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CREE

NATIVE LANGUAGE BASIC PROGRAM

GRADE 2

CREE

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Manitoba
Education
Native Education



THE NATIVE LANGUAGE BASIC PROGRAM

GRADE 2

CREE

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

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1986

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Manitoba
Education
Native Education



NATIVE LANGUAGE BASIC PROGRAM - CREE

GRADE 2

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SYLLABICS

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

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

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SYLLABICS

▽ a	Δ i	▷ o	◁ a	' b
ʎ che	ʎ chi	ʎ cho	ʎ cha	- ch
q ka	p ki	d ko	b ka	' k
ʎ me	ʎ mi	ʎ mo	ʎ ma	' m
o ne	e ni	a no	e na	' n
√ ye	^ pi	> po	< pa	' p
ʎ se	ʎ si	ʎ so	ʎ sa	' s
U te	ʎ ti	ʎ to	C ta	' t
▽ we	Δ wi	▷ wo	◁ wa	' w
4 ya	▷ yi	◁ yo	ʎ ya	' y
ʎ she	ʎ shi	ʎ sho	ʎ sha	' sh
ʎ la	ʎ li	ʎ lo	ʎ la	{ l
ʎ re	n ri	p ro	ʎ ra	{ r
U ve	ʎ vi	ʎ vo	C va	' v

PRONUNCIATION

- a - as in cut
- a - as in cat
- i - as in sit
- i - as in machine
- o - as in foot
- o - as in food
- e - as in cafe
- ch - as in rats
(somewhat like ch)
- hc - as in anohch (today)
- hk - as in ahkosiw (He is sick.)
- ht - as in mitataht (ten)

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NOTE TO TEACHER:

The lessons of each theme includes five different approaches to teaching the vocabulary, patterns and dialogue. In some cases, the students will not require all the suggested lessons. Adapt and modify to meet the students needs in your language class.

Since there is no standard form of writing the Native languages the writing system used in these programs are that of the writers. A pronunciation key has been included for decoding purposes but also gives the English translation of words to assist the teacher. In addition some words will be different. Adjust them to the way the people say them in your area.

Although the guidebook suggests singing a song with the students, these were not identified in most of the lessons. However, the following is a process of how one can create his/her own songs using a familiar tune. Count the number of syllables and find words to match the number of syllables. It is fun and the students will enjoy it.

The program Grades One to Three are available through the Manitoba Textbook Bureau and is available in both Cree and Ojibwe. Grades Four through Six are available by special order through the Native Education Branch and is also available in both Cree and Ojibwe. However, it is most crucial that workshops and inservices be held before acquisition of these programs for proper implementation in the Native language classroom and to establish the needed support.

Many illustrations are called for in the teaching of this Program and the Native Education Branch has recognized this need and attempted to supply some of these illustrations in a book entitled Support Materials for the Native Language Program. This book is available from the Manitoba Textbook Bureau.

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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.

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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.

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NATIVE LANGUAGE BASIC PROGRAM - OJIBWE

GRADE 2.

C O N T E N T S

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Appendix C - Entertainment	C1
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Appendix E - Non-Local Transportation	E1-2
Appendix F - Sports	F1
Appendix G - Weather	G1-2

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INTRODUCTION:

- Before the lesson begins, get a doll. Tell the children that you would like to introduce a friend of yours.

ACTIVITIES:

- Introduce your doll to the children. Review the body parts. (use the English names at this point).
- Use 'your friend' to introduce the NL names for the different body parts. Say the NL names for the body parts, as you point to the body part on the doll.
- Prepare a cut-out of a person. Prepare the cut-out so that the different body parts can be removed. Mount the 'main part' of the cut-out on the chalkboard and tell the children that this is a picture of another friend. The children should point-out that 'he isn't all there.' Appear surprised, and then add ONE body part, saying its NL name as you attach it to the main part. Repeat this process until all of the body parts have been added to produce the complete picture.
- Walk among the children, saying the NL names for the different body parts and pointing to the corresponding body parts on the children. It is important that the children HEAR the NL names of the body parts as often as possible.

FOLLOW-UP:

Provide each child with a sheet of white art paper and a pencil. The children should then trace ONE of their body parts. When the children have traced their body parts, they can be cut-out and displayed on the walls in the classroom or hallway.

MATERIALS:

Masking tape, A sheet of white art paper and a pencil for each child, A doll, A container (e.g. a bag), Cut-out of a person with removable parts (body parts)

INTRODUCTION:

Place 'your friend' (the doll from lesson one) on the floor and group the children around him/her.

Blindfold yourself and tell the children that you are going to pretend that you are a doctor. Pretend that the doll whispers an ailment in your ear. Then, 'feel' for the body part, repeating the NL name for the body part many times. Repeat this process until all of the NL names for the body parts have been heard by the children.

ACTIVITIES:

- Have the children stand near you. Say the NL name for one of the body parts and the children should touch the body part on themselves. Repeat a number of times.
- Group the children together on the floor. Darken the room (if possible). Walk among the children with a flashlight. Shine the flashlight on a body part and say its name; the children should repeat the name after you. Repeat this process until all of the NL names for the body parts have been said. Later, encourage the children to say the body parts names on their own.
- Use the SILHOUETTE TECHNIQUE to encourage the children to say the NL names for the body parts. Show a cut-out of a body part and when the children see it they should name it.

FOLLOW-UP:

Provide the children with old magazines and/or catalogues. The children should look at the pictures of people in the magazines/catalogues and then cut-out the body parts that have been introduced and developed in this unit. The children should glue/paste the body parts to a length of butcher paper to produce a 'body parts mural.'

MATERIALS:

doll (from lesson one), Flashlight, Sheet, O/H projector, cut outs of the body parts, old magazines/catalogues, Scissors for each child, A length of butcher paper, glue/paste

INTRODUCTION:

Group the children on the floor, facing the board. Use the doll (from lesson one) to introduce the new NL patterns to the children. The children should hear the patterns two or three times. Then, be certain that the children understand the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Point to/show each body part as you say its NL sentence.

ACTIVITIES:

- Group the children in a circle. Arrange the body part cut-outs in a small circle within the circle of children:
- Hold a ruler inside the circle of body parts and then release it. When the ruler lands, the children should say the pattern for the body part on which the ruler landed (or is near). It may be necessary to model the sentences for the children initially. However, encourage the children to say the patterns without your help.
- Place the doll in the centre of the circle. Blindfold a child and say one of the patterns. The blindfolded child should then enter the circle and 'feel' for the body part named in your pattern. When he finds the correct body part, he should repeat the pattern that you said. Repeat until most of the children have participated.

FOLLOW-UP:

Play CHANGE using the new NL sentences. When the children hear the sentence that you have identified, they should drop arms and find new partners. CHANGE can be played a number of times, using a different sentence for each round.

MATERIALS:

Doll, Cut-outs of body parts, A ruler, A blindfold

INTRODUCTION:

Use HERMAN'S HEAD to review the patterns with the children (the NL patterns introduced in lesson three). It is important that the children HEAR the NL patterns during this review. Prepare the tape for Herman before the lesson begins.

ACTIVITIES:

- Place the body cut-outs on the floor and group the children around them. Play RUNABOUT using the NL patterns. Say one of the patterns as you touch the children on their shoulders. The first child to enter the circle, identify the body part named in the pattern AND repeat the pattern is the winner for that round. Repeat until all of the children have had a chance to participate.
- Play HOP THE LINE using the NL patterns. When the children hear the pattern that you have identified, they should hop the line. When all of the children are 'over the line,' have them repeat the pattern. Repeat this process using different patterns for the different rounds.
- Mount the body parts cut-outs on the board and group the children near them. Point to one of the cut-outs and the children should say the pattern for that cut-out. Repeat.

MATERIALS:

Herman's head and prepared tape, cut-outs of body parts, Masking tape

INTRODUCTION:

Review the names of the body parts and the patterns introduced in this unit using a handpuppet. Mount the cut-outs of the body parts on the board and group the children near them. Discuss the body parts with the handpuppet (in the NL), repeating the words and patterns as often as possible. The children should HEAR the words/patterns as often as possible.

ACTIVITIES:

- Play BROOM/TISSUE DROP with the children using the words or patterns.
- Introduce and develop the dialogue with the children. The children should hear the NL form of the dialogue. Then, be certain that they understand the meanings of the patterns in the dialogue. It may be necessary to translate the meanings of the patterns ONCE. Practice saying the dialogue with the children in choral, group, and individual forms.
- Have the children make pictures of themselves-blindfolded. Blindfold each child and provide him with a pencil and paper. The children should then draw themselves, showing all of the body parts introduced in this unit. Display the finished pictures.

FOLLOW-UP:

Provide each child with two or three pipecleaners. The children should then use the pipe cleaners to make figures of people. When complete, the pipe cleaner figures can be displayed in the classroom. Circulate among the children as they work, encouraging them to say the words and patterns introduced in this unit.

MATERIALS:

A handpuppet, A sheet of tissue paper, Paper and pencil for each child, A blindfold for each child, Pipecleaners for each child

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: CHRISTMAS

GRADE: Two

VOCABULARY:

Kíchíkísíkkak	Christmas
wíhkomítowín	(there's a) feast
wáchiyetowín	welcoming, shaking hands
mekikwínikewín	exchanging of gifts
Kíchi Manító	great spirit
ta nitawikiw	will be born
íspanik	happening

PATTERNS:

Ká-kíchíkísíkkak _____
On Christmas _____

DIALOGUE:

T. Tánisi káa-íspanik kíchíkísíkkák?

S. _____

(responses from above)

T. What happens on Christmas?

S. _____

INTRODUCTION:

Read the poem 'In December' from Appendix B at the back of this program. After reading the poem to the children, encourage the children to suggest the 'special event' about which the poem was written.

ACTIVITIES:

Pass old Christmas cards so that the children may study them. Encourage discussion of the contents of the different cards.

Use illustrations to introduce the new vocabulary words to the children. Present each illustration and name its content. Be certain that the children understand the meaning of the words. Mount a large length of butcher paper on the wall. Develop a 'Nativity Scene' with the children. The children should make the cut-outs necessary for the mural. When the cut-outs are complete, they may be attached 'lightly' to the butcher paper. When all of the cut-outs are in place, spray the mural with 'spray snow'. Then, remove the cut-outs to produce an interesting mural effect. Circulate among the children as they prepare their cut-outs, repeating the vocabulary terms as often as possible.

FOLLOW-UP:

- Read the children the version of ''Twas The Night Before Christmas', from Appendix B at the back of this program. Read the poem with the children once. Then, darken the room and group the children in front of the chalkboard. Mount a length of butcher paper on the board. Use fluorescent paint and paint brushes (one brush for each colour) to illustrate the poem. Before the lesson begins, say the poem into an audio tape. Play the tape as you illustrate the poem's contents. When you prepare the audio tape, be certain to allow a sufficient number of pauses to 'create' the aspects of the poem with the fluorescent paint.
- When the poem/paintings are complete, use the 'fluorescent mural' to review the vocabulary terms introduced earlier in this lesson.
- Paint the children's fingers with the fluorescent paint ... illustrating the different Christmas items introduced earlier. You may illustrate 'trees', 'gifts', 'ornaments' and 'people' on the children's fingers (one finger per child). Later, use a blacklight to conduct a 'finger-puppet' play. The children should move their 'fingers' when they hear the appropriate vocabulary words.

MATERIALS:

Old Christmas cards, Christmas illustrations, masking tape, butcher paper, construction paper for the children, scissors for each child, one can of spray snow, a length of butcher paper, fluorescent paint, paintbrushes, black light, tape from 'T'was the Night Before Christmas'.

INTRODUCTION:

Darken the room. Plug in a set of Christmas tree lights. Group the children near the lights. Arrange the string of lights to form a circle. Hold up one of the illustrations (from Lesson 1) and say its name. Repeat this process until all of the vocabulary terms that were introduced in Lesson 1 have been reviewed.

ACTIVITIES:

- Mount the illustrations on the chalkboard. Use one of the lights from the string of Christmas lights to illuminate the picture. The children should look at the illustration and then name it. Continue in this way until all of the illustrations have been named. You may wish to have individual children hold specific lights under specific illustrations.
- Group the children in a circle. Give one of the children the large stocking from the kit. The children should pass the stocking around the circle as quickly as possible in a clockwise direction. Eventually clap your hands. The child left holding the stocking when you clap your hands should then identify a Christmas illustration that you show him. Continue in this way until many of the children have responded.

FOLLOW-UP:

Select an appropriate number of vocabulary words to develop with the children as sight words. Group the children together and introduce the sight words to them using the sign word cards. Say each term as its sight card is presented.

Give each of the illustrations to the children; one per child (use the same number of illustrations as there are sight cards). When you say, "Go", the children with the illustrations should then find their matching sight word cards. Repeat this process until all of the children have had a chance to locate a sight word card illustration.

MATERIALS:

Christmas lights, masking tape, Christmas illustrations, a large stocking, sight word cards.

INTRODUCTION:

Decorate Herman's Head to represent 'Santa Claus'. Then use a prepared tape to introduce the new patterns to the children. The children should listen carefully as you dialogue with Herman. After hearing the patterns, be certain that the children understand their MEANINGS. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- * Group the children in a circle. Give each child a toothpick. Then, place a small candy over one of the toothpicks. The children should then pass the toothpick quickly around the circle in a clockwise direction. When you clap your hands, the child left holding the candy cane should say the pattern for a picture or sight word that you show him. An alternative to this would be to say a pattern at the beginning of the round. Then, the child left holding the candy cane would repeat the pattern that you said when you clap your hands.
- * Play BALLOON RELEASE to encourage individual children to say patterns. The child who receives the balloon should repeat the pattern that you said at the beginning of the round. Refer to the Activities' section of this program for details of BALLOON RELEASE.

FOLLOW-UP:

- Group the children in a circle. Walk around the outside of the circle taping each illustration from your masterset to a child's back. Then, tape each matching sight word to other children's backs. When you say, "Go", the children should attempt to match themselves; matching sight words with illustrations. When the children have matched themselves correctly, have each pair of children say the pattern for its sight word/illustration. This activity can be repeated more than once.

MATERIALS:

Herman's Head, audio tape for Herman's Head, a toothpick for each child, a small candy cane, a balloon, masking tape, sight word cards, Christmas illustrations.

INTRODUCTION:

Lay a length of butcher paper on the floor. Place a set of ornamental cookie cutters on the butcher paper. Group the children around the butcher paper. Be certain that each child has a pencil. The children should then trace the outline of the cookie cutters on the butcher paper. The children should continue to do this until the butcher paper is filled with the cookie outlines. Then, mount a master set of sight word cards near the children. The children should then copy the sight words into the shapes of the cookie outlines. When completed, the cookie outlines may be cut out for use later in this lesson.

ACTIVITIES:

- Divide the children into two teams. Place the Christmas cookies (from the 'Introduction' section above) at the other end of the room. Say one of the patterns (from Lesson 3) and the first player in each team should rush to the Christmas cookies to find the sight word heard in the pattern that you said. The first child to successfully identify the correct Christmas cookie scores a point for his team. When the child has successfully located the Christmas cookie, all of the children in the class should repeat the pattern that you said.
- Conduct a LIPREADING activity with the children to encourage them to say the patterns from this Unit. After 'lipping' one of the patterns (not actually voicing it) the children should repeat the pattern that you said. Repeat this process until the children can respond well.

FOLLOW-UP:

Practice singing some Christmas songs with the children. Select Christmas songs with the children for this Follow-Up activity.

Group the children in a circle. Have one child stand in the centre of the circle with a small bell. Have another child stand in the circle, blindfolded. Say one of the patterns. Then, the child with the bell should ring the bell once. The blindfolded child must attempt to locate the 'Christmas Bell' using his 'auditory abilities'. When the blindfolded child has successfully located the 'Christmas bell' (the child may have to ring the bell more than once) all of the children should repeat the pattern that you said. Repeat this process a number of times.

MATERIALS:

A length of butcher paper, a pencil for each child, ornamental cookie cutters, sight word cards, a small bell, a blindfold.

INTRODUCTION:

Prepare a large candy cane outline using masking tape on the floor. Divide the 'candy cane' into sections (approx. 30 cm in width). Place a sight word card in each section of the 'candy cane'. Collect your masterset of illustrations from this Unit. Then match the illustrations with the sight word cards, repeating the terms and patterns as often as possible.

ACTIVITIES:

- Remove the illustrations and sight words from the sections of the 'candy cane' above. Give each illustration and sight word card to the children. One per child. While you say, "Go", the children should place their sight word cards and illustrations in the sections of the candy cane; being certain that the illustration and sight word in each section are matched. This activity can be repeated.
- Introduce the dialogue to the children. The children should hear the form of the dialogue first. Then, be certain that the children understand the MEANINGS of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Review the Unit's vocabulary terms with the children. Then, encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other Units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other Units. Tape this session with the children so that they can hear their patterns afterwards.

- Practise the Christmas songs that were introduced in Lesson 4 with the children.

MATERIALS:

Masking tape, sight word cards, Christmas illustrations, tape recorder, blank radio tape.

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: COLORS

GRADE: Two

VOCABULARY:

wápiskaw	white
mihkwaw	red
osáwáw	orange
chípahtakwáw	blue
nípiwinákwan	green
kaskitew-osáwáw	brown
osáwaskáw kaskitewáw	yellow
kaskitewichípatkwáw	black
	purple

PATTERNS:

_____ mwachi mīneniten
(color)

My favorite color is _____.

DIALOGUE:

Tanisi etasinastek ki _____
article of clothing

What color is your _____?
clothing

Is it _____?
(color)

INTRODUCTION:

To introduce the concept of 'colors' for the purpose of this unit use different pictures of different clothing articles. Have each color identified in English. Encourage the children to suggest which clothing items could be worn together to be color-coordinated.

ACTIVITIES:

- Provide the children with old magazines and/or catalogues. The children should look through the materials to locate pictures of clothing items: dresses, shirts, shoes, blouses, coats, etc. The children should cut out as many clothing items as they can (just the clothing items). When the children have finished cutting out the clothing items, group the children together. Draw an outline of a person on the chalkboard. Then, select a clothing item from one of the children to apply to the outline of the person. Then, call upon another child to offer another clothing item that is colour-coordinated with the first clothing item. Continue until the 'person' (the outline) is 'clothed' in colour-coordinated clothes. Repeat this process for other 'outlines' (that you draw on the board); NOTE: you may wish to mount the clothing items on the board first and THEN draw the outlines around the clothing items.
- Introduce the NL names for the colours. Point to the colours (that you are introducing) in the clothing items that are mounted on the board, saying their NL names. Point out the colours in the children's clothing saying the NL names for the different colours.
- Prior to the lesson place pairs of socks, that match the colours for this Unit, in a container. Remove the socks, one at a time, repeating the NL colour terms. Match the socks as they are taken from the container.

FOLLOW-UP:

Provide each child with the colours of crayons that match the colours being introduced in this Unit. Also, provide each child with a white sheet of art paper. The children should then use their crayons to make pictures, of their choosing, on the sheets of art paper. Circulate among the children as they work, repeating the NL names for the colours as often as possible.

MATERIALS:

clothing items and/or clothing pictures, old magazines/catalogues, scissors for each child, masking tape, socks (Pairs that match the colours being developed in this Unit.), a container (e.g. a bag)

INTRODUCTION:

Review the NL colour terms with the children using the pairs of socks, from Lesson One. Group the children near you. Tell the children that you are going out and therefore want to dress-up. Put on one of the socks, saying its NL colour name. Then, purposely choose the wrong sock for the other foot (naming it as well); the children should tell you that 'you've made a mistake.' Repeat until all NL colour names have been heard and until you have the matching sock.

ACTIVITIES:

- Provide the children with blank flashcards or sheets of paper. The children should colour each card with one of the colours being developed in this Unit; one colour per card. Say two of the NL colour names and the children should lay the matching colour cards (their cards) on the floor in the same order as you said them. Later, repeat this process, saying three (or more) of the colour names. The number of colours used for this activity should be determined by the 'readiness' of your children. Have the children repeat the names of the colours AFTER they have all arranged them in their correct order.
- Group the children in front of you. Lay three clothing items on the floor, in a straight line (horizontal to the children). The children should look carefully at the order of the clothing items. Then, have the children close their eyes. Change the order of the clothing items. Have the children open their eyes and call upon a child to arrange the clothing items in their original order. The children should then name the colours of the clothing items. Repeat.

FOLLOW-UP:

Use the REFLECTION with the children to encourage individual children to say the NL patterns. When a child sees a colour in the mirror (a colour that you hold up), he should say the pattern for that colour. Repeat with other children. Refer to the 'Activities' section of this program for details of this activity.

MATERIALS:

pairs of socks (from lesson 1), blank flashcards for each child, crayons for each child, clothing items (lesson 1), small unbreakable mirror

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the point of departure and substitutions to the children. Mount one colour for the point of departure, on the board; leaving space(s) for the substitution(s). Use small cut-outs of the colours (construction paper) for the substitutions. The children should HEAR the NL patterns as you point to the 'colour-coding' sequences. Be certain the children understand the MEANINGS of the patterns; translate the patterns ONCE, if necessary.

ACTIVITIES:

- Distribute the pairs of socks (Lesson One) to the children; one sock per child. The children with the socks should put them on (they can pull them over their shoes - if they are wearing footwear). When you clap your hands the children with the socks should find the matching socks. When the pairs of socks are matched - point to one of the pairs and all of the children should say the pattern for that colour. Repeat, until all children have had a chance to wear the socks.
- Arrange the clothing items (e.g. the socks) or circles of coloured construction paper in a circle (about one meter across - in diameter). Group the children around the circle of 'colours.' Place a spinner in the center of the colours circle. Spin the spinner. When the spinner stops, the children should say the pattern for the colour of item that the spinner is pointing at. Repeat a number of times.

FOLLOW-UP:

Group the children in a circle. Place the children items in the circle, in a scattered formation. Give a child in the circle, an end of a length of yarn. Then, give a child at the other end of the circle the other end of the yarn. The two children should lower the length of yarn so that it touches one of the clothing items; they should then say the pattern for the colour of the clothing item. They should then pass the yarn ends (in opposite directions) for the next round.

MATERIALS:

colour coding strips of paper, masking tape, small samples of the colours (e.g. from construction paper), pairs of socks (Lesson One), a spinner, a long length of yarn

INTRODUCTION:

Review the new NL patterns using the COLOUR CODING TECHNIQUE. Use the same materials that were used in Lesson Three, for this review. It is important that the children HEAR the NL terms as often as possible during this review process.

Walk among the children, pointing out the colours in their clothing and repeating the NL patterns as often as possible.

ACTIVITIES:

- Play RING TOSS with the children, using the different colours introduced in this Unit. When a child is ready to toss the ring, he should say one of the patterns and then attempt to land the ring over the stake. Repeat until all children have had a chance to play RING TOSS. Refer to the 'Activities' section of this program for details of this activity.
- Play TIC TAC TOE with the children, using coloured pieces of paper for the sections of the game. Repeat the game until all children have participated. Refer to the 'Activities' section of this program for details of this activity.
- Play GUESS with the children, using very small objects that represent three of the colours from this Unit. Refer to the 'Activities' section of this program for details of this activity.

FOLLOW-UP:

Use the SANDWICH TECHNIQUE to encourage individual children to say the NL patterns. Use sections of construction paper for the SANDWICH making activities. Refer to the 'Activities' section of this program for details of this activity.

MATERIALS:

colour coding strips of paper, masking tape, pipe cleaner, portions of modeling clay, pencils/rulers (for stakes), Three small objects that represent three of the colours from this Unit., sections of construction paper (for this Unit's colours), two squares of white bristol board, three containers (e.g. cups)

INTRODUCTION:

Review the Unit's vocabulary terms and patterns using the pairs of socks (from Lesson One). Tape the socks to the board (or pin them to a display board). Group the children in front of the socks. Shine the light of a flashlight on the socks, saying the NL colour name and pattern for the colour of sock. Repeat this process until the children have HEARD all of the vocabulary terms and patterns.

ACTIVITIES:

- Play BROOM/TISSUE DROP with the children, using either the colour names or the patterns from this Unit. When a child hears his term/pattern, he should catch the broom before it hits the floor. Refer to the 'Activities' section of this program for details of this activity.
- Play STRETCH with the children, using coloured sections of construction paper that have been taped to the floor in a random fashion. Refer to the 'Activities' section of this program for details of this activity.
- Introduce the dialogue to the children. 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. It may be necessary to translate the patterns ONCE. Practice the dialogue with the children in choral, group, and individual forms.

FOLLOW-UP:

Review the Unit's vocabulary terms with the children. Then, encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other Units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other Units. Tape this session with the children so that they can hear their patterns.

MATERIALS:

pairs of socks (lesson 1), broom, masking tape, sheets of construction paper - colors from this unit, taperecorder and blank tape

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: COMMUNITY HELPERS

GRADE: 2

VOCABULARY:

maskikiskwew	nurse
okistikew	farmer
okiskinomakew	teacher
maskikininiw	doctor
simakanis	policeman

This is a _____

_____ awa

PATTERNS:

Ni-wi ni(n) tawe wapamaw _____.

I am going to see the _____.

DIALOGUE:

T. Tante aspin ki _____?

S. Aspin entiy wapamat _____
(community helper)

T. Where did your _____ go?

S. She/he is gone to see the _____
(community helper)

INTRODUCTION:

- Use cut out sections of paper to introduce the concept of a community to the children. The coloured sections of paper can be used to represent the buildings of a community. Group the children in front of the chalkboard and tape the 'buildings' to the board. When the 'community' is complete, encourage the children to suggest 'what is missing.' The children should suggest items and people that would be a part of the community. Encourage the children to suggest the types of 'help' needed in a community.

ACTIVITIES:

- Introduce the pictures of the community helpers. Encourage the children to talk about each helper as he/she is introduced. Encourage the children to note the clothing and tools/implements used by each community helper.
- Review the pictures of the community helpers, introducing the NL names for the helpers. Mount the pictures on the board, point to each one, saying the NL name for the helper shown in each picture.
- Show the children the pictures of the clothing/tools associated with the different community helpers. Match these pictures with the pictures of the community helpers; repeating the NL names for the community helpers as often as possible.
- Tell the children that you are expecting an important phone call from a community helper (use a toy telephone for this activity - if one is available. Otherwise, pretend that you are holding a phone by using other available materials). Dramatize answering the phone when it 'rings' (you can say the 'ring'). Talk in the NL with the person - repeating the names of the community helpers as often as possible. Point to a community helper's picture (on the board) when you mention his/her name during the phone conversation.

FOLLOW-UP:

Provide each child with an outline of a person (merely the outline - no details should be shown). The children should then complete the outlines by adding clothing/tools to represent community helpers. Each child should decide which community helper he wishes to represent. Circulate among the children as they work, repeating the NL names of the community helpers as often as possible. When all of the children have completed their pictures, have each child show his picture to the other children; name the community helper (in the NL) shown in the child's picture. Display the pictures in the classroom.

MATERIALS:

community buildings made from construction paper, masking tape, pictures of community helpers, pictures of clothing/tools, etc. for community helpers
toy telephone (if available), a blank outline of a person for each child,
crayons for each child

INTRODUCTION:

Review the NL names of the community helpers, using the pictures of the community helpers. Lay the pictures on the floor; face-down. Group the children in front of you. Say the NL name of a community helper and then dramatize looking for his/her picture by turning the pictures over. When you turn over an incorrect picture, show it to the children saying the name of the helper shown in it. Repeat until you finally 'find' the helper you originally identified.

ACTIVITIES:

- Play ZIG ZAG HOP using the names of the different community helpers. When the children hear the name of the community helper that you have identified, they should hop across the line in 'Zig Zag' form. Repeat this activity a number of times, using the NL names of other community helpers. Refer to the 'Activities' section of this program for details of this activity.
- Mount one of the community helper's pictures on the chalkboard and group the children in front of it. Tell the children to listen for the name of the community helper shown in the picture. When they hear his/her name, they should smile. However, when they hear the names of other helpers (not the one in the picture), they should shake their heads to silently say "no." Repeat this process using the pictures of other community helpers. Have the children repeat the helpers' names when you have correctly named the helpers shown in the pictures (after they have 'smiled').

FOLLOW-UP:

Mount all of the community helpers pictures on the board and group the children in front of them. Have the children look carefully at the pictures. Then, the children should close their eyes. Remove one of the pictures. The children should then open their eyes and identify the helper who is missing. Repeat this process a number of times.

MATERIALS:

Pictures of community helpers, masking tape

INTRODUCTION:

Use Herman's Head to introduce the new NL patterns to the children. The children should hear the NL forms of the patterns during the discussion with Herman. Then, be certain that the children understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Mount all of the pictures on the board and group the children in front of them. Say a pattern for one of the helpers. Then point to each picture; the children should remain silent until you point to the helper named in pattern that you said. When you point to that picture, the children should respond by repeating the pattern. Repeat this process using the other NL patterns.
- Place the helpers' pictures on the floor; face-down. Group the children around them. Call upon a child to enter the circle and turn over one of the pictures. The child should look at the picture and then name the helper it represents - using the NL pattern for that helper. Repeat.
- Play CHARADES using the community helpers as themes. When a child imitates the actions of a helper, the other children should attempt to identify the helper using the NL patterns.

FOLLOW-UP:

Mount the helpers' pictures on the board and group the children in front of them. Then, give each of the clothing/tools pictures (from Lesson One) to a child. Point to one of the helper pictures and the child with the corresponding tool or clothing picture should respond by standing and saying the pattern for that helper. Repeat until all of the children have had a chance to respond.

MATERIALS:

Herman's Head and prepared tape, taperecorder, helper pictures, community helpers' clothing/tools pictures (Lesson One), masking tape

INTRODUCTION:

Mount the pictures of the community helpers on the walls around the classroom. Group the children in the center of the room. Darken the room (if possible) and then use the FLASHLIGHT TECHNIQUE to review the NL patterns introduced in Lesson Three. Shine the light of the flashlight on one of the pictures and say its pattern. Repeat this process until the children have heard all of the patterns.

ACTIVITIES:

- Use the FLASHLIGHT TECHNIQUE to encourage the children to say the patterns. Give the flashlight to a child. Say one of the NL patterns and the child should shine the light of the flashlight on the picture for the pattern that you said. Then, he should repeat the pattern. Repeat until all children have had a chance to participate.
- Play HOT POTATO to encourage oral reproduction of the NL patterns. Group the children in a circle. Say a pattern and the children should begin passing the ball around the circle. When you clap your hands, the child left holding the ball should repeat the pattern that you said at the beginning of the round. Repeat a number of times.
- Play BALLOON BALL with the children. When the balloon lands in one of the boxes, the children from the correct team should say its pattern. Use the community helpers' pictures for this activity. Refer to the 'Activities' section of the program for details of BALLOON BALL.

FOLLOW-UP:

Give each child a numeral/number card (1 to ___ depending upon how many children are in your class). Place matching number/numeral cards on the floor, face-down. Group the children around them. Say one of the NL patterns and then turn over a number/numeral card (that is on the floor). Say the number shown on the card. The child who is holding the matching number must repeat the pattern that you said. Repeat this process until all children have responded. Later, the children can switch cards to repeat the activity.

MATERIALS:

helpers' pictures, flashlight, masking tape, soft ball, inflated balloon (round), number/numeral card for each child, set of number/numeral cards that match the children's.

INTRODUCTION:

Use the community helpers pictures to review the NL vocabulary and patterns introduced in this unit. Show the pictures to the children, saying the helpers' names and then the patterns for the pictures. The children should HEAR the words and patterns during this 'review' activity.

ACTIVITIES:

- Sing the song, ' _____ ' with the children. Be certain the children understand the MEANINGS of the words and patterns used in the song. Practice singing the song with the children.
- Develop a simple 'Community Helpers' mural with the children. Lay a length of mural paper on the floor. Group the children around it. Provide the children with crayons, pencils, felt pens, etc. The children should then draw a community; showing all of the main buildings. When the community has been created the children should add pictures of the community helpers at work. An alternative to this would be to have the community illustrated before the lesson with the children merely adding the community helpers to the mural.
- Introduce the dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain that they understand the patterns in the dialogue. Practice the dialogue with the children in choral, group, and individual forms.

FOLLOW-UP:

Group the children together and review the vocabulary and patterns that have been introduced and developed in this Unit. Then, encourage the children to make NEW patterns using the vocabulary terms from this Unit. The children may wish to use points of departure from other Units or they may wish to create totally new patterns. Tape the patterns that the children provide so that they can hear their responses later.

MATERIALS:

helpers pictures, mural paper, pencils, crayons, felt pens, etc., tape recorder, blank tape

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: DANCING

GRADE: 2

VOCABULARY:

nimitowin	dance
nimiwin	traditional dance
nisosimowin	jig
nistosimowin	butterfly

PATTERNS:

ni-kí-itótán. _____

I went to the _____

DIALOGUE:

T. Nímitowin ni-kí-itótán.

S. Ki-kí-nímin, ná?

T. Ehe, ni-kí _____

T. I went to the dance.

S. Did the dance?

T. Yes, I danced the _____

INTRODUCTION:

Before the lesson begins, collect a picture of a person that is 'dressed-up' to go out. Mount the picture on the board and group the children in front of it. Encourage the children to imagine 'why' the person is 'dressed-up'. Eventually, lead the discussion into the possibility that the person may be going 'dancing'.

ACTIVITIES:

- * Play an audio tape for the children that contains a variety of music forms - all appropriate for dancing (in one form or another). Encourage the children to discuss the different 'dance music' forms as they are heard on the tape.
- * Use illustrations to introduce the terms to the children. Present each illustration, naming its contents in the NL. Be certain that the children understand the meanings of the terms. It may be necessary to translate the meanings of the terms ONCE to guarantee that the children understand them.
- * If a dance drum is available, show it to the children. The children should measure the drum and note the materials from which the drum was made.
- * If samples of traditional Cree/Ojibwe music is available, play them for the children to hear. It is important that the children understand the importance of 'dancing' to the cultures.

FOLLOW-UP:

- Provide each child with a long pipe cleaner and portion of celluloid paper (e.g., 'Handi-Wrap'). The children should then use their materials to fashion traditional drums. When the 'drums' are complete, staple or attach them to a display area in the classroom.
- Show the children a variety of pictures that depict 'items' associated with dancing; e.g., ballet shoes, orchestra, band, square dance costume, etc. Encourage discussion of the different 'dancing items'.
- Before the Lesson begins, prepare an extra set of 'dancing illustrations' that depict the vocabulary words for this Unit. Cut each of the pictures in the extra set in half. Spread one set of the halves on the floor and group the children around them. Show the children one of the other 'halves' and call upon a child to help you to find its 'other half' in the pile on the floor. Repeat the vocabulary terms as often as possible during this activity. Continue in this way until all of the pictures have been re-produced.

MATERIALS:

Audio tape 'Dance Music', dancing illustrations, a traditional dance drum (if available), a ruler, a long pipe cleaner, portion of celluloid paper for each child.

INTRODUCTION:

Review the vocabulary words that were introduced in Lesson 1 using the dancing pictures. Mount the pictures on the chalkboard and group the children in front of them. Point to each illustration, saying its NL term. Continue in this way until the children have HEARD all of the NL terms a number of times.

ACTIVITIES:

- * Divide the children into two teams. Have the two teams stand in parallel lines at one end of the room. Give the first player in each team a trashcan or other item that can be used as a 'drum'. Tell the players to listen for a specific NL term. Say the NL terms, eventually saying the term that you identified at the beginning of the round. When the children (the players with the drums) hear the NL term, they should 'beat' their drums. They should then move to the back of the line, giving the drums to the second players in the lines. Continue in this way until all players have had a chance to 'drum'.
- * Arrange the children in two teams. Give the first player in each team one of the dancing illustrations. When you say, "Go", the first player in each team must pass the illustration over his head to the player behind. The second player must pass the illustration 'under' himself, between his legs, to the player behind. The children should continue with this OVER AND UNDER activity until the illustration reaches the back of the team. When the last player receives the illustration, he must run to the front of the team, and name the item shown in the illustration. The team to do this first scores a point. Repeat.

FOLLOW-UP:

- Place the illustrations at one end of the room, face up. Group the children at the other end of the room in two teams. Run a line of masking tape on the floor from each team to the illustrations. Say one of the vocabulary words. Then, the first player in each team must walk along the masking tape line (placing one foot in front of the other) to the illustrations. The first player to reach the illustrations and to correctly identify the illustration for the term that you said scores a point for his team. Repeat until all players have had a chance to play.

MATERIALS:

Dancing illustrations, masking tape, 2 trash cans or other items for 'drums'.

INTRODUCTION:

Use HERMAN'S HEAD to introduce the new NL patterns to the children. The children should listen as you dialogue with Herman. After hearing the NL patterns, be certain that the children understand their MEANINGS. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

Write each of the NL patterns on the chalkboard as the children watch. When the patterns are written on the board, identify key words within the patterns. Introduce the key words as sight words.

ACTIVITIES:

- * Mount the illustrations and the sight words on the board. Group the children in front of the board. Place your left hand on one of the illustrations and your right hand on its corresponding sight word. The children should then say the name of the sight word. However, when your left hand and right hand are on 'mis-matched' items, the children should not respond. Repeat a number of times.
- * Toss a small ball to a child, saying one of the NL vocabulary words. The child who catches the ball must respond by saying the complete NL pattern that contains that word. He should then return the ball to you for the next round. Repeat until many children have participated.

FOLLOW-UP:

- Play TUG-A-TONGS with the children using the sight words from this Unit. Place the sight word cards on the floor and group the children around them. Give two children in the circle a pair of tongs. Say one of the NL patterns and the two children should enter the circle to find the sight word heard in the pattern. The two children should then hold the same sight word card using their tongs. The object is for one player to be able to pull the sight word from the other player. When a player does this successfully, all of the children in the class should repeat the NL pattern that you said at the beginning of the round. Repeat a number of times.

MATERIALS:

Herman's Head, audio tape for Herman's Head, tape recorder, chalk, sight cards, dancing illustrations, a small ball, 2 pairs of tongs.

INTRODUCTION:

Review the NL patterns that were introduced in Lesson 3 using the 'Erasive Technique'. Write each of the NL patterns on the chalkboard as the children watch. Then, read the patterns to the children. Then, 'erase' half of the 'last pattern'. The children should read all of the patterns, including the entire last pattern. Then, erase the first part of the last pattern and repeat the process. Continue in this way until all of the patterns have been erased.

