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NATIVE LANGUAGE BASIC PROGRAM

GRADE 3

OJIBWE

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Manitoba
Education
and Training
Native Education



NATIVE LANGUAGE BASIC PROGRAM

GRADE 3

OJIBWE

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

Permission to publish by Frontier School Division No. 48.

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PREFACE

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

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

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

While the basic goals of the Native Language programs are:

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

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

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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 six 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."

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NOTE TO TEACHER:

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

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

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

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

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

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SYLLABICS

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

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 yiyas (meat)
- sh as in shominak (raisins)

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NATIVE LANGUAGE BASIC PROGRAM

GRADE 3 - OJIBWE

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OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: ANIMALS AND BIRDS WE HUNT

GRADE: THREE

VOCABULARY:	shiship, nika	duck, goose
	washkeshi, mos	deer, moose
	wapos	rabbit
	wapisi	swan
	ki pashkeso	shoot
	na kochikaso	snared
	nonkom	today
	ta koshkoni-ki koshkoni	will jump/jumped

PATTERNS: _____ ta koshkoni
A _____ will jump today.

DIALOGUE: T. _____ nonkon ki koshkoni.
T. Anin tash ka totank?
S. Ki _____ (animal/bird) _____.
T. The _____ jumped today.
T. What did (it) do?
S. It jumped.

INTRODUCTION:

Read the children the following poem: The Huntress.

The spider works across the wall
and lo, she droppeth down!
The weather gathers into fall
and turns the garden brown.

Poor little spider,
Late astir,
Disconsolate she weaves;
No creature comes to nourish her,
Wherefor she hunts and grieves.

Discuss the contents of this poem with the children. Although it may be difficult for the children to understand the poem initially, lead the children into an understanding of the fact that the 'huntress' is a spider who 'hunts.' Discuss the methods used by 'spiders' to hunt for their prey. Lead this into a discussion of how people 'hunt.'

ACTIVITIES:

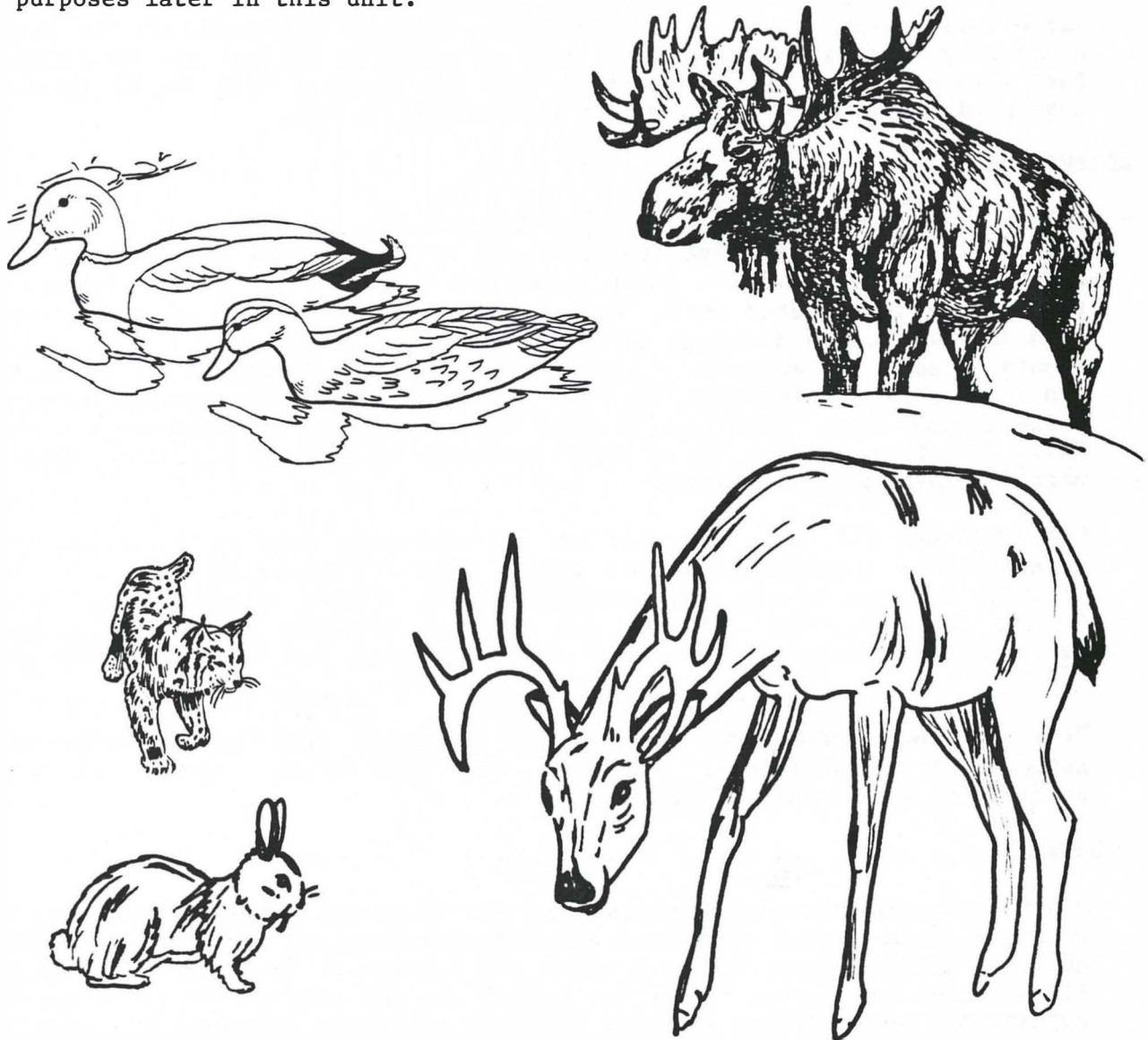
- Read the following poem to the children: The Hunter.

The hunter crouches in his blind
'Neath camouflage of every kind,
And conjures up a quacking noise
To lend a lure to his decoys.
This grown-up man,
With pluck and luck
Is hoping to outwit a duck.

- Once again, encourage your children to discuss the contents (in particular the humour) of this poem.
- Show the children the animal and bird illustrations from this unit. Introduce the NL vocabulary words as you present the pictures. Mount the pictures on the board as they are presented. The children should hear the NL vocabulary words a number of times during this introduction process. Once again, encourage the children to talk about the importance of hunting these animals and birds.
- Remove the birds and animals illustrations from the board and mount them on the walls around the classroom. Group the children in the centre of the room. Darken the room. Use a flashlight to 'hunt' for the illustrations. When you have 'bagged' an illustration, name it (in the NL). Continue in this way until the children have HEARD the NL names for the animals and birds a number of times.

FOLLOW-UP:

- Provide each child in the class with an animal or bird illustration (it may be necessary to prepare extra copies of these illustrations before the lesson so that each child has one. Also, provide each child with a blank sheet of paper. The children should then trace their illustrations. When the children have completed their tracings, keep them for use for review purposes later in this unit.



MATERIALS:

Animals and birds illustrations, masking tape, a flashlight, an animal or bird illustration for each child, tracing paper and pencil for each child.

INTRODUCTION:

Group the children in a circle. Place the 'tracings' (from Lesson One) in the centre of the circle. Give each of the animal/bird illustrations to the children. The children should pass the illustrations around the circle in a clockwise direction. When you clap your hands, those children left holding illustrations must then enter the circle and find a 'tracing' to match their illustration. When each child (with an illustration) has found a matching tracing, point to each pair of pictures and say the NL vocabulary word for them. It is important that the children HEAR the NL vocabulary words a number of times during this review process.

ACTIVITIES:

- Collect the 'tracings' from the previous activity and cut each of them in half. Mix all of the halves together and spread them on the floor at one end of the room. Give the first player in each team one of the illustrations (from your master set). When you say, "Go," the two players should rush to the cut-up tracings at the other end of the room. Each child should attempt to reproduce a tracing to match his illustration. When he has done this successfully, he must stand and show the matched tracing parts to his team. His team members must then name the picture (in the NL). The first player to do this successfully scores a point. Repeat until all players have played.
- Play HOP AND TIP with the children to encourage them to recognize the animals/birds introduced in this unit. When one child in each pair is sitting, show one of the illustrations and the sitting children should name it (in the NL). The children may exchange partners after each round. Refer to the 'Activities' section of this program for details of HOP AND TIP.
- Play KAKIVAKING with the children to encourage them to recognize the animal/bird illustrations. Refer to the 'Activities' section of this program for details of KAKIVAKING.

FOLLOW-UP:

- Mount the animal/bird illustrations on the board and group the children in front of them. Point to one of the illustrations and say its name. The children should repeat the name after you. However, when you point to an illustration and say an 'incorrect name,' the children should not respond. Repeat this audio visual matching activity until the children are able to respond well.

MATERIALS:

Tracings (From Lesson One), animal/bird illustrations, a pair of scissors, a toilet plunger, a beanbag with a length of yarn attached to it, masking tape.

INTRODUCTION:

Have a discussion with HUNTER HERMAN to introduce the new NL patterns to the children. Before the lesson begins, prepare an audio tape that contains the NL patterns repeated a number of times. Mount the animal/bird illustrations on the board so that you can point to them as you hear Herman's patterns. After the children have heard the dialogue with Herman, be certain 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:

- Prepare a large TIC TAC TOE outline on the floor using masking tape. Then, give three animal illustrations and three bird illustrations to children. When you say, "Go," the six players must rush to the TIC TAC TOE outline on the floor and attempt to arrange their illustrations so that they have a 'run' of birds/animals (horizontally, diagonally or vertically). When the children have arranged their cards, hold each card up and show it to the children. The children should say the NL pattern for that illustration. Continue in this way until the children have said all of the NL patterns for the illustrations used in the TIC TAC TOE game. Then, determine whether or not there are any 'runs' of animals/birds in the TIC TAC TOE outline. Repeat a number of times.
- Play CHANGE 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. IT must also find a partner. Refer to the 'Activities' section of this program for details of CHANGE.

FOLLOW-UP:

- Have 2 children stand on opposite sides of a large table. Blindfold both of the children. Say one of the NL patterns. Then, the 'hunter' (one of the children) must try to catch the 'hunted' (the other blindfolded child). The 'hunted' must attempt to avoid the 'hunter' but neither player may remove his hands from the table as they move around the table. Say one of the NL patterns before the 'hunter' attempts to hunt the 'hunted.' When the hunter finally catches the 'hunted,' then all of the children in the class should repeat the NL pattern that you said at the beginning of the round. Repeat with other children playing the 'hunter' and the 'hunted' roles.

MATERIALS:

Hunter Herman, audio tape for Hunter Herman, tape recorder, masking tape, animals/birds illustrations, 2 blindfolds, a large table.

INTRODUCTION:

Mount the animal/bird illustrations on the board and group the children in front of them. Use a flashlight to illuminate the pictures. When a picture is illuminated, say its NL pattern. The children should then repeat the pattern after you. Continue in this way until the children have heard and said all of the NL patterns in association with the illustrations.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words using sight word cards. Say each sight word as its card is presented. Mount the sight word cards on the board. The children should hear and see the sight words a number of times during this introduction process.
- Play SHADOW TAG to encourage individual children to recognize the sight words. When a child's shadow has been 'tagged,' he must then recognize a sight word that you point to. Refer to the 'Activities' section of this program for details of the activity SHADOW TAG.
- Before the lesson begins, print each sight word on individual wooden clothespins. Select one player to be IT for the first round of this CLOTHESPIN HUNT game. IT must attempt to attach the clothespin to another child's clothing. When IT is successful in attaching the clothespin to another child's clothing, that child must then read the sight word on the clothespin and then all of the children should say the NL pattern that contains that sight word. Repeat until the children have responded a number of times.
- Before the lesson begins, write each sight word on small slips of paper. Insert the strips of paper into individual balloons (one balloon for each sight word). Inflate the balloons and tie their ends. Place all of the balloons on the floor and group the children around them. Give a child a sharp pencil and the child should gently toss the pencil at the inflated balloons in the circle. If the pencil pops one of the balloons, the child must retrieve the sight word strip from the balloon, name it, and then all of the children must say the NL pattern that contains that sight word. Repeat this 'spearing' activity until all of the balloons have been 'popped.'

MATERIALS:

Animals/birds illustrations, a flashlight, sight word cards, an overhead projector, a clothespin for each sight word, a felt pen, a balloon for each sight word, sight words printed on small strips of paper, a sharp pencil.

INTRODUCTION:

Mount the animal/bird illustrations on the board (within the children's reach). Then, give each of the sight word cards to the children. The children should then match the sight words with the illustrations on the board. When the children have done this successfully, point to each illustration/sight word, naming it and saying its NL pattern. Continue until the children have heard all of the NL terms and patterns.

ACTIVITIES:

- Group the children in a circle. Walk around the outside of the circle, taping the sight words and illustrations to the childrens' backs (one sight word or illustration per child). When you say, "Go," the children should then attempt to arrange themselves so that they are matched according to illustration and sight word. When the children have matched themselves correctly, walk among the children, pointing to each pair and the remaining children should say the NL pattern for the sight word/illustration shown on the children's back.
- Play TAG THE BEAR with the children. Refer to the 'Activities' section of this program for details of TAG THE BEAR. When a person has been 'tagged,' he must identify a sight word that you show him and then say its NL pattern.
- 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. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

- Before the lesson begins, write each of the sight words on a white sheet of paper (e.g., white mural paper) using a white paraffin candle. Mount the white paper on the board and tell the children that you used your 'best printing' to print the sight words on the paper. The children should indicate to you that they can,t see the words. Appear alarmed, and then use a thin solution of black paint to 'wash' the white paper. The sight words will appear during this CRAYON RESIST activity as you wash the white sheet of paper. When a sight word appears, the children should name it and then say the NL pattern that contains that word. Continue until all of the sight words/patterns have been reviewed in this way.

MATERIALS:

Animal/bird illustrations, sight word cards, masking tape, a 2 foot length of rope, a white sheet of paper (e.g., white mural paper), a white paraffin candle, a thin solution of black paint, a paintbrush.

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OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: BODY PARTS - FACIAL

GRADE: THREE

VOCABULARY:	okanakink	his/her face
	otawak, otowakon	ear, ears
	oton	mouth
	ochan	nose
	otamikan	chin
	oshkishik(kon)	eye/eyes
	omishapinan(a)	eyebrow/eyebrows
	onowan	cheeks

PATTERNS: Masinipiyan oma _____.
(facial body part)

Draw a _____ on this.
(facial body part)

DIALOGUE: Ki kikasenkwe na?

Ehe, kikasenkwe

T. Ki ki kisinin na _____?
(facial body part)
singular

S. Minake mi ki kisinin _____.
(singular)

T. Ki _____ na kiya?

S. Minake misuwe.

Did you wash your face?

Yes, I washed my face.

Did you wash your _____?
(facial body part)

Did you wash your _____?
(body part)
(singular)

Yes, I washed my _____.

INTRODUCTION:

Mount a large outline of a face on the chalkboard—the face should have no details added to it. Encourage the children to suggest the parts of the face that can be added to the outline. Use a felt pen to add the facial parts as the children suggest them.

The children should realize that, although people may have different appearances, all people have the same basic facial parts. Encourage the children to talk about the uses of the different facial parts.

ACTIVITIES:

- Collect samples of cosmetics that women use; e.g., eye shadow, lipstick, mascara, blusher, etc. Introduce these samples to the children, encouraging them to suggest the parts of the face for which each item is used. Mount a blank outline of a face on the chalkboard (or use the outline from the 'Introduction' section of this Lesson). Apply the cosmetics in the appropriate locations of the outline.
- Introduce the NL terms for the different facial parts. Use the facial cut-out(s) (from above) to introduce the different vocabulary terms to the children. Have a child stand, facing the other children. Point out the different facial parts on his face, naming each part as often as possible.
- Prior to the lesson prepare a tape for Herman. The tape should contain a game in which Herman asks you to touch the parts of your face as he names them (in the NL). The children should watch as you respond to Herman. This provides the children with another opportunity to hear the NL terms.

FOLLOW-UP:

- Set-up a lamp or projector, about four feet from a wall-facing the wall. Have a child stand between the wall and the projector (side-ways, so that his facial outline is seen on the wall). Lay a length of paper over the shadow of his face and then trace the child's facial outline with a pencil. When the tracing is complete, the child should cut-out his facial outline. The completed outlines can be displayed in the classroom or hallway. It is very effective to use black construction paper for the outlines.

MATERIALS:

2 large (white) cut-out of faces (or, use one outline for two activities), samples of women's cosmetics, Herman's Head and prepared tape, a lamp or projector, black construction paper sheets (1 for each child), scissors for each child.

INTRODUCTION:

Use the cut-out of the face (from Lesson One) to review the NL names for the different facial parts. Mount the cut-out on the board. Point to each of the facial parts, naming it as you do so.

Prior to the lesson, prepare cut-outs of the facial parts. Draw an outline of a face on the board and apply the 'parts' as the children watch. Name each part many times.

ACTIVITIES:

- Make a large outline of a face on the floor with masking tape. Prepare large facial parts out of sheets of construction paper (prior to the lesson). Place each facial part in the outline, naming it and having the children repeat the NL term after you. When all parts are in place, remove them and mix them. Give each part to a child; one per child. Say one of the facial terms (in the NL) and the child with that part should place it on the facial outline and then repeat the name for the facial part. Repeat until all of the parts are in place.
- Group the children together. Say the name of a facial part and the children should touch that facial part on their faces. Repeat until the children are able to respond well. Have the children repeat the facial parts' names.
- Play HOP THE LINE using combinations of two words. That is, the children are to listen for a specific pair of words. When they hear 'other' pairs of facial words, they should not respond. Repeat 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 of 'faces.' The children should cut-out the pictures of faces and glue or paste them to a length of butcher paper. When all of the children have glued/pasted at least one face on the 'face material,' display the mural in the classroom. Circulate among the children as they work, encouraging them to say the NL terms.

MATERIALS:

Large cut out of face (from Lesson One), small cut-out facial parts, masking tape, large facial parts cut-outs, old magazines/catalogues, scissors for each child, glue/paste.

INTRODUCTION:

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

ACTIVITIES:

- Place one of the substitutions (small facial cut-outs) in the colour-coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process using the remaining facial 'substitutions.'
- Repeat the above activity, with the children saying the patterns without your help. For example, when you place the facial cut-out of an eyebrow in the 'point of departure,' the children should say the complete pattern that includes the NL name for that facial part. Repeat with the other facial parts.
- Toss a ball to a child, saying one of the facial parts' names. The child who catches the ball should then say the complete pattern that includes that facial part name. He should then return the ball to you for the next round of the activity. Repeat until all of the children have participated.

FOLLOW-UP:

Provide each child with a sheet of paper, glue/paste, and thick yarn. The children can then use the thick yarn to make the outlines of faces on their sheets of paper. When the outlines are made (by glueing the yarn to the paper in the outlines of faces), the children can add the facial details with felt pens. When the children have completed their faces, display them in the classroom.

MATERIALS:

Coloured strips of paper, small cut-outs of facial parts (Lesson Two), small soft ball, paper, glue/paste, thick yard for each child, masking tape (for mounting tape).

INTRODUCTION:

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

Walk among the children, pointing out thier facial parts and repeating the NL patterns as often as possible.

ACTIVITIES:

- Play SPINNER with the children, using the NL patterns. When the spinner stops, the child at whom the spinner is pointing should repeat the pattern that you said. Refer to the 'Activities' section of this program for details of this activity.
- Mount the completed facial outline (cut out), from Lesson One, on the chalkboard and group the children in front of it. Point to one of the facial parts and say one of the patterns (NL patterns). If the pattern you said is correct for the facial part you are pointing at, the children should repeat the pattern. Otherwise, the children should not respond. Repeat this process a number of times.
- Draw the outline of a face on the chalkboard and mount the facial parts (from Lesson Three) in it. The children should close their eyes; remove a part. Have the children open their eyes and name the part that is missing by saying its pattern. Repeat with other facial parts.

FOLLOW-UP:

- Sing the song, 'Head, Shoulder, Knees, and Toes' with the children. Introduce the song to the children by singing it and pointing to your facial parts as you sing the song. Then, have the children follow with you as you sing the song. Be certain that the children understand the MEANINGS of the patterns in the song. Practice singing the song in choral, group, and individual forms.

MATERIALS:

Colour coding strips of paper (Lesson Three), masking tape, a spinner, facial outline (Lesson 1), small facial parts (Lesson 3).

INTRODUCTION:

Use the mural, prepared by the children in Lesson Two, to review the unit's vocabulary terms and patterns. Group the children in front of the mural. Point to the facial parts on the different faces, saying the terms/patterns introduced and developed in the Unit. It is important that the children have the opportunity to HEAR the NL terms/patterns repeated as often as possible during this review process.

ACTIVITIES:

- Play a version of SIMON SAYS by having the children imitate your actions as you touch your facial parts. When you touch one of the parts of your face, say a NL pattern. If the pattern is correct for the part of the face that you are touching, the children should touch their matching facial parts and repeat the pattern. Otherwise, the children should not respond. Repeat this process a number of times.
- Have a child stand, facing the other children. Blindfold this child. Have another child stand facing the blindfolded child. Say one of the unit's terms/patterns and the blind-folded child should 'feel' for the facial part named on the other child's face. Repeat with other participants. You may wish to group the entire class into pairs for this activity. Give each member of a pair the opportunity to be the 'feeler.'
- Introduce the dialogue to the children. Be certain the children understand the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns, ONCE.

FOLLOW-UP:

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

MATERIALS:

Mural (from Lesson 2), blindfold (or 1 blindfold for each child), tape recorder and blank tape.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: COLORS

GRADE: THREE

VOCABULARY:	wapishka	white
	makatewa	black
	woshoshko (nakot)	blue/green
	osowa (nakot)	brown/yellow

PATTERNS: Ni chi kentan ka _____ k
ki ta wakon. (colors)

I like your _____ cap.
(color)

(clothing item) (colour)

DIALOGUE: T. Anin eshinakok ki pisikowakan?

S. Ni pisikowakan _____.
(color)

T. Anin tash win eshinakok kita wakon?

S. _____ ni wakon.
(color)

T. What color is your coat?

S. My coat is _____.
(color)

T. And what color is your hat?

S. My hat is _____.
(color)

INTRODUCTION:

Group the children near you. Tell them that you would like to share a picture with them. Tell them that it is one of your favourite pictures because you like the colours in it. Continue in this way, eventually presenting the children with a black and white picture - a picture that contains no colours. The children should point out to you that the colours are missing. Appear surprised to discover that there are no colours in your picture. Collect a number of felt pens (different colours) and crayons. Encourage the children to suggest colours for the different items in the picture. Colour the items with the colours that the children suggest.

ACTIVITIES:

- Introduce the NL names for the colours listed in the 'Language Content' section. Use felt pens, crayons, construction paper, etc. so that the children hear the NL names of the colours and SEE the colours at the same time. Be certain the children understand that the new vocabulary terms represent 'colours.'
- Circulate among the children, pointing out the Unit's colours in the children's clothing; using the NL names for the colours.
- Mount Paper samples of the Unit's colours on the board. Group the children near the board. Collect crayons and felt pens of the same colours. Then, match the felt pens and crayons with the coloured sections of paper on the board. Occasionally, make a mistake so that the children can correct you. Repeat the colour names as often as possible during this matching activity.
- Place all of the felt pens and crayons in a container. Place a handpuppet on one of your hands. Remove one of the felt pens/crayons with your other hand and the handpuppet should identify the colour of the felt pen/crayon. Repeat this procedure until all of the crayons/felt pens have been identified by their colours.

FOLLOW-UP:

Leave the colour samples mounted on the chalkboard (the coloured sections of paper) for the children to use as models. Provide each child with an old magazine or catalogue portion. The children should look through the materials, locating items that are the colours (or contain the colours) introduced in this lesson. When the children have found items, they should cut or rip them out. Have the children glue their findings on a length of butcher paper. This 'colour mural' will be used later in the Unit. Circulate among the children as they work, repeating the NL names for the different colours.

MATERIALS:

A picture that contains no colours, different coloured felt pens, crayons, etc., paper samples of the different colours, a container (e.g. a bag), a handpuppet, old magazines/catalogues, a length of butcher paper, glue/paste.

INTRODUCTION:

Before the lesson begins, collect pairs of socks that match the colours that you are developing in this unit. Separate the pairs of socks (into individual socks) and mix them. Place all of the socks in a container. Group the children near you. Pull one of the socks from the container. Name the colour of the sock. Then, maintain a RUNNING STORY in the NL, as you look for the matching sock. Say the NL colour names as you remove the socks from the container.

ACTIVITIES:

- Group the children in a circle. Place the socks (from the previous activity) in a pile on the floor in the center of the circle. Say one of the colour words and touch two children on their shoulders. The two children should rush into the circle and find the socks that match the colour you said; one sock per child. Each child should pull the sock on - if a child is wearing shoes, he should pull the sock on over his shoes. The first child to pull the sock on (the correct sock) is the winner for that round. Repeat with other players.
- Play HOT POTATO using the socks. When you clap your hands, the children should stop passing the socks around the circle. Then, each child that is holding a sock should name the colour of the sock. Repeat a number of times.
- Provide each child with a sock. The children should pull the socks over their hands; puppet-fashion. Say a colour name and the children with socks of that colour should raise their 'sock puppets' and repeat the colour name.

FOLLOW-UP:

Have the children trace the socks on a length of mural paper. When the children have traced the socks, they should colour them with felt pens, crayons, etc. They should colour the socks with the colours that have been introduced and developed in this unit. Circulate among the children as they work, encouraging them to say the colour names.

MATERIALS:

Pairs of socks of colours developed in this Unit, a length of mural paper, felt pens, crayons, etc., a pencil for each child.

INTRODUCTION:

Use Herman's Head to introduce the new NL patterns to the children. After hearing the NL forms of the patterns, be certain that the children understand their MEANINGS. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that they understand them.

ACTIVITIES:

- Mount coloured sections of paper on the chalkboard and group the children in front of the board. Toss a beanbag to a child. The child should then toss the beanbag at the coloured sections of paper. He should then say the pattern for the colour of the paper section that the beanbag hit. Repeat. It may be necessary to model the sentences for the children at first. Eventually however, the children should be encouraged to respond independently.
- Tie a length of string across the room; in a clothesline fashion. Group the children near the 'clothesline.' Pile the socks (from Lesson Two) in front of the clothesline. Also, place a number of clothespins beside the socks. Be certain that the clothesline is low enough for the children to reach it. Then, say one of the patterns and call upon a child to find the socks that match the colour that you named in the sentence. The child should find the socks, place them on the clothesline with the clothespins and then repeat the pattern. Repeat until all socks are on the clothesline.

FOLLOW-UP:

Play RING TOSS with the children, to encourage them to say the new NL patterns. When a child has tossed his ring, he should name the colour (in a pattern) that is beside the pencil. You may wish to have the child say one of the NL patterns before he tosses his ring. The child should attempt to hit the pencil that is beside the colour named in his pattern. Refer to the 'Activities' section of this program for details of this activity.

MATERIALS:

Herman's Head and prepared tape, coloured sections of paper, a beanbag, string (for clothesline), socks (from Lesson 2), clothespins, pipe cleaners, pencils, portions of modeling clay.

INTRODUCTION:

Review the new NL patterns that were introduced in Lesson Three, using the clothesline and socks. Attach the socks to the clothesline with the clothespins, saying the NL patterns as you work. The children should HEAR the NL patterns during this review process. It is not necessary for the children to respond during this activity

ACTIVITIES:

- Play CHANGE using the new NL patterns. When the children hear the pattern that you have identified for the round, they should drop arms and find new partners. Repeat a number of times.
- Play WIGGLE WAGGLE with the children using the coloured sections of paper and a small soft ball. You may wish to play this game in team form; in which case you will need two small 'soft, balls. The first player to reach the correct colour of paper without losing the ball is the winner for the round. When a player reaches the correct section of paper, he should say the pattern. Repeat until all players have participated.
- Play a version of CROSS OVER with the children. Provide each child with a section of coloured paper. Rather than calling names, the children should call colours. Refer to the 'Activities' section of this program for details of this activity. When IT calls a colour, all children (on both sides) who have that colour should respond.

FOLLOW-UP:

Play a version of FOX AND SQUIRREL with the children. Use two different coloured socks for the 'fox' and 'squirrel.' When the fox finally 'catches' the squirrel, the children should say the patterns for the two colours of socks; i.e., the pattern for the 'fox' sock and the pattern for the 'squirrel' sock. Repeat, using other colours of socks. Refer to the 'Activities' section for details of the activity.

MATERIALS:

String (for clothesline), socks (from Lesson Three), sections of coloured paper, a small soft ball (two balls - optional).

INTRODUCTION:

Use the socks to review the words and patterns introduced and developed in this Unit. Place the socks in Herman's Head and prepare a tape that indicates that Herman has a toothache. Offer to help Herman by removing whatever it is that's bothering him. Remove the socks from his mouth, one-by-one; naming the colours of the socks and/or saying the patterns for the different colours of socks. Repeat until all socks have been removed.

ACTIVITIES:

- Play HOPSCOTCH with the children using the different colours introduced and developed in this Unit. As a child hops through the hopscotch outline, he should name the colours and/or say the patterns for the colours found in each section.
- Introduce and develop the dialogue with the children. The children should hear the NL form of the dialogue first. Then, be certain that they understand the meanings of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Then, practice the dialogue in choral, group, and individual forms.
- Have each child pull a sock over one of his feet. Group the children in a circle. Use SPINNER to encourage the children to say the words/patterns introduced in this Unit. When the spinner stops, the child at whom it is pointing should respond.

FOLLOW-UP:

Review the vocabulary terms and patterns with the children. Then, encourage the children to suggest 'new' patterns that could be developed using the colour words. The children may wish to use patterns from other Units or they may wish to make-up their own 'creative sentences' in the NL. Tape the sentences that the children provide so that they can hear them afterwards.

MATERIALS:

Socks, Herman's Head, masking tape, coloured paper, spinner.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: COMMUNITY HELPERS

GRADE: THREE

VOCABULARY:	mashiki ikwe	nurse
	mashiki inini	doctor
	okikinamake	teacher
	okitike	farmer
	otapine inini	policeman
	shaponikan	needle
	antawenchikan	thermometer
	masinekan	paper/book
	ninkotekan	hoe
	otapine otapan	police car

PATTERNS: _____awe.
_____otapachiton.
This is a _____ (community helper) _____.
She/he uses a _____ (tool) _____.

DIALOGUE: T. Mashiki ikwe otapachiton antawenchikan.
Wekonen win apachitot _____?
(community worker)
S. _____ (elicit response) _____ otapachiton.
T. A nurse uses a thermometer. What does a _____
use? (community worker)
S. _____
(elicit response)

INTRODUCTION:

Provide each child with a copy of Community Helper from the Appendix F at the back of this program. Discuss the Appendix with the children, encouraging them to discuss its contents. Relate the concept of 'chores' to 'roles' that people play in the family, in the classroom, and in the community. Encourage the children to suggest different ways in which people help one another.

ACTIVITIES:

- Use illustrations to introduce the NL vocabulary words to the children. Present each illustration to the children, naming it in the NL. Mount the illustrations on the board as they are presented. The children should HEAR the NL vocabulary words a number of times during this introduction process.
- Toss a beanbag to a child. The child who receives the beanbag must then toss the beanbag to one of the illustrations on the board (from the previous activity). Name the picture that the child strikes with the beanbag. Continue in this way until many of the children have had a chance to toss the beanbag and until all of the children have had the opportunity to HEAR the NL vocabulary words a number of times.
- Use a length of yarn (approximately 15 feet long) to review the NL vocabulary words with the children. Hold one end of the yarn. Give the other end of the yarn to a child. The child should hold his end of the yarn under one of the illustrations (on the board). Name the picture under which the child's end of yarn has been placed. Repeat this activity having other children place the yarn end under different illustrations.
- Lay the community helper illustrations on the floor and group the children around them. Mime one of the actions that would represent one of the community helpers. Then, call upon a child to enter the circle and identify the illustration that matches your 'miming.' Continue in this way until all of the pictures have been identified and matched with your 'mimes.' Also, say each NL vocabulary word when an illustration has been successfully identified.

FOLLOW-UP:

Provide each child with a white sheet of art paper and art producing materials. Each child should then do an 'association illustration' related to a community helper. For example, for a 'storekeeper,' a child might illustrate a 'cash register.' Each child should think of an 'association illustration' that would match one of the community helpers. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. Later, collect the 'association illustrations' and keep them for review later in this unit.

MATERIALS:

A copy of Community Helpers from Appendix F, helpers illustrations, masking tape, a beanbag, a length of yarn (approx. 15 feet long), white sheet of art paper and art producing materials for each child.

INTRODUCTION:

Mount the community helpers illustrations on the board and group the children near them. Then, give each child one of the 'association illustrations' prepared in Lesson One. Each child should match his 'association illustration' with the correct community helpers illustration on the board. When a child has successfully matched his illustration with the helpers illustration on the board, say the NL name for the community helper. Continue in this way until all of the 'association illustrations' and community helpers illustrations have been matched. It is important that the children HEAR the NL vocabulary words during this process.

ACTIVITIES:

- Provide each child with a blank flashcard. Each child should write a numeral on his flashcard (between 1 and 6). When each child's numeral card is ready, toss two dice. Call out the two numbers shown on the dice, and then point to one of the 'community helpers illustrations.' Those children who have numeral cards that match the numbers that you called should say the NL vocabulary word for the illustration you point to. You may wish to have the children exchange cards after each round of this activity. Refer to the 'Activities' section of this program for details of DICE THROW.
- Place the 'community helpers illustrations' at one end of the room. Group the children in two teams at the other end of the room. Place two large coats or shirts on the floor between the cards and the children. Say one of the NL vocabulary words. Then, the first player from each team must rush to the shirt/coat and put it on, and then rush to the illustrations to identify the illustration for the word you said. The first player to do this successfully and then to have his team repeat the NL vocabulary word scores a point. Repeat until all players have had a chance to play.
- Play KNOT RACES with the children to encourage them to say the NL vocabulary words for this lesson. Show the teams one of the illustrations and the first player in each team must then 'untie its knot.' The first team member to untie his knot and then to have his team identify the illustration scores a point. Refer to the 'Activities' section of this program for details of the activity KNOT RACES.

FOLLOW-UP:

Play STEPPING STONE RACE with the children to encourage them to recognize the 'community helpers illustrations' and recall the NL vocabulary words associated with the illustrations. Refer to the 'Activities' section of this program for details of the activity STEPPING STONE RACE.

MATERIALS:

Helpers illustrations, masking tape, 'association illustrations' (from Lesson 1), a blank flashcard for each child, a felt pen for each child, a dice, 2 large coats or shirts, 2 short ropes, 4 'stepping stones' (cards).

INTRODUCTION:

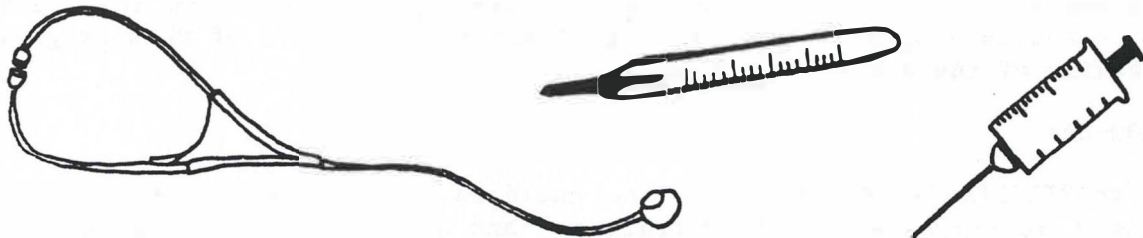
Use HERMAN'S HEAD to introduce the new NL patterns to the children. Prepare the audio tape for Herman before the lesson begins. Be certain to repeat the NL patterns many times on the tape. After the children have heard your dialogue with Herman, review the patterns said by Herman. Be certain the children 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:

- Mount the 'community helpers' illustrations on the board and group the children near them. Give each child a blank flash-card. Each child should illustrate a tail on one side of his card and a head on the other side. When the children's cards are ready, toss a coin in the air and call out, "Heads/Tails." Point to one of the illustrations. The children who have 'heads/tails' (according to what you called) should say the NL pattern for the illustration you point to. The children may switch their cards over after each round of the activity. You may wish to use actual pennies in place of the 'heads/tails' cards. Repeat until the children are able to respond well.
- Divide the children into two teams. Say one of the NL patterns. Then, one of the teams should say the 'point of departure' of the pattern and the other team should say the 'substitution.' Repeat this process often. Later, switch the groups and repeat the activity.

FOLLOW-UP:

Play JUMP THE STICK using the NL patterns from this lesson. Refer to the 'Activities' section of this program for details of JUMP THE STICK.



MATERIALS:

Herman's Head, Audio tape for Herman's Head, tape recorder, masking tape, community helpers illustrations, a blank flashcard for each child, a felt pen for each child, a coin, 2 'sticks' (e.g., brooms).

