- Manitoba Indigenous Cultural Education Centre (MICEC) hosts language resource documents on our website with the aim of supporting Indigenous language learners and educators.

- MICEC is responsible for preserving and promoting these important historic documents that not only celebrate the past efforts and knowledge of Elders and language keepers, but also preserve examples of how the language was written and used in years past.

- Access to these documents is for research and personal study purposes. If you would like to use these for any other purpose, please reach out to us at: collections@micec.com. If you would like to learn more about your rights and responsibilities regarding copyright, we recommend you visit the *Copyright Act* webpage. For a great introduction to the act and what it implies, check out this guide to Canadian copyright.

- For a nuanced introduction to how current Western ideas on copyright relate to Indigenous Knowledge and Traditional Cultural Expressions you can visit the Canadian Government's *Indigenous peoples and intellectual property* webpage, and Indigenous Corporate Training Inc.'s article*: Indigenous Knowledge and the Question of Copyright*.

NOTE: These links and email address were active as of October 2024. Apologies if you access this document sometime in the future and they are no longer up to date or available. You can always try Internet Archive's Wayback Machine to see if they have a snapshot of the dead links. That said, if these documents are no longer available it also likely means there are new legislation and guides that speak to your contemporary moment.

NATIVE LANGUAGE BASIC PROGRAM

GRADE 5

OJIBWE

Manitoba
Education
Native Education

PREFACE

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

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

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

While the basic goals of the Native Language programs are:

(a) to develop the listening/speaking/reading/writing skills;

(b) to encourage the learning of realistic/meaningful NL language content; and

(c) to develop a positive self-image, which insures success in any society.

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

THE NATIVE LANGUAGE BASIC PROGRAM

INTRODUCTION

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

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

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

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

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

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

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

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

PRONOUNCIATION

In Manitoba there is no formal standardized Native language writing system, however, for the purpose of the Native Language Program the following pronounciation chart is used.

e as in eniko (ant)

i as in ishkote (fire)

o as in ompasichikan (plane)

a as in amo (bee)

ch as in chiman (boat)

k as in kinko (fish) KEKO

m as in memenko (butterfly)

n as in ni mishomis (grandfather)

p as in potowan (fire) → TO MAKE A FIRE

s as in sipi (river)

t as in tewikan (drum)

w as in wipit (tooth)

y as in wiyas (meat)

sh as in shominak (raisins)

SYLLABICS

ᐁ e	ᐃ i	ᐅ o	ᐊ a	ᐦ h
ᒉ che	ᒋ chi	ᒍ cho	ᒐ cha	ᓯ ch
ᑫ ke	ᑭ ki	ᑯ ko	ᑲ ka	ᐠ k
ᒣ me	ᒥ mi	ᒧ mo	ᒪ ma	ᐧ m
ᓇ ne	ᓂ ni	ᓄ no	ᓈ na	ᐣ n
ᐯ pe	ᐱ pi	ᐳ po	ᐸ pa	ᑊ p
ᓴ se	ᓯ si	ᓱ so	ᓵ sa	ᐢ s
ᑌ te	ᑎ ti	ᑐ to	ᑕ ta	ᐟ t
ᐁ· we	ᐃ· wi	ᐅ· wo	ᐊ· wa	·ᐤw
ᔪ ye	ᔨ yi	ᔩ yo	ᔭ ya	+ y
ᓲ she	ᓴ shi	ᓵ sho	ᓶ sha	ᐡ sh
ᓕ le	ᓖ li	ᓗ lo	ᓘ la	ᐨ l
ᓬ re	ᓭ ri	ᓮ ro	ᓯ ra	ᐩ r
ᒉ ve	ᒌ vi	ᒐ vo	ᒑ va	ᐥ v

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

NATIVE LANGUAGE BASIC PROGRAM

GRADE 5

C O N T E N T S

OJIBWE

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: BODY PARTS - ARMS

Grade: 5

Vocabulary:

(o)nik(an)	arms
(o)toskon(an)	elbow
(o)ninch(in)	hand
(o)ninchinsan	fingers
(o)shkashin	fingernails

Pattern(s):

Ni kikinamakem _____ wisakentam.
(body part)

My teacher has a sore _____.
(body part)

Dialogue:

A. Ni ki wisakishin tipikonk.

B. Anti ima ka wisakishinan?

A. Ni _____ ki wisakisiton.

A. I got hurt last night.

B. Where did you hurt yourself?

A. I hurt my _____.
(body part-arm)

THEME: BODY PARTS - ARMS **Grade: 5** **LESSON ONE**

MOTIVATION:

* Before the lesson begins, prepare a large cut-out of a person. Make the cutout so that the 'arms' can easily be ripped off. Attach the cut-out to the board and introduce it to the children. While you are talking, grab hold of one of the hands and 'unintentionally' rip off one of the arms. Appear horrified to note that the arm has come off. Repeat this process with the other arm. Use this experience to introduce the different parts of the arms to the children. Encourage the children to identify portions of the arms, such as the wrist, hand, fingers, elbow, shoulder, etc.

ACTIVITIES:

* Use the arms illustrations to introduce the new NL vocabulary words to the children. Mount the illustrations on the board as they are presented. It is important that the children hear the NL vocabulary words repeated a number of times during this introduction process.

* Mount a length of butcher paper on the wall or chalkboard. Then, place a chair in front of the mural paper. Place an overhead project on the other side of the chair, away from the mural paper. Turn the overhead projector on and have a child hold his arm in the light of the projector that his shadow is cast on the mural paper. Trace the child's arm including the hand and fingers. Repeat this process with all children. Each child should cut out his arm's silhouette. Display the cut-out 'arms' in the classroom.

* The song "Head and Shoulders" for the names of the different parts of the arms (NL names) is at the back of this unit. Experiment with adapting the tune for this purpose. The song "Head and Shoulders" has been adapted to name the different body parts of the arm in the Native Language.

MATERIALS:

an overhead projector, mural paper, a pencil, a large cut-out of a person, "Head and Shoulders"

THEME: BODY PARTS - ARMS **Grade: 5** **LESSON TWO**

ORAL REPRODUCTION:

Mount the arms illustrations on the board and use them to review the NL vocabulary words that were introduced in Lesson 1. Point to each illustration, calling upon an individual child to identify it using its NL name. Continue in this way until all of the NL terms have been reviewed.

Say one of the vocabulary words and the children should touch the part of the arm that you name. Repeat this process until the children are able to respond well. Touch a part of your arm and the children should identify it orally using its NL name. Repeat this process until the children are able to respond well.

Have the children stand in pairs, back to back with arms interlocked. There should be one child without a partner for IT. Identify a specific word or sequence of words that the children should listen for. When the children hear that word or words, they should drop arms and find a new partner. However, IT must also find a partner. Repeat this process until the children are able to respond well.

CREATIVE EXPRESSION:

Each child should select a part of the arm to develop an NL pattern. Provide the children with writing paper and pencil. The children should experiment with the different patterns possible. When the children have their patterns ready, have a child read his pattern to the other children, purposely omitting the keyword. The child should call upon individual children to attempt to identify the keyword used to write the pattern. Continue in this way until all children have had a chance to represent their patterns.

Write a sentence on the board that has the parts of the arm as its theme. Then, encourage the chidren to suggest another form for the sentence. This 'other form' may be a form of a sentence in which the keyword is changed. Write the different sentences that the children suggenst on the board underneath the original sentence. Afterwards, read all of the sentences with the children.

MATERIALS:

writing paper and pencil for each child, arms illustrations, masking tape

SIGHT RECOGNITION (VOCABULARY):

Mount the arms illustrations on the board and use them to review the NL vocabulary words covered thus far in this Unit. Then, introduce the sightword cards to the children. Say each sightword as its card is presented. Match the sightword card with the illustration on the chalkboard. Continue in this way until all of the sightword cards have been introduced and matched with the illustrations on the board.