ACTIVITIES:

- * Provide each child in the classroom with a blank flashcard. Each child should write a number between 1 and 6 on his flashcard. Then, roll a dice. Say one of the NL patterns and call the number that shows on the dice. Those children that have the corresponding number (on their cards) should repeat the pattern that you said. Later, have the children exchange cards and repeat the process.
- * Place a number of sheets of paper on the floor (one less than the number of children in your classroom). Have the children stand in the room in the scattered formation. Say one of the NL patterns and clap your hands. The children should immediately run to the square of paper on the floor. The child who is left without a square of paper should then repeat the pattern that you said at the beginning of the round. Repeat a number of times.

FOLLOW-UP:

- Group the children in a circle. Give each child a toothpick. Then, place a lifesaver over one of the toothpicks. The children should then pass the lifesaver around the circle from toothpick to toothpick as quickly as possible (in a clockwise direction). Say a NL pattern before the children being to pass the lifesaver around the circle. When you clap your hands, the child left holding the lifesaver should repeat the pattern that you said. Repeat this process a number of times.

MATERIALS:

Chalk, a blank flashcard for each child, a felt pen for each child, a dice, sheets of paper (one less than the number of children in your classroom), a toothpick for each child, a lifesaver.

INTRODUCTION:

Mount individual sentence strips on the chalkboard (one sentence strip for each sentence introduced in this Unit). Write the NL patterns on the sentence strip as the children watch, one sentence strip per sentence strip. When the sentences are complete, read them with the children.

ACTIVITIES:

- * Remove the sentence strips from the chalkboard (from the previous activity). Cut the sight words from the 'points of departure'. Mix all of the sentence parts together. Place the sentence parts on the floor and group the children around them. Play RUNABOUT with the children to encourage individuals to reconstruct the NL patterns that you say. The first child to re-enter the circle and to construct the pattern that you said at the beginning of the round is winner for the round. Refer to the 'Activities' section of this program for details of RUNABOUT. You may wish to have mounted samples of the patterns on display for the children to use as models.
- * Introduce the NL dialogue to the children. 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. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practise the dialogue with the children in choral, group the individual forms.

FOLLOW-UP:

Review the Unit's vocabulary terms with the children. Then, encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other units or they may wish to create other patterns by 'meshing' vocabulary terms from this and other units. Tape this session with the children so that they can hear their patterns afterwards.

MATERIALS:

Sentence strips (one for each NL sentence), masking tape, a pair of scissors, tape recorder, blank audio tape, master set of sentences (optional;).

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: DAYS OF THE WEEK

GRADE: 2

VOCABULARY:

Ayamiwekísikaw	Sunday
Póniayamiwekísikaw	Monday
Nísokísikaw	Tuesday
Apítawkísikáw	Wednesday
Póni-apítawkísikáw	Thursday
Niyánokísikaw	Friday
Mátinewikísikáw	Saturday

PATTERNS:

_____ ná, anóch.

Is it _____ today?

DIALOGUE:

T. _____ ná, anóch?

S. Mwach _____ óma anóch.

T. Otákosík kí _____.

T. Is it _____ today?

S. No, it's _____ today.

T. Yesterday was _____.

INTRODUCTION:

Mount a large calendar on the chalkboard and group the children in front of it. Tell the children that you have many different things planned for this month (show the current month on the calendar). State the day's date and call upon the children to identify the 'day' (Monday, Tuesday...). List a number of other activities that you have for the month; e.g., 15 people for supper, painting the house, studying, chopping wood, going to church, and so on. Encourage the children to suggest a time-table for you; indicating the most appropriate 'days' for the different events (include the 'dates' in the discussion as well).

ACTIVITIES:

- Have a discussion with Herman about his plans for the week. When preparing the tape for Herman, be certain to repeat the days of the week as often as possible.
- Introduce the NL terms for the days of the week, using the large calendar (from above). The children should HEAR the NL terms as you indicate, on the calendar, the 'day' for each NL term. Be certain that the children understand that the NL terms represent the 'days of the week.'
- Introduce the number cards (1-7) as representing the days of the week. Begin to mount the cards on the board but appear to become confused about the sequence of the cards (days); purposely put cards in the wrong locations so that the children can correct you. Eventually, have the cards in their correct order. Point to each card, saying the NL term for the day; beginning with '1' - 'Sunday' (in the NL).
- Tear an old TV guide into individual pages. Give each child one of the text pages. Say the name of a popular TV program (with the children) and the children should look to find it in their pages. When a child finds it, he should tell the day (and time) that the program appears. Before distributing the pages, you may wish to make a list of the programs (main programs) that they contain.

FOLLOW-UP:

Lay a length of mural paper on the floor and group the children around it. Divide the mural paper into seven sections; one section for each day of the week. Number each section (1-7). Then, divide the children into seven groups; one for each day. Each group should be assigned a section of the mural paper. Then, the children in each group should illustrate the main characters from a popular TV show on 'their day.' That is, the 'Monday' children should decide upon a TV program and then illustrate its main characters. Keep the mural for use later in the Unit.

MATERIALS:

large (current) calendar, masking tape, Herman and prepare tape, number cards (1-7), an old TV guide, length of mural paper, illustrating materials

INTRODUCTION:

Review the days of the week, using the numeral cards (from Lesson One). Mount the numeral cards on the walls around the classroom. Group the children in the center of the room. Shine the light of a flashlight on the number '1', saying, "Sunday," (in the NL). Then, try to find 'Monday' with the flashlight. Repeat this process until the children have HEARD the NL terms many times.

ACTIVITIES:

- Give each child a blank flashcard. The children should then write ONE number on their cards; one number per card. When the children have their cards ready, have them stand in a straight line, side-by-side, facing you. Each child should hold his card in front of himself so that you can see his number. Say one of the NL terms (a day of the week) and ONLY the children with that number should step forward. e.g., when you say, "Tuesday", (in the NL), those children holding '3' should step forward. Repeat a number of times.
- Repeat the above activity, having the children facing away from you. When a child hears 'his day' (according to his number) he should turn and face you and repeat the name of the day (in the NL).
- 'Chant' the days of the week in their correct order. The children can clap their hands to the 'rhythm' and/or move their bodies to the 'rhythm.'

FOLLOW-UP:

Prepare seven flashcards of TV programs that appear on each of the day's of the week; one day for each program (choose the program's carefully). Introduce the cards (the programs) to the children, in their correct order (Sunday-Saturday). Then, mix the cards and have the children recall the order for the programs saying the NL names for the days. Continue until all of the programs are in the original order.

MATERIALS:

number cards (1-7), a blank flashcard for each child, felt pen for each child, 7 TV program flashcards, masking tape, flashlight

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the point of departure and substitutions to the children. Mount one color for the point of departure, on the board; leaving space(s) for the substitutions. Use small number cards (1-7) for the substitutions. The children should HEAR the NL patterns as you point to the 'colour-coding' sequences. Be certain the children understand the MEANINGS of the patterns; translate the patterns ONCE, if necessary.

ACTIVITIES:

- Place one of the substitutions (number card) in the colour coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process using the remaining number of cards as substitutions.
- Repeat the above activity, having the children respond without your models.
- Give each child a cut-out of a 'head' or a 'tail' (any 'head' and any 'tail' such as a 'rabbit's tail'). Group the children in a circle. Approximately half of the children should have 'heads' and the other half should have 'tails.' Stand in the center of the circle with a coin. Say one of the NL patterns and then toss the coin in the air. When the coin lands, name the side facing you (heads/tails). The children holding the heads/tails should respond by repeating the NL pattern that you said; the side of the coin facing up should determine which children respond. Repeat.

FOLLOW-UP:

Give each child one of the number cards from Lesson Two (don't use the '7' cards for this activity). Roll a dice. Call the number that is 'face-up' on the dice when it stops rolling. The children with that number should say the pattern for that day of the week. e.g., if you say, "Five," (in the NL), those children with '5' cards should say the pattern for 'Thursday.' Repeat many times.

MATERIALS:

coloured strips of paper, masking tape, number cards (1-7), cut-outs of heads and tails, a coin, number cards for each child (from Lesson Two), a dice

INTRODUCTION:

Review the new NL patterns using the COLOUR CODING TECHNIQUE. Use the same materials that were used in Lesson Three, for this review. It is important that the children HEAR the NL patterns as often as possible during this review process.

ACTIVITIES:

- Play LINEHOP using the NL patterns. When the children hear the pattern that you said at the beginning of the round, they should hop over the line. Refer to the 'Activities' section of this program for details of this activity.
- Place the number cards on the floor at one end of the room. Divide the children into two teams. Have the teams stand at the end of the room opposite to the cards. Say one of the NL patterns and the first player from each team should rush to the cards to identify the number card for the pattern that you said. The first player to do this successfully is the winner for the round. Repeat until all players have played.
- Group the children in a circle. Walk around the outside of the circle, taping number cards (from Lesson Two) on the children's backs. When each child has a number card, clap your hands. Then, the children should group themselves according to their number cards; all "1's" together, "2's" and so on. When the children are grouped, they should repeat their patterns. Repeat this activity a number of times.

FOLLOW-UP:

'Shuffle' the number cards (from Lesson Two). Then, each child should take three cards (prepare more cards if necessary). The children should lay their cards on the floor, face-up. Say one of the NL patterns and if a child has the number of the day mentioned in your pattern, he should turn it over. Repeat until a player or players have all their cards turned over. Keep a record of the patterns that you say to verify the winner(s).

MATERIALS:

coloured strips of paper, masking tape, number cards (lesson two), blank flashcards/felt pen to make extra cards; if necessary

INTRODUCTION:

Review the NL patterns using the COLOUR CODING TECHNIQUE. Use the same materials that were used in Lessons Three and Four, for this review. It is important that the children HEAR the NL patterns as often as possible during this review process.

ACTIVITIES:

- Play NL BINGO using the numbers (1-30/31) and the days of the week. Cut old calendars apart and give a 'month' to each child. Then say, e.g., "Friday, thirteen," (in the NL) and if a child has 'Friday the 13th' in this month, he should place a marker on that day. Repeat until a child or children calls Bingo. Repeat the game, depending upon the time that is left in the Lesson.
- Make a large masking tape calendar on the floor. Tape dates into the sections of the calendar. Then, group the children beside the masking tape calendar. Have a child (or small group of children) stand beside the calendar. Say the day and date of one of the days on the calendar and the child/children should run to the appropriate section of the calendar. For example, if you say, "Monday, twelve," (in the NL), the children should run to 'Monday the twelfth.' Repeat until all of the children have played.
- Introduce and practice the dialogue with the children. Practice the dialogue in choral, group, and individual forms.

FOLLOW-UP:

Review the Unit's vocabulary terms with the children. Then, encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other Units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other Units. Tape this session with the children so that they can hear their patterns afterwards.

MATERIALS:

coloured strips of paper, masking tape, old calendars, markers for each child (for Bingo), number cards for masking tape calendar, tape recorder and a blank tape

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: EMOTIONS

GRADE: 2

VOCABULARY:

minwenítam	happy
pekiskátenítam	sad
ayekosiw	tired
kaskenítam	lonesome
koskwenítam	surprised
nótekwasiw	sleepy
sekisiw	scared

PATTERNS:

Ki _____, ná?
(emotion)

Are you _____?
(emotion)

DIALOGUE:

T. _____ ná, awa?
(emotion)

S. Ehe, _____ awa.
(emotion)

T. Kína máka ki _____, ná?

T. Is this one _____?
(emotion)

S. Yes, he/she is _____
(emotion)

T. What about you, are you _____?
(emotion)

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INTRODUCTION:

Before the lesson begins, prepare a tape that contains the sound effects of different emotions. For example, the tape can contain laughing, sobbing, shouts of joy, and so on. Play the tape for the children. The children should listen carefully to the different sounds. Then, play the tape again, stopping it after each sound effect. The children should attempt to identify the emotion represented by the sound effect. Repeat this process until all of the sound effects have been identified by the children.

ACTIVITIES:

- Use a pipecleaner to review the different emotions with the children. Bend the pipe cleaner into a 'u' to represent a smile for 'happy.' Turn the 'u' over to represent the pout of 'sad,' and so on. Say the English names of the emotions as you bend the pipe cleaner into the different 'expressions.'
- Use pictures that show the different emotions to introduce the NL names for the emotions. The children should hear the NL terms many times. Point to the pictures as you say the NL emotions terms.
- Before the lesson begins, inflate a number of 'round' balloons. Use a felt pen to draw faces that show the different emotions on the balloons. Introduce the balloons to the children, repeating the NL names for the different emotions. Keep the balloons for use later in this unit.
- Draw the outline of a face on the board; add all of the facial details except the mouth. Group the children near the board. Tell a story in the NL, repeating the emotions terms as often as possible. Whenever you say one of the emotions terms, add the appropriate mouth expression to the picture of the face. Erase the 'mouth' each time it is necessary for you to add a new 'expression.' The children should hear the NL words (emotions words) many times.

FOLLOW-UP:

Provide each child with a small amount of modeling clay, a pencil, and a sheet of construction paper (light coloured construction paper). The children should draw the outlines of faces on their sheets of paper; they can add the details to the faces, omitting the mouths. The children should make the 'mouth expression' using their portions of modeling clay. To do this, the children should roll the clay portions into thin strips, arrange the strips on the faces and then press them in place. Circulate among the children as they work, repeating the NL words many times.

MATERIALS:

tape of emotions sound effects, pipe cleaner, emotions pictures, round balloons (one for each emotion), modeling clay, pencil, and a sheet of art paper for each child

INTRODUCTION:

Use the pictures that show the different emotions to review the vocabulary words introduced in lesson one. Mount the pictures on the chalkboard and group the children near them. Play the 'emotions sound effects' tape, from lesson one. As a sound effect is heard, say its NL name and point to the correct picture. Repeat this process until all of the emotions terms have been heard by the children.

ACTIVITIES:

- Provide each child with a pipe cleaner. Draw the 'mouth expressions' on the chalkboard; e.g.:

happy sad angry tired

Say one of the NL emotions terms and the children should shape their pipe cleaners to represent the emotion that you said. e.g., when you say, "Sad," (in the NL), the children should shape their pipe cleaners to look like:

- Say one of the NL emotions words and the children should make the sound effect for that emotion. Repeat a number of times.
- Mount the pictures on the walls around the classroom and use the FLASHLIGHT TECHNIQUE to encourage the children to say the emotions terms.

FOLLOW-UP:

Have each child make an illustration of something that he likes or dislikes. Provide the children with art paper, pencils, crayons, felt pens, etc. Circulate among the children as they work, encouraging them to say the vocabulary words (the NL vocabulary words). When all of the children have completed their pictures, they can be displayed in the classroom or hallway.



MATERIALS:

emotions pictures, pipe cleaner for each child, a flashlight, art paper, pencil, crayons, felt pens, etc. for each child

INTRODUCTION:

Use two handpuppets to introduce the new NL patterns to the children. It is important that the children hear the NL patterns spoken in a natural form. After the children have heard the patterns, be certain that they understand their meanings. It may be necessary to translate the MEANINGS of the patterns ONCE to ensure that they understand them. The puppets should repeat the patterns to one another to EXPOSE the children to them.

ACTIVITIES:

- Place the emotions pictures on the floor and group the children around them. Place the balloons (from lesson one) in a box or other suitable container. Walk around the outside of the circle, placing each of the balloons in a child's hands. When all of the balloons have been distributed (not all children will have a balloon), say one of the NL patterns and the child (or children) holding the balloon that has the facial expression that matches the emotion in your sentence should enter the sentence and place the balloon on the matching emotions picture. Then, all of the children should repeat the sentence. For example, when you say the sentence for 'happy' (in the NL), the child holding the 'happy' balloon face should enter the circle and place his balloon on the 'happy' emotions picture. Then, all of the children should repeat the pattern. Repeat this process a number of times.
- Stand the emotions pictures against the wall. Play BOWLING with the children. When the ball hits one of the pictures, all of the children should say the pattern for that picture. Repeat until all children have 'bowled.'

FOLLOW-UP:

Divide the children into two teams and play MARBLE RACE with the children. When a player reaches the pictures, he should repeat the pattern that you said, while standing beside the correct picture. For example, if you say the 'sad' (NL) sentence, the first player to reach the pictures, identify the 'sad' picture and repeat the pattern (without rattling the marbles) is the winner for that round of the game. Repeat until all players have participate.

MATERIALS:

two handpuppets, emotions pictures, balloons (from lesson one), a small soft ball, a pot, four marbles

INTRODUCTION:

Review the NL patterns introduced in lesson three using Herman's Head. Prepare the audio tape for Herman's Head before the lesson begins. It is important that the children have the opportunity to HEAR the NL patterns once again. They need not respond during this review activity.

ACTIVITIES:

- Mount the emotions pictures on the chalkboard and group the children near them. Play the 'emotions sound effects' tape, from lesson one. The children should listen to the first sound effect and then put the recorder on 'pause.' Call upon a child to identify the picture that matches the sound effect. When the child has successfully identified the emotions picture that matches the sound effect, he should say the pattern (the NL pattern) for that picture. Repeat this process until all of the emotions patterns have been said.
- Make a large masking tape circle on the floor and group the children by it. Place all of the balloons (from lesson one) on the floor near the masking tape circle. Have two children sit by the balloons. When you say, "Go," the two children should each begin blowing a balloon toward the masking tape circle. When one of the players manages to blow a balloon into the circle, he should say the pattern for the emotion shown on the balloon. The first player to do this successfully is the winner for that round. Repeat with other players.

FOLLOW-UP:

Play BROOMDROP using the NL patterns. When a child hears his pattern he should rush into the circle and catch the broom before it hits the floor. Repeat until all of the children have had a chance to catch the broom. When a child has caught the broom, he should repeat the pattern that you said.



MATERIALS:

Herman's Head and prepared tape, emotion pictures, masking tape, tape of emotions sound effects (lesson one), "emotions" balloons (lesson one), a broom

INTRODUCTION:

Review the words and patterns introduced in this unit using a game format. Group the children together and have one child stand away from the others; with his back to the other children. Give the child one of the emotions pictures. He should look at it and recall the pattern for the emotion shown in the picture. Then, call upon individual children in the group to guess which pattern matches the picture that the child is holding. The child who says the correct pattern then takes a turn as IT for the next round.

ACTIVITIES:

- Have the children look through old magazines to locate pictures to show the emotions that were introduced and developed in this unit. The children should cut or rip the pictures out. When all of the children have found at least one picture, collect all of the pictures and place them on the floor. Group the children around them. Say one of the unit's patterns and call upon a child to enter the circle to find a picture that matches the pattern that you said (be certain that all emotions are represented in the pile of pictures). When the child has identified a correct picture, he should repeat the pattern. Repeat this game with other children.
- Introduce the dialogue to the children. The children should hear the NL form of the dialogue at first. Then, be certain that they understand the meanings of the patterns in the dialogue. It may be necessary to translate the meanings of the patterns ONCE to be certain that the children understand them. Practice the dialogue with the children in choral, group, and individual forms (using the NL form of the dialogue).

FOLLOW-UP:

Provide each child with a picture of a person from a magazine or catalogue. The children should cut or rip the heads from the pictures and then mount the remainders of the pictures on sheets of construction paper (light coloured construction paper). Then, the children should make new heads for the pictures; adding their own 'emotions' to the expressions on the pictures' faces. Display the finished products in the classroom or hallway.

MATERIALS:

emotions pictures, old magazines/pictures, a picture of a person from a magazine or catalogue for each child, scissors, glue/paste for each child

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: ENTERTAINMENT

GRADE: 2

VOCABULARY: nīmīwīn dancing
 nikamowīn singing
 chakástechichikan (íhk) movies
 metawewīn playing

PATTERNS: Nisim aspin _____ .
 My younger sibling is gone to the _____ .

DIALOGUE:

T. Nímitowīn ná, ka-itótán?
S. Ehe, ni-wi-itótán.
T. Ka-nímim, ná?
S. Chikema, ni- a-nímín.
T. Are you going to the dance?
S. Yes, I am going to the dance.
T. Will you dance?
S. Of course, I will dance.

INTRODUCTION:

Before the lesson begins prepare an audio tape that contains the sound effects that represent different 'reactions' to entertainment forms. For example, laughing, crying, screaming, etc. Play the tape for the children. Then, replay the tape stopping it after each sound effect. Encourage the children to imagine what context might have caused the 'reaction' depicted on the tape. After the children have gone through the tape in this way, lead the discussion into the different forms of entertainment tha people enjoy.

ACTIVITIES:

- Provide each child with a copy of Appendix C at the back of this program. This Appendix contains a pot pourri of 'entertainment contexts.' Encourage the children to study the illustrations/pictures in the appendix. Also, encourage the children to talk about the forms of entertainment that interest them, as well as those forms of entertainment that do not interest them.
- Use prepared illustrations to introduce the new NL vocabulary terms to the children. Present each illustration to the children, saying the name in the NL. It is important that the children hear the NL terms many times during this introduction process. Be certain that the children understand the meanings of the NL terms. Mount the entertainment illustrations on the board as they are presented.
- Group the children in front of the mounted illustrations (on the board). Stand behind the children with a flashlight. Shine the light of the flashlight on one of the illustrations and say its NL term. Repeat this process until the children have heard the NL words a number of times.
- Introduce 'association illustrations' to the children that represent the different entertainment forms. These can include, for example, a set of antennae for a 'T.V.', dials for a 'radio', a costume for a 'play', etc. Repeat the NL vocabulary words introduced earlier in this lesson as you present the 'association illustrations.' Then, match the association illustrations with the entertainment illustrations on the board. Once again, repeat the NL vocabulary words often during this process.

FOLLOW-UP:

Lay a length of butcher paper on the floor (a long length of butcher paper so that all children can sit beside it). Place each of the entertainment illustrations on the butcher paper facing the same direction (facing the children). Then, the children should draw illustrations around the entertainment illustrations. This can include adding rooms, encasements for the entertainment forms, stages, etc. Circulate among the children as

THEME: ENTERTAINMENT (Cont'd)

GRADE 2

LESSON 1

FOLLOW-UP: (Cont'd)

they work, repeating the NL vocabulary words as often as possible. The children should do their illustrations with felt pens so that the illustrations will show clearly. When the mural is complete, display it in the classroom. It will be used for review in Lesson Two.

MATERIALS:

audio tape of sound effects, tape recorder, a copy of Appendix C for each child (entertainment pot pourri), entertainment illustrations, masking tape, a flashlight, 'association illustrations,' a length of butcher paper, felt pens/crayons for each child

INTRODUCTION:

Group the children in front of the entertainment mural prepared in Lesson One. Remove the entertainment illustrations from the mural (carefully). Then, mix all of the illustrations together. Then attempt to match the illustrations with the pictures in the mural. Experience some difficulty doing this and encourage the children to help you in this matching process. Repeat the NL vocabulary words as often as possible during this review process.

ACTIVITIES:

- Divide the children into groups, one group for each entertainment form introduced in this unit. Say the name of one of the entertainment forms and the children in the appropriate group should respond by repeating the name. Continue until the children are able to respond well. Later, switch the labels for the groups for repeat rounds of the activity.
- Develop appropriate 'sound effects' for the different entertainment forms. Then, say one of the entertainment forms (in the NL) and the children should respond by performing the correct sound effect. Repeat this process until the children can respond well.

FOLLOW-UP:

Provide each child with a copy of an entertainment illustration (it may be necessary to make extra copies of the illustrations before the lesson begins). Circulate among the children as they work, encouraging them to name their illustrations in the NL. When the children have completed their tracings, collect them and keep them for use in Lesson Three.

MATERIALS:

entertainment mural (from Lesson One), entertainment illustrations, a skein of yarn, a lifesaver or nut (as in nut and bolt), an entertainment illustration for each child, tracing paper and pencil for each child

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the NL patterns to the children. Use one colour for the 'points of departure' and the 'entertainment illustrations' for the 'substitutions.' Present all of the NL patterns to the children in this way. It is important that the children HEAR the NL patterns during this process. Then, be certain that the children understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Remove the points of departure and substitutions from the board (from the previous activity). Mix all of the points of departures and substitutions together on the floor. Group the children around them. Say one of the NL patterns and call upon two children to enter the circle and reproduce the pattern using the coloured strips of paper and the illustrations (i.e., the point of departure and substitution). Continue in this way until all of the NL patterns have been reproduced.
- Mount the entertainment illustrations on the chalkboard and group the children in front of the board. Hold a coloured strip of paper (a point of departure from above) in its correct location in respect to the illustration. The children should then say the total NL pattern for that 'point of departure/substitution.' Repeat this process using other pictures that are mounted on the board. It may be necessary to model the sentences for the children initially. However, encourage the children to say the patterns independently.

FOLLOW-UP:

Collect the tracings that were prepared in Lesson Two. Mix all of the tracings together and spread them on the floor at one end of the room. Group the children in two teams at the other end of the room. The first two players in each team should stand back to back with arms interlocked. Say one of the NL patterns and then the two players (with arms interlocked) in each team should rush 'sideways' to the illustrations and identify the illustration that represents the pattern that you said. The first pair of children to do this scores a point for their team. When a pair of children have successfully identified an illustration, have all of the children in the class repeat the NL pattern. 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 endeavour.

MATERIALS:

coloured strips of COLOUR CODING TECHNIQUE, entertainment illustrations, masking tape, tracings (from Lesson Two)

INTRODUCTION:

Group the children in a circle. Cut the tracing illustrations (used in the previous lesson) in half. There should be one half of an illustration for each child. Tape a half of an illustration to each child's back. When you say, "Go," the children should then mingle, attempting to match themselves together. Encourage the children to use only the NL vocabulary words/patterns as they attempt to match themselves. Since a child would not be able to see what is on his back, he will have to rely upon peer support. When a pair of children have grouped themselves together they should stand in such a way (side by side) that the picture is put together in the right order. When all of the children have paired themselves together, circulate among the pairs repeating the NL patterns and terms a number of times.

ACTIVITIES:

- Play HOT POTATO/BALL with the children using the NL patterns from this unit. When you clap your hands, the child who is left holding the ball must repeat the NL patterns that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of HOT POTATO/BALL.
- Select an appropriate number of vocabulary words to introduce to the children as sight words. Use sight word cards to introduce these words to the children. Present each card saying its name. Mount the cards on the board, matching them with their corresponding entertainment illustrations. Continue in this way until the children have heard and seen all of the sight words.

FOLLOW-UP:

Play SQUIRREL IN TREE with the children to encourage the children to recognize the sight words and the NL patterns in this unit. When a 'squirrel' is tagged, he must identify a sight word card that you show him. Then, all of the children must say the NL pattern that contains the sight word. Refer to the 'Activities' section of this program for details of the activity SQUIRREL IN TREE.

MATERIALS:

tracings (used in Lesson Three), a pair of scissors, masking tape, a small ball, sight cards

INTRODUCTION:

Before the lesson begins, draw simple illustrations of the entertainment forms on a white sheet of paper (e.g., white mural paper) using a paraffin candle. Mount the white paper on the board and group the children in front of it. Appear pleased with your 'artwork.' Continue to appear pleased until the children point out that they can't see your artwork. Then, appear horrified that your artwork is invisible. Use a thin solution of black paint to 'wash' the white sheet of mural paper. As you 'wash' the mural paper, your illustrations will show through (since this is a CRAYON RESIST activity). Repeat the NL terms and patterns many times as your illustrations appear in this CRAYON RESIST activity.

ACTIVITIES:

- Mount your set of sight word cards on the board. Group the children in front of the board. Have a pad of paper and a pencil ready for this activity. Write two of the sight words on your pad. Then, call upon an individual to 'guess' which two words you have written. Continue in this way until a child guesses correctly. When a child has guessed correctly, he should then be IT for the next round (i.e., he should write two words on the pad). Repeat this process a number of times.
- Use the sight word cards for a STRAW RACE. When a child has successfully raised the correct sight word card, the children in his team should say the NL pattern that contains that sight word. Refer to the 'Activities' section of this program for details of STRAW RACE.
- Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain that the children understand the MEANINGS of the sentences in the dialogue. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Play SEARCHLIGHTS with the children to encourage individuals to recognize the unit's sight words. When a child has been 'tagged' by the light of the two flashlights, he should then identify a sight word that you show him. Designate a certain area of the classroom within which the children may move for this activity. Refer to the 'Activities' section of this program for details of the activity SEARCHLIGHTS.

MATERIALS:

white sheet of paper (e.g., white mural paper), a white paraffin candle, a thin mixture of black tempera paint, a paintbrush, sight word cards, masking tape, a pad and pencil, a straw for each child, 2 flashlights

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NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: FISHING

GRADE: 2

VOCABULARY:

kwáskwepichikanátik	fishing rod
kwáskwepichikan	lure
kinosesak	minnows
anápi	net
kopahikan	scoop

PATTERNS: tákona.

Take along a _____.

DIALOGUE:

T. Sákahikanik ní-itótán.

S. _____ tákonamókan.

T. I am going to the lake.

S. You could try taking along a _____.

INTRODUCTION:

If possible, collect actual samples of the fishing gear items indicated in the vocabulary section. If these are not available, use pictures of the items. Pictures of the gear items will be used in the activities in this Unit however, you may wish to include some of the actual items in selected activities.

Introduce the concept of fishing to the children by pretending to catch a fish. Lay a length of blue mural paper (or brown paper colored blue) on the floor. Make a slot in the paper. Attach a paper fish (or real fish) to a line and place it under the paper through the slot. Dramatize catching the fish by 'pulling the fish out of the water.'

ACTIVITIES:

- Encourage the children to talk about the different kinds of fish that are caught in their area. Show pictures of the fish as the children name them.
- Relate the fishing gear to the different types of fish. The children should understand that the new NL terms represent the names of the items used for fishing.
- Introduce the NL names for the different fishing gear items. Be certain that the children understand that the new NL terms represent the names of the items used for fishing.
- Discuss fishing with 'Fisherman Herman.' Prepare a tape for Herman before the lesson begins. Include the new NL terms as often as possible on the tape.
- If a fishing pole is available, show the children how to prepare the pole for fishing. Repeat the vocabulary words as often as possible as you prepare the fishing pole. If an actual pole is not available, use a ruler and string as a 'mock fishing pole.'

FOLLOW-UP:

Have the children prepare 'pretend fishing poles' using rules, tongue depressors, or sticks. The children should tape lengths of yarn to the ends of their 'rods.' The lengths of yarn should be about 60 cm long. When all of the children have completed their rods, keep them for use in Lesson Two.

MATERIALS:

actual gear samples (if available), pictures of the gear items, a length of blue mural paper (or other color of paper), a fishing pole (a real one, if possible), yarn, a paper fish, Herman's Head and prepared tape, items for the children to make 'fishing poles.'

INTRODUCTION:

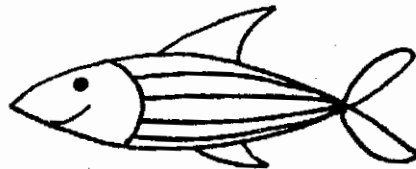
Place all of the gear pictures (or the items) in a container. Tell the children that you are ready to go fishing. Then, discuss the fishing trip with Herman. Herman should name the fishing gear items as often as possible ... you may wish to use the same 'Herman tape' as was used in Lesson One. The children should HEAR the NL terms many times during this review activity. Show the pictures of the gear items as Herman says their names.

ACTIVITIES:

- Give each child one of the fishing poles developed in Lesson One. Group the children in a circle. The children should hold their poles inside the circle, with their 'lines' (the yarn lengths) laying towards the center of the circle. Show the children one of the gear pictures (or items). Tell the children to listen for the name of the item. When they hear you say the name of the item, they should 'cast' their fishlines over their shoulders - STRAIGHT OVER THEIR SHOULDERS TO AVOID HITTING OTHER CHILDREN IN THE CIRCLE. They should then keep their fishlines outside of the circle until they hear you say the name of the fishing gear item once again. Repeat, using other pictures of the different fishing gear items.
- Use the FISHPOND technique to encourage the children to name the fishing gear items. When a child catches a 'fish,' he should show it to the other children and they should name the fishing gear item shown on the fish that he caught. Refer to the 'Activities' section for details of the FISHPOND technique.

FOLLOW-UP:

Provide each child with a sheet of art paper. The children should draw large fish on their sheets of paper; one fish per child. Then, each child should illustrate one of the fishing gear items on his fish. When all of the children have completed their illustrations, have them share them with each other. Later, collect the illustrations and keep them for use in Lesson Five.



MATERIALS:

gear pictures, Herman and prepared tape (e.g., the tape from Lesson One), masking tape, children's fishing poles (from Lesson One), items to make the FISHPOND, sheet of art paper and pencil for each child

INTRODUCTION:

Use Herman's Head and a prepared tape to expose the new NL patterns to the children. Prepare the tape for Herman before the lesson begins. It is important that the children hear the NL patterns at the beginning. Then, be certain that they understand their meanings. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Mount the fishing gear pictures on the chalkboard and group the children in front of them. Review the new NL patterns using the pictures of the gear items. Say the pattern for each picture as you point to it. Then, point to a picture, say its pattern and have the children repeat it after you. Continue in this way until all of the patterns have been said by the children.
- Use the BINOCULARS technique to encourage individuals to say the new NL patterns. When a child sees a picture through the binoculars, he should say the pattern for it. Model the patterns, at first, as necessary. Repeat until each child has had a chance to use the 'binoculars.'
- Use the WIND-UP CAR technique to encourage oral responses of the new NL patterns. After saying the pattern, release the car (a moving boat-wind-up, could be used in place of the car) and the child who receives the car/boat should repeat the pattern that you said. Repeat a number of times.

FOLLOW-UP:

Have the children make CRAYON RESIST pictures. Each child should draw fish on white sheets of art paper, using different coloured crayons. When a child has finished his picture, he should 'wash' the picture with a very thin solution of blue paint; the crayone will 'resist' the paint but the white paper will absorb the blue colour of the paint. Display the finished products in the classroom.



MATERIALS: -

Herman's Head and prepared tape, gear pictures, masking tape, 'binoculars' (real ones or ones made from rolls of paper), a wind-up car (or wind-up boat that has wheels), white sheet of art paper, crayons, and VERY thin blue paint solution for each child (also-paint brushes for the children)

INTRODUCTION:

Review the NL patterns introduction Lesson Three using the pictures of the different fishing gear items. Place all of the pictures (or actual items) in a container that you call 'your gear box.' Present each picture to the children as you remove it from your 'gear box.' Say the patterns for the pictures as they are presented. It is important that the children HEAR the NL patterns during this review process.

ACTIVITIES:

- Play HOP THE LINE using the NL patterns. When the children hear the pattern that you have identified, they should hop the line. Repeat the game a number of times, using the different NL patterns introduced in Lesson Three.
- Use the FISHPOND from Lesson Two to encourage individuals to say the NL patterns. When a child catches a 'fish' he should look at the picture on the fish and then say its pattern. Repeat until each child has had a chance to 'fish.'
- Tape each of the gear pictures to a child's back; one picture per child. Then, have the children stand in a circle (you may already have them in a circle when you tape the picture to them). Say one of the NL patterns. The children should then 'mingle' attempting to discover who has the picture for the pattern taped to his back. When the child with the picture has been identified, all of the children should repeat the pattern. Repeat the process with other patterns.

FOLLOW-UP:

Have two children stand, facing each other, for a game of PING PONG TOSS. When the children hear the pattern that you identified, they should toss the ping pong ball; the child receiving the ping pong ball should catch it with his cup. Then, the two children should repeat the pattern. Repeat this game, using other players. If you have enough ping pong balls and styrofoam cups, more players can play during each round.

**MATERIALS:**

gear pictures, a container (e.g., a bag, box, etc.), masking tape, FISHPOND (from Lesson Two), a ping pong ball (or more, if available), two styrofoam cups (or more, if available)

INTRODUCTION:

Review the NL words and patterns introduced in this Unit using the pictures of the different fishing gear items. Mount the pictures on the walls around the classroom. Stand in the center of the room with a flashlight. Shine the light of the flashlight on the pictures, one at a time, and name them (using the terms and patterns) as they are illuminated. Repeat until the children have heard all of the words/patterns.

ACTIVITIES:

- Play a version of WHAT TIME IS IT MR./MRS. WOLF? by calling it WHAT TIME IS IT MR./MRS. FISH? When IT says the word or patterns that you have identified for him to say, he should turn and try to catch one of the 'minnows;' i.e. one of the other children. The child who is caught then becomes IT for the next round.
- Spread the fishing gear pictures that the children did in Lesson Two, on the floor. Group the children around them. Give each child his fishing rod (from Lesson One). Have a child sit in the center of the circle. Blindfold the child who is in the circle. Then, have a 'fisherman' enter the circle with his rod and line. The blindfolded child should attach a picture to the fisherman's line. The fisherman should identify the picture by saying its name and/or pattern. Repeat with other fishermen.
- Introduce the dialogue to the children. Be certain the children understand the MEANINGS of the patterns in the dialogue. Practice the dialogue in choral, group, and individual forms.

FOLLOW-UP:

Tell the children a traditional story (in English) that has fish or fishing as its theme. Use flannel board cut-outs to enhance the telling of the story.

Later, you may wish to dramatize the story with the children.

MATERIALS: -

gear pictures, flashlight, children's fishing gear pictures (lesson 2), children's fishing poles/lines (from Lesson One), masking tape, flannel board, felt cut-outs for traditional story (If felt is not available, use paper cut-outs with portions of sandpaper glued to their backs.)

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: FOODS

GRADE: 2

VOCABULARY:

wiyás, míchimápoy, wáwi, wáwa
apísimósos/ahtik, móswa, wápos
apísimósowiyás, mósowiyás

meat, soup, egg, eggs
deer, moose, rabbit
deer meat, moose meat,
rabbit meat

wáposowiyás

PATTERNS:

_____ ni-kí-míchinán

We ate _____ (foods) _____.

DIALOGUE:

T. _____, kekwan ká-kí-míchiyek?
(name)

S. _____ ni-kí-míchinán.
(food)

T. Wíkasín, ná?

S. Mmm...wíkasín.

T. _____, what did you eat?
(name)

S. I ate _____.
(food)

T. Was it good?

S. Mmmm...it tastes so good!

INTRODUCTION:

Draw three illustrations of children on the board. Then, under each child mount an illustration that shows a meal that each child ate. Before the lesson begins, prepare a meal (a plateful) that shows only meat; another plateful of food that shows only vegetables; and a third plateful of food that shows only fruit. Mount the three 'meals' under the children, one meal per child illustration. Eventually the children should indicate to you that there is 'something wrong with the meals.' Encourage the children to suggest how the food items from the three meals could be re-arranged to produce more 'logical meals.' For example, each child should have a sample of a meat, a vegetable and a fruit. Lead this experience into a discussion of the different types of meats, vegetables and fruits that the children like and don't like.