INTRODUCTION:

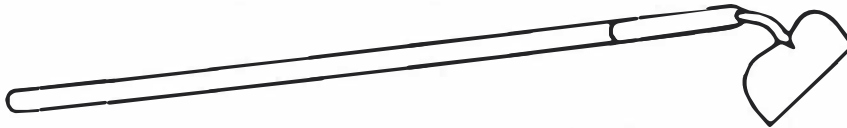
Before the lesson begins write each of the sight words on an acetate sheet. Then, tape the acetate sight word copies to a sheet. Have two children hold the sheet up so that the acetate sight words are on the back of the sheet. Place an overhead projector behind the sheet with the light on. The children should then see the sight words through the sheet. Stand behind the sheet, pointing to each of the sight words and saying its name as you do so. Continue in this way until the children have HEARD the sight words (and the NL patterns) a number of times.

ACTIVITIES:

- Group the children in a circle. Give each of the sight word cards to the children. The children should then pass the sight word cards around the circle in a clockwise direction. Stand in the centre of the circle holding a portion of tissue paper. When you stamp your foot, the children should stop passing the cards around. Toss the tissue paper in the air, saying one of the sight words (either a single sight word or a pattern that contains one of the sight words). The child with the corresponding sight word card must rush into the circle and catch the tissue paper before it hits the floor. Repeat many times.
- Play STRIDE BALL to encourage the children to recall the NL patterns that you say at the beginning of each round. Refer to the 'Activities' section of this program for details of the activity STRIDE BALL.
- Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain the children understand the MEANINGS of the patterns in the dialogue. Practise the dialogue in choral, group and individual forms.

FOLLOW-UP:

Play BINGO IN THE BLIND with the children using the sight word cards from this unit. Refer to the 'Activities' section of this program for details of the activity BINGO IN THE BLIND.



MATERIALS:

An acetate sheet for each sight word, a felt pen, a sheet, an overhead projector, a set of sight word cards, portion of tissue paper, a nerf ball.

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to review the NL patterns introduced in Lesson Three. Select a colour for the 'points of departure' and use the 'community helpers illustrations' for the 'substitutions.' Review all of the patterns with the children, mounting the points of departures and substitutions on the board. The children should HEAR the patterns many times during this review process.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words to the children using sight word cards. mount each sight word card on the board over the illustrations in the COLOUR CODING TECHNIQUE patterns above. Continue in this way until the children have heard and seen each of the sight words used in one of the NL patterns.
- Place the sight word cards on the floor at one end of the room. Say one of the NL patterns that contain one of the sight words. Then, play FAN FOOTBALL with the children to encourage them to recognize the sight words. Repeat this process until all children have had a chance to play FAN FOOTBALL. Refer to the 'Activities' section of this program for details of the activity FAN FOOTBALL.
- Make a masking tape line on the floor (approximately 3 feet long). Divide the children into two teams. Have the first player from each team stand on opposite sides of the line with right hands joined. Place a sight word card on each side of the masking tape line. Then, the two players should play TUG OF WAR. When a child is pulled across the line, he must hold up the sight word card from his side of the line and show it to his team mates. Then, his team must say the NL pattern that contains that sight word. Repeat until all players have had a chance to play.

FOLLOW-UP:

Mount all of the sight word cards on the board and group the children in front of the board. Have the children look carefully at the sight word cards. Then, have the children close their eyes. Remove one of the sight word cards. Have the children open their eyes and identify the sight word card that is 'missing.' Then, replace that card and repeat the process removing another card from the board.

MATERIALS:

Coloured strips for COLOUR CODING TECHNIQUE, helpers illustrations, masking tape, sight word cards, 2 balloons, 2 'fans.'

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: CONTEMPORARY AND TRADITIONAL HOMES

GRADE: THREE

VOCABULARY: asini akamik brick/stone house
 papakone akamik tent
 wakekan house
 papakonekin canvass

PATTERNS: Noko _____ ink taya.
 My grandmother lives in a _____.

DIALOGUE: T. Anti kin tayan?
 S. Iweti _____.
 T. Where do live?
 S. Over at the _____.

INTRODUCTION:

Before the Lesson begins, cut out a large 'window' illustration from construction paper. Tape cellophane over the window to represent the 'glass' of the window. Present the window to the children. Tell them that you are about to build a house and this is what you have as a ,starting point.' Mount the window on the chalkboard. Encourage the children to suggest what needs to be 'built around the house.' Use chalk to build the house according to the children's suggestions. Continue until the house is 'complete.'

ACTIVITIES:

- Lead the children to an understanding that the home that they have helped you 'build' represents a ,contemporary' home that is substantially different from the traditional N homes.
- Show the children a variety of pictures that depict different terrains in different parts of the world. Mount the pictures on the board. Then, encourage the children to imagine the types of houses (e.g., building materials) that could be obtained in each of the locales depicted in the pictures. The children should come to realize that 'where' one lives has a great impact on the 'building materials' used to construct 'homes.'
- If a resource person is available to talk to the children, he or she may give a brief description of the traditional N homes. He/She should include the materials used, arrangements inside the homes, etc., during the presentation. Any concrete materials that can be used to enhance the discussion should be obtained prior to the presentation.
- Introduce the illustrations to the children. At this time, introduce the NL vocabulary words for this unit. Present each illustration to the children, saying the NL word for its contents. Be certain the children understand the MEANINGS of the words as you present the illustrations.

FOLLOW-UP:

Provide each child with a length of waxed paper. Also, provide the children with a variety of different colours of tissue paper. The children should cut out portions of the tissue paper to make the outline of buildings or homes. The children should lay their different colours of tissue paper on their lengths of waxed paper. When a child has completed his home or building, provide him with another length of waxed paper (the same length as the first section of waxed paper). Then, use an old iron to 'iron the two waxed sheets together.' The child may then trim his picture with a pair of scissors. The completed pictures may be displayed in the classroom by taping them to the windows of the room with double-stick tape.

MATERIALS:

Pictures that show different terrains in different parts of the world. Window illustrations, houses illustrations, masking tape, 2 lengths of wax paper per child, tissue paper (different colours) for each child, an old iron, concrete materials related to traditional N homes (as available).

INTRODUCTION:

Group the children in front of you. Present each of the illustrations that were introduced in Lesson 1. When the children see each illustration they should say its NL name. Continue in this way until the children have named all of the illustrations.

Mount the illustrations on the chalkboard. Give a child one end of a length of yarn (approx. 10 feet long). Hold the other end of the length of yarn. The child should then hold his end of the yarn on one of the illustrations. Give the other end of the yarn to another child. That child should then name the illustration on which the other end of the yarn rests. Repeat this process until many of the children in the group have had the chance to identify the illustrations.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words using sight word cards. Say each term as its sight card is presented. Match the sight words with their corresponding illustrations on the board (from the previous activity). Point to each sight word/illustration and say its name. The children should repeat the name after you.
- Remove the sight word cards and the illustrations from the board (from the previous activity). Give the sight words and the illustrations to individual children, one word/illustration per child. When you say, "Go", the children should attempt to match themselves together. When the children have matched themselves, have the children in each pair say their NL word. Repeat this activity until all children have participated.

FOLLOW-UP:

Adapt the activity UNDER THE BRIDGE to THROUGH THE DOOR. The game should be played in basically the same way with the two children representing a door rather than a bridge. When a child is trapped in the doorway, he must identify a sight word card that you show him in order to get out. If he cannot recognize the word, show him another one. Continue in this way until he finally recognizes a sight word. Repeat this activity until many children have played. Refer to the 'Activities' section of this program for details of UNDER THE BRIDGE/THROUGH THE DOOR.

MATERIALS:

Housing illustrations, masking tape, a length of yard (10 feet long), sight cards.

INTRODUCTION:

Mount the sight word cards (from Lesson 2) on the board. Group the children in front of them. Review the sight words with the children. Point to each sight word and the children should name it. Continue until all sight words have been reviewed in this way. Then, point to each sight word and say the new NL pattern for that sight word. Continue until the children have heard all of the patterns. 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:

- Leave the sight word cards on the board (from the previous activity). Write the NL patterns around each of the sight words. When all of the patterns have been written, read them to the children. Then, point to each pattern and have the children repeat it after you. Continue until the children have read all of the NL patterns.
- Play HOP THE LINE with the children using the NL patterns from this lesson. When the children hear the pattern that you identified at the beginning of the round, they should hop the line. Refer to the 'Activities' section of this program for details of HOP THE LINE.

FOLLOW-UP:

Divide the children into two teams. Have the two teams stand at one end of the room. Place two containers of water beside the chalkboard. Place a paintbrush beside each container of water. Mount two of each sight cards on the board. Say one of the NL patterns and the first player in each team should rush to the board to circle the sight word heard in the pattern using the paintbrush and water. The first player to do this successfully scores a point for his team. Repeat until all players have played.

MATERIALS:

Sight word cards, masking tape, 2 containers of water, 2 clean paintbrushes, 2 sets of sight cards.

INTRODUCTION:

Before the Lesson begins, write each of the NL patterns (from Lesson 3) on individual sentence strips. Mount the sentence strips on the chalkboard and group the children near them. Point to each sentence and the children should read it to you. Continue in this way until the children have read all of the NL patterns.

ACTIVITIES:

- Place the sentence strips on the floor face down. Group the children around them. Have one child enter the circle and say one of the NL patterns from this Unit. Then, he must turn over one of the sentence strips. If the sentence strip that he turns over represents the sentence that he said, he should keep the sentence strip. Otherwise, he should replace it (in a different location) on the floor (face down). Repeat this process until many children have participated.
- Cut the sentence strips into their individual words. Group the children in a circle. Walk around the outside of the circle attaching the words to the children's backs. When you say, "Go", the children should then attempt to line themselves up to reproduce the original patterns. They must stand shoulder to shoulder in such a way that the patterns can be read from left to right. When the children have grouped themselves accordingly, read each of the patterns. This activity can be repeated more than once.

FOLLOW-UP:

Divide the children into two teams. Have the first player from each team step forward. The two players should stand approximately 2 feet apart. Say one of the NL patterns. Then, the two players must attempt to 'out-stare' one another. The first player to laugh must then identify the sentence strip for the NL pattern that you said at the beginning of the round. If both children laugh, then they should both locate the sentence strip. You may have to prepare new sentence strips for this activity. Repeat until all players have participated.

MATERIALS:

Sentence strips (one for each pattern), masking tape, a pair of scissors.

INTRODUCTION:

Have the children stand in a random formation in the classroom. Give a child who is IT for the first round a clothespin which has one of the sight words from this Unit printed on it. That child must then attempt to attach the clothespin to a child's clothing. The children must attempt to evade IT. However, when IT is successful in attaching the clothespin to a child's clothing, that child must read the sight word and then say the NL pattern that contains that word. Repeat this activity with other children as IT, using other sight words from this Unit.

ACTIVITIES:

- Have the children stand in a circle. Place the sight word cards in the center of the circle, face up. Then, play RUN AROUND THE CIRCLE with the children. You may wish to begin this activity by standing between two of the children. say one of the NL patterns. The children on either side of you must then run around the circle in opposite directions. The first child to re-enter the circle and to identify the sight word heard in the patterns wins the round. Repeat this activity a number of times.
- Place the sight words in a pile on the floor. Then, write one of the sight words on the board using only the vowels in the sight word (that is, do not write the consonants of the sight word). Divide the children into two teams. When you say, "Go", the first player from each team must rush to the sight word cards and identify the sight word based on the 'closure' word that you have on the board. The first player to correctly identify the sight word scores a point for his team. Repeat this activity until all players have played.

FOLLOW-UP:

Divide the children into two teams. Place the sentence strips from the previous lesson on the floor at the other end of the room. Give the first player in each team a beanbag. say one of the NL patterns. The first player must then pass the beanbag over his head to the child behind. That player must pass the beanbag between his legs to the child behind him. The children should continue with this 'over-under' sequence until the last player receives the beanbag. The last player must then rush to the sentence strips and identify a sentence strip for the NL pattern that you said at the beginning of the round. The first player to do this successfully scores a point for his team. Repeat until all players have participated.

MATERIALS:

Sight cards, chalk, sentence strips (from previous Lesson), 2 beanbags.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: COOKING UTENSILS

GRADE: THREE

VOCABULARY:	sasikonapik	frying pan
	shishipi akik	tea pot
	kisekwe akik	cooking pot
	kwekwepekan	egg turner
	kichi patakekan	fork
	mokoman	knife

PATTERNS: _____ ki ka pitamo onchi atiwekamikonk.
(cooking utensils)
(plural form)

You'll bring some _____ from the store.
(cooking utensils)

DIALOGUE: T. Ki tayawa na _____ ?
(ik words)

T. Ki natentan na keye _____ ?
(an words)

S. Ehe ninatentan _____ tako
(an words)

ni natenima _____
(ok word)

T. Do you have a _____ ?
(cooking utensil)

T. Now do you also want a _____ ?
(cooking utensil)

S. Yes, I want _____ and I also want
(cooking utensil)

(cooking utensil)

INTRODUCTION:

Group the children in front of you. Tell them that you have been waiting for 'this important letter' (show envelope that contains the recipe) for many days. Dramatize opening the 'letter.' Read silently as the children watch. Dramatize appearing confused read the 'letter' (the recipe) to the children.

Tell the children that this is the first time you have ever received a 'recipe letter.' Encourage the children to recall the items that the recipe called for (utensils and ingredients).

ACTIVITIES:

- Introduce the sample utensils to the children, encouraging the children to suggest the use for each item. Demonstrate (as concretely as possible) the use of those utensils that are unfamiliar to the children.
- Introduce the NL names for the different utensils. Show each utensil, as you say its NL name. Repeat until the children have HEARD all of the NL names.
- Play the tape, prepared prior to the lesson, that contains the recipe. This 'recipe' should contain directions that repeat the names of the utensils, many times. When making the tape, be certain to leave sufficient pauses to give you time to locate the utensils. The children should watch as you 'cook;' following the recipe from the tape. You may wish to put-on an apron for further effect.
- Lay the utensils on the floor and group the children around them. Describe a situation that calls for one of the utensils (describe the situation in English). Call upon a child to identify the utensil you might use; e.g., to 'lift fried eggs, stir the soup', etc. Say the NL names for the utensils, after the children have identified them.

FOLLOW-UP:

Lay a length of mural paper on the floor and group the children around it. Place the SAFE utensils (those that aren't sharp) on the mural paper. Provide each child with a pencil. The children should then trace the kitchen utensils on the mural paper. Circulate among the children as they work, repeating the NL names for the different utensils. When the mural is complete (there may be more than one tracing of each utensil), keep it for use later in the Unit.

MATERIALS:

Recipe in a letter envelope (e.g., recipe from Appendix J), sample utensils, recipe on tape, taperecorder, length of mural paper, pencil for each child.

INTRODUCTION:

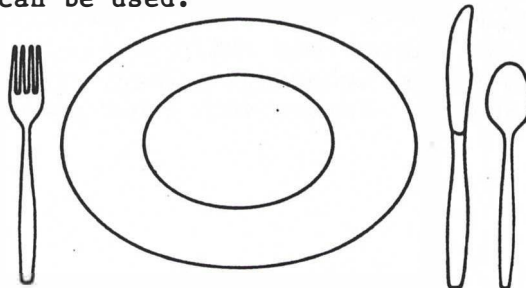
Review the NL names for the kitchen/cooking utensils, using the actual utensils (from Lesson 1). Mount the tracings (from Lesson 1) on a wall and group the children in front of them. Pick up one of the utensils and attempt to find its tracing, repeating its name over and over. Continue in this way until the children have heard the names of the utensils many times.

ACTIVITIES:

- Lay the tracings on the floor and group the children around them. Place the 'safe' utensils beside the tracings. Pick up one of the utensils and the children should name it. Then, give it to a child so that he can place it on its tracing. Repeat until all of the tools have been placed.
- After the preceding activity, say the name of one of the utensils and a child's name. That child should find the utensil that you named, remove it from its tracing and give it to you. He should then repeat its name. Continue in this way until you have all of the utensils.
- Group the children in a circle. Walk around the outside of the circle, placing the 'safe' utensils in the children's hands (behind their backs). The children should not look at the utensils, but they should feel them. say the name of a utensil and the child with that utensil should repeat its name and then show the utensil. Repeat until all children have played.

FOLLOW-UP:

Use the silhouette technique to encourage the children to say the names of the utensils. When the children see a silhouette of one of the utensils, they should name it. Repeat this process until the children are able to respond well. You may wish to have a child or children behind the sheet, so that they can show the silhouettes of the tools as you say the utensils' names. Both processes can be used.



MATERIALS:

Cooking utensils, tracings (Lesson 1), a sheet, O/H projector.

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 cooking utensils for the substitutions. The children should HEAR the NL patterns as you point to the 'colour-coding' sequences. Be certain the children understand the MEANINGS of the patterns; translate the patterns ONCE, if necessary.

ACTIVITIES:

- Place one of the substitutions (utensil picture) in the colour-coded point of departure (from above). say the pattern and the children should repeat it. Repeat this process using the remaining utensil pictures as substitutions.
- Repeat the above activity, having the children respond without your models.
- Show a picture of a food item. The children should look carefully at the food item. Then, call upon a child to identify a cooking utensil that might be used (in some way) with the food item. The children should hold up the utensil and say its pattern. Repeat this process, using other food pictures (cut food pictures from magazines).
- Play HOPSCOTCH using the cooking utensils. Say the name of a utensil and the child should hop to the utensil that you named and then say the pattern for it. Repeat with other players.

FOLLOW-UP:

Place all of the 'safe' cooking utensils under the sheet. Group the children around the sheet. Have a child feel one of the utensils through the sheet. The child should then say the pattern for the utensil that he thinks he is feeling. After the child has said the pattern, remove the utensil to determine his accuracy. Then, replace it (in a different location under the sheet). Repeat with other players.

MATERIALS:

Coloured strips of paper, masking tape, small utensils pictures, pictures of a variety of food items (from magazines), a sheet, cooking utensils.

INTRODUCTION:

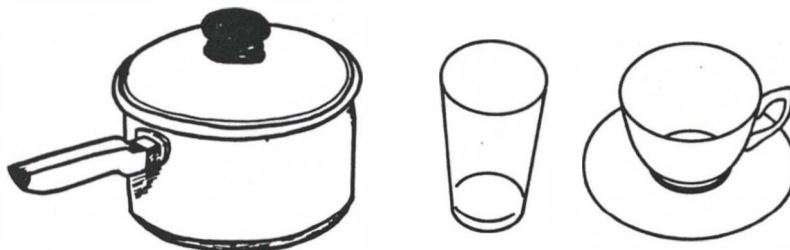
Review the NL patterns using the COLOUR CODING TECHNIQUE. Use the same materials that were used in Lesson 3, for this review. It is important that the children HEAR the NL patterns as often as possible during this review process.

ACTIVITIES:

- Place the 'safe' utensils in a container, such as a bag or box. Tell the children that the utensils are 'in the sink.' Walk among the children, having individuals reach 'into the sink' to 'feel' one of the utensils. When a child has felt a utensil, 'in the sink', he should say its pattern and THEN remove it to determine his accuracy. Repeat until all of the children have had a chance to 'reach into the sink.'
- Play ZIG ZAG HOP using the NL patterns. When the children hear the pattern that you said at the beginning of the round, they should hop over the line in 'zig zag' style. Refer to the 'Activities' section of this program for details of this activity.
- Group the children in front of you. Describe one of the utensils with YOUR HANDS (no words). Eventually, call upon a child to say the pattern for the utensil that you 'described.' Repeat, using other utensils for the 'descriptions.'

FOLLOW-UP:

Lay the tracings (from Lesson 1) on the floor and group the children around them. Place the utensils on display near the children. Provide each child with a pencil. The children should then add the 'details, to the tracings; i.e., they should fill in the tracings with the details of the utensils. They can look at the utensils for the necessary details. Display the finished mural in the classroom or hallway.



MATERIALS:

Coloured strips of paper, cooking utensils, container (bag/box), masking tape, tracings (Lesson 1), pencil for each child.

INTRODUCTION:

Review the NL terms and patterns introduced and developed in this unit using the cooking utensils. Demonstrate an action that represents using one of the implements. Call upon a child to identify the utensil that you demonstrated the use of. Repeat this process, naming each utensil after it has been identified by a child (using the NL name for the utensil).

ACTIVITIES:

- Provide the children with old magazines/newspaper (whichever are available). The children should look through the materials, cutting out pictures of food items. When each child has found some pictures, collect all of the pictures and place them on the floor. Group the children around them. Lay the utensils on the floor beside the pile of food pictures. Each child should then take a turn at matching a food item to one of the cooking utensils. When a child picks up a food picture, he should think which one of the utensils (there may be more than one that could be used) with the food item. He should then place the picture beside the utensil and say the pattern for that utensil. Repeat.
- Introduce the dialogue to the children. Be certain the children understand the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns, ONCE. Practice the dialogue with the children in choral, group, and individual forms.

FOLLOW-UP:

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

MATERIALS:

Cooking utensils, old magazines/newspapers, scissors for each child, tape recorder and a blank tape.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: EASTER

GRADE: THREE

VOCABULARY:	sikon	spring
	sikonk	in the spring
	ta kimiwon	rain/will rain
	ta ninkite	melt/will melt
	ta kichi Animihe kishikat	Easter
	wekonen	what
	ke ishisek	will happen

PATTERNS: Sikonk _____
In the Spring it will be _____

DIALOGUE: T. Wekonen ke ishisek _____?
S. Ta _____
T. What will happen in _____?
S. It will _____

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INTRODUCTION:

Before the lesson begins, collect pictures of Spring. Present these pictures and encourage the children to suggest events associated with Spring.

ACTIVITIES:

- Tell the children the flannelboard story Puff Puff's Easter Bonnet, from Appendix E at the back of this program. Cut out the necessary characters/items for use with the flannelboard. If flannel is not available, you may cut out paper characters and attach small amounts of sandpaper to their backs.
- Use illustrations to introduce the new NL vocabulary words to the children. Present each illustration to the children, saying its NL name. Mount the illustrations on the board as they are presented. The children should HEAR the NL vocabulary words a number of times during this introduction process.
- Group the children together in front of the illustrations (on the board from the previous activity). Stand behind the children with a flashlight. Shine the light of the flashlight on the illustrations, naming them in the NL. Continue in this way until the children have HEARD the NL terms a number of times.

FOLLOW-UP:

Provide each child with a length of waxed paper (approximately a foot long). Place a variety of different colours of tissue paper on the floor. The children should select tissue paper samples to create 'Easter eggs' on their sheets of waxed paper. The children should cut the tissue paper into different shapes or designs that they require. The children should make their eggs as large as possible (leaving at least an inch on all sides as a border around the waxed paper sheets). When a child has completed his 'tissue paper egg', place another sheet of waxed paper over his egg (so that it lines up with the original piece). Then, use an old iron to iron the two sheets of waxed paper together. This will seal the 'Easter egg' between the two layers of waxed paper. The child may then trim the edges of his Easter egg and the final products may be hung in the classroom for all to see.

MATERIALS:

Cut-outs for flannelboard story Puff Puff's Easter Bonnet, small amounts of sandpaper (optional), Easter illustrations, masking tape, a flashlight, 2 lengths of waxed paper for each child, a variety of different colours of tissue paper for each child, an old iron.

INTRODUCTION:

Use the Easter illustrations (from Lesson 1) to review the NL vocabulary words that were introduced in Lesson 1. Place the illustrations in a variety of different locations around the classroom for an 'Easter illustrations hunt.' The children should watch as you attempt to find all of the illustrations. When you find the illustration, show it to the children saying its NL vocabulary name. Continue in this way until the children have seen all of the illustrations and heard all of the NL vocabulary terms a number of times.

ACTIVITIES:

- Play RABBIT AND THE FOX with the children to encourage individuals to recognize the Easter illustrations. When the fox finally catches the rabbit, the child who ends up with both the fox and the rabbit must identify an illustration that you show him. If you feel that the children are not ready for 'individual responses' at this time, you may have all of the children in the class recognize the illustration when you show it. Also, you may wish to have more than one 'fox' for each round of this activity.
- Divide the children into two teams for a game of BACK TO BACK RACE. Place the Easter illustrations at one end of the room. Say one of the NL vocabulary words. Then, the first two players in each team should stand back to back with arms interlocked. They must then run sideways to the illustrations to identify the illustration for the NL vocabulary word that you said. The first players to do this successfully score a point for their team. Downplay the competitive nature of the activity and build up the fun of the endeavour. Refer to the 'Activities' section of this program for details of BACK TO BACK RACE.
- Group the children in front of the chalkboard. Place 3 of the Easter illustrations in the chalkboard ledge. Have the children study the order of the illustrations carefully. Then, have the children close their eyes. Mix the order of the 3 illustrations up and have the children open their eyes. Tell the children to watch until you place the 3 illustrations into their original order. When the children see that you have placed the illustrations in their original sequence, they should clap their hands. Then, have the children name each illustration. This activity can be repeated with more than 3 cards if your children are ready.

FOLLOW-UP:

Conduct a STRAW RACE with the children to encourage them to recognize the Easter illustrations and to recall the NL vocabulary words associated with them. Refer to the 'Activities' section of this program for details of the activity STRAW RACE.

MATERIALS:

Easter illustrations, a flashlight, masking tape, a beanbag, a ball, a drinking straw for each child.

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the new NL patterns to the children. Select a coloured paper for the 'point of departure.' Use the Easter illustrations as the 'substitutions.' Mount each of the patterns on the board. Then, say each pattern as you point to its 'point of departure/substitution.' Then, be certain that the children understand the MEANINGS of the patterns. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Remove the 'points of departure' and 'substitutions' from the board (from the previous activity) and spread them on the floor. Group the children around them. Say one of the NL patterns and a child's name. That child should then enter the circle and reproduce the pattern that you said using the point of departure and the correct substitution. Continue in this way until all of the patterns have been reproduced.
- Give each point of departure and substitution to the children (i.e., a child should have EITHER a point of departure OR a substitution). When you say, "Go," the children should arrange themselves to reproduce the NL patterns. When the children have arranged themselves correctly, have each pair of children say their NL pattern. This activity can be repeated more than once.
- Play FLASHLIGHT SPINNER with the children to encourage individuals to say the NL patterns from this unit. When the light of the flashlight illuminates one of the children, that child must repeat the NL pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of the activity FLASHLIGHT SPINNER.

FOLLOW-UP:

Play PING PONG BLOW with the children to encourage them to say the NL patterns. When the ping pong ball reaches one of the children, that child must repeat the NL pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of PING PONG BLOW.

MATERIALS:

Coloured strips for COLOUR CODING TECHNIQUE, Easter illustrations, masking tape, a flashlight, a pingpong ball.

INTRODUCTION:

Use the 'points of departure' and 'substitutions' to review the NL patterns that were introduced in Lesson 3. Mount each of the points of departure and substitutions on the board during this review process. It is important that the children HEAR the NL patterns during this review activity.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Use sight word cards to introduce the sight words to the children. Mount the sight word cards on the board as they are introduced. The children should hear and see the sight words a number of times during this introduction process.
- Play FLASHLIGHT TAG using the sight word cards. Have a child stand facing the other children. This child should hold one of the sight words in his hand so that the other children can see the sight word. Have another child stand behind the children facing the child with the sight word card. Give this child a flashlight. The child with the flashlight must attempt to 'tag' the sight word card that is held by the other child. The child with the sight word card may not move his two feet, but he may move his hands around in a circular, vertical, horizontal, etc. direction. When the sight word card has been tagged by the light of the flashlight, all of the children in the class should say the sight word and then the NL pattern that contains that sight word. Repeat this activity until a number of the children have had a chance to play.
- Play FRISBEE with the children to encourage individuals to recognize the unit's sight words and to recall the NL patterns. When the child receives the frisbee, he should look at the sight word that is taped under it and name it. Then, all of the children in the class should say the NL pattern that contains that sight word. Refer to the 'Activities' section of this program for details of FRISBEE.

FOLLOW-UP:

Play ROLL IN THE BOWL with the children to encourage them to recall the NL patterns from this unit. The marble can represent 'an Easter egg.' Say an NL pattern at the beginning of each round. Spread the sight word cards on the floor in the centre of the circle. When the marble eventually falls out of the bowl, all of the children should repeat the NL pattern that you said at the beginning of the round. Then, the child who lost the marble must identify the sight word (in the centre of the circle) heard in the pattern. Refer to the 'Activities' section of this program for details of ROLL IN THE BOWL.

MATERIALS:

Materials for COLOUR CODING TECHNIQUE, sight cards, a flashlight, a frisbee, masking tape, a small bowl, a marble.

INTRODUCTION:

Mount the points of departure (originally introduced in Lesson 3) on the board. Then, use the sight word cards as the 'substitutions.' Say each pattern to the children as it is mounted on the board. It is important that the children HEAR the NL patterns/sight words during this review process.

ACTIVITIES:

- Make a large masking tape circle on the floor, large enough so that all children can stand inside it (but not too large, to allow excessive movement within the circle). Use this arrangement for a game of BALLOON DROP. Say one of the NL patterns at the beginning of each round. Then, toss the balloon into the air above the children. The children should attempt to avoid being touched by the balloon. When a child is touched by the balloon, he must repeat the NL pattern that you said at the beginning of the round. Repeat this activity a number of times.
- Cut each sight word in half (preferably between syllables) and tape half a sight word to each child's back. When you say, "Go," the children must then match themselves together to reproduce the original sight word. Have each pair of children say their sight word when they have successfully matched themselves together.
- Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain the children understand the MEANINGS of the patterns in the dialogue. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Play CHINESE GET-UP using the NL patterns from this unit. When the children hear a specific pattern (i.e., a pattern that you identified at the beginning of the round), they should stand up with their arms interlocked. Refer to the 'Activities' section of this program for details of CHINESE GET-UP. The children may exchange partners after each round of this activity.

MATERIALS:

Coloured strips of paper for 'points of departure' (from Lesson 3), sight cards, masking tape, a large inflated balloon, an extra set of sight word cards, a pair of scissors.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: EMOTIONS

GRADE: THREE

VOCABULARY:	minentam	happy
	mashentam	sad
	ekosi	tired
	kashkentam	lonesome
	kwashkwentam	surprise
	nontekoshi	sleepy
	sekisi	scared

PATTERNS: Anin enentaman enentank, Johnny?

How do you think Johnny feels?

He is _____.
(emotions)

DIALOGUE: T. _____ na awe _____ ikwesens _____?
(emotions) (other people)

S. Kawin _____.
(contrast emotion)

INTRODUCTION:

Prepare simple situation stories that can be used to represent the different emotions being introduced in this Unit. For example, "Johnny found a box that was wrapped with colourful paper. He couldn't find the owner. So, he decided to open the box. When he opened the box, he found a very thirsty cat inside the box". Encourage the children to suggest how Johnny might have felt when he found the thirsty cat. Repeat this process, using other 'situations stories' to encourage the children to respond.

ACTIVITIES:

- Prior to the lesson, prepare a tape of sound effects (language and non-language) that can be associated with the emotions being introduced in this Unit. The children should listen to the tape once. Then, replay the tape, encouraging the children to identify each emotion after it is heard on the tape (stop the tape after each emotion, on the tape, is heard).
- Use pictures to introduce the NL terms for the different emotions. Be certain that the children understand that the NL words represent the emotions of the individuals in the pictures. Say the NL terms as you present the pictures. Mount the pictures on the board as they are presented.
- Review each emotions picture with the children, encouraging them to talk about the different things that affect their emotions.
- Introduce two handpuppets to the children. Tell the children that each puppet is very different in terms of its 'emotional reactions' to situations. Demonstrate this by showing each puppet's reaction to 'fear;' one puppet goes 'scatty' while the other puppet is 'composed' - even though they may both feel fear (perhaps to different degrees). The children should understand that not all people show their feeling in the same way.

FOLLOW-UP:

Provide the children with old magazines/catalogues. The children should look through the magazines/catalogues to find pictures that represent emotions/feelings of some form. The children should cut out the pictures and glue/paste them to a length of mural paper. When all of the children have added their pictures to the mural, display the mural in the classroom. Group the children in front of it and encourage the children to talk about the different emotions/feelings represented in the pictures.

MATERIALS:

Tape of emotions sound effects, tape recorder, emotions pictures, two handpuppets, old magazines/catalogues, scissors for each child, a length of mural paper, masking tape.

INTRODUCTION:

Use the emotions pictures and the emotions sounds tape to review the NL terms introduced in Lesson 1. Be certain that your pictures are in the same order as the sound effects on the tape. The children should listen to the sound effects, look at the pictures, and hear you say the NL term for the emotion. Continue in this way until all of the emotions have been reviewed.

ACTIVITIES:

- Develop appropriate facial and body responses to match the different emotions introduced in this Unit. Say one of the emotions terms and the children should respond by making the appropriate body movements and/or facial expressions. Repeat until the children have responded to all of the emotions terms.
- Tell the children that they are to listen to three words that are exactly the same. When they hear three words that are exactly the same, they should repeat the word ONCE. However, if they hear a set of three words in which one or more of the words is different from the others, they should not respond. For example, say repeat one of the emotions words three times and the children should respond. However, when you repeat one of the emotions terms twice and then add another emotions term (to make the three words) the children should not respond. Repeat until the children are able to respond well.

FOLLOW-UP:

Use the same 'three word' activity, from above to play a version of CHANGE. When the children hear a run of three words that are the same, they should change partners. Repeat this game a number times. Refer to the 'Activities' section of this program for details of the activity.



MATERIALS:

Emotions pictures, emotions tape (Lesson 1), tape recorder.

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 facial expressions cut outs for the substitutions. The children should HEAR the NL patterns as you point to the 'colour-coding' sequences. Be certain the children understand the MEANINGS of the patterns; translate the patterns ONCE, if necessary.

ACTIVITIES:

- Play SWAP with the children. When the children hear the pattern that you have identified, the standing child should pass the ball/beanbag to the sitting child (who should then stand and the first child should sit). Repeat a number of times, using the different patterns from the Unit. Refer to the 'Activities' section of this program for details of this activity.
- Place the emotions pictures on the floor and group the children around them. Play MOUSE CATCH with the children. Repeat the game until all children have had a chance to participate.
- Play LIP READING with the children, using the new NL patterns. After 'lipping' a pattern, call upon a child to repeat the pattern that you 'lipped.' Repeat until all patterns have been used in this way.

FOLLOW-UP:

Use the game LONDON BRIDGE to encourage individual children to say the NL patterns. When a child is 'trapped' in the bridge, he should repeat the pattern that you said at the beginning of the round. Repeat until all or most of the children have been trapped on the bridge.



MATERIALS:

Colour coding strips of paper, masking tape, a ball/beanbag for each pair of children, emotions, length of yarn (approx. 6 ft.), single beanbag.

INTRODUCTION:

Review the NL patterns introduced in Lesson 3, using the emotions pictures. Stand the pictures in the chalkboard well and group the children in front of them. Say the pattern for the picture to the children's left. Then say the pattern for the next picture. Pretend to forget yourself and begin again. Pretend to forget yourself after each picture; beginning again after each 'additional' picture has been included.

ACTIVITIES:

- Line up the children, on the floor, in a straight line (the children should be sitting side-by-side). Sit facing the children, with a large soft ball. Say one of the patterns and roll the ball to a child. The child who receives the ball should repeat the pattern, changing the substitution (the emotions term) to another emotions term. He should then return the ball to you for the next round of the activity. Repeat until all children have participated.
- Play RUNABOUT using the emotions pictures. Place the pictures on the floor and group the children around them. When you touch two children on their shoulders and say one of the patterns, the two children should run around the circle and identify the correct emotions picture for the pattern, is the winner for that round. Have all of the children repeat the pattern after the picture has been correctly identified.

FOLLOW-UP:

Play CONFETTI DROP with the children. Divide the children into two teams. Place the emotions pictures on the floor at the other side of the room. Place the pile of 'confetti' in front of the pictures. When you say one of the patterns, the first player from each team should race to the confetti. The first child to place the confetti on the correct picture is the winner for the round. Repeat until all players have participated.

MATERIALS:

Emotions pictures, large soft ball, confetti (e.g., from a hole punch).

INTRODUCTION:

Review the Unit's vocabulary terms and patterns, using the emotions pictures. Mount the emotions pictures around the classroom. Group the children in the center of the classroom. Shine the light of a flashlight on one of the emotions terms and say its name and pattern. Repeat until the children have heard all of the NL patterns in this way. It is important that the children HEAR the patterns many times during this review activity.

ACTIVITIES:

- Group the children in a circle. Play a version of HOT POTATO to encourage the children to say the patterns. Say one of the Unit's patterns, omitting one of the words (not necessarily an emotions term - any word in the pattern). When you clap your hands, the children should stop passing the ball around the circle. The child left holding the ball should then repeat the pattern that you said, adding the word that was missing. Repeat a number of times.
- Provide each child with a length of yarn, a sheet of white construction paper, and glue/paste. The children should form the yarn into a 'mouth' to represent an emotion. Then they should draw faces around the 'yarn mouths.' The finished pictures can be displayed in the classroom.
- Introduce the dialogue to the children. Be certain the children understand the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns, ONCE. Practice the dialogue with the children in choral, group, and individual forms.

