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OJIBWE

# NATIVE LANGUAGE BASIC PROGRAM

## GRADE 1

### OJIBWE

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Manitoba  
Education  
Native Education





NATIVE LANGUAGE BASIC PROGRAM

GRADE 1

OJIBWE

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

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## PREFACE

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

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

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

While the basic goals of the Native Language programs are:

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

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

# THE NATIVE LANGUAGE BASIC SKILLS PROGRAM

## INTRODUCTION

The Native Language Basic Skills 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 Skills 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.

Since the units have been designed to provide a continuous progress from one year to the next the Grades Five and Six program do not have the dialogue identified. This should be based on the experience of the children.

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 most relevant at that moment. The vocabulary and sentence pattern have been identified. However, it should be understood that this will vary and can be deleted, changed or added to as need arises. The dialogue has also been identified for Grades One through Four.

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.

Accompanying the NL programs is an "Activities" section. The activities selected for use in the language development unit are meant to be fun so that the children will be developing skills and learning the language painlessly.

The program also has an appendix section and these are included at the back of each program and are either numbered or lettered.

While the NL programs may not produce fluent speakers of the Native Languages, it is hoped that they will provide the children with the necessary skills to encourage them to independently pursue language development in general. The parameters necessary to "reinstate a language" need to encompass more than 30-minute periods per day of language instruction. Use of the language and recognition of the language's value outside of the classroom play a fundamental role in the encouragement of "language revival."

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.

# SYLLABICS

▽ e	△ i	▷ o	◁ a	▪ h
∟ che	∟ chi	∟ cho	∟ cha	- ch
∩ ké	∩ ki	∩ ko	∩ ka	∩ k
∟ me	∟ mi	∟ mo	∟ ma	∩ m
∩ ne <i>nay</i>	∩ ni <i>nee</i>	∩ 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	∩ v

OKS

## PRONUNCIATION CHART:

- e as in eniko (ant)
- i as in ishkote (flame)
- o as in ompasichikan (plane)
- a as in amo (bee)
- ch as in chiman (boat)
- k as in kinko (fish)
- m as in memenko (butterfly)
- n as in ni mishomis (grandfather)
- p as in potowan (fire)
- s as in sipi (river)
- t as in tewikan (drum)
- w as in wipit (tooth)
- y as in wiyas (meat)
- sh as in shominak (raisins)



NATIVE LANGUAGE BASIC SKILLS PROGRAM - OJIBWAY

GRADE 1

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: ACTIONS

GRADE: ONE

VOCABULARY:

Ki-pimosa	walk-ed
Ki (papi)	laugh-ed
Ki (wisini)	eat, ate
Ki (minikwe)	drink, drank
Ki (pimipato)	run, ran
Ki (ompipiso)	jump, jumped

PATTERNS:

Ki \_\_\_\_\_ (student's name)  
(all vocabulary items)

DIALOGUE:

T Ki \_\_\_\_\_ na \_\_\_\_\_ (child's name) ?

S Kawin, Ki \_\_\_\_\_  
(all vocabulary items)

T Did \_\_\_\_\_ ?  
(child, name) (action term)

S No, He/She \_\_\_\_\_

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## INTRODUCTION:

Show the children a picture that shows a group of people. Study the contents of the study print with the children. Lead the discussion into the 'actions' that the people depicted in the picture can perform. List the 'actions' (standing, walking, sitting, working, etc.) that the children provide. At this point, the activity should be conducted in English. The children should understand that most people have the abilities to perform a variety of different 'actions'.

## ACTIVITIES:

- \* Develop a variety of situations that would encourage the children to identify the 'actions' that are to be introduced and developed in this Unit. For example, encourage the children to imagine what a person might do if a bear suddenly chased him. In this case, the children should suggest that the person would 'run'. Repeat this process using the other 'action words' that are to be introduced in this Unit.
- \* Introduce illustrations that depict the various 'actions'. Introduce the NL terms for the different actions as you present the pictures. Be certain that the children understand the meanings of the NL terms as the pictures are presented.
- \* Dramatize one of the actions and have the children suggest the actions that you are doing in English. When the children have suggested the actions (in English), say its NL name (ie. the name of the action). Repeat until all of the action terms have been reviewed in this way.
- \* Before the lesson begins prepare a tape that contains the NL action words repeated a number of times. Mount the action illustrations on the board. Play the audio tape of the action terms. As an action term is heard from the tape, point to its picture on the chalk board. Continue until the audio tape is complete.
- \* Introduce a doll to the children. Review the NL words for the different actions using the doll. Bend the doll into the necessary positions to represent the different 'actions'. Repeat the NL vocabulary words as often as possible during this process.

## FOLLOW-UP:

Provide each child with a long pipecleaner. Each child should then shape his pipecleaner to represent one of the 'actions' from this Lesson. Later, when the pipecleaner figures are finished, use them in a SILHOUETTE Activity to review the NL names for the different actions.

THEME:

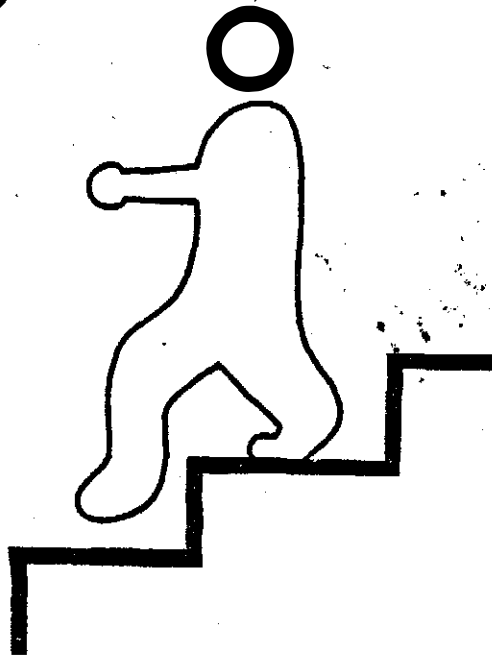
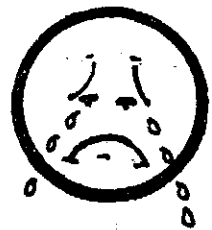
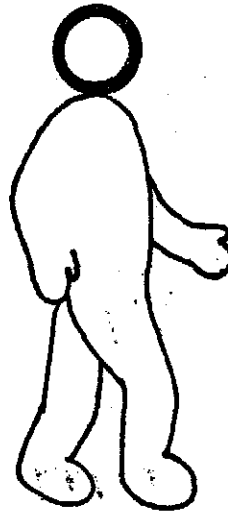
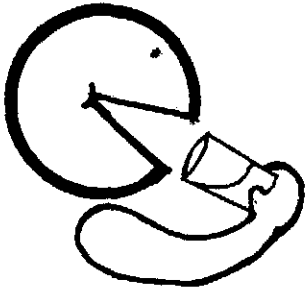
ACTIONS (Cont'd)

GRADE 1

LESSON 1

MATERIALS:

Illustration/picture of people, masking tape, actions illustrations/pictures, audio tape of NL terms, taperecorder, a doll, a pipecleaner for each child, a sheet, an overhead projector.



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## INTRODUCTION:

Use the action illustrations to review the different NL 'action words' that were introduced in Lesson 1. Show each 'action illustration' to the children, saying the NL term for the action shown in the picture. Continue in this way until all of the NL action words have been reviewed. It is important that the children hear the NL action words many times during this review process.

## ACTIVITIES:

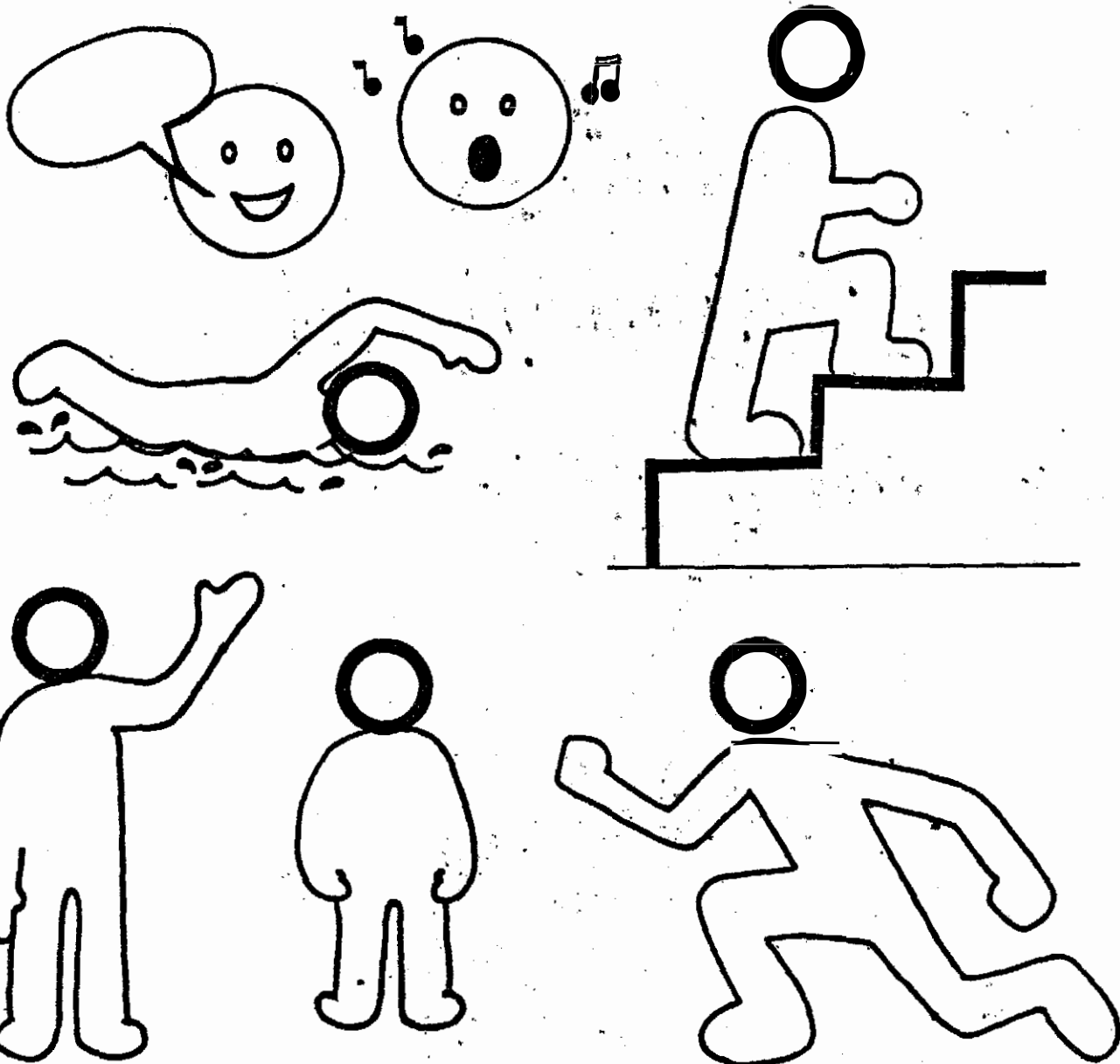
- \* Have the children stand in a scattered formation in the classroom. Say one of the NL 'action words' and the children should respond by the performing the appropriate 'action'. For example, when you say "Run" (in NL), the children should 'run on the spot'. Repeat this process using the other action words.
- \* Play BEANBAG DROP with the children using the NL vocabulary terms for the different 'actions'. When the children hear a specific term that you have identified at the beginning of the round, they should respond. Refer to the 'Activities' of this program for details of BEANBAG DROP.
- \* Mount the 'action' illustrations on the chalkboard. Group the children near the illustrations. Toss a beanbag to a child, saying one of the NL action words. The child who receives the beanbag should then toss the beanbag to the 'action illustration' that represents the 'action word' that you said. The child should then repeat the name of the 'action word' (in the NL). Repeat until many of the children have had a chance to respond in this way.

## FOLLOW-UP:

Provide each child in the class with a long pipecleaner. The children should bend their pipecleaners in the middle to represent legs. The children should make the necessary bends in the pipecleaners to represent the knees and feet as well. When the children have done this circulate among them stapling pipecleaners 'legs' at the bottom of sheets of light coloured construction paper. The children should shape or arrange the legs to represent 'actions' introduced in this Unit. When the children have arranged their 'legs' they should then draw the remainder of their illustrations in the top section of their construction paper sheets. Circulate among the children as they work, encouraging them to name the action depicted by their 'pipecleaner legs'. Later, when the pictures are complete, they may be displayed in the classroom or hallway. Have the children match these 'figures' with the action figures prepared in Lesson 1.

MATERIALS:

Actions illustrations, a beanbag for each child, masking tape, a light-coloured sheet of construction paper for each child, a long pipecleaner for each child, crayons/pencils for each child.



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**INTRODUCTION:**

Review the NL action words introduced previously using the 'pipecleaner action pictures' prepared in the 'FOLLOW-UP' section of the previous Lesson. The children should hear the vocabulary terms a number of times during this review process.

Use the 'pipecleaner action figures' to introduce the NL patterns to the children. The children should hear the NL patterns a number of times. Then, be certain that the children understand the MEANINGS of the NL patterns. It may be necessary to translate the pattern ONCE.

**ACTIVITIES:**

- \* Play BALLOON RELEASE with the children to encourage individual children to say the NL patterns that have been introduced. It may be necessary to model the NL patterns for the children at this stage in the Lesson. Refer to the 'Activities' section for details of BALLOON RELEASE.
- \* Divide the children into groups; one group for each action term that has been introduced in this Unit. Say one of the NL patterns and the children in the appropriate group should respond by repeating the pattern. Continue in this way until the children in all groups have responded. Later switch the groups and repeat the process.
- \* Place the action illustrations on the floor at one end of the classroom. Group the children into two teams at the other end of the room. Have the first player from each team stand forward. Place the two extra large pairs of pants on the floor between the players and the action illustrations. Say one of the NL patterns. The two players should then rush to the pairs of pants and put them on. When a player has put on a pair of pants, he should then rush to the action illustrations and identify the action picture for the pattern that you said. His team members should then repeat the pattern you said. The first player and team to do this successfully scores a point. Continue in this way until all players had a chance to play. You may wish to use two extra large shirts in place of the pants.

**FOLLOW-UP:**

Play KAKIVAKING with the children to encourage individual oral reproduction of the new NL patterns. Refer to 'Activities' section for details of KAKIVAKING.

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**MATERIALS:**

Pipe cleaner action figures (Lesson 2), a balloon, actions illustrations, 2 large pairs of pants, a toilet plunger, a length of yarn with attached beanbag.

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## INTRODUCTION:

Prepare a HOP-SCOTCH outline on the floor using masking tape. Place one of the 'action illustrations' in each of the 'hop-scotch' sections. Hop through the masking tape outline naming each of the actions as you arrive in its section. Use the NL patterns that were introduced in Lesson 3 for this review. The children should hear each of the NL patterns a number of times as you hop 'backwards and forwards' in the 'hop-scotch outline'.

## ACTIVITIES:

- \* Group the children by the 'hop-scotch outline' from the 'Introduction' section above. Have a child stand at the beginning of the outline. Say one of the NL patterns and the child should hop through the outline to the illustration that represents the action in the pattern that you said. When the child reaches the section that contains the appropriate illustration, he should repeat the patterns that you said. Continue in this way until most of the children have participated.
- \* Perform one of the actions represented by a NL pattern that was introduced in Lesson 3. After you have performed the action, the children in the class should say the NL pattern for the action that you performed. Continue in this way until all of the NL patterns have been said by the children. Model the NL patterns as necessary.
- \* Group the children in a circle. Give each child a toothpick. Give a Lifesaver to one of the children. Say one of the NL patterns. The children should then pass the Lifesaver around the circle from toothpick to toothpick. When you clap your hands, the child left holding the Lifesaver should repeat the pattern that you said. Play this adaptation of HOT POTATOE many times. This activity is good for developing the children's auditory memory skills.

## FOLLOW-UP:

Give each child a copy of an action illustration. Retain a master set of the illustrations for yourself. Show one of your copies of the action illustrations and say its NL pattern. The child or children with the matching illustration(s) should then respond by repeating the pattern. Continue in this way until all children have responded.

## MATERIALS:

Masking tape, actions illustrations, a toothpick for each child, a lifesaver, an action illustration for each child.



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**INTRODUCTION:**

Group the children in a circle. Place the 'action illustrations' in the centre of the circle, face up. Punch a single hole in each illustration using a single hole punch. Give one of the children a large knitting needle. The children should pass the knitting needle quickly around the circle. Eventually, clap your hands and say one of the NL patterns or terms from this Unit. The child left holding the knitting needle should then enter the circle and find the illustration for the term/pattern that you said. Repeat this process until many of the children have had a chance to respond.

**ACTIVITIES:**

- \* Play ROAD MAZE with the children using the action illustrations from this Unit. Refer to 'Activities' section for details of ROAD MAZE.
- \* Group the children together in front of you. Say one of the NL patterns without actually voicing the patterns; merely moving your lips. The children should watch your lips carefully and then repeat the pattern that you said. Repeat this process using other NL patterns from this Unit.
- \* Place the action illustrations on the floor at one end of the room. Group the children in two teams at the other end of the room. Give the first player in each team a round inflated balloon. Save one of the NL terms or patterns. The two players should then blow their balloons to the illustrations, attempting to land their balloons on the illustration of the terms/patterns that you said. Repeat this process until all players have played.
- \* Introduce the dialogue to the children. The children should initially hear the dialogue without interruption. Then be certain that children understand the MEANINGS of the patterns in the dialogue. Practice the dialogue with the children in choral, group and individual forms.

**FOLLOW-UP:**

Before the lesson begins, prepare an extra set of action illustrations. Cut each illustration (from the extra set) in half. Mix all of the halves together. Distribute the 'half illustrations' to the children; one per child. When you say, "Go", the children should quickly attempt to 'match' themselves. When the children have successfully 'matched' themselves, have each pair of children say the NL term and/or pattern for its illustration. Later have the children exchange 'picture halves' and repeat this process.

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**MATERIALS:**

Actions illustrations, a large knitting needle, 2 round balloons, masking tape, a single hole punch, an extra set of action illustrations.

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: ANIMALS

GRADE: ONE

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VOCABULARY:

washkeshi	deer
mos	moose
wapos	rabbit
mahinkan	wolf
makwa	bear
mistatim	horse
pishiki	cow

---

PATTERNS:

( \_\_\_\_\_ ) awe.  
Name of animal

This is a \_\_\_\_\_.  
Name of animal

---

DIALOGUE:

T Wika na kiwapama \_\_\_\_\_?  
Name of animal

S Kawin, kin tash?

T Do you ever see a \_\_\_\_\_?  
Name of animal

S No, what about you?

---

INTRODUCTION:

Before the lesson begins, place pictures of the different animals behind a length of butcher paper that has been cut out to resemble a large rock. At the beginning of the lesson, dramatize your surprise at hearing noises from behind the rock. Dramatically remove each animal from behind the rock, showing it to the children and naming it, in English. Mount the animals on the board as they are presented.

ACTIVITIES:

- \* Encourage the children to talk about the different animals; their appearances, habits, where they live, and so on.
- \* Discuss the movements of each animal with the children. The children should understand that not all animals have the same body movements. Dramatize the different body movements with the children.
- \* Have the children close their eyes. Mount an animal picture on the board and cover it with a sheet of tagboard, leaving only the nose showing. Have the children open their eyes and listen as you conduct a discussion with a handpuppet about what animal might be behind the 'screen'. Introduce the NL names for the animals during this activity.
- \* Play the BEAR HUNT with the children. Refer to 'Activities' section for details of the game.

FOLLOW-UP:

Before the lesson begins, prepare 'tracks' illustrations for each of the animals. These illustrations should show the tracks made by the different animals. Group the children together and show them one of the tracks illustrations. Encourage the children to match the tracks with the correct animal. Repeat this process until all of the tracks have been matched to their corresponding animals.

Display the animal pictures and 'tracks' illustrations in the classroom.



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MATERIALS:

Animal pictures, a length of butcher paper, masking tape, a sheet of tagboard, 'tracks' illustrations

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## INTRODUCTION:

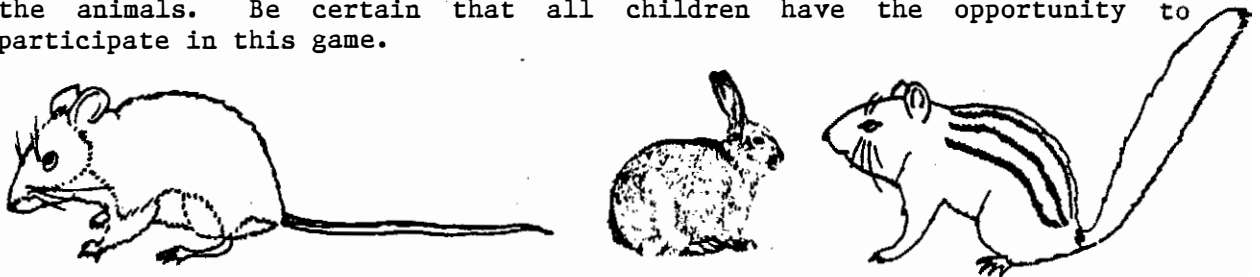
Review the animals that were introduced in lesson one. Use the animals and tracks illustrations for the review. The children should HEAR the NL names for the animals as often as possible. e.g., mount the pictures/tracks in different locations around the room. Shine the flashlight on one of the animals and say its name. Then, shine the light on the animal's tracks and repeat its name once again.

## ACTIVITIES:

- \* Group the children in the center of the classroom for a FLASHLIGHT DRILL. Shine the flashlight on one of the animals and say its name. Then, give the flashlight to a child and he should shine the light on the tracks of the animal. When he shines the light on the animal's tracks, all of the children should repeat the name of the animal. Repeat a number of times.
- \* Review the body movements of the different animals with the children. Then, say one of the animal names and the children should perform the correct body movements for the animal that you named. Repeat, using the different animals' names.
- \* Divide the children into two groups or teams. Have the teams stand at one end of the classroom. Lay the animal pictures on the floor at the other end of the classroom. Give the first player in each team an inflated balloon. Say the name of one of the animals. The two players should place their balloons on the floor and gently blow the balloons to the animal pictures. They should land their balloons on the picture of the animal you named.

## FOLLOW-UP:

- \* Play HANDKERCHIEF DROP with the children using the different NL names for the animals. Be certain that all children have the opportunity to participate in this game.



## MATERIALS:

Animal pictures, tracks illustrations, a flashlight, masking tape, two round balloons (inflated), a handkerchief or tissue paper

## INTRODUCTION:

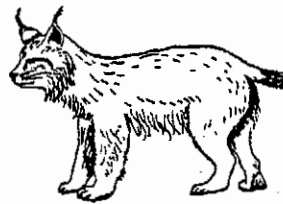
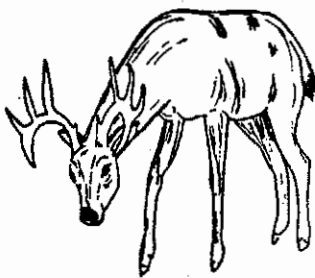
Use the BOX RADIO technique to introduce the new NL patterns to the children. After the children have heard the patterns in the NL, be certain that they understand their meanings. It may be necessary to translate the patterns ONCE to be certain that they understand them.

## ACTIVITIES:

- \* Use the animal pictures to encourage the children to say the new patterns. Show each picture, say its pattern and have the children repeat the pattern.
- \* Group the children together. Say one of the patterns and toss a handkerchief or tissue paper in the air. The children should repeat the pattern that you said AFTER the handkerchief/tissue paper hits the floor. Repeat a number of times.
- \* Have the children sit in a straight line, side-by-side, facing you. Roll a ball to a child asking the cueing question. The child who receives the ball should look at the picture you are holding up (hold-up an animal picture) and respond with the correct pattern. Repeat a number of times.
- \* Give each child a beanbag. The children should place the beanbags on their heads. Play BEANBAG TAG with the children using the new NL patterns. When the children hear the pattern you choose, they should respond.

## FOLLOW-UP:

Play the BEAR HUNT with the children. Refer to the 'Activities' section, for details of the BEAR HUNT. This can be conducted in English and is a 'motivational' technique; i.e., it should help to motivate the children about the Unit's theme.



## MATERIALS:

Animal pictures, box radio and audio tape, taperecorder, handkerchief or tissue paper, a small soft ball, a beanbag for each child

## INTRODUCTION:

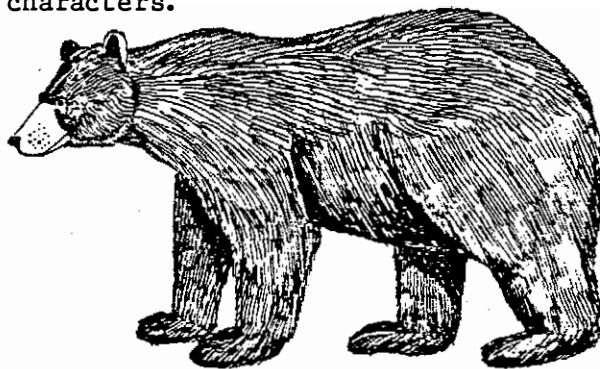
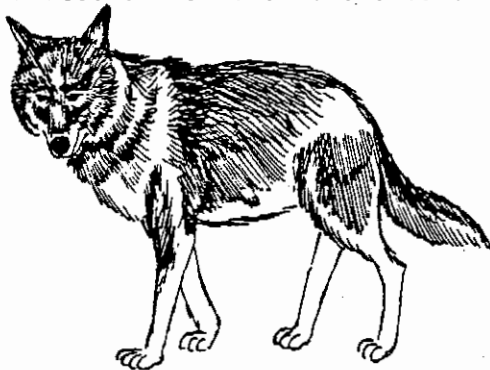
Mix the animals and tracks illustrations and spread them on the floor. Group the children around them. Say one of the new patterns and call upon a child to enter the circle and match the animal picture and its tracks (the animal that you said in the pattern). Repeat until all of the animals/tracks have been matched.

## ACTIVITIES:

- \* Make two masking tape lines on the floor (about ten feet long each). Place the animal pictures at one end of the lines and group the children at the other end. Have two children stand at the beginning of each line; one child per line. Say one of the new patterns. The two children should then 'walk the lines', one foot in front of the other, until one of them reaches the pictures and identifies the animal that you named in your sentence. He should repeat the sentence that you said. Repeat this game until all children have played.
- \* Prepare cut outs of the different animals from this unit. Then, use the SILHOUETTE TECHNIQUES to encourage the children to say the NL patterns. When the children see the silhouette of an animal, they should say the pattern for that animal. Repeat until all animals have been used in this SILHOUETTE TECHNIQUE.

## FOLLOW-UP:

Play a tape or record of 'Peter And The Wolf' for the children. Encourage the children to listen for the different instruments that represent 'Peter', 'the Wolf' and so on. Associate the music for the different characters with the movements of the characters.



## MATERIALS:

Animal pictures, tracks illustrations, masking tape, cut-outs of the animals, a sheet, an O/H projector, recording of Peter And The Wolf

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**INTRODUCTION:**

Group the children in a circle. Give one of the children the end of a length of yarn (about ten feet of yarn). Place the animal pictures and tracks illustrations in a scattered formation in the center of the circle. With the child holding the end of the yarn, hold the OTHER end of the yarn on a picture (animal or tracks) in the circle. The child should name the animal and/or say the pattern for that animal.

**ACTIVITIES:****IDEA #1:**

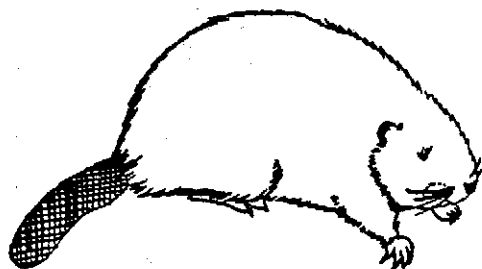
Provide each child with a portion of modeling clay. The children should shape their modeling clay portions into animals. Circulate among the children as they work, repeating the NL names/patterns for the different animals. Encourage the children to say the names/patterns as well.

**IDEA #2:**

Place the cut-outs from lesson four, on the chalkboard. Cover them with a length of butcher paper. Then, have a child stand beside the butcher paper and 'rub' a section of the paper with a pencil. Eventually a RUBBING of an animal should appear. The child should say the name/pattern for the animal. Repeat until all of the animals have appeared in this RUBBING activity.

**FOLLOW-UP:**

Conduct the BEAR HUNT once again with the children. You may decide to extend the hunt beyond the previous sessions; e.g., the 'hunter' may explore different areas, looking for the bear. Develop appropriate body movements for the different activities and their matching body movements.



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**MATERIALS:**

A length of yarn (about ten feet), Animal pictures, masking tape, tracks illustrations, butcher paper, a pencil

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: BIRDS/PINESHIWAK

GRADE: ONE

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VOCABULARY:

shiship	duck
nika	goose
pine	partridge
wapisi	swan
mohnk	loon
papase	woodpecker

---

PATTERNS:

(           Name of bird           ) awe.

This is a (           Name of bird           )

---

DIALOGUE:

T (           Name of bird           ) awe.

S (           Name of bird           ) na awe?

T Ehe, (           Name of bird           ) awe.

T This is a \_\_\_\_\_.

S Is it a \_\_\_\_\_?

T Yes, it's a \_\_\_\_\_.

---



INTRODUCTION:

Prior to the lesson, prepare a 'stuffed duck' from a sock or bag. Attach the 'duck' to the ceiling of the classroom. Attach a length of thread to its 'leg' (so that you can read the tread from the floor). You may wish to put the duck in a paper bag and attach the paper bag to the ceiling. Group the children in the area of the mounted duck (not right under it). Tell the children about being out on a hunting trip. Discuss the hunting trip with them. Eventually, pretend to shoot at a duck (point your arms/fingers upwards); pull on the thread at the same time. The duck should fall to the floor. Use this as a jump-ing-off point for the remainder of the lesson.

ACTIVITIES:

- \* Introduce the bird pictures to the children, naming them in English. Mount the illustrations on the chalkboard as they are introduced.
- \* Review the bird pictures, introducing the NL names for the birds. Repeat the NL names for the birds as often as possible.
- \* If you are able to obtain sample feathers of the different birds, show them to the children, once again repeating the NL names for the birds.
- \* Group the children together in front of the birds that are mounted on the chalkboard. Shine a flashlight on one of the birds and say its name. Repeat this process until all of the birds have been named a number of times.
- \* Place the bird pictures on the floor and group the children around them. Describe the appearance of one of the birds (in English) and call upon a child to identify the picture of the bird that; you described. The child does not have to say the NL name for the bird at this point. Repeat until all of the birds have been identified according to their descriptions.

FOLLOW-UP:

Each child can draw a bird on a sheet of construction paper. When the children have drawn their birds, give each child a handfull of feathers (from an old pillow). The children should spread glue or paste in their bird pictures and then they should apply the feathers to the paste/glue. The completed bird pictures can be displayed in the classroom or hallway.

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MATERIALS:

A 'stuffed duck' prepared from a sock or bag, thread, masking tape, bird pictures, sample feathers (if possible), construction paper for each child, pencil for each child, glue/paste for each child, feathers (e.g. pillow feathers) for each child

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## INTRODUCTION:

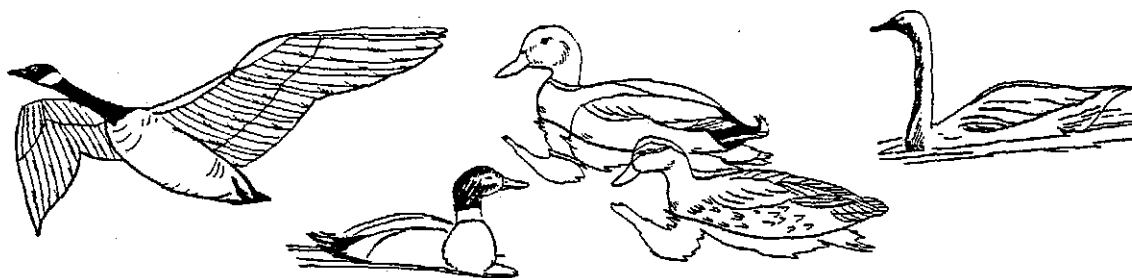
Prior to the lesson, tape the bird pictures to the ceiling of the classroom (if this is possible) otherwise, tape them to the walls around the room. Group children on the floor, lying on their backs looking at the ceiling. Shine the light of a flashlight on one of the bird pictures and say its name. Repeat this process until you have named all of the birds.

## ACTIVITIES:

- \* Group the children in a circle. Stand in the center of the circle with a feather. Give each of the bird pictures to a child; one picture per child (some children may have to wait until the next round for a turn). Say one of the bird names and toss the feather in the air. The child that is holding the picture of the bird that you named should catch the feather before it hits the floor. The purpose for giving the pictures to the children is that this facilitates your recalling which children are supposed to respond. Repeat.
- \* If possible, prepare a tape of the sounds of the birds, introduced in this unit. The children should listen to the tape and attempt to name the birds.
- \* Make a copy of each of the bird pictures. Cut each of the copies in half. Keep one set of halves and spread the others on the floor. Group the children around them. Show a half and call upon a child to identify it (name the bird) and then the child should find the other 'matching half' in the circle (the other half of the picture). Repeat using other halves.

## FOLLOW-UP:

Provide each child with a portion of modeling clay. The children can use the clay to form figures of the birds. Walk among the children as they work, repeating the names for the birds and encouraging the children to say the bird names.



## MATERIALS:

Bird pictures, masking tape, a flashlight, a feather, a tape of the birds' sounds (optional), modeling clay for each child

## INTRODUCTION:

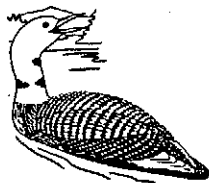
Use the bird pictures and a handpuppet to introduce the new patterns to the children. The handpuppet should present the pictures to the children and say the patterns. Continue until all of the patterns have been introduced. It is important that the children HEAR the new patterns as often as possible. It may be necessary to translate the NL patterns into English ONCE to be certain the children understand them.

## ACTIVITIES:

- \* Play LINE HOP using the new sentence patterns. Say one of the patterns. The children should listen for that pattern. When they hear it, they should hop over the line. When they hear 'other' patterns, they should not respond. Refer to 'Activities' section at the back of this program for details about LINE HOP.
- \* Place the bird pictures on the floor and group the children around them. Give a child a feather and say one of the patterns. The child should blow the feather GENTLY to the picture of the bird named in your pattern. Repeat with other children. Have the child repeat the pattern.
- \* Prepare cut-outs of the birds before the lesson begins. Use the SILHOUETTE TECHNIQUE to encourage the children to say the new NL patterns. When the children see a bird on the 'screen', they should say the pattern for that bird. It may be necessary to model the patterns for the children at first. However, eventually the children should respond on their own.

## FOLLOW-UP:

Provide each child with a pipe cleaner. The children should bend the pipe cleaners into the shapes of birds' feet. When the children have completed the 'bird feet', they can dip the 'feet' into thick solutions of tempera paint and then use the 'feet' to make 'track prints' on lengths of art paper or on a length of butcher paper. Display the 'bird tracks' mural in the classroom.



## MATERIALS:

Bird pictures, a handpuppet, masking tape, a feather, cut-outs of the birds, a sheet, an O/H projector, a pipe cleaner for each child, thick mixtures of tempera paint, art paper for each child or a length of butcher paper

INTRODUCTION:

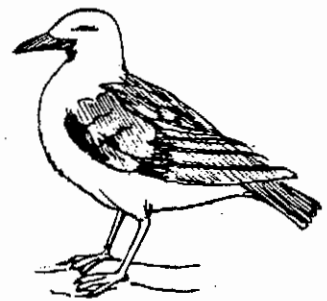
Provide each child with a bird picture and a sheet of white paper. Also, give each child a pencil. The children should then trace their bird pictures. Circulate among the children as they work, repeating the patterns that were introduced in lesson three. Encourage the children to repeat the patterns. When the children have completed the tracings, collect them.

ACTIVITIES:

- \* Lay the tracings, from above, on the floor. Group the children around them. Give each of the 'master set' of bird pictures to the children; one per child. The children should then locate the matching pictures in the pile of tracings in the center of the circle. When all of the children have found their matching bird pictures, say one of the patterns and the child holding the pictures of the bird named in the pattern should repeat the pattern. Repeat.
- \* Place the pictures of the birds on the floor and group the children around them. Say one of the patterns and give a child a beanbag. The child should toss the beanbag to the picture of the bird named in your pattern. Then, he should repeat the pattern. Repeat until most of the children have participated.

FOLLOW-UP:

Teach the poem, Penayshe, Penayshe based on Brown Bear, Brown Bear with the children. Be certain that the children understand the meanings of the words and patterns in the song. It may be necessary to translate the song ONCE.



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MATERIALS:

A bird picture for each child, a sheet of white paper for each child, a pencil for each child, a beanbag

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## INTRODUCTION:

Group the children in a circle. Place a bird picture on the floor in front of each child. The children should walk around the circle until you clap your hands. Then, they should stop at the nearest picture. Each child should say the name of the bird he is standing by and/or the pattern for the bird in the picture. Repeat a number of times.

## ACTIVITIES:

## IDEA #1:

Provide each child with a paper bag and 'stuffing', such as paper scraps, newsprint, etc. The children should stuff the paper bags to form the bodies of birds. Then, they can add details by attaching wings, heads, tails, etc.

## IDEA #2:

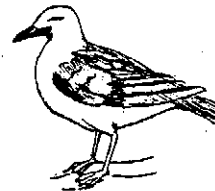
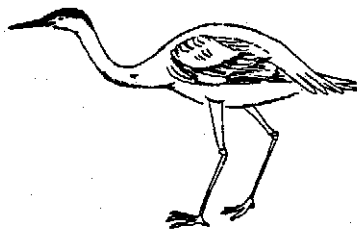
In the gym or outside play HERE THERE EVERYWHERE. Identify specific areas for the different birds. When you say the name of something that is not one of the birds from this unit, the children should hop on the spot. Refer to p. A-9 of the 'Activities' section for details of the game.

## IDEA #3:

Have a resource person demonstrate to the children how traditional decoys were made. Encourage the resource person to bring the necessary materials to demonstrate the decoy-making process.

## FOLLOW-UP:

Review the poem, Penayshe, Penayshe with the children. Do in choral and group forms.



## MATERIALS:

A paper bag for each child, stuffing (e.g. newsprint, paper scraps), materials for details of stuffed birds, bird pictures

NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: BODY PARTS

GRADE: ONE

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VOCABULARY:

oshtikon	head
oton	mouth
ochan	nose
oshkishik, oshkishikon	eye/s
otawak, otawakon	ear/s

---

PATTERNS:

Saminan ki \_\_\_\_\_  
(Body Part)

Touch your \_\_\_\_\_.  
(Body Part)

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DIALOGUE:

T Anti wisakentank Simon?  
S \_\_\_\_\_ wisakentam Simon.

T Where is Simon sore?  
S Simon has a sore \_\_\_\_\_.

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**INTRODUCTION:**

Before the lesson begins, cut out a large outline of a body. Use the outline to introduce the NL names for the body parts.

**ACTIVITIES:**

- \* Discuss the functions of the different body parts with the children; encourage the children to suggest the functions of the body parts.
- \* Group the children around a felt board. Place a felt body outline on the board. Review one of the body parts, saying its NL name and then place it (intentionally) in the wrong location of the body; the children should direct you to the correct location for the body part. Repeat this process until all of the body parts are in place.
- \* Use the SILHOUETTE TECHNIQUE to review the NL names for the different body parts.
- \* Group the children in front of you. Say one of the body part names and touch the corresponding body part on yourself. The children should touch their body parts. It is not necessary that they repeat the NL names of the body parts at this time.
- \* Use the large tracing of a body (from the Introduction above) for a 'puzzle' activity. Cut the tracing into its individual body parts as the children watch. Repeat the NL names for the body parts as you cut them out. Then, mount the 'body' on the chalkboard and group the children in front of it. Give one of the body parts to a child; saying the NL for the body part. The child should attach the body part to its correct location on the 'body' on the board. For added fun, you may wish to blindfold the child to play a version of "Pin the Tail on the Donkey". Repeat this process until all of the body parts are in place.

**FOLLOW-UP:**

Have the children trace each other on lengths of butcher paper. When the children have their tracings, they can add details to the tracings using pencils, crayons, paint, felt pens, etc.

Later, mount the tracings on the walls in the classroom or hallway. Label each tracing with the child's name.

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**MATERIALS:**

A doll, container (e.g. a bag), large cut-out of a person, scissors, tape, felt board and felt body parts, sheet, O/H projector, blindfold (optional, a length of butcher paper for each child, crayons, pencils, felt pens for children

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INTRODUCTION:

Use HERMAN'S HEAD to review the NL names for the different body parts. The children should HEAR the NL names for the different body parts as often as possible.

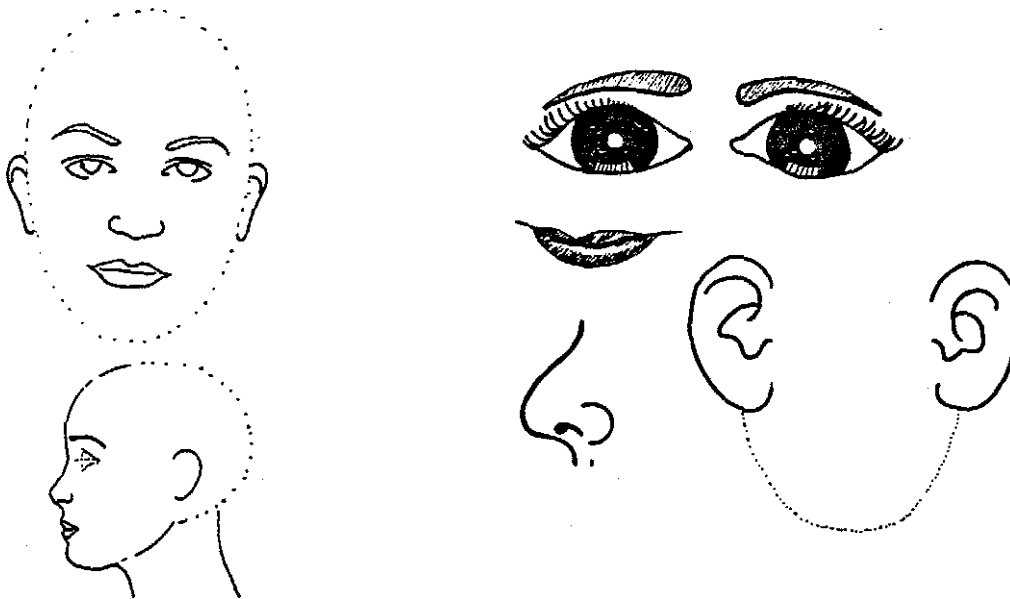
Use the felt board and felt cut-outs to review the NL names of the different body parts.

ACTIVITIES:

- \* Use the SILHOUETTE TECHNIQUE to encourage children to name the different body parts. When doing a rubbing, complete only parts of the rubbing to encourage the children to determine the body part that is appearing.

FOLLOW-UP:

Provide each child with a portion of modeling clay. Each child should make a body part using his portion of clay. When all of the children are finished, group them in a circle. Have them place their clay body parts in a circle. Blindfold a child and have him select one of the clay body parts. He should name the body part (in the NL) from its 'feel'.



---

MATERIALS:

Herman's Head/Audio Tape, felt board and cut-outs, cut-outs of body parts, sheet, O/H projector, tagboard cut-outs of body parts (for the rubbing activity), a blindfold, modeling clay for each child

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## INTRODUCTION:

Use a handpuppet to introduce the patterns to the children. The children should HEAR the NL patterns two or three times. Then, be certain that the children understand the meanings of the patterns; it may be necessary to translate the patterns ONCE to be certain that they understand them.

## ACTIVITIES:

- \* Group the children in a circle. Sit in the center of the circle with a spinner. Play the SPINNER game to encourage the children to repeat the patterns.
- \* Tape cut-out body parts to the floor; in a scattered formation. Have five or six children stand near the cut-outs. Say one of the patterns. The children (the five or six children) should then hop to the body part named in the pattern. Then, they should repeat the pattern. Repeat this process a number of times. Repeat with other children until all children have participated.
- \* Group children in a circle, have student in turn ask question as he points to body parts. Is this my (body part)? or Are these my (body parts)?

## FOLLOW-UP:

Sing the song 'Ochekonan, Oton, Ochan' with the children. The children should touch their body parts as they sing the song. Song follows:

Ochikonan, Oton, Ochan

Head and Shoulders, Knees and Toes

Tune: London Bridge is Falling Down

Ochekonan, oton, ochan

Head and shoulders, knees and toes

Oton, ochan

Knees and toes

Oton, ochan

Knees and toes

Ochekonan,

Head and shoulders, knees and toes

Ostikwan, otinimakanan

Eye, ears, mouth and nose.

Oshkeshik, otokan.

Knees, Mouth and Nose

Knees, mouth, nose

Mouth, nose(2)

Knees,

Head, shoulders

Eyes, ears.

## MATERIALS:

A handpuppet, a spinner, cut out body parts

INTRODUCTION:

Use HERMAN'S HEAD to review the patterns introduced in lesson 3. The children should HEAR the patterns often during this review.

Be certain that the children understand the meanings of the patterns.

ACTIVITIES:

- \* Play HOT POTATO with the children. Say one of the sentences and the children should pass the 'potato' around the circle. When you clap your hands, the child left holding the 'potato' should repeat the pattern that you said.
- \* Group the children in a circle. Stand in the center of the circle with a broom held vertically on the floor. Play BROOM-DROP with the children. Give each child a number. The child with that number should try to catch the broom before it hits the floor. Then, he should repeat the pattern that you said.
- \* Use the SILHOUETTE TECHNIQUE to encourage the children to say the patterns independently. When you show a body part on the 'screen', the children should say the sentence for the body part that they see. Repeat, using the different body parts.
- \* Play SIMON SAYS. Touch your (body part).

FOLLOW-UP:

Each child should trace one of his hands and one of his feet on a long length of butcher paper. When the tracings are complete, they can be colored by the children. The 'Foot and Hand' mural can be displayed in the classroom or hallway.

Sing the song, ' \_\_\_\_\_ ' with the children.

---

MATERIALS:

Herman's Head/Audio Tape, An object for 'Hot Potato', a broom, a sheet, O/H projector, a long length of butcher paper, pencil for each child, crayons for each child, a number for each child

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THEME:

BODY PARTS

GRADE 1

LESSON 5

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INTRODUCTION:

Use the doll (from lesson one) and the body parts cut-outs to review the vocabulary and patterns introduced in the unit. The children should hear the terms/patterns as you show the different body parts.

ACTIVITIES:

IDEA #1:

Provide each child with a section of an old catalogue or magazine. The children should cut or rip out pictures of people. They should then cut-out the different body parts covered in this unit. The cut-out body parts can be mounted on a length of butcher paper to produce a 'body parts mural'.

IDEA #2:

Introduce and practice the simple dialogue included below. Be certain the children understand the meanings of the patterns in the dialogue. Practice the dialogue in choral, group, and individual forms with the children.

IDEA #3:

Have children stand in a circle. Tell them to clap once when they hear a plural body part and twice when they hear a singular body part.

FOLLOW-UP:

Sing the song, 'Ochekonon, Otan, Ochan' with the children.  
Play "Simon Says".

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MATERIALS:

Old magazines/catalogues, doll (from lesson one), body parts cut-outs

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DEVELOPMENTAL LANGUAGE PROGRAM  
OJIBWE

UNIT

THEME: CLOTHING

GRADE: ONE

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VOCABULARY:

mitas	pants
piton	blouse
pitetasan	underwear
makotas	dress
papakowan	shirt

---

PATTERNS:

\_\_\_\_\_(Clothing)\_\_\_\_\_ piskan.

Wear a \_\_\_(Clothing Article)\_\_\_.

---

DIALOGUE:

T Kiki piskan na \_\_\_\_\_?

S Minake, ki piskan (ni)\_\_\_\_\_.  
ni ki ta kopiskan (ni) \_\_\_\_\_.

T Did you put on your \_\_\_\_\_?

S Of-course, I put on my \_\_\_\_\_.  
and I also put on my \_\_\_\_\_.

INTRODUCTION:

Collect samples of the clothing items that are to be introduced in this unit. Tell the children to watch as you hang-up your laundry. Hang each of the clothing samples on a clothesline that you have made from string or rope. Name each clothing item as you attach it to the clothesline (with a clothespin).

ACTIVITIES:

- \* Remove each of the clothing items from the clothesline, introducing its NL name. The children should hear the NL names for the clothing items as often as possible. Continue with this process until all of the clothing items have been removed from the line and until all of the NL terms have been introduced.
- \* Place a container, such as a suitcase, bag, or box, on the floor and group the children around it. Tell the children that you are packing for a trip. The children should watch as you pack your 'bags'. Repeat the NL names for the different clothing items as you 'pack'.
- \* Circulate among the children, pointing-out their clothing items, and repeating their NL names.
- \* Encourage the children to talk about the clothing items that 'go together'. They should match the clothing samples based on their colors, styles, etc.
- \* Give each child a clothing sample. The children should then trace the clothing samples on lengths of butcher paper - if time permits.

FOLLOW-UP:

Sing the song, ' \_\_\_\_\_ ' with the children. The children should hear the NL version of the song first. Then, be certain that they understand the meanings of the terms and patterns in the song. It may be necessary to translate the song ONCE to be certain that they understand it.

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MATERIALS:

Clothes samples, a clothesline (string/rope), clothespins, a container (suitcase/bag/box, a length of butcher paper for each child (optional), a clothing sample for each child, a pencil for each child

---

## INTRODUCTION:

Use the clothing samples to introduce the new NL patterns to the children. The children should hear the NL patterns once or twice. Then, be certain that the children understand the meanings of the patterns. It may be necessary to translate the patterns ONCE to be certain that the children understand them.

## ACTIVITIES:

- \* Have the children stand in a circle, with their hands behind their backs. Walk around the outside of the circle and place a clothing item in each child's hand (if you have enough clothing items—otherwise this activity can be played in rounds). Stand in the center of the circle. The children should 'feel' their clothing items. Say one of the item's names and the child who has that clothing item should hold it up and repeat its name. Repeat until all the children have had a chance to play.
- \* Play RUNABOUT using the clothing samples. When the two children enter the circle, they should put on the clothing sample that you named. The first child to finish is the winner for that round. Repeat. Have all of the children repeat the name of the clothing item at the end of each round.

## FOLLOW-UP:

Have each child put-on one of the clothing samples. They put the samples on over their clothing. Have the children stand in the classroom in a scattered formation. Say the name of one of the clothing items and the child who is wearing that item should hop on the spot. Repeat.