ACTIVITIES:

- Before the lesson begins, prepare cut-outs of the different food items to be introduced in this unit. Mount the cut-outs on the board and cover them with a length of mural paper. Group the children in front of the mural paper. Use the RUBBING TECHNIQUE to review the different food items with the children. When a RUBBING appears, encourage the children to name it (in English).
- Use a set of food illustrations to introduce the NL vocabulary words to the children. Present each illustration, saying the NL name for the food item represented in it. Then match the food illustrations with the RUBBINGS (from the previous activity) to provide the children with an opportunity to hear the NL vocabulary terms again.
- If actual food items are available (for at least some of the vocabulary words) introduce them to the children repeating the NL vocabulary words as often as possible.
- Remove the food cut-outs from behind the mural paper and mix them together and spread them on the floor. Group the children around them. Then, have the children sort and classify the food items according to meat/vegetable/fruit. This can be done using individual children or you may wish to divide the children into three groups, one group for each food type.
- Tape the food cut-outs to a sheet. Have two children hold the sheet vertically so that the bottom of the sheet touches the floor. Place an overhead projector behind the sheet. Turn the light of the projector on. The children should then see the silhouettes of the food items. Point to each food silhouette, saying its NL name. Repeat until the children have heard the NL names for the food items a number of times.
- Repeat the above process, placing the food illustrations on the floor in front of the sheet. When you point to one of the 'silhouettes,' call a

ACTIVITIES: (Cont'd)

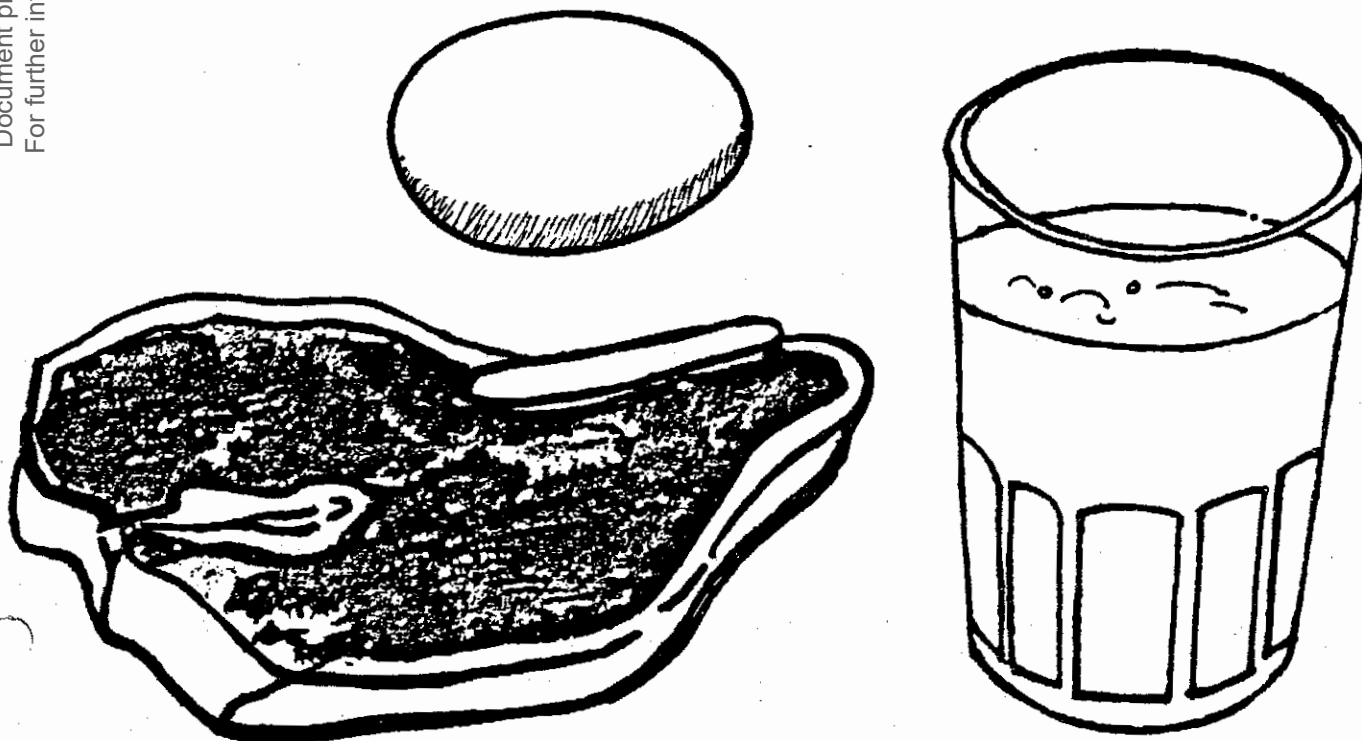
child's name. That child should then identify the matching food illustration (i.e., the food illustration that matches the silhouette that you are pointing to). Repeat until all 'silhouettes' and food illustrations have been matched.

FOLLOW-UP:

Provide each child with an old magazine. The children should look through the old magazines to find pictures of meats/vegetables/fruits. The children should cut the pictures out and glue or paste them to a length of mural paper to produce a 'food mural.' Display the 'food mural' in the classroom.

MATERIALS:

3 illustrations, of meals (as per 'introduction'), cut-outs of food items, a length of mural paper, a black crayon, food illustrations, actual food items (if available), a sheet, an overhead projector, masking tape, old magazines for each child, scissors for each child, glue/paste for each child, length of mural paper for 'food mural'



INTRODUCTION:

Use the food illustrations and the cut-outs of the food items (from Lesson One) to review the NL vocabulary words that were introduced in Lesson One. The children should have the opportunity to HEAR the NL terms many times during this review process. Mount the food illustrations on the board and then match the food cut-outs with the illustrations, repeating the NL terms many times during this process.

ACTIVITIES:

- Place the RUBBINGS (from Lesson One) on the floor (i.e., the length of mural paper that contains the rubbings). Group the children around the mural paper. Place the food cut-outs (that were used to make the rubbings) on the floor beside the mural paper. Say one of the NL terms and a child's name. That child should then enter the circle, locate the correct food cut-out and match it with its 'rubbing' on the mural paper. Continue in this way until all of the cut-outs and rubbings have been matched. Have all of the children repeat the NL term after each round of this activity.
- Divide the children into 3 groups, one group for meats, one group for vegetables, one group for fruits. Say one of the NL terms and the children in the appropriate group should respond by repeating the term after you. Later, switch the groups and repeat this process.
- Place all of the food cut-outs at one end of the room. 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 pile of food cut-outs and 'create a meal.' You may wish to place pieplates beside the food cut-outs (two pieplates) so that the children can place their 'foods' on the plates. When a child has created his 'meal' he must then name (using the NL terms) the food items in his meal. Repeat this meal development activity until all children have had a chance to create a meal.

FOLLOW-UP:

Group the children in a circle. Walk around the outside of the circle with the food cut-outs. Place a food cut-out in a child's hands (behind his back). The child must feel the food item and then attempt to name it. If he does this successfully, then he should walk around the outside of the circle, placing a food item in another child's hands. Repeat until many children have had a chance to respond.

MATERIALS:

food illustrations, food cut-outs, masking tape, RUBBINGS (from Lesson One), 2 paper plates or pieplates

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the new NL patterns to the children. Use one colour for the 'points of departure' and the food cut-outs for the 'substitutions.' Mount all of the 'patterns' on the board saying each NL pattern as the children watch and listen. It is important that the children HEAR the NL patterns initially. Then, be certain that the children understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Remove the points of departure and substitutions from the previous activity and spread them on the floor. Say one of the NL patterns and call upon a child to 'reproduce' the pattern using the 'point of departure' and appropriate 'substitution.' Repeat this process until all of the NL patterns have been 'reproduced.'
- Make three large circles on the floor using masking tape. Each circle should represent one of the food types (meats/vegetables/fruits). Have a group of children stand near the circles. Say one of the NL patterns and the children should run to the appropriate circle. Say another pattern and the children should subsequently run to the appropriate circle for that pattern. Repeat this activity using other groups of children until all of the children in the class have had a chance to participate. You may wish to have the children repeat the pattern when they have reached the appropriate circle.
- Divide the children into two teams. Lay the food illustrations or food cut-outs on the floor near the masking tape circles (from the previous activity). Say one of the NL patterns and the first player from each team must rush to the food illustrations/cut-outs and identify the correct food item. The players must then place the food item in the correct circle. The first player to do this successfully and then to have his team members repeat the NL pattern scores a point for his team. Repeat a number of times.

FOLLOW-UP:

Play SPINNER with the children to encourage individuals to say the NL patterns that have been introduced in this lesson. You may wish to use a bottle as a spinner or a flashlight. When the spinner stops, the child at whom it is pointing must repeat the NL pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of the activity SPINNER.

MATERIALS:

coloured strips of COLOUR CODING TECHNIQUE, foods illustrations, masking tape, food cut-outs, a 'spinner'

INTRODUCTION:

Before the lesson begins, prepare an audio tape for CHEF HERMAN. Be certain to repeat the NL patterns many times on the tape. Mount the food illustrations on the board so that you may point to the different food items as their patterns are heard from CHEF HERMAN. It is important that the children HEAR the NL patterns a number of times during this review process.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words to the children using sight cards. Say each word as its card is presented. Mount the sight word cards on the board. Continue until all of the sight words have been introduced.
- Toss a beanbag to a child, saying one of the sight words. The child who receives the beanbag should then attempt to strike the sight word (on the board) with the beanbag. If he does this successfully, all of the children in the class should repeat the sight word that was 'struck.' Repeat until a number of the children have had a chance to participate.
- Play UMBRELLA WHEEL using the sight word cards. When the umbrella stops spinning, the children should say the NL pattern that contains the sight word in the TOP section of the umbrella. Refer to the 'Activities' section of this program for details of UMBRELLA SPIN.
- Mount the food illustrations on the board and group the children in front of them. Say one of the NL patterns. Then, point to the different food illustrations, telling the children to repeat the NL pattern when you point to its correct illustration. Repeat this process until the children are able to respond well.

FOLLOW-UP:

Place the food cut-outs and the food illustrations at one end of the room. Divide the children into two teams at the other end of the room for a game of STICKY FOOT. When you say one of the NL patterns, the first player in each team (with the sticky foot) must then hop to the pictures/cut-outs and lift the appropriate picture/cut-out using his sticky foot. 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 endeavour. Refer to the 'Activities' section of this program for details of STICKY FOOT.

MATERIALS:

CHEF HERMAN, audio tape for CHEF HERMAN, tape recorder, foods illustrations, masking tape, sight word cards, a beanbag, an umbrella, food cut-outs

INTRODUCTION:

Lay the food cut-outs on the floor and cover them with a sheet. Then, have a child approach the sheet and feel through the sheet to attempt to identify one of the food items. When a child feels that he can identify a food item by feeling it through the sheet, he must say its name or NL pattern. Repeat until most children have had a chance to respond.

ACTIVITIES:

- Group the children together facing you. Use the LIPPING activity to encourage the children to repeat the NL patterns from this unit. Lip one of the patterns (i.e., do not voice it) and the children should then repeat the pattern that you 'lipped.' Repeat this activity using all of the NL patterns from this unit.
- Play BALLOON RELEASE with the children to encourage individuals to say the NL patterns. The child who receives the balloon must repeat the NL pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of BALLOON RELEASE.
- Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain the children understand the MEANINGS of the patterns in the dialogue. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Provide each child with a white paper plate. Each child should then use felt pens and/or crayons to illustrate a meal on his pieplate. Encourage the children to use the food types introduced and developed in this unit. When each child's meal is complete, tape it or glue it to a length of mural paper). When all of the children have completed their 'meals,' display the 'meal mural' in the room. Use the mural to review the NL vocabulary words and patterns introduced in this unit.

MATERIALS:

food cut-outs, a sheet, a large balloon, a white paper plate for each child, felt pens/crayons for each child, a length of mural paper, masking tape.

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NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: FURNITURE

GRADE: 2

VOCABULARY:

tetapiwin	chair
michisowinátik	table
kánóskawátak tetapiwin	chesterfield
nipewin	bed
kotawánápisik	stove
kasikwenákan	basin/sink

PATTERNS:

_____ óma.
This is a _____

DIALOGUE:

Practice the following drill:

Api tetapiwinik.	Sit on the chair.
Michiso michisowinátikóhk	Eat at the table.
Api nóskawátáhk tetapiwin.	Sit on the chesterfield.
Nipá nipewiníhk.	Sleep on the bed.
Piminawaso	Cook on the stove.
kotowinápisikóhk.	

INTRODUCTION:

Drawn a large outline of a house on the chalkboard. Group the children in front of the chalkboard. Then, encourage them to suggest the furniture items that could be placed in the house. Draw the furniture items that they suggest in the appropriate sections of the house.

Introduce the NL names for the different furniture items listed in the Vocabulary section. Use the pictures of the furniture items to introduce their NL names to the children.

ACTIVITIES:

- Discuss the furniture pictures with a handpuppet. The handpuppet should repeat the NL names for the furniture items as often as possible. Have the pictures mounted on the board for this auditory exposure activity.
- Use masking tape to make an outline of a house on the floor. The children should watch carefully as you make the outline of the house. When the outline is complete, add the furniture pictures to it; the children can suggest appropriate locations for the different furniture items. Repeat the NL names for the furniture items as often as possible during this activity.
- If a black light is available, use it to provide the children with another auditory exposure situation. Darken the room, turn on the black light and use fluorescent chalk, felt pens, or paint to illustrate the furniture items. Repeat the NL names for the furniture items as you illustrate them. Using the black light, the children should see the illustrations and little else.

FOLLOW-UP:

Provide the children with old magazines and catalogues. The children should look through the materials to locate pictures of the furniture items that were introduced in this lesson. The children should cut or rip the pictures from the materials and mount them on a length of mural paper. Circulate among the children as they work, repeating the NL names for the different furniture items. Later, display the furniture mural in the classroom.

MATERIALS:

furniture pictures, masking tape, black light (if available), fluorescent chalk, paint, or felt pens (if black light is used), old magazines/catalogues for each child, scissors for each child (optional), glue/paste, a length of mural paper

INTRODUCTION:

Review the vocabulary terms introduced in Lesson One, using the pictures of the different furniture items. Show the pictures to the children, naming the furniture items that they represent.

Replace the furniture items in the masking tape outline of the house, from Lesson One. Repeat the names of the furniture items many times as you place them in the outline.

ACTIVITIES:

- Play CHANGE using the names of the furniture items. When the children hear the word that you have identified for the round, they should drop arms and find new partners. Repeat the game, using new (NL) words for each round.
- Group the children around the masking tape outline of the house (on the floor). Be certain that all of the furniture pictures are in the house outline. Say the name of one of the furniture items and a child's name. The child that you named should locate the furniture item in the pictures and show it to the other children. Then, the other children should repeat the name of the furniture item. Repeat this process a number of times.
- Play HOT POTATO/BALL using the furniture pictures. When you clap your hands, the children left holding the pictures should name the furniture items shown in them. Repeat a number of times.

FOLLOW-UP:

Provide each child with a portion of modeling clay. The children should then use their modeling clay portions to make models of the different furniture items; one furniture item per child. Circulate among the children as they work, encouraging the children to say the names of the different furniture items. Later, when all of the children have completed their models, collect them and place them on display in the classroom.

MATERIALS:

furniture pictures, modeling clay for each child

INTRODUCTION:

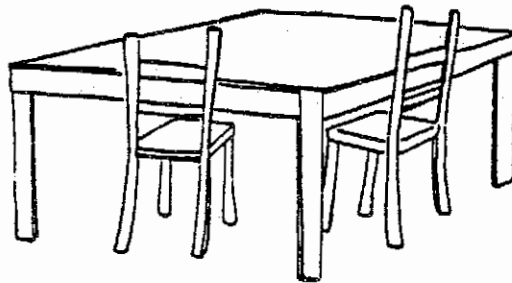
Use the TWO HATS TECHNIQUE to expose the children to the new NL patterns. It is important that the children hear the NL forms of the patterns first. Then, be certain that the children understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Relate the new NL patterns to the furniture pictures.

ACTIVITIES:

- Lay the furniture pictures in appropriate locations in the masking tape outline of the house (from Lesson One). Say the pattern for each picture as you place it in the outline. Then, toss a beanbag to a child saying one of the NL patterns. The child who catches the beanbag should then toss it to the furniture picture mentioned in your pattern. Then, he should repeat the pattern that you said. Repeat this process until most of the children have had a chance to participate.
- Use UMBRELLA SPIN activity to encourage the children to say the new NL patterns. When the umbrella stops spinning, the children should say the pattern associated with the picture in the top (or bottom) section of the umbrella. Refer to the 'Activities' section of this program for details of this activity.

FOLLOW-UP:

Use the BOWLING activity to encourage the children to say the new NL patterns. The 'bowler' should say one of the patterns and then roll the ball towards the 'pins,' (the pictures rolled), attempting to strike the picture named in his pattern. Repeat until all of the children have had a chance to 'bowl.' Refer to the 'Activities' section of this program for details of this activity.



MATERIALS:

two hats, furniture pictures, a beanbag, masking tape, a small ball

INTRODUCTION:

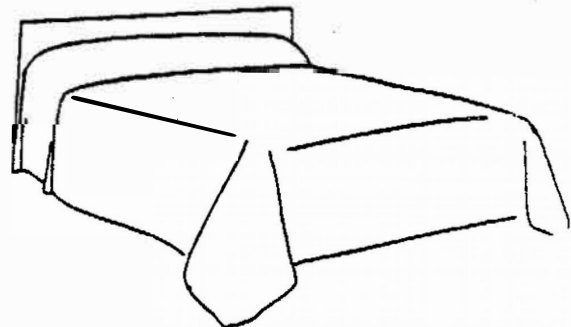
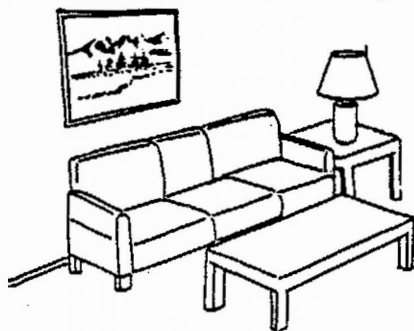
Review the NL patterns, introduced in Lesson Three, using the furniture pictures. Cut an extra set of furniture pictures into halves; i.e., cut each picture in half. Mix the halves. Group the children around you. Pick up one of the halves and name the furniture item that it represents. Then, attempt to find the other half, all the while repeating the NL name for the furniture item. Repeat until all halves have been matched.

ACTIVITIES:

- Play CHAIR RING TOSS with the children. Place one of the furniture pictures in front of each of the up-turned chairs. The child should attempt to land his ring on one of the chair's legs. Then, he should say the pattern for the picture that is in front of the chair. If you use only one chair for this activity, merely change the picture in front of the chair for each round. Refer to the 'Activities' section of this program for details of this activity.

FOLLOW-UP:

Have each child make his own picture of a house; showing the different furniture items in the locations that he feels are appropriate. When all of the children have completed their pictures, have them share them with each other. Encourage the children to say the NL patterns, using their illustrations as models.



MATERIALS:

furniture pictures, a pair of scissors, an extra set of furniture pictures, a chair, masking tape, a yardstick (pool stick), art paper and pencil for each child

INTRODUCTION:

Review the words/patterns introduced in this Unit, using the furniture pictures. Mount the master set of furniture pictures on the chalkboard and group the children near them. Collect the extra furniture pictures (from Lesson Four) that were cut in half. Show one of the halves, name the furniture item and then match it with its corresponding picture on the board. Repeat until all of the words/patterns have been heard by the children.

ACTIVITIES:

- Line the children up in two lines; facing each other. Use the extra set of furniture pictures (from Lesson Four) that were cut in half, for a game of CROSS OVER. The children in one line should have one set of the picture halves and the children in the other line should have the matching halves. When you name a furniture item or say its pattern, the two children holding the matching halves should exchange places. IT in the center should then try to reach one of the children's places. Refer to the 'Activities' section of this program for details of the activity.
- Introduce the dialogue to the children. The children should hear the NL form of the dialogue at first. Then, be certain that the children understand the meanings of the patterns in the dialogue. It may be necessary to translate the meanings of the patterns ONCE. Practice the dialogue with the children in choral, group, and individual forms.

FOLLOW-UP:

Review the Unit's vocabulary terms and patterns. Then, encourage the children to make 'new patterns' using the Unit's vocabulary terms. The children may use patterns from other units or they may wish to make up their own NL patterns. Record the patterns that the children provide so that they can hear them afterwards.

MATERIALS:

furniture pictures, extra set of furniture pictures (cut in halves - from Lesson 4)

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: HALLOWEEN

GRADE: 2

VOCABULARY:

kaski te-pós	black cat
chípiy, chípayak	ghost, ghosts
kókókohó/óhomisiw	owl
máchí-achák	evil spirit

PATTERNS:

Ni-kí-wápamow _____ .

I saw _____ .

DIALOGUE:

T. Ki-kí wápamow ná _____ ?

S. Mwách, nóchi - wápamow _____ .

T. Did you see _____ ?

S. No, I didn't see _____ .

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INTRODUCTION:

Read the poem Hallowe'en from Appendix D at the back of this program. When you reach the last line of the poem, say: "It's _____!" Encourage the children to suggest the 'special day' that is the theme for the poem. Lead this Hallowe'en poem into a discussion of Hallowe'en with the children. Encourage the children to 'recall' the Hallowe'en items named in the poem. You may wish to reread the poem to the children asking them to take mental note of the Hallowe'en items in the poem itself.

ACTIVITIES:

- Use a set of illustrations to introduce the NL vocabulary words to the children. Present each illustration to the children, naming it in the NL. Be certain that the children understand the meanings of the terms as you introduce them. Continue in this way until the children have heard all of the NL vocabulary words.
- If a black light is available in your school, use it to illustrate the NL vocabulary words introduced in this lesson. Group the children in front of the board and use fluorescent paint to paint the simple illustrations. Review the NL terms many times during this process.
- Have a child stand facing the other children. Cover the child with a sheet to represent a 'ghost.' Give the child (under the sheet) your master set of illustrations (for the key NL terms). Then, call upon the 'ghost' to pass you one of the illustrations. Dramatize being 'frightened' as the ghost passes the illustration to you. When the ghost passes you an illustration, show it to the children and say its NL name. Continue in this way until all of the illustrations have been presented to the children and until the children have heard all of the NL terms a number of times.

FOLLOW-UP:

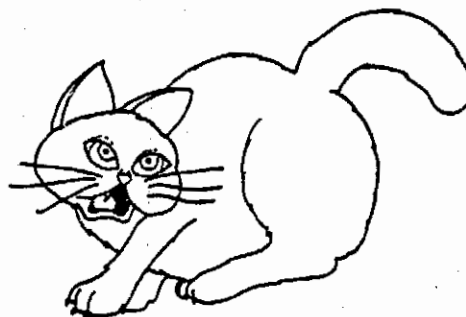
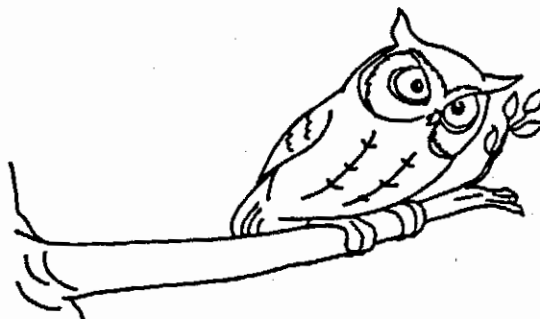
Provide each child with a sheet of bond paper. The children should then cover their sheets of bond with chalk. This works best if they use the broad side of sections of chalk. When a child has covered his sheet entirely with chalk he should then colour over the chalk with a dark coloured crayon (e.g., black). The child should not press too hard on the crayon but should cover the entire surface of his paper with black crayon. Then, each child should cover his dark coloured crayon with a light colour such as orange or yellow. When a child has completed this, he should then place another sheet of bond paper over the coloured sheet. Staple the two sheets together for the child. Then, each child should make an illustration using a ballpoint pen or sharp pencil on a firm surface. The children should shade in portions of their illustrations. When a child's illustration is complete (encourage the children to fill up their pages), the two pages may be separated for a NEGATIVE/POSITIVE Hallowe'en picture effect.

FOLLOW-UP: (Cont'd)

Since the theme for this unit is 'Hallowe'en,' it would be appropriate for all children to prepare Hallowe'en illustrations. Display the NEGATIVE/ POSITIVE illustrations in the classroom.

MATERIALS:

Hallowe'en illustrations, black light (if available), fluorescent paint (if available), a paintbrush, a sheet, a sheet of bond paper for each child, chalk for each child, dark coloured crayon for each child, light coloured crayone for each child, an extra sheet of bond for each child, a pencil for each child



INTRODUCTION:

Review the NL vocabulary words that were introduced in Lesson One using the illustrations from Lesson One. Show each illustration to the children, saying its NL name. Continue in this way until all of the NL vocabulary words have been heard by the children.

ACTIVITIES:

- Group the children in a circle. Give each of your master set illustrations to the children in the circle. The children should pass the pictures around the circle in a clockwise direction. Stand in the centre of the circle holding a broom vertically on the floor. Eventually stamp your foot and the children should stop passing the illustrations. Say one of the NL terms and release the broom. The child with the appropriate illustration (i.e., the illustration that matches the term that you said) should rush into the circle and catch the broom (the 'witch's broom') before it hits the floor. Repeat this process until many children have responded.
- Fill a large container such as a large roasting pan with water. Place the pan on the floor and place two tongue depressers in the pan. Divide the children into two teams. Say one of the NL terms. Place the Hallowe'en illustrations on the floor a safe distance from the pan of water. When you say, "Go," the first player from each team must rush to the pan of water, hold his hands behind his back and attempt to remove a tongue depresser from the container of water using only his teeth. The first player to remove a tongue depresser from the container of water and then to correctly identify the illustration for the term that you said at the beginning of the round scores a point for his team. Repeat this process until all players have played. Use two new tongue depressers for each round of the activity. This activity is a take-off on the 'apple' activity customary at Hallowe'en time.

FOLLOW-UP:

Place the Hallowe'en illustrations on the floor at one end of the room face up. Group the children in two teams at the other end of the room. Give the first player in each team a broom. Also, give the first player in each team a ping pong ball. Say one of the NL vocabulary words and the first player in each team must place the ping pong ball on the floor and then sweep it to the illustration that represents the word that you said. The first player to successfully land his ping pong ball on the correct illustration and to repeat the NL vocabulary word for that illustration scores a point for his team. Repeat until all players have had a chance to play.

MATERIALS:

Hallowe'en illustrations, masking tape, two brooms, a large container (e.g., large roasting pan) filled with water, a tongue depresser for each child, 2 ping pong balls

INTRODUCTION:

Before the lesson begins drape the sheet over Herman's Head to represent HERMAN THE GHOST. Prepare an audio tape that contains the new NL patterns that you wish to introduce to the children. The children should hear HERMAN THE GHOST say the patterns many times. Mount the Hallowe'en illustrations on the board so that you can point to them as the patterns are heard from HERMAN THE GHOST. Be certain that the children understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Mount the Hallowe'en illustrations on the board (if they are not still on the board from the previous activity) and group the children in front of them. Provide each child with a blank flashcard. Each child should write a number between 1 and 6 on his card (one numeral per card). Then, point to one of the illustrations and toss a dice. Call the number that shows on the dice. All children who have corresponding numeral cards for the number that you called should identify the illustration using the NL pattern. It may be necessary to model the patterns initially. However, encourage the children to say the NL patterns independently. The children may exchange numeral cards after each round of the activity. Repeat until the children are able to say the NL patterns well.
- Provide each child in the class with a penny. The children should toss their coins in the air (gently) and then look to see whether or not they have 'heads' or 'tails' showing. Toss your penny in the air and call out 'heads/tails.' The children who have the corresponding 'heads/tails' showing on their coins should repeat a pattern that you said at the beginning of the round. Repeat this process a number of times.

FOLLOW-UP:

Play HALLOWE'EN TIC TAC TOE with the children to encourage them to say the NL patterns from this lesson. Make the TIC TAC TOE outline on the floor using masking tape. Place a Hallowe'en illustration in each of the TIC TAC TOE sections. Use sets of 3 boys and 3 girls for this activity. The object is for the children to quickly arrange themselves so that they have a 'run' of 3 girls or 3 boys horizontally, vertically, or diagonally in the TIC TAC TOE outline. When the children are in place, (even if there is no run), each child should say the NL pattern for the picture on which he is standing. Repeat this activity until all children have played. Refer to the 'Activities' section of this program for details of TIC TAC TOE.

MATERIALS:

HERMAN THE GHOST, a sheet, prepared audio tape for Herman's Head, tape recorder, Hallowe'en illustrations, masking tape, a blank flashcard and felt pen for each child, a penny for each child

INTRODUCTION:

Before the lesson begins, prepare an extra set of Hallowe'en illustrations. Cut each picture in the extra set in half. Mix all of the halves together. Place the cut-up illustrations on the floor face up. Group the children around them. Say one of the NL patterns and two children's names. Those two children should enter the circle and together they should find the halves necessary to reproduce the picture that represents the pattern that you said. When they have done this successfully, all of the children should repeat the NL pattern that you said at the beginning of the round. Repeat until all of the illustrations have been reproduced and the patterns have been said.

ACTIVITIES:

- Make a large masking tape circle on the floor. The circles should be just large enough for all of the children to stand inside of it. Then, say one of the NL patterns. Toss an inflated balloon into the air above the children who are standing in the circle. The children in the circle should attempt to avoid being touched by the balloon. When the balloon touches a child, that child should then repeat the pattern that you said at the beginning of the round. Repeat this process until many of the children have responded.
- Play JUMP THE STICK with the children using the NL patterns. When a specific NL pattern has been heard, the children should respond. This activity helps to develop the children's auditory discrimination skills of the different patterns. Refer to the 'Activities' section of this program for details of JUMP THE STICK.

FOLLOW-UP:

Select an appropriate number of NL vocabulary words to introduce to the children as sight words. Present each sight word saying its name at the same time. Mount the sight words on the board as they are presented. When all of the sight words are on the board, stand behind the children with a flashlight. Shine the flashlight on one of the words and the children should respond by saying it. Continue in this way until the children have said all of the sight words.

Play FRISBEE with the children. Tape a sight word to the inside (under side) of a frisbee. Toss the frisbee to a child. The child who receives the frisbee should look at the sight word and then say the NL pattern that contains that sight word. He should then return the frisbee to you. Replace the sight word for the next round of the activity. Repeat until many children have participate.

MATERIALS:

an extra set of Hallowe'en illustrations, a pair of scissors, masking tape, a large inflated balloon, 2 'sticks' (e.g., brooms), sight word cards, a frisbee

INTRODUCTION:

Before the lesson begins, write each of the sight words on a sheet of acetate paper (for use with an overhead projector). Use an appropriate felt pen for this process. Be certain to use a dark colour of felt pen. Attach the acetate sheets to a sheet and have two children hold the sheet vertically so that it touches the floor. Place an overhead projector behind the sheet and turn it on. The children will then see the sight words through the sheet. Point to each sight word, saying it and then saying the NL pattern that contains that word. Repeat until the children have heard the words and patterns many times.

ACTIVITIES:

- Play CUP CAPERS with the children to encourage them to recognize the sight words and to repeat the NL patterns from this unit. Refer to the 'Activities' section of this program for details of CUP CAPERS.
- Play HOP AND TIP with the children to encourage them to repeat the NL patterns from this unit. Those children who are thrown off balance should repeat the NL pattern that you said at the beginning of the round. After each round, the children may change partners. Repeat this process a number of times.
- Introduce the NL dialogue to the children. 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. Practice the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Give each of two children in the classroom a flashlight. The other children should move around the classroom in a random formation. The two children with the flashlight should attempt to 'tag' one of the children with their flashlight (i.e., the light from both flashlights must be on the same child). Before each round say one of the NL patterns. When a child has been tagged by the light of the two flashlights, he must repeat the NL pattern that you said at the beginning of the round. You may wish to designate a specific area of the classroom in which the children can move. When a child has been tagged, he then should take one of the flashlights for the next round of the activity. Repeat until many children have responded.

MATERIALS:

sight words written on acetate sheets, a sheet, an overhead projector, masking tape, 2 paper cups, 2 flashlights

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NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: LAND ANIMALS AND THEIR HOMES

GRADE: 2

VOCABULARY:

sikák	skunk
anikwachás	squirrel
mahíkan	wolf
apisimósos/ahtik	deer
móswa	moose
wápos	rabbit
maskwa	bear

PATTERNS:

Nóchimík ná, wikiw _____ ?
Does this animal live in the fresh/forest?

DIALOGUE:

T. Tánte _____ ayáw?
S. _____ ayáw.
T. Where does _____ live?
S. It lives in _____.

INTRODUCTION:

Introduce the animal homes pictures to the children. he sent the pictures one at a time. Encourage the children to imagine which animals live in the different homes. When all of the homes have been presented, introduce the animal pictures. Have the children recall which animals live in which homes.

Introduce the NL names for the animals and for their homes. Repeat the NL terms as often as possible during this introduction part of the lesson.

ACTIVITIES:

- Have the children study the animal homes once again. Encourage the children to determine the materials used by the different animals in making their homes. Also, the children should determine where the building materials are found and transported by the different animals.
- Make a large 'rock' out of a section of construction paper. Mount the animal pictures on the board (if they were removed after the previous activities). Group the children in front of the chalkboard. Have the children close their eyes. Cover one of the animal pictures with the paper 'rock.' The children should then open their eyes. Tell the children that there is an animal behind the rock, but you don't know which one it is. Name an animal (not the one behind the rock); look at the other animal pictures to determine whether that animal is the one behind the rock. Repeat the NL name of the animal as you look for its picture. Continue in this way until eventually you name the animal that cannot be seen; remove the rock to reveal the animal.
- Mount the animal homes on the chalkboard and have the animal pictures in your hands. Present the animals, repeating their NL names many times. Then, match the animals to their homes purposely making errors so that the children can correct you. Repeat until all of the animals and their homes have been 'rematched.'

FOLLOW-UP:

If scraps of fur are available, give a fur sample to each child. The children should then glue/paste their fur samples to individual sheets of construction paper. When they have their fur samples glued to their sheets of paper, they should then draw the pictures of animals; around the fur samples. Circulate among the children as they work, repeating the animals' names as often as possible. Later, display the completed pictures in the classroom.

MATERIALS:

pictures of animals' homes, animal pictures, masking tape, a 'rock' cut from a sheet of construction paper, a scrap of fur for each child (if available), construction paper for each child, pencil for each child

INTRODUCTION:

Review the animal and homes terms, introduced in Lesson One, using the pictures for both. Mount the pictures on the chalkboard and group the children in front of them. Shine the light of a flashlight on one of the pictures and say its name. Repeat this process until all of the vocabulary terms have been HEARD by the children.

ACTIVITIES:

- Play CHANGE using the NL vocabulary terms. When the children hear the term that you identified, they should drop arms and find another partner. Repeat a number of times.
- Place the animals pictures in one pile on the floor. In another pile place the pictures of the animals' homes. Group the children near the two piles of pictures. Say the name of an animal and call upon a child to locate the picture of the animal. The child should repeat the animal's home. He should name the animal's home (model the word for the child, if necessary). Repeat this process with the remaining children.
- Play REFLECTION with the children, using the animal pictures and the pictures of their homes. When a child sees the picture in the mirror, he should name it. Repeat until all of the children have participated. Refer to the 'Activities' section for details of this activity.

FOLLOW-UP:

Provide each child with a portion of modeling clay. The children should use their portions of modeling clay to make models of the different animals; one animal model per child. When all of the children have completed their models, display them in the classroom. Circulate among the children as they work, encouraging them to say the vocabulary words (the NL words).

**MATERIALS:**

animal homes pictures, animal pictures, a mirror that can be held, a portion of modeling clay for each child

INTRODUCTION:

Use two handpuppets to introduce the new NL patterns to the children. The two puppets should talk with one another. The children should hear the NL forms of the patterns first. Then, be certain that they understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to ensure that the children understand them.

ACTIVITIES:

- Mount all of the pictures on the board and group the children near them. Point to one of the pictures, say its pattern and the children should repeat it. Repeat this process until all of the patterns have been practiced.
- Play TISSUE DROP with the children, using the new NL patterns. When a child hears his pattern, he should catch the tissue before it hits the floor. Repeat until all of the children have had a chance to participate.
- Lay the animal pictures on the floor; in a scattered formation. Nearby, lay the animal homes pictures on the floor in the same scattered formation. Have two children stand by the pictures. Give each child the end of a length of yarn. Say one of the new NL patterns and the children should find the pictures for the animal home that you named. One child should hold his yarn end on the animal picture and the other child should hold his yarn end on the picture of the animal's home.

FOLLOW-UP:

Arrange the children in a circle. Blindfold the children or have them close their eyes. Pass around one of the modeling clay animals made in the previous lesson. The children should feel the animal model as it is passed around the circle. When the model has gone completely around the circle, call upon a child to identify the animal, using the pattern (the NL pattern) for that animal.

**MATERIALS:**

two handpuppets, animal pictures, animal homes pictures, portion of tissue paper, a length of yarn (2 meters), a blindfold for each child (optional), animal models (from lesson 2)

INTRODUCTION:

Review the patterns introduced in Lesson Three using the pictures of the animals and their homes. Mount the pictures on the board. Before the lesson begins prepare a tape for Herman's Head that tells you to point to the pictures as he (Herman) says the patterns. When Herman 'says' one of the patterns, point to its picture. Repeat until Herman is finished. Be certain to include all of the new NL patterns on the tape.

