabulary words and toss the tissue paper in the air. The child who is holding the illustration for the vocabulary word that you said must then say an NL pattern that contains that vocabulary word before the tissue paper hits the floor. Have the children rotate the illustrations around the circle periodically during this activity.



MATERIALS:

chores illustrations, masking tape, concrete materials for the different chores (from Lesson One)

SIGHT RECOGNITION (VOCABULARY):

- * Mount the chores illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Provide each child in the classroom with a penny. Point to three of the sight words and have the children toss their coins in the air. Then call 'Heads' or 'Tails.' The children who have 'heads/tails' (depending upon what you called) showing should name the three sight words that you pointed to at the beginning of the round. Repeat this activity a number of times. You may wish to toss a coin of your own to determine the 'heads/tails.'
- * Provide each child with a cut-out page of an old calendar (you may wish to use more than one calendar or group the children together if you have more than 12 children in your classroom). Point to 3 or 4 of the sight words and then call out a date in the year. For example, you may call "October 4th," and the child who has that date should then identify the 3 or 4 sight words that you pointed to at the beginning of the round. Rather than calling an actual date, you may wish to call the name of a special day. Repeat this process a number of times. The children may exchange calendar pages periodically during this activity.

DECODING AND ENCODING (VOCABULARY):

- * Provide each child with a blank flashcard. Each child should copy one of the sight words on his flashcard with a felt pen. Then each child should cut his word into its individual letters. Collect all of the cut-out letters and mix them together in a container. Then circulate among the children, giving each child a 'handful' of cut-out letters. The children should lay their cut-out letters on their desks face down. Then each child should turn over one of his cut-out letters. Say one of the sight words from this Unit and the children should look at the letters that are face up on their desks. If a child's letter (that is face up on his desk) is found in the word that you said, he should hold up his letter. When a child or children have raised their letters they should then spell the word chorally. Repeat this activity until each child has responded during this process.
- * Spell one of the sight words from this Unit, pronouncing only the vowels. Provide the children with writing paper and pencils. The children should listen carefully as you spell the word, saying only its vowels. Then each child should write the sight word that you said, providing the missing consonants. Continue in this way until a number of the sight words have been spelled by the children. Review the children's responses to determine their accuracy in spelling the words.

MATERIALS:

writing paper and pencil for each child, a blank flashcard for each child, a felt pen for each child, a container, an old calendar (or calendars), a penny for each child, chores illustrations, sight word cards, masking tape

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the sentences have been introduced to the children.
- * Group the children in a circle. Give each of the concrete materials used to represent a chore to the children. When you say "Go," the children should pass the concrete materials around the circle in a clockwise direction as quickly as they can. When you clap your hands, the children should stop passing the items around the circle. Then say one of the NL patterns from this lesson. The child who is holding the concrete material that represents the pattern that you said should repeat that pattern. Repeat this process until many children have responded in this way.

READING AND WRITING:

- * Say one of the NL vocabulary words and a child's name. That child should say the NL sentence that contains that word. Write the sentence that the child says on a length of language experience paper. Continue in this way until all of the NL sentences have been written on the paper.
- * Cut each of the sentences from the previous activity in half. Give one half of the sentence to each child. Also, provide each child with a blank sentence strip. Each child should then attach his 'half sentence' to his sentence strip. Then each child should complete his sentence by adding the missing words (writing the missing words on the blank sentence strip). Provide each child with a felt pen for this process. Afterwards, have each child read his completed sentence to the other children. Display the completed sentences in the classroom.

WRITING/SPELLING:

- * Divide the children into two teams. Give the first player in each team a deck of cards. Say one of the sight words from this Unit. Then the first player in each team should look at the top card in his deck. The player with the 'highest card' (make aces high) should then spell the word that you said at the beginning of the round. Continue in this way until all of the players in each team have had a chance to respond. If you do not wish to group your children in teams for this activity, this activity may be conducted by giving each child in the classroom a card from one of the decks of cards. Say two children's names and those two children should look at their cards. The child with the highest card would then spell the word that you said at the beginning of the round.

MATERIALS:

writing paper and pencil for each child, 2 decks of playing cards, sight word cards, a blank sentence strip for each child, language experience chart paper, a felt pen for each child, concrete materials that represent the chores (from Lesson One)

DIALOGUE AND ENRICHMENT

THEME: CHORES AT HOME

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, point to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's' and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences for the groups as necessary.
- * Introduce the printed form of the dialogue to the children. Read the dialogue with the children in choral, group and individual forms.
- * Encourage the children to suggest other sentences that may be added to the dialogue. Add the sentences that the children suggest on a length of language experience chart paper or to the end of the original dialogue. Afterwards, read the 'new dialogue' with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * Provide each child with a dark sheet of construction paper and light colored pipe cleaners. The children should then shape their pipe cleaners to represent people doing chores at home. The children should glue their pipe cleaners carefully to their sheets of construction paper. Circulate among the children as they work, encouraging the children to use the vocabulary words and patterns introduced and developed in this Unit. Display the completed illustrations in the classroom.
- * Provide each child with an illustration from this Unit. Prepare extra copies of the illustrations if necessary. Each child should then mount his illustration on a sheet of construction paper (being certain to cover the entire back of the picture with glue or paste). Then the child should use a fine felt pen to draw a design on his mounted illustration in 'jigsaw puzzle' form. When complete, the child should cut out his jigsaw puzzle and mix all of the pieces together. He should place the cut-out pieces in an envelope. Then the children may exchange jigsaw puzzles so that they may be put together.



ENRICHMENT ACTIVITIES: (cont'd).

- * Provide each child with writing paper and pencil. Each child should then make a list of chores that he would like to do at home. The children should list the chores in a 'hierarchy,' i.e., the chores the children would most like to do leading to the chores that the children would least like to do. Circulate among the children as they work on this project, encouraging them to discuss their choice of chores.



MATERIALS: writing paper and pencil for each child, dark sheet of construction paper for each child, light colored pipe cleaners for each child, glue or paste for each child, an illustration for each child, a fire tipped felt pen for each child, a pair of scissors for each child, a skein of yarn, 2 large cut-outs of people, language experience chart paper, a felt pen

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: CLASSIFICATIONS

Grade: 4

Vocabulary:

esinástewin	color
ispihtinikwan	weight
kosikwan	heavy
náhkasin	light
ispihcawin	size
misaw	big
apisásin	small
isinakosiwin	shape
wawiyeyáw	round

Pattern(s):

Tanisi e-tasinkástek óma?

What _____ is it?
(color)

Dialogue:

- A. Otapanask n'tayawaw.
- B. Tanisi e-tasinasot?
- A. I have a car.
- B. What color is it?
- C. Illicit responses from students.

MOTIVATION:

- * Read the children a pair of the poems contained at the back of this unit. Encourage the children to compare and contrast the types of poems represented by each poem in the pair. Then repeat this process reading the other pairs of the poems. The children should begin to realize that poems may be classified as 'serious' while other poems may be classified as 'humorous.' Eventually, read the name of a poem or the poem itself and encourage the children to suggest whether it is 'serious' or 'humorous.' Prepare 2 columns on the chalkboard. Write the name of the poem (or the first line of the poem) in the appropriate section on the board (the sections on the board representing 'serious' and 'humorous').

ACTIVITIES:

- * Before the lesson begins, collect a variety of different concrete materials. Place all of the different concrete materials in a pile on the floor and group the children around them. Then encourage them to suggest 'criteria' that could be used for 'grouping' (classifying) the concrete materials. The children may suggest that the materials be classified according to color, weight, texture, etc. Group the concrete materials according to the criteria provided by the children.
- * Introduce the concept of 'multiple criteria' to the children. That is, some things may be classified according to more than one criterion. For example, have all children in the classroom who have 'red and black' in their shirts or blouses stand together. Then have all children who have 'blue and white' in their socks stand together. Repeat this process until the children understand that things may be grouped according to more than a single criterion.
- * Introduce the illustrations to the children that depict the different classifications for this Unit. At this time, introduce the NL vocabulary words to the children. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Before the lesson begins, tear the pages from a catalogue (not necessarily all pages). Mix all of the pages together and scatter them on the floor. Then encourage the children to assist you in 'classifying' the pages from the catalogue. All clothing pages should go together, all kitchen pages should go together, and so on. Continue until all pages have been classified in this way. Repeat the NL vocabulary words as often as possible during this process.

MATERIALS:

poems contained at the end of the unit, different concrete materials, classifications illustrations, pages from old catalogues

LISTENING AND SPEAKING (VOCABULARY)

THEME: CLASSIFICATIONS

Grade: 4

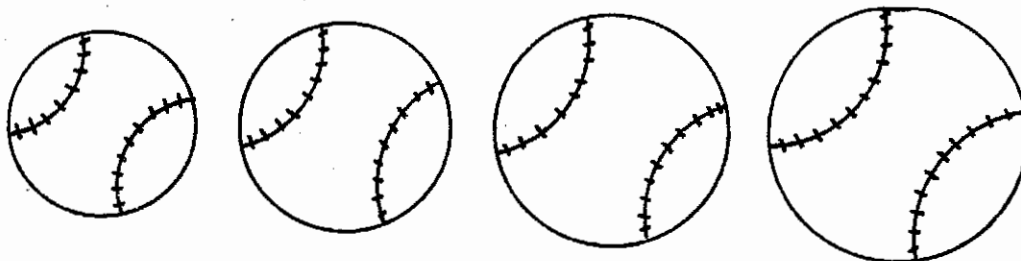
LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson 1, using the classifications illustrations. Mark the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Remove the classifications illustrations from the chalkboard and lay them on the floor at one end of the room. Group the children into two teams at the other end of the room. Run a length of masking tape on the floor from the first player in each team to the illustrations at the other end of the room. Then say one of the NL vocabulary words. The first player in each team must then 'walk the line' to the illustrations. The first player to reach the illustrations and to correctly identify the illustrations for the vocabulary words that you said scores a point for his team. Continue until all players have had a chance to play. The children should repeat the NL vocabulary words after each round of the activity. Downplay the competitive nature of this activity and build up the fun of the game.

CREATIVE EXPRESSION:

- * Mark the illustrations from this Unit on the board and review the NL vocabulary words introduced. Then say a syllable from one of the vocabulary words and a child's name. That child should correctly identify the vocabulary word represented by the syllable that you said. Then the child should use the word in a complete NL sentence. Repeat this process until a number of the children have had a chance to respond.
- * Group the children in a circle. Have 5 or 6 of the children stand in the center of the circle. Then give a nerf ball to one of the children in the circle. The children in the circle should roll the nerf ball back and forth across the center of the circle as quickly as they can, attempting to touch one of the children in the center of the circle. When a child in the center of the circle is touched by the nerf ball, he must look at an illustration that you show him. Then he should say a complete NL sentence using the vocabulary word or illustration that you show him. Repeat this process until a number of children have responded.



MATERIALS:

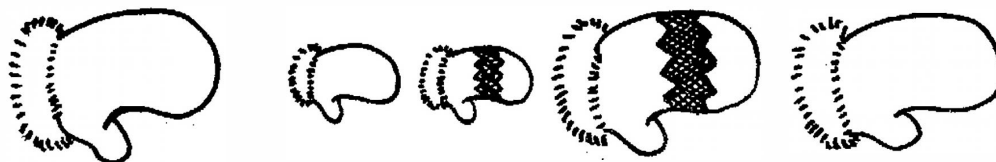
nerf ball, classifications illustrations, masking tape

SIGHT RECOGNITION (VOCABULARY):

- * Mount the classification illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed in this Unit. Then introduce the sightword cards to the children. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been introduced.
- * Group the children into two teams at one end of the room. Lay the sightword cards on the floor at the other end of the room. Give the first player in each team an inflated round balloon. Say one of the sightwords. The first player in each team must then blow his balloon to the sightword that you name. The first player to do this successfully and to repeat the name of the sightword scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have played.
- * Mount 4 or 5 of the sightword cards in the chalkboard ledge. The children should look carefully at the sightwords. Then have the children close their eyes. Remove one of the cards from the chalkboard ledge. The children should open their eyes and identify the 'missing' word. Repeat this process a number of times, changing cards for each round of the activity.

DECODING AND ENCODING (VOCABULARY):

- * Group the children in a circle. Walk around the outside of the circle, eventually stopping behind a child. Use your index finger to 'write' the first letter of one of the sightwords on the child's back. The child should 'feel' the letter and then identify a sightword that begins with that letter (any sightword that begins with that letter). Continue until a number of the children have responded. Later, you may wish to use 'final' letters for this activity.
- * Before the lesson begins, prepare two extra sets of sightword cards. Cut each of the words in the extra set into its individual letters. Mix all of the letters together and place them on the floor at one end of the room. Divide the children into two teams at the other end of the room. Say one of the vocabulary words and the first player in each team should rush out to the cutout letters. The first player to correctly reproduce the vocabulary word that you said using the cut-out letters scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Keep the cut-out letters for use later in this Unit.



MATERIALS:

classification illustrations, masking tape, 2 extra sets of sightword cards, 1 pair of scissors, inflated round balloon

LISTENING AND SPEAKING:

- * Mount the sightwords (from Lesson 3) on the chalkboard. Mount the words on the board 'vertically.' Review the sightwords with the children, calling upon individual children to identify the word. Then write one of the NL sentences around the vocabulary word. Read the pattern to the children and encourage the children to suggest its meaning. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Group the children in a large circle. Stand in the center of the circle with a broom. Hold the broom vertically on the floor. Say each of the patterns to individual children (not all children will have a pattern for each round of this activity). Then say one of the patterns, releasing the broom at the same time. The child who has that pattern must rush into the center of the circle and catch the broom before it hits the floor. The player should also repeat the pattern that you said. Repeat this process until most of the children have had a chance to participate.

READING:

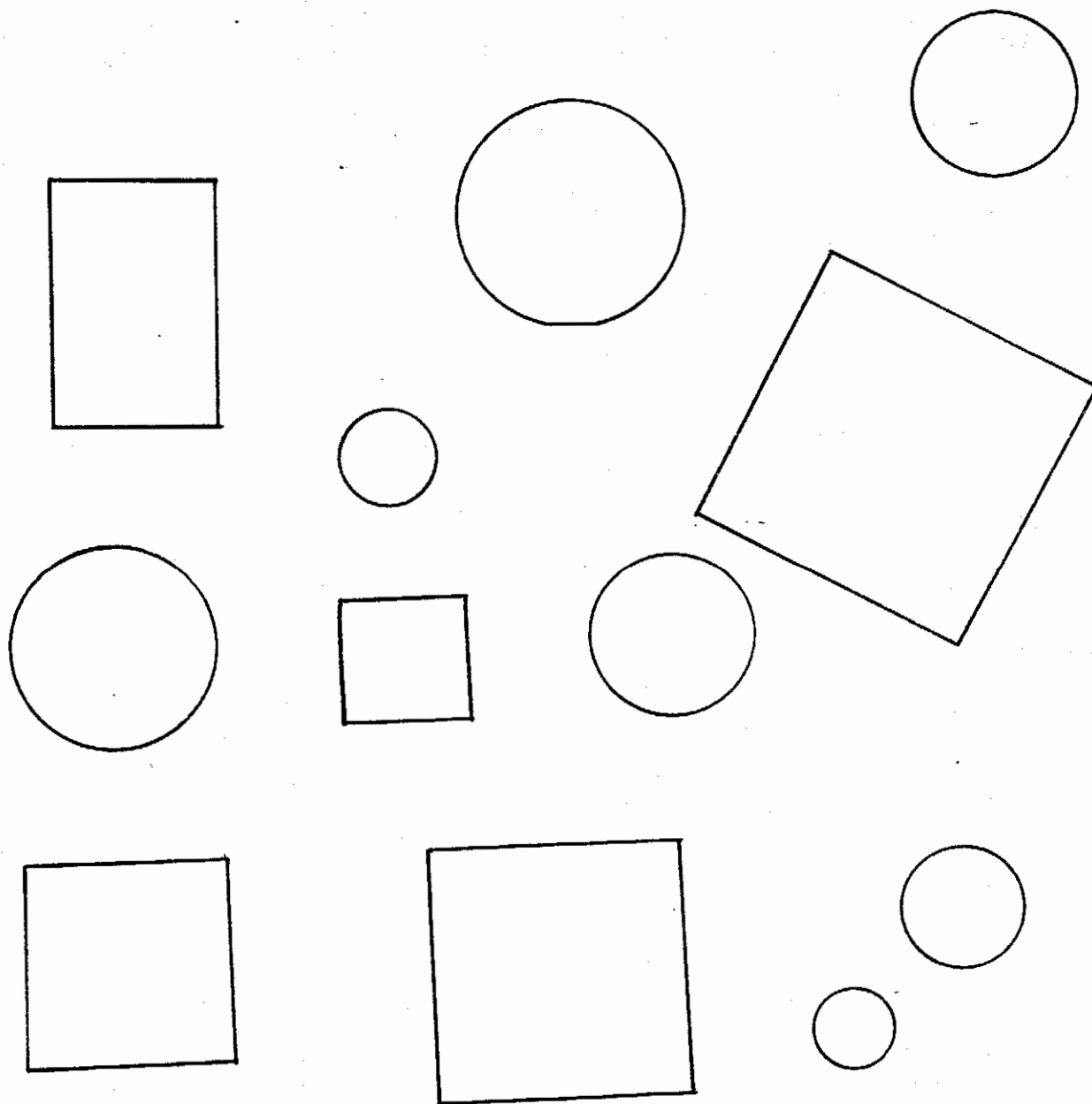
- * Provide each child with a blank sentence strip. Each child should then write one of the NL patterns from this Unit and his sentence strip. Provide the children with felt pens for this process. Be certain that all of the NL sentences are represented in the childrens' sentence strips. Then say one of the vocabulary words from this Unit. Those children who have the sentence that contains that vocabulary word should stand and repeat the sentence. The children may exchange sentence strips after each round of this process. Repeat a number of times.
- * Have each child cut his sentence strip (from the above activity) into its individual part, e.g., words). Collect all of the cut-out parts and mix them together. Place the cut-out parts in a container. Have a child reach into the container and select one of the cut-out parts. The child should look at the cut-out part and then say the NL sentence that contains that part. If a child selects a sentence part that is found in each NL sentence, he may say any of the NL sentences. Repeat until all children have participated.

WRITING/SPELLING:

- * Group the children into two teams at one end of the room. Lay a length of mural paper on the floor at the other end of the room. Place two small piles of flour on the mural paper. Then say one of the NL patterns from this Unit. The first player in each team should rush to his team's pile of flour on the mural paper and use his index finger to write the sightword heard in the pattern that you said. The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the endeavour. Repeat until all players have played.

WRITING/SPELLING: (cont'd).

- * Provide each child with writing paper and pencil. Say one of the NL pattern and the children should write it. Repeat, using other NL patterns. Later, review the patterns with the children, noting any errors that they made.



MATERIALS:

a broom, blank sentence strip, felt pens for each child, mural paper, flour

DIALOGUE AND ENRICHMENT

THEME: CLASSIFICATIONS

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use HERMAN'S HEAD to introduce the new NL dialogue to the children. Refer to the back of the Ailments unit for a description of the activity HERMAN'S HEAD. The children should hear the NL version of the dialogue first. Then be certain that the children understand the MEANINGS of the patterns in the dialogue. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the A's and the children say the B's. Encourage a natural sound of the children's speech.
- * Divide the children into two teams. Surround each group with a length of yarn. The group should stand facing each other. Then have the group practice the dialogues with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children. Then use a razor blade or knife to cut out a word or words from the printed form of the dialogue (erase a word or words if the dialogue has been printed on the chalkboard). The children should read the dialogue once again, including the word or words that you have cut out. Repeat this process until none of the words are left on the board and the children are 'reading' the dialogue from a blank sheet of paper/board.
- * Collect all of the cut-out parts from the previous activity together. Then say one of the sentences in the dialogue and call upon a child or children to find the necessary part to reproduce that sentence. Continue in this way until all of the sentences have been reproduced for the dialogue.

ENRICHMENT ACTIVITIES:

- * Place the cut-out letters (used earlier in this Unit) in a pile on the floor. Group the children around the cut-out letters. Then have a child enter the circle and remove one letter from the pile. Then the next child should remove a letter from the pile. Continue in this way until eventually a child in the circle is able to create an NL word using the cut-out letters that he has selected. Accept any correctly spelled NL word for this activity. Repeat the process until all of the cut-out letters have been removed from the center of the circle.
- * Provide the children with old catalogues and/or magazines. The children should look through the magazines/catalogues looking for pictures that can be used for 'classifications.' Each child should determine the 'criterion' or 'criteria' for his classifications. When a child has determined how he is going to classify the items in the picture, he should find the appropriate items in the picture and cut them out. The cut-out items should then be pasted or glued to individual sheets of paper (one sheet of paper for each classification). For example, a child may select to group all shoes

ENRICHMENT ACTIVITIES: (cont'd).

that are black and are also women's shoes together. When each child has completed his classification process, he should show his classification items to the other children. The other children should attempt to determine the 'criterion' or 'criteria' used in the classification process.

**MATERIALS:**

scissors for each child, old catalogues/magazines, construction paper sheets for each child, paste/glue for each child, a skein of yarn, language experience chart paper, felt pen, a pair of scissors.

Otánakaski/Oskaski

Takwákon anóch
Sákapátew
E-kekisepáyak maskwamiwan nasipetimíhk
Ni sóskachiwan nipiwisíhk

Niska ni-petawawak
E-pimáhawchik sawanóhk iteke
Maskek wapastew, aníksak aspinak
Wípach akwa tipiskaw

Nimámitoneniten mana
Tanike óma takwákan wechi
itenitákwak e-máchipanik akwa
e-pónipaik;

E-mítátamán nípin, E-tatamiskamán pipon

Mistahi kekwan ta-atoskatamák.

B. Froman

End of the Year/Beginning of the Year

It's fall here now.
There's a sharp smell in the air.
Woodsmoke.
In the morning, there's ice on the shore of the lake.
And I can slide on the puddles

I can hear the geese leaving us.
Going where it's warm.
The marshes are yellow, the frogs are gone.
And night comes so early.

I sometimes wonder
Why fall seems like both a
beginning and end.
In between
Goodbye summer, hello winter.

There's so much to do.

Barbara Froman

NATIVE LANGUAGE BASIC PROGRAM

CLASSIFICATION

Grade 4

Ni Wápmaw Maskwa

Ni-wápmaw maskwa
Ni-wápmaw chipatakwas, na? Mwách.
Ni-wápmaw maskwa

Ni-wápmaw misti-maskwa
Ni-wápmaw maskosis, na? Mwách.
Ni-wápmaw misti-maskwa

Ni-wápmaw e-machiyiwit maskwa
Ni-wápmaw e-kisewatisit maskwa, na? Mwách.
Ni-wápmaw e-machiyiwit maskwa

Ni-wapamaw - maskwa
- misti-maskwa
- maskwa e-machiyiwit.

Mwach-ina maskwa e-chipatakwasoyit
e-maskosisiwit
e-kisewátist.

I See A Bear

I see a black bear
Do I see a blue bear? No
I see a black bear

I see a big bear.
Do I see a little bear? No
I see a big bear

I see a mean bear
Do I see a gentle bear? No
I see a mean bear

I see a black bear
a big bear
a mean bear

Not a blue bear
a little bear
a gentle bear

CLASSIFICATION

Grade 4

Otákosik

Otákosik
 Ni-tótem ni-kí-nótintonán
 Ni-sipwekitason
 Maka...
 Iskwátem ni-pakamátipesinin
 Ni-pisosinin atim akwa
 Ni-nítatawipanin

Ni totem pe-wapenikew
 Tanisi e-spanikoyán
 Pisonin atima
 Mamápinew
 Ni-tótem ekwa nína
 Ni pákisinin
 Mistahi ni pápinán

B. Froman

Yesterday

You should've seen
 What happened yesterday!
 My friend and I had a fight.
 And I got as mad
 I decided to stomp out of the room.
 Except ...
 I walked into the doorframe,
 Tripped over the dog, and
 Fell down the stairs.

And when my friend came running out
 To see what had happened.
 She stepped on the puppy
 Who yelped and got all
 Tangled up so that
 My friend landed on top of me!

Se we sat there and laughed.

Barbara Froman

NATIVE LANGUAGE BASIC PROGRAM

CLASSIFICATION

Grade 4

Kayasi Metowakana

Watíkanik níkinan
Metáwakani-mistikowat astew
Ni-wápanaw
Awasisíkan e-keskipitonet
Akwa e-ki-paskwáhamat
Nanáhtók ápachíchikana astewa
Maka aspin kayás waskahikanis
Iskotewi-tápanásk keyapich e-pimpanit
Nótawi ta michimitakaham ohi metáwakani sa
E-wi-minat nimisa e-ki-wikitot
Ochawasimisa tá-metawákeniwa
Ohi metáwakana
Tápisgóch nínan.

B. Froman

Old Toys

Downstairs, in our basement.
We keep a box of old toys.

I go down there and look at them.
There's a doll with one arm gone.
And one that has her hair cut short.
Some dollhouse furniture -
The house is gone now.
There's even an old fire engine
That still works.

My dad, he's going to fix these toys.
And give them to my oldest sister.
She just got married.
So I guess her kids will play with
these toys.
Just like we did.

Barbara Froman

CREE

NATIVE LANGUAGE BASICPROGRAM

Theme: CLOTHING (Winter & Summer)

Grade: 4

Vocabulary:

mitás	pants
pakiwayán	shirt
píchones/miyawikan	blouse
pihtawetasán	underwear
asikanak	socks
kimiwani-miskotakiy	raincoat
maskisina	shoes
piponi-maskisina	winter boots

Pattern(s):

N'tikisken _____ e-pipóhk.

I wear (a) winter _____ in the winter.

Dialogue:

- A. Ki-ti-kisken na _____ (clothing)
- B. Ehe _____ ni-ti-kisken (clothing)
- A. Are you wearing _____ (clothing)
- B. Yes, I am wearing _____

MOTIVATION:

- * Mount two pictures on the board that represent a 'warm climate' and a 'cold climate.' For example, you may use a picture of Hawaii for the warm climate and a picture of wintertime in Manitoba for the cold climate. Encourage the children to compare and contrast the contents of the pictures. Lead the discussion into how 'weather' affects men. Direct the conversation towards 'clothing.'
- * Lead this into a discussion of the different forms of clothing worn in different climate or weather conditions.

ACTIVITIES:

- * Before the lesson begins, place a number of winter and summer clothing items in a container. Tell the children that you are about to go to Hawaii. You have packed all of the clothes that you need for the trip. As you talk, remove one of the 'winter' items from the container. The children should quickly indicate to you that you have selected an inappropriate clothing item for Hawaii. Continue to remove the clothing items from the container until all items have been presented. Encourage the children to assist you in classifying the clothes according to 'winter' and 'summer.'
- * Introduce the illustrations from this Unit of the clothing items to the children. Mount the illustrations on the board as they are presented. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Provide each child with a clothing item. The child should then use writing paper and pencil to list all of the 'specifics' of the clothing item that he has. This should include size, fabric, washing instructions, etc. Then collect all of the clothing items and place them on the floor. Have a child read his 'specifics' and the remaining children should attempt to identify the clothing item described by the child. Repeat this process until all of the clothing items have been identified.
- * Provide each child with an illustration from page 77 (prepare extra illustrations if necessary). Also, provide each child with tracing paper and a pencil. The children should then trace their illustration. Circulate among the children as they work, repeating the NL vocabulary words often. Collect the tracings and keep them for use later in this Unit.

MATERIALS:

tracing paper and pencil for each child, an illustration for each child, clothing illustrations, clothing samples (winter/summer), a container, writing paper and pencil for each child, a picture of a warm climate and a picture of a cold climate, masking tape

LISTENING AND SPEAKING (VOCABULARY)

THEME: CLOTHING - WINTER AND SUMMER

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One using the illustrations of the different clothing items. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * With the illustrations mounted on the board, number each illustration. Provide each child with writing paper and pencil. Name one of the illustrations and the children should write the number for the matching illustration on their papers. Repeat this process, naming other illustrations. Afterwards, review the children's responses to determine their accuracy with this activity. Have the children orally reproduce the names of the illustrations during this process.
- * Provide each child with a flashcard. Each child should then write his initials on the flashcard. Then the children should cut their initials in half. Collect the initials of the children's first names and leave the last name initials with the children. Point to one of the illustrations on the board and hold up one of the initials. The child or children whose first names begin with the initial that you are showing should stand and identify the illustration that you are pointing to. Later, have the children exchange their last name initials for a repeat of this process. In this case, a child must be careful to identify other children's names in the classroom (by their initials).

CREATIVE EXPRESSION:

- * Collect the tracings that were prepared in Lesson One and spread them on the floor face down. Then each child should select one of the tracings. When the children have selected their tracings, they should group themselves together according to the same tracings. Some children may be 'on their own' if only one tracing of a given illustration exists. Then the children should create NL patterns based on the illustration (tracing) that they have. Provide writing paper and pencil to each child or group of children for this process. Afterwards, have the individual children or groups of children read their creative expression sentences to the rest of the class.
- * Mount the illustrations from this Unit on the board. Provide each child with a blank flashcard. Number the illustrations on the board. The children should then write numerals on their flashcards that match the numbers written beside the illustration on the board (one number per flashcard). Then call out a number that is written beside one of the illustrations and the child or children with that number should stand. Each child who is standing must then provide an NL pattern for the illustration that you called (by number) at the beginning of the round. Have the children exchange number cards after each round of the activity.

MATERIALS:

a blank flashcard for each child, a pencil for each child, clothing illustrations, clothing illustration tracings (from Lesson 1)

SIGHT RECOGNITION (VOCABULARY):

- * Mount the clothing illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Provide each child with a blank flashcard. Each child should write his name on the blank flashcard. Then collect the children's name cards and place them in a container. Point to one of the sight words on the board and remove one of the name cards from the container. Call out the child's name on the card. That child should then identify the sight word that you are pointing to. Continue until all name cards have been used and until all children have identified a sight word.
- * Identify four sight words for the children. Provide each child with four blank flashcards. Each child should write the four sight words on his flashcards. When the children's cards are ready, they should lay them out on their desks in a sequence (any sequence). Then say the four sight words in any sequence. A child or children who have their words laid out in the same sequence in which you called them should say "Bingo." Then call upon the children to repeat the four words in the order in which they have them. The children may change the sequence of their words after each round of this activity.

DECODING AND ENCODING (VOCABULARY):

- * Provide each child with 6 or 7 tongue depressors. Say one of the vocabulary words from this Unit and the children should lay one tongue depressor on their desks for each syllable contained in the word that you said. For example, for the word 'cake' the children would lay two tongue depressors on their desks. Repeat this process using other sight words from this Unit. You may wish to repeat the process having the children identify the number of consonants in the sight word.
- * Provide each child with a blank flashcard. Also, give each child a pin. The children should then prepare sight words on their cards using the points of the pins. The children should 'prick' the sight cards in the outline of the letters that form the sight word. When completed, use an overhead projector to project the children's 'pin-hole sight cards' on the wall or screen. The children should identify the sight words as they are projected on the wall or screen.

MATERIALS:

clothing illustrations, sight word cards, blank flashcard for each child, container, four blank flashcards for each child, 6 or 7 tongue depressors for each child, blank flashcard for each child, pin for each child, overhead projector

PATTERNS

THEME: CLOTHING - WINTER AND SUMMER

Grade: 4

LESSON FOUR

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Erase the sentences from around the sight words (from the previous activity). Then give the dominoes from a set of dominoes to the children (it is not necessary that all children have the same number of domino blocks). Then point to one of the sight words and write a pair of numbers on the board, e.g., 2/3. The child or children who have domino blocks that match the numbers you have written on the board should say the NL pattern for the sight word that you pointed to at the beginning of the round. Repeat this process using other pairs of numbers.

READING AND WRITING:

- * Say one of the NL vocabulary words and a child's name. That child should say the NL sentence that contains that word. Write the sentence that the child says on a length of language experience paper. Continue in this way until all of the NL sentences have been written on the paper.
- * Have all of the children read the NL sentences chorally. Then cut a portion of the last sentence off of the chart paper; the children should read all of the patterns again, including the 'missing portion.' Repeat this process until there are no patterns left in view and until the children are repeating them strictly from memory.
- * Write one of the NL patterns on the board, writing only the 'consonants.' Leave dashes for the vowels. The children should look at the incomplete sentence that you have written and then complete it on individual sheets of paper. Repeat with other patterns. Afterwards, review the children's sentences to determine their accuracy with this activity.

WRITING/SPELLING:

- * Say one of the words from this Unit, purposely saying the syllables out of their order. The children should listen carefully to the 'mixed up word' that you say and then they should write the word on individual sheets of paper, writing the syllables in their correct order. Repeat this process until the children have written a number of the sight words from this Unit in this way.
- * Write a number of the sight words from this Unit on the board. Then draw 'configurations' around the words. That is, outline the shape of the word. When the configurations are complete, erase the words inside the configurations. Point to a configuration and encourage a child to spell the word that has that configuration. Repeat.

MATERIALS: writing paper and pencil for each child, sight word cards, masking tape, language experience chart paper, a felt pen, a pair of scissors

DIALOGUE AND ENRICHMENT

THEME: CLOTHING - WINTER AND SUMMER

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children. Then say a word or syllable that is found in the dialogue. Call upon a child to identify and say the sentence in the dialogue that contains that word or syllable. Repeat using different words/syllables.
- * Encourage the children to suggest other sentences that may be added to the NL dialogue. Write the sentences that the children suggest on a length of language experience chart paper. Accept any sentence that makes sense. Afterwards, read the 'new' dialogue with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * Provide each child with sections of old catalogues. The children should look through the sections of the old catalogues, locating pictures of clothing items. Each child should cut out one clothing item and mount it on an 8-1/2 x 11 sheet of construction paper. Then the children should create 'advertising' by advertising the clothing item around the picture on the construction paper sheet. The children should do this in the NL. Circulate among the children as they work, assisting as necessary. Display the completed advertisements in the room.
- * Provide each child with a scrap of cloth. Each child should then cut his scrap of cloth to represent a clothing item. The children should mount their cut-out clothing items on a light sheet of construction paper and then create an illustration around the cloth cut-out. Display these completed illustrations in the room.

ENRICHMENT ACTIVITIES: (cont'd)

- * Mount a picture of a clothing item on the board. Then the children should write down what they estimate to be the price of the clothing item. When all of the children have written an estimated price, review their 'estimates' to determine which child came closest to the actual price of the clothing item. Repeat this process using pictures of other clothing items.



MATERIALS:

pictures of clothing items, masking tape, clothing items illustrations, light colored construction sheet for each child, paste or glue for each child, felt pens/crayons for each child, a scrap of cloth for each child, language experience chart paper, scissors, a skein of yarn

CREE

DEVELOPMENT NATIVE LANGUAGE PROGRAM

Theme: Communication

Grade: 4

Vocabulary:

pehtiko-amochikan	radio
sewepitamowin/ayamiwekan	telephone
kosapahchikan	television
astamáchimowin	moccasin telegraph
áchimowin	news/message
masinámákwewin	letter

Pattern(s):

Áchimowin ni-ka-isichisayen _____ óhchi.
I will send a message by _____

Dialogue:

- A. Ki-kí-otítikon ná ni-masinámákwewin?
B. Mwách
A. Mína in(i)si, ni-ka-ayamítin _____

- A. Did you receive my letter?
B. No, I didn't.
C. Next time, I will send a message by _____

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: COMMUNICATION

Grade: 4

LESSON ONE

MOTIVATION:

- * Before the lesson begins, prepare an illustration that represents 'smoke signals.' Mount the illustration on the board and group the children in front of it. Stand a magazine in the chalkboard ledge. Direct the children's attention to the illustration of the 'smoke signals' and to the magazine. Encourage the children to suggest in which way the two are the same. Lead the children to an understanding that both the 'smoke signals' and the magazine represent a way of people 'transferring information' or 'communicating.'
- * Lead this into a discussion of other forms of communication. Encourage the children to suggest ways in which people communicate in their area.

ACTIVITIES:

- * Prepare five columns on the chalkboard. Each column should represent one of our five senses. Then encourage the children to suggest forms of communication that would be classified under the different 'senses.' The children may require some assistance and direction in understanding that Braille is a form of communication that would be classified under the sense of 'touch.' List the forms of communication that the children suggest in their appropriate columns.
- * Introduce the illustrations from this Unit to the children. Use the illustrations to introduce the NL vocabulary words. Mount the illustrations on the board as they are presented. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Provide the children with old magazines or catalogues. The children should look through the magazines and catalogues, attempting to locate pictures that represent forms of communication (radios, TV's, etc.). The children should cut out the pictures and mount them on a length of mural paper. Display this 'communications mural' in the classroom.
- * Provide each child with the old magazines or catalogues (mentioned in the previous activity). Each child should select one picture from the materials (any picture). Each child should then mount his picture on an 8-1/2 x 11 sheet of construction paper. The children should then imagine that they are 'reporters' and should create a 'newspaper article' around the illustration that they have selected. This activity should be conducted in the NL. The children should determine appropriate headlines for their articles, as well as appropriate texts. Circulate among the children as they work, assisting as necessary. Repeat the NL vocabulary words as often as possible as the children work.