Sing the song, ' \_\_\_\_\_ '



## MATERIALS:

Clothing samples, a handpuppet

INTRODUCTION:

Review the clothing items that were introduced in lesson 1. Use a handpuppet for this review. The handpuppet can pretend that it has lost some of its clothing. Discuss this situation with the handpuppet, repeating the NL names for the clothing items as often as possible.

ACTIVITIES:

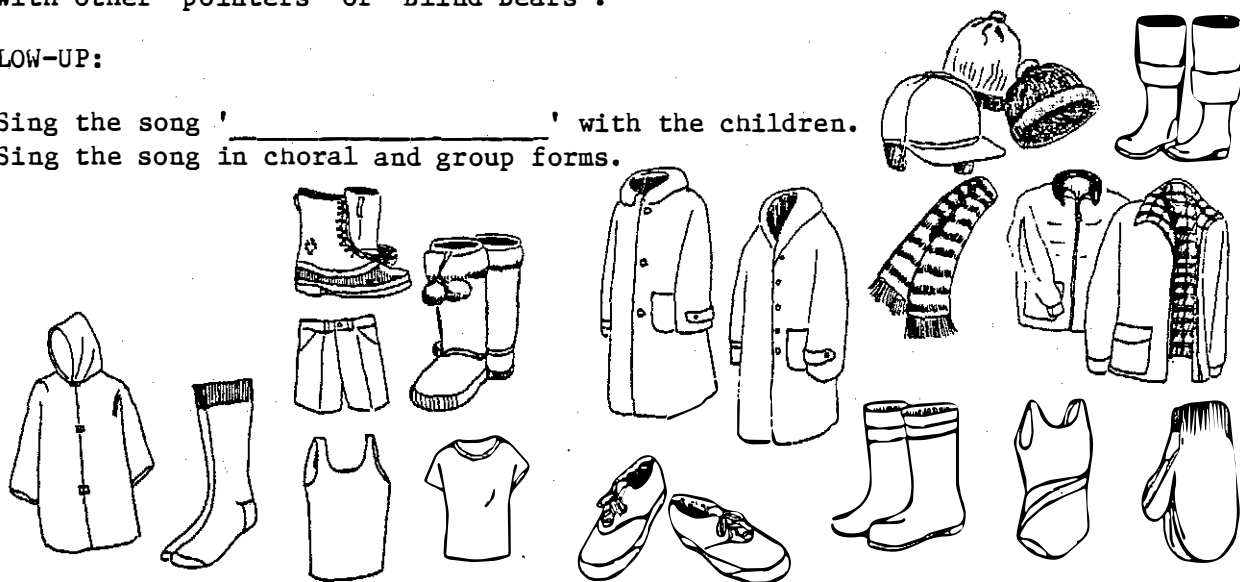
- \* Tack each of the clothing items to a display board (or attach the clothing items to the "clothesline" from lesson one). After tacking/hanging each clothing item, the children should say the pattern for the clothing item. Repeat until all of the patterns have been said by the children. It may be necessary to model the patterns for the children, at first. Eventually the children should respond independently.

Use the SILHOUETTE TECHNIQUE to encourage the children to say the new NL patterns. When the children see a clothing item on the "screen", they should say its NL pattern.

Play BLIND BEAR. Group the children in a circle. Have one child stand in the center of the circle, blindfolded. Say a pattern. The blindfolded child should then turn around, pointing his finger. When he stops, the child he is pointing at should repeat the pattern that you said. Repeat with other "pointers" or "Blind Bears".

FOLLOW-UP:

Sing the song ' \_\_\_\_\_ ' with the children.  
Sing the song in choral and group forms.



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MATERIALS:

Clothes samples, tacks or clothesline and clothespins (from lesson one), a sheet, O/H projector, a blindfold

---

INTRODUCTION:

Review the Unit's vocabulary terms and patterns with the children. Lay the clothing items on the floor (all at once or one at a time. Lay a sheet of clothing. Have a child feel the clothing item(s) through the sheet. He should name the clothing item that he feels. Repeat until most children have participated.

ACTIVITIES:

IDEA #1:

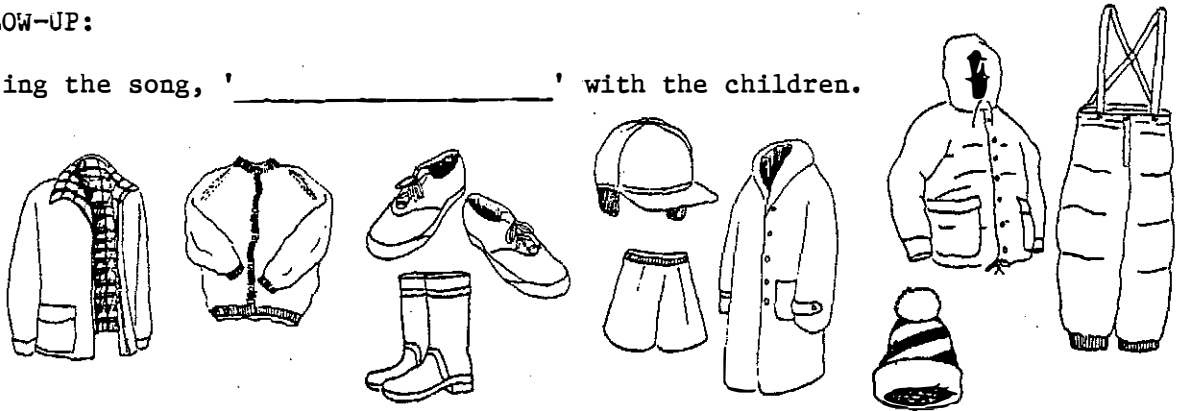
Have the children make clothing items from construction paper. The children should determine which clothing items they are going to make. When all of the children have made their clothing items, they can be mounted on a sheet of butcher paper and displayed in the classroom. Circulate among the children encouraging them to say the Unit's vocabulary words and patterns.

IDEA #2:

Provide the children with old magazines and/or catalogues. The children should look through the magazines/catalogues to find pictures of the different clothing items introduced and developed in this unit. The children should cut or rip the pictures out. Later, collect all of the children's pictures and mix them. The children can then sort and classify the clothing items according to clothing types. Encourage the use of the terms/patterns (NL) during this activity.

FOLLOW-UP:

Sing the song, ' \_\_\_\_\_ ' with the children.



MATERIALS:

Clothing samples, a sheet, construction paper for each child, scissors for each child, a pencil for each child, a length of butcher paper, old magazine or catalogue for each child

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## INTRODUCTION:

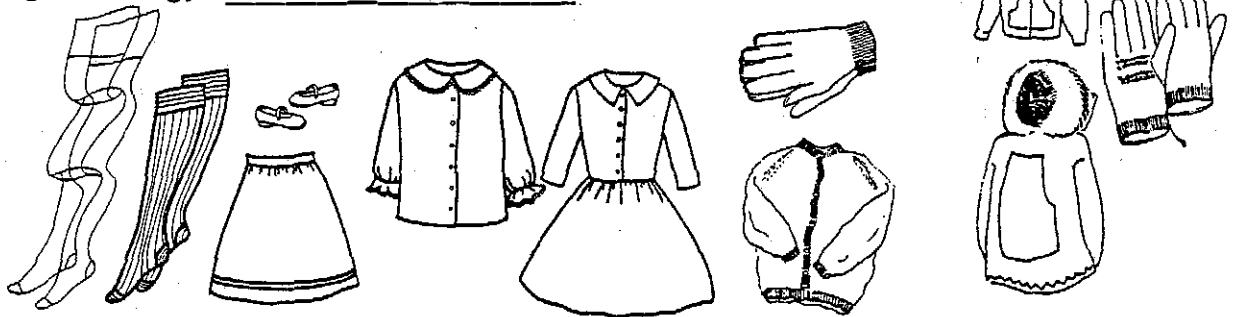
Review the NL vocabulary terms and patterns introduced in this unit. Hang the clothing samples on the clothesline and group the children near them. Say one of the names/patterns for a clothing item and call upon a child to remove the clothing item from the clothesline. Repeat this process until all of the clothing items have been removed from the line.

## ACTIVITIES:

- \* Demonstrate the appropriate methods for folding the different clothing items. Then, place the clothing items on the floor and group the children around them. Say the name of a clothing item and a child's name. The child should enter the circle and fold the clothing item NEATLY and QUICKLY. Time the child as he does this. After folding the clothing item, the child should say the pattern for the clothing sample. Repeat, eventually letting the children know who had the fastest time for a given clothing item.
- \* Play CHANGE using the new NL patterns. When the children hear the pattern that you have identified, they should drop arms and find new partners. Repeat the game a number of times.
- \* If TRACINGS were done in lesson one, lay them on the floor in a scattered formation. Place clothing samples in a pile. Group the children nearby. Say one of the clothing sample's names and call upon a child to find the correct clothing item and to place it on its matching tracing. He should then repeat the pattern for the clothing item.

## FOLLOW-UP:

Sing the song, ' \_\_\_\_\_ ' with the children.



## MATERIALS:

Clothes samples, clothesline (from lesson one), a watch or clock (for timing-it should have a seconds hand), tracing from lesson one (if they were done)

NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: COMMUNITY BUILDINGS

GRADE: ONE

VOCABULARY:

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atawi akamik	store
masinekani akamik	post office
kikinamate akamik	school
akosi akamik	nursing station

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PATTERNS:

\_\_\_\_\_ onk aya \_\_\_\_\_.

He/She is at the (community building).  
store.  
post office.  
school.  
nursing station.

---

DIALOGUE:

T           Anti ka ishiyan?

S           \_\_\_\_\_ onk ki isha.

T           Where did you go?

S           I went to the \_\_\_\_\_.

---

INTRODUCTION:

Use the RUBBING TECHNIQUE to introduce a building to the children. The children should look at the building and attempt to determine what the building is. Accept all of the suggestions that the children make. Afterwards, remove the building and show it to the children.

Tape the building to the board.

ACTIVITIES:

- \* Encourage the children to imagine what other buildings would be in a community. Draw simple illustrations of the buildings that they suggest around the mounted building on the board. The children should begin to understand that each building is important in the community and that all of the buildings put together makes up the community.
- \* Introduce the building pictures to the children. Introduce the NL names for the buildings.
- \* Place a number of blocks, of different sizes, on a table. Group the children around the table. Place the buildings pictures on the table. Then, the children should use their imaginations to identify the blocks or combination of blocks to represent the different buildings. Use the NL names for the buildings but do not insist that the children use the NL terms at this point. When the children have selected a block or combination of blocks to represent a building, place it/them on the corresponding building picture. Repeat this process until all of the pictures have a 'block building' on them. Then, remove the pictures from under the 'block buildings'. Name each of the buildings using its NL name. The children should watch and listen as you name the different buildings.

FOLLOW-UP:

Divide the children into small groups (of three or four children). Provide the children in each group with a collection of blocks. The children should then create their own community buildings; one building per group. Circulate among the children as they work, repeating the NL terms for the buildings as appropriate. Each group of children should have a chance to share its building with the other groups.

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MATERIALS:

A building made out of tagboard (for the rubbing), building pictures, a large variety of blocks or other 'building' items

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INTRODUCTION:

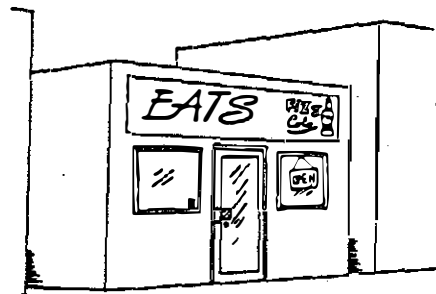
Use a hand-puppet to introduce the NL terms for the community buildings. The children should hear the NL terms several times.

ACTIVITIES:

- \* Tape the building pictures to the board and group the children about five feet from the pictures. Give a child a beanbag and say one of the building names (in the NL). The child should toss the beanbag to the picture of the building named. Repeat until most children have participated. The child should repeat the name of the building.
- \* Toss a beanbag to a child, saying the name of one of the community buildings. The child should repeat the name and throw the beanbag (gently) back to you. However, when you say a word that is not one of the building's names (in the NL) the child should NOT repeat the word but he should return the beanbag to you.

FOLLOW-UP:

Divide the children into groups of three or four children. Provide each group with a roll of masking tape. The children in each group can then use the masking tape to make the outline of a community building on the floor; one building per group. When the children have finished, review the buildings with them. These will be used in the next lesson.



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MATERIALS:

Building pictures, a hand-puppet, tape, a beanbag, four+ rolls of masking tape

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## INTRODUCTION:

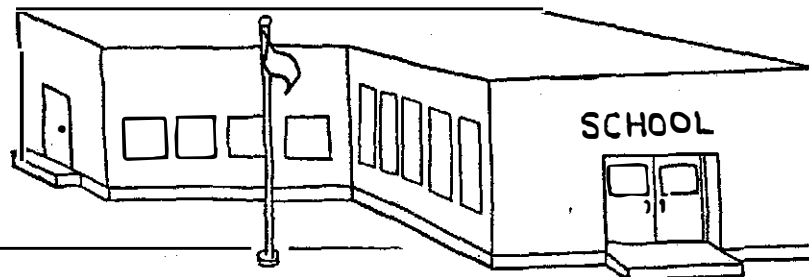
Review the NL names for the buildings using the building pictures from lesson 1. Stand each of the pictures up on a modeling clay base. Arrange the pictures to represent a community. (e.g., on a table). Group the children around the display. Place a toy figure of a person in the 'community', beside one of the buildings. Say the name of the building and then move the 'figure' to another building and say its name and so on.

## ACTIVITIES:

- \* Mount the building pictures on the walls around the classroom. Use the FLASHLIGHT DRILL to encourage the children to say the new patterns. Give a child a flashlight. Say one of the patterns and the child should shine the flashlight on the picture for the pattern that you said. Repeat until most of the children have had a chance to play.
- \* Use the LINE HOP game to encourage the children's listening and speaking development. When they hear a specific sentence they should hop the line and repeat the sentence. They should not hop over the line until they hear the sentence that you have identified (one of the sentences from this lesson). Repeat a number of times.
- \* Play CONFETTI PICK-UP using the patterns and the pictures of the community buildings. After placing the confetti on the correct picture, the child should say the pattern for the picture. Repeat until most of the children have played.

## FOLLOW-UP:

Group the children by the masking tape building outlines prepared in lesson one. Say one of the patterns and the children should skip to the outline of the building named in the pattern. This activity can be done with all of the children or with small groups of children. Repeat a number of times, using the patterns introduced to the children.



## MATERIALS:

A flashlight, modeling clay, building pictures, a toy person (figure), confetti (small circles of paper made with a hole punch), masking tape, construction paper for each child, felt pen or crayons for each child

## INTRODUCTION:

Use the building pictures to review the patterns introduced in lesson three. Be certain that the children understand the meanings of the patterns.

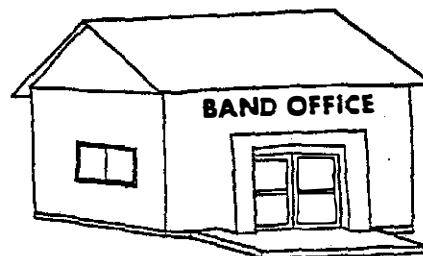
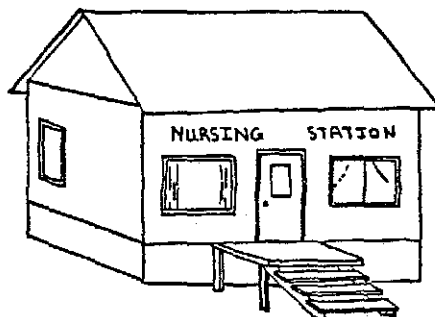
Stand the pictures of the buildings up in the chalkboard ledge. Cover each picture with a blank sheet of paper/cardboard. Then, remove one of the covers and say the pattern for the picture that is shown. Repeat until all of the vocabulary words have been used in the pattern.

## ACTIVITIES:

- \* Place the building pictures on the floor in a scattered formation. Group the children about ten feet from the illustrations/pictures. Give a child a beanbag and say a pattern (from lesson three) that contains one of the building names (in the NL). The child should toss the beanbag to the picture of the house named. Then, he should repeat the sentence that you said. Repeat until all or most of the children have participated.
- \* Have the children stand in a circle with their backs to the center of the circle. Give one of the children, in the circle, a small unbreakable mirror. Stand in the center of the circle with the building pictures. The children should pass the mirror around the circle until you clap your hands. Then, hold-up one of the building pictures and the child with the mirror should look over his shoulder with the mirror to see the picture that you are holding-up. When he sees the picture in the mirror, he should say the pattern for the picture. Repeat a number of times.

## FOLLOW-UP:

Have the children say each of the new patterns developed in this unit. Tape the children's responses. After the children have said the patterns, play the audio tape back so that they can hear themselves speaking.



## MATERIALS:

Building pictures, a blank page to cover each of the building pictures, a beanbag, a small unbreakable mirror, an audio tape and taperecorder

INTRODUCTION:

Use the building pictures to review the vocabulary and patterns introduced in this unit. Mount the pictures on the walls around the classroom. Give a child a flashlight and he should shine the light on one of the pictures. The child should then name the picture and say the pattern for the picture. Repeat until most of the children have had a chance to respond.

ACTIVITIES:

IDEA #1:

Have the children trace the building pictures; one tracing per child. When all of the pictures have been traced, collect the tracings and the original set of pictures and mix them. Spread the pictures on the floor. Group the children around the pictures. Say one of the vocabulary terms/patterns and a child's name. The child named should enter the circle and find the two matching pictures for the term/pattern that you said. When the child has found the two pictures that match, he should show them and repeat the term/pattern that you said.

IDEA #2:

Have a resource person talk to the children about traditional housing. The resource person should describe how, traditionally, housing forms were made/used.

FOLLOW-UP:

Provide the children with popsicle sticks and paste or glue. Also, provide each child with a sheet of construction paper. The children can use the popsicle sticks and glue/paste to make buildings on the sheets of construction paper. They should glue/paste the sticks to the paper to represent buildings. When completed the "buildings" can be displayed in the classroom or hallway. Review the NL terms for the buildings as the children work on their creations.

---

MATERIALS:

Building pictures, a flashlight, a sheet of tracing paper for each child, a pencil for each child, popsicle sticks for each child, glue/paste for each child, a sheet of construction paper for each child.

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: DAYS OF THE WEEK

GRADE: ONE

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VOCABULARY:

animihe kishikat, ishkwa animihe kishikat, ninsho  
kishikat, apitawise, niyo kishikat, nano kishikat,  
matine kishikat

wapos, ta koshkoni, ta pimipato, ta pakiso, ta wisini,  
ta nipa, ta nipawe, ta pimose

nonkom

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday,  
Saturday

rabbit,

will be: jumping, running, swimming, eating, sleeping,  
standing, walking.

today

---

PATTERNS:

T \_\_\_\_\_ nonkom.

S Wapos ta \_\_\_\_\_.

T Today is \_\_\_\_\_.

S A rabbit will be \_\_\_\_\_.

---

DIALOGUE:

Teach the song: The Days of the Week Song sung to the  
tune of: "Here We Go Around the Mulberry Bush"

---



## INTRODUCTION:

Draw a large outline of a calendar on the chalkboard. Group the children in front of the outline. Before the lesson begins, prepare flashcards that contain the names of the days of the week. Tell the children that you are presently developing a calendar. Proceed to attach the days of the week to the calendar (at the top) in an 'incorrect order'. Appear confused about the order of the days. Over-dramatize rearranging the days, attempting to establish the correct sequence for the seven days of the week. Eventually, arrive at the correct sequence.

## ACTIVITIES:

- \* Attach a blank flashcard to the chalkboard above the days of the week (in the calendar prepared in the previous activity). Write the numerals 1 through 7 on blank cards, each card representing one day of the week. Then, remove the days of the week from this 'calendar', and encourage individual children to help you place them back in the calendar in their correct order (be certain to say the name of the day of the week so that 'sight recognition' is not required of the child at this point). Repeat this process until all of the days are in their correct order. Later, repeat the process using the numeral cards.
- \* Before the lesson begins, prepare seven illustrations that represent the building of a house, from its foundation to the final product. Each illustration should represent a day of the week. Work on the house should begin on 'Sunday' and be finished the following 'Saturday'. Introduce the illustrations to the children, attaching them to the calendar so that the children can see the association of the stages of the development of a house with the days of the week on the calendar. Use the illustrations to introduce the NL vocabulary words. Repeat the NL vocabulary words many times during this introduction process.
- \* Encourage the children to suggest 'special events' that can be associated with each of the days of the week. This can include special television programs, church, school, outings, etc. After a child has suggested a 'special event' repeat the name for the day that the child identified using the NL term.

## FOLLOW-UP:

Each child can illustrate one activity that he likes during the week. Provide the children with the necessary materials to make their illustrations. The illustrations can be done on individual sheets of paper or they can be made on a length of mural paper that has been spread on the floor. Circulate among the children as they work, repeating the NL names for the days of the week as often as possible. Display the childrens finished pictures in the classroom.

THEME:

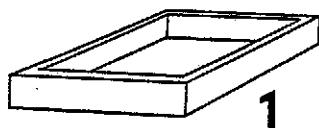
DAYS OF THE WEEK (Cont'd)

GRADE 1

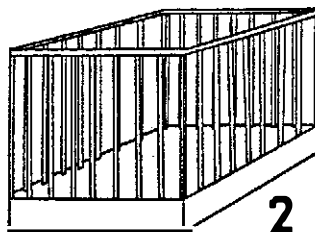
LESSON 1

MATERIALS:

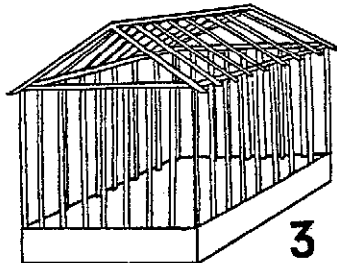
Flashcards for days of the week (one flashcard for each day), a blank flashcard for each day of the week, a felt pen, seven illustrations that represent the building of a house, illustrating materials for each child, a length of mural paper



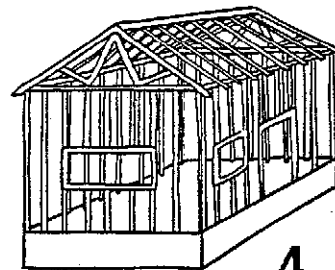
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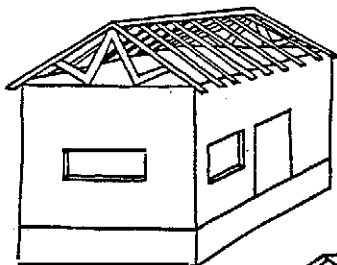
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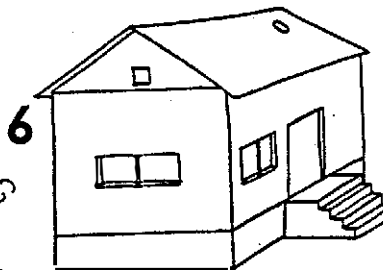
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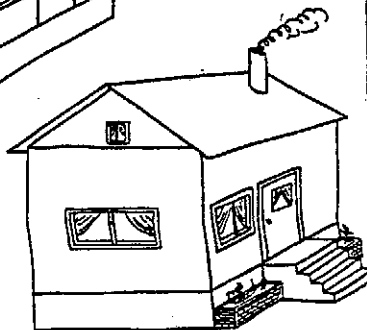
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**INTRODUCTION:**

Use the numeral cards and illustrations (from Lesson One) to review the NL names for the days of the week. Arrange the cards/illustrations in the chalkboard ledge in their correct sequence. Repeat the NL vocabulary words as often as possible during this review process.

**ACTIVITIES:**

- \* Provide each child in the class with a blank flashcard. Then, each child should write a numeral on his card between 1 and 7 (one numeral per card). When all of the children have their numeral cards ready, mount your master set of numeral cards (1-7) on the board. Point to one of the numerals and say the NL name for the day of the week that it represents. All children with the same numerals should repeat the name of the day of the week. Continue in this way until the children have said the NL names for the days of the week many times. The children can exchange numeral cards for each round of this activity.
- \* Remove the seven 'housebuilding' pictures (from Lesson One) and mix them together. Give each picture to a child. The seven children should then arrange themselves in the correct order (from left to right) to show the sequence of building the house. When the children are in the correct order, point to each picture and the remaining children should name the day of the week for that picture. This activity may be repeated more than once.

**FOLLOW-UP:**

Divide the children into seven groups, one group for each day of the week. Say the name for one of the days and the children in the appropriate group should respond by repeating the NL name for the day of the week. Later, switch the 'labels' for the groups and repeat this process.

Mount a length of butcher paper on the board and divide it into seven sections, one section per day of the week. You may wish to attach the 'housebuilding' illustrations to the different sections of the mural paper. Toss a beanbag to a child. The child should then toss the beanbag to the mural paper. The child should then name the day that he 'struck' with his beanbag. Repeat this process until many of the children have had a chance to respond. For choral work, you may toss the beanbag at the mural paper and have all children say the name for the day that you 'struck'.

---

**MATERIALS:**

Numeral cards/illustrations (from Lesson One), a blank flashcard for each child, a felt pen for each child, 'housebuilding' illustration (from Lesson One), masking tape, a length of butcher paper

---

INTRODUCTION:

Use two handpuppets to introduce the new NL patterns to the children. The two puppets should talk with one another, repeating the NL patterns as often as possible. 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:

Use the COLOUR CODING TECHNIQUE and the numeral cards from Lesson One to review the new NL patterns with the children. Say each pattern as you place its 'point of departure' and substitution (numeral card) on the board. Continue in this way until the children have heard all of the NL patterns once again. Then, say one of the NL patterns and tell the children to stand when you point to the correct point of departure/substitution. Repeat this process until the children are able to respond well.

- \* Divide the children into seven groups, one group for each day of the week. Say one of the new NL patterns and the children in the appropriate group should respond by repeating the pattern. Later, switch the sentences for the groups and repeat the process.
- \* Group the children together on the floor facing you. Then, use the LIP READING activity to encourage the children to repeat the new NL patterns. 'Lip' one of the patterns (without actually voicing it) and the children should repeat the pattern that you 'lipped'. Repeat this process using all of the NL patterns introduced in this lesson.

FOLLOW-UP:

Prepare a hopscotch outline on the floor that contains seven sections. Place a numeral card in each section, in the sequence from 1 to 7. Say one of the NL patterns and a child's name. That child should then hop to the appropriate section of the hopscotch outline. When the child reaches the appropriate section of the outline, 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 activity.

---

MATERIALS:

2 handpuppets, coloured strips of paper for COLOUR CODING TECHNIQUE, masking tape, numeral cards (one to seven)

---

INTRODUCTION:

Group the children in front of the chalkboard. Stand the 'housebuilding' illustrations in the chalkboard ledge in their proper sequence. You may wish to attach the numeral cards (from Lesson One) to each of the housebuilding illustrations. Then, tap a garbage can (or other suitable 'drum') two times. Call upon a child then to identify the 'second' day of the week by naming it. When the child has named the day of the week, say the NL pattern for that day of the week. Continue in this way until all of the days of the week and their patterns have been reviewed.

ACTIVITIES:

- \* Play BOWLING to encourage individual children to say the NL patterns. When a child's foot or leg is touched by the ball, he should repeat the pattern that you said at the beginning of the round. This game should be played in the centre of the classroom or in another large area where there is room for the children to run. Refer to the 'Activities' section program for details of BOWLING.

Play SKITTLE GUARD with the children using 'seven pins'. When one of the pins is knocked down, the children should say the NL pattern for that day of the week (i.e., the day of the week represented by the pin that was knocked down). Refer to the 'Activities' section of this program for details of SKITTLE GUARD.

FOLLOW-UP:

Play AUDITORY HUNT with the children. Group the children in a circle. Have a child enter the circle and blindfold him. Then, stand in another area of the circle. Say one of the NL patterns and the child should attempt to find you be listening for the 'direction' of your voice. When he finds you, he should repeat the pattern. Repeat this game having children in the circle say the patterns for the blindfolded child to find.

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MATERIALS:

'Housebuilding' illustrations, numeral cards (1 to 7), a garbage can (or other suitable 'drum'), a large ball, seven 'pins' (e.g., rolls of paper taped together), a small ball, a blindfold

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## INTRODUCTION:

Review the unit's vocabulary and patterns using the numeral cards from the housebuilding pictures, masking tape hopscotch outline. Repeat the days of the week as often as possible during this review. Also, the children should hear the NL patterns that were introduced earlier in the unit. You may wish to use a large calendar for this review (be certain to cut out the English names for the days from the calendar).

## ACTIVITIES:

- \* Play HOT BALL with the children to encourage them to say the NL terms and patterns from this unit. Before each round, say one of the NL terms or patterns. The child in the centre of the circle should attempt to kick the ball out of the circle in 'soccer style'. When the child has succeeded in doing this, all of the children should repeat the term/pattern that you said at the beginning of the round. Repeat this process a number of times. Refer to 'Activities' section of this program for details of HOT BALL.
- \* Play HOP AND TIP with the children to encourage them to say the NL patterns and terms from this unit. When one child in each pair has been thrown off balance, those children that were thrown off balance should repeat the term/pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of HOP AND TIP.
- \* 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 in choral, group and individual forms.

## FOLLOW-UP:

Play SEARCHLIGHT with the children to encourage individual children to say the NL terms and patterns from this unit. When the two children are able to shine their flashlights on the same child (e.g. his head) that child should then repeat the term/pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of SEARCHLIGHTS.

## MATERIALS:

Numeral cards (1-7), housebuilding illustrations, masking tape, a large soft ball, 2 flashlights

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01

NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: EMOTIONS

GRADE: ONE

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VOCABULARY:

minentam	happy
mashentam	sad
ekosi	tired
kwashkwentam	surprised
sekisi	scared

---

PATTERNS:

\_\_\_\_\_ (Emotion) \_\_\_\_\_ (child's name)  
Child's name is \_\_\_\_\_ (Emotion) \_\_\_\_\_

---

DIALOGUE:

T \_\_\_\_\_ na awe ikwesens/kiwisens?  
S Minake \_\_\_\_\_ awe \_\_\_\_\_  
T Is this boy/girl happy?  
S Yes, this boy/girl is happy.

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**INTRODUCTION:**

Before the lesson begins, prepare an audio tape that contains sound effects for the different emotions; e.g., 'laughing' for happy, 'sobbing' for sad, 'yawning' for tired, and so on.

Play the tape for the children. Encourage the children to talk about the different 'feelings' represented by the 'sound effects'.

**ACTIVITIES:**

- \* Show the children pictures that depict the different emotions. Once again, encourage the children to talk about the 'feelings' represented.
- \* Use a length of wire to represent the 'mouth features' for the different emotions. For example, a coat hanger could be used. Bend the coat hanger (be certain to cut the coat hanger to produce a straight length of wire) into a 'smile'. Introduce the NL term for 'happy'. Repeat this process for the other emotions, using the coat hanger to show the 'mouth shapes' associated with each emotion. If a softer wire is available, it may be easier to use for this activity than the coat hanger.
- \* Make a number of columns on the chalkboard; one column for each emotion. Tape one of the emotions pictures to the top of each column - i.e., one for 'happy', one for 'sad', and so on. Then, show the children other pictures that represent emotions. Say the NL names for the emotions represented and encourage the children to suggest the correct columns for the pictures; i.e., all 'happy', pictures should go in the 'happy' column and all 'sad' pictures should go in the 'sad' column, and so on.

**FOLLOW-UP:**

Provide each child with a length of yarn and a sheet of construction paper. The children should use their lengths of yarn to represent the 'mouth' features of the emotions. Each child should represent one emotional 'mouth' with his yarn. The 'mouths' can be glued/pasted to the sheets of construction paper and displayed in the classroom or hallway.

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**MATERIALS:**

Audio tape of emotion sounds, emotions pictures (master set), a variety of emotions pictures, a length of pliable wire, tape, a length of yarn for each child, a sheet of construction paper for each child, paste or glue for each child

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## INTRODUCTION:

Use the master set of emotions pictures to review the emotions introduced in lesson one. The children should hear the NL names for the emotions a number of times during this review.

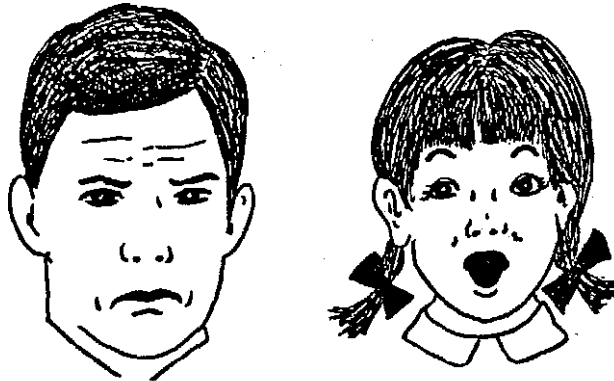
Use the pliable wire (from lesson one) to review the emotions names with the children. Show one of the 'mouth expressions' and say the NL name for the emotion associated with it. Repeat.

## ACTIVITIES:

- \* Say one of the emotions terms and the children should make an appropriate facial expression. For example, for 'happy' the children can smile and for 'sad' they can pout. Repeat this process until the children are able to respond well.
- \* Stand the master set of emotions pictures on the floor against one of the classroom walls. Group the children about ten feet from the pictures. Give a child a ball. Say one of the emotions terms and he should roll the ball at the pictures, attempting to strike the picture named. He should repeat the term. Repeat this BOWLING game until all of the children have played.

## FOLLOW-UP:

Provide each child with a length of yarn or string. Say one of the emotions terms and the children should shape their lengths of yarn to represent the 'mouth expression' for the emotion. e.g., when you say the NL word for 'happy', the children should shape their yarn/string into a smile. Repeat, using the other NL vocabulary terms for emotions.



## MATERIALS:

Master set of emotions pictures, pliable wire (from lesson one), a soft ball, a length of yarn or string for each child

## INTRODUCTION:

Use Herman's Head to introduce the new NL patterns to the children. When preparing the tape, be certain to include the patterns a number of times.

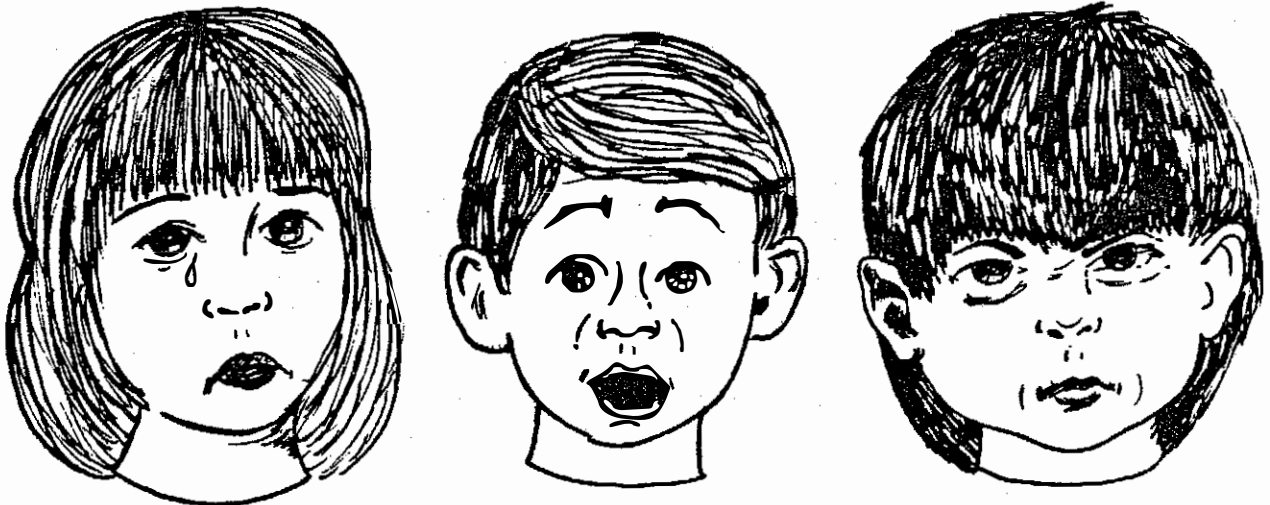
Be certain that the children understand the meanings of the patterns; it may be necessary to translate the patterns ONCE to be certain that they understand their meanings.

## ACTIVITIES:

- \* Use the DODGEBALL game to encourage oral reproduction of the patterns. When a child is touched by the ball, he should repeat the pattern that you said.
- \* Use the WILD CAR activity to encourage individuals to repeat the patterns. When a child receives the car, he should repeat the pattern that you said.
- \* Group the children together, facing you. 'Mouth' one of the patterns i.e., move your lips but don't actually verbalize the pattern. The children should watch your lips carefully. After 'mouthing' the pattern, call upon a child to repeat the pattern that you 'mouthed'.

## FOLLOW-UP:

Sing the song, ' \_\_\_\_\_ ' with the children. Be certain that the children understand the meanings of the patterns in the song. Practice the song in choral and group forms with the children.



## MATERIALS:

Herman's Head/audio tape, large soft ball, wind-up car

INTRODUCTION:

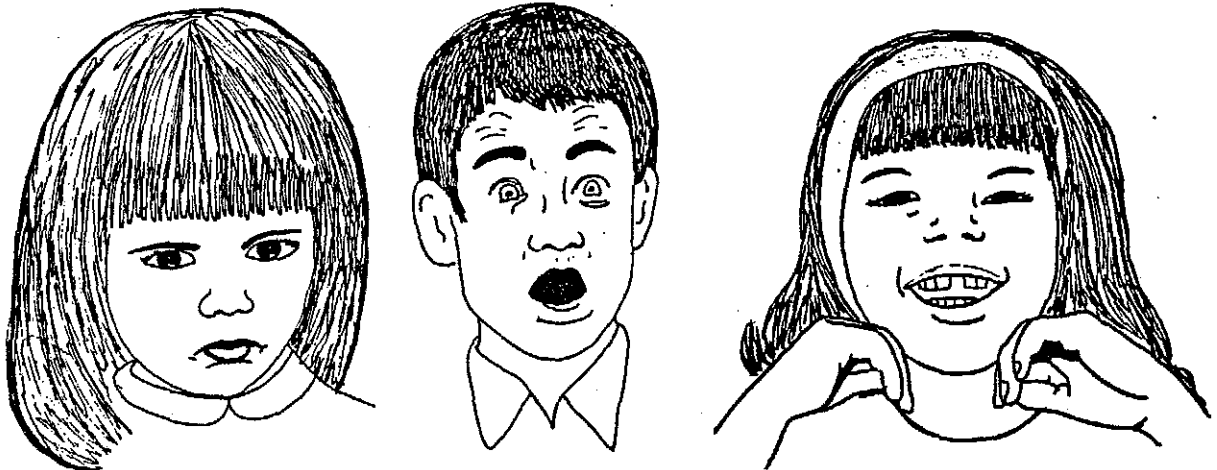
Review the patterns introduced in lesson three using the emotions pictures. Mount the pictures on the board and discuss them with a handpuppet. The children should listen as you have the discussion with the puppet. This activity gives the children the opportunity to HEAR the patterns.

ACTIVITIES:

- \* Group the children in a circle. Sit in the center of the circle with a small soft ball. Say one of the patterns and roll the ball to a child. The child who receives the ball should repeat the pattern that you said. For added motivation, have the children sit in a circle with their backs facing the center of the circle—with their hands on the floor behind their backs. When a child feels the ball in his hands, he should repeat the sentence that you said.
  
- \* Group the children in a circle. Give each of the emotions pictures to a child; one per child. The children should pass the pictures around the circle until you clap your hands. Then, all of the children left holding pictures should look at their pictures. Call upon each of these children to say the pattern that goes with his picture. Repeat until most of the children have had a chance to respond.

FOLLOW-UP:

Sing the song, ' \_\_\_\_\_ ' with the children.



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MATERIALS:

Emotions pictures, small soft ball

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INTRODUCTION:

Have the children stand in a circle. Walk around the outside of the circle. With your index finger, draw the 'mouth' expression of one of the emotions on a child's back. The child should 'feel' the shape that you have drawn on his back and then say the pattern for that emotion. Repeat until most of the children have had a chance to participate.

ACTIVITIES:

IDEA #1:

The children can make 'pie plate faces' that show the different emotions introduced and developed in this unit. The children can make the expressions on the pie plates using felt pens, crayons, or paint.

IDEA #2:

Practice the dialogue, from below, with the children. Be certain that the children understand all of the patterns in the dialogue. Practice the dialogue in choral, group, and eventually individual forms.

IDEA #3:

The children can make fingerpaint pictures that depict the different emotions. Circulate among the children as they work, repeating the NL vocabulary/patterns.

FOLLOW-UP:

Sing the song, ' \_\_\_\_\_ ' with the children.

NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: ENTERTAINMENT

GRADE: ONE

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VOCABULARY:

(ka) nontakomichike	play music (will)
(ka) nim	dance (will)
(ka) kitochike	play guitar (will)
(ka) anamichike	will read
(ka) otamin	play (will)
(ka) take	play cards (will)

---

PATTERNS:

Ashke \_\_\_\_\_.

I will \_\_\_\_\_.

---

DIALOGUE:

T Anin kin wi totaman?

S \_\_\_\_\_.

T What are you going to do?

S I am going to \_\_\_\_\_.

---

## INTRODUCTION:

Before the lesson begins prepare a mock T.V. using a cardboard box. Inflate a balloon and place it inside the box (so that the children do not see you placing it inside the box). Decorate the box to look like a T.V. Group the children in front of the 'T.V.' that you have just purchased. While you are talking with the children, stick the balloon (that's inside the box) with a pin. Then, appear horrified to note that your T.V. has 'broken down'. Encourage the children to suggest what else you might do for 'entertainment'. Lead this into a discussion of the different forms of entertainment available in the local community.

## ACTIVITIES:

- \* Introduce the illustrations to the children that depict the different forms of entertainment. Once again, encourage discussion of the illustrations. Introduce the NL names for the different entertainment forms. The children should hear the NL terms often during this process.
- \* Group the children in front of the chalkboard. Encourage the children to name movies that they have seen that they enjoyed. Write the names of the movies down as the children provide them. If the children cannot think of the names of the movies, encourage them to recall some detail of the movie that can be listed.
- \* Read the children the following poem:

Our Radio

Our radio went whisity whirr  
Whisity whisity whisity whirr  
One day at noon it went whisity click  
Whisity whisity whisity click  
Click grr click grr click grr click  
Call the repairman  
Fix it ... Quick!

- \* This poem may be 'chanted' using the 'Reddy' technique. You may substitute 'radio' for the names of the other entertainment forms introduced in this unit.

## FOLLOW-UP:

Provide the children with catalogues and old magazines. The children should look through the old magazines and catalogues, cutting out pictures that depict different forms of 'entertainment'. The children should tape or glue their cut-out pictures to a length of butcher paper. Display the completed 'entertainment mural' in the classroom or other appropriate area. Circulate among the children as they work, repeating the NL terms as often as possible during this mural producing activity.

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THEME: ENTERTAINMENT (Cont'd)

GRADE: 1

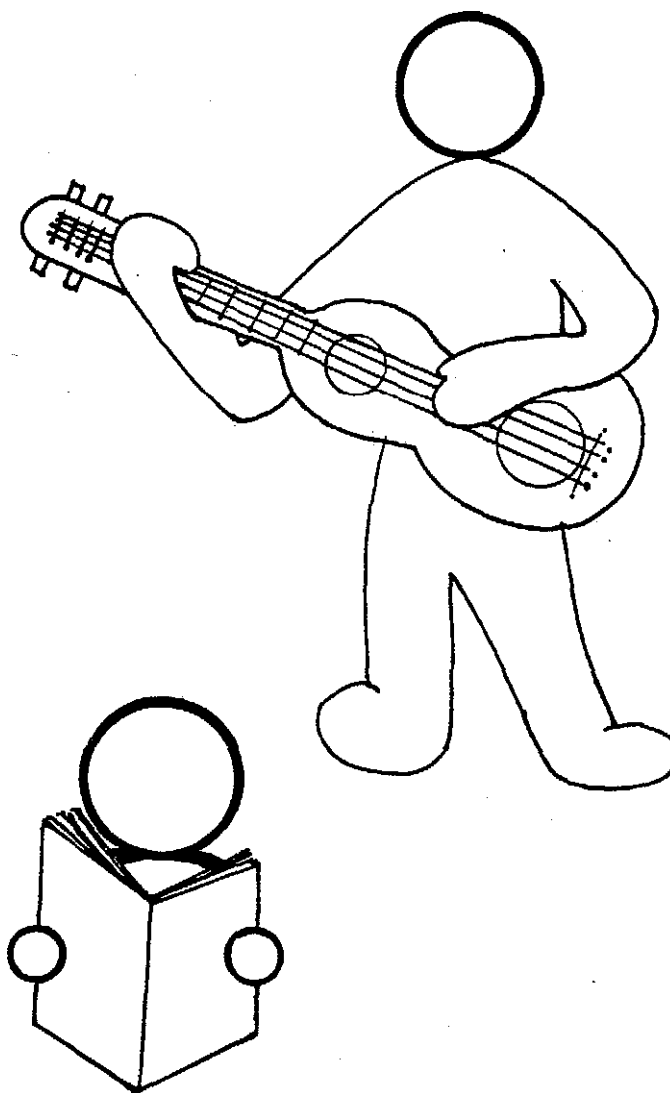
LESSON 1

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**MATERIALS:**

A mock TV (using a box), a large balloon, a pin, entertainment illustration, old catalogues/magazines, glue or tape, a length of butcher paper

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**INTRODUCTION:**

Have two children hold a sheet vertically so that your head appears over the sheet. Place a puppet on one of your hands and hold the illustrations of the different entertainment forms in your other hand. Discuss the entertainment forms with the puppet. Then, have the puppet present the illustrations to the children (one at a time). The puppet should repeat the NL terms for the entertainment forms as often as possible. Dramatize (overdramatize) this review of the NL terms.

**ACTIVITIES:**

- \* Review the NL terms with the children using the 'entertainment mural' prepared in Lesson One. Point to the appropriate entertainment pictures and say their NL names.
- \* Develop appropriated body actions for the different entertainment forms. Then, say the name of one of the entertainment forms and the children should respond by performing the appropriate body action. Repeat this process until the children are able to respond well.
- \* Have two children hold a length of yarn (approximately 10 feet long) in the air. Use clothespins to attach the entertainment illustrations to the 'clothesline'. The children should name each picture as you attach it to the clothesline. When all of the pictures are attached to the clothesline, point to individual illustrations and the children should name them. Then, name one of the illustrations (using the NL terms) and call upon a child to remove that illustration from the clothesline. Continue in this way until all of the illustrations have been removed from the clothesline.

**FOLLOW-UP:**

Place an overhead projector on the floor facing one of the walls (a blank wall). Have two or three children sit beside the overhead projector (between the projector and the wall). Turn the light of the projector on (reinforce with the children that they should not look into the light of the overhead projector but rather that they should look at the wall). Mount the entertainment illustrations on the board around the light from the projector. The children should then place their hands into the light of the projector, thus creating hand shadows on the wall. Attempt to 'tag' one of their shadows. When a child's shadow has been 'tagged' he should then identify an illustration that you point to. That child should then be replaced with another child from the class. Repeat this process until all children have had a chance to play SHADOW TAG. Refer to the 'Activities' section of this program for details of SHADOW TAG.

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THEME: ENTERTAINMENT (Cont'd)

GRADE: 1

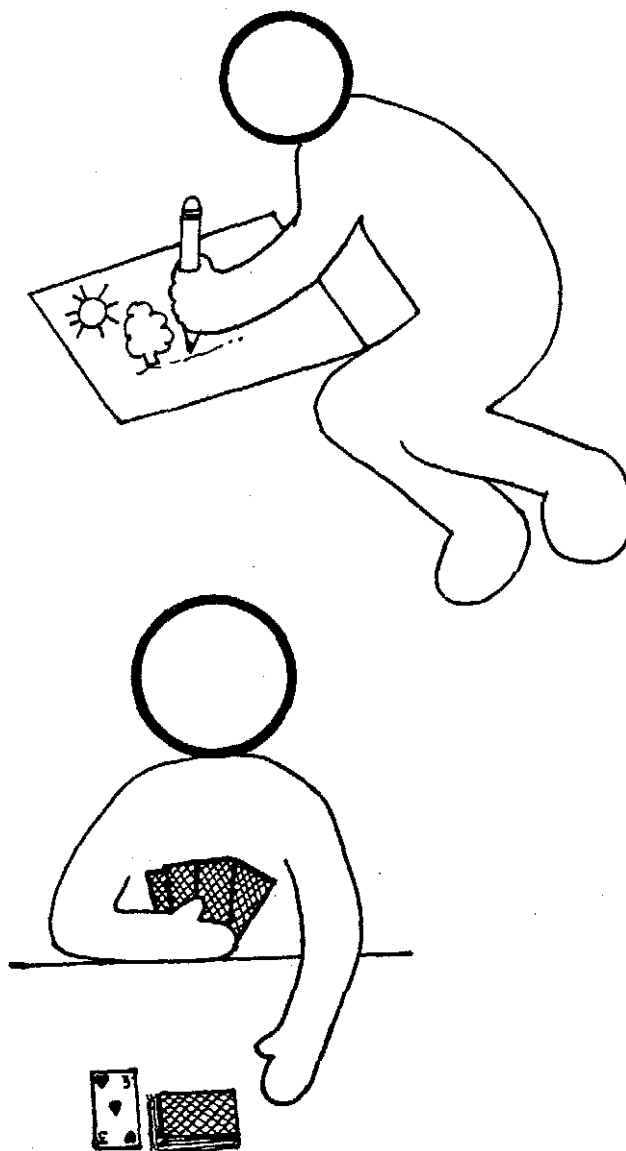
LESSON 2

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MATERIALS:

A sheet, masking tape, a puppet, entertainment illustrations, (entertainment mural) from Lesson One, a length of yarn (10 feet long, clothespins, an overhead projector

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INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the new NL patterns. Use the illustrations of the different entertainment forms as the 'substitutions'. Mount the coloured strips of paper and the 'substitutions' on the board as you say the NL patterns. The children should hear the NL patterns a number of times during this process. Then, be certain 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 'substitutions' (the illustrations) from the COLOUR CODING activity above. Give each of the illustrations to the children. Say one of the NL patterns and the child with the appropriate picture should then attach his illustration to any of the 'points of departure' on the board. Be certain that the points of departure are low enough on the board so that the children can reach them. Repeat until all pictures have been matched with the point of departure.
- \* Group the children in a circle. Provide each child with an entertainment illustration (it may be necessary to make extra copies of the illustrations before the lesson). Then, use the WEBBING technique to encourage the children to say the new NL patterns introduced in this lesson. A child should say the NL pattern for his illustration and then toss the skein of yarn (or ball of yarn) across the circle. Repeat this process until a web has been created in the centre of the circle. Then, remove some of the pictures from the children and place them in the sections of the web. Toss a beanbag to a child and that child should then try to toss the beanbag into a section that contains one of the pictures. When the beanbag lands in the section, all of the children should say the NL pattern for that illustration. Repeat this process many times.