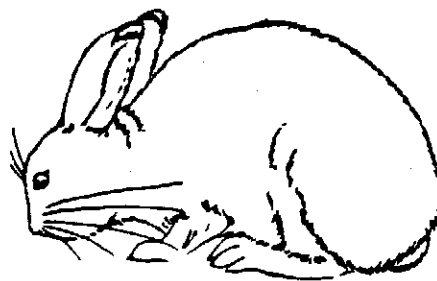
ACTIVITIES:

- Spread all of the pictures on the floor in a scattered formation. There should be at least three feet (on all sides) between/among the pictures. Connect the pictures with strips of masking tape (the tape can be applied to the floor and need not be attached to the pictures themselves:)

Group the children near the WEB of pictures. Say one of the NL patterns and a child's name. That child should then stand beside one of the pictures and walk through the WEB to find the picture for the pattern that you said. When he walks between/among the pictures, he should walk along the masking tape lines; one foot in front of the other. When he reaches the correct picture, he should repeat the pattern that you said. Repeat this WEBBING activity until all of the children have had a chance to play.

FOLLOW-UP:

Play a version of CAT AND THE RAT (calling it BEAR AND THE SQUIRREL or FOX AND THE RABBIT). Say a pattern (one of the NL patterns). Then, the Bear/Fox should try to catch the Squirrel/Rabbit). When he does, the children should all repeat the pattern that you said.

**MATERIALS:**

Herman's Head and prepared tape, animal pictures, animals homes pictures, masking tape

INTRODUCTION:

Review the vocabulary words and the patterns introduced and developed in this unit using the pictures of the animals and their homes. Give all of the pictures to the children; one picture per child. Then say one of the words/patterns and dramatize trying to find the child who has the correct (matching) pictures. When you find it, repeat the word/pattern and have the child show his picture to the other children.

ACTIVITIES:

- Give each of the animal homes pictures to a child; one per child. Give the animal pictures to the other children. Have the children holding the 'homes' pictures stand, facing the other children. Say one of the Unit's words/patterns and the child holding the animal that goes with the sentence should rush up and place his picture at the feet of the child who is holding that animal's home picture. Repeat until all of the animals have been placed.
- Introduce the dialogue to the children. 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. It may be necessary to translate the MEANINGS of the patterns ONCE. Practice the dialogue with the children in choral, group, and individual forms.
- Toss a ball to a child, saying one of the patterns that contains an animal's name. The child who catches the ball should repeat the pattern, substituting the animal's name with the name of another animal. Repeat a number of times.

FOLLOW-UP:

Review the Unit's vocabulary terms and patterns with the children. Then, encourage the children to suggest new patterns (in the NL) that can be made with the vocabulary words. The children may wish to use patterns that were introduced in other Units or they may wish to create new patterns. This activity helps the children to be creative with the NL content that they are learning. Tape the new patterns so that the children can hear them afterwards.

MATERIALS:

animal pictures, pictures of animals' homes, a small soft ball, a blank tape, a tape recorder

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: LAND FORMATIONS

GRADE: 2

VOCABULARY:

sákahikan(a)	lake(s)
sípi	river
ospátinawa	hills
napowewáchiyá	sand hills
paskwák	plains
maskek	swamp
níkinán	our home
isítastew	close by

PATTERNS:

Níkinán isítastew _____ (land formations) .

My home is close by a _____ (land formations) .

DIALOGUE:

T. Tán̄te ki _____ (relative) _____ ?

C. Aspin _____ .

T. Where's your _____ (relative) _____ ?

C. She's/he's gone towards _____ .

INTRODUCTION:

Group the children around the table. Place an amount of sand or soil (or flour if neither sand or soil is available) on the table. Shape a portion of modelling clay to represent a 'glacier'. Encourage the children to imagine what would happen when this 'glacier' pushes its way across the land. Demonstrate the movement of a glacier using the modelling clay. The children should know that the 'ground' is pushed up into huge mounts and that a large trench is dug by the glacier. Use this simple demonstration to lead the discussion into the formation of different landforms. The children should understand that many lakes, rivers and mountains were formed by glacial action. Encourage the children to suggest what other natural elements may cause landforms. For example, the children should understand that 'weathering' can either alter landforms or create new landforms.

ACTIVITIES:

- * Prepare simple illustrations of the landforms on individual sheets of acetate paper. Tape the acetate sheets to a sheet. Have two children hold up the sheet (with the acetate pictures on the back - away from the other children). Place an overhead projector behind the sheet and turn its lamp on. Stand behind the sheet, pointing to the different land formations in the illustrations, repeating their NL names often.
- * Use illustrations of the different landforms to introduce the children to the new NL terms. Present each illustration and name the landform (in the NL) depicted in it. Continue in this way until all landforms have been introduced.

FOLLOW-UP:

- Have the children make 'sandpaintings' using the samples of sand. Provide each child with construction paper and paste. The children should draw 'landscape scenes' with pencils on their art paper. Then each child should fill in portions of his picture with his paste. While the paste is still wet, the child should sprinkle sand over the wet paste. When completed, the sand illustrations may be displayed in the classroom. If sand is not available, salt or sugar may be used in its place. Circulate among the children as they work repeating the NL vocabulary words that were introduced in this lesson.
- Use masking tape to prepare a 'running sample' of the different landforms on the floor. Group the children around you as you work. Repeat the NL names of the different landforms as you create them with the masking tape.

THEME: LAND FORMATIONS (Cont'd)

GRADE 2

LESSON 1

FOLLOW-UP: (Cont'd)

- Walk along the landforms outline, repeating the names of the different formations (in the NL) many times. You may wish to have individual children join you as you walk through the outline.

MATERIALS:

Sand/soil (of flour), modelling clay, land forms illustrations, construction paper and paste for each child, a pencil for each child, sand/salt/sugar for each child, masking tape, overhead projector, a sheet, acetate sheets

INTRODUCTION:

Before the lesson begins prepare cut-outs of the different land formations using an extra set of the land formations illustrations. Tape the cut-outs to a sheet. Have two children hold the sheet up. Place an overhead projector behind the sheet and turn it on. Stand behind the sheet and point to the silhouettes of the different land formations, naming them in the NL. Repeat this process until the children have heard the NL vocabulary words a number of times.

ACTIVITIES:

- Use the cut-outs of the land formations (from the previous activity) to encourage the children to say the names of the land formations. Point to one of the silhouettes and the children should name it. Repeat a number of times.
- Divide the children into two teams. Have the two teams stand at the opposite end of the room from the chalkboard. On the chalkboard just above the children's reach, use chalk to make simple illustrations of the different landforms in a continuous line (i.e., across the top of the board). Say one of the NL vocabulary words and the first player in each team should rush to the chalkboard. The players should each take a piece of chalk and jump to the landform that you name. The children should attempt to put a mark on the board as close to the landform as possible. The team that reaches the highest scores a point for the round. Continue until all players have played. Have the children repeat the NL word after each round of the game.

FOLLOW-UP:

- Select an appropriate number of vocabulary words to introduce to the children the sight words. Introduce the sight words using sight word cards. Say each term as its sight card is presented.
- Prepare two masking tape outlines on the floor such as those represented in the 'Activities' section. Divide the children into two teams. Have each team stand at the beginning of the hopscotch outline. Place sight words in each of the sections of the hopscotch outlines. Roll a dice and call the number that shows (face up) on the dice. The first team member from one team should hop that many spaces ahead in the hopscotch outline (between one and six sections). Then the child should identify the sight word in that space. Roll the dice again for the first player in the other team. Continue in this way until one team has a player on all sections of the hopscotch outline. When a child hops to a space that is already occupied by another child, the other child should return to the end of his team's line.

MATERIALS:

Cut-outs of land formations, a sheet, overhead projector, masking tape, sight cards, a dice

INTRODUCTION:

Use the COLOR CODING technique to introduce the point of departure in substitutions to the children. Mount one color for the point of departure on the board, leaving space(s) for the substitution(s). Use small cut-outs of the land formations as the substitutions. The children should HEAR the NL patterns as you point to the 'color coding sequences'. Be certain that the children understand the MEANINGS of the patterns; translate the patterns ONCE, if necessary.

ACTIVITIES:

- Place one of the substitutions (small landforms cut-out) in the color coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process using the remaining landforms substitutions.
- Remove the small landforms illustrations and use the sight words as 'substitutions' for a repeat of the above activity.
- Say one of the NL patterns. Divide the children into two teams. Make a masking tape line on the floor. Have a player from each team stand on opposite sides of the line. The two players should grasp hands (one hand). The two players should then play TAG OF WAR attempting to pull one another over the line. Whichever child is pulled over the line his team must repeat the pattern that you said. Repeat this process until all players have participated.

FOLLOW-UP:

- Divide the children into two teams. Group the two teams close to the chalkboard. Stand two sight words in the chalkboard well. The children should look carefully at the words in the chalkboard well. Then remove the two words and mix them. Have the first player in team 1 replace the words in the chalk board ledge in their original order, naming the words as he does so. Repeat this process using two other words for the first player in team two. Then repeat the process using three words for both teams. Continue in this way (going back to two words when the activity becomes too difficult).

MATERIALS:

Colored strips for COLOR CODING TECHNIQUE, masking tape, small land formations, illustrations for COLOR CODING TECHNIQUE, sight word cards

INTRODUCTION:

Group the children together on the floor. Use masking tape to prepare simple outlines of the different land formations introduced in this Unit. Use the masking tape on the floor to prepare these outlines. Repeat the NL words and patterns for the different outlines as often as possible during this process. The children should hear the NL words and patterns many times. You may wish to use the outline from Lesson 1.

ACTIVITIES:

- Play SPINNER with the children to encourage individual children to say the NL patterns from this Unit. When the spinner stops, the child at whom the spinner is pointing should look at a sight card that you show him. The child should say the sight word and then the pattern for that word. Repeat a number of times.
- Group the children by the masking tape outline from the Introduction section above. Have three or four children stand on the outline. Show one of the sight word cards and the children should quickly move to that portion of the outline. Then the children who are standing on the land formation outline should name it. Have the other children in the class then say the pattern for that land formation. Repeat this process using other groups of three or four children.
- Play ROAD MAZE with the children using the sight words from this Unit. Refer to the 'Activities' section of this program for details of ROAD MAZE.

FOLLOW-UP:

- Introduce the printed forms of the NL patterns that have been introduced in this Unit. Encourage the children to identify the sight words in the patterns.
- Have the patterns from this Unit printed on individual sentence strips. Cut the sight word portion out of each sentence. Mix all of the cut-out sight word portions together. Mix the remaining sentence parts together as well. Place both of these piles of mixed sentence parts on the floor. Group the children around them. Say one of the patterns and a child's name. That child should then match the necessary sentence parts to reproduce the sentence that you said. Repeat until all sentences have been reproduced.

MATERIALS:

Masking tape, a 'spinner', 2 toy cars, land formations illustrations, sentence strips (one for each pattern), a pair of scissors, sight word cards

INTRODUCTION:

Use the BINOCULARS technique to review the sight words introduced in this Unit. When a child sees a sight word through the binoculars he should name it. You may wish to have the child also say the NL pattern for that sight word. Repeat this process until many of the children have had a chance to use the binoculars.

ACTIVITIES:

- Group the children in front of the chalk board. Draw simple illustrations on the chalk board of the different land formations. Point to one of the land formations and say its pattern. The children should repeat it. However, when you point to a land formation and say an incorrect pattern for that formation, the children should clap their hands and shake their heads. Repeat this process until the children are able to respond well.
- Say one of the patterns from this Unit and the children should respond by using their bodies to represent the land form named in the pattern. Eventually, say a pattern that is not from this Unit. Then the children should sit down with arms folded. Repeat this process a number of times.
- Introduce the NL dialogue to the children. Initially, the children should hear an uninterrupted version of a dialogue. Then review the patterns in the dialogue being certain that the children understand their MEANINGS. Practice the dialogue in choral, group and individual forms.

FOLLOW-UP:

Review the Unit's vocabulary terms with the children. Then encourage the children to make new patterns using the terms, i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other Units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other Units. Tape this session with the children so that they can hear their patterns afterwards.

MATERIALS:

A pair of toy binoculars, sight word cards, chalk, tape recorder, blank audio tape

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DEVELOPMENTAL LANGUAGE SKILLS PROGRAM

CREE

UNIT

THEME: LOCATIONAL WORDS

GRADE: TWO

VOCABULARY:

píchi, tastawani	inside, between
takoch, atamik	top, bottom
Opima (sona)	beside
nántowita	somewhere
tánte ayáyen	where are you
n'tayán	I am _____.
nikáson	I'm hiding

PATTERNS:

Masinekan astew _____ míchisownátikóhk.

The book is _____ the table.

DIALOGUE:

T. Tánte ni masinekan?

S. Anta astew _____
(location) (noun)

T. Where is my book?

S. It's on the _____
(noun) (location)

INTRODUCTION:

Prior to the lesson, place objects inside a boot (e.g., small blocks). Also, tape or otherwise attach items under and on the back portion of the boot. Group the children in front of you as you attempt to 'put-on' the boot. 'Over-dramatize' your surprise at finding these 'foreign objects' in the different locations in relation to the boot. Continue in this way until all of the 'items' have been identified and removed from the boot. Review the 'locations' of the items in relation to the boot (inside, on, under, etc.).

ACTIVITIES:

- Say a locational term (in English) and encourage the children to point out an item that is in that 'location' in the classroom. Continue in this way until all of the locational terms have been used.
- Use illustrations to introduce the new NL vocabulary terms to the children. Present each illustration, saying the NL term for the location shown in it. Continue in this way until the children have heard all of the NL terms.
- Make a large masking tape box on the wall of the classroom. Group the children in front of the box. Stand behind the children with a flashlight. Use the light of the flashlight and the masking tape box to represent the different locational terms. Say the NL locational terms as you point the light of the flashlight in the different locations.
- Mount the locational illustrations on the board. Group the children near the illustrations. Use HERMAN'S HEAD to review the NL locational terms. The audio tape for Herman should contain the NL locational terms repeated a number of times. When you hear a locational term from Herman, point to its matching illustration on the board. Continue until the children have heard the NL terms a number of times.

FOLLOW-UP:

- Play a version of SIMON SAYS with the children using the different NL locational terms. Develop appropriate body responses for the different 'locational terms'. For example, "Inside" can be represented by placing the fist of one hand inside the fist of the other hand. The children should follow your directions if you say the right word for the correct body response. However, if you say one of the locational terms that does not match the body response that you do, the children should not respond. Repeat this activity until the children are able to respond well.

THEME:

LOCATIONAL WORDS (Cont'd)

GRADE 2

LESSON 1

FOLLOW-UP: (Cont'd)

- Group the children together in front of you. Mount the 'locational illustrations' on the board. Mine one of the locations and then call a child's name. That child should then point to the 'matching' locational illustration on the board. When the child has done this successfully, repeat the NL name for the location indicated by the illustration.

MATERIALS:

Locational illustrations, masking tape, a flashlight, Herman's Head, audio tape for Herman's Head, a large boot, small objects to put in the boot (e.g., blocks, sticky pieces of paper, etc.)

INTRODUCTION:

Review the locational terms introduced in Lesson 1 using the locational illustrations. Mount the illustrations on the walls around the classroom. Group the children in the center of the room. Darken the room (if possible). Shine the light of a flashlight on one of the illustrations and say the NL locational term for that illustration. Continue in this way until the children have heard the terms a number of times.

ACTIVITIES:

- Provide each child with a long pipe cleaner. The children should form their pipe cleaners into 'boxes'. Then give each child a marker (e.g., a small block, a square of paper, a sugar cube, etc.). Say one of the NL locational terms and the children should place their markers in the correct locations in relation to their 'pipe cleaner boxes'. Repeat until the children are able to respond well. Later, blindfold the children and repeat this activity.
- Place a box on the floor. Have two children hold the sheet in front of the box (so that other children cannot see the box). Stand behind the sheet with a marker such as a small block. Place or hold the block in a location in relation to the box. Then call upon individual children to guess the location of the marker, using the NL locational words. When a child guesses the location correctly, he then should stand behind the sheet for the next round of the activity. Repeat a number of times.

FOLLOW-UP:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words using word cards. Say each term as its sight card is presented.
- Prepare another large masking tape outline on the chalkboard (or use the same masking tape box from Lesson 1). Group the children in front of the box. Hold a sight word in its correction location in relation to the masking tape box. The children should name the word. However, when you hold a sight word in a location that is incorrect (i.e., the sight word does not match the location in which you have placed it), the children should not respond. Repeat a number of times.

MATERIALS:

Locational illustrations, flashlight, masking tape, long pipe cleaner for each child, a marker for each child, a sheet, sight word cards

INTRODUCTION:

Use the COLOR CODING TECHNIQUE to introduce the point of departure and substitutions to the children. Mount one color for the point of departure on the board leaving space(s) for the substitution(s). Use the sight word cards for the substitutions. The children should HEAR the NL patterns as you point to the 'color coding' sequences. Be certain the children understand the MEANINGS of the patterns. Translate the patterns ONCE if necessary.

ACTIVITIES:

- Remove the 'color coding patterns' from the board. Write each of the new NL patterns on the chalkboard as the children watch. When the patterns are complete, read them with the children. Then use the RUBBING TECHNIQUE to encourage the children to say the NL patterns chorally. Refer to the 'Activities' section of this program for details of the RUBBING TECHNIQUE.
- Before the lesson begins, write each NL pattern on an individual sentence strip. Then group the children in a circle. Stand in the center of the circle with the sentence strips. Play BALLOON RELEASE to encourage individual children to say the new NL patterns. The child who receives the balloon should read a pattern that you show him (using the sentence strips). Refer to the 'Activities' section of this program for details of BALLOON RELEASE.

FOLLOW-UP:

- Group the children together. Review the NL patterns using the sentence strips (from the previous activity). Then cut the point of departure from each of the sentences. Mix all of the sentence parts together. Give each sentence part to a child. When you say "Go", the children should then attempt to match themselves together; points of departures and substitutions. When the children have matched themselves correctly, have each pair of children read their patterns to the other children. This activity can be repeated a number of times.

MATERIALS:

Colored strips for COLOR CODING TECHNIQUE, masking tape, chalk, a sentence strip for each sentence, a balloon, a pair of scissors, a felt pen

INTRODUCTION:

Mount the sight words (from Lesson 2) on the chalkboard. Group the children in front of the board. Then point to each sight word and say its NL pattern (from Lesson 3). Continue in this way until the children have heard all of the NL patterns.

Review the NL patterns further using the cut-up sentence strips from Lesson 3. Mount the parts of the sentence (the cut-out portions of the sentence strips) on the board, matching the points of departure and substitutions to reproduce the original sentences. You may wish to have the children help you with this matching process. Once again, the children should hear the NL patterns many times.

ACTIVITIES:

- Prepare a large masking tape box on the floor. Have a group of children stand inside the box. Say one of the NL patterns and the children should move to the correct location in terms of the masking tape box. Be certain to identify the locations in relation to the box before the activity begins (so the children will know where to move to). When a child moves to an incorrect location on the box, he is 'out' for that round of the game. You may wish to blindfold the children to add 'spice' to this activity. Repeat until all children have played.
- Play CHANGE using the NL patterns. When the children hear the pattern that you identified at the beginning of the round, they should then change partners. When they hear patterns that are different than the patterns you said at the beginning of the round, they should not respond. Refer to the 'Activities' section of this program for details of CHANGE.

FOLLOW-UP:

- Divide the children into two teams. Have the two teams stand facing one another. Have the first player from each team step forward and stand approximately two feet apart (facing one another). Say one of the NL patterns from this Unit. The two children should then stare at each other, attempting not to 'laugh'. The first player to laugh must then turn to his team and have his team members repeat the NL pattern that you said at the beginning of the round. If both children laugh, then the players in both teams should repeat the pattern. Repeat this STARE activity a number of times.

MATERIALS:

Sight word cards, masking tape, cut-up sentence strips (from Lesson 3)

INTRODUCTION:

Place a container such as a cup on the floor. Group the children about 10 feet from the container. Give a child a penny. The child should then toss the penny attempting to land it in the container. When the coin lands, say the NL pattern that describes the location of the penny in relation to the container. Repeat this process until all of the children have had a chance to toss the penny.

ACTIVITIES:

- Before the lesson begins, print each of the sight words from this unit on a clothespin. Give a child who is 'IT' for the first round of this activity one of the clothespins. It should attempt to attach the clothespin to the clothing of another child in the classroom. The children should attempt to prevent 'IT' from doing this. Designate an area of the classroom in which the children may run (limit the area to the central part of the classroom). When a child has the clothespin attached to his clothing, he must read the sight word that is on the clothespin. That child then becomes IT for the next round of the activity.
- Introduce the NL dialogue to the children. 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. It may be necessary to translate the MEANINGS of the pattern ONCE to be certain that the children understand them. Practice the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

- Review the Unit's vocabulary terms with the children. Then encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this unit. The children may wish to use patterns from other units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other units. Write the patterns that the children suggest on the chalkboard. You may wish to write the children's patterns on individual lengths of Language Experience Paper so that they can be reviewed later.

MATERIALS:

A container (e.g., a cup), a penny, sight word cards, a clothespin for each sight word, a length of Language Experience Chart Paper, a felt pen

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NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: MEN'S HUNTING TOOLS

GRADE: 2

VOCABULARY:

páskisikan	gun
mósošinia	bullets
kaskitew	gun powder
chísiháskohkana	decoys
máchiwin	going hunting
e-asawiket	duck shooting

PATTERNS:

Ahéw máti tákona _____ ?

How about taking _____ ?

DIALOGUE:

T. Ni wí n'te asawikan anóch.

T. Kekwán ke-tákonaman?

C. Ahéw máti tákona _____ .

T. I am going hunting today.

T. What shall I take?

C. How about taking _____ .

INTRODUCTION:

Before the lesson begins, place a number of 'unlikely' hunting tools in a container (e.g., a spoon, a sock, a balloon, etc.). Tell the children that you are going hunting and that you have collect all the necessary 'tools' to get your game. Present your 'tools' to the children, appearing shocked that they don't feel that you have the 'right tools'. Encourage the children to suggest what 'tools' you should take on a hunting trip.

ACTIVITIES:

- If actual samples of the different 'hunting tools' are available, introduce them to the children. Encourage the children to talk about the uses of the different tools.
- Lay the tools on the floor. Have the children look carefully at them. Then they should close their eyes. Remove one of the tools. Have the children open their eyes and name the 'missing' or 'forgotten' tool. Repeat this process a number of times.
- Use illustrations to introduce the new NL terms to the children. Present each illustration, naming the tool in the NL.

FOLLOW-UP:

- Blindfold each child. Place a light colored sheet of art paper and a pencil in front of each child. Then have the children draw 'tools' illustrations blindfolded. When each child has completed his illustration, have the children share their illustrations with one another. When a child shows his illustration to the other children, name it in the NL. Continue in this way until all of the children have shared their illustrations.
- Provide each child with a portion of modelling clay. The children should then shape their portions of modelling clay into 'hunting tools'. Each child should decide which tool he wishes to model. Circulate among the children as they work, repeating the NL vocabulary terms as often as possible.
- Group the children in a circle. Have the children hold their modelling clay 'tools' from the previous activity. Then have the children hold the 'tools' behind their backs. Stand in front of a child and 'guess' which tool he has. Continue to guess until you are correct. At that time the child should show the clay tool and sit down. Repeat this process until all of the children are seated.

MATERIALS:

Hunting tools illustrations, a blindfold for each child, art paper and pencil for each child, modelling clay for each child, a collection of 'unlikely' hunting tools, a container, actual hunting tools (if available)

INTRODUCTION:

Mount the illustrations (from Lesson 1) on the wall around the classroom. Group the children in the centre of the room and darken the room. 'Hunt' for pictures using the light of a flashlight. When the light illuminates one of the pictures, say its name. Repeat this process until the children have HEARD the terms a number of times.

ACTIVITIES:

- Group the children in a circle, sitting on the floor. Darken the room. Have a child stand in the centre of the circle with a flashlight. The children in the circle should place their hands (at different times) momentarily on the floor on the inside of the circle. The 'hunter' in the centre of the circle must try to 'hunt' for the children's hands with the light of the flashlight. When a child does not remove his hands from the circle quickly enough and his hands are illuminated by the light of the flashlight, he must then identify a picture that you show him. Repeat this activity until many children have responded.
- Have a child sit on a chair in the center of the room. Give the child a 2 foot long length of rope. Have another child hold the other end of the rope. The remaining children should circulate around the two children in the centre of the room. The child who has the outside end of the rope must attempt to tag one of the children who is circulating around him. When a child has been tagged, that child must identify one of the illustrations that you show him by naming its contents. Repeat until many children have been 'tagged'. When a child has been tagged, he then becomes the 'tagger' for the next round.

FOLLOW-UP:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words using sight word cards. Say each term as its sight card is presented.
- Place the sight word cards on the floor at one end of the room. Give each child a large drinking straw. Say one of the sight word and a child's name. That child should run to the sight word card and 'hunt' for the sight word that you named with his straw. When the child finds the correct sight word, he must pick it up by placing one end of the straw on the card and sucking through the straw to raise the card. When the card has been raised, he should show it to the other children who, in turn, should repeat the name of the sight word. Continue until all children have played.

MATERIALS:

Tools illustrations, masking tape, flashlight, 60 cm length of rope, sight cards, large drinking straw for each child

INTRODUCTION:

Group the children in a circle. Place the sight word cards (from Lesson 2) in the centre of the circle. Before the lesson begins, prepare a large ball of 'sticky' masking tape (sticky side out). Attach the ball of masking tape to a long length of yarn (about 3 meters long). Toss the sticky ball at one end of the sight word cards. When the sticky ball hits the sight word card, gently pull the card away from the other cards. Identify the card for the children and then say its pattern. Repeat until all cards have been 'caught'. Translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Attach each sight word card to a length of yarn (about 1 meter long). Give each of the length of yarn to the children. Give the 'toilet plunger' to a child who will be the 'hunter' in this KAKIVAKING activity. When you say "Go", the children with the sight word cards should place the cards on the floor and drag them around the room by their lengths of yarn. The 'hunter' must try to 'Kakivak' one of the sight word cards before a child can move it away. When the hunter has successfully 'kakivaked' one of the sight word cards he should hold it up and the children should say the pattern for that sight word. The child whose sight word was captured then becomes the 'hunter' for the next round. Repeat a number of times.
- Prior to the lesson, prepare cut-outs of the different hunting tools introduced in this Unit. Group the children on the floor. Place an overhead projector on the floor facing one of the walls. Place one of the cut-outs on the projector's screen. The children should look at the silhouette of the tool and then say the pattern for it. Repeat until all patterns have been said.

FOLLOW-UP:

- Take the children on a BEAR HUNT. Refer to the 'Activities' section of this program for details of the activity BEAR HUNT.
- Use the SHADOW TAG activity to encourage the children to say the patterns from this Unit. When a child's shadow has been 'tagged' all of the children should repeat the pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of SHADOW TAG.

MATERIALS:

Sight word cards, large ball of 'sticky' masking tape, 3 meters length of yarn, 1 meter length of yarn for each sight card, toilet plunger, cut-outs of hunting tools, overhead projector

INTRODUCTION:

Group the children on the floor. Place the overhead projector on the floor facing one of the walls. Use the tools' cut-outs (from Lesson 3) to review the NL patterns that were introduced in Lesson 3. Place a cut-out on the projector screen and say the pattern for that tool. Continue in this way until the children have heard all of the patterns.

ACTIVITIES:

- Group the children in a circle for a game of HUNTER AND HUNTED (a take-off of CAT AND RAT). Say a NL pattern and the 'hunter' should attempt to catch the 'hunted'. The 'hunted' child may run in and out of the circle as he wishes. However, the children in the circle must try to prevent the 'hunter' from entering or leaving the circle. For added 'spice' you may wish to have more than one child serve as the 'hunted'. When the 'hunted' child has been tagged by the 'hunter', all of the children in the class should repeat the pattern that you said at the beginning of the round.
- Mount your master set of sight word cards on the sheet. Have two children hold the sheet up. Stand behind the sheet with a flashlight. Hold the flashlight close to the sheet and move it around behind the sheet. Eventually, stop behind one of the sight word cards. The children should first of all say the sight word and then say the NL pattern that contains that sight word. Continue in this way until the children are able to respond well.

FOLLOW-UP:

Have the children walk around the room in a scattered formation. Eventually, call a number between 2 and 4 (in the NL). The children should then arrange themselves in groups according to the number that you called. For example, if you called "Four", the children should arrange themselves in groups of four. There may be children left out during each round of the activity. When the children are in their groups, show the children in one of the groups a sight word. The children in that group should name the sight word and then say its NL pattern. Repeat this activity having the children form groups of 2 and 3.

MATERIALS:

Overhead projector, tools cut-outs (from Lesson 3), a sheet, a flashlight

INTRODUCTION:

Group the children in front of you. Mime the use of one of the hunting tools. The children should watch as you mime the tools used. Then call upon an individual child to identify the tool that you are representing. Continue in this way until all of the tools have been dramatized and named.

ACTIVITIES:

- Group the children in a circle. Sit in the centre of the circle with a wind-up car. Say one of the NL patterns and then wind up the car and release it. The child who receives the car should then repeat the pattern that you said. Repeat this activity a number of times.
- Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue first. Then be certain that the children understand the MEANING of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practice the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

- Review the Unit's vocabulary terms with the children. Then encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other Units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other Units. Tape this session with the children so that they can hear their patterns afterwards.
- Prepare a large WORD FIND game. Divide the children into two teams. Give the first player in each team a felt pen (different colors for the teams). Say one of the sight words and the players should rush to the game and circle the word that you said. Be certain that there are at least two forms of each sight word in the game. Refer to the 'Activities' section for details of WORD FIND.

MATERIALS:

Wind-up car, tape recorder, blank audio tape, word find game

INTRODUCTION:

Group the children together on the floor. Invert a box near them and tell them to imagine that the box represents a hollow log. Tell them to watch carefully. Pretend to casually come upon the 'log' and to sit by it. Appear bored and begin to tap the 'log' with your finger or with a stick. After doing this, encourage the children to imagine what you might have 'just' invented. Eventually, the children should suggest that perhaps you invented the 'drum'. Lead the children into a discussion of other musical instruments that are common today.

ACTIVITIES:

- Use illustrations to introduce the musical instruments to the children. Introduce the NL names for the different musical instruments.
- Mount the pictures on the walls around the classroom. Group the children in the centre of the room. Shine the light of the flashlight on the different illustrations, naming the musical instruments in the NL. Continue in this way until the children have heard the NL names for the musical instruments a number of times.

FOLLOW-UP:

- Provide each child with a large portion of art paper. Also, provide each child with a pencil. Play them audio tape that contains dancing music. The children should make designs on their art paper to the rhythm of the music. They should do this by making circles and loops and dips according to the rhythm of the music. When a child has filled in his sheet of art paper, he may then color in the circles and other designs in his pictures using crayons or pastels. Display the 'musical art' illustrations in the classroom.

MATERIALS:

Audio tape 'Dancing Music', tape recorder, instruments illustrations, masking tape, a box, a flashlight, large sheet of art paper for each child, pencil for each child, crayons or pastels for each child

INTRODUCTION:

Review the different musical instruments that were introduced in Lesson 1 using the instrument pictures. Present each picture to the children, naming it in the NL. Continue in this way until the children have heard the NL names a number of times during this review process.

ACTIVITIES:

- Arrange the children in groups, one group for each musical instrument. Develop appropriate sound effects for each musical instrument. Name one of the musical instruments and the children in the appropriate group should respond by making the appropriate sound effect. Later, switch the groups and repeat the activity.
- Mime the playing of one of the musical instruments. The children should watch as you mime playing the instrument. Then have all of the children identify the musical instrument that you were 'playing'. Repeat until all of the musical instruments have been named by the children.
- Divide the children into two teams. Have the first player from each team stand facing the other player (i.e., the first two players should be facing one another). The two players should attempt to 'outstare' one another. The first child who laughs must then identify a musical instrument illustration that you show him. Repeat this STARE activity until all of the children had a chance to play. If both children laugh, then both children should identify the illustration that you show.

FOLLOW-UP:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words using sight word cards. Say each term as its sight card is presented.
- Have the children arrange themselves in the room in a scattered formation. Play the audio tape 'Dancing Music Song'. While the music is playing the children should (without moving their feet) create movements to the music. Eventually, turn the tape recorder off. Immediately the children should hold their positions; i.e., they should freeze their positions. Watch to see who is the first to move from his position. When a child moves (or children) have all of the children identify a sight word that you point to (have the sight word mounted on the chalk board). Repeat this activity a number of times.

MATERIALS:

Instruments illustrations, sight word cards, audio tape 'Dancing Music', tape recorder

INTRODUCTION:

Use HERMAN'S HEAD to introduce the new NL patterns to the children. The children should listen as you dialogue with Herman. After hearing the NL patterns, be certain that the children understand their MEANINGS. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Mount the sight word cards (from Lesson 2) on the board and group the children near them. Say the new NL patterns, pointing to the sight words as they are heard in the patterns. Continue in this way until all of the sight words have been heard in the patterns.
- Play BALLOON RELEASE to encourage individual children to say the new NL patterns. When a child receives the balloon, point to one of the sight words. The child with the balloon should then say the pattern that contains that sight word. Refer to the 'Activities' section of this program for details of BALLOON RELEASE.
- Play BEANBAG TAG with the children. Have the children stand in a scattered formation. Have one child be IT for the first round of the game. Give a beanbag to one of the children. The children should quickly pass the beanbag from one person to the other without moving. IT must try to tag a player who has the beanbag before he can hand it on. If the player holding the beanbag is tagged, he must identify a sight word that you show and then say the NL pattern for the sight word. Repeat this game a number of times.

FOLLOW-UP:

- Play HOOK-ON with the children. There must be an even number of players. Choose one child to be the 'chaser' and another to be IT. The other players should each get a partner and hold his hand. The chaser chases IT. To avoid being caught, IT catches the hand of one member of a couple. The other member of the couple is then IT and must run to avoid the chaser. If IT is tagged before he can reach a couple, IT must identify a sight word that you show him. Repeat a number of times.

MATERIALS:

Herman's Head, audio tape for Herman's Head, tape recorder, sight word cards, a balloon, masking tape, a beanbag

INTRODUCTION:

Before the lesson begins, prepare cut-outs from an extra set of the musical instruments pictures. Place an overhead projector on the floor. Group the children near the overhead projector. Place one of the cut-outs on the screen of the overhead projector and name the musical instrument that is shown. Then say the NL pattern for that musical instrument. Repeat until the children have heard the names and patterns for all of the musical instruments.

ACTIVITIES:

- Group the children in two teams. The teams should stand side by side facing one another. Give a player in one team a beanbag. That player should toss the beanbag to any player in the other team as quickly as possible. In turn, the player in the other team must then return the beanbag to the original team as quickly as possible. The beanbag should be tossed back and forth in this way until someone drops the beanbag. When the beanbag is dropped, the children in that team must identify a sight word that you show and then say its NL pattern. Repeat this game a number of times.
- Mount the sight word cards on the board. Provide each child with a blank sight card. Each child should then copy one of the sight words on his card. When each child has a word on his card, arrange the children in a circle, sitting on the floor. Have one child stand in the centre of the circle as IT. IT should then call out one of the sight words. All of the children with that word must then exchange places. IT must try to reach one of the empty spaces before another player does. Any player who is left without a space becomes IT for the next round. If IT makes it to a child's space first, he then takes the sight word card from that child (i.e., the child who becomes IT).
- Play SQUAT TAG to encourage individual children to recognize the Unit's sight words. One player should be IT. All players should then squat and hold an ankle. They move around the room trying to avoid being tagged by 'IT'. When a player is tagged, he must identify a sight word that you show him. Then all of the children must say the NL pattern for that sight word. Repeat a number of times.

FOLLOW-UP:

- Have one child stand facing the other children holding a flashcard (a sight word card). Have another child stand behind the children in the class with a flashlight. The child with the flashlight must try to tag the 'sight word card' with the light of his flashlight. When he does this successfully, all of the children in the class should name the sight word that was 'tagged'. Repeat a number of times.

INTRODUCTION:

Tape the musical instruments cut-outs (from Lesson 4) to a sheet. Have two children hold up the sheet. Place an overhead projector behind the sheet and turn it on. The children should then see the silhouettes of the musical instruments. Stand behind the sheet and point to each instrument, naming it and saying its NL pattern. Repeat until the children have heard all of the terms and patterns associated with the musical instruments.

ACTIVITIES:

- Place a set of sight word cards at one end of the room. Group the children into two teams at the other end of the room. Give the first player in each team two pieces of white paper. Say one of the sight words. The players with the paper must then place one piece of paper on the floor and step on it. To move forward they must place the other piece of paper on the floor ahead of themselves. They can then step on that piece of paper. To move ahead further, they must pick up the piece of paper behind them and place it out in front of them. They must continue in this way until they reach the sight words. The first child to reach the sight words and to correctly identify a sight word that you say scores a point for his team. Repeat this PAPER PATH activity a number of times.
- Introduce the dialogue to the children. 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. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practice the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

- Review the Unit's vocabulary terms with the children. Then encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other Units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other Units. Tape this session with the children so that they can hear their patterns afterwards.

MATERIALS:

Musical instruments cut-outs (from Lesson 4), a sheet, an overhead projector, sight word cards, 4 sheets of white paper or tagboard, tape recorder, blank radio tape

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: NON-LOCAL TRANSPORTATION

GRADE: TWO

VOCABULARY:

chimán, titipitápánásk	boat, car
titipitápánásk	truck
asowepichikan	ferry
iskotewtápánásk	train
chimánik, titipitápánáskik	in/on boat, car
ašowepichikanik,	ferry, train
poko	only
pétakopaniw	It's coming

PATTERNS:

Petakopaniw _____.

A _____ is coming.

DIALOGUE:

T. _____ na ki-kiotápáson?

C. Mwách, _____ poko.

T. Did you ride in a _____ ?
(vehicle)

C. No, only a _____ .
(vehicle)

INTRODUCTION:

Read the short story Space to the children from Appendix E at the back of this program. Use the story to encourage the children to suggest the form of transportation used in the story. Use this as a jumping off point for discussions of other forms of transportation that may not be found locally.

Read the poems Ferryboats and Trains from Appendix E at the back of this program. Once again, use the poems to encourage the children to talk about non-local forms of transportation.

ACTIVITIES:

- Mount a large map of the world on the board and group the children near it. Identify a location on the map that you would like to visit. Encourage the children to suggest the different forms of transportation that you would be able to use to arrive at your desired destination.
- Use a set of illustrations to introduce the new NL vocabulary words to the children. Say each vocabulary word as its picture is presented. Be certain that the children understand the meanings of the NL words.
- Before the lesson begins, determine appropriate sound effects for the different forms of non-local transportation. Prepare an audio tape that contains these sound effects. Encourage the children to suggest the source of the sound effects (i.e., the type of non-local transportation represented by the sound effect).
- Mount the non-local transportation illustrations on the board. Before the lesson begins, prepare an audio tape for CAPTAIN HERMAN. Discuss the different forms of transportation with Herman, pointing to each transportation illustration as its NL term is heard from Herman.