Before the lesson begins, prepare acetate sheets for the overhead projector that contain sightwords from this Unit. On one acetate sheet you may print two sightwords. On the next acetate sheet three sightwords. Continue in this way until one sheet contains all of the sightwords. Present these overhead transparencies to the children by placing a transparency on the overhead projector by turning the machine on and then quickly off. Call upon individual children to identify as many of the words as possible that they saw in that 'flash'. Repeat this process using the different overhead transparencies sheets.

DECODING AND ENCODING (VOCABULARY):

Before the lesson begins, cut each word in an extra set of sightword cards into its individual syllables. Mount all of the syllables on the board. Then, attach a playing card from a deck of playing cards to each cut-out syllable. Then, give the other playing cards from another deck of playing cards to each child (a child may have more than one card). Point to one of the syllables on the board. The children should look at the playing card attached to that syllable. Then, the child with the matching playing card should say the vocabulary word from this Unit that contains that syllable. Repeat this process a number of times until all of the children have responded. The children may wish to exchange playing cards occasionally during the playing of this activity.

Write one of the sightwords on the board, purposely misspelling it. The children should look at the misspelled word and then write its correct form on sheets of paper. Repeat this process using other sightwords from this Unit. Afterwards, review the children's spelling to determine their accuracy in correcting the misspelled words.

Cut an extra set of sightword cards into their individual syllables. Mix all of the cut-out syllables together and place them in a container (the cut-out syllables used earlier in this Lesson may be used for this activity). Have a child reach into the container and remove one of the cut-out syllables. The child should look at the syllable and then name the sightword that contains that syllable. Repeat this process until all cut-out syllables have been used in this way. Later, you may have the children identify other NL words other than those used in this Unit.

MATERIALS:

an extra set of sightword cards, a pair of scissors, writing paper and pencil for each child, a master set of sightword cards, masking tape, arms illustrations, overhead transparency sheets, an oil pencil for the overhead transparency sheets, an overhead projector

THEME: BODY PARTS - ARMS **Grade: 5** **LESSON FOUR**

LISTENING AND SPEAKING:

Mount the sightwords from Lesson 3 on the board. Review the sightwords with the children. Point to each sightword calling upon an individual child to identify it. Continue in this way until all of the sightwords have been reviewed. Then, say one of the NL patterns from this Unit purposely omitting the keyword. Call upon an individual child to suggest which word or words may be used to complete the pattern that you said. Continue in this way until all of the NL patterns have been introduced. Be certain the children understand the meanings of the patterns.

Cut a part of your arm and the children should say the NL pattern for that arm part. Repeat this process until the children are able to respond well. You may wish to divide the children into groups for this activity. In this case, have one group for each arm part. Alternate the groups periodically during this activity.

READING:

Before the lesson begins, prepare a set of sentence strips that contain the patterns introduced in this Lesson. Review the patterns with the children before introducing their printed forms. Point to each sightword and call upon a child to recall the NL pattern for that sightword. When a child recalls a pattern for a sightword, mount the pattern's printed form on the board. Continue in this way until the printed form of each pattern has been introduced.

Cut each sentence strip on the board in half. Leave one half of each sentence on the board and mix the other halves together and give them to the children. Read one of the sentence halves that is on the board and the child who has the remaining sentence half should stand and read the entire pattern. Have the children exchange or pass on their sentence halves after each round of the activity. Repeat a number of times.

WRITING/SPELLING:

Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written a sentence, have the child read it to the other children.