FOLLOW-UP:

Play SQUIRREL IN TREE to encourage individual children to say the NL patterns for this lesson. When a child is finally 'tagged' he should then repeat an NL pattern that you said at the beginning of the round. Refer to 'Activities' section of this program for details of SQUIRREL IN TREE.

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MATERIALS:

Coloured strips of paper for COLOUR CODING TECHNIQUE, masking tape, entertainment illustrations, entertainment illustration for each child, a skein of yarn, a beanbag

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INTRODUCTION:

Use a BOX RADIO to review the NL patterns that were originally introduced in Lesson Three. The children should hear the patterns a number of times. Be certain to repeat the patterns a number of times on the audio tape when you prepare it before the lesson. Mount the entertainment illustrations on the board. As the NL patterns are heard on the tape, point to the corresponding illustrations on the board. Once again, be certain that the children understand the meanings of the patterns.

ACTIVITIES:

- \* Play STRIDE BALL with the children. Before each round say one of the NL patterns. When the child in the centre of the circle is eventually able to kick the nerf ball outside of the circle, all of the children should repeat the NL pattern that you said at the beginning of the round.
  
- \* Adapt the activity LONDON BRIDGE to YOU'RE ON T.V. When a child is 'caught' on the T.V. screen, he must look at an illustration that you show him and then say its NL pattern. Repeat this process a number of times. The activity LONDON BRIDGE is described in the 'Activities' section of this program under UNDER THE BRIDGE.

FOLLOW-UP:

Play ROLL IN THE BOWL with the children to encourage individual children to say the NL patterns from this unit. The children should pass the bowl around the circle with the marble rolling inside it. The marble must continue to move inside the bowl. Eventually, when a child loses the marble from the bowl, he should repeat an 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.

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MATERIALS:

A 'mock radio', tape recorder, prepared tape, a nerf ball, entertainment illustrations, a small bowl, a marble

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INTRODUCTION:

Tape all of the entertainment illustrations together in a straight line side by side. Then, mount a length of butcher paper on the board that covers the line of taped illustrations. Tape the bottom of the mural paper securely to the board. Leave the right hand side of the mural paper untaped. Reach into (behind) the mural paper and pull out the first illustration. Say the NL term and pattern for that illustration. Then, pull the next illustration out and repeat this process. Continue in this way until all of the illustrations have been pulled from behind the mural paper and until the children have heard the NL terms and patterns a number of times.

ACTIVITIES:

- \* Play PICK IT UP with the children to encourage individual children to say the NL terms and patterns from this unit. Refer to the 'Activities' section of this program for details of PICK IT UP. When a child has succeeded in picking up one of the illustrations, he should then say the NL terms and/or pattern for that illustration. Repeat with other groups of four players until all children have participated.
- \* Play PING PONG BLOW with the children to encourage them to recognize the entertainment illustrations and to say the NL terms and patterns from this unit. Refer to the 'Activities' section of this program for details of PING PONG BLOW.
- \* Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue initially. Then, be certain that the children understand the MEANINGS of the patterns in the dialogue. Practice the dialogue in choral, group and individual forms.

FOLLOW-UP:

Make a large circle on the floor (the circle should be just large enough to hold all of the children). Then, say one of the NL terms or patterns from this unit. Toss a balloon in the air above the children. The children should attempt to avoid being touched by the balloon as it lands. When a child is touched by the balloon, he must repeat the term/pattern that you said at the beginning of the round. Repeat this activity a number of times until many of the children have had a chance to respond. This activity is called BALLOON DROP.

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MATERIALS:

Entertainment illustrations, masking tape, a length of butcher paper, a drinking straw for each child, 2 pingpong balls, a large inflated balloon

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: FISH

GRADE: ONE

VOCABULARY:

kinoshe	jackfish
namekin	sucker
namwe	sturgeon
akwe	pickeral
atekamik	whitefish

PATTERNS:

\_\_\_\_\_ awe.

This is a jackfish.  
This is a sucker.  
This is a sturgeon.  
This is a pickeral.  
This is a white fish.

DIALOGUE:

T              (Name of fish)       awe.

S              Name of fish       na awe?

T        This is a       (name of fish)      .

S        Is this a       (name of fish)       ?

INTRODUCTION:

Before the lesson begins, decorate a box to look like a fishbowl. Present the fishbowl to the children, telling them that you have brought your 'pets' to share with them.

Pull each of the fish pictures from the bowl. Show each fish picture to the children and encourage them to talk about it.

When all of the fish have been removed from the bowl, replace them, repeating their (English names again).

ACTIVITIES:

- \* If actual fish samples are available, show them to the children, introducing the NL names for the fish. If sample fish are not available, review the fish pictures, introducing the NL names for the fish.
- \* Encourage the children to compare and contrast the appearances of the fish; i.e., the children should look for ways in which the fish appear the same and ways in which the fish appear different.
- \* Use blue chalk to draw 'water' on the chalkboard. Then, place each of the fish pictures on the 'water'. Say the NL name for each fish as you mount it on the water.
- \* Use a handpuppet to repeat the NL names for the fish. The handpuppet can pretend to fish. Remove each of the fish pictures from the 'water', saying its NL name.
- \* If fish samples were available, demonstrate the cleaning of a fish for the children. Have the necessary implements available for this OPTIONAL activity. Lay a length of plastic (e.g. a plastic garbage bag) on the floor.

FOLLOW-UP:

Sing the song, ' \_\_\_\_\_ ' with the children. Be certain that the children understand the patterns that are in the song. It may be necessary to translate the song ONCE to be certain that the children understand it.

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MATERIALS:

A box decorated to look like a fishbowl, fish pictures, fish samples (if available), masking tape, blue chalk, a handpuppet, fish-cleaning equipment (optional)

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## INTRODUCTION:

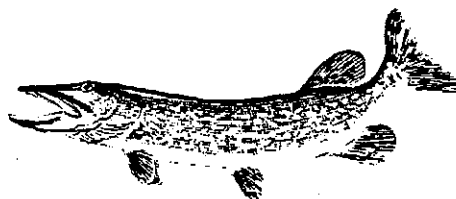
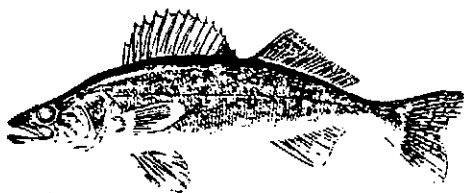
Review the NL names for the fish that were introduced in lesson one. Place the fish pictures on the floor and group the children around them. Stand beside the pictures with a flashlight. Tell the children that you are going to look 'into the water' to see what fish are there. Shine the flashlight on the fish pictures, saying the NL names for the fish as the light illuminates them.

## ACTIVITIES:

- \* Play CIRCLE HOP using the fish pictures and their NL names. When the children hear the name of a fish they should hop to the correct circle. Repeat until all of the children have had a chance to play.
- \* Prepare cut-outs of the fish, before the lesson begins. Place one of the cut-outs on an O/H projector, projecting the shape of the fish on the board or screen. The children should look at the shape of the fish and name it (you may have to model the responses at first - eventually the children should name the fish on their own). Repeat until all fish have been identified.
- \* Use the POOL technique to encourage oral reproduction of the NL names for the fish. When a child catches a fish, he should show it to the other children and ALL of the children should say the fish's name. Repeat until all fish have been 'caught'.

## FOLLOW-UP:

Sing the song, ' \_\_\_\_\_ ' with the children. Sing the song in choral and group forms.



## MATERIALS:

Fish pictures, a flashlight, masking tape, cut-outs of the fish, O/H projector, fishpond, 'fishing poles'



## INTRODUCTION:

Mount the fish pictures on the board. Use a handpuppet to introduce the new NL patterns to the children. Say each pattern, pointing to the appropriate fish at the same time.

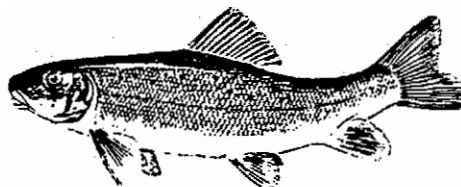
The children should HEAR the NL patterns a number of times. Be certain the children understand the meanings of the patterns.

## ACTIVITIES:

- \* Mount the fish pictures on the board and group the children near them. Play BEANBAG TOSS to encourage the children to say the new NL patterns. When the child hears a pattern, he should toss the beanbag to the correct fish picture and then repeat the pattern that you said. Refer to 'Activities' section for details of this activity.
- \* Play HOP THE LINE to encourage the children to hear and say the new NL patterns. When the children hear the pattern that you identify for a round, they should hop the line and repeat the pattern.
- \* Play STEPPING STONES to encourage the children to recognize the fish and to say the new NL patterns. As a child is walking over the stream on the 'stones', say one of the patterns and the child should hop to the picture of the fish that you said in your pattern. Have the fish pictures on the floor on both sides of the 'stones'. Repeat until most of the children have played.

## FOLLOW-UP:

The children can make CRAYON RESIST pictures. Provide each child with art paper and crayons. The children should illustrate the fish introduced in this unit. When the illustrations are complete, the children should 'wash' their pictures with a THIN solution of blue paint. The crayon will 'resist' the paint but the paper will absorb the color, thus producing the 'crayon resist' effect.



## MATERIALS:

Fish pictures, a beanbag, masking tape, 'Stones' - construction paper, crayons for each child, white art paper for each child, THIN solution of blue paint, paint brush for each child

## INTRODUCTION:

Review the NL names for the different fish. Play CHANGE for this review. When the children hear the name of ANY fish that was introduced in this unit, they should drop arms and find other partners. Refer to the 'Activities' section for details about this activity.

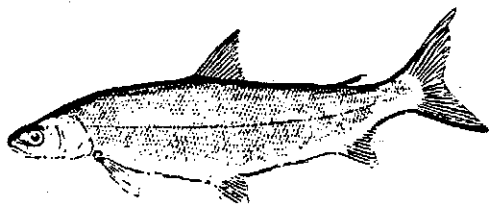
After practicing the words, use CHANGE to review the patterns from lesson three.

## ACTIVITIES:

- \* Practice saying the patterns in GROUP form. Divide the children into two groups. One group can ask the cueing question and the other group an answer. Later, switch the groups and repeat the drill. Have the fish pictures mounted on the board. Point to one of them and the 'cueing' group should ask the cueing question. Then, the other group should respond based on the picture that you are pointing at.
- \* Use REVERSE PROGRESSION to encourage the children to say the new NL patterns. Refer to the 'Activities' section, at the back of this program, for details about this activity.
- \* Toss a ball to a child saying one of the Unit's vocabulary words. The child who receives the ball should then respond by saying the vocabulary word in its pattern. Repeat a number of times, with other children.

## FOLLOW-UP:

Have each child draw a fish on construction paper. Then, the children can cut-out the fish and attach lengths of yarn to the fish; one length per fish. The fish can then be suspended from the ceiling to represent fish swimming in a pond.



## MATERIALS:

A small soft ball, construction paper for each child, crayons for each child, yarn length (approx. 1 ft.) for each child, scissors for each child, tacks to hang the fish from the ceiling.

INTRODUCTION:

Stand the fish pictures on the floor, leaning against a wall. Group the children near the pictures (about ten feet from the pictures). Give a child a small soft ball. The child should name one of the fish and then attempt to 'strike' it with the ball. Repeat this drill a number of times until all of the children have had a chance to BOWL. You may wish to have the children say the patterns for the fish rather than just the names of the fish.

ACTIVITIES:

IDEA #1:

In the gym or outside play BREAK THROUGH. Adapt this game so that it is the BIG fish trying to catch the LITTLE fish. Refer to the 'Activities' section for details about this activity. When the small fish is caught, he must say one of the unit's patterns.

IDEA # 2:

If fish scales are available, wash and dry a quantity of them. Provide each child with a handful of the scales. The children should then draw fish outlines on sheets of art paper. They can fill-in the outlines with the fish scales. The fish scales can be glued to the construction paper.

FOLLOW-UP:

Play CHANGE with the children. Refer to the 'Activities' section of the program for details about this activity.

Sing the song, '\_\_\_\_\_ ' with the children. Sing the song in choral and group forms.

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MATERIALS:

Fish pictures, a small soft ball, masking tape, fish scales-washed and dried (if available)

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: FOODS

GRADE: One

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VOCABULARY:

wisiniwin	food
wiyas	meat
napop	soup
wawon	egg
totoshapo	milk
washkeshi, wiyas	deer, deer meat
mos	moose
moso wiyas	moose meat
ni wi kipitan, kin tash	I like the taste of, Do you?

---

PATTERNS:

\_\_\_\_\_ ni wi kipitan.  
(All vocabulary items)

I like the taste of \_\_\_\_\_.

---

DIALOGUE:

T Washkeshi wiyas ni wikipitan. Kin tash?

S Eha, ni wikipitan washkeshi wiyas.

Moso wiyas kewe ni wikipitan. Kin tash?

(Can use all vocabulary items)

T I like meat. Do you?

S Yes, I like deer meat and I like moose meat too. Do you?

---

## INTRODUCTION:

Before the lesson begins flatten a large amount of plasticene into a cake pan. Present the 'cake' to the children, telling them how proud you are to have baked your first cake. While talking to the children, invert the cake pan so that the 'cake' falls out onto a table. Appear horrified to not the 'heaviness' of the cake. Dramatize 'cutting the cake' and once again appear horrified at the texture of the cake itself. Lead this into a discussion of other foods that you might prepare. Encourage the children to talk about foods they like.

## ACTIVITIES:

- \* Before the lesson begins, prepare cut-outs of the different food items to be introduced in this unit. Use Herman's Head to enhance the presentation of the food items. You may wish to prepare a 'tongue' for Herman by rounding a clothes hanger and inserting it through a sock. Arrange the tongue in Herman's Head so that it protrudes from the mouth. Prepare the audio tape for Herman before the lesson. Herman should react to the different foods that you place on his tongue. Continue in this way until all of the foods have been 'tasted by Herman'.

- \* Use illustrations of the different food items and the cut-outs of the food items (from the Herman's Head activity) to introduce the NL terms to the children. The children should hear the NL terms many times during this introduction process.

- \* Read the following poem to the children:

I Eat My Peas With Honey

I eat my peas with honey;  
I've done it all my life.  
It makes the peas taste funny,  
But it keeps them on the knife.

- \* Encourage the children to discuss the 'humor' of this poem. The children should understand that 'food' has served as a theme for many stories and poems. Read the children some of the poems from Appendix B at the back of this program that deal with 'food'.

- \* Tape the cut-outs of the food samples to a sheet. Have two children hold the sheet vertically so that the cut-out food items are on the other side of the children in the class. Place an overhead projector behind the screen and turn it on. The children should then see the silhouettes of the food items. Point to each silhouette saying the NL term for the food item. Continue in this way until the children have HEARD the NL terms a number of times.

FOLLOW-UP:

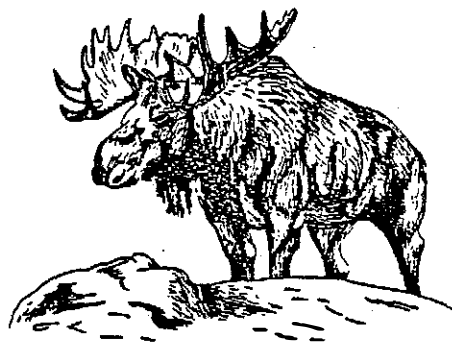
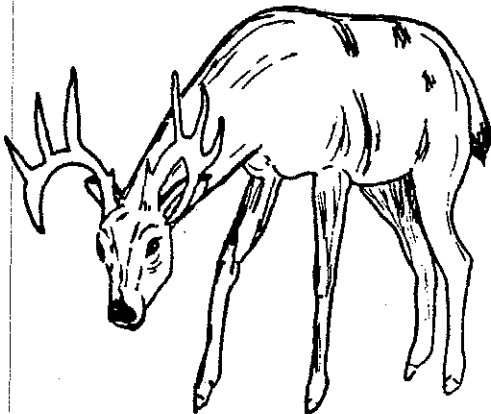
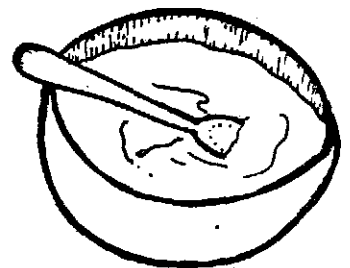
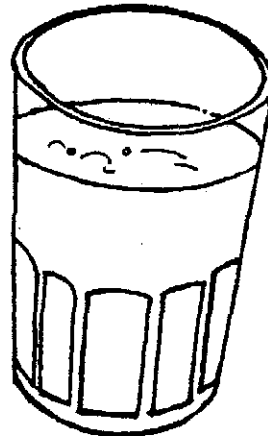
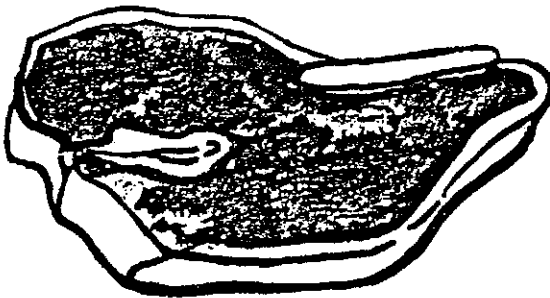
Read the children the story The Fox and The Raven, from Appendix B at the back of this program. You may wish to enhance the telling of the story using cut-outs of the characters in the story. You can use the 'silhouette technique' or the flannelboard for this presentation. After telling the story to the children, discuss the characters in the story. Be certain to encourage the children to understand that the raven's 'vanity' caused him to lose the food that he had. You may wish to dramatize this story with the children, having the children act out the different parts as you tell the story.

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MATERIALS:

Plasticene, cake pan, cut-outs of food items, Herman's Head and prepared tape, tape recorder, clothes hanger, sock, foods illustrations, a sheet, overhead projector, masking tape

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INTRODUCTION:

Place the cut-outs of the different food items (from Lesson One) on the board and cover them with a length of butcher paper. Group the children in front of the butcher paper. Then, use a black crayon to do 'rubbings' of the different food items. As a food item appears behind the butcher paper, name it using its NL terms. Continue in this way until the children have heard the NL names for the different food items a number of times.

ACTIVITIES:

- \* Make three large circles on the floor using masking tape. Place one of the food illustrations in each of the circles. Then, have three or four children stand among the circles. Say the name of one of the food items (in the NL) and the children should hop to the appropriate circle. Repeat this process until the children in this group are able to respond well. Later, exchange the illustrations in the circles for new ones and repeat the process using other children.
- \* Lay the food illustrations on the floor face up and group the children around them. Play a game of TUG A TONGS with the children. Fold two of the corners up on each illustration to enable the children to grasp them with the tongs. Give two of the children in the circle a pair of tongs. Then, say the NL term for one of the food items. The two children should enter the circle and attempt to play a 'tug of war' with the appropriate illustration. When a child has succeeded in pulling the illustration from the other child, have all of the children in the group repeat the NL term for that food item. Repeat this process until all of the children have had a chance to play TUG A TONGS.

FOLLOW-UP:

Play OVER AND UNDER with the children to encourage them to listen for specific NL vocabulary words. When the children hear the NL term that you identified at the beginning of the round, they should pass their food items over and under to the back of the line. When the last player in each team receives the food item, he must rush to the front of his team, show the food item and name it. Repeat this process until all players have had a chance to respond. Refer to the 'Activities' section of this program for details of OVER AND UNDER.

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MATERIALS:

Cut-outs of food items (from Lesson One), a length of butcher paper, a black crayon, masking tape, food illustrations, two pairs of tongs

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INTRODUCTION:

Use the activity BEANBAG DROP to encourage the children to match what they hear with what they see. Mount the foods illustrations on the chalkboard. Point to one of the illustrations. Then, say a number of the NL terms. When the children hear the correct NL term for the illustration that you pointed to, they should respond. Refer to the 'Activities' section of this program for details of BEANBAG DROP.

Use the food illustrations that are mounted on the chalkboard to introduce the new NL patterns to the children. Be certain the children understand the MEANINGS of the patterns. It may be necessary to translate their MEANINGS to be certain that the children understand them.

ACTIVITIES:

- \* Play TRAFFIC LIGHT with the children to encourage them to say the new NL patterns. Refer to the 'Activities' section of this program for details of TRAFFIC LIGHT.
- \* Place the RUBBINGS of the cut-out food items (used earlier in this unit on the floor. Group the children around the RUBBINGS. Then, give each of the cut-out food items to the children in the circle. Say one of the NL patterns and the child who has the corresponding food cut-out should enter the circle and place his cut-out on its RUBBING. Then, all of the children should repeat the NL pattern that you said. Continue in this way until all of the food cut-outs and their RUBBINGS have been matched.
- \* Play SANDWICH with the children to encourage individuals to say the new NL patterns. Refer to the 'Activities' section of this program for details of SANDWICH.

FOLLOW-UP:

Provide each child with a portion of modelling clay. Each child should then shape his modelling clay to represent one of the food items introduced in this unit. Circulate among the children as they work repeating the NL terms and patterns as often as possible. When the plasticene models are complete, keep them for use in Lesson Four.

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MATERIALS:

A beanbag for each child, food illustrations, masking tape, 12 red and 12 green circles of paper, 2 containers (e.g., bags), RUBBINGS (used earlier in this unit), cut-out food items, 2 white squares of tagboard/bristol board, modelling clay for each child

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INTRODUCTION:

Group the children in a circle. Walk around the outside of the circle and eventually place one of the plasticene food items (from Lesson Three) in a child's hands (behind his back). The child should feel the food item and then attempt to name it. Continue in this way until many of the children have had a chance to respond.

ACTIVITIES:

- \* Play LIFESAVER PASS with the children to encourage individual children to repeat the NL patterns introduced in Lesson Three. When you clap your hands, the child left holding the lifesaver must repeat the 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 LIFESAVER PASS.
- \* Play SWAP with the children to encourage the children to listen for specific NL patterns. Refer to the 'Activities' section of this program for details of SWAP.
- \* Group the children in a circle. Give each of the food cut-outs to the children in the circle (not all children will have a food cut-out). The children should pass the food cut-outs around the circle in a clockwise direction until you clap your hands. When you clap your hands toss a portion of tissue paper into the air, saying one of the NL patterns. The child who has the corresponding food item (the cut-out) should then rush into the circle and catch the tissue paper before it hits the floor. Repeat this process a number of times.

FOLLOW-UP:

Play PEANUT LIFT with the children to encourage them to recognize the different food items and to recall the meanings of the NL patterns introduced in this unit. You may wish to play this game in 'team form' or with individuals. When a child hears the NL pattern, he must then attempt to lift one of the peanuts using the two 'cocktail/swizzle sticks' and to place it on the appropriate illustration ( the illustration that matches the food item used in the pattern that you said). Repeat this process until many of the children have had a chance to respond.

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MATERIALS:

Plasticene food items (from Lesson Three), a lifesaver, a toothpick for each child, food illustrations, food cut-outs, a small portion of tissue paper, a peanut (or peanuts), (cocktail) swizzle sticks

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INTRODUCTION:

Mount the cut-out food items on the walls around the classroom. Have the children close their eyes as you do this. Then, darken the room and have the children open their eyes. Say one of the NL terms/patterns and then use a flashlight to attempt to locate the food item for the term/pattern that you said. When the light of the flashlight illuminates the correct food item, the children should clap their hands. Repeat this process until all of the NL terms/patterns have been heard.

ACTIVITIES:

- \* Divide the children into two teams for a game of KNOT RACES. Refer to the 'Activities' section of this program for details of KNOT RACES.
- \* Provide each child with a blank sheet of paper. Each child should illustrate a head on one side of his paper and a 'tail' on the other side of his paper. Then, each child should place his paper so that either the head or the tail is showing. Toss a coin in the air and call out the 'heads' or 'tails' showing on your coin. Then hold up one of the illustrations from this unit. The children who have the matching heads/tails must then say the term or pattern for the illustration that you show. Repeat this HEADS AND TAILS activity a number of times. When you call, "Heads", the 'tails' children should not respond. And vice versa.
- \* 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:

Arrange the children in two teams on the floor facing one another (approximately 5 feet apart). Use this formation for a game of BALLOON VOLLEYBALL. Before each round say one of the NL terms or patterns. The children should then tap the balloon back and forth until one of the teams 'misses the balloon'. The team that misses the balloon should repeat the term/pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of BALLOON VOLLEYBALL.

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MATERIALS:

Cut-outs of food items, a flashlight, masking tape, 2 lengths of rope, a blank sheet of paper and pencil for each child, a coin, food illustrations, a large round inflated balloon.

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: GAMES/SPORTS

GRADE: One

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VOCABULARY:

ka shoshkwantewenk	skating
ka pakisonk	swimming
ka otaminonk	fair
ka kakwechikishiwenk	competitive games

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PATTERNS:

Ki kashkiton na chi \_\_\_\_\_?

Can you \_\_\_\_\_?

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DIALOGUE:

T Anti ka ishayan?

S Ki anta \_\_\_\_\_.

T Where did you go?

S I went to where they are \_\_\_\_\_ (Activity).

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## INTRODUCTION:

Before the lesson begins prepare a set of illustrations that represent 'associations' with the different games/sports introduced in this unit. This can include clothing items, playing equipment, etc. Present the illustrations to the children and encourage the children to suggest the games/sports associated with the different illustrations. Encourage the children to talk about the sports/games that they like to play best.

## ACTIVITIES:

- \* Introduce illustrations to the children that depict the different games-sports to be developed in this unit. Introduce the NL terms for the different games/sports at this time. Be certain that the children understand the meanings of the NL terms as they are introduced. Continue in this way until the children have heard the names of all of the games/sports in the NL.
- \* Use available media in your school to enhance the presentation of the games/sports introduced in this unit. This can include the use of slides, film strips, film excerpts, etc. Once again, encourage the children to discuss the games/sports as the different media items are presented. Repeat the NL terms for the different games/sports as the different media items are presented. Repeat the NL terms for the different games/sports as often as possible during this process.
- \* Mount the illustrations that depict the different games/sports on the chalkboard. Group the children in front of the board. Then, give each of the 'association' illustrations (used earlier in this lesson) to the children. The children who have the illustrations must then match their 'association illustrations' with the sports/games illustrations on the board. When a child has successfully matched his illustration with the sports/game illustration on the board, say the NL term for the sport/game. This activity can be repeated until all children have had a chance to participate in this matching process.

## FOLLOW-UP:

Provide each child in the class with a light sheet of art paper and a pencil or crayon. Then, blindfold each child. Each child should then do an illustration on his paper depicting his favourite sport/game. Circulate among the children as they work, repeating the NL terms as often as possible. When a child has completed his 'artwork in the blind' he should give it to you for display in the classroom. Display all of the children's work in the classroom or other appropriate area. You may wish to prepare a tape prior to the lesson that contains all of the NL terms for this unit repeated over and over (approximately 10 minutes). Play this tape while the children work on their illustrations. This provides the children an opportunity to 'internalize' the NL terms as they work on their illustrations project.

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THEME:

GAMES/SPORTS

GRADE 1

LESSON 1

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**MATERIALS:**

'Association' illustrations, games/sports illustrations, available media (in your school) for games/sports, masking tape, a light coloured sheet of art paper and a pencil/crayon for each child, a blindfold for each child, prepared audio tape of NL vocabulary terms (approximately 10 minutes long)

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## INTRODUCTION:

Mount the 'association illustrations' from Lesson One on the chalkboard. Group the children in front of the board. Then, attempt to match the sports/games illustrations with the 'association illustrations'. Experience some difficulty in doing this. Repeat the NL terms many times during this review process. It is important that the children HEAR the NL terms a number of times. Eventually, successfully match all of the association illustration and sports/games illustrations.

## ACTIVITIES:

- \* Divide the children into two teams. Have the two teams stand at one end of the room. Place the sports/games illustrations at the other end of the room. Then, give the first player in each team one of the 'association illustrations' (from Lesson One). When you say, "Go," the first player from each team must rush to the games/sports illustrations and match his illustration with those on the floor. The first player to do this successfully scores a point for his team. If you feel that your children do not relate well to competition, this activity can be done in a 'non-competitive' form. Continue in this way until all players have had a chance to participate.
- \* Group the children in front of the chalkboard ledge. Stand two of the sports/games illustrations in the chalkboard ledge. Have the children look carefully at the two illustrations. Then, have them close their eyes. Remove one of the illustrations and replace it with another sports/game illustration. The children should then open their eyes and identify the 'new illustration' by naming it using the NL terms. Repeat this process using other sports/games illustrations. Depending upon the readiness of your children, you may wish to use more than two illustrations for each round of this activity.
- \* Play TIC TAC TOE using the sports/games illustrations and a tic tac toe outline on the floor. Refer to the 'Activities' section of this program for details of TIC TAC TOE.

## FOLLOW-UP:

Play SQUAT TAG with the children to encourage individuals to say the NL terms from this unit. When IT tags one of the children, the child who was tagged should then identify a sports/games illustration that you show him. Repeat this game a number of times until many children have had a chance to respond.

Conduct a BOWLING activity with the children using the 'association' and sports/games illustrations. Refer to the 'Activities' section of this program for details of BOWLING.

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THEME: GAMES/SPORTS (Cont'd)

GRADE 1

LESSON 2

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MATERIALS:

'Association' illustrations, games/sports illustrations, masking tape, a small ball

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## INTRODUCTION:

Use the BOX RADIO technique to introduce the new NL patterns to the children. Prepare the audio tape for the radio prior to the lesson. The tape should contain the NL patterns repeated a number of times. Make the taping sound like a 'sports broadcast'. After the children have heard the NL 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 CHANGE using the new NL patterns. This activity should encourage the children to LISTEN for the specific NL patterns. Refer to the 'Activities' section of this program for details of CHANGE.
- \* Divide the children into two teams for a game of STARE. The first child to laugh must then rejoin his team and his team must say the NL pattern for a sports/games illustrations that you show them. Refer to the 'Activities' section of this program for details of STARE.
- \* Play FOX AND RABBIT to encourage individual children to say the new NL patterns. When the 'fox' has caught the 'rabbit', the child who has both must then say the NL pattern for an illustration that you show him. You may wish to have more than one fox in this activity to shorten each round. Repeat until many children have had a chance to respond. Note any difficulties the children have in reproducing the NL patterns. It may be necessary to model some of the patterns for the children initially. However, encourage the children to repeat the patterns independently.
- \* Say one of the NL vocabulary words and toss a nerf ball to a child. The child who receives the nerf ball must then say the NL pattern that contains that term and then return the nerf ball to you. Repeat until many children have responded.

## FOLLOW-UP:

Place the 'association illustrations' and the sports/games illustrations at one end of the room, face up (on the floor). Then, group the children in two teams at the other end of the room. Play STICKY FOOT with the children to encourage them to identify the correct illustrations based on the NL patterns that you say. When the children have successfully identified the 'association, and sports/games illustrations in each round, have all of the children in the class repeat the NL pattern for the sports/games illustrations. Refer to the 'Activities' section of this program for details of STICKY FOOT.

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THEME: GAMES/SPORTS (Cont'd)

GRADE 1

LESSON 3

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**MATERIALS:**

'Box radio', audio tape for box radio, tape recorder, a beanbag (or bags), a ball, a nerf ball, 'association' illustrations, sports/games illustrations, masking tape

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**INTRODUCTION:**

Mount each of the sports/games illustrations on the board and cover them with sheets of white paper (so that you can see the lines through the paper). Have the children sit far enough away from the paper so that they cannot see the lines of the illustrations through the paper. Then, use a felt pen to begin tracing one of the illustrations. The children should watch until they feel that they can name the sports/games illustration that you are tracing. When a child feels that he can name it, he should raise his hand. When a child is able to say the NL term for the game/sport correctly, say the NL pattern for that sport/game and all of the children should repeat it. Repeat this process until all of the illustrations have been identified by the children using the NL terms for the games/sports.

**ACTIVITIES:**

- \* Play RESERVED SEATS with the children to encourage individuals to recognize the sports/games illustrations. Arrange seats or chairs in the classroom to represent an 'airplane or bus arrangement'. You should have one chair/seat for each sports/game illustration. Place one of the sports-games illustrations on each of the seats. Then, give the association illustrations to each of the children (not all children will have an illustration for each round). When you say, "Go", the children with the 'association illustrations' must rush to their 'reserved seats'. The children should sit in their correct seat. Then, call upon each child to say the NL pattern for his 'reserved seat'. Repeat this process until all children have had a chance to participate.
- \* Before the lesson begins, prepare an extra set of 'association illustrations' and sports/games illustrations. Cut each of the illustrations in the extra sets in half. Mix all of the halves together and place them on the floor, face down. Group the children around them. Each child should then take a turn removing one of the halves from the centre of the circle. Continue around the circle in this way until a child successfully obtains two halves that can be put together to reproduce one of the original pictures. When a child had done this he should hold it up and all of the children should say its NL pattern. Repeat this process a number of times.

**FOLLOW-UP:**

Play WIGGLE WAGGLE with the children to encourage them to identify the 'association illustrations' and sports/games illustrations used in this unit. When a child has successfully identified an illustration, he should hold it up and all of the children should say its NL pattern. Repeat until all children have had a chance to play. Refer to the 'Activities' section of this program for details of WIGGLE WAGGLE.

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THEME: GAMES/SPORTS (Cont'd)

GRADE 1

LESSON 4

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MATERIALS:

Sports/game illustrations, masking tape, sheets of white paper, an extra set of 'association' illustrations and sports/games illustrations, two small balls

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**INTRODUCTION:**

Place the cut-up illustrations (from Lesson Four) on the floor face up. Group the children around them. Say one of the NL terms or patterns and two children's names. The two children should then enter the circle and work together to reproduce the illustrations (association and sports/games) that represent the term/pattern that you said. Repeat this process until all of the illustrations have been reproduced.

**ACTIVITIES:**

- \* Arrange the children in two teams. Have the first player in each team stand facing one another (approximately 5 feet apart). Give one player the end of a length of yarn and the other player the other end of a length of yarn. Insert a 'ring' over the yarn (e.g., a shower curtain hook). Say one of the NL patterns. Then, the players with the yarn must attempt by lifting and moving the yarn around to get the ring to the other player. Whichever player receives the ring, his team must then repeat the NL pattern that you said at the beginning of the round. The children (the players with the yarn) are not allowed to move their feet during this process. Repeat this activity until all players have had a chance to participate.
- \* Place the sports/games illustrations and the 'association illustrations' at one end of the room, face up. Group the children in two teams at the other end of the room. Then, play a game of PAPER PATH with the children using the NL terms/patterns from this unit. All of the children should repeat the term/pattern that you said when a player has successfully identified an illustration. Refer to the 'Activities' section of this program for details of PAPER PATH.
- \* 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:**

Play BASEBALL with the children to develop their auditory discrimination skills. A child should 'swing' at the nerf ball only when he hears the pattern/term that you identified at the beginning of the round. Two strikes and the player should be out (you may wish to make this three strikes). Refer to the 'Activities' section of this program for details of the activity BASEBALL.

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**MATERIALS:**

Cut-up illustrations (from Lesson Four), a length of yarn, a 'ring', (a shower curtain hook), sports/games and 'association' illustrations, four blank sight word cards, a nerf ball

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: HALLOWEEN

GRADE: ONE

VOCABULARY:

makate posh	black cat
chipiy, chipayak	ghost, ghosts
kokokoho	owl
machi ayash	evil spirit
ta wepiso	will dress up
ta papami aya	will wander around

PATTERNS:

Nonkon tipikak \_\_\_\_\_ ta papami aya.

Tonight, \_\_\_\_\_ will wander around.

DIALOGUE:

T Nonkom kakina oweya ta papami aya.  
Wekonen iko ka wapantamowat?

S (Illicite response from students)

T Today everyone will be going around.  
What will they see?

S They will see \_\_\_\_\_.

## INTRODUCTION:

Tell the story Gustavus Ghost Has Fun to the children. A copy of this story is included in Appendix C at the back of this program. Before the lesson begins, obtain the necessary pictures to enhance the telling of the story. You may wish to use a flannelboard to tell this story. If so, the 'pictures' can be cut from flannel or paper pictures can be used with sections of sandpaper attached to their backs so that they will adhere to the flannelboard.

## ACTIVITIES:

- \* Use the story Gustavus Ghost Has Fun to lead the children into a discussion of Hallowe'en.

- \* Read the following poem to the children:

The moon is round as a jack o'lantern;  
The trees blow black and bare;  
And we go creeping with spooky giggles  
Through the chilly ghostly air.

Whose shadow is that on the haunted ground?  
Who's hiding behind that tree?  
Oh, Down the tree runs my bad black kitten,  
And the shadow is only me!

- \* You may wish to read the other poems contained in Appendix C at the back of this program. Once again, use the poems to encourage the children to talk about Hallowe'en.
- \* Use illustrations to introduce the new NL terms to the children. Show the children the illustrations saying the NL terms for them. Be certain the children understand the MEANINGS of the NL terms.
- \* If you have a black light in your school, use it to enhance the presentation of the new NL terms. Darken the room and use the black light and fluorescent paint to make simple illustrations of the items being introduced in this lesson. The children should hear the NL terms many times during this process.

## FOLLOW-UP:

Provide each child with a portion of modelling clay. Each child should then determine which Hallowe'en items he would like to represent with his modelling clay portion. Circulate among the children as they work, repeating the NL terms for the different items many times.

Prior to the lesson you may wish to prepare a tape that contains all of the NL terms repeated over and over (the tape should last approximately 10 minutes). You may play this tape while the children work on their modelling clay figures. This provides the children with an opportunity to 'internalize' the NL terms 'subconsciously'.

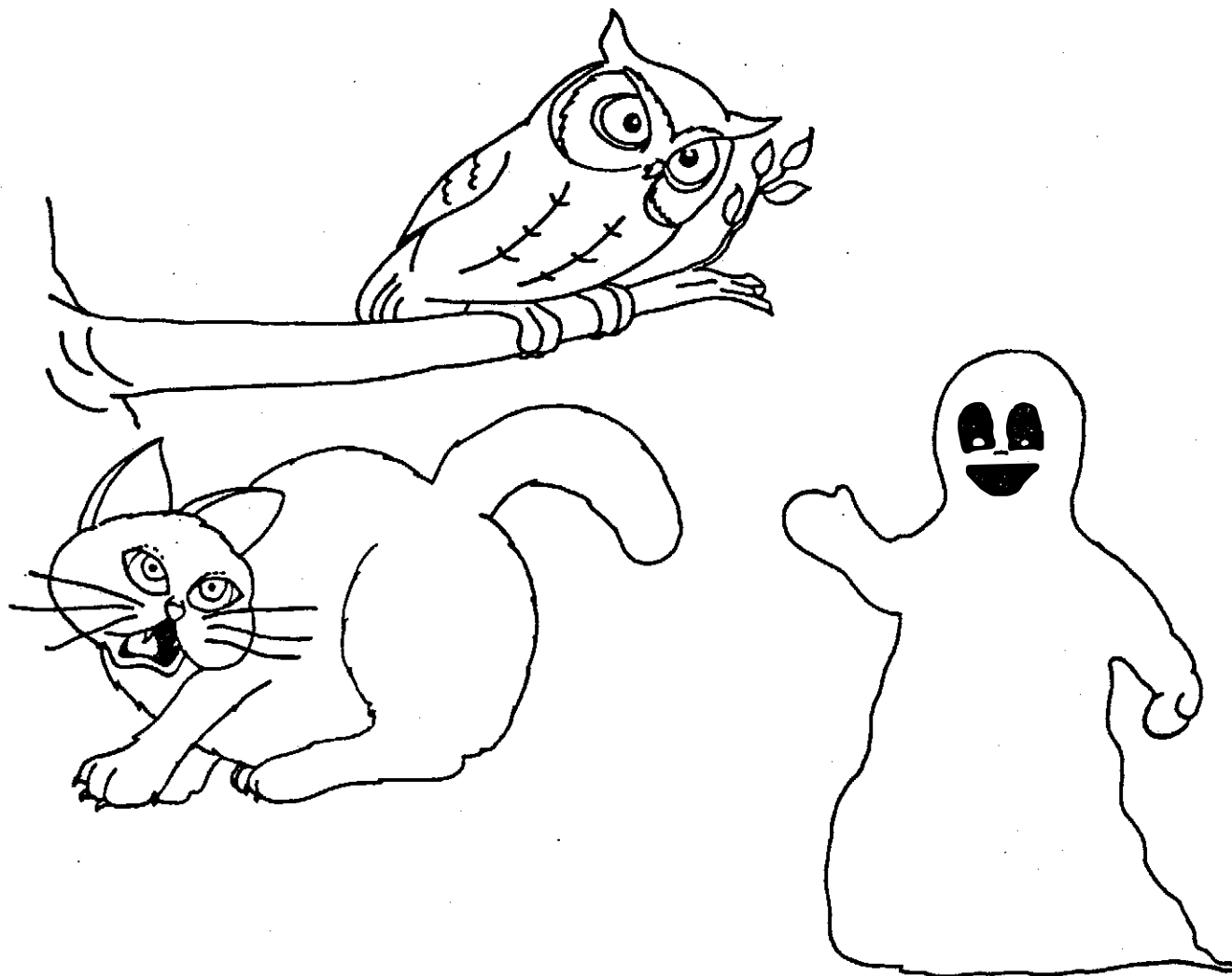
Introduce and practice the finger play Jack O'Lantern with the children. A copy of this play is included in Appendix C at the back of this program.

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**MATERIALS:**

Paper/flannel cut-outs of characters for Gustavus Ghost Has Fun, a flannelboard, sections of sandpaper (optional), Hallowe'en illustrations, a black light (optional), fluorescent paint (optional), modelling clay for each child, a prepared tape of the NL terms (approx. 10 minutes long)

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## INTRODUCTION:

Before the lesson begins, decorate HERMAN'S HEAD to look like a 'witch'. Then, use a prepared tape to have a discussion with 'witch Herman' that repeats the NL terms introduced in Lesson One many times. Mount the illustrations on the board and point to the illustrations as 'witch Herman' names them. The children should HEAR the NL terms many times during this review process.

## ACTIVITIES:

- \* Group the children in a circle for a WEBBING activity. The children should toss the skein of yarn back and forth across the circle until a 'web' has been formed in the centre of the circle. When the web has been formed, place each of the illustrations in a section of the web (not all sections of the web will have an illustration). Then, have two or three children stand in the web, standing on the illustrations (when a child leaves the circle to stand in the centre, one of his 'neighbours' will have to hold his section of the yarn). The children who are standing on the pictures in the web should then identify the pictures that they are standing on. Then, have the other children stand up, lifting the web above the heads of the children in the centre of the circle. The children in the centre of the circle should quickly change places. Then, the children holding the 'web' should lower the web to approximately waist level. Once again, the children should identify the pictures that they are standing on. Repeat this process, having other children enter the 'Hallowe'en web'. Refer to the 'Activities' section of this program for details of WEBBING.
- \* Play an adaptation of WHAT TIME IS IT, MR. WOLF? Have one child stand facing a wall in the classroom. Group the other children together about 15 feet from IT. IT would be the 'witch' during each round of the activity. Have the children who are grouped together repeat one of the NL terms that you whisper to them. Then, they should take a step forward (towards the witch). The witch should remain silent until he feels that he can capture one of the children. When he feels that he can capture one of the children, he should repeat the word that the children said and immediately turn around and try to tag one of the other children. Repeat this process with the tagged child then becoming the 'witch' for the next round.

## FOLLOW-UP:

Before the lesson begins, prepare an extra set of illustrations. Cut each of the illustrations in the extra set in half. Mix all of the halves together. Then, place the cut-up illustrations on the floor and group the children around them. Say two of the NL terms and touch two children on their shoulders. Those two children must then enter the circle and reproduce the illustrations to represent the words that you said. Be certain that each child knows which word/illustration he is to look for.

The child who succeeds in doing this first is the winner for the round. Continue until all of the pictures have been 'reproduced'.

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**MATERIALS:**

Herman's Head/prepared tape, skein of yarn, Hallowe'en illustrations, an extra set of Hallowe'en illustrations, a pair of scissors

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## INTRODUCTION:

Use the BOX RADIO technique to introduce the new NL patterns to the children. Prepare the audio tape before the lesson begins. Have one of the children 'turn on' the radio. The children should hear the NL patterns many times during the 'radio broadcast'. After the children have heard the radio broadcast, be certain that they 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:

- \* Play CHINESE GET-UP to encourage the children to auditorally discriminate with the new NL patterns. Identify one of the NL patterns at the beginning of each round. Have the children sit on the floor in pairs, back to back with arms interlocked. Say a number of the NL patterns. When the children hear the pattern stand up without undoing their arms. Repeat this process a number of times. You may wish to have the children exchange partners after each round of the activity.
- \* Divide the children into 4 groups. Give each group a round inflated balloon. Say one of the NL patterns. The members in each group must then attempt to keep their balloon in the air. You may wish to draw masking tape circles (or chalk circles) around each group. The players in each group must not go outside their lines. The first group that 'loses its balloon' must then repeat the pattern that you said at the beginning of the round. Repeat this activity until the children in all groups have had a chance to respond.

## FOLLOW-UP:

Prepare a large 'haunted house' on the floor using masking tape. The haunted house should be large enough to hold all of the children. Then, say one of the NL patterns from this lesson. The children should then hop in and out of the 'haunted house'. When you clap your hands, those children caught in the 'haunted house' must repeat the pattern that you said at the beginning of the round. Repeat this process a number of times until many of the children have had a chance to respond.

## MATERIALS:

BOX RADIO/prepared audio tape, four round balloons (inflated), masking tape, tape recorder

INTRODUCTION:

Collect the cut-up illustrations (from Lesson Three) for a review of the NL patterns. Hold up one half of an illustration and call upon a child to find its other half in a pile on the floor. When the child has successfully identified the other half, mount the two halves on the board. Say the NL pattern for the illustration. Repeat this process until all illustrations have been reproduced and the children have heard the NL patterns a number of times.

ACTIVITIES:

- \* Use the large masking tape outline of the 'haunted house' from Lesson Three for an adaptation of ROAD MAZE. Place illustrations from this unit in the 'haunted house'. Then, say one of the NL patterns. The two players must then race their cars around the outline of the haunted house (in opposite directions) avoiding a collision when they meet. The first child to reach the starting point and then to enter the haunted house and to park his car on the illustration of the pattern that you said scores a point. Repeat this process until many of the children have had a chance to play.
- \* Play TIC TAC TOE with the children to encourage individual children to say the NL patterns from this unit. Make a large masking tape outline on the floor. Place an illustration in each section of the outline. Have 3 boys and 3 girls stand ready for the first round of the activity. When you say, "Go", the boys and girls should then rush to the tic tac toe outline. The object is to have a straight run of boys or girls in the outline. Each child should identify the illustration in his section of the outline, even if there is not a straight run of boys or girls (horizontally, vertically, or diagonally). Repeat this process until all children have had a chance to participate.

FOLLOW-UP:

Play BALLOON RELEASE with the children to encourage individual children to say the NL patterns from this unit. When a child catches the balloon, he 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.

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MATERIALS:

Cut-up Halloween illustrations (from Lesson Three), masking tape, Halloween illustrations, a balloon

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## INTRODUCTION:

Before the lesson begins, use a white paraffin candle to illustrate the NL terms introduced in this unit. Prepare the paraffin illustrations on a sheet of white paper (a large sheet of white paper). Mount the sheet of paper on the board and group the children in front of it. Talk to the children about the 'illustrations' that you have made. Sound proud of the quality of the illustrations. Eventually the children should tell you that they can't see the illustrations. Appear alarmed to note that the illustrations cannot be seen. Then, use a thin solution of black tempera paint to 'wash' the white paper. As you 'wash' the white paper with the tempera paint, your illustrations will come through in this 'crayon resist' process. Repeat the NL terms and patterns many times as the illustrations appear.

## ACTIVITIES:

- \* Group the children in a circle. Place two large shoes (with laces) in the centre of the circle. Also, place the illustrations from this unit on the floor face up. Say one of the NL patterns and two children's names. Those two children must then enter the circle, put on the boots (one boot each), tie the laces, and then identify the illustration correctly, all of the children should repeat the pattern that you said at the beginning of the round. This activity can be done in pairs or it can be done in 'team forms'. Repeat until many children have had a chance to participate.
- \* Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue initially. Then, be certain that the children understand the MEANINGS of the patterns in the dialogue. Practice the dialogue in choral, group and individual forms with the children.

## FOLLOW-UP:

Provide each child in the class with a copy of an illustration from this unit. The children should then cut their illustrations into 'jigsaw puzzle' forms. When each child has cut his illustration into a 'jigsaw puzzle', he should place it in an envelope. Then, the children should exchange envelopes. Each child should then attempt to reproduce the original illustration in 'jigsaw puzzle' form. As children complete their jigsaw puzzles, they can exchange envelopes for a repeat process.

## MATERIALS:

A white paraffin candle, a sheet of white paper (e.g., white mural paper), masking tape, a thin solution of black paint, a paintbrush, two large shoes (with laces), Halloween illustrations, a copy of a Halloween illustration for each child, a pair of scissors for each child, an envelope for each child

NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: HOME

GRADE: ONE

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VOCABULARY:

ishkontem	door
wasenikan	windows
namatapi akamik	living room
wisini akamik	dining room
kisisekwe akamik	kitchen
nipe akamik	bedroom

---

PATTERNS:

Wekonen owe?

\_\_\_\_\_ akamik iya.

What is this?

It is \_\_\_\_\_.  
(part of house)

---

DIALOGUE:

T Anti eshi ayat \_\_\_\_\_?  
(child's name)

S \_\_\_\_\_ aya.

T Where is \_\_\_\_\_?  
(child's name)

S He/she is in the \_\_\_\_\_.  
(part of house)

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## INTRODUCTION:

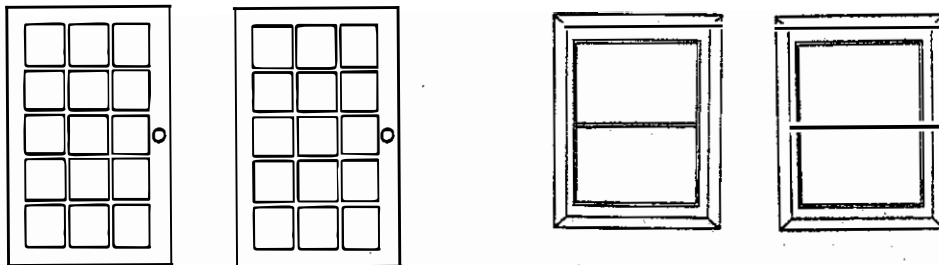
To motivate this first lesson about homes, tell the children the story of the Wolf and the Three Little Pigs. The flannel board can be used to enhance the telling of the story. Prepare flannel cut-outs for the story, prior to the lesson. Paper cut-outs can be used in place of flannel. Attach strips of sandpaper to the backs of the paper cut outs. During the telling of the story, be certain to point out the different parts of each Pig's house. The children can provide the ... "I'll huff and I'll puff and I'll BLOW YOUR HOUSE DOWN."