FOLLOW-UP:

Provide the children with old magazines, catalogues, newspapers, etc. The children should look through the materials to locate pictures that represent 'non-local forms of transportation'. The children should cut out their pictures and then glue or paste them to a length of butcher paper. Circulate among the children as they work, repeating the NL vocabulary words as often as possible (as appropriate depending upon the pictures that the children select). When the 'non-local transportation' mural is complete, display it in the classroom. It will be used for review in Lesson 2.

MATERIALS:

a large map of the world, transportation illustrations, prepared audio tape of 'transportation sounds', CAPTAIN HERMAN, audio tape for CAPTAIN HERMAN, tape recorder, masking tape, old magazines/catalogues/newspapers, scissors, glue/paste for each child, a length of butcher paper

INTRODUCTION:

Group the children in front of the 'non-local transportation' mural developed in Lesson 1. Review the different forms of transportation represented in the mural. Repeat the NL names for the appropriate transportation forms, being certain that all of the NL transportation terms are represented on the mural. If all of the NL transportation terms are not represented on the mural, add the necessary pictures prior to this lesson. The children should hear the NL vocabulary words a number of times during this review process.

ACTIVITIES:

- Develop five or six parallel masking tape lines on the floor (approximately 1 foot apart and approximately 4 feet long). Group the children into two teams. Place a non-local transportation illustration in each section (i.e., between the parallel lines). Give the first player in each team a toy car. The first player in each team should then 'rev his car up' and send it over the parallel lines, attempting to reach the last section. The children in each team should name the non-local transportation form represented in the illustration in the section in which the car stops. They should do this even if the car does not reach the last section.
- Play an adaptation of the game LOCOMOTIVE. Identify specific words so that the children can: (1) hop forward; (2) hop backwards; (3) step to the left; (4) step to the right; (5) stand on one foot. When the children hear one of the vocabulary words, they should perform the appropriate response. Be certain that the children are clear as to which words signal which responses.
- Develop a ROAD MAZE with the children using tape/chalk/felt pen on the floor. Two road mazes should be developed so that this activity can be done in team form. Refer to the 'Activities' section of this program for details of ROAD MAZE.

FOLLOW-UP:

Say one of the NL vocabulary words and the children should respond by producing an appropriate sound effect. Determine the appropriate sound effects prior to the activity. Repeat until the children are able to respond well.

Place the non-local transportation illustrations at one end of the room. Then divide the children into two teams for a BACK TO BACK RACE. Refer to the 'Activities' section of this program for details of BACK TO BACK RACE.

MATERIALS:

'transportation mural' (from Lesson 1), masking tape, transportation illustrations, 2 toy cars

INTRODUCTION:

Use two hand puppets to introduce the new NL patterns to the children. Initially, the children should hear the NL patterns without interruption. Then be certain that the children understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Have the children walk around the room in a scattered formation. Eventually, call a number between 2 and 4 (in the NL). The children should immediately form themselves into groups according to the number that you called (there will be some children who will not be able to join groups and will have to be spectators for each round of this activity). When the children are in the appropriate groups, show the children in one of the groups one of the non-local transportation illustrations. The children in that group should then say the NL pattern for that transportation form. Repeat this process a number of times.
- Play STREETS AND ALLEYS with the children using selected NL patterns from this lesson. Identify two patterns for this game. When the children hear one of the patterns they should be 'streets'. When the children hear the other pattern they should be 'alleys'. Refer to the 'Activities' section of this program for details of the activity STREETS AND ALLEYS.

FOLLOW-UP:

Use large pipe cleaners for a game of RING TOSS with the children. Mount pencils in plasticene bases and attach a non-local transportation illustration to the bottom of each plasticene base. This activity can be done in individual form or it can be played in team form. The children should toss the 'rings' to the pencils, attempting to land them on the pencils. When a child has done this successfully, have all of the children in the class repeat the NL pattern for the illustration that is attached to the base of the pencil. Refer to the 'Activities' section of this program for details of RING TOSS.

MATERIALS:

2 hand puppets, transportation illustrations, large pipe cleaners (one for each illustration), plasticene, pencils (one for each illustration)

ACTIVITIES:

- Divide the children into two teams. Have the first player from each team facing one another approximately 2 meters apart. Give each player an end of a length of yarn. Insert a ring (e.g., a shower curtain hook) over one end of the yarn. Centre the ring so that it is in the middle of the length of yarn. Then say one of the patterns from this Unit. The two players must then attempt to get the ring to the other side. The players are not allowed to move their feet although they may move their hands up and down and to the sides as much as they wish. Whichever player receives the ring must turn and face his team and repeat the pattern that you said at the beginning of the round. Repeat this activity until the children have responded a number of times.
- Select an appropriate number of vocabulary words to introduce to the children as sight words. Present the sight words to the children using sight cards. Say each word as its sight card is presented to the children. Mount the sight cards on the board as they are presented.
- Lay the non-local transportation illustrations on the floor under the chalkboard. Give two children a length of yarn (approximately 3 meters long). Say one of the patterns that contains the sight word and the two children should then match the sight word and its corresponding illustration (on the floor). One child should hold his length of yarn on the sight word (on the board) and the other child should hold his length of yarn on the illustration (on the floor). When the children have done this successfully, all of the children in the class should repeat the pattern that you said at the beginning of the round. Repeat a number of times.

FOLLOW-UP:

Before the lesson begins, collect two decks of cards. Give all of the cards in one deck to the children (omitting the jokers). Continue giving the cards to the children until all of the cards in that deck are given out. Then hold up one of your cards (from the other deck) and show it to the children. The child who has the matching card should then identify a sight word that you show him. After doing that, he should toss his 'used card' into the centre of the circle. Continue until all of the cards are in the centre of the circle.

MATERIALS:

a length of yarn (approximately 2 meters long), a 'ring' (e.g., a shower curtain hook), sight word cards, transportation illustrations, a length of yarn (approximately 3 meters long), 2 decks of cards (with jokers removed)

INTRODUCTION:

Mount the non-local transportation illustrations on the chalkboard. Group the children in front of the board. Give each of the sight word cards to the children. Say one of the sight words or the NL patterns that contains the sight word, and the child with the appropriate sight word must then match his sight word with the illustration on the chalkboard. Repeat until all sight words and illustrations have been matched.

ACTIVITIES:

- Before the lesson begins, prepare five copies (or more) of each sight word. Mix all of the sight words together and place them on the floor face down. Group the children around them. Then each child (in turn) should remove two sight words from the pile in the centre of the circle. Prepare two sets of sight word cards for yourself. These will represent your master set of cards. Mix your cards together. Each child should then look at his sight words (the two that he selected). Select any two of your cards and call them out. Any child who has the same two sight words should call "Bingo". Continue to call out pairs of words until someone calls 'bingo'. After each successful round, the children may replace their cards in the circle and select new ones. Repeat this activity a number of times.
- Introduce the NL dialogue to the children. The children should hear the form of the dialogue first. Then be certain that the children understand the MEANINGS of the patterns in the dialogue. Practice the dialogue with the children in choral, group or individual forms.

FOLLOW-UP:

Provide each child in the class with one 'morse code' letter from Appendix E at the back of this program. Cut the letters out of the appendix. Mount the sight words on one chalkboard. Point to one of the sight words and then use a trashcan or other suitable 'drum' to reproduce the dots and dashes of a specific letter. The children should listen carefully to the dots and dashes. Whichever child has the letter that you 'sounded out' should then identify the sight word that you are pointing to. The children may exchange more code letters after each round of this activity. Repeat this activity a number of times.

MATERIALS:

transportation illustrations, sight word cards, 5 copies (or more) of each sight word, 2 sets of sight word cards (master sets)

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: NUMBERS 1 - 20

GRADE: 2

VOCABULARY:

peyak	one
niso	two
nisto	three
neyho	four
neyanan	five
nikotwásik	six
tépakóhp	seven
ayenánew	eight
kekát mitátáht mitátáht	nine
mitátáht peyakosáp	ten
mitátáht nisosáp	eleven
mitátáht nistosáp	twelve
mitátáht neyosáp	thirteen
mitátáht neyanosáp	fourteen
mitátáht nikotwásosáp	fifteen
mitátáht tepakohposáp	sixteen
mitátáht ayenaneosáp	seventeen
kekát nistanow nistanow	eighteen
	nineteen
	twenty

PATTERNS:

Akítaso nistanow isko.

Count up to 20.

DIALOGUE:

T. Kiníta akitáson ná?

Ahaw, akitaso.

S.

T. Can you count?

S. Let's hear you count.

INTRODUCTION:

Prior to the lesson, place twenty pieces of tissue in a tissue box (the type of tissue box that shows the tissue papers when you pull one out, the next one sticks out of the top of the box). Tell the children that you have ONE tissue left in the box. They should watch as you remove the tissue from the box. Appear surprised to see yet another tissue sticking out of the box. Continue in this way until all of the tissues are removed from the box. Count the tissues (in English) with the children.

ACTIVITIES:

- Use large counters (e.g., blocks) to introduce the NL names for the number 1-20. The children should listen as you introduce the NL numbers.
- Place twenty 'teeth' inside Herman's Head. Before the lesson begins, prepare a tape of Herman complaining about his teeth. Inspect his teeth and inform him that he will have to lose some. Proceed to pull-out Herman's twenty teeth. Be certain that the tape lasts long enough for you to pull the twenty 'teeth' from Herman's mouth. Count the teeth as you pull them out, using the NL numbers.
- Cut twenty circles out of tagboard (bristol board); the circles should be about 3 cm diameter. Tape the circles to the board and cover them with a length of mural paper. Group the children in front of the board. Tell the children that you know there are 'cookies' behind the paper. To show them, do a RUBBING of one of the tagboard circles. Then appear surprised to notice that there are other 'cookies'. Continue with the rubbing process until all 20 'cookies' are revealed. Repeat the NL names for the numbers as often as possible.

FOLLOW-UP:

Provide the children with sheets of construction paper and glue; one sheet of paper for each child. Also, provide each child with twenty 'counters', such as paper circles, macaroni, etc. The children should glue their counters to their sheets of paper. Circulate among the children as they work, repeating the NL names for the numbers as often as possible. When all of the children have completed this activity, collect the cards and keep them for use later in the Unit.

MATERIALS:

A box of tissues that contains 20 tissues (kleenex-type), 20 large counters (e.g., blocks), 20 paper teeth (cut from white paper), 20 'counters' for each child, Herman's Head and prepared tape, sheet of paper for each child, glue or paste, 20 tagboard (bristol board) circles (approximately 3 cm in diameter), a length of mural paper, a pencil

INTRODUCTION:

Use the large counters (from Lesson 1) to review the NL names for the number from 1 to 20. Group the children around a table or on the floor. Count the counters as the children watch and listen. Purposely, become confused a number of times and re-count portions of the counters again. Eventually, count out all twenty items. The children should hear the NL names of the number many times during this activity.

ACTIVITIES:

- Play **TISSUE DROP** with the children, using the the numbers 1-20. When a child hears his number called, he should rush into the circle and catch the tissue before it hits the floor. Repeat until all of the children have had a chance to participate.
- Play a version of **STRETCH**. When the players in the two teams hear a number that you have identified, they should pass the beanbag back in 'stoop and stretch' fashion. When the last player in each team has reached the front desk, all children should repeat the number. Repeat this process until the leaders (the first player in each team) have returned to the front of the line. Refer to the 'Activities' section of this program for details of this activity.

FOLLOW-UP:

Give the children their 'counter pictures' that they prepared in Lesson 1. Each child should cut his counters into two sections; each section should contain a number of counters. Both sections do not have to have the same number of counters. For example, one section of a child's counters may contain 5 counters and the other section may contain 15. When the children have cut their 'counter pictures', collect the sections and keep them for use in Lesson 3.

MATERIALS:

Large counters (from Lesson 1), a piece of tissue (kleenex), two beanbags, children's 'counter pictures' (from Lesson 1), scissors for each child

INTRODUCTION:

Use two hand puppets and counters to introduce the new NL patterns to the children. The children should hear the NL forms of the patterns first. Then be certain that the children understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. The children should HEAR the NL patterns many times during this introduction activity.

ACTIVITIES:

- Collect the children's 'counter picture' sections from Lesson 2. Spread them on the floor and group the children around them. Play TURNABOUT with the children, using the counter picture sections and the Lesson's NL patterns. When you say one of the patterns, the two children should attempt to find a counter section that contains the number of counters mentioned in the sentence that you said. Repeat a number of times with other children. Refer to the 'Activities' section of this program for details of TURNABOUT.
- Tape the desk (or a drum) 'x' number of times (any number of times between 1 and 20). The children should listen to the number of times that you tap the desk/drum. Then the children should say the pattern that includes the number of taps that you made. Repeat a number of times.

FOLLOW-UP:

Prepare numeral cards for 1-20; one card for each number. Group the children together in front of you. Give each child one of the number cards. Then say one of the new patterns and the children should look at their number cards. The child who has the number card for the sentence that you said should repeat the sentence. Then have the children exchange cards and repeat the process.

MATERIALS:

hand puppets, children's counter picture sections (from Lesson 2), a drum (if available), a set of numeral/number cards (1-20)

INTRODUCTION:

Review the NL patterns that were introduced in Lesson 3 using Herman's Head and a prepared tape. Prepare the tape for Herman before the lesson begins. The tape should include the NL patterns repeated as often as possible. The children should listen as you have your discussion with Herman. It is important that the children HEAR the NL patterns as many times as possible for this review process.

ACTIVITIES:

- Play a version of CROSS OVER. The children on both sides of the room should have numeral cards; be certain the children on both sides have the same numbers (i.e., there should be a '1' for both sides, a '2' for both sides, and so on. When a child says the pattern for his number, both he and the child on the other side (who has the same number) should exchange places. The child in the middle should attempt to reach one of the empty spaces before the children reach it. Repeat until all players have had a chance to play.
- Place the children counter picture sections (from Lesson 2) on the floor and cover them with a sheet. Group the children around the sheet. Say one of the patterns and a child's name. That child should approach the sheet and feel for the counter section that contains the number of counters mentioned in your pattern. Then he should repeat the pattern. Repeat until all children have participated. More than one child can play this at the same time.

FOLLOW-UP:

The children can make 'fingerprint' pictures using sheets of construction paper and a thick solution of tempera paint. The children should dip each of their fingers (one at a time) in the tempera paint and then make a 'fingerprint' on their sheets of paper. They should continue in this way until all of their fingers have been 'fingerprinted'. Display the fingerprint pictures in the room. Walk among the children as they work, encouraging them to say the patterns.

MATERIALS:

Herman's Head and prepared tape children's counter picture sections (from Lessons 2 and three) a sheet a sheet of construction paper for each child a portion of THICK tempera paint for each child

INTRODUCTION:

Review the unit's words and patterns using the children's counter picture sections developed earlier in the Unit. Group the children in front of the board. Tape one of the sections to the board and count the counters on the sections to the board and count the counters on the section (in the NL). Repeat this process until the children have heard the numbers and their patterns a number of times.

ACTIVITIES:

- Tape numeral cards to the floor, in a scattered form. Group the children near them. Have a child stand by the numeral cards. Then say the NL name for a number OR its pattern. The child should run to the number card for the word/pattern that you said. Immediately say another number/pattern and the child should run to that number card and so on. Later, play the game with two (or more) players.
- Introduce the dialogue to the children. The children should hear the NL form of the dialogue first. Then be certain that they understand the MEANINGS of the patterns in the dialogue. Practice the dialogue with the children in choral, group, and individual forms.
- Introduce and sing the song, " _____ " with the children. Be certain the children understand the MEANINGS of the words/patterns in the song.

FOLLOW-UP:

Review the Unit's words and patterns with the children. Then encourage the children to make new patterns using the Unit's vocabulary items. The children may wish to use patterns from other Units OR they may wish to try creating new sentences. Tape the sentences that the children provide so that they can hear them afterwards. This activity helps the children to USE the language items/patterns that they are learning.

MATERIALS:

children's counter picture sections, masking tape, numeral/number cards (1-20), tape recorder and blank tape

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: ON THE FARM

GRADE: 2

VOCABULARY:

mostos	cow
mistatim	horse
manátik	sheep
kókós	pig
pápákwán	chicken
atim	dog
mistápos	goat
pósís	cat

PATTERNS:

Tánisi e-isítákosit _____ ?

What sound does a _____ have?
(animal) _____

DIALOGUE:

T. Okistikew ná, pisiskiwak ayawew?

S. Ehe, ahtit pisiskiwak ayáwew.

T. Kekwán ká-ayát.

S. _____ ayáwew.

T. Did the farmer have animals?

S. Yes, he had some animals.

T. What did he have?

S. He had _____.

INTRODUCTION:

Show the children a picture of a farm. Encourage the children to talk about the picture. Many of the children may have been on farms. Encourage them to talk about their experiences on the farm. The farm picture that you show should include pictures of a number of farm animals (all of the animals included in the vocabulary list). Encourage the children to talk about the different animals, noting in particular, their uses and their appearances. Introduce the NL names for the different animals.

ACTIVITIES:

- Introduce the individual animal pictures, repeating the NL names for them. Mount each of the pictures on the board as it is introduced.
- Use masking tape to make 'pens' for the different animals found on a farm. Tell the children that each animal has its own pen. Then use a hand puppet to help you 'round-up' the farm animals. To do this, remove the individual animal pictures from the board (from the previous activity), naming the animals (in the NL) as you herd them, with the hand puppet, to their pens. Repeat this process until all of the animals have been herded to their pens.
- The children should look carefully at the animals in their 'pens' (the masking tape areas from the previous activity). Then have the children close their eyes and switch the pens of two of the animals. The children should open their eyes and identify (accept the English name for the animals at this stage) the animals that switched pens. When the children have identified the animals that you moved, repeat their NL names and 'herd' them back to their original pens. Repeat this process a number of times. This activity helps to develop the children's visual memory skills and it provides you with the opportunity to provide a situation in which the children can HEAR the NL names of the animals.

FOLLOW-UP:

Develop sound effects for each of the farm animals. Then show the children the individual pictures of the farm animals. When the children see a picture of a farm animal, they should make the sound effect for that animal. Repeat this activity until the children are able to respond well.

MATERIALS:

picture of a farm (that includes animals), individual animal pictures, masking tape

INTRODUCTION:

Review the farm animals introduced in Lesson 1, using the individual animal pictures. Place the animal pictures on the floor and gather the children around them. Tie a beanbag to the end of a length of yarn. Toss the beanbag at the pictures, holding on to the other end of the yarn. Name the animal on which the beanbag lands. Repeat this process until the children have heard the names (the NL names) of all of the farm animals.

ACTIVITIES:

- Give a child the beanbag and yarn (from the 'Introduction' activity above). The child should hold one end of the yarn in one hand and the beanbag in his other hand (the beanbag should be in his 'pitching' hand). Say the name of one of the farm animals (in the NL). The child should then hold tightly to the end of the yarn and toss the beanbag to the picture of the animal that you named. Repeat with other children. After the child has landed the beanbag on the correct picture, all of the children should repeat the name of the animal.
- Review the animals' sound effects, developed in Lesson 1. Then say one of the animal names, in the NL, and the children should respond by making the appropriate sound effect.
- Play MOUSE CATCH using the individual animal pictures. When a child has caught the 'mouse' he should place it on the correct picture and repeat the name of the animal. Repeat.

FOLLOW-UP:

Provide each child with a farm animal picture, a sheet of white (thin) paper, and a pencil. The children should then trace the pictures of the farm animals. When all of the children have completed their tracings, collect them and mix them. Place the tracings on the floor and group the children around them. Collect your master set of animal pictures. Show one of your pictures, the children should name it. Then call upon a child to find its 'match' in the pile on the floor. Repeat a number of times.

MATERIALS:

individual animal pictures, length of yarn and a beanbag, a sheet of white (thin) paper for each child, a pencil for each child

INTRODUCTION:

Use Herman's Head to introduce the new NL patterns to the children. Prepare the tape for Herman before the lesson begins. Be certain to repeat the new NL patterns many times on Herman's tape. After the children have heard the NL forms of the patterns, be certain that they understand their meanings. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Play TONGS PICK-UP using the individual animal pictures and the new NL patterns. When a child has picked up the correct picture with the tongs, he should say the pattern for that picture. Repeat until most children have participated.
- Play GUESS with the children using very small pictures of the farm animals and cups or mugs (three cups/mugs). After moving the cups/mugs around call upon a child to identify the cup/mug that he thinks contains the animal. The child should point to the cup/mug that he thinks contains the picture, and he should say the pattern for the picture. If the child guessed correctly, he takes the next turn at 'juggling' the cups/mugs. Repeat a number of times.

FOLLOW-UP:

Have each child draw and cut out a farm animal from tagboard (bristol board). Then the children should place their cut-outs on the floor (a hard surfaced floor). Cover all of the cut-outs with a length of mural paper. Then provide each child with a pencil. The children should then do rubbings of the animals; i.e., they should rub the pencils over the cut-outs to produce the 'rubbings' on the mural paper. Display the 'rubbings mural' in the classroom.

Keep these for use in Lesson five.

MATERIALS:

Herman's Head and prepared tape, tongs, 3 cups or mugs, small pictures of animals (or models of animals), length of mural paper, a section of tagboard (bristol board), pencil for each child

INTRODUCTION:

Use the rubbings mural, prepared in Lesson 3 for a review of the NL patterns introduce in the same lesson. Group the children near the 'rubbings mural'. Point to each of the animal rubbings and say the pattern for that animal. Repeat this process until the children have heard the patterns a number of times. If you did not do the 'rubbings mural' in Lesson 3, use the animal pictures (individual pictures).

ACTIVITIES:

- Play CHANGE using the NL patterns. When the children hear the pattern that you have identified, they should drop arms and find new partners. Play the game a number of times.
- Play TIC TAC TOE with the children using masking tape and the individual farm animals' pictures. Refer to the 'Activities' section of this program for details of this activity.
- Collect the tagboard cut-outs of the farm animals from Lesson 3. Lay the cut-outs on the floor and cover them with a sheet. Group the children around the sheet. Have a child approach the sheet and 'feel' one of the animal outlines through the sheet. The child should then say the pattern for that animal. After the child has said the pattern, reach under the sheet and remove the animal cut-out that he felt. The remaining children should determine whether or not the child said the right pattern. Repeat a number of times.

FOLLOW-UP:

Provide each child with a portion of modelling clay. The children should then use their modelling clay portions to create figures of the different farm animals. Circulate among the children as they work, encouraging them to say the patterns associated with the different animals. Later when all of the children have completed their figures, collect them and display them in the classroom. They will be used again in Lesson 5.

MATERIALS:

rubbing mural (from Lesson 3 - optional), animal pictures, masking tape, tag board cut-outs of animals (from Less 3), modelling clay for each child

INTRODUCTION:

Review the NL terms and patterns from this Unit using the pictures of the different farm animals. Mount the pictures on the walls around the classroom. Before the lesson begins, prepare a tape that contains the words/patterns of the Unit. Play the tape. Run to the pictures as the words/patterns are heard on the tape. E.G., when you hear the NL word/pattern for 'horse', you should run to the horse picture. Continue until the tape ends.

ACTIVITIES:

- Group the children in front of the chalkboard or display board. Mount the animal pictures on the board. The children should look carefully at the pictures of the animals. Then have the children close their eyes. Remove one of the animal pictures. The children should then open their eyes and identify the 'missing' animal using its NL name. Repeat a number of times.
- Group the children in a circle. Blindfold the children or have them close their eyes. Pass one of the modelling clay animal figures (from Lesson 4) around the circle. The children should feel the figure as it is passed around the circle. When the figure has gone around the circle, call upon a child to say the pattern for that animal represented by the figure. Repeat.
- Introduce the dialogue to the children. After hearing the NL form of the dialogue, be certain the children understand the MEANINGS of the patterns in the dialogue. Practice the dialogue in choral, group, and individual forms.

FOLLOW-UP:

Review the animal names with the children, using the pictures, models, rubbings, etc. Then review the patterns that were developed in this unit. Then encourage the children to use their 'internalized' (learned) NL to make up new patterns, using the names of the animals. The children may use patterns from other Units or they may wish to attempt to create 'original patterns'. This activity helps the children to 'manipulate' the NL content that they have learned. Tape the patterns that the children provide.

MATERIALS:

animal pictures, tape of words/patterns from this Unit, masking tape, blindfold for each child (optional)

DEVELOPMENTAL LANGUAGE SKILLS PROGRAM

CREE

UNIT

THEME: ORGANS OF THE BODY

GRADE: 2

VOCABULARY:

mite	heart
okwan	liver
mitítikos	kidney
e mitíp	brain

PATTERNS:

0 _____ kí-póni atoskemakaniw.

(except kidney)

His/her _____ has stopped functioning.

DIALOGUE:

T. Kí wisakenitenná mána, kí _____ ?

S. M wá ch, máka ni _____ kí mátisáw _____
(relative) (organs of the body)

T. Is you _____ ever sore?

S. No, but my (relative) _____ has an operation on his/her
(organs of the body)

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INTRODUCTION:

Present a stethoscope to the children. Tell the children that you have always wanted to be a doctor. Use the stethoscope to attempt to listen to a variety of different 'objects' in the room. Appear concerned that you 'can't hear anything'. Then place the end of the stethoscope on your chest. 'Over-dramatize' hearing the sound of your heart. Give the stethoscope to individual children so that they may also hear their hearts.

ACTIVITIES:

The children should understand that all people have 'body parts' that they may 'never see'. Lead the discussion from the stethoscope activity above into a discussion of other body parts that are 'inside of us'. Use 'organs' illustrations during this discussion of the different body parts. Briefly describe the function of each body organ.

Before the lesson begins, prepare an extra set of the organs' illustrations. Cut out each of the organ illustrations in the extra set. Group the children in front of the chalkboard. Draw a large outline of a person on the chalkboard. Then use the cut-out body organs to represent the approximate locations of the organs in the human body. Introduce the names for the different organs at this time. The children should HEAR the names of the organs a number of times during this introduction process.

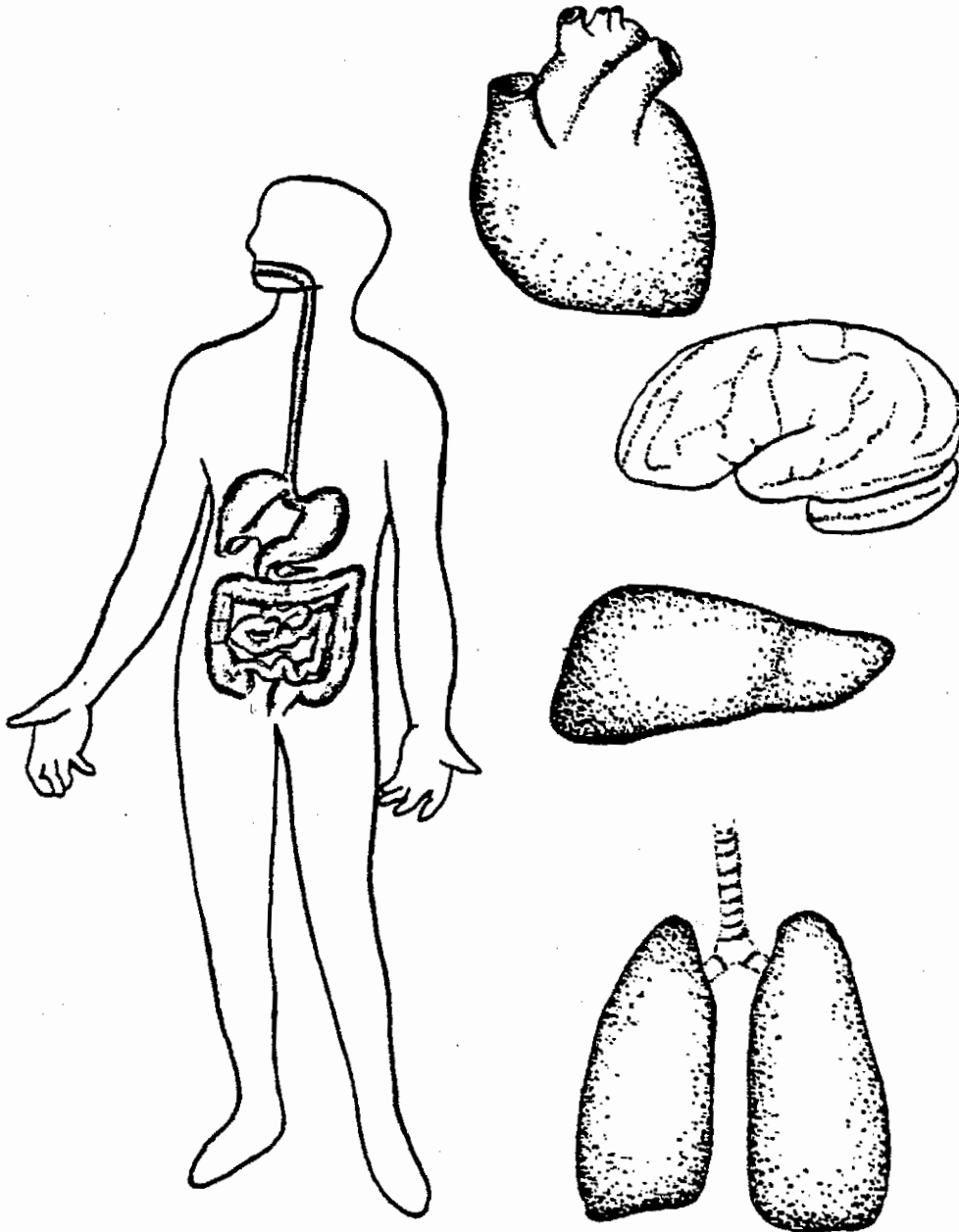
Before the lesson begins, prepare a 'stuffed person' using butcher paper and newsprint (for the stuffing). Place cut-outs of the organs inside the 'stuffed person'. Lay the 'stuffed person' on the floor and group the children around it. Tell the children that this person requires an 'operation'. Dramatize 'operating' on the patient, removing the different organs as you do so. Repeat the names for the different organs as you remove them from your 'patient'. When the operation is over, replace the organs, once again repeating their names.

FOLLOW-UP:

Provide each child with a of black construction paper. Then provide each child with a small amount of fluorescent paint. The children should then point 'fluorescent body pictures' that show the internal organs introduced in this lesson. When the children have completed their illustrations, attach them to a display area in the classroom. Darken the room and turn on the black light. The children's pictures should then 'spring to life'. Review the names for the different organs, pointing to the organs in the illustrations. You may wish to leave a 'model' of a human body and its organs on display while the children make their illustrations. Circulate among the children as they work, repeating the names for the different organs.

MATERIALS:

Stethoscope, organs illustrations, an extra set of organs illustrations, a pair of scissors, chalk, a stuffed person (prepared using butcher paper and newsprint), a sheet of black construction paper for each child, fluorescent paint for each child, a black light



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INTRODUCTION:

Lay the 'stuffed patient' from Lesson 1 on the floor and group the children around him. Call a child's name. That child should approach the 'stuffed patient'. The child should reach into the patient and remove one of the organs. Name the organ that the child removes from the patient. Continue in this way using other children as the 'doctor' to review the NL names of the different organs. Have the organs placed 'back into the patient' in the same way.

ACTIVITIES:

- Review the locations of the organs in the human body with the children. Then say the name of one of the organs and the children should touch their bodies in the approximate location of that organ. Repeat this process until the children are able to respond well.
- Make a large outline of a patient on the floor using masking tape. Group the children around the masking tape outline. Give each of the cut-out body organs (from Lesson 1) to the children. Say the name of one of the organs (in the NL) and the child with that organ must rush up to the masking tape outline and place that organ in its approximate location in the outline. Repeat until all of the organs have been placed. When all organs are in place, reverse the process by calling a child's name and naming one of the organs (in the NL). The child named should remove the organ that you said from the masking tape outline. Repeat until all organs have been removed.

FOLLOW-UP:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words using sight word cards. Say each term as its sight card is presented.
- Group the children in a circle. Walk around the outside of the circle, taping the cut-out organs (from Lesson 1) and the sight words to the childrens' backs, one word/cut-out per child. When you say "Go", the children must then circulate attempting to match themselves according to organ cut-outs and sight words. When the children have successfully matched themselves together, have each pair of children say the name of their organ. This activity can be repeated.

MATERIALS:

'Stuffed patient' (from Lesson 1), cut-out organs, masking tape, sight word cards, organs illustrations

INTRODUCTION:

Group the children in front of the chalkboard. Mount each of the sight word cards (from Lesson 2) on the board in a vertical column. Then point to each sight word and say its NL pattern. Continue in this way until the children have heard all of the patterns. Then write the patterns 'around' the sight word. Make the necessary changes in the sight words (as necessary) so that they fit gramatically into the NL patterns. The children should watch as you write the patterns around the sight words. When the patterns are complete, read them with the children.

ACTIVITIES:

- Remove the sight words from the board (from the previous activity). Give each sight word to a child. Then a child should re-attach his sight card to one of the 'points of departure' on the chalkboard. When the child has placed his card in one of the blank spaces, he should read the entire pattern to the other children. Continue in this way until all of the sight cards have been replaced.
- Make a masking tape line on the floor. Group the children in two teams. The first player from each team should stand on one side of the masking tape line (each player should be on a different side of the line). The two players should join right hands. Say one of the NL patterns. Then the two players should attempt to pull one another over the line. The child who is pulled over the line in this TUG OF WAR activity must then repeat the pattern that you said at the beginning of the round. Repeat this process until all players have participated.

FOLLOW-UP:

- Say one of the vocabulary words from this Unit and the children should respond by saying its 'complete' pattern. Repeat this process until all of the patterns have been reproduced in this way.
- Arrange the children in pairs for a game of HOP AND TIP. Say a pattern at the beginning of each round. Then, when one member of each pair is sitting, the standing children should repeat the pattern that you said. Refer to the 'Activities' section of this program for details of HOP AND TIP.

MATERIALS:

Sight word cards, chalk, masking tape

INTRODUCTION:

Group the children in front of the chalkboard. Mount one of the sight word cards on the board and read it to the children. The children should respond by saying the NL pattern that contains that sight word. Continue in this way until all of the sight words and their patterns have been reviewed.

ACTIVITIES:

- Group the children in two teams. Have the two teams stand in parallel lines at one end of the room. Place the sight word cards on the floor (face up) at the other end of the room. Place a small amount of rolled masking tape under one foot of the first player in each team. Say one of the sight words OR one of the NL patterns and the first player in each team must hop to the sight word cards. When a player reaches the sight word cards he must pick up the correct sight word using his 'sticky foot'. The first player to do this successfully and to repeat the sight word/pattern scores a point of his team. Repeat this game of STICKY FOOT until all players have played. Refer to the 'Activities' section of this program for details of STICKY FOOT.
- Group the children in a circle. Stand in the center of the circle with a flashlight. Play FLASHLIGHT HAND TAG with the children. The children should cautiously place their hands inside the circle. Attempt to shine the light of the flashlight on the childrens' hands. When a child's hands are 'tagged' by the light, he should repeat a pattern that you said at the beginning of the round. Repeat a number of times.

FOLLOW-UP:

- Play BEAR HUNT with the children to encourage individuals to say the NL patterns from this Unit. Refer to the 'Activities' section of this program for details of BEAR HUNT.

MATERIALS:

Masking tape, sight word cards, a flashlight, a 2 foot length of rope

INTRODUCTION:

Use the cut-outs of the different organs (used earlier in this Unit) to review the NL terms and patterns. Place an overhead projector on the floor. Group the children behind the overhead projector. Place one of the organ cut-outs on the projector screen. The children should look at the outline projected on the wall. Name the organ and then say the NL pattern for that organ. Continue in this way until the children have heard the names of the organs and their NL patterns a number of times.

ACTIVITIES:

- Play DODGEBALL with the children to encourage individual children to identify the sight words from this Unit OR repeat the NL patterns from this Unit. When a child has been touched with the ball, he should identify the sight word that you show him OR he should repeat a NL pattern that you said at the beginning of the round. Repeat this process until many of the children have had a chance to respond. Refer to the 'Activities' section of this program for details of DODGEBALL.
- Introduce the NL dialogue to the children. 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. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practice the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Review the Unit's vocabulary terms with the children. Then encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other units. Write the patterns that the children suggest on a length of Language Experience Chart Paper so that they may be reviewed at a later date.

MATERIALS:

Organs cut-outs, overhead projects, a large soft ball, a length of Language Experience Paper, a felt pen

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NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: SEASONAL CLOTHING

GRADE: 2

VOCABULARY:

sípanaskisina	rubbers
místikwaskisina	boots
mískotákiy	coat/jacket
piponsákiy	winter coat
astotin	hat
wayánastotin	fur hat
astis(ak)	mitt
tapiskákan	scarf

PATTERNS:

Ni _____ ni-ka-ikisken ispiik _____
(season)

I will wear my _____ when the season is _____
(clothing) (season)

DIALOGUE:

T. Nína óma ni _____
(clothing)

S. Kína ná, óma ki _____
(clothing)

T. Ehe, nína anima ni _____.

T. This is my _____.

S. Is this one your _____.

T. Yes, that's my _____.

INTRODUCTION:

If possible, collect actual clothing samples for this Unit. Otherwise, use pictures of the different clothing items. The activities in the Unit will include the use of the actual clothing items. You may substitute them with pictures if necessary.

Prior to the lesson, place a number of 'winter' clothing items in a container and tell the children that you are ready to 'go to the beach'. Remove the clothing items from the container one at a time appearing satisfied with the clothing items that you have chosen. The children should tell you that your choice is 'seasonally inappropriate'.

ACTIVITIES:

- Present the 'summer' clothes after all of the 'winter' clothes from the preceding activity. Encourage the children to talk about the different summer and winter clothing items.
- Introduce the NL names for the different clothing items. Mix all of the clothing items together and place them in a pile on the floor. Group the children around the pile. Introduce the NL terms for 'summer' and 'winter'. Be certain that the children understand the meanings of the NL terms (summer/winter). Then tell the children that you are going to sort your clothes. They should listen as you sort the clothes into two piles, one pile for 'summer' and another pile for 'winter'. Repeat the NL names for the clothing items and the NL terms for 'summer/winter' as often as possible. Occasionally, place a clothing item in the incorrect pile so that the children can correct you. Continue in this way until all of the clothing items have been classified.
- Before the lesson begins, prepare a tape that contains the NL words for 'summer' and 'winter' repeated a number of times (e.g., 3 minutes of tape). Play the tape and pick up sample clothing items for the two seasons. There should be pauses between the words on the tape (summer/winter) to allow you time to name each clothing sample as you show it. For example, when you hear 'summer' (in the NL), hold up a 'summer' clothing item and name it. Repeat this process until the tape is finished.