FOLLOW-UP:

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

MATERIALS:

Emotions pictures, a flashlight, a small ball, tape recorder & tape for each child, a length of yard (5 - 6 inches), sheet of white art paper, glue/paste, pencil, crayons.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: FOOD - CONDIMENTS

GRADE: THREE

VOCABULARY:	shitakan	salt
	skitakaniyan	salted
	wisakat	pepper
	akopokat	hot
	sisipakot	sugar
	shiwin	sweet
	wiyas	meat
	napop	soup
	wawon	egg
	omashiki apo	tea

PATTERNS: Shitakan pi ininan.

_____ pi ininan.

Pass me the salt.

Pass me the _____.
(other condiment)

DIALOGUE: T. Ni wi anta miyshkam nonkom.

S. Wekonen ke pitowan?

T. Piton _____.
(condiment)

T. I am going shopping today.

S. What will I bring?

T. Bring _____.
(condiment)

INTRODUCTION:

Before the lesson begins, collect a food sample (e.g., a small piece of meat, potato, etc.). Place the food sample on a plate and have a salt shaker (full of salt) nearby. Present your 'meal' to the children, telling them that you are about to eat. Use this experience as an introduction to the different condiments that we often use to 'flavour our food.' Encourage the children to suggest the types of condiments that they like.

ACTIVITIES:

- Introduce the new NL vocabulary words to the children using a set of illustrations. Present the illustrations to the children, naming them in the NL. Mount each of the illustrations on the chalkboard as it is presented. It is important that the children hear and see the NL vocabulary words and pictures during this introduction process. Be certain that the children understand the meanings of the NL vocabulary words.
- If sample containers (empty or full) of different condiments are available, use them at this point to enhance the presentation to the children. The children should have the opportunity to study the containers. Encourage the children to suggest which food items the different condiments can be used with.
- Have a discussion with Herman to provide the children with an opportunity to hear the NL vocabulary words again. Prepare the tape for Herman's Head before the lesson begins. Be certain to repeat the NL vocabulary words as often as possible on the tape. Have the 'condiments illustrations' mounted on the board during your discussion with Herman. When an NL vocabulary word is heard from Herman, point to its corresponding illustration on the board. This provides the children with another opportunity to HEAR the NL vocabulary words.

FOLLOW-UP:

Lay a length of mural paper on the floor (the mural paper should be long enough so that all of the children can sit around it). Draw a circle on the mural paper for each child. Then, each child should illustrate a meal in his 'plate' (i.e., the masking tape circle you have drawn). When a child has illustrated his meal, he should then draw illustrations of the condiments that he would use with his meal around his 'plate.' Circulate among the children as they work, repeating the NL vocabulary words as often as possible. When the mural is complete, display it in the classroom. It will be used for review later in this unit.

MATERIALS:

A food sample (e.g., a small piece of meat/potato/etc.), a plate, a knife and fork, a salt shaker, condiments illustrations, sample commercial condiment containers (if available), Herman's Head, audio tape for Herman's Head, tape recorder, masking tape, a length of mural paper, felt pen/crayon for each child.

INTRODUCTION:

Group the children in front of the 'meals mural' from Lesson 1 to review the NL vocabulary words. Point to the 'condiments' that the children illustrated in the mural, saying the NL vocabulary words as often as possible. Then, match your master set of condiment illustrations with the condiments represented in the mural. Once again, it is important that the children HEAR the NL vocabulary words many times during this review process.

ACTIVITIES:

- Play STREETS AND ALLEYS to review the NL vocabulary words. When the children hear an NL name for a condiment, they should arrange themselves as 'streets.' However, when the children hear an NL word that is not the name of a condiment, they should arrange themselves as 'alleys.' Refer to the 'Activities' section of this program for details of STREETS AND ALLEYS.
- Introduce 'association illustrations' at this time. These association illustrations should represent food items that go with the different condiments (even though many of the condiments can be used with more than one food, identify one association picture for each condiment). Match the association illustrations and the condiment illustrations, having the children provide the NL vocabulary words.
- Lay the association illustrations (from the previous activity) and the condiment illustrations on the floor (face up). Group the children around them. Say one of the NL vocabulary words and two children's names. Those two children should then enter the circle and find the condiment illustration and the association illustration (that matches the condiment). Repeat, then all of the children should repeat the NL vocabulary word. Repeat this process until the children have matched all of the association and condiment illustrations and until they have repeated the NL vocabulary terms a number of times.

FOLLOW-UP:

Have the children walk around the room in a scattered formation. Eventually call out a number 2 and 4 (in the NL). The children should immediately arrange themselves in groups according to the number that you called (some children will be 'left out' and will have to serve as observers for each round of this activity). When the children have arranged themselves in groups, show one of the condiment illustrations to the children in a group. The children in that group should then respond by saying its NL vocabulary name. Repeat this activity a number of times, calling out different numbers (between 2 and 4).

MATERIALS:

'Meals mural' (from Lesson 1), 'association illustrations' (food items), condiment illustrations.

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the new NL patterns to the children. Select an appropriate colour for the 'points of departure' and use the illustrations for the 'substitutions.' Mount the 'patterns' on the board as the children watch. When the patterns are mounted on the board, point to each one, saying it in the NL. When the children have heard the patterns in the NL, 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:

- Have one child facing the other children holding one of the illustrations from this unit. The child should hold the illustration so that it is facing the children. Have another child stand behind the children (facing the child with the illustration). Give this child a flashlight. The child with the flashlight must then attempt to 'tag' the illustration held by the other child. The child holding the illustration may not move his feet, although he may move his hands around in front of him horizontally, vertically, diagonally or around in a circle. When the flashlight child eventually 'tags' the illustration, all of the children should say the NL pattern for that illustration. Model the patterns as necessary. However, encourage the children eventually to reproduce the NL patterns independently.
- Play ROAD MAZE with the children to encourage them to recognize the illustrations from this unit and to recall the NL patterns. Place the illustrations at the ends of the two road mazes. The first child to successfully park his car on the illustration for the NL pattern that you said at the beginning of the round scores a point for his team. Refer to the 'Activities' section of this program for details of the activity ROAD MAZE.

FOLLOW-UP:

Play STICKY FOOT with the children to encourage them to recognize the illustrations from this unit and to recall the NL patterns from this lesson. This activity can be played in individual form or it can be played in team form. Say one of the NL patterns. The child or children must then hop to the illustrations and pick up the illustration that represents the NL pattern that you said. When a child does this successfully, all of the children in the class should repeat the NL pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of the activity STICKY FOOT.

MATERIALS:

Coloured strips for COLOUR CODING TECHNIQUE, masking tape, condiments illustrations, foods illustrations, a flashlight, 2 toy cars.

INTRODUCTION:

Group the children in a circle. Sit in the centre of the circle with a flashlight. Arrange the illustrations (condiments illustrations) around the flashlight (place the flashlight in the very centre of the circle). Then, turn the flashlight on and spin it. When the flashlight stops, hold up the picture illuminated by the light of the flashlight and show it to all of the children. Say the NL pattern for that picture. Continue in this way until the children have heard all of the NL patterns.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words to the children using sight word cards. Mount each sight word card on the board as it is presented. The children should hear and see the sight words a number of times during this introduction process.
- Play PEANUT LIFT using the sight words from this lesson. This activity can be done in individual form or in team form. The first player to successfully lift a peanut with the swizzle sticks and land it on the sight word that you named scores a point for his team (if a team form is used). Repeat this activity until most of the children have had a chance to respond. You may wish to say individual sight words for this activity OR total patterns that contain the sight words. Have the children repeat the terms/patterns after each round of the activity.

FOLLOW-UP:

Play SKITTLE BOMBARDMENT with the children. When one of the 'pins' is knocked down in the centre of the circle, the children should repeat the NL pattern that you said at the beginning of the round OR they should identify a sight word card that you show them. Refer to the 'Activities' section of this program for details of the activity SKITTLE BOMBARDMENT.

MATERIALS:

A flashlight, condiments illustrations, sight word cards, 2 paper cups, peanuts, swizzle sticks, 'pins' (made from rolls of paper), a small ball.

INTRODUCTION:

Lay the sight word cards (from Lesson 4) on the floor and place their matching illustrations on the floor nearby. Group the children around the words/illustrations. Give one child an end of a length of yarn (approximately 10 feet long). The child should then give the other end of yarn to another child in the circle. The first child to receive the length of yarn (the end) must then hold his yarn end on a sight word or illustration. The other child must then hold his yarn end on the matching sight word or illustration. When the children have successfully matched a sight word and illustration, all of the children in the class should say the sight word. Then, they should repeat the NL pattern that contains that sight word. Repeat this activity using other pairs of children for this review process.

ACTIVITIES:

- Play CRADLE with the children to encourage individuals to recognize the sight words from this unit. Lay the sight words on the floor and group the children around them and have a child stand in the centre of the circle. Say one of the sight words and toss a light ball (e.g., a nerf ball) into the air. The child must identify the sight word (on the floor) before the ball hits the floor. Later, if this activity appears too easy, repeat the process saying two sight words. Continue in this way 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 first. Then, be certain that they understand the MEANINGS of the patterns in the dialogue. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

If possible, have a 'mini-meal' with the children in which the actual condiments (introduced in this unit) are used. The food samples should be very small but large enough to be used with the different condiments. Some children may elect not to taste certain condiments, depending upon their taste preferences. Do this in the form of a 'tasting party.' Collect sample food items prior to the lesson that can be used with the different condiments.

MATERIALS:

Sight word cards, illustrations that match the sight word cards, a length of yarn (approx. 10 feet long), a nerf ball, 'eating items' for the 'mini-meal.'

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: FOOD PREPARATION AND STORAGE

GRADE: THREE

VOCABULARY:	pashkinimisikan	preserve
	anipiminan	cranberries
	osokokominak	saskatoons
	oteminan	strawberries
	mishiminak	apples
	pakesanak	plums
	misko minak	raspberries
	okatakok	carrots
	shikakomish	onion
	washkeshi wiyas	deer meat
	moso wiyas	moose meat

PATTERNS: Ni _____ (preserve) _____ (berries) .
Ni _____ (preserve) _____ (meats) .
I preserved _____ (berries) .
I froze _____ (meats) .

DIALOGUE: T. Anin eshi natowan _____ ?
S. Ki _____ .
T. How do you store _____ ?
S. You _____ it.

INTRODUCTION:

Before the lesson begins, collect two VERY HARD BUNS. Tell the children that you have brought your lunch to school. Present your buns and 'accidentally' drop one of them on the floor or table. Dramatize your discovery of the hardness of the buns. Encourage the children to suggest what you might have done to 'preserve' the freshness of the buns. Lead this into a discussion of food 'storage.'

ACTIVITIES:

- Use illustrations to introduce the new NL vocabulary terms to the children. Present each illustration, encouraging the children to discuss its contents. The children should HEAR the NL terms during this introduction process. Be certain that the children understand the meanings of the NL terms.
- If a sample of preserved food is available, introduce it to the children and discuss the preservation/storage technique used for the food item.
- On the chalkboard, list the major forms of food 'preservation' such as, freezing, drying, pickling/fermenting, and so on. Then, encourage the children to suggest traditional food items and contemporary food items that are preserved in these ways. List the food items that the children provide in the correct columns (some food items may be listed in more than one column).
- Have each child sample a portion of 'beef jerky' (not all children may wish to sample this concrete material). The children should understand that the 'drying' of food items is a very old practice used by many cultures throughout the world.

FOLLOW-UP:

Provide each child with a square of butcher paper (approximately 10 x 14 inches). Also, provide each child with a small amount of oil and a paint brush. The children should then use their paint brushes and the oil to make 'oil pictures.' When the oil pictures are complete, they may be mounted on the windows in the classroom or in other appropriate display areas.

Discuss food preparation and storage with HERMAN (in the NL). When you prepare the tape for HERMAN, repeat the NL vocabulary terms as often as possible. Mount the illustrations on the board. As Herman 'says' one of the vocabulary terms, point to its matching picture on the board. Continue in this way until Herman's tape is finished.

THEME: FOOD PREPARATION AND STORAGE (cont'd)
LESSON 1

GRADE 3

Before the lesson begins, prepare an extra set of illustrations for this lesson. Cut each illustration into four pieces. Mix all of the pieces together. Then, have the children 're-construct' the pictures to produce the original pictures. Repeat the NL terms as often as possible during this activity. This activity can be done in individual, group or choral format.

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MATERIALS:

Illustrations, samples of preserved foods (if available), beef jerky, a square of butcher paper for each child, a small amount of oil for each child, a paintbrush for each child.

INTRODUCTION:

Use the illustrations to review the vocabulary terms that were introduced in Lesson 1. Once again, be certain the children understand the meanings of the NL terms.

Stand the illustrations on the floor leaning against a wall in the classroom. Group the children approximately 15 feet from the illustrations. Roll a small ball towards one of the illustrations. Name the illustration that the ball hits. Repeat this process until all illustrations have been 'struck' and named (by you in the NL). You may wish to have one child serve as the 'ball retriever' after each round.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight terms. Introduce the sight words to the children using sight word cards. Say each term as its sight card is presented.
- Place one of the sight word cards (tape it, if necessary) to the underside of a frisbee. Have the children stand in a straight line, shoulder to shoulder, facing you. Toss the frisbee to one of the children. If the child catches the frisbee successfully, he should return the frisbee to you. Continue in this way until one child 'misses' the frisbee. The child who misses the frisbee must turn the frisbee over and look at the sight word inside. He must then show the sight word to the other children and read it. Continue in this way attaching other sight words to the underside of the frisbee.
- Provide each child in the classroom with a blank card. Each child should write one number (between 1 and 6) on his card. Then, throw a dice and call the number showing 'face up' on the dice. For example, if you call, "Four", those children having the numeral '4' should identify a sight word that you show. Repeat this process, throwing the dice for each round.

FOLLOW-UP:

Have two children stand facing one another. The object of this activity is that the children are to attempt to cause each other to laugh. The first child to laugh must then identify a sight word that you show him. Repeat this STARE activity with other pairs of children. Use different sight words for each round of the game.

MATERIALS:

Illustrations, a small ball, sight word cards, a frisbee, a blank card for each child, a felt pen for each child.

INTRODUCTION:

Group the children in front of the chalkboard. Mount each of the sight words (from Lesson 2) on the board. Review the sight words with the children. Then, point to each sight word and say its pattern. The children should repeat the patterns after you. 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:

- Group the children in a circle. Have one child stand in the center of the circle with a small soft ball. Say one of the NL patterns. Then, the child with the ball must attempt to kick the ball out of the circle in 'soccer' style. The children in the circle must attempt to prevent the ball from escaping. However, when the child in the center is able to kick the ball out of the circle, all children should repeat the pattern that you said at the beginning of the round.
- Have one child stand facing the other children with a sight word card. The child should hold the sight word card so that the other children can see it. Have another child stand behind the children with a flashlight. The child with the flashlight must attempt to 'tag' the sight word card that is held by the other child. The child with the sight word card may move the sight word card around but he must not move his feet. When the card has been 'tagged' all children should say the pattern that contains that sight word. Repeat this activity using other sight words and other players.

FOLLOW-UP:

- Play SPINNER with the children to encourage individual children to repeat the Unit's patterns. Spin the spinner. When the spinner stops, the child at whom it is pointing must identify a sight word that you show him. Then, the child must say the pattern that contains that sight word. Repeat this process a number of times. You may wish to have individual children spin the spinner for each new round of the game.

MATERIALS:

Sight word cards, masking tape, a small soft ball, a flashlight, a 'spinner'

INTRODUCTION:

Before the lesson begins write each of the NL patterns on a sentence strip. Group the children in front of the chalkboard and mount the sentence strips on the board. Review the NL patterns with the children. Read each pattern to the children and have the children repeat it after you.

ACTIVITIES:

- Cut each sentence strip (from the previous activity) in half. Mix all of the halves together. Place the mixed-up halves on the floor. Group the children around them. Say one of the patterns and two children's names. Those two children should then enter the circle and reproduce the NL pattern using the cut-out halves. Repeat this process until all halves have been matched to reproduce the original NL sentences.
- Group the children in a circle and give your master set of sight word cards to the children, one card per child (not all children will have a card). The children should pass the cards as quickly as possible around the circle in a clockwise direction. When you clap your hands, say one of the NL patterns. The child who is holding the sight word heard in your pattern must repeat the NL pattern that you said. Repeat this adaptation of HOT POTATOE a number of times.
- Use the sight word cards by playing MARBLE RACE with the children. The first child to recognize the sight word heard in the pattern that you said at the beginning of the round scores a point for his team. Refer to the 'Activities' section of this program for details of MARBLE RACE.

FOLLOW-UP:

- Review the sight words with the children using the sight word cards. Then, cut each sight word into its individual letters (you may wish to prepare an extra set of sight word cards). Mix the letters together and give each child one of the letters. When each child has a letter, have each child stand and show his letter to the other children. The child must then say ANY NL vocabulary word that contains that letter. Repeat this process until all children have responded.

MATERIALS:

Sentence strips (one for each pattern), a pair of scissors, sight word cards, 2 pots, 4 marbles, an extra set of sight word cards cut into its individual letters.

INTRODUCTION:

Group the children in front of the chalkboard. Write the first and the last letter from one of the sight words on the chalkboard. Then, call upon individual children to suggest the word that begins with that letter and ends with the other letter. Continue in this way until all of the sight words have been used for this review process.

ACTIVITIES:

- Place two containers of water under the chalkboard. Also, place a paintbrush beside each container of water. Divide the children into two teams. Say one of the Unit's sight words and the first player from each team must rush to his container of water and use the paintbrush and water to 'print' the sight word on the chalkboard. Repeat until all players have played.
- Play WILD CAR with the children to encourage individuals to repeat this Unit's NL patterns. The child who receives the car must repeat the NL pattern you said at the beginning of the round.
- Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain that the children understand the MEANINGS of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

- Provide each child with an extra set of sight word cards (you may wish to have the children create their own sets of sight word cards). Then, each child should cut his sight words into its individual letters. Each child should mix his letters together. Then, the children should try to create as many NL words as possible (not necessarily words from this unit). The child who creates the most NL words is the winner of the activity. Have the children read their 'new words' to the other children.

MATERIALS:

Chalk, 2 containers of water, 2 clean paintbrushes, a small wind-up car, a set of sight word cards for each child, a pair of scissors for each child.

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OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: HALLOWE'EN

GRADE: THREE

VOCABULARY:	wintiko	spook
	makate posh	black cat
	chipiy, chipiyak	ghost, ghosts
	kokokoho	owl
	machi ayash	evil spirit
	wi inapiso	how will you dress
	tapishko	just like

PATTERNS: Tapishko _____ mi wi inapisowan.

I'm going to dress up like a _____.
(nouns)

DIALOGUE: T. Nonkom ka tipikak ni papami aya.

S. Anin wi inapisowan?

T. Tapishko _____.

T. Tonight I'm going to go around.

S. How are you going to dress?

T. Just like a _____.

INTRODUCTION:

Prepare an ECHO tape along the same lines as the procedure used to prepare audio tapes for HERMAN'S HEAD. Arrange it such that you can call out one of the NL patterns and a 'voice' (the tape) repeats the pattern after you. Continue in this way until the children have heard all of the patterns. The only 'echo' that will be difficult to align is the first one. Be certain that when you turn your tape machine on, there is enough time for you to say the first pattern before the tape recorder answers you with the same pattern. Prepare the audio tape before the lesson begins. You may wish to add a 'ghostly sound' to the 'echo' from the tape. Afterwards, 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:

- Play SPINNER with the children to encourage individuals to say the NL patterns introduced in this lesson. When the spinner stops, the child at whom it is pointing must repeat the NL pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of the activity SPINNER.
- Before the lesson begins, prepare cut-outs of the different Hallowe'en items introduced in this unit. Mount the cut-outs 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 do RUBBINGS of the cut-outs. When a rubbing appears, say its NL pattern and the children should repeat it after you. Eventually, call upon the children to say the NL patterns independently. Continue in this way until all of the cut-outs/patterns have been reviewed.
- Group the children in a circle for a WEBBING activity. Provide each child with a Hallowe'en illustration for this activity. Refer to the 'Activities' section of this program for details of the activity WEBBING.
- Play UMBRELLA SPIN with the children to encourage them to say the NL patterns based on the illustrations. When the umbrella stops spinning, the children should say the NL pattern for the picture in the 'top' section of the umbrella. Refer to the 'Activities' section of this program for details of UMBRELLA SPIN.

MATERIALS:

an 'echo' tape of the patterns, a tape recorder, a 'spinner,' Hallowe'en illustrations, cut-outs of the different Hallowe'en items introduced in this unit, a sheet of mural paper, a black crayon, a Hallowe'en illustration for each child, a skein of yarn, an umbrella, masking tape

INTRODUCTION:

Play LIFESAVER PASS to encourage the children to say the NL patterns that were introduced in Lesson Three. When you clap your hands, the child left holding the lifesaver on his toothpick must then repeat the NL pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of the activity LIFESAVER PASS. Repeat this activity until a number of individuals have repeated the NL patterns.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words to the children using sight word cards. Mount the sight word cards on the board as they are introduced. The children should hear and see the sight words many times during this introduction process.
- Before the lesson begins, print a sight word card for each child using a small paint brush, a blank flashcard, and lemon juice. You will not be able to see the sight words after you have printed them. Give each child one of these 'invisible sight word cards.' Then, have a child give you his sight word card and hold it over a toaster or heating element (keeping the children at a safe distance). The heat will have an effect on the lemon juice so that the sight word will suddenly 'appear.' Give the sight word card back to the child and the child should show his sight word card to the other children. The other children should name it. Continue in this way until all of the 'invisible cards' have been read.
- Prepare a WORD FIND activity game to encourage the children to recognize the sight words from this unit. If this activity is done in team form, be certain there are two copies of each sight word in the WORD FIND game. Refer to the 'Activities' section of this program for details of the activity WORD FIND.

FOLLOW-UP:

Hang a coat on a hanger and attach a pair of pants to the bottom of the hanger. Place sight word cards in all of the pockets of the coat and pants. This should represent a Hallowe'en 'scarecrow.' Divide the children into two teams. When you say, "Go," the first player from each team must rush to the scarecrow and reach into one of the pockets to find a sight word. When a player has found a sight word, he must show it to his team. His team must name the sight word and then say the NL pattern that contains that sight word. The first player to do this successfully scores a point. Continue until no sight word cards are left in the scarecrow's pockets.

MATERIALS:

A lifesaver, toothpicks (one for each child), sight cards, prepared sight card for each child using small paintbrush and lemon juice, a heater (toaster/element), word find game (see 'Activities' section), a coat hanger, a pair of pants, a coat

A white sheet of mural paper, a white paraffin candle, masking tape, a flashlight, a sentence strip for each child, a felt pen for each child, eight words cards, 2 pairs of scissors

MATERIALS:

Provide each child in the class with a sentence strip (either a commercial sentence strip or one that you have prepared from lengths of paper). Each child should then print a 'run-on' using a felt pen. That is, each child should print as many sight words as he can on his sentence strip without leaving spaces between the words. When all of the 'run-ons' are ready, collect them, mix them together and place them on the floor face up. Group the children around them. Say one of the NL patterns that contains one of the sight words and two children's names. Those two children must then enter the circle and locate the sight word heard in the pattern using the run-on strips. You may wish to have two pairs of scissors in the circle so that the children can cut the words out. Continue in this way until all of the sight words have been identified in these run-on strips.

FOLLOW-UP:

Group the children together on the floor. Use the light of a flashlight to 'print' one of the sight words on a wall in the classroom. The children should watch as you 'print' the word with the light of the flashlight. When you have completed the printing of the word, call upon a child to identify the sight word that you printed. Then, all of the children should say the NL pattern that contains that sight word. Repeat a number of times. Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain that the children understand the MEANINGS of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practise the dialogue with the children in choral, group and individual forms.

ACTIVITIES:

Before the lesson begins, print the sight words (that were introduced in Lesson Four) on a white sheet of mural paper using white paraffin candle. Mount this white sheet of paper on the board and appear pleased that you have demonstrated your best printing. When the children indicate that they can't see the words, 'wash' the white mural paper with a thin solution of black paint. The sight words will suddenly appear in this CRAYON RESIST activity. When a sight word appears, the children should name it. Then, the children should say the NL pattern that contains the sight word. Continue until all sight words/patterns have been reviewed in this way.

INTRODUCTION:

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: IN THE CITY

GRADE: THREE

VOCABULARY:	at iy akamikon	at the store
	wonoshiwe akamikon	at the court house
	masinikani akamikon	at the library
	mikanesan	streets
	ompasichikanan	airplanes
	ateshkote otapanan	fire trucks
	ka mameshkotatesekan	traffic lights

PATTERNS: _____ ni wi isha.
(on places)

I am going to the _____.
(places)

DIALOGUE: T. Anti eshayan?
S. Otenank ni wi isha.
T. Wekonen wi natiyan?
S. Ni wi anta wapantanan _____.
(voc. items)

INTRODUCTION

Encourage the children to talk about the experiences in the city. Lead this into a discussion of life in the city, including the sounds, sights, smells, and so on that are often found in large cities.

ACTIVITIES:

- Group the children in front of the chalkboard. Use a roll of masking tape to make the outline of city streets on the board. The masking tape can be applied to represent the streets of a city. When the 'streets' are made, have the children suggest the types of things that they might see in the city. Illustrate the things that the children suggest, using chalk.
- Use the pictures to introduce the NL terms to the children. Apply the pictures to the 'city,' from the previous activity. It is important that the children hear the NL terms many times. Be certain that the children understand the meanings of the NL terms; it may be necessary to translate their meanings ONCE.
- Place a toy car on one of the 'city streets' (from the first activity in this section). 'Drive' the car through the city, stopping at each vocabulary picture and naming it.
- Discuss the 'city' with a hand puppet. The hand puppet should say a vocabulary term and you then should point to the picture for that vocabulary word.
- Darken the room and 'drive' a flashlight on the 'city streets;' illuminating the vocabulary pictures as you 'drive.' Say the NL vocabulary words as their pictures are illuminated by your 'headlights.'

FOLLOW-UP:

Lay a length of mural paper on the floor. Use a black felt pen to draw city streets on the mural paper. Group the children around the mural paper. The children should then use pencils/crayons/felt pens to create the contents of the city mural. When the children have finished the mural, display it in the classroom. Circulate among the children as they work, repeating the terms as often as possible.

MATERIALS:

Masking tape chalk city pictures small toy car a hand puppet a
flash light length of mural paper black felt pen pencils crayons
and/or felt pens for the children

INTRODUCTION

Use the city pictures to review the vocabulary terms introduced in Lesson 1. Show each picture to the children naming it with its term.

Mount the pictures on the board and use the FLASHLIGHT DRILL to provide the children with another opportunity to hear the NL vocabulary terms.

ACTIVITIES:

- Play ROAD MAZE with the children. When you say one of the vocabulary terms, the two (or more) drivers should travel down the roads/streets to the pictures. The first child to 'park his car on the correct picture' is the winner for that round. Repeat until all children have participated. After a child has parked his car on the correct picture, all of the children should repeat the pattern that you said at the beginning of the round.
- Group the children in a circle for a session of YARN WEB. Give each of the city to the children, one per child. Give one of the children the end of a skein of yarn. The child should say the term for his picture. Then say another vocabulary term and the child with that picture should walk over to the child with the skein, take the skein and return to his place in the circle (he should then put the skein on the floor and hold on to the strand of yarn). Repeat this process until the 'web' has been created in the center of the circle.

FOLLOW-UP:

Play TELEPHONE POLES with the children. Group the children in a scattered formation in the center of the room. Join each child to the other children with yarn (the children should hold the yarn in their hands). NOTE: one player should not be included so that he can be IT for the first round. Say one of the vocabulary words and IT should run along the lines (yarn) from child to child until he reaches the child with the correct picture. He should repeat the word and then swap places with that child for the next round of the game. Repeat many times.

MATERIALS:

City pictures, a flashlight, masking tape, toy cards (that move silently), skein of yarn

Colored strips of paper, masking tape, 20 red circles/20 green circles, 2 containers (bags/boxes), city pictures

MATERIALS:

Arrange the children in 'bus' fashion; i.e., in rows with an aisle in the center. The children should pretend that they are in a bus. Walk around the outside of the bus with the city pictures. Stop beside a child and hold a picture in front of his eyes. The child should pretend that he is looking out of the bus and sees the 'city scene' (the picture). The child should say the pattern for the city picture. Repeat this process with other 'commuters.'

FOLLOW-UP:

Play TRAFFIC LIGHT with the children. Before the lesson begins, cut out twenty red and twenty green circles of paper. Place ten red and ten green in each of two containers. Place the containers on the floor. Divide the children into two teams. Say one of the NL patterns and the first player from each team should rush to the containers (one container each) reach in and remove one paper circle (without looking as they reach). If a child picks a 'red' circle he should return to his place in the circle. If he picks a 'green' circle he should find the picture to match the pattern you said. If BOTH children have green circles they should both run for the picture. A child or the children must repeat the pattern after finding the picture. The team with the highest score is the winner.

Play LOCOMOTIVE with the children. The children should move ONLY when they hear the pattern that you have identified for the round. Repeat this process by using the different vocabulary terms.

ACTIVITIES:

Use the COLOR CODING TECHNIQUE to introduce the point of departure and substitutions to the children. Mount one color for the point of departure on the board, leaving space(s) for the substitution(s). Use the pictures of the city items for the substitutions. The children should HEAR the NL patterns as you point to the 'color-coding' sequences. Be certain the children understand the MEANINGS of the patterns; translate the patterns ONCE if necessary.

INTRODUCTION

THEME: IN THE CITY GRADE 3 LESSON 3

INTRODUCTION

Review the NL patterns introduced in Lesson 3 using the COLOR CODING TECHNIQUE. Use the same materials that were in Lesson 3 for this review. It is important that the children HEAR the NL terms as often as possible during this review process.

ACTIVITIES:

- Before the lesson begins, prepare a giant sized skyscraper out of mural paper. The skyscraper should be the full width of the mural paper and about 6 feet long. Tape the city pictures to the skyscraper to represent 'windows.' Cover each window with a 'blind,' such as a blank sheet of paper, sections of cloth, etc. Mount the completed skyscraper on the wall and group the children in front of it. Have a child approach the skyscraper and remove one of the blinds. The children should then look at the picture behind the blind and say the pattern for the picture. Repeat this process until all of the 'windows' have been identified by individual children.
- Remove the skyscraper from the wall and lay it on the floor. Group the children near the 'base' of the skyscraper. Give a child a marble and say one of the patterns. The child should then roll the marble 'up the skyscraper,' from the base to the window that contains the picture for the pattern that you said. He should then repeat the pattern that you said. Repeat until all of the children have had a chance to participate.

FOLLOW-UP:

Play UNDER THE BRIDGE with the children. The child who becomes 'trapped' on the bridge should repeat the pattern that you said OR he should say the pattern for the picture that you show him. Repeat this process until most of the children have been 'trapped on the bridge.' Refer to the 'Activities' section of this program for details of this activity.

MATERIALS:

Colored strips of paper, masking tape, giant skyscraper, 6 feet of mural paper, city pictures, a marble

INTRODUCTION

Use the city pictures to review this Unit's vocabulary terms and patterns. Place the pictures in a container (e.g., a large envelope). Group the children in front of you. Remove one of the pictures and look at it. Pretend to copy the picture on a section of mural paper with your index finger (don't show the picture to the children). The children should watch as you make the 'illustration' with your finger. When a child thinks he knows the picture he should say the word/pattern for it. Repeat with all pictures.

ACTIVITIES:

- Group the children in a circle. Walk around the outside of the circle taping the city pictures to the children's backs, one picture per child. Then say one of the terms/patterns and all of the children should line up behind the child who has the matching picture on his back. Repeat this process with the children returning to the circle formation after each round.
- Mount the city pictures on the walls around the classroom. Group the children in the center of the classroom. Say one of the terms/patterns and the children should turn to face the correct picture. Repeat.
- Introduce the dialogue to the children. The children should HEAR the NL form of the dialogue first. Then be certain they understand the patterns in the dialogue; translate them ONCE if necessary. Practice the dialogue in choral, group and individual forms.

FOLLOW-UP:

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

MATERIALS:

A container (e.g., a large envelope), city pictures, a length of mural paper, masking tape, tape recorder and blank tape.

INTRODUCTION

Tape the land animals on the board in the same general area. To the right of the land animals, tape the water animals. Cover the land animals with mural paper (brown), leaving the top open. Tape blue paper over the water animals, leaving the top of the paper open (not taped). Ideally, this should be done before the lesson begins. Group the children in front of the land and water. Introduce the land and water to the children. Encourage the children to imagine the types of 'wildlife' that might be found on the land and in the water.

ACTIVITIES:

- Place your hand 'in the land' (behind the brown sheet of paper) and remove one of the land animal pictures. Repeat this process, encouraging discussion of the different animals as they are presented. Repeat this process for the water animals.
- Introduce the NL names for the water and land animals, using the pictures from the previous activity.
- Place each of the land and water animals back on the land and in the water. Name each animal as you replace it (drop the pictures behind the brown/blue paper sheets). Occasionally, put one of the animals in the wrong place 'by mistake.' The children should correct you.
- Discuss the sounds made by the different animals. Practice making the sounds with the children.
- If samples of hides/pelts are available, share them with the children. Encourage the children to compare and contrast the appearances of the animals fur/hair.

FOLLOW-UP:

- Remove the brown paper and the blue paper from the board (the 'land' and 'water' used earlier in the lesson). Lay the paper lengths on the floor and tape them together. Divide the children into two groups; one for 'land' and another for 'water.' The children should then illustrate the animals that live in the water and on the land. Circulate among the children as they work, repeating the names of the animals as often as possible. When the mural(s) is/are finished, display it/them in the classroom.

MATERIALS:

Length of brown paper (mural paper), length of blue paper, masking tape, sample hides/pelts (if available), illustrating materials for the children

INTRODUCTION

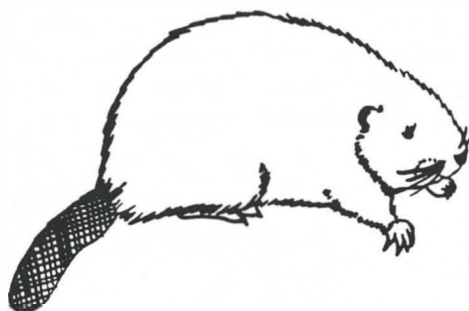
Divide a section of the chalkboard into two sections; one for 'water' and the other for 'land.' Hold the pictures of the land/water animals. Group the children in front of the board. Show the picture of an animal, naming it. Then place it in the water or on the land, wherever the animal lives OR after naming the animal (in the NL) call upon a child to place the animal in the correct area (land/water). Repeat until the children have heard all the animals' names.

ACTIVITIES:

- Introduce the pictures of the animals' tracks. Match each track picture to the picture of the animal that 'made the tracks.' Lay the animal pictures on the floor and group the children around them. Give each of the tracks pictures to the children, one per child. The children should then match the tracks to their animals. Repeat, having other children perform the matching activity. All of the children should repeat the names of the animals after each round (point to each set of tracks/animals for the children to say the NL names of the animals).
- Divide the children into two groups, one for 'water' and another for 'land.' Say the name of one of the animals and the children in the appropriate group should respond by making the animal's sound OR repeating the name of the animal. Later, switch the groups and repeat the activity.

FOLLOW-UP:

Play UNDER THE BRIDGE, changing the name to TRAP. When a child is 'trapped' in the trap, he should say the name of the animal that you show him (hold up one of the animal pictures for the child to see). Repeat this process until many of the children have been 'trapped.'



MATERIALS:

Animal pictures, animals' tracks pictures

INTRODUCTION

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

ACTIVITIES:

- Place one of the substitutions (animal picture) in the color-coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process using the remaining animals as the substitutions.
- Repeat the above activity with the children saying the patterns without your auditory models.
- Play FOLLOW THE HUNTER, a take-off of FOLLOW THE LEADER. Line up the children behind you. Before the activity, mount the animal pictures on the walls around the classroom. Hold a flashlight. Darken the room. Practice walking 'in unison' with the children; i.e., when you move your left foot all of the children do the same - the same applies when you move your right foot. Take one step forward and then 'hunt' an animal by shining the flashlight on one of the pictures. The children should name the animal by saying its pattern. Step forward (in unison) and repeat the process.

FOLLOW-UP:

Use masking tape to prepare 'stones' on the floor. The stones should represent stones that cross a shallow stream. Group the children at one of the stones. Place an animal picture on each stone. Have a child stand by the stones. Say one of the patterns and the child should jump to the correct pictures, being careful not to get wet. When he reaches the pictures he should repeat the pattern that you said. Repeat.



MATERIALS:

Colored strips of paper, masking tape, animal pictures, a flashlight.

INTRODUCTION

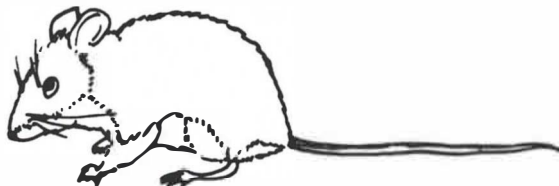
Review the NL patterns introduced in Lesson 3 by having a discussion with Herman. Prepare the tape prior to the lesson. Herman should say the vocabulary terms (the animal's names) and you should respond by saying the patterns that contain the animals' names! Continue in this way until Herman 'is finished with the drill.'