MATERIALS: old magazines/catalogues, scissors for each child, length of mural paper, a sheet of construction paper for each child, communication illustrations, felt pens, masking tape

LISTENING AND SPEAKING (VOCABULARY)

THEME: COMMUNICATION

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different forms of communication. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the terms have been reviewed.
- * Group the children in a circle. Whisper a sequence of three or four NL vocabulary words in a child's ear. That child should then whisper the same words (in the same order) to the child next to him. Continue in this way until the last child in the circle hears the sequence of words. That child should then repeat the words orally. The object of this activity is to maintain the same sequence of words all the way around the circle. Repeat using other sequences of NL vocabulary words.
- * Divide the children into two teams. Have the first player from each team stand facing one another. The two players should join right hands. Then each player must attempt to knock the other player off balance. Before the children begin to do this, say a sequence of four or five NL vocabulary words. The player who is knocked off balance must then repeat the sequence of words that you said and then identify the illustrations that go with the vocabulary words that you said. You may wish to have the player lay the illustrations out in the same sequence in which the words were said at the beginning of the round. Repeat this activity until all players have played.

CREATIVE EXPRESSION:

- * Select an old magazine for this next activity. Rip the old magazine into its individual pages. Place the cut-out pages (mixed together) in a container. Each child should reach into the container and remove one of the pages. Then mount the illustrations from this Unit on the board. Point to one of the illustrations and call out a page number. The child who has that page number must then say the NL vocabulary word for the illustration you are pointing to. Then the child must say a complete NL pattern that contains that vocabulary word. Repeat this process until many of the children have responded. When you call out the number of a page that is not in the possession of any child, continue on to another page number.
- * Prepare 'X' number of copies of an illustration from this Unit (the number of copies that you prepare should be equal to half the number of children in your class). Then cut each illustration in half in 'jigsaw form.' Mix all of the halves together. Give one half to each child. Then the children must attempt to match themselves together according to the 'jigsaw shapes.' When the children have successfully matched themselves together, have each pair of children create an NL sentence about the illustration. Each pair of children should say its pattern to the other children. Repeat until all pairs have responded.

MATERIALS:

old magazines, scissors, copies of one of the illustrations from this Unit (the number of copies should be equal to half the number of children in your class), communication illustrations, masking tape, an old magazine

SIGHT RECOGNITION (VOCABULARY):

- * Mount the communication illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Before the lesson begins, prepare 'sight playing cards.' These cards should be the size of regular playing cards and they should be made from bristol board. Divide the children in two groups and have them stand at one end of the room. Give the first player in each team one of the 'sight playing cards.' The two players must then toss their cards toward a wall in the classroom. The object is for a player to land his card closest to the wall. The player who lands his card closest to the wall and then identifies both sight words (on the two cards) scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Continue until all players have participated.
- * Divide the children in two teams and have the two teams stand facing the chalkboard ledge. Stand the sight words from this Unit in the chalkboard ledge (use all the words or select four or five of the words). Then mix the cards up and give them to the player in team one. This player must then replace the cards in the chalkboard ledge in their original sequence. If the player does this successfully, he scores a point. If a player cannot do this, then the first player in team two should have the opportunity to try. Repeat this visual memory process until all children have had a chance to play.

DECODING AND ENCODING (VOCABULARY):

- * Place two piles of toothpicks on the floor at one end of the room. Group the children in two teams at the other end of the room. Say one of the sight words from this Unit and the first player from each team must rush to his team's toothpicks. The players must then 'print' the sight word that you named using the toothpicks. The players should fashion the letters using the toothpicks. The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat this process until all players have had a chance to play.
- * Before the lesson begins, prepare an extra set of sight word cards. Mix two pairs of sight word cards together. Then make two piles of four or five sight word cards on the floor. Divide the children in two teams. The first player from each team should then rush to his pile of sight cards and lay them out in alphabetical order. The first player to do this successfully scores a point for his team. Downplay the competitive nature of the activity and build up the fun of the game. Use different cards for each round of the game. Repeat until all players have had a chance to play.

MATERIALS: an extra set of sight word cards, a box of toothpicks, communication illustrations, sight word cards, masking tape, bristol board, a pair of scissors, a felt pen

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Provide each child with paper and pencils. Each child should then select a date from the month in which this lesson occurs. The children may select any dates they like providing they relate to the current month. You may wish to display a calendar page for the current month for this selection process. Then say the date of one of the days in the month. The child or children who have selected that date should then identify a sight word that you show. Then call upon the child, or a child, to say the NL pattern for that sight word. Repeat this process until all dates in the month have been used.

READING AND WRITING:

- * Before the lesson begins, prepare 'closure' sentence cards using the patterns from this lesson. To do this, write the patterns on the sentence strips, omitting the sight words. Mount the sight words on the board and number each sight word. Provide each child with paper and pencil. Mount the closure sentences on the board as well, labelling them with letters from the alphabet (the NL alphabet). The children should then identify the sight word number for each pattern. When the children have completed this activity, review their responses to determine their accuracy. Have the children read each of the NL patterns in this activity.
- * Write one of the sight words on the board, purposely misspelling it. The children should look at the misspelled word and then write its correct form on sheets of paper. Repeat this process using other sight words from this Unit. Afterwards, review the children's spellings to determine their accuracy in correcting the misspelled words.

WRITING/SPELLING:

- * Cut an extra set of sight word cards into their individual syllables. Mix all of the cut-out syllables together and place them in a container. Have a child reach into the container and remove one of the cut-out syllables. The child should look at the syllable and then name the word (a sight word from this Unit) that contains that syllable (accept any sight word that contains the syllable chosen by the child). Repeat this process until all of the cut-out syllables have been used in this way.
- * Provide each child with writing paper and pencil. Say one of the patterns from this lesson and the children should write it on their sheets of paper. Repeat this process using other patterns from this lesson. Later, review the patterns to review their accuracy.

MATERIALS:

writing paper and pencil for each child, an extra set of sight word cards, a pair of scissors, closure sentence strips, masking tape, sight word cards

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read the dialogue with the children in choral, group and individual forms.
- * Encourage the children to suggest other patterns that may be added to the dialogue. Write the patterns that the children suggest on a length of language experience chart paper. Then read the 'new' dialogue with the children in choral, group and individual forms.

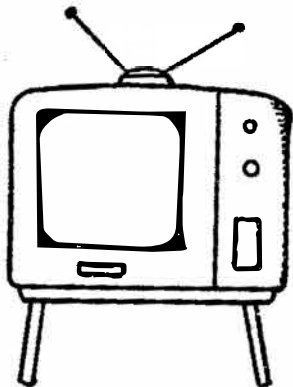
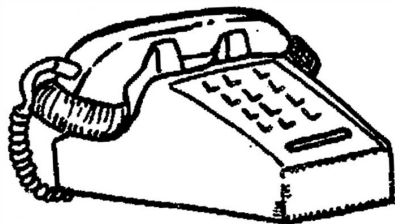
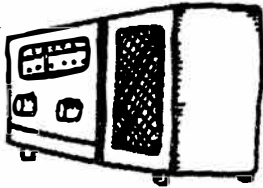
ENRICHMENT ACTIVITIES:

- * The children should understand that 'music' is one form of communication. Use the theme of music for an enrichment activity. Divide the children into two teams. The first player in team one must then think of a song that contains the name of a girl or woman. Then the player in team two must think of another song that contains the name of a girl or woman. Continue in this way until a team is unable to provide further song names. You may wish to repeat this process using the names of men or boys, the names of towns, etc.
- * Provide each child with a copy of the "Semaphore Code" from the back of this unit. Each child should cut out the symbols and spell one of the sight words from this Unit using the symbols. The children should glue or paste their cut-out symbols to a length of paper. When the children have their cards ready, have them exchange semaphore cards. Then provide each child with another copy of the semaphore code. The children should attempt to 'break the code' by matching the symbols in the spelled words with those in the chart. This activity may be repeated more than once.
- * Have each child write a very brief news broadcast in the NL. When a child has completed writing his broadcast (selecting his own theme), he may say the broadcast into a tape recorder. Later, you may wish to play the tape recorder so that all children may hear the 'news broadcasts.'

MATERIALS: a tape recorder, a blank tape, writing paper and pencil for each child, 2 copies of "Semaphore Code" for each child, a skein of yarn, 2 cut-outs of people, language experience chart paper, a felt pen

COMMUNICATION

"SEMAPHORE CODE"



A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Communit Buildings

Grade: 4

Vocabulary:	masinahikewi-kamik	post office
	kiskinomátowi-kamik	school
	wanasowewi-kamik	band office
	pimatahiwi-kamik	skating rink
	atáwi-kamik	store
	áhkosiwi-kamik	hospital

Pattern(s): (ohk, ihk, ahk) isi wí-chewin.

Come with me to the _____

Dialogue:

- A. Tante e-tohteyen?
B. _____ ni-wítotan
A. Káwichewitin
B. Haw wíchewin.
A.
B. Where are you going?
A. I am going to the _____
May I come with you?
Yes, come with me.

MOTIVATION:

- * Before the lesson begins, collect a number of blank envelopes. Prepare 'symbolic illustrations' for the different community buildings on the envelopes. For example, a 'stamp' may represent the post office, a 'cash register' may represent the store, and so on. Place all the envelopes in a mail bag or other appropriate container. Tell the children that the mail has arrived and that you are ready to distribute it. Remove one of the envelopes from the bag, appearing confused by the 'address' (the symbolic illustration). Show the envelope to the children, encouraging them to suggest where the letter should go. Continue in this way until all the letters have been identified according to their 'symbolic illustrations.'
- * Lead this experience into a discussion of the different community buildings, noting in particular the functions of the buildings of the community.

ACTIVITIES:

- * If actual pictures or illustrations of your local community buildings are available, show them to the children, encouraging the children to discuss the employees who work in each building, the contents of the buildings, and so on. The children should understand that each building serves a function in the community vital to the overall functioning of the community.
- * Encourage the children to imagine the sequence of events that take place in the formation of a community. This should begin with a site being chosen as an ideal location for 'transportation,' the establishment of a small trading post, some people building homes near the trading post, the building of a school for the children from those homes, and so on. It is important that the children understand that the location of a community is often critical to the survival of that community. Provide each child with an atlas or a map of Manitoba. The children should look at other communities in Manitoba to determine or to imagine why the communities are in the locations that they are in.
- * Introduce the illustrations that represent the vocabulary words to be introduced in this Unit. Mount each of the illustrations on the board as it is presented. The children should hear the NL vocabulary words a number of times during this introduction process. When all of the illustrations are attached to the board, match the 'symbolic illustrations' used earlier in this lesson with the illustrations on the board. Continue in this way until the children have heard the NL vocabulary words a number of times.
- * Divide the children into groups (the number of groups should be equal to the number of community buildings being introduced in this Unit). Provide each group with a roll of masking tape. The children in each group must then make an outline of a community building on the floor. Identify a community building for each group of children. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. These outlines will be used later in this Unit.

MATERIALS: rolls of masking tape, community buildings illustrations, actual pictures or illustrations of local community buildings, masking tape, blank envelopes, a felt pen

LISTENING AND SPEAKING (VOCABULARY)

THEME: COMMUNITY BUILDINGS

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different community buildings. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Divide the children into two teams. Give the first players in each team one of the symbolic illustrations (from Lesson One). Fold the envelopes so that the players cannot see the illustrations at the beginning. When you say, "Go," the players should open their envelopes and look at the symbolic illustrations. Then, the players must rush to the masking tape outlines on the floor that represent the buildings on their envelopes. The player to reach the correct building first wins the round. When a player has reached the correct building, he must name it. Repeat this process until all players have participated. Downplay the competitive nature of this activity and build up the fun of the game.

CREATIVE EXPRESSION:

- * Prepare number cards from 1 to 10. Stand these number cards in the chalkboard ledge so that the numbers are facing away from the children. Then, write a letter on the board above each card (A to J). Divide the children into two teams. The first player from each team should then identify one of the cards by its letter. For example, player 1 may identify card 'F'. Turn that card over so that the child can see the number. Then, the player from team two should repeat this process. The player who gets the highest number should then use one of the NL vocabulary words in a complete NL sentence. Repeat this process until all players have participated. When all cards have been used, mix them and replace them in the chalkboard ledge.
- * Have the children stand in a circle so that each child is facing the back of the child in front of him. Then, give one of the 'symbolic illustrations' to a child in the circle. That child should pass the illustration over his head to the child behind him. Then, that child must pass the illustration between his legs to the child behind him. The children should continue with this 'over/under' sequence, until you clap your hands. When you clap your hands, the child left holding the symbolic illustration must say a complete NL sentence using the vocabulary word for that illustration. Repeat this process, using other symbolic illustrations. You may wish to use more than one symbolic illustration at a time during each round of this activity.

MATERIALS: symbolic illustrations (from Lesson One), 10 blank flashcards, a felt pen

SIGHT RECOGNITION (VOCABULARY):

- * Mount the community buildings illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Write two 'run-ons' (that are identical) on two individual sentence strips. Divide the children into two teams. Have one member from each team hold one of the sentence strips at one end of the room so that the printed side of the sentence strip is facing his team. Then say "Go," and the first player from each team should rush to the run-on sentence and cut or rip the word from the right-hand side of the sentence strip. The first player to do this successfully and then to name the sight word scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have played.
- * Provide each child with a set of blank flashcards (the number of blank flashcards should equal the number of sight words introduced). The children should then copy the sight words on their blank flashcards. When completed, they should turn their sight word cards face down on their desks. Then each child should select two of his sight words and place them face up on his desk. Name any two sight words and a child or children who have those two sight words showing should call "Bingo." The children should then read the sight words orally. Repeat this process until there has been a good number of winners in the classroom.

DECODING AND ENCODING (VOCABULARY):

- * Introduce the concept of slurvians to the children. These are words or sentences in which the vowels have been changed. For example, the term 'reservation' could become 'rasurvition.' Each child should select one of the sight words to create a 'slurvian' on a blank flashcard. When a child has written his 'slurvian,' he should read it to the other children, pronouncing it in the way in which he has written it. The other children should listen carefully and then attempt to identify the actual word used to create the 'slurvian.' Repeat this process until all children have had a chance to read their 'slurvians' to the other children.
- * Cut a sheet of acetate paper into squares. Use a grease pencil to print one of the sight words on the squares, one letter per square of acetate paper. Then place all of the letters from one of the sight words on an overhead projector and scramble them. The children should look at the scrambled letters that they see projected on the wall/screen and suggest which word could be made by rearranging the letters. Repeat this process using other sight words.

MATERIALS:

acetate paper, grease pencil, blank flashcards for each child, 2 sentence strips, a felt pen

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the patterns ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Divide the children into two teams. Say one of the NL patterns and the first player from each team must rush to the masking tape outline of the building on the floor represented by the pattern that you said. The first player to reach the correct building outline scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat this process until all children have participated. Use a different pattern for each round of the activity. When a child has reached the correct building outline, he should repeat the NL pattern that you said at the beginning of the round.

READING AND WRITING:

- * Before the lesson begins, write each of the NL sentences on an individual sentence strip. Then cut each sentence strip in half. Mix all of the halves together. Give the halves to the children. Say one of the NL patterns and the two children who have the halves necessary to reproduce the pattern that you said should hold them up. Then the two children should arrange themselves so that the two halves are placed together in their correct order. Have the remaining children read the NL sentence orally. Repeat this process until all sentences have been reproduced in this way.
- * Write a closure sentence on the board. That is, a sentence that has letters and syllables missing. Provide each child with writing paper and pencil. The children should look at the closure sentence that you have written on the chalkboard and then they should write the complete sentence, adding the missing letters and syllables. Afterwards, review the children's sentences to determine their accuracy with this activity.

WRITING/SPELLING:

- * Mount the sight words on the board. Then write one of the sight words using a 'C/V' sequence. For example, the word 'jet' would be spelled 'CVC.' The children should look at the 'coded word' that you have written and then attempt to identify the sight word represented by the C/V sequence. You may wish to conduct this activity in 'team form.' In this case, the first player to successfully identify the sight word scores a point for his team. Repeat using other vocabulary words.
- * Provide each child with writing paper and pencil. Say one of the patterns from this lesson and the children should write it on their papers. Repeat this process using other patterns. Review the children's sentences later to determine their accuracy.

MATERIALS: writing materials for the children, a sentence strip for each pattern, a pair of scissors

DIALOGUE AND ENRICHMENT

THEME: COMMUNITY BUILDINGS

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two large cut-outs of individuals to introduce the new NL dialogue to the children. Mount the individuals on the board in such a way that they face one another. Then, say 'A' from the dialogue, pointing to the speaker. Then, repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their meanings. Translate the MEANINGS of the patterns ONCE, if necessary.
- * Practise the dialogue with the children chorally; you say the 'A's' and the children say the 'B's'. Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then, have the groups practise the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read the printed form of the dialogue in choral, group, and individual forms.
- * Encourage the children to suggest other patterns that may be added to this dialogue. Write the patterns that the children suggest on a length of language experience chart paper. Afterwards, read the 'new dialogue' with the children in choral, group, and individual forms.

ENRICHMENT ACTIVITIES:

- * If possible and weather permitting, take the children on a tour of the community. Review the roles of the different community buildings during the tour. You may wish to provide the children with art paper and pencils so that they may sketch the local community buildings. Later, display the completed sketches in the classroom.
- * You may wish to establish a community store in the classroom with the children. To do this, collect empty food containers and use shelving and a table for the store's furniture. The children should price each of the items in the store. Later, this store may be used for math activities that encourage the children to add, subtract, multiply, etc.
- * Lay a length of butcher paper on the floor and have the children prepare an outline of the community, using masking tape which has been attached lightly to the mural paper. When all of the buildings and scenery, etc. have been created with masking tape, spray the mural with spray paint. Then, remove the masking tape from the mural, thus revealing the 'new outline' of the community. You may wish to have the children label the components of the mural. Display the mural in the classroom or hallway.

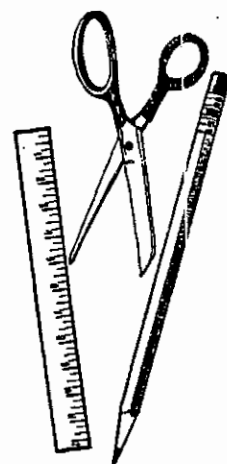
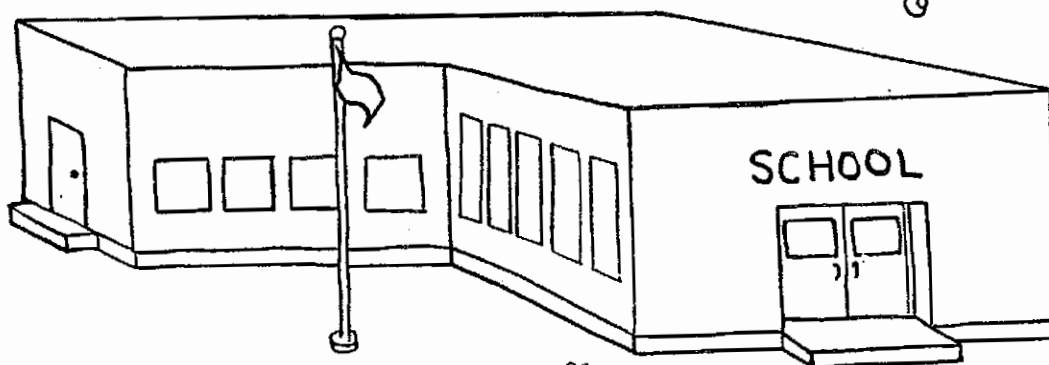
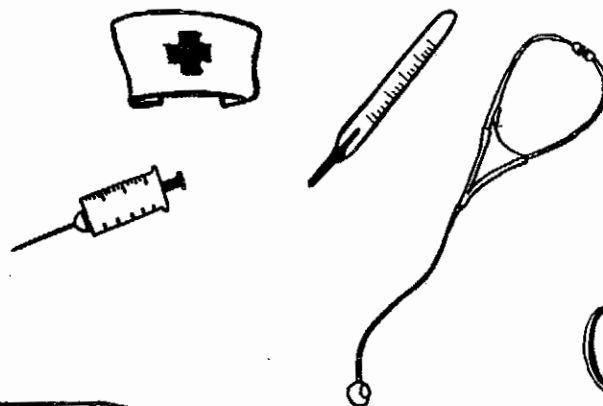
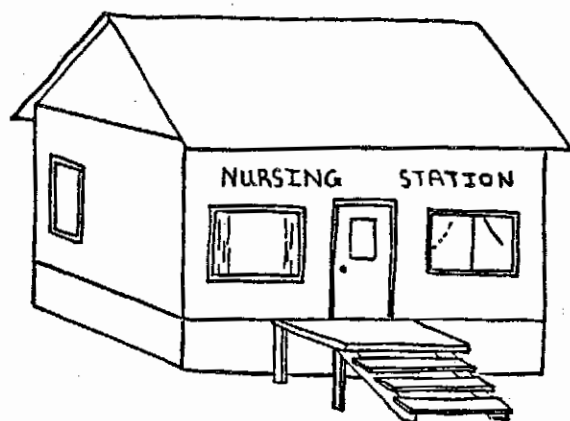
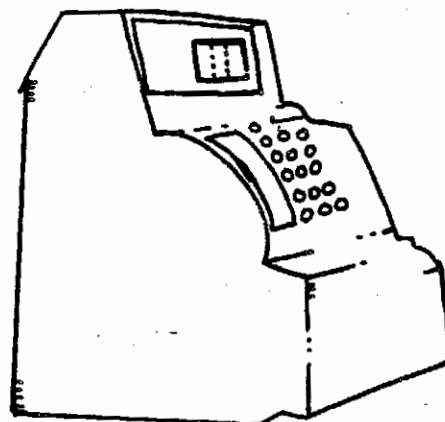
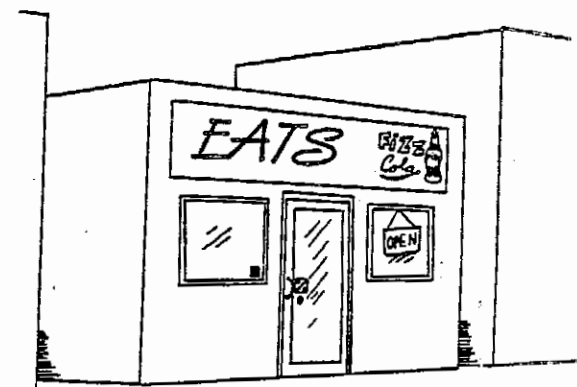
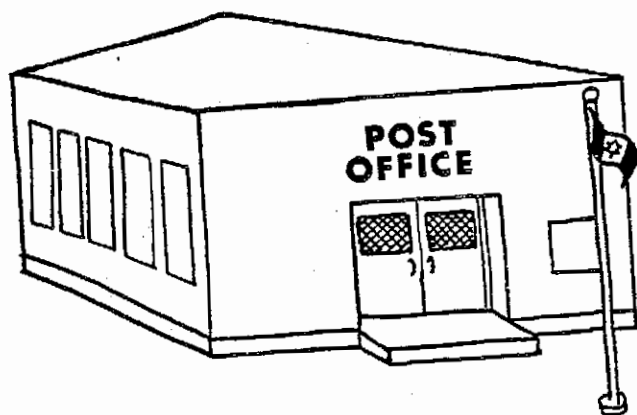
MATERIALS: masking tape, mural paper, a can of spray paint, illustrating materials for each child, a skein of yarn, language experience chart paper, a felt pen, 2 large cut-outs of people

NATIVE LANGUAGE BASIC PROGRAM

Theme:

Community Buildings

Grade: 4



CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Days of the Week

Grade: 4

Vocabulary:

* Ayamihe kíkikáw	Sunday
Póni-ayamehíkíkikáw/	
Peyak-kíkikáw	Monday
Níso-kíkikáw	Tuesday
Apihtawan	Wednesday
Póni-apihtawan	Thursday
Kekách-matinwe kíkikáw	Friday
Mátinwe kíkikáw	Saturday

Pattern(s):

- * Nimis ta petóhtew _____ ()
My older sister is coming on (day of week)?

Dialogue:

- A. Tánispíhk kimis ke petóhtet?
B. _____ () ta petóhtew.

- A. When is your sister coming?
B. She is coming on _____

* Use the translation for the days of the week used in your community.

MOTIVATION:

- * Before the lesson begins, prepare five illustrations that represent a sequence of events; for example, the building of a house. Mix the pictures together and stand them in the chalkboard ledge so that the children can see them. Encourage the children to suggest an 'order' to the pictures. Rearrange the pictures as the children suggest their proper order.
- * Lead this discussion of 'order' into other 'orders' that we have around us. Encourage the children to note, for example, telephone books, dictionaries, grade levels, and so on.

ACTIVITIES:

- * The construction of tables of information about the students in a particular class, can serve as a basis for interesting discussions. Create a chart of the weekly routines of the class members on the chalkboard using the chart titled "Weekly Routine of Class" following Lesson 5 of the unit. After the chart is completed it can serve as a basis for discussion questions and questions which provide the desired input from students. For beginning students the following questions would be appropriate:
 "Who has the baseball practice on Wednesdays? What does John do on Saturdays? Does Herman play hockey on Wednesdays?"
- * Introduce the 'symbolic illustrations' of a house being built that represent the different days of the week. Use the illustrations at the end of this unit. Encourage the children to suggest the correct order for these illustrations as they are presented. You may wish to mount all of the illustrations on the chalkboard and then have the children suggest the order in which they should be numbered (from 1 to 7). Use these illustrations to introduce the NL names for the days of the week. The children should hear the NL names a number of times during this process.
- * Provide each child with the necessary art materials and supplies to create a calendar for the current month. The children should prepare the columns for the days of the week and the squares for the dates in the month. Each child may add his own artistic form to his calendar page. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. Display the completed calendar pages in the classroom.

MATERIALS: art materials and supplies for each child, symbolic days of the week illustrations, a copy of "Weekly Routine of Class" for each child, a sequence of 5 illustrations (e.g., building a house)

LISTENING AND SPEAKING (VOCABULARY)

THEME: DAYS OF THE WEEK

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson 1 using the illustrations that represent the different days of the week. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Each child should select a date from the month in which this Unit is being developed with the children. For example, one child may select 'Monday, the 4th.' When each child has selected a date from the month, mount the seven 'symbolic' illustrations that represent the days of the week on the board. Point to one of the illustrations and call out a date from the current month (saying the day and the date). The child or children who have that date should hold up their hands. Call upon each child who has that date to say the NL name for the illustration you pointed to (i.e., the name of the day of the week). Repeat this process a number of times. Periodically, you may allow the children to change their dates during this activity.

CREATIVE EXPRESSION:

- * Before the lesson begins, prepare an extra set of 'symbolic illustrations.' If possible, prepare this extra set on squares of bristol board. Group the children in a circle and run a length of yarn all the way around the circle. Before tying the ends of the yarn together, punch a hole through each symbolic illustration and insert the illustrations over an end of the yarn. Then tie the yarn ends together. Separate the illustrations so that they are in different locations around the circle. When you say "Go," the children should push the illustrations around the circle on the yarn length as quickly as they can. When you clap your hands, those children left holding an illustration should each say the name of the week for their illustrations in complete NL patterns. Repeat this process until many of the children have had a chance to respond.
- * Conduct a 'sentence bee' using the NL vocabulary words to encourage the children to create NL sentences. Have the children line up in two teams. Say a vocabulary word to the first player in team one. That child should then use the word in a complete NL pattern. If he is unable to do so, give the first player in team two the opportunity to create a sentence using that NL word. Repeat until all players have had a chance to play. Downplay the competitive nature of this activity and build up the fun of the game.

MATERIALS:

an extra set of symbolic illustrations, a single hole punch, a skein of yarn, symbolic illustrations, masking tape

SIGHT RECOGNITION (VOCABULARY):

- * Mount the symbolic days of the week illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Prepare two sets of sight word cards. Place the two sets of sight word cards in a scattered formation on the floor, face down. Divide the children into two teams at the other end of the room. When you say "Go," the first player from each team must rush to the sight word cards and each player should turn over two sight word cards. If a player turns over the same word on each card, he should hold them up and read them to the other children. However, if a player turns over two different words, he should turn the cards back over again. Repeat this process until all players have played.
- * Mount the two sets of sight word cards (from the previous activity) on a sheet. Have two children hold the sheet up so that the other children may see the sight word cards. Stand behind the sheet with two flashlights. Shine the light of one of the flashlights on a sight word and the light of the other flashlight on its matching sight word card. The children should name the sight word. Repeat this process a number of times. However, when the lights of the flashlights are on 'mismatched words,' the children should not respond. Repeat until the children are able to respond well.

DECODING AND ENCODING (VOCABULARY):

- * Divide the children into two teams. Have the two teams stand at one end of the room opposite the chalkboard. Say a syllable from one of the sight words from this Unit. Then the first player from each team should rush to the chalkboard and write the sight word that contains the syllable that you said. The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have participated.
- * Divide the children into two teams. Place a sight word card on the floor in front of the first player in each team. Also, place a pair of scissors on the floor beside the sight word card. When you say "Go," the first player in each team should use his scissors to cut his sight word into its syllables. The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat this process using other sight word cards until all players have had a chance to participate.

MATERIALS: 2 extra sets of sight word cards, 2 pairs of scissors, a sheet, masking tape, 2 flashlights, symbolic days of the week illustrations, sight word cards (master set)

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then, write one of the NL sentences around a vocabulary word. Read the pattern to the children and then encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE, if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Use two decks of cards to encourage the children to say the new NL patterns. Give all of the cards in one deck to the children (it is not necessary that all children have the same number of cards). Keep the other deck of cards as your 'master set'. Say one of the new NL patterns and then hold up one of your playing cards. The children should look carefully at their cards. The child who has the matching card for the card that you are holding up should repeat the NL pattern that you said at the beginning of the round. Rather than saying an entire NL pattern, you may wish to say one of the NL vocabulary words. The child with the matching playing card should say the entire NL pattern that contains the NL vocabulary word that you said. Repeat this activity until all of the children have responded.

READING AND WRITING:

- * Before the lesson begins, write each of the NL patterns from this Unit on an individual sentence strip. Mount the sentence strips on the board as you introduce them to the children. The children should hear and see the sentences a number of times during this introduction process.
- * Number each of the sentences on the board. Then, prepare matching number cards. Place the number cards in a container and mix them together. Have a child reach into the container and remove one of the number cards. The child should look at the number on the number card and then read the NL pattern for that number (from the board). Repeat until all children have had a chance to participate.

WRITING/SPELLING:

- * Before the lesson begins, cut each sight word in two extra sets of sight word cards into their individual letters; keep the two sets of cut-up words separate. Place the cut-out letters in two piles at one end of the room. Group the children in two teams at the other end of the room. Say one of the NL words and the first player from each team must rush to his team's pile of letters. The first player to reproduce the sight word using the cut-up letters scores a point for his team. Downplay the competitive nature of the activity and build up the fun of the game. Repeat until all players have played.

MATERIALS: writing paper and pencil for each child, 2 extra sets of sight word cards, a pair of scissors, a sentence strip for each pattern, a felt pen, blank squares of paper, a container, 2 decks of playing cards, sight word cards, masking tape

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way tht they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's' and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children. Then say a word or syllable that is found in the dialogue. Call upon a child to identify and say the sentence in the dialogue that contains that word or syllable. Repeat using different words/syllables.
- * Before the lesson begins, prepare a 'closure' version of the dialogue. Write the dialogue on language experience paper, leaving out words, syllables and letters. Show the closure dialogue to the children, calling upon them to provide the missing items. Add the words/syllables/letters to the dialogue as they are provided by the children.

ENRICHMENT ACTIVITIES:

- * Provide each child with the necessary art materials and supplies to illustrate an event that takes place on a given day during the week. When a child has completed his illustration, he should identify the day of the week represented by the illustration. Display the completed art forms in the classroom or hallway.
- * Lay a length of mural paper on the floor and group the children around it. Divide the mural paper into seven sections, each section representing a day of the week. Then the children should determine events that can be represented in the different sections of the mural paper. Provide the children with the necessary art materials and supplies to create their 'daily art work' in the mural. Display the completed mural in the classroom or hallway.
- * Review the dialogue that was introduced and developed earlier in this lesson. Then encourage the children to suggest other NL patterns that may be added to the dialogue. Write the patterns that the children suggest on a length of language experience chart paper. Afterwards, read the entire 'new dialogue' with the children in choral, group and individual forms.

MATERIALS: language experience chart paper, a felt pen, mural paper, art materials and supplies for each child, art paper for each child, a skein of yarn, 2 large cut-outs of people, masking tape, a 'closure' version of the dialogue

NATIVE LANGUAGE BASIC PROGRAM

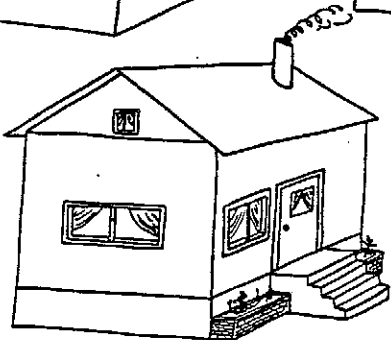
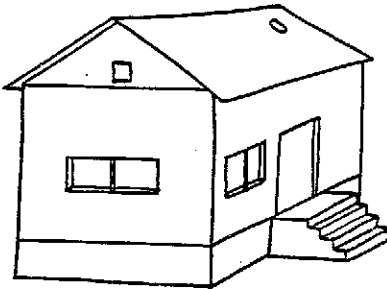
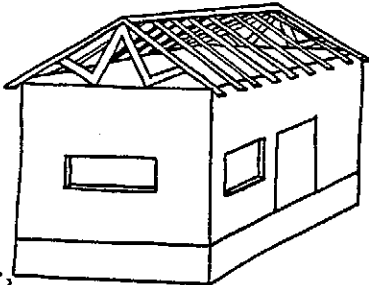
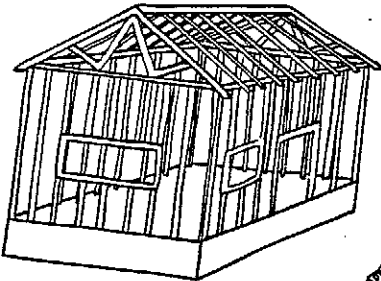
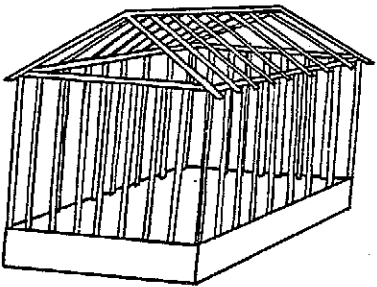
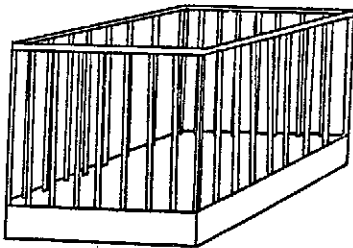
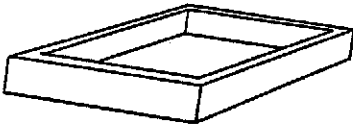
DAYS OF THE WEEK

Grade 4

"WEEKLY ROUTINE OF CLASS"

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
John		works	studies				
Mary		babysits		plays bingo			
Fred					plays hockey		goes to the show
Herman			fishes			works	

"SYMBOLIC DAYS OF THE WEEK"



CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Feelings/Emotions

Grade: 4

Vocabulary:	minwen(i)tam	happy (s/he is)
	pekiskatam	sad (s/he is)
	kisiwasiw	angry
	kostam	afraid
	kasken(i)tam	lonesome

Pattern: Anoch ni _____
(emotion)

Today I am _____
(emotion)

Dialogue: Tánisi isi ayát _____?
(name)

(emotion) (name)
How is _____ feeling?
(name)
_____ is _____
(name) (emotion)

MOTIVATION:

- * Before the lesson begins, prepare an audio tape that contains sound effects of the different emotions to be introduced in this unit. Play the tape for the children. Then, rewind the tape and replay it, stopping it after each sound effect. Encourage the children to identify the emotion associated with each sound effect. Continue in this way until all of the sound effects have been identified. Use the audio tape to introduce the NL vocabulary words for this unit to the children.

ACTIVITIES:

- * Introduce the illustrations that represent the different emotions. Stand the illustrations on the chalkboard ledge and rewind the audio tape (from above). Play the tape and point to the emotions illustrations as the different sound effects are heard from the tape. Continue in this way until the children have heard the vocabulary words repeated a number of times.
- * Provide the children with old magazines and catalogues. The children should look through the magazines to locate pictures of people. The children should cut the pictures they find out. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. The children should attempt to locate pictures that represent the different emotions introduced in this lesson. When all of the pictures have been cut out, collect them and keep them in a container for use later in this unit.
- * Provide each child with a paper pieplate. Also, provide the children with illustrating supplies. The children should then create 'emotions faces' on their pieplates. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. When completed, the 'emotions faces' may be displayed in the classroom.
- * Stand the emotions illustrated in the chalkboard ledge once again. Review the emotions represented by the illustrations. Then, direct the children's attention to the types of events that might create the different 'emotions'. Continue in this way until events for each emotion have been identified.
- * Discuss with the children how they would feel (emotionally) as a result of specific events. During this discussion, the children should come to realize that not everyone reacts in the same way to the same event. Also, the way one shows one's emotions may be quite different from the way other people show their emotions.