FOLLOW-UP:

Divide a length of mural paper into two sections, one section for 'winter' and another section for 'summer'. Divide the children into two groups, one for winter and another for summer. Then provide the children with old magazines and/or catalogues. The children should locate pictures of clothing items that depict 'seasonal' appropriateness. The children should cut out the pictures and then mount them on the mural paper, mounting the

FOLLOW-UP: (Cont'd)

pictures in the correct sections of the mural paper (be certain to identify the halves of the mural paper as summer/winter).

MATERIALS:

container (e.g., a bag), tape (approximately 3 minutes) of terms, summer/winter clothing samples, clothing pictures (if no samples are available), tape recorder, length of mural paper, old magazines/catalogues, glue or paste.



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INTRODUCTION:

Review the vocabulary terms introduced in Lesson 1 using the clothing samples. Group the children together facing you. Tell them that you are packing to go snowshoeing. Tell the children that they should watch as you pack your clothes. Show the 'winter' clothes and name them as you place them inside a container. Then tell the children that you are going to put your summer clothes away. Show each summer item and name it. Then place the summer clothes 'in storage'.

ACTIVITIES:

- Group the children in a circle. Extend a 'clothesline' across the circle by having two children at opposite sides of the circle hold the ends of a length of string or thin rope. Place the clothing samples under the 'clothesline'. Hang one of the clothing items on the clothesline attaching it with a clothespin. Say the item's name and the children should repeat it. When all clothes are 'on the line', point to each one and have the children say its name.
- With all of the clothes 'on the line' (from the previous activity), walk around the circle for a version of TURNABOUT. Touch two children on their shoulders saying the name of a season (winter or summer) and the two children should turn around and then enter the circle to find clothing items for the season that you named. They should remove the items from the clothesline, name them, and then put them on (over their clothes). Repeat until all of the clothing items are being worn.

FOLLOW-UP:

Have the children who are wearing the clothing items stand in a straight line, side-by-side, facing the other children. Name one of the clothing items and the children (not wearing the items) should look at the child who is wearing the clothing item named (you may wish to have the 'clothing items' children stand in different locations in the classroom). Repeat until the children are able to respond well.

MATERIALS:

clothing samples, string/rope for 'clothesline', container (e.g., a bag)

INTRODUCTION:

Use Herman's Head to introduce the patterns to the children. The children should hear the NL forms of the patterns during the discussion with Herman. Then be certain that the children understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

The tape that you prepare for Herman should contain the clothing names repeated a number of times.

ACTIVITIES:

- Divide the children into two teams. Place all of the clothing items on the floor. Say the NL term for 'summer' OR 'winter'. Then the first player from each team should rush to the pile of clothing to find clothing samples for the season that you named. The first player to do this is the winner for that round. When both players have the clothing items, the other children should say the pattern for each clothing item (model the pattern initially). Repeat until all players have participated.
- Play TUG-A-TONGS to encourage oral reproduction of the new NL patterns. When each child has a firm grip on the clothing item with his tongs, they should begin the 'tug-of-war'. The child who wins should hold up the clothing item and the other children should say the pattern for that clothing item. Repeat until all of the children have had a chance to play. Refer to the 'Activities' section of this program for details of this activity.

FOLLOW-UP:

Place all of the clothing items in a container (e.g., a large plastic bag). The children should not be able to see the clothing items. Have a child reach into the bag and 'feel' one of the clothing items. He should then identify it as a 'summer' or 'winter' clothing item. Then he should remove it to determine his accuracy. If he was correct, he should keep the clothing item until the end of the activity. If he was not correct, he should return it to the container. Repeat until all clothing items have been identified.

MATERIALS:

tape recorder, two pairs of tongs, clothing samples, container (e.g., a bag), Herman's Head and prepared tape

INTRODUCTION:

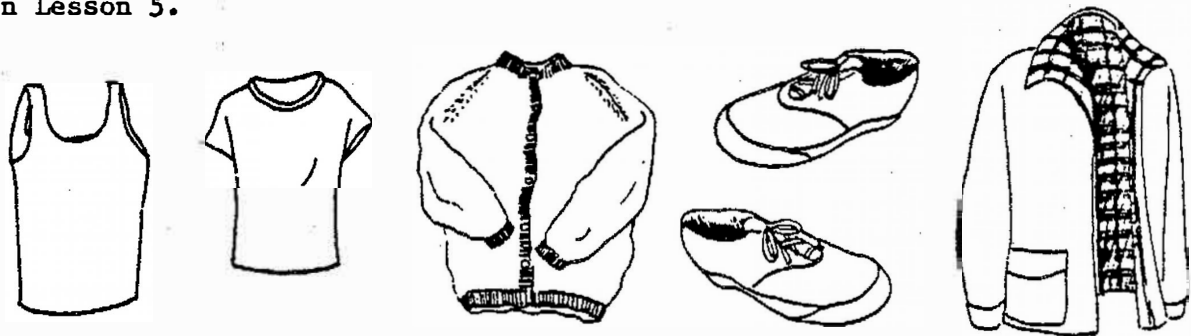
Review the NL patterns introduced in Lesson 3 using the sample clothing items. Spread the clothing items on the floor and walk among them with a hand puppet. Discuss the clothing items with the hand puppet repeating the NL names and patterns for the clothing items as often as possible. The children should HEAR the NL patterns many times during this review process.

ACTIVITIES:

- Use the MIRROR TECHNIQUE to encourage individuals to say the new patterns. When a child sees one of the clothing items in the mirror, he should say its pattern. Refer to the 'Activities' section of this book for details of this activity.
- Use the SILHOUETTE TECHNIQUE to encourage the children to say the NL patterns. When the children see one of the clothing items (i.e., the item's silhouette), they should say its pattern. Repeat until the children have said all of the patterns. Refer to the 'Activities' section of this program for details of the activity.
- Group the children in a circle. Blindfold each child. Pass one of the clothing items around the circle. The children should feel the item as it is passed around the circle. Then when all children have felt the item, call upon a child to say the pattern for the clothing item.

FOLLOW-UP:

Lay lengths of mural paper on the floor. Divide the children into groups, one group for each clothing item. Then the groups of children can trace the clothing items on the lengths of mural paper. When the children are finished, collect the clothing samples and tracings and keep them for use in Lesson 5.

**MATERIALS:**

a hand puppet, a small unbreakable mirror, sheet, O/H projector, clothing samples, a blindfold for each child, lengths of mural paper, pencils

INTRODUCTION:

Lay the tracings (from Lesson 4) on the floor and group the children near them. Walk among the tracings placing the clothing items on them. Repeat the names of the clothing items and the patterns as often as possible. Repeat this process until all of the clothing samples have been matched with their tracings.

ACTIVITIES:

- Remove the clothing items from their tracings. Place the clothing items in a pile near the tracings. Say the NL name for 'winter' OR 'summer' and a child's name. That child should then find a clothing item that is appropriate for the season that you named. He should then place it on its tracing. After placing it on its tracing' the child should repeat the pattern for the clothing item. Repeat until all of the clothing items have been matched with their tracings.
- Introduce the dialogue to the children. The children should hear the NL form of the dialogue first. Then be certain that they understand all of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. When you feel that the children understand the meanings of the patterns, proceed to practice the dialogue in choral, group, and individual forms.

FOLLOW-UP:

Review the vocabulary and patterns introduced and developed in this Unit. Then encourage the children to make new NL patterns using the Unit's vocabulary terms. The children may wish to do this by using points of departures (patterns) from other Units or they may wish to create 'original' NL patterns by experimenting with 'pattern development' using NL terms. Tape the session so that the children can hear their new patterns afterwards.



MATERIALS:

clothing tracings (from Lesson 4), tape recorder and blank tape

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NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: SHAPES

GRADE: 2

VOCABULARY:

wáwíyaw	circle
asawenaw	square
kasawenak	rectangle
pinitenaw	triangle

PATTERNS:

Miska kekwan e _____.

Find an article that is _____.

DIALOGUE:

T. Kekwán ni mamitonéniten.

S. Kekwán anima?

T. _____ anima.
(shape)

T. I am thinking of something.

S. What is it?

T. It is _____.
(shape)

INTRODUCTION:

Before the lesson begins, place samples of the shapes in a sock, a glove/mitten, and a boot. Place the sock, glove/mitten, and boot on the floor near you. Group the children in front of you. Tell them that something strange happened to you the 'other day.' Show them what happened. Put on the sock and dramatize feeling something 'strange' in the sock. Remove the shapes, one by one from the sock; naming each shape as it is removed from the sock. Afterwards, repeat this process using the shapes in the glove/mitten and boot.

ACTIVITIES:

- Use the shapes from the previous activity to introduce the NL names for the different shapes. Tape a sample of each shape to the board as you introduce it. Repeat the NL names for the shapes as often as possible.
- Walk around the classroom, pointing to items that contain the shapes being introduced. Repeat the NL names for the shapes as you point them out in the room.
- Use the WORM IN THE APPLE technique to provide another 'auditory exposure' situation for the children; i.e., a chance to hear the NL terms once again. Say the shapes that appear on the worm as you pull it from the apple.
- Shine an overhead projector against a wall or screen. Place one of the shapes (from the 'Introduction' activity, above) on the screen of the projector - the shape's form should be seen on the wall/screen. Name the shape. Repeat this process until all of the shapes have been presented and their NL names repeated many times.

FOLLOW-UP:

Provide each child with a sheet of art paper and a length of yarn. The children should make the shapes with the yarn, on their sheets of paper. When a child has completed his shape, he should glue/paste it in place. When all of the children have completed their shapes, collect them and keep them for use in Lesson Two. Circulate among the children as they work, repeating the NL names for the shapes.

MATERIALS:

small shapes samples (e.g. plastic shapes), a sock, a glove/mitten, a boot, masking tape, materials for WORM IN THE APPLE technique, Overhead projector, a sheet of art paper for each child, a length of yarn for each child (about 15 cm. long), glue/paste for each child

INTRODUCTION:

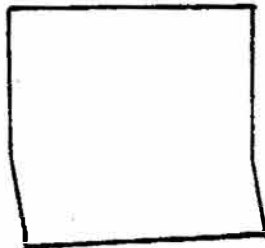
Review the NL names for the shapes, introduced in Lesson One, using the plastic shapes from that Lesson. Place the shapes on the floor and group the children near them. Pretend to accidentally step on one of the shapes - dramatize this sufficiently. Repeat the shape's name many times. Repeat this process by pretending to step on the other shapes. Continue until the children have HEARD the shape's names many times.

ACTIVITIES:

- Use the SILHOUETTE TECHNIQUE to encourage the children to say the NL names of the shapes. Show one of the shapes behind the sheet and the children should name it. Model the responses at first, as necessary. Eventually the children should respond independently.
- Have the children stand in a circle. Walk around the outside of the circle, eventually stopping behind a child. Use your index finger to make the outline of one of the shapes on the child's back. The child should 'feel' the shape and then name it. Repeat until all of the children have had a chance to 'feel' one of the shapes.
- Group the children in a circle. Blindfold each of the children. Pass around one of the shapes pictures that the children prepared in Lesson One. The children should feel the outline of the shape. When the shape has gone all of the way around the circle, call upon a child to identify the shape, using its NL name. Repeat using other shapes.

FOLLOW-UP:

Play FLASHLIGHT ILLUSTRATING with the children, using paper cut-outs of the shapes and a sheet. When the flashlight stops beside one of the shapes, the children should name it. Refer to the 'Activities' section of this program for details of this activity. Repeat the drill until the children are able to respond well.

**MATERIALS:**

shapes samples (from Lesson One), sheet, projector, children's yarn shapes (from Lesson One), masking tape, a sample of each shape cut from paper

INTRODUCTION:

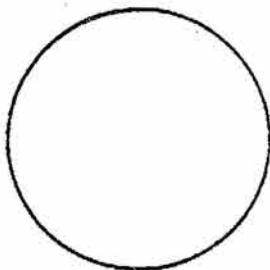
Use Herman's Head to introduce the new NL patterns to the children. It is important that the children hear the NL forms of the patterns first. Then, be certain that they understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to ensure that they understand them.

ACTIVITIES:

- Provide each child with a length of yarn (about 20 cm long). Say one of the NL patterns and the children should make the shape mentioned in your pattern, using their section of yarn. Repeat this process a number of times, using the new NL patterns.
- Before the lesson, cut samples of the shapes from tagboard and tape them to the board. Cover them with a length of butcher paper. Group the children in front of the butcher paper. Casually rest your hand on the butcher paper and appear surprised to feel something under the paper. Use a pencil to do RUBBINGS of the shapes. As a shape appears as a rubbing, the children should say the pattern for the shape. Repeat until all of the rubbings are revealed and the children have said all of the patterns for the shapes.

FOLLOW-UP:

Provide each child with a pipe cleaner. The children should shape their pipe cleaners into the shapes introduced and developed in this Unit; one shape per child. When all of the children have completed their pipe cleaner shapes, collect them and keep them for use in Lesson Five. Circulate among the children as they work, encouraging them to say the new NL patterns.

**MATERIALS:**

Herman's Head and prepared tape, a length of yarn for each child (about 30 cm long), tagboard (bristol board), cut-outs of the shapes, a length of mural paper, a pencil, a pipe cleaner for each child

INTRODUCTION:

Review the NL patterns, introduced in Lesson Three, using samples of the shapes from around the classroom. Walk around the classroom, pointing out the shapes in items and saying the NL patterns. It is important that the children HEAR the NL pattern once again.

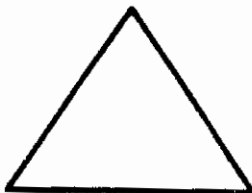
ACTIVITIES:

- Group the children in front of you. Have the children watch you lips as you MOUTH one of the NL patterns. Move your lips as though you were actually saying the pattern (don't actually voice the words of the pattern). The children should watch your lips carefully. When you have finished, call upon a child to repeat the pattern that you said. Repeat this activity, using the other NL patterns.
- Provide each child with a sheet of black construction paper and a small portion of flour or salt. The children should spread the flour/salt on their sheets of paper. Then, say one of the NL patterns and the children should make the shape, mentioned in the pattern, with their index fingers in the flour/salt. Afterwards, they should erase the shapes in readiness for the next round of the activity. Have the children repeat the pattern before moving on to the next round.

FOLLOW-UP:

Play BALLOON RELEASE with the children. Say one of the NL patterns before releasing the balloon. The child who receives the balloon should repeat the pattern that you said. Repeat this activity a number of times.

Refer to the 'Activities' section of this program for details of this activity.



MATERIALS:

a sheet of black construction paper for each child, a small portion of flour/salt for each child, a balloon

INTRODUCTION:

Review the NL words and patterns introduced and developed in this Unit, using the variety of shapes materials from the previous lessons. Show the shapes to the children, naming each and/or saying its pattern. Repeat this until the children have heard all of the NL words/patterns.

ACTIVITIES:

- Make large masking tape shapes on the floor. Group the children near them. Review the names of the shapes and the patterns associated with the them. Then, have the children stand inside one of the shapes. Say the name of another shape or the pattern for another shape. The children should then hop into the outline of the shape that you named. Repeat this adaptation of HERE THERE EVERYWHERE a number of times. You may wish to use both the NL words and patterns that have been developed in this Unit.
- Play RING TOSS using the pipe cleaner shapes from Lesson Three. When a child hears you say a shape name or pattern, he should select the correct pipe cleaner shape and then toss it over one of the pencils that is secured in a modeling clay base. Repeat until all children have had a chance to play RING TOSS. Refer to the 'Activities' section of this program for details of the activity.
- Introduce and practice the dialogue with the children. Be certain the children understand the MEANINGS of the dialogue's patterns.

FOLLOW-UP:

Have the children make individual pictures using ONLY the shapes introduced in this Unit. Provide the children with art paper and pencils, crayons, felt pens, etc. The children should determine the contents of their pictures. No other shapes should be used; only those shapes introduced and developed in this unit.

MATERIALS:

shapes materials, masking tape, pipe cleaner shapes (from Lesson Three), art paper for each child, pencil, crayons, felt pens, etc. for each child

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: SPORTS

GRADE: 2

VOCABULARY:

pakamahtowin	Playing baseball
sóskwanáti kawin	Skating
sóskwachewin	Sliding/Tobogganing
kakwechiskátitowi	Races
n pakamáhtowin	Playing Ball
kapásimowin	Swimming
kikín'te	Did you go?
nikín'te	was going to go

PATTERNS:

Kikín'te _____ ?
 Did you go to where they are _____ (Activity) .

DIALOGUE:

T. Ki-kín'te _____ ?
 S. Ehe, ni-kí-itótán ite ká _____ .
 T. Did you go _____ ?
 S. Yes I was going to go _____ .

INTRODUCTION:

Before the lesson begins, put a sneaker on one foot and a skiboot on the other foot. Stand in front of the children until the children notice that your shoes are 'mismatched'. Explain to the children that you couldn't decide whether you wanted to play 'volleyball or whether or not you wanted to go 'skiing'. Use this as a jumping off point to a discussion of the different sports that you might participate in.

ACTIVITIES:

- Before the lesson begins, prepare a set of 'association illustrations'. These illustrations should represent items that can be associated with the different sports. Present each of these illustrations to the children, encouraging them to identify the sport associated with it. Continue in this way until the children have identified all of the sports. Mount the 'association illustrations' on the board as they are presented.
- Introduce 'sports illustrations' to the children, encouraging them to talk about their 'favorite sports'. Use these illustrations to introduce the NL vocabulary words to the children. Be certain that the children understand the MEANINGS of the NL words as they are introduced.
- Match the 'sports illustrations' with the 'association illustrations' (on the board). Repeat the vocabulary words as often as possible during this matching process.
- Discuss 'sports' with Herman. Prepare Herman's tape before the lesson and be certain to include the NL vocabulary words on the tape as often as possible. When a NL vocabulary word is heard from Herman, point to the sports/association illustrations on the board. Continue in this way until the children have heard the NL vocabulary words a number of times.

FOLLOW-UP:

- Read the children the poem Tennis from Appendix F at the back of this program. Also, read the two 'riddles' contained in the same appendix.

FOLLOW-UP: (Cont'd)

- Collect a variety of sports items that are available in your school (e.g., balls, bats, baseball gloves, hockey sticks, etc.). Lay a long length of butcher or mural paper on the floor and group the children around it. Place the concrete sports materials on the mural paper. Then have the children trace the concrete materials using felt pens. When the 'sports mural' is complete, display it in the room for use as a review vehicle in Lesson 2.

MATERIALS:

a sneaker, a ski boot (one for the left foot, one for the right foot), 'association illustrations' (for the sports), masking tape, sports illustrations, Herman's Head, audio tape for Herman's Head, tape recorder, a variety of sport items available in your school, a length of mural paper, a felt pen for each child



INTRODUCTION:

Group the children in front of the 'sports mural' prepared in Lesson 1. Point to each of the tracings, saying the vocabulary word associated with it. Continue in this way until the children have heard all of the vocabulary words a number of times. Then match the 'sports' and 'association' illustrations (from Lesson 1) with the tracings on the mural. Once again, repeat the vocabulary words as many times as possible.

ACTIVITIES:

- Play BALLOON VOLLEYBALL with the children. Divide the children into two teams. Have two teams stand in parallel lines (side by side) facing one another. There should be (if possible) an equal number of players on each team. Say two of the vocabulary words and then toss an inflated balloon to one of the teams. The players in that team should tap the balloon to the players in the other team. Similarly, those players should then tap the balloon back to the other team. The players should continue in this way until one of the teams finally misses the balloon. The team that 'misses the balloon' must then repeat the two vocabulary words you said at the beginning of the round. Later, repeat this process using more than two vocabulary words (if your children are ready for more than two words).
- Stand two boxes on their sides at one end of the room (the open side of the box should be facing the other side of the room). Divide the children into two teams. Give the first player in each team a small soft ball. Place the sports illustrations inside the boxes (place half of the illustrations in one box and the other half in the other box). When you say "Go", the first player in each team should then kick his ball to his box in 'soccer form'. The first player to land his ball in his box and to identify any one of the illustrations in the box scores a point for his team. Repeat a number of times.

FOLLOW-UP:

Group the children in a circle. Stand in the centre of the circle holding a length of yarn that has a beanbag attached to it. Hold the beanbag approximately 1 meter off the floor. Then give a child a large drinking straw. Say two or three of the terms from this Unit and the child with the drinking straw must then attempt to 'bat' the beanbag as you move the beanbag up and down and around (gently). When the child succeeds in 'batting' the beanbag, all of the children in the class should repeat the two or three vocabulary words that you said at the beginning of the round. Repeat this process until many children have had a chance to participate.

MATERIALS:

sports mural (from Lesson 1), 'association illustrations', sports illustrations, a large inflated balloon, 2 boxes, 2 soft balls, a length of yarn with a beanbag attached to the end of it, a large drinking straw

INTRODUCTION:

Use the COLOR CODING TECHNIQUE to introduce the new NL patterns to the children. Use the same color of paper for the 'points of departure' and use the sports illustrations for the 'substitutions'. The children should hear all of the NL patterns first. Then be certain that the children understand their MEANINGS. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Play ZIG ZAG HOP with the children to encourage them to listen for specific NL patterns. Say one of the NL patterns and then the children should listen for that pattern again. When they finally hear that pattern, they should hop sideways in 'zig zag form'. Refer to the 'Activities' section of this program for details of ZIG ZAG LINE.
- If you have a thermofax machine in your school, prepare acetate copies of the sports illustrations. Tape the acetate sheets to a sheet and use the SILHOUETTE TECHNIQUE to encourage the children to say the new NL patterns. The children should say the NL pattern for a picture when you point to its 'silhouette'.
- Divide the children into two teams. Have the two teams stand facing one another with the children standing side by side. The two teams should be approximately 2 meters apart. Give all of the children in one team a beanbag, one beanbag per child. Say one of the NL patterns. Tell the children to listen for that pattern again. When they hear it, they must toss their beanbags to their matching players in the other team. After each round of the activity, have all of the children repeat the NL pattern orally.

FOLLOW-UP:

Make a large masking tape circle on the floor (large enough so that all of the children can stand inside it). Say one of the NL patterns then toss an inflated balloon into the air above the children. The children should attempt to avoid being touched by the balloon. When a child is touched by the balloon, he must repeat the NL pattern that you said at the beginning of the round. Repeat this activity until many of the children have had a chance to respond.

MATERIALS:

colored strips for COLOR CODING TECHNIQUE, sports illustrations, masking tape, acetate copies of sports illustrations, a sheet, an overhead projector, a beanbag for half the children in your class (i.e., one beanbag for each of the children in half of your class), a large inflated balloon

INTRODUCTION:

Use the sports illustrations to review the patterns that were introduced in Lesson 3. Mount the sports illustrations on the board and group the children in front of them. Say one of the patterns. Then tell the children to watch as you point to the different sports illustrations. When you point to the sports illustration that matches the pattern that you said, the children should clap their hands. Repeat this process until the children have correctly identified all of the illustrations that match the patterns.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children for sight development. Introduce the sight words to the children using sight word cards. Say each word as it is produced. Mount the sight word cards on the board. When all of the sight words have been introduced, point to one of the sight words and say the pattern that contains that word. Repeat this process until all of the patterns/sight words have been said.
- Group the children in two teams for a game of OVER AND UNDER. Give the first player in each team one of the sight word cards. When you say "Go", the players should then pass the sight word cards (over and under) to the last player in their teams. When the last player receives the sight word card, he must run to the front of his team, hold up the sight word card so that his team members can see it, and then his team members must say the pattern that contains that sight word. The first team to do this successfully scores a point. Repeat a number of times.

FOLLOW-UP:

Before the lesson begins, print very small versions of the sight word cards on strips of paper. Insert the strips of paper into balloons and then inflate the balloons and tie them. Group the children in a circle. Give one of the children in the circle one of the inflated balloons. The child should hold the balloon between his feet. He should then pass the balloon to the child next to him using only his feet. That child, in turn, should pass the balloon to the next child and so on around the circle. When the last child in the circle receives the balloon, he must then sit on it to break it. When the balloon has broken, he must remove the sight word strip from the balloon and read the sight word to the other children. Then all of the remaining children should say the pattern that contains that sight word. Repeat until all balloons have been bursted.

MATERIALS:

sports illustrations, sight word cards, sight words printed on very small strips of paper, a balloon for each sight word

INTRODUCTION:

Use the sports and association illustrations to review the terms and patterns introduced in this Unit. Mount the sports illustrations on the chalkboard and group the children in front of the board. Give each of the association illustrations to the children. Then say one of the terms or patterns and the child with the appropriate association illustration must then match his association illustration with its sports illustration on the board. Repeat until all sports and association illustrations have been matched.

ACTIVITIES:

- Print each of the sight words on individual wooden clothespins. Then give a clothespin (that has a sight word printed on it) to a child who is IT for the first round of this CHOTHEPIN TAG activity. IT must attempt to attach the clothespin to a child's clothing. When IT does attach the clothespin to a child's clothing, that child must then read the sight word orally. Then all of the children in the class should say the pattern that contains that sight word. Repeat this activity a number of times until all of the 'sight word clothespins' have been used.
- Play TAG THE BEAR to encourage individual children to say the terms/patterns from this Unit. Refer to the 'Activities' section of this program for details of 'TAG THE BEAR'.
- Introduce the dialogue to the children. The children should hear the form of the dialogue first. Then be certain that the children understand the MEANINGS of the patterns in the dialogue. Practice the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Prepare a WORD FIND GAME for the children that contains the sight words developed in this Unit. You may wish to use this WORD FIND activity in team form. If you use a 'team form' then you should have two copies of each sight word in the game. Refer to the 'Activities' section of this program for details of the activity WORD FIND.

MATERIALS:

sports illustrations, 'association illustrations', masking tape, clothespins (one for each sight word), a length of rope (approximately 1 meter long), a word game (see 'Activities' section of this program for details of Word Find game)

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NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: STORY

GRADE: 2

VOCABULARY: Any stories that are easily translated are useful! For example:
The Three Pigs, Henny Penny, etc.

PATTERNS:

DIALOGUE:

INTRODUCTION:

Before the lesson begins, prepare cut-outs of the main characters/objects in the story. Attach small portions of sandpaper to the back of each cut-out. Then use a flannel board to TELL the story to the children. Dramatize the events in the story using variations in the pitch and speed of your voice. It is important that the children understand the 'events' in the story so you may occasionally halt the telling of the story to explain specific events or items.

ACTIVITIES:

- Review the key vocabulary terms from the story with the children. Use the cut-outs (from the INTRODUCTION section above) to review the key vocabulary terms with the children.
- Use the same cut-outs to introduce the NL terms for the key vocabulary words. Be certain that the children understand that the NL words present the key vocabulary words heard in English previously in this lesson. Continue in this way until the children have heard all of the vocabulary words.
- Tell the story again in the NL, using the cut-outs and the flannel board. Stress each of the NL vocabulary words (key words) as it appears in the story. The children should have a basic understanding of the events of the story during this telling, since the story was originally told in English.
- Have two children hold a sheet vertically so that it touches the floor. Place an overhead projector behind the sheet. Place the cut-outs (used earlier in this lesson) behind the sheet. Turn the light of the overhead projector on. Then use the cut-outs to tell the story (in the NL using the SILHOUETTE TECHNIQUE).
- Turn the projector around so that it is facing a blank wall in the classroom. Group the children behind the projector. Use the cut-outs and the overhead projector to retell the story (in the NL). Place the cut-outs on the overhead projector's screen as you tell the story. By doing this, the 'silhouettes' of the characters/objects in the story will be represented on the wall.

FOLLOW-UP:

Have each child prepare one set of cut-outs for the story. Provide the children with the necessary construction paper, scissors, pencils, etc. When a child has completed all of his cut-outs for the main characters/objects in the story, provide him with an equal number of tongue depressers, one cut-out per tongue depresser. Each child should then place his cut-outs/tongue depressers in an envelope and keep them for use in Lesson 2.

THEME: STORY

GRADE 2

LESSON 1

MATERIALS:

cut-outs of main characters/objects, small portions of sandpaper for cut-outs, flannel board, a sheet, an overhead projector, construction paper/scissors/pencils for each child, tongue depressers for each child, an envelope for each child.

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INTRODUCTION:

Give each child his envelope of cut-outs that were prepared in Lesson 1. Each child should lay his cut-outs on the floor in front of him. Have your master set of cut-outs in front of you and sit facing the children. Tell the story (in the NL), holding up the cut-outs as their names are heard in the story. The children should follow suit. That is, when you hold up one of your cut-outs, each child should hold up his matching cut-out. Continue in this way until all of the cut-outs have been reviewed, and vocabulary terms heard a number of times.

ACTIVITIES:

- Repeat the story, stopping after each NL key word that is heard in the story. When the children hear one of the key words, they should hold up their cut-outs to represent the key word that they've heard. Continue in this way until all of the key words have been reviewed.
- Dramatize the story with the children, identifying specific children to play certain roles in the story. For those children who do not have specific roles, have them participate as 'objects in the story', e.g., trees, rocks, etc. Tell the story in the NL and direct the children to 'act out the story' as you tell it. It is not necessary that the children respond orally at this time.
- Mount your cut-outs from the story on the board. Group the children in front of the board. Tell the story once again (in the NL) and point to the cut-outs as they appear in the story. Do not say the key NL vocabulary words. Rather, when you point to one of the cut-outs the children should provide the key word (in the NL). Repeat this process until the children are able to respond well.

FOLLOW-UP:

Lay a long length of butcher paper on the floor and divide it into sections, one section per child. Have a child sit beside each section. Then identify an event in the story for each child in a sequence from beginning to end. The sequence should go from the left-hand side of the mural paper to the righthand side. Then each child should use pencils, felt pens, crayons, etc., to illustrate his segment of the story. When the mural is complete, it should represent the events of the story. Depending upon the number of children in your class, you may have to break the story up into minor events as well as the major events. When the mural is complete, mount it in the classroom for use as a review vehicle in Lesson 3.

MATERIALS:

cut-outs (from Lesson 1), master set of cut-outs, masking tape, a long length of butcher paper, felt pen, illustration materials for the children

INTRODUCTION:

Review the sequence of events in the story using the 'story mural' prepared in Lesson 2. Tell the story in the NL pointing to each segment in the sequence (in the mural) as you do so. It is important that the children hear the key NL vocabulary words during this review process.

Before the lesson begins, select two or three key sentences from the story. These sentences will be used in this lesson and in subsequent lessons for the 'patterns'. Introduce the two or three patterns that you have selected to the children, pointing to the appropriate segments in the 'story mural'. Be certain the children understand the MEANINGS of the sentences. Ideally, you should select sentences that contain key words developed earlier in this Unit.

ACTIVITIES:

- Have the children sit in a straight line side by side facing you. Roll a large ball to a child saying one of the key patterns. The child who receives the ball should repeat the pattern and then send the ball back to you. Continue in this way until all of the children have had a chance to repeat one of the key patterns.
- Group the children in front of the 'story mural' developed in Lesson 2. Point to an appropriate segment in the sequence of the story (a segment that reflects one of the key NL patterns you selected) and the children should say the NL pattern for that segment. Later, repeat this process dividing the children into groups, one group for each key pattern. For example, when you point to a certain segment of the story, only the children in the appropriate group should respond by saying the NL pattern. Later, switch the groups and repeat the process.
- Play SPINNER using a flashlight to encourage individual children to say the key NL patterns. When the flashlight stops, the child (or children) at whom the light is pointing should repeat the NL pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of SPINNER.

FOLLOW-UP:

Play CHAIN TOUCH with the children to encourage the individuals to repeat the key patterns. Say a key pattern to a child and that child should then say the key pattern to another child, and they should join hands. The second child must then say the same pattern to another child who then joins his hand. Continue in this way until the 'chain' has been formed by all children in the class. Repeat using the other key patterns.

MATERIALS:

story mural (from Lesson 2), a large ball, a flashlight

INTRODUCTION:

Tell the story to the children once again. The children should use their cut-outs/tongue depressers to represent the events of the story as you tell it. You may wish to use your cut-outs as models for the children to follow OR you may wish to have the children do this independently. It is important that the children hear the patterns (all of the patterns) and the key terms during the telling of the story.

ACTIVITIES:

- Group the children in front of the 'story mural' prepared in Lesson 2. Say one of the key NL patterns and toss a portion of tissue paper into the air. At the same time, call a child's name. That child must then identify the 'segment' of the story represented by the pattern that you said before the tissue paper hits the floor. Repeat this process until many of the children have had a chance to respond.
- Play SKITTLE GUARD to encourage the children to repeat the NL patterns introduced in this Unit. When any one of the three 'pins' has been knocked down in the centre of the circle, all of the children should repeat the NL pattern that you said at the beginning of the round. Repeat a number of times, using other children as the 'guards' for the pins.

FOLLOW-UP:

Have one child stand facing the other children in the classroom. Then have another child stand behind the main body of children facing the other child who is standing. Give the child that is behind the children a flashlight. Give the child that is in front of the children a square of tagboard (approximately 30 cm square). Say one of the key NL patterns and then the child with the flashlight must attempt to tag the white sheet of tagboard that is held by the other child. The other child may not move his feet but he may move his arms and hands around providing the tagboard continues to face the children. When the tagboard section has been 'tagged' by the light of the flashlight, all of the children in the class should repeat the NL pattern that you said at the beginning of the round. Repeat until many children have had a chance to participate in this FLASHLIGHT TAG activity.

MATERIALS:

cut-outs on tongue depressers (for each child), story mural (from Lesson 1), three 'pins', (prepared from rolled sheets of paper), a small ball, a flashlight, a square of bristol board/tagboard

INTRODUCTION:

Mount the cut-outs from the story (your master cutouts) on the board and cover them with a length of mural paper. Then group the children in front of the mural paper and use a black crayon to do RUBBINGS of the cut-outs. As a cut-out appears, say its NL term and when appropriate, the key NL pattern (you may not have a key NL pattern for all NL terms). Continue in this way until the children have heard all of the terms and the key patterns introduced in this Unit.

ACTIVITIES:

- Provide each child with a blank sheet of paper. Each child should illustrate a head on one side of his piece of paper and a tail on the other side of his piece of paper. When the children have completed their heads/tails, toss a coin in the air and call out the heads/tails that shows when the coin lands. Say one of the NL patterns and the appropriate children should respond by repeating the pattern. For example, if you call "Heads", those children who have 'heads' showing face up on their cards should repeat the NL pattern. The children may switch their cards over after each round of this activity. Repeat until the children are able to respond well.
- Introduce the NL dialogue to the children. 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. Practice the dialogue with the children in choral, group and individual forms. The dialogue that you develop should be directly related to the contents of the story. For example, you may use some of the key patterns introduced earlier in this Unit as key sentences in the dialogue.

FOLLOW-UP:

Place 'x' number of sheets of paper on the floor (one less than the number of children in your class). Say one of the NL terms or patterns and the children should all scatter to stand on a sheet of paper. One child will be left without a sheet of paper. That child should then repeat the term/pattern that you said at the beginning of the round. Repeat this process a number of times until many children have had a chance to repeat the NL terms/patterns.

MATERIALS:

master set of cut-outs for the story, a length of mural paper, a black crayon, a blank sheet of paper for each child, a felt pen for each child, a coin, 'x' number of sheets of paper (one less than the number of children in your class).

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NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: TRADITIONAL CLOTHING

GRADE: 2

VOCABULARY:

pákekin	animal hide
pákekinaskisina	buckskin shoes
pákekinimiskotákiy	buckskin dress
mísiweskikan	suit

PATTERNS:

N'tayán _____ .

I have _____ (buckskin clothing) .

DIALOGUE:

T. Kitayán na _____ (buckskin clothing) ?

S. Ehya, n'tayán _____ (buckskin clothing) .

T. Do you have _____ (buckskin clothing) ?

S. Yes, I have _____ (buckskin clothing) .

INTRODUCTION:

Before the lesson begins, place a variety of clothing items in a container (e.g., a box). Group the children in front of the box. Tell the children that you are preparing to go on a 'hunting trip' and you are now going to select your clothing items. Remove each of the items from the box, dramatizing its 'inappropriateness' for a hunting trip; e.g., a pair of sandals, a swimsuit, gloves with the fingers cut off, etc. Lead this into a general discussion of clothing with the children.

ACTIVITIES:

- Have the children imagine that they are stranded on an island (you may select any locale for the 'island'). They remain stranded for two years. Encourage the children to suggest how 'clothing items' could be fashioned. The children should come to realize that many cultures in the world make their clothing items from 'available resources'. Lead this into a discussion of traditional clothing items.
- If a resource person is available in your community, invite him or her to give a brief presentation to the children about the traditional styles of clothing worn in their area. If any samples of traditional clothing items are available, they can be used to enhance the presentation.
- Use illustrations to introduce the new NL vocabulary words to the children. Present each picture, saying its vocabulary term.

FOLLOW-UP:

- If actual clothing samples are available, share them with the children. It is important that the children have the opportunity to feel and study these clothing items closely.
- Be certain that the children understand the 'uses' for the different types of clothing items.
- Have each child prepare an illustration of one of the clothing items. Circulate among the children as they work, repeating the NL names for the different clothing items.
- Provide each child with a small portion of 'scrap fur' if available. Each child can then glue his fur scrap to a light colored sheet of construction paper. When a child has glued his fur sample to his sheet of paper he can then create a picture around the fur sample, using the fur sample as an item of clothing in his picture. Later, when the pictures are complete, they can be displayed in the classroom or other appropriate areas.

MATERIALS:

Fur sample for each child (if available), glue for each child, clothing illustrations, actual clothing samples (if available), illustrating materials for each child, samples of 'inappropriate' hunting clothes, a container (e.g., a box).

INTRODUCTION:

Use the clothing illustrations or the actual clothing items (if available) to review the NL vocabulary terms that were introduced in Lesson 1. Mount the illustrations on the board and group the children in front of them. Describe the 'function' of one of the clothing items (in English) and encourage the children to point to the clothing item whose functions you are describing. When the children are able to do this successfully, name the clothing item in the NL. Repeat until all of the clothing items have been identified based on their 'functions'.