ACTIVITIES:

- Play HOP THE LINE using the new NL patterns. Identify one side of the line as 'water' and the other side as 'land.' When you say one of the patterns the children should hop to the correct side of the line based on the animal (land/water) named in the pattern you said.
- Make a copy of each animal picture. Cut each of the copies in half (or thirds). Give each cut-out part to the children, one part per child. When you say "Go," the children should try to match themselves so that they can fit the pieces together to produce the animals' pictures. When all of the children have found their matching parts, have each pair/trio say the pattern for its animal. Repeat two or three times.
- Play DODGEBALL with the children to encourage individual children to say the NL patterns. When a child's feet or legs are touched with the ball he should repeat the pattern that you said at the beginning of the round. Repeat many times.

FOLLOW-UP:

Conduct a BEAR HUNT with the children. Refer to the 'Activities' section of this program for details of the hunt. If possible, conduct the hunt, using the NL. The children should follow the body motions with you. You may wish to adjust the contents of the hunt to correspond more closely with your area. The BEAR HUNT can also be practiced without language; i.e., the children merely follow your motions through the hunt.



MATERIALS:

Herman's Head and prepared tape, tape recorder, masking tape, a copy of each animal picture (cut in half OR thirds), large SOFT ball.

INTRODUCTION

Review the land and water animals using two large masking tape circles, one circle for 'land' and the other circle for 'water.' Place the animal pictures between the two masking tape circles. Then show one of the animal pictures to the children naming it and saying the pattern for the animal. The children should then point to the 'land' or 'water' for the animal you are showing. Repeat this process until all of the animals have been classified.

ACTIVITIES:

- Give each child one of the animal parts (cut-outs from Lesson 4). The children should mount their 'parts' on individual art sheets. Then each child should complete the drawing of the animal by adding the missing parts with a pencil. When all of the children have completed this activity, each child should show his picture saying the term/pattern for it.
- Tell the children a traditional NL story that has an animal or animals as its theme. Use the flannel board and cut-outs to enhance the telling of the story. Tell the story so that the children will understand its content. Later, you may wish to tell the story in the NL, using the flannel board and cut-outs.
- Introduce the dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain the children understand the patterns in the dialogue. Practice the dialogue in choral, group and individual forms.

FOLLOW-UP

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

MATERIALS:

Masking tape, animal pictures, parts of animal pictures (Lesson 4), flannel board and cut-outs, tape recorder and blank tape.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: LAND AND WATER FORMS

GRADE: THREE

VOCABULARY:	aki	earth
	nipi	water
	sipi	river
	ochink	mountains
	sikanink	lake(s)
	pitopikonk	swamp
	sipikan	ditch

PATTERNS: Nipowa keko akink ayamakat.

Tapishko _____
(land/water forms)

There are many things on earth.

There's _____
(land/water forms)

DIALOGUE: T. Wika na kin kitopama kiniw?

S. Apitink etako.

T. Anti ima ka wapamat?

S. Ita _____
(land/water forms)

T. Have you even seen an eagle?

S. Yes, once.

T. Where did you see one?

S. _____
(land or water form)

INTRODUCTION

Use the pictures from the story from Appendix J at the back of this program. The story is written for flannel board telling. Use a flannel board and cut-outs to introduce the land and water forms for this unit.

Use the story into a discussion of actual 'mountains, valleys, lakes,' and so on.

ACTIVITIES:

- Lay a garbage bag (plastic) that has been cut open on the floor. Place a pail full of damp sand or earth on the plastic bag. Group the children around. Encourage the children to suggest the different land and water forms in their area. Use the damp sand/earth to form the different land/water forms that the children suggest. The 'lakes/streams' can be made by inserting bowls, cake pans, etc., into the sand/earth and building the 'banks' up to the edge of the bowl/pan with sand/earth.
- Use the sand/earth models of the land and water forms from above to introduce the NL names for the different items. The children should HEAR the NL names as you point to their forms in the display. Be certain that the children understand that the words are the names of the land/water forms.
- Group the children together and show them the pictures of the different land and water forms. Say each form's NL name as it is shown to the children. Repeat until the children have heard all of the NL names for the land/water forms.
- Introduce the large map to the children. Group the children in front of the map. Point out land and water forms on the map. Encourage the children to talk about the land/water forms in their area referring to the map.

FOLLOW-UP:

A small group of children can work with the sand/earth (from above) to make the different land/water forms introduced in this Lesson.

Provide the other children with portions of modelling clay. The children should use the modelling clay to make the different land/water forms introduced in this Lesson. Circulate among the children as they work, repeating the NL names of the water/land forms as often as possible. The clay forms can be added to the sand/water display when they are complete.

MATERIALS:

Flannel board, flannel/paper cut-outs for flannel story, large plastic garbage bag, pail of damp sand/earth, bowl, break pan, water, land/water forms pictures, masking tape, large map, modelling clay for each child.

INTRODUCTION

Review the NL terms introduced in Lesson 1 using the pictures of the land and water forms. Prepare a tape for Herman in which Herman puts you through a drill using the NL terms. When Herman says one of the terms, you must point to the correct picture. Continue until Herman's 'drill' is finished. Be certain when making the tape to allow enough time after each term for your response.

ACTIVITIES:

- Make two large circles on the floor, one for 'water' and the other for 'land.' Group the children between the two circles. Say one of the vocabulary terms and the children should respond by running to the correct circle. When they hear a 'landform' they run to the 'land' circle. Similarly, when they hear a 'waterform,' they should run to the 'water' circle. Repeat.
- Divide the children into two groups, one group for 'waterforms' and another group for 'landforms.' Say one of the vocabulary terms and the children in the correct group should respond by repeating the pattern. Later, switch the groups and repeat the activity.
- Play HOT POTATO with the children using the land and water forms pictures. When you clap your hands, the children left holding the pictures should name them. Repeat a number of times.

FOLLOW-UP:

Play a version of the BEAR HUNT with the children, including the land and water forms introduced in this Unit. Develop appropriate body movements for each land and water form. When playing the BEAR HUNT avoid using patterns. Merely say the NL names for the land forms; the children should perform the appropriate body actions for each land/water form that they hear.

MATERIALS:

Herman's Head and prepared tape, tape recorder, masking tape, land/water forms pictures.

INTRODUCTION

Use the COLOR CODING TECHNIQUE to introduce the point of departure and substitutions to the children. Mount one color for the point of departure on the board, leaving space(s) for the substitution(s). Use the land and water forms pictures for the substitutions. The children should HEAR the NL patterns as you point to the 'color-coding' sequences. Be certain the children understand the MEANINGS of the patterns; translate the patterns ONCE if necessary.

ACTIVITIES:

- Place one of the substitutions (land/water form) in the colour-coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process using the remaining land and water forms as substitutions.
- Repeat the above activity having the children respond without your models.
- Mount the land and water forms pictures on the board and group the children near them. Tape a cut-out of a person beside one of the pictures and the children should say the pattern for the picture (beside the cut-out). Then the children should close their eyes while you change the position of the cut-out figure. When they open their eyes they should say the pattern for the picture (beside the cut-out). Repeat until all of the new NL patterns have been said by the children.

FOLLOW-UP:

Use masking tape to make an outline of the land and water forms on the floor.

Group the children near the outline. Have a child (or group of children) stand beside the outline. Say one of the patterns and the children should hop to the area of the outline named in the pattern. Repeat with the other patterns.

MATERIALS:

Colored strips of paper, masking tape, land/water pictures, cut-out of a person (small).

INTRODUCTION

Review the new NL patterns using the COLOR CODING TECHNIQUE. Use the same materials that were used in Lesson 3 for this review. It is important that the children HEAR the NL patterns as often as possible during this review process.

ACTIVITIES:

- Group the children in a circle. Give each of the land and water forms pictures to the children, one per child. Have a child (without a picture) stand in the center of the circle to be IT for the first round of the game. Say one of the NL patterns and IT should approach a child who has a picture. IT should repeat the pattern. If the child with the picture has the picture for the pattern he should repeat it and then give the picture to IT so that he can be IT for the next round. If the child doesn't have the matching/corresponding picture, he should shake his head. IT should then proceed around the circle in this way until he finds the child with the correct picture. Repeat a number of times.
- Mount the rubbings (the bristol board cut-outs) on the board and cover them with a sheet of mural paper. Group the children in front of them. Have a child do a RUBBING using a pencil. When the land/water form appears, the other children should say its pattern. Repeat until all RUBBINGS are revealed.

FOLLOW-UP:

Adapt the game UNDER THE BRIDGE to BETWEEN THE MOUNTAINS. Play the game as per the description in the 'Activities' section of this program. When a child is 'caught between the mountains,' he should repeat the pattern that you said at the beginning of the round OR he should say the pattern for a picture that you show him (a picture of a land/water form). Repeat until many children have responded.

MATERIALS:

Colored strips of paper, land/water pictures, length of mural paper, cut-outs of land/water forms from bristol board, masking tape.

INTRODUCTION

Review the NL terms and patterns introduced in this Unit using the pictures of the different land and water forms. Place the pictures on the floor face down. Say one of the patterns and then attempt to find the corresponding picture on the floor. When you turn a picture over say its pattern. Repeat this process until you finally find the picture for the pattern that you said at the beginning of the review.

ACTIVITIES:

- Play **KNOCKING KNEES** to encourage individual children to recognize/discriminate the different land and water forms AND to say their NL patterns. When you say one of the patterns, the first player in each team should place the beanbag between his knees and then rush to the pictures without dropping the beanbag. The first player to reach the pictures, to identify the correct picture and to say its pattern is the winner for the round. Repeat until all players (in each team) have played.
- Lay two large maps (relief maps would be ideal but other maps that show land/water forms are also appropriate) on the floor. Divide the children into two teams. Say a term or pattern and the players (first players) from each team should locate one of the land/water forms on the maps. The first child to do this successfully is the winner for the round. Repeat.
- Introduce the dialogue to the children. Be certain the children understand the dialogue's patterns. Practice the dialogue with the children.

FOLLOW-UP:

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

MATERIALS:

Land and water pictures, two beanbags, two large maps, tape recorder and a blank tape.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: LOCATIONAL WORDS

GRADE: THREE

VOCABULARY:	ima	there
	oma	here
	iniweti	over there
	pinchiwe	inside
	okochink	outside
	sintawe	between
	nanawe	middle
	nikan	front
	ontanank	back

PATTERNS: Ni _____ (Nouns) _____ (Location) ate makakonk
(Prep Phrase ing).
(_____)

The _____ is _____ in the box.
(noun) (location)

DIALOGUE: T. Anti ima ka katowan ni makisenan?
S. _____ ima ateyon.
S. Oma _____ ateyon.
S. Iniweti _____ ka atekin.

INTRODUCTION

Prior to the lesson, tape an object to the inside bottom of a box. Invert the box and place it on the floor. Prepare a tape for Herman's Head. Discuss with Herman the fact that you have misplaced the object (that is taped inside the box). Herman should suggest a variety of locations to look, eventually suggesting that you look inside the box.

Use the discussion with Herman as a motivation to a discussion about 'locational terms or expressions.'

ACTIVITIES:

- Have a child stand facing the other children. Tell him to go 'over there.' Have the children note the 'lack of exactness' of the expression 'over there.' This could mean 'way over there,' just over there,' 'over there on the other side of something,' and so on. Lead this into a discussion of locational terms in the NL. The children should understand that there are terms in the NL that are 'locational specific;' i.e., there are terms that specify 'how far' something is from another point. Introduce the terms to the children, dramatizing their meaning with concrete materials in relation to your position.
- Mount a cut-out of a person on the board. Group the children in front of the board. Place an object in the different locations (in relation to the cut-out figure) to represent the NL terms.
- Introduce the concepts of 'animate' and 'inanimate' objects and their effect on the NL terms used to express location. Although this effect may not be realized until the NL terms are used in patterns, the children should understand the concept of 'animate' and 'inanimate.' This concept will re-appear in Lesson 3.

FOLLOW-UP:

Provide the children with old magazines and/or catalogues. The children should look through the materials, cutting out pictures of scenes; the scenes can include people but pictures of 'scenery' are also useful. Whatever pictures the children cut out should represent 'something in relation to something;' i.e., the contents of the pictures should be useful to represent the NL locational terms. Circulate among the children as they work, repeating the NL terms as often as possible. Keep the cut-out pictures for use later in the Unit.

MATERIALS:

A box, an object (to tape inside the box), Herman's Head and prepared tape, cut-out of a person, masking tape, old magazines/catalogues, scissors for each child.

INTRODUCTION

Review the NL terms introduced in Lesson 1 using an object. Place the object in a location and then stand in another location to demonstrate the 'distance' of the location of the object. Repeat this process until the children have heard all of the NL terms.

Be certain that the children understand that the terms reflect 'degree of distance.'

ACTIVITIES:

- Play CHANGE using the NL terms. When the children hear the term that you said at the beginning of the round, they should exchange partners. Repeat this activity a number of times. using the different NL terms.
- Identify locations on the floor for the different locational terms. For example, lay a length of masking tape on the floor, marking spots on the line for the different locational terms. Group the children at the beginning of the line. Say one of the locational terms and a child or children should run to the location indicated by the word that you said. Repeat this activity until all of the children have participated.
- Introduce the pictures that represent the locational terms. Place the pictures on the floor and group the children around them. Toss a beanbag at the pictures. The children should say the term for the picture that the beanbag hits (or lands near). Repeat, having the children toss the beanbag.

FOLLOW-UP:

Provide each child with one of the cut-out pictures from Lesson 1. Each child should study his picture carefully. Then say one of the NL locational terms and the children should locate an item in their pictures that reflect the locational term that you said. Circulate among the children, noting the items in their pictures that they selected for the term that you said. Repeat the term as you circulate among the children. Repeat. Have the children repeat the locational terms.

MATERIALS:

An object (to demonstrate locational terms), masking tape, locational pictures, cut-out pictures (from Lesson 1).

INTRODUCTION

Review the concept of animate and inanimate objects with the children. Select two or three of each for use in patterns. Use the COLOR CODING TECHNIQUE to introduce the points of departure and substitutions to the children (animate/inanimate). Display the points of departure using pictures or objects (animate/inanimate) for the substitutions. The children should HEAR the NL patterns as you point to the 'color-coding' sequences. Be certain the children understand the MEANINGS of the patterns.

ACTIVITIES:

- Play SPINNER with the children. When the spinner stops, the child at whom the spinner is pointing should repeat the pattern that you said at the beginning of the round. Repeat this activity a number of times.
- Place one of the substitutions (objects/pictures) in the colour-coded point of departure (animate or inanimate pattern). Say the pattern and the children should repeat it. Repeat this process using the remaining patterns for both the animate and the inanimate objects.
- Repeat the above activity, having the children respond without your models.
- Group the children in a straight line facing you. Roll a ball to a child saying the name of an animate/inanimate object. The child should respond with the correct pattern. Repeat.

FOLLOW-UP:

Mount the cut-out of a person (from Lesson 1) on the board and group the children in front of the board. Hold an object away from the cut-out figure to represent one of the locations (use one of the familiar animate/inanimate objects). The children should say the patterns as you move the object about. Later, repeat this process using another object; the children should have the opportunity to use BOTH the animate and inanimate sentence forms.

MATERIALS:

Colored strips of paper, masking tape, a spinner, animate and inanimate objects (2 or 3 of each), a ball, cut-out of a person (from Lesson 1).

INTRODUCTION

Review the NL patterns introduced in Lesson 3 using the COLOUR CODING TECHNIQUE. use the same animate and inanimate objects/pictures of objects for the substitutions. Place one of the objects in a point of departure and say its pattern. Repeat this process until the children have HEARD all of the patterns for the animate and inanimate objects.

ACTIVITIES:

- Lay the points of departure from above on the floor; animate point of departure in one area and inanimate point of departure in another area. Place the objects (animate/inanimate) or pictures of objects near the points of departure. Say one of the patterns (for an inanimate or animate object) and call upon a child to locate the object and to place it in its correct point of departure. Repeat this process until most of the children have had a chance to participate. Have each child repeat the pattern after he has placed the object in the correct point of departure.
- Play HOP THE LINE with the children using the NL patterns. Identify one side of the line for 'inanimate objects' and the other side of the line for 'animate' objects. The children should listen carefully to the patterns that you say and then jump to the correct sides of the line. Use the animate/inanimate objects that were used previously for the substitutions in the patterns.

FOLLOW-UP:

Have each child look through an old magazine or catalogue to find a picture of an object (ONE object). The children should cut out their pictures of objects. When each child has a picture, have them sit together with their pictures. Mount the points of departure on the board. Have a child show his picture to the other children. Indicate to the child the point of departure for his picture. The child should then say the point of departure using the NL name for the object (after you say it) OR using the English name for the object if there is no NL term for it. Repeat.

MATERIALS:

Colored strips of paper, animate/inanimate pictures/objects, masking tape, old magazines/catalogues, scissors for each child.

INTRODUCTION

Review the terms and patterns introduced in this Unit using the pictures, objects to represent the 'degree' of distance and the concepts of 'animate' and inanimate.'

Demonstrate the concepts using concrete materials; repeating the terms and patterns as often as possible. It is important that the children HEAR the terms/patterns for this review process.

ACTIVITIES:

- Place the animate and inanimate objects on a container. Walk among the children having the children reach into the container to remove the objects. When all of the objects have been removed from the container, each child with an object should place the object 'somewhere' in relation to himself (for degree of distance). Then he should say the appropriate pattern form (animate/ inanimate) for the location of the object in relation to himself. Repeat this process until all of the children have had a chance to participate.
- Introduce the dialogue to the children. Be certain the children understand the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE. Practice the dialogue in choral, group and individual forms. Use (animate/inanimate) objects that are familiar to the children (from earlier in the Lesson/Unit) to enhance the practicing of the dialogue.

FOLLOW-UP:

Review the Unit's vocabulary terms with the children. Then encourage the children to make new patterns using the terms; i.e., patterns other than those developed in this Unit. The children may wish to use patterns from other Units or they may wish to create new patterns by 'meshing' vocabulary terms from this and other Units. It may be necessary to indicate whether a term is 'animate' or 'inanimate' in nature; depending upon the nature of the patterns that the children develop.

MATERIALS:

Pictures/objects to demonstrate 'distances', container (box/bag), tape recorder and a blank tape.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: MATERIALS

GRADE: THREE

VOCABULARY:	masinekan	paper
	pakowanish	cloth
	senipa ekin	silk
	pashkwekan	hide
	mashkimot	bag
	piyopik	metal

PATTERNS: _____ owe.

This is (a) _____.

DIALOGUE: T. _____ na owe?
(material)

S. Kawin _____ iya.
(material)

INTRODUCTION

Group the children together facing you. Prior to the lesson, place samples of the different materials in a container such as a bag or a box. Place a SMALL amount of water in a container (3 - 4 tablespoonfulls). Remove the cloth from the bag telling the children that you are going to have a drink. Pour the water into the cloth. Encourage the children to suggest WHY the cloth did not hold the water. The children should suggest other items that would serve your purpose as a 'container of liquids.'

ACTIVITIES:

- Introduce the sample materials to the children, encouraging them to discuss the appearances, weight, etc., of the different materials. Also, encourage the children to suggest uses for the different materials.
- Introduce the NL names for the different materials. Be certain that the children realize that the NL terms represent the names of the materials. Translate the meanings of the terms once if necessary. Introduce the new NL terms by presenting the materials to the children, one at a time, saying its NL name. Continue in this way until the children have heard all of the NL terms.
- Place the materials on a table and group the children in front of the table. Pretend that the table is an 'operating table.' Put a hand puppet on one of your hands. You are the doctor and the puppet is your assistant. Say one of the NL terms and the puppet should identify and pass you the material you named. Repeat this process until the children have heard the NL terms many times.

FOLLOW-UP:

Lay a length of mural paper on the floor and group the children around it. Divide the mural paper into sections, one section for each material. Place a material sample at the top of each section of the mural paper. Divide the children into groups, one group for each material. The children should then search around the room for items that contain the materials indicated by the samples (some items may contain more than one of the materials). The children should decide upon the best section of the mural for each item. When the children have collected a number of items, review the items with them, repeating the NL names of the materials many times. Keep the materials for use later in the Unit.

MATERIALS:

Materials samples, container (bag/box), small amount of water, a hand puppet, length of mural paper, items from around the classroom that represent the different materials, a felt pen.

INTRODUCTION

Use the material samples to review the NL terms introduced in Lesson 1. Group the children in front of you. Place the sample materials on the floor in front of the children. Sit facing the children. Blindfold yourself. Then pick up one of the materials, feel it and then name it. Repeat this process until the children have heard the names of the materials many times.

ACTIVITIES:

- Lay the sample materials on the floor in a scattered form and group the children around them. Shine the light of a flashlight on one of the materials and the children should name it. Repeat this process until the children have named all of the materials.
- Group the children in a circle. Walk around the outside of the circle, placing each of the materials samples in the children's hands; one material per child. Say one of the NL terms and the child who 'feels' that he has that material should respond by showing the material and repeating its name. Repeat until all children have had a chance to respond.
- Play HOT POTATO using the different materials samples. When you clap your hands, the children left holding the sample should name them. Repeat a number of times. Blindfold the children for added 'sensory awareness.'

FOLLOW-UP:

Collect all of the sample materials that the children put together for the 'mural' in Lesson 1. Spread the materials on the floor. Group the children around the materials. Say the NL name for one of the materials and two children's names. Those children should enter the circle and find an item that contains the material that you named. Repeat this process until all children have responded. Have the children repeat the NL terms after identifying the materials.

MATERIALS:

Master set of sample materials (used in Lesson 1), a blindfold for yourself, a blindfold for each child, a flashlight, sample materials collected by children in Lesson 1.

INTRODUCTION

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

ACTIVITIES:

- Place one of the substitutions (material sample) in the colour-coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process using the remaining materials as substitutions.
- Repeat the above activity, having the children respond without your models.
- Blindfold the children. Place a material in a child's hands and the children should feel the material. Then the child should say the pattern for the materials that he 'feels.' Repeat until all of the children have had a chance to respond.
- Place the materials samples in a circle formation. Group the children around the materials. Place a spinner in the center of the materials circle. Spin the spinner. When the spinner stops, the children should say the pattern for the material at which the spinner is pointing.

FOLLOW-UP:

Place each of the materials samples in individual paper bags. Place all of the bags in the center of the room on the floor. Group the children around them. Call a child's name. That child should enter the circle, pick up one of the bags and shake the bag. He should then name the material that he thinks is in the bag using the appropriate NL pattern. After saying the pattern, open the bag to determine the child's accuracy. Repeat with other children.

MATERIALS:

Colored strips of paper, masking tape, materials samples, a blindfold for each child, a spinner, a paper bag for each material sample.

INTRODUCTION

Review the new NL patterns using the COLOR CODING TECHNIQUE. Use the same materials that were used in Lesson 3 for this review. It is important that the children HEAR the NL patterns as often as possible during this review process.

ACTIVITIES:

- Place the sample materials in locations around the classroom. Say the names of two of the materials and then a child's name. That child should point out the materials in the same order in which you named them. Repeat with other individuals responding. The children should name the materials using the NL patterns as they point them out during this activity.
- Play BALLOON RELEASE with the children. The child who receives the balloon should repeat the pattern that you said at the beginning of the round. Repeat a number of times.
- Prepare a tape for Herman prior to the Lesson. Herman should be complaining about a toothache. Tell Herman that you will help him. (Prior to the lesson/activity, place the materials samples in Herman's mouth.) Reach into his mouth and remove each material - one at a time and the children should say the pattern for the material. Repeat until all of the 'foreign materials' have been removed from Herman's mouth.

FOLLOW-UP:

Play BEANBAG TOSS using the sample materials and a beanbag. Toss the beanbag to a child saying the name of a material. The child should respond by tossing the beanbag to the material you named and then saying the NL pattern for that material. Repeat until most of the children have had a chance to respond.

MATERIALS:

Colored strips of paper, masking tape, materials samples, balloon, Herman's Head and prepared tape tape recorder a beanbag

INTRODUCTION

Review the new NL patterns using the COLOR CODING TECHNIQUE. Use the same materials that were used in Lessons 3 and 4 for the review. It is important that the children HEAR the patterns as often as possible during this review process.

ACTIVITIES:

- Play STRETCH/TANGLE with the children using the materials samples. Refer to the 'Activities' section of this program for details of this activity.
- Play PAPER SLIDE using the concrete materials. This activity can be played with teams. When you say the term/pattern for one of the materials, the first player from each team should slide the paper along on the floor with his foot until he reaches the materials. He should then identify the material you named, pick it up, return to his team and repeat the term/pattern that you said. Repeat until all players have played.
- Introduce the dialogue to the children. Be certain the children understand the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE. Practice the dialogue in choral, group and individual forms.

FOLLOW-UP:

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

MATERIALS:

Coloured strips of paper, materials samples, two sheets of paper, tape recorder and blank tape.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: NUMBERS

GRADE: THREE

VOCABULARY: Numbers 1 - 100 - see Appendix D

Also see Appendix page A-25

PATTERNS: Ni kashkiton chi ankitasowan ako kotok.

I can count up to 100.

DIALOGUE: T. Ki kashkiton na chi ankitasowon?

S. Ehe, ni kashkitoni chi ankitasowan.

T. Taka sa ankitason.

S. (Numbers 1-100)

T. Can you count?

S. Yes, I can count.

T. Let's see then.

S. Numbers 1-100.

INTRODUCTION

Tell the children that you are expecting 'some visitors' for supper but you aren't certain how many people are coming. Tell them that your friend invited the guests and he/she gave you the spoons for the supper. Encourage the children to suggest how you might find out how many people will be joining you for supper - the children should eventually suggest that you count the spoons. Count the spoons (1 - 100) as the children watch; appear perplexed/panicky over the number of people that are obviously joining you for supper. You may wish to have the children count with you. Repeat this process, grouping the spoons into 'tens' since ten people can 'sit at one table.'

ACTIVITIES:

- Use the plastic spoons to introduce the NL number to the children. The children should already know 1 - 20 (if they have completed the Grade 2 NL Programme). The children should listen as you count the spoons, using the NL numbers.
- Divide the spoons into groups of tens using the NL numbers as you count out the spoons. When the spoons are divided into 'tens,' repeat the NL numbers for '10, 20, 30, etc.'
- Mount number cards (1 - 100) on the board as the children watch. Repeat the NL names for the numbers as you mount them on the board.
- Remove the number cards from the board from 100 to 1 (in reverse). Repeat the NL numbers as you remove them.
- Place some of the numbers cards (about 10) in Herman's mouth. Play Herman's tape which contains Herman complaining about a toothache. Remove the 'foreign' items from Herman's mouth (the number cards), show each card to the children saying its NL name.

FOLLOW-UP:

Have the children 'research' in the classroom for books that contain 100 pages (or more). When each child has a book he should count out 100 pages in the book. Have each child show his 100 pages - stress care in handling the books and the correct method of turning the pages of the books. Circulate among the children as they count the pages, repeating the NL numbers as often as possible.

MATERIALS:

100 plastic spoons, number cards (1 - 100), Herman's Head and prepared tape, masking tape, tape recorder, a book for each child (any book of 100 pages or more).

INTRODUCTION

Review the NL names for the numbers using the number cards from Lesson 1. Mount the cards on the walls around the classroom. Stand in the center of the room with a flashlight. Use the flashlight to illuminate the number cards. When the light of the flashlight illuminates a card, say its NL name. Repeat until the children have heard all of the NL numbers again.

ACTIVITIES:

- Mount the number cards on the board and group the children in front of them. Point to each number card saying its NL name. The children should respond by repeating the numbers after you. Continue in this way until the children have repeated all of the NL numbers.
- Play TISSUE DROP using the numbers (1 - 100). When a child hears you say his number, he should try to catch the tissue before it hits the floor. Repeat until all of the children have participated. You may wish to distribute number cards for this activity (so that you can remember who has which numbers).
- Give each child one of the number cards. Place the 'left-over' cards on the floor and group the children around them. Pick up one of the cards off of the floor and say its name. If one of the children has the 'next' card in the sequence, he should say its name. Repeat many times, e.g., if you say "30," the child holding '31' should say "31," (unless no child is holding that number).

FOLLOW-UP:

Give each child a number card (shuffle the cards before giving them to the children). When each child has a card, clap your hands and the children should then arrange themselves in a single file from the smallest number to the biggest number. When the children have arranged themselves in the correct order, have each child say his number. Repeat.

MATERIALS:

Number cards, flashlight, portion of tissue paper (e.g., 'Kleenex'), masking tape.

INTRODUCTION

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

ACTIVITIES:

- Place one of the substitutions (number card) in the color-coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process using the remaining number cards as substitutions.
- Repeat the above activity, having the children respond without your models.
- Arrange the children in a circle. Walk around the outside of the circle eventually stopping behind a child. Use your index finger to 'print' one of the numbers on the child's back. The child should feel the number and then say its pattern. Repeat until all of the children have had a chance to feel a number and to say its pattern.
- Play WHISPER with the children. Whisper one of the patterns in a child's ear. He should whisper the pattern to the child next to him and so on around the circle. The last child should say the pattern out loud.

FOLLOW-UP:

Divide the children into two teams for a game of SHUFFLEBOARD. Lay the number cards on the floor and give the first player of each team a beanbag. Say one of the patterns and the two players should toss their beanbags to the number card for the pattern that you said. The player who lands on (or closest) to the correct number is the winner for the round. Repeat this game until all players have played.

MATERIALS:

Coloured strips of paper, masking tape, number cards, 2 beanbags.

INTRODUCTION

Review the new NL patterns using the COLOR CODING TECHNIQUE. Use the same materials that were used in Lesson 3 for this review. It is important that the children HEAR the NL patterns as often as possible during this review process.

ACTIVITIES:

- Play STRETCH with the children using selected numbers from 1 - 100. Refer to the 'Activities' section of the program for details of this activity.
- Use a flashlight to 'write' a number on the board or wall. The children should watch the light as it forms the numerals. After making a number, call upon a child to say the pattern for the number OR have all of the children say the pattern.
- Play BINGO with the children using the numbers 1 - 100. Provide each child with a copy of a stencil that includes 16 boxes; 4 rows horizontally and 4 rows vertically. Each child should fill in the boxes in his page with numbers from 1 - 100 when all of the children have filled in their boxes saying a pattern. The children who have the number in the pattern should mark their boxes. Repeat until a child (or children) yell "Bingo," when his page is full (all numbers marked).

FOLLOW-UP:

Provide each child with a sheet of art paper and a small portion of modelling clay. The children should roll their portions of modelling clay into strands about the thickness of a pencil. Then the children should use their strands to make numbers on their art sheets. They should press the clay to the sheets after making the numbers. Keep this 'tactile' numbers for use in Lesson 5. Circulate among the children as they work encouraging them to say the NL patterns.

MATERIALS:

Colored strips of paper, masking tape, number cards, flashlight, bingo sheet for each child, pencils for each child, markers for bingo, sheet of art paper and portion of modelling clay for each child.

INTRODUCTION

Group the children in front of you. Lay the 'tactile' numbers from Lesson 4 on the floor in front of the children. Blindfold yourself and pick up one of the 'tactile pictures.' Feel the number, show the number to the children and say its pattern. The children should tell you if your response was correct or incorrect. It is important that the children HEAR the patterns during this review process.

ACTIVITIES:

- Play TIC TAC TOE using the numbers 1 - 100. Refer to the 'Activities' section of this program for details of this activity.
- Group the children in a circle. Lay the 'tactile pictures' (from Lesson 4) in the center of the circle. Blindfold all of the children. Call a child's name and then say the NL name of a number (or the number's pattern). The child you called should enter the circle and 'feel' for the number you said. An alternative to this is to place ONE number in the circle and have the child feel it. After feeling it he must name it and/or say its pattern.
- Introduce the dialogue to the children. Be certain the children understand the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE. Practice the dialogue in choral, group and individual forms.

FOLLOW-UP:

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

MATERIALS:

Tactile numbers (Lesson 4), blindfolds for children and yourself, masking tape, number cards, tape recorder and a blank tape.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: OPPOSITES

GRADE: THREE

VOCABULARY: micha, akasin big, small
 takokot, kinokot short, long
 sonkat ninimat strong, weak
 makatewa, wapishka black, white
 kashat, ashewa sharp, dull

PATTERNS: _____ ki mokoman.

Your knife is _____.

DIALOGUE: T. _____ na ki mokoman?

S. Kawin, _____ ni mokoman?

T. Is your knife _____?

S. No, It's _____.

INTRODUCTION

Collect a number of concrete materials that can be used to represent the opposites indicated in the 'Vocabulary' section.

Present the 'pairs' of objects, encouraging the children to compare and contrast them. Use this discussion as a jumping-off point for a discussion of opposites.

Encourage the children to name opposites (any opposites) that they know.

ACTIVITIES:

- Have the discussion with Herman. When preparing the tape for Herman, be certain to include the concept of 'opposites.' For example, Herman might say a term and you say its opposite. Be certain to allow sufficient pauses on the tape to allow you to respond. The children should listen as you dialogue with Herman.
- Use the 'opposites' objects to introduce the NL terms to the children. Say the terms showing the appropriate objects at the same time. Be certain that the children understand the meanings of the terms.
- Place the concrete materials on the floor and group the children around them. Pick up one of the items and describe it (in the NL). Then appear to search for its opposite. Eventually, find the object's opposite, describing it with the NL term. Repeat this process until the children have heard the names of the opposites many times.

FOLLOW-UP:

Lay a length of mural paper on the floor and group the children around it. Provide the children with illustrating materials. The children should then illustrate 'opposites' in different locations on the mural; i.e., the opposites should not be side by side; e.g., a 'small' object could be at the 'top' of the mural but the 'big' object could be at the 'bottom' of the mural (opposite sides of the mural). Circulate among the children as they work, repeating the NL terms many times. Keep the mural for use later in the Unit.

MATERIALS:

Concrete materials for 'opposites', Herman's Head and prepared tape, length of mural paper, illustrating materials, tape recorder.

INTRODUCTION

Review the NL terms introduced in Lesson 1 using the concrete materials (from Lesson 1). Present the materials, identifying objects as opposites by using the NL terms.

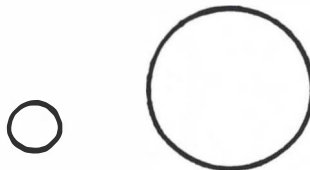
Repeat this process until the children have HEARD the NL terms many times. Be certain the children understand the meanings of the terms.

ACTIVITIES:

- The children should listen for pairs of words that represent opposites. When they hear two words that are opposites, they should clap their hands. However, when they hear two words that are not opposites, they should not respond. You may wish to use the concrete objects as you say the terms. Later, merely say the terms to encourage the children to 'listen' to the words that you are saying.
- Lay the 'opposites' concrete materials on the floor and group the children around them. Give a length of yarn to a child (about 5 feet of yarn). The child should hold one end of the yarn. Then have another child hold the other end of the yarn. Say one of the vocabulary terms and the children should hold the ends of the yarn beside the objects that represent the opposites; e.g., if you say "Small," (in the NL) one child would hold his yarn end by the 'small' item and the other child would hold his yarn end by the 'big' item. All of the children should repeat the opposite terms (NL). Repeat within other pairs of children.

FOLLOW-UP:

Lay the 'opposites mural,' from Lesson 1 on the floor and group the children around it. Toss a beanbag to a child. That child should then toss the beanbag to the mural, attempting to land the beanbag on a picture. He should name the picture on which the bag lands (or lands nearest). Then toss another beanbag to another child and that child should attempt to land his bag on a picture that shows the 'opposite' to the first child's picture. He should say the NL term. Repeat.



MATERIALS:

'Opposites' materials, length of yarn (approximately 5 feet), opposites mural (Lesson 1), 2 beanbags.

INTRODUCTION

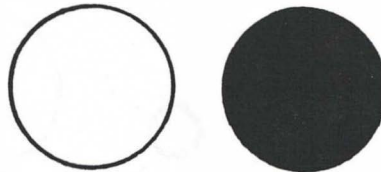
Use the COLOR CODING TECHNIQUE to introduce the point of departure and substitutions to the children. Mount one color for the point of departure on the board, leaving space(s) for the substitution(s). Use small pictures of opposites for the substitutions. The children should HEAR the NL patterns as you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

ACTIVITIES:

- Place one (or two) of the substitutions (opposites) in the color-coded point of departure (from above). Say the pattern(s) and the children should repeat it/them. Repeat this process using the remaining opposites as substitutions.
- Repeat the above activity, having the children respond without your models.
- Give each of the 'opposites' items to the children, one per child. When you clap your hands, the children should match themselves according to 'opposites.' When the children have successfully matched themselves, each child should say the pattern for his object. Repeat this process until all of the children have had an opportunity to respond.
- Use ROAD MAZE for extra practice with the patterns. Say one of the patterns and the 'drivers' should attempt to reach the object that is the opposite to that indicated in your pattern. All of the children should say the pattern for the 'opposite' to your pattern. Repeat a number of times with new 'drivers.'