Materials

old magazines/catalogues, scissors for each child, a container, emotions illustrations, a prepared audio tape, a tape recorder

LISTENING AND SPEAKING (VOCABULARY)

THEME: FEELING/EMOTIONS

Grade: 4

LESSON TWO

ORAL REPRODUCTION

- * Group the children in a circle. Walk around the circle with a container that contains the cut-out pictures that the children found from the magazines/catalogues in Lesson One. Each child should reach into the container and remove one of the pictures. When each child has a picture, call upon each child to show his picture and to say a complete NL sentence about it. Encourage the children to use the vocabulary words from this unit in the sentences they say. Continue until all children have a chance to respond.
- * Lay the emotions illustrations on the floor at one end of the room. Group the children in two teams at the end of the room. Give the first player in each team a round inflated balloon. The two players should place the balloons between their knees. Say a NL vocabulary word from this unit and the two players should walk as quickly as they can to the illustrations without losing their balloons. The first player to reach the illustrations without losing his balloon and to identify the illustration that matches the word that you said wins the round. Call upon the child who correctly identified the illustration to say its NL vocabulary word in a complete NL sentence. Repeat this process until all players on each team have had a chance to play.
- * Group the children together. Blindfold a child. Then, bend a pipe cleaner to represent a 'mouth shape' that represents an emotion (use the same 'mouth shapes' that were developed in Lesson Two). Have the blindfolded child feel the shape of the 'mouth shape'. The child should then identify the emotion and then use the NL vocabulary word in a complete NL sentence. Repeat this process until all children have had a chance to respond.

CREATIVE EXPRESSION:

- * Provide each child with a blank flashcard. Each child should then write a number on his card (from 1 to __, depending upon the number of children in your class). Mount the hunting illustrations on the board. Then, point to one of the illustrations and call a number (between 1 and __). The child who has that number should then use the vocabulary word for that illustration in the complete NL sentence. The child should create his own sentence, using patterns learned earlier in the NL program or creating his own pattern. If a child makes a pronunciation or grammatical error in his NL sentence, repeat the sentence to him correctly (avoid stressing correction of the children's sentences during this creative expression activity). The children may exchange number cards after each round of the activity. Repeat the activity until most of the children have had a chance to participate.

CREATIVE EXPRESSION: (cont'd)

- * Divide the class into two teams. The first player from each team should stand facing one another. The two players should extend their right hands so that one player's right hand is under the other player's. The object of this activity is for the players to attempt to tap one another's hands. The first player whose hands is tapped by the other player must then look at an illustration that you show him and say the NL vocabulary word for that illustration in a complete NL pattern. Continue in this way until all players have had a chance to participate.



MATERIALS:

emotion/feeling illustrations, masking tape, a felt pen for each child, a flashlight, magazines, balloon, blindfold, pipecleaner

SIGHT RECOGNITION (VOCABULARY):

- * Mount the emotion/feeling illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this unit. Then, introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Remove the sight word cards from the board and tape them to a sheet. Have two children hold the sheet vertically so that the sight word cards are facing the remaining children. Stand behind the sheet with a flashlight. Move the light of the flashlight around behind the sheet, periodically stopping it behind a sight word card. The children must identify the sight word card 'illuminated' by the light of the flashlight. Repeat until all sight words have been identified in this way.
- * Group the children in a circle. Walk around the outside of the circle, placing a sight word card in each child's hand (behind the backs of the children). The children should not look at their sight word cards. Then, stand in the centre of the circle. Call out one of the sight words. If a child thinks that he has that word on his card (he will have to guess), he should hold his card up in the centre of the circle so that he can see it. If the child's card matches the word that you said, he scores a point. However, if the child held up an incorrect card, he is 'out' until the next round of the activity. Continue in this way until all children are either 'out' or are 'winners'. Then, collect and redistribute the cards for the next round of the activity.

DECODING AND ENCODING (VOCABULARY):

- * Before the lesson begins, prepare an extra set of sight word cards. Cut each of the words in the extra set into individual letters. Then, mix all of the letters together. Place the cut-out letters in a container. Have each child reach into the container and remove one letter. Call a child's name. That child should look at his letter and then name any sight word (from this unit) that contains that letter. The child should then spell the word. Repeat this process until all of the children have participated.
- * Write two NL alphabets on the chalkboard - vertically. Divide the children into two teams. Have the two teams line up facing the two alphabet columns. When you say, "Go", the first player from each team must rush to his team's alphabet column and write one of the NL words around a letter in the column. The team to do this first wins the round. You may wish to allow 'any' NL terms for this activity, rather than restricting it to the NL terms from this unit. Downplay the competitive nature of this activity and build up the fun of the game. Continue until each letter in both alphabet columns has been used.

MATERIALS

an extra set of sight word cards, a pair of scissors, a sight word card for each child, master set of sight word cards, a sheet, a flashlight, masking tape

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then, write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the meaning of the pattern ONCE, if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Group the children in a circle. Walk around the outside of the circle, attaching the illustrations from this unit to the children's backs. Also, attach the sight word cards (that match the illustrations) to other children's backs. When you say "Go", the children must attempt to match themselves according to the illustrations and sight words. When the children have matched themselves correctly, have each pair of children say the pattern for their illustration/sight word.
- * Group the children together. Toss a nerf ball to a child, saying one of the NL vocabulary words from this unit. The child who catches the nerf ball must then repeat the NL vocabulary word and then say the NL pattern that contains that word. Repeat this process until many of the children have responded.

READING AND WRITING:

- * Say one of the NL vocabulary words and a child's name. That child should say the NL sentence that contains that word. Write the sentence that the child says on a length of language experience chart paper. Continue in this way until all of the NL sentences have been written on the paper.
- * Cut the sentences from the language experience chart paper (from the previous activity). Mix all the sentences together and lay them on the floor. Then, have individuals attempt to replace the sentences in their original order on the chalkboard (have rolls of masking tape available for this activity). As each sentence is correctly placed on the board, all children should read it.
- * Provide each child with a sight word and a blank sentence strip. Also, provide each child with a felt pen. Each child should then write one of the NL sentences from this Unit on this sentence strip, fitting his sight word card into the correct location in the sentence. Have each child read his sentence to the other children. Display the sentences in the classroom.

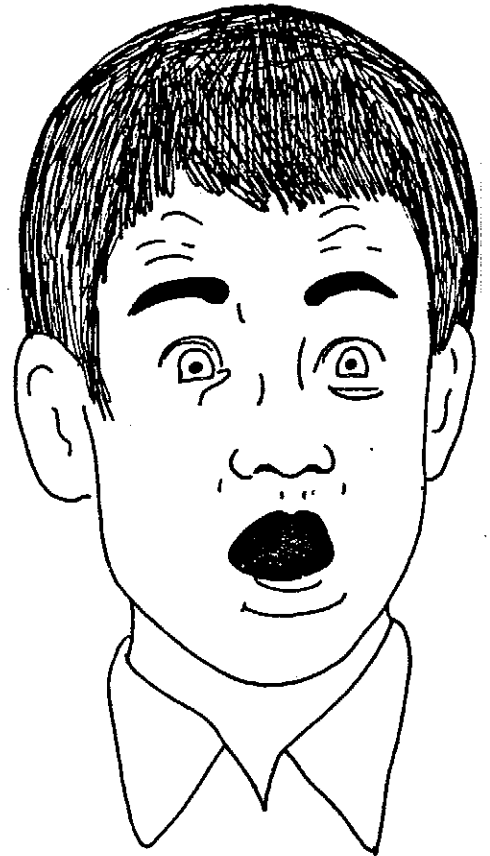
WRITING/SPELLING:

- * Arrange the children in pairs. Provide each pair of children with a handful of cut-out letters (from this and other units). Then, the children in the pairs should attempt to create as many words as possible using a 'crossword puzzle' form. To do this, one player should create a word on the floor using the cut-out letters. Then, the second player

WRITING/SPELLING: (cont'd)

should create a word on the floor using the cut-out letters. Then, the second player must use his letters to create another word, using one letter in the first word as a common letter for the two words. For example, in English the following could be used:

The children should continue to make words in this way until one child's letters have been completely used.



MATERIALS:

writing paper and pencil for each child, a handful of cut-out letters for half the children in the class, language experience chart paper, a felt pen, a sight word and a blank sentence strip for each child, a felt pen for each child, a pair of scissors, a nerf ball, emotions/feelings illustrations, a master set of sight word cards, masking tape

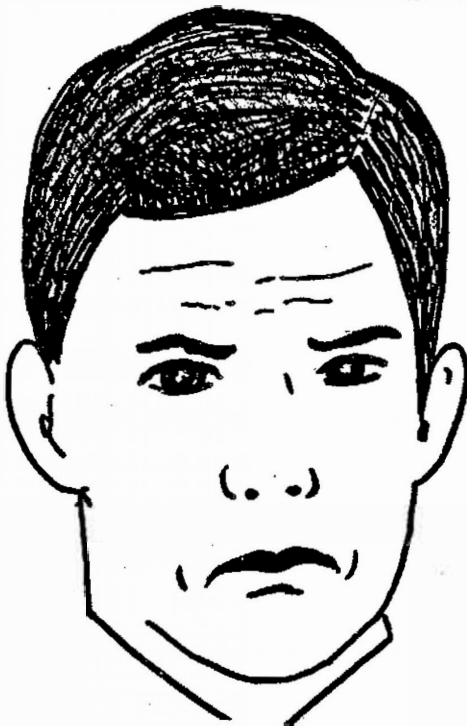
DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then, repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE, if necessary.
- * Practise the dialogue with the children chorally; you say the 'A's' and the children say the 'B's'. Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then, have the groups practise the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children in choral, group, and individual forms. Then, say a word or syllable that is found in the dialogue. Call upon a child to identify and say the sentence in the dialogue that contains that word or syllable. Repeat this activity using different words/syllables from the dialogue.
- * Encourage the children to imagine what else the two speakers might say to one another. Write the children's sentences on a length of language experience chart paper. Afterwards, read the 'new dialogue' in choral, group, and individual forms.

ENRICHMENT ACTIVITIES:

- * Develop appropriate facial expressions for the different emotions. Practise these facial expressions with the children. Then, say a vocabulary word or an NL sentence that contains a vocabulary word and the children should perform the appropriate facial expression. Continue with this process until all of the emotions have been used in this way.
- * Develop 'mouth shapes' with the children that reflect the different emotions. Draw samples of the mouth shape on the board. The mouth shape should show 'happy, sad, angry, etc.'. When a 'mouth shape' has been determined for each emotion, group the children in a circle and provide each child with a short length of yarn. Say one of the vocabulary words and the children should use their yarn lengths to create the 'mouth shape' for the emotion that you said. Repeat this process until all of the emotion terms have been used in this way.

- * Group the children together. Say an NL sentence that contains one or more of the vocabulary words from this unit. Then, toss a portion of tissue paper into the air. The children should begin laughing. The children should laugh until the tissue paper hits the floor. When the tissue paper hits the floor, the children should stop laughing immediately. The first child to laugh after the tissue paper hits the floor should repeat the NL sentence you said at the beginning of the round. Repeat this activity a number of times, using different NL sentences for the different rounds of the game.



CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Five Senses

Grade: 4

Vocabulary:	ispakosiwin	taste
	mináhchikewin	smell
	mosihowin	feel
	petamowin	hear
	wápamowin	see

Pattern(s): Ki _____ na?
(sense)

Do you _____
(sense)

Dialogue:

- A. Kekwan _____
B. _____ ni _____
(sense) (noun)
A. Mwách ayáw _____
A. What do you _____
B. I (sense) a (noun)
A. He doesn't have his sense of _____

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: FIVE SENSES

Grade: 4

LESSON ONE

MOTIVATION:

- * Before the lesson begins, prepare an audio tape that contains sound effects. Play the audio tape for the children, encouraging the children to imagine what caused the sounds they are hearing. Eventually, when the children have identified the sounds lead the discussion into the five senses.

ACTIVITIES:

- * Mount five illustrations on the board that represent the five senses (ears, eyes, finger, etc.). Encourage the children to suggest items that are most often identified with the different senses. The children should begin to see that seldom is only one sense used. Rather, people usually use a combination of senses in different situations. For example, when one enjoys a delicious meal, one may also enjoy the fragrance of the meal. The texture or feel of the food (depending on the type of food) may also be another sense during the eating of the meal.
- * Before the lesson begins, collect different smelling bars of soap (miniature bars of soap are ideal for this activity). Cut each of the bars of soap in half. Place one half of each bar on the floor and place the remaining soap halves in a container. Group the children around the soap on the floor. Blindfold a child and have that child reach into the container and remove one of the soap halves. The child should smell the soap half and then enter the circle and attempt to locate its matching half by smelling the other halves in the centre of the circle. Repeat this process until many of the children have participated.
- * Introduce the illustrations from this Unit that represent the NL vocabulary words. Mount the illustrations on the board as they are presented. It is important that the children hear the NL vocabulary words a number of times during this introduction process.
- * Lay a length of mural paper on the floor (long enough so that all children may sit around it). Group the children around the mural paper. Provide each child with a crayon. Then, blindfold each child. The children should then draw illustrations 'in the blind'. Allow approximately 5 to 7 minutes for the students to complete the project before allowing them to remove their blindfold. Display the mural done 'in the blind' in the classroom.

MATERIALS:

audio tape, tape recorder, five senses illustrations, different bars of soap, a knife, a length of mural paper, a felt pen for each child, a blindfold for each child, a container (e.g., a box or bag)

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations that represent the five senses. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Group the children together on the floor. Have the children close their eyes. Circulate among the children, touching five or six children on their shoulders. The children that you identified should come to the front of the class and stand shoulder to shoulder facing the other children. Then have two children hold a sheet vertically in front of the standing children so that only their shoes or feet are showing. The remaining children should then open their eyes. Call upon an individual child to attempt to identify the shoes or feet of one of the children behind the sheet. When a player has successfully identified the shoes or feet of one of the children behind the sheet, the child behind the sheet should then come out and stand in front of the sheet and identify an illustration that you show him. Repeat this process until all of the players behind the sheet have been identified. Then repeat the process using six or seven new players behind the sheet. You may wish to have all children repeat the NL vocabulary word after a player has identified an illustration.

CREATIVE EXPRESSION:

- * Provide each child with an illustration from this Unit (prepare extra illustrations if necessary). Then set a tape recorder in the RECORD mode. Call upon an individual child to hold up his picture and to say an NL sentence that contains the name of the picture. Avoid stressing correction of the children's sentences during this creative expression activity. Repeat this process until all of the children have had a chance to provide an NL sentence. Then rewind and replay the audio tape so that the children may hear themselves saying the NL sentences.
- * Divide the children into groups of three or four. Provide each group with one illustration from this Unit. Then the children in each group should come up with as many NL vocabulary words related to their illustration as possible. You may wish to provide the children with writing paper and pencils so they may record their NL vocabulary words. Afterwards, have each group present its list of NL vocabulary words as its illustration is shown. Accept any words that seem appropriate for the illustrations.

MATERIALS:

five senses illustrations, a sheet, an illustration for each child

SIGHT RECOGNITION (VOCABULARY):

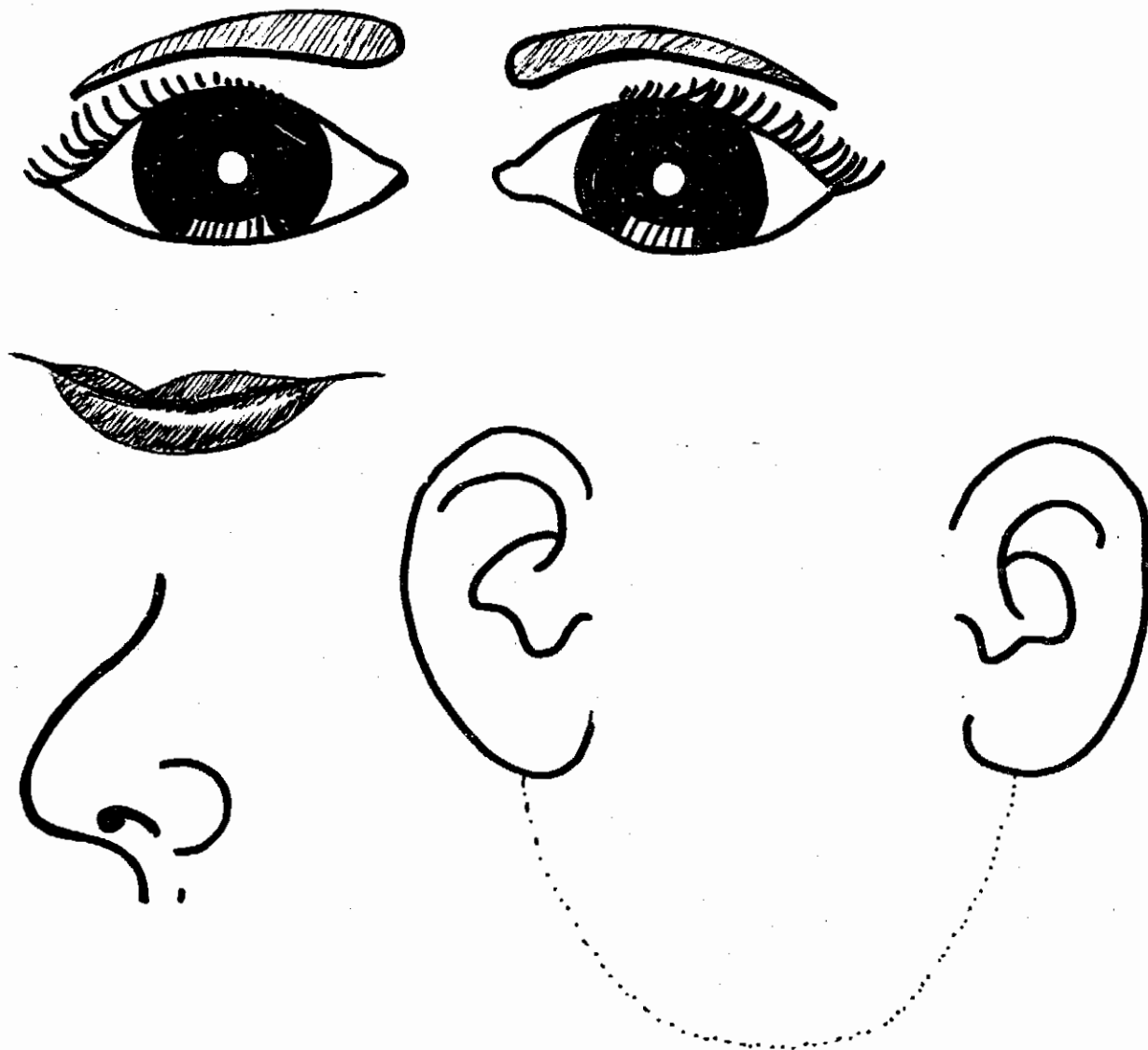
- * Mount the five senses illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight words with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Provide each child with a sight word card (prepare extra sight word cards if necessary). Also, provide each child with a small portion of modelling clay. Each child should then make 'strings' of modelling clay by rubbing the modelling clay between his hands. When a child has 'modelling clay strings' he should then press them to the letters of the sight word. When complete, a child's sight word will be completely outlined with the modelling clay. Collect these 'tactile words' and place them on the floor face up. Group the children around them. Blindfold two children and say one of the NL vocabulary words. The two players must then enter the circle and 'feel' for the vocabulary word that you named. Repeat this process until most of the children have had a chance to participate.
- * Before the lesson begins, prepare an extra set of sight word cards. Place the two sets of sight word cards on the floor face up. Group the children around the cards. You may wish to divide the children into two teams. Have one player from each team enter the circle and kneel by the sight word cards. Say one of the sight words and toss a nerf ball in the air. The players must identify the sight word that you said before the nerf ball hits the floor. A player who does this successfully scores a point for his team (therefore both players may score points at the same time). Repeat.

DECODING AND ENCODING (VOCABULARY):

- * Mount the sight words on the board. Then say one of the sight words pronouncing only the consonants. The children should listen carefully to the seemingly non-sensical word that you say. Then they must attempt to identify the sight word on the board that contains the consonants that you pronounce. You may wish to conduct this activity in team form, in which case the first player to identify correctly the sight word that you said scores a point for his team. Repeat, saying the consonants of other sight words.
- * Use one of the extra sets of sight word cards (used earlier in this lesson) for an encoding activity. Cut each of the words in the extra set in half. Give each of the word halves to the children (all children should have word halves). Group the children in a circle. Give the end of a yarn length to one of the children in the circle and the other end of the yarn length to a child at the opposite end of the circle. The children should then pass the yarn ends around the circle in a clockwise direction as quickly as they can.

DECODING AND ENCODING (VOCABULARY): (cont'd).

When you clap your hands, the children should stop passing the yarn ends around the circle. The two children left holding the yarn ends must hold up their word halves and identify the words represented by their halves (each child taking his turn to respond orally). Repeat this process until most of the children have responded in this way.



MATERIALS: a skein of yarn, an extra set of sight word cards, a pair of scissors, modelling clay for each child, a sight word card for each child, 2 blindfolds

LISTENING AND SPEAKING:

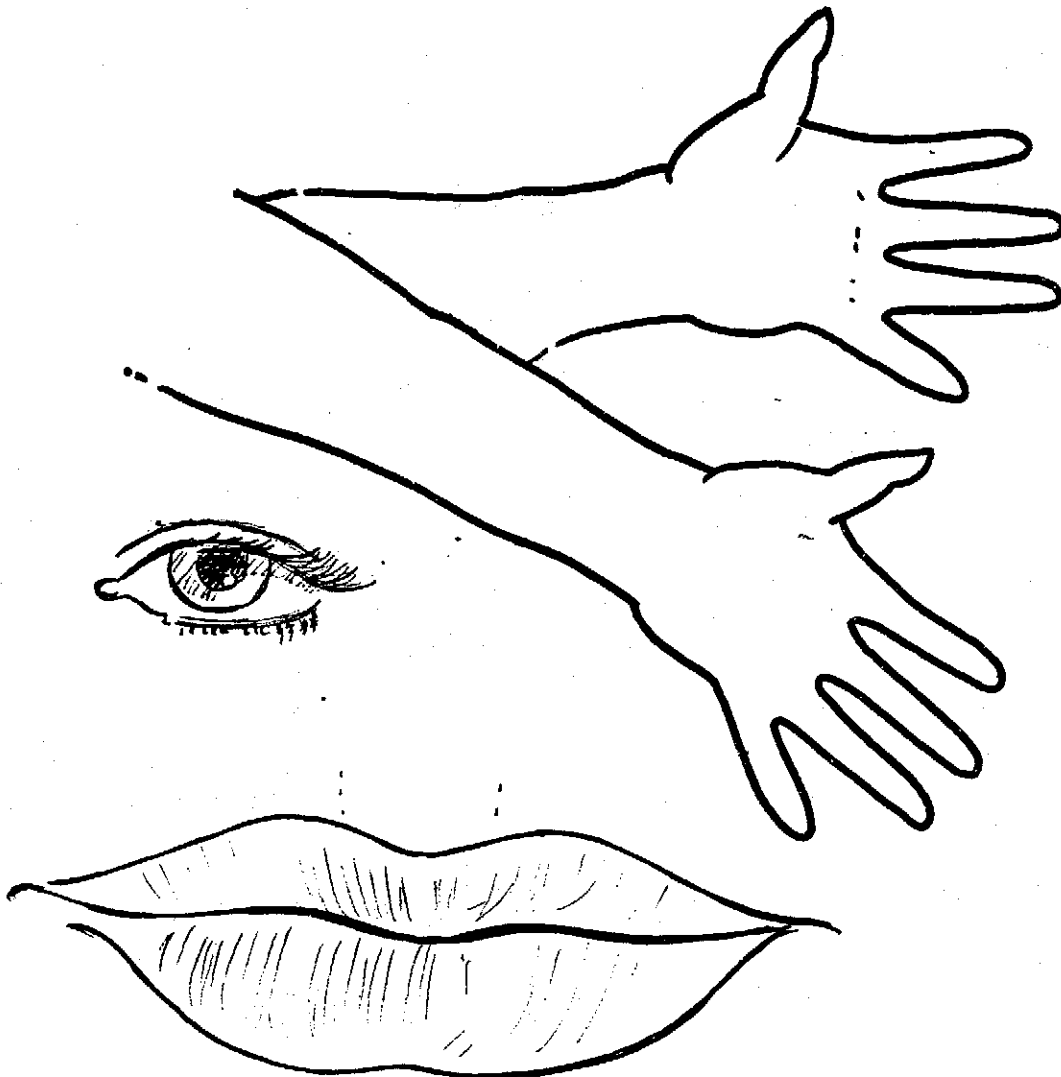
- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then, write one of the NL sentences around the vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE, if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Erase the sentences (from above), leaving only the sight words on the board. Then, have the children remove their shoes or boots. Collect one shoe or boot from each child. The remaining shoes/boots should be placed in the centre of the room. Group the children around the shoes/boots. When you say, "Go," all children should rush into the centre of the circle and take one shoe or boot (not necessarily their own). Then, point to one of the sight words on the board and hold up one of the boots or shoes that you have. The child who has the matching boot or shoe must then say the NL pattern for the sight word that you pointed to. Repeat this process, holding up other boots and shoes. Repeat until all children have had a chance to respond during this activity.

READING AND WRITING:

- * Before the lesson begins, write each of the NL patterns from this lesson on an individual sentence strip. Mount the sentence strips on the board. Then, mount the illustrations from this Unit on the board near the sentence strips. Place your left hand on a sentence strip and your right hand on its matching illustration. The children should say the NL pattern for the sentence strip/illustration you are pointing to. However, when your left and right hands are on mismatched sentence strips/illustrations, the children should shake their heads, showing that the two are mismatched. Repeat this process until all of the NL patterns have been reviewed in this way.
- * Group the children in a circle. Remove the illustrations from the board (from the previous activity) and cut each illustration in half. Tape the illustrations to the children's backs. Prepare extra illustrations if necessary so that each child has half an illustration on his back. When you say, "Go," the children must then attempt to match themselves according to the illustration halves on their backs. When the children have done this successfully, each pair of children should then write its pattern on the chalkboard. The children should sign their patterns with their names. Afterwards, review the children's written sentences to determine their accuracy in this activity.

WRITING AND SPELLING:

- * Before the lesson begins, prepare alphabet cards (for the NL). Lay the alphabet cards on the floor in a scattered formation. Group the children near the cards. Have two players stand near the alphabet cards. Say one of the NL vocabulary words from this Unit and the two children must then spell the word by touching all of the necessary letters on the floor that make up the spelling of the word. When all of the necessary letters are touched with a body part of the children (in 'stretch' form), have all of the children in the class spell the NL vocabulary word. The two children who touch the alphabet cards may use their feet, hands, knees, etc. to touch the different letters. Repeat with other pairs of players.

**MATERIALS:**

paper and pencil for each child, a set of NL alphabet cards, a sentence strip for each NL pattern, five senses illustrations, a pair of scissors, masking tape, sight word cards

DIALOGUE:

- * Use two large cut-outs of people to introduce the NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read the dialogue with the children in choral, group and individual forms.
- * Encourage the children to suggest other patterns that may be added to the NL dialogue. Write the patterns that the children suggest on a length of language experience chart paper. Then read the 'new dialogue' with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * Before the lesson begins, collect food samples for a 'tasting party.' Blindfold all of the children and have them sample the food items that you bought. The children should attempt to identify the food items by their taste. You may wish to provide each child with writing paper and pencil. After tasting a food item, each child should print or write what he thinks the food item is on his writing paper (the children will be writing 'in the blind' since they are blindfolded). Afterwards, review the children's responses to determine their accuracy during this tasting party activity.
- * Provide each child with five blank sentence strips. Each child should then write one sentence for each sense. When the children have completed their 'sense sentence strips' collect them and mix them together. Divide the children into two teams. Identify one of the senses and the first player from each team should then attempt to find a sentence strip that contains a sentence related to the sense that you said at the beginning of the round. The first player to do this successfully scores a point for his team. Downplay the competitive nature of the activity and build up the fun of the game. Repeat this process until all players have had a chance to participate.

MATERIALS: five sentence strips for each child, a felt pen for each child, food samples for 'tasting party,' writing paper and pencil for each child, a skein of yarn, language experience chart paper, 2 large cut-outs of people, masking tape

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Food Preparation

Grade: 4

Vocabulary:

kísisa
sásápisikisa
osa
pihtápisikaha

cook (it)
fry (it)
boil (it)
broil-roast (it)

Pattern(s):

Ki-kaskihtan ná ta _____ wíyas?
(types)

Can you _____ meat?
(types)

Dialogue:

A. Móso-wíyas nitayán.
B. Tan(i)si ke-isi-kísisaman?
C. Nika _____

A. I have some _____ meat.
B. How will you cook it?
C. I will _____ it.

MOTIVATION:

- * Before the lesson begins, collect samples of uncooked food. Place the uncooked food on the table. Present this to the children. The children should suggest how the food can be cooked. Encourage the children to identify the most appropriate form of preparing each food item. Lead this experience into a discussion of how foods are prepared for eating.

ACTIVITIES:

- * Encourage the children to suggest the different forms of food preparation. List the forms of food preparation suggested by the children on the board, in column fashion. When the children have suggested most of the forms of food preparation, encourage them then to suggest food items that could go under each preparation column. The children should begin to realize that many foods can be prepared in more than one way. Show this 'across food preparations' concept as you fill in the columns.
- * Introduce the 'cultural' aspects of food preparation. That is, the children should begin to realize that not all cultures prepare food in the same way. Cite examples of northern cultures and other cultures from around the world in this discussion.
- * Introduce the illustrations of food preparation to the children. Mount the illustrations on the board as they are presented. Use the illustrations to introduce the NL vocabulary items. It is important that the children hear the NL vocabulary words a number of times during this introduction process. Be certain that the children understand the meanings of the NL words as they are presented.
- * Provide each child with the necessary materials and supplies to create 'menus.' Each child should then write his menu, including each of the food preparation forms in his menu. The children should identify the different food items and the food preparation forms identified with the food items. Later, have each child present his menu to the other children. The menus should be decorated so that they appear to be actual and authentic in nature. You may encourage the children to add 'prices' to the different food items. The children should use their imaginations in creating their menus.

MATERIALS:

uncooked spaghetti, a pot or large bowl, food preparation illustrations, masking tape, art supplies and materials for the production of 'menus'

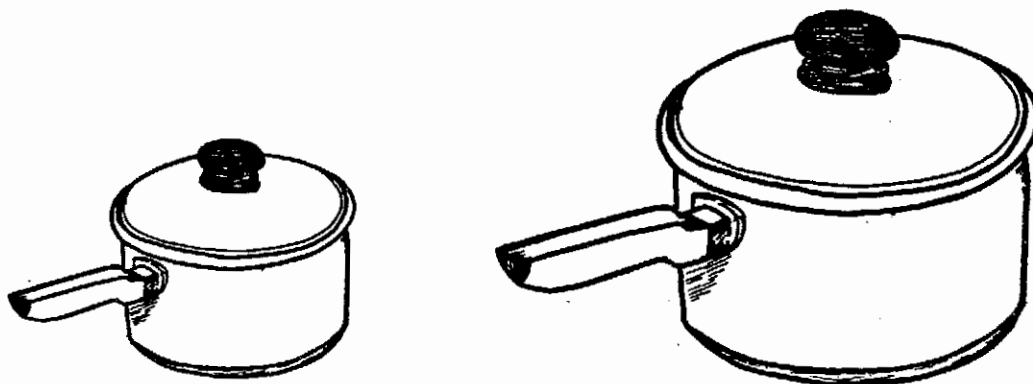
ORAL

REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different food preparation forms. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue, assisting as necessary, until all of the NL terms have been reviewed.

CREATIVE EXPRESSION:

- * Divide the children into two teams. Have the first player from each team stand facing one another. The two players should hold opposite ends of a length of yarn (approx. 4 feet long). Place a ring (e.g., a shower curtain hook) over one of the ends of the yarn. Centre the ring so that it is in the middle of the yarn length. Say a vocabulary word from this Unit and each player must then attempt to move the ring to the other player. The players may not move their feet, although they may move their arms around at will. When the ring reaches one of the players, that player must then repeat the NL vocabulary word that you said and then use it in a complete NL pattern. Repeat this process until all of the players in each team have had a chance to play.
- * Group the children in a circle. Give one of the children in the circle a small shallow bowl. Place a marble in the bowl. Say a vocabulary word from this Unit. The child with the bowl and marble must then begin to roll the marble around inside the bowl as he passes it to the child next to him. The children should continue to pass the marble around in this way, keeping the marble moving all of the time in the bowl. When the marble 'escapes' from the bowl, the child who lost the marble must then repeat the term that you said and then use it in a complete NL pattern. Repeat this process until many children have responded.
- * Place a number of food items on the floor. Review the sight word cards for the names of food. Have the children in turn come up and match their card with the food item.



MATERIALS:

a small bowl, a marble, peanuts, word cards, food preparation illustrations

SIGHT RECOGNITION (VOCABULARY):

- * Mount the food preparation illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Lay the sight word cards on the floor in a scattered formation. Then give a set of illustrations (that match the sight words) to the children. It is not necessary that all children have an illustration for each round of the activity. When you say "Go," the children with the illustrations must rush to the sight words, attempting to match their illustrations with the sight words on the floor. When all of the children have matched their illustrations with the sight words, have each child identify his illustration/sight word using the NL vocabulary term. Repeat until all children have had a chance to participate.
- * Arrange the children in a circle. Run a length of yarn or rope around the inside of the circle, having the children hold onto it. Tie the ends of the yarn or rope together. Have one child stand in the centre of the circle as IT. Say a sight word and IT must attempt to tap a child's hand. A child may remove one or both of his hands if he feels he is about to be 'tapped' by IT. When IT is able to successfully tap a child's hand, the child whose hand was tapped must identify the sight word card for the vocabulary term that you said at the beginning of the round. Repeat until many children have responded.

DECODING AND ENCODING (VOCABULARY):

- * Before the lesson begins, lay a long length of light-colored ribbon on the floor (wide ribbon if possible). Print the letters of the NL alphabet on the ribbon (each letter may be shown more than once). Group the children in a circle. Run the ribbon around the inside of the circle, having the children hold onto it. Tie the ends of the ribbon together. When you say "Go," the children must pass the ribbon around as quickly as they can until you clap your hands. When you clap your hands, each child should look at the letter in front of him (or nearest to him). Call upon each child to identify a sight word that contains the letter in front of him or nearest to him. The child should identify the sight word and then spell it. Repeat this process a number of times.
- * Prepare an extra set of sight word cards. Then cut each of the sight word cards in half (horizontally). This should produce cards that have the top halves of the sight words and cards that have the bottom halves of the sight words. Mix these together. You may wish to prepare two sets of sight word cards in this way for a 'team approach' to this activity. If teams are used, say one of the sight words and the first player in each team must rush to the word halves. The first player to successfully match the two halves together for the sight word that you said scores a point for his team. Downplay the competitive nature of the activity and build up the fun of the game. Repeat until all players have played.

MATERIALS:

2 extra sets of sight word cards, a pair of scissors, a long (wide) ribbon, a felt pen, yarn/string, a 'ring' (e.g., a shower hook)

LISTENING AND SPEAKING:

- * Mount the sight cards from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Identify two NL patterns for a game of 'Streets and Alleys.' Arrange the children in rows of four. The rows should be parallel, and line the children up so that they are all standing side by side and behind one another. 'Streets' are made by having the children stand as they are with their hands at their sides, facing forward. 'Alleys' are formed by having the children turn to their left and joining hands with the children beside them. Identify one NL pattern for 'streets' and another NL pattern for 'alleys.' Say one of the patterns and the children should respond accordingly. Repeat this process using other pairs of NL patterns from this lesson. You may wish to have the children repeat the NL pattern when they have formed the 'streets' or 'alleys.'