Provide the children with writing paper and pencil. Show one of the NL patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper for each child, a sentence strip for each child, masking tape, a master set of sentence strips, sightword cards, a pair of scissors

DIALOGUE AND ENRICHMENT

THEME: BODY PARTS - ARMS **Grade: 5** **LESSON FIVE**

DIALOGUE:

Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'Body Parts - Arms'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of 'Body Parts - Arms'. Write the sentences that the children say on the length of language experience chart paper. Accept sentences theat make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual forms.

ENRICHMENT ACTIVITIES:

Provide each child with his or her 'arm tracing' from Lesson 1. Each child should then label the different parts of the arm. The children should use their very best printing in this labelling process. When their arms are completely labelled, display the in the classroom once again.

Provide the children with writing paper and pencil. Each child should then create a mini story using the theme of 'Arms'. Circulate among the children as they work on this activity, assisting the children as necessary. Later, each child may read his creative story to the other children.

Remove the arm tracings from the wall and place them on the floor. Have two children hold a sheet in front of the arms. Place an overhead projector on the other side of the arm facing the sheet. Turn the overhead projector on. Hold one of the arm cut-outs against the sheet so that the silhouette can be seen by the children. The children should then attempt to identify the 'owner' of the arm. Repeat this process until all of the arms have been identified. Return a cut-out arm to its 'owner' after it has been identified.

MATERIALS:

a sheet, an overhead projector, cut-out arms (from Lesson 1), masking tape, a pencil for each child, writing paper for each child, language experience chart paper, a feltpen

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: PARTS OF THE BODY Grade: 5

"Head and Shoulders"

Ochikonan, Oton, Ochan

Tune: London Bridge Is Falling Down

Ochikonan, oton, ochan
Oton, ochan
Oton, ochan
Ochikonan,
Ostikwan, otinimakanan
Oshkishik, otawakan

Head and Shoulders, Knees and Toes

Head and shoulders, knees and toes
Knees and toes
Knees and toes
Head and shoulders, knees and toes
Eye, ears, mouth and nose.

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: CAMPING - SUMMER

Grade: 5

Vocabulary:

chiman	boat/canoe
papakowanekamik	tent
wapowan(an)	blankets
apishimon	bed roll
apikweshimon	pillow
shakweshkotowan	matches
wisiniwin	food

Pattern(s):

_____ na kikipiton?
(item)

Did you bring _____?

Dialogue:

A. Ni ki anta kapesh sipink wasa tipikonk.
Anint keko ki wonike.

B. Ki _____ na?
(item)

A. Eha, _____ tako _____.
(item) (item)

A. I went camping at the river the day before yesterday. I forgot some things.

B. Did you forget the _____?
(item)

A. Yes, the _____ and the _____.
(item) (item)

THEME: CAMPING - SUMMER **Grade: 5** **LESSON ONE**

MOTIVATION:

* Before the lesson begins, collect a number of winter clothing items and place them in a container. Present the container to the children, telling them that you have brought with you the items that you wish to use when you go camping during the summer. Present the items to the children, encouraging discussion of them. The children should quickly tell you that you have brought the wrong items. Lead this into a discussion of what else you might take for a summer camping trip.

ACTIVITIES:

* Use the illustrations to introduce the new NL vocabulary words to the children. Mount each illustration on the board as it is presented. The children should hear the NL vocabulary words a number of times during this introduction process. Be certain that the children understand the meanings of the NL words as they are presented. Continue in this way until all of the NL words have been introduced to the children.

* Draw chalk outlines of the illustrations on the board (the illustrations should still be mounted on the board from the previous activity). Then, remove the illustrations from the board and match them. Encourage the children to recall where each picture was placed on the board. Give a picture to a child and that child should then match the picture with its chalk outline on the board. When a picture has been correctly placed, say its NL name for all of the other children to hear. Repeat this process until all of the pictures have been replaced on the board.

* Lay a length of butcher paper on the floor and group the children around it. Provide the children with the necessary art materials and supplies to create a 'summer camping mural'. The children may use scraps of cloth, wood, etc., for this mural in addition to their illustrations. Circulate among the children as they work, repeating the NL vocabulary words as often as possible.