FOLLOW-UP:

Play HOPSCOTCH using the pictures of opposites or the concrete materials. When you say one of the patterns, the child should hop to the picture/object that represents the opposite of the description given in your sentence. He should say the pattern for the picture/object when he reaches the section in the HOPSCOTCH outline.



MATERIALS:

Colored strips of paper, masking tape, opposites objects/pictures, two toy cars

INTRODUCTION

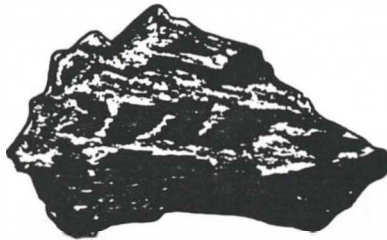
Review the new NL patterns using the COLOR CODING TECHNIQUE. Use the same materials that were used in Lesson 3 for this review. It is important that the children HEAR the NL patterns as often as possible during this review process.

ACTIVITIES:

- Play WILD CAR with the children. The child who receives the 'wild car' should say the pattern that has the opposite meaning to the pattern that you said at the beginning of the round. Repeat this activity a number of times. Refer to the 'Activities' section of this program for details of this activity.
- Play HOT POTATO with the children using a beanbag. The children should pass the beanbag around the circle until you clap your hands. When you clap your hands, the child left holding the beanbag should say the pattern that is the opposite in meaning to the pattern that you said at the beginning of the round. Repeat a number of times.
- Play DODGEBALL with the children. When a child is touched with the ball he should say the sentence that is the opposite to the sentence that you said. Repeat.

FOLLOW-UP:

Group the children in a circle. Walk around the outside of the circle, placing the 'opposites' materials in the children's hands (behind their backs), two items per child. Place 'opposites' in each child's hand. The children should feel the items in their hands. Then each child should say the two patterns for the objects in his hands. He should then show the objects to the other children. Repeat.



MATERIALS:

Colored strips of paper, masking tape, opposites pictures (for substitutions), wind-up car, a beanbag, a large soft ball, opposites objects (concrete materials).

INTRODUCTION

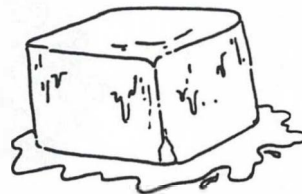
Review the Unit's vocabulary terms and patterns using the TWO HATS TECHNIQUE. Use the 'opposites' pictures and objects for this review. It is important that the children hear the terms/patterns many times during this review. Refer to the 'Activities' section of this program for details of the TWO HATS TECHNIQUE.

ACTIVITIES:

- Play UNDER THE BRIDGE to encourage individuals to say the Unit's terms/patterns. When a child is 'trapped' on the bridge, he should say the term/pattern that is the opposite of the term/pattern that you said at the beginning of the round. Repeat a number of times.
- Group the children in the center of the classroom. Darken the room (if possible). Shine the light of a flashlight on an object in the room and say the NL term that is appropriate for it. Then pass the flashlight to a child. The child should then locate an item in the room that is the opposite of the one that you identified. He should identify his object, using the 'opposite' term. Repeat with other children using the flashlight.
- Introduce the dialogue to the children. Be certain the children understand the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE. Practice the dialogue in choral, group and individual form.

FOLLOW-UP:

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



MATERIALS:

Two hats, a flashlight, a tape recorder and a blank tape.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: SKIN SEWING IMPLEMENTS

GRADE: THREE

VOCABULARY:	shaponikan	needle
	asapap	thread
	moshokan	scissors
	pakwekan	patch
	aweyaso	he/she borrow
	aweyason	could I borrow
	aweyasom	borrow (you)
		borrow from him/her

PATTERNS: _____ ni mama awiyaso.

My mother is borrowing _____
(sewing implement)

DIALOGUE: T. Awiyason _____
(sewing implement)

S. Kita awiyasomin na _____?
(sewing implement)

T. Awiyasom _____
(sewing implement)

S. Kita awiyasomin na _____?
(sewing implement)

T. Borrow a _____
(sewing implement)

S. Could I borrow a/some _____?
(sewing implement)

T. Borrow _____
(sewing implement)

S. Could I borrow a/some _____?
(sewing implement)

INTRODUCTION:

Before the lesson begins, cut off the sleeve of a large shirt. Then staple it carefully back to the main body of the shirt. At the beginning of the lesson, dramatize putting on the shirt as the children watch. When the shirt is on, talk with the children about how well made the shirt is. Then, at one point, grab the end of the sleeve (that is stapled to the shirt) and pull it. Appear horrified to note that your sleeve has been removed from the shirt. Use this experience as an introduction to what would be necessary to 'repair' the shirt. Discuss the items that you would need to sew the sleeve back onto the shirt once again.

ACTIVITIES:

- If actual sewing implements are available, introduce them to the children, encouraging the children to suggest their uses.
- Introduce the NL vocabulary words to the children, using illustrations. Show each illustration to the children, naming it in NL. Be certain that the children understand the meanings of the NL terms. Continue in this way until all of the illustrations and the NL terms have been introduced.
- Mount the illustrations on the chalkboard. Then, call a child's name. That child should 'mime' the use of one of the implements. Name the implement that the child is dramatizing (in the NL). Continue in this way until most of the implements have been 'mimed' by the children.

FOLLOW-UP:

Provide the children with needles and thread. Also, provide the children with scraps of cloth that they can use to fashion a variety of different items. The children should decide what it is they wish to sew. When a child has decided upon his sewing item, he may draw it on the cloth and then cut it out. The children can make small boots, mitts, etc., using the scraps of cloth. Circulate among the children as they work repeating the NL vocabulary terms as often as possible.



MATERIALS:

An old shirt (with one sleeve cut off and restapled onto shirt), actual sewing implements (if available), sewing illustrations, needles and thread for the children, scraps of cloth for the children.

INTRODUCTION:

Use the illustrations to review the NL vocabulary terms (from Lesson 1) with the children. Mount the illustrations on the walls around the classroom. Group the children in the center of the room. Shine the light of a flashlight on one of the illustrations and say its NL term. Repeat this process until the children have HEARD the NL terms a number of times.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words using sight word cards. Say each term as its sight card is presented.
- Mount the illustrations on the board. Group the children in front of the board. Give each of the sight word cards to the children. Say one of the sight words and the child with that card should then match his sight word with its corresponding picture on the board. Repeat until all sight words and illustrations have been matched.
- Before the lesson begins, print each of the sight words on a clothespin. Attach the clothespins to the children's clothing (one clothespin per child). One child should be selected to be IT for the first round of the activity. IT must attempt to remove a clothespin from one of the children. The children must move around the room (within a designated area) attempting to prevent IT from getting a clothespin. When IT does obtain a clothespin, he must read the sight word on the clothespin. Then, the child who 'lost' the clothespin becomes IT for the next round. Repeat until all clothespins have been removed.

FOLLOW-UP:

Play SKITTLE GUARD with the children. Have a child sit in the center of the room with three 'pins' (e.g., cylinders of paper). Group the other children around a circle. Give a child in the circle a small ball. The children must roll the ball back and forth across the circle, attempting to knock down one of the pins. The 'guard' must protect the pins. When a pin is knocked down, show the child who knocked the pin down one of the sight word cards. The child must identify the sight word. Repeat this process a number of times.

MATERIALS:

Sewing illustrations, masking tape, sight cards, clothespins (one for each sight word), 3 'pins' (e.g., cylinders of paper), a small ball.

INTRODUCTION:

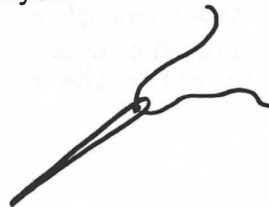
Group the children in front of the chalkboard. Tape each of the sight word cards (from Lesson 2) on the board. Review the sight words with the children. Then, point to each sight word and say its NL pattern. Continue in this way until the children have heard all of the NL patterns. Be certain that the children understand the MEANINGS of the patterns.

ACTIVITIES:

- Write the NL patterns around the sight words that are on the board (from the previous activity). When you have written all of the NL patterns on the board, review the patterns with the children.
- Remove the sight words from the board and give them to the children, one per child. Say one of the NL patterns and the child who is holding the sight word that is heard in your pattern should stand and repeat the pattern. You may wish to do this activity in 'group form', one group for each pattern.
- Give each child in the classroom a penny. The children should then toss their pennies in the air and then look to see whether they have 'heads/tails' showing when the coins land. Say one of the NL patterns and call, "Heads" or "Tails". The children with 'heads/tails' should then respond by repeating the NL pattern. Repeat this activity a number of times.

FOLLOW-UP:

Divide the children into two teams. Have the two teams stand at one end of the room in parallel lines. Place the sight word cards at the other end of the room. Have the first two players from each team stand back to back with arms interlocked. Say one of the NL patterns from this Lesson. The 'back-to-back' players must then race 'sideways' to the sight word cards. The first pair of children to correctly identify the sight word heard in your pattern and to repeat the pattern scores a point for its team. Repeat until all players have played.



MATERIALS:

Sight word cards, masking tape, chalk, a penny for each child.

INTRODUCTION:

Before the lesson begins, write each of the NL patterns (from Lesson 3) on individual sentence strips. Mount the sentence strips on the chalkboard and group the children near them. Review the patterns with the children. Once again, be certain that the children understand the MEANINGS of the patterns.

ACTIVITIES:

- Remove the sentence strips from the board (from the previous activity). Cut the sentences into their individual words. mix all of the sentence parts together and spread them on the floor. Group the children around the sentence parts. Say one of the sentences and a child's name. That child should enter the circle and reproduce the sentence using the cut-out sentence parts. Time the child as he does this. Continue with this activity until all sentences have been reproduced. Announce the 'fastest sentence reproducer' at the end of the activity.
- Play FAN FOOTBALL with the children to encourage them to recognize the sight words heard in the NL patterns. When the children hear you say one of the NL patterns, the first player in each team must fan his pingpong ball to the sight word cards (at the other end of the room). The first player to land his pingpong ball on the correct sight word card is the winner for the round. Refer to the 'Activities' section of this program for details of FAN FOOTBALL.

FOLLOW-UP:

Use the sight word cards to review the NL terms with the children. Then, cut each word into its individual syllables. Group the children in a circle. Walk around the outside of the circle, taping the cut-out syllables to the children's backs. When you say, "Go", the children should then attempt to match themselves to reproduce the sight words. The children should stand in such a way (shoulder to shoulder) that you can read the word across their backs. This activity can be repeated more than once.



MATERIALS:

Sentence strips (one for each pattern), masking tape, a pair of scissors, 2 pingpong balls, sight word cards.

INTRODUCTION:

Group the children in front of the chalkboard. Attach one of the cut-out sight word syllables (from Lesson 4) on the chalkboard. Encourage the children to suggest the word from which this syllable was taken. When a child suggests the correct word, write the word around the mounted syllable. Repeat until all of the sight words have been reproduced on the chalkboard.

ACTIVITIES:

- Use a flashlight to 'write' one of the sight words on the chalkboard or wall. The children should watch as you 'write' with the light of the flashlight. After writing one of the sight words, call upon an individual child to name the word that you wrote. Repeat with other sight words.
- Group the children in a circle. Walk around the outside of the circle, eventually stopping behind a child. Use your index finger to 'print' a beginning letter (from one of the sight words) on a child's back. The child should 'feel' the letter and then name the sight word that begins with that letter. Repeat with other children.
- Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain that the children understand the MEANINGS of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Group the children in a circle. Give each child a toothpick. Then, insert a lifesaver over one of the toothpicks. Say one of the NL patterns. Then, the children should pass the lifesaver quickly around the circle from toothpick to toothpick in a clockwise direction. When you clap your hands, the child left holding the lifesaver should repeat the pattern that you said at the beginning of the round. Repeat this activity a number of times.

MATERIALS:

Cut-out word syllables (from Lesson 4), masking tape, a flashlight, a toothpick for each child, a lifesaver.

INTRODUCTION:

Provide each child with a copy of different sport pictures from Appendix I. Discuss the pictures with the children. Lead the discussion from the Appendix into a discussion of sports that the children like to participate in. Also, encourage the children to talk about sports that they don't like to participate in.

ACTIVITIES:

- Use a set of illustrations to introduce the new NL vocabulary words to the children. Present the illustrations to the children, naming them in the NL. Mount the illustrations on the board as they are presented. It is important that the children hear the NL vocabulary words a number of times during this introduction process.
- Before the lesson begins, prepare a set of 'association illustrations' for the different sporting events depicted in this unit. These association illustrations should represent items associated with the different sports. Match the association illustrations with the illustrations of the different sports, repeating the NL vocabulary words as often as possible during this matching process.
- Leave the 'association illustrations' on the board and remove the sporting events pictures. Give each of the sporting events pictures to the children. Have each child then match his picture with the 'association illustration' that is still on the board. When a child has successfully matched his illustration with the association illustration on the board, name the sporting event in the NL. Once again, the children should hear the NL vocabulary words as often as possible.

FOLLOW-UP:

Provide each child with a copy of the association illustrations (it may be necessary to make extra copies prior to the lesson). Also, provide each child with a blank sheet of paper and a pen or pencil. Each child should then make a tracing of the 'association illustration' that he has. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. When the children have completed their tracings, collect them and keep them for use later in this unit.

MATERIALS:

A copy of Appendix I from the back of the program (showing sports celebrities), sports illustrations, masking tape, 'association illustrations' for the different sporting events, a copy of an 'association illustration' for each child, tracing paper and pen or pencil for each child.

INTRODUCTION:

Lay the 'association illustrations' from Lesson One on the floor, face up. Group the children around them. Give each of the sports illustrations 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, those children left holding the sports illustrations should then enter the circle and match their sports illustrations with the association illustrations on the floor. When all of the sports/association illustrations have been matched, point to each pair of illustrations, saying the appropriate NL vocabulary word. It is important that the children HEAR the NL vocabulary words during this review process.

ACTIVITIES:

- Play STRIDE BALL with the children to encourage them to identify the sports illustrations. When the ball has finally been kicked out of the circle (in soccer form) the children should look at one of the sports illustrations that you show and name it using its NL term. Refer to the 'Activities' section of this program for details of the activity STRIDE BALL.
- Play BALLOON VOLLEYBALL with the children to encourage them to recall the NL vocabulary words from this unit. Before each round of the activity say two (or three) of the NL vocabulary words. Then, the team should play balloon volleyball. The first team to lose the balloon must repeat the two (or three) NL terms that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of the activity BALLOON VOLLEYBALL.

FOLLOW-UP:

Play TUG OF WAR with the children to encourage them to say the NL terms from this unit. Make a masking tape line on the floor and divide the children into two teams. Have the first players from each team stand on opposite sides of the line with right hands joined. Place an illustration on each side of the masking tape line (one of the sports illustrations). Then, each child should attempt to pull the other child over the line. When a child is pulled over the line, he must pick up the illustration from his side of the line and show it to his team mates. His team mates must then identify the illustration using its NL vocabulary term. Repeat until all players have had a chance to play TUG OF WAR.

MATERIALS:

'Association illustrations', sports illustrations, a nerf ball, a large inflated balloon, masking tape.

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the new NL patterns to the children. Select an appropriate colour for the 'points of departure' and use the sporting illustrations as the 'substitutions.' Mount the points of departures and the substitutions on the board. Then, point to each 'pattern' saying it in the NL. When the children have heard all of the NL patterns, review each one with the children, being certain that that children understand it. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them.

ACTIVITIES:

- Play SEARCHLIGHTS with the children to encourage individual children to repeat the NL patterns from this lesson. Say one of the NL patterns before each round of the activity. When a child is finally 'spotted' by the two flashlights, he must repeat the NL pattern that you said at the beginning of the round. Be certain to designate a specific area of the room in which the children may move. Refer to the 'Activities' section of this program for details of the activity SEARCHLIGHTS.
- Lay the sporting illustrations 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 beanbag. Then, say one of the NL patterns. The children should then play OVER AND UNDER using the beanbags. When the last player in the team receives the beanbag, he must run for the other side of the room and place the beanbag on the illustration that represents the pattern that you said. Then, he must repeat the pattern orally. The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the endeavour. Repeat until all players have had a chance to respond.

FOLLOW-UP:

Stand the sports and association illustrations up on the floor leaning against one of the walls. Group the children about 15 feet away from the illustrations. Give a child a small ball and the child should 'bowl,' attempting to strike one of the illustrations. When the child strikes one of the illustrations, he must say the NL pattern for that illustration. This activity can be done in individual form or it can be played in 'team form.'

MATERIALS:

Coloured strips for COLOUR CODING TECHNIQUE, sports illustrations, masking tape, 2 flashlights, 2 beanbags, a small ball.

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to review the NL patterns that were introduced in Lesson 3. Use the same strips of paper that were used in Lesson 3 for the 'points of departure' and the sporting illustrations for the 'substitutions.' 'Build' one of the patterns on the board, saying it after it has been completed. Have the children repeat the patterns after you. Continue in this way until the children have heard, seen and said all of the NL pattern from Lesson Three.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce the sight words to the children using sight word cards. Mount each sight word on top of the 'substitutions' (the sporting illustrations) in the COLOUR CODING TECHNIQUE above. Continue in this way until the children have heard and seen the sight words a number of times.
- Play HOP AND TIP with the children to encourage them to recognize the sight words introduced in this lesson. After each round, those children who are sitting must then recognize orally a sight word that you show them. You may wish to have the children also say the NL pattern that contains that sight word. Refer to the 'Activities' section of this program for details of the activity HOP AND TIP.
- Conduct a PICK IT UP with the children to encourage them to recognize the sight words. Prepare two sets of sight word cards and spread them on the floor at one end of the room. Give the first player in each team a large drinking straw. Say one of the sight words. Then, the two players must rush to the sight cards and pick up the correct sight card by sucking through the straws. Be certain to have enough straws for all children in the classroom (that is, the children should not share the straws). Refer to the 'Activities' section of this program for details of the activity PICK IT UP.

FOLLOW-UP:

Play PASS THE BALLOON to encourage the children to recognize this lesson's sight words. When the first team to have its balloon reach the end of the line, must then recognize a sight word card based on a sight word that you said at the beginning of the round. The first team to do this successfully scores a point. Downplay the competitive nature of the activity and build up the fun of the endeavour. Refer to the 'Activities' section of this program for details of PASS THE BALLOON.

MATERIALS:

Coloured strips for COLOUR CODING TECHNIQUE, sports illustrations, sight cards, a drinking straw for each child, 2 sets of sight cards for PICK IT UP, 2 round inflated balloons

INTRODUCTION:

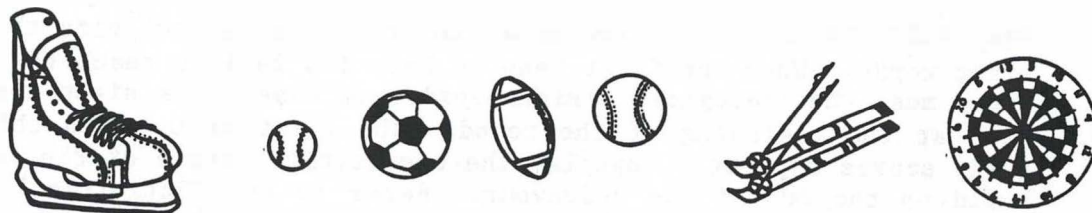
Play SPINNER to review the vocabulary words/patterns/sight words with the children. When the spinner stops, the child at whom it is pointing must repeat a vocabulary word or pattern that you said at the beginning of the round OR identify a sight word that you show him. Repeat this activity a number of times.

ACTIVITIES:

- Prepare a large masking tape circle on the floor (the circle should be large enough to contain all of the children but not too large to allow excessive movement within the circle). Say one of the NL patterns from this unit and then toss an inflated balloon into the air above the children. The children should attempt to avoid being touched by the balloon. When a child is touched by the balloon, he must repeat the NL pattern that you said at the beginning of the round. Repeat this activity until many of the children have repeated the NL patterns.
- Play PICK IT UP with the children to encourage them to recall this unit's vocabulary words and patterns. You may use the sight words and/or the illustrations for this process. Refer to the 'Activities' section of this program for details of the activity PICK IT UP.
- 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. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Play CHINESE GET UP using the NL patterns from this unit. When the children hear an NL pattern that you identified at the beginning of the round, they should stand up without undoing their arms. When the children hear patterns that are different from the one that you identified at the beginning of the round, they should not respond. Refer to the 'Activities' section of this program for details of the activity CHINESE GET UP.



MATERIALS:

A 'spinner,' masking tape, a large inflated balloon, a straw for each child.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: STORY

GRADE: THREE

VOCABULARY:

PATTERNS:

DIALOGUE:

N.B. Any stories that are easily translated are useful.

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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 present 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 retell the story (in the NL). Place the cut-outs on the overhead projector's screen as you tell the story. By doing this, the 'silhouettes' of the characters/objects in the story will be represented on the wall.

FOLLOW-UP:

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

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 depressors for each child, an envelope for each child.

INTRODUCTION:

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

ACTIVITIES:

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

FOLLOW-UP:

Lay a long length of butcher paper on the floor and divide it into sections, one section per child. Have a child sit beside each section. Then, identify an event in the story for each child in a sequence from beginning to end. The sequence should go from the left-hand side of the mural paper to the 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 3.

MATERIALS:

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

INTRODUCTION:

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

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

ACTIVITIES:

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

FOLLOW-UP:

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

MATERIALS:

Story mural (from Lesson 2), a large ball, a flashlight.

INTRODUCTION:

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

FOLLOW-UP:

Have one child stand facing the other children in the classroom. Then, have another child stand behind the main body of children facing the other child who is standing. Give the child that is behind the children a flashlight. Give the child that is in front of the children a square of tagboard (approximately 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.

MATERIALS:

Cut-outs on tongue depressors (for each child), story mural (from Lesson 2), three 'pins' (prepared from rolled sheets of paper), a small ball, a flashlight, a square of bristol board/tagboard.

INTRODUCTION:

Mount the cut-outs from the story (your master 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. Practise the dialogue with the children in choral, group and individual forms. The dialogue that you develop should be directly related to the contents of the story. For example, you may use some of the key patterns introduced earlier in this unit as key sentences in the dialogue.

FOLLOW-UP:

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

MATERIALS:

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

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: STORY B

GRADE: THREE

VOCABULARY: Will vary.

PATTERNS: Will vary.

DIALOGUE: Will vary.

N.B. Any story that is easily translated is useful.

INTRODUCTION:

Before the lesson begins, prepare cut-outs of the different characters/items in the story. Tell the story to the children using the cut-outs. You may wish to attach the cut-outs to a flannelboard (in which case, attach small amounts of sandpaper to the backs of the cut-outs). Be certain that the children understand all of the details of the story. Ask 'comprehension questions' to determine how well they understand the story's contents.

ACTIVITIES:

- Mount the cut-outs (used in the previous activity) on the board. Remember approximately where you've placed them on the board. Then, cover them with a length of mural paper. Group the children in front of the mural paper. Use a black crayon to do RUBBINGS of the cut-outs. Attempt to remember where you placed the cut-outs so you can maintain the secrecy of the story. Tell the story once again, as the RUBBINGS appear through the mural paper. Continue in this way until the children have heard the story. If you cannot remember where you have placed the different cut-outs, you may wish to do all of the rubbings and then tell the story.
- Use the rubbings from the previous activity to introduce the NL vocabulary words to the children. These words should be key vocabulary words from the story. The children should hear the vocabulary words many times during this introduction process. Be certain the children understand the meanings of the NL vocabulary words.
- Retell the story to the children in the NL, using the cut-outs (used earlier in this lesson). Have two children hold a sheet vertically and place an overhead projector behind the sheet with its light on. Use the cut-outs, then, to tell the story (in the NL), being certain to repeat the 'key vocabulary words' (that you have selected) many times.

FOLLOW-UP:

Dramatize the story with the children as you tell the story in the NL. Once again, be certain to repeat the key vocabulary words as often as possible. The children do not have to respond orally during this dramatization process. However, direct them to perform the appropriate actions as you tell the story. The purpose of this dramatization process is to provide the children with an opportunity to HEAR the key vocabulary words in the contexts of uninterrupted sentences.

MATERIALS:

Cut-outs of the characters/items in the story, flannelboard, small amounts of sandpaper (optional), masking tape, a length of mural paper, a black crayon, a sheet, an overhead projector.

INTRODUCTION:

Use the cut-outs from Lesson 1 to review the key vocabulary words you identified in the story. Mount each of the cut-outs on the board, naming it in the NL. Then, darken the room and illuminate each cut-out with a flashlight. When a cut-out is illuminated, name it in the NL. Continue in this way until the children have heard the NL names for the different cut-outs.

ACTIVITIES:

- Tell the story (in the NL) stopping before each 'key word' is heard in the story. However, point to an appropriate cut-out (on the board) when a key word is called for in the story. The children should say the key word for you. After the children have said the key word, then continue telling the story, stopping before the next key word and pointing to its appropriate cut-out. Continue in this way until the children have said all of the NL key vocabulary words.
- Group the children in a circle. Walk around the outside of the circle placing the cut-outs (of the key vocabulary words) in the children's hands (behind their backs). Tell the story once again (in the NL), saying the key vocabulary words but stopping after you say each key vocabulary word. After you have said a key vocabulary word, the child who 'feels' that he has the corresponding cut-out should hold it up and repeat the key vocabulary term. Continue in this way until all the children have responded.

FOLLOW-UP:

Play CHANGE using three of the key vocabulary words. The children should listen for the three words that you said at the beginning of the round (in the same order in which you said them) before they change partners. When they do change partners, IT must also try to find a partner. Refer to the 'Activities' section of this program for details of the activity CHANGE.

MATERIALS:

Story cut-outs (from Lesson 1), masking tape, a flashlight.

INTRODUCTION:

Select key statements/patterns from the story to introduce to the children. Introduce the key patterns to the children using two hand puppets. The children should hear the NL patterns a number of times. This can be done in 'echo form.' That is, one puppet says a pattern and the other puppet 'echoes' it. When the children have heard all of the NL patterns that you selected from the story, review each pattern with the children being certain that they understand its meaning.

ACTIVITIES:

- Play HOT BALL with the children to encourage them to say the key NL patterns. Say one of the key NL patterns before each round. When you clap your hands, the child who is left holding the ball must repeat the pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of HOT BALL.
- Group the children into groups (one group for each key pattern). Tell the story again (in the NL), stopping before each key pattern is called for in the story. When a key pattern is called for, motion to the appropriate group and the children in that group should say the key pattern. Continue in this way until all of the groups have responded. Later, switch the groups and repeat the process.

FOLLOW-UP:

Group the children together. Say one of the key patterns from this lesson and then toss an inflated balloon into the air. The children should remain perfectly silent until the balloon hits the floor. When the balloon hits the floor, the children should then repeat the NL pattern that you said at the beginning of the round. Repeat this activity a number of times. This activity helps to develop the children's 'auditory memory' skills.

MATERIALS:

2 hand puppets, a small ball, an inflated balloon

INTRODUCTION:

Before the lesson begins, prepare simple illustrations for each of the key patterns that you introduced in Lesson 3. Mount the illustrations on the board and group the children in front of the board. Point to each illustration and say its key NL pattern. The children should hear the NL patterns many times during this review process.

ACTIVITIES:

- Remove the illustrations from the board (from the previous activity) and spread them on the floor. Have two children stand near the illustrations. Say one of the key NL patterns and the two children should rush to the appropriate illustration. The child to reach the illustration first is the winner for the round. Repeat this activity with other pairs of children until all children have had a chance to participate.
- Select an appropriate number of vocabulary words from the story (from those vocabulary words introduced earlier in this unit) to introduce to the children as sight words. Introduce the sight words to the children using sight words cards. Mount each of the sight word cards on the board as it is presented. The children should hear and see the sight words many times during this introduction process.

FOLLOW-UP:

Play JUMP THE STICK using the sight words introduced earlier in this lesson. Say one of the sight words. Then, tell the players in each team to watch for that sight word as you show the different sight word cards. When the children see the sight word card for the sight word that you said, they should respond. Refer to the 'Activities' section of this program for details of the activity JUMP THE STICK.

MATERIALS:

Simple illustrations for 'key patterns' (from Lesson 3), masking tape, sight word cards, 2 'sticks' (brooms).

INTRODUCTION:

Write each of the key NL patterns on individual sentence strips. Mount the sentence strips on the board and group the children in front of them. Then, encourage the children to identify any 'sight words' that appear in the sentences. Circle the sight words that the children identify. It is not necessary that the children recognize the other words in the patterns. They should be looking for 'sight words' that were introduced and developed in Lesson 4. Read each of the patterns to the children.

ACTIVITIES:

- Divide the children into four teams for a game of DROP OF WATER. One player from each team should hold a corner of the sheet. Place the marble in the centre of the sheet. Say one of the key NL patterns/terms OR show the players the sight word cards. The players must then attempt to roll the 'drop of water' to each other. The player who eventually receives the marble must rejoin his team and repeat the term/pattern that you said at the beginning of the round OR name the sight card that you showed at the beginning of the round. Refer to the 'Activities' section of this program for details of the activity DROP OF WATER.
- Introduce the NL dialogue to the children. This dialogue should be developed from the characters in the story. You may wish to practise the dialogue with HERMAN'S HEAD so that the children can hear an uninterrupted version of the dialogue (in the NL). Then, be certain that the children understand the MEANINGS of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practise the dialogue in choral, group and individual forms.

FOLLOW-UP:

Place two containers of water under the chalkboard. Divide the children into two teams. Place a clean paintbrush beside each container of water (under the board). Say one of the sight words from this unit and the first player from each team must rush up to his container of water and use his paintbrush and water to print the sight word on the chalkboard. The first player to print the word correctly scores a point for his team. Downplay the competitive nature of the activity and build up the fun of the endeavour. Continue in this way until all players have had a chance to do WATER WRITING.

MATERIALS:

A sentence strip for each key NL pattern, a felt pen, a sheet, a marble, 2 containers of water, 2 paintbrushes.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: TIME - HOUR AND HALF HOUR

GRADE: THREE

VOCABULARY:	peshiko tipekan	one o'clock
	nisho tipekan	two o'clock
	niswi tipekan	three o'clock
	niyo tipekan	four o'clock
	nano tipekan	five o'clock
	kotosi tipekan	six o'clock
	nishoswi tipekan	seven thirty
	nishoshswi tipekan	eight thirty
	shankasi tipekan	nine thirty
	mitaswi tipekan	ten thirty
	mitaswi ashi peshiko tipekan	eleven thirty
	mitaswi ashi nisho tipekan	twelve thirty

PATTERNS: Asha apita tipekan ki pikose _____ .

peshik
nish
niswi (etc.)

It is already past _____ .
(time)

DIALOGUE: T. Wintamo ki mama ni wi anta wapama api.

S. Makisha na _____ ishisek?
(time)

T. Kawin pama _____ .
(time)

T. Tell your mom I'm going down to see her.

S. Will it be at _____ ?
(time)

T. No, it will be _____ .
(time)

INTRODUCTION

Recite the poem, THIS IS MY SLEEPY TIME, from Appendix H, at the back of this program. After reciting the poem to the children, encourage them to discuss what time they go to bed.

Lead into the concept of time using examples of how time is viewed in different cultures; traditional culture as an example, Inuit 'sleeps' as another.

ACTIVITIES:

- Mount a large clock with moveable parts on the chalkboard. Group the children in front of the clock. Prior to the lesson, prepare a tape for Herman's Head. When making the tape, have Herman put you through a drill. Herman should say the times and you should show the times that he says using the clock on the board. Continue in this way until Herman's tape ends.
- Introduce the NL terms for telling the time. Review the NL numbers necessary for telling the different times. Show a time on the large clock from above and say the time in the NL. Repeat a number of times. Review the 'key words' (other than the numbers used to tell the time in the NL. Be certain the children understand the meanings of these words.
- Write a colon on the board such as:
:
- Place a number on the left and another on the right of the colon to represent a time; e.g., 6:30. Then show the same time on the large clock (from the preceding activities). Then point to each time form (the numbers and the clock), saying the time in the NL. Repeat this process using other times (hour and half-hour).

FOLLOW-UP:

Provide each child with a pie plate, portions of construction paper, a pencil and a spring pin. The children should then use their materials to make individual clocks. Circulate among the children as they work, repeating the 'times' and key terms associated with telling the time (in the NL).

When the children have completed their clocks, keep them for use later in the Unit.

MATERIALS:

Large clock with moveable parts, masking tape, Herman's Head and tape. For each child: one paper pie plate, a pencil, small portions of construction paper, a spring pin (for clock hands).

INTRODUCTION

Review the NL terms introduced in Lesson 1 using the large clock (from Lesson 1). Group the children in front of the large clock. Start with 12:00 - say the time (in the NL) and then proceed to say the times for the hours and half-hours to 11:30. The children should listen as you move the hands of the clock and say the NL forms of the times.

ACTIVITIES:

- Give the children their individual clocks from Lesson 1. Say one of the times (in the NL) and the children should represent the time you said, using their individual clocks. Repeat this process until the children are able to respond well. It may be necessary to review the NL numbers (1 - 12, 30) and the key terms before proceeding with this activity.
- Make a large clock on the floor with masking tape. Group the children around the clock. Say a time and touch two children on their shoulders. The two children should use 'themselves as the hands of the clock to tell the time. The two children should decide which one will be the 'hour hand' and which one will be the 'minute hand.' When the children are in the correct positions the remaining children should repeat the time that you said. Repeat until all children have had a chance to participate.

FOLLOW-UP:

Play 'What Time Is It Mr./Mrs. Wolf'? with the children. This activity is best played in a large area. The 'Wolf' should respond each time with one of the times; in the NL. Eventually, he/she should turn and try to catch one of the children. Model the times for the 'Wolf,' if necessary.

MATERIALS:

Large clock (Lesson 1), children's clocks (Lesson 1), masking tape.

INTRODUCTION

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

ACTIVITIES:

- Place one of the substitutions (time card/clock) in the color-coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process using the remaining number cards as substitutions.
- Repeat the above activity, having the children respond without your models.
- Mix the number cards (1 - 12) together like a deck of cards. Arrange the children in a circle and have each child select a card. The children should look at their cards. Say one of the times and the child or children with the number for the time should hold up his/their card(s) and repeat the time. For this activity use only times 'to the hour.' Repeat a number of times.

FOLLOW-UP:

With the children still in a circle from the preceding activity, give each child two blank cards. On one card the children should print '00' and on the other card they should print '30.' Say a time (to the hour or half hour). A child who is able to make the time you said using his cards should make the time and then stand and repeat the time (there may be more than one child who can do this). Repeat a number of times having the children exchange their number cards (the 1 - 12 cards).

MATERIALS:

Colored strips of paper, masking tape, number cards (approximately 2 of each) for 1 - 12, 2 blank flashcards per child, pencil for each child.

INTRODUCTION

Review the new NL patterns using the COLOR CODING TECHNIQUE. Use the same materials that were used in Lesson 3 for this review. It is important that the children HEAR the NL patterns as often as possible during this review process.

ACTIVITIES:

- Group the children around the masking tape clock from Lesson 2. Give a cut-out LARGE hour hand and minute hand to two children, one 'hand' per child. Say a time, in the NL, and the two children should place the 'hands' in the correct locations to reproduce the time that you said. Repeat this process with other pairs of children until each child has had a chance to participate. Have the children repeat the time patterns after each round.
- Play LINE HOP using the time patterns. When the children hear the pattern that you identified at the beginning of the round they should hop the line. Repeat a number of times.
- Play UNDER THE BRIDGE to encourage individual children to say the time patterns. When a child is trapped on the bridge he should say the pattern for the time that you SHOW him (hold up a small clock showing a time OR a number card indicating time). Repeat until many children have responded.

FOLLOW-UP:

Draw a large clock on the chalkboard. Group the children in front of the clock. Stand behind the children with a flashlight. Use the flashlight to make the 'hands' of the clock showing a time to the hour or half hour. The children should watch as you make the time. Then call upon an individual child to say the time that you made. Repeat. Later, have individual children use the flashlight in the same way.

MATERIALS:

Colored strips of paper, masking tape, large minute and hour hands, a flashlight.

INTRODUCTION

Review the NL patterns using the COLOR CODING TECHNIQUE. Use the same materials that were used in Lessons 3 and 4 for this review. It is important that the children HEAR the NL patterns as often as possible during this review process.

ACTIVITIES:

- Prepare a tactile clock (if a commercial clock that can be used for 'feeling' is not available). Place the clock on the floor and group the children around it. Blindfold a child and say a time. The child should then feel the 'tactile' clock and arrange the hands of the clock to represent the time that you said. Repeat until the other children have had a chance to 'feel' the time. Have all of the children say the time after a child has reproduced the time on the clock.
- Use the OBSTACLE course to encourage individual children to say the terms/patterns associated with telling the time in the NL. You may wish to time the individual children as they run through the course. When a child reaches the end of the course he should identify a number card or clock that says the time indicated in your sentence. Repeat.
- Introduce the dialogue to the children. Be certain the children understand the patterns in the dialogue. It may be necessary to translate the MEANINGS ONCE. Practice the dialogue in choral, group and individual forms.