READING AND WRITING:

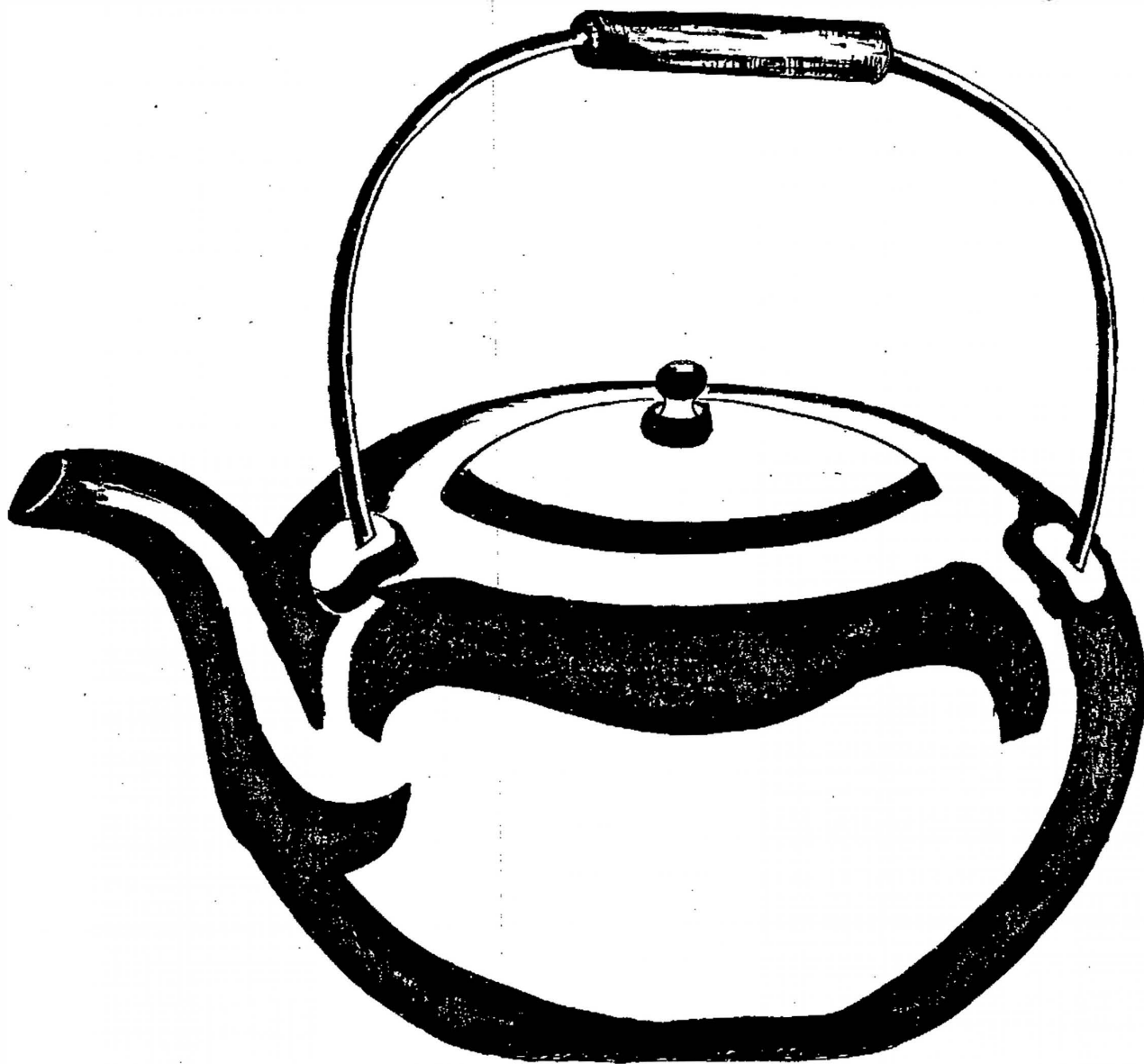
- * Before the lesson begins, write each of the NL patterns on an individual sentence strip. Lay the sentence strips on the floor, face up. Divide the children into two teams at the other end of the room. Give the first player in each team a large drinking straw. Also, give each player a round inflated balloon. Say one of the NL patterns and the two players must then place their balloons on the floor and blow them to the sentence strips. The first player to land his balloon on the sentence strip for the pattern that you said wins the round. Be certain to have enough drinking straws to provide each child with a clean straw. Downplay the competitive nature of the activity and build up the fun of the game. Repeat until all children have had a chance to play.
- * Provide each child with a blank sentence strip. The children should then write the NL sentences (one per child) using a C/V sequence. All words in the sentence should be represented with a C (consonant) and V (vowel) sequence. When completed, the children may exchange sentence strips. Each child should then attempt to determine the sentence represented by the C/V sequence on his strip. The children should write the sentences out on the backs of the sentence strips.

WRITING/SPELLING:

- * Lay two long lengths of yarn on the floor at one end of the room. Group the children in two teams at the other end of the room. Say one of the sight words from this Unit and the first player from each team must rush to

WRITING/SPELLING: (cont'd).

his team's yarn length. The first player to correctly spell the word that you said using the yarn length (on the floor) scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have had a chance to 'yarn spell' a sight word. When a child has correctly spelled a sight word using the yarn, have him say the NL pattern that contains that sight word.

**MATERIALS:**

2 balloons, a large drinking straw for each child, 2 long lengths of yarn, sight word cards, masking tape, sentence strips, a blank sentence strip for each child, a felt pen for each child, writing paper and pencil for each child

DIALOGUE:

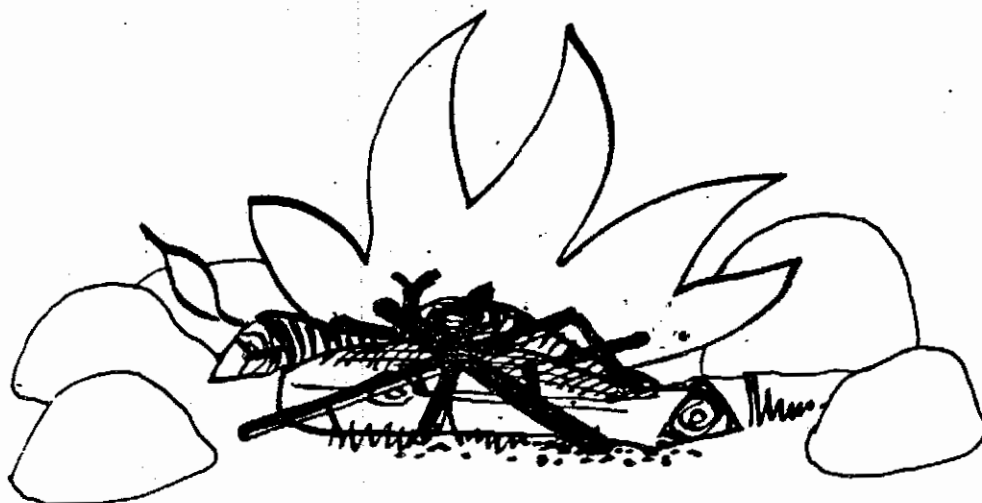
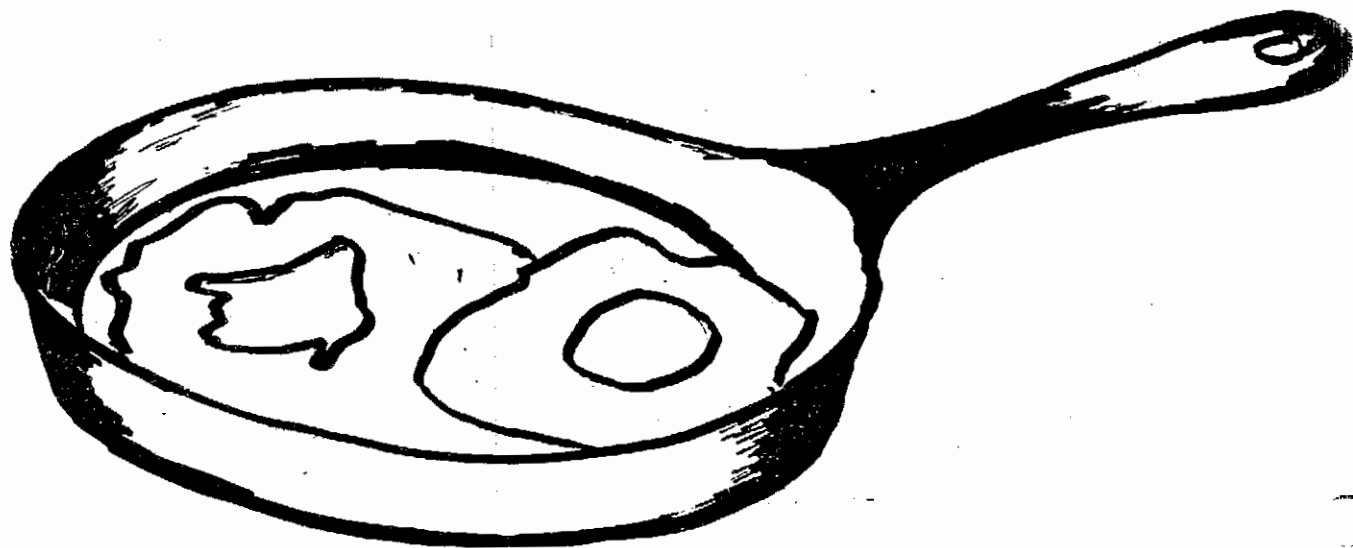
- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children. Then say a word or syllable that is found in the dialogue. Call upon a child to identify and say the sentence in the dialogue that contains that word or syllable. Repeat using different words/syllables.
- * Encourage the children to suggest other patterns that may be added to the dialogue. Write the patterns that the children suggest. Accept any and all patterns that make sense. Afterwards, read the 'new' dialogue with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * Before the lesson begins, use old magazines and catalogues to collect pictures of food items. Provide each child with one of these pictures. Each child should mount his picture at the top of a length of art paper. Then each child should 'create' a recipe for his food item. The recipe must include the food preparation form or forms used in preparing the food item. Circulate among the children as they work, assisting as necessary. Later, display the completed 'recipes' in the classroom.
- * If the necessary materials and supplies are available, have the children prepare a simple recipe such as cookies. The children's cookies may be baked in the school kitchen so that they may be eaten afterwards. If this activity proves to be too difficult for the entire class, you may wish to have a small group of children complete this food preparation activity.
- * Provide the children with old catalogues or magazines. The children should look through the magazines and catalogues, attempting to locate pictures of kitchen equipment used for the different forms of food preparation. The children should cut out these pictures and classify them according to

ENRICHMENT ACTIVITIES: (cont'd).

baking, frying, boiling, etc. The children may glue or paste their pictures to a length of mural paper. Display this 'food preparation equipment' mural in the classroom or other appropriate area of the school. Encourage the children to label their pictures carefully. The 'labels' that the children use may be the NL vocabulary words from this Unit rather than the actual names of the cooking implements.



MATERIALS:

old magazines/catalogues, scissors for each child, materials/ supplies to prepare cookies (or other simple food item), a picture of a food for each child, art paper for each child, paste/glue, language experience chart paper, felt pen, a skein of yarn, 2 large cut-outs of people

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Friends

Grade: 4

Vocabulary:

ní-chewákan	my friend
ni-pápinán	we laugh
ni-mátonán	we cry
ni-metáwenán	we play
ni-tatoskán án	we work
ni-nótintonan	we fight
ni-kíhkahtónán	we argue

Pattern(s):

Ni-tótem akwa nína _____.
ni My friend and I _____ together.

Dialogue:

- A. Awena ki-tótem?
B. _____ ni-tótem
A. Ki (verb) ná, kína akwa ki-tótem?
A. Who is your friend?
B. My friend is (name).
A. Do you and friend (verb) together?

MOTIVATION:

- * Group the children together and present them with the illustrations of people depicted as friends. Lead the discussion into the concept of 'friends'. The children should understand that friends know, like, and trust one another.

ACTIVITIES:

- * Encourage the children to identify 'famous friends' from films, books, etc. List the 'friends' that the children suggest on the chalkboard.
- * Before the lesson begins, prepare an audio tape for Herman's Head. Refer to page 17 for a detailed description of this activity. The tape that you prepare should include a mild argument between Herman and yourself. After playing the tape, encourage the children to discuss the 'argument' that you and Herman had. The children should begin to understand that, while friends 'know/like/trust' one another, it is not uncommon for friends to argue and to disagree. It is often mild arguments or disagreements that bring friends closer together.
- * Provide the children with old magazines and/or catalogues. The children should look through the materials, identifying pictures or illustrations that represent 'friends'. The children should cut out the pictures/illustrations and mount them on a length of mural paper. Display the completed 'friends mural' in the classroom or hallway.
- * Use the illustrations to introduce the new NL vocabulary words to the children. Be certain that the children understand the meanings of the NL vocabulary words. Continue in this way until all of the NL vocabulary words have been introduced.



MATERIALS:

an illustration of friends, masking tape, audio tape for Herman's Head, Herman's Head, a tape recorder, old magazines/catalogues, a pair of scissors for each child, mural paper, paste/glue

ORAL REPRODUCTION

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of friends. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Stand the friends illustrations in the chalkboard ledge and group the children in front of the board. The children should look carefully at the illustrations and push the remaining illustrations together to fill the spaces left by the 'missing' illustration. The children should open their eyes and look at the illustrations once again. Call upon individual children to identify the 'missing illustrations'. You may wish to conduct this activity in 'team form'. In this case, the first player to identify the missing illustration or illustrations scores a point for his team. If a team form is used, downplay the competitive nature of the activity and build up the fun of the game. Continue until all players have had a chance to play.

CREATIVE EXPRESSION:

- * Say a 'positive' sentence that contains one of the NL vocabulary words from this Unit. Then toss a nerf ball to a child in the class. The child who receives the ball must then repeat the NL pattern that you said, saying it in the 'negative' form. Continue with this 'transformation' activity until many of the children have had a chance to respond.
- * Arrange the children in pairs. The children in each pair should stand back to back with arms interlocked. There should be one player who does not have a partner. Tell the children to listen for a specific NL vocabulary word. When the children hear that word, they should change partners. However, the child without a partner must also attempt to find a partner. The child who is ultimately left without a partner must repeat the NL vocabulary word that you said at the beginning of the round and then use it in a complete NL pattern. Repeat this process using other NL vocabulary words from this Unit.

MATERIALS:

friends illustrations, masking tape, a nerf ball

SIGHT RECOGNITION (VOCABULARY):

- * Mount the friends illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Remove the sight word cards from the board and place them on the floor, face up. Group the children in two teams at the other end of the room. Give the first player in each team a medium sized hard ball. The players should place the balls between their knees. Say one of the sight words and the players must then walk to the sight word cards to identify the sight word that you said. If a player loses his ball en route, he must return to the starting point to begin once again. The first player to reach the sight words and to correctly identify the sight word named by you at the beginning of the round scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have had a chance to participate.
- * Group the children together in the center of the room. Have the children close their eyes. Then tape the sight words in different locations around the room. When this is complete, divide the children into two teams. Say one of the sight words and the first player from each team must rush around the room to locate the sight word that you said. The first player to do this successfully scores a point for his team. Repeat until all players have played.

DECODING AND ENCODING (VOCABULARY):

- * Group the children in a circle. Walk around the outside of the circle, eventually stopping behind one of the children. Use the index finger of your writing hand to 'write' the initial letter of one of the sight words on the child's back. The child should 'feel' the letter and then identify a sight word that begins with that letter (any sight word that begins with that letter). Later, you may wish to repeat this process using the 'final' letters or 'syllables' from the sight words.
- * Prepare an outline on the board that contains twenty squares. Number each square. Blindfold the children. Then write letters from the sight words in selected boxes in the outline on the board (not all boxes need to contain a letter). Then call a child's name. That child must call a number between 1 and 20. If the box that the child has called contains a letter, say the letter for the child. The child, in turn, must then identify a sight word that contains that letter. If the box does not contain a letter, say "Pass," and call another child's name. Repeat until many of the children have had a chance to respond in this way.

MATERIALS:

friends illustrations, masking tape

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board 'vertically'. Review the sight words with the children, calling upon individual children to identify the words. Then, write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE, if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Give each child a penny. Keep one penny for yourself. Have the children toss their pennies carefully into the air. Then, the children should note whether 'heads' or 'tails' are showing on their coins. Toss your coin in the air and call out the side of the coin that is showing. At the same time, point to one of the sentences on the board. For example, if you call, "Heads," those children who have 'heads' showing on their coins should read the sentence that you point to. Repeat this process until the children have responded a number of times.

READING AND WRITING:

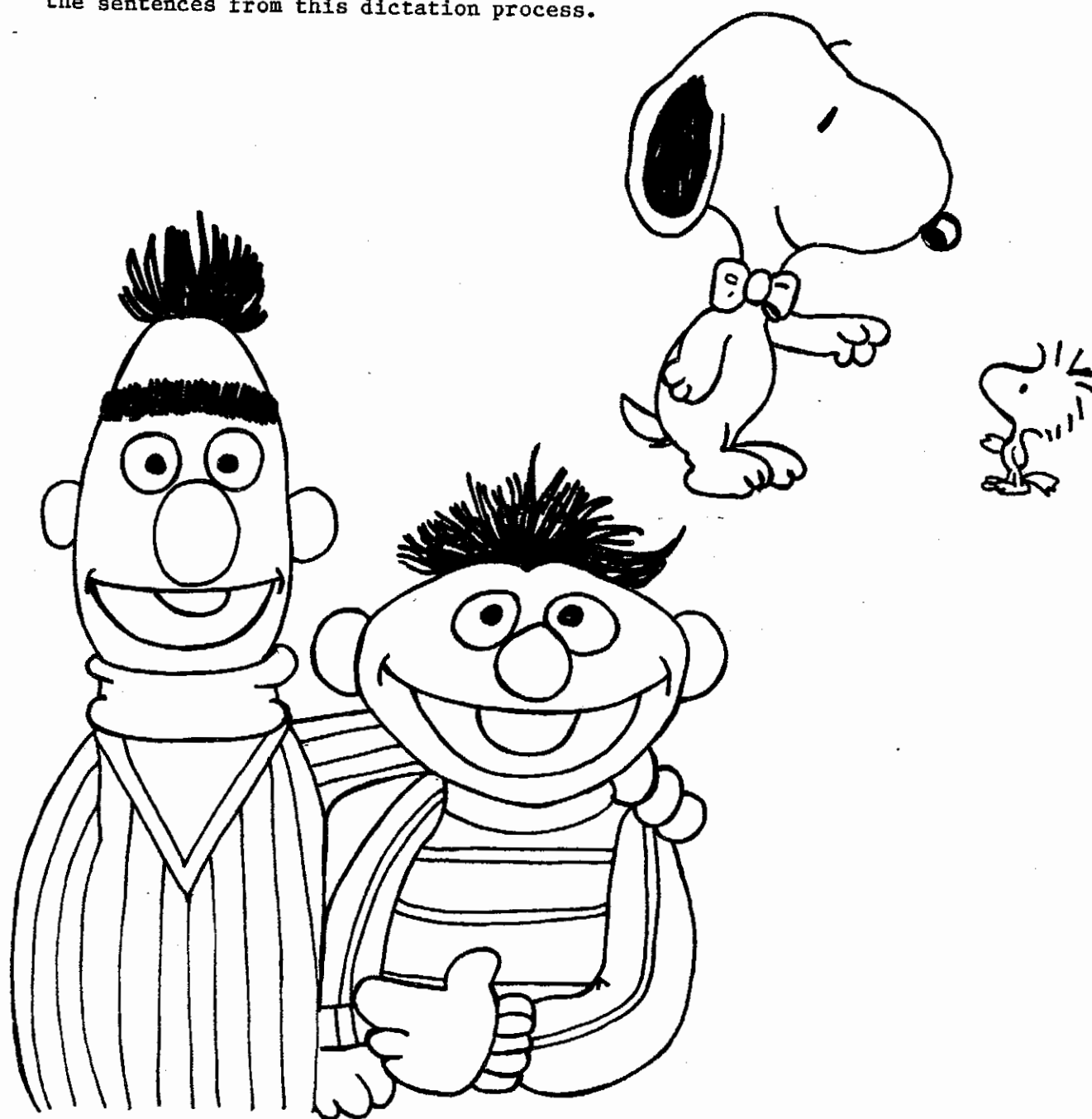
- * Prepare number cards for the children in your class. The number cards should be from 1 to ____ (depending upon the number of children in your class). Mix all of the number cards together and place them in a container. Have each child reach into the container and remove one of the number cards. Then, point to one of the NL patterns on the board and call out one of the numbers. The child who has that number must read the pattern that you are pointing to. Repeat this process a number of times. You may wish to have the children periodically exchange number cards.
- * Lay a length of butcher paper on the floor. Then, mount sight words on the butcher paper (the number of sight words should be equal to the number of children in the class). Divide the children into two teams. When you say, "Go," the first player in each team must rush to the mural paper and write a pattern around one of the sight words on the mural paper. The first player to do this successfully scores a point. Repeat until all players have played.

WRITING/SPELLING:

- * Divide the children into two teams. Say one of the sight words from this Unit to the first player in Team One. The first player in that team should say the first letter of the word. The second player should say the second letter of the word, and so on, until the last letter of the word has been said. When a team spells a word correctly it scores a point. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until both teams have had a number of opportunities to spell the NL vocabulary words from this Unit.

WRITING/SPELLING: (cont'd)

- * Provide each child with writing paper and pencils. Say one of the patterns from this lesson and the children should write it on their papers. Repeat this process using other patterns from this lesson. Later, review the children's sentences. Note any difficulties the children had in writing the sentences from this dictation process.

**MATERIALS:**

sight word cards, pennies, number cards (from 1 to ____), container, length of butcher paper, writing paper and pencil for each child

DIALOGUE:

- * Use two cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board or wall so that they are facing one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A' and the children say the B's. Encourage a natural sound in the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children. Provide each child with a blank flashcard. Each child should then write one word from the dialogue on his card. Group the children in a circle with their word cards. Call a child's name. That child should then walk around the circle, attempting to locate other words that can be used with his word to recreate a sentence from the dialogue. The children should collect those words that are there and lay them out in their proper sequence. He should indicate words that are still 'missing.' Repeat this process using other children for the different rounds of the activity.
- * Encourage the children to suggest new patterns that may be added to the dialogue. Write the patterns that the children suggest. Read the new dialogue with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * Provide each child with a copy of the illustration that shows two friends talking to one another. This illustration contains two large blank text boxes. The children should imagine what the two friends are saying. Then they should write the children's speech in the text boxes. Later, have each child read his 'speech' to the other children. You may wish to display these completed illustrations in the classroom.
- * Lay the 'friends mural' from Lesson One on the floor. Then have the children label the illustrations in the mural. The children may write sentences, paragraphs or single words in this process. Provide the children with the necessary writing materials. Display the new completed mural in the classroom or hallway.
- * Provide the children with the necessary art materials and supplies to create 'friends' greeting cards. The children should illustrate their cards and develop appropriate texts (in the NL) for their cards. Display the completed cards in the classroom.

MATERIALS: two large cut-outs of people, a skein of yarn, printed form of the dialogue, a blank sight word card for each child, a felt pen for each child, 'friends' mural from Lesson One, art materials and supplies for 'friends' greeting cards

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Hunting

Grade: 4

Vocabulary:

máhiwin
waníkewin
asawisipewin
moso
máchiwin

hunting
trapping
duck shooting
moose hunting

Pattern(s):

Ni-nótwi _____

aspin My dad _____

is gone

Dialogue:

A. Apiw ná kótawi?

B. Mwác, aspin _____

A. Is your dad home?

B. No, he is not. He's gone _____

MOTIVATION:

- * Take the children on a 'bear hunt' (or other animal). To do this, identify appropriate body movements for 'running through mud, jumping rocks, climbing trees, running through high grass, tiptoeing, etc.' As you take the children on the hunt, speed the pace of the hunt up dramatically as you near the 'prey.' However, just as you are about to 'land the prey,' stop the hunt. Immediately, give each child a sheet of art paper and have each child illustrate what he or she thinks happens 'next' in the hunting sequence. Afterwards, have each child tell his 'ending' to the story. The children may wish to have you complete your version of the hunting trip afterward. If so, you may wish to have everyone 'run' when they see the 'prey.'

ACTIVITIES:

- * Lead the children into a discussion of hunting, discussing the weapons and supplies and equipment necessary for the hunt. Also, encourage the children to suggest the different animals and birds that are hunted in their area.
- * Introduce the illustrations that represent the vocabulary words to be introduced and developed in this Unit. Mount the illustrations on the board as they are presented. Use these illustrations to introduce the NL vocabulary words. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Before the lesson begins, prepare an audio tape for Herman's Head that contains the NL vocabulary words repeated a number of times. Play the tape in Herman's Head and as the vocabulary words are heard, point to the correct illustrations on the board. Continue until the tape is finished.
- * If actual hunting equipment and supplies are available, present them to the children to enhance this presentation. Encourage discussion of the different items with the children. In particular, note the 'safety' precautions that are necessary while hunting.

MATERIALS:

actual hunting supplies/equipment (if available), a blank audio tape, Herman's Head, a tape recorder, hunting illustrations, masking tape

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different items. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Group the children in a circle sitting on the floor. The children should sit, extending their legs into the centre of the circle. Stand in the centre of the circle with a flashlight. Darken the room. Then attempt to 'tag' a child's feet with the light of the flashlight. If a child's foot or feet are tagged with the light of a flashlight, he must then identify an illustration that you show him (shine the light of the flashlight on the illustration so that he can see it properly). Repeat this process until a number of the children have played. The children may pull their feet in and extend them back into the circle as they feel necessary to avoid being 'tagged.' Later, you may wish to have a child stand in the centre of the circle with the flashlight as the 'tagger.'

CREATIVE EXPRESSION:

- * Provide each child with a blank flashcard. Each child should then write a number on his card (from 1 to __, depending upon the number of children in your class). Mount the hunting illustrations on the board. Then point to one of the illustrations and call a number (between 1 and __). The child who has that number should then use the vocabulary word for that illustration in the complete NL sentence. The child should create his own sentence, using patterns learned earlier in the NL program or creating his own pattern. If a child makes a pronunciation or grammatical error in his NL sentence, repeat the sentence to him correctly (avoid stressing correction of the children's sentences during this creative expression activity). The children may exchange number cards after each round of the activity. Repeat the activity until most of the children have had a chance to participate.
- * Divide the class into two teams. The first player from each team should stand facing one another. The two players should extend their right hands so that one player's right hand is under the other player's. The object of this activity is for the players to attempt to tap one another's hands. The first player whose hands is tapped by the other player must then look at an illustration that you show him and say the vocabulary word for that illustration in a complete NL pattern. Continue in this way until all players have had a chance to participate.

MATERIALS:

hunting illustrations, masking tape, a blank flashcard for each child, a felt pen for each child, a flashlight

SIGHT RECOGNITION (VOCABULARY):

- * Mount the hunting illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Remove the sight word cards from the board and tape them to a sheet. Have two children hold the sheet vertically so that the sight word cards are facing the remaining children. Stand behind the sheet with a flashlight. Move the light of the flashlight around behind the sheet, periodically stopping it behind a sight word card. The children must identify the sight word card 'illuminated' by the light of the flashlight. Repeat until all sight words have been identified in this way.
- * Group the children in a circle. Walk around the outside of the circle, placing a sight word card in each child's hand (behind the backs of the children). The children should not look at their sight word cards. Then stand in the center of the circle. Call out one of the sight words. If a child thinks that he has that word on his card (he will have to guess), he should hold his card up in the centre of the circle so that he can see it. If the child's card matches the word that you said, he scores a point. However, if the child held up an incorrect card, he is 'out' until the next round of the activity. Continue in this way until all children are either 'out' or are 'winners.' Then collect and redistribute the cards for the next round of the activity.

DECODING AND ENCODING (VOCABULARY):

- * Before the lesson begins, prepare an extra set of sight word cards. Cut each of the words in the extra set into its individual letters. Then mix all of the letters together. Place the cut-out letters in a container. Have each child reach into the container and remove one letter. Call a child's name. That child should look at his letter and then name any sight word (from this Unit) that contains that letter. The child should then spell the word. Repeat this process until all of the children have participated.
- * Write two NL alphabets on the chalkboard - vertically. Divide the children into two teams. Have the two teams line up facing the two alphabet columns. When you say "Go," the first player from each team must rush to his team's alphabet column and write one of the NL words around a letter in the column. The team to do this first wins the round. You may wish to allow 'any' NL terms for this activity rather than restricting it to the NL terms from this Unit. Downplay the competitive nature of this activity and build up the fun of the game. Continue until each letter in both alphabet columns have been used.

MATERIALS: an extra set of sight word cards, a pair of scissors, a sight word card for each child, master set of sight word cards, a sheet, a flashlight, masking tape

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the meaning of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Group the children in a circle. Walk around the outside of the circle, attaching the illustrations from this Unit to the children's backs. Also, attach the sight word cards (that match the illustrations) to other children's backs. When you say "Go," the children must attempt to match themselves according to the illustrations and sight words. When the children have matched themselves correctly, have each pair of children say the pattern for their illustration/sight word.
- * Group the children together. Toss a nerf ball to a child, saying one of the NL vocabulary words from this Unit. The child who catches the nerf ball must then repeat the NL vocabulary word and then say the NL pattern that contains that word. Repeat this process until many of the children have responded.

READING AND WRITING:

- * Say one of the NL vocabulary words and a child's name. That child should say the NL sentence that contains that word. Write the sentence that the child says on a length of language experience chart paper. Continue in this way until all of the NL sentences have been written on the paper.
- * Cut the sentences from the language experience chart paper (from the previous activity). Mix all of the sentences together and lay them on the floor. Then have individuals attempt to replace the sentences in their original order on the chalkboard (have rolls of masking tape available for this activity). As each sentence is correctly placed on the board, all children should read it.
- * Provide each child with a sight word card and a blank sentence strip. Also, provide each child with a felt pen. Each child should then write one of the NL sentences from this Unit on his sentence strip, fitting his sight word card into the correct location in the sentence. Have each child read his sentence to the other children. Display the sentences in the classroom.

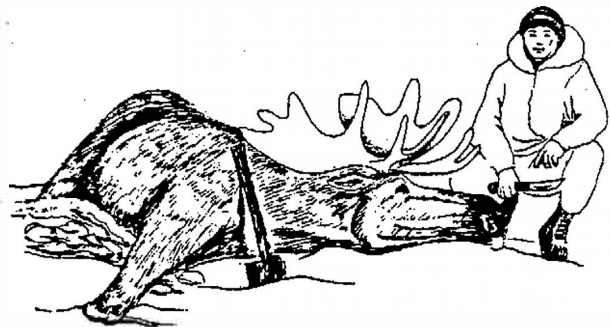
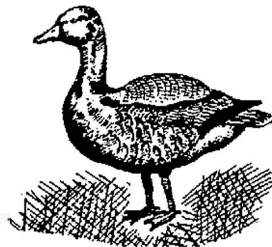
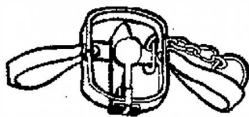
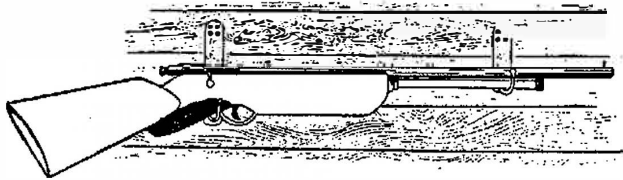
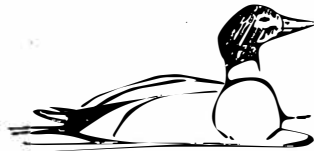
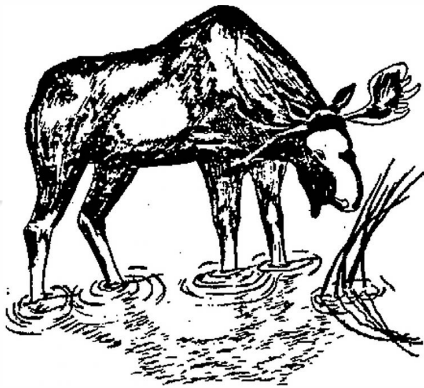
WRITING/SPELLING:

- * Arrange the children in pairs. Provide each pair of children with a handful of cut-out letters (from this and other Units). Then the children in the pairs should attempt to create as many words as possible using a 'crossword puzzle' form. To do this, one player should create a word on

WRITING/SPELLING: (cont'd)

the floor using the cut-out letters. Then the second player must use his letters to create another word, using one letter in the first word as a common letter for the two words. For example, the following could be used:

The children should continue to make words in this way until one child's letters have been completely used.



MATERIALS:

writing paper and pencil for each child, a handful of cut-out letters for half the children in the class, language experience chart paper, a felt pen, a sight word card and a blank sentence strip for each child, a felt pen for each child, a pair of scissors, a nerf ball, hunting illustrations, a master set of sight word cards, masking tape

DIALOGUE AND ENRICHMENT

THEME: HUNTING

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children in choral, group and individual forms. Then say a word or syllable that is found in the dialogue. Call upon a child to identify and say the sentence in the dialogue that contains that word or syllable. Repeat this activity using different words/syllables from the dialogue.
- * Encourage the children to imagine what else the two speakers might say to one another. Write the children's sentences on a length of language experience chart paper. Afterwards, read the 'new dialogue' in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

If possible, have a resource person talk to the children about hunting in their area. The resource person may bring equipment, supplies, etc., to enhance his presentation. Samples of hides would also be a welcome addition to this presentation. When the resource person has left, have the children write a brief summary of the resource person's presentation. Circulate among the children as they work, assisting them with the NL terms and sentences as necessary.

- * Divide the children into groups. Each group should then create a sequence of cards that represent the steps necessary to get ready to go hunting and the actual hunting trip itself. Each group should be certain that its cards represent a very detailed sequence. Afterwards, have each group mix its cards together. Then the groups should exchange cards. Each group should then attempt to rearrange the cards that it has in their correct sequence.
- * Select a familiar tune that the children know and encourage the children to suggest NL words and sentences that can be put to the tune (using the theme of hunting). Write the sentences and words that the children suggest on a length of language experience chart paper. Afterwards, practice singing the song with the children. Make any necessary changes in the song as you practice singing it.

MATERIALS: language experience chart paper, a felt pen, concrete materials for resource person's, blank flashcards, a skein of yarn, the large cut-outs of people, presentation

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Land Forms

Grade: 4

Vocabulary:

wachiwanihk	mountain areas
wachiyihk	high hills area
maskotew	plains
maskekóhk	swamp
nekawichiy	sandy hills
asiniwachiy	rocky
iskonikan	reserve

Pattern(s):

Chíkic _____ (ohk ni wikin
ihk
ahk)

I live by the _____.

Dialogue:

A. Tante isi ayayan?

B. Chíkic _____ ohk nitayan.
ihk
ahk

A. Where do you live?

B. I live by the _____.

MOTIVATION:

- * Show the children illustrations that represent different land form areas of Canada. For example, this may include illustrations of high mountains, prairies, rolling hills, etc. Encourage the children to compare and contrast the 'scenery' depicted in each illustration.
- * Lead this into a discussion of the different land forms found in the children's area.

ACTIVITIES:

- * Encourage the children to suggest the different ways in which land forms are created. This should include heat, erosion, glaciers, etc. Demonstrate as many of these forms of land form creation as possible. To do this, use a cookie tray, soil and other necessary materials to demonstrate the making of 'land forms.' If you have slides or large prints of the different land forms, show these to the children during this process to enhance their understanding of the development of land forms.
- * Show the children the illustrations from this Unit that depict the different land forms. Use these illustrations to introduce the new NL vocabulary words to the children. Mount the illustrations on the board as they are presented. The children should hear the vocabulary words a number of times during this introduction process.
- * Provide each child with a school atlas. Have the children turn to 'Manitoba' in their atlases. Then call out the name of a land form found in the Province of Manitoba and the children should locate it. The first child to locate it scores a point. You may wish to conduct this activity in 'team form.' In this case, the first player to identify the land form that you named scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. You may wish to extend the activity into 'Canada' rather than limiting it only to Manitoba. Repeat the NL vocabulary words 'incidentally' during this activity.

MATERIALS:

an atlas for each child, a cookie sheet, soil, materials to represent land forms formation, illustrations of different land forms, slides/prints of land forms, illustrations of land forms across Canada (major land forms), masking tape

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One using the illustrations of the different land forms. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Use masking tape to prepare outlines of the different land forms on the chalkboard. Repeat the NL vocabulary words as you create the outlines in this way. When the outlines of the landforms are complete, run your finger along the outline and the children should name the landform you are pointing to. Repeat this process until the children are able to name the land forms accurately.

CREATIVE EXPRESSION:

- * Place six illustrations on the chalkboard and number each illustration. Group the children in a circle and give one of the children a dice. The children should pass the dice around the circle in a clockwise direction as quickly as they can. When you clap your hands, the child left holding the dice must roll the dice on the floor. The child should call out the number showing on the dice. Then point to the illustration that has that number. The child must then say the NL name for that illustration. Then the child must use that vocabulary word in a complete NL sentence. You may wish to use more than one dice during this activity. Repeat until many children have had a chance to respond.
- * Arrange the children in pairs. Provide each pair of children with an illustration (prepare extra land forms illustrations if necessary). The children in each pair should then create a sentence that has their land form as its theme. When all of the pairs of children have completed this activity they should say their patterns to the other children. You may wish to provide the children with writing paper so that they may write their patterns down as they create them.

MATERIALS:

masking tape, a dice (or more than one die), land forms illustrations, writing paper and pencils/pens (optional)

SIGHT RECOGNITION (VOCABULARY):

- * Mount the land forms illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Before the lesson begins, use masking tape to prepare an outline of the different land forms on a sheet (similar to the outline prepared in Lesson Two). Have two children hold the sheet vertically facing the remaining children (the masking tape should be on the side away from the children who are observing). Place an overhead projector behind the sheet and turn it on. Lay the sight word cards on the floor in front of the sheet. Then call a child's name. That child should select one of the sight words and match it with its land form 'silhouette' that he can see on the sheet. Repeat this process until many children have had a chance to match the sight words with the land forms.
- * Provide each child with a copy of "Word O Gram" from the back of this unit. Each child should then write sight words from this Unit in the spaces horizontally, vertically and diagonally. The remaining spaces should be filled in with any letters from the NL alphabet. When the children have completed their WORD FIND games they should exchange games. Each child should then attempt to locate the sight words in his word find game.

DECODING AND ENCODING (VOCABULARY):

- * Mount the sight words from this Unit on the chalkboard. Then group the children in two teams at the other end of the room. When you say "Go," the first player in each team must rush to the board and 'syllabicate' one of the sight words. The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have played. You may wish to add extra copies of the sight words to the board so that all players have the opportunity to play.
- * Divide the children into two teams. Have the two teams stand at one end of the room. Give the first player in each team a small unbreakable mirror. The first player in each team should then turn around, facing his other team members. Stand at the front of the room, holding up one of the sight word cards. When you say "Go," the first player in each team must hold his mirror up so that he can see over his shoulder. The players should attempt to identify the sight word that you are holding using their mirrors. Since the words will appear 'backwards' in their mirrors, they will have to 'rearrange' the letters in their heads before responding. The first player to respond correctly scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have played.