ACTIVITIES:

- Place the clothing illustrations at one end of the room. Then about 10 feet from the illustrations place two large coats. Divide the children into two teams at the other end of the room (the opposite end of the room from the illustrations). Say one of the vocabulary words and the first player from each team must rush to his team's coat. The players should put the coats on as quickly as possible and then rush to the illustrations. The first player to successfully put on the coat (and to do it up) and to correctly identify the illustration for the word that you said scores a point for his team. Repeat until all players have played.

FOLLOW-UP:

Select an appropriate number of vocabulary terms to introduce to the children as sight words. Introduce the sight words using the sight cards. Say each term as its sight card is presented.

Play KNOCKKNEES with the children using the sight word cards. Divide the children into two teams. Place the sight word cards at one end of the room. Give the first player in each team a small ball. The children should place the small balls between their knees. Say one of the sight words and the two players should rush to the sight words without losing the balls. The first player to reach the sight words and to correctly identify the sight word that you said at the beginning of the round scores a point for his team. Repeat until all players have played.

MATERIALS:

Clothing illustrations, actual clothing items (if available), 2 large coats, sight word cards, 2 small balls

INTRODUCTION:

Mount each of the sight words from this Unit on the chalkboard. Group the children in front of the chalkboard. Review the sight words with the children. Then say the pattern for each sight word. After saying all of the patterns be certain that the children understand their meanings. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Write the patterns around the sight words on the board. Make the necessary changes in the sight words so that they fit grammatically into the patterns. When all of the patterns are written on the board, read them to the children.

ACTIVITIES:

- Use the WILD CAR activity to encourage individual children to say the pattern from this lesson. When a child receives the 'wild car' he should look at the sight word card that you show him. Then he should say the sight word followed by the complete pattern for that word. Continue in this way until many children have played. Refer to the 'Activities' section of this program for details of WILD CAR.
- Have two children stand facing one another (approximately 1 meter apart). Say one of the patterns. Then the two children should attempt to make one another laugh. The first player to laugh must repeat the pattern that you said at the beginning of the round. Repeat this activity with other pairs of children.
- Group the children in a circle for a game of SPINNER. When the spinner stops spinning, the child at whom it is pointing should repeat the pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of SPINNER.

FOLLOW-UP:

Place the sight words from this Unit on the floor relatively close together. Have a child stand beside the sight words. Then play a version of STRETCH. Say a pattern. The child should touch the sight word heard in the pattern with a part of his body. Then say another pattern using a different sight word. The child should touch the appropriate sight word with another part of his body. Continue in this way until the child has 'stretched' using as many of the sight words as possible. Repeat with other players.

MATERIALS:

Sight word cards, masking tape, a small wind-up car, a 'spinner'

INTRODUCTION:

Group the children in front of the chalkboard. Mount a number of sentence strips on the chalkboard (one sentence strip for each pattern introduced in this Unit). The children should watch as you write the NL patterns on the sentence strips. When all of the sentences have been written on the sentence strips, read them to the children.

ACTIVITIES:

- Review the patterns using the sentences written on the sentence strips (in the previous activity). Then remove the sentence strips from the board and cut the sight words from each sentence strip. Mix all of the sentence parts together. When you say "Go", the children should arrange themselves to reproduce the original sentences. When the children have matched themselves together (to reproduce the sentences) have each pair of children read their pattern. This activity may be repeated more than once.
- Play HOT POTATO BALL with the children to encourage the children to say the NL patterns. Group the children in a circle. Have a child stand in the center of the circle with a small soft ball. The child in the center of the circle should attempt to kick the ball outside of the circle. The children who make up the circle must try to prevent the ball from escaping from inside the circle. Say a NL pattern at the beginning of each round. When the child in the center is finally successful in getting the ball out of the circle, all children should repeat the NL pattern you said at the beginning of the round. Repeat with other children attempting to kick the ball from the circle.

FOLLOW-UP:

Place two sets of the sight word cards from this Unit at one end of the room. Divide the children into two teams at the other end of the room. Give the first player in each team a large drinking straw. Say one of the NL patterns and the two players should rush to the sight words with their straws. Each player should attempt to lift up the sight word that was heard in your pattern by sucking through his straw. The first player to do this successfully scores a point for his team. When the player has successfully lifted one of the sight words, the children in his team should repeat the pattern that you said at the beginning of the round. Repeat until all players have played.

MATERIALS:

Sentence strips (one for each pattern), masking tape, a pair of scissors, small soft ball, 2 sets of sight word cards, a large drinking straw for each child

INTRODUCTION:

Mount the clothing illustrations on the chalkboard. Then give each of the sight word cards to the children, one per child (not all children need have a sight word card for this review). Then the children should match their sight word cards with the illustrations on the board. Each child should hold his sight word beside its corresponding illustration. When all of the children have successfully matched the sight words with the illustrations, point to each illustration/sight word and the remaining children should say the NL pattern for that clothing item. Continue in this way until all of the patterns have been reviewed.

ACTIVITIES:

- Write the sight words from this Unit on individual clothespins. Then walk among the children, attaching clothespins to the childrens' clothing. One child should be appointed as IT for the first round of this activity. When you say "Go", IT should attempt to remove one of the clothespins from the children. The children must attempt to avoid IT. However, when IT succeeds in removing one of the clothespins, all children must stop in their places. IT must read the sight word to the children and the other children must respond by saying the NL pattern that contains that sight word. The child who lost the clothespin then becomes IT for the next round of the game. Repeat until all clothespins have been removed.
- Introduce the NL dialogue to the children. 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. It may be necessary to translate the meanings of the patterns ONCE to be certain that the children understand them. Practice the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Review the Unit's vocabulary terms with the children. Then encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other units. Write the patterns that the children suggest on lengths of Language Experience Paper. Later, the patterns may be reviewed with the children.

MATERIALS:

Clothing illustrations, masking tape, sight word cards, clothespins (one for each sight word), a length of Language Experience Chart Paper, a felt pen

INTRODUCTION:

If sample hides/pelts are available, they can be used to enhance this Unit. Otherwise, use pictures of the animals that are commonly trapped in your area.

Tell the children that you know you have a mouse in your house. Tell them that you developed a 'fancy' trap to catch the mouse. Use available materials to make a 'creative' trap; e.g., the mouse could walk along a ruler, jump over a ball, land on a masking tape line, walk the line...under a box with a prop. Build the trap as the children watch.

ACTIVITIES:

- Encourage the children to suggest why the 'creative' trap, from above, may not be practical for catching the mouse.
- Introduce the concepts of traditional traps production for your area. Include the raw materials used and the types of animals that were/are trapped. Use available concrete materials to increase the children's interest. The children should understand the importance of traps and trap-lines to the people in your area.
- Introduce pictures of the different types of traps used today. Encourage the children to suggest the animals that are trapped by the different models of traps.
- Introduce the NL vocabulary terms, using the concrete materials and/or pictures. The children should hear the NL terms. Then, be certain that the children understand what the NL terms mean.
- Discuss trapping with a fellow 'hunter'; i.e., a handpuppet. Repeat the vocabulary terms as often as possible during the discussion with the puppet.

FOLLOW-UP:

Each child can prepare an illustration of an animal that is trapped in the area. Provide the children with the necessary materials to make the illustrations. Walk among the children as they work, repeating the NL vocabulary terms as often as possible. When all of the children have completed their pictures, display them in the classroom.

MATERIALS:

sample hides/pelts (if available), available materials for 'creative trap', available concrete materials to enhance traditional trapping concepts, pictures for the NL vocabulary terms, a handpuppet, illustration materials for each child

INTRODUCTION:

Review the NL vocabulary terms introduced in Lesson One, using the pictures for the terms. Mount the pictures on the board and group the children in front of them. Shine the light of a flashlight on one of the pictures and say its name. Repeat this process until the children have HEARD all of the NL vocabulary terms.

ACTIVITIES:

- Play HOP THE LINE using the NL vocabulary terms. When the children hear the vocabulary term that you identified, they should hop the line. Repeat using other vocabulary terms.
- Play LONDON BRIDGE, changing the name to TRAP. When you clap your hands, the child who is 'trapped' should name the trapping picture that you show him. Repeat until most of the children have been 'trapped.'
- Play SHADOW TAG with the children. When the bear touches one of the players, that player should identify the vocabulary picture that you show him. Refer to the 'Activities' section of this program for details of this activity.

FOLLOW-UP:

Group the children in a circle, with two children standing inside the circle. The two children inside the circle are 'trapped' there. Place the vocabulary pictures on the floor, outside of the circle. Say one of the vocabulary words and the two trapped children should try to get out of the circle to reach the pictures. The first 'trapped' child to escape and to identify the correct picture (for the word you said) is the winner for that round. Repeat.

MATERIALS:

vocabulary pictures, flashlight, masking tape, 2 ft. rope, chair

INTRODUCTION:

Use Herman's Head to introduce the new NL patterns to the children. The children should listen as you dialogue with Herman. After hearing the NL patterns, be certain that the children understand their MEANINGS. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Make a large circle on the floor to represent a giant 'trap.' Group the children outside of the 'trap.' Say one of the new NL patterns. The children should then listen for this pattern. Say a number of patterns, eventually repeating the original pattern; the children should then hop inside the masking tape 'trap.' When all of the children are in the trap, tell them to listen for that pattern again (or, select one of the other NL patterns for the next round).
- Mount the vocabulary pictures on the board. Group the children in front of the pictures. Shine the light of a flashlight on one of the pictures and the children should say the pattern for that picture. Repeat a number of times.
- Play SPINNER with the children to encourage individuals to repeat the patterns. When the spinner stops spinning, the child at whom it is pointing should repeat the pattern that you said.

FOLLOW-UP:

Tell the children a traditional/contemporary story, from your area, that has trapping as a theme or an element of the story. Tell the story to the children in English, so that they will understand its content. Use available materials to enhance the telling of the story.

MATERIALS:

Herman's Head and prepared tape, teprecorder, masking tape, vocabulary pictures, flashlight, a spinner

INTRODUCTION:

Review the NL patterns, introduced in Lesson Three, using the pictures of the vocabulary terms. Mount the pictures on the chalkboard and discuss the pictures with a handpuppet. Use the NL patterns as often as possible during the discussion. It is important that the children HEAR the NL patterns as often as possible during this review process.

ACTIVITIES:

- With the vocabulary pictures mounted to the chalkboard, attach long lengths of yarn to them; one length per picture. The lengths of yarn should be long enough to reach the children (it does not matter if the strands become slightly tangled). When each picture has a strand of yarn attached to it, call upon a child to select one of the yarn ends. The child should follow the strand of yarn up to the picture that it is attached to. When he reaches the picture, he should say the pattern for that picture. Repeat this process until all of the children have had a chance to participate. You may wish to have more than one child participating at a time.
- Group the children in a circle. Place a large box in the center of the circle. Blindfold each of the children. Provide each child with a beanbag. Attach a section of masking tape to each beanbag and write each child's name on his bag. Tell the children to listen for a pattern. When they hear it they should toss their beanbags to the container (gently). After each round, return ONLY those bags that did not land in the container. Repeat using other patterns.

FOLLOW-UP:

Use the OBSTACLE COURSE activity to encourage individual children to say the NL patterns. When a child reaches the end of the course, he must identify the correct vocabulary picture and then repeat the pattern that you said. Repeat. Refer to the 'Activities' section of this program for details of this activity.

MATERIALS:

vocabulary pictures, masking tape, a long length of yarn for each vocabulary picture, a large box, a beanbag for each child, items to prepare an obstacle course, a felt pen

INTRODUCTION:

Review the Unit's vocabulary terms and patterns using the pictures developed for this Unit. Mount the pictures on the chalkboard. Group the children near them. Stand behind the children with a beanbag. Toss the beanbag at the pictures, attempting to strike one of them. Say the vocabulary term and the pattern for the picture that you hit. Repeat. Have a child return the beanbag to you after each round.

ACTIVITIES:

- Prepare a large HOPSCOTCH outline on the floor, using masking tape. Place vocabulary pictures in some of the sections of the outline (leave some sections blank). Group the children near the outline. Have a child stand at the beginning of the Hopscotch outline. Say one of the units words/patterns. The child should then hop to the picture of the word/pattern. The child should not land in any section that is empty (the traps). If a child lands in a 'trap', he must begin again at the beginning of the outline. When the child reaches the correct picture, he must repeat the word/pattern that you said. Repeat until all children have participated.
- Introduce the dialogue to the children. 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. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practice the dialogue with the children in choral group, and individual forms.

FOLLOW-UP:

Review the Unit's vocabulary terms with the children. Then, encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other Units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other Units. Tape this session with the children so that they can hear their patterns afterwards.

MATERIALS:

beanbag, masking tape, vocabulary pictures, tape recorder, blank tape

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: WEATHER

GRADE: 2

VOCABULARY:

Kisástew.	hot
Waseskwan.	sunny
Kimowan.	rainy
Nótin.	windy
Nikwaskwan.	cloudy
Mispon.	snowy

PATTERNS:

Mistahí _____ anóch.
It is very _____ today.

DIALOGUE:

T. Otákosík ná, kí _____ ?
S. Mwách, kí _____ .
T. Was yesterday a _____ day.
S. No, it was a _____ day.

INTRODUCTION:

Review the NL weather terms introduced in lesson 1. Use the weather pictures and the clothing samples for this review. Show the children one of the pictures, say the NL weather term and then attempt to find a clothing item that matches the weather form - all the time repeating the NL word for the weather. Repeat with the remaining weather pictures/clothing items.

ACTIVITIES:

- Develop appropriate sound effects for the different weather forms. Say one of the NL weather terms and the children should provide the appropriate sound effects. Later, divide the children into groups; one group for each of the weather forms. When the children in a group hear their weather form said, they should reproduce the correct sound effect.
- Develop appropriate body movements for the different weather forms. Say one of the NL weather forms and the children should perform the corresponding body movements.
- Draw a 'window' on the chalkboard and group the children in front of it. Place one of the weather pictures in the 'window.' The children should pretend to look through the window. Then, they should say the NL term for the weather that they see. Model, at first, as necessary.

FOLLOW-UP:

Provide the children with old magazines and/or catalogues. The children should look through them for clothing items that are appropriate for the different weather forms. Divide a length of butcher paper into sections: one section for each weather form. The children should classify their pictures on the butcher paper, according to the different forms of weather. Circulate among the children as they work, encouraging them to say the NL weather terms.

MATERIALS:

weather pictures, masking tape, old magazines/catalogues, sound effects tape, butcher paper

INTRODUCTION:

Use the 'sound effects' tape. Play it for the children. The children should listen to the sound effects on the tape. Play the tape completely and then re-play it, stopping after each sound effect to review the NL patterns. Repeat until the children have heard all of the NL patterns.

ACTIVITIES:

- Tell the children the story (in the NL) of The Wind and The Sun (Aesop's Fable). Refer to Appendix G for a version of this story. Use the flannelboard and felt cut outs to enhance the story.
- Lay a length of butcher paper on the floor. Place a sheet of (white) art paper on the paper for each child. Place a half teaspoon of mixed tempera paint on each sheet of art paper. Give each child a straw. The children should then blow the paint around on the art paper to produce WIND PICTURES.

FOLLOW-UP:

Sing the song " _____ " with the children. Sing the song in choral and group forms.



MATERIALS:

sound effects tape, flannelboard, cut-outs, butcher paper, art paper, paint and straw for each child, The Wind and the Sun from Appendix G.

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INTRODUCTION:

Use the 'sound effects' tape, from lesson 3, to review the patterns introduced during that lesson. Play the tape and have a handpuppet say the patterns for the different sound effects. The children should listen carefully to the patterns. It is important that the children HEAR the patterns during this review.

ACTIVITIES:

- Mount the weather pictures on the walls around the classroom. Play the 'sound effects' tape, stopping the tape after each sound effect. The children should listen to the sound effects and then point to the corresponding weather picture. When the children have identified the correct picture, have them say the pattern for that picture. Repeat until all of the sound effects have been heard.
- Group the children in a circle. Place the weather pictures on the floor in the center of the circle, face-up. Give a child a round, inflated balloon. The child should place the balloon on the floor and gently blow the balloon towards the pictures. When the balloon stops moving the child should say the pattern for the picture on which the balloon lands (or stops near). Repeat until all children have had the chance to play BLOW THE BALLOON.

FOLLOW-UP:

Provide each child with a sheet of art paper and pencil, crayons, or felt pens. The children should make up 'weather symbols' for the different weather forms. The children should use their imaginations for this activity. When all of the children have completed their symbols, they should share them with one another, saying the NL patterns as they show their symbols.

**MATERIALS:**

sound effects tape, taperecorder, masking tape, hand puppet, a round, inflated balloon, art paper and crayons/felt pens for each child

INTRODUCTION:

Review the Unit's vocabulary and patterns. Group the children in a circle (a large circle). Have two children stand in the center of the circle. Say one of the vocabulary terms or patterns from this unit. Then, toss the balloon (from lesson 4) into the air. The 2 children should attempt to prevent the balloon from hitting the floor by blowing it up. When the balloon does land, all children should repeat the term/pattern you said. Repeat.

ACTIVITIES:

- Collect the weather symbols, prepared by the children in lesson 4. Mix them together and spread them on the floor. Group the children around them. Say one of the unit's patterns and two children's names. The 2 children should rush into the circle and find weather symbols that match the pattern that you said. The first child to do this successfully is the winner for that round. When a child has found a matching weather symbol, all of the children should repeat the pattern that you said. Repeat a number of times.

FOLLOW-UP:

Dramatize the story of The Sun and The Wind with the children. Review the events of the story, encouraging the children to recall the sequence of events in the story. The children should listen carefully as you tell the story and should act out the parts. This could be done in either language.

MATERIALS:

balloons, weather symbols from lesson 4, felt cut outs, Story of The Sun and The Wind (from Appendix G)

NATIVE LANGUAGE BASIC SKILLS PROGRAM

CREE

UNIT

THEME: WHAT I CAN DO/WHAT I LIKE

GRADE: 2

VOCABULARY:	koskósitwin	to skip/hop
	kwaskótwin	to jump
	nikamowin	to sing
	atoskewin	to work
	metawewin	to play
	pápiwin	to laugh

PATTERNS:

Ni kaskítán ta _____ ákwa _____ .

I can _____ and _____ .

DIALOGUE:

T. Kí-kaskítán ná, ta _____ ?

S. Ehe, ní-kaskítán, ta _____ .

T. Can you _____ ?

S. Yes I can _____ .

INTRODUCTION:

Tell the children to 'stand-by' as you attempt to move your desk (i.e., the teacher's desk, not a student's desk). Dramatize your inability to move the desk. Use this experience as a lead-in to things that you cannot do. Then encourage the children to talk about many of the things that they CAN do.

Use Herman's Head to introduce the concepts of 'like' and 'dislike'. Prepare the tape for Herman before the lesson and include a number of items that he likes/dislikes.

ACTIVITIES:

- Show the children pictures of things that you (and they) can do (these pictures should be 'action' pictures; i.e., 'verbs'. Introduce the NL names for the verbs. Be certain that the children understand the meanings of the verbs.
- Show the children the pictures of things that you (and many of them) like. These pictures should be 'concrete' items; i.e., 'nouns'. Encourage the children to talk about other things that they like (and dislike). Introduce the NL names for the nouns shown in the pictures. Be certain that the children understand the meanings of the NL words.
- Introduce the NL terms for 'like' and 'can do'. Use these vocabulary terms in relation to the pictures of the nouns and verbs. Be certain that the children understand the meanings of the terms.
- Mount the noun and verb pictures on the walls around the classroom and group the children in the center of the room. Use the FLASHLIGHT TECHNIQUE to provide the children with another opportunity to HEAR the NL vocabulary terms.

FOLLOW-UP:

Provide each child with an old magazine or portion of an old catalogue. The children should look through the magazines/catalogues to find pictures of things that they like and things that they can do. Circulate among the children as they work, encouraging them to talk about their pictures. Later, have the children glue/paste their pictures on individual sheets of butcher paper; a length of butcher paper for the 'nouns' and another for the 'verbs'. Display the 'Like/Do' murals in the room.

MATERIALS:

pictures of things that you can do, masking tape, tape recorder, Herman's Head and prepared tape, pictures of things that you like, flashlight

INTRODUCTION:

Use a hand puppet to review the vocabulary terms introduced in Lesson 1. It is important that the children have the chance to HEAR the NL terms once again. Mount the verb and noun pictures on the board and discuss them with the hand puppet. Conduct the discussion in the NL, repeating the NL vocabulary terms (the nouns and verbs) as often as possible. The children should listen during this review activity; they do not have to respond.

ACTIVITIES:

- Make two large masking tape circles on the floor. Group the children near the circles. Give each of the noun and verb pictures to a child, one picture per child. Identify each of the masking tape circles; i.e., one circle for 'What I Can Do', and the other circle for 'Things I Like'. Say a noun or verb and the child holding the picture of that noun/verb should place his picture in the correct circle. Repeat until all of the pictures have been placed.
- Remove the pictures from the masking tape circles (from the previous activity) and have the children stand inside one of the circles, i.e., all children in one circle. Review the labels for the circles - which circle is for 'What I Can Do', and which circle is for 'Things I Like'. Tell the children to listen to the words that you say. When you say a 'verb', they should move to the correct circle or remain where they are (if they are already in the 'verb' circle). Repeat this process a number of times by saying the nouns and verbs introduced in this Unit.

FOLLOW-UP:

Lay the noun and verb pictures on the floor and group the children around them. Walk around the outside of the circle and eventually give two children clothespins, one clothespin per child. Say one of the vocabulary words and the two children should rush into the circle and attempt to pick up the correct picture with their clothespins. The first child to do so is the winner for that round. All children should repeat the word. Repeat with other players.

MATERIALS:

a hand puppet, masking tape, two clothespins

INTRODUCTION:

Use Herman's Head to introduce the new NL patterns to the children. Prepare the tape for Herman's Head before the lesson begins. After the children have heard the patterns from Herman, be certain that they understand their meanings. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Mount the verb and noun pictures on the chalkboard. Toss a beanbag to a child saying one of the patterns. The child who catches the beanbag should toss it to the picture that goes with the pattern that you said. Then the child should repeat the pattern. Repeat this process until all of the children have participated. You may wish to have ALL of the children repeat the patterns initially to give the individual children a chance to feel more secure with their oral responses.
- Group the children in a circle. Give each of the verb and noun pictures to the children. When you say "Go", the children should begin passing the pictures around the circle (clockwise). When you clap your hands, the children should stop passing the pictures. The children left with pictures should look at their pictures. Say one of the NL patterns and the child holding the picture for that pattern should repeat the pattern as he shows his picture. Repeat this drill a number of times.

FOLLOW-UP:

Use the OBSTACLE COURSE game to encourage the children to say the new NL patterns. Set up the course in the classroom using available materials. Refer to the 'Activities' section of this program for details of this activity. When a child has reached the end of the obstacle course, he should identify the picture that matches the sentence you said and then he should repeat the sentence. Repeat the activity a number of times with different players for each round.

**MATERIALS:**

masking tape, a beanbag, materials for a simple obstacle course, Herman's Head and prepared tape, verb pictures, noun pictures

INTRODUCTION:

Use the FLASHLIGHT TECHNIQUE to review the patterns that were introduced in Lesson 3. It is important that the children have the opportunity to HEAR the NL patterns again. Be certain that the children recall the meanings of the patterns.

ACTIVITIES:

- Play TARGET with the children. When you say one of the patterns the child should attempt to knock away the styrofoam cup that is sitting on the picture of the pattern that you said. The child should use a nerf ball for this activity. Repeat until all children have participated. The child should repeat the pattern before he throws the nerf ball.
- Play TANGLE with the children using the noun and verb pictures. As you say the nouns and verbs, the child who is playing should touch the correct pictures with the parts of his body that you specify. Repeat with other children.
- Play BROOM DROP using the NL patterns from this unit. After the child has caught the broom, he should repeat the pattern that you said. Repeat a number of times.

FOLLOW-UP:

Play REFLECTION with the children. When the child with the mirror sees the picture that you are holding, he should say the pattern for that picture. Repeat with other players. Refer to the 'Activities' section of this program for details of this activity.



MATERIALS:

flashlight, nerf ball, styrofoam cup for each picture (verb/noun), masking tape, verb pictures, noun pictures, a broom, a mirror (that can be held)

INTRODUCTION:

Play SPINNER to review the Unit's vocabulary terms and patterns. When the spinner has stopped spinning, the child at whom it is pointing should repeat the pattern/word and then identify the picture for the pattern/word. Have the verb/noun pictures nearby for this activity.

ACTIVITIES:

- Play ROAD MAZE with the children using the Unit's vocabulary and patterns. The first child to reach the correct picture and to repeat the word/pattern is the winner for that round.
- Introduce and develop the dialogue with the children. The children should hear the NL form of the dialogue first. Then be certain that they understand the meanings of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE. Practice the dialogue with the children in choral, group, and individual forms.
- Play TURNABOUT with the children using the noun and verb pictures. The first child to successfully identify the picture of the word/pattern that you say is the winner for that round. This activity can be modified and played with teams; a member of each team participating for each round.

FOLLOW-UP:

Conduct a SUBSTITUTION DRILL with the children using the NL patterns that were introduced and developed in this unit. Refer to the 'Activities' section of this program for details of this activity.



MATERIALS:

a spinner (e.g., yardstick, broom, etc.), masking tape, verb pictures, noun pictures

DEVELOPMENT LANGUAGE SKILLS PROGRAM

CREE

UNIT

THEME: WOMEN'S TOOLS

GRADE: TWO

VOCABULARY:

sáponikan	needle
sestakos	thread
kwaskikosonápisk	thimble
manikipitikan	ripper
kaskikwásopaníchikan	sewing machine

PATTERNS:

Peta _____ kaskikwásowinihk óhchi.
(item)

Bring the _____ from the sewing room.
(item)

DIALOGUE:

T. Masinekanis óma.

S. _____
(list)

T. Akwani anihi kekwána ka petán níki óhchi.

T. Here is a list.

S. _____
(list)

T. Those are the supplies you'll bring from home.

INTRODUCTION:

Before the lesson begins, cut the toe from a large sock. Group the children together and tell them to watch as you prepare to go 'outside'. Pull on the heavy sock and dramatize (over-dramatize) your foot coming through the end of the sock. Encourage the children to suggest how the sock could be 'repaired'. Lead this into a discussion of sewing, particularly the tools used in the sewing process.

ACTIVITIES

- If actual samples of the different tools are available, introduce them to the children and encourage discussion of the uses of the tools.
- Introduce sewing pictures that depict the different women's tools. Use these illustrations to introduce the NL vocabulary words to the children. Be certain that the children understand the uses of the different tools. Also, be certain that the children understand the meanings of the words.

FOLLOW-UP

- If actual samples of the different tools are available, have the children prepare a 'tools mural'. Lay a length of butcher paper on the floor. Lay the concrete materials on the butcher paper. Group the children around the paper. Provide each child with a pencil. The children should trace the 'tools' on the length of butcher paper. The children should attempt to cover the length of butcher paper with the tracings. Be certain that the children are careful in the use of the 'needles'. You may wish to place some masking tape over the tip of the needles. Later, when the mural is complete, display it in the classroom. This mural will be used later in the Unit.
- Have two children hold a sheet vertically so that it touches the floor. Place an overhead projector behind the sheet. Stand behind the sheet with samples of the women's tools. Turn the light of the projector on and hold one of the tool samples next to the sheet. The children should see its silhouette. Name the tool that the children can see. Repeat this process until the children have heard the NL names for the tools many times.
- Lay the tool samples or the tools' illustrations on the floor and group the children near them. Mime the use of one of the tools and call upon a child to identify the tool (or its illustration). Repeat this process until all the tools have been identified. Repeat the NL names for the different tools many times during this process.

MATERIALS:

A large sock (with toe cut off), actual samples of tools (if available), tools illustrations, a length of butcher paper, a pencil for each child, masking tape, a sheet, an overhead projector.

INTRODUCTION:

Use the concrete materials and/or pictures that show the different tools to review the NL vocabulary words introduced in Lesson 1. Present the items to the children, naming them as you do so.

ACTIVITIES:

- Lay the concrete items or illustrations (of the tools) on the floor, face up. Group the children in a circle around them. Give one child in the circle an end of a length of yarn. Then, cross the circle and give a child at the other side of the circle the other end of the yarn length. The children should then pass the ends of the yarn length to their 'left'. The children should pass the yarn ends as quickly as possible. Eventually, clap your hands. When you clap your hands, the children left holding the yarn ends should listen to a vocabulary word that you say. The children should then stand up and walk around the inside of the circle (on opposite sides of the circle) until they can lay the length of yarn down so that it crosses the picture or item that you named. All of the children should the repeat the name of the tool. Repeat this process a number of times.
- Play BALLOON BLOW with the children using the illusor concrete materials. This game can be played in 'team form'. Refer to the 'Activities' section of this program for details of BALLOON BLOW.

FOLLOW-UP

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words using sight word cards. Say each term as its sight card is presented.
- Play FAN FOOTBALL with the children. Group the children in two teams. Give the first player in each team a pingpong ball. Place the sight word cards at the other end of the room. Say one of the words. The players should then place their ping-pong ball on the floor and blow them to the sight words. The first player to land his pingpong ball on the correct sight word card and to repeat the word is the winner for the round. Repeat until all players have played.

MATERIALS:

Concrete materials/pictures of tools, skein of yarn, 2 round inflated ballons, sight word cards, 2 pingpong balls.

INTRODUCTION:

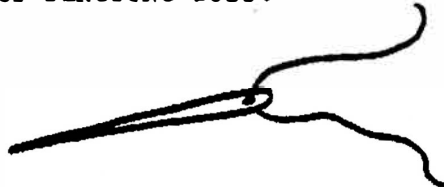
Mount each of the sight words (from Lesson 2) on the chalkboard. Group the children in front of the words. Point to one of the sight words and say it. Then, say the NL pattern for that sight word. Continue in this way until the children have heard all of the patterns. Be certain that the children understand the MEANINGS of the patterns. Translate the patterns ONCE, if necessary.

ACTIVITIES:

- * Divide the children into two teams. Have the two teams stand in parallel lines. Have the first two players from each team hold a length of yarn taut in front of the 'third player'. Tell the children to listen for a specific pattern. When they hear that pattern, the players holding the yarn should move to the back of their teams; the team members must jump over the yarn as it comes to them. The first team to do this successfully scores a point. Repeat this activity a number of times.
- * Play SKITTLE GUARD with the children. Place three 'pins' (e.g., cylinders of paper) in the center of the room in a triangular arrangement. Group the other children in a circle around the three 'pins'. Have one child sit beside the pins as the 'guard'. Give the children in the circle a small soft ball. The children must then attempt to knock down the 'pins'. Before each round, say one of the NL patterns. Then, the children should attempt to knock down the 'pins'. The 'guard' must attempt to protect the pins. However, when one or more of the pins are knocked down, all of the children should repeat the pattern that you said at the beginning of the round. Repeat this process a number of times using different 'guards'.

FOLLOW-UP:

- Play PINGPONG TOSS with the children. When one of the children misses the pingpong ball, all of the children should say the pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of PINGPONG TOSS.



MATERIALS:

Sight word cards, masking tape, 2 lengths of yard (approx. 2 meters long), 3 'pins' (e.g., cylinders of paper), a small soft ball, 2 pingpong balls, 2 paper cups.

INTRODUCTION:

Mount the illustrations of the women's tools on the chalkboard. Group the children in front of the board. Then, give one of the sight word cards to a child. The child should match the sight word with its illustration on the board. When the child has done this, call upon the children to say the pattern for that 'tool'. Repeat this process until all sight words and illustrations have been matched and the NL patterns reviewed.

ACTIVITIES:

- Place the sight word cards at one end of the room. Group the children in two teams at the other end of the room. Have the first two players from each team stand back-to-back with arms interlocked. Say one of the NL patterns. The 'back-to-back' players must then run 'sideways' to the sight word cards. The first pair to correctly identify the sight word heard in your pattern and to repeat the pattern scores a point for his team. Repeat this activity until all players have had a chance.
- Provide each child with a set of sight word cards. your masterset ready for this activity as well. Lay three or four of your cards in a specific order (do not let the children see the order). The children should then lay the same cards in sequences (attempting to 'guess' your sequence of cards). When the children are ready, show the order of your cards and the child or children who come closest to your sequence of cards win the round. Have all children name the cards as they read their sequences. Have the children practise the NL patterns using the sight word cards.

FOLLOW-UP

- Arrange the children in the classroom in pairs. The children in pairs should stand back to back with arms interlocked. Then, the children should sit down. Tell the children to listen for a specific NL pattern. When they hear that pattern, they should stand up without undoing their interlocked arms. Repeat this process a number of times. You may wish to have the children repeat the NL pattern after each round.

MATERIALS:

Tools illustrations, masking tape, sight word cards, set of sight word cards for each child.

INTRODUCTION:

Use the 'tracings murals' from Lesson 1 to review the names of the different tools. Mount a mural on the board or lay it on the floor. Point to the individual tracings, naming them as you do so. Also, say the NL patterns that were introduced in this Unit. It is important that the children HEAR the vocabulary words and patterns during this review process.

ACTIVITIES:

- Group the children near the 'tracings mural' from Lesson 1. Toss a beanbag to a child. The child who receives the beanbag must then toss the beanbag to the mural (or on the mural if the mural is on the floor) attempting to strike one of the tracings. When the child has 'struck' one of the tracings, he must name the tool represented by that tracing and then say the pattern for that tool name. Repeat until many children have participated.
- Introduce the dialogue to the children. 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. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP

- Review the unit's vocabulary terms with the children. Then, encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to create new patterns by 'meshing' vocabulary terms from this and other units. Tape this session with the children so that they can hear their patterns afterwards. You may wish to write the patterns that the children provide on the chalkboard or on a length of Language Experience Chart Paper.

MATERIALS:

Tracing mural (from Lesson 1), a beanbag, a tape recorder, a blank audio tape, a length of Language Experience Chart Paper

NATIVE LANGUAGE BASIC PROGRAMS

GAMES AND ACTIVITIES TO ACCOMPANY PROGRAM

GRADE 2

APPENDIX A

BALLOON BALL

- Divide the children into four groups;
- Say a term/pattern;
- Give each group an inflated round balloon;
- The children in each group must then attempt to keep their balloons 'in the air';
- You may wish to draw masking tape/circles around each group to designate their boundaries;
- When a group 'loses its balloon' the children in that group must repeat the term/pattern that you said at the beginning of the round.

BALLOON DROP/RELEASE

- Make a large masking tape circle on the floor;
- Have the children stand inside the circle so that the circle is almost completely filled with children;
- Say a term/pattern or show an object/illustration/sight word to the children;
- Toss an inflated balloon in the air above the children;
- The children must attempt to avoid being touched by the balloon as it lands but they may not leave the boundaries indicated by the masking tape circle;
- When a child is 'touched' by the balloon, he should repeat the term/pattern that you said at the beginning of the round OR the term/pattern for the object/illustration/sight word card that you showed.

BALLOON VOLLEYBALL (BALLOON BALL)

- Arrange the children in two teams;
- The two teams should stand facing one another approx. 5 to 8 feet apart;
- Say a term/pattern or show an illustration/sight word;
- Toss an inflated balloon (a round one) to one of the teams;
- The children in that team should pass the balloon to the members of the other team;
- Similarly, the members of the other team should pass the balloon back to the first team, and so on;
- The first team to 'lose the balloon' should then say the term/pattern that you said at the beginning of the round.

BEANBAG TAG

- Have four or five children stand in the center of the room;
- The other children should form a circle around the four or five children;
- Say a term or pattern or show an object/illustration/sight word to the children;

- Give a beanbag to one of the children in the circle;
- The children in the circle should then toss the beanbag (at knee level) into the circle (back and forth) attempting to 'tag' one of the children in the center of the circle with the beanbag;
- When a child is 'tagged' he should say the term/pattern that you said at the beginning of the round OR the term/pattern for the object/illustration/sight word that you showed at the beginning of the round.

BEAR HUNT

This activity involves a variety of different body movements that demonstrate, for example, running through deep mud, running through high grass, jumping rocks, climbing trees and tip-toeing into caves. Develop the sequence of events with the children that uses these different actions. Then take the children on the 'bear hunt' using the different body actions. The children should follow your actions as you tell the story of the bear hunt.

BINOCULARS

- group the children at one end of the classroom;
- stand at the opposite end of the classroom with the pictures/words from the unit (objects may also be used for this activity);
- one of the children should have a pair of binoculars;
- hold up a picture/word/object and the child with the binoculars should look through the binoculars to see the picture/word/object that you are holding;
- he should then identify it using the word/pattern from the unit;
- repeat until most of the other children have participated.

BLOW THE BALLOON

- group the children in a circle;
- place the pictures/words from the unit on the floor in the center of the circle;
- give an inflated balloon to one of the children;
- the children should pass the balloon around the circle;
- when you clap your hands, the child who is left holding the balloon should then identify the picture/word that matches the word/pattern that you say. To do this, the child should place the balloon on the floor and 'gently' blow the balloon to the picture/word.

BOWLING

- mount illustrations on sheets of construction paper;
- roll the sheets of construction paper into cylinders and staple the edges to hold the cylinders together;
- stand the cylinders (bowling pins) on the floor, with the pictures facing the children;
- give a child a small ball and say the name of one of the pictures;
- the child should 'bowl' with the ball, attempting to strike the 'pin' that represents the word said;

- OR: the child can name one of the illustrations;
- he should then attempt to strike the 'pin' that contains the illustration that he named.

BROOM/TISSUE DROP

- group the children in a circle;
- stand in the center of the circle, holding a broom vertically on the floor;
- say one of the vocabulary terms to each child (or give each child one of the vocabulary pictures/objects);
- say one of the vocabulary terms and release the broom at the same time;
- the child with that word must catch the broom before it hits the floor;
- OR: in place of the broom, toss a handkerchief or tissue paper into the air;
- the child with the called word must catch the handkerchief/tissue paper before it hits the floor.

CHAIN TOUCH

- Whisper a word or pattern into a child's ear;
- That child should then whisper the same term/pattern into another child's ear and they should hook arms (i.e., those two children);
- This process is repeated until all children in the class are 'chained together' bound by the common 'term/pattern' that you said at the beginning of the round;
- An alternative to the CHAIN TOUCH approach indicated above is for every 'fifth' (or other selected number) child to repeat a term/pattern that you _____ identify a picture/object/sight word that you _____.