## ACTIVITIES:

- \* Review the parts of the Pigs' houses, introducing the NL names for the different parts of a house.
- \* Prepare pictures of the different parts of a house (before the lesson). Introduce these pictures to the children, repeating the NL names of the house parts as often as possible.
- \* Make a large masking tape 'blueprint' (outline) of a house on the floor of the classroom. Group the children around the outline. Walk from one area of the house to the other, repeating the NL names for the different parts of the house as you move.
- \* This outline will be used later in the unit.

## FOLLOW-UP:

Provide the children with building blocks, Legos, Lincoln Logs, etc. and have them design and build homes. Circulate among the children as they work, repeating the NL names for the different house parts.



## MATERIALS:

Flannel/paper cut-outs for the characters in 'The Three Little Pigs', Appendix D, pictures of a house, building materials, masking tape

## INTRODUCTION:

Group the children around the 'blueprint' developed for lesson one. Walk from one room to another in the outline, repeating the names for the different rooms as you move through the outline.

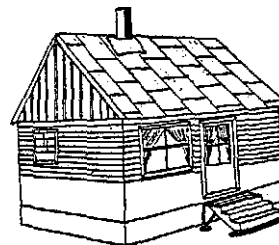
The children should HEAR the NL names for the rooms of the house as often as possible during this review.

## ACTIVITIES:

- \* Have two or three children stand in the 'blueprint' (house outline on the floor). Say the name of one of the rooms in the house. The children should walk to the area of the house that you named. Repeat until all of the children have had a chance to 'visit the blueprint'.
- \* Group the children around the blueprint. Toss a beanbag to a child, saying the name for one of the house's rooms. The child should then toss the beanbag to the area of the house that you named. Repeat until most of the children have played.
- \* With the children grouped around the blueprint, give each child one of the 'house pictures' (showing the different parts of a house). Each child should place his picture in the matching section of the blueprint (one child at a time). The child should name the area of the house after he has placed his picture in the blueprint.

## FOLLOW-UP:

Each child can prepare a 'blueprint' or outline of his house. The children should show the different rooms or areas of their houses. Circulate among the children as they work, encouraging them to name the parts of their houses, using the NL names.



## MATERIALS:

Masking tape outline of a house (from lesson one), a beanbag, pictures of parts of a house, construction paper and pencil for each child



## INTRODUCTION:

Use Herman's Head to introduce the new patterns to the children. When preparing the audio tape for Herman's Head, be certain to repeat the new NL patterns as often as possible.

Be certain that the children understand the meanings of the patterns. It may be necessary to translate the patterns ONCE to be certain that the children understand them.

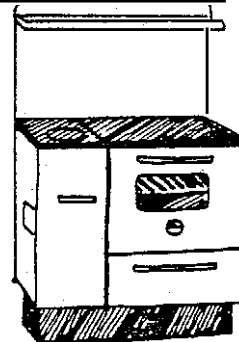
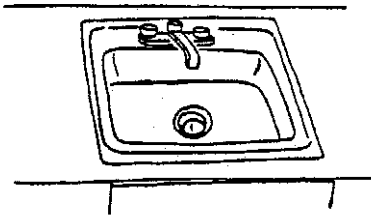
## ACTIVITIES:

- \* Group the children around the blueprint of the house (masking tape outline on the floor). Shine a flashlight on one of the areas of the outline. The children should respond with the correct pattern for the area of the house that is illuminated. It may be necessary for you to model the patterns at first. Eventually the children should be able to respond on their own.
- \* Have the children stand in a circle with their hands behind their backs. Walk around the outside of the circle, placing the 'house areas' pictures in the children's hands. When all of the 'parts of a house' pictures have been distributed, say one of the patterns. The children should then look at their pictures. The child or children who has/have the picture of the house area named in your sentence should repeat the pattern. Collect the pictures, re-distribute them and repeat the process.

## FOLLOW-UP:

Provide the children with old magazines. The children should look through the magazines, cutting-out pictures that depict the different areas of a house. When the children have finished cutting-out the pictures, have them share their pictures with one another. Keep the pictures for use in lesson five.

Repeat the NL patterns as often as possible.



## MATERIALS:

Herman's Head and audio tape, blueprint of house (masking tape outline), pictures of the different parts of a house, old magazines (one per child), scissors for each child

## INTRODUCTION:

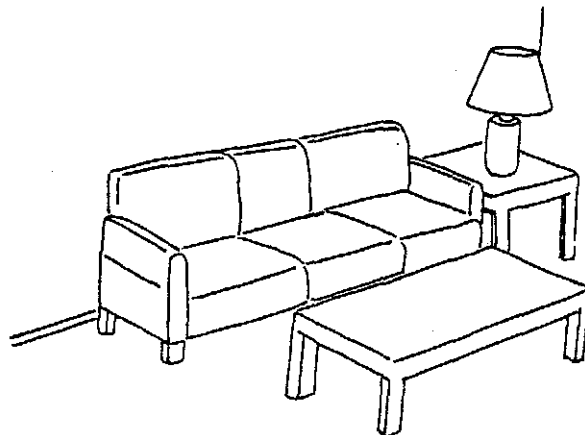
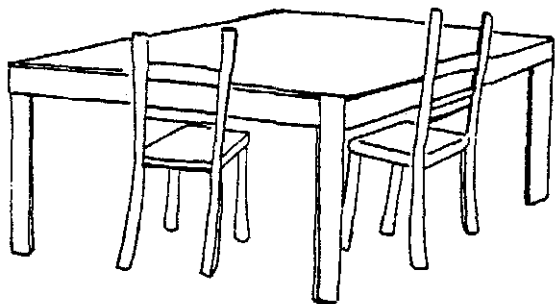
Review the patterns introduced in Lesson three. Use toy furniture to introduce furniture for each room. The children should hear the patterns as often as possible.

## ACTIVITIES:

- \* Group the children around the blueprint of the house (the masking tape outline). Stand in the centre of the outline holding the furniture in your hand. Identify each piece of furniture and have children repeat. Students in turn identify furniture.
- \* Group the children in a circle. Give a beanbag to one of the children for a version of HOT POTATO. The child should pass the beanbag around the circle. The children should pass the beanbag quickly. Before the children begin passing the beanbag around the circle, say one of the NL patterns. When you clap your hands, the children should stop passing the beanbag. The child left holding the beanbag should repeat the pattern you said and then place the beanbag in the appropriate section of the house outline, on the floor.

## FOLLOW-UP:

Practice the fingerplay, 'The Three Little Pigs' with the children. Practice the fingerplay in choral and group forms.



## MATERIALS:

Masking tape, masking tape outline of house (on floor), a beanbag

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**INTRODUCTION:**

Review the Unit's vocabulary and /or patterns using the outline of the house (on the floor). Say two vocabulary terms or patterns and call upon a child to locate the areas of the house you named IN THE SAME ORDER IN WHICH YOU SAID THEM. Later, repeat the process using three terms/patterns.

**ACTIVITIES:****IDEA #1:**

Review the 'parts of the house' cut-outs that the children cut-out of magazines, in lesson three. Place the cut-outs beside the masking tape outline of the house. Divide the children into two teams. Say one of the Unit's patterns and the first player from each team should rush to the pile of pictures. The first player to identify a picture of the house part named in your pattern and to place it in the corresponding location in the masking tape outline, is the winner for that round. Repeat until all players have played.

**IDEA #2:**

Prepare a 'house mural' with the children on a length of butcher paper. The mural can be made with felt pens, crayons, paint, scraps of materials, etc.

**IDEA #3:**

Dramatize the story of The Three Little Pigs with the children.

**FOLLOW-UP:**

Dramatize the story of The Three Little Pigs with the children. Attempt to include the NL vocabulary and patterns, from this Unit, during the dramatization. Prepare simple props and costumes for the dramatization.

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**MATERIALS:**

Masking tape outline of the house, magazine pictures, cut-out in lesson three, materials for preparing a 'house mural', props/costumes (simple) for dramatizing The Three Little Pigs.

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: HOW I CAN HELP

GRADE: ONE

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VOCABULARY:

kisinakane	washing dishes
kisisikinie	washing the floor
kisipikeke	washing clothes
onotaso	setting the table
chipakwe	cooking

---

PATTERNS:

Ni ka wichiwa ni mama \_\_\_\_\_ (chore) \_\_\_\_\_ t.

I will help my mother wash the dishes.  
wash the floors.  
wash clothes.  
set the table.  
cook.

---

DIALOGUE:

T Wekonen nonkom ka totaman?  
\_\_\_\_\_ (chore) \_\_\_\_\_.

S Ki \_\_\_\_\_ nonkom.

T What did you do today?

S I \_\_\_\_\_ (chore) \_\_\_\_\_.

---

## INTRODUCTION:

Before the lesson begins, find a picture (a large picture) that shows someone who needs help doing something. Show this picture to the children and encourage them to talk about its contents. Lead the discussion into 'helping'. Encourage the children to talk about the ways in which they have helped other people.

Discuss 'helping' with Herman. When you prepare the tape for Herman, include the English version of the NL vocabulary terms.

## ACTIVITIES:

- \* Draw or collect pictures that represent the verbs for this unit. Introduce the pictures to the children, saying the NL verbs for them. Mount each picture on the board as it is introduced. The children should HEAR the NL verbs as often as possible.
- \* Point to one of the pictures and have a handpuppet say the NL verb for that picture. Repeat this process until all of the pictures have been identified by the handpuppet.
- \* Prepare a duplicate set of verb pictures (i.e., you should have two of each picture). Mount one set of pictures on the board (they may be already on the board from the activities above). Group the children together. Point to one of the pictures that is on the board and tell the children to watch for that picture as you show them the duplicate set. Show the children the duplicate pictures, naming each picture as it is shown. When you eventually show the matching picture (the picture that matches the one that you pointed to on the board) the children should clap their hands. Repeat this process two of three times. Be certain to name EACH picture as it is shown to the children.

## FOLLOW-UP:

Give each of the duplicate pictures to a child. The children with the pictures should then match their pictures with those that are mounted on the chalkboard.



## MATERIALS:

Verb pictures (for 'How I Can Help'), a large picture that shows someone who needs help, masking tape, a handpuppet, Herman's Head and tape, a taperecorder, a duplicate set of verb pictures

## INTRODUCTION:

Review the vocabulary terms (verbs) introduced in lesson one. Lay the verb pictures on the floor, face-down. Group the children around them. Tell the children that you are looking for \_\_\_\_\_ (one of the verbs). Turn-over one of the pictures and say its name. If it isn't the picture you are looking for, repeat the process with other pictures. When you find the picture you are looking for, say its name and have the children repeat it. Repeat using other verbs.

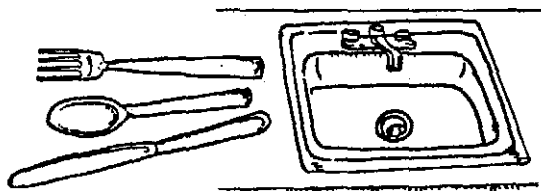
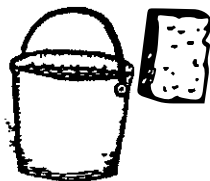
## ACTIVITIES:

With the children sitting in a circle and the pictures in the center of the circle (face-down), play an adapted version of the 'Introduction' activity, above. Say one of the verbs and touch two children on their shoulders. The two children should enter the circle and attempt to find the picture that matches the verb that you said. The first child to find the correct picture AND repeat its name is the winner for the round. You may wish to divide the children into two teams for this activity.

- \* Play HOPSCOTCH with the children. Refer to the 'Activities' section of this program for details about this activity. As a child hops through the sections of the game, he should name the pictures that he sees.
- \* Say one of the verbs and the children should act-out the movements for the verb. Repeat, using all of the verbs.

## FOLLOW-UP:

Group the children in a circle and place the verb pictures in the center of the circle; face up. Give two children balloons (one per child) that have been inflated. Say one of the verbs. The two children should then roll their balloons to the picture of the verb that you said. The first child to do this successfully is the winner for that round. Repeat until all children have rolled the balloons.



## MATERIALS:

Verb pictures, masking tape, two round (inflated) balloons.

## INTRODUCTION:

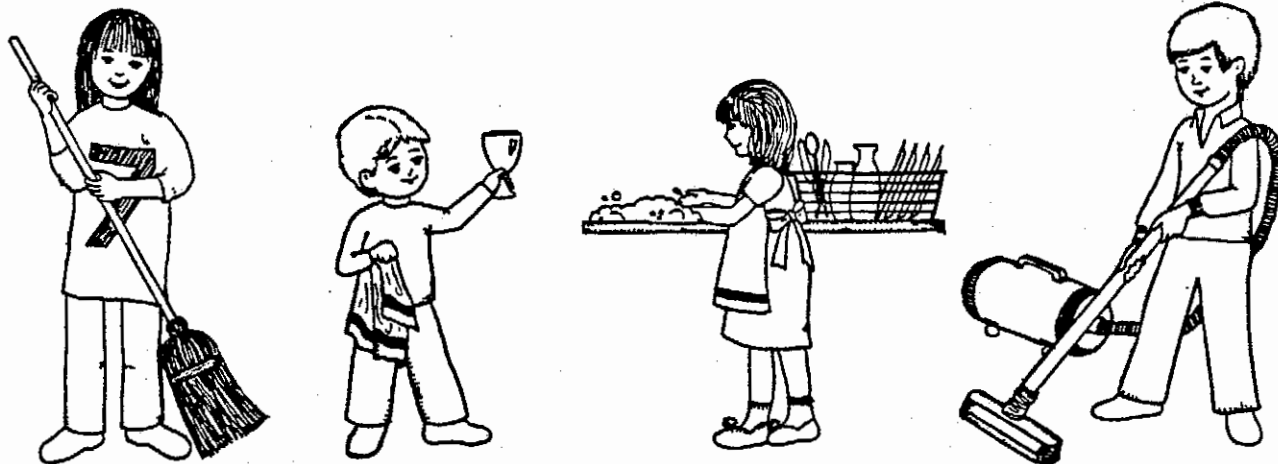
Use the verb pictures to introduce the NL patterns to the children. The children should hear the new patterns two or three times. Be certain that the children understand the patterns. It may be necessary to translate the patterns ONCE to be certain that the children understand them.

## ACTIVITIES:

- \* Have the children sit in a straight line; side-by-side. Sit facing the children, with a small soft ball. Say one of the patterns and roll the ball to a child. The child who receives the ball should repeat the pattern and then return the ball to you. Repeat until all children have had a chance to play.
- \* Divide the children into groups; one group for each NL verb. Say one of the patterns and the children in the correct 'verb' group should respond by standing and repeating the pattern. Later, switch the groups and repeat the activity.

## FOLLOW-UP:

Have each child make an illustration of ways or a way in which he helps someone. Provide the children with pencils, art paper, and crayons. When all of the children have completed their pictures, have each child share his picture with the other children. Display the pictures in the classroom.



## MATERIALS:

Verb pictures, a small soft ball, a pipe cleaner (large), modeling clay portions (one for each verb picture), art paper for each child, pencil and crayons for each child

INTRODUCTION:

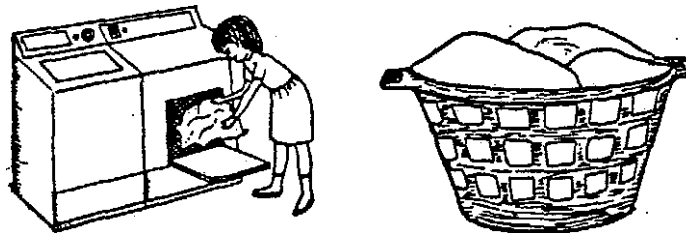
Review the patterns that were introduced in lesson three. Group the children in a circle. Stand in the center of the circle with a beanbag. Say one of the patterns. Toss the beanbag into the air. The children should repeat the pattern AFTER the beanbag has landed on the floor. Repeat this process until all of the new patterns have been said by the children.

ACTIVITIES:

- \* Group the children in a circle. Sit in the center of the circle with a spinner, such a broom or empty bottle. Play SPINNER with the children. Repeat this activity until all of the patterns have been repeated by individuals. Refer to the 'Activities' section of this program for details about this game.
- \* Play BACKWARDS RELAY with the children. Refer to the 'Activities' section of this program for details of the basic activity. Place all of the verb pictures at the front of the classroom. When you say one of the patterns, the players in each team should pass their beanbags over and under to the back; the last player should rush to the front of the classroom, place the beanbag on the correct picture and repeat the pattern. He should then stand at the front of the team. Repeat until all of the players have participated.

FOLLOW-UP:

Dramatize the different verbs/patterns with the children. Have the children stand in small groups around the classroom. Identify a verb for each group. Say one of the patterns and the children in the appropriate group should mime the actions of the pattern's verb. Children in the other groups should remain still. Later, switch the groups and repeat.



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MATERIALS:

2 beanbags, a spinner (e.g. a broom or empty bottle)

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INTRODUCTION:

Review the Unit's vocabulary and patterns. Mount all of the verb pictures on the board. Group the children near them. The children should look carefully at the pictures. Then, have them close their eyes. Remove one of the pictures. The children should then look at the remaining pictures. Call upon an individual to name the picture that is missing. Repeat until all of the pictures have been removed.

ACTIVITIES:

IDEA #1:

Play a version of WHAT TIME IS IT MR. WOLF? Refer to the 'Activities' section of this program for details about this activity. The children can ask the cueing question with each round. The 'wolf' should respond with ANY patterns until he is ready to 'charge'. When he is ready to 'charge', he should say, e.g., "I can eat!" (in the NL) and then attempt to touch one of the children. Repeat a number of times. This activity must be played in a large area.

IDEA #2:

Introduce and practice the dialogue, from below. The children should hear the NL patterns of the dialogue. Then, be certain that they understand the meanings of the patterns in the dialogue. It may be necessary to translate the dialogue ONCE to be certain that the children understand it. Practice the dialogue in choral, group, and individual forms (when individuals are ready).

FOLLOW-UP:

Provide each child with an old magazine (or portion of an old magazine). The children should look through the magazines, identifying pictures that represent things that they can do. They should cut or rip out the pictures. When all of the children have their pictures, they should share them with one another. The pictures can be glued or pasted to a length of butcher paper to produce a 'How I Can Help' mural.

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MATERIALS:

Verb pictures, masking tape, old magazines, scissors, glue/paste, a length of butcher paper

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: HOW THINGS FEEL

GRADE: ONE

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VOCABULARY:

noka, mashkowa  
ankasin, micha  
kasha, asheyo  
nankan, pisikon

soft, hard  
small, big  
sharp, dull  
light, heavy

---

PATTERNS:

\_\_\_\_\_ kawin \_\_\_\_\_ sinon.  
(adjective) (contrasting adjective)

It's \_\_\_\_\_ but not \_\_\_\_\_.  
(adjective) (contrasting adjective)

---

DIALOGUE:

T Keko ni topantan?

S Wekonen?

T \_\_\_\_\_ kawin \_\_\_\_\_ sinon.  
(adjective) (contrasting adjective)

T I see something.

S What?

T It's \_\_\_\_\_ but not \_\_\_\_\_.  
(adjective) (contrasting adjective)

---

**INTRODUCTION:**

Before the lesson begins place a number of 'feely' items in two boots (a pair of boots). Group the children together and dramatize putting the boots on. 'Overdramatize' the surprise you feel when you notice that something is 'in your boot'. Remove the 'feely items' from the boots, presenting them to the children. Introduce the English terms for the different 'feelings' represented by the items in the boots.

**ACTIVITIES:**

- \* Group the children in a circle. Pass one of the 'feely' items around the circle. Repeat the (English) name for the 'feeling' of the item as it circulated around the circle. Continue in this way using the other 'feely items'.
- \* Before the lesson begins prepare a long arm and hand that can be attached to HERMAN'S HEAD. Prepare an audio tape for Herman that repeats the NL vocabulary words a number of times. Have Herman 'feel' each of the 'feely items', naming the 'feeling' of each. When you use Herman's Head and tape, be certain that you have your 'feely items' in the same order as their vocabulary terms are heard on the tape. The children should listen as you conduct your discussion with Herman.
- \* Place a number of soft, hard, rough, etc., items in a container. Group the children together. Reach into the container and 'feel' one of the items. Remove it and name its 'feeling' in the NL. Then place the item on the floor. Remove another item from the container and place that item on the floor (or with the first item if it has the same 'feeling'). Continue in this way until all of the items in the container have been grouped according to their 'feelings'. Encourage the children to assist you in 'classifying' the different items.

**FOLLOW-UP:**

Lay a long length of butcher paper on the floor. Divide the butcher paper into four sections; one section for each of soft, hard, rough, smooth. The children should then circulate in the classroom identifying items that can be glued or pasted to the different sections of the 'feeling mural'. When a child has identified an item, he should then glue or paste it in the appropriate section of the mural. When the 'feeling mural' is complete, it may be displayed in the classroom. This mural will be used later in the Unit. Circulate among the children as they work, repeating the NL vocabulary words as often as possible.

**MATERIALS:**

Feely items, a pair of boots, Herman's Head, audio tape for Herman, a container, length of butcher paper, paste/glue.

## INTRODUCTION:

Review the NL vocabulary terms that were introduced in Lesson 1 using pictures of the 'feely items'. These pictures should depict a variety of different items that represent the different 'feelings' that were introduced previously. Show each picture to the children, naming the 'feeling' of the item (in the NL). Continue in this way until all of the pictures have been presented and the feeling terms reviewed.

## ACTIVITIES:

- \* Group the children in a circle. Have the children hold their hands behind their backs. Walk around the outside of the circle placing all of the 'feeling items' in the children's hands. Ideally each child should have a feely item in his hands. Then, say one of the NL vocabulary words and the children who are holding 'feely items' that match the term you said, should hold their items up and repeat the term. Later have the children exchange 'feely items' by passing the feely items around the circle behind their backs. Repeat this process a number of times.
- \* Have the children sit in a circle. Once again, provide each child with a 'feely item'. The children should pass the feely items around the circle as quickly as possible (in a clockwise direction). When you clap your hands, the children should stop passing the items around the circle. Say one of the NL vocabulary words and the children holding the corresponding 'feely items' should respond by holding their items up and repeating the vocabulary word. Repeat this process a number of times.
- \* Play UNDER THE BRIDGE with the children to encourage individuals to identify the 'feelings' of specific items. When a child is 'trapped' on the bridge, he must identify the 'feeling' of an item that you show him. Allow the child to feel the item before he responds. Refer to the 'Activities' section of this program for details of UNDER THE BRIDGE!

## FOLLOW-UP:

Divide the children into two teams. Place a sample of each 'feely item' in two bags. Give one bag to each team. Say one of the NL vocabulary words and the first player from each team should reach into his bag (without looking in the bag) and remove one of the feely items that matches the word that you said. The first player to do this successfully scores a point for his team. Repeat this process until all of the players in each team have had a chance to play.

## MATERIALS:

Pictures of 'feely items', two bags (non-seethrough), a variety of different 'feely items'.

## INTRODUCTION:

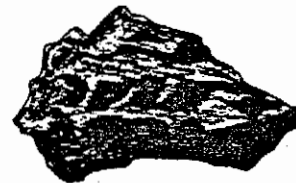
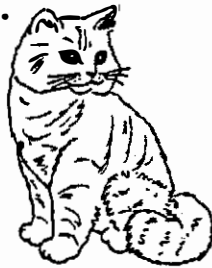
Use the COLOUR CODING TECHNIQUE to introduced the point of departure and substitutions to the children. Mount one colour for the point of departure on the board, leaving space(s) for the substitution(s). Use small cut-outs to represent the vocabulary terms (the substitutions). The children should HEAR 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:

- \* Place one of the substitution (small coloured card) in the colour-coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process until the remaining 'substitutions' have been used with the point of departure.
- \* Repeat the above activity, without providing the auditory models to the children.
- \* Prior to the lesson, write a number on the back of each 'feeling picture' (used previously). Prepare matching numeral cards. Give each of the numeral cards to the children, one per child. When a child receives his number card, he should look at the numeral. Call upon a child to say his number (in the NL). When a child says his number, find a picture with that number and show it to the child. The child should then say the pattern for the picture. Repeat until all children have played. You may wish to have all children say the patterns initially. Repeat a number of times.

## FOLLOW-UP:

Give each of the feely items to the children; one per child (not all children need to have a feely item for each round of this activity). Group the children in a circle. Stand in the centre of the circle with a broom to play BROOM DROP.



## MATERIALS:

Coloured strips of paper for COLOUR CODING TECHNIQUE, masking tape, feeling pictures, numeral cards (that match the feeling pictures), feely items, a broom.

## INTRODUCTION:

Review the NL patterns that were introduced in Lesson 3 using the 'feely items' from the kit. Place the feely items in the container. Group the children together in front of you. Remove one of the feely items from the container, saying its NL pattern. Repeat this process until all of the feely items have been presented and each of the NL patterns been Heard by the children.

## ACTIVITIES:

- \* Lay the feely items on the floor at one end of the classroom. Divide the children into two teams at the other end of the classroom. Give the first player in each team a flashlight. Darken the room. Say one of the NL patterns and the players should rush to the feely item with their flashlights ON. The children should use their flashlights to locate the feely item named in your pattern. The first child to correctly identify the feely item and to repeat the NL pattern scores a point for his team. Continue in this way until all players have participated.
- \* Play BALLOON VOLLEYBALL with the children to encourage them to say the NL patterns. At the beginning of each round say one of the NL patterns. Pass the ball to a team and the team members (both sets of team members) should bounce the ball back and forth until one of the teams loses the ball. At that time, the team that 'loses' the ball should repeat the pattern that you said at the beginning of the round. Repeat a number of times. Refer to the 'Activities' section of this program for details of BALLOON VOLLEYBALL.

## FOLLOW-UP:

Group the children in a circle. Lay the 'feeling' illustrations in the centre of the circle (face up). hold an inflated balloon in the centre of the circle. Call a child's name. That child should enter the circle and stand beside the illustrations. Toss the balloon in the air and at the same time say one of the NL patterns. The child in the centre of the circle must then find the picture that matches the pattern that you said BEFORE the balloon hits the floor. Repeat this process until many of the children have had a chance to participate.

Conduct a LIPREADING activity using this Unit's NL patterns. The children should watch your lips carefully and then tell you the NL pattern that you 'lipped'. Repeat until all of the NL patterns have been used.

## MATERIALS:

Feely items, 2 flashlights, a round inflated balloon, 'feelings' illustrations

## INTRODUCTION:

Group the children in a circle. Place the 'feely items' in the centre of the circle. Blindfold each child. Call a child's name and say one of the NL patterns/terms that was introduced and developed in this Unit. That child should then enter the circle and 'feel' for the item that you named. Repeat this process until most of the children have had a chance to respond. Note any difficulties that children have in responding. It may be necessary to review the meanings of some of the terms/patterns.

## ACTIVITIES:

- \* Play MOUSE CATCH with the children using the illustrations of the 'feely items' or the actual 'feely items' themselves. When a child has placed the 'mouse' on the correct picture/item, he should repeat the term/pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of MOUSE CATCH.
- \* Conduct a MARBLE RACE with the children using the pictures or feely items from this Unit. The first child to reach the correct picture/item with his marble scores a point for his team. The children should repeat the terms/patterns that you say at the beginning of each round. Refer to the 'Activities' section of this program for details of MARBLE RACE.
- \* Introduce the NL 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:

Group the children into two teams at one end of the room. Place the 'feely items' at the other end of the room. Place a large pair of boots or shoes between the 'feely items' and the children (the boots/shoes should have laces). Play a SHOE TIE with the children. The first player to successfully put on and tie the shoe and to locate the correct feely item (based on the term/pattern that you said at the beginning of the round) scores a point for his team. Continue until all players have participated.



## MATERIALS:

Feely items, a blindfold for each child, a length of yarn with a beanbag attached to one end, 2 marbles, a large pair of boots or shoes (with laces).

NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: LOCAL TRANSPORTATION

GRADE: ONE

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VOCABULARY:

chiman	boat
wasikantapan	car
ka kishipak wasikantapan	truck
titipepishkikan	bicycle
ni papa	father
ni mama	mother
nisheme	younger sibling
atawi	bought
n' tayasin	don't have
n' tayan win	but I have

---

PATTERNS:

Ni \_\_\_\_\_ (relative) \_\_\_\_\_ ki atawi \_\_\_\_\_ (transportation) \_\_\_\_\_.

My relative bought a \_\_\_\_\_ (transportation) \_\_\_\_\_.

---

DIALOGUE:

T Kitayan na kin \_\_\_\_\_?

S Kawin, n' tayasin \_\_\_\_\_ n' tayawa tash  
win titipepishkikan.

T. Do you have \_\_\_\_\_?

S No, I don't have a \_\_\_\_\_ but I have a  
bicycle.

---



INTRODUCTION:

Before the lesson begins, illustrate a snow machine on a white sheet of paper using a white paraffin candle. Mount the white sheet of paper on the board and group the children in front of it. Tell the children that the picture they are looking at illustrates your favourite form of travel. Continue in this way until the children point out to you that they cannot see the picture. Appear alarmed to note that the picture, in fact, cannot be seen on the white paper. Then, use a thin solution of black paint to 'wash' the illustration. This 'crayon resist' process will reveal the paraffin illustrated snow machine as the paint is washed over it. Have the children suggest other forms of local transportation. Use the paraffin candle to illustrate them on the white paper and then wash them with the same thin solution of black paint. Continue in this way until the children have suggested most or all of the local forms of transportation.

ACTIVITIES:

- \* Use prepared illustrations to introduce the new NL terms to the children. Present each illustration to the children, saying its NL name. Be certain that the children understand the MEANINGS of the NL terms as you say them.
- \* Mount the pictures on the walls around the classroom. Group the children in the centre of the room and darken the room. Use the light of a flashlight to illuminate the pictures depicting the different forms of local transportation. Say the NL term for each picture as it is illuminated. Continue in this way until the children have HEARD the NL terms a number of times.
- \* Develop appropriate 'body movements' for each of the forms of local transportation introduced in this lesson. Then, stand the transportation illustrations in the chalkboard ledge. Point to one of the illustrations and say its NL term. The children should respond by performing the appropriate body movement. Repeat this process until the children have heard the NL terms a number of times and until they have performed the body motions.

FOLLOW-UP:

Provide each child with a portion of modelling clay. Each child should then use his modelling clay to form a representation of a local form of transportation. Circulate among the children as they work, repeating the NL terms as often as possible. Before the lesson begins you may wish to prepare a 10 minute tape that contains the NL terms repeated over and over. Play this tape while the children work on their modelling clay figures. This 'language exposure' provides the children with an opportunity to internalize the NL terms.

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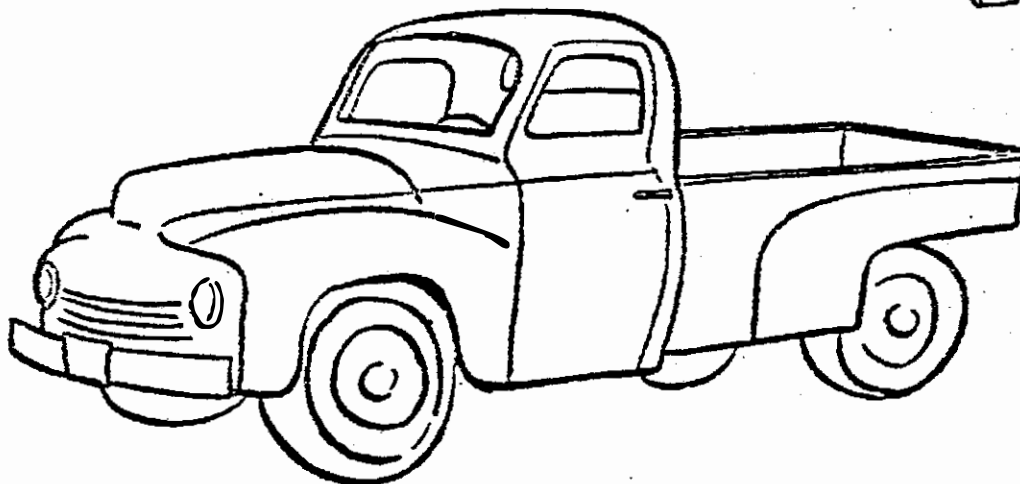
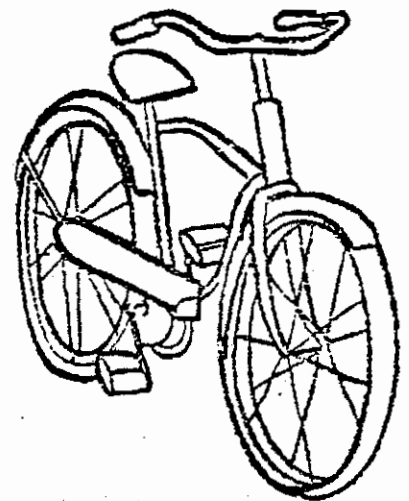
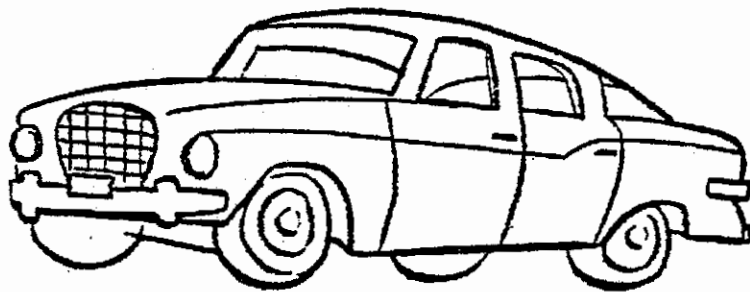
Read the children the poem Different Bicycles from Appendix E at the back of this program.

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**MATERIALS:**

White paraffin candle, white sheet of paper, thin mixture of black tempera paint, paintbrush, local transportation illustrations, masking tape, a flashlight, modelling clay for each child

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INTRODUCTION:

Before the lesson begins, prepare an extra set of the transportation illustrations. Cut each of the illustrations in the extra set in half. Mix the halves. Then, mount one of the halves on the chalkboard. Group the children in front of the board. Attempt to locate the other 'half' of the illustration. Repeat the NL term for the picture that you are trying to reproduce. Continue in this way until all of the illustrations have been 'reproduced' and until the children have heard the NL terms repeated a number of times.

ACTIVITIES:

- \* Play an adaptation of LOCOMOTIVE with the children to encourage them to auditorally discriminate the different NL terms. For example, when the children hear a specific term they should hop forward. However, when they hear another term (that you have identified) they should step to the right. You may wish to use only two words for each round of this activity. In this case, the children would be auditorally discriminating two words. Depending upon the readiness of your children, you may wish to add a third word, in which case the children would step to the left when they hear the third word. Refer to the 'Activities' section of this program for details of LOCOMOTIVE.
- \* Play ROAD MAZE with the children to encourage them to identify the illustrations for the different local transportation forms and to repeat the NL terms introduced in this unit. You may wish to use two 'road mazes' for a team approach to this activity. Refer to the 'Activities' section of this program for details of ROAD MAZE.

FOLLOW-UP:

Give each of the picture halves (from the INTRODUCTION section above) to the children. When you say, "Go," the children should then attempt to match themselves together to reproduce the illustrations. When the children have succeeded in matching themselves together, point to each pair of children and the children in each pair should say the NL term for its transportation form. Later, have the children exchange cards and repeat this process.

---

MATERIALS:

An extra set of transportation illustrations, a pair of scissors, masking tape, two toy cars

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INTRODUCTION:

Use Herman's Head to introduce the new NL patterns to the children. Prepare Herman's tape prior to the lesson and be certain to repeat the NL patterns on the tape as often as possible. 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 be certain that the children understand them.

ACTIVITIES:

- \* Play WILD CAR with the children to encourage individuals to say the NL patterns from this lesson. At this stage it may be necessary to model the patterns for the children (i.e., to say a pattern before a child repeats it). Repeat this activity until many of the children have had a chance to respond.
- \* Play REFLECTION to encourage individual children to say the NL patterns. When a child sees an illustration (over his shoulder) using the mirror, he should say the NL pattern for that illustration. If this is too difficult, have the child say the NL term and then say the NL pattern for that term. After this, all of the children should repeat the NL pattern. Refer to the 'Activities' section of this program for details of REFLECTION.

FOLLOW-UP:

Cut out the shapes of the different local forms of transportation and tape them to a sheet. Have two children hold the sheet vertically so that the cut-outs are on the 'other side' of the children. Place an overhead projector behind the sheet and turn it on. Point to one of the 'silhouettes' and the children should say the NL pattern for that form of transportation. Repeat this process until the children are able to say the NL patterns well.

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MATERIALS:

Herman's Head, audio tape for Herman's Head, tape recorder, a small wind-up car, a small unbreakable mirror, local transportation illustrations, masking tape, cut-out shapes of local transportation, a sheet, an overhead projector

---

INTRODUCTION:

Mount the local transportation illustrations on the board and group the children in front of the board. Blindfold yourself. Then, say one of the NL patterns or terms from this unit. Tell the children that you are going to try to touch the illustration that represents the term/pattern that you said. When you touch the correct illustration or the term/pattern that you said, the children should clap their hands. Repeat this process using the other terms/patterns from this unit.

ACTIVITIES:

- \* Mount the cut-outs of the local transportation forms (from Lesson Three) on the board and cover them with a sheet of mural paper. Group the children in front of the mural paper. Use a black crayon to create RUBBINGS of the different transportation cut-outs. When a transportation cut-out is revealed, the children should say the NL pattern for it. Once again, it may be necessary to model the patterns for the children for each response.
- \* Divide the children into four teams for a game of BALLOON BALL. Say one of the NL patterns and then provide each team with an inflated balloon. The members of each team should attempt to keep their balloon in the air. You may wish to draw masking tape circles around each of the teams. The children should not leave their designated areas. When a team loses its ball (i.e., it hits the floor) the children in that team should then repeat the NL pattern that you said at the beginning of the round. Repeat this process until the children in each team have responded at least once.

FOLLOW-UP:

Play HOP ACROSS with the children to encourage them to repeat the NL patterns from this unit. Those children who were knocked off balance during the game should say the NL pattern for an illustration that you show them. Refer to the 'Activities' section of this program for details of HOP ACROSS.

---

MATERIALS:

Local transportation illustrations, a blindfold, masking tape, cut-outs of local transportation forms (from Lesson Three), a sheet of mural paper, a black crayon, four round inflated balloons

---

INTRODUCTION:

Group the children in a circle. Give each of the illustrations from this unit to the children. The children should pass the illustrations around the circle in a clockwise direction until you clap your hands. When you clap your hands, say one of the NL terms/patterns from this unit. The child who is holding the corresponding picture must step forward and show it to the other children. Repeat this process a number of times until the children have heard all of the NL terms and patterns from this unit.

ACTIVITIES:

- \* Play CHANGE with the children using the NL patterns from this unit. When the children hear the pattern that you identified at the beginning of the round, they should exchange partners. Refer to the 'Activities' section of this program for details of CHANGE.
- \* Group the children together on the floor and darken the room. Use the light of a flashlight to 'illustrate' one of the local forms of transportation. The children should watch as you 'illustrate' the transportation form with the light of the flashlight. When you have 'completed the illustration,' call upon an individual child to say the term/pattern for the transportation form that you 'illustrated.' Repeat this process until all of the terms/patterns have been reviewed with the children.
- \* Introduce the NL dialogue to the children. The children should hear an uninterrupted version of the dialogue initially. You may wish to use two hand puppets for this introduction of the dialogue. 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:

Play UMBRELLA SPIN with the children to encourage them to say the NL terms/patterns from this unit. When the umbrella stops, the children should say the term/pattern for the illustration that it is in the top section of the umbrellas. Refer to the 'Activities' section of this program for details of the activity UMBRELLA SPIN.

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MATERIALS:

Local transportation illustrations, a flashlight, an umbrella, masking tape

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: LOCATIONAL WORDS

GRADE: ONE

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VOCABULARY:

pinchiwe, sintawe	inside, between
okichiye, anamink	top, bottom
pimichiwe	beside
kocki	somewhere
anti eyan	where are you
Oma n'taya	I am over here!
nikas	I'm hiding.

---

PATTERNS:

Nikas kochi \_\_\_\_\_ (location) \_\_\_\_\_.

I'm going to hide somewhere in \_\_\_\_\_ (location) \_\_\_\_\_.

---

DIALOGUE:

Herman, anti eyan?

\_\_\_\_\_ kochi n'taya.

T Herman, where are you?

S I am \_\_\_\_\_ somewhere.

---



## INTRODUCTION:

Collect a pair of gloves or mitts before the Lesson begins. Hide one glove/mitt in a specific location. Place the other glove/mitt in one of your pockets. Talk to the children as you remove the glove/mitt from your pocket and put it on. Continue talking as you become 'desperate' over finding the other 'glove/mitt'. Eventually encourage the children to suggest 'locations' where the glove/mitt might be. Eventually "FIND" the glove/mitt and identify its location.

## ACTIVITIES:

- \* Use HERMAN'S HEAD to review the different locations that are to be introduced in this Unit. Use a prepared audio tape for the discussion with Herman. The audio tape should contain the (English) locational terms repeated a number of times. For this 'discussion' with Herman, you will need a cardboard box. It is necessary that you pretend to have lost an article of importance. Herman should suggest the locations (in relation to the box) where you might look for the last item.
- \* Use the cardboard box (from the previous activity) to introduce the NL locational terms. You may wish to use two cardboard boxes or two other items to introduce 'between' (in NL) to the children.
- \* Walk around the classroom pointing out articles that are in locations represented by the locational words introduced in this Lesson. This should include items in desks, on desks, beside desks or children, between desks, etc. The children should hear the NL locational terms many times during this process.
- \* Place an overhead projector on the floor facing a blank wall. Place a square cut-out of paper on the overhead projector screen. Then place a small cube on the overhead projector screen in a location in relation to the box on the screen. Be certain to identify the 'top' and 'bottom' of the 'box' on the overhead projectors screen. Move the small cube around on the projectors screen, repeating the NL names for the different locations in which you place it.
- \* Make a large masking tape box on a wall in a classroom. Group the children near it. Stand behind the children with a flashlight. Shine the light of the flashlight on the wall in a location in relation to the masking tape box. Say the NL name for the location of the light. Repeat until all NL locational terms have been heard many times by the children.

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THEME:            LOCATIONAL WORDS (Cont'd)

GRADE 1

LESSON 1

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FOLLOW-UP:

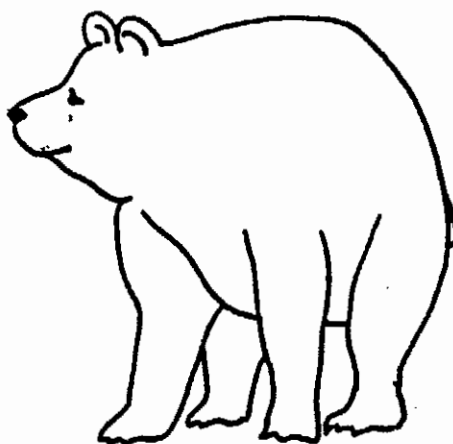
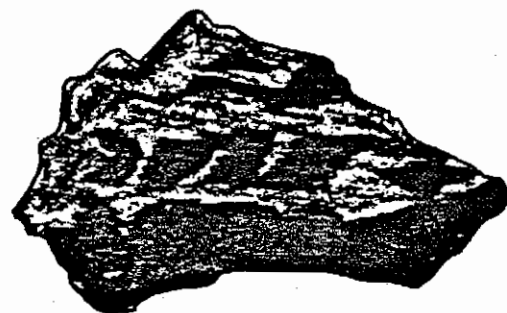
Develop appropriate 'body language' responses (actions) for the different NL locational words. e.g., 'placing one hand inside the other' may be used for (in the NL) 'inside'. Say the NL locational words and the children should perform the appropriate actions.

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MATERIALS:

Herman's Head, audio tape for Herman's Head, cardboard box, masking tape, flashlight, overhead projector, square of construction paper, small cube, tape recorder, a pair of gloves/mitts.

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**INTRODUCTION:**

Use the large masking tape square (on the wall) from Lesson 1 and the flashlight to review the different NL locational words that were introduced previously. The children should hear the NL locational terms many times during this review process. Once again, be certain that the children understand the meanings of the words. Place two cardboard boxes side by side (approx. 6 inches apart). Tell the children that you must hide an item that you have in your hand. Dramatize placing the item in various locations in relations to the boxes. Repeat the NL locational terms as often as possible during this process. Be 'melodramatic' during this process to add 'spice' to the review of the locational terms.

**ACTIVITIES:**

- \* Place a large sheet on the floor. Use the sheet to review the NL terms. When you say one of the locational words, the children should place themselves in the corresponding location in relation to the sheet. For example, when you say, "Under" (in the NL), the children should go 'under' the sheet. Repeat a number of times.
- \* Provide each child with two long pipe cleaners. The children should shape their pipecleaners into circles or squares. Each child should lay his two circles or squares. Each child should place their cubes in the correct location in relation to the pipe cleaner shapes. Repeat this process until all of the locational terms have been reviewed.
- \* Place a box on the floor and group the children around it in a circle. Place a cube or other small item on the box. Play SPINNER with the children to encourage individual responses of the NL locational words. When the spinner stops, the child at whom it is pointing must place the cube in the correct location according to the locational word that you said at the beginning of the round. Repeat a number of times. Refer to the 'Activities' of this program for details of SPINNER.

**FOLLOW-UP:**

Place two cut-outs of 'rocks' on the board, approx. 6 inches apart. Then use a cut-out of a bear to encourage the children to say the locational terms. Place the bear on the board (or hold the bear against the board) in a location in relation to one or both of the rocks. The children should name the location in which you have placed the bear.

**MATERIALS:**

Flashlight, 2 cardboard boxes, a marker, a sheet, a spinner, 2 cut-outs of rocks, 2 pipe cleaners per child, a marker for each child, a cut-out of a bear.

## INTRODUCTION:

Use two cardboard boxes and a cube to introduce the new NL patterns to the children. It is important that the children hear the patterns without interruption initially. Then review the patterns with the children, being 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:

- \* Introduce illustrations that represent the different locations introduced and developed in this Unit. Repeat the NL pattern for each of the illustrations as it is presented.
- \* Play RUN ABOUT with the children using the locational illustration from the previous activities. Place illustrations on the floor and group them in a circle. When you touch two of the children on their shoulders and say one of the locational patterns the children should then race around the circle in opposite directions and re-enter the circle to locate the correct picture. Refer to the 'Activities' section of this program for details of RUN ABOUT.
- \* Play a version of WHAT TIME IS IS, MR. WOLF? As the children approach the 'wolf' they should ask (in the NL), "Where is it?" The child who is the 'wolf' should respond with locational patterns (from this lesson) until he feels he can 'capture' one of the other children. Repeat a number of times. Refer to the 'Activities' section of this program for details of WHAT TIME IS IT, MR. WOLF?
- \* Group the children together sitting on the floor. Behind a desk or other appropriate shield place a cube in a location in relation to one of the cardboard boxes used earlier in this Unit. Call upon a child to guess the location of the cube using one of the NL locational patterns. Continue in this way until a child guesses the location correctly. Then that child should be IT for the next round of the game. Repeat a number of times.

## FOLLOW-UP:

Play UNDER THE BRIDGE with the children to encourage individual children to repeat the NL patterns from this Lesson. When a child is 'trapped' on the bridge, he should repeat the pattern that you said at the beginning of the round. Repeat until many children have had a chance to respond.

## MATERIALS:

2 cardboard boxes, a cube, locations illustrations

INTRODUCTION:

Tape a cut-out such as the following to a sheet.

Have two children hold up the sheet so that the taped shape is at the back of the sheet (not facing the children). Place an overhead projector behind the sheet and turn it on. The children should see the silhouette of the shape. Stand behind the sheet and hold a cut-out figure or object in a location in relation to the taped square. Say the locational word for the location of the item. Continue in this way until the children have heard all of the locational terms/patterns a number of times.

ACTIVITIES:

- \* Use the sheet and taped outline from the previous activity to encourage individual children to respond to the NL patterns that were introduced in Lesson 3. Have a child (or children) stand behind the sheet. When you say one of the NL patterns the child or children should place the item(s) in the correct location. Repeat until many children have participated. You may wish to have the children who are the 'observers' repeat each pattern after you.
- \* Use the locational illustrations and an umbrella to encourage the children to say the NL patterns from this Unit. When the umbrella stops, the children should say the pattern for the illustration that is in the 'top' section of the umbrella. Refer to the 'Activities' section of this program for details of UMBRELLA SPIN.
- \* Place the locational illustrations on the floor at one end of the room. Divide the children into two teams and group them at the other end of the room. Give the first player in each team a small soft ball. Play KNOCK KNEES with the children. The first child to successfully identify the locational picture that matches the pattern that you said scores a point for the round. When a child identifies the correct picture, he must repeat the pattern that you said. Refer to the 'Activities' section of this program for details of KNOCK KNEES.

FOLLOW-UP:

Group the children together. Stand in front of the children with an inflated balloon (a round balloon). Say one of the NL patterns and then toss the balloon into the air. The children should remain absolutely silent until the balloon hits the floor. When the ball hits the floor, the children should repeat the pattern that you said. This activity is good for developing the children's 'auditory memory' skills. Repeat this process a number of times.

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MATERIALS:

A cut-out of a boxshape, a sheet, overhead projector, an umbrella, a balloon

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## INTRODUCTION:

Use the locational pictures from this Unit to review the NL vocabulary words and patterns that have been introduced and developed previously in the Unit. Show each of the illustrations to the children, saying its appropriate NL vocabulary word and corresponding pattern. Continue in this way until the children have HEARD all the NL words and patterns a number of times.

## ACTIVITIES:

- \* Divide the children into two teams. Place two large towels on the floor. Have the first player from each team stand close to a towel. Say one of the NL terms/patterns and the two players should place themselves in the corresponding locations in relation to the towels. The first player to do this successfully scores a point for his team. Continue in this way until all of the players have had a chance to participate. You may wish to have the children repeat the terms/patterns after you.
- \* Play DODGE BALL with the children to encourage them to say the terms/patterns from this Unit. Refer to the 'Activities' section of this program for details of DODGE BALL.
- \* Introduce the NL dialogue to the children. Initially the children should hear an uninterrupted version of the dialogue. Then review the dialogue being 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:

Play CROSS OVER with the children using the NL locational terms and patterns. Be certain that children in both teams have matching locational illustrations. It may be necessary for you to make extra copies of the locational illustrations. One child should be between the two teams as IT. When you say one of the NL locational terms or patterns the children holding the corresponding illustrations should exchange places. IT should try to reach one of the vacated spaces before another player reaches it first. Repeat this game a number of times. Refer to the 'Activities' section of this program for details of CROSS OVER.