MATERIALS:

"Word O Gram"

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the sentences have been introduced to the children.
- * Develop appropriate body movements for the different land forms. Then perform one of the movements and the children should say the NL patterns for that land form. For example, if you hold your hands together above your head to represent a 'mountain' the children should say the NL pattern for 'mountain.' Repeat until the children are able to respond well.
- * Use the same body movements that were introduced and developed in the previous activity to encourage the children to auditorally identify the patterns. Say one of the NL patterns and the children should perform the appropriate body movement. Once again, repeat until the children are able to respond well.

READING AND WRITING:

- * Before the lesson begins, prepare written forms of the different patterns using individual sentence strips. Mount the sentence strips on the board. Group the children in front of the board. Say one of the patterns and point to its sentence strip on the board. The children should repeat the pattern. However, when you say a pattern and point to a sentence strip that does not match the pattern that you said, the children should shake their heads or simply remain silent. Repeat this audio visual activity until the children are able to respond well.
- * Prepare two extra sets of sight word cards (the number of sight word cards that you have should be equal to the number of children in your class). Divide the children into two equal teams. Mount the sight word cards 'vertically' in two columns on the chalkboard. When you say "Go," the first player in each team must rush to the board and write an NL sentence around one of the sight words. The first player to do this successfully scores a point for his team. Once again, downplay the competitive nature of the activity and build up the fun of the endeavour. Repeat until all players have had a chance to respond.

WRITING/SPELLING:

- * Remove the two sets of sight word cards from the board (from the previous section of this lesson). Cut each of the words into its individual letters. Spread the cut-out letters on the floor. Divide the children into two teams. Say one of the words and the first player from each team must rush

WRITING/SPELLING: (cont'd)

to the cut-out letters and find the first letter in the word. Then the second player in each team must find the second letter of the word that you said. This process should continue until the word has been reproduced. The first team to do this successfully scores a point. Repeat until all players have played.

MATERIALS:

two extra sets of sight word cards, a pair of scissors, masking tape

DIALOGUE AND ENRICHMENT

THEME: LAND FORMS

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board or wall in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. When the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children chorally in group form and have individuals read it.
- * Before the lesson begins, prepare a 'closure' version of the dialogue. Write the dialogue on language experience paper, leaving out words, syllables and letters. Show the 'closure' dialogue to the children, calling upon them to provide the missing items. Add the words/syllables/letters to the dialogue as they are provided by the children.

ENRICHMENT ACTIVITIES:

- * Lay mural paper on a table in the classroom and provide a group of children with papermaché to create 'land forms' on the table. When the 'land forms' are dry, they may be painted by the children.
- * Provide the children with encyclopedias, atlases, etc., so that they may research 'famous land forms' found throughout the world. The children in this group should list the famous land forms and illustrate as many of them as possible. Display this completed 'famous land forms' display in the classroom.
- * Provide a group of children with a set of sight word cards. The children in this group should then lay the sight word cards out in alphabetical order.

MATERIALS:

a skein of yarn, sight word cards, masking tape, a 'closure' version of the dialogue, mural paper, papermaché, atlases/encyclopedias, etc., language experience paper, felt pens

NATIVE LANGUAGE BASIC PROGRAM

Grade: 4

LAND FORMS

"WORD O GRAM"

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Opposites

Grade: 4

Vocabulary:

misáw, apisásin	large, small
apíhchinakaskaw	narrow OR
mistanakaskáw	wide
kosikwan, náhksin	heavy, light
maskawow, nóskwáw,	hard, soft,
káspow, sóskaw	rough, smooth

Pattern(s):

Nitem _____, okot _____.

My dog is _____, his nose is _____.

Dialogue:

- A. Awiyáhk ná kí-wápanew
- B. nitema?
- B. Tán(i)si esinákosit?
- A. _____ máka okot _____.
- A. Has anyone seen my dog?
- B. How does it look?
- C. It is _____ but his nose is _____.

MOTIVATION:

- * Before the lesson begins, collect a pair of gloves or mitts. Group the children together and talk with them as you proceed to put on the gloves or mitts. However, purposely attempt to put the left glove on the right hand and vice versa.
- * Lead this experience into a discussion of 'opposites' such as large/small, heavy/light, etc. Encourage the children to identify 'opposites' in the classroom itself.

ACTIVITIES:

- * Prepare two columns on the chalkboard. Then encourage the children to suggest opposites. List one set of the opposites in the left-hand column with their opposites being listed in the right-hand column. Continue in this way until the children have provided a number of 'opposites.'
- * Show the children the illustrations that represent the NL vocabulary words for this Unit. Mount the illustrations on the board as they are presented, saying the NL vocabulary words a number of times. Be certain that the children understand the meanings of the NL vocabulary words as the illustrations are presented.
- * Collect a number of concrete materials that can be used to represent 'opposites' in terms of touch or feel. Place these concrete materials on the floor and group the children around them. Blindfold a child in the circle and give the child one of the concrete materials from the centre of the circle. The child who is blindfolded should then enter the circle and attempt to 'feel' for an object in one way represents the opposite of the concrete material you gave him. Repeat this process until all children have had a chance to play. You may wish to conduct this 'sensory awareness' activity in team form. In this case, blindfold the first player in each team. The first player to correctly identify an object that represents 'the opposite' of the one in his hand scores a point for this team. If a team format is used, downplay the competitive nature of the activity and build up the fun of the game.
- * Lay a length of mural paper on the floor. Divide the mural paper into two sections. Then group the children around the mural paper. Each child should create one illustration in one section of the mural paper and then its 'opposite' illustration in the other section (it does not matter whether all children begin with the same section). When completed, display the mural in the classroom. Then encourage the children to identify the opposites represented in the mural. Point to one of the items in one section of the mural and call upon an individual child to identify its opposite from the other section of the mural.

MATERIALS:

mural paper, felt pen for each child, masking tape, opposites illustrations, a pair of gloves or mitts

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations that represent opposites. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Group the children together. Say one of the vocabulary words from this Unit and the children should respond with its 'opposite' (orally). Repeat this process until the children are able to respond well.
- * Before the lesson begins, prepare an extra set of opposite illustrations. Cut each of the opposites illustrations in half. Keep one half of each illustration and give the remaining halves to the children. Hold up one of the halves that you have, saying its NL vocabulary word. The child who has the 'opposite' of the half that you show should stand and say the NL vocabulary word for his half. Repeat this process a number of times until the children have had a chance to participate.
- * Make two large masking tape circles on the floor. One circle should represent 'opposites' and the other circle 'not opposites.' Say two words. If the two words that you said are opposites, the children should run to the 'opposites' circle. However, if the two words that you say are not opposites, the children should run to the 'not opposites' circle. Repeat a number of times.

CREATIVE EXPRESSION:

- * Group the children in a circle. Give each child a toothpick. Insert a lifesaver over one of the toothpicks. Then say one of the NL vocabulary words from this Unit. The children should pass the toothpick around the circle in a clockwise direction as quickly as they can. When you clap your hands, the child left holding the lifesaver must then use the NL vocabulary word that you said at the beginning of the round in a complete NL sentence. Accept any NL sentence that makes sense. Do not over-correct the child's 'creative expression,' however, assist as necessary.
- * Provide each child with a blank flashcard. Each child should use a felt pen to write a numeral on his flashcard. Then each child should cut his numeral in half. Collect one half of each child's numeral card and place the collected halves in a container. Hold up one of the halves from the container, saying a NL vocabulary word from this Unit. The child who has the matching numeral card half should respond by using the vocabulary word that you said in a complete NL sentence. Repeat this process until all children have had a chance to respond. To avoid more than one child responding at the same time, the children should number their cards from 1 to __, depending upon the number of children in your class (one number for each child).

MATERIALS: a blank flashcard for each child, a felt pen for each child, scissors for each child, a container, extra set of opposites illustrations OR a master set of scissors for yourself, masking tape, toothpick for each child, a lifesaver

SIGHT RECOGNITION (VOCABULARY):

- * Mount the opposites illustrations on the board. Use the illustrations to review the vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Mount each of the sight word cards on the board. Number each of the sight word cards. Provide each child with writing paper and pencil. Say an NL pattern that contains one of the sight words. The children should write the number on their papers for the sight word heard in the pattern that you said. Continue in this way for a number of the sight words. Then review the children's responses to determine their accuracy in identifying the sight word that you said in the NL pattern. Have each child identify the sight words by the numbers they wrote on their papers (matching those numbers with the numbers beside the sight words on the board).
- * Divide the children into groups of 3 or 4. Provide each group with a square of mural paper and felt pens. The children in each group should then create WORD FIND GAMES by dividing their mural paper sections into squares. The children should write the sight words from this Unit (copy them) in the forms, horizontally, vertically, and diagonally. Any empty squares should be filled with other letters from the NL alphabet. When the children are finished, have them exchange word find games so that they may be completed.

DECODING AND ENCODING (VOCABULARY):

- * Provide each child with writing paper and pencil. Spell one of the sight words from this Unit, purposely misspelling it. The children should listen to the 'misspelled word' that you say and then they should write the word correctly on their sheets of paper. Repeat this process for the remaining sight words. Afterwards, review the children's spellings of the sight words with them.
- * Provide each child with 5 or 6 tongue depressors or other suitable 'counters.' Say one of the vocabulary words from this Unit and the children should lay one tongue depressor (or other counter) on their desks for each syllable contained in the word that you said. Repeat this process using the remaining NL vocabulary words from this Unit.
- * Divide the children into two teams. Use the index finger of your writing hand to 'write' the first letter of a sight word on the last player's back in one of the teams. Repeat this process for the last player in the other team (team two). When you say "Go," the last player in each team should then reproduce the letter on the back of the child in front of him. The players should continue in this way until the first player 'feels' the letter. Then the first player should spell a sight word from this Unit that begins with that letter. The first player to do this successfully scores a point for his team. Repeat a number of times.

MATERIALS: writing paper and pencil for each child, opposites illustrations, sight word cards, masking tape, square of mural paper and felt pen for each child, 5 or 6 tongue depressors (or other suitable) 'counter' for each child

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE, if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Divide the children into two teams. Have the first players from each team stand approximately 4 feet apart, facing one another. Then give each player an end of a 4 or 5 foot length of strong cord. Insert a hook or padlock over one end of the cord and centre it in the centre of the cord. Say a pattern from this lesson and the two players must then attempt to force the hook or padlock to one another. The players may move their arms about although they may not move their feet. When the hook or padlock slides down the cord to one of the players, that player and his team should repeat the pattern that you said at the beginning of the round. Repeat this process until all players have played. Downplay the competitive nature of the activity and build up the fun of the game.

READING AND WRITING:

- * Before the lesson begins, write each of the NL patterns on an individual sentence strip. Mount the sentence strips on the board and read each sentence to the children. Then number each of the sentences. Each child should then write 2 numbers on a piece of paper (any 2 numbers representing two of the sentences on the sentence strips). Call out two numbers. Any child or children who have those numbers on their pages should read the two patterns represented by the numbers. The children may change the numbers on their papers after each round of the activity. Repeat this process until all of the children have read at least one of the NL patterns.
- * Provide each child with writing paper and pencil. Say one of the NL patterns from this Unit, purposely mixing up the words in the pattern. The children should write the pattern that you said, writing the words in their correct order. Repeat, using a number of other patterns from this lesson. Afterwards, correct the children's sentences to determine their accuracy in writing them.

WRITING/SPELLING:

- * Have the children write the numbers 1, 2, ____ (depending upon the number of sight words you use for this activity) on individual sheets of paper. Then spell sight words from this Unit to the children. If you spell a word correctly, the children should put a checkmark beside the number for that word. However, if you spell a word incorrectly, the children should place an 'x' beside the number for that word. Later, review the children's responses to determine their accuracy in identifying the correctly and incorrectly spelled words.

MATERIALS: writing paper and pencil for each child, a sentence strip for each NL pattern, a felt pen

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences for the groups as necessary.
- * Introduce the printed form of the dialogue to the children. Read the dialogue with the children in choral, group and individual forms.
- * Encourage the children to suggest other sentences that may be added to the dialogue. Add the sentences that the children suggest on a length of language experience chart paper or to the end of the original dialogue. Afterwards, read the 'new dialogue' with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * Write a letter on the chalkboard such as an initial letter from one of the sight words. Then run a line from that letter to the right (approximately a foot) and then write another letter such as a final letter of another sight word. Each child should then attempt to write a pattern that begins and ends with the letters you have written on the board. Afterwards, review the children's sentences to determine their level of 'creative expression' with this activity.
- * Provide each child with a sheet of art paper. Each child should divide his sheet of art paper in half. Then provide the children with old magazines or catalogues. The children should look through the magazines or catalogues to locate pictures that can be used to represent 'opposites.' The children should cut these pictures out and mount them on their sheets of art paper, each half of the opposites being mounted in one of the columns on the sheet of paper. Later, each child may cut his opposites in half, keeping the two piles separate. Then, another child should attempt to match together the 'opposites' by matching the pictures.

MATERIALS: art paper for each child, glue or paste for each child, old magazines/catalogues, writing paper and pencil for each child, a skein of yarn, 2 large cut-outs of people, language experience chart paper, a felt pen

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Order

Grade: 4

Vocabulary:

nistam
iskwayách
mína
apítaw

first
last
and
the middle

Pattern(s):

Awena mawach nistam?

Who came in _____.

Dialogue:

A. Ni-ka kwechiskatitonan.

B. Awena ka- _____?
(order)

A. Nína _____.

A. We had a race.

B. Who came _____?

A. I came in _____.

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: ORDER

Grade: 4

LESSON ONE

MOTIVATION:

- * Before the lesson begins, collect a slice of bread, some jam, some butter and a knife. Group the children together and present these items to them. Tell the children to watch as you 'make a jam sandwich.' To begin with, cut the bread into small cubes. Then apply jam to some of the small sections of bread.
- * List the sequence of events that should take place on the board as the children suggest them.

ACTIVITIES:

- * Begin to write the NL alphabet on the board, purposely making errors in the 'sequence' of the letters. Encourage the children to assist you in writing the NL alphabet, placing the letters in their correct order in the alphabet.
- * Use concrete material to introduce the new NL vocabulary words to the children. Present the concrete material to the children, saying the NL vocabulary words as you do so. Be certain that the children understand the meanings of the words as they are presented.
- * Provide each child with a blank flashcard. Then say a number for each child (from 1 to ____). Each child should write his number on his blank card. When the children have written their numbers on their cards, have them walk around the room in a scattered formation. Then have the children arrange themselves according to the numbers that they have. The children should arrange themselves in a straight line or circle from 1 to _____. The children may exchange number cards after each round of this activity. Use this activity to repeat the NL vocabulary words a number of times.
- * Before the lesson begins, prepare a set of illustrations that represent the NL vocabulary words. Present the illustrations to the children, reviewing the NL vocabulary words at the same time.
- * Have each child prepare an 'order' using concrete materials, illustrations' pictures, etc. Each child should determine which aspect of 'order' he wishes to represent and then he should set about to find the necessary materials to represent that 'order.' For example, a child may wish to represent the order of a story using illustrations or pictures. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. When the children's order samples are complete, have them share them with one another.

MATERIALS: one slice of bread, jam, a butter knife, concrete materials to represent 'order,' a blank flashcard for each child, 'order' illustrations, materials for children to represent 'order'

ORAL REPRODUCTION:

- * Repeat the NL vocabulary words that were introduced in Lesson 1 using the illustrations that represent 'order.' Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been used.
- * Mount the 'order' illustrations on the board. Before the lesson begins, cut each playing card in a deck of playing cards in half. Keep the halves separate. Give all of the halves in one pile to the children (keeping the remaining halves for yourself). Hold up one of your halves and point to one of the 'illustrations.' The child who has the matching 'half' for the playing card must identify the illustration that you are pointing to, using its NL name. Continue in this way until all of the playing cards have been used. When a playing card half has been used, face it face down on the floor or on a table. Since there are 52 cards in a deck, each child should have more than one playing card half.

CREATIVE EXPRESSION

- * Group the children in a circle. Before the lesson begins, prepare number cards from 1 to 6 (one card for each number). Give these cards to the children. Sit in the center of the circle with a die. When you say "Go," the children should begin passing the number cards around the circle in a clockwise direction as quickly as they can. When you clap your hands, the children should stop passing the number cards around the circle. Roll the die and call out the number that is showing. The child who has the corresponding number card must then look at one of the illustrations that you show him and create an NL sentence using the vocabulary word for that illustration. Assist the child as necessary. Continue in this way until many of the children have responded.
- * Have each child write his name on a blank flashcard. When the children's name card are complete, collect them and place them in a container. Mount the illustrations from this Unit on the board and group the children near them. Point to one of the illustrations and then reach into the container and remove one name card. Call the child's name showing on the card. That child should then create an NL sentence using the vocabulary word for the illustration that you pointed to at the beginning of the round. Continue in this way until all of the name cards have been pulled from the container and until each child has had a chance to create a sentence. The children may wish to use patterns that were introduced in previous Units or they may wish to create their own NL patterns.

MATERIALS: a deck of playing cards, masking tape, 'order' illustrations, pair of scissors, one set of number cards (1 - 6), a die, a blank flashcard for each child, a pen or pencil for each child

SIGHT RECOGNITION (VOCABULARY):

- * Mount the 'order' illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sightword cards to the children. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been introduced.
- * Remove the sightword cards from the board and tape them to a sheet. Have two children hold up the sheet so that the sightwords are facing the other children. Stand behind the sheet with a flashlight. Shine the flashlight through the sheet, moving it from sightword to sightword. As the flashlight 'illuminates' a sightword, the children should name it. Continue in this way until all of the sightwords have been identified a number of times.
- * Group the children into two teams. Give the first player in each team a sightword card from this Unit. When you say "Go," the players should then pass the sightcard to the back of their teams in an 'over-under' sequence. When the sightword reaches the last player of the team, that pair must rush to the front of his team, show his flashcard to you and name the sightword. You may wish to have the children say the sightwords in complete patterns as well. The first team to do this successfully scores a point. Downplay the competitive nature of this activity and build up the fun of the game. Continue until all players have had a chance to participate.

DECODING AND ENCODING (VOCABULARY):

- * Group the children together. Use a flashlight to write one of the sightwords from this Unit on the wall or board. The children should watch as you 'write' the sightword on the wall or board. After writing the word with the light of the flashlight, call upon an individual child to identify the word that you wrote. Continue in this way until many of the children have had a chance to identify a sightword that you 'wrote.'
- * Before the lesson begins, prepare an extra set of sightword cards. Then cut each of the sightword cards into their individual syllables. For this activity, you may wish to cut the sightwords into their individual letters (which makes the activity slightly more difficult). When the sightwords have been cut into their syllables, group the children in a circle. Walk around the outside of the circle, attaching one syllable to each child's back (depending upon the number of syllables you have, some children may have to be spectators during each round of this activity). When you say "Go," the players should then attempt to group themselves together to reproduce the sightwords. Since the children did not see which syllables you placed on their backs, you have to rely upon the other children to indicate the syllable to him. When the children have grouped themselves correctly, point to each group of children, saying the vocabulary word that they have reproduced.

MATERIALS:

'order' illustrations, masking tape, sightword cards, a flashlight, a sheet, an extra set of sightword cards, a pair of scissors

LISTENING AND SPEAKING:

- * Mount the sightword cards (from Lesson 3) on the chalkboard. Mount the words on the board 'vertically.' Review the sightwords with the children, calling upon individual children to identify the words. Then write one of the NL sentences around the vocabulary word. Read the pattern to the children and encourage them to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Remove the flashcards from the board and erase the NL pattern. Toss a nerf ball to a child, saying one of the vocabulary words from this Unit. The child who receives the ball should then respond by repeating the NL pattern that contains that vocabulary word. Repeat this process until all of the children have had a chance to respond.
- * Say one of the NL patterns from this Unit. Then show the children the sightword card. When the children see the sightword that was heard in the pattern, they should clap their hands. Then have all of the children repeat the pattern together. Continue with this activity until each of the sightwords have been identified in this way.

READING:

- * Before the lesson begins, write a 'run-on' on the board using the vocabulary words from this Unit. To do this, write all of the sightwords on the board, side by side with no spaces left between the word. Do not use any upper case letters. Then call upon a child to identify a sightword in the 'run-on.' When the child has successfully identified a sightword (circle it), all of the children should write the NL pattern that contains that sightword. Repeat this process until all of the patterns and vocabulary words have been reviewed in this way.
- * Provide each child with a blank sentence strip. Each child should then write one of the patterns from this Unit on this sentence strip (using a felt pen). When a child has completed his sentence, he should then cut it into its individual part (e.g., its individual word). Collect all of the children's cut-up sentences and place them in a container. Group the children in a circle. Pass the container around the circle. Each child should reach into the container and remove one cut-out part. The container should continue to move around the circle in this way until a child has removed a sufficient number of cut-out parts to produce an NL sentence. The sentence that the child produces may be one from this Unit or it may be another NL sentence. When a child has created a sentence, he must read it to the other children. Repeat this activity a number of times.

READING: (cont'd.)

- * Group the children into two teams. Have the first player from each team stand facing the other. The first player should then say the first letter of one of the sightwords from this Unit. The second player must then name the second letter in a sightword. The children should continue to spell the sightword in this way until the word has been completely spelled. It is possible that the children will end up spelling a word that is different from the sightword originally intended by the first player. Accept any correctly spelled word (NL word) in this activity.

MATERIALS:

sightword cards, masking tape, a nerf ball, writing paper and pencil/pen for each child, a pair of scissors for each child, a container

DIALOGUE:

- * Before the lesson begins, prepare two large cut-outs of people (or use the same cut-outs indicated in previous Units). The cut-outs should be prepared in such a way that they can be mounted on a board or wall, facing one another. Mount the cut-outs on the board or wall and use them to introduce the NL dialogue to the children. Say 'A' from the dialogue, pointing to a speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a 'natural' sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The group should stand, facing one another. Then have the groups practice the dialogues with one another. Model the sentences as necessary.
- * Introduce the printed form of a dialogue to the children. Read it with the children. Then say a word or syllable that is found in a dialogue. Call upon a child to identify and say the sentence in the dialogue that contains that word or syllable. Repeat using different words/syllables.
- * Before the lesson begins, prepare a 'closure' version of the dialogue. Write the dialogue on language experience chart paper, leaving out letters/syllables/words. Show the 'closure' dialogue to the children, calling upon them to provide the missing items. Add the words/syllables/letters to the dialogue as they are provided by the children.

ENRICHMENT ACTIVITIES:

- * Before the lesson begins, collect a number of library books that do not contain too much text. You should select a sufficient number of books so that each child in the class will have a library book. Present the library books to the children, allowing each child to select one of the books from the collection. When the child has selected a library book, he should read it carefully to himself. Then he should write (using his own words) the order of events that took place in the story on individual sentence strips. Provide the children with the necessary number of sentence strips for this purpose. The children should use felt pens to write the sequence of events on the sentence strips. The children should not number the sequence of events as they write them. When a child has completed his sequence of events based on the story that he read, he should then patch them together, using a paperclip. When all of the children have completed their sentence strips, have the children exchange sentence strips. The children should then attempt to place the sentence strips in their correct 'order' according to the events that took place in the story. If a child experiences difficulties, he may refer to the appropriate library book to determine the 'order' of events in the story.

ENRICHMENT ACTIVITIES: (cont'd.)

The children may begin a NL dictionary using the NL alphabet. Provide the children with the necessary materials to create small booklets (there should be enough pages so that each NL alphabet letter has one page). When the children have created their dictionaries, they should add as many NL words to each page as possible. Display the completed dictionaries in the classroom.

MATERIALS:

2 large cut-outs of people, language experience chart paper, a felt pen, a skein of yarn (version of dialogue), one library book for each child, blank sentence strips, a felt pen for each child, paper and writing supplies for NL dictionaries

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: PETS

Grade: 4

Vocabulary:

awáhkán
atim
pósis
wápos
mistatim
pinesis

pet
dog
cat
rabbit
horse
bird
parrot

Pattern(s):

Ni-tayáwaw _____.

I have a _____.

Dialogue:

A. _____ nitayáwaw.

B. Ki-tayáwaw ná _____?

A. Ehe ni-tayáwaw _____.

A. . I have a _____.

B. Do you have a _____?

A. Yes I have a _____.

MOTIVATION:

- * Before the lesson begins, create a cut-out of a dog, a cat, and a gold fish using Bristol board. Mount the cut-outs on the board. The children should identify that all cut-outs represent 'pets.' Lead this into a discussion of the different pets that the children may have in their homes.

ACTIVITIES:

- * Read the children the poems contained at the back of this unit. After reading each poem, discuss its contents with the children.
- * Show the children the picture of a dogteam. Encourage discussion of the use of the dogs for work versus they being recognized as 'pets.' Lead the children to an understanding that many cultures view 'pets' differently. For example, some cultures may recognize a puppy as a pet while a full grown dog would never be allowed in the house. Once again, it is important that the children understand that not all cultures view 'pets' in the same way. Encourage the children to talk about local views about 'pets.'
- * Introduce the pets illustrations. Use the illustrations to introduce the new NL vocabulary words. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Before the lesson begins, prepare 'association illustrations' for the different pets. For example, a glass bowl, a harness for 'dog,' a ball of yarn for 'cat,' etc. Present the association illustrations to the children, encouraging them to match the illustrations with the pets (mounted on the board). Repeat until all association illustrations and pets illustrations have been correctly matched.
- * Lay a length of butcher paper on the floor. Group the children around the paper. Blindfold all of the children. Provide each child with a felt pen or dark crayon. The children should then commence to illustrate 'pets.' When a child has illustrated a number of pets, he may remove his blindfold to view the pets that he has drawn. When the mural is completed, display it in the classroom or hallway.

MATERIALS:

cut-outs of pets (from Bristol board), masking tape, mural paper, a dark crayon/pencil, pets illustrations of a dog team, 'association illustrations,' a blindfold for each child, a dark crayon/felt pen for each child, poems at the back of this unit

ORAL REPRODUCTION

- * Review the NL vocabulary words that were introduced in Lesson 1, using the illustrations of the different pets. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Group the children in front of the 'pets mural' created in Lesson 1. Point to one of the illustrations and the children should name it (in the NL). Repeat until all of the NL vocabulary words have been reviewed in this way.
- * Divide the children into two teams. Give the first player in each team one of the pets illustrations. When you say "Go," the first player in each team should pass his illustration over his head to the player behind. That player should then pass the illustration between his legs to the player behind him. The children should continue at this 'over/under' sequence until the last player receives the illustration. When the last player receives the illustration he must rush to the front of the line, hold up the illustration and name it (in the NL). The first team to do this successfully scores a point. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have played.

CREATIVE EXPRESSION:

- * Before the lesson begins, prepare an extra set of pets illustrations. Cut each of the illustrations in the extra set in half. Keep one set of the halves for yourself and give the remaining halves to the children. Hold up one of your halves and the child who has the other 'half' should stand and say the vocabulary word for that illustration. Then you should use the vocabulary word in a complete NL pattern. You may wish to conduct this activity in such a way that all children have an illustration (in which case you may have to prepare extra copies of the illustrations). Repeat this process until many of the children have had a chance to respond.
- * Conduct a 'sentence bee' using the NL vocabulary words to encourage the children to create NL sentences. Have the children line up in two teams. Say a vocabulary word to the first player in team One. That child should then use that word in a complete NL pattern. If he is unable to do so, give the first player in team Two the opportunity to create a sentence using that NL word. Repeat until all players have had a chance to play. Downplay the competitive nature of this activity and build up the fun of the game.

MATERIALS:

pets illustrations, masking tape, an extra set of pets illustrations, a pair of scissors

SIGHT RECOGNITION (VOCABULARY):

- * Mount the pets illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sightword cards to the children. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been introduced.
- * Group the children together on the floor. Have one child stand facing the other children. Give the standing child one of the sightword cards. That child should hold the sightword card with both hands, facing the other children. Then have another child stand behind the children sitting on the floor. Give this child a flashlight. The child with the flashlight must then attempt to 'tag' the sightword card that is held by the other child. The child who is holding the sightword card may move the card around with his hands, also he may not move his feet. When the sightword card has been tagged by the light of the flashlight, all of the children should identify the sightword on the card. Repeat this process using other pairs of players. Continue until all sightwords have been identified in this way.
- * Group the children in a circle. Have 5 or 6 children stand in the center of the circle. Then the children who are in the outer circle should toss a nerf ball back and forth on the floor to the center of the circle. When a child in the center of the circle is touched by the nerf ball, he must identify a sightword card that you show him. The child should then join the outer circle. Continue until all children in the center of the circle have identified a sightword. Repeat with other groups of children in the center of the circle.

DECODING AND ENCODING (VOCABULARY):

- * Before the lesson begins, prepare two extra sets of sightword cards. Cut the words in each set into their individual syllables. Mix all of the syllables together and place them on the floor, face up. Divide the children into two teams. Say one of the syllables from one of the sightwords. Then the first player in each team must rush to the cut-out syllables and reproduce the word that contains the syllable that you said. The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have had a chance to play.
- * Group the children in a circle. Walk around the outside of the circle, attaching the cut-out syllables (from the previous activity) to the children's backs. Do not allow the children to see the syllables that you have attached to their backs. When you say "Go," the children must attempt to match themselves together according to the syllables on their backs. They will have to rely upon helping one another to determine the syllables on their backs.

MATERIALS:

pets illustrations, masking tape, sightword cards, two extra sets of sightword cards, a pair of scissors, a flashlight

LISTENING AND SPEAKING:

- * Mount the sightword (from Lesson 3) on the chalkboard. Mount the words on the board vertically. Review the sightwords with the children, calling upon individual children to identify the word. Then write one of the NL sentences around the vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Arrange the children in pairs. The children in each pair should stand back to back with arms interlocked. Then the children should sit down on the floor. Tell the children to listen for a specific NL pattern. When the children hear that pattern, they should stand up without undoing their arms. When all of the children are standing, they should repeat the NL pattern that you said at the beginning of the round. When the children hear 'other patterns' (other than the one that you said at the beginning of the round) they should not respond. Repeat this activity using other patterns from this Unit.
- * Group the children in a circle. Sit in the center of the circle with a spinner. Say one of the NL patterns and spin the spinner. When the spinner stops, the child at whom it is pointing should repeat the pattern that you said. You may wish to use a flashlight for the spinner. Repeat until many children have responded.

READING:

- * Before the lesson begins, write each of the NL sentences on an individual sentence strip. Mount the sentence strip on the board. Say one of the NL patterns 'backwards.' The children should listen carefully to the 'backwards pattern' that you say. Then call upon an individual child to identify the pattern that you said (identifying the pattern by saying the pattern in its correct sequence). Repeat this process until all patterns have been identified in this way.
- * Provide each child with a sightword card and a blank sentence strip (prepare extra sightword cards, if necessary). Also, provide each child with a felt pen. Each child should then write one of the NL sentences from this Unit on his sentence strip, fitting its sightword card into the correct location in the sentence. Have each child read his sentence to the other children. Display the completed sentences in the classroom.

WRITING/SPELLING:

- * Divide the children into two teams. Have the two teams stand at one end of the room. Place a desk about 10 feet away from the children. Stand behind the desk, facing the team. Place a sheet of writing paper on the desk and have a long pencil available for this activity. Then write or print a spelling word on the paper, shielding your writing with your other hand. The first player in each team must attempt to identify the sightword that

WRITING/SPELLING: (cont'd)

you have written by observing the movements of the penciltop. The first player to do this successfully scores a point for his team. Repeat this process until all players have played! Have a player spell the word when he has correctly identified it.

- * Provide each child with writing paper and pencil. Say one of the vocabulary words and the children should write the pattern that contains that word. Repeat, using other vocabulary words. Later, review the children's sentences. Assist the children with any necessary corrections.

MATERIALS:

sightword cards, masking tape, a spinner (or flashlight), sentences written on sentence strips, a sightword for each child, a blank sentence strip for each child, a felt pen for each child, a sheet of writing paper, a long pencil

DIALOGUE AND ENRICHMENT

THEME: PETS

Grade: 4

LESSON FIVE

DIALOGUE:

- * Before the lesson begins, prepare an audio tape that introduces the new NL dialogue to the children. Affect two different voices as you make the tape. The children should hear the NL version of the dialogue initially. Then review the NL dialogue with the children, encouraging them to suggest the MEANINGS of the patterns in the dialogue. Translate the MEANINGS of the patterns in the dialogue ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the A's and the children say the B's. Encourage a natural sound of the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand, facing each other. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children. Then divide the children into two teams. Give the first player in each team a flashlight. Say a syllable, word or sentence from the dialogue. The first player in each team must then identify the word/syllable/sentence that you said using the light of the flashlight. The first player to do this successfully scores a point for his team. Downplay the competitive nature of the activity and build up the fun of the game. Repeat until all players have had a chance to play. You may wish to darken the room for this activity.
- * Encourage the children to suggest new patterns that may be added to the dialogue. Write the patterns that the children suggest later, read the 'new' dialogue with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * Have the children write short poems (in the NL) that have 'pets' as themes. Accept blank verse for this activity. Circulate among the children as they work, assisting as necessary. You may wish to collect all of the children's poems and reproduce them so that each child has a copy of the 'pets poems.'
- * The children may use wood, wire, and strips of paper maché to create a large model of a 'pet.' The children should determine which pet they wish to represent and then proceed to use the material to create their model. When a complete model is dry, it may be painted and shellacked.
- * Provide each child with the necessary materials to create a 'pet booklet.' Each child should illustrate pets in his booklet, including a short write-up (in the NL) for each pet. A perforated cover should be created for the pets booklets. Display the completed booklets in the classroom so that other children may read them.

MATERIALS:

an audio tape that contains the dialogue, a tape recorder, a skein of yarn, language experience chart paper, a felt pen, 2 flashlights, materials to create a model of a pet, materials and supplies to create 'pet booklets'

NATIVE LANGUAGE BASIC PROGRAM

THEME: PETS

Grade 4

PÓsis

Pawiniw ana pÓsis,
ka-kesáchit mihtiwástawikamikóhk

Nótawi itwew kíyam e-kota ta-kí-ayáw
Kisaspin mwách pinesísa e-nipahát
Nókawi asamew.

Askow nipimosinahikeyo
Ekwáni ni-mítáten
Máka mana ni-patawaw

Níkawi akwa nisímpiko,
nátew, e-minwenimát.
Ákohpis mínaw ta kisowiskákot
Mátwetamow

Barbar Froman

CAT

He's pretty skinny,
that old cat
who hangs around the woodshed.

Dad says he can stay
so long as he doesn't kill the birds.
My Mom feeds him.

Sometimes I'll throw a rock at him -
Then I'll feel real bad.
I guess it really doesn't matter -
Since I always miss.

The only people he'll come to,
are my mom and sister.

He's kinda like their cat.
Maybe because they gave him an old blanket.
To keep him warm.

He purrs for them.

Barbara Froman

NATIVE LANGUAGE BASIC PROGRAM

THEME: PETS

Grade 4

Otapaniyapi Atim

Atimosis awa ká-nipát
Ni-peyik ta-tokisinán
Ta-pe-kiweyán

Ni-ka-opikinán
Nitem akwa nína

Kisi-opikiyako
Ni-ka-kwechiskátonán
Nitem ta-otápew napakitapánásk
Akwa oták ni-ka pimpatan.

Ni-ka-sokataoskenán
Nitemakwa nína

SLED PUPPY

This cuddly little puppy
sleeping on my lap.
Waits for me, every day,
To come home from school.

We will grow up together.
My puppy and I

And when we are old enough,
We will race.
And he will help to pull a sled,
as I run and ride behind.

We will work hard together,
My dog and I.

Barbara Froman

NATIVE LANGUAGE BASIC PROGRAM

THEME: PETS

Grade 4

Kinosew

Maskóch minwasin
E-kinosewinániwák
Ta-pimátakayán
Eka ta-masinekeyán

Matonia kekwán wápátam
Ispí e-kanawápamak
Máskóch sakahikanik nóte ayáw

Maskóch tápwe moch minwásin
E-Kinosewinániwak
Onákanik ta-ayáyan
Ni-ka-kaskeniten
Máskóch pakwátam kinosew
Onakaníhk e-pimátakát
E-kanawápamak
Kitimakisiw kinosew!

FISH

Boy, it must be great
to be a fish.
Just swim around.
No homework.

I wonder what he sees
When I press up against his bowl?
Maybe he'd rather be in a lake.

Maybe it's not so great
To be a fish
Not in a bowl, anyway.
I'd be lonely.
He must be bored.
All he can do is swim around
While I watch.

Poor fish!

Barbara Froman

THEME: PETS

Grade 4

Kisatim

Otákníki
Paskwáw
Ekota kisatim ayáw

Nikáwi nóte atáwákew
Nistes nóte paskisew
Waweyesimo (etikwe)

Nistes akwa nína ni-tetapinán
Namawekách sipewpátaw
Kiyám, mwách anis
Tápitoneyápichikan e-ápachitayák

Mino kisatim awa.

Barbara Froman

OLD HORSE

Out back of our place
We've got a big field.
We keep an old horse there.

My mom thinks we should sell him.
My brother says we should shoot him.
But he's just kidding (I hope).

We ride on him, by brother and me.

He's so old, he'd never run away on us.
That's OK, since we don't bother with
Fancy bridles and stuff.

He's a nice old horse.

Barbara Froman

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Plants in Our Area

Grade: 4

Vocabulary:

maskikopakwa	labrador tea
pákwa wihkes	seneka root
wapikwani	flower
anoskanak	raspberries
oteymina	strawberry
misaskatomina	saskatoon
Ininimina	blueberries

Pattern(s):

Ni-kí-kistikán _____ nípinóhk.
I planted some _____ this summer.