CHANGE

- have the children arrange themselves in pairs;
- the members of each pair should stand back-to-back with elbows interlocked;
- there should be one player without a partner (this player is 'it' for the round);
- tell the children to listen for a specific sound, word, or sentence;
- when the children hear the sound/word/sentence, they should drop arms and find a new partner;
- 'it' should also find a partner, thus producing a new 'it' for the next round.

CHAIR RING TOSS

- overturn two or three chairs and place them at one end of the classroom;
- the legs of the chairs can then be used for a game of 'ring toss';
- place vocabulary words or pictures beside each of the chairs;
- group the children approximately ten feet from the overturned chairs;
- give each child a ring made from a large pipe cleaner;
- say one of the vocabulary words/pattern from the unit;
- call upon an individual child to toss his ring to the appropriate chair, attempting to land his ring on one of the chair's legs.

COLOR CODING TECHNIQUE

- mount a strip of colored paper on the chalkboard;
- the colored strip of paper can be used to represent a point of departure, e.g., 'it's a';
- substitutions can be provided using pictures or objects from the unit;
- for example, a picture of a dog could be held to the right or mounted to the right of the strip of paper;
- the sentence would then read, 'It's a dog.';
- removing the picture of the dog and replacing it with a picture of a cat, the sentence then becomes, 'It's a cat.';
- more complex points of departure can be developed using a number of strips of paper;
- all of the strips of paper used should be the same color to represent the fact that a point of departure is that part of a sentence that remains constant;
- the pictures or objects would still be used as the 'substitutions' within the point of departure;
- the purpose of this activity is as a pre-reading activity, to give the children a visual image of the structure of a language;
- this activity is appropriate for any language - in some cases (in other languages besides English) the points of departure may be at the end of a sentence structure with the substitutions occurring at the beginning;
- later, when children have become familiar with this process, they may build sentences using colored strips of paper, pictures, objects, etc.

CRAYON RESIST

- Use a white paraffin candle (or white crayon) to draw illustrations or to write sight words on a white length of mural/butcher paper;
- Present your 'illustrations/printing' to the children, pretending not to notice that what you have done is 'invisible';
- When the children indicate to you that they can't see anything, 'wash' the white sheet of paper with a thin solution of black paint;
- The white paper will be coloured black while the paraffin candle/crayon markings that you made on the paper will 'resist' the paint and reveal the illustrations/words that you wrote.

CROSS-OVER

- divide the children into two groups;
- have the two groups line up on opposite ends of the room facing one another;
- the children should be standing shoulder to shoulder;
- have one child stand in the center between the two groups/lines;
- tell the children to listen for a specific word/pattern (from the unit); when they hear that word/pattern, two children that you name (one child on each side of the room) should then change places by running across the center of the room;
- the child who is already in the middle of the room should try to catch one of these children as they run across the room. The child caught then gets to stand in the middle of the room.

CUP CAPERS

- Divide the children into two teams;
- Have the two teams stand at one end of the room;
- Place sight words or illustrations at the other end of the room;
- Place a paper cup on the top of the first player's foot in each team;
- Say one of the illustrations (the name of one of the illustrations) or one of the sight words;
- The two players must then attempt to hop to the illustration/sight word without losing the paper cups;
- The first player to reach the illustration/sight words without losing his cup and to identify the correct illustration/sight word (according to the term/pattern that you said at the beginning of the round) scores a point for his team.

DODGE BALL

- divide the children into two groups;
- have both groups line up on opposite sides of the classroom;
- the members in each group should stand shoulder to shoulder facing the center of the room;
- then have three or four players from each group stand in the center of the room (between the two lines of children);
- say a vocabulary word/pattern from the unit and then give a soft ball to a child who is in one of the lines;
- that child should roll the ball across the floor, attempting to strike one of the children in the center on his foot or shin;
- when the ball reaches the other side of the room, a child in the other group should repeat this process;

FAN FOOTBALL

- Divide the children into two teams;
- Place the pictures/objects/sight words at one end of the room and have the teams stand at the other end of the room;
- Provide the first player of each team with an inflated round balloon;
- Also, provide the first player in each team with a 'fan';
- Say a term/pattern for an item that is represented at the other end of the room;
- The two players must then 'fan' their balloons to the items, attempting to land their balloons on the item that represents the term/pattern that you said;
- The first player to do this successfully scores a point for his team;
- You may wish to have all players (or the players participating) repeat the term/pattern that you said at the beginning of the round.

FLASHLIGHT SPINNER

- Group the children in a circle;
- Sit in the center of the circle with a flashlight (the cylindrical type of flashlight);
- Say a term/pattern and spin the flashlight (with its light on);

- When the flashlight stops, the child at whom it is pointing should repeat the term/pattern that you said at the beginning of the round;
- You may wish to use this activity for 'sight recognition' as well: when the flashlight stops spinning, the child who is illuminated by the light of the flashlight should then recognize a sight word that you show him.

FLASHLIGHT ILLUSTRATING/PRINTING/WRITING

- Group the children together facing a blank wall in the classroom;
- Darken the room;
- Use a flashlight to illustrate/print/write an item on the wall;
- The children should watch as you illustrate or write and then afterwards identify the item that you illustrated/wrote.

FLASHLIGHT TAG

- Group the children in a circle;
- Have one child stand inside the circle with a flashlight to be IT;
- The children in the circle should place their hands inside the circle;
- IT must attempt to 'tag' one of the children's hand with the light of a flashlight;
- The children in the circle may put their hands in and take their hands out of the circle whenever they wish;
- When a child's hand has been 'tagged' by the light of the flashlight, that child must repeat a term/pattern that you said at the beginning of the round OR identify a sight word that you show him;
- You may wish to use the children's 'feet' rather than their hands.

FRISBEE

- Have the children stand in a straight line, shoulder to shoulder, facing you;
- Tape a sight word or illustration to the underside of a frisbee;
- Toss the frisbee to one of the children;
- The child who receives the frisbee must look under it and identify the picture/word by saying its term/pattern;
- The child should then return the frisbee to you so that you can replace its contents.

GAME WHEEL

- open an umbrella and lock it into position;
- tape pictures in each of the outer sections of the umbrella (i.e., the top of the umbrella);
- hold the stem of the umbrella in one hand so that the pictures face the children;
- with your other hand, turn the handle of the umbrella, causing it to turn like a roulette wheel;
- when the 'wheel' stops turning, the children should name the picture that is at the top (or the bottom).

GUESS!

- group the children together on a smooth surfaced floor or by a table;
- invert three containers (e.g., mugs) on the floor/table - the containers should not be transparent;
- place an object inside one of the containers (or roll a picture and place it inside the container);
- tell the children to watch carefully as you move the cups around quickly;
- eventually, call upon a child to guess which cup contains the object/picture (e.g., "I think the _____ is in that cup.").

HERE THERE EVERYWHERE

- mount pictures/words on the walls around the classroom;
- group the children in the center of the room;
- say one of the vocabulary words/patterns and the children should run to the appropriate picture/word;
- this activity can be repeated a number of times with variations in the response; i.e., rather than running, the children can hop, skip, crawl, and so on, to the pictures. Later have one of the children say a pattern/word as the cue for the response. It may be necessary to whisper the pattern/word in the child's ear (i.e., model the pattern/word) with the child repeating the pattern/word as soon after your model as possible.

HERMAN'S HEAD

Herman's Head is a technique to use for introducing language content to the children. Decorate a box to represent a head. Make a tape recording using the language content for the lesson. Leave blank spaces on the tape so that when you play the tape, the tape would talk and you can talk to the tape. Place the tape recording inside the head. When you are ready for the children to hear the conversation, turn the tape on and 'talk to the head.'

HOP AND TIP

- Arrange the children in pairs;
- Each child in each pair should stand on one foot;
- Then, with the palms of their hands raised (vertically) each child in a pair should attempt to throw the other child off balance;
- When a child has been thrown off balance he must sit down;
- When one child in each pair is sitting, have the 'seated' children or the 'standing' children repeat a term/pattern that you said at the beginning of the round OR identify a sight word that you show them.

HOP THE LINE

- make a line on the floor with chalk or masking tape;
- group the children on one side of the line, with their toes touching the line;
- say one of the patterns and the children should jump to the other side of the line;

- then say a pattern that is not from the lesson - the children should remain still;
- when another pattern from the lesson is said, the children should jump backwards across the line;
- continue in this way until the children seem to 'hear' the patterns. Vocabulary words may be used in place of patterns.

HOT POTATO/BALL

- group the children in a circle;
- give one of the children a ball;
- the child should pass the ball to a child next to him/her - the ball should continue around the circle until you clap your hands;
- when you clap your hands, the child left holding the ball should repeat a term or pattern that you say;
- OR: to encourage the development of Auditory Memory, say the word/pattern BEFORE the ball is passed around the circle;
- when you clap your hands, the child with the ball must RECALL the term/pattern that you said.

JUMP THE STICK

- Divide the children into two teams;
- Have the players in each team stand one behind the other;
- Have the first two players in each team hold a broom or stick (or length of yarn or string) perpendicular to the third player in the team.

KAKIVAKING

- group the children in a circle;
- have a child stand in the center of the circle holding a length of yarn that has a beanbag attached to it;
- give one of the children in the circle a new toilet plunger;
- say a word or pattern and the children should begin passing the toilet plunger around the circle in a clockwise direction;
- when you clap your hands, the child left holding the toilet plunger must enter the circle and attempt to 'spear' the beanbag (on the end of the length of yarn) as a child pulls it around on the floor;
- when the child using the plunger has successfully 'speared' the beanbag, all of the children in the class should repeat the term/pattern that you said at the beginning of the round OR have the children identify a sight word that you show them;
- the term 'kakivak' is an Inuktitut word meaning 'fish spear'.

LINE HOP

- make a masking tape line on the floor;
- have the children stand on one side of the line with their toes on the line;
- when the children hear a specific sound (in a word) or a specific word or sentence, they should hop over the line.

LIP READING

- group the children together facing you;
- 'mouth' one of the vocabulary words/patterns from the unit;
- do not vocalize the word/pattern;
- the children should watch your lips carefully, attempting to determine the word/pattern that you are 'liping.'

MARBLE RACE

- place the pictures/words from the unit at one end of the classroom;
- group the children at the other end of the classroom in two teams;
- give the first player of each team a marble;
- say one of the vocabulary words/patterns from the unit;
- the players with the marbles should then roll the marbles along the floor towards the pictures/words;
- the first child to reach the picture/word of the word/pattern that you said is the winner for the round.

MOUSE CATCH

- group the children in a circle;
- place the objects/pictures/words in the center of the circle;
- tie a beanbag or 'stuffed mouse' toy (or other soft toy) to the end of a length of string or yarn (about 5' of string or yarn);
- say the name of one of the pictures/objects/words and call a child's name;
- that child should enter the circle and attempt to catch the mouse as you pull it along on the floor;
- when the child catches the mouse, he/she should place it on the picture, object, or word that you named;
- child can repeat the name of the picture/object/word.

OBSTACLE COURSE

- This activity can be done with individual children or in 'team form';
- If team form is used, prepare two obstacle courses;
- To prepare an obstacle course, arrange items such as boxes, chairs, tires, masking tape hoops, etc. in a straight line;
- Place pictures/objects/sight words at the end of the obstacle course;
- Say a term or pattern for one of the items at the end of the course;
- A child should then race through the obstacle course;
- When a child reaches the end of the obstacle course he must identify the illustration/object/sight word that you named at the beginning of the round;
- You may wish to 'time' children as they go through the obstacle course to add extra spice.'

OVER AND UNDER: See Obstacle Course

PINGPONG TOSS

- Group the children in two teams;
- Have the first player from each team stand facing one another (approx. 4 feet apart);
- Give each player a paper cup;
- Say a term (or a sequence of terms) or a pattern and place a pingpong ball in one of the cups;
- The child must then toss his pingpong ball to the other child who must catch it in his paper cup;
- The children should continue to toss the pingpong ball back and forth in this way until one of the children 'loses the ball';
- The child who loses the ball should then repeat the term(s) or pattern that you said at the beginning of the round (OR all of the children in his team should respond).

REFLECTION

- give a child a mirror and have him/her stand at the other end of the room (opposite from you);
- the child should hold the mirror in front of himself, so that he can see your reflection;
- hold up a picture or object (not a printed word) and the child should name it when he sees it in the mirror.

RING-TOSS

- prepare four or five bases using modelling clay;
- insert a pencil or ruler into each portion of modelling clay;
- stand the modelling clay bases and the pencils/rulers at one end of the room;
- place a picture/word in front of each base;
- provide each child with a 'ring' (e.g., rings made from large pipe cleaners);
- say a vocabulary word/pattern from the unit and a selected child should attempt to toss his ring to the appropriate picture/word;
- the object of the activity is to land the rings over the pencils/rulers that are beside the appropriate pictures/words;
- an alternative to this would be to have the child identify one of the words/pictures and then to attempt to land his ring over the appropriate pencil/ruler.

ROAD MAZE

- outline a series of 'roads' on the floor using masking tape or chalk - all of the roads should begin at the same place and end in the same general area.

RUBBINGS TECHNIQUE

- cut out shapes appropriate for the unit from tagboard/bristol board;
- mount the cut-outs on the chalkboard;
- cover the cut-outs with a length of butcher/mural paper;
- group the children in front of the paper;
- use the broad side of a pencil's lead to 'rub' the mural/butcher paper;
- as you rub with the pencil, the outlines of the tag/bristol board cut-outs should appear on the paper.

RUN ABOUT

- Arrange the children in a circle;
- Place illustrations/objects/sight words in the center of the circle;
- Walk around the outside of the circle, eventually stopping and touching two children on their shoulders;
- Say a term/pattern for an item that is in the center of the circle;
- The two children whose shoulders you have touched must then race around the outside of the circle in opposite directions;
- The first child to re-enter the circle and to identify the object/illustration/sight word that you named is the winner for the round.

SANDWICH TECHNIQUE

- cut two squares of white tagboard to resemble slices of bread;
- place a picture/word between the slices and give the 'sandwich' to a child - child names the picture/word;
- OR: prepare a number of 'sandwiches' and place them on a table or on the floor;
- say the name of one of the pictures (that is in a sandwich) and call upon a child to find the correct sandwich;
- OR: place the pictures in a pile and the 'two slices of bread' by the pictures;
- say the name of one of the pictures;
- call upon a child to find the picture named and to make a sandwich with it;
- the children can be asked to orally reproduce the names of the pictures.

SEARCHLIGHTS

- Arrange the children in the room in a scattered formation on their hands and knees;
- Give each of two children a flashlight;
- Darken the room;
- Designate a specific area in the room in which the children may move (i.e., the children on their hands and knees);
- The two children with the flashlights must then attempt to zero their flashlights in on one child as he moves around the room;
- When a child has been 'tagged' by the two flashlights, he must repeat a term (or terms) or pattern that you said at the beginning of the round OR he must identify a sight word card that you show him (it may be necessary to shine the light of one of the flashlights on the sight word card so that he can see it).

SHADOW TAG

- place an overhead projector or other source of light on the floor facing one of the walls in the classroom;
- have two children stand between the projector and the wall;
- this should cast the children's shadows on the wall;
- one child should be IT;
- IT should attempt to 'tag' the shadow of the other child;
- to develop this into a language activity, say one of the vocabulary words/patterns from the unit;

- when the child's shadow has been tagged, he should repeat the vocabulary word/pattern that you said at the beginning of this round.

SILHOUETTE TECHNIQUE

- use the silhouette technique to reinforce the vocabulary/patterns of a unit;
- two children can hold a sheet for the activity (they may have to stand on chairs so that the sheet hangs well);
- place a projector or other suitable source of light behind the sheet, approximately four or five feet from the sheet;
- use cut-outs to review the terms/patterns;
- hold a cut-out between the light and the sheet (children should see the silhouette of the cut-out);
- the children should identify the silhouette using the word/pattern for the cut-out.

SKITTLEGUARD/BOMBARDMENT

- Group the children in a circle;
- Have a child sit in the center of the circle as IT;
- Place 3 or 4 'pins' beside IT (the 'pins' can be made from cylinders of paper);
- Give a small soft ball to one of the children in the circle;
- The children should then roll the ball back and forth across the circle, attempting to knock down one or more of the 'pins';
- You may wish to say a term (or sequence of terms) or pattern before each round;
- When a pin or pins has been knocked down, all of the children should repeat the term(s) or pattern that you said at the beginning of the round;
- You may wish to attach sight words to the 'pins';
- In this case, when a pin or pins is knocked down, the children must identify the sight word on it.

SPINNER

- group the children in a circle;
- sit in the center of the circle with a spinner, such as a broom or bottle;
- say a vocabulary word or pattern from the unit, then spin the spinner;
- when the spinner stops, the child at whom it is pointing should repeat the word/pattern that you said;
- rather than using a broom or a bottle, you may wish to use a flashlight. In this case, use the flashlight in the same manner, however darken the room and turn the flashlight on. When the flashlight stops spinning, the child at whom the light is pointing should repeat the word/pattern that you said. This activity can be adapted for sight recognition of sight words.

SQUAT TAG

- Have the children arrange themselves in the classroom in a scattered formation;
- Then, have each child squat down on his feet with his hands on his hips;
- The children should then move around in this 'squatting' form, attempting to knock each other off balance;
- When you clap your hands, those children who were knocked off balance (and are sitting on the floor) must then repeat a term (or terms) or pattern that you said at the beginning of the round OR they must identify a sight word that you show them.

SQUIRREL IN THE TREE

- Arrange the children in pairs;
- The children in each pair should join hands;
- Have one child be the 'squirrel' and another child be the 'fox' for the first round of the activity;
- The object of the activity is for the fox to tag the squirrel;
- The squirrel may run away from the fox, and eventually join hands with one of the children in one of the pairs in the room;
- When the squirrel does this, the other child in the pair (i.e., the third man out) must then become the 'squirrel' and attempt to avoid being tagged by the fox;
- When the fox is successful, however, in tagging the squirrel, all of the children in the class should repeat a term(s) or pattern that you said at the beginning of the round;
- OR, all of the children (or the squirrel) should identify a sight word card that you show.

STICKY FOOT

- Group the children in two teams at one end of the room;
- Place illustrations or sight word on the floor at the other end of the room;
- Place rolled amount of masking tape (sticky side out) on the sole of the first player's foot in each team (one foot per player);
- Say a term or pattern for one of the illustrations/sight words at the other end of the room;
- The two players with the masking tape on their shoes must then hop to the other side of the room and pick up the illustration/sight word using their 'sticky feet';
- You may wish to have two copies of each illustration/sight word for this activity to allow each player to succeed.

STRAW RACE

- Place illustrations or sight words, at one end of the room (you may wish to have two copies of each illustration or sight word OR you may wish to have illustrations and matching sight words);
- Divide the children into two teams at the other end of the room;

- Give the first player in each team a large drinking straw (not a small drinking straw);
- Also, give each player a round inflated balloon;
- Say a term or pattern for one of the items at the other end of the room;
- The players must then place the balloons on the floor.

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 join hands with the children beside them;
- Select two terms or patterns for this activity;
- One of the terms should be used for 'streets' and the other term/pattern should be used for alleys;
- Say one of the terms and the children should respond by forming 'streets' or 'alleys.'

STRETCH

- Arrange illustrations/sight words on the floor in a central area of the room;
- Group the children near the illustrations/sight words;
- Have a child stand among the illustrations/sight words;
- Tell the child to put his left foot on a specific illustration/sight word;
- Then, direct the child to place his right foot on another illustration/sight word;
- Continue in this way using the child's hands, knees, head, etc.

SUBSTITUTION

- in this drill, students use another word of the same class in the place of a word in the sentence. A noun is replaced by another noun, a verb by another verb, and so on. E.g., 'She has a dog.'/'She has a record.'
- this form of substitution can be accomplished by establishing the 'point of departure' with the students, e.g., 'She has a _____.' You can say the words for the substitution, or show objects that the children name in the point of departure. E.g. if you show a picture of a house, the students should say, "She has a house." Individual sight words can be used for the same process.

TIC TAC TOE

- make a tic tac toe outline on the floor with masking tape, e.g.:
- place a picture in each section of the game (nine pictures - some pictures may have to be duplicated to produce nine);
- have three boys and three girls stand in a circle around the outline;

- when you give the signal, the boys and girls should rush to the game and each child should stand in a section of the game - the object being to have a straight run of three boys or three girls;
- if a straight run (vertical/horizontal/diagonal) is developed, the children in the straight run must name the pictures they are standing on, in order to win the round.

TONGS PICK-UP

- group the children in a circle;
- place the objects/pictures/words in the center of the circle;
- say the name of one of the picture/objects/words;
- give a pair of tongs to a child;
- the child should enter the circle and pick up the named item using the tongs;
- child can repeat the name of the picture/objects/words.

TUG A TONGS

- group the children in a circle;
- place the vocabulary words/pictures/objects from the unit in the center of the circle;
- name one of the pictures/words/objects using a vocabulary word or pattern from the unit;
- then give each of the two children a pair of tongs;
- the two children should enter the circle, identify the picture/word/object, and then pick it up with the tongs;
- when each child has a grasp on the item with his pair of tongs, the two children should then tug with their tongs in 'tug of war' style;
- the child who ends up with the item and is able to name it using the vocabulary word or pattern is the winner for the round.

TUG OF WAR

- Make a 3 or 4 foot long masking tape line on the floor;
- Divide the children into two teams or play this activity in pairs;
- Two players should stand on opposite sides of the masking tape line facing one another;
- The two players should join right hands;
- Place an illustration or sight word 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 the illustration/sight word from his side of the line and show it to his team;
- The children in his team should then name it using its term/pattern;
- An alternative to this would be to have the children in the 'moving team' repeat a term (or terms) or pattern that you said at the beginning of the round;
- Attempt to match children up according to their sizes to add an element of fairness to this activity.

TURNABOUT/RUNABOUT

- group the children in a circle;
- place the pictures/objects/sight words in the center of the circle;
- walk around the outside of the circle, eventually touching two children on their shoulders;
- say one of the vocabulary terms as you touch the children's shoulders;
- the two children should turn completely around (on the spot) and THEN enter the circle and attempt to locate the picture/object that you named;
- the children can be asked to repeat the name of the picture/object.

TWO HATS TECHNIQUE

- group the children together;
- stand sideways to the children;
- place a hat on your head and say a word/pattern;
- then, step around so that you are facing the opposite direction;
- remove the first hat from your head and replace it with a different hat;
- then, say another word/pattern;
- for example, in one instance you may be standing with a red hat on your head and you may say, "Hi, how are you?";
- then turn around, remove the red hat and replace it with a blue hat; respond with, "I'm fine, thank you, and how are you?"; (you may wish to change your voice for the different characters in this activity);
- this activity is an effective 'language exposure' vehicle.

UMBRELLA SPIN

- open an umbrella;
- tape a picture/word to each of the outside sections of the umbrella;
- group the children in front of you;
- hold the umbrella in your left hand and the handle of the umbrella in your right hand;
- point the umbrella so that it is facing the children;
- use your right hand to spin the umbrella in 'roulette wheel style';
- when the umbrella stops spinning, the children should identify the word/picture that is in the top (or bottom) section of the umbrella.

WILD CAR

- group the children in a circle;
- sit in the center of the circle with a wind-up toy car;
- say a vocabulary word/pattern from the unit;
- release the car;
- the car should 'race' at random around the circle;
- when it eventually bumps into a child, that child should repeat the vocabulary term/pattern that you said. This activity may also be used to encourage sight recognition of the unit's sight words. When a child receives the car, he should identify a sight word that you show.

WORM IN APPLE

- prepare an outline of an apple from a large piece of tagboard/bristol board;
- cut a slot on the right-hand side of the apple;
- prepare a strip of paper that matches the length of the slot; i.e., the strip of paper should be able to slip into the slot;
- print the sight words from the unit or attach small pictures from the unit to the strip of paper;
- fashion the right end of the paper to look like the head of a worm;
- then, insert the 'worm' into the apple using the slot;
- group the children in front of the apple;
- pull the 'worm' from the apple slowly, showing each word/picture as it comes out of the apple;
- the children should identify the words/pictures as they are revealed.

WORD FIND

- divide a large sheet of paper in boxes, e.g.:
- print the vocabulary words in the boxes, one letter per box, in horizontal, vertical and diagonal forms;
- fill in the remaining (empty) boxes with ANY letters;
- children/students must find vocabulary words and circle them;
- you may wish to say one of the words and call upon a child/student to find THAT word.

ZIG ZAG LINE

- make a masking tape line on the floor;
- have a child stand on the right side of the line and the next child on the left side, and so on until all of the children are in place;
- when the children hear a specific sound (in a word) or a specific word or sentence, they should hop over the line, thus producing the 'zig zag' effect.

NATIVE LANGUAGE BASIC PROGRAMS

Christmas

GRADE 2

APPENDIX B

IN DECEMBER

Everyone is merry now.
Go walking down the street,
And twinkly eyes and winkly eyes
Are all the eyes you meet.

Everyone is eager now
To shop and trim a tree,
An knowing smiles and glowing smiles
Are all the smiles you meet.

Everyone is jolly now,
This tingly-jingly season.
And only cats and puppy-dogs
Can't understand the reason!

THE NIGHT BEFORE CHRISTMAS

T'was the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hope that St. Nicholas soon would be there.

When out on the lawn there arose such a clatter,
I sprang from the bed so see what was the matter,
When, what to my wondering eyes did appear,
But a miniature sleigh, and eight tiny rein-deer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.

He was dressed all in fur from his head to his foot,
And his clothes were all tarnished with ashes and soot;
His eyes - how they twinkled! his dimples, how merry!
His cheeks were like roses, his nose like a cherry!
He spoke not a word, but went straight to his work,
And filled all the stockings; then turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose.

"Now, Dasher! now, Dancer! now Prancer and Vixen!
On, Comet! on, Cupid! on, Donner and Blitzen!"
So up to the house-top the coursers they flew,
With the sleigh full of Toys, and St. Nicholas, too.

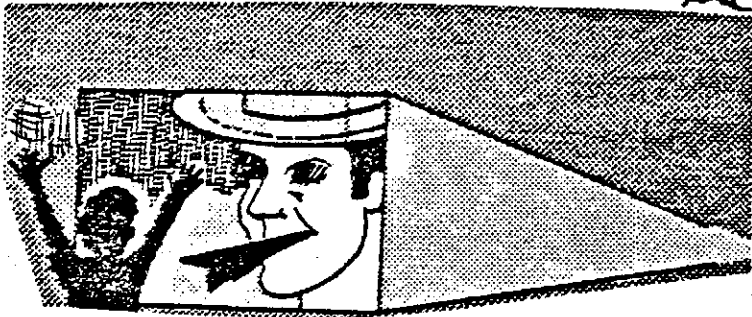
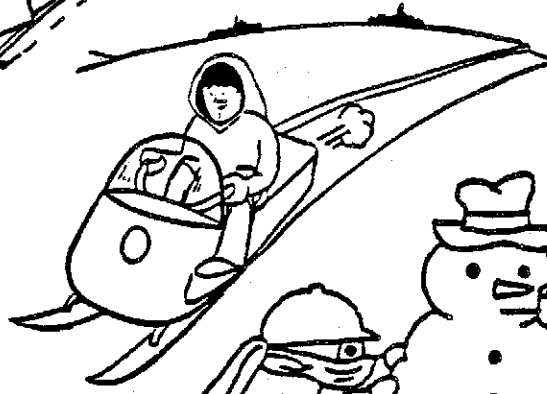
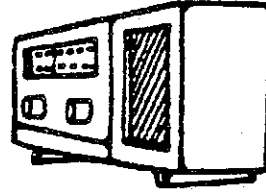
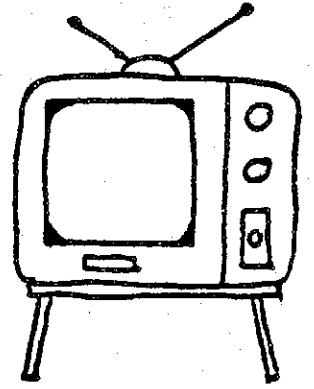
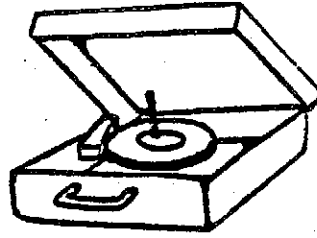
He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
But I heard him exclaim ere he drove out of sight,
"Merry Christmas to all, and to all a good night."

NATIVE LANGUAGE BASIC PROGRAMS

ENTERTAINMENT

GRADE 2

APPENDIX C



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NATIVE LANGUAGE BASIC PROGRAMS

HALLOWE'EN

GRADE 2

APPENDIX D

THEME IN YELLOW

I spot the hills
With yellow balls in autumn.
I light the prairie cornfields
Orange and tawny gold clusters
And I am called pumpkins.
On the last of October
When dusk is fallen
Children join hands
And circle round me
Singing ghost songs
And love to the harvest moon;
I am a jack-o'-lantern
With terrible teeth
And the children know
I am fooling.

- Carl Sandburg, Chicago Poems

HALLOWE'EN

Tonight is the night
When dead leaves fly
Like witches on switches
Across the sky,
When elf and sprite
Flit through the night
On a moony sheen.

Tonight is the night
When leaves make a sound
Like a gnome in his home
Under the ground,
When spooks and trolls
Creep out of holes
Mossy and green.

Tonight is the night
When pumpkins stare
Through sheaves and leaves
Everywhere,
When ghou and ghost
And goblin host
Dance round their queen.
It's Hallowe'en!

- Harry Behn, The Little Hill



NATIVE LANGUAGE BASIC PROGRAMS

HALLOWE'EN

GRADE 2

APPENDIX D

THIS IS HALLOWEEN

Goblins on the doorstep,
Phantoms in the air,
Owls on witches' gateposts
Giving stare for stare,
Cats on flying broomsticks,
Bats aganist the moon,
Stirrings round of fate-cakes
With a solemn spoon,
Whirling apple parings,
Figures draped in sheets
Dodging, disappearing,
Up and down the streets,
Jack-o'-lanterns grinning,
Shadows on a screen,
Shrieks and starts and laughter —
This is Halloween!

- Dorothy Brown Thompson

THE RIDE BY-NIGHTS

Up on their brooms the Witches stream,
Crooked and black in the crescent's gleam,
One foot high, and one foot low,
Bearded, cloaked and cowed, they go.
'Neath Charlie's Wane they twitter and tweet,
And away the swarm 'neath the Dragon's feet,
With a whoop and a flutter they swing and sway,
And surge pell-mell down the Milky Way.
Between the legs of the glittering Chair
They hover and squeak in the empty air.
Then round they swoop past the glimmering Lion
To where Sirius barks behindhuge Orion;
Up, then, and over to wheel amain
Under the silver, and home again.

- Walter de la Mare, Collected Poems,
1901-1918

NATIVE LANGUAGE BASIC PROGRAMS

NON-LOCAL TRANSPORTATION

GRADE 2

APPENDIX E

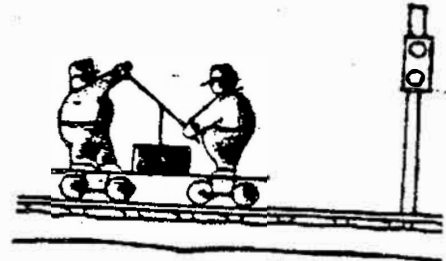
TRAINS

Over the mountains,
Over the plains
Over the rivers,
Here come the trains.

Carrying passengers
Carrying mail,
Bringing their precious loads
In without fail.

Thousands of freight cars
All rushing on
Through day and darkness,
Through dusk and dawn.

Over the mountains
Over the plains,
Over the rivers,
Here come the trains.



- James S. Tippet, I go A-Travelling

TRAINS AT NIGHT

I like the whistle of trains at night,
The fast trains thundering by so proud!
They rush and rumble across the world,
They ring wild bells and they toot so loud!

But I love better the slower trains.
They take their time through the world instead,
And whistle softly and stop to tuck
Each sleepy blinking town in bed!

- Frances Frost

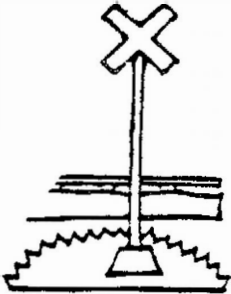
FERRY-BOATS

Over the river,
Over the bay,
Ferry-boats travel
Every day.

Most of the people
Crowd to the side
Just to enjoy
Their ferry-boat ride.

Watching the seaguls,
Laughing with friends,
I'm always sorry
When the ride ends

- James S. Tippet, I Go A-Travelling



NATIVE LANGUAGE BASIC PROGRAMS

NON-LOCAL TRANSPORTATION

GRADE 2

APPENDIX E

WHISTLES

I never even hear
The boats that pass by day;
By night they seem so near,
A-whistling down the bay,
That I can almost understand
The things their whistles say.

I've waked sometimes all warm
In my bed, when eerily
I have heard them out of the dark
A-whistling cheerily
To tell the sleepy folk on land
All's well at sea.

- Rachel Field, The Pointed People

SPACE

There were six children who wanted to study outer space,
so they made a rocket and went to many planets.

The first planet was too small to hold all of them and
the second had only gigantic things, far too big for
them! So finally they found a planet that made everyone
happy with holes to crawl in and out of.

They had so much fun they didn't want to leave, but they
decided that out of all the planets, Earth met all their
needs. So when they arrived back, they were all
pleased. They had had fun and learned at the same time.

- Jane Bradshaw, Age 10,
Rockport, Texas

APPENDIX E

GRADE TWO

NON-LOCAL TRANSPORTATION

MORSE CODE

A	.-
B	...-
C	-.-.
D	-...-
E	.-
F	...-
G	-.-.
H
I	..
J	.-.-
K	-.-
L	.-...
M	--

N	-.-
O	---
P	.-.-.
Q	-.-.-
R	.-.-
S	...-
T	-.-
U	...-
V
W	.-.-
X	-.-.-
Y	.-.-.-
Z	---.

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NATIVE LANGUAGE BASIC PROGRAMS

SPORTS

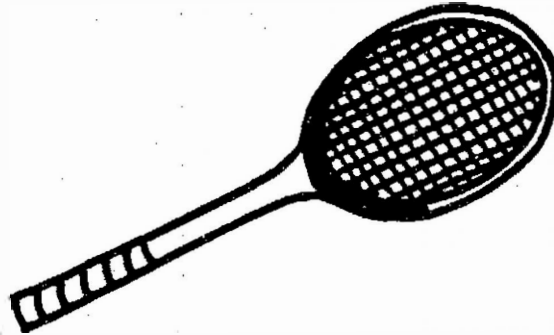
GRADE 2

APPENDIX F

TENNIS

Tennis is a sport
That's really fun.
Someday I hope
To be number one.

Hitting volleys,
Hitting lobs.
I wish tennis could be
My permanent job!



Lisa Timko, Age 11, Buffalo, N.Y.

RIDDLES

1. Why is a baseball game like a stack of pancakes?

Answer: Because they both depend on the batter.

2. When is a spider like a baseball player?

Answer: When it catches flies.



NATIVE LANGUAGE BASIC PROGRAM

APPENDIX G

Grade 2

Weather

THE SUN AND THE WIND

"I am stronger than you are," said the cold, north wind.

"Indeed you are not," answered the bright, warm sun.

"Indeed but I am."

"Indeed, but you are not."

"I will prove that I am stronger," said the north wind.

"You can't do that," replied the sun.

Just then a traveller was seen on the highway.

"I can get that traveller's coat off his back," said the cold, north wind.

"And I can make that traveller take his coat off in less time than you can," answered the bright, warm sun.

"Try it," roared the cold, north wind.

"You try it first," answered the bright, warm sun.

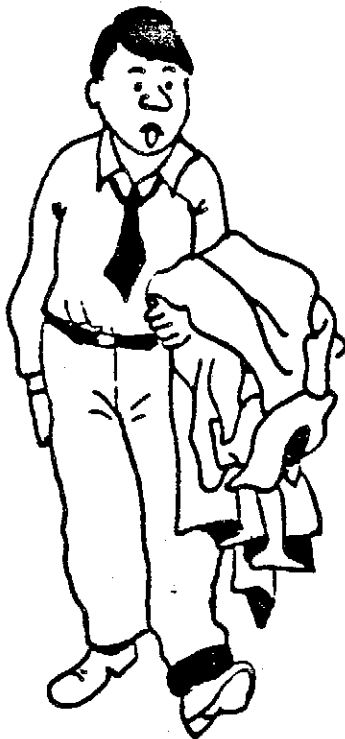
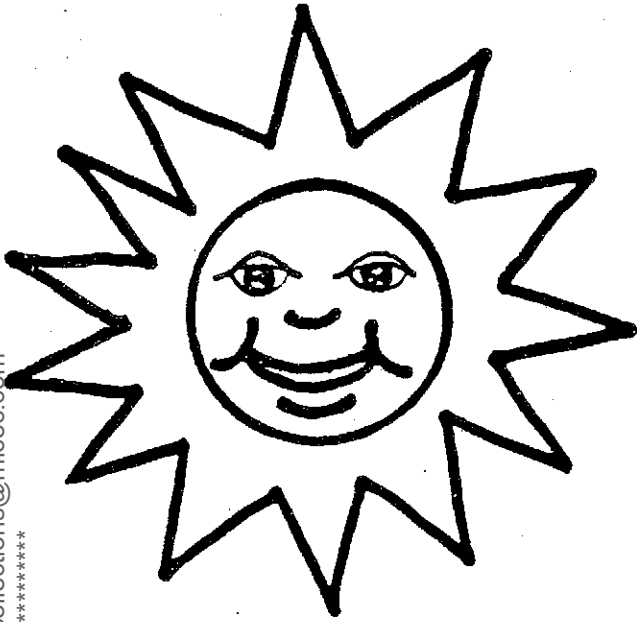
So the north wind blew a furious blast. The man was nearly blown down. The clasp of his coat was broken; but he held it close about him and struggled on.

Again the north wind blew; but the man only stood still holding his coat closer until the blast was over.

"It is my turn now," said the sun. So he came out and poured his hot rays straight down upon the traveller.

"This is strange weather," said the traveller; "first it's cold, then it's hot. I must take off this heavy coat, and here is a shady place beneath this tree where I will sit down and rest."

PICTURES for THE SUN AND THE WIND



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