FOLLOW-UP:

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

MATERIALS:

Colored strips of paper, masking tape, 'tactile clock', items for a simple obstacle course, tape recorder and a blank tape.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: TOOLS

GRADE: THREE

VOCABULARY:	sakekan, sakekanan	nail/nails
	wakokotos	axe
	pakamekan	hammer
	kishkipochikan	saw
	pakonekan	drill
	takonchikan	pliers
	wasikane kishkipochikan	power saw

PATTERNS: Piton _____ oma.
(tool)

Bring a _____ over here.
(tool)

DIALOGUE: T. _____ na owe? Is this a _____ ?
(name of tool) (tool)

S. Kawin _____ iya. No, it is a _____ .
(name of tool) (tool)

T. Eha, _____ iya. Yes, it is a _____ .
(name of tool) (tool)

INTRODUCTION

Place the tool samples in a container such as a bag or box. Group the children near you. Tell the children that you are going to build a house. Tell them that you would like to demonstrate your 'expertise' with the tools that you use. Present the children with a screw and an old piece of wood. Proceed to attempt to screw the screw into the wood using the HAMMER. The children should readily tell you that you've chosen the wrong tool for the job at hand. Repeat this process until finally the screwdriver is removed from the container.

ACTIVITIES:

- Encourage the children to talk about the uses of the different tools.
- Introduce the NL names of the tools. Show each tool as you say its NL name. Repeat this process until the children have been EXPOSED to all of the NL names for the tools.
- Lay a length of mural paper on the floor and group the children around it. Place the tools on the length of mural paper. Provide each child with a pencil. The children should then make tracings of the tools on the mural paper. Depending upon the number of tools that you use for this Unit, the children may have to share the tools; there can be more than one tracing of each tool.
- When the children have completed the tracings of the tools, mount the tracings on the wall and pile the tools under them. Group the children near the tracings/tools. Pick up one of the tools and match it with one of its tracings on the mural paper, repeating its name as often as possible. Continue in this way until the children have heard the NL names for the tools many times.

FOLLOW-UP:

Group the children in a circle. Blindfold all of the children. Pass around the SAFE tools (those tools that are not sharp). The children should feel the tools as they are passed around the circle. In order to provide the children with AUDITORY EXPOSURE to the NL names of the tools, pass each tool around one at a time. Repeat the name of the tool each time it is passed to another child. Repeat this process until all of the tools have been 'felt' and the names (NL) of the tools have been heard many times.

MATERIALS:

Tool samples, container (bag/box), length of mural paper, pencil for each child, blindfold for each child.

INTRODUCTION

Review the NL names for the tools using the SILHOUETTE TECHNIQUE. Group the children in front of the sheet. Show the silhouette of one of the tools saying its name. Repeat this process until the children have seen all of the tools and heard their names many times.

ACTIVITIES:

- Repeat the SILHOUETTE TECHNIQUE to encourage the children to say the names of the tools. Hold one of the tools up showing its silhouette and the children should respond by saying the name of the tool. Repeat until all of the tools have been named. Model the responses initially as necessary.
- Lay the tracings (from Lesson 1) on the floor and group the children around them. Place the tool samples (the tools that are SAFE) beside the tracings. Say the name of one of the tools and a child's name. That child should find the tool that you named and place it over its tracing on the mural paper. Repeat until all of the (safe) tools have been matched with their tracings. Have all children repeat the names of the tools after they have been matched with their tracings.
- Play CHANGE using the names of the tools. The children should listen for the name of the tool that you identified at the beginning of the round. When they hear it, they should change partners.

FOLLOW-UP:

Place the tool samples on the floor and group the children around them. Cover the samples with the sheet (from the silhouette technique). Have a child approach the sheet and feel one of the tools through the sheet. The child should name it (using its NL name). Then reach under the sheet to determine the child's accuracy. Repeat until all tools have been identified in this way.



MATERIALS:

A sheet, tool samples, O/H projector, tracings (Lesson 1).

INTRODUCTION

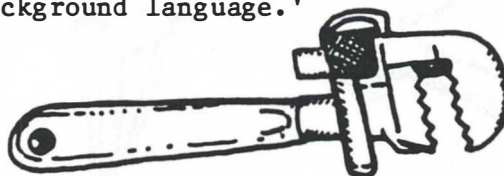
Use the COLOR CODING TECHNIQUE to introduce the point of departure and substitutions to the children. Mount one color for the point of departure on the board, leaving space(s) for the substitution(s). Use small pictures of the tools for the substitutions. The children should HEAR the NL patterns as you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

ACTIVITIES:

- Place one of the substitutions (small tool picture) in the color-coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process using the remaining tool 'substitutions.'
- Repeat the above activity 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.
- Arrange the children in a circle. Walk around the outside of the circle, placing each of the SAFE tools in the children's hands. The children should not look at the tools. They should feel the tools. Call a child's name (one of the children who has a tool). That child should then say the pattern for the tool that he 'feels.' Repeat until all of the children have had a chance to respond.

FOLLOW-UP:

Provide each child with a section of bristol board (e.g., scraps of bristol board). The children should draw small outlines of the tools on the tagboard pieces. Then they should cut out the outlines. Walk among the children as they work, encouraging the children to say the pattern. Keep the cut-outs for use in the next lesson. Prior to the lesson, prepare a tape of the Unit's patterns repeated many times. Play this tape as the children work for 'background language.'



MATERIALS:

Colored strips of paper, a tape recorder, masking tape, small tool pictures, tool samples, section of bristol board for each child (e.g., scraps), scissors for each child, pencil for each child, an audio tape that has the Unit's patterns repeated over and over (e.g., 10 minutes).

INTRODUCTION

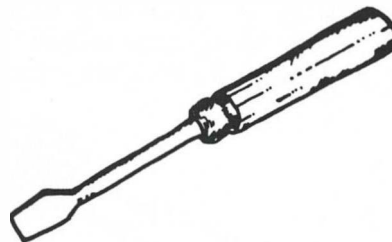
Review the NL patterns introduced in Lesson 3 using the COLOR CODING TECHNIQUE. Use the same materials that were used in Lesson 3 for this review. It is important that the children HEAR the NL patterns as often during this review process.

ACTIVITIES:

- Group the children in a circle. Place the (safe) tool samples in the center of the circle. Blindfold a child and lead him into the center of the circle. Say one of the NL patterns. The child should then 'feel' for the tool named in your pattern. When he touches the wrong tool the other children should say "No," (in the NL). When he touches the right tool the children should say the pattern for that tool. Repeat this process until many of the children have had the opportunity to 'feel for a tool.'
- Group the children at the front of the classroom facing the chalkboard. Stand behind the children with a flashlight. Use the flashlight to illustrate the outline of one of the tools on the board. The children should watch as you 'draw' the shape of the tool. After drawing the outline of the tool, call upon a child to say the pattern for the tool that you drew. Repeat this activity a number of times.

FOLLOW-UP:

Place all of the tools on a table and group the children around them. The children should look carefully at the tools. Then have the children close their eyes (tightly). Remove one of the tools and have the children look at the tools on the table once again. Call upon a child to identify the tool that is missing. After identifying the missing tool, the child (or children) should say the pattern for that tool. Repeat using other tools.



MATERIALS:

Colored strips of paper, tool samples, a blindfold, a flashlight.

INTRODUCTION

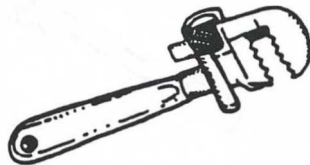
Review the NL terms and patterns introduced and developed in this Unit using the tool samples. Lay the tracings (from Lesson 1) on the floor and place the tool samples by them. Group the children near the tools/tracings. Proceed to match the tools with the tracings, experiencing difficulty as you do so. Repeat the names of the tools many times as you attempt to locate their tracings.

ACTIVITIES:

- Lay the tools on the floor in a scattered formation. Give a '1,', '2,', '3,' card to three children; one of the cards to each of the three children. Say the names of three of the tools. The children should listen carefully to the names of the tools that you say. Then, the child with the '1' card should place his card beside the tool you named 'first;' the '2' card should be placed beside the second named tool, and so on. Repeat with other sets of three children. Have all of the children repeat the tools' names (the three tools) after each round.
- Lay the tools on the floor and group the children about ten (or fifteen) feet from them. Toss a beanbag to a child saying one of the NL patterns. The child should repeat the pattern and then toss the beanbag to the tool named in the pattern. Repeat.
- Introduce the dialogue to the children. Be certain the children understand the dialogue. Practice it in choral, group and individual forms.

FOLLOW-UP:

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



MATERIALS:

Tool samples, tracings (Lesson 1), one card each of: 1, 2, 3,, a beanbag, tape recorder and blank tape.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: TRAPPING

GRADE: THREE

VOCABULARY:	onikanan	traps
	ka onikenk	trapping
	onikan	trap
	nanantok	all kinds
	aya makaton	there are
	washashkowan	muskrat pelt
	amikowan	beaver pelt
	makwan	bear skin

PATTERNS: Onike na kin ki _____.
(relative)

- DIALOGUE:**
- T. Ayamakaton nanantok onikanan.
- S. Wekonen itinokanan?
- T. _____ onchi.
(pelts)
- T. There are all kinds of traps.
- S. What kind are there?
- T. There are traps for _____.
(pelts)

INTRODUCTION:

Before the lesson begins, place a mouse trap in a paper bag. Present the paper bag to the children telling them that you think there is something in there that you would really like to have. Put on a heavy leather mitt or glove and dramatize putting your hand into the bag. Over-dramatize your reaction to getting 'trapped' by the mouse trap in the bag. Use the mouse trap as a jumping-off point to discuss 'trapping', its uses, and methods.

ACTIVITIES:

- Use a set of illustrations to introduce the NL vocabulary words to the children. Present each illustration to the children, naming it in the NL. Be certain that the children understand the meanings of the NL terms as they are presented. Mount the illustrations on the board as they are presented. Encourage the children to talk about the contents of the different pictures.
- Present the animal illustrations to the children. These illustrations should represent the animals 'trapped' by the different traps indicated in the previous set of illustrations. Encourage the children to match the animals with the traps that are used to trap them. Discuss the importance of trapping with the children. It is important that the children understand that trapping, both traditionally and today, provided and provides many people with a source of income as well as materials for clothing, etc.
- Use available media from the school to reinforce and enhance the presentation about trapping. This can include slides, film strips, films, etc. that deal with the concept of trapping. Repeat the NL vocabulary words as often as possible during the use of the different media forms.

FOLLOW-UP:

Provide each child with a variety of concrete materials. You may wish to have the children select concrete materials on their own from around the classroom. When a child has his collection of concrete materials put together, he should then 'create' a trap. The children should use their imaginations in creating their traps. The traps need not be 'realistic,' they need merely to represent and reflect the imaginations of the children. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. Before the lesson begins you may wish to make a tape that contains the NL vocabulary words from this unit repeated over and over (approximately 10 minutes long). Play this tape while the children work on their 'traps.' This provides the children with a chance to HEAR the NL vocabulary words 'incidentally.'

MATERIALS:

A mousetrap, a paper bag, a heavy leather mitt or glove, trapping illustrations, masking tape, animal illustrations, available media from the school about trapping, concrete materials available in the classroom for each child (children can select their own concrete materials to create their traps).

INTRODUCTION:

Use the 'trapping illustrations' and the pictures of the animals (from Lesson 1) to review the vocabulary terms that were introduced in Lesson 1. Mount each of the animal illustrations on the board. Then, present the 'trapping illustrations' to the children, saying their NL names as often as possible. Match the 'trapping illustrations' with the animal illustrations that are on the board. Continue in this way until all trapping and animal illustrations have been matched and until the children have heard the NL vocabulary words a number of times during this review process.

ACTIVITIES:

- Make a number of parallel lines with masking tape on the floor (the number of lines that you make should be determined by the number of vocabulary words/illustrations used in this unit). The lines should be approximately 1 foot apart and approximately 3 feet long. Have two children hold a sheet vertically on the floor so that half of each masking tape line is behind the sheet and the other half is in front of the sheet. Place a trapping illustration in each section of the masking tape lines (i.e., between each of the two masking tape lines). Then, have a child go behind the sheet and position himself in one of the sections behind the sheet (you may wish to have the other children close their eyes while the child positions himself). Then, have another child walk through the spaces that contain the trapping illustrations. When the child behind the sheet realizes that the child is 'in his section,' he should reach under the sheet and trap him by the ankle. When the child has been 'trapped,' he must pick up the illustration in the section in which he was trapped and show it to the other children. The children should then name the illustration using the NL term. The 'trapee' (the one who is trapped) should attempt to 'sneak past' the 'trapper.' Repeat this activity until many children have had a chance to be 'trapped.'

FOLLOW-UP:

Divide the children into four teams for the activity DROP OF WATER. When a child has received the 'drop of water,' he must select one of the trapping illustrations and show it to his team. Then, all of the children in the team must name (in the NL) the illustration. Repeat this activity until all players in each team have had a chance to participate in DROP OF WATER. Refer to the 'Activities' section of this program for details of DROP OF WATER.

MATERIALS:

Trapping illustrations, animals illustrations, masking tape, a sheet, a marble.

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the new NL patterns to the children. Select a colour of paper to use for the 'points of departure' and use the trapping illustrations for the substitutions. Present each pattern to the children, saying it as you mount the points of departure/substitution on the board. Continue in this way until the children have HEARD all of the NL patterns. 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 points of departures and substitutions from the board (from the previous activity). Spread the points of departures and the substitutions on the floor and group the children around them. Say one of the NL patterns and a child's name. That child should then enter the circle and reproduce the pattern you said using the coloured strip(s) of paper and the correct illustration. When the child has reproduced the NL pattern, have all of the children in the class repeat the pattern orally. Continue until all patterns have been reviewed in this way.
- Play PICK IT UP using the trapping illustrations. When a child is able to pick up one of the illustrations, he should say the NL pattern for it. You may wish to divide the children into 4 teams for this activity, one player from each team participating in each round of the activity. Refer to the 'Activities' section of this program for details of the activity PICK IT UP.

FOLLOW-UP:

Have the children sit in a circle with their feet extended towards the centre of the circle. Stand in the centre of the circle with a flashlight. Darken the room (if possible). Say one of the NL patterns. Then, attempt to 'tag' a child's feet with the light of a flashlight. The children may extend their feet and retract them as necessary. When a child's feet have been 'tagged' by the light of the flashlight, he should repeat the NL pattern that you said at the beginning of the round. Repeat this game until a number of children have responded with the NL patterns.

MATERIALS:

Coloured strips of paper for COLOUR CODING TECHNIQUE, trapping illustrations, masking tape, a drinking straw for each child, flashlight.

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to review the NL patterns that were introduced in Lesson 3. Mount the points of departures and the substitutions on the board. Then, point to each 'pattern' and the children should say it. Continue in this way until the children have said all of the NL patterns. Model the patterns as necessary.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Use sight words cards to introduce the sight words to the children. Present each card, saying its name and then mounting it on the chalkboard (e.g., in the COLOUR CODING TECHNIQUE above). Continue in this way until the children have heard and seen the sight words a number of times.
- Provide each child in the class with a blank flashcard. Each child should write one numeral between one and six on his flashcard using a felt pen. When the children have their numeral cards ready, throw a dice and call out the number that shows on the dice. Then, point to one of the sight word cards. All of the children with the number (i.e., numeral) that you called should name the sight word that you are pointing to. Repeat a number of times. The children may wish to exchange cards after each round of this activity.

FOLLOW-UP:

Play MAGIC CARPET with the children to encourage individuals to recognize the sight words and to recall the NL patterns (from Lesson 3). When a child is left without a square of paper to stand on, he should read a sight word that you show him. Then, all of the children in the class should say the NL pattern that contains that sight word. Refer to the 'Activities' section of this program for details of the activity MAGIC CARPET.

MATERIALS:

Coloured strips for COLOUR CODING TECHNIQUE, trapping illustrations, masking tape, sight word cards, a blank flashcard and felt pen for each child, a dice, squares of paper for MAGIC CARPET (one less than the number of children in your class).

INTRODUCTION:

Group the children in a circle. Place the sight words (from Lesson 4) in the centre of the circle, face up. Give a small unbreakable mirror to a child in the circle. Walk around the circle with the 'trapping illustrations.' Eventually, stop behind a child and the other children should pass the mirror to the child behind whom you are standing. Hold up one of the trapping pictures and the child should look over his shoulder with the mirror to recognize the illustration that you are holding up. The child should name the illustration, and then enter the circle to find its matching sight word card. When the child has successfully identified the sight word card, all of the children should repeat the NL pattern for that sight word. Repeat until all sight words/patterns have been reviewed in this way.

ACTIVITIES:

- Tape all of the sight words on a sentence strip, leaving no spaces between the words. Present this RUN-ON PRINT to the children. Call upon individuals to 'cut' the sight words from the 'run-on print.' When a child has cut a sight word from the RUN-ON PRINT, he must read it orally to the other children. The other children, in turn, must say the NL pattern that contains that sight word. Continue in this way until all of the sight words have been cut from the RUN-ON PRINT. Refer to the 'Activities' section of this program for details of RUN-ON PRINT.
- Have the children walk around the room in a scattered formation. Then, call a number between 2 and 4 (in the NL). The children should immediately form themselves into groups according to the number that you said (some children will be 'left out' during each round). Before each round, say one of the NL patterns. When the children have formed themselves correctly into their groups, have the children in one of the groups repeat the NL pattern that you said at the beginning of the round. Repeat a number of times.
- Introduce the NL dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain that the children understand the meanings of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Play HEADS AND TAILS with the children to encourage them to say the NL patterns from this unit and/or to recognize the sight words from this unit. Refer to the 'Activities' section of this program for details of the activity HEADS AND TAILS. You may wish to use actual pennies for this activity OR each child can prepare a 'coin' using a white sheet of paper.

MATERIALS:

Sight words, a small mirror, trapping illustrations, sentence strips, masking tape, scissors, a penny for each child.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: WATER FORMATIONS

GRADE: THREE

VOCABULARY:	mamankashka	(big) waves
	minokamin	calm
	timi	deep
	takwintima	shallow
	kichi nipika	lots of water
	mikomika	ice

PATTERNS: Petak _____ nonkom.

Be careful, there's _____.

DIALOGUE: T. Keko sikanink kakwe ishaken.

S. Anishin tash?

T. Osam anish nanisanat.

S. Tapishko na osam _____.
(water formations)

T. Don't try and go to the lake.

S. How come?

T. It is too dangerous.

S. Is it too _____?
(water formations)

INTRODUCTION:

Before the lesson begins, place a shallow pan of water on the floor at one end of the room. Wear an old extra pair of socks (without shoes) as you present yourself to the children. Walk around, talking to the children about a variety of subjects. Eventually, 'accidentally' step in the pan of water with one of your feet. Over-dramatize your reaction to this encounter with 'water.' Lead the discussion into water forms that are found locally.

ACTIVITIES:

- Mount a large length of mural paper on the board. Group the children in front of the board. Use a blue felt pen to illustrate 'water formations' the children suggest to you. Make the illustrations on the mural paper after each suggestion. Continue in this way until the children have exhausted their supply of 'water formations.'
- Use the mural and the illustrations (from the previous activity) to introduce the NL vocabulary words to the children. Point to each water formation and say its NL term. It is important that the children hear the NL terms a number of times during this process. Be certain that the children understand the meanings of the NL terms.
- Present illustrations that depict the different water formations to the children. Once again, encourage discussion of the different water formations. Repeat the NL names for the different water formations a number of times during this process. Then, mix all of the illustrations together and place them on the floor. Have a group of children then attempt to 'classify' the illustrations according to their appearances; by size, length, etc. When a group of children has completed the 'classification process' review the water formations in each classification, repeating their NL names as often as possible. This activity can be repeated with other groups of children as well. OR, it may be done collectively with the entire class. To do it with the whole class, make the necessary number of circles on the floor (using masking tape) and have the children suggest where you should place the illustrations (for the classification process).

FOLLOW-UP:

Provide each child with a small container of water and a paintbrush. The children can then make individual 'water illustrations' on the chalkboard. Each child should determine what it is that he wishes to illustrate. Circulate among the children as they create their 'water illustrations,' repeating the NL vocabulary words as often as possible.

MATERIALS:

A shallow pan of water, an old extra pair of socks, a large length of mural paper, masking tape, a blue felt pen, water formations illustrations, a small container of water and paintbrush for each child.

INTRODUCTION:

Use the 'water formations mural' prepared in Lesson 1 to review the NL vocabulary words with the children. Point to each of the water formations in the mural, saying its NL name. Also, use the illustrations of the different water formations for this review process. The children should HEAR the NL terms many times during this review process.

ACTIVITIES:

- Lay the mural paper (from the previous activity) on the floor and group the children around them. Give each of the water formations illustrations to the children. The children should pass the water formations illustrations around the circle in a clockwise direction until you clap your hands. When you clap your hands, say the name of one of the water formations and the child who has the corresponding picture must enter the circle and match his illustration with the same illustration in the 'water formations mural.' Repeat this process until all of the illustrations have been matched with those in the mural.
- Use masking tape to create representations of the different water formations on the floor. Then, have a group of children stand among the 'water formations.' Say one of the NL vocabulary words and the children should run to the appropriate 'water formation' as quickly as they can. Repeat this activity using other groups of children.
- Mount the water formations illustrations on the chalkboard and group the children near them. You may wish to divide the children into two teams for this activity. Place two containers of water underneath the chalkboard and two paintbrushes (one paintbrush for each water container). Say one of the NL vocabulary words and then say "Go," and the first player from each team must rush forward and use his paintbrush and water to circle the picture that you named. You may wish to have two sets of water formations illustrations on the board so that each player has the chance to succeed in this game. Continue until all players have played.

FOLLOW-UP:

Play KAKIVAKING with the children to encourage individuals to say the NL vocabulary words from this lesson. Rather than saying only one vocabulary word at the beginning of each round, say two (or more if your children are ready for them). When a child has successfully kakivaked the fish, he must then repeat the word that you said at the beginning of the round. OR, you may have all of the children in the class repeat the words that you said at the beginning of the round. Continue in this way until many of the children have had a chance to play.

MATERIALS:

Water formations mural (from Lesson 1), water formations illustrations, masking tape, 2 containers of water, 2 paintbrushes, a toilet plunger, a length of yarn with a beanbag attached.

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the new NL patterns to the children. Mount one colour of strips of paper on the board for the 'points of departure' and use the water formations illustrations as the 'substitutions.' Continue in this way, repeating the NL patterns as many times 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 they understand them.

ACTIVITIES:

- Divide the children into four teams. Lay a sheet on the floor and place a marble in the centre of the sheet. Have the first player from each team hold one corner of the sheet. The marble represents a 'drop of water.' Say one of the NL patterns. Then, the players holding the corners of the sheet should attempt to move the marble to each other. When the marble eventually is rolled to one of the players, that player must then stand and face his team and his team must then repeat the NL pattern that you said at the beginning of the round. Repeat this process until all children have had a chance to 'roll the water.' This activity is described under DROP OF WATER in the 'Activities' section of this program.
- Divide the children into two teams for a game of AFRICAN KICK. Have the first player from each team stand facing one another (approximately 3 feet apart). When you say, "Go," the two children should kick out one of their feet. If both children kick out the same foot, then they should both repeat the NL pattern that you said at the beginning of the round. However, if one child kicks out his left foot and the other child kicks out his right foot, they should not respond. However, they should take another turn until eventually they both kick out the same foot and repeat the NL pattern that you said.

FOLLOW-UP:

Group the children in a circle. Run a length of yarn all the way around the circle so that each child is holding on to a length of yarn with both his hands. Have one child stand in the circle as IT. IT must attempt to 'tag' a child's hand by gently tapping his hand before he can remove it from the yarn. The children holding the yarn may remove one or both hands depending upon their situation at the time. When a child's hand has been 'tapped,' that child should then repeat an NL pattern that you said at the beginning of the round. The child who was 'tapped' then becomes IT for the next round.

MATERIALS:

Coloured strips of paper for COLOUR CODING TECHNIQUE, water formations illustrations, masking tape, a sheet, a marble, a skein of yarn.

INTRODUCTION:

Use the coloured strips of paper (the points of departure) and the water formations illustrations (the substitutions) to review the NL patterns that were introduced in Lesson 3. Spread all of the strips of paper and illustrations on the floor. Say one of the NL patterns and call upon a child to enter the circle and reproduce the pattern using the 'point of departure' and 'substitution.' Continue in this way until all of the NL patterns have been reproduced.

ACTIVITIES:

- Select an appropriate number of vocabulary words that can be introduced to the children as sight words. Introduce the sight words to the children using sight word cards. Say each word as its card is presented. Mount the words on the board as they are presented. The children should see and hear the sight words many times during this introduction process.
- Darken the room and give two children a flashlight (one flashlight each). Say one of the NL patterns that contains one of the sight words. The two children must then 'hunt with their flashlights' to find the sight word heard in the pattern. The first player to do so successfully wins the round. Repeat with other pairs of children until all have participated. You may wish to have the children repeat the total NL pattern after each round.
- Play ONE TOO FEW with the children to encourage them to repeat the NL patterns from this unit. Refer to the 'Activities' section of this program for details of the activity ONE TOO FEW. The child who is left without a 'water formation' (a sheet of paper) should then repeat the NL pattern that you said at the beginning of the round. OR, he may identify a sight word that you show him. Repeat until many children have responded.

FOLLOW-UP:

Provide each child with a blank flashcard. Each child should write one numeral on his card between 1 and 6. Then, mount the sight word cards on the board. Group the children together facing the board. Toss a dice and call the number that is showing. For example, you may call (in the NL) "6." Those children who have the numeral '6' on their numeral cards must then say the NL pattern that contains the sight word that you point to. The children may exchange numeral cards after each round of this activity. Repeat a number of times.

MATERIALS:

Coloured strips of paper for COLOUR CODING TECHNIQUE, water formations illustrations, masking tape, sight cards, 2 flashlights, blank cards (one less than the number of children in your class), a blank flashcard for each child, a felt pen for each child, a dice.

INTRODUCTION:

Before the lesson begins, print each of the sight words (from Lesson 4) on a white sheet of paper using a white paraffin candle. Mount the white sheet of paper in front of the children. Tell the children that you have used your 'best printing' to produce this printed product. Appear alarmed when the children indicate to you that they can't see anything on the paper. Use a thin solution of black paint to 'wash' the white sheet of paper. As you wash the sheet of paper, the sight words will appear in this CRAYON RESIST process. When a sight word appears say it to the children and then say the NL pattern that contains that sight word. Repeat this process until the children have heard all of the sight words and their NL patterns.

ACTIVITIES:

- Make a masking tape line down the centre of the room on the floor. Identify one side of the line as being 'water' and the other side of the line being 'anything else.' The children should listen for NL patterns (from this unit) that relate to the water formations. When they hear one of those patterns, they should jump to the 'water side' of the masking tape line. However, when they hear any other sentences that do not relate to 'water formations,' they should jump to the other side of the masking tape line. Repeat this process a number of times.
- Play FRISBEE with the children to encourage them to say the NL patterns based on the sight words that they see. Refer to the 'Activities' section of this program for details of FRISBEE.
- Introduce the N1 dialogue to the children. It is important that the children hear the NL form of the dialogue first. Then, be certain that the children understand the MEANINGS of the patterns in the dialogue. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Play TUG OF WAR to encourage the children to say the NL patterns from this unit. This activity can also be used for the children to recognize the sight words introduced in this unit. Make a masking tape line on the floor and have the first player from each team (divide the children into two teams) stand on opposite sides of the line. They should join their right hands. When you say, "Go," each player should attempt to pull the other player over to his side of the line. Before the children begin, say one of the NL patterns or show one of the sight words. Whichever player is pulled over the line must turn and face his team. Then, his team must repeat the NL pattern or sight word that you said/showed at the beginning of the round. Refer to the 'Activities' section of this program for details of TUG OF WAR.

MATERIALS:

A white sheet of paper, a white paraffin candle, masking tape, a thin solution of black paint, a paintbrush, a frisbee, sight cards, water formations illustrations.

INTRODUCTION:

Show the children illustrations that represent a 'boomerang, rifle, bow and arrow, slingshot, and crossbow'. Encourage the children to identify what is 'the same' about all of the illustrations. The children should begin to realize that all of the illustrations represent 'weapons'. Lead this into a discussion of traditional weapons.

ACTIVITIES:

- Introduce illustrations that depict the different weapons to be introduced in this Unit. Encourage discussion of each illustration as it is presented. Introduce the NL names for the different weapons.
- If actual samples of some of the weapons are available, present them to the children. Encourage the children to study the 'weapons' and to suggest the uses for the different items.
- Before the lesson begins, prepare cut-outs of the different weapons using an extra set of the illustrations. Place an overhead projector on the floor facing one of the walls. Group the children near the overhead projector. Place one of the cut-outs on the projector's screen and have the children look at the silhouette projected on the wall. Name the weapon (in the NL). Continue in this way until the children have heard the NL names for the different weapons once again.

FOLLOW-UP:

Have each child prepare a 'crayon resist' illustration depicting a hunting scene. The children should illustrate the different tools that have been introduced in this unit in their pictures. You may wish to leave copies of the illustrations on display for the children to use as models. Provide the children with art paper and the necessary materials to complete their illustrations. Circulate among the children as they work, repeating the NL names for the weapons as often as possible. When a child has completed his illustration, he should 'wash' it with a thin solution of blue paint (or brown paint - depending upon the location of the scene in the child's picture). Display the completed illustrations in the classroom or hallway.

MATERIALS:

Illustrations: Boomerang, rifle, bow & arrow, slingshot, crossbow. Weapons illustrations, actual weapons (if available), cut-outs of the weapons, over-head projector, crayons and white art paper for each child, thin solution of blue paint, paintbrush for each child.

INTRODUCTION:

Tape the weapons' cut-outs to the sheet. Have two children hold the sheet up. Place an overhead projector behind the sheet and turn it on. The children should look at the silhouettes created by the light from the projector. Stand behind the sheet pointing to each of the 'silhouettes'. Name each of the silhouettes as you point to it. Continue in this way until the children have heard the NL names of the weapons many times.

ACTIVITIES:

- Stand behind the sheet (from the previous activity) and point to one of the silhouettes. The children should name the silhouette that you are pointing to. Continue in this way until the children are able to name the weapons (in the NL) well.
- Tie the end of a 12 feet length of rope into a reef knot. Then, have four children hold the rope so that it represents a 'square'. Lay illustrations of the different weapons just beyond the childrens' reach on the outside of the 'rope box'. When you say, "Go", each of the four children should attempt to reach out and pick up one of the illustrations. Since all children are doing this at the same time, it becomes a 'tug of war'. The first child to successfully pick up an illustration wins the round. When a child picks up an illustration, he should show it to the other children and they should name the weapon shown in it. Repeat this activity using other groups of four children.

FOLLOW-UP:

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

Arrange the children in pairs for a game of HOP AND TIP. The children in each pair should stand facing one another with the palms of their hands pressed together. Each child should stand on one foot. Then, the children should attempt to knock one another off balance. When a child in a pair is sitting, show the standing children a sight word card. The standing children should name the sight word card. Repeat this process a number of times. You may wish to have the children exchange partners during the different rounds of this activity.

MATERIALS:

Weapons cut-outs (from Lesson 1), overhead projector, a sheet, 12 feet length of strong rope, weapons illustrations, two flashlights, sight cards

INTRODUCTION:

Mount the sight words (from Lesson 2) on the board. Review the sight words with the children. Then, point to each sight word and say its new NL pattern. The children should listen as you say the pattern. Then, be certain that the children understand the MEANINGS of the patterns.

Write the new NL patterns around the sight words on the board. When you have written all of the patterns, read them to the children. Then, have the children read the patterns with you.

ACTIVITIES:

- Divide the children into two teams. Have the two teams stand facing one another approximately 5 feet apart. Draw two parallel masking tape lines down the area between the two teams. Place a feather between the two parallel masking tape lines. Then, the children from each team should attempt to blow the feather to the other team's area. Say a NL pattern before the children begin to blow the feather. When a team has succeeded in blowing the feather to the other side, the 'losing team' should repeat the pattern that you said at the beginning of the round. You may wish to use 'fans' (e.g., fans made from sheets of paper) rather than having the children blow the feather. Repeat a number of times.
- Play BALLOON DROP to encourage individual children to say the new NL patterns. The child who receives the balloon should repeat the pattern that you said. Refer to the 'Activities' section of this program for details of BALLOON DROP.

FOLLOW-UP:

- Place an overhead projector on the floor facing one of the walls. Group the children near the overhead projector. Place one of the weapons cut-outs (from Lesson 1) on the projector's screen. The children should look at the silhouette of the weapon. Then, the children should say the pattern for that weapon. Repeat this process using the other cut-outs of the different weapons.

MATERIALS:

Sight words, masking tape, chalk, a feather, a balloon, an overhead projector, weapons cut-outs (from Lesson 1), fans (optional)

INTRODUCTION:

Write each of the NL patterns (from Lesson 3) on an individual sentence strip. Mount the sentence strips on the board and group the children in front of the board. Review the sentences with the children. Once again, be certain that the children understand the MEANINGS of the patterns. Read the patterns with the children.

ACTIVITIES:

- Have the children sit in front of the chalkboard looking at the NL patterns (from the previous activity). Toss a beanbag at one of the patterns. The child must read whichever pattern he strikes with the beanbag. If the beanbag does not hit the pattern directly, he should read the pattern closest to the spot where the beanbag struck the board. Repeat until many children have responded.
- Remove all but one of the sentence strips from the board (from the earlier activities in this lesson). Have the children read the NL pattern. Then, cut off the last letter in the pattern using a pair of scissors. The children should read the pattern once again. Continue in this way, cutting letters from the end of the sentence, until the entire sentence has been removed from the board. The children should read the entire pattern after the removal of each letter. This activity can be repeated with other sentence patterns as well (cutting words off rather than letters).

FOLLOW-UP:

Prior to the lesson, prepare an extra set of sight word cards. Cut each of the sight word cards in the extra set into their individual syllables. Then, lay a length of yarn (approximately 10 feet long) on the floor. Say one of the vocabulary words and point to the number of children that matches the number of syllables in the word. For example, for 'shotgun' you would point to '2' children. The children should pick up the length of yarn and hold the ends of the yarn on the two syllables that make up the word that you said. Similarly, words that contain more than two syllables should be represented in this way. Repeat a number of times.

MATERIALS:

Sentence strips (one for each pattern), masking tape, a beanbag, a pair of scissors, an extra set of sight word cards, a length of yarn (approx. 10 feet long).

INTRODUCTION:

Review the sight words introduced earlier in this Unit using the cut-out syllables from Lesson 4. Mount one of the syllables on the chalkboard. Call upon a child to print the 'remainder' of the word around the syllable that you have mounted on the board. Continue in this way until all of the sight words have been reproduced.

ACTIVITIES:

- Review the sight words with the children using the words on the board (from the previous activity). Then, erase the portions of the words that were written on by the children (in chalk on the chalkboard). Point to one of the mounted syllables and the children should say the sight word that contains that syllable. Repeat until all sight words have been named
- Divide the children into two teams for a game of BACKWARDS SPELL. Spell one of the sight words backwards. The first player to name the word that you spelled scores a point for his team. Repeat until all sight words have been used a number of times.
- Introduce the dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain that the children understand the MEANINGS of the patterns in the dialogue. It may be necessary to translate the MEANINGS of the patterns ONCE to be certain that the children understand them. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Provide each child with a blank flashcard. The children should then write sight words on their cards, one sight word per child. Then each child should cut his word into its individual letters. Collect all of the letters and mix them together. Spread them on the floor 'face-down'. Group the children around them. Each child should then take a turn removing one of the letters from the center of the circle. The children should continue to remove letters from the center of the circle until a child is able to produce ANY NL word. This adaption of SCRABBLE can be played a number of times.

MATERIALS:

Sight word card syllables (from Lesson 4), blank flashcards (one for each child), a pair of scissors for each child.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: WEATHER

GRADE: THREE

VOCABULARY:	Kishite.	It's a hot day.
	Kishata.	It's a sunny day.
	Kimiwon.	It's a rainy day.
	Notin.	It's a windy day.
	Ninkokot.	It's a cloudy day.
	Sonkipon.	It's a snowy day.

PATTERNS: Ni ta kikishkan na _____ ishpin ki
(clothing articles)
_____ k?

DIALOGUE:

T. Wi _____ wapank apich nonkom.
(weather)

S. Apichi etok ta _____.
(weather)

T. Tomorrow is going to be more _____ than today.
(weather)

S. It's going to be _____.
(weather)

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:

- 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 NL of The Wind and The Sun (Aesop's Fable). Refer to Appendix G 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 G 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 G), Poems: The Sunny Day, Does Anyone Ever See the Wind, Snowflakes (all in Appendix G).