Dialogue:

- A. Ki-kí-kistikán ná nípinóhk?
B. Ehe
A. Kekwán ka-kistikiyen?
B. _____ ni-kí-kistikán.
- A. Did you go plant this summer?
B. Yes I did.
A. What did you plant?
B. I planted _____.

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: PLANTS IN OUR AREA

Grade: 4

LESSON ONE

MOTIVATION:

- * Before the lesson begins, tie about 10 feet of yarn to an artificial flower or plant. Turn a box over on the floor and insert the plant through the 'top' of the box so that the yarn is inside the box while the plant or flower is sitting on top. Present your plant to the children. Use this experience as a jumping-off point for a discussion of the different types of plants that grow in your area.

ACTIVITIES:

- * Show the children the illustrations/pictures from the back of this unit of different plants. Encourage the children to compare and contrast the appearances of the plant. Prepare 2 columns on the chalkboard. One column should be for 'similarities' and the other column should be for 'differences' in the appearances of the plants. Write the similarities/differences that the children suggest in the columns on the board.
- * Use the illustrations of the plants (introduced above) to introduce the NL vocabulary words. It is important that the children hear the NL vocabulary words a number of times during this introduction process.
- * If actual samples of local plants are available, introduce them to the children. Match the plant samples with their illustration counterparts. You may wish to have the children help you with this matching process.
- * Provide each child with an extra copy of a plants illustration (prepare extra copies if necessary). Also, provide the children with yarn and glue or paste. Each child should then outline his illustration with the yarn. To do this, a child should glue or paste his yarn length to the outline of the plant in the illustration. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. When the children's 'yarn plants' are complete, collect them and keep them for use later in this Unit.

MATERIALS:

a box, an artificial plant/flower, approximately 10 feet of yarn, actual plant samples (if available), plants illustrations, masking tape, an illustration for each child, yarn and glue/paste for each child

LISTENING AND SPEAKING (VOCABULARY)

THEME: PLANTS IN OUR AREA

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson 1, using the illustrations of the different plants. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Lay the plants illustrations on the floor, face up. Group the children around them. Have one child enter the circle and stand beside the plant. Stand inside the circle holding a nerf ball or a piece of tissue paper. Say the NL vocabulary words and toss the nerf ball/tissue paper into the air. The child who is standing beside the illustrations must then identify the illustration for the plant that you name before the nerf ball/tissue paper hits the floor. When the child has identified the correct name of the illustration, he should show it to the other children. All of the children should repeat the name of the plant. Continue with this activity until many children have participated.

CREATIVE EXPRESSION:

- * Provide each child in the classroom with a blank flashcard. Each child should then write its name on the blank flashcard. When the children's name cards are ready, collect them and mix them together. Then redistribute the cards, giving the name cards to children other than their original owners (i.e., a child should not have its own name card). Mount the plant illustrations on the board. Point to one of the illustrations and call a child's name. The child whose name you called should look at the name card that he has. He should then identify the child whose name card he is holding. That child must then create a sentence using the name of a plant that you pointed to. For example, if Johnny is holding Mary's name card and you called "Johnny," Johnny must say "Mary, it is your turn." Mary must then create a sentence using the name of the plant that you pointed to at the board. Repeat this process until all of the children have had a chance to respond. Accept any NL sentences that make sense. Do not 'overcorrect' the children's responses during this creative expression activity.

Group the children in a circle. Sit in the center of the circle with a flashlight. Say one of the NL vocabulary words from this Unit and then spin the flashlight on the floor. When the flashlight stops, the child at whom the light is pointing should then repeat the vocabulary words you said in a complete NL pattern. Repeat this process until many of the children have responded.

MATERIALS: 'yarn plants' from Lesson 1, plant illustrations, masking tape, a blank flashcard for each child, a pencil for each child, a flashlight, a nerf ball or tissue paper

SIGHT RECOGNITION (VOCABULARY):

- * Mount the plants illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sightword cards to the children. Encourage the children to match the sightword cards with the illustrations on the board. Continue in this way until all of the sightword cards have been introduced.
- * Provide each child with a small balloon and a tiny strip of paper. Each child should then copy one of the sightwords on his strip of paper. When the child has done this, he should insert his strip of paper into his balloon. Then he should blow up his balloon and tie it. Collect all of the balloons and place them on the floor. Group the children around them. Call a child's name and that child should enter the circle and select one of the balloons. As quickly as possible he should break the balloon. When the balloon is broken, he should look at the sightword strip inside the balloon. The child should identify the sightword. For added 'spice' during this activity you may wish to have two children enter the circle. In this case, the first child to break a balloon and to successfully identify a sightword wins the round. Repeat until all children have played.
- * Group the children in a circle. Give each of the plants illustrations to the children. The children should pass the plants illustrations around the circle quickly. Have the sightword cards in the center of the circle face up. When you clap your hands, the children should stop passing the illustrations around the circle. Each child who has an illustration should enter the circle and match his illustration with a sightword that is on the floor. Repeat.

DECODING AND ENCODING (VOCABULARY):

- * Before the lesson begins, prepare an extra set of sightword cards. Cut each of the words into individual syllables or letters. Place all of the syllables/letters on the floor in a scattered formation. Group the children around the syllables/letters. Give a child a length of yarn (approximately 10 feet) and say one of the NL vocabulary words. The child with the yarn should then enter the circle and join together the syllables/letters that make up the word that you said, using his yarn length. The child may require assistance with this process. For added 'spice' you may wish to have two copies of each sightword represented in the centre of the circle. In this case, this activity may be conducted in team form. If a team format is used, downplay the competitive nature of this activity and build up the fun of the game.
- * Turn all of the syllable/letter cut-outs from the previous activity face down on the floor. Group the children around them. Have a child enter the circle and select one of the cut-out sections. The child should look at the syllable/letter that he has in his hand. Then he should name a NL word that contains that syllable/letter. The child should attempt to use one of the NL vocabulary words from this Lesson. Also, you may wish to accept other NL vocabulary words. Repeat until all of the children have had a chance to play.

MATERIALS: plants illustrations, masking tape, a balloon for each child, a small strip of paper for each child, a pencil for each child, an extra set of sightword cards (or 2 extra sets), a pair of scissors

LISTENING AND SPEAKING:

- * Mount the sightwords (from Lesson 3) on the chalkboard. Mount the words on the board 'vertically.' Review the sightwords with the children, calling upon individual children to identify the words. Then write one of the NL sentences around the vocabulary word. Read the pattern to the children and encourage them to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Mount the plants illustrations and their matching sightwords on the board (in a random order, i.e., the illustrations and their sightwords need not be side by side). Group the children in front of the board. Place your left hand on one of the illustrations and your right hand on its matching sightword. The children should then say the pattern that contains that sightword. However, when your left and right hands are on 'missmatched' pictures/words, the children should say "Missmatch." Repeat this process until the children are able to respond well.
- * Group the children in a circle. Whisper one of the NL patterns in a child's ear. That child should whisper the same pattern into the next child's ear and so on, around the circle. The last child to hear the sentence must say the sentence orally. Repeat this process using all of the NL patterns introduced.

READING:

- * Before the lesson begins, write each of the NL patterns on a sentence strip. Mount the sentence strip on the board. Say one of the NL patterns. Then tell the children to watch the sentence strip that you touch. When you touch the sentence strip that represents the sentence that you said at the beginning of the round, the children should clap their hands. However, when you point to sentence strips that do not represent the sentence that you said at the beginning of the round, the children should remain silent. Repeat this process a number of times.
- * Divide the children into two teams. Place 2 lengths of butcher paper or language experience chart paper at one end of the room and have the 2 teams at the other end of the room. Say one of the NL vocabulary words from this Unit. The first player in each team must rush to his length of paper and write the NL pattern that contains that sightword. The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have participated.

WRITING/SPELLING:

- * Prepare 2 copies of the NL alphabet. Cut out the individual letters and place them on the floor, face up (in a scattered formation). Group the

WRITING/SPELLING: (cont'd)

children around the cut-out alphabet. Say one of the NL vocabulary words and 2 children's names. Those 2 children should then enter the circle and hop from letter to letter until they have spelled the word that you said. The first player to complete the spelling of the word in this fashion wins the round. Repeat this process until all children have played.

- * Provide each child with writing paper and pencil. Say one of the NL vocabulary words and the children should write the pattern that contains that word. Later, review the children's patterns, assisting with corrections as necessary.

MATERIALS:

plants illustrations, sightword cards, sentence strips, butcher paper or language experience chart paper, paper for each child, pencil for each child

DIALOGUE AND ENRICHMENT

THEME: PLANTS IN OUR AREA

Grade: 4

LESSON FIVE

DIALOGUE:

- * Before the lesson begins, prepare 2 large cut-outs of people (or use the same cut-outs that were prepared for previous Units). The cut-outs should be prepared in such a way that they can be mounted on the board or wall, facing one another. Mount the cut-outs on the board or wall and use them to introduce the NL dialogue to the children. Say 'A' from the dialogue pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the A's and the children say the B's. Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand, facing one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children. On the chalkboard, write the first and last letters of a sentence from a dialogue. The children should look at the letters and then attempt to identify the sentence that begins and ends with the letters you have indicated. When a child is able to do so, he should read the sentence to you orally. Repeat until all of the sentences in the dialogue have been used in this way.
- * Cut up the dialogue and mix all of the sentences together. Spread the sentences on the floor. Say one of the A's and a child's name. That child should enter the circle and attempt to find the 'B' that follows the 'A.' Repeat this process until many children have participated.

ENRICHMENT ACTIVITIES:

- * If possible, have the children go outside to collect samples of local plants. If this is not practical, you may wish to collect a number of plants prior to the Lesson for the children. The plants should be pressed between books or among the pages of a book. Then the children may use the pressed plants to do 'rubblings.' To do this, the children should place their plants on a firm surface. They should cover their plants with a sheet of white bond. Then using the broad side of a lead pencil, the children should 'rub' the pressed plants. The outline of the pressed plants should appear on the white bond.
- * The pressed plants mentioned above may also be used to create 'windows.' To do this, have each child place his pressed plant on a square of wax paper. Then cover each child's plant with another square of wax paper. Use an old iron to iron the two sheets of wax paper together, thus sealing the pressed plants between them.

ENRICHMENT ACTIVITIES: (cont'd)

- * Divide the children into groups of 3 or 4. Give each group a length of language experience chart paper and a felt pen. Also, assign a plant to each group. The children in each group should then write as much as they can (in the NL) about the plant that they were assigned. Later, have the group read their descriptions to one another.

MATERIALS:

skein of yarn, language experience chart paper, sentence strips, felt pen, a pair of scissors, pressed plants, 1 sheet of white bond for each child, wax paper, an old iron

NATIVE LANGUAGE BASIC PROGRAM

Theme: Plants in Our Area

Grade: 6



Strawberries

Theme: Plants in Our Area



Dandelion

NATIVE LANGUAGE BASIC PROGRAM

Theme:

Plants in Our Area

Grade: 6



Labrador Tea

NATIVE LANGUAGE BASIC PROGRAM

Theme: Plants in Our Area

Grade: 6



Rose

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Sewing Tools

Grade: 4

Vocabulary:

sáponikan
sestak
mosótowin
sakupáson(a)
sipopichikan
kaskikwasowin

needle(s)
thread
scissors
button(s)
zipper
sewing

Pattern(s):

Ni-ka-n(i)tátámitin _____

I'll borrow (a) _____ from you.

Dialogue:

- A. Ni kaskikwasoniwat óma.
B. Kekwán ka-ayáyan ekota píchi.
B. _____ ni-tayán.

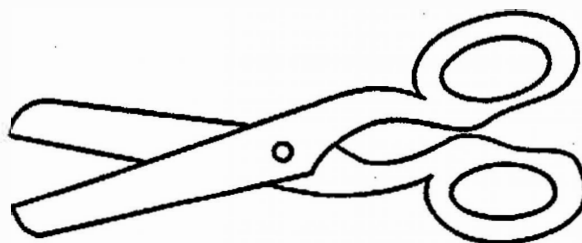
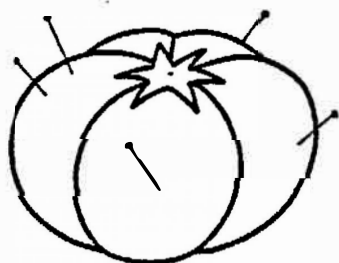
A. This is my sewing bag.
B. What do you have in there?
A. I have (a) _____.

MOTIVATION:

- * Before the lesson begins, find an old, large shirt or blouse. Cut the arms and collar (if there is one) from the shirt/blouse. Then carefully reattach the sleeves and collar with staples. Put the shirt or blouse on prior to the lesson. Group the children together and present your 'new shirt/blouse' to them. As you talk about the 'high quality' of the shirt/blouse, pull on one of the sleeves, appearing horrified when the sleeve separates from the shirt/ blouse. Repeat with the other sleeve and collar.
- * Lead this experience into a discussion of what 'tools' would be necessary to repair the damage done to the shirt/blouse.

ACTIVITIES:

- * Show the children illustrations or pictures or actual items that represent the 'uses' of the different tools to be introduced in this Unit. Discuss each item with the children, encouraging the children to suggest what would be necessary (i.e., tools and supplies) to repair or use the items.
- * Present the illustrations of the different sewing tools to the children. Mount the illustrations on the board as they are presented. Use these illustrations to introduce the new NL vocabulary words to the children. The children should hear the NL vocabulary words a number of times during this introduction process. Match these tools illustrations with the illustrations/ pictures/objects from the previous activity.
- * Lead the children to understand that, while many of the tools being presented are often used by women, and men alike.
- * Provide each child with art paper and the necessary supplies to create illustrations of the 'uses' of the different women's tools. When the children do their illustrations, they should not show the actual tools. Rather they should show a situation in which a given tool could be used. Later, when the children have completed their illustrations, have each child show his illustration to the other children, encouraging them to identify the tool that would be used in his illustration. Mount the completed illustrations in the classroom. Use this activity as another opportunity to repeat the NL names for the different tools a number of times.



MATERIALS:

art paper and supplies for each child, tool samples, 'association illustrations,' masking tape, an old, large shirt, a pair of scissors, a stapler

LISTENING AND SPEAKING (VOCABULARY)

THEME: SEWING TOOLS

Grade: 4

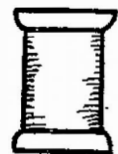
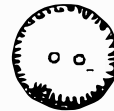
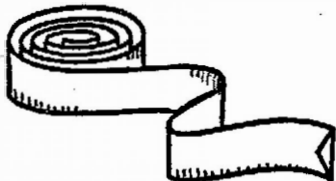
LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different women's tools. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Have two children hold a sheet vertically on the floor. Place the tool samples behind the sheet. Place an overhead projector behind the sheet and turn it on. Hold one of the tools in the light of the projector and the children should identify it (using its NL) from the silhouette that they see. Repeat this process until the children are able to identify the tools well. You may wish to have individual children sit behind the sheet, holding up the tools for the other children to identify.
- * After the previous activity, have one child for each tool sit behind the sheet. Tell a running story in which you repeat the NL names of the tools. When a child hears the name of a tool that he is holding, he must hold it up in the light of the projector so that the other children may see its silhouette. Repeat using other groups of children.

CREATIVE EXPRESSION:

- * Before the lesson begins, prepare an extra set of tools illustrations. Punch a hole in each illustration with a single-hole punch. Group the children in a circle and give each child a toothpick. Then give the 'punched' illustrations to the children. When you say "Go," the children should begin passing the illustrations around the circle in a clockwise direction from toothpick to toothpick. When you clap your hands, any child who is left holding an illustration on his toothpick must look at the illustration and then create a NL pattern that contains the vocabulary word represented by the illustration. Repeat this activity until many children have responded.
- * Mount one of the tools illustrations on the board and encourage the children to think of as many NL words (e.g., descriptors, adverbs, etc.) that relate to the tool represented in the illustration. Write the words that the children suggest around the illustration. Join each word that the children suggest to the illustration with a line. Repeat this process using other tools illustrations.



MATERIALS:

an extra set of tools illustrations, a master set of tools illustrations, a single-hole punch, a toothpick for each child, a sheet, an overhead projector, tool samples

SIGHT RECOGNITION (VOCABULARY):

- * Mount the tools illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Place all of the tool samples from this Unit in a container (cover any sharp edges with layers of masking tape). Place the container on the floor and place the sight word cards by the container. Group the children around these items. Have a child reach into the container with his left hand and feel one of the tools in the container. Then with his right hand he must identify the tool that he is feeling by selecting the tool's correct sight word card. When a child feels he has done this, he should show the tool and the sight word to the other children. Repeat until many children have responded.
- * Have the children stand facing the chalkboard in a 'zigzag style.' Make a masking tape line on the floor. The first child should stand to the left of the line and the second child to the right of the line, and so on to the end of the line. Mount the sight word cards on the board. Point to a sight word and name it. The children should immediately hop to the other side of the line. However, when you point to a sight word and say a word that is not the word you are pointing to, the children should remain still. If a child jumps, he is 'out.' Repeat until most of the children are 'out.' You may wish to have the children say the sight word (for correct responses) after each round of the activity.

DECODING AND ENCODING (VOCABULARY):

- * Before the lesson begins, prepare an extra set of sight word cards. Cut each of the sight words into their individual letters. Mix all of the letters together. Group the children in a circle, sitting on the floor with their legs extended into the circle. Then attach a small amount of masking tape to the soles of each child's right foot. Then attach a letter to the masking tape on the sole of a child's foot. Say one of the sight words and the children should attempt to group themselves together to spell the sight word. When the children do this, they should sit on the floor side by side with their legs outstretched so that the word is spelled with the letters in their correct sequence. Repeat.
- * Provide each child with a blank flashcard. Each child should then print one of the sight words on his card. Then the child should cut the word in half between syllables. Collect one-half of each child's word. Mix the halves that you have together. Then select one of the halves and read it to the children. The child or children who have the remaining 'halves' should say the word (the whole word) that contains the syllable that you named. Repeat this process until all words have been identified in this way.

MATERIALS: a blank flashcard for each child, a felt pen for each child, an extra set of sight word cards, a pair of scissors, masking tape, tools illustrations, tool samples, a container, sight word cards

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Divide the children into five groups. Then break toothpicks into a range of five different lengths (shortest to longest). Hold these in one hand so the tip of each toothpick is protruding from your hand and can be seen by the children. Then have a child in each group remove one toothpick. The group that ends up with the shortest toothpick should then identify a sight word that you show them and then say its NL pattern. Repeat this activity a number of times until all groups have responded in this way.

READING AND WRITING:

- * Before the lesson begins, prepare a set of sentence strips that contain the patterns introduced in this Lesson. Lay the sentence strips on the floor and punch a hole in each sentence strip with a single-hole punch. Lay two large knitting needles on the floor beside the sentence strips. Group the children around the sentence strips. Then touch two children on their shoulders. Those two children should rush around the circle in opposite directions and re-enter the circle. The first child to re-enter the circle and to pick up the correct sentence strip by inserting the knitting needle through the hole in the sentence strip scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until most children have played. Have the children read each pattern after each round of this activity.
- * Place two piles of white peas on the floor. Group the children into two teams. Say a sight word from this Unit and the first player in each team should use his team's white peas to spell the word that you said. Repeat until all players have played.

WRITING/SPELLING:

- * Spell one of the sight words from this Unit, saying only the word's consonants. The children should listen carefully to the consonants that you say and then they should write the complete word on individual sheets of writing paper. Repeat this process using other sight words. Afterwards, review the children's responses to determine their accuracy with this activity. You may wish to encourage the children to say each word in its pattern after each round of this activity.
- * Provide each child with writing paper and pencil. Say one of the patterns from this Unit and the children should write it on their sheets of paper. Repeat this process using other patterns from this Lesson. Afterwards, review the children's sentences.

MATERIALS: 5 toothpicks, white peas, sight word cards, sentence strips, single-hole punch, 2 knitting needles, masking tape, writing paper and pencil for each child

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children in choral, group and individual forms.
- * Provide each child with writing paper and pencil. Each child should then write a 'closure' version of the dialogue. To do this, a child should write out the dialogue, omitting syllables, letters and words. When the children have completed their closure dialogues, they should exchange closure versions to complete them.

ENRICHMENT ACTIVITIES:

- * Review the NL dialogue developed with the children above. Then encourage the children to suggest other patterns that may be added to the dialogue. Write the patterns that the children suggest on a length of language experience chart paper. Afterwards, read the entire 'new' dialogue with the children in choral, group and individual forms.
- * Provide an opportunity for the children to 'use' the safe tools introduced and developed in this Unit. Provide the necessary materials and supplies for the children to experiment with the use of the tools.
- * Provide each child with an extra sight word card. Also, provide each child with a portion of modelling clay. The children should then make 'laces' out of their modelling clay portions. Then the children should outline the letters in their sight words using the modelling clay 'laces.' When these modelling clay sight word cards are ready, lay them on the floor face up. Group the children around them. Blindfold all of the children. Say one of the sight words and two children's names. Those two children should then enter the circle and attempt to locate the sight word that you said by 'feeling' for the word. The first player to correctly identify the sight word that you said wins the round. Repeat until all children have participated.

MATERIALS: modelling clay for each child, a sight word for each child, materials/supplies for children to use the tools, language experience chart paper, a felt pen, writing paper and pencil for each child, a skein of yarn, 2 large cut-outs of people, masking tape

CREE

DEVELOPMENT NATIVE LANGUAGE PROGRAM

Theme: Toys

Grade: 4

Vocabulary:	metawákana	toys
	awasisíhkán	doll
	otápanásk	car
	tóhkán	ball
	onákanisa	dishes

Pattern(s):

Nókáwi ni-kí-mínik _____
My mother gave me a _____

Dialogue:

- A. A. Ni-tótem akwa nína ni-wí-metawánán
B. Kekwán ke-metawákeyek?
A. _____ ni-ka-metawákánán
- A. My friend and I are going to play.
B. What are you going to play with the _____
A. We will play with the _____

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: TOYS

Grade: 4

LESSON ONE

MOTIVATION:

- * Provide each child with a copy of "Toys" from the back of this unit. It contains clippings of pictures of different children's toys. Encourage discussion of the different toys shown on the page. Then encourage the children to estimate the cost of the different toys. During this discussion, lead the children to an understanding that most toys can be used by both girls and boys.

ACTIVITIES:

- * Before the lesson begins, collect actual samples of toys to present to the children. Once again, encourage the children to discuss the toys as they are presented.
- * Introduce the illustrations that represent the new NL vocabulary words to be introduced and developed in this Unit. Mount each illustration on the board as it is presented. The children should hear the NL terms a number of times during this introduction process. As appropriate, match the illustrations with the actual toy samples introduced above.
- * Introduce a collection of 'odds and ends' to the children, such as a box, a stick, a spoon, etc. Encourage the children to imagine that these are all of the 'toys' that they have. Have the children suggest ways in which the items may be used for playing. This activity can also be done in group form. To do this, divide the children into 3 or 4 groups. Provide each group with a collection of 'odds and ends.' Then each group must determine a game or activity that can be conducted with its 'odds and ends.' Circulate among the children as they work, assisting as necessary. Later, have each group present its 'toy' to the other children.
- * Before the lesson begins, prepare a tape for Herman's Head. Herman should repeat the NL vocabulary words introduced in this Lesson a number of times. As Herman says the NL vocabulary words, point to the correct illustrations on the chalkboard. Continue in this way until the children have heard the NL vocabulary words a number of times and until Herman's tape is complete.

MATERIALS:

Herman's Head, audio tape for Herman's Head, tape recorder, a collection of 'odds and ends', toys illustrations, masking tape, actual toy samples (if available), a copy of "Toys" for each child

LISTENING AND SPEAKING (VOCABULARY)

THEME: TOYS

Grade: 4

LESSON TWO

ORAL

REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different toys. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Group the children in a circle. Place the toys illustrations in the centre of the circle in a scattered formation, face up. Then give each child or selected children marbles (one marble per child). Call a child's name. That child must then roll his marble into the centre of the circle, attempting to land it on one of the illustrations. The child should identify the illustration that the marble lands on or near using its NL name. Repeat this process until all children have had a chance to play.

CREATIVE EXPRESSION:

- * Group the children in a circle. Have one child stand or sit in the centre of the circle. Give a child in the outer circle a large, soft ball. This child should then roll the ball as quickly as possible across the circle to another child in the circle. The child who is standing or sitting in the centre of the circle must try to catch the ball before it reaches the other side of the circle. Before each round, say one of the NL vocabulary words. When the child in the centre manages to capture the ball, he must then use the NL vocabulary word that you said at the beginning of the round in a complete NL sentence. Repeat this process until many children have had a chance to be the 'ball catcher' in the centre of the circle.
- * Lay the toys illustrations on the floor at one end of the room. Then divide the children into two teams. Have the first two players from each team prepare a 'road maze' using masking tape on the floor. The children should make their roads so that they contain loops and curves leading to the illustrations at the other end of the room. When the roads are ready, give the first player in each team a toy car. When you say "Go," the first two players must then race their cars through the road mazes to the illustrations. When the children reach the illustrations, each child must select one of the illustrations, hold it up and show it to the other children. Then each child may say a complete NL pattern containing the vocabulary word for the illustrations they have selected. Repeat this process until all players have had a chance to play. Downplay the competitive nature of the activity and build up the fun of the game.

MATERIALS:

masking tape, 2 toy cars, marbles, toys illustrations

SIGHT RECOGNITION (VOCABULARY):

- * Mount the toys illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Before the lesson begins, place a sheet of carbon paper, ink side up, between 2 sheets of white bond. Print or write one of the sight words from this Unit on the top sheet of bond. When you separate the sheets of bond, you will notice that the sight word appears 'in reverse' on the underside of the top sheet of white bond. Repeat this process using other sight words. Then place the 'reverse' sight words on the floor, 'reversed side up.' Group the children around them. Touch the children on their shoulders, saying one of the sight words at the same time. The two children must then turn around completely and enter the circle and attempt to locate the sight word that you said by identifying its 'reversal.' The first child to do this successfully wins the round. When a child has successfully identified a sight word he should hold it up so that the regular printed form can be seen by all children. All children should name the sight word. Repeat until many children have had a chance to participate.

DECODING AND ENCODING (VOCABULARY):

- * Before the lesson begins, prepare an extra set of sight word cards. Cut each of the words in the extra set into its individual letters. Then mix all of the letters together. Place the cut-up letters in a container. Have each child reach into the container and remove one letter. Call a child's name. That child should look at his letter and then name any sight word (from this Unit) that contains that letter. The child should then spell the word. Repeat this process until all of the children have participated.
- * Write two NL alphabets on the chalkboard vertically. Divide the children into two teams. Have the two teams line up facing the two alphabet columns. When you say "Go," the first player from each team must rush to his team's alphabet column and write one of the NL words around a letter in the column. The team to do this first wins the round. You may wish to allow 'any' NL terms for this activity, rather than restricting it to the NL terms from this Unit. Downplay the competitive nature of this activity and build up the fun of the game. Continue until each letter in both alphabet columns has been used.

MATERIALS:

an extra set of sight word cards, a pair of scissors, a container, 2 sheets of white bond for each sight word, a sheet or sheets of carbon paper

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the sentences have been introduced to the children.
- * Mount the sight words on the walls around the room. Group the children together in the centre of the room. Say one of the NL patterns and the children should turn to face the sight word heard in the pattern that you said. Repeat this process until the children respond well.
- * Mount the sight words on the chalkboard and group the children in front of the board. Point to one of the sight words, saying its NL pattern. The children should repeat the pattern. However, when you point to a sight word and say another NL pattern (one that does not contain that sight word), the children should clap their hands. Repeat this audio/visual discrimination process until the children are able to respond well.

READING AND WRITING:

- * Before the lesson begins, write each of the NL sentences on an individual sentence strip. Present the sentence strips to the children, reading the NL sentences to them as they are presented. Continue until all NL sentences have been introduced in this way.
- * Have the children stand in a scattered formation in the classroom. Remove the sentence strips from the board (from above) and attach each sentence strip to a child's back. Have the children 'mix themselves' so that they are standing throughout the central part of the room. Then say one of the NL patterns and all children in the class should make a circle around the child who has that pattern attached to his back. Repeat this process using the other NL patterns introduced and developed in this lesson.
- * Provide each child with a sight word card and a blank sentence strip. Each child should then write a complete NL sentence using the sight word that you gave him. Circulate among the children as they work, assisting as necessary. Display the completed sentences in the room.

WRITING/SPELLING:

- * Group the children together in the centre of the room. Darken the room. Stand behind the children with a flashlight. Use the light of the flashlight to 'write' or 'print' one of the sight words on the wall or board. The children should watch as you write the word with the light of the flashlight. After writing the word, call upon an individual child to identify the word that you wrote. If the child does this correctly, give him the flashlight for the next round of the activity. Repeat this process until many children have had a chance to participate.

MATERIALS: writing paper and pencil for each child, flashlight, a sentence strip for each pattern, a felt pen, masking tape

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's' and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children in choral, group and individual forms.
- * Encourage the children to suggest other sentences that may be added to the dialogue. Write the sentences that the children suggest on a length of language experience chart paper or at the end of the original dialogue. Afterwards, read the 'new' dialogue with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * Provide each child with a copy of "Word Find" from the back of this unit. This page contains an outline of a number of blank squares. When each child has a copy of this Appendix, one child should call out a letter from the NL alphabet. Each child should write that NL letter on his Appendix outline (anywhere in the outline). Then another child should call out another letter and all children should write that letter in their forms. The children should continue in this way, calling consonants and vowels, until eventually a child is able to spell a word horizontally, vertically, or diagonally in his form. Don't stop the game when a child is able to spell a word, but rather proceed encouraging the children to spell as many NL words as they can using the letters called out by the children.
- * Lay a length of butcher paper on the floor. Place the toy samples introduced earlier in this Unit on the mural paper. Group the children around the mural paper. Provide each child with a felt pen. The children should then prepare tracings of the different toy samples. The children should fill the mural paper with the tracings. When the tracings have been completed, this toy mural may be displayed in the room. You may wish to have the children label the toys by writing their NL names on individual flashcards and mounting the flashcards on the board around the mural. The cards should then be joined to their correct tracings using lengths of yarn.

MATERIALS:

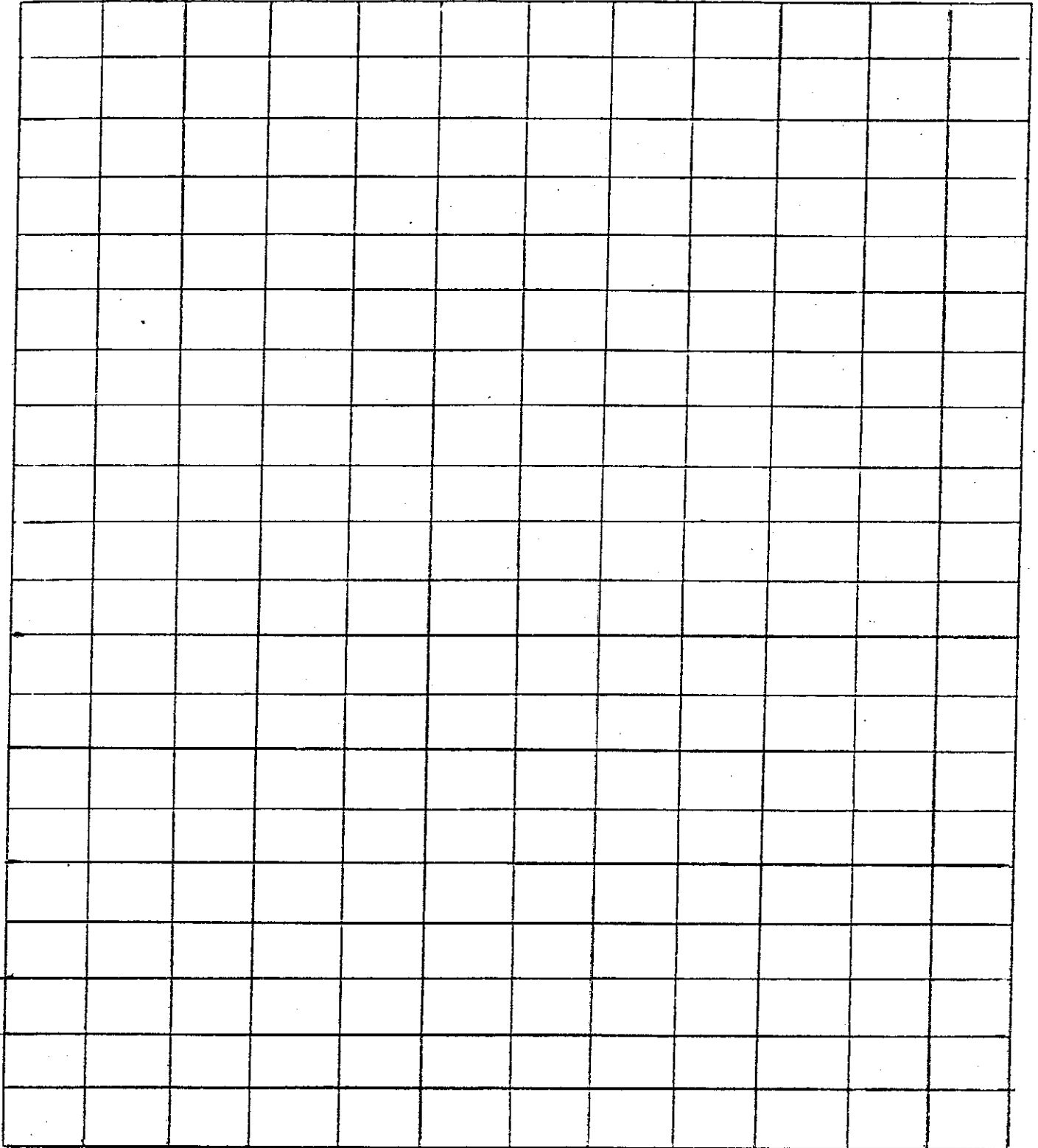
mural paper, a skein of yarn, blank flashcards, a felt pen for each child, toy samples, mural paper, a copy of "Word Find" for each child, 2 large cut-outs of people, masking tape, language experience chart paper

NATIVE LANGUAGE BASIC PROGRAM

TOYS

"WORD FIND"

Grade 4



CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: TRADITIONAL CLOTHING

Grade 4

Vocabulary:

páhkekin	buckskin
mitás	pants
pakewáyan	shirt
minoweskikan	blouse
píhtawetásán	underwear
páhkekin-askisina	moccasins
sinipan	ribbon
pakwáteyon	belt

Pattern(s):

Ki-tayán ná páhkekino _____
(clothing)

Do you have a buckskin _____?
(clothing)

Dialogue:

A. Kaskikwáso ná, kótáwi?

B. Ehe

A. Ki-ta-kí-ósihtáwná páhkekin _____.
(clothing)

A. Does you mother sew?

B. Yes she does.

A. Can she make me a buckskin _____?

ACTIVITIES:

- * Show the children cloth samples; cotton, wool, nylon, etc. Encourage the children to talk about the different traditional clothing items that can be made from the different materials.
- * Show the children the illustrations/pictures that represent different types of environments; coastal, forest, mountain, etc. Encourage the children to imagine the 'materials' that would be obtainable in each environment for the making of clothes. The children should begin to understand that the styles of clothing and the materials from which they are made are often determined by the environment in which people live. This is particularly true of people who do not have the opportunity to buy clothing items that have been brought into a store.
- * Introduce the illustrations of the traditional N clothing items. Once again, encourage the children to determine the materials used for the production of the clothing items. Use these illustrations to introduce the NL vocabulary words to the children. The children should hear the NL words a number of times during this introduction process.
- * If actual traditional clothing samples are available, introduce them to the children, encouraging the children to talk about their styles, materials, etc.
- * Display the illustrations of the traditional clothing items for the children to see. Then provide the children with sheets of paper, samples of cloth, staplers, needles and thread, and so on. The children should use their materials and supplies to create samples of the traditional clothing items. Circulate among the children as they work, repeating the NL vocabulary terms as often as possible. When the children's samples are complete, keep them safely for use later in this Unit.



MATERIALS:

a spool of thread, cloth samples, illustrations of different environments, traditional clothing illustrations, masking tape, traditional clothing items (if available), paper, cloth, staplers, etc., (for clothing models)

LISTENING AND SPEAKING (VOCABULARY)

THEME: TRADITIONAL CLOTHING

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different items. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Have the children sit in a scattered formation in the center of the room. The children should be approximately within arms' reach of one another. Then run a length of yarn among the children, having each child hold onto his part of the yarn length. Each child should be holding a part of the yarn length. Insert a spool of thread (preferably an empty spool) over one of the yarn ends. Then the children should pass the spool to one another as quickly as possible, sliding the spool along on the yarn (face away from the children as they do this). Eventually, clap your hands. The children should stop passing the spool. The child left holding the spool should then identify a clothing illustration that you show him; using the term for that illustration. Repeat until a number of the children have had a chance to respond.

CREATIVE EXPRESSION:

- * Provide each child with a blank flashcard. Each child should then write a number on his card (from 1 to __, depending upon the number of children in your class). Mount the clothing illustrations on the board. Then point to one of the illustrations and call a number (between 1 and __). The child who has that number should then use the vocabulary word for the illustration in a complete NL sentence. The child should create his own sentence, using patterns learned earlier in the NL program or creating his own pattern. If a child makes a pronunciation or grammatical error in his NL sentence, repeat the sentence to him correctly (avoid stressing correction of the children's sentences during this 'creative expression' activity). The children may exchange number cards after each round of the activity. Repeat the activity until most of the children have had a chance to participate.
- * Conduct a 'sentence bee' using the vocabulary words to encourage the children to create NL sentences. Have the children line-up in two teams. Say a vocabulary word to the first player in team 'one.' That child should then use the word in a complete NL pattern. If he is unable to do so, give the first player in team two the opportunity to create a sentence using the word. Repeat until all players have had a chance to play. Downplay the competitive nature of this activity and build up the fun of the game.