## MATERIALS:

Locational pictures (2 sets), a large soft ball, 2 large towels.

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: NUMBERS 1 - 10

GRADE: ONE

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VOCABULARY:

peshik	one
nish	two
niswi	three
niwin	four
nanan	five
kotosi	six
nishoswi	seven
nishoswi	eight
shankasi	nine
mitaswi	ten

---

PATTERNS:

Ashke ni kash kiton chi ankitosowan.

\_\_\_\_\_.  
(number)

See I can count.

---

DIALOGUE:

Teach the following chant.

Peshik, ninsh, niswi, niwin, nanan	<u>One, Two, Three, Four, Five</u>
Kinko ompimpiso	The fish is coming up
Kotoswi, nishoswi, nishoshswi, shankasi,	Six, seven, eight, nine,
mitaswi.	ten,
Kihtom apin kosapi.	He's going down again.

---



INTRODUCTION:

Place ten objects in a container. Tell the children that you found the container. Shake the container. Appear surprised to discover that there are objects inside. Dramatize the removal of the objects from the container. Count the objects as you remove them (in English).

Review the number of items in the container, having the children count them with you.

ACTIVITIES:

- \* Use Herman's Head to introduce the NL numbers to the children. When you prepare the tape for Herman, be certain to repeat the names of the numbers many times.
- \* Circulate among the children, counting the buttons on their shirts, their shoes, designs on their clothing, etc. The children should hear the NL number many times during this activity.
- \* Use a handpuppet to re-count the objects from the 'Introduction' section of this lesson. The handpuppet should count the objects, using the NL numbers.
- \* Prior to the lesson, prepare a box of tissues for this lesson. Be certain that there are ONLY TEN tissues left in the box (remove the others). Present the box to the children. Tell them that you aren't certain how many tissues are left. Pull one tissue out and say the NL term for 'one'. Appear surprised that there is another tissue sticking out of the box. Remove it and say the NL term for 'two'. Repeat this process until all of the tissues have been removed.

FOLLOW-UP:

Teach the rhyme song, 'Peyshik, Nish, Nishwe' with the children. Be certain that the children understand the meaning of the song.

Have the children prepare 'number/object' cards. Say a number to each child (between one and ten) and the child should glue/paste that many items (any appropriate 'gluable' items) to a sheet of construction paper; e.g., popsicle sticks, circles of paper, etc. Collect these as they will be used later in the Unit.

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MATERIALS:

Ten objects and a container, Herman's Head and tape, taperecorder, a handpuppet, a box of tissues that contains TEN tissues, a sheet of construction paper for each child, counters for each child, glue or paste for each child

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INTRODUCTION:

Review the NL numbers introduced in lesson one. Tell the children that you want to be certain that all of the objects that you showed them 'yesterday' are still there. Re-count the objects, appearing concerned that ONE IS MISSING (place one of the objects in another location). Eventually, find the missing object and re-count the objects again to be certain there are ten of them.

ACTIVITIES:

- \* Use TISSUE DROP to encourage the children to recognize the NL numbers when they hear them. When a child hears the number that you gave him, he should rush into the circle and catch the tissue before it hits the floor. Repeat this game until all of the children have had a chance to play.
- \* Give each child ten counters. Say one of the NL numbers (1 to 10) and the children should place that many counters on the floor in front of themselves. When all of the children have their counters in place, have them say the NL number that matches the number of counters they displayed.
- \* Spread the 'counter pictures' from lesson one, on the floor. Group the children around them. Play RUNABOUT using the 'counter pictures'. The first child to successfully identify the correct counter picture and to say its NL name is the winner for the round. Repeat a number of times.

FOLLOW-UP:

Give each child a pencil and a sheet of light-coloured construction paper. The children should trace their fingers; i.e., the fingers of both of their hands. Circulate among the children as they work, repeating the NL names for the number of fingers that are drawn (1-10).

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MATERIALS:

Objects (for counting) from lesson one, a tissue, 10 counters for each child, counter pictures (from lesson one), a pencil for each child, a sheet of light-coloured construction paper for each child.

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INTRODUCTION:

Review the NL numbers with the children. Before the lesson begins, place ten 'teeth' inside Herman's Head (cut the teeth from white paper). Prepare a tape for Herman that indicates that he has a toothache. Pull Herman's teeth for him, counting the teeth as they are pulled. The children should HEAR the NL numbers many times during this review.

ACTIVITIES:

- \* Use Herman's teeth to introduce the new NL patterns to the children. Mount the teeth on the chalkboard and say the patterns, according to the number of teeth that you put up. Be certain that the children understand the meanings of the patterns. It may be necessary to translate the patterns ONCE to be certain that the children understand them.
- \* Have the children sit in a circle. Have them listen to the sentence pattern, "How many teeth does Herman have?" Be certain that the children understand the meaning of the pattern.
- \* Play SPINNER with the children. When the spinner stops, the child it is pointing at should repeat the pattern that you said. Refer to the 'Activities' section of this program for details about this activity.
- \* Shine the O/H projector on the screen or wall. Group the children by the projector. Place a number of objects on the projector (between 1 and 10). The children should look at the number of objects on the screen/board and say the pattern for that number. It may be necessary to model the patterns for the children at first. Eventually the children should be able to say the patterns on their own.

FOLLOW-UP:

Recite the chant, 'The Numbers' with the children.

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MATERIALS:

Ten 'teeth' (cut from white paper) for Herman's Head, Herman's Head and tape, taperecorder, masking tape, O/H Projector, counters, a spinner

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INTRODUCTION:

Review the NL vocabulary and patterns with the children. Just before the lesson begins, attach ten sections of rolled masking tape to your clothes. Appear concerned to find one of the little rolls. Then, appear even more concerned to find the others. Count the rolls of masking tape, using the NL numbers. The children should HEAR the NL numbers a number of times for this review. Also, say the NL patterns for the numbers.

ACTIVITIES:

- \* Darken the room (if possible). Flash the light of a flashlight on the wall a number of times (any number between 1 and 10). The children should count the number of light flashes that they see and they should say the NL pattern for the number of light flashes. Repeat.
- \* Have the children close their eyes. Tap an object on a desk or table a number of times (any number between 1 and 10). The children should listen to the taps and then say the NL pattern for the number of taps. Repeat.
- \* Mount the 'counter pictures,' from lesson one, on the chalkboard. Group the children near them. Point to one of the pictures and the children should say the NL pattern for the number of objects in the picture.

FOLLOW-UP:

Recite the chant, 'The Numbers' with the children.

1 2 3 4  
5 6 7 8  
9 10

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MATERIALS:

Ten little rolled sections of masking tape, a flashlight, a hard object for tapping, counter pictures (from lesson one)

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## INTRODUCTION:

Review the NL numbers and their patterns with the children. Play CHANGE using the numbers and/or patterns. When the children hear the number/pattern that you have identified for a round, they should drop arms and find new partners. Play the game a number of times.

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

## ACTIVITIES:

## IDEA #1:

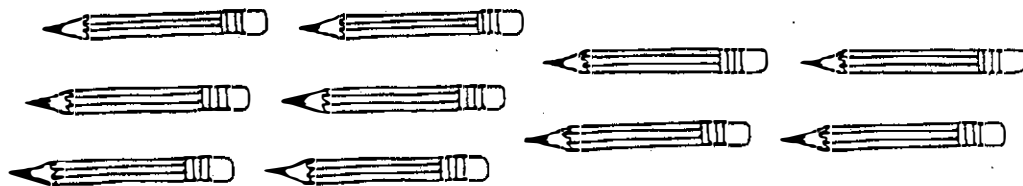
Place a die on the floor and group the children around it. Say a child's name. That child should enter the circle and toss the die. When the die stops moving, the child should look at the number of dots that are face-up. He should then say the NL pattern for that number. Repeat until all of the children have had a chance to 'toss the die.'

## IDEA #2:

Prepare pairs of number-picture cards; i.e., 2 pictures that show one object, two that show two objects, etc. to ten. Tape one picture to each child's back. When you say, "Go," the children should mingle, attempting to find the other child who has the matching picture on his back. The children must use ONLY the NL names for the numbers. A child will have to be told what number he has on his back (don't let the children see their pictures as you attach them). When all children are 'matched', have them count from 1-10 in the NL.

## FOLLOW-UP:

Recite chant, 'Numbers' with the children.



## MATERIALS:

A die, pairs of number-pictures; so that each child has one picture, masking tape

NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: NURSING STATION

GRADE: One

VOCABULARY:

akosi akamik	nursing station
mashiki ikwe	nurse
ni mama	my mother
ni papa	my father
nimise	my older sister
mishime	my younger sibling

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Ni \_\_\_\_\_ akosi akamikonk anoki.

PATTERNS:

My \_\_\_\_\_ works at the hospital.  
(relative)

DIALOGUE:

- T Ni \_\_\_\_\_ ki akosi.  
S Anin ka totaman?  
T \_\_\_\_\_ ki kanona.  
T My \_\_\_\_\_ was sick.  
S What did you do?  
T I called \_\_\_\_\_.

## INTRODUCTION:

Before the lesson begins, obtain a glove. Group the children in front of you and put on the glove, purposely leaving one finger out on one of the glove fingers. Over-dramatize the discovery that one of your fingers is 'missing'. Lead this traumatic situation into a discussion about where you might go to determine 'what is wrong'. Eventually the children should suggest that a visit to the nursing station may be in order.

## ACTIVITIES:

- \* Read the children the story Girls Can Be Anything from Appendix F at the back of this program. After reading the story to the children, discuss its contents. Question the children to determine their comprehension of the story. It is important that the children understand that a doctor can be both a man or a woman and similarly a nurse may be a man or woman.  
\*\* See note below.
- \* Draw a large outline of the local nursing station on the chalkboard. Then, encourage the children to suggest contents that should be added to the nursing station. Add the suggestions that the children make to the blank outline on the board.
- \* Use the illustrations from the kit to introduce the new NL vocabulary words to the children. Present each illustration, naming its contents in the NL. Be certain that the children understand the meanings of the NL terms.
- \* If concrete materials are available that represent the local nursing station, introduce them to the children at this time. Discuss the uses of the different items and encourage the children to talk about their experiences at the local nursing station. Repeat the NL vocabulary words as often as possible during this process.

## FOLLOW-UP:

Provide each child in the class with a copy of the illustrations presented earlier (one illustration per child). It may be necessary to make extra copies of the illustrations for the children. Then, provide each child with a blank sheet of bond paper. The children should then place their bond sheet on top of their illustrations and trace the illustrations. When all of the tracings are complete, collect them and mix them together. Then, have the children sort and classify the illustrations according to their contents.

Place the master set of illustrations on the floor and group the children around them. Give each child one of the tracings from the previous activity. The children should pass the tracings around the circle in a clockwise direction until you clap your hands. When you clap your hands, the children should stop passing the tracings. Then, lift up one of the

\*\* Other material available from Confronting the Stereotypes - Volume 1 and Volume 2  
Manitoba Education.

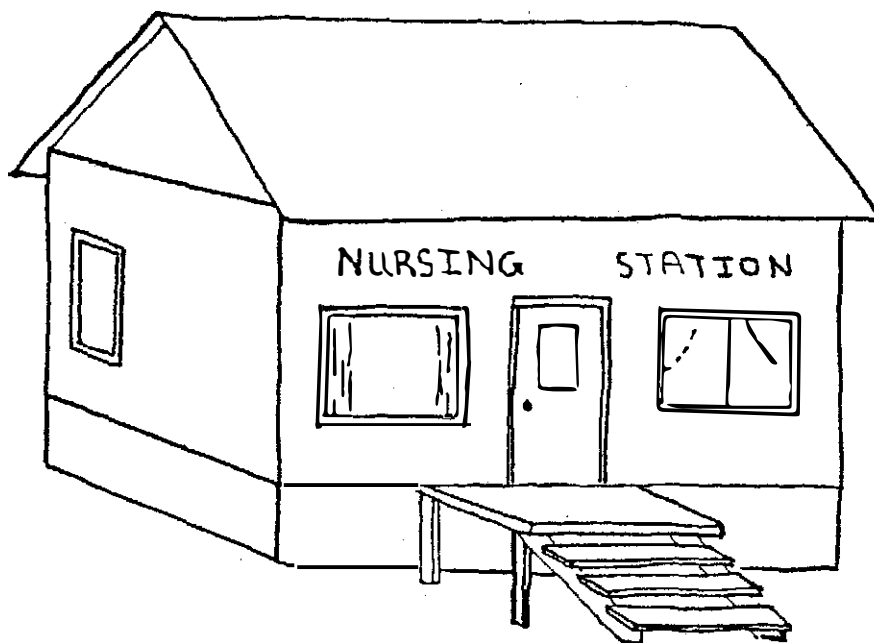
master illustrations from the inside of the circle and show it to the children. The child or children who has the matching tracing should step forward and show his illustration. Repeat the NL terms many times during this process.

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**MATERIALS:**

A glove, illustrations for the NL vocabulary, masking tape, concrete materials for the NL vocabulary words (if available), a copy of the illustrations for each child (one illustration per child), a blank sheet of bond paper for each child, a pencil for each child

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**INTRODUCTION:**

Before the lesson begins prepare an extra set of illustrations for this unit. Cut each of the illustrations in the extra set in half. Then, mount one of the halves on the chalkboard. Say its NL term and then attempt to locate its matching half. Continue in this way until all of the illustrations have been reproduced. The children should HEAR the NL terms many times during this review process.

**ACTIVITIES:**

- \* Provide each child in the class with one blank flashcard. Each child should write one number on his card between 1 and 6. When all the children's cards are complete, toss a die and call out the number that shows on the die. Then, point to one of the illustrations (mounted on the board) and all children with that number should name the illustration. For example, if you call, "5", (in the NL) all children who have '5' on their card should identify a picture that you point to. Repeat this process a number of times.
- \* Adapt the game UNDER THE BRIDGE to THROUGH THE NURSING STATION. As the children walk through the 'nursing station', the two children who represent the 'doorway' of the nursing station should eventually trap one child. That child must then identify an illustration that you show him. If he has difficulty doing this, show him another illustration. If the child cannot recognize any illustration that you show him, allow him to leave the nursing station but take note of his difficulties for review purposes. Continue in this way until many of the children have had a chance to identify illustrations. Refer to the 'Activities' section of this program for details of UNDER THE BRIDGE.

**FOLLOW-UP:**

Group the children in a circle. Give each of the illustrations in your master set of illustrations to the children. Then, the children should pass the illustrations around the circle in a clockwise direction. Stand in the centre of the circle holding a ruler (yardstick) vertically on the floor. Eventually stamp your foot. When you stamp your foot, the children should stop passing the illustrations. say the NL name for one of the illustrations and release the ruler at the same time. The child who is holding the illustration that matches the NL word that you said must rush into the circle and catch the ruler before it hits the floor. Repeat this process until many children have had a chance to respond.

**MATERIALS:**

An extra set of illustrations, a pair of scissors, masking tape, a blank flashcard for each child, a die, nursing station illustrations, a ruler (or yardstick)

## INTRODUCTION:

Use the colour coding technique to introduce the new NL patterns to the children. Select an appropriate colour for the 'point of departure' and other colours for the 'substitutions'. Say each pattern as you mount the coloured strips of paper on the board. This process should give the children a 'visual model' upon which they may develop an understanding of the 'syntax' of the NL. Repeat the sentences many times during this process. Be certain that the children understand the MEANINGS of the sentences. It may be necessary to translate the MEANINGS of the sentences ONCE to be certain that the children understand them.

## ACTIVITIES:

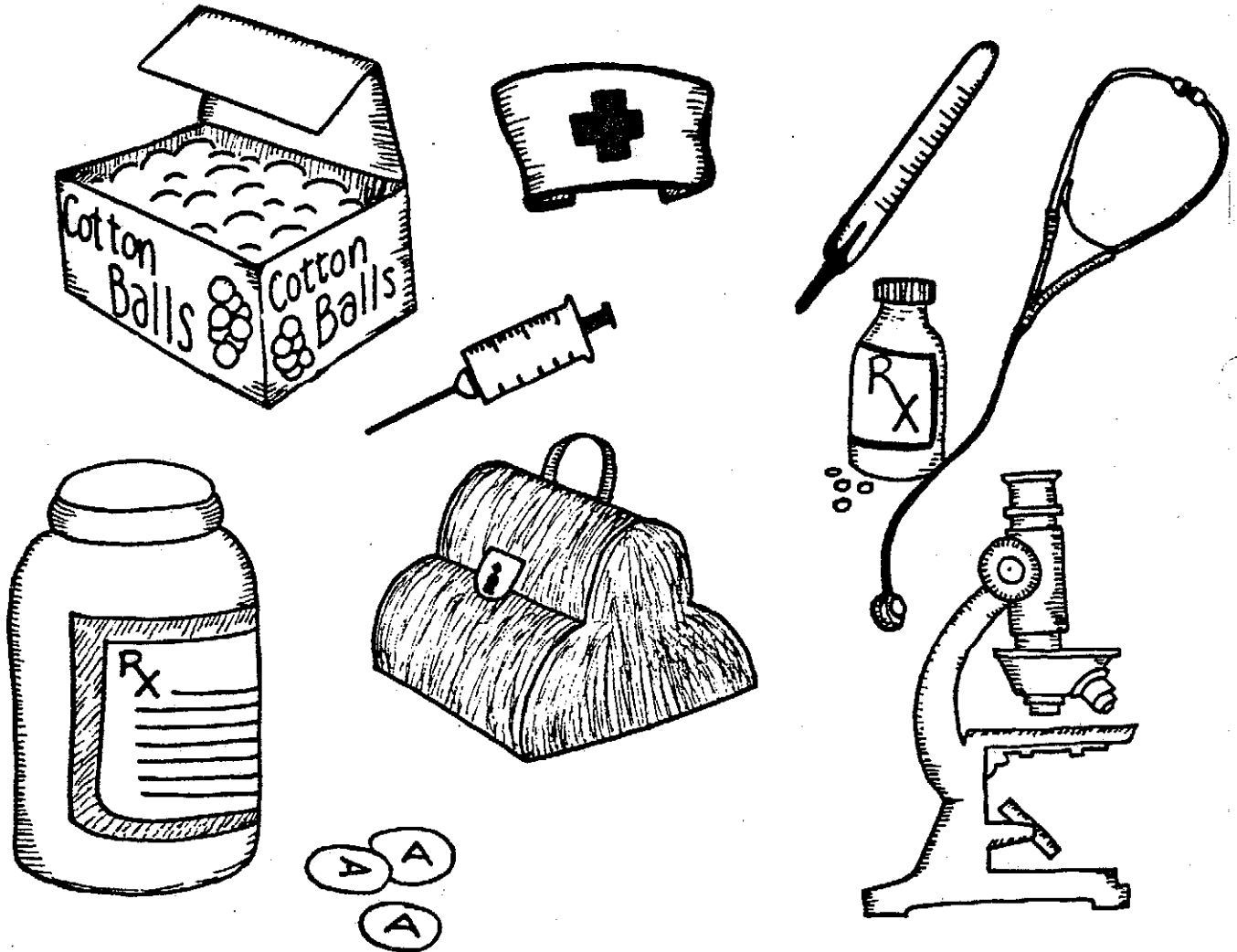
- \* Group the children in front of the colour coding strips of paper from the previous activity. Give one of the illustrations to a child. The child should then say the pattern for that illustration and then match the illustration with the appropriate colour coded sequence from the previous activity (using the coloured strips of paper on the board). Repeat this process until all of the illustrations have been matched with their 'color coded sentences'.
- \* Group the children in a circle. Sit in the centre of the circle with a flashlight. Say one of the NL patterns and spin the flashlight in SPINNER form. When the flashlight stops the child or children who are illuminated by the light of the flashlight should repeat the pattern that you said. Repeat this process many times.
- \* Place the illustrations at one end of the room. Arrange the children in two teams at the other end of the room. Give the first player in each team a round inflated balloon. Then, say one of the NL patterns. The players with the balloon should then 'fan' their balloons to the illustrations, attempting to land their balloons on the illustrations that represent the pattern that you said. The first player to do this successfully scores a point for his team. If your children do not relate well to 'competition,' this activity can be done on an individual basis rather than in team form.

## FOLLOW-UP:

Before the lesson begins prepare an extra set of illustrations. Mount one set of illustrations on the board and group the children in front of them. Then, hold up an illustration next to its matching illustration (on the board). The children should say the NL pattern for that illustration. However, when you place a 'mismatched illustration' by one of the illustrations on the chalkboard, the children should not respond. Repeat this matching activity until the children are able to respond well.

MATERIALS:

Coloured strips for COLOUR CODING TECHNIQUE, masking tape, nursing station illustrations, a flashlight, two round inflated balloons, an extra set of nursing station illustrations



## INTRODUCTION:

Before the lesson begins, trace each of the illustrations from this unit on individual sheets of acetate paper. When the acetate tracings are complete, tape them to a sheet. Have two children hold the sheet up vertically so that the acetate sheets are on the other side (away from the children). Place an overhead projector behind the sheet and turn it on. The children should then see the acetate tracings through the sheet. Point to each acetate tracing saying its NL vocabulary word and pattern. Repeat this process until the children have heard the NL terms and patterns many times.

## ACTIVITIES:

- \* Divide the children into two teams. Make a masking tape line on the floor (approximately 3 feet long). Have the first player from each team stand on opposite sides of the line with hands joined (e.g., their right hands). Then, the two players should play TUG OF WAR, attempting to pull one another across the line. When a child is pulled across the line, the members of his team must then say the NL pattern for an illustration that you show them. Repeat this activity a number of times until both teams have had a chance to respond often.
- \* Group the children in front of the chalkboard. Stand 3 of the illustrations in the chalkboard ledge. Have the children study the sequence of the illustrations carefully. Then, the children should close their eyes. When the children have their eyes closed, rearrange the 3 illustrations. Then have the children open their eyes. Tell the children to watch as you attempt to place the illustrations in their original order, the children should clap their hands. Then, have the children say the NL pattern for the 3 illustrations. This activity can then be repeated with other illustrations, using more than 3 if your children are ready to deal with more than 3 illustrations.

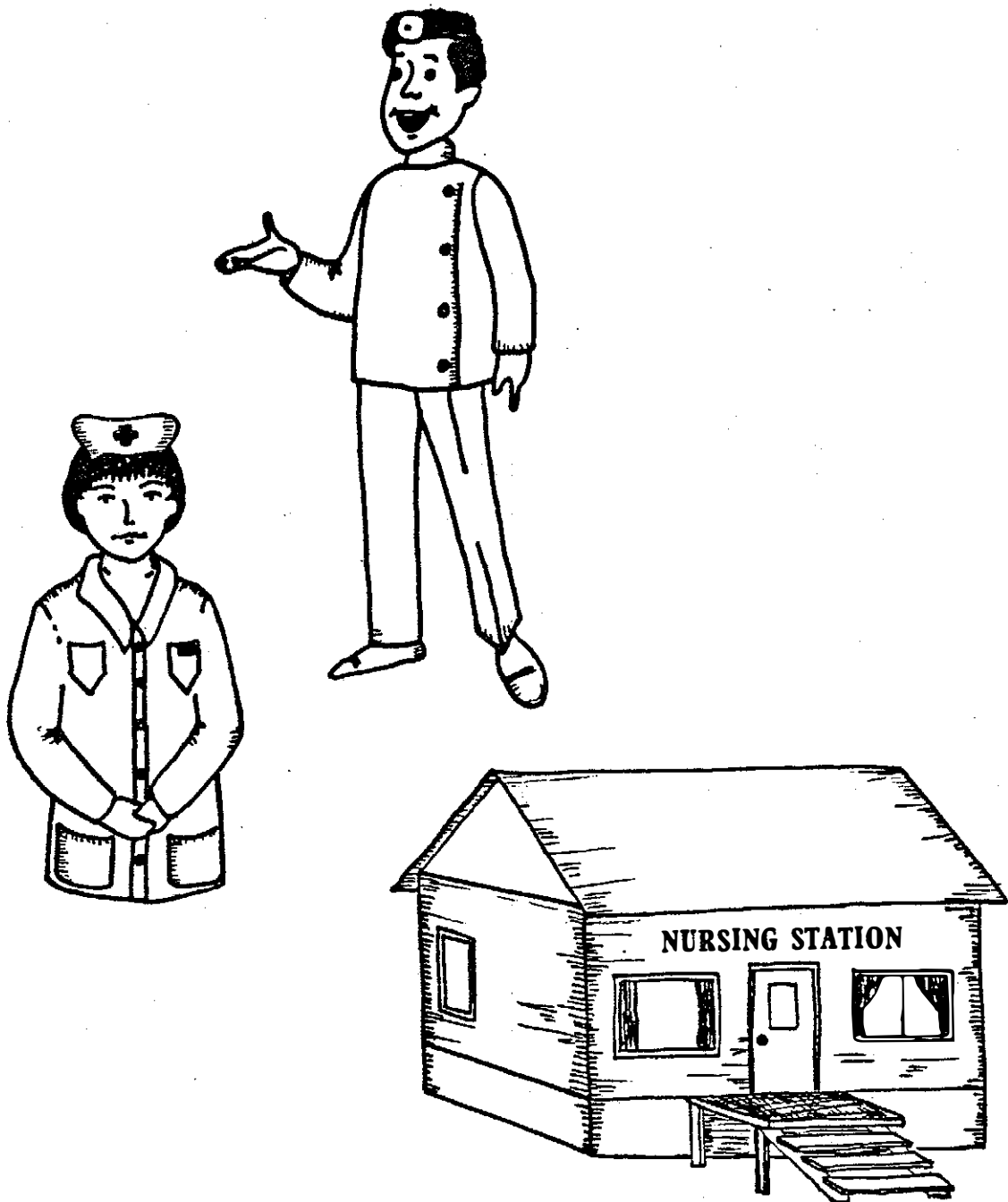
## FOLLOW-UP:

Divide the children into two teams. Group the two teams at one end of the room. Run a length of masking tape on the floor from each team to the other side of the room. Lay the illustrations on the floor at the other side of the room. Say one of the NL patterns. Then, the first player from each team must hop along the masking tape line to the illustration. The first player to reach the illustrations and to identify the correct illustration for the pattern that you said at the beginning of the round scores a point for his team. You may wish to have the players in the 'winning team' say the pattern for the illustration after a player has successfully identified it. Repeat this activity until all players have had a chance to play.

**MATERIALS:**

A sheet of acetate paper for each nursing station illustration, a felt pen, a sheet, an overhead projector, masking tape, set of nursing station illustrations

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## INTRODUCTION:

Have the children walk around the room in a random formation. Then, call out a number between 2 and 4 (in the NL). The children should immediately arrange themselves in groups according to the number that you said. There will be some players 'left out' who will have to be observers during each round of this activity. When the children have arranged themselves in the appropriate groups, show one of the groups an illustration from the set and the children in that group should then say the NL term and/or pattern for the illustration. Repeat this process a number of times. Model the NL terms/patterns as necessary for the children.

## ACTIVITIES:

- \* Play LIFESAVER PASS to encourage individual children to say the NL patterns from this unit. Group the children in a circle. Give each child a toothpick. Then, place a lifesaver over one of the toothpicks. The children should pass the lifesaver around the circle in a clockwise direction. Before the children begin to pass the lifesaver around the circle, say one of the NL patterns from this unit. Eventually, clap your hands. The child left holding the lifesaver on his toothpick must then repeat the pattern that you said at the beginning of the round. Repeat this activity a number of times.
- \* Collect the 'tracings' that were prepared in Lesson One and spread them on the floor. Each child should then select two tracings. Say two of the NL terms and any child who has the matching illustrations scores a 'bingo' for that round. The children can change their illustrations after each round of the activity (all children). Repeat this adaptation of BINGO until a number of the children have responded.
- \* Introduce the NL dialogue to the children. The children should hear an uninterrupted version of the dialogue initially. 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:

Group the children in a circle. Stand in the centre of the circle with a flashlight. Darken the room. The children should then place one of their hands inside the circle. Play FLASHLIGHT TAG to encourage individual children to say the NL terms or patterns from this unit. Say one of the terms or patterns before each round. Then, attempt to 'tag' a child's hand using the light of the flashlight. The children should place their hands in the circle and remove them from the circle in an attempt to avoid being 'tagged'. When a child's hand has been tagged, he should then repeat the term/pattern that you said at the beginning of the round. Repeat until many children have responded.

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THEME:        NURSING STATION (Cont'd)

GRADE 1

LESSON 5

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MATERIALS:

nursing station illustrations, a lifesaver, a toothpick for each child,  
tracings (from Lesson One), a flashlight

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: PARTS OF THE HEAD

GRADE: ONE

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VOCABULARY:

oshtikon	his/her head
okanakink	face
otawak	ear
oton	mouth
ochan	nose
otamikan	chin
oshkishink, onowon	eye, cheek
omishapinan	eyebrow

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PATTERNS:

Wisakentam \_\_\_\_\_ Kermit.

Kermit's \_\_\_\_\_ (body part) \_\_\_\_\_ is sore.

---

DIALOGUE:

T \_\_\_\_\_ niwisakentam.  
(body part)

S Kermit o \_\_\_\_\_ kewin wisakentam.

T My \_\_\_\_\_ is sore.  
(body part)

S Kermit's \_\_\_\_\_ is sore too.  
(body part)

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**INTRODUCTION:**

Group the children in front of the chalkboard or display area. Mount a length of butcher paper on the board. Darken the room and turn on a blacklight. Use the fluorescent paint to develop the outline of a face as the children watch. Have one paintbrush available for each colour of fluorescent paint that you use. Prepare more than one outline of a face, purposely misplacing some of the facial parts. Encourage the children to suggest parts of the face that may be added to the different illustrations that you create.

**ACTIVITIES:**

- \* Place 'cut-up head parts' in a container such as a bag. Tell the children that you would like to show them one of your friends. Place your hand in the container and remove one of the facial parts. Appear surprised that a 'part' was removed rather than the entire head. Repeat this process until all headparts are removed from the container. Encourage the children to help you reassemble the head parts.
- \* Group the children together on the floor. Use masking tape to make a large outline of a head on the floor. The children should watch as you do this and suggest head parts that may be added to the 'masking tape head outline'. When the head is completed, review the different parts with the children. Encourage the children to suggest the uses of the different head parts. Introduce the NL names for the different head parts.
- \* Mount a head outline on the board. Group the children about 10 feet from the head outline. Blindfold one of the children and give him one of the cut-out head parts. Name the head parts (in the NL). Attach a small amount of rolled masking tape to the back of the head part. The child should then attempt to attach the head part to the appropriate location on the cut-out head on the board (in 'Pin The Tail On The Donkey' style).

**FOLLOW-UP:**

Provide each child with a portion of modeling clay. The children should then use their portions of modeling clay to fashion 'heads'. Circulate among the children as they work, repeating the NL names for the different head parts. When the children have completed their modeling clay heads, the heads may be mounted (stood up) on a table for display.

**MATERIALS:**

Length of butcher paper, blacklight, fluorescent paint, paint brush, 'cut-up head parts', a head outline, a container, a blindfold, masking tape, modelling clay for each child, a sheet, an overhead projector.

INTRODUCTION:

Place an overhead projector on the floor facing one of the walls or display area. Place the cut-out of the head (with removable parts) on the screen of the overhead projector. Group the children near the overhead projector. Attempt to place the different parts in their correct locations, purposely experiencing difficulty as you do so. Repeat the NL names for the different head parts as often as possible during this process. It is important that the children HEAR the NL words many times during this review process.

ACTIVITIES:

- \* Review the NL names for the different head parts using the masking tape head (on the floor) that was prepared and used in Lesson No. 1. Stand on one of the head parts and say its name. The children should respond by repeating the name after you. Continue in this way until all of the head parts have been named (in NL) by the children.
- \* Arrange the children in 'pairs'. In each pair one child should be IT. Say one of the head parts (in the NL) and IT in each pair should touch that head part on the other child in the pair. Repeat this process a number of times. Later have the children switch positions to repeat the process.
- \* Place one of the cut-out head parts on the screen of the overhead projector and the children should name it. It may be necessary for you to model the children's responses initially. However, eventually the children should be able to name the head parts independently. Repeat with other head parts.

FOLLOW-UP:

Provide each child in the class with a cut-out head part. Then the children should walk around the room in scattered formation. When you clap your hands, the children should group themselves according to the head parts; all children in each group having the same head parts. When the children have grouped themselves, have them name their head parts in the NL.

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MATERIALS:

Overhead projector, cut-outs of head parts, a cut-out head part for each child

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**INTRODUCTION:**

Use HERMAN'S HEAD to introduce the new NL Patterns to the children. Use a prepared tape for Herman. The children should listen carefully to the discussion that you have with HERMAN. Be certain that the children understand the MEANINGS of the patterns. It may be necessary to translate the pattern once to be sure that the children understand them.

**ACTIVITIES:**

- \* Place the cut-out head with removable parts in a container. Remove one of the head parts and present it to the children. Say the pattern for that head part. The children should repeat the pattern after you. Continue in this way until all of the patterns have been set by the children.
- \* Group the children in a circle. Give an inflated balloon to one of the children. The children should pass the balloon around the circle as quickly as they can. Before the children begin to pass the balloon say one of the NL patterns. As the balloon is being passed around the circle, clap your hands. When you clap your hands the child who is left holding the balloon shall repeat the NL pattern that you said at the beginning of the round. Repeat this process a number of times.
- \* Have the children walk around the classroom in a scattered formation. Then, say a number between 2 and 5 (in the NL). The children should then group themselves according to the number that you said. For example, if you say "four" (in the NL), the children should arrange themselves in groups of four, there may be children 'left out' who will have to observe during that round of activity. When the children are arranged in their groups, say one of the NL patterns and point to one of the groups. The children in that group should repeat the pattern that you said. Repeat this process a number of times using groups of three, four, fives and pairs.

**FOLLOW-UP:**

Play SIMON SAYS. When you touch a head and say its name, the children should not respond. However, when you touch a head part and say its pattern, the children should respond by touching their corresponding head parts and repeating the pattern.

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**MATERIALS:**

Herman's Head and prepared tape, taperecorder, head cut-out with removable parts, a balloon

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**INTRODUCTION:**

Review the NL patterns that were introduced in Lesson 3 with the children. Group the children beside the large masking tape head outline (from Lesson 1). Say one of the NL patterns and then hop to the appropriate head part that was named in the pattern. Repeat this process until the children have heard all of the NL patterns. Once again, be certain the children understand MEANINGS of the NL patterns.

**ACTIVITIES:**

- \* Play HOP THE LINE using the NL patterns. When the children hear the pattern that you have identified at the beginning of the round, they should hop to the other side of the line. Repeat this process a number of times. Refer to the 'Activities' section of this program for details of HOP THE LINE.
- \* Play WHISPER with the children, using the NL patterns from this unit. Refer to the 'Activities' section of this program for details of WHISPER.
- \* Place all of the head cut-outs on a table and group the children around the table. The children should look carefully at the head parts that are on the table. Then have the children close their eyes. Remove one of the head parts and have the children look at the items on the table once again. Call upon a child to identify the item that is missing, by saying the NL pattern for this item. After identifying the missing item, repeat this process by replacing that item and removing another item from the table.

**FOLLOW-UP:**

Use the large masking tape outline of a head (on the floor) for a game of STRETCH. Have a child stand beside the masking tape outline. Then direct the child to place his 'right' hand on a particular head part. Repeat this process using the child's left hand and both feet. If the children experience difficulties determining 'left' and 'right' it may be necessary for you to assist them in this process. Refer to the 'Activities' section of this program for details of the activity STRETCH. Repeat the activity until many children had a chance to participate. You may wish to have the children who are not directly involved in the STRETCH activity repeat the pattern that you say for each round.

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**MATERIALS:**

Masking tape, head parts cut-outs.

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## INTRODUCTION:

Mount all of the head cut-outs on the chalkboard. Group the children in front of the chalkboard. Review the NL words and patterns introduced in this unit using the cut-out parts. Then, trace each part with chalk. When all of the parts have been traced, remove the cut-outs from the board and mix them together. Say one of the NL words or patterns and call upon a child to identify the head part named. The child should match the head part with its tracing on the board. All of the children should repeat the word or pattern that you said. Repeat this process until all of the head parts and their patterns have been reviewed.

## ACTIVITIES:

- \* Play REFLECTION to encourage individual children to say the vocabulary words and/or the patterns from this unit. Group the children in a circle. Walk around the outside of the circle with a small mirror and the cut-outs of the head parts. Eventually stop, giving the mirror to a child. Hold up a head part behind a child. The child should look over his shoulder using the mirror. When the child sees the head part that you are holding, he should name it and say its pattern. Repeat until most of the children have had a chance to participate.
- \* Introduce the dialogue for this unit to the children. At first the children should hear the complete dialogue without interruption. Then be certain that the children understand the MEANINGS of the patterns of the dialogue. It may be necessary to translate the patterns ONCE to be certain that the children understand them. Practice the dialogue with children in choral, group and individual forms.
- \* Play WILD CAR with the children to encourage individuals to say the patterns from this unit. This activity can also be used to practice the 'dialogue' with the children. Refer to the 'Activities' section for details of WILD CAR.

## FOLLOW-UP:

Provide the children with old magazines. The children should look through the old magazines to find pictures of 'heads'. The children should then cut out the different head parts that were introduced in this unit. Circulate among the children as they work, encouraging individual children to say the names and/or patterns for the different head parts. When all of the head parts have been cut out collect them and mix them together. Then the children should select head parts to create 'nonsense heads'. The children should 'create heads' using the head parts. The 'heads' can be created on sheets of construction paper.

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THEME: PARTS OF THE HEAD (Cont'd)

GRADE 1

LESSON 5

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MATERIALS:

Head parts cut-outs, masking tape, a small unbreakable mirror, old magazines, a small wind-up car, scissors for each child, paste and construction paper for each child

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: SEASONS

GRADE: ONE

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VOCABULARY:

takwakan	fall
pipon	winter
sikon	spring
nipin	summer

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PATTERNS:

Wasa       (season)       ka machat       (relative)      .

My       (relative)       left last       (season)      .

---

DIALOGUE:

T       Anti iya menentamin ka kwekosek?

S       \_\_\_\_\_ ni minentan.

T       What is your favorite season?

S       It's \_\_\_\_\_.

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INTRODUCTION:

Before the lesson begins, collect and mount pictures of 'seasonal clothing'. Present these pictures to the children, encouraging them to talk about the time of year in which each of the clothing items could be worn (some clothing items can be worn in more than one season).

Encourage the children to talk about their favourite season(s). Also, encourage the children to explain why they like the different seasons.

ACTIVITIES:

- \* Circulate among the children, commenting on clothing items that seem appropriate for the season (i.e., the season in which you are teaching this Unit).
- \* Show the children pictures that depict the typical seasonal weather. Encourage discussion of the seasonal weather in your area; i.e., things that the children like to do during the seasons, transportation in the different seasons, and so on.
- \* Introduce pictures that show 'seasonal travel;' e.g. a snowmachine for 'winter' (perhaps for 'spring' and late 'fall' as well), a boat for 'summer' (perhaps for early 'fall' as well). Encourage discussion of the different forms of transportation in the different seasons.
- \* Group the children near the board. Mount the clothing, weather, and transportation pictures on the board. Review the pictures, introducing the NL terms for the seasons. Point to each of the pictures, naming the season which the picture represents - be certain that the children understand that you are saying the name of the 'seasons' and not the names for the contents of the pictures.

FOLLOW-UP:

Have the children prepare simple 'season' illustrations; pictures that show the season in which you are teaching this Unit (fall, winter, or spring). Supply the children with art paper, pencils, crayons, etc. for the illustrations. When all of the children have completed their illustrations, have them share them with one another. Display the completed illustrations in the classroom or hallway.

Circulate among the children as they work on their illustrations, repeating the NL names for the seasons.

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MATERIALS:

seasonal clothing pictures, seasonal weather pictures, seasonal transportation pictures, masking tape, art paper for each child, pencils, crayons, etc. for the children

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INTRODUCTION:

Review the NL names for the seasons, introduced in lesson one. Introduce the NL weather term for each season.

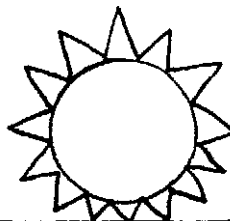
Use Herman's Head for the review of the NL names for the seasons. When you prepare the tape for Herman, repeat the NL names for the season many times.

ACTIVITIES:

- \* Make four large circles on the floor, with masking tape; one circle for each season. Place a seasonal picture in each circle - a picture that represents a specific season, so that all four seasons are shown (a different season for each circle). Group the children near the circles. Say the name of one of the seasons and the children should hop to the appropriate circle. Later, switch the pictures in the circles and repeat the process.
- \* Join each of the four masking tape circles, from above, with a strip of masking tape. Have a child stand in one of the seasons circles. Say the name of another season. The child should walk quickly from the circle he is in to the circle that represent the season that you said; naming the seasons that he passes en route. The child should move from one circle to the next by walking along the masking tape line between the circles (tight-rope style). This activity can also be done with a small group of children. The child or children should name the season you said, when they reach the correct circle.

FOLLOW-UP:

Divide the children into four groups; one group for each season. Supply each group with a length of butcher paper and the children in each group with felt pens or crayons. The children in each group should then draw a simple mural showing their season. When the murals are finished, display them in the classroom or hallway. Circulate among the children as they work, encouraging them to say the seasons' names.



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MATERIALS:

Herman's Head and tape, masking tape, seasonal pictures (from lesson one), 4 lengths of butcher paper, felt pens and/or crayons for each child

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**INTRODUCTION:**

Use the seasonal pictures to review the new NL patterns to the children. Mount samples of the seasonal pictures on the board. Point to one of the pictures and say its pattern. Repeat this process until all of the NL patterns have been reviewed. Then, be certain that the children understand the meanings of the patterns. It may be necessary to translate the patterns ONCE, to be certain the children understand them.

**ACTIVITIES:**

- \* Give each child a seasonal picture. Say one of the NL patterns and the children holding pictures of the season named in the pattern should stand and show their pictures. Later, have the children exchange pictures and repeat the drill.
- \* Group the children near the four masking tape circles, from lesson two. Place a seasonal picture on the floor in front of each child; face-down. When you say, "Go," each child should turn his picture over and look at it. The children should then quickly run to the correct circles to place their pictures in them (identify the circles for the seasons before the activity). When all of the children are in their correct circles, have the children in each group repeat the pattern for the season.

**FOLLOW-UP:**

Group the children in a circle for a game of BEANBAG TOSS. Place all of the seasonal pictures on the floor, in the center of the circle. A child should toss the beanbag on the floor, in the center of the circle. A child should toss the beanbag to one of the pictures and then say the pattern for the picture on which the beanbag lands. Repeat until all of the children have had a chance to toss the beanbag.

**MATERIALS:**

Seasonal pictures, masking tape circles (from lesson two), a beanbag

## INTRODUCTION:

Use a handpuppet to review the NL patterns that were introduced in lesson two. Mount the seasonal pictures on the chalkboard and review them with the handpuppet. The handpuppet should say the patterns a number of times. It is important that the children hear the NL patterns a number of times during this review.

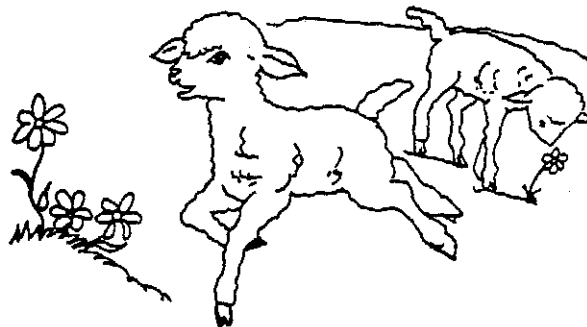
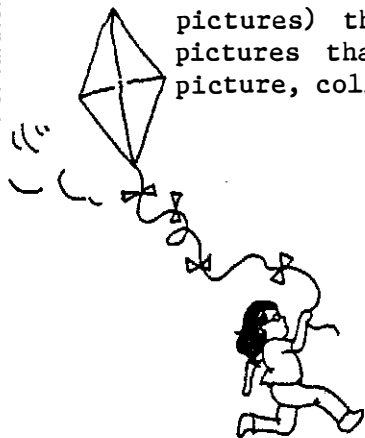
## ACTIVITIES:

- \* Draw four large circles on the chalkboard; one circle for each season. Identify a season for each circle. Group the children by the circles. Tell them to watch for the pictures that you put in the circles. Tell them to watch for the pictures that you put in the circles. If you put a picture in its correct circle, the children should say the pattern for that picture/season. However, if you put a picture in an incorrect circle, the children should clap their hands. Eventually put the picture in its correct circle.

Have the children sit in a circle. Sit in the center of the circle with a flashlight. Say one of the patterns and then turn-on the flashlight and spin it like a spinner. When the flashlight stops spinning, the child at whom the light is pointing should repeat the pattern that you said. Repeat this SPINNER activity a number of times.

## FOLLOW-UP:

Provide the children with old magazines and/or catalogues. The children should look through the magazines/catalogues to find pictures (any pictures) that show 'seasons'. The children should cut or rip-out the pictures that they find. When all of the children have at least one picture, collect them and keep them for use in lesson five.



## MATERIALS:

A handpuppet, masking tape, seasonal pictures, a flashlight, an old magazine/catalogue for each child

## INTRODUCTION:

Review the Unit's vocabulary and patterns with the children. Mount the seasonal pictures on the board and group the children near them. Point to one of the pictures and then toss a soft ball (e.g., a 'nerf ball') to a child. The child who catches the ball should say the vocabulary term and/or pattern for the picture that you pointed to. Repeat until most of the children have had a chance to participate.

## ACTIVITIES:

## \* IDEA #1:

Group the children in a circle. Place two items of clothing in the center of the circle; e.g., two boots, two shirts, etc. Say one of the Unit's patterns and touch two children on their shoulders. The two children should turn around once and then rush into the circle to put-on the clothing items; once clothing item per child. When a child has the clothing item on, he should repeat the pattern that you said. The first child to do this successfully is the winner for that round. Repeat.

## FOLLOW-UP:

Develop appropriate sound effects for the different seasons. Then, divide the children into four groups; one group for each season. Say one of the Unit's patterns or vocabulary terms and the children in the appropriate group should respond by making the correct sound effect. Later, switch the groups and repeat the activity.



## MATERIALS:

Seasonal pictures, masking tape, a small soft ball, two items of clothing

NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: SHELTERS

GRADE: ONE

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VOCABULARY:

papakonekamik	tent
papakone kamikons	little tent
kichi papakonekamik	big tent
wakekan	house
wakekanans	little house
kichi wakekan	big house
nitiya, tiyan	I live, live (you)

---

PATTERNS:

\_\_\_\_\_ nitiya

I live in a \_\_\_\_\_.

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DIALOGUE:

T \_\_\_\_\_ nitiya. Anti kin tiyan?

S \_\_\_\_\_ n'itiya.

T I live in a \_\_\_\_\_. Where do you live?

S I live in a \_\_\_\_\_.

---

## INTRODUCTION:

Group the children near you on the floor. Lay a green garbage bag on the floor. Then, use tissue paper and popsicle sticks to make a 'shelter', as the children watch. The shelter can be made in 'tipi' style of a house. When complete, admire your 'creation'. Encourage the children to talk about the 'permanence' of the shelter that you have built. Appear confident that your shelter can 'weather the elements'. To prove this, pour some water over the 'shelter' and appear horrified to note that your 'shelter' ceases to exist. Lead this experience into the types of materials that would be more suitable for building 'shelters'. The children should understand that the location, climate, and life style of a people greatly influence the types of 'shelters' used.

## ACTIVITIES:

- \* Use available materials to show the children 'shelters' from different parts of the world. Encourage discussion of the materials used, locations, etc., shown in the different pictures.
- \* Introduce and discuss the traditional N 'shelters' used. Encourage the children to imagine why the traditional N shelters were well suited for the lifestyles of the people.
- \* Use the illustration of the different 'shelters' to introduce the NL vocabulary words. Show each picture to the children, saying its NL term. Continue until all NL terms have been introduced.
- \* Before the lesson begins prepare an extra set of illustrations of the different shelters. Cut each of the pictures in the extra set in half. Mix all of the halves together. Group the children facing the board. Put one of the halves on the chalkboard and then dramatize trying to find the other 'half', all the time repeating the NL name for the 'shelter'. Continue until all 'halves' have been matched.
- \* Mount the shelters illustrations on the board and discuss them with HERMAN. When Herman says one of the vocabulary words, indicate the appropriate picture on the board. Repeat until Herman's tape is finished. Prepare the tape for HERMAN'S HEAD before the lesson begins. The NL vocabulary terms should be repeated many times on the tape.

## FOLLOW-UP:

Provide the children with scraps of cloth, tongue depressors, and portions of modeling clay. The children should then use their material to make 'tents'. The 'frames' of the tents can be made with the tongue depressors (or popsicle sticks) and the frames may be secured using a modeling clay base. Also, provide the children with portions of thread so that they may

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THEME:           SHELTERS (Cont'd)

GRADE 1

LESSON 1

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attach the cloth samples to their 'frames'. Later, when the children's tents are complete, place them on a table in the classroom for display.

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**MATERIALS:**

A plastic garbage bag, tissue paper, popsickle sticks, container of water, Shelters illustrations, an extra set of shelters illustrations, a pair of scissors, scraps of cloth/tongue depressers/modelling clay for each child.

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INTRODUCTION:

Mount the masterset of shelter illustration on the chalkboard. Then attempt to match the illustration 'halves' (from Lesson 1) with the masterset on the board. Encourage the children to help you during this process. Repeat the N1 names for the different 'shelters' as often as possible during this introduction/review process.

ACTIVITIES:

- \* Lay the sheet on the floor. Tell the children that the sheet represents a tent. Group the children around the tent. Tell the children to listen for a specific vocabulary word that you have identified, they should climb the 'tent' (i.e., they should go under the sheet). Repeat this activity a number of times using the different vocabulary words.
- \* Group the children in a circle. Run a length of yarn all the way around the circle. Insert a Lifesaver or roll of tape over one end of the yarn and then tie the ends of the yarn together. The children should slide the Lifesaver/tape along the yarn in a 'clockwise' direction as quickly as possible. When you clap your hands, the child left holding the Lifesaver/tape should then look at one of the illustrations that you show him. The child must name the 'shelter' shown in the illustration. Repeat this activity a number of times.