INTRODUCTION

Use the weather pictures and the clothing samples to review the NL terms for the forms of weather. Mount the pictures on the board. Then match the clothing items to the pictures, repeating the NL weather terms as often as possible. It is important that the children HEAR the NL terms many times during this review activity.

ACTIVITIES:

- Develop appropriate sound effects that the children can make for the different forms of weather. Say one of the NL weather terms and the children should respond by making the correct sound effect. This activity can be conducted in choral and group forms.
- Develop appropriate body movements for the different weather forms. Say one of the NL weather words and the children should respond by performing the correct body actions. This activity can be conducted in choral and group forms.
- Place the weather pictures on the floor, face up. Group the children near the pictures. Place an inflated balloon on the floor. Say one of the weather forms and all of the children should repeat it. Then an individual child should gently blow the balloon to the picture of the weather form that you named. Repeat until all of the children have participated.

FOLLOW-UP:

Provide each child with a sheet of white art paper and a pencil. The children should work around the theme, "I Like (type of) weather."



MATERIALS:

Clothing samples, weather pictures, tape of sound effects, inflated balloon. For each child: paper, pencil and weather pictures.

INTRODUCTION

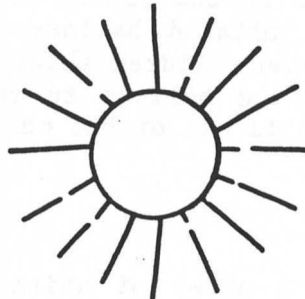
Group the children around you. Using the hand puppets, introduce the new NL patterns to the children. Have the hand puppet act out each weather form. Have the hand puppet ask you what clothing is appropriate for the type of weather. The children should hear the patterns two or three times.

ACTIVITIES:

- Show the children pictures of the types of weather and pictures of the different clothing items. Have the students in turn identify the pictures.
- Encourage the children to discuss the weather, clothing, and other activities that could be narrowed down as seasonal.

FOLLOW-UP:

Provide each child with a magazine or catalogue and have them cut out clothing that could be worn for either cold or hot weather.



MATERIALS:

A hand puppet, weather pictures, pictures of different clothing. For each child: a catalogue or magazine, scissors, paper and glue.

INTRODUCTION

Use a hand puppet to review the NL patterns that were introduced in Lesson 3. Mount the pictures of the different clothing on the chalkboard and review the NL patterns with the hand puppet. The hand puppet should say the patterns a number of times. It is important that the children HEAR the patterns a number of times during this review.

ACTIVITIES:

- Give each child a picture of one of the clothing articles and have each child ask "Could I wear this on a (type of weather) day?" Allow the other students to respond with Yes or No, "It's too (type of weather)." It's too (type of weather).
- Review the weather pictures with the children. Repeat until all of the NL terms have been reviewed.

FOLLOW-UP:

Provide each child with construction paper and have them trace the felt cut-outs for the props of The Wind and the Sun.



MATERIALS:

Hand puppets, pictures of different clothing, weather pictures. For each child: construction paper, a tracing of the felt cut-outs, paper, pencil, scissors.

INTRODUCTION

Review the unit's vocabulary with the children. Mount the pictures around the chalkboard and have the students repeat after you as you identify each one.

ACTIVITIES:

- Give each child a picture of one of the clothing articles and have each child say the new NL pattern from Lesson 3. The student to the left responds to the question.
- Introduce the game HOT POTATO to the children. To encourage the development of auditory memory, say the word/pattern before the ball is passed around the circle. When you clap your hands, the child with the ball must recall the term or pattern that you said.
- Read the story of The Wind and the Sun from Appendix G.

FOLLOW-UP:

Read and discuss the poems from Appendix G.



MATERIALS:

Pictures of different clothing items, ball, story and poems from Appendix A.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: WHAT I CAN DO/WHAT I LIKE

GRADE: THREE

VOCABULARY:	chi otaminowan	to play
	chi ompipisowan	to jump
	chi anokiyān	to work
	chi wisiniyan	to eat
	chi nipayan	to sleep
	chi anamichikeyan	to read
	chi shoshkochiyan	to slide

PATTERNS: Ki kashkiton na kin chi _____?

(Elicit response from students.)

Can you _____?
(actions)

DIALOGUE: T. Ki minentan na chi _____?

S. (Elicit response from students.)

T. Do you like to _____?

S. (Elicit response from students.)

INTRODUCTION

Tell the children that you are a super juggler. To demonstrate this fine achievement of the arts, group the children together for a presentation. Use nerf balls or other small SOFT balls for the presentation. Begin by juggling one ball from hand to hand. When the children appear unimpressed, add another ball to the juggling activity OR jump to three balls. Intentionally, 'botch' the demonstration by losing control of the balls. Repeat two or three times. Appear to suddenly realize that juggling is something that you CAN'T DO.

ACTIVITIES:

- Determine whether or not there are any children in the class who CAN juggle. If so, have them demonstrate the art.
- Tell the children there are many things that you would like to do but as yet you can't do them; name examples.
- Encourage the children to talk about the things that they like to do most OR the things that they want to do someday.
- Introduce the NL verbs to the children using pictures to illustrate them. Be certain that the children understand that the NL terms represent the ACTIONS of the people in the pictures. Translate the terms ONCE if necessary.
- Tell the children it is time to feed Herman. Prepare a tape before the lesson that contains Herman making 'rejection' noises and complaints about the food that you are giving him. Feed Herman as he 'rejects' and 'complains' about the food items that you give him.
- Lead the children into a discussion of the things that they like and don't like.
- Introduce the NL nouns to the children using pictures and/or objects to illustrate them. Be certain the children understand the meanings of the terms.

FOLLOW-UP:

Provide each child with a sheet of art paper and other illustrating supplies. Each child should divide his sheet in half. Then he should illustrate ONE thing he likes to do in one half of the page. In the other half of the page he should illustrate ONE thing that he likes (a person, place, object, animal). Circulate among the children, repeating as many of the vocabulary words as possible. When the children have completed their illustrations, display them in the classroom.

MATERIALS:

Three SOFT balls (e.g., 'nerf' balls), verb pictures, masking tape, Herman's Head and prepared tape, tape recorder, noun pictures, a sheet of art paper and illustrating supplies for each child.

INTRODUCTION

Group the children together and review the nouns and verbs from Lesson 1 using the noun/verb pictures. The children should HEAR the NL terms as often as possible as you present the noun/verb pictures.

NOTE: you may wish to add some of the children's nouns/verbs (from their illustrations - Lesson 1) to the vocabulary list. Be certain to obtain illustrations for these nouns/verbs that you add to those listed for this Unit.

ACTIVITIES:

- Divide the children into two groups, one group for 'nouns' and the other group for 'verbs.' Say one of the vocabulary terms and the children in the appropriate group should respond by repeating the word. Later, switch the groups and repeat the activity.
- Play HOP THE LINE using the nouns and verbs, one side of the line for 'nouns' and the other side of the line for 'verbs.'
- Make two large circles on the floor, one for 'nouns' and the other for 'verbs.' Play a version of HOT POTATO with the children. When you clap your hands the children should stop passing the pictures. The children left holding pictures should look at their pictures to determine whether they are noun or verb pictures. When you clap your hands, the children should group themselves in the circles; all 'nouns' together and all 'verbs' together. Each child should then name his noun/verb before returning to the circle. Repeat.

FOLLOW-UP:

Make two large circles on the chalkboard (or use the masking tape circles on the floor). Group the children near the circles. Collect the noun/verb pictures. Tell the children that you are going to sort them into 'Things I Can Do/Things I Like.' Show one of the pictures and the children should name it. Then place it in its correct circle. Repeat with the other pictures. Occasionally, place a picture in the incorrect circle so that the children can correct you.

MATERIALS:

Noun pictures, verb pictures, masking tape.

INTRODUCTION

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

ACTIVITIES:

- Place one of the substitutions (noun/verb) in the color-coded point of departure (from above). Say the pattern and the children should repeat it. Repeat this process until the remaining nouns/verbs have been used with the point of departure.
- Repeat the above activity without providing the auditory models for the children.
- Prior to the lesson, write a number on the back of each noun/verb picture. 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 each child to say his number. When a child says his number, find the 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 identify a pattern as the 'winning pattern.' The child who calls its number wins the round.

FOLLOW-UP:

Provide the children with old magazines and/or catalogues. The children could look through the materials to find pictures of 'nouns' and 'verbs.' The children should cut out the pictures and mount them on a length of mural paper. Divide the mural paper into two sections, one for 'nouns' and one for 'verbs.' Display the completed mural in the classroom. Review its contents with the children.

MATERIALS:

Colored strips of paper, small noun/verb pictures, masking tape, a numeral card for each noun/verb picture, old magazines/catalogues, scissors for each child, glue/paste, length of mural paper (for mural).

INTRODUCTION

Review the NL patterns using the COLOR CODING TECHNIQUE. Use the same materials that were used in Lesson 3 for this review. It is important that the children HEAR the NL terms as often as possible during this review process.

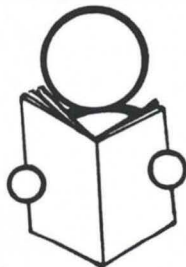
Be certain the children understand the MEANINGS of the pattern. Spot-check for comprehension.

ACTIVITIES:

- Play WIND UP CAR with the children to encourage individual to say the NL patterns. The child who receives the car should repeat the pattern that you said at the beginning of the round. Refer to the 'Activities' section of this program for details of this activity.
- Group the children in front of the chalkboard. Line the noun and verb pictures up in the chalkboard well. Darken the room (as dark as possible). Stand behind the children with a flashlight. FLASH the light of the flashlight on one of the pictures (a very quick flash of light) and then call upon a child to say the pattern for the picture that was 'flashed.' Repeat until all pictures have been used for the activity. Be certain the pictures are far enough apart in the chalkboard well to avoid confusion when you flash the light on them (if they are too close, more than one picture at a time will light up).

FOLLOW-UP:

Divide the children into two teams for a game of SHOE TIE. When you say one of the NL patterns, the first player from each team should enter the circle, put on a shoe, tie the shoe, and identify the pictures for the pattern you said. The first player to do this successfully is the winner for the round. Repeat until all players have had a chance to participate.



MATERIALS:

Colored strips of paper, small wind up car, noun pictures, verb pictures, a flashlight, pair of large shoes (with laces).

INTRODUCTION

Review the Unit's vocabulary terms and patterns, using the noun and verb pictures. Use Herman's Head for a 'drill.' When Herman says one of the nouns or verbs you should show the corresponding picture to him. When making the tape for Herman allow enough time after each noun/verb to give you a chance to find the correct picture. The children should listen as Herman takes you through this audio-visual drill.

ACTIVITIES:

- Play DON'T SHAKE THE POT with the children using the noun and verb pictures. When you say a noun or verb OR one of the noun/verb patterns the child with the pot should attempt to reach the pictures without the marbles in the pot making a sound. The other children should listen carefully for the sound of the marbles moving in the pot. Repeat until all children have had a chance to participate. Refer to the 'Activities' section of this program for details of this activity.
- Introduce the dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain that the children understand the MEANINGS of the patterns in the dialogue. When you are certain that the children understand the dialogue, practice it with the children in choral, group and individual forms. Tape the practices so that the children can hear themselves afterwards.

FOLLOW-UP:

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



MATERIALS:

Herman's Head and prepared tape, tape recorder, aluminum pot, three or four marbles, noun picture, verb pictures.

OJIBWE
NATIVE LANGUAGE BASIC PROGRAM

THEME: WORKING TOOLS

GRADE: THREE

VOCABULARY:	sakekan(an)	nail, nails
	pakamekan(an)	hammer
	wakakot(on)	axe/hatchet
	pimakekan(an)	wrench
	kishkipochikan(an)	saw/hand saw
	monekan/monashkon	spade/shovel
	takonchikan(an)	pliers
	otayan	he has
	otayanan	does he have
	kawin otayanan	doesn't have

PATTERNS: Ni papa otayanan _____ tako _____ .
(plural nouns) (singular nouns)

My father has _____ and _____ .
(plural nouns) (singular nouns)

DIALOGUE: T. Otayanan ki papa _____ nan?
(working tools)

S. Ehe otayanan _____ nan.
(working tools)

S. Kawin otayasinan _____ son.
(plural nouns)

T. Does your father have _____ ?
(singular nouns)

S. Yes, he has _____ .
(singular nouns)

S. No, he doesn't have _____ .
(plural nouns)

INTRODUCTION:

Before the lesson begins, collect samples of the tools to be introduced in this lesson. Place the samples in the container. Group the children in front of you and place a scrap piece of wood on the floor. Also, place a nail on the floor beside the scrap piece of wood. Then, tell the children to watch as you demonstrate your 'carpentry abilities.' Use the 'wrong tools' to try and nail the nail into the wood. Eventually, encourage the children to suggest what tool might be best suited for this purpose. Use this as a lead-in to a discussion about the different tools that you use for different purposes. Present the tool samples from the container to the children, encouraging discussion of the uses of each tool.

ACTIVITIES:

- Before the lesson begins, prepare tracings of each of the tools on individual sheets of paper. Present the tracings to the children, using them to introduce the NL vocabulary words. Be certain the children understand that the NL vocabulary words represent the names of the tools. Mount the tools illustrations on the board as they are presented, repeating the NL vocabulary words as often as possible.
- Match the actual tools with their tracings, repeating the NL vocabulary words often. Dramatize having some difficulty with this 'matching process.' Continue until all tools and their tracings have been matched.
- Place the tools on the floor and group the children around them. Describe a situation that calls for the use of one of the tools. (Describe the situation in English). After describing a situation, call upon a child to identify the correct tool in the centre of the circle that would be used in the situation you described. When the child has successfully identified the tool, name the tool in the NL for the children. Continue in this way until all of the tools have been identified according to 'situations' that you describe.

FOLLOW-UP:

Lay a length of butcher paper on the floor large enough so that the children may sit around it. Place the tool samples on the butcher paper. The children should then place the tools so that the butcher paper is covered with tracings. If any 'sharp' tools are used, cover the sharp edges with masking tape. When the tools tracings mural is complete, display it in the classroom. It will be used for review purposes later in this unit.

MATERIALS:

Samples of tools, scrap piece of wood and nail, tracings of each of the tools (on individual sheets of paper), a length of butcher paper, a felt pen for each child.

INTRODUCTION:

Group the children in front of the 'tools mural' developed in Lesson 1. Use the tracings of the tools in the mural to review the NL vocabulary words that were introduced in Lesson 1. Point to each tracing, saying the NL name for that tool. Continue in this way until the children have heard the NL vocabulary terms a number of times. Later, match the tools with the tracings to provide the children with another opportunity to HEAR the NL vocabulary words.

ACTIVITIES:

- Place the tools samples and the tools illustrations in separate piles beneath the 'tools tracing mural.' Use a length of yarn (approximately 15 feet long) for this first activity. have 3 children hold the length of yarn. Say the name of one of the tools. Then, one child should hold one end of the yarn on the actual tool, the other child should hold a portion of the length of yarn on the tracing of the tool (in the mural), and the third child should hold the other end of the yarn on the illustration of the tool (on the floor). Repeat this process using other groups of 3 children.
- Lay the tools on the floor and cover them with a sheet. Have a child approach the sheet and 'feel' one of the tools through the sheet. He should attempt to name the tool in the NL. After attempting to name the tool, reach under the sheet and remove the tool to verify the child's answer. Repeat until many children have participated.
- Use the SILHOUETTE TECHNIQUE to encourage the children to say the NL names for the different tools. When a tool's 'silhouette' is seen through the sheet, the children should name it. Refer to the 'Activities' section of this program for details of the activity SILHOUETTE TECHNIQUE.

FOLLOW-UP:

Cut each of the tools illustrations in half. Tape one of the halves to each child's back. It may be necessary to make extra copies of the tools illustrations for this activity (be certain that all children have a half of an illustration taped to their backs). When you say, "Go," the children should then attempt to match themselves together according to the 'halves' on their backs. When a pair of children has successfully matched themselves, each pair should then name the tool represented on their backs. This activity can be repeated more than once.

MATERIALS:

Tools mural (from Lesson 1), tool samples, tools illustrations, a length of yarn (approximately 15 feet long), a sheet, an overhead projector, an extra set of tools illustrations, masking tape.

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE to introduce the new NL patterns to the children. Use the same coloured strips of paper for the 'points of departure.' Use tracings of the actual tool items for the 'substitutions.' Mount the points of departure and the substitutions on the board, repeating the NL patterns as often as possible. 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:

- Place the actual tool items in a container such as a bag or box. Be certain to cover any sharp edges on specific tools with masking tape. Have a child reach into the container and feel one of the tools. The child should say the NL pattern for that tool and then remove the tool from the container. Continue in this way until all of the tools have been removed from the container.
- Darken the room and have the children watch as you 'illustrate' one of the tools using the light of a flashlight. After 'illustrating a tool' the children should say the NL pattern for that tool. It may be necessary to model the NL patterns for the children initially, however encourage the children to eventually say the NL patterns independently.
- Place the tool samples on the floor and group the children around them. Blindfold all of the children. Say one of the NL patterns and a child's name. That child should then enter the circle and 'feel' for the tool named in the pattern that you said. When he finds the tool, he should repeat the NL pattern. Then, all of the children should repeat the NL pattern. Continue in this way until all of the tools have been identified.

FOLLOW-UP:

Play JUMP THE STICK using the NL patterns from this lesson. Refer to the 'Activities' section of this program for details of the activity JUMP THE STICK.

MATERIALS:

Coloured strips of paper for COLOUR CODING TECHNIQUE, tools illustrations, tracings of tools, tool samples, a container (bag or box), masking tape, a flashlight, a blindfold for each child, 2 'sticks' (e.g., brooms).

INTRODUCTION:

Use the COLOUR CODING TECHNIQUE (using the materials from Lesson 3) to review the NL patterns with the children. Mount a point of departure and a substitution on the board and the children should say its NL pattern. Continue in this way until all of the NL patterns have been reviewed.

ACTIVITIES:

- Select an appropriate number of vocabulary words to introduce to the children as sight words. Introduce these words to the children using sight word cards. Mount the sight word cards on the board as they are introduced. The children should hear and see the sight words a number of times during this introduction process.
- Point to one of the sight words and the children should say the NL pattern that contains that sight word. Continue in this way until all of the patterns/sight words have been said.
- Group the children in front of the sight words. Give each of the tool samples to the children. Then, use a length of yarn (approximately 15 feet long) to encourage individual children to say the NL patterns/sight words. Give one end of the length of yarn to a child (who is holding a tool). That child should watch as you hold the other end of the yarn by the different sight words. When you eventually hold the yarn by the sight word that represents the tool that he is holding, he should say the sight word or the NL pattern that contains that sight word. The child should then pass his yarn end to another child for the next round of the activity. Repeat a number of times until all of the sight words have been identified.

FOLLOW-UP:

Provide each child in the class with a number of blank flash cards (the same number of flashcards for each child as sight words that you chose for this unit). Each child should then copy the sight words on his flashcards (one sight word per card). When the children have their sight word cards ready, each child should select two cards for the first round of this adapted BINGO activity. The child should lay his two selected cards on the floor in front of him. Then, select any two of your sight word cards (from your master set). Read the two sight words to the children. Any children who have the same two words on the floor must call, "Bingo." Repeat this activity a number of times until many children have had a chance to win.

MATERIALS:

Coloured strips of paper for COLOUR CODING TECHNIQUE, tools tracings, tools illustrations, sight words, masking tape, a length of yarn (approx. 15 feet long), tool samples, blank flashcards for each child (the same number of flashcards as sight words), a felt pen for each child.

INTRODUCTION:

Mount the sight word cards (from Lesson 4) on the board and group the children in front of the board. Hold up one of the tools and then tell the children to watch as you point to the different sight words. When you point to the sight word that represents the tool you are holding up, the children should say the sight word and/or the NL pattern that contains that sight word. Repeat this 'matching' process until all of the sight words/patterns have been reviewed.

ACTIVITIES:

- Group the children in a circle. Walk around the outside of the circle, eventually stopping behind a child. Use your index finger to print the first letter of one of the sight words on the child's back. The child should 'feel' the letter and then name a sight word that begins with that letter (accept any sight word that begins with that letter). Repeat until all children have had a chance to 'feel' an initial sight word letter.
- Cut the sight word cards in half. Mix all of the halves together and spread them on the floor. Group the children around them. Say one of the sight words or an NL pattern that contains a sight word and a child's name. That child should enter the circle and find the two word halves to reproduce the sight word heard. Repeat this process until all of the halves have been matched.
- Introduce the N1 dialogue to the children. The children should hear the NL form of the dialogue first. Then, be certain the children understand the MEANINGS of the patterns in the dialogue. Practise the dialogue with the children in choral, group and individual forms.

FOLLOW-UP:

Play CHECKERS IN THE BLIND with the children to encourage them to recognize the sight words from this unit. Draw an outline on the board that contains approximately 20 squares. Group the children in front of the board and blindfold each child. Write a number in each box from one to twenty. Place sight word cards in some of the boxes. Then, say a child's name. That child should call out any number between one and twenty. If the number that he calls out represents a box that contains a sight word, say, "Bingo" for the child. The child should take off his blindfold and identify the sight word. However, if the space that the child calls out (by number) does not contain a sight word, say "No bingo." Repeat this process until all of the children have had a chance to play.

MATERIALS:

Sight word cards, tool samples, an extra set of sight word cards cut in half, a blindfold for each child.

NATIVE LANGUAGE PROGRAM

G A M E S A N D A C T I V I T I E S

TO ACCOMPANY GRADE 3 PROGRAM

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NATIVE LANGUAGE BASIC SKILLS PROGRAM
GAMES AND ACTIVITIES TO ACCOMPANY PROGRAM
GRADE 3

APPENDIX A

AUDITORY SELECTION/EXPOSURE

- play a tape or recording as you say the lesson's vocabulary or patterns - selection can be music or narration;
- the selection should be at the same volume (or slightly louder) as your voice;
- afterwards, have the children/students repeat what YOU said.

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 itm they identified.

BACKWARDS SPELL

- spell a word 'backwards', e.g., "e, k, a, c;"
- the children should then turn the word around in their minds and spell it correctly: "C, a, k, e - cake."

BALLOON VOLLEYBALL /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 attempt to avoid being touched by the balloon as it lands but they may not leave the boundaries indicated by the masking tape circle;
- when a child is 'touched' by the balloon, he should repeat the term/pattern that you said at the beginning of the round OR the term/pattern for the object/illustration/sight word card that you showed;
- provide the first player in each team with an inflated round balloon;
- place the pictures/objects/words on the floor at the other end of the room;
- say one of the terms/patterns;
- the children should then blow their balloons along the floor, attempting to land their balloons on the picture/object/word that you named;
- the first child to do this successfully scores a point (if a team format is used).

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.

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.

BINGO

- this adaptation of 'Bingo' can be played with either illustrations or sight words;
- prepare at least five or six copies of each illustration/sight word;
- mix all of the illustrations or sight words together and spread them on the floor face down;
- have two master sets of illustrations/sight words for yourself;
- have each child select 'two' illustrations/words from the pile on the floor;
- each child should lay his illustration/word on the floor in front of him;
- select any 'two' of your illustrations/words and show them to the children;
- any child who has the same 'two' illustrations/words that you show should call, "Bingo;"
- the children can change cards after each round of this activity;
- if no 'winner' is found in a given round, continue to select sets of two cards from your master sets until a winner is finally called.

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.

CHECKERS IN THE BLIND

- prepare a large outline on the board that contains 20 sections;
- blindfold each of the children;
- mount sight words/illustrations in selected boxes in the outline on the board;
- number each of the boxes (from 1 to 20);
- call a child's name and that child should call out a number;
- if the box represented by the number that the child called contains an illustration/sight word, call, "Bingo" for the child;
- that child should then remove his blindfold and identify the illustration/sight word in order to keell it;
- continue in this way until all of the illustrations/sight words have been 'bingoed'.

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 term or pattern, they should stand without unlocking their arms.

CLOTHESPIN TAG

There are two versions of this activity:

- give a child who is IT a clothespin;
- say a term or pattern;
- IT must then attempt to attach the clothespin to another child's clothing;
- designate a specific area in the room in which the children may move to avoid being 'tagged';
- when the child attaches the clothespin to another child's clothing, that child should then repeat the term/pattern you said at the beginning of the round.

COLOR CODING TECHNIQUE

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

CRAYON RESIST

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

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

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 centre of the room;
- then have three or four players from each group stand in the centre 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 centre 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;
- when a child is eventually touched 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 centre, he then should enter the centre 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.

DROP OF WATER

- lay a sheet on the floor;
- have four children hold the four corners of the sheet;
- place a marble in the centre of the sheet;
- say a term/pattern;
- the four players must then attempt to 'roll the marble' to one of the other players;
- when the marble rolls to a player, that player should then repeat the term/pattern that you said at the beginning of the round;
- you may wish to do this activity in 'team form' in which case you should divide the children into four teams;
- when the player from one of the teams receives the marble, the members of his team should repeat the term/pattern.

FAN FOOTBALL

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

FLASHLIGHT SPINNER /FLASHLIGHT DRILL

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

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.

FRISBEE

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

HEADS AND TAILS

- provide each child in the class with a penny;
- toss a penny of your own in the air and call out the side that is 'face up' (heads/tails);
- have the children toss their coins in the air to determine whether they have 'heads' or 'tails';
- then, the children who have the 'heads/tails' to match what showed 'face up' on your coin should then identify a picture/object/sight word that you show them OR they should repeat a term/pattern that you said at the beginning of the round;
- if you do not have pennies for each of the children in the class, each child can prepare a 'coin' using a round white sheet of paper;
- the children should illustrate a head on one side of their pieces of paper and a tail on the other side;
- for each new round, the children should turn their coin to the side that they desire for that round;
- repeat the above process using the 'paper coins'.

HERMAN'S HEAD

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

HOP ACROSS

- arrange the children in two teams;
- the two teams should stand facing one another (the children should stand shoulder to shoulder in each team);
- then, have each child on each team match himself up with another child on the other team (there need to be an equal number of players for this activity);
- when you say, "Go," the players of both teams should hop across the area between the two teams;

HOP ACROSS (cont'd)

- the children must keep their hands behind their backs;
- each player must attempt to knock his 'matching player' off balance;
- when a player has been knocked off balance, he should sit down (in a safe place);
- after each round of the game, have those children who are seated repeat the term/pattern that you said at the beginning of the round OR recognize a sight word that you show them.

HOP AND TIP

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

HOP THE LINE

- make a line on the floor with chalk or masking tape;
- group the children on one side of the line, with their toes touching the line;
- say one of the patterns and the children should jump to the other side of the line;
- then say a pattern that is not from the lesson - the children should remain still;
- when another pattern from the lesson is said, the children should jump backwards across the line;
- continue in this way until the children seem to 'hear' the patterns. Vocabulary words may be used in place of patterns.

HOT POTATO/BALL

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

HUNTER AND HUNTED

- have two children stand on opposite sides of a large table;
- blindfold each of the children;
- identify one of the children as the 'hunter';
- identify the other child as the 'hunted';
- the 'hunter' must try to touch the 'hunted' child;
- neither player may remove his hands from the edge of the table;
- when the 'hunter' has touched the 'hunted' child, all of the children in the class must repeat a term/pattern that you said at the beginning of the round OR recognize a sight word that you show them.

JUMP THE STICK

- divide the children into two teams;
- have the players in each team stand one behind the other;
- have the first two players in each team hold a broom or stick (or length of yarn or string) perpendicular to the third player in the team;
- tell the children to listen for a specific term/pattern that you say;
- when the children hear that term/pattern, the players with the sticks should then move to the back of their teams with each team member jumping over the stick as the stick reaches him;
- the first team to have the stick reach the very back of itself is the winner for the round.

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'.

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.

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.

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'.

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.

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.

MAGIC CARPET

- lay blank flash cards on the floor - one less than the number of children in your class;

MAGIC CARPET (cont'd)

- have a child stand on each card (one child will be IT without a card);
- tell the children to listen for a specific term/pattern that you say;
- when the children hear you repeat that term/pattern, they should find another card to stand on;
- IT must also find a card to stand on, thus producing a new IT for the next round.

MOUSE CATCH

- group the children in a circle;
- place the objects/pictures/words in the centre 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.

ONE TOO FEW

(See MAGIC CARPET).

PAINT WITH WATER

- divide the children into two teams;
- have the two teams stand at the opposite end of the room from the chalkboard;
- place two containers of water in front of the chalkboard;
- put a paintbrush in each container of water;
- say one of the vocabulary words and the first player from each team should race to his container of water;
- the players should remove the paintbrushes from the water and 'paint' the initial letter of the word on the chalkboard, using the paintbrushes;
- this activity can also be used for final letters, shapes, suffixes, prefixes, syllables, etc.

PAPER SLIDE

- 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;

PAPER SLIDE (cont'd)

- 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.

PASS THE BALLOON

- arrange the children in two teams or in a circle;
- say a term or pattern and give a child in the circle or the first child in each team a round inflated balloon;
- the children must then pass the balloon from one to another using only their feet;
- when the last child receives the balloon, he must repeat the term/pattern that you said at the beginning of the round;
- if this activity is done in 'team form', the first team to pass its balloon all the way down the line and then to repeat the term/pattern scores a point.

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 illustrations/sight word by sucking through the drinking straw;
- be certain to have enough drinking straws to provide each child with a fresh straw;
- 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 he must identify a sight word card that you show him.

REFLECTION

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

RING-TOSS

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

ROAD MAZE

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

ROLL IN THE BOWL

- group the children in a circle;
- give one of the children a small shallow bowl;
- place a marble in the bowl;

ROLL IN THE BOWL (cont'd)

- 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 he must identify a sight word that you show him.

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 and to identify a picture/object/sight word for a term or pattern that you said at the beginning of the round wins the round.

RUN-ON PRINT

- this activity is good for 'sight development';
- write a number of sight words together on a sentence strip, leaving no spaces between the words;
- call upon individual children to 'cut the sentence strips' into their individual sight words;
- this activity can be done on an individual basis or in a team form.

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 as he moves around the room;
- when a child has been 'tagged' by the two flashlights, he must repeat a term (or terms) or pattern that you said at the beginning of the round OR he must identify a sight word card that you show him (it may be necessary to shine the light of one of the flashlights on the sight word card so that he can see it).

SHADOW TAG

- place an overhead projector or other source of light on the floor facing one of the walls in the classroom;
- have two children stand between the projector and the wall;
- this should cast the children's shadows on the wall;
- one child should be IT;
- IT should attempt to 'tag' the shadow of the other child;
- to develop this into a language activity, say one of the vocabulary words/patterns from the unit;
- when the child's shadow has been tagged, he should repeat the vocabulary word/pattern that you said at the beginning of the round.

SILHOUETTE TECHNIQUE

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

SKITTLEGUARD/BOMBARDMENT

- group the children in a circle;
- have a child sit in the 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;

SPINNER (cont'd)

- rather than using a broom or a bottle, you may wish to use a flashlight. In this case, use the flashlight in the same manner, however darken the room and turn the flashlight on. When the flashlight stops spinning, the child at whom the light is pointing should repeat the word/pattern that you said. This activity can be adapted for sight recognition of sight words. For example, when the spinner stops spinning, the child _____.

STICKY FOOT

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

STRAW RACE

- place illustrations or sight words, at one end of the room (you may wish to have two copies of each illustration or sight word OR you may wish to have illustrations and matching sight words);
- divide the children into two teams at the other end of the room;
- give the first player in each team a large drinking straw (not a small drinking straw);
- also, give each player a round inflated balloon;
- say a term or pattern for one of the items at the other end of the room;
- the players must then place the balloons on the floor.

STREETS AND ALLEYS

- arrange the children in rows of four;
- the rows should be parallel, and line the children up so that they are all standing side by side and behind one another;
- 'streets' are made by having the children stand as they are with their hands at their sides facing forward;
- 'alleys' are formed by having the children turn to their left and join hands with the children beside them;
- select two terms or patterns for this activity;
- one of the terms should be used for 'streets' and the other term/pattern should be used for alleys;
- say one of the terms and the children should respond by forming 'streets' or 'alleys'.

STRETCH/TANGLE

- tape pictures/words/syllables/letters to the floor in a random fashion but fairly close together;
- group the children near them;
- have one child stand;
- say a vocabulary word/pattern that is represented by one of the items on the floor;
- tell the child to touch that item with a part of his body, such as his left foot;
- repeat this process using other words/patterns and other parts of the child's body, e.g., his right foot, his right hand, his left hand, his head, and so on.

TAG THE BEAR

- have a child sit on the floor in the centre of the classroom;
- this child should hold one end of a two-foot length of rope;
- have another child hold the other end of the rope;
- the remaining children should walk around the two children, teasing them;
- the child who is holding the outside end of the rope should attempt to tag one of the children;
- when he succeeds, the child who was tagged should repeat the vocabulary word/pattern that you said at the beginning of the round.

TISSUE/BROOM DROP

- group the children in a circle;
- stand in the centre 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.

TRAFFIC LIGHT

- cut out ten red and ten green circles from construction paper;
- mix all of the circles together;
- place half of the circles in one container and the other half of the circles in another container;
- 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;

TRAFFIC LIGHT (cont'd)

- 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.

TUG OF WAR

- make a 3 or 4 foot long masking tape line on the floor;
- divide the children into two teams or play this activity in pairs;
- two players should stand on opposite sides of the masking tape line facing one another;
- the two players should join right hands;
- place an illustration or sight word on each side of the masking tape line;
- each player must then attempt to pull the other player over the line;
- when a child is pulled over the line, he should hold up the illustration/sight word from his side of the line and show it to his team;
- the children in his team should then name it using its term/pattern;
- an alternative to this would be to have the children in the 'moving team' repeat a term (or terms) or pattern that you said at the beginning of the round;
- attempt to match children up according to their sizes to add an element of fairness to this activity.

TWO HATS TECHNIQUE

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

UMBRELLA SPIN

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

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 centre 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.:

WIGGLE WAGGLE/KNOCK KNEES

- place the pictures/words from the unit at one end of the room;
- group the children at the other end of the room in two teams;
- give the first player of each team a beanbag;
- the palyers should place the beanbags between their knees;
- say one of the vocabulary words/patterns from the unit;
- the two players with the beanbags should then race to the pictures/words, without dropping the beanbags;
- the first child to reach the pictures/words and to identify the correct picture/word is the winner for the round;
- nerf balls may be used in place of the beanbags;
- repeat until all players have participated.

WILD CAR

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

WORD FIND

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

NATIVE LANGUAGE BASIC PROGRAM
OJIBWE
GRADE 3

APPENDIX B

HALLOWE' EN

JACK-O'-LANTERNS ON A FENCE

Four little jack-o'-lanterns on a window sill
(Rest lanterns on "window sill".)

Had mishaps 'cause they wouldn't sit still.
(Move lantern faces restlessly but keep them on the "sill".)

They danced and they danced till down one fell.
(Hide right forefinger behind left hand)

Where he went the other won't tell.
(Shake head for no.)

The next little pumpkin fought with his brother;
(Move middle and fourth fingers of right hand.)

He fell off and disappeared with the other.
(Hide middle finger of right hand behind left hand.)

The last two pumpkins tried to swing and sway.
Till one got lost as he was swinging away.
(Repeat motions as done previously.)

One lonely pumpkin cried himself to sleep,
Then he fell off and landed in a heap.
(Hide last pumpkin face.)

They're all gone now behind the sill;
If they're nowhere else, they're down there still.

NATIVE LANGUAGE BASIC PROGRAM
OJIBWE

APPENDIX C

TIME

peyshiko tipaykan	
nisho tipaykan	two o'clock
niso tipaykan	three o'clock
niyo tipaykan	four o'clock
nano tipaykan	five o'clock
kotose tipaykan	six o'clock
neshoswe tipaykan;	seven o'clock
nishoswe tipaykan	eight o'clock
shankase tipaykan	nine o'clock
metaswe tipaykan	ten o'clock
metaswe ashe peyshiko	eleven o'clock
tipaykan	
metasw ashe nisho	twelve o'clock
tipaykan	

apeta tipaykan kipekosa _____.

peyshik
nish
niswe(etc.)

NATIVE LANGUAGE BASIC PROGRAM

GRADE THREE - OJIBWE

APPENDIX D

NUMBERS

peshik	one
nish	two
niswi	three
niwin	four
nanan	five
kotosi	six
nishoswi	seven
nishoshswi	eight
shankasi	nine
mitaswi	ten
mitaswi ashi peshik	fourteen
mitaswi ashi _____	five
mitaswi ashi _____ etc.	
nishtana	twenty
niswi mitana	thirty
niwi mitana	forty
nano mitana	fifty
kotosi mitana	sixty
nishoswi mitana	seventy
nishoshswi mitana	eighty
shankasi mitana	ninety
kotok	one hundred

NATIVE LANGUAGE BASIC PROGRAM

GRADE 3

APPENDIX E

EASTER

PUFF PUFF'S EASTER BONNET

This story capitalizes on the natural interest in new clothes which reaches a peak at Easter time. It associates colors with familiar or known articles. After the first telling of the story, encourage the children, when you come to "red bonnet", to say, "it is as red as _____" and supply their own comparison. Enlist their help as each bonnet of another color is introduced.