MATERIALS:

Traditional clothing illustrations, a skein of yarn, an empty thread spool, a blank flashcard for each child, a pencil/felt pen for each child, masking tape

SIGHT RECOGNITION (VOCABULARY):

- * Mount the traditional clothing illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Before the lesson begins, print or write the sight words on a white sheet of mural paper using a white parafin candle. Present this 'sight word chart' to the children, asking a child to find a certain word. The children will soon indicate to you that they can't see the words. Appear alarmed at this. To solve the mystery, 'wash' the sheet with a thin solution of black tempera paint. Call upon individual children to identify the sight words as they appear in this 'crayon resist' process. Continue until all sight words are revealed in this way.
- * Provide each child with five blank flashcards and a felt pen. Each child should then copy five sight words on his cards - one per card. Have a master set of sight word cards for yourself. When the children's cards are complete, have each child select two of his cards. He should lay those two cards on the floor. Then shuffle your master set and select any two sight words. Call out the words that you selected. Any child who has the same two sight words should call "Bingo," and then show his two winning sight cards, repeating the names of the cards at the same time. Repeat this activity until there have been a number of 'winners.'

DECODING AND ENCODING (VOCABULARY):

- * Before the lesson begins, prepare an extra set of sight word cards. Cut each of the words in the extra set into its individual letters. Then mix all of the letters together. Place the cut-out letters in a container. Have each child reach into the container and remove one letter. Call a child's name. That child should look at his letter and then name any sight word (from this Unit) that contains that letter. The child should then spell the word. Repeat this process until all of the children have participated.
- * Write two NL alphabets on the chalkboard - vertically. Divide the children into two teams. Have the two teams line up facing the two alphabet columns. When you "Go," the first player from each team must rush to his team's alphabet column and write one of the NL words around a letter in the column. The team to do this first wins the round. You may wish to allow 'any' NL terms for this activity rather than restricting it to the NL terms from this Unit. Downplay the competitive nature of this activity and build up the fun of the game. Continue until each letter in both alphabet columns has been used.

MATERIALS: traditional clothing illustrations, a length of white mural paper, a white parafin candle, a thin solution of black tempera paint, a large paint brush, masking tape, 5 blank flashcards for each child, a felt pen for each child, an extra set of sight word cards, a pair of scissors, a container (a bag, hat, box, etc.).

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board 'vertically.' Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Use two decks of cards to encourage the children to say the new NL patterns. Give all of the cards in one deck to the children (it is not necessary that all children have the same number of playing cards). Keep the other deck of playing cards as your 'master set.' Say one of the new NL patterns and then hold up one of your playing cards. The children should look carefully at their cards. The child who has the matching card for the card that you are holding should repeat the NL pattern that you said at the beginning of the round. Rather than saying an entire NL pattern, you may wish to say one of the NL vocabulary words. The child with the matching playing card would say the entire NL pattern that contains the NL vocabulary word that you said. Repeat this activity until all of the children have responded.

READING:

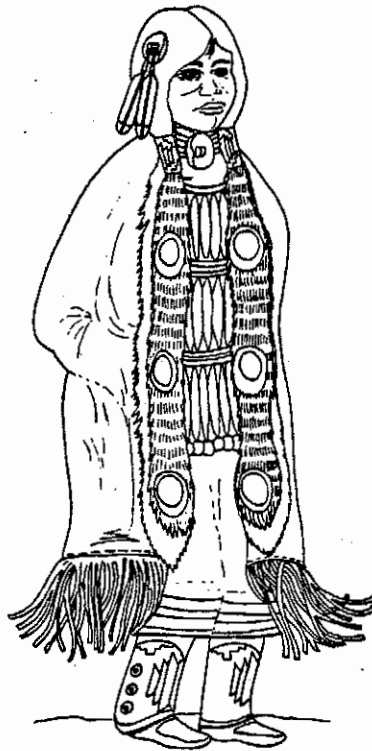
- * Say one of the NL vocabulary words and a child's name. That child should say the NL sentence that contains that word. Write the sentence that the child says on a length of language experience paper. Continue in this way until all of the NL sentences have been written on the paper.
- * Have all of the children read the NL sentences chorally. Then cut a portion of the last sentence off of the chart paper; the children should read all of the patterns again, including the 'missing portion.' Repeat this process until there are no patterns left in view and the children are repeating them strictly from memory.
- * Provide each child with a sight word card and a blank sentence strip. Also, provide each child with a felt pen. Each child should then write one of the NL sentences from this Unit on his sentence strip, fitting his sight word card into the correct location in the sentence. Have each child read his sentence to the other children. Display the sentences in the classroom.

WRITING/SPELLING:

- * Before the lesson begins, cut each sight word in two extra sets of sight word cards into their individual letters; keep the two sets of cut-up words separate. Place the cut-out letters in two piles at one end of the room. Group the children in two teams at the other end of the room. Say one of the NL words and the first player from each team must rush to his team's pile of letters. The first player to reproduce the sight words using the

WRITING/SPELLING: (cont'd)

cut-up letters scores a point for his team. Downplay the competitive nature of the activity and build up the fun of the game. Repeat until all players have participated. Provide each child with writing paper and pencil. Say one of the vocabulary words and the children should write it. Repeat. Later view the words.



MATERIALS:

sight word cards, masking tape, 2 decks of playing cards, a sight word for each child, felt pens, a length of language experience chart paper, a blank sentence strip for each child, 2 extra sets of sight word cards, writing paper and pencil for each child

DIALOGUE AND ENRICHMENT

THEME: TRADITIONAL CLOTHING

Grade: 4

LESSON FIVE

DIALOGUE:

- * Before the lesson begins, prepare two large cut-outs of people. Prepare the cut-outs in such a way that they can be mounted on the board or wall, facing one another. Mount the cut-outs on the board or wall and use them to introduce the NL dialogue to the children. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the meanings of the patterns if necessary.
- * Practice the dialogue with the children chorally; you say the A's and the children say the B's. Encourage a 'natural' sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children. Then say a word or syllable that is found in the dialogue. Call upon a child to identify and say the sentence in the dialogue that contains that word or syllable. Repeat using different words/syllables.
- * Before the lesson begins, prepare a 'closure' version of the dialogue. Write the dialogue on language experience paper, leaving out words, syllables and letters. Show the 'closure' dialogue to the children, calling upon them to provide the missing items. Add the words/syllables/letters to the dialogue as they are provided by the children.

ENRICHMENT ACTIVITIES:

- * If possible' have an elder describe and demonstrate the traditional methods of dyeing; presenting the raw materials and the process used. Encourage the resource person to bring the necessary supplies to the class so that the children may participate in this process.
- * Cut a sheet into squares - one square for each child. Then have the children draw a clothing item on the squares, using crayons. The children should fill their creations with crayon shavings. When complete, cover each child's creation with a section of tin foil and iron it. This produces an interesting effect. Display the completed pictures in the classroom.
- * Divide the children into groups of three or four. Give each group a length of language experience paper and a felt pen. Also, assign a clothing item to each group. The children in each group should then write as much as they can about the clothing item that they are assigned. Later, have the groups read their descriptions to one another.

MATERIALS:

2 large cut-outs of people, masking tape, skein of yarn, a 'closure version' of the dialogue, a white sheet cut into squares, materials and supplies for elder's presentation, language experience paper, felt pens

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Transportation

Grade: 4

Vocabulary:

iskotewi-tápánásk	train
kápimínamakak/pimínákan	airplane
otápanásk	car
chimán	boat
píponi-otápanáskos	skidoo

Pattern(s):

Ki-kí-pe-pósin ná _____.

Did you come by _____?

Dialogue:

- A. A. Nímis wí-pe-kiyókew.
B. Tánta ke-pe-pósit
A. _____ta-pe-pósiw

A My older sister is coming to visit?
B. How is she coming?

A. She is coming by _____

MOTIVATION:

- * Read the following poem to the children:

A _____ is a dragon that roars through the dark.
 He wriggles his tail as he sends up a spark.
 He pierces the night with his one yellow eye,
 And all the earth trembles when he rushes by.

After reading the poem to the children, encourage them to identify the 'dragon' depicted in this poem. The children should identify the 'dragon' as being a 'train.' Lead this into a discussion of other forms of transportation with which the children are familiar.

ACTIVITIES:

- * Before the lesson begins, prepare sound effects of the different forms of transportation to be introduced in this Unit. Play the audio tape for the children. The children should hear the complete tape once. Then replay the tape, stopping it after each sound effect. Encourage individual children to identify the forms of transportation represented by the different sound effects. Continue until all sound effects have been identified in this way.
- * Show the children the illustrations that represent the different forms of transportation to be introduced in this Unit. Use the illustrations to introduce the NL vocabulary words to the children. Mount the illustrations on the chalkboard as they are presented. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Replay the audio tape of the transportation sound effects used earlier in this lesson. This time when a sound effect is heard, point to its matching counterpart on the chalkboard (i.e., its illustration). Continue until all of the illustrations have been identified in this way.
- * Lay three lengths of butcher paper on the floor. Identify each length as representing one of the following classifications: land, water, air. Then provide the children with old magazines. The children should look through the old magazines, attempting to locate pictures that contain samples of transportation forms. The children should cut out the pictures and place them in their correct classifications (i.e., on the correct lengths of butcher paper). The children should glue or paste their pictures to the lengths of butcher paper. When the transportation murals are complete, review them with the children. As the children create the murals, circulate among them repeating the NL vocabulary words as often as possible.

MATERIALS:

three lengths of mural paper, glue/paste, old magazines, scissors for each child, an audio tape of transportation sound effects, a tape recorder, masking tape

LISTENING AND SPEAKING (VOCABULARY)

THEME: TRANSPORTATION

Grade: 4

LESSON 2

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different transportation forms. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Divide the children into two groups. Have the two groups stand at one end of the room. Give the first two players in each team a roll of masking tape. These players should then create 'roads' on the floor to the other end of the room. The players should make loops and curves in their roads. When the roads are complete, give the first player in each team a toy car. Lay the illustrations from this Unit on the floor at the other end of the roads. Say one of the vocabulary words and the players with the cars must then rush through the roads (driving their cars) to the illustrations. The first player to reach the end of his road and then to correctly identify the illustration for the NL vocabulary word that you said scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. When a child has correctly identified an illustration, he must hold it up and say its NL name. Continue until all players have participated.

CREATIVE EXPRESSION:

- * Group the children in a circle. Sit in the centre of the circle with a wind-up toy car or truck. Say one of the NL vocabulary words from this Unit and wind the car/truck up. Release the toy vehicle on the floor. The child who receives the toy vehicle should then repeat the NL vocabulary word that you said. Then he should say a complete NL pattern that contains that word. Accept any NL pattern that makes sense. Repeat this activity until a number of children have participated. You may wish to use an inflated balloon in place of the toy vehicle. To do this, hold the inflated balloon on the floor and release it. When the balloon lands, the child nearest to the balloon should respond.
- * Conduct a 'sentence bee' using the NL vocabulary words to encourage the children to create NL sentences. Have the children line up in two teams. Say a vocabulary word to the first player in team one. That child should then use the word in a complete NL pattern. If he is unable to do so, or if he makes an error, give the player in team two the opportunity to create a sentence using that NL word. Repeat until all players have had a chance to play. Downplay the competitive nature of this activity and build up the fun of the game.



MATERIALS:

two rolls of masking tape, two toy cars, a small wind-up car or truck (optional), a balloon (optional)

SIGHT RECOGNITION (VOCABULARY):

- * Mount the transportation illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Mount all of the sight word cards on the board and then write NL patterns around the words (a different pattern for each word). Attempt to use NL patterns that are specifically related to the individual words (sight words). Then remove the sight words from the board and give them to the children. Say one of the NL patterns that is on the board, omitting the sight word that would complete it. The child who is holding the sight word that would complete the pattern that you said should hold up his sight word card and identify it by saying its NL name. Repeat this 'Lotto' activity until many of the children have had a chance to play.
- * Before the lesson begins, prepare two 'run-ons' using two long strips of paper. To create the run-ons, write sight words without leaving spaces between the words. You may wish to add 'incidental' letters between the words as well. Divide the children into two teams. Place the run-ons at one end of the room and have the children stand at the other end of the room. When you say "Go," the first player in each team must rush to his team's run-on and cut off a sight word from the run-on. He must then identify the word. The first child to do this successfully scores a point for his team. Downplay the competitive nature of the activity and build up the fun of the endeavour. Repeat until all players have played.

DECODING AND ENCODING (VOCABULARY):

- * Provide each child with a sight word (prepare extra sight word cards if necessary). Then each child should create an NL pattern using the letters of his sight word as the initial letters of the words in his pattern. For example, the word 'some' could be written as: 'Sue owns many eggs.' When the children have their sentences ready, collect them and mix them together. Say one of the sentences and call upon a child to identify the sight word that is spelled in the sentence. Repeat until all of the sight words have been identified in this way.
- * Arrange the children in two teams. Then use the index finger of your writing hand to write the initial letter of one of the sight words on the last player's back in one of the teams. Repeat this process with the last player of the other team (using the same initial letter). Then that player must write the next letter in the sight word on the back of the player in front of him, adding the initial letter as well as the next letter. The second player should then repeat this process by printing the first 3 letters of the sight word on the back of the player in front of him. The first team to correctly identify the complete sight word scores a point. Downplay the competitive nature of the activity and build up the fun of the game.

MATERIALS:

sight word cards, transportation illustrations, masking tape, a sight word card for each child, paper and pencil for each child

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board 'vertically.' Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Have all the children stand in a straight line. Then the children should place their hands on the shoulders of the children in front of them. Tell the children to listen for a specific NL pattern. When the children hear that pattern they should jump forward once. Practice this a number of times. Then introduce another NL pattern in addition to the first one. When the children hear that pattern, they should hop backwards once. You may wish to add other patterns, having the children hop to the left and to the right. When the children hear 'other' patterns (i.e., patterns other than those that you have identified) they should not respond. Repeat this auditory discrimination process a number of times.
- * Say one of the NL vocabulary words from this Unit and toss a ball to a child. The child who receives the ball should then say the NL pattern that contains that word. Repeat until many of the children have had a chance to play.

READING AND WRITING:

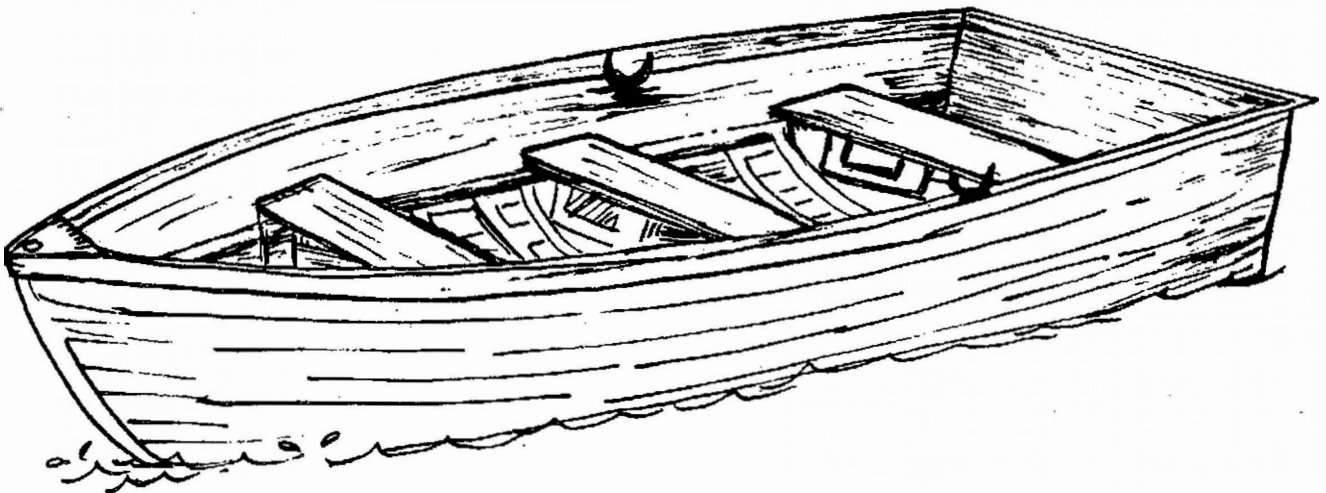
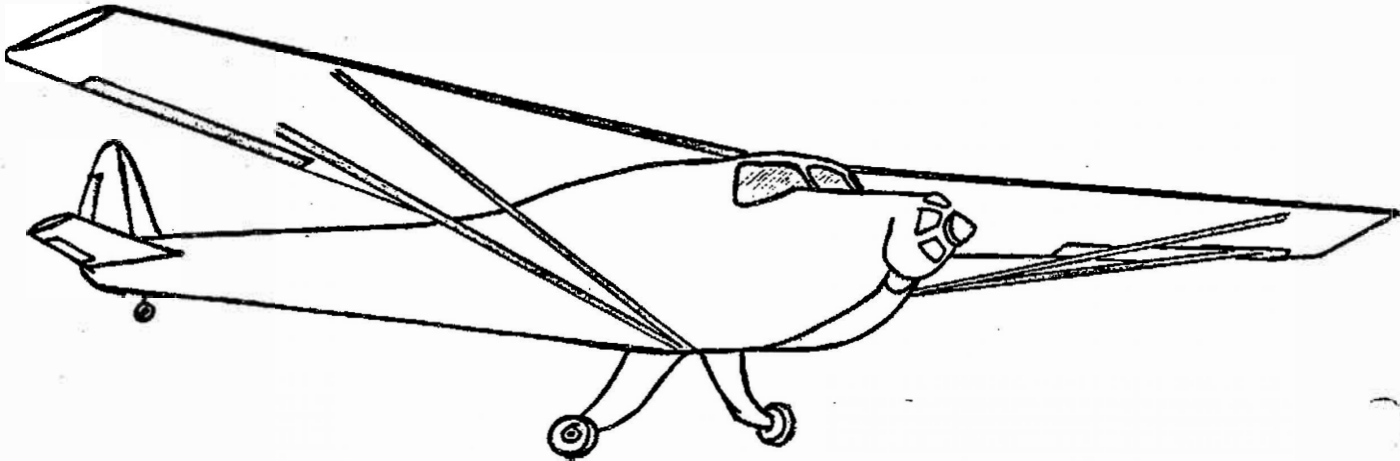
- * Provide each child with a blank sentence strip. Then each child should copy one of the NL patterns from this lesson, leaving out syllables, letters and words. These 'closure' sentences should then be exchanged. Each child should complete his closure sentence by filling in the missing letters/syllables/ words. Have each child read his completed sentence to the other children.
- * Use two decks of cards to encourage the children to read the NL patterns. Give all of the cards in one deck to the children (it is not necessary that all children have the same number of playing cards). Keep the other deck of playing cards as your 'master set.' Say one of the NL patterns and then hold up one of your cards. The children should look at their cards and the child who has the matching card should repeat the NL pattern that you said. Rather than saying the entire NL pattern, you may wish to say one of the NL vocabulary words (e.g., the sight word). The children with the matching play card would say the entire pattern that contains the NL word that you said. Repeat this activity until all of the playing cards have been used.

WRITING/SPELLING:

- * Divide the children into two teams. Have the two teams stand at one end of the room (opposite the chalkboard). Then write dashes on the board that

WRITING/SPELLING: (cont'd)

represent the letters of a sight word from this Unit (the number of dashes should be equal to the number of letters in the word). Repeat this to the right of your first series of dashes. When you say "Go," the first player from each team must rush to his team's dashes and attempt to fill in the dashes with the correct sight word. The first player to do this successfully scores a point for his team. Downplay the competitive nature of the activity and build up the fun of the game. Repeat until all players have played.



MATERIALS:

sight word cards, masking tape, two decks of playing cards, a blank sentence, strip for each child, a felt pen for each child, writing paper and pencil for each child

DIALOGUE AND ENRICHMENT

THEME: TRANSPORTATION

Grade: 4

LESSON FIVE

DIALOGUE:

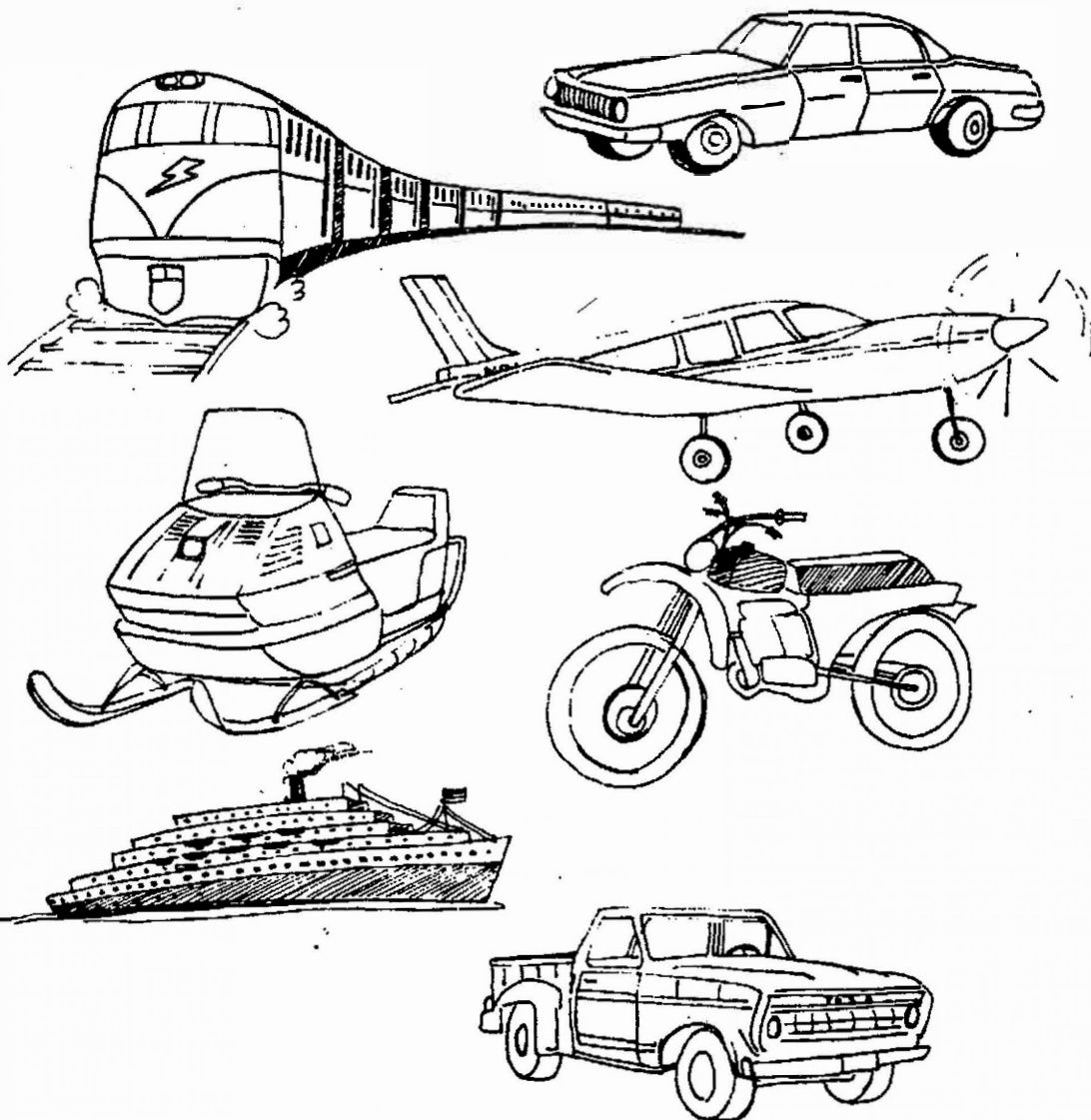
- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board or wall in such a way that they face one another. Then introduce the dialogue by saying 'A' from the dialogue, pointing to the speaker. Repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be sure that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children in choral, group and individual forms.
- * Review the NL dialogue with the children, encouraging the children to suggest what else the two speakers might say. Write the patterns that the children suggest on another sheet of language experience chart paper. When the new dialogue is complete, read it with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * If a train or airplane or bus schedule is available, prepare a copy of it for each child (or obtain enough copies to provide each child with an original). Give the departure time and the arrival time of a trip that is contained in the schedule. The children should look through their schedules, attempting to locate the point of origin and the destination represented by the times that you gave. When a child has done this correctly, he must then identify the cities or towns and repeat the times of departure and arrival.
- * Arrange the children in pairs. Provide each pair of children with a number of sight word cards from this Unit. The pairs of children should then cut their words into their individual letters. The cut-out letters should be placed between the two children, face down. Then one player should select one of the letters and lay it on the floor face up. The second player should then select another letter and place it on the floor face up. The two players should continue to remove letters from the floor until they are able to create an NL word (any NL word). Occasionally, the children may wish to exchange cut-out letters during this process.
- * Before the lesson begins, prepare three extra sets of sight word cards. Place each of the sets in a container such as a bag. Then have a child

ENRICHMENT ACTIVITIES: (cont'd.)

reach into each one of the containers, removing one sight word card from each container. When the child has his three cards, he should then create an NL pattern that contains the three words that he selected. Repeat this process until other children have removed cards from the containers and until all of the cards have been used. Later, review the children's sentences, determining their accuracy in this creative expression activity.



MATERIALS:

3 containers, 3 sets of sight word cards, a master set of sight word cards, a skein of yarn, language experience paper, a felt pen, copies of travel schedules (or the originals)

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Trapping/Snaring

Grade: 4

Vocabulary:	wánikewin	trapping
	tápakwewin	snaring
	páskisikewin	shooting
	máchiwin	hunting

Pattern(s): Ni-ka _____ wapáhki.

I'm going _____ tomorrow.

Dialogue:

- A. Nótawí kí-nípahew _____ (animal)
B. Tánisi ká-isi-nípahát?
A. Kí (all except hunting) .
A. My father killed a (animal) .
B. How did he kill it?
A. He (all except hunting) it.

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: TRAPPING/SNARING

Grade: 4

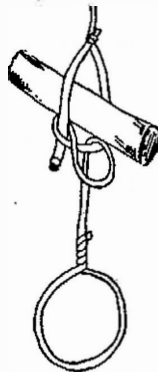
LESSON ONE

MOTIVATION:

- * Before the lesson begins, find a picture or illustration that shows people eating a meal. What the people are eating for the meal should not be obvious in the picture or illustration. Present this to the children, encouraging the children to imagine what they are eating. Lead the children into identifying 'local game' that the family might be enjoying for dinner. When a child eventually suggests 'rabbit,' or other 'snareable game,' lead the discussion into how 'dinner was caught.'
- * Lead this experience into a discussion of the different animals that are trapped in the children's area. This may include birds and fish as well as animals.

ACTIVITIES:

- * The children should understand that not all people in Canada recognize snaring as a necessary activity for survival. However, the children should understand that there are conflicting views. Encourage the children to express their opinions of snaring for subsistence survival.
- * Read the children the article, "Snares" at the back of this unit. After reading the article to the children, encourage the children to recall facts that were indicated in the article. For example, "How would you make a rabbit runway?" Provide each child with a printed copy of this article.
- * Introduce the illustrations that depict the vocabulary words for this Unit. Mount the illustrations on the board as they are presented. The children should hear the NL vocabulary words a number of times during this introduction process.
- * Present snaring wire to the children and show the children how to prepare a 'snare.' The children should realize that the type of snare one prepares is dependent to a large extent upon what it is that one wishes to snare. Discuss appropriate locations for placement of the different snares, sizes of snares, and so on.



Rabbit Spring Pole Snare

MATERIALS:

a picture or illustration of a family eating a meal, masking tape, snaring wire, snaring illustrations, "Snares" article

LISTENING AND SPEAKING (VOCABULARY)

THEME: TRAPPING/SNARING

Grade: 4

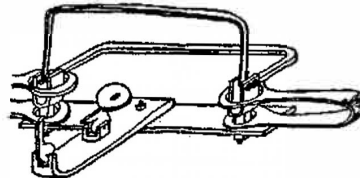
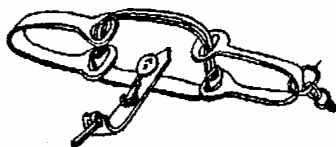
LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different snaring items. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Have two children hold a sheet vertically on the floor. Have one child sit behind the sheet. Make a masking tape line on the floor on the other side of the sheet (close to the sheet). Then have the remaining children in the class walk along the masking tape line in an 'endless belt.' The child behind the sheet should suddenly reach under the sheet and lightly grab a child by the ankle or foot. This 'trapped' child should then look at an illustration that you show him and identify it using its NL vocabulary word. When a child has been 'trapped,' all children should stop in their tracks. When the child has correctly identified the illustration, the children may resume walking in their 'endless belt.' Repeat until many children have had a chance to respond in this way.

CREATIVE EXPRESSION:

- * Before the lesson begins, prepare 5 or 6 loops of rope. Group the children in a circle. The children should be sitting on the floor with their legs extended into the circle. Place the 5 or 6 loops of rope over individual children's feet. When you say "Go," the children should pass the loops of rope around the circle in a clockwise direction using only their feet. When you clap your hands, those children left with the loops of rope must each look at an illustration that you show him. When you show a child an illustration, he must say its NL vocabulary word. Then he must repeat the NL vocabulary word in a complete NL pattern. Accept any patterns that make sense. Do not overstress correction of the children's creative expression at this time, however, assist the children as necessary in their responses.
- * Have 5 or 6 children sit at one end of the room with their legs extended, facing the other children. Divide the remaining children into two teams. Give the first player in each team a ring made from pipe cleaners or snaring wire. Place an illustration at the feet of each of the sitting children. The first player in each team must then toss his ring, attempting to land it on a foot of one of the sitting children. The first player to do this and to identify the illustration by the child that is sitting scores a point for his team. Repeat until all players have played.



MATERIALS:

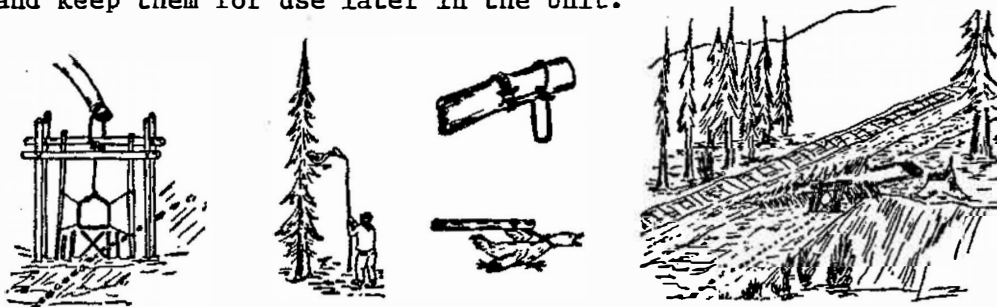
2 rings, snaring illustrations, masking tape, a sheet

ORAL RECOGNITION (VOCABULARY):

- * Mount the snaring illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Before the lesson begins, prepare an extra set of sight word cards. Mix the extra set of cards with the master set. Lay all of the sight word cards on the floor face down in a scattered formation. Divide the children into two teams. Have the first player from each team turn over two sight word cards at the same time. If a player turns over sight word cards that contain the same sight word, he should identify the sight word and his team scores a point. However, if the words are not matching words, he should replace them. Matching words should be left face up. Repeat this 'concentration' game until all players have played and until all sight words have been identified in this way.
- * Provide each child in the classroom with a penny from the kit. Point to three of the sight words and have the children toss their coins in the air. Then call "Heads" or "Tails." The children who have heads/tails (depending upon what you called) showing should name the 3 sight words that you pointed to at the beginning of the round. Repeat this activity a number of times.

DECODING AND ENCODING (VOCABULARY):

- * Provide each child with writing paper and pencil. Then say a word that contains two syllables; each syllable should be taken from a different vocabulary word from this Unit. The children should listen carefully to the 'meshed' word that you said and then write the two words represented by the 'meshed' word. Repeat this process using other 'meshed' words. Afterwards, review the children's responses to determine their accuracy.
- * Provide each child with a sight word card. The children should cut their sight words into their individual syllables. A child should hold up one of his syllables and show it to the other children. Then he should call upon another child to name his sight word by the syllable he is showing. Repeat this process a number of times. Collect the cut-out syllables after the lesson and keep them for use later in the Unit.



MATERIALS:

a sight word for each child, writing paper and pencil for each child, sight word cards, masking tape, snaring illustrations, penny for each child

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Group the children in a circle, sitting on the floor. Give five or six children each a long sock. Each child should put on his sock so that half of his foot is covered (leaving a long end of sock hanging loosely). These children should then stand and enter the circle. The object of the activity is for the children to attempt to remove the socks from one another's feet by stepping on the ends of the socks. The children should move around inside the circle, attempting to avoid being 'tagged' in this way. When a child's sock is removed, he must then say one of the NL patterns introduced in this lesson. To assist with this activity, you may wish to show the children sight word cards. In this case, the children would say the NL patterns that contain the sight words that you show them. Repeat until all children have had a chance to play.

READING AND WRITING:

- * Before the lesson begins, write each NL pattern on an individual sentence strip. Mount the sentence strips on the board. Provide each child with two blank flashcards. On one flashcard a child should write a number (any number). On the other flashcard, the child should write a times table equation that, when completed, equals the number written on the first flashcard. For example, if a child wrote the number '10' on his first flashcard, his multiplication equation might be ' $2 \times 5 =$ '. Collect all of the children's equations and mix them together in a container. Point to one of the patterns on the board and remove an equation from the container. Read the equation. The child or children who have a correct answer for that equation must then read the pattern that you pointed to. Repeat this process until all children have responded.

WRITING/SPELLING:

- * Before the lesson begins, prepare an extra set of sight word cards. Cut the sight words into their individual syllables. Attach the syllables to the ends of tongue depressors. Then tape the tongue depressors to the edge of a long table. Stand the table close to a wall in the classroom so that the printed side of the syllables is facing the children. Divide the children into two teams. Give the first player in each team a small, soft ball. The first player from team one should then toss his ball, attempting to knock down one of the syllables. If he is successful, he must spell the sight word that contains that syllable. Then the first player from team two should play. Continue in this way until all players have played. (It may be necessary to replace the syllables periodically). Downplay the competitive nature of this activity.

MATERIALS: tongue depressors, masking tape, an extra set of sight word cards, a master set of sight word cards, two blank flashcards for each child, felt pen for each child, long sock for five or six children

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue' pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children in choral, group and individual forms.
- * Encourage the children to suggest other patterns which may be added to the dialogue. Write the patterns that the children suggest on a length of language experience chart paper. Afterwards, read the 'new' dialogue with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * If possible, have a resource person take the children outside to demonstrate the setting of a snare. Be certain that all of the necessary materials are available for this process. If weather does not permit this type of presentation, invite a resource person to talk to the children about the traditional forms of snaring used in their area. Once again, concrete materials should be used to enhance the presentation.
- * Write the first line of an NL poem (e.g., one that you make up) on the board. Then call upon the children to provide at least one more line to the poem (they may add more lines if they wish). The theme of the poems should be 'snaring.' Accept both rhyming and 'blank' verse for this activity. Later, collect the children's poems and read them to determine their creativity in producing the finished product.
- * Lay a length of butcher paper on the floor and provide the children with the necessary art materials and supplies to create a 'snaring mural.' When the children have completed their mural, it may be displayed in the classroom or hallway. You may wish to have the children label components of the mural. In this case, the utmost care should be taken in the labelling of the different parts of the mural.

MATERIALS:

mural paper, illustration/painting supplies, concrete materials for elder's presentation, language experience chart paper, a felt pen, masking tape, a skein of yarn, two large cut-outs

"SNARES"

In general, snares are more for the relatively large-headed animals, that is those animals in which the head is larger than the neck. Among those animals which can be snared are rabbit, fox, lynx, bear, and sometimes, too, skunk and ground hog. Snares are not used for fisher, marten, mink, weasel, muskrat, beaver or otter.

Rabbit Snare:

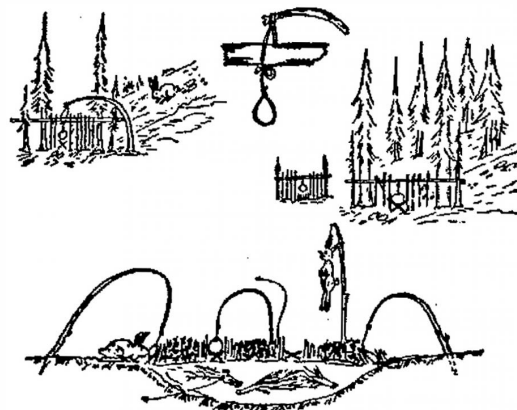
In winter the rabbit runway is easily distinguished in the snow and the snare can be set in that path. No bait is used. Nothing needs to be done to the wire snare to destroy human scent, however, for moonlight nights it is a good idea to blacken the wire with birch bark smoke so that it will not shine.

If there is no well-beaten rabbit runway or fresh cuttings, the trapper may set birch branches in such a way as to induce the rabbit to beat a new runway, and the snare is set in that new path. Another way to attract the animal is to make a kind of miniature yard with balsam boughs wherein holes are left to let the rabbit through. Birch tops or birch buds are set there as rabbits are very fond of birch.