FOLLOW-UP:

Develop two OBSTACLE COURSES to encourage individual children to identify the shelters and to say their names. When you say, "Go", the first player in each team should go through his obstacle course as quickly as possible. When the children reach the ends of the obstacle courses, they must identify the illustration of the shelter that you named at the beginning of a round. The first child to do this successfully scores a point for his team. Be certain to have the children repeat the names of the shelters when they have correctly identified the pictures. You may wish to have two sets of shelters illustrations for this activity. Refer to the 'Activities' section of this program for details of OBSTACLE COURSE.

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MATERIALS:

Shelters illustrations, cut-up illustrations (from Lesson One), masking tape, a sheet, a skein of yarn, a lifesaver, items to prepare an obstacle course.

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**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 pictures of the shelters for the substitutions. The children should HEAR the NL patterns as you point to the 'colour-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 shelter illustration) in the colour-coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process using the remaining shelter 'substitutions'.
- \* Repeat the above activities without providing the children with an auditory model of the patterns. The children should say the patterns on their own as you place the substitutions in the point of departure.
- \* Tape a shelter illustration to each of the four sides of a cardboard box (a relatively large box). Group the children in a circle and give one of the children the building block. The children should roll the block around the circle as quickly as possible until you clap your hands. Then when you clap your hands the children should stop moving the box. The picture that is 'face up' should serve as the cue for the children to say the new NL pattern. Repeat this process many times.

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**MATERIALS:**

Coloured strips of paper for COLOUR CODING TECHNIQUE, small pictures of shelters for COLOUR CODING TECHNIQUE, masking tape, a cardboard box.

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**INTRODUCTION:**

Before the Lesson begins cut out the shapes of the different shelters from an extra set of illustrations. Group the children on the floor facing one of the walls. Place one of the cut-outs on the screen of the overhead projector. The children should look at the 'silhouette' of the shelter. Name the shelter and then repeat this process using the other cut-outs. Continue in this way until the children have HEARD the NL names for the different shelters a number of times. Then, repeat the process to review the NL patterns that were introduced in Lesson 3.

**ACTIVITIES:**

- \* Play KNITTING NEEDLE PICK-UP using the illustrations of the different shelters. Place the illustrations on the floor and group the children around them. The children should pass the knitting needle around the circle as quickly as possible. Say one of the NL patterns before the children begin passing the knitting needle. When you clap your hands, the child left holding the knitting needle must enter the circle and pick up the illustrations that represent the pattern that you said. Repeat this process until many of the children have responded. Have the children repeat the NL pattern when the child has picked up the correct illustration with the knitting needle.

**FOLLOW-UP:**

Line the children up on two teams facing one another. The children should sit on the floor with legs outstretched. The children should sit very close together (i.e., the children within each team should sit very close side by side). Place the illustrations of the shelters on one end of the teams. Then give the first player in each team (at the opposite end from the illustrations) an inflated round balloon. When you say, "Go", the children should pass the balloons down their teams using only their feet. When the balloon reaches the last player in a team, that player must then identify the illustration for the pattern that you said. That player should then go to the beginning of the team so that the next player is IT for the next round. Repeat a number of times.

**MATERIALS:**

Cut-outs of the different shelters, an overhead projector, a large knitting needle, a single-hole punch, two (2) round inflated balloons, shelters illustrations.

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**INTRODUCTION:**

Place the illustrations of the different shelters in the chalkboard ledge, face in. That is, the children should not be able to see the actual illustrations. Group the children in front of the board. Point to one of the illustrations and 'guess' the type of shelter shown in it. After guessing, turn the card around and the children should tell you whether or not you guessed correctly. For this activity you may use the NL terms and/or patterns. When you guess correctly, the children should repeat the term/pattern after you. However, when you guess incorrectly, the children should not repeat the term/pattern.

**ACTIVITIES:**

- \* Lay the shelters illustrations on the floor and group the children around them. Play a game of KAKIVAKING. When you clap you hands, the child left holding the 'plunger' must enter the circle and catch the item that you pull around in the centre of the circle. When he has done it successfully he must place the item on the illustration that represents the pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of KAKIVAKING.
- \* Introduce the NL dialogue to the children. Initially, the children should hear an uninterrupted version of the dialogue. 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:**

Group the children in a circle for a game of KEEP AWAY TOUCH BALL. Say one of the NL patterns and the children should begin to roll the ball back and forth across the circle. The child in the centre must try to get the ball. When the child in the centre successfully captures the ball, all of the children should repeat the NL pattern that you said. Refer to the 'Activities' section of this program for details of KEEP AWAY TOUCH BALL.

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**MATERIALS:**

Shelters illustrations, a toilet plunger, a length of yarn with a beanbag attached to one end, a small soft ball.

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: SNOW

GRADE: ONE

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VOCABULARY:

sonkipon	It's snowing.
mashkokotin	It's freezing.
asha machi	already
ki ka shoshkwantemin	we'll skate
ki ka shoshkochemin	we'll slide
apichi	very
ni minentam	why
anish ina	because.

---

PATTERNS:

Asha machi \_\_\_\_\_.

It's already starting to \_\_\_\_\_.

---

DIALOGUE:

T Asha machi \_\_\_\_\_.

S Apichi ni minentam.

T Anishin tash wenchi minentamin?

S Anish ina \_\_\_\_\_.

T It already starting to \_\_\_\_\_.

S I am very happy.

T Why are you happy?

S I am happy because \_\_\_\_\_.

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## INTRODUCTION:

Read the poems from Appendix G at the back of this program. After reading the poems to the children, encourage the children to determine what was the same about all of the 'poems' contents. The children should realize that all of the poems dealt with 'snow' in one form or another. Lead this into a discussion of snow; its various forms - falling snow, packed snow, etc.

## ACTIVITIES:

- \* Encourage the children to suggest ways in which to use snow. This can include making a snow man, travelling 'by snow machine and sled', for water, building snow houses, etc. List the suggestions that the children make.
- \* Lead the discussion about the uses of snow into the different types of snow. Use illustrations to introduce the NL vocabulary words to the children. Be certain that the children understand the meanings of the different words.

## FOLLOW-UP:

Read the story Snowman Pete to the children. After reading the story to the children encourage them to discuss its contents. This story is written in 'flannel board' style. You may wish to prepare cut-outs of flannel to use when telling the story. If flannel is not available you may fashion the cut-outs from paper and attach small amounts of sandpaper to the backs of the cut-outs so that they will stick to the flannel board. A copy of Snowman Pete is included in Appendix G at the back of this program.

Weather-permitting, take the children outside for a 'snow-painting' activity. To do this, mix tempera paint colours with warm water. Provide each child with a paintbrush. The children should then use their brushes and 'warm paint' to paint pictures on blocks of snow that are cut from the 'packed snow' outside. You may wish to cut the blocks of snow out for the children. When the 'snow pictures' are complete, they can be displayed outside in an appropriate location. When pictures are painted on snow in this way, they retain their 'vivid' colours.

Place 'shreds' of paper or cotton on the floor. Divide the children into four teams; one team for each 'wind' (North, South, East, West). Arrange the 'snow' around the 'snow' on the floor. When you say, "Go", the 'winds' should blow OR fan (with paper fans that they make) the snow, attempting to move the snow towards the opposite side. Determine the 'strongest wind' during each round of this activity.

Provide each child with a white sheet of bond paper. The children should then fold their sheets a number of times. When the sheets are folded they should use scissors to fashion 'snow flakes'. When the children open their sheets of paper, the 'snow flake' design should be there. Hang the completed snowflakes in the classroom using paper clips and thread.

MATERIALS:

Snow illustrations, flannel cut-outs for Snowman Pete, tempera paint mixed with warm water, shreds of cotton or paper, paintbrush for each child, scissors for each child, white sheet of bond for each child, paper clips/thread.



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**INTRODUCTION:**

Introduce a 'snow container' to the children. This is a container that when shaken, appears to be 'snowing' inside. Allow each child to cause the 'snow to fall'. Use the container as a vehicle to review the NL terms that were introduced in Lesson 1. The children should hear the vocabulary terms a number of times during this review process.

**ACTIVITIES:**

- \* Develop appropriate body language responses for the different vocabulary terms. For example, the children can pretend to be falling snowflakes; lay on the floor for 'packed snow', etc. Say the NL vocabulary words and the children should respond with the appropriate body movements.
- \* Before the lesson begins shred newspapers or newsprints to represent 'snow'. You should have a box full of these small pieces of paper. Place the cut-out paper pieces on the floor and group the children around them. Pick up a handful of the paper pieces and throw them in the air. The children should say the correct NL term. When the snow has landed, the children should say the NL term for that form of snow. Later, say one of the terms and each child's name. That child should enter the circle and use the paper cut-out pieces to represent the type of snow that you said.

**FOLLOW-UP:**

Provide each child with a black sheet of construction paper. Just before this activity begins mix a very small amount of water with about 4 cups of 'Tide' washing powder. Place a small amount of the 'Tide' mixture at the bottom of each child's artsheet. The children should then use tongue depressors to arrange the 'snow' (Tide) on their sheets. Small amounts of the 'snow' may be applied to represent 'falling snow'. Later, when the children's 'snow' is dry, the children may add other contents to their pictures by cutting out shapes from white sheets of paper. Display the completed pictures in the classroom or hallway.



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**MATERIALS:**

A (commercially made) 'snow container' (e.g. from souvenir shops) shredded newspapers/newsprints, black construction paper for each child, Tide, water.

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INTRODUCTION:

Use the COLOUR CODING technique to introduce the point of departure and substitutions to the children. Mount one colour for the point of the departure on the board, leaving space(s) for the substitution(s). Use small pictures of the snowforms for the substitutions. The children should HEAR the NL patterns as you point to 'colour 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 (snowform picture) in the colour coded point of departure (from above). Say the pattern and the children should repeat it. Repeat the process using the remaining snow 'substitutions'.
- \* Lay the substitutions (the small illustrations) and the points of departure on the floor. Group the children around them. Say one of the NL patterns and a child's name. That child should enter the circle and recreate the pattern that you said using the point of departure and appropriate substitution.
- \* Place two chairs back to back approx. 3 feet apart. Drape a sheet over the two chairs to represent a 'snowbank'. Place the pictures of the different snowforms inside the 'snowbank'. Group the children in two teams. Say one of the NL patterns. The first player in each team should rush into the 'snowbank' to find the picture of the snowform mentioned in your pattern. The first child to do this successfully scores a point for his team. Continue until all players have successfully identified an illustration, have all of the children repeat the pattern for this illustration.

FOLLOW-UP:

Play LOCOMOTIVE with the children to encourage them to say the NL patterns introduced in this Lesson. Identify a pattern for each round. When the children hear that pattern again they should hop forward once. After they have hopped forward, they should repeat the pattern chorally. Be certain that the children speak 'together' during the choral response. Repeat this process until all of the pattern has been used.

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MATERIALS:

Coloured stripes for Colour-Coding Technique, masking tape, snowform illustrations, 2 chairs, a sheet.

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INTRODUCTION:

Before the lesson begins prepare an extra set of pictures so that you may provide each child with one snowform picture. Group the children in a circle. Walk around the outside of the circle attaching one illustration to each child's back. When you say, "Go", the children must try to group themselves according to the snowforms. When the children have done this, have the children in each group say the NL pattern for their snowform. Repeat.

ACTIVITIES:

- \* Divide the children in two teams. Have the first player from each team stand facing one another. Say one of the NL patterns. The two players who are standing facing each other should then try to 'outstare' one another. The first player to laugh, loses the round. When a student laughs and loses the round, his team members must repeat the pattern that you said at the beginning of the round. Repeat this LAUGHING GAME until all children have had a chance to participate. If both children laugh, then have the entire class repeat the pattern that you said at the beginning of the round.
- \* Stand a set or two sets of the snowforms illustrations on the floor leaning against one of the classroom walls. Group the children about 15 feet away. Give a child a small round ball to represent a 'snowball'. Say one of the NL patterns and the child should roll the ball towards the picture that represents the pattern that you said. The child must then repeat the pattern. Continue until all children have had a chance to ROLL THE SNOWBALL.

FOLLOW-UP:

Divide the children into two teams. have the two teams stand at one end of the room. Place the snowform illustrations at the other end of the room. Give the first player in each team a spoon and a pingpong ball. The players should place the pingpong balls on the spoons. Say one of the NL patterns. The players should then walk as quickly as possible to the illustrations without losing their pingpong balls. The first player to reach the illustrations successfully and to correctly identify the picture for the pattern you said scores a point for his team. All of the children should repeat the NL pattern that you said after each round. Continue until all players have played.

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MATERIALS:

Extra set of snow illustrations, masking tape, small ball, 2 spoons, 2 pingpong balls.

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INTRODUCTION:

Group the children in front of the chalkboard. Use white fluorescent paint to illustrate the different snowforms introduced in this Unit. Darken the room and use the blacklight for this activity. Repeat the NL words and patterns many times as you illustrate the snowforms with the white fluorescent paint.

ACTIVITIES:

- \* Play BACKWARDS RELAY with the children to encourage them to recognize the snowforms based on the NL patterns/terms that you say. The first pair to successfully identify the illustration for the pattern that you say is the winner for the round. Refer to the 'Activities' section of this program for details of BACKWARDS RELAY.
- \* Introduce the NL dialogue to the children. Initially the children should hear an uninterrupted version of the dialogue. Then review the pattern in the dialogue being certain that the children understand their MEANINGS. Practice the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Group the children in a circle. Have one child stand inside the circle as the 'rat'. Have another child stand outside of the circle as the 'cat'. Say one of the NL terms or patterns. The cat must then try to catch the rat. The rat may go wherever it wishes inside or outside the circle. However, the children in the circle must attempt to stop the cat from moving about. When the cat catches the rat, all of the children should repeat the term or pattern that you said. Repeat a number of times. Refer to the 'Activities' section of this program for details of CAT AND RAT.

Arrange the children in a straight line. Stand on a chair at the beginning of the line. Hold a set of illustrations in your hands. Hold one of the illustrations in the air and let go of it. The first child in the line must try to catch the illustration before it hits the floor. If he catches it, he must say the NL word for the illustration and then say its pattern. If he misses the illustration, he should go to the back of the line until his next turn. Repeat until all children have played.

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MATERIALS:

White fluorescent paint, paintbrush, set of snow illustrations

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: STORY

GRADE: ONE

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VOCABULARY:

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PATTERNS:

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DIALOGUE:

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Note no story lines are given but a suggested technique  
is included.

## 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 flannelboard 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 represent the key vocabulary words heard in English previously in this lesson. Continue in this way until the children have heard all of the NL vocabulary words.
- \* Tell the story again in the NL, using the cut-outs and the flannelboard. 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 re-tell 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. The children should then attach their cut-outs to the ends of their tongue depressers, one cut-out per tongue depresser. Each child should then

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THEME:           STORY (Cont'd)

GRADE 1

LESSON 1

---

place his cut-outs/tongue depressers in an envelope and keep them for use in Lesson Two.

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**MATERIALS:**

Cut-outs of main characters/objects, small portions of sandpaper for cut-outs, flannelboard, 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 One. 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 right-hand 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 Three.

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**MATERIALS:**

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

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INTRODUCTION:

Review the sequence of events in the story using the 'story mural' prepared in Lesson Two. 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 Two. 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.

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.

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MATERIALS:

Story mural (from Lesson Two), a large ball, a flashlight

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**INTRODUCTION:**

Tell the story to the children once again. The children should use their cut-out/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 NL terms during the telling of the story.

**ACTIVITIES:**

- \* Group the children in front of the 'story mural' prepared in Lesson Two. 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 the 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 1 foot 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.

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**MATERIALS:**

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

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INTRODUCTION:

Mount the cut-outs from the story (your master cut-outs) 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 NL key 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.

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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 PROGRAM  
OJIBWE

UNIT

THEME: THINGS I LIKE/CAN DO

GRADE: ONE

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VOCABULARY:

ompipiso	skip
koshkoni	jump
anoki	work
nimi	dance

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PATTERNS:

Kashkiton chi \_\_\_\_\_ wan.

I can \_\_\_\_\_.

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DIALOGUE:

T Kin tash ki kashkiton na chi \_\_\_\_\_ won?

S Minake kashkiton chi \_\_\_\_\_ wan.

T How about you, can you \_\_\_\_\_?

S Yes, I can \_\_\_\_\_.

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## INTRODUCTION:

To introduce the concept of 'things I like,' sit at a table for a 'meal' as the children watch you. Dramatize (through facial features) the foods that you like and the food items that you don't like.

Discuss likes and dislikes with the children. Encourage the children to talk about things they like and things that they don't like. The children should begin to understand that every one does not like the same things, nor does everyone dislike the same things.

## ACTIVITIES:

- \* Use Herman's Head to introduce 'things that I can do'. When you prepare the tape for Herman, be certain to include the things that Herman can do. You can prepare the tape in English - the NL terms will be introduced in the next activities.
- \* Before the lesson begins, collect pictures that represent the things you like and the things that you can do. Present these to the children, saying the NL term for each picture. Be certain that the children understand the meaning of each term.
- \* Encourage the children to talk about the things that they can do. Also, encourage the children to talk about the things that they find difficult to do.
- \* Before the lesson begins, collect pictures that represent the things that you can do. Introduce the NL verbs for the pictures. The verbs should be heard by the children many times.

## FOLLOW-UP:

Provide each child with an old magazine or portion of a magazine. The children should look through the magazines to find pictures of things that they like and pictures of things that they can do. The children should cut out the pictures. Divide a length of butcher paper in two with a felt pen. One section of the butcher paper should be for 'Things I Like' and the other section for 'Things I Can Do.' The children should then glue or paste their pictures in the appropriate sections of the butcher paper.

## MATERIALS:

Herman's Head and tape, taperecorder, pictures of things that you like, pictures of things that you can do, old magazines - one for each child

INTRODUCTION:

Review the nouns and verbs that were introduced to the children in lesson one. It is important that the children HEAR the nouns and verbs as often as possible.

Mount the noun ('Things I Like') and verb ('Things I Can Do') pictures on the board and group the children near them. Toss a beanbag at one of the pictures and say its name. Repeat until you have said all of the nouns and verbs.

ACTIVITIES:

- \* Repeat the above activity, with the children tossing the beanbag - BEANBAG TOSS. Give the beanbag to a child, say one of the words and the child should toss the bag to the picture of the word that you said. Repeat until most of the children have participated. Have the children repeat the terms.
- \* Divide the class into two groups; one group for 'verbs' and another group for 'nouns'. Mount all of the pictures on the board. Point to one of the pictures and the children in the correct group should respond with the pattern for that picture. Later, switch the groups and repeat the process.
- \* Play HOP THE LINE using the patterns. When the children hear the pattern that you have identified, they should hop over the line. They should not respond for OTHER patterns that they hear.

FOLLOW-UP:

Review the mural prepared in lesson one. Group the children by the mural. Encourage the children to name (in English) the different pictures in the two sections of the mural. Question the children to determine whether or not they know any of the terms for the nouns/verbs represented by the pictures in the mural.

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MATERIALS:

Noun and verb pictures, a beanbag, masking tape, mural prepared in lesson one.

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INTRODUCTION:

Use the 'verb' and 'noun' pictures to introduce the new NL patterns to the children. Mount one of the pictures on the board and say its pattern. Repeat until all patterns have been introduced. 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:

- \* Say one of the verb patterns, pointing at its picture (noun or verb) and the children should repeat the pattern.
- \* Say one of the verb patterns and the children should act-out the actions for that verb. Repeat with the other verb patterns.
- \* Place all of the noun and verb pictures on the floor and group the children around them. Play TURNABOUT with the children. Refer to the 'Activities' section of this program for details about this activity. Have the children repeat the patterns after identifying the pictures.
- \* Play HOT POTATO with the children. The child that is left holding the ball when you clap your hands should repeat the pattern that you said.

FOLLOW-UP:

Give one of the noun or verb pictures to each child. Also, provide each child with a sheet of white tracing paper and a pencil. Each child should then trace his picture, using his pencil and tracing paper. When all of the tracings are complete, collect them from the children and keep them for use in the next lesson.

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MATERIALS:

Verb pictures, noun pictures, masking tape, a small ball, a pencil for each child, a sheet of tracing paper for each child, a verb or noun picture for each child (pictures used in this unit for the vocabulary and patterns).

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INTRODUCTION:

Review the NL patterns introduced in lesson 3. The children should have the opportunity to HEAR the patterns again.

Show each of the pictures to the children and say the pattern for the picture. It is not necessary that the children respond during this review activity.

ACTIVITIES:

- \* Mount one picture on the chalkboard. Tell the children to listen for the pattern that goes with the picture. When the children hear the pattern that goes with the picture, they should stand and repeat the pattern. When they hear OTHER patterns that don't go with the picture, they should not respond. Repeat, using other pictures (noun/verb).
- \* Make two large masking tape circles on the floor; one for 'Things I Like', and another for 'Things I Can Do'. Group the children between the two circles. Say one of the vocabulary words (either one of the nouns or one of the verbs). The children should hop to the correct circle; to the 'like' circle for 'nouns' and to the 'do' circle for 'verbs'. Repeat a number of times. The children should repeat the words when they are in the circles.
- \* Divide the children into two groups; one group for 'Things I Like', and another group for 'Things I Can Do'. Say one of the vocabulary terms and the children in the correct group should stand and repeat the word. Later, switch the groups and repeat.

FOLLOW-UP:

Play UNDER THE BRIDGE with the children. Say the pattern before the children begin walking. The child who is 'trapped' by the bridge should repeat the pattern that you said. Repeat a number of times.

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MATERIALS:

Noun pictures, verb pictures, masking tape

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INTRODUCTION:

Review the vocabulary and patterns from this unit, using the noun and verb pictures. Prepare an extra set of the pictures. Cut the extra pictures into four pieces each. Mix all of the pieces. Spread the pieces on the floor and group the children around them. Say one of the words/patterns to a child and he should enter the circle and find the pieces necessary to put the matching picture together (more than one child can do this at the same time).

ACTIVITIES:

IDEA #1:

Place the tracings, from lesson four, on the floor and group the children around them. Have the children stand with their hands behind their backs. Walk around the outside of the circle, placing a noun/verb picture in each child's hands (if you don't have enough pictures for all children, this activity can be played in rounds). When you say, "Go", the children should look at their pictures and then enter the circle to find the pictures that match them. When the children have all found their matching pictures, each child should say the vocabulary term or pattern for his picture.

IDEA #2

- \* Lay a length of butcher paper on the floor. Group the children around the paper. Provide each child with felt pens and/or crayons. The children should then illustrate 'things that they like', and 'things that they can do'. When the mural is complete, display it in the classroom or hallway.

FOLLOW-UP:

Practice the simple dialogue, from below, with the children. Be certain that the children understand the meanings of the patterns in the dialogue. It may be necessary to translate the meanings of the new patterns in the dialogue ONCE to be certain that the children understand them. Practice the dialogue in choral, group, and individual forms (use the 'individual' form when you feel individuals are 'ready').

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MATERIALS:

An extra set of noun/verb pictures, a pair of scissors, tracings (from lesson four), a length of butcher paper for the mural, felt pens/crayons for each child.

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: TOOLS

GRADE: ONE

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VOCABULARY:

pakamekan	hammer
wakokot	axe
pimakekan	wrench
kishkipochikan	saw
monekan	spade/shovel
takonchikan	pliers

---

PATTERNS:

_____ owae.	Same as lesson 2.
	This is a <u>(name of tool)</u> .
	hammer.
	axe.
	wrench.
	saw.
	spade.
	shovel.
	pliers.

---

DIALOGUE:

- T \_\_\_\_\_ na owe? .
- S Kawin \_\_\_\_\_ iya.
- T Is this a \_\_\_\_\_?
- S No, it's a \_\_\_\_\_.
-

**INTRODUCTION:**

Collect sample tools prior to the lesson. The tools that you use for this unit may vary from those suggested in the 'Vocabulary' section.

Group the children together on the floor. Tell them that you are going to build a house and that you have brought your tools for the task. Have the tools in a bag or other suitable container. Present each of the tools, saying its name, as the children watch. When all of the tools have been presented, encourage the children to talk about their uses.

**ACTIVITIES:**

- \* Place the tools back in the container and tell the children that you are going to carefully 'feel' for the tools. Reach into the container and guess which tool it is that you feel...use the name for the tool. Remove the tools you are feeling and show it to the children (be certain it is the tool that you were naming). Repeat this process until all of the tools have been presented and the NL names introduced.
- \* Before the lesson begins, prepare tracings of the different tools. Show the tracings to the children, repeating the names for the tools.
- \* Place the tracings on a table or desk. Group the children around the tools. Give one of the tracings to a child and say the name for the tool-tracing (i.e., the name of the tool). The child should then match the tracing with the actual tool. Repeat until all of the tracings have been matched with the tools.
- \* Use Herman's Head to review the NL names of the tools. When you prepare the tape for Herman's Head, be certain to repeat the names for the tools as often as possible.

**FOLLOW-UP:**

Place all of the tools on the floor (leave-out any tools that are sharp). Provide the children with a length of butcher paper. The children should then make tracings of the tools on the butcher paper. Each tool can have more than one tracing. When the 'tracing mural' is complete, roll it up and keep it for use later in the Unit.

**MATERIALS:**

Sample tools, a set of tracings of the tools, a container for the tools, Herman's Head and tape

INTRODUCTION:

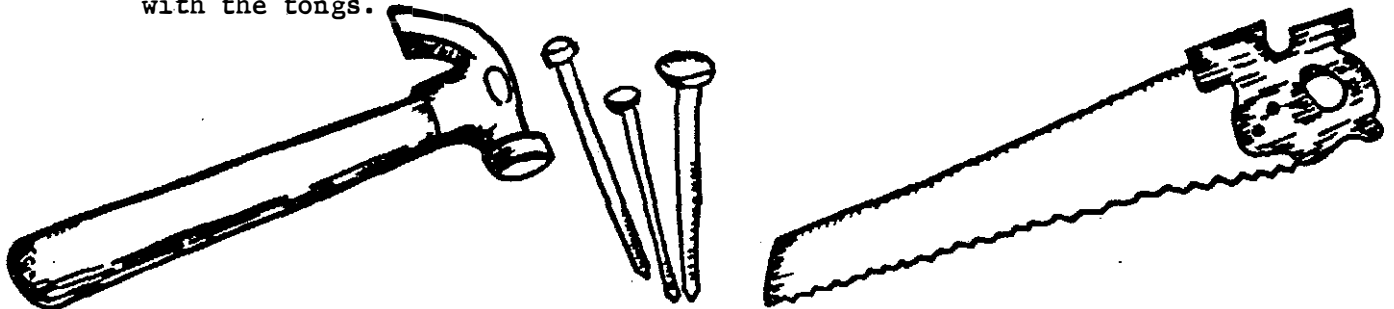
Review the NL names for the different tools. Place the tracings (on the butcher paper, from lesson 1) on the floor. Group the children around the butcher paper. Place each tool on its tracing, repeating the NL name for the tool. Repeat this process until all of the tools are in place. The children should HEAR the NL names for the tools during this review activity.

ACTIVITIES:

- \* Remove the tools from the butcher paper tracings (from the previous activity). Give each of the tools to the children; one per child. The children with the tools should name the tools (model the names, if necessary) and then place them on their tracings (on the butcher paper).
- \* Give each of the tracings that you prepared for lesson 1, to the children; one per child. Group the children around the butcher paper tracings (that still have the tools on them). Say the name of one of the tools and the child with that tool should place his tracing on the tool/tracing on the butcher paper. The child should repeat the name of the tool. Repeat this process until all of the tool-tracings have been placed.
- \* Place the non-sharp tools in the container. Have a child reach into the container and feel one of the tools. The child should name the tool BEFORE removing it. Repeat until all tools have been removed from the container.

FOLLOW-UP:

Play TONGS PICK-UP with the children. When you say one of the tool names, the child that you have identified should pick-up the tool tracing with the pair of tongs. Repeat this process until most of the children have had a chance to use the tongs. \*\*NOTE: it may be helpful to fold-up one corner of each tracing in order to make it possible for the children to lift them with the tongs.



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MATERIALS:

Butcher paper tool tracings (from lesson 1), individual tool tracings (from lesson 1), sample tools, a container, a pair of tongs

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## INTRODUCTION:

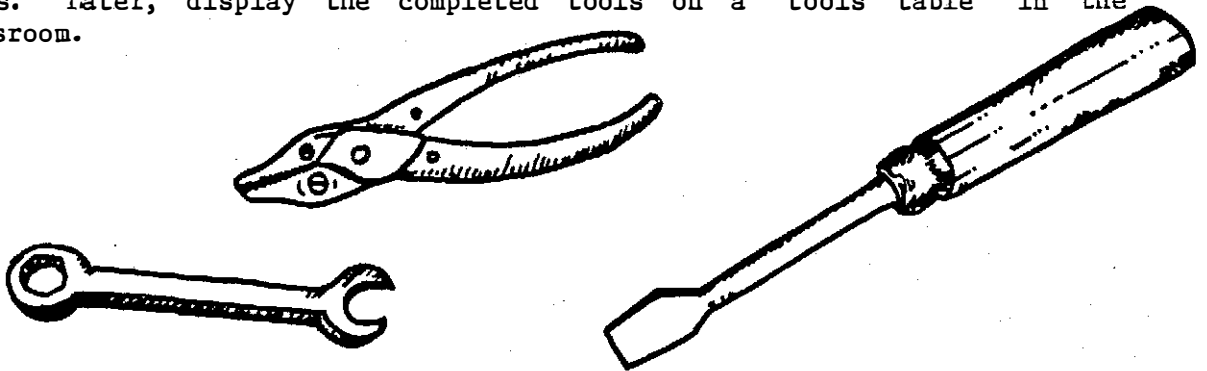
Use a hand puppet to introduce the new NL patterns to the children. The children should HEAR the NL patterns first. Then, be certain that they understand the meanings of the patterns. It may be necessary to translate the patterns ONCE to be certain that they understand their meanings.

## ACTIVITIES:

- \* Group the children in a circle and give each of the individual tracings, from lesson 1, to the children; one per child. Play BROOMDROP with the children. When you say one of the patterns that contains the name of one of the tools, the child who is holding the tool named in the pattern should rush into the circle and catch the broom before it hits the floor. Refer to the 'Activities' section of this program for details of the activity.
- \* Play BEAN BAG DROP with the children. When the children hear the pattern that you have identified, they should drop the beanbags, as per the description of this activity in the 'Activities' section of this program.
- \* Group the children in a circle. Give a small soft ball to a child. The child should roll the ball across the circle to another child - the ball should be rolled back and forth. Beforehand, say a pattern. When you clap your hands, the child with the ball should repeat the pattern that you said.

## FOLLOW-UP:

Provide each child with a portion of modeling clay. The children should use the modeling clay to make 'tools'. The children should shape their modeling clay portions into the shapes of tools. Circulate among the children as they work, encouraging them to say the names/patterns for the tools. Later, display the completed tools on a 'tools table' in the classroom.



## MATERIALS:

A hand puppet, individual tool tracings (from lesson 1), a broom, a beanbag for each child, a small soft ball, modeling clay for each child

INTRODUCTION:

Review the NL patterns, introduced in lesson three, with the children. It is important that the children hear the patterns during this review and that they associate the patterns they hear with the tools. Use HERMAN'S HEAD for the review. When preparing the tape for Herman, be certain to repeat the names of the tools and the patterns as often as possible.

ACTIVITIES:

- \* Group the children in a circle and place the tools on the floor in the center of the circle. Blindfold a child and have him enter the circle. He should 'feel' one of the tools (do not place sharp tools on the floor), and say the pattern for that tool. Repeat until most of the children have had a chance to 'feel for a tool'.
- \* Use the SILHOUETTE TECHNIQUE to encourage the children to say the NL patterns for the tools. When the children see one of the tools on the 'screen', they should say its pattern.
- \* Play LOCOMOTIVE with the children using the NL patterns. When the children hear the pattern that you have identified, they should hop forward ONCE. Refer to the 'Activities' section of this program for details of this activity.
- \* Prepare several pictures of the tools. Have each one identified. Give each child a card. The other children, in turn, will ask Is it a \_\_\_? Only one question will be allowed.

FOLLOW-UP:

Provide the children with old magazines and/or catalogues. The children should locate pictures of tools in the magazines and cut or rip them out. When all of the children have at least one picture, have each child show his picture(s) to the other children. He should say the pattern for one of his pictures. Repeat until all children have said a pattern for one of their pictures.

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MATERIALS:

Herman's Head and tape, tape recorder, tools, a blindfold, a sheet, an O/H projector, old magazines/catalogues for each child, Scissors for each child (optional)

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INTRODUCTION:

Review the tool names and patterns with the children. Use the SILHOUETTE TECHNIQUE for this review. When the children see a tool on the 'screen', say a tool name or pattern. If the name/pattern that you said matches the tool that the children see, they should repeat it. Otherwise, they should remain silent until you say the matching name/pattern for the tool. Repeat with the remaining tools.

ACTIVITIES:

IDEA #1:

If scraps of lumber are available, provide an opportunity for the children to use the 'safe' tools (not the sharp tools). The children should merely practice using the tools. Teach the children the safe ways of using the different tools.

IDEA #2:

Divide the children into groups, one group for each tool. Provide each group with a roll of masking tape. The children in each group should then prepare an outline of a tool on the floor, using the masking tape. Each group should do a different tool. When all of the outlines are complete, play TOOL HOP with the outlines. When you say the name of a tool or a pattern from this Unit, the children should hop in the correct tool outline.

FOLLOW-UP:

Place the tracings of the tools or the actual tools, on the floor and group the children around them. Say the names of three of the tools. Then, call upon a child to identify the three tools you named and to place them in a straight line, in the SAME ORDER in which you named them. Repeat this process a number of times with other children. Have the children name the tools after placing them in order.

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MATERIALS:

A sheet, an O/d projector, tool samples, scraps of lumber (if available), rolls of masking tape, individual tool tracings

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: TRADITIONAL FURNITURE

GRADE: ONE

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VOCABULARY:

atopowin	table
nipewin	bed
tesitepiwin	chair
kishapikisikan	stove

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PATTERNS:

\_\_\_\_\_ owe .

This is a \_\_\_\_\_.

---

DIALOGUE:

T \_\_\_\_\_ owe .

S Anin tenapatak \_\_\_\_\_ ?  
(traditional furniture)

T Ki \_\_\_\_\_ .  
(illicit response from students)

T This is a \_\_\_\_\_ .

S What is it used for?

T It's for \_\_\_\_\_ .

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INTRODUCTION:

Group the children in front of the chalkboard. Introduce a large illustration (that has been laminated) that depicts the interior of a house. This picture should not show any of the household furniture. Talk with the children about how happy you are with the 'furnishings' in your house. Eventually, the children should indicate to you that your house does not have any furnishings. Appear surprised to notice that the illustration does not show any of the furniture items. Then, encourage the children to suggest what types of furniture items should be in the house. Use a waterbased felt pen to illustrate the different furniture items that the children say (on the laminated picture). Continue in this way until all of the 'necessary' furniture items have been added to 'your house'.

ACTIVITIES:

- \* Introduce 'traditional furniture' illustrations to the children. At this time, introduce the NL names for the different furniture items. It is important that the children HEAR the NL terms a number of times during this introduction process.
- \* Show the children a sample of an actual animal skin. Encourage discussion about the uses of the skins as 'traditional furniture'.
- \* Present a laminated illustration that shows the inside of a traditional home. No furnishings should be shown in the picture. Use a felt pen to add the furnishing items to the interior of the home. Repeat the NL names for the furnishing items as often as possible.

FOLLOW-UP:

Provide each child in the class with a dark sheet of construction paper. Also have quantities of glue or paste available for this 'Follow-Up' activity. Pull moose hairs from a moose skin sample and give a portion of the moose hair to each child. Each child should then imagine the use for the moose hair in developing a picture. For example, the moose may be glued to the paper as 'hair' of a person or they may be used to fashion a 'mattress' in a traditional home. Circulate among the children as they work repeating the NL vocabulary terms, that have been introduced in this lesson, as often as possible.

When the children's moose hair pictures' are complete, display them in the classroom or hallway.

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MATERIALS:

Laminated pictures showing interior of house, waterbase felt pen, traditional furniture illustrations, moose/deer skin sample, laminated illustrations of interior of traditional home, dark sheet of construction paper for each child, glue/paste.

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INTRODUCTION:

Review the different traditional furnishing items using the illustrations from Lesson 1. Present an illustration to the children, saying its NL name. It is important that the children HEAR the NL names for the furnishing items many times during this review process.

Use the laminated illustration of the interior of a traditional home (that has the furnishing items drawn in with felt pen) from Lesson 1 to further review the names of the furnishing items. It is not necessary that the children 'respond' during this review process; they should merely LISTEN as you say the NL names of the furnishing items and point to the corresponding furnishing items' illustrations.

ACTIVITIES:

- \* Have the children stand facing one end of the classroom. Stand a distance behind the children holding a set of traditional furnishings illustrations. Hold up one of the illustrations and say either the actual name for the furnishing item in the illustration OR the name of another furnishing item. If the children think that you have named the furnishing item correctly, they should turn around and face you. However, those children that do not think that you have named the correct furnishing item should not turn around. If you named the furnishing item correctly, those children who did turn around should remain standing; the other children should sit. However, if you named the furnishing item incorrectly, those children who turned around should sit and those who did not turn around should remain standing. Continue in this way until all children are 'seated'.
- \* Play SPINNER with the children to encourage individual responses of the NL vocabulary words. Group the children in a circle and place the furnishings' illustrations on the floor. Spin the spinner. When the spinner stops, name one of the furnishing items. The child at whom the spinner is pointing must identify the correct illustration of the furnishing item that you named. Then, have all of the children repeat the name of the furnishing item. Repeat.

FOLLOW-UP:

Play HOT POTATO with the children using the illustrations of the furnishing items. When you clap your hands, the child left holding the ball should identify the picture that you show him. Refer to the 'Activities' section of this program for details of HOT POTATO.

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MATERIALS:

Furnishings illustrations, laminated illustration of interior of traditional home, a 'spinner', a small ball

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INTRODUCTION:

Use the BOX RADIO technique to introduce the new patterns to the children. Before the lesson begins prepare an audio tape that contains the new NL patterns. When a child has 'turned on the radio' they should hear the NL patterns. Refer to the 'Activities' section of this program for details of BOX RADIO. After the children have heard the patterns, review each pattern with them being certain that they understand its MEANING. It may be necessary to translate the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- \* Make a large 'X' shape on the floor using masking tape:

Place one of the furnishing illustrations in each section of the 'X'. Say one of the NL patterns and the children should move to the appropriate section of the 'X'. Later, switch the locations of the illustrations and repeat the process.

- \* Group the children in a circle for a game of FLASHLIGHT SPINNER. Sit in the centre of the circle with a flashlight. Darken the room. Say one of the NL patterns and 'spin' the flashlight. When the flashlight stops, the child at whom its light is pointing should repeat the pattern that you said. Repeat this a number of times.
- \* Play BEAN BAG DROP with the children to encourage auditory discrimination of the different patterns. The children should respond ONLY when they hear the pattern that you identify at the beginning of the round. Refer to the 'Activities' section of this program for details of BEAN BAG DROP.
- \* Play LOCOMOTIVE with the children. Refer to the 'Activities' section of the program for details of LOCOMOTIVE.

FOLLOW-UP:

Play UMBRELLA SPIN with the children to encourage them to say the new NL patterns that have been introduced in this lesson. When the umbrella stops, the children should say the NL pattern for the illustration that is in the 'top' section of the umbrella. Repeat a number of times. Refer to the 'Activities' section of this program for details of UMBRELLA SPIN.

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MATERIALS:

Box radio, audio tape for box radio, masking tape, furniture illustrations, a 'spinner', a beanbag for each child, an umbrella.

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INTRODUCTION:

Use the BOX RADIO technique (from Lesson 3) to review the NL patterns with the children. As each pattern is heard 'on the Radio' show the children its corresponding illustration. Continue in this way until the children have heard all of the NL patterns.

## 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 bean bag. Lay the furniture illustrations on the floor at the other end of the room. When you say "Go", the two players should toss their bean bags to the illustrations, attempting to land them on the illustrations. When a child's bean bag has landed on or near one of the illustrations, he should rush to that illustration and say the NL pattern for the furniture item in the illustration. The first player to do this successfully scores a point for his team. Continue in this way until all players have participated.
- \* Play DON'T SHAKE THE POT with the children using the illustrations of the furniture items. For children at this level, it may be wise to use only two marbles in the pot. Refer to the 'Activities' section of this program for details of DON'T SHAKE THE POT.
- \* Place two piles of blank white paper at one end of the room. Place a felt pen beside each pile of white paper. Divide the children into two teams at the other end of the room. Say one of the NL patterns and the first player from each team should rush to his pile of paper and illustrate the furnishing item named in your pattern. When a child has completed his illustration he should show it to his other team members and they should repeat the pattern that you said. The first team to complete this process successfully scores a point. Repeat until all players have participated.

## FOLLOW-UP:

Play RUN AROUND THE CIRCLE with the children to encourage individuals to say the NL patterns from this Unit. When you stand between two players those players must run in opposite directions. The first player to re-enter the circle and to identify the picture for a pattern that you say is the winner for the round. The 'winner' must then stand between two other players in the circle to repeat the process. You may wish to say the pattern at the beginning of the round or when the child has re-entered the circle. Continue in this way until most of the children have had a chance to play.

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MATERIALS:

Box radio (from Lesson 3), audio tape for box radio, 2 beanbags, furniture illustrations, 2 pots, 4 marbles, sheets of blank white paper, 2 felt pens

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INTRODUCTION:

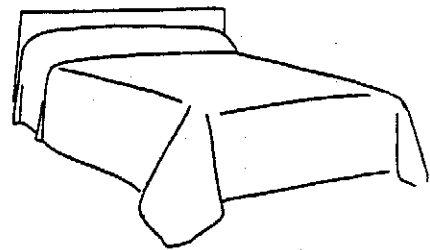
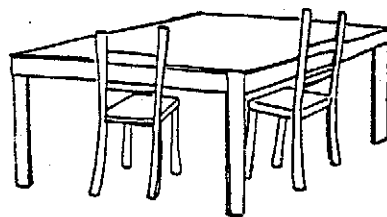
Group the children together on the floor. Stand with a piece of tissue paper in your hand. Lay the furniture illustrations on the floor, close together. Have one child kneel by the furniture illustrations. Say the term or pattern for one of the furniture items. After you have said the term/pattern, toss the tissue paper into the air. The child who is kneeling by the illustrations must identify the correct one before the tissue paper hits the floor. Repeat this process with other players. The remaining children should determine whether or not the child has successfully identified the correct illustration.

ACTIVITIES:

- \* Play HOP AND TIP with the children to encourage oral reproduction of this Unit's terms and/or patterns. At the beginning of each round say one of the terms/patterns. The children should be divided into pairs for this activity. The players who are 'knocked off balance' must then sit down. When a player in each pair is sitting, the player remaining standing should repeat the pattern or terms that you said. Refer to the 'Activities' section of this program for details of HOP AND TIP.
- \* Introduce the dialogue to the children. Initially, the children should hear an uninterrupted version of the dialogue. After they have heard the dialogue, review the patterns contained in the dialogue to be certain that the children understand their MEANINGS. Practice the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Group the children in pairs. Each pair of children should stand back to back with arms interlocked. Then the children should 'sit down'. Tell the children to listen for a specific vocabulary term or pattern from this Unit. When the children hear the pattern or term that you identified at the beginning of the round, they should stand up with their arms remaining interlocked. Repeat this process a number of times using the different NL terms and patterns from this Unit.



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MATERIALS:

A piece of tissue paper, furniture illustrations

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

THEME: TYPES OF PLANTS

GRADE: ONE

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VOCABULARY:

omashkikopak	labrador tea
winisikens	seneka root
wapikon	flower
oshoshkominak	blueberries
miskominak	raspberries
oteminan	strawberries
mantamin	corn
oskokominak	saskatoon
pakesanak	plums
mishimin	apple

---

PATTERNS:

Ni minentan \_\_\_\_\_.

I like \_\_\_\_\_.

---

DIALOGUE:

T Ki ki kitike na \_\_\_\_\_?

S \_\_\_\_\_  
(All plant)

T Did you plant \_\_\_\_\_?

S \_\_\_\_\_  
(All plant)

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**INTRODUCTION:**

**\*\*If possible, collect samples of the plants in your area for use in this unit.**

If plant samples are not available, draw simple pictures of the plants that are common in the area of your community.

Place the plant samples or the pictures in a hat. Present the hat to the children. Tell the children that it is a magic hat and that you aren't certain what will appear out of the hat this time.

**ACTIVITIES:**

- \* Remove the plants, one at a time, from the 'magic hat'. Name the plants (in English) as they are removed from the 'magic hat'.
- \* Encourage the children to talk about the different plants...plants that they have seen, plants that they like, and so on.
- \* Show the plant samples/pictures to the children once again, introducing the NL names for the plants. The children should hear the names of the plants many times.
- \* Group the children in a circle. Give one of the plant samples/pictures to a child in the circle. He should pass the plant/picture to the child next to him, and so on until the plant/picture has been around the circle. Repeat the name of the plant as it circulates among the children.
- \* Place a portion of modeling clay for each plant, on the floor. Tape the samples/pictures to tongue depressors or rulers. Give one of the taped plants/pictures to a child...name the plant (in the NL) and the child should stand the plant up in one of the modeling clay bases. Repeat this process until all of the plants are standing. Place the mounted plants on a table to represent a display of 'plants in our area'.

**FOLLOW-UP:**

Lay a length of butcher paper on the floor. With a felt pen, draw a line from one end of the paper to the other to represent the 'ground'. Then, group the children around the paper. The children should use felt pens or crayons to illustrate flowers that are found in their area. Circulate among the children as they work, repeating the names for the different plants. Later, when the 'plant mural' is complete, it can be displayed in the classroom or hallway.

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**MATERIALS:**

Plant samples (if available), simple illustrations of the plants (colored), a hat, a portion of modeling clay for each plant sample/picture, butcher paper, felt pens or crayons for each child

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INTRODUCTION:

Group the children by the 'plants in our area' mural that they developed in lesson 1. Point to the different plants, saying the NL names for the plants. Then, show the children the plant samples/pictures and match them to the flowers in the mural. Repeat the NL names for the plants as often as possible. It is important that the children HEAR the names of the plants. They do not need to say the plant names at this point in the lesson.

ACTIVITIES:

- \* Use a RUNNING STORY to encourage the children to HEAR the names of the plants. Select ONE plant name for each running story.
- \* Play RUNABOUT using the plant samples or pictures. Have the children repeat the plant names after they identify them.
- \* Develop a ROAD MAZE such as the following:
  
- \* Place the plant samples/pictures at one end of the maze. (Refer to the 'Activities' section, at the back of this program for details about the ROAD MAZE). Say the name of one of the plants and the child or children with the cars should 'drive' through the road maze to the samples/pictures. When a child reaches the end of the maze, he should park his car beside the sample/picture that you named. All of the children should then repeat the name of the plant.

FOLLOW-UP:

Give each child a plant sample or picture of a plant. Also, provide each child with white paper and a pencil. The children should then trace the outlines of their plants. When a child has traced his plant, he should return the sample/picture to you and place his tracing on the floor. Later, when all of the children are finished, the tracings and plant samples/pictures can be used for a matching activity.

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MATERIALS:

Mural developed in lesson one, plant samples/pictures, masking tape, toy cars (one or two), a plant sample/picture for each child, a sheet of white paper and a pencil for each child

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INTRODUCTION:

Use Herman's Head to introduce the new patterns to the children. The children should listen carefully as you have your 'discussion' with Herman.

Repeat the patterns with a handpuppet. Once again, it is important that the children HEAR the patterns.

ACTIVITIES:

- \* Mount the plant samples/pictures on the board and group the children near them. Point to each sample/picture and say the pattern that goes with it. Have the children repeat the pattern after you.
- \* Group the children in a circle. Stand in the center of the circle with a broom held vertically on the floor (be certain the children are sitting in a large circle...beyond reach of the broom). Say one of the patterns and then release the broom. When the broom lands on the floor, the child at whom the broom is pointing should repeat the pattern you said. Repeat a number of times.
- \* Mount one of the pictures/samples on the board and group the children near it. Tell the children to listen for the pattern that goes with the picture/sample. Say a number of the patterns, eventually saying the pattern for the picture/sample that you have on display. The children should repeat the pattern. However, when you say patterns that don't go with the picture/sample, the children should remain silent.

FOLLOW-UP:

Divide the children into groups; one group for each sentence. Say one of the sentences and the children in the correct group should stand and repeat the sentence.

Later, switch the groups and repeat this drill.



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MATERIALS:

Plant pictures/samples, Herman's Head and Tape, tape recorder, a broom, masking tape.

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INTRODUCTION:

Use the plant samples/pictures to review the patterns that were introduced in lesson three. Show each of the samples/pictures to the children, saying its NL pattern. Repeat this process until all of the patterns have been reviewed.

ACTIVITIES:

- \* Group the children in a circle. Walk around the outside of the circle. Whisper one of the patterns in a child's ear. That child should then run to another child in the circle and repeat the pattern in his ear. That child should then say the pattern out loud. Repeat this game a number of times. Encourage the children to select those children who have not played for each round of the game.
- \* Show each plant sample/picture and ask the cueing question. The children should respond chorally with the correct sentence.
- \* Divide the children into two groups. Whisper the NL name for one of the plants to group 'a'. The children in that group should say the name of the plant. Then, the children in group 'b' should say the pattern that contains that plant name. Later, repeat the process, switching groups.
- \* Play CHANGE using the new patterns. The children should change partners when they hear the sentence that you said.

FOLLOW-UP:

Have the children stand in a straight line. Roll a sheet of construction paper into a cylinder to represent a telescope. Give the 'telescope' to the child at the front of the line. Stand at the other end of the room and hold-up a plant sample/picture. The child should look through the 'telescope', recognize the plant and say the pattern for it. Then, he should give the 'telescope' to the next player. Repeat until all children have used the 'telescope'.



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MATERIALS:

Plant samples/pictures, masking tape, a sheet of construction paper

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**INTRODUCTION:**

Place each plant sample/picture in an envelope; one envelope for each plant sample/picture.

Give each of the envelopes to a child; one per child.

**ACTIVITIES:**

- \* The children should open the envelopes and look at the sample/picture inside. Each child should name his plant and then say the pattern that contains the name of the plant.

**IDEA #1:**

Distribute the tracings that the children did in lesson 2. The children should color the tracings and then glue/paste them to a sheet of butcher paper (or add them to the flower mural prepared in lesson one). Circulate among the children as they work, encouraging them to say the NL names for the plants.