MATERIALS:

mural paper, art materials and supplies, winter clothing items, a container, summer camping illustrations, masking tape, chalk

THEME: CAMPING - SUMMER **Grade: 5** **LESSON TWO**

ORAL REPRODUCTION:

* Use the camping illustrations to review the NL vocabulary words introduced in Lesson 1. Mount the illustrations on the board and call upon individual children to identify them. Continue in this way until all of the NL vocabulary words have been reviewed.

* Divide the children into two teams. Have the first player from each team stand approximately 3 feet apart from one another. Give the two players a length of rope that might represent a 'guy rope'. When you say, "Go", the two players should attempt to pull one another to the other side. You may wish to make a masking tape line on the floor as the 'dividing line'. When a player has managed to pull the other player to the other side of the line, the 'losing team' should then identify one of the illustrations from this Unit that you show them. Repeat this process, downplaying the competitive nature of this activity and building up the fun of the game. Repeat until all players have played and until all of the illustrations have been named.

CREATIVE EXPRESSION:

* Provide each child with an illustration. Then, have a child stand facing the other children without the other children seeing that child's illustration. The child should then say an NL sentence to the other children omitting the keyword or NL vocabulary word. The child should then call upon individual children to attempt to identify the word used for the creation of this NL sentence. Repeat this process until each child has had a chance to create a sentence in this way.

* Mount the illustrations on the board once again. This time, encourage the children to recall and retrieve as many NL vocabulary terms as possible related to the illustrations. Write the terms that the children suggest around each of the illustrations. When this activity is completed, review the terms that the children provided. You may wish to write the terms on strips of language experience chart paper so that they may be displayed in the classroom with the illustrations.

MATERIALS:

language experience chart paper, a feltpen, camping illustrations, masking tape, a length of rope (approx. 3 feet long), an illustration for each child

THEME: CAMPING - SUMMER **Grade: 5** **LESSON THREE**

SIGHT RECOGNITION (VOCABULARY):

* Mount the illustrations of Summer Camping on the chalkboard and use them to review the NL vocabulary words introduced and developed thus far in the Unit. Then, introduce the sightwords to the children. Say each sightword as its card is presented. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords and their illustrations have been matched.

* Stand the sightword cards on the floor leaning against the wall at one end of the room. Group the children in two groups at the other end of the room. Give the first player in each group a small soft ball. Say one of the sight-words and the first player in each team must attempt to strike the appropriate sightword card with the ball by rolling it on the floor in 'bowling' form. You may wish to have a child located by the sightwords to return the balls to the players. Continue in this way until all children have participated.

DECODING AND ENCODING (VOCABULARY):

* Before the lesson begins, prepare an extra set of sightword cards. Then, cut each sightword card in half 'horizontally' so that each word is represented by its upper half and by its 'lower half'. You may wish to prepare two extra sets of sightword cards in this way. Mix all of the cut-out parts together and spread them on the floor, face up. Divide the children in two groups at the other end of the room. Say one of the sightwords and the first player from each team must rush to the pile of cut-up sightwords and match the parts necessary to reproduce the sightwords that you said. All students should cheer the successful child. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have participated.

* Spell one of the words from this Unit, purposely mixing all of the letters up. Call upon a child to correctly identify the word that you spelled, to say it and to re-spell it. Repeat this process until all of the sightwords have been used in this way.

MATERIALS:

Two extra sets of sightword cards, a pair of scissors, a master set of sight-word cards, camping illustrations, masking tape, 2 small balls

LISTENING AND SPEAKING:

* Give the sightword cards from Lesson 3 to the children. It is not necessary that all children have a sightword card for this introduction process. Say one of the complete NL patterns from this Unit. The child who is holding this sightword heard in the pattern that you said should hold up his or her card. Then, all children should repeat the pattern. Take the sightword card from the child and mount it on the chalkboard. Repeat this process until all of the NL patterns have been introduced. Before the children repeat the patterns, be certain that they understand their meanings.