In a beaten runway, dry branches should always be used to black the trail; green twigs can be eaten. It is well to remember also, that the cross twig holding the snare should not be large and rigid, or the rabbit will break the snare and run away. About one-half inches by four inches is a reasonable size; a 3-inch notch is used and is set approximately five inches from the ground. Do not forget to give eight or nine twists to the wire when tying it on the cross twig. To block the opening under the snare do not stand the sticks upright but place them crosswise (see illustration below).

When twine is used in place of wire to set a snare, the best way to prevent the rabbit from biting through it is to rub the twine with coal oil, or, if this is not available, with lynx, fox, marten or weasel liver. Even tobacco is somewhat effective.

Use dry twigs for
guide posts



CREE

DEVELOPMENT NATIVE LANGUAGE PROGRAM

Theme: Visiting the Doctor/Health Aid

Grade: 4

Vocabulary:

maskíkiwininiw	doctor
maskíki-iskwew	nurse
maskíki	medicine
chísta(hi)kan	needle
misiwe-	pill(s)
paníchikanis(a)	nursing station/hospital
akosiwíkamik	

Pattern(s):

_____ ayáw _____
(name) (place)
_____ is at the hospital.
(name)

Dialogue:

- A. Ahkosíwíkamikóhk ní-wí-itótán.
B. Awena e-wi-nitiywápmat.
A. _____ ní-wi-nitiywápmaw.

- A. I am going to the hospital.
B. Who are you going to see?
A. I am going to see _____
(name)

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: VISITING THE DOCTOR/HEALTH AID

Grade: 4

LESSON ONE

MOTIVATION:

- * Before the lesson begins, prepare an audio tape for HERMAN'S HEAD. The tape should contain Herman complaining about the common cold. Include Herman's 'heavy breathing' on the tape. Use an actual stethoscope (or a toy stethoscope) or a 'homemade stethoscope' to listen to Herman's breathing. Refer to Body Parts Unit for details of Herman's Head. After playing the tape in front of the children, encourage them to discuss the visits that they have made to the Doctor.
- * Encourage the children to suggest other equipment used by the Doctor (other than the stethoscope). List the items that the children suggest on the board or on a length of language experience chart paper.

ACTIVITIES:

- * If concrete 'medical supplies/equipment' is available' introduce it to the children and encourage discussion of its uses.
- * Introduce the illustrations of the Doctor/Health Aid to the children. Use the illustrations to introduce the NL vocabulary words to the children. Mount the illustrations on the board as they are presented. The children should hear the vocabulary words a number of times during this introduction process. Encourage discussion of each of the illustrations. Be certain that the children understand the meaning of the NL vocabulary words.
- * Locally, if a Doctor or Health Aid is available to speak to the children, invite him to talk with the children about visits to the Hospital/Health Center.
- * Provide each child with an illustration from the "Medical Supplies/Equipment" page at the end of this unit. Also, provide each child with a white sheet of bond or a sheet of tracing paper. Each child should then trace his illustration using a medium tipped felt pen (or large felt pen). Circulate among the children as they work, repeating the NL vocabulary as often as possible. When the children have completed their tracings, collect the tracings and keep them for use later in this Unit.

MATERIALS:

Herman's Head and audio tapes, actual medical supplies/equipment (if available), Doctors/Health Aid illustrations, "Medical Supplies/Equipment" illustration for each child, tracing paper for each child, a medium/large felt pen for each child, a tape recorder, a stethoscope, "Herman's Head"

LISTENING AND SPEAKING (VOCABULARY)

THEME: VISITING THE DOCTOR/HEALTH AID

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson 1, using the illustrations of the different items. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Before the lesson begins, collect the tracings that were prepared by the children in Lesson 1. Cut each of the tracings into 4 sections. Mix all of the sections together and place them on the floor at one end of the room. Group the children in two teams at the other end of the room. Give the first player in each team an illustration (from your master set). When you say "Go," the two players should rush to the other end of the room and attempt to reproduce the illustration that they have in their hands using the cut-up tracings. The first child to reproduce his illustration and to correctly identifying it using its NL vocabulary words scores a point for his team. Repeat this process until all of the players have played. Downplay the competitive nature of this activity and build up the fun of the game.

CREATIVE EXPRESSION:

- * Prepare an outline on the chalkboard that contains 25 boxes. Blindfold all of the children. Then number each of the boxes on the board. Place little markers (e.g., small sections of colored paper) in many of the sections on the board (not all sections need contain a marker). Then call upon a child to call out the number of one of the sections on the board. If the section that the child calls contains a marker, the child should remove his blindfold and look at an illustration that you show him. The child should first name the illustration using its NL vocabulary word and then should use that NL vocabulary word in a complete NL pattern. However, if the section that the child calls out does not contain a marker, say "Pass" for the child. Repeat this activity until all markers have been removed from the board and many of the children have had a chance to respond.
- * Mount all of the illustrations from this Unit on the board. Then encourage the children to think of NL vocabulary words for the illustrations (other than the vocabulary words introduced in this Unit). Write the NL vocabulary words suggested by the children on the board. These words may include adjectives, adverbs, nouns, verbs, etc. Continue with this creative expression activity until all of the illustrations have been included in it.

MATERIALS:

Tracings (from Lesson 1), paper pieces for 'markers,' a blindfold for each child, Doctors/Health Aid illustrations, masking tape

SIGHT RECOGNITION (VOCABULARY):

- * Mount the Doctor/Health Aid illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word card to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight word cards have been introduced.
- * Prepare a 'run-on' on the board, using the sight words from this Unit. To do this, write all of the sight words in a straight line on the board, leaving out spaces between the words and not using any upper case letters. When the 'run-on' is complete, call upon individual children to identify sight words in the 'run-on.' Repeat until all of the sight words have been identified. You may wish to insert other letters in the run-on that are not related to the sight words for added 'spice' in this activity.
- * Provide each child with a copy of "Word Find" from the back of this unit. The children should fill in this 'Word Find' outline using the sight words from this Unit. The words should be written horizontally, vertically and diagonally. When a child has written as many sight words in as possible, he should fill in the remaining spaces with other letters. When the children have all completed their Word Find game, they should exchange games to complete them.

DECODING AND ENCODING (VOCABULARY):

- * Have the children walk around the room in a scattered formation. Then say one of the sight words from this Unit. The children should listen to the words that you say and they should determine the number of syllables in the word. When the children have determined the number of syllables in the word, they should group themselves in groups that match the number of syllables in the word. For example, if a word contains 3 syllables, then the children should group themselves into groups of three. Repeat this process using other sight words from this Unit.
- * Provide each child with a blank flashcard. Each child should then select one of the sight words to prepare a 'closure sightcard.' Each child should write the first and the last letters of his sight word on his card. When the children's 'closure cards' are completed, collect them and place them on the floor at one end of the room. Group the children into two teams at the other end of the room. When you say "Go," the first player from each team should rush to the closure card. The first player to hold up a closure card and identifying it, using its NL name, scores a point for his team. Repeat this process until all players have had a chance to play. Downplay the competitive nature of the activity and build up the fun of the game.

MATERIALS:

sight word cards, Doctor/Health Aid illustrations, masking tape, a blank flashcard for each child, a felt pen for each child, "Word Find"

LISTENING AND SPEAKING:

- * Mount the sight words (from Lesson 3) on the chalkboard. Mount the words on the board 'vertically.' Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around the vocabulary word. Read the pattern to the children and encourage them to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Divide the children into two teams. Have the first player from each team stand facing one another. Say one of the NL patterns introduced in this Lesson. Then the two players should look at one another attempting to 'outstare' each other. The first player to laugh must then rejoin his team and his team must repeat the NL pattern that you said at the beginning of the round. If both players laugh, then all children should repeat the NL pattern. Repeat this process until all players have had a chance to participate.

READING:

- * Before the lesson begins, write each of the NL patterns on individual sentence strips. Mount the sentence strips on the board and review the NL patterns with the children. Then say 3 of the patterns. After saying the 3 patterns, call upon a child to identify the 3 patterns that you said in the same order in which you said them. Depending upon the readiness of the children, you may wish to include more patterns in each round of this audio/visual activity.
- * Lay a length of mural paper on the floor at one end of the room. Group the children in two teams at the other end of the room. Give the first player in each team a sight word card from this Unit. Then the two players should rush to the mural paper at the other end of the room and place their sight word cards on the mural paper. Then the two children should use felt pens to write the NL patterns around the sight word (one of the mural paper). The first player to do this successfully scores a point for his team. Continue until all players have played. Downplay the competitive nature of this activity and build up the fun of the game.

WRITING/SPELLING:

- * Spell one of the sight words from this Unit 'backwards.' The children should listen carefully to the sight word that you spell and then they should say the word and spell it correctly. Repeat this process until all of the sight words have been included.
- * Provide each child with writing paper and pencil. Say one of the vocabulary words from this Unit and the children should write the NL pattern for that word. Repeat this process using other vocabulary words. Afterwards, review the children's patterns with them to determine their accuracy in this dictation process.

MATERIALS:

a length of mural paper, 2 felt pens, sight word cards, Doctor/Health Aid illustrations, sentence strips

DIALOGUE AND ENRICHMENT

THEME: VISITING THE DOCTOR/HEALTH AID

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two hand puppets to introduce the NL dialogue to the children. The children should hear the NL form of the dialogue first. After the children have heard the dialogue, encourage them to 'translate' its meaning. Assist the children with this process as necessary. Then repeat the dialogue once again (in the NL) using the 2 puppets.
- * Practice the dialogue with the children chorally; you say the A's and the children say the B's. Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The group should stand facing one another. Then have the group practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children. Encourage the children to identify sight words from this Unit that are contained in the dialogue. Circle the sight words that the children suggest.
- * Number each of the sentences in the dialogue. Then prepare corresponding number cards for the sentences. Group the children in a circle. Give the number cards to the children. The children should pass the cards around the circle in a clockwise direction as quickly as possible. When you clap your hands, the children left holding the number cards should then say the NL dialogue. The child holding the number 1 card would say the first sentence; the child holding the number 2 card would say the second sentence, and so on. Repeat this process a number of times.

ENRICHMENT ACTIVITIES:

- * If a Doctor/Health Aid did not talk to the children during Lesson 1, you may wish to invite him or her to talk to the children at this time about visiting the hospital/health center. Encourage the resource person to bring sample supplies/equipment to enhance his or her presentation.
- * Before the lesson begins, prepare 2 extra sets (or more) of other sight words from this Unit. Cut each of the words in the extra set into their individual letters. Mix all of the letters together and place them in a container. Then give each child a handful of cut-up letters. Also, provide each child with writing paper and pencil. The children should then attempt to use their cut-out letters to create as many NL vocabulary words as possible (not necessarily words from this Unit). When a child has created a word with his letters, he should write the word on a sheet of paper. Circulate among the children, assisting them as necessary with this creative activity.
- * Provide each child with an illustration from this Unit. The children should cut out the contents of the illustration (not necessarily all of the

ENRICHMENT ACTIVITIES: (cont'd)

contents). Then each child should mount his cut-out portion on a sheet of art paper. The children should then create pictures around the mounted cut-out part. Circulate among the children as they work, encouraging them to repeat the NL vocabulary words/patterns as often as possible. Display the completed products in the classroom.

MATERIALS:

blank squares of paper (according to the number of sentences in the dialogue), a skein of yarn, 2 (or more) extra sets of sight word cards, a felt pen for each child, an illustration for each child, glue/paste for each child, drawing materials for each child

"MEDICAL SUPPLIES/EQUIPMENT"



CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Water Forms

Grade: 4

Vocabulary:

nipiy	water
nipiyáw	water forms
sakáhikan	lake
sípiy	river
maskek	swamp
sípisís	stream
sípisihkan	ditch

Pattern(s):

Chikic _____ ni-tayán.

I live by the _____.

Dialogue:

A. _____ ni-tayán

B. Tante ki waska(hi)kan?

A. Chikik _____ (ohk
ihk
ahk)

A. I live in (location).

B. Where is your house?

C. It's the one by the _____.

MOTIVATION:

- * Before the lesson begins, collect an old shirt and soak it in water. Place the dripping shirt in a waterproof bag (e.g., a green garbage bag). Group the children together and tell them that you have brought your best clothes to show them. Eventually, remove the dripping shirt from the bag, appearing alarmed to note that your shirt is so wet.
- * Lead this experience into a discussion of how the shirt may have become wet, sequencing into where the water came from that made the shirt wet.

ACTIVITIES:

- * Encourage the children to suggest the different water forms in their area; e.g., lakes, rivers, streams, puddles, etc. List the water forms that the children suggest on the chalkboard. Then introduce the illustrations from this Unit to the children. Encourage the children to match the illustrations with the water forms that they suggested and that were subsequently written on the board. Repeat until all of the illustrations have been matched with their printed counterparts on the board.
- * Read the children the following riddle:

Pimpátamakan ákwa mwách pimótemakan,
 Mitowemo, mwách ayamiw
 Mitón ayáw, maka mwách míchiso

Runs all day and never walks,
 Often murmurs, never talks
 It has a mouth, but never eats.

Read this riddle to the children and then encourage them to suggest what the riddle represents (a river).

- * Provide the children with school atlases. Have the children turn to the portion of the atlas that shows the Province of Manitoba. Then say the name of a water form found in the Province of Manitoba (a lake, a river, etc.). The first child to find the water form that you named wins the round. You may wish to repeat this activity using maps from other areas of the country.

MATERIALS:

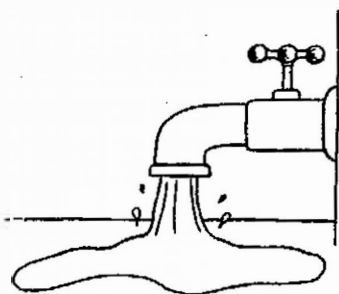
an old shirt, a waterproof bag, waterforms illustrations, school atlas for each child

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different water forms. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Divide the children into four teams. Lay a sheet on the floor and have the first player from each team hold one of the corners of the sheet. Place a marble in the centre of the sheet. The marble represents a 'drop of water.' The four players must then attempt to roll the marble to one another. The child who eventually receives the marble or drop of water must then identify a water forms illustration that you show him. Repeat this activity until all players have had a chance to play. If the marble rolls off of the sheet between players, replace it in the centre of the sheet and continue playing.

CREATIVE EXPRESSION:

- * Group the children in a circle. Give one of the players a small unbreakable mirror. The children should pass the mirror quickly around the circle in a clockwise direction. Eventually, clap your hands. The child left holding the mirror must then look over his shoulder with the mirror to see an illustration that you hold up. When the child sees the illustration, he must name it using its NL name. Then he must use its NL name in a complete NL sentence. Accept any sentence that makes sense. Avoid stressing correction of the children's sentences during this 'creative expression' activity. However, assist the children as necessary with their responses.
- * Before the lesson begins, prepare an extra set of water forms illustrations. Write the numbers 1 to ____ (depending upon the number of illustrations) on the backs of the illustrations, one number per illustration. Stand the illustrations in the chalkboard ledge so that the number sides are showing. A child should then identify two of the numbers. Turn the illustrations over that the child identifies and the child should use the NL words for the two illustrations in a complete NL pattern. Repeat this process until many children have had a chance to play.

**MATERIALS:**

an extra set of water forms illustrations, a master set of water forms illustrations, masking tape, a sheet, a marble

SIGHT RECOGNITION (VOCABULARY):

- * Mount the water forms illustrations on the board. Use the illustrations to review the NL vocabulary words introduced and developed earlier in this Unit. Then introduce the sight word cards to the children. Match the sight word cards with the illustrations on the board. Continue in this way until all of the sight words have been introduced.
- * Divide the children into two teams. Have the two teams stand at one end of the room. Make a small masking tape line on the floor. Have the first player from each team stand on opposite sides of the line. The players should then join right hands. When you say "Go," the two players should attempt to pull one another over the line. The player who is finally pulled over the line must rejoin his team. His team must then identify a sight word that you show them. Repeat this process until all players have had a chance to participate.
- * Before the lesson begins, prepare sight word cards that are of specific lengths - e.g., 6 inches long, 5 inches long, 4-1/2 inches long, etc. Prepare two of each sight card that you develop. Group the children in two teams. Give the first player in each team a ruler. Say a length such as "Four inches." The players must then rush to the sight cards and measure them to find one that is four inches. When a child has identified a four-inch sight card, he must then identify the sight word on the card. The first player to do this successfully scores a point for his team. Repeat until all players have played.

DECODING AND ENCODING (VOCABULARY):

- * Before the lesson begins, prepare two extra sets of sight word cards. Cut the sight words in each of the extra sets into their individual syllables. Spread the syllables on the floor in a scattered formation. Then divide the children into two teams. Give the first two players in each team a length of yarn (approximately 10 feet long). Say one of the sight words and the first two players in each team must rush to the cut-up syllables and join the syllables together using their length of yarn. The first players to join the correct syllables together with their yarn length score a point. Downplay the competitive nature of the activity and build up the fun of the game. Repeat until all players have had a chance to participate and until all sight words have been recreated in this way.
- * Mount all of the sight words on the board and group the children near them. Then call out a number that represents the number of syllables in one of the sight words. For example, if you say "Two," a child should then identify a sight word that contains two syllables. Repeat this process until the children are able to respond well.

MATERIALS:

water forms illustrations, masking tape, sight word cards, sight word cards of specific lengths, two rulers, two extra sets of sight word cards, cut into their individual syllables, skein of yarn

LISTENING AND SPEAKING:

- * Mount the sight words from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sight words with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Place an overhead projector on the floor facing a wall or display board. Turn the light of the projector on. Have two children sit between the projector and the wall (being carefully not to look at the light of the projector). The two children should raise their hands into the light of the projector so that the shadows of their hands are cast on the wall. Then say one of the NL patterns introduced in this lesson. Then attempt to 'tag' one of the shadows of a child's hand. When you have tagged a child's hand shadow, that child should then repeat the NL pattern that you said at the beginning of the round. Repeat this activity using other pairs of children until all children have had a chance to participate.

READING AND WRITING:

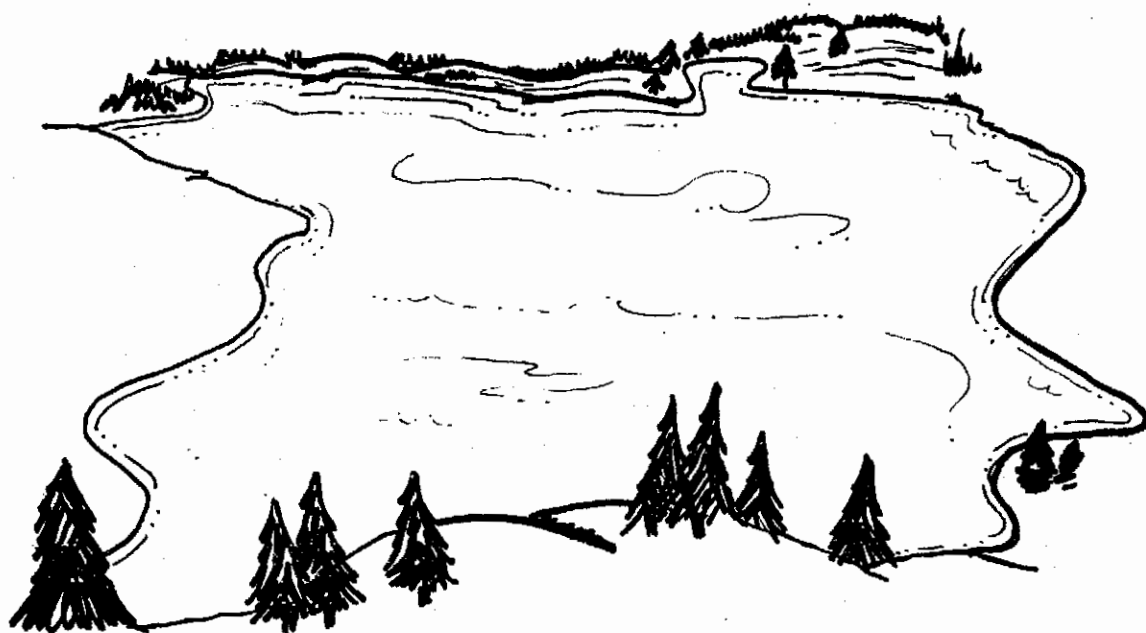
- * Before the lesson begins, prepare closure sentence strips using the NL patterns introduced in this lesson. To do this, write each sentence on an individual sentence strip, omitting every second letter. Present the closure strips to the children. The children should identify the sentences, adding the missing letters. Repeat until all closure sentences have been identified in this way.
- * Divide the children into two teams. Place two containers of water and two paint brushes underneath the chalkboard. Say one of the NL patterns from this lesson. The first player in each team should rush to his team's container of water. He should then use the paint brush and the water to write the sentence that you said on the chalkboard. The first player to do this successfully scores a point for his team. Although speed is an important factor in this activity, encourage the children to use their best writing or printing. Repeat until all players have had a chance to play.

WRITING/SPELLING:

- * Divide the children into two teams. Have the first player from each team stand facing one another. Say one of the NL patterns from this lesson. The two players should then look at one another, attempting not to laugh. The first player to laugh must repeat the NL pattern you said and then spell the sight word contained in that pattern. If both players laugh at the same time, you may have one player repeat the pattern and the other player spell the sight word that is in the pattern. Repeat this activity a number of times until each player has had a chance to participate.

WRITING/SPELLING: (cont'd)

- * Provide each child with writing paper and pencil. Say one of the patterns from this lesson and the children should write it on their papers. Repeat using other patterns.



MATERIALS:

sight word cards, overhead projector, closure sentence strips, two containers of water, two paint brushes

DIALOGUE:

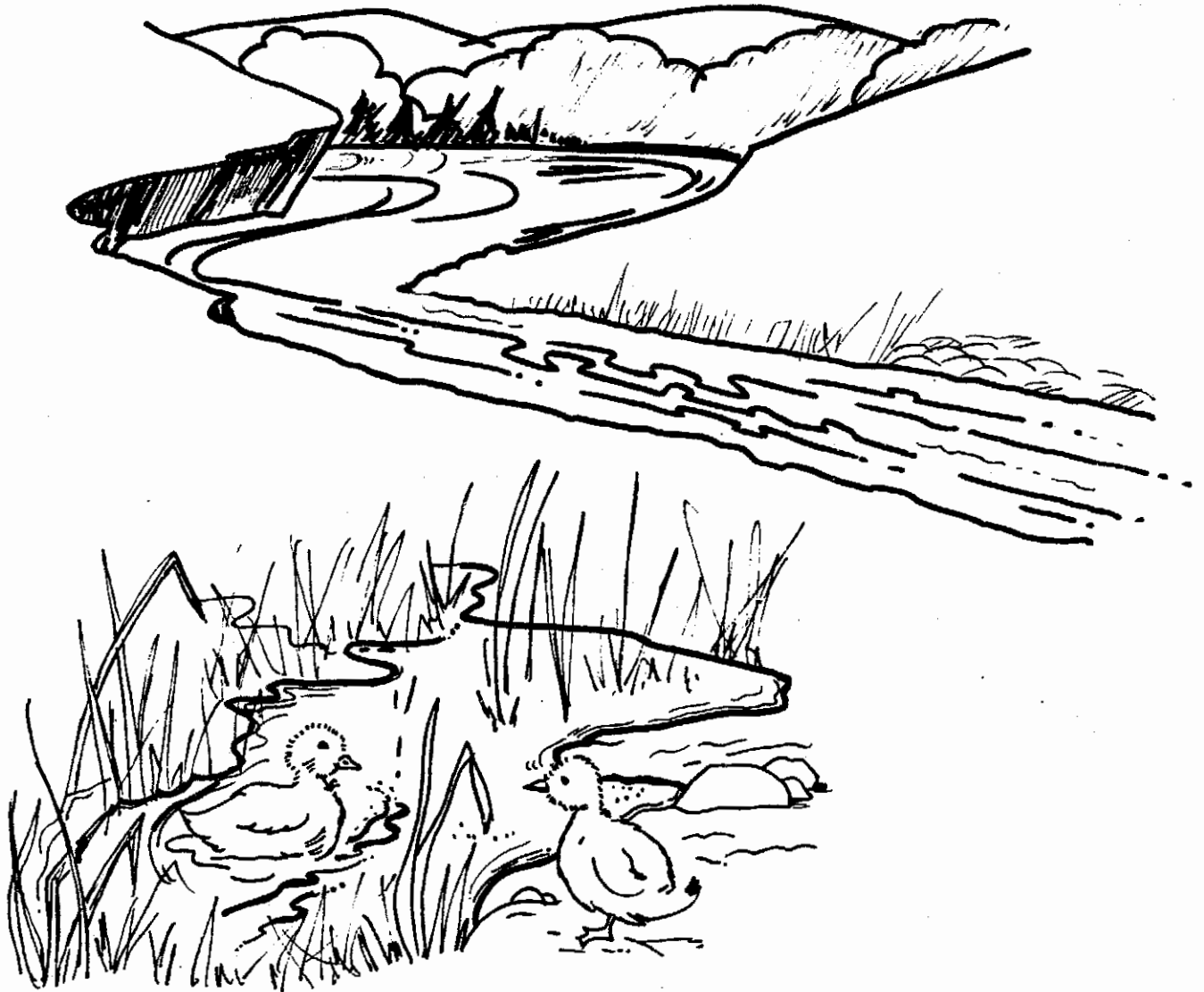
- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board or wall and use them to introduce the NL dialogue. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the children's speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand, facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. Read it with the children.
- * Before the lesson begins, write each sentence that is contained in the dialogue on an individual sentence strip. Then cut the sentence strips in half horizontally so that the tops of the sentences are on one half and the bottoms of the sentences are on the other half. Mix all of these halves together and spread them on the floor. Say one of the patterns from the dialogue and call upon a child to identify the two halves necessary to reproduce the sentence. You may wish to have two children work on this activity at the same time. Repeat until all patterns have been reproduced.

ENRICHMENT ACTIVITIES:

- * Provide a group of children with a table and the necessary materials to create a 'water forms display.' To do this, the children may represent lakes, rivers, streams, and so on in their model. When the paper maché has dried, it may be painted. Small mirrors may be used for lakes or puddles in the display. The children should label the different water forms represented in their display.
- * A group of children may divide a length of mural paper into two sections. They should label one section 'rivers' and the other section 'lakes' (in the NL). Then the children should use their school atlases to list lakes and rivers found in the Province of Manitoba (and elsewhere). The children should write the names of the different water forms in their correct locations on the chart. Later, have other children attempt to locate the water forms identified by the children in this group.

ENRICHMENT ACTIVITIES: (cont'd)

Place a number of sight word cards from this Unit in the chalkboard ledge. Then call upon a child to turn three of the cards over so that the children may see the words. When the three cards have been turned around, the children in the class should write a NL pattern that contains the three NL vocabulary words. Afterwards, review the children's sentences with them to determine their accuracy with this process.

**MATERIALS:**

a skein of yarn, language experience chart paper, a felt pen, sentence strips that contain the sentences from the dialogue, a pair of scissors, paper maché, art supplies for table display, writing paper and pencil for each child, sight word cards

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Weather

Grade: 4

Vocabulary:

kimiwan	rain
mispon	snow
nótin	windy
nikwaskwan	cloudy
waseskwan	clear/nice
kisitew	hot
táhkayáw	cold
kisowáw	warm
machi-kisikaw	bad weather

Pattern(s):

_____ kⁱsikaw.

It's a _____ day.

Dialogue:

- A. Otákosíhk kⁱ _____
 B. Ehe, ákwa anóhch _____
 A. Maskóch wapáhke tá _____
 A. Yesterday was a _____ day.
 B. Yes, and today is a _____ day.
 A. Maybe tomorrow it will be _____ day.

MOTIVATION:

- * Before the lesson begins, collect a rubber boot, a sandal (or other summer shoe), a sun hat, a raincoat, and other clothing items that represent weather forms. Encourage the children to identify the type of weather associated with each clothing item that you are wearing. Continue in this way until all of the clothing items have been identified.
- * Lead this experience into a discussion of the different forms of weather that the children experience in their area.

ACTIVITIES:

- * Before the lesson begins, prepare an audio tape that contains the sound effects of different weather forms. Play the tape so that the children hear the complete collection of sounds. Then replay the tape, stopping it after each weather sound. Encourage the children to identify the weather types associated with the sounds.
- * List the different forms of weather on the chalkboard and then encourage the children to suggest ways in which the weather forms may be recorded. For example, the children may suggest ways in which wind velocity can be recorded, snow depth, and so on. List the suggestions that the children make in the appropriate columns on the chalkboard.
- * Introduce the illustrations to the children that represent the vocabulary words from this Unit. Mount the illustrations on the board as they are presented. At this time, the children should hear the NL vocabulary words repeated a number of times. As you present each picture, be certain that the children understand the meaning of the NL vocabulary word associated with it. Continue until all NL vocabulary words and their illustrations have been introduced.
- * Mount a number of blank square cards on the chalkboard (preferably made out of bristol board). Then encourage the children to suggest symbols for each of the different weather forms. Illustrate the symbols that the children suggest on the blank cards on the board. An alternative to this activity is to provide each child with one or more square cards. In this case, the children would create individual symbols for the different weather forms. In either case, keep the symbol cards for use later in this Unit.

MATERIALS:

squares of white bristol board, masking tape, an audio tape of weather sounds, a tape recorder, sample clothing materials for the different forms of weather

LISTENING AND SPEAKING (VOCABULARY)

THEME: WEATHER

Grade: 4

LESSON TWO

ORAL REPRODUCTION:

- * Review the NL vocabulary words that were introduced in Lesson One, using the illustrations of the different weather forms. Mount the illustrations on the board and group the children near them. Point to each illustration, encouraging the children to recall its NL name. Continue (assisting as necessary) until all of the NL terms have been reviewed.
- * Make two parallel masking tape lines on the floor (approx. 3 feet apart). Divide the children into two groups. Have the groups stand on either side of the masking tape line. Place a round, inflated balloon in the centre, between the masking tape lines. Give the first player in each group a fan (e.g., a book). The two players should then attempt to fan the balloon to one another. When the balloon is blown over a line, the player who receives the balloon must then identify an illustration that you show, using its name. Repeat this process until all players have played. Downplay the competitive nature of this activity and build up the fun of the game.

CREATIVE EXPRESSION:

- * Group the children close together in the centre of the room. Surround the children with a masking tape line on the floor. Then throw a round, inflated balloon into the air above the children. As the balloon lands, the children should attempt to avoid being touched by the balloon. They may not blow the balloon, but they may move anywhere within the masking tape circle to avoid being touched. When a child is touched by the balloon, he should look at a weather picture that you show him and say its NL vocabulary word in a complete NL sentence. Repeat this process until many of the children have had a chance to respond.
- * Give out the weather symbols created in Lesson One - one weather symbol per child (prepare extra symbols if necessary). When each child has a weather symbol, he or she should imagine an NL sentence that contains the vocabulary word associated with the weather form. Then have each child say a sentence to the other children. Do not over-correct the childrens' grammar during this creative expression process, but note any difficulties that the children have for future remediation. Accept any sentence that makes sense. Repeat until all children have had a chance to say their sentences.

MATERIALS:

weather symbols (one for each child) - from Lesson 1, masking tape, round inflated balloons, weather illustrations

SIGHT RECOGNITION (VOCABULARY):

- * Mount the weather illustrations on the board. Use the illustrations to review the NL vocabulary words that were introduced and developed earlier in this Unit. Then introduce the sightword cards to the children. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been introduced.
- * Before the lesson begins, print or write the sightwords on a white sheet of mural paper using a white paraffin candle. Present this sightword chart to the children, asking a child to find a certain word. The children will soon indicate to you that they can't see the words. Appear alarmed at this. To solve the mystery, wash the sheet with a thin solution of black tempera paint. Call upon individual children to identify the sightwords as they appear in this crayon resist process. Continue until all sightwords are revealed in this way.
- * Provide each child with a blank flashcard. Each child should write his or her name on the flashcard. Collect all of the name cards and mix them together. Place them in a container. Mount the sightwords on the board. Remove one of the childrens' name cards and attach it to a sightword. The child whose name is attached to the sightword must then identify the sightword orally. Repeat this process until all of the sightwords have been identified in this way. When all of the name cards are on the board, call one of the sightwords and the child or children whose names are attached to that word should repeat the word orally.

DECODING AND ENCODING (VOCABULARY):

- * Provide each child with five blank small flashcards. The children should write the numbers 1 to 5 on their cards. Say one of the polysyllabic vocabulary words from this Unit and the children should hold up the numeral card that represents the number of syllables in that word. Repeat this process using other sightwords until the children are able to respond well.
- * Provide each child with writing paper and pencil. Say a syllable from one of the sightwords and the children should write the whole word down on their sheets of paper. Repeat this process using other syllables from other sightwords. Later, correct the childrens' responses with them.
- * Provide each child with a sightword card and a sheet of tracing paper. The children should then trace the outlines of the sightwords (i.e., the shapes of the words). Then collect the tracings and place them on the floor. Give each child a sightword. Call a child's name and that child must identify a configuration or word outline that matches the sightword that is being held. You may wish to conduct this in 'team form.' Continue until each child has identified an outline for his sightword.

MATERIALS: a blank sightword card for each child, a felt pen for each child, tracing paper for each child, 5 small blank cards for each child, masking tape, weather illustrations, sightword cards, writing paper and pencil for each child, a white paraffin candle, a white sheet of mural paper, a thin mixture of black tempera paint

LISTENING AND SPEAKING:

- * Mount the sightwords from Lesson Three on the chalkboard. Mount the words on the board vertically. Review the sightwords with the children, calling upon individual children to identify the words. Then write one of the NL sentences around a vocabulary word. Read the pattern to the children and encourage the children to suggest the meaning of the pattern. Translate the MEANING of the pattern ONCE, if necessary. Continue in this way until all of the NL sentences have been introduced to the children.
- * Open an umbrella and tape weather symbols to each section of the umbrella (i.e., the top of the umbrella). Hold the umbrella in such a way that the weather symbols are facing the children. Spin the handle of the umbrella so that the umbrella spins like a roulette wheel. When the wheel stops, the children should identify the symbol in the top section of the umbrella. Then the children should say the NL pattern for that vocabulary word. If more than one symbol is included in each section of the umbrella, then the children should do this for each symbol. Repeat a number of times.

READING AND WRITING:

- * Say one of the NL vocabulary words and a child's name. That child should say the NL sentence that contains that word. Write the sentence that the child says on a length of language experience paper. Continue in this way until all of the NL sentences have been written on the paper.
- * Identify a child's name with each word on the language experience chart sentences (above). Then encourage the children to read the sentences as smoothly as possible, with each child saying his or her word when those words appear. For example, Johnny may read the first word while Mary may read the second word, and Mark may read the third word, and so on. Depending upon the number of written words, each child should have the opportunity to read more than one word. Once again, encourage the children to conduct this activity smoothly so that the reading does not sound chopped.

WRITING/SPELLING:

- * Write a run-on on the board that contains only the consonants of the sightwords selected from this Unit. That is, write the words together without leaving spaces between the words or omit all vowels. The children should attempt to identify the words represented by the consonants. Have the children write the words that they believe are in the run-on on individual sheets of paper. Later, review the childrens' words to determine their accuracy with this activity.
- * Provide each child with writing paper and pencil. Say one of the vocabulary words from this Unit and the children should write the NL sentence that contains that word. Repeat this process using other NL words. Later, review the sentences.

MATERIALS:

writing materials for each child, language experience chart paper, a felt pen, an umbrella, masking tape, weather symbol illustrations, sightword cards, weather illustrations

DIALOGUE AND ENRICHMENT

THEME: WEATHER

Grade: 4

LESSON FIVE

DIALOGUE:

- * Use two large cut-outs of people to introduce the new NL dialogue to the children. Mount the cut-outs on the board in such a way that they face one another. Say 'A' from the dialogue, pointing to the speaker. Then repeat this process using 'B' from the dialogue. After the children have heard the NL version of the dialogue, review the patterns in the dialogue with them to be certain that they understand their MEANINGS. Translate the MEANINGS of the patterns ONCE if necessary.
- * Practice the dialogue with the children chorally; you say the 'A's and the children say the 'B's.' Encourage a natural sound to the childrens' speech.
- * Divide the children into two groups. Surround each group with a length of yarn. The groups should stand facing one another. Then have the groups practice the dialogue with one another. Model the sentences as necessary.
- * Introduce the printed form of the dialogue to the children. This may be done by drawing two large text boxes on the large cut-outs of the people used to introduce the dialogue. Write the correct portions of the dialogue in the text boxes for the speakers. Read the dialogue with the children in choral, group and individual forms.
- * Encourage the children to suggest what other sentences may be added to the dialogue. Write the sentences that the children suggest in the text boxes from the previous activity. When the childrens' sentences have been added to the dialogue, read the dialogue once again in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

- * If a film strip is available in your school that has weather as a theme, show it to the children. Preferably, use a film strip that contains no text. Select 4 or 5 frames from the film strip and show them to the children a number of times. Then encourage the children to write NL sentences for the 4 or 5 frames that represent weather. Give the children enough time to write their patterns for each frame. Afterwards, review the childrens' sentences with them.
- * Have each child write a weather report in the NL. When the children have completed their weather reports or forecasts, they should read them to the other children as though they were reading them on the radio.

MATERIALS:

writing materials for each child, a weather film strip (if available), a film strip projector, a skein of yarn, two large cut-outs of people, language experience chart paper, a felt pen