**IDEA #2:**

If plant samples were used in this unit, blindfold the children for a 'sensory awareness' activity. Group the children in a circle. Give a child a plant sample and he should feel it very carefully. Then, he should name the plant based on its 'feel'. Repeat until all of the children have felt a plant and identified it.

**FOLLOW-UP:**

Make a HOPSCOTCH outline on the floor with masking tape. Place a plant sample or picture in each section of the game. The children should then hop through the outline, one at a time, naming the plants in the sections. Repeat until all of the children have gone through the HOPSCOTCH outline.



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**MATERIALS:**

Plant samples/pictures, an envelope for each plant sample/picture, plant tracings (from lesson two), paste/glue, a blindfold for each child, masking tape

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NATIVE LANGUAGE BASIC PROGRAM  
OJIBWE

UNIT

THEME: WEATHER

GRADE: ONE

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VOCABULARY:

kishite	hot day
kishate	sunny day
kimiwon	rainy day
notin	windy day
ninkokot	cloudy day
sonkipon	snowy day

---

PATTERN:

It's a ( \_\_\_\_\_ ) day.

---

DIALOGUE:

T Ni ta ki kishkan na \_\_\_\_\_ ishpin \_\_\_\_\_ k?  
(clothing item) (weather term)

S Minake/kawin osam \_\_\_\_\_  
(weather term)

T Could I wear my (name of clothing) when it's (weather)?

S Yes/no, it's too \_\_\_\_\_  
(weather term)

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## INTRODUCTION:

Have the children watch you as you pretend to look out of the window at the weather. Tell the children that you are attempting to decide what to wear. Have sample clothing items for different weather forms ready for this Unit. After looking at the weather, tell the children that you are happy to see that it is 'sunny'. Then, they should watch as you put on rubbers, raincoat and rainhat. The children should let you know that you aren't dressing correctly for the weather. Use this as an introduction to the different types of weather.

## ACTIVITIES:

- \* Introduce the weather pictures to the children. Show each picture, saying the NL term for the type of weather shown in the picture. Repeat until all of the NL terms have been introduced.
- \* Show the children the clothing samples that you collected for this Unit (clothing for the different weather types). Say the NL term for each weather-form as you show the different items of clothing.
- \* Mount the weather pictures on the chalkboard and group the children in front of them. Review the clothing items, matching the clothing items to the weather pictures. Repeat the NL names for the different weather-forms as often as possible.
- \* Tell the children the story (in English) of The Wind And The Sun (Aesop's Fable). Refer to Appendix H for a version of this story. Use the flannel-board and felt cut-outs to enhance the story. The children can add sound effects to the story.

## FOLLOW-UP:

Read the poems from Appendix H, to the children. Discuss each poem with the children after they have heard it.

## MATERIALS:

Clothing for the different weather-forms, weather pictures, masking tape, the story, The Wind And The Sun (Appendix H), Poems: The Sunny Day, Who Has Seen The Wind, Snowflakes (all in Appendix H).

INTRODUCTION:

Review the weather terms introduced in lesson one. 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 effect. 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 terms 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 then 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.



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MATERIALS:

Weather pictures, masking tape, old magazines/catalogues

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INTRODUCTION:

Before the lesson begins, prepare a tape of 'weather sound effects'. Play the tape 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 introduce the new NL pattern. Repeat until the children have heard all of the NL patterns.

ACTIVITIES:

- \* Be certain that the children understand the meanings of the new NL patterns. It may be necessary to translate the patterns ONCE to be certain that they understand their meanings.
- \* Re-play the 'weather sound effects' tape, stopping the tape after each sound effect. The children should say the pattern for the sound effect that they have heard. Model the responses, at first, as necessary. Repeat until all of the sound effects on the tape have been heard.
- \* If an umbrella is available, play UMBRELLA SPIN. Refer to the 'Activities' section of this program for details of this activity. When the umbrella stops spinning, the children should say the pattern for the picture that is in the top section.

FOLLOW-UP:

Introduce the song, ' \_\_\_\_\_ ' to the children. Be certain that the children understand the meanings of the patterns in the song. Practice singing the song with the children.



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MATERIALS:

A tape of weather sound effects, a tape recorder, masking tape, an umbrella

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## INTRODUCTION:

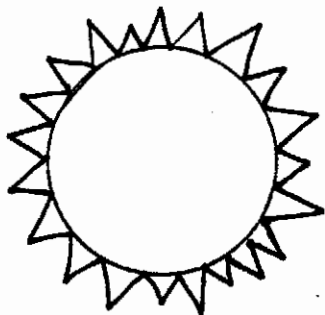
Use the 'sound effects' tape, from lesson three, to review the patterns introduced during that lesson. Play the tape and have a handpuppet say the patterns for the different sound effects. The children should listen carefully to the patterns. It is important that the children HEAR the patterns during 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 then 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, tape recorder, masking tape, 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 one of the patterns from this Unit. Then, toss the balloon (from lesson four) into the air. The two 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 that you said. Repeat.

ACTIVITIES:

\* IDEA #1:

Collect the weather symbols, prepared by the children in lesson four. 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 two 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.

IDEA #2:

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.



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MATERIALS:

Inflated balloon (from lesson four), weather symbols (from lesson four), a length of butcher paper, art paper for each child, mixed tempera paint, a straw for each child

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NATIVE LANGUAGE BASIC SKILLS PROGRAM  
GAMES/ACTIVITIES TO ACCOMPANY PROGRAM

APPENDIX A

GRADE 1

**AUDITORY HUNT**

- group the children in a circle;
- have a child stand in the center of the circle;
- blindfold the child who is in the center of the circle;
- stand in another location in the circle and say one of the unit's vocabulary words/patterns;
- the blindfolded child should then attempt to find you by listening for the direction of your voice;
- repeat this activity having children in the circle say the vocabulary words/patterns from the unit;
- when a blindfolded child has successfully identified the speaker, the speaker then becomes IT for the next round.

**BACKWARDS RELAY/BACK TO BACK RACE**

- Group the children into two teams;
- The first two players in each team should stand back to back with arms interlocked;
- Place the illustrations/objects/sight words at the other end of the room;
- Say a term or pattern related to the items at the other end of the room;
- The two players should RACE (back to back) to the pictures/objects/words;
- The first pair of children to correctly identify the item named scores a point;
- You may wish to have the children repeat the term/pattern related to the item they identified.

**BALLOON DROP**

- 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 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 RELEASE

- Group the children in a circle;
- Inflate a large balloon;
- Say one of the terms/patterns from the unit;
- Release the balloon;
- The balloon should move quickly around the circle;
- When the balloon stops beside or on one of the children, that child should repeat the term/pattern that you said at the beginning of the round.

## BALLOON VOLLEYBALL

- Arrange the children in two groups;
- The two groups should stand facing one another approximately 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 group 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.

## BASEBALL

- Have a child stand with the ruler in 'batter form';
- Say a term/pattern and tell the child to listen for that same term/pattern when you toss the 'nerf ball' to him;
- If the child hears the same term/pattern, he should swing at the nerf ball;
- However, if he hears another term/pattern (not the one that you said at the beginning of the round) he should not swing;
- When a child 'mis-swings' (i.e., swings at the wrong time) it is considered a 'strike';
- Determine how many strikes a child is allowed;
- You may wish to have another child stand behind the 'batter' to retrieve the nerf ball for you after each toss.

## BEANBAG DROP

- have children stand in scattered formation;
- give each child a beanbag;
- all children place beanbags on their heads;
- when the children hear a specific sound (in a word), or a specific word or sentence, they should lean back gently, causing the beanbags to fall to the floor;
- the children should then retrieve the beanbags by leaning forward and reaching for the beanbags between their legs.

### BEANBAG TAG/TOSS

- Have four or five children stand in the centre 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 centre 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.

### 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 represent 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.

### BOX RADIO

- Have a tape behind a radio made out of a box.
- Turn the radio on and play the tape to introduce the vocabulary.

## BREAKTHROUGH - SEE CROSS OVER

## 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' 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 said OR to identify a picture/object/sight word that you show.

## 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.

## CHINESE GET UP

- Arrange the children in pairs;
- The children in each pair should sit on the floor back to back with arms interlocked;
- tell the children to listen for a specific term or pattern;
- When the children hear that the term or pattern, they should stand without unlocking their arms.

## CIRCLE HOP

- Make two or three circles on the floor using masking tape or chalk;
- Identify each of the circles as representing a specific term/pattern;
- Say one of the terms/patterns and the children (or a group of children) should hop/run/skip/etc. to the correct circle.
- An alternative to the approach for CIRCLE HOP indicated above is to place sight words/pictures/ objects in the different circles;
- When you say a term/pattern related to one of the items, the children should respond by moving to the correct circle.

## COLOR CODING

- 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.



## CONFETTI PICK-UP

- group the children in a circle and place the pictures from the kit in the center of the circle;
- place a pile of 'confetti' beside the pictures;
- if commercial confetti is not available, it can be made using a hole punch and scraps of paper;
- say one of the vocabulary words or a pattern from the unit;
- call upon a child or children to rush into the circle, pick up the piece of confetti and place the piece of confetti on the picture of the word/pattern that you said.

## 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 colored 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

- Have the children form 2 teams
- Have teams face one another
- Have team 1 call student they want over. Student has to give a word identified by team. Student from Team 2 goes over if she can uncode the word.

## 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;

## DODGE BALL (Cont'd)

- when a child is eventually touch with the ball, he should repeat the vocabulary word/pattern that you said at the beginning of the round;
- when a child does strike one of the children in the center, he then should enter the center of the room and the child who was struck should take his place in the line.

## DON'T SHAKE THE POT

- Divide the children into two teams;
- Have the two teams stand at one end of the room;
- Place the pictures/objects/sight words at the other end of the room;
- Give the first player in each team a small pot that contains three or four marbles;
- Say one of the terms/patterns for an item that is at the other end of the room;
- The two players must then walk on tiptoes without causing the marbles to make a sound in their pots;
- When the players of one of the teams hear the marbles make a sound (in the other team's pot), they should clap their hands;
- When children have been 'clapped,' they must return to their teams and begin again;
- The first child to reach the items must identify the correct item based on the term/pattern that you said (without causing the marbles to make a sound) scores a point for his team.

## FLASHLIGHT DRILL

- mount pictures/words on walls around classroom or place them on the floor;
- shine the flashlight on the pictures/word and the children should name the picture/word that is illuminated;
- OR: give the flashlight to a child and say one of the vocabulary terms;
- the child should shine the flashlight on the item named.

## HOPSCOTCH

- using masking tape, make the outline of 'hopscotch' on the floor;
- in each section, place a picture/word that represent the unit's content (one picture/word that represents the unit's content (one picture/word per section);
- line the children up at one end of the outline and give the first child a beanbag;
- the child should toss the beanbag so that it lands in one of the sections;

## HOPSCOTCH (cont'd)

- he should then hop to that section, saying the patterns/words for the pictures/words that he sees in each section;
- when the child reaches the section where his beanbag landed, he should turn around and repeat the process back to the starting point.

## 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;
- Children who have been thrown off balance 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;

## FOX AND SQUIRREL/CAT AND RAT

- group the children in a circle;
- have one child stand inside the circle as the squirrel/rat;
- have another child stand outside of the circle as the fox/cat;
- say a vocabulary word/pattern from the unit;
- then the fox/cat should try to catch the squirrel/rat;
- the children in the circle should join hands;
- the squirrel/rat should be allowed to go under the arms of the children whenever he wishes;
- however, the children should attempt to prevent the fox/cat from entering or leaving the circle;
- in other words, the children in the circle are on the side of the squirrel/rat;
- however, when the squirrel/rat is caught, he must repeat the vocabulary word or pattern that you said.

## HANDKERCHIEF DROP

- Group the children into a circle, if there are many children use two circles.
- Give one student a handkerchief;
- Ask that student to make the sound of an animal;
- The student must then run around the circle with the handkerchief making the animal sound;
- The student will drop the handkerchief behind any student once he's made one complete circle;
- Once the handkerchief is dropped behind another student both of them run around the circle;
- The one who gets to the open spot last becomes the next "IT" to make an animal sound and to run around with the handkerchief
- This activity continues until all animal sounds in the lesson have been made.

## 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 variation 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'.

## KAKIVAKING

- Group the children in a circle;
- Have a child stand in the centre 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.'

## KEEP AWAY TOUCHBALL

- Group the children in a circle;
- Have one child stand in the centre of the circle;
- Give one of the children in the circle a large soft ball;
- The children in the circle must then roll the ball back and forth across the circle while the child in the centre of the circle must attempt to 'capture' the ball;
- When IT (the child in the centre of the circle) captures the ball, all of the children in the class should repeat a term/pattern that you said at the beginning of the round OR they should identify a sight word that you show them.

## KNITTING NEEDLE PICK-UP

- Arrange the children in a circle;
- Place illustrations/sight words on the floor in the centre of the circle;
- Make a hole in each one of the illustrations/sight words using a single-hole punch;
- Give a child in the circle a large knitting needle
- Say a term/pattern for one of the illustrations/sight words in the centre of the circle;
- The children should then pass the knitting needle around the circle in a clockwise direction until you clap your hands;
- Then the child left holding the knitting needle must enter the circle and pick up the illustration/sight word that you named at the beginning of the round;
- This activity can also be done in 'team form' in which case two copies of each illustration/sight word should be placed on the floor to allow both players from each team to succeed in the activity.

## KNOT RACES

- group the children in two teams;
- give the first player in each team a rope (approximately 2 feet long);
- tie a knot in each of the ropes (the same knot in each rope);
- say a term or pattern and then the player must untie their knots as quickly as they can and repeat the term/pattern that you said;
- the first player to do this successfully scores a point for his team.

## LIFESAVER PASS

- Group the children in a circle;
- Give each child a toothpick;
- Place a lifesaver over one of the children's toothpicks;
- Say a term (or series of terms) or a pattern and the children should pass the lifesaver around the circle in a clockwise direction from toothpick to toothpick;
- Clap your hands and the child who is left holding the lifesaver at that point must then repeat the term(s)/pattern that you said at the beginning of the round;
- OR have the child who is left holding the lifesaver identify a sight word that you show him.

## 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 'lipping'.

## LOCOMOTIVE

- have the children stand in a straight line, one behind the other;
- each child should put his hands on the shoulders of the child in front of him;
- the first child in the line should hold his arms at his sides to simulate the action of a train;
- tell the children to listen to a specific vocabulary word or pattern from the unit;
- when the children hear the word/pattern, they should hop forward once;
- repeat this process many times with the children hopping ONLY when they hear a designated word/pattern.

## 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)

## PAPER PATH

- Divide the children into two teams;
- Have the two teams stand in straight lines at one end of the room;
- Place pictures/objects/sight words at the other end of the room;
- Give the first player in each team two stiff sight word (blank) cards;
- Say a term or a pattern for one of the items at the other end of the room;
- The two players with the cards must then walk towards the items, using the cards;
- To do this, a player places one card on the floor and then steps on it;
- He then places the other card on the floor and steps on it;
- To step forward, he must lift his first foot and remove the first card from the floor and place it ahead of himself and then step on it;
- He must continue to do this until he reaches the items at the other end of the room,  
The first child to recognize the item for the term/pattern that you said at the beginning of the round scores a point for his team.

## PEANUT LIFT

- Place a number of peanuts on the floor;
- Place a number of swizzle sticks beside the peanuts;
- Lay pictures or sight words some distance from the peanuts;
- Divide the children into two teams;
- Say a term/pattern for one of the illustrations/sight words;
- The first player in each team must then rush to the swizzle sticks, take two swizzle sticks and attempt to lift a peanut, using the ends of the swizzle sticks;
- The first player to lift a peanut to the picture/sight word that you named scores a point.

## PICK IT UP

- lay pictures or sight cards on the floor 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 a term/pattern for one of the sight words/illustrations;
- the players with the straws must then rush to the illustrations/sight words and attempt to lift up the appropriate illustration/sight word by sucking through the drinking straw;
- be certain to have enough drinking straws to provide each child with a fresh straw;



## PICK IT UP (cont'd)

- if a team form is used in this activity, you may wish to have two copies of each illustration/sight word so that each child has the opportunity to succeed;
- OR you may wish to have illustrations and matching sight words, in which case one child would attempt to pick up a sight word and the other child would attempt to pick up its matching illustration.

## PINGPONG BLOW

- Divide the children into two teams or use pairs of children for this activity;
- Have two children stand on opposite sides of the table;
- Place a pingpong ball in the middle of the table;
- Say a term/pattern and then the two players must attempt to blow the pingpong ball to the other side of the table;
- When the pingpong ball reaches one side of the table (i.e., an edge) the child whose edge the pingpong ball has reached must then repeat the term/pattern that you said at the beginning of the round OR must identify a sight word card that you show him.

## POOL TECHNIQUE

- stand illustrations or sight cards from the lesson against a wall;
- place a small ball on the floor about ten feet from the illustrations/words;
- give a child/student a yardstick or pool cue;
- say one of the words and the child/student should play 'pool' with the ball, attempting to strike the illustration/word named with the ball;
- OR: have the child/student name one of the illustrations/sight words and then he/she should attempt to hit it with the 'pool ball'.

## 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 see it in the mirror.

## RESERVED SEATS

- Prepare a matching set of illustrations and sight word cards for this activity;
- Lay the illustrations on the floor in a scattered formation;
- Give each of the sight word cards to the children (one per child - not all children need play during this round of the activity);
- When you say "Go", the children must then run to their 'reserved seats' by matching their sight word cards with the illustrations on the floor;
- This activity can be done in reverse, in which case the sight words would be on the floor.

## RING 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 the pingpong ball to the other child who must catch it in the 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 that team should respond).

## 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, e.g.:

## ROLL IN THE BOWL/SNOW

- Group the children in a circle;
- Give one of the children a small shallow bowl;
- Place a marble in the bowl;
- Say a term (or sequence of terms) or a pattern;
- The child with the bowl and marble must then begin to roll the marble around inside the bowl as he passes it to the child next to him;
- The children should continue to pass the marble around in this way, keeping the marble moving all of the time in the bowl;
- When the marble 'escapes' from the bowl, the child who 'lost' the marble must then repeat the term(s) or pattern that you said at the beginning of the round,
- OR identify a sight word that you show him.

## 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 centre 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 centre 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.

## RUN AROUND THE CIRCLE

- This activity is played very much like RUN ABOUT;
- Place pictures/objects/sight words on the floor and group the children around them in a circle;
- Have one child stand outside of the circle as IT;
- IT must walk around the outside of the circle, eventually squeezing between two of the children in the circle;
- The children on either side of IT must then run around the circle in opposite directions;
- The first player to re-enter the circle identify a picture/object/sight word for a term or pattern that you said at the beginning of the round wins the round.

## RUNNING STORY

- Tell a story to the children that contains specific vocabulary words that you wish the children to hear many times;
- For example, if the word 'red' was a word that you wanted the children to HEAR, you might say something like: The red car is parked by the red house near the red sign by the red window in front of the red bicycles. Red is my favorite colour. I've always liked red. I believe that red is my favorite colour because the other day I said to myself, self, red is my favorite colour and I know that when I say red is my favorite colour I really mean that red is my favorite colour.

## RUNNING STORY (cont'd)

- The running story can also be used to elicit oral responses from the children;
- When you tell a running story, stop before each key vocabulary word is needed;
- The children should then provide the word orally (in choral/group or individual forms).

## SANDWICH

- 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.

## SEARCHLIGHT

- 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 who 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 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 NO. 2

- Place an overhead projector on the floor facing one of the blank walls in the classroom;
- The projector should be about 10 feet from the wall;
- Have 4 children sit between the projector and the wall, parallel with the sides of the projector;
- Direct the children not to look into the light of the projector;

## SHADOW TAG NO. 2 (cont'd)

- The children should place their hands in the light of the projector, thus projecting the shadows of their hands on the wall;
- Stand by the wall, attempting to touch one of the children's shadows;
- When a child's hand shadow has been 'tagged' by you, that child should repeat a term(s) or pattern that you said at the beginning of the round OR he must identify a sight word card that you show him.

## 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 the 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);
- 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 centre 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;

## 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.

## STARE

- Divide the children into two teams or play this activity with pairs of children;
- Have two children stand facing one another approx. 3 feet apart;
- Say a term (or sequence of terms) or a pattern;
- The two children should then stare at one another, attempting not to laugh;
- The first child who laughs must then repeat the term(s) or pattern that you said at the beginning of the round;
- If both children laugh, then have both children respond.

## STICKY FOOT

- Group the children in two teams at one end of the room;
- Place illustrations or sight words 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.

## SWAP

- Arrange the children in pairs;
- One child in each pair should sit on the floor and the other child should stand facing him;
- Tell the children to listen for a specific term/pattern;
- When the children hear that term/pattern, they should reverse roles, i.e., the sitting child should stand and the standing child should sit.

## 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 objects/pictures/words in the center of the circle;
- say the name of one of the pictures/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/object/word.

## TRAFFIC LIGHT

- cut out ten red and ten green circles from construction paper;
- mix all of the circles together;
- place the two containers at one end of the classroom;
- then divide the children into two teams;
- have the two teams line up at the opposite end of the room from the containers;
- each team should be facing one of the containers;
- place the pictures/words from the unit near the containers;
- say one of the unit's vocabulary words/patterns and the first player from each team should race to his team's container;
- the players should reach into the containers and remove one of the circles of paper;
- if a child removes a red circle, he should return to his place in the team;
- however, if the child removes a green circle, he should race to the pictures/words and identify the one that you said;
- should both children remove green circles, then both children should race to the pictures/words;
- should both children remove red circles, then both children should return to their teams and the next player in each team should prepare for the next round;
- the children can repeat the vocabulary words/patterns that you say in 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.

## UNDER THE BRIDGE

- have two children stand facing one another with hands clasped;
- the two children should raise their hands above their heads to resemble the arch of a bridge;
- have the remaining children line up in a straight line;
- the children should file 'under the bridge' in single file;
- when you clap your hands, the two children should lower their hands, trapping one of the children on the bridge;
- the child who is trapped on the bridge should then repeat a pattern that you said or identify a picture/word that you show him.



## WEBBING

NOTE: There are many forms of 'webbing,' the following being one example.

- mount a length of butcher paper or a sheet of language experience paper on the wall;
- group the children in front of the paper;
- print one of the vocabulary terms in the center of the paper and circle it;
- encourage the children/students to suggest OTHER words that are related to the word in the center of the page;
- print each of the words the children provide as 'branches' of the first word, e.g.:

## WHAT TIME IS IT, MR. WOLF?

- group the children together with one child standing separately;
- the child standing alone should be about 10 feet from the other children with his back to the group;
- the group should ask the question, "What time is it, Mr. Wolf?";
- the wolf responds with, for example "It's one o'clock.";
- the group should then repeat the question, taking a step forward at the same time;
- the wolf should respond with a new time;
- repeat the process until the wolf turns and tries to catch another child, saying, "It's time to eat you.";
- the child who is caught becomes the new wolf. This game can be used to practice other language patterns, such as, "What's your name?"; "Where are you going?"; etc.

## WHISPER

- group the children in a circle;
- whisper one of the vocabulary words/pattern from the unit in a child's ear;
- That child should then whisper the same word/pattern into the ear of the child sitting beside him;
- the children should repeat this until the word/pattern has gone completely around the circle;
- then the last child to hear the word/pattern should repeat it orally.

## WILD CAR

- group the children 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.

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NATIVE LANGUAGE BASIC PROGRAM

APPENDIX B

Grade 1

FOODS

When a goose meets a moose  
At the house of a mouse  
I wonder if all three  
Sit down and drink tea.

- Zhenya Gay, Jingle Jangle

THERE ONCE WAS  
A PUFFIN

Oh, there once was a Puffin  
Just the shape of a muffin  
And he lived on an island  
In the  
    bright  
        blue  
            sea!

He ate little fishes  
That were most delicious  
And he had them for supper  
And he  
    had  
        them  
            for tea.

But this poor little Puffin  
He couldn't play nothin'  
For he hadn't anybody  
To  
    play  
        with  
            at all.

So he sat on his island  
And he cried for awhile, and  
He felt very lonely  
And he  
    felt  
        very  
            small.

NATIVE LANGUAGE BASIC PROGRAM

APPENDIX B

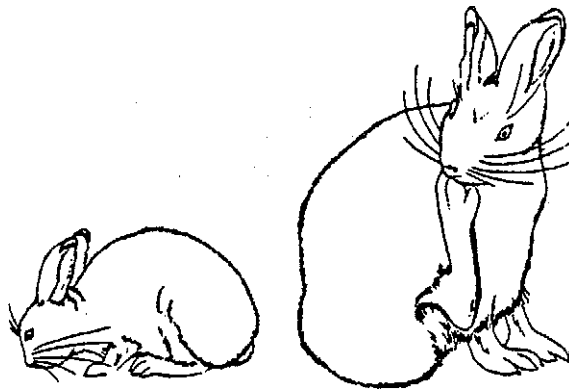
Grade 1

FOODS (cont'd)

Then along came the fishes  
And they said, "If you wishes  
You can have us for playmates  
Instead  
    of  
      for  
        tea!

So they now play together  
In all sorts of weather  
And the Puffin eats pancakes  
Like you  
    and  
      like  
        me.

- Florence Page Jacques



NATIVE LANGUAGE BASIC PROGRAM

APPENDIX B

Grade 1

FOODS (cont'd)

THREE LITTLE PUFFINS

Three little puffins  
Were partial to muffins  
As partial as partial can be  
They wouldn't eat muffin  
But hot buttered muffin  
For breakfast and dinner and tea.  
Pantin' and puffin!  
And chewin' and chuffin'  
They just went on stuffin', dear me!  
Till the three little puffins  
Were chockful of muffins  
And puffy as puffy can be,  
All three  
Were puffy as puffy can be.

- Eleanor Farjeon, The Silver Curlew

THE FOX AND THE CROW

A crow sat in a high tree holding a tasty bit of cheese in her mouth.

Along came a hungry wolf.

"The crow will laugh when she sees my funny face," he said. "And when she laughs, she'll drop the cheese."

He called to the crow, making a funny face.

But she didn't even smile.

Along came a hungry little black bear.

"Drop the cheese to me, Crow," said the black bear, "or I will give you a shower bath!"

But the crow did not drop the cheese, even though WHOOSH! the bear sent up a stream of water.

"Drop the cheese to me," called the big brown bear, "and you may have this pot of honey."

But the crow did not like honey, and she did not drop the cheese.

The crow was about to eat the cheese when along came a cunning little fox.

"Oh beautiful crow," he called, "you are lovely to see. A bird with such charming feathers must sing a pretty tune. Please sing for me."

Now the crow had never been told she was pretty, although she thought she was. And she had never been told that her voice was pretty.

She opened her beak and rasped an ugly CAAW!

Down tumbled the cheese, into the fox's mouth!

Now wasn't she a silly bird to let that sweet talk fool her?

NATIVE LANGUAGE BASIC PROGRAM  
APPENDIX C

Grade 1  
HALLOWEEN

HALLOWE'EN

"Granny, I saw a witch go by,  
I saw two, I saw three!  
I heard their skirts go swish, swish, swish \_\_\_"

"Child, 'twas leaves against the sky,  
And the autumn wind in the tree."

"Granny, broomsticks they bestrode,  
Their hats were black as tar,  
And buckles twinkled on their shoes \_\_\_"

"You saw but shadows on the road,  
The sparkle of a star."

"Granny, all their heels were red,  
Their cats were big as sheep.  
I heard a bat say to an owl \_\_\_"

"Child, you must go straight to bed,  
'Tis time you were asleep."

"Granny, I saw men in green,  
Their eyes shone fiery red,  
Their heads were yellow pumpkins \_\_\_"

"Now you've told me what you've seen,  
WILL you go to bed?"

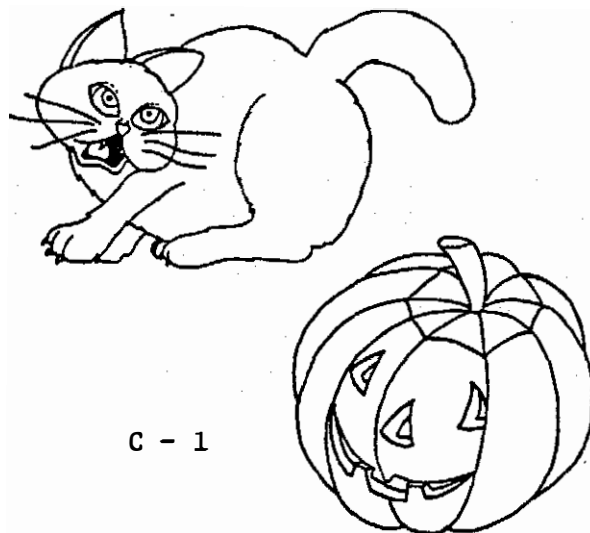
"Granny?"

"Well?"

"Don't you believe \_\_\_?"

"What?"

"What I've seen?  
Don't you know it's Halloween?"



NATIVE LANGUAGE BASIC PROGRAM

APPENDIX C

Grade 1

HALLOWE'EN (cont'd).

JACK-O'-LANTERN

I am a pumpkin, big and round.  
(Use arms to show size of pumpkin)

Once upon a time I grew on the ground.  
(Point to the ground)

Now I have a mouth, two eyes, a nose.  
(Point to each feature on own face)

What are they for, do you suppose?  
(Right forefinger to forehead - thinking gesture)

When I have a candle inside shining bright  
(Hold up right forefinger)

I'll be a jack-o'-lantern on Halloween night.  
(Thumbs in armpits - bragging gesture.)





NATIVE LANGUAGE BASIC PROGRAM

APPENDIX C

Grade 1

HALLOWE'EN

GUS THE GHOST HAS FUN

Pictures needed for this story:

Gus, the Ghost	Witch	Black Cat
Owl	Jack-o-Lantern	12 Cookies
	Sack (for cookies)	House

Concepts: Teach or review numbers 1-12 (one dozen)  
Teach or review Native language words for Halloween

Suggestions: The pictures on the following pages can be coloured and placed on a flannel board or magnetic board and should be laminated for longer wear.

The sack of cookies can be an actual brown paper bag and the cookies could be actual cookies. The teacher may wish to have one cookie for each student.

GUS THE GHOST HAS FUN

(Place picture on board at point where its name appears in capitals in the story)

Once there was a little GHOST named Gus. He liked to have fun. But Gus was not the only one who liked to have fun.

It was Halloween. Anyone would know that because children were getting dressed up for trick or treat. Gus the Ghost thought it would be nice to go trick or treating too. So he dressed up in his whitest, cleanest sheet, blackened his eyes as black as he could, and started out down the street.

(PLACE HOUSE ON BOARD)

He looked through the window of Martin Beardy's house. Martin's mother was baking cookies. The good smell of them floated right out through the window. Gus knocked on the door. Martin's mother came to the door. "Why, what a nice little ghost!" she exclaimed. "Would you like a dozen cookies?"

(PLACE SACK AND COOKIES ON BOARD/OR INSERT REAL COOKIES IN BAG)

Gus made a deep bow, took the SACK of cookies and floated on down the street.  
(REMOVE HOUSE)

. . . 2

NATIVE LANGUAGE BASIC PROGRAM

Grade 1

APPENDIX C

HALLOWE'EN

- 2 -

Now OWL saw Gus floating along, carrying his sack of one dozen cookies, and he said:

Sh! I'll scare Gus the Ghost,  
I think that I can scare him most.  
He'll drop his cookies and run, run, run.  
Now won't that be a lot of fun?

So Owl flew up behind Gus and hooted, "Hoo-oo-oo"! (PLACE OWL ON BRANCH ABOVE AND TO THE LEFT OF GUS)

But Gus was not scared one bit. He just hung onto his sack of one dozen cookies and floated down the street. (REMOVE OWL)

The BLACK CAT said, "I see that the owl could not scare Gus. (OWL REPEATS THE SCARE RHYME. CHILDREN CAN REPEAT. PLACE BLACK CAT TO THE LEFT OF GUS).

"Mee-ow-ow-ow! Pssst!" went the black cat. Gus was not scared one bit. He just hung on to his bag of one dozen cookies and floated down the street. (REMOVE CAT)

Then a WITCH said in an angry voice, "I see that the owl did not scare Gus the Ghost and I see that the black cat did not scare Gus the Ghost but I can. So the witch crept up behind Gus. (PLACE WITCH TO RIGHT OF GUS AND REPEAT SCARE RHYME)

And the witch said "Hee-hee-hee!" but Gus just hung onto his bag of one dozen cookies and floated down the street. (REMOVE WITCH)

Now it was Jack-o-lantern's turn. When Gus sat down to rest, Jack-o-lantern rolled beside him. (PLACE JACK-O-LANTERN TO LEFT OF GUS) But Jack-o-lantern couldn't say "Hoo-oo-oo" or "Meow-ow-ow-ow" or "Hee-hee-hee" or anything scary. Why? Because he had a big, wide smile on his face.

So jack-o-lantern smiled at Gus and said "May I have one of your cookies please?" "Of course" said Gus. And he took a COOKIE out of the SACK and gave it to jack-o-lantern.

The OWL, and the CAT and the WITCH saw that a smile worked better than a scare, so they came up to Gus with smiles on their faces. And do you know what? Gus gave each of them a cookie. (Now how many cookies did Gus have left?)

And everyone was happy on Halloween.

C - 4

PICTURES FOR "GUS THE GHOST"



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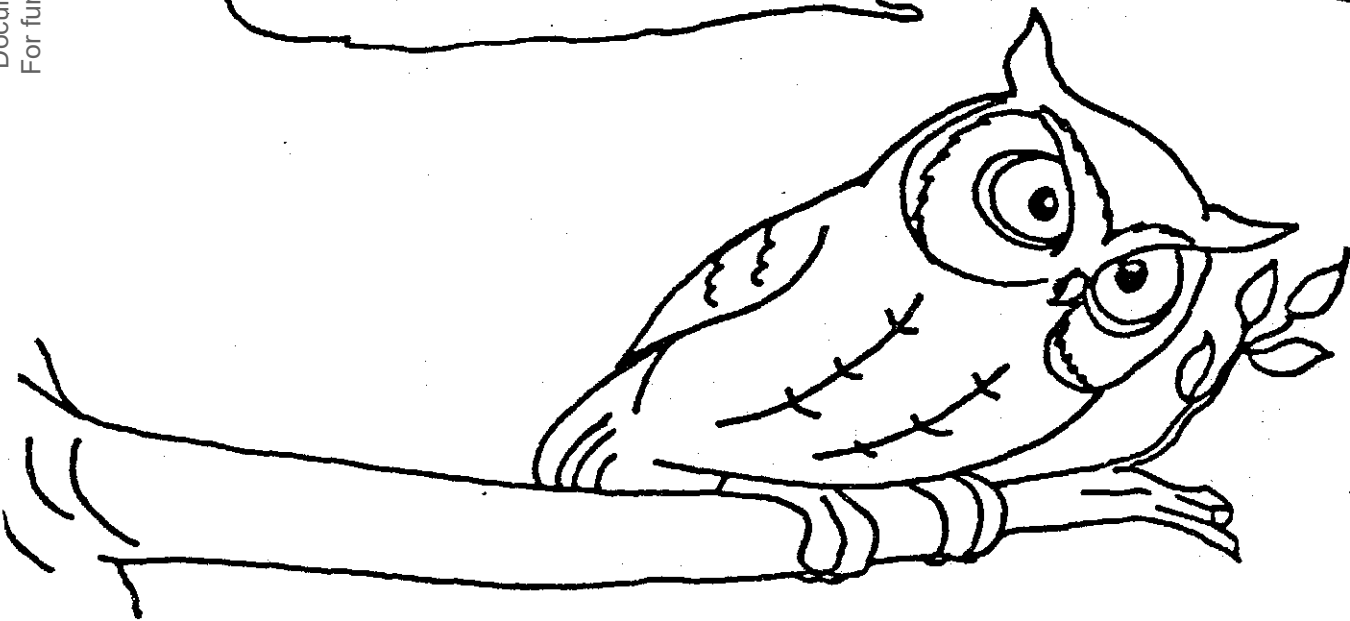
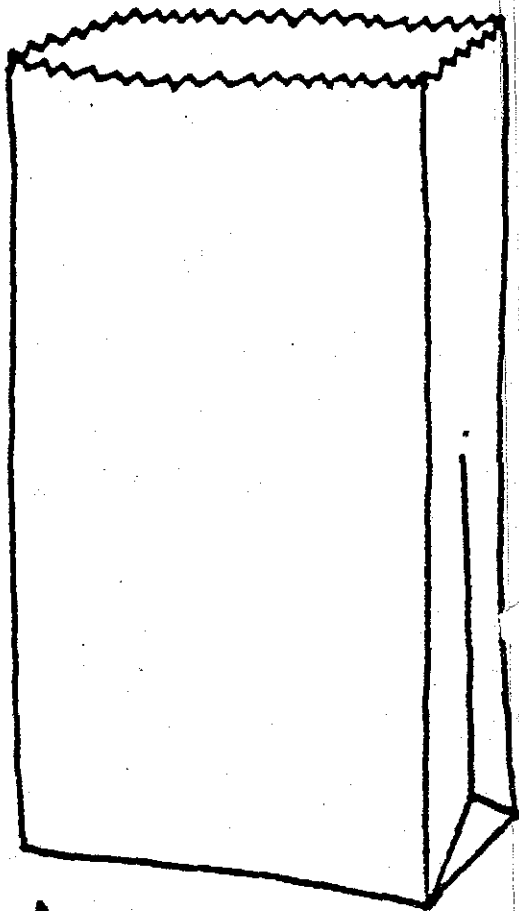


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NATIVE LANGUAGE BASIC PROGRAM

APPENDIX D

Grade 1

HOME

THE THREE LITTLE PIGS - STORY

Once upon a time there were three little pigs who went out into the wide, wide world. Each little pig took a different road. (3 pigs)

The first little pig met a man with a load of straw. (yellow pig + man)

"Please may I have some straw to build a house?" asked the first little pig. And the man gave him some straw. (straw)

The first little pig had just finished his house (strawhouse + roof) when a big, bad wolf came along. (wolf)

"Little pig, little pig, let me come in," said the wolf.

"No, no, not by the hair on my chinny-chin-chin," said the first little pig.

"Then I'll huff and I'll puff and I'll blow your house in!" cried the wolf.

So he huffed and he puffed and he blew the house in (take roof off house)

The first little pig got out just in time. He went to find the other little pigs.

The second little pig met a man with a bundle of sticks. (brown pig + man)

"Please may I have some sticks to build a house?" asked the first second little pig. And the man gave him some sticks. (sticks)

But no sooner had the second little pig finished his house then the big, bad wolf came along. (wolf + stick house + roof)

"Little pig, little pig, let me come in," said the wolf.

"No, no, not by the hair on my chinny-chin-chin," said the second little pig.

"Then I'll huff and I'll puff and I'll blow your house in," cried the wolf.

So he huffed and he puffed and he blew the house in. (take roof off house)

The second little pig got out just in time. He went to find the other little pigs.

Now the third little pig met a man with a wheelbarrow full of bricks. (red pig + man)

NATIVE LANGUAGE BASIC PROGRAM

APPENDIX D

Grade 1

HOME

"Please, may I have some bricks to build a house?" asked the third little pig. (bricks)

And the man gave him some bricks.

But no sooner had the third little pig finished his house then the big, bad wolf came along. (show pig in brick house with wolf)

"Little pig, little pig, let me come in," said the wolf.

"No, no, not by the hair on my chinny-chin-chin," said the third little pig.

"Then I'll huff and I'll puff and I'll blow your house in," cried the wolf.

So he huffed and he puffed and he puffed and he huffed, and he huffed and he puffed again. But he could not blow the house in. (brick house)

The big bad wolf was very angry. But he thought of another way to catch the third little pig.

"I know where there is a fine red-apple tree. (apple tree) Will you go with me at five o'clock tomorrow morning to pick some apples?" asked the wolf.

"Yes, I will," said the third little pig.

But the third little pig went for the apples at four o'clock. He had not started early enough, however, and he was still up in the tree when the wolf came along.

"Are the apples sweet?" asked the wolf.

"Yes," said the third little pig. "I'll throw you one. So he threw an apple as far as he could. While the wolf went to get it, the third little pig climbed down the tree and ran away.

Early the next morning the wolf hurried to the third little pig's house. He had to catch that pig!

So he climbed up on the roof and slid down the chimney. But the three little pigs had seen him coming.

They took the lid off a large kettle of water which was on the stove. There was a great big splash! (wolf in kettle)

And that was the end of the big, bad wolf!

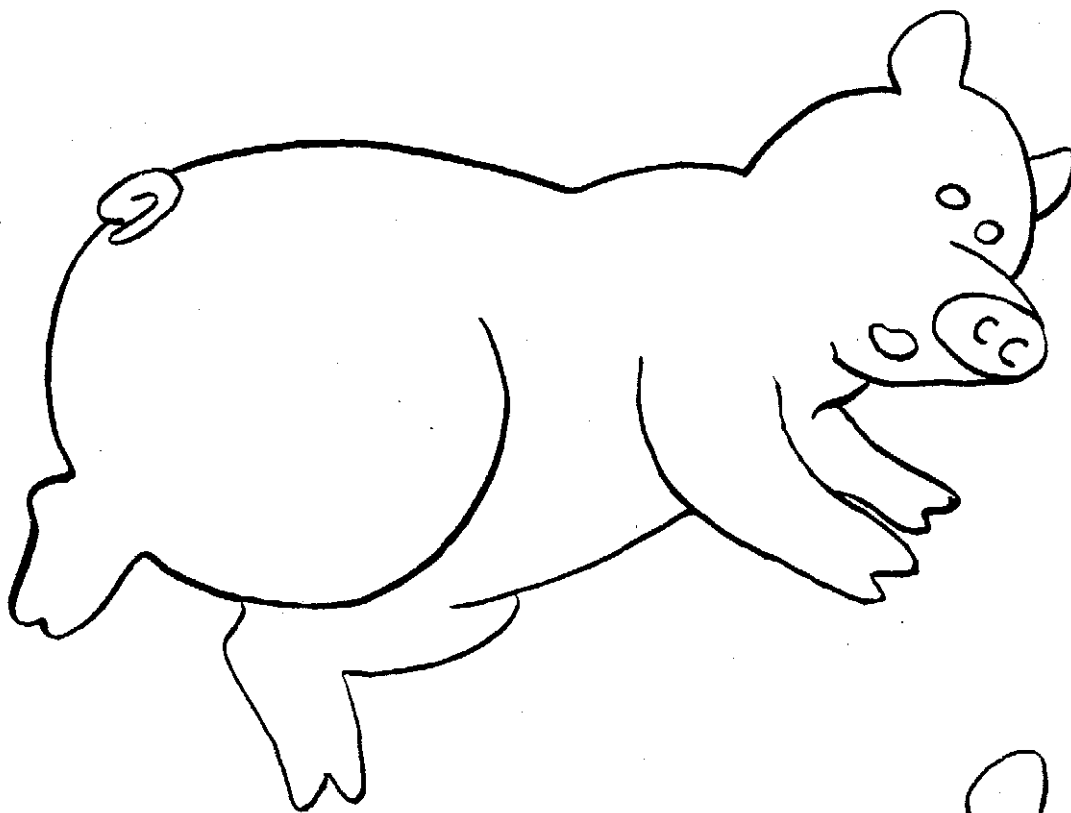
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PICTURES FOR "THREE LITTLE PIGS"