Maria Ingrim furnished the idea for this story.

Pictures Needed for This Story

Puff Puff (Have two bunnies -- one with an o for a mouth and one with a big smile.

Mother Rabbitt	purple bonnet	red circle (beet)
Madame Cottontail	blue bonnet	yellow oval (corn)
red bonnet	brown bonnet	brown circle (potato)
green bonnet	pink bonnet	orange oval (carrot)
yellow bonnet	orange bonnet	

(Place picture or symbol on flannelboard at point where its name appears in capitals in the story.)

Once there was a dear little bunny named Puff Puff. She was the cutest bit of fluff ever. She was as fat as butter and as sweet as candy cane.

She should have been a happy little bunny, but she wasn't. Puff Puff never smiled. Her little mouth puckered into a small round "o" and it stayed that way. (Place Puff Puff on flannelboard.)

Now it made Puff Puff's mother very sad to see Puff Puff's mouth in a round "o" all the time. She wanted to see her baby happy.

One day, MOTHER RABBIT looked at the calendar. She saw that it was almost Easter, and since Easter bonnets are very popular at Easter time, Mother Rabbit decided to take puff Puff shopping. Surely a pretty Easter bonnet would make Puff Puff smile.

"May I help you?" asked MADAME COTTONTAIL who owned the hat shop.

NATIVE LANGUAGE BASIC PROGRAM

GRADE 3

APPENDIX E
EASTER

- 2 -

"Yes, thank you," returned Mother Rabbit, "I want to find a nice Easter bonnet for my baby, Puff Puff."

"Ah," said Madame Cottontail. "You have indeed come to the right place. I have many pretty bonnets. Now, here is a bright RED BONNET. It is as red as apples, as red as tomatoes, and as red as radishes."

Puff Puff tried on the red bonnet. But she did not smile. Her mouth stayed as round as ever and she said, "No, no no!"

"Well," said Madame Cottontail pleasantly, "here is a lovely GREEN BONNET. It is as green as lettuce, as green as cucumbers, and as green as cabbage."

But Puff Puff just made her mouth very round and said, "No, no, no!"

Mother Rabbit saw what she thought was the prettiest bonnet of all. "Let's see that one, please," she asked.

"Certainly," said Madame Cottontail, taking a YELLOW BONNET from the shelf. This bonnet is as yellow as squash, as yellow as lemons, and as yellow as the sun that ripens all growing things."

Puff Puff tried on this bonnet, too. but her mouth still made a round "o" when she said, "No, no, no!"

Madame Cottontail sighed, but she thought, "Surely there is one bonnet this baby rabbit will like." She took a PURPLE BONNET down from the shelf. "This gorgeous bonnet," she said, "is as purple as eggplant, as purple as grapes, and as purple as violets."

"No, no, no!" said Puff Puff firmly.

"Oh, dear me," said Mother Rabbit. "Maybe puff Puff would like this sweet BLUE BONNET."

"No, no, no!" said Puff Puff.

"What about the BROWN BONNET?"

"No!"

"The PINK ONE?"

"No!"

"Is there no Easter bonnet color that you like?" asked Madame Cottontail.

.../3

NATIVE LANGUAGE BASIC PROGRAM

GRADE 3

APPENDIX E
EASTER

- 3 -

Puff Puff nodded her head. "Yes, but I cannot remember the color's name," she said.

"Well, thank you for your kindness," said Mother Rabbit to Madame Cottontail. "Let us go to Farmer Brown's garden. Perhaps my baby will see a color there that will please her."

Mother Rabbit and Puff Puff hippety-hopped to Farmer Brown's garden. What could the color be? Was it red like BEETS? Yellow like CORN? Brown like POTATOES?

"I think --" began Puff Puff.

"Yes?" asked Mother Rabbit anxiously.

"I think it is the underneath color, 'way under the ground," said Puff Puff.

Mother Rabbit smiled. She thought she knew at last. She tugged and tugged at a little green bush with her sharp teeth. Up it came. PLOP! Mother Rabbit fell over backward. (Show this on flannelboard. While children are watching Mother Rabbit, substitute a smiling Puff Puff for the one with the o for a mouth.)

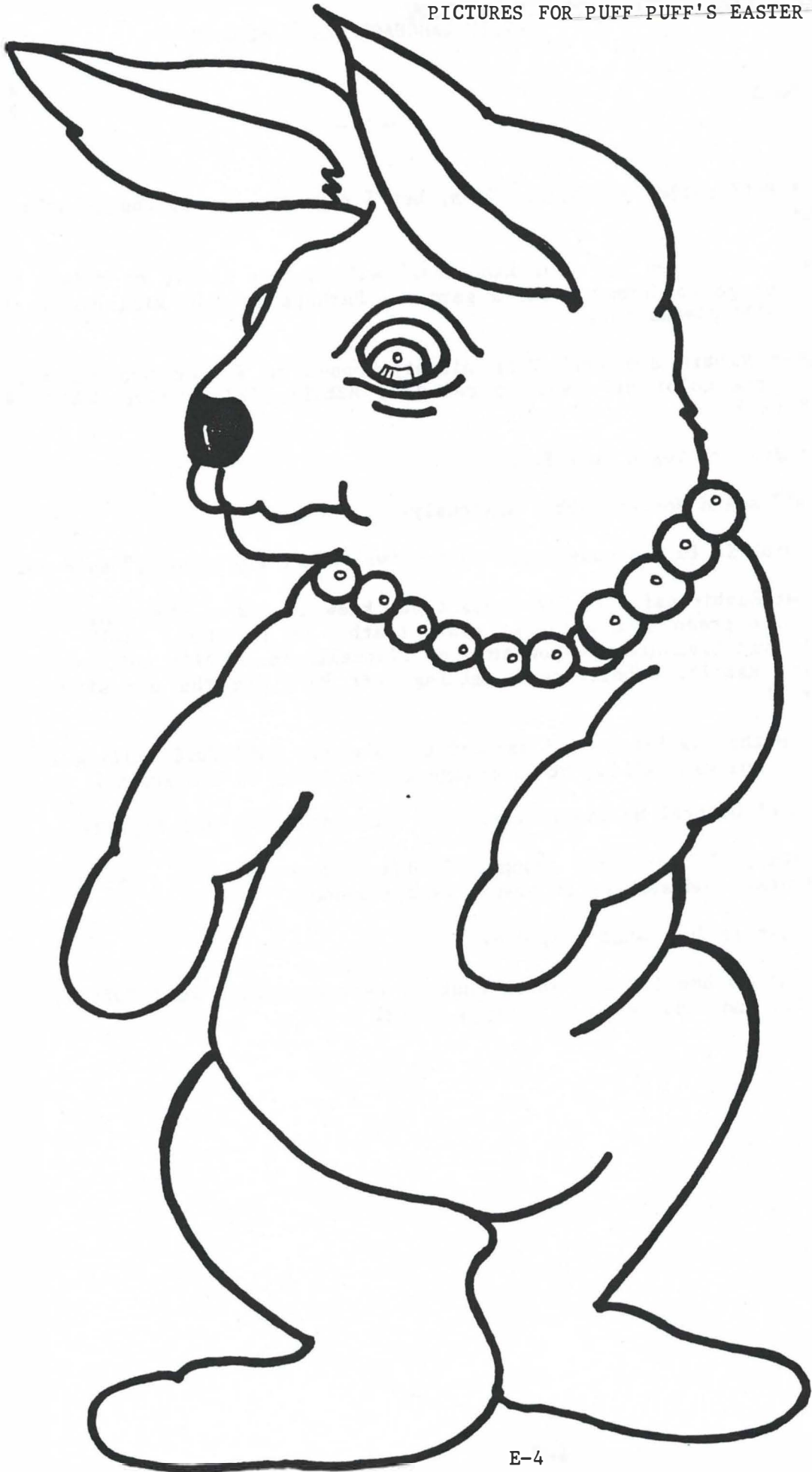
When Mother Rabbit picked herself up, she saw Puff Puff smiling for the first time. she was smiling at an orange carrot lying on the ground!

"Orange! Orange! My favorite color!" exclaimed Puff Puff happily.

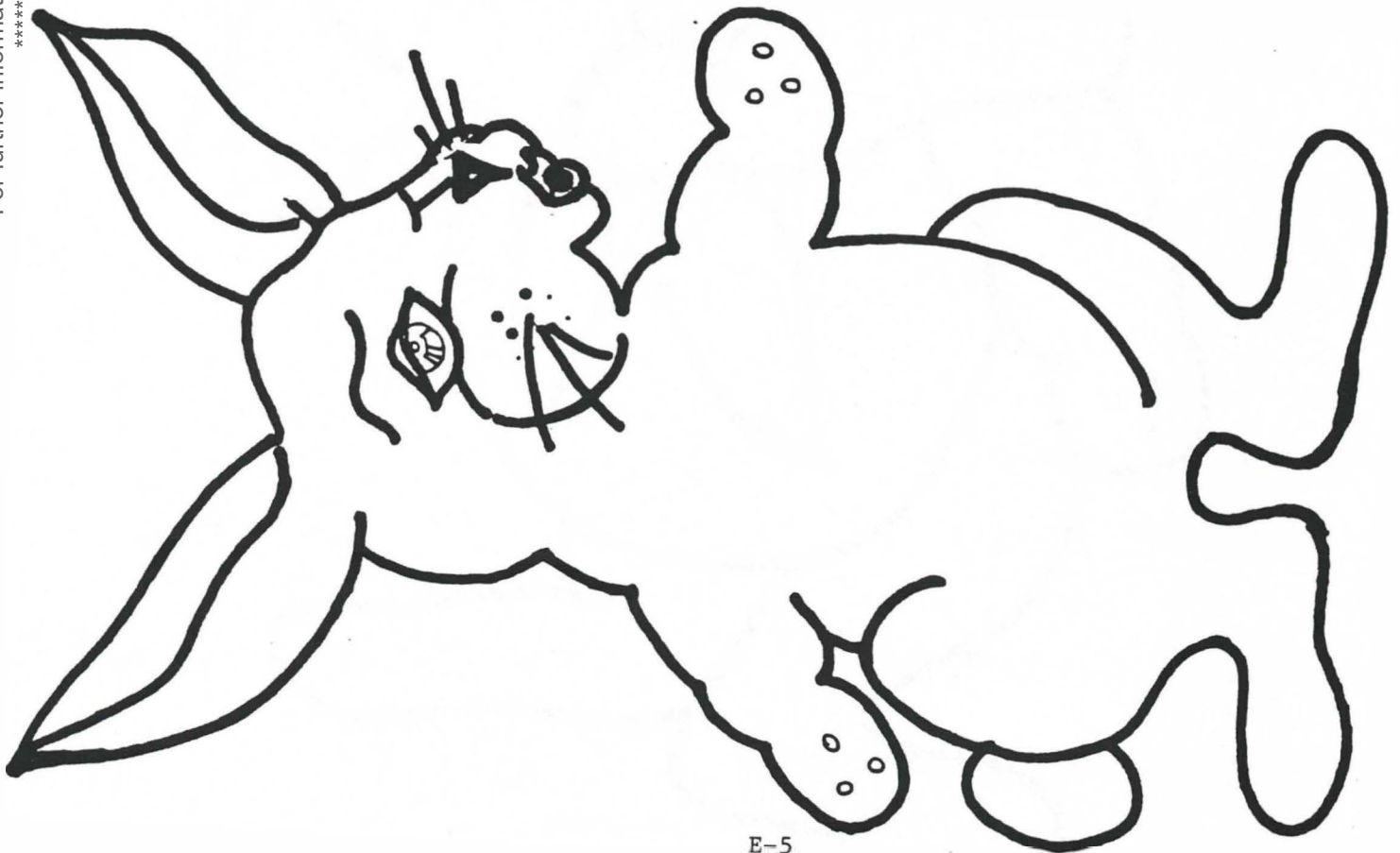
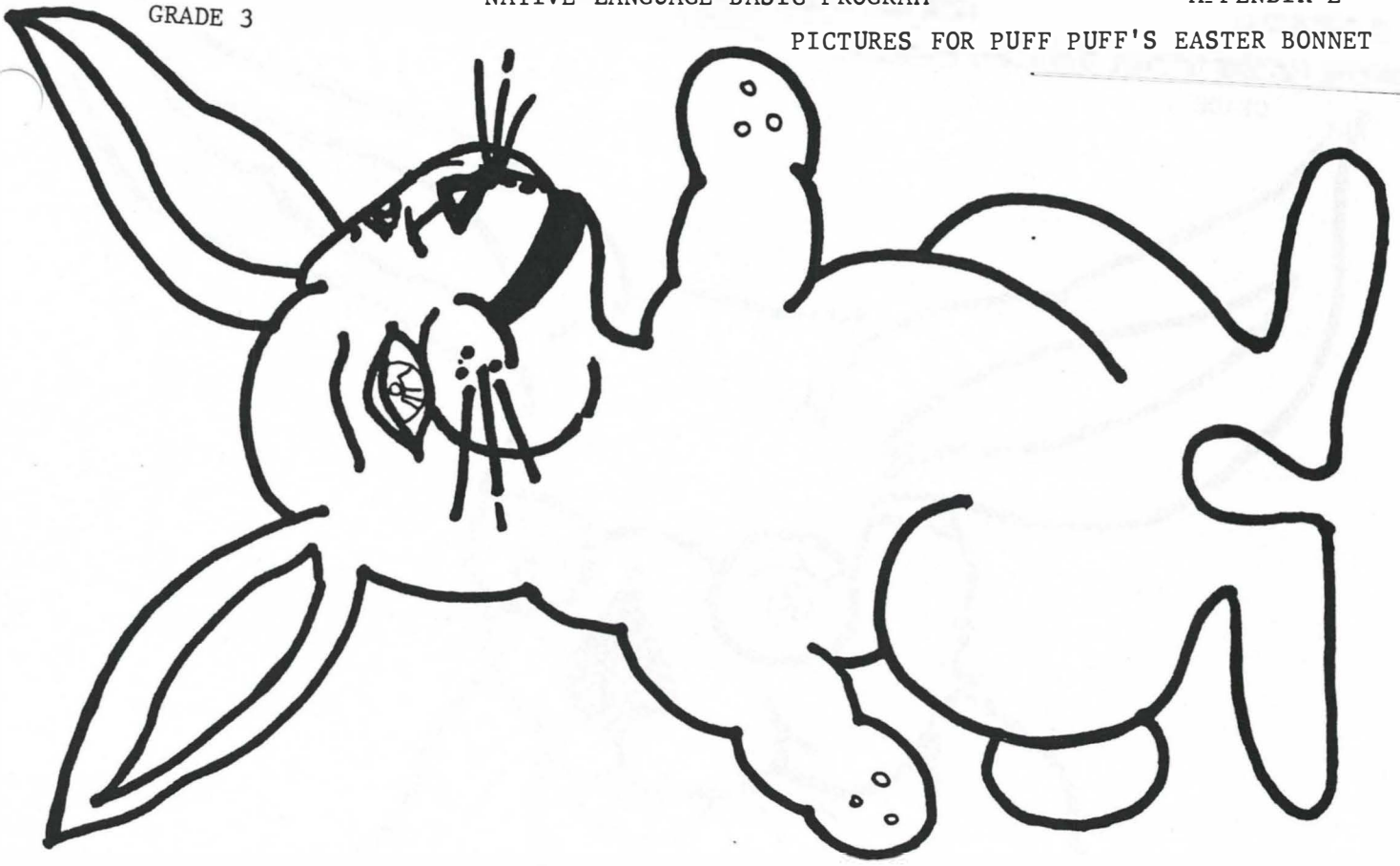
"Wonderful!" exclaimed Mother Rabbit, "Now we will go back to Madame Cottontail and ask for an orange Easter bonnet."

And that is just what they did.

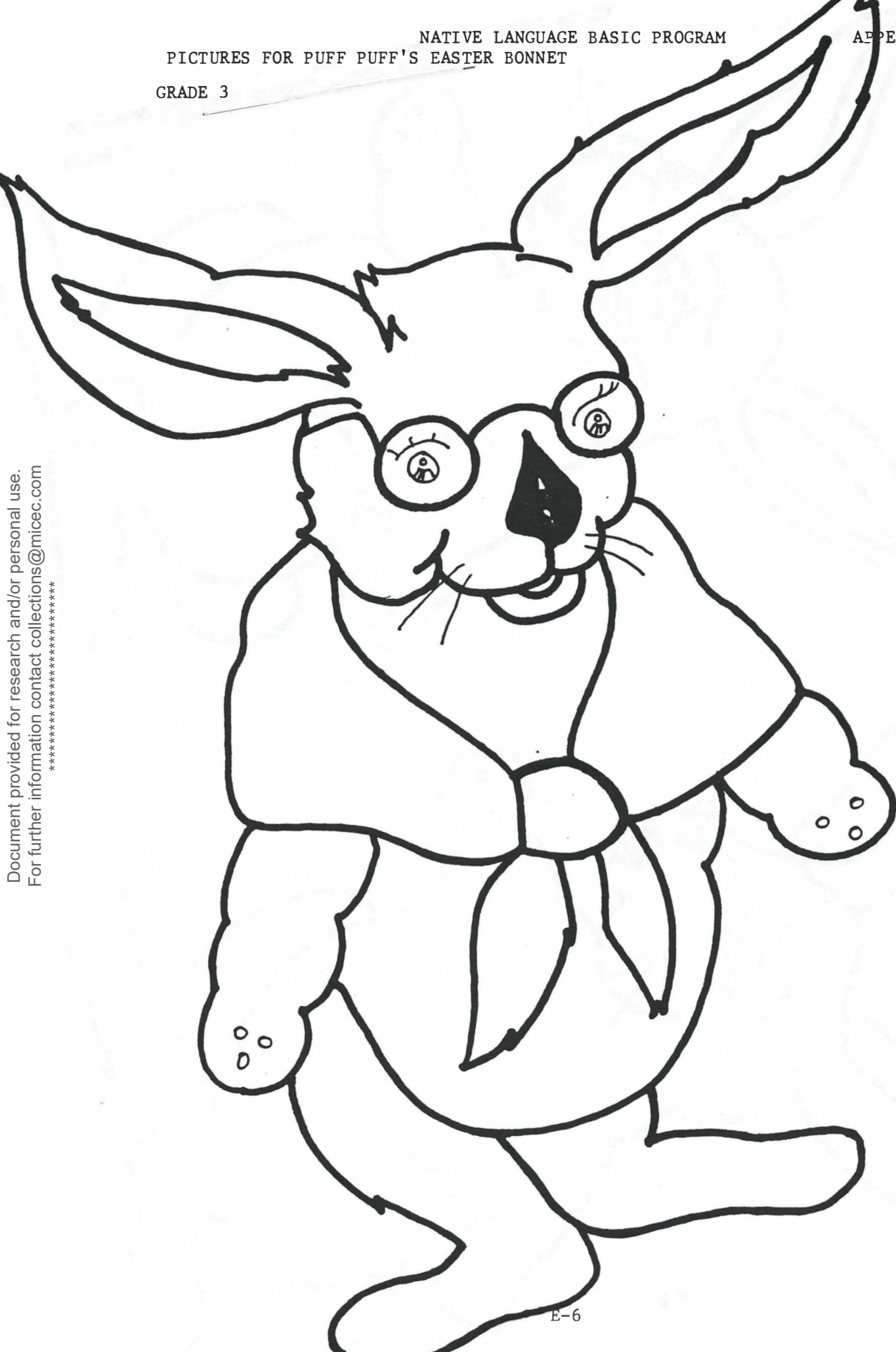
So that is how it came about that on Easter morning Puff Puff wore an ORANGE BONNET, and underneath it a happy smile!



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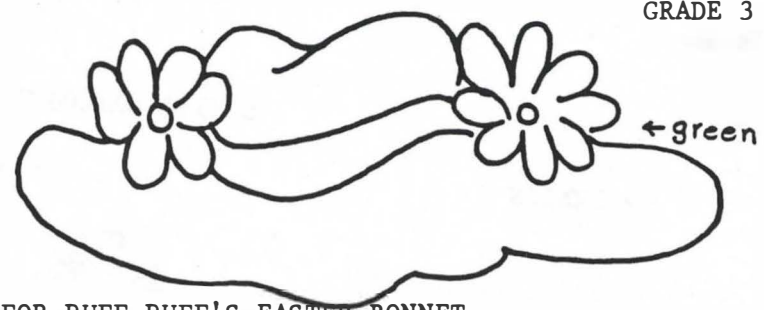
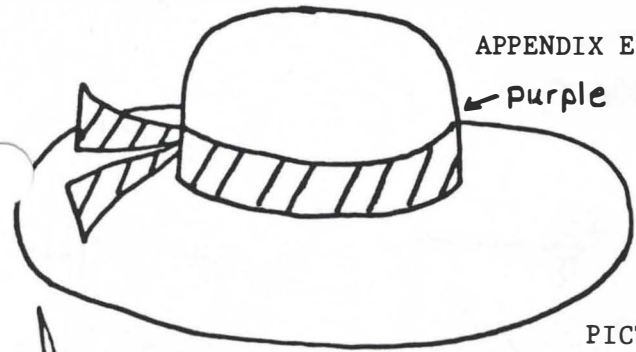


GRADE 3

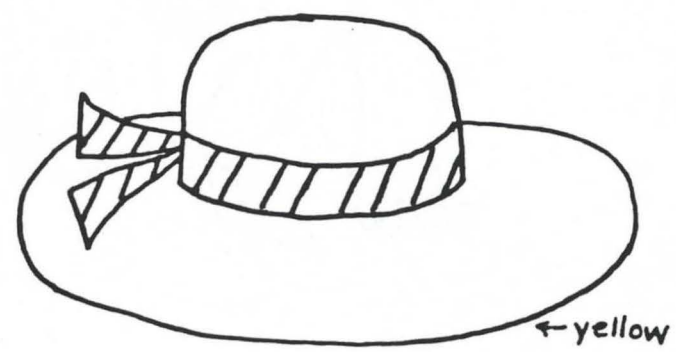
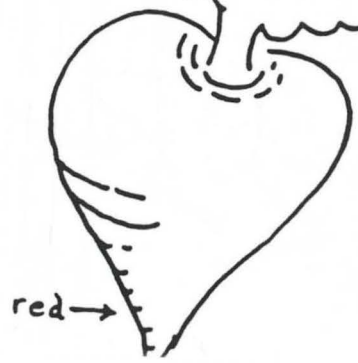
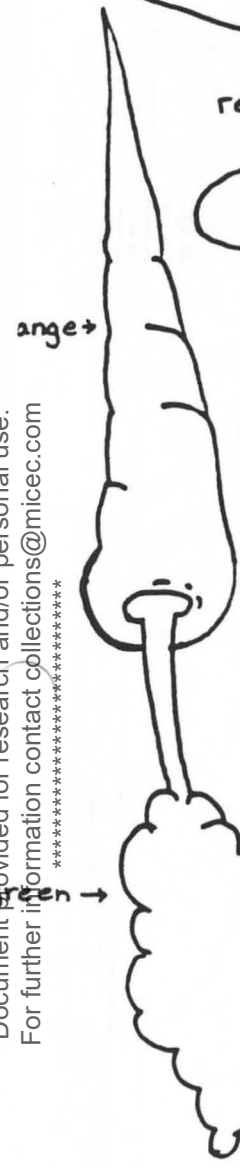
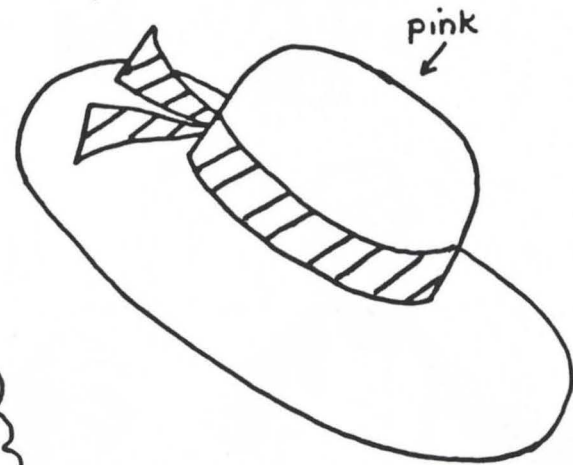
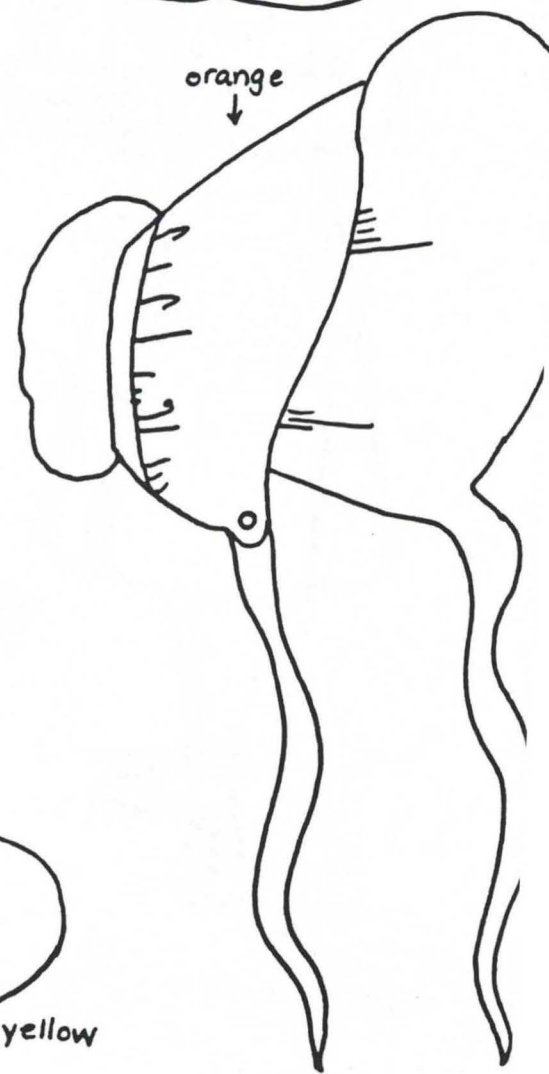
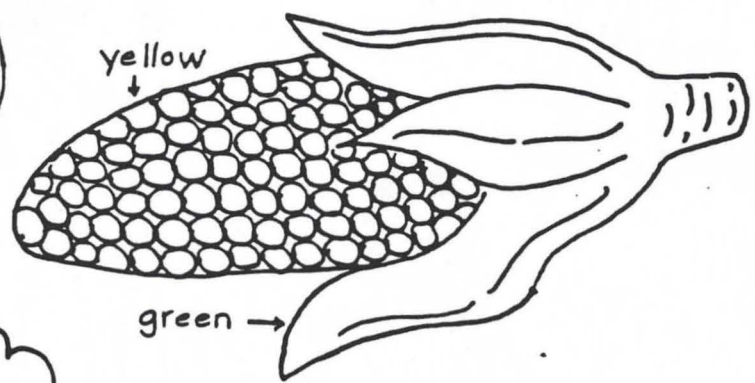
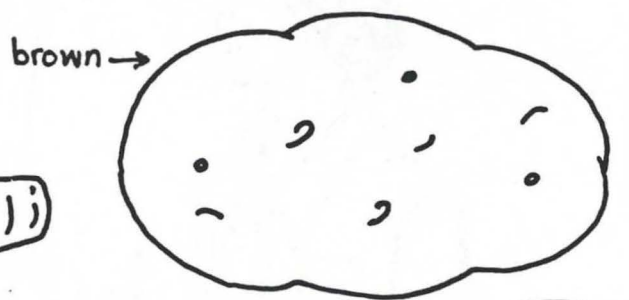
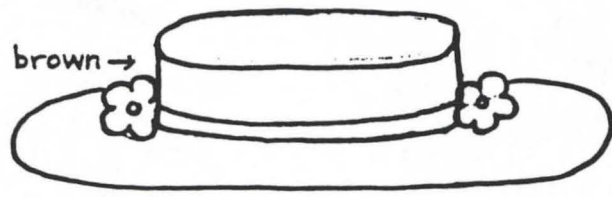
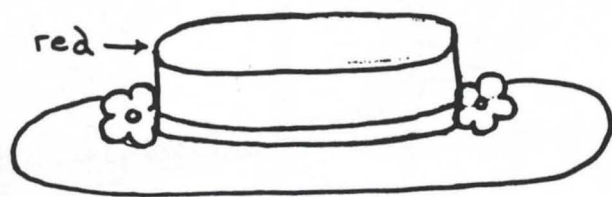


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APPENDIX E



PICTURES FOR PUFF PUFF'S EASTER BONNET



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COMMUNITY HELPERS



NATIVE LANGUAGE BASIC PROGRAM

APPENDIX G

Grade 3

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 WIND



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NATIVE LANGUAGE BASIC PROGRAM

APPENDIX G

Grade 3

Weather (cont'd)

The Sunny Day

Mino Kishikan

Mino kishikan
Ampe waypetan]
Ki ka pakessomin
Ki ka shinkishinomin

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.

Kon

Snowflakes

Ni minantan che wapamak
Nipowa konw wawanatak
Chepankishink
Oma akink

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.

NATIVE LANGUAGE BASIC PROGRAM

APPENDIX H

Grade 3

Time

Mesheko Chinepaseyan

Mesheko chinepaseyan
Ninichen, sheko sittan koshkochetowan
Nishtikon keya koshkotenan
Nishkishekon kipanan
Mesheko chinepaseyan.

This is My Sleepy Time

This is my sleepy time
My hands and feet are still
My head is down
My eyes are closed
This is my sleepy time

Grade 3

Sports



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NATIVE LANGUAGE BASIC PROGRAM

APPENDIX J

Grade 3

Land and Water Forms

STORY

Once there was a small curious mountain goat who lived high up in the mountains. One day he decided to find out where the water went as it splashed down the mountain side.

So down the mountain he went following the water. Suddenly he stopped and looked around. The water was no longer flowing down the mountain. The water was flowing on the earth. The mountain goat didn't know that the water had become a river. The river was _____, _____ just like our

(describe river in your area)

_____ river.
(in your area)

As the mountain goat followed the river all of a sudden he noticed something different. There before his eyes was a large body of water. There were waves and it was wide and long just like our Lake _____.

(in your area)

By now the small mountain goat was getting tired. Once more he looked around and close to the lake he saw a huge animal with antlers. What he saw was a moose eating near a swamp. "Don't go near the swamp for you may get stuck" said the moose. "What's a swamp?" said the mountain goat. "Come and see" said the moose. The small mountain goat went close to the moose. The ground looked wet, but he could not see any water. He then put his hoof on the ground and he sunk into the swamp. "I now understand what you mean Mr. Moose" he said.

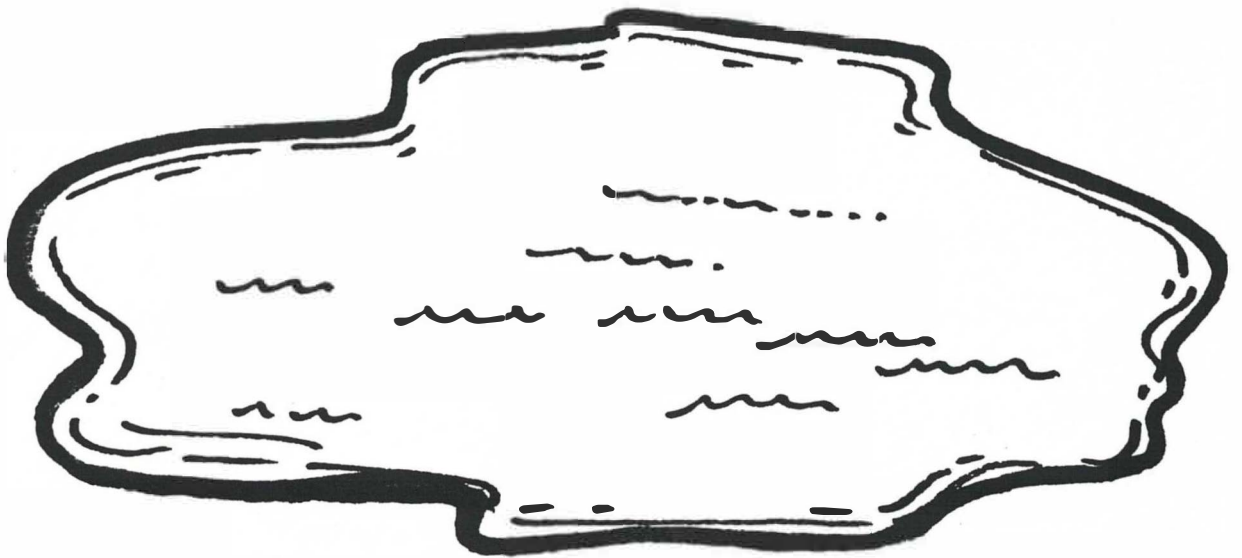
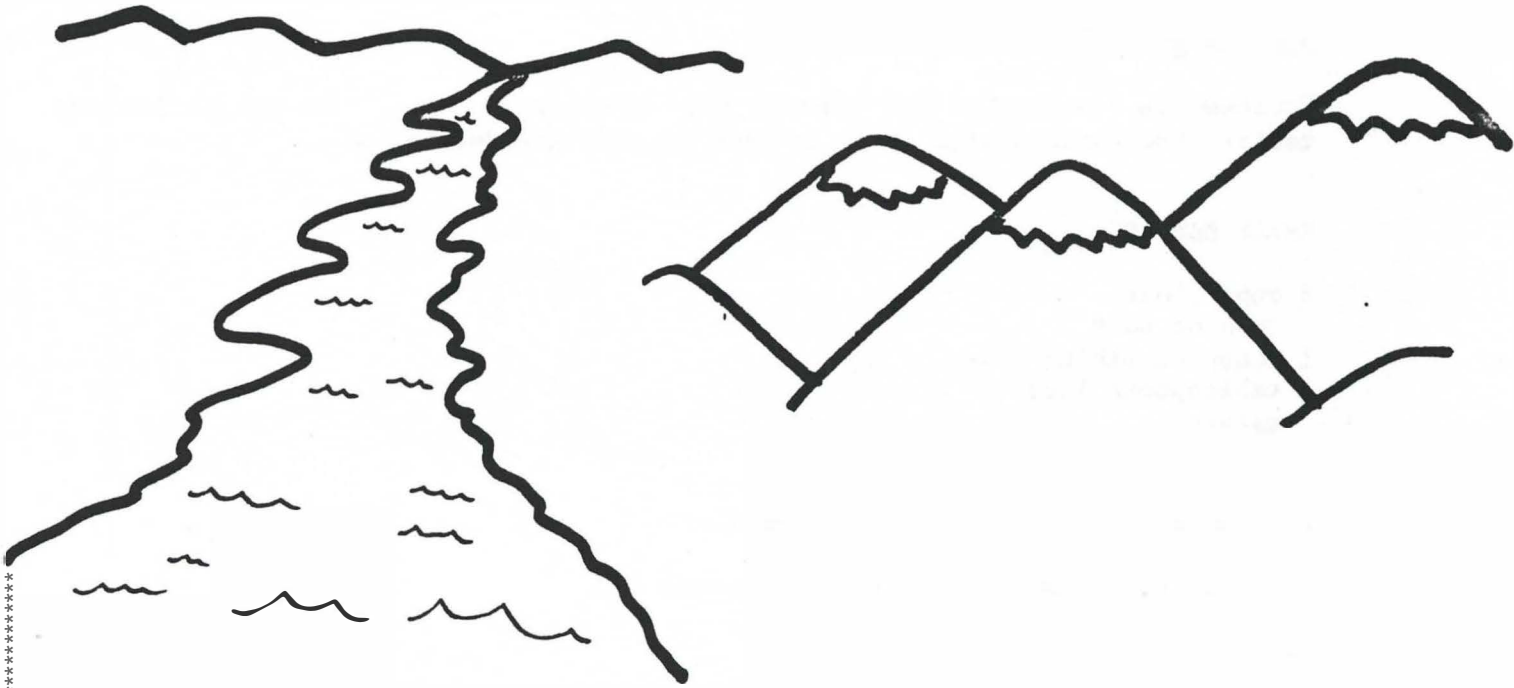
By now the mountain goat was getting tired so he decided to go home. I will tell my friends that I have seen where the water goes as it splashes down the mountain side. I will tell them that I saw a river, a lake and a swamp.

NATIVE LANGUAGE BASIC PROGRAM

APPENDIX J

Grade 3

Land and Water Forms



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For further information contact collections@micec.com

NATIVE LANGUAGE BASIC PROGRAM

APPENDIX K

Grade 3

Cooking Utensils

Dear Daughter:

Enclosed is the recipe for bannock you asked me to send. If you follow the recipe, the bannock will taste as good as your grandmother's.

SMALL BANNOCK

3 cups flour
dash of salt
1 teaspoon baking powder
2 tablespoons lard
water

1. Combine dry ingredients in a bowl.
2. Make a little well and pour the water in.
3. Mix into a dough and knead it.
4. Flatten it out and put it in the frying pan.
5. Cook on hot ashes over open fire or in the oven.
Especially good fresh eaten with lard.
(Can also be made with boiled potatoes added.)

Let me know how you make out.

Love, Mom