APPENDIX D

Grade 1

HOME



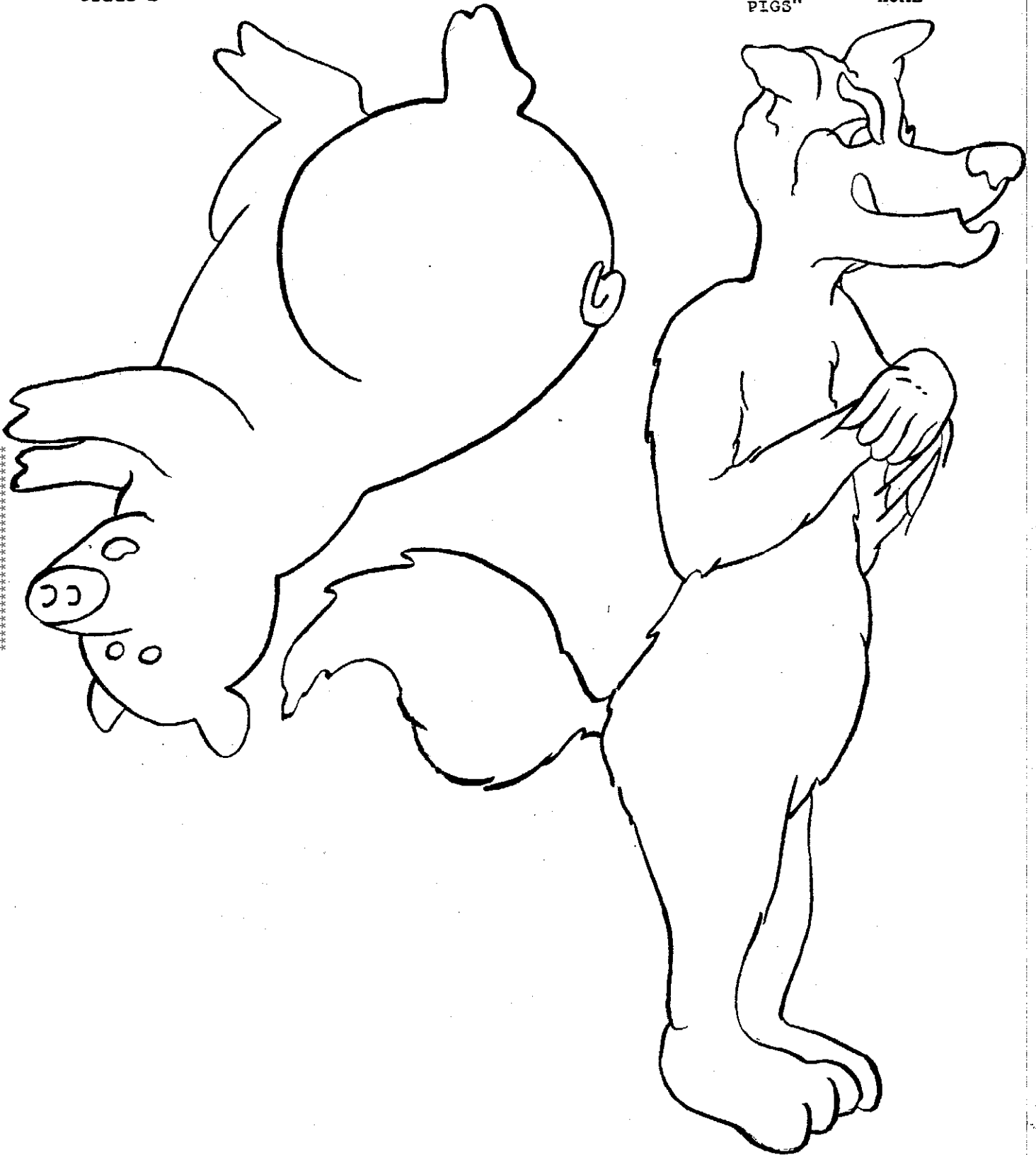


NATIVE LANGUAGE BASIC PROGRAM

APPENDIX D

Grade 1

PICTURES FOR "THREE LITTLE PIGS" HOME



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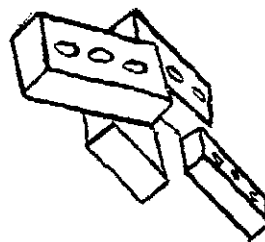
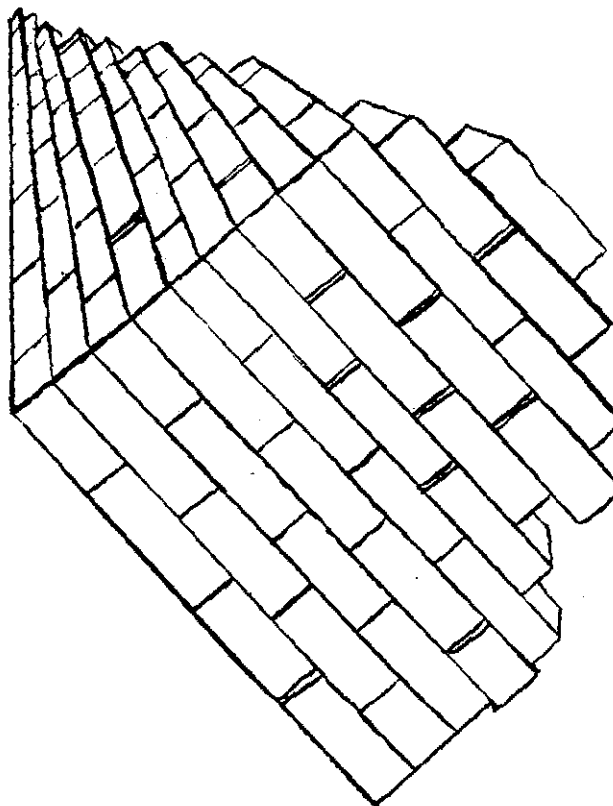
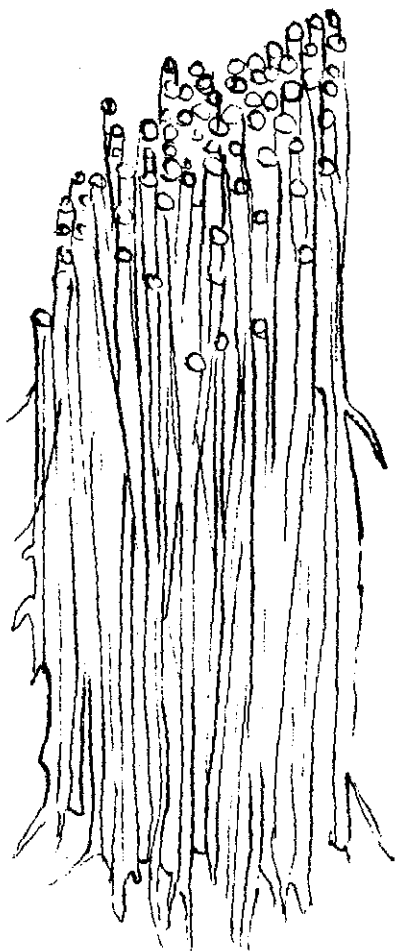
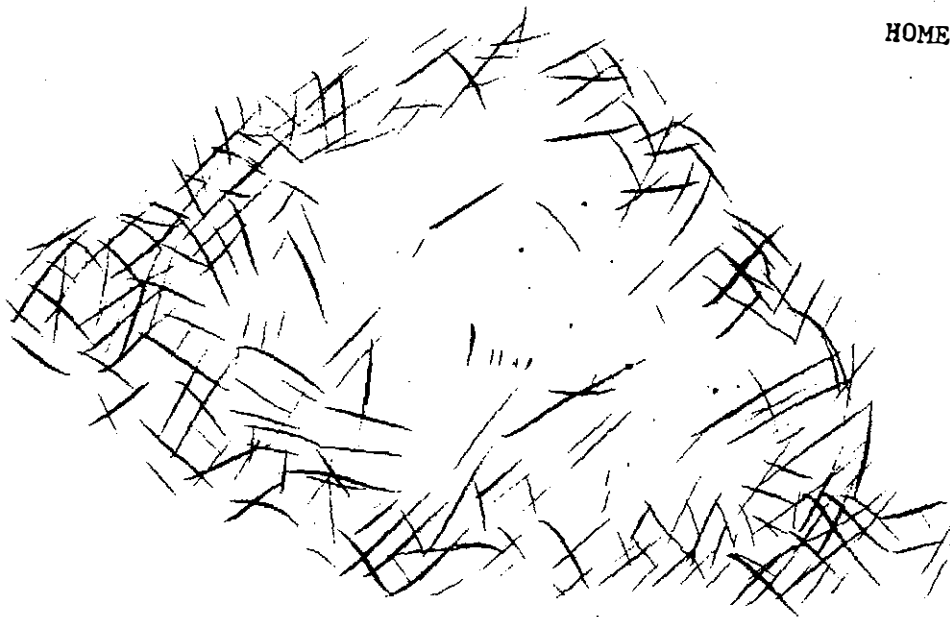
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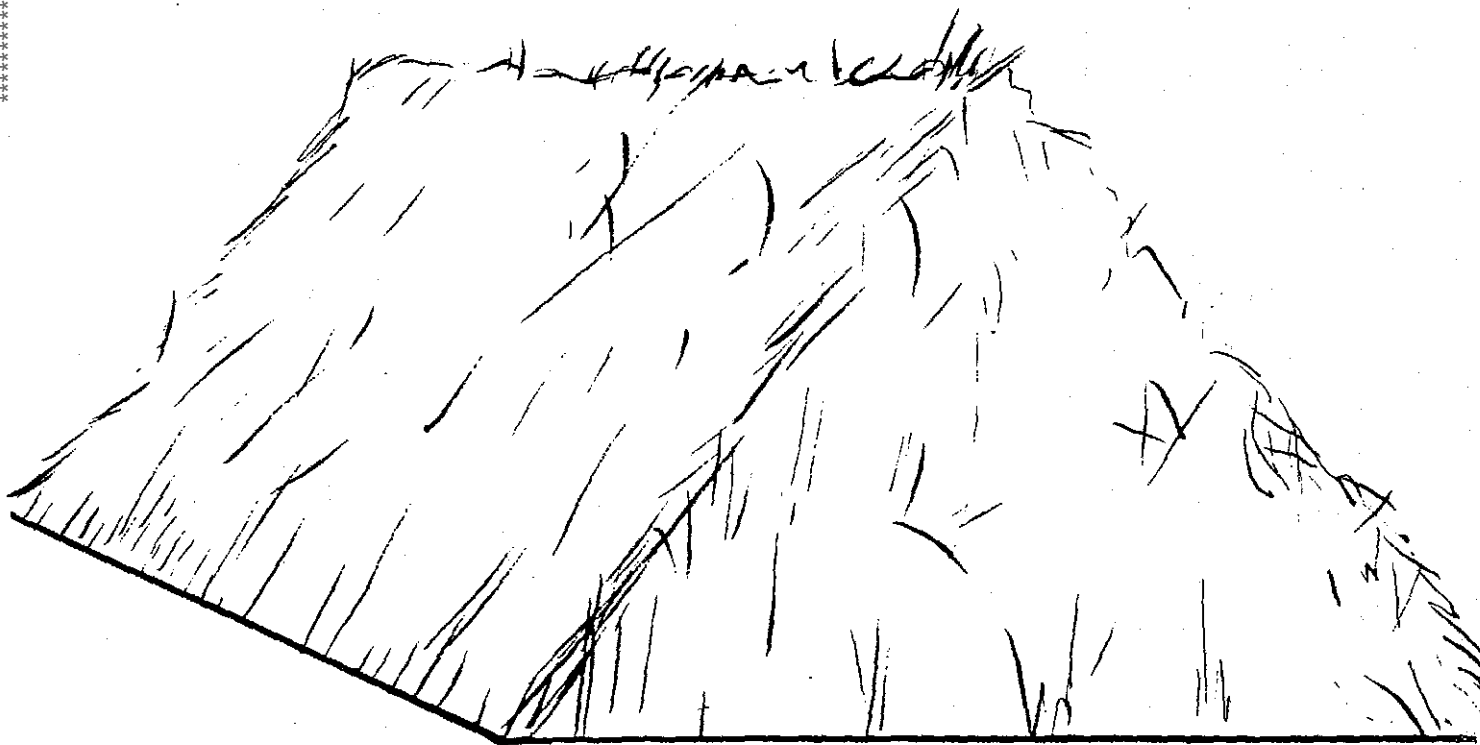
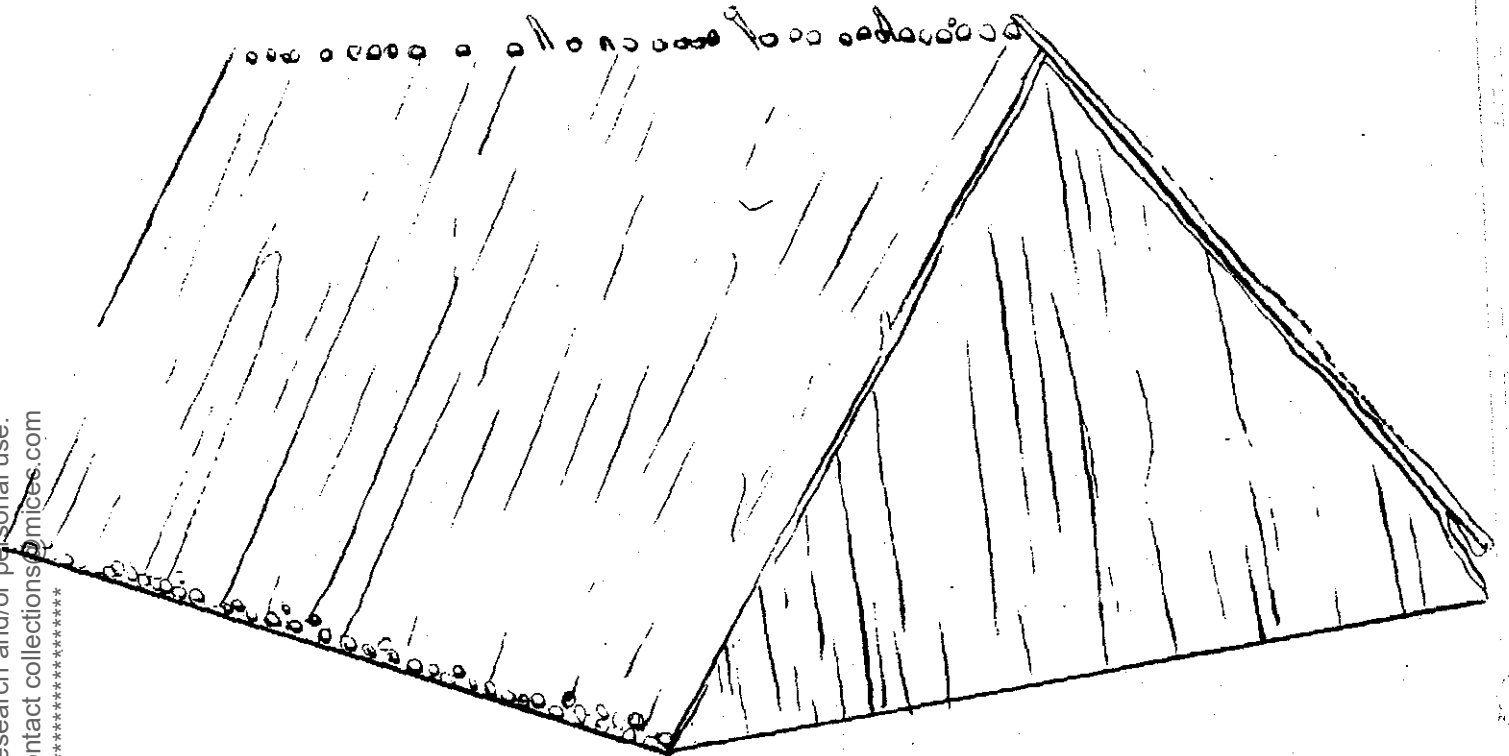
PICTURES FOR "THREE LITTLE PIGS"

Grade 1

HOME



Grade 1



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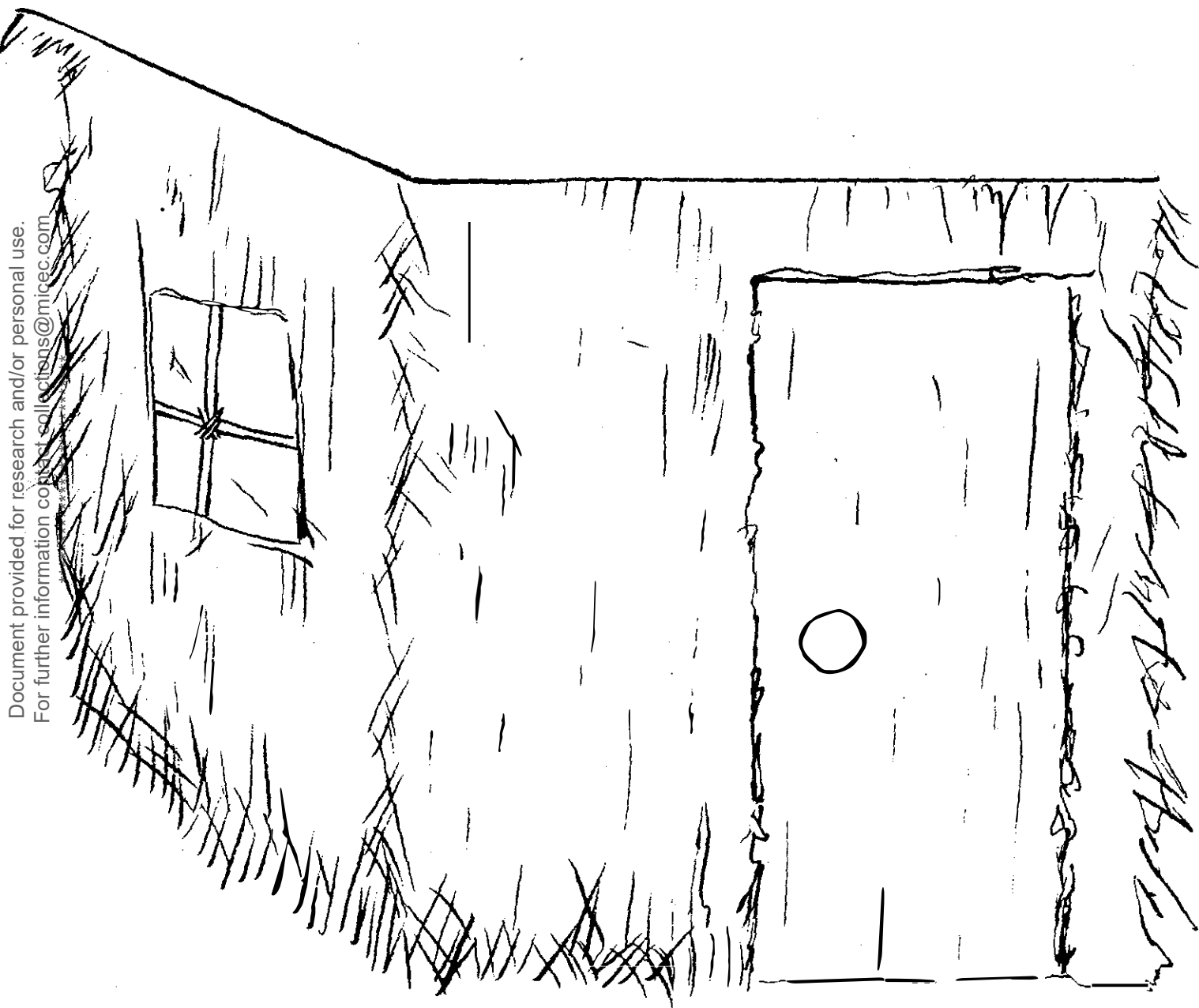
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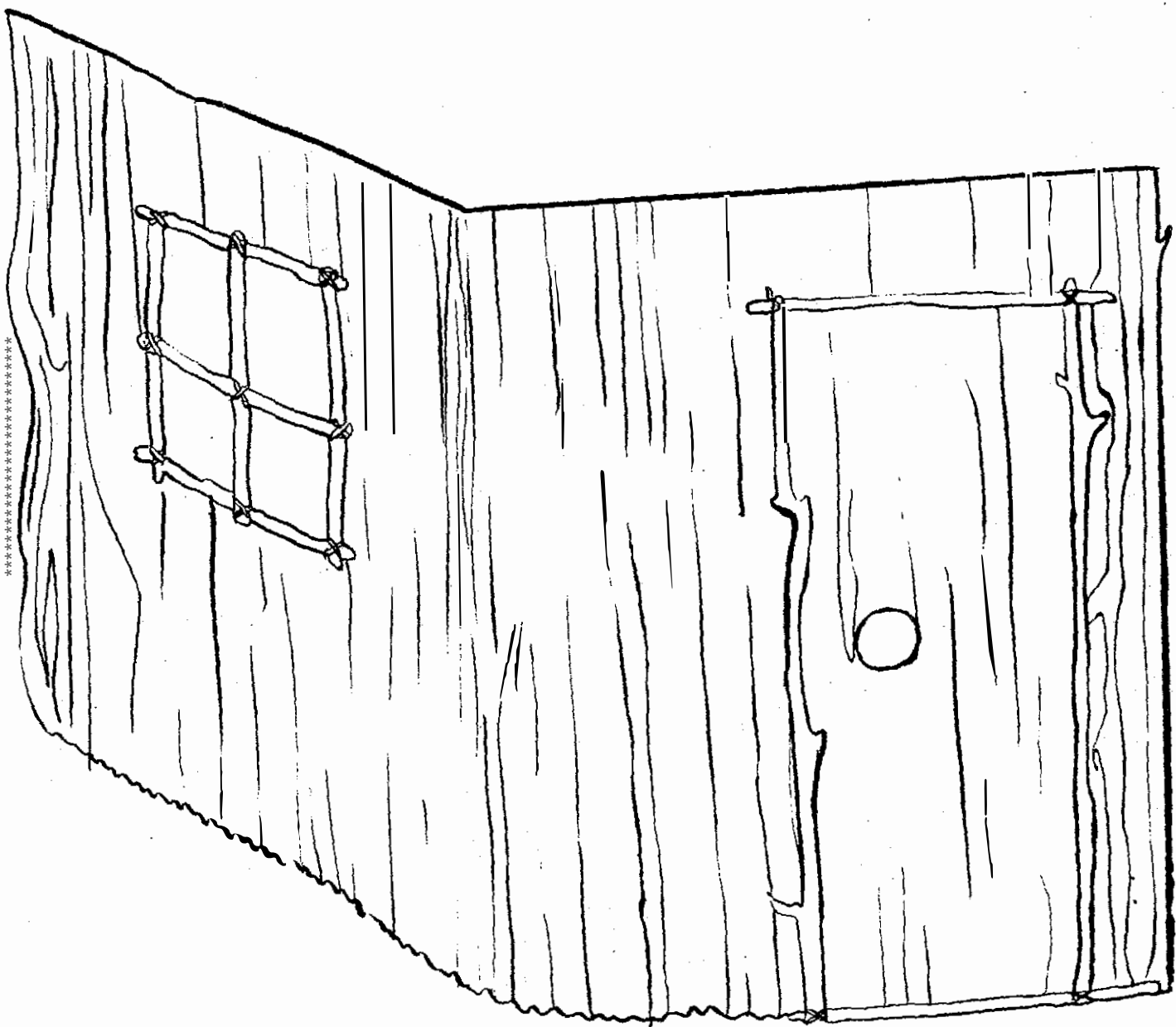
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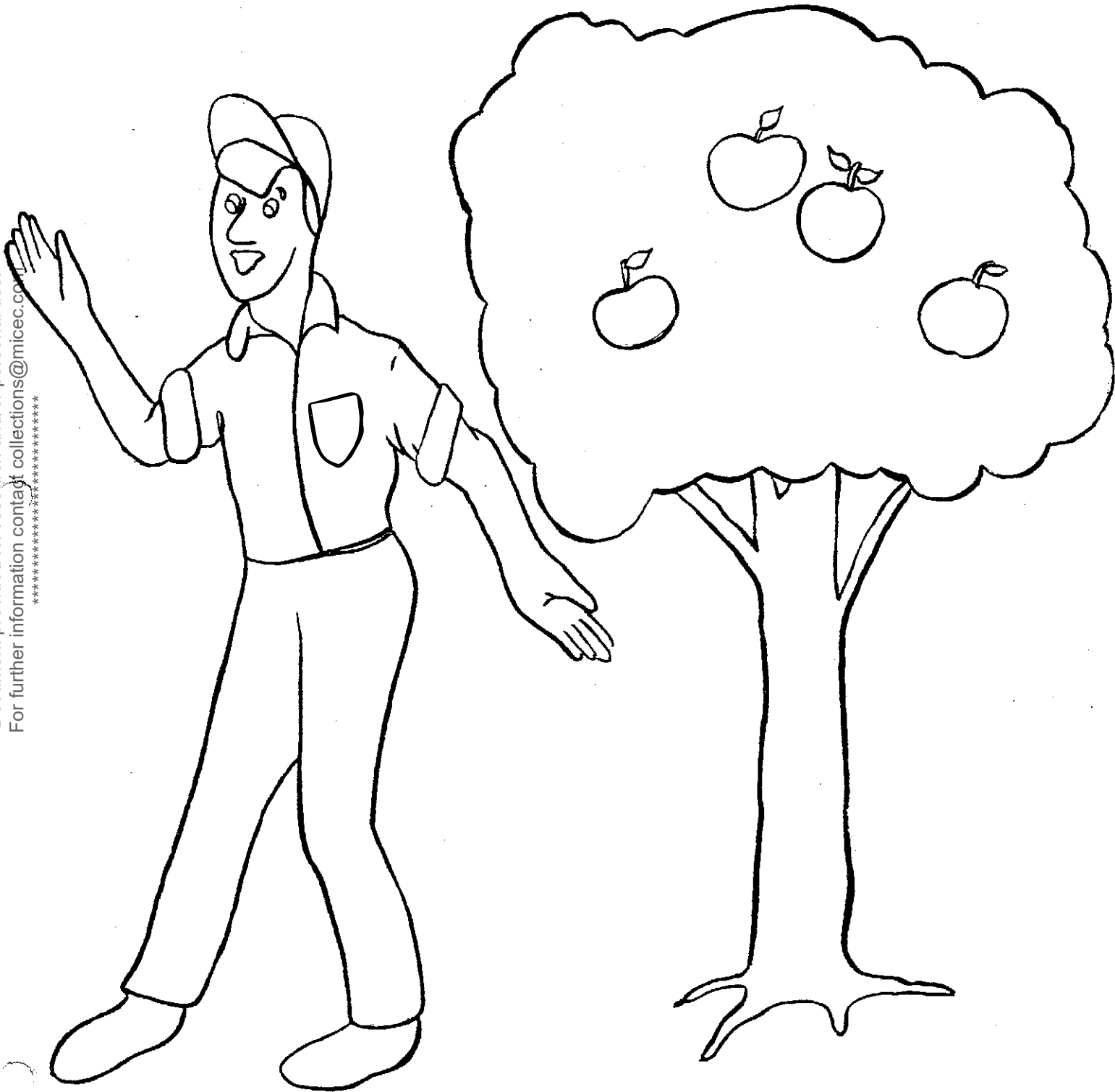
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APPENDIX D

Grade 1

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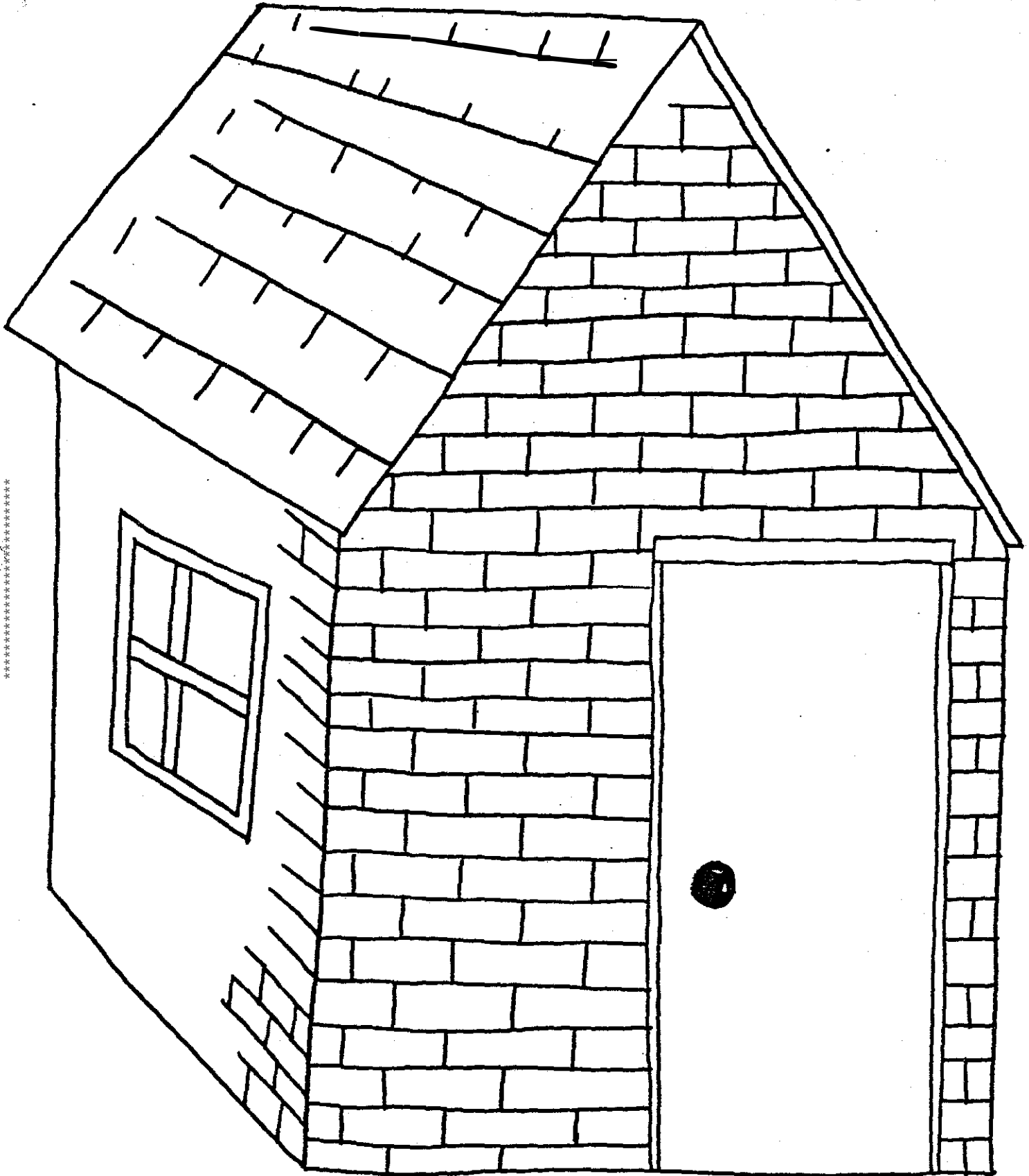


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PICTURES FOR  
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NATIVE LANGUAGE BASIC PROGRAM  
APPENDIX E

Grade 1

LOCAL TRANSPORTATION

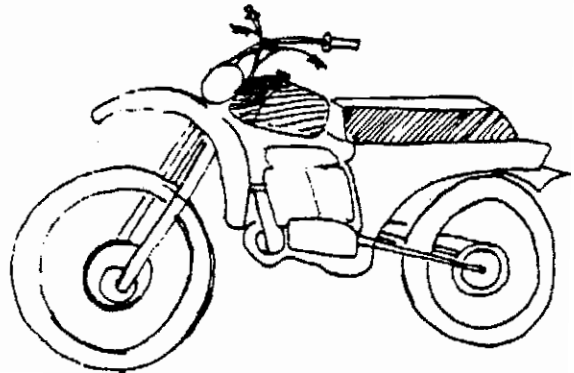
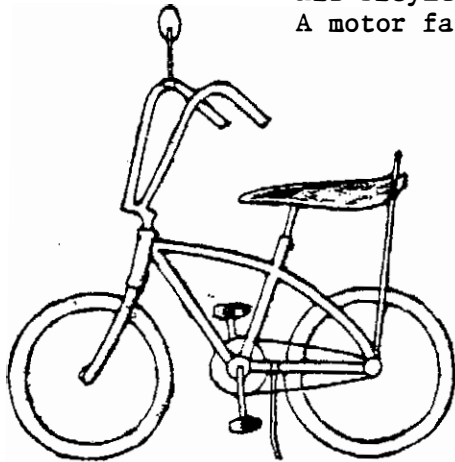
DIFFERENT BICYLES

When I ride my bicycle  
I pedal and pedal  
Knees up, knees down.  
Knees up, knees down.

But when the boy next door  
Rides his,  
It's whizz --  
A chuck a chuck --

And away  
He's gone  
With his  
Knees steady-straight

In one place ...  
Because --  
His bicycle has  
A motor fastened on.



NATIVE LANGUAGE BASIC PROGRAM  
APPENDIX F

Grade 1

NURSING STATION

GIRLS CAN BE ANYTHING by Norma Klein

"Now we will play Hospital," said Adam Sobel.

"I will be the doctor. You will be the nurse."

Adam Sobel was Marina's best friend at school.

They went home on the bus together. They were the only ones in the room who could do the lion puzzle and get all the pieces together.

Most of the time Marina liked the games.

Adam thought up, but this time she said, "I want to be the doctor, too."

"You can't be doctor if I'm doctor," Adam said.

"Why not?" said Marina.

"There can't be two doctors," Adam said.

"So, you be the nurse and I'll be doctor," Marina said.

"That's not the way it goes," Adam said.

He was already putting on the white doctor suit that was in the box. "Girls are always nurses and boys are always doctors."

"Why is that?" said Marina.

"That's just the way it is," Adam said.

"Could I have the stethoscope, please, Nurse?"

That night Marina told her father at supper,

"I don't like Adam Sobel at all."

"Oh?" Father said, "I thought he used to be your best friend."

"He used to be," Marina said, "but you know what he said today?"

"What?" asked Father.

"He said girls can't be doctors. They have to be just nurses."

"Well, that's just plain silly!" her father said. "Of course they can be doctors."

NATIVE LANGUAGE BASIC PROGRAM

APPENDIX F (cont'd).

Grade 1

NURSING STATION

"They can?" asked Marina.

"Certainly they can," Father answered.

"Why, your Aunt Rosa is a doctor. You know that."

"But is she a real one?" Marina said.

"She sure is, as real as they come," Father said.

"Does she work in a hospital and have a white suit?" Marina wanted to know.

"She does," Father said. "She works in the very hospital where you were born.

You know what she does there?"

"What?" said Marina.

"She's a surgeon," Father said, "That's hard work, you know."

The next day at school, Marina said to Adam, "I have an aunt who's a doctor. She's a surgeon!"

"Is she a real doctor?" Adam wanted to know.

"Of course she's real," Marina said. "She comes to our house for supper. She even has a white suit. Lots of women are doctors. I might be one. I might be one that takes care of animals. I could have my own hospital and dogs and cats would come to see me and I would make them better", Marina said. "That's the kind of doctor I want to be."

NATIVE LANGUAGE BASIC PROGRAM

APPENDIX G

Grade 1

SNOW

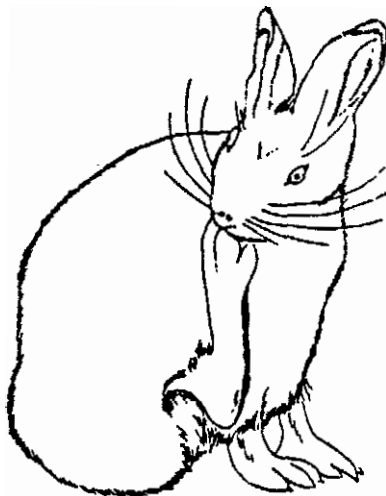
SNOW AND A RABBIT

I like snow  
Because I know  
Snow is cool like swimming.  
I jump,  
I hop,  
And then I stop to listen!  
I see it!  
A snowshoe rabbit!  
I have a habit  
Of admiring rabbits.  
I love rabbits.  
Especially  
This one!



SNOW

This is the way the snow comes  
down,  
Softly, softly falling;  
So we get the snow like wool,  
Fair and white and beautiful.  
This is the way the snow comes down,  
Softly, softly falling.  
Whene'er a snow-flake leaves the sky  
It turns and turns to say:  
"Good-bye, dear cloud, so cool and gray,"  
Then lightly travels on its way.



NATIVE LANGUAGE BASIC PROGRAM

APPENDIX G

Grade 1

SNOW

WINTER

When the ground is white with snow,  
All the water stops its flow.  
And when the water turns to ice  
Wow! It sure is nice.

WHITE SNOW

Down the icy streets we go,  
Laughin and falling  
In the white snow.

No more pretty flowers there,  
But there is white snow everywhere!

A WINTER MORNING

Frost shines on the trees,  
Snow forms a soft, white blanket.  
The sun shines on it  
And makes it glitter like ice.  
Aren't winter mornings lovely!



NATIVE LANGUAGE BASIC PROGRAM

APPENDIX G

Grade 1

SNOW

SNOWMAN PETE

Children like snowmen, even in California where some haven't seen one except in pictures.

Use gray flannel on your flannel board for this story in verse.

Pictures Needed for This Story

Robert	snow - a strip of	cloud - gray
puppy	white flannel	features for snowman --
cap - red	snowdrift - a mound-	cook shape
galoshes - black	shaped white flannel	broom
jacket - blue	cut-out	mop
muffler - yellow	snowballs - three of	stovepipe hat
mittens - green	graduated sizes	muffler-red
snow flakes	sun	carrots-two

It was a cold, cold winter day.  
The air was sharp; the sky was gray.  
And Robert Frederick said, "Please may (Place Robert.)  
I take my puppy out to play?" (Place puppy.)  
"Of course you may," his mother said.  
"First put your red cap on your head. (Place cap.)  
And wear galoshes on your feet. (Place galoshes.)  
And button up your jacket neat." (Place jacket.)  
So Robert Frederick said he would  
And dressed up warmly as he could. (Place yellow muffler around neck.)

He found a mitten for each hand. (Place mittens.)  
Oh, my! But didn't he look grand!  
The snow was covering the ground. (Place snow at base of flannel board.)  
No grass or flowers could be found.  
Now Robert Frederick's snug galoshes  
Made crunchy creaks and slushy sloshes. (Place boy on snow.)  
The puppy barked that it was fun (Place puppy on snow.)  
To feel each snowflake one by one (Scatter snowflakes.)  
So cold and stingy on his face;  
And now the snow was everyplace!  
The wind blew here: the wind blew there;  
(Children may make wind sounds.)

And snow was piling everywhere. (Place snowdrift on board.)  
Then suddenly the wind went down  
And quiet settled on the town. (Wind-makers quiet.)  
The sun came out and shone a bit,  
But a big dark cloud soon covered it.  
(Place sun on board and then cover sun with gray cloud.)

NATIVE LANGUAGE BASIC PROGRAM

APPENDIX G

Grade 1

SNOW

Said Robert Frederick, pose we can  
Make a funny, big snowman?"  
"Ruff", barked the puppy. "You know how,  
So why not make the snowman now?"  
So Robert Frederick took a pat  
Of snow and pressed it just like that!  
Making a ball of snow was fun  
And now a snowman was begun.  
Putting the snowball on the ground,  
He rolled and rolled until he found (Place largest of the snowballs.)

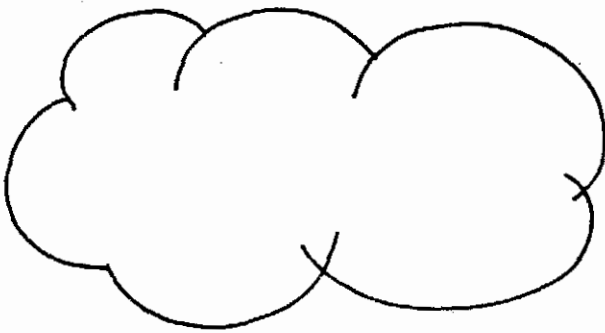
He couldn't lift it. "Now," he said,  
"I'll make a body and a head."  
(Place the two smaller snowballs on the largest one.)  
Something was needed now they knew,  
So to the kitchen they both flew.  
With ginger cookies just this size  
Were made a mouth, nose, and two eyes. (Place features on snowman's face.)  
One arm, a broom; and one, a mop-  
And a funny stovepipe hat on top (Place broom, mop, hat.)  
A carrot on each side of head, (Place carrots.)  
And last, a muffler made of red. (Place red muffler.)

My! Robert Frederick was so proud!  
He jumped and danced and laughed aloud.  
His was the finest snowman on the street.  
Robert Frederick named him Pete.  
Pete stayed all night; he stayed all day.  
Folks said, "Winter's here to stay".  
The sun came out one day at noon. (Place sun on board.)  
And Pete began to melt. Quite soon  
A great big puddle on the ground  
Was all of Pete that could be found.  
(Remove snowman, leaving broom, mop, hat, etc.)

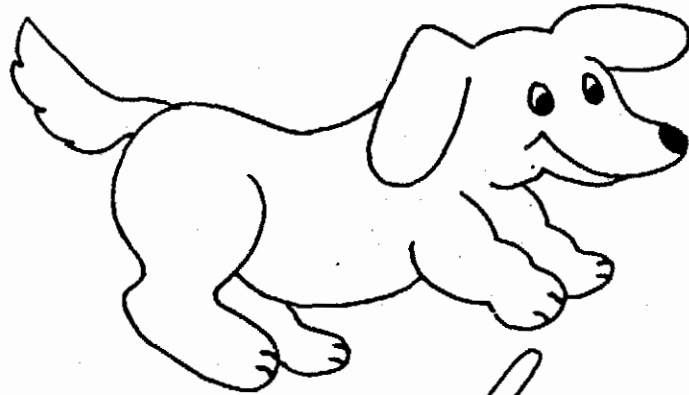
But Robert Frederick did not cry  
Because he knew that by and by  
The January wind would blow  
And skies of gray would bring more snow.  
Then he could build Pete up again  
And have another fine snowman.  
(Let children build snowman up again.)



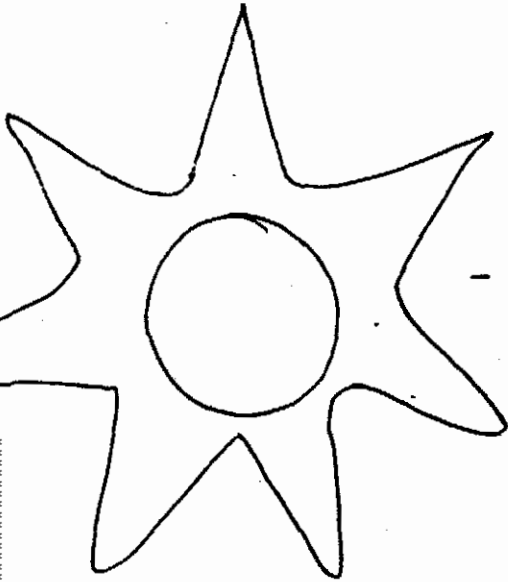
PICTURES FOR "SNOWMAN PETE"



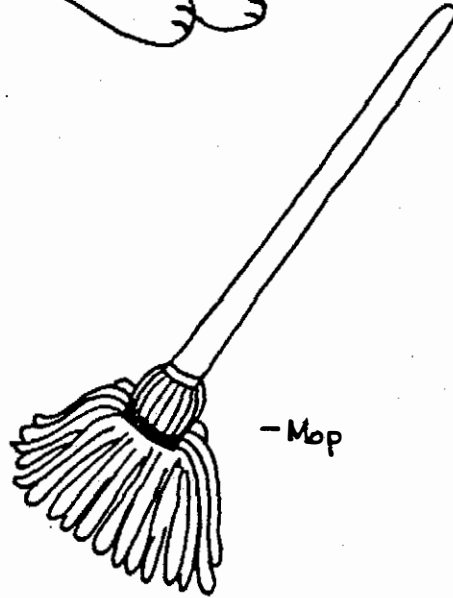
- cloud  
(grey)



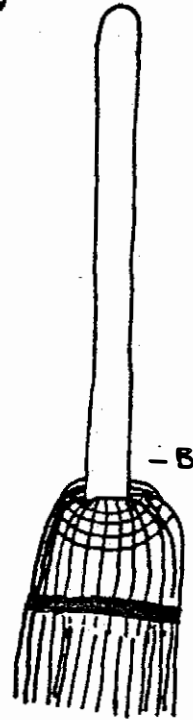
- Dog



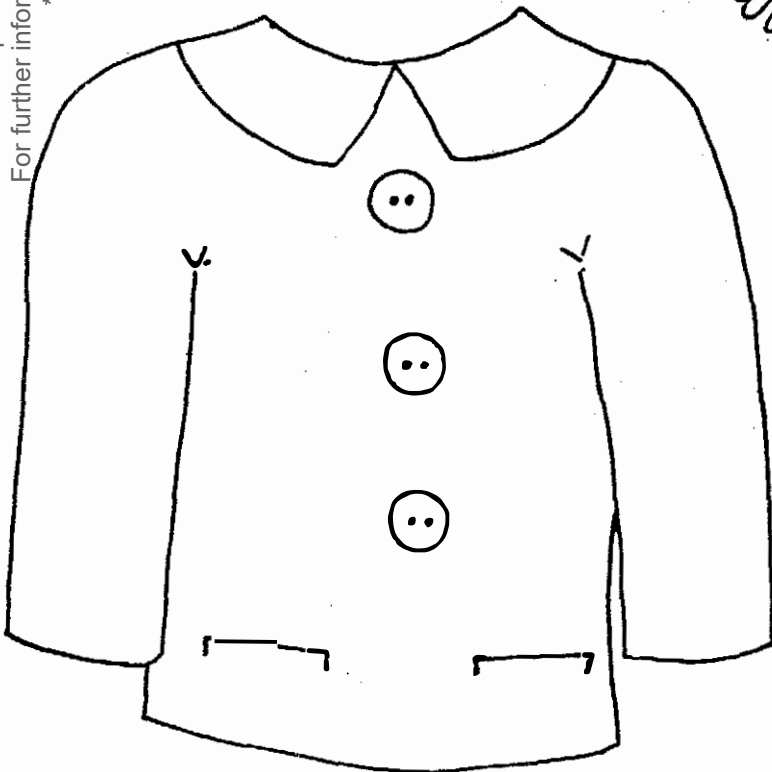
- sun



- Mop



- Broom

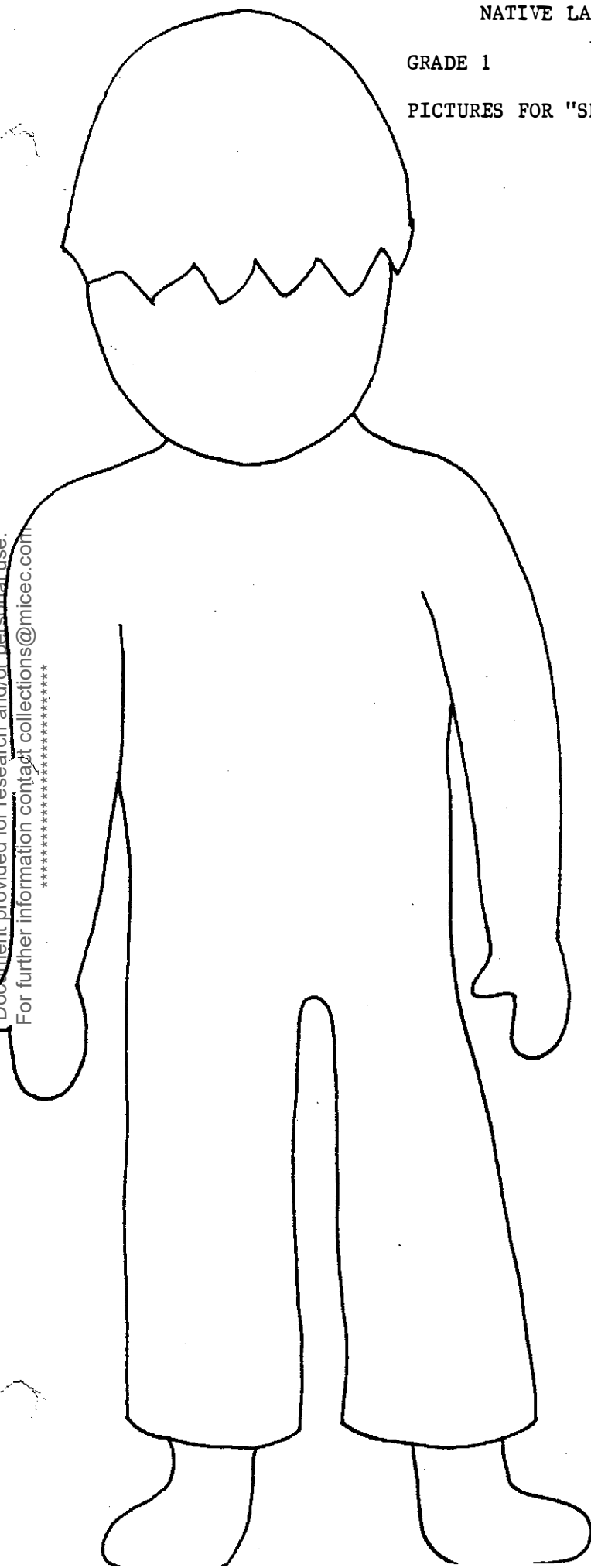
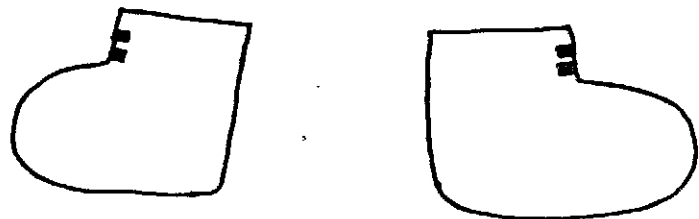
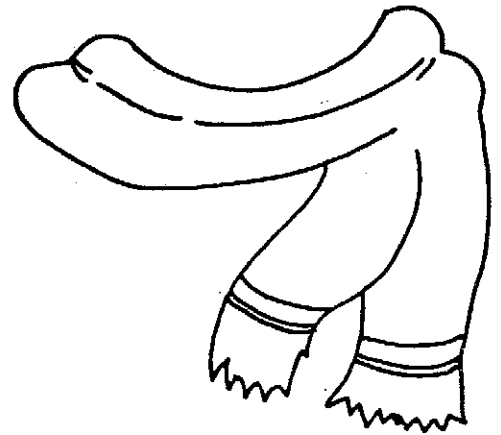
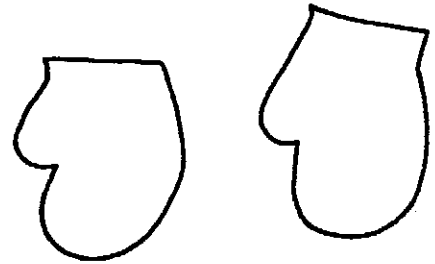
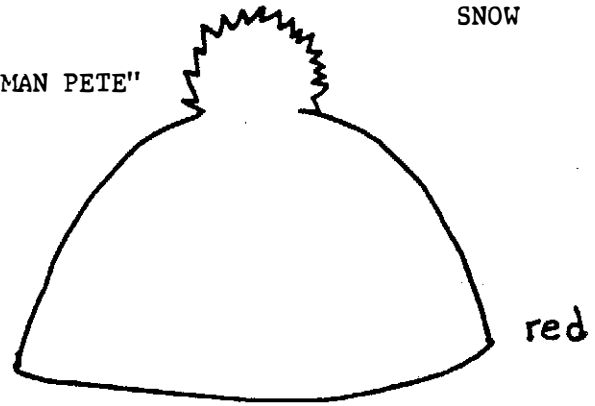


NATIVE LANGUAGE BASIC PROGRAM  
APPENDIX G

GRADE 1

SNOW

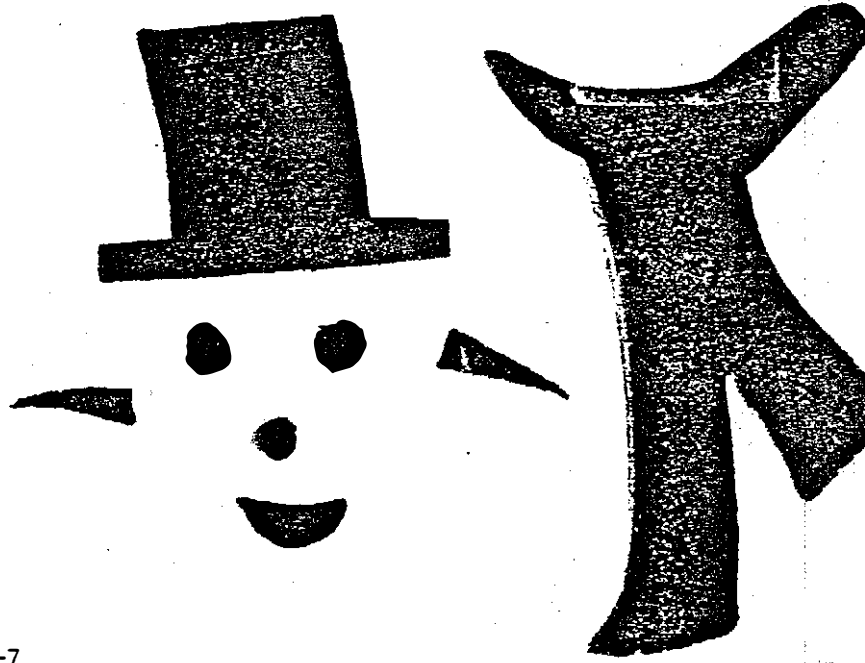
PICTURES FOR "SNOWMAN PETE"



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PICTURES FOR SNOWMAN PETE

Snow Drift



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NATIVE LANGUAGE BASIC SKILLS PROGRAM

APPENDIX H

Grade 1

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.

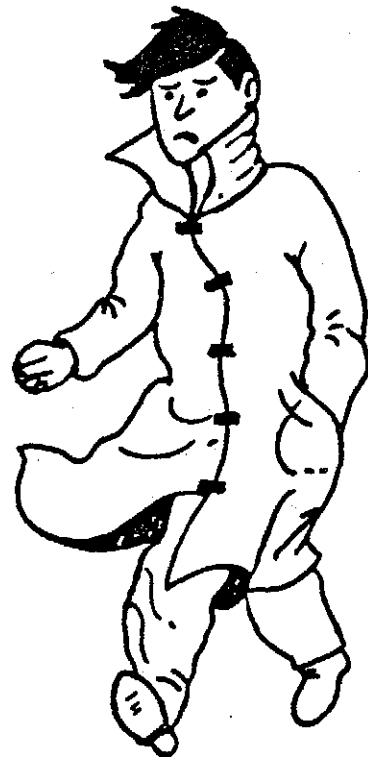
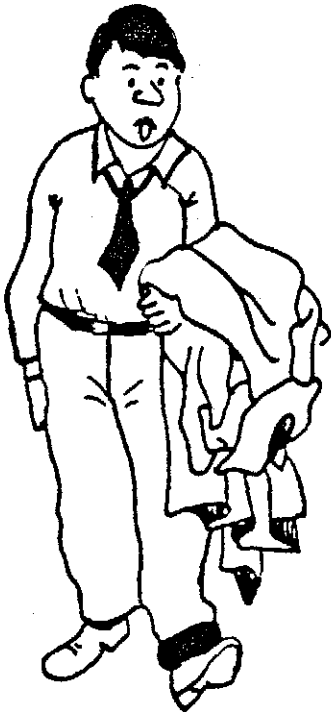
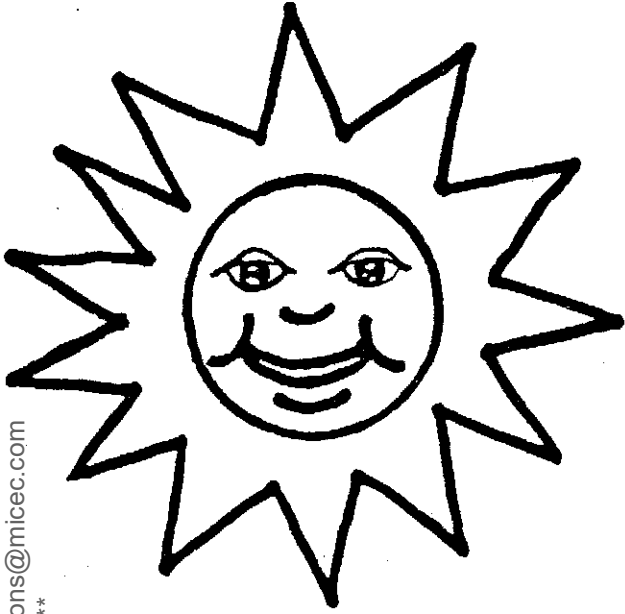
So the north wind blew a furious blast. The man was nearly blown down. The clasp of his coat was broken; but he held it close about him and struggled on.

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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NATIVE LANGUAGE BASIC PROGRAM

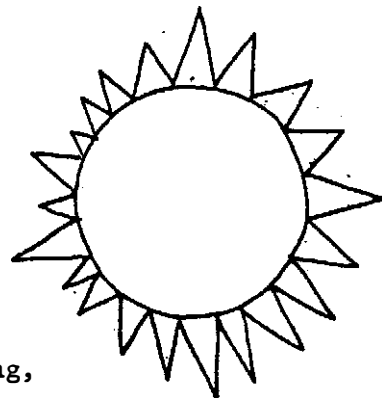
APPENDIX H

Grade 1

Weather (cont'd)

The Sunny Day

It is a sunny day  
So let's go out to play.  
We can swim or we can lay  
On the beach this sunny day.



Snowflakes

I love to see the snowflakes swirling,  
Softly falling to the ground.  
Twisting, just like they're  
Making not the slightest sound.

Does Anyone Ever See The Wind?

Does anyone ever see the wind?  
Neither I nor you:  
But when the leaves hang trembling  
The wind is passing thro'.

Who has seen the wind?  
Neither you nor I:  
But when the trees bow down their heads  
The wind is passing by.