* Group the children in a circle. Whisper one of the patterns in a child's ear. The child should then turn and whisper the same pattern in another child's ear. Do not look at the children as they do this. The children should continue to whisper the sentence around the circle until you clap your hands. When you clap your hands, the child who last heard the NL pattern (the complete pattern) must then repeat the pattern orally for all children to hear. If a child is in the process of whispering the pattern to another child when you clap your hands, that child must say the entire pattern to the other children since the other child would not have heard the entire pattern. Repeat this process until all of the patterns have been used in this way and until a number of the children have responded.

READING:

* Before the lesson begins, prepare a number of sentence strips that contain the NL patterns from this Unit. Say one of the sightwords from this Unit and call upon a child to recall the pattern that goes with it. When the child has done this successfully, attach the sentence strip pattern to the board. Read the sentence with the entire class. Repeat this process until all of the NL sentences have been introduced in this way.

* Group the children in front of the board. Stand behind the children with a flashlight. Use the light of the flashlight to illuminate one of the sentences. The children should read the sentence that you illuminate. Repeat this process until the children are able to respond well.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in this pattern with other words. When each child has re-written a sentence, have the child read it to the other children.

* Provide the children with writing paper and pencil. Say one of the NL patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, master set of sentence strips, masking tape, sightword cards, flashlight

THEME: CAMPING - SUMMER **Grade: 5** **LESSON FIVE**

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'Camping - Summer'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme 'Camping - Summer'. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group and individual forms.

* Provide the children with writing paper and pencil. Each child should then copy down the dialogue leaving out specific words. It is not necessary that all children leave out the same word. When all children have completed their closure dialogues, they should exchange papers. Each child should then write in the missing words in the dialogue form that he or her has. Afterwards, review the childrens' responses to determine their accuracy in completing the dialogues in this activity.

ENRICHMENT ACTIVITIES:

* If a tent is available in the community, you may wish to pitch it in the classroom for use as an 'enrichment' source. Once the tent has been erected, it may be used to set up a 'model camp'. The children should use their imaginations and available materials and supplies to set up the camp. Specific items within the camp should be labelled by the children.

* Have each child make a list of the supplies and materials to be taken camping during the summer time. When the child has completed a list, the child should then estimate the price of each item. When all of the prices have been estimated, a child should add up the total to determine how much it would cost to go camping. Afterwards, have the children compare in contrast their shopping lists.

* Write the first line of a poem on the board in the NL that has camping as a theme. The children should then be encouraged to write another line of poetry to go with that line. It is not necessary that rhyming be included in this process. When all of the children have written their lines of poetry, have each child read his or her 'complete poem' (the two lines) to the other children. Note the creativity used by the children in this process.

MATERIALS:

writing paper and pencil for each child, a tent (if available), available materials and supplies for the 'camp', language experience chart paper, felt pen

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: CHORES AT SCHOOL Grade: 5

Vocabulary:

kisipikinan oshipikanatik	wipe the blackboard
moshikinan machikonas	pick up the garbage
sakichiwepinan machikonas	throw out the garbage
kwekisiton masinekinan	tidy up the book shelf
kwekisiton apiwinan	straighten out desks
papamikiwen masinekanan	hand out paper

Pattern(s):

_____ _____ nonkom.
(name) (task)

_____ will _____ today.
(name) (task)

Dialogue:

A. Wekwen ka _____ nonkom?
(task)

B. _____ ki _____ nonkom.
(name) (task)

A. Wekwen wapank ke _____?
(task)

B. _____ ta _____ wapank.
(name) (task)

A. Who did _____ today?
(task)

B. _____ _____ed today.
(name) (task)

A. Who will do _____ tomorrow?
(task)

B. _____ will do _____ tomorrow.
(name) (task)

MOTIVATION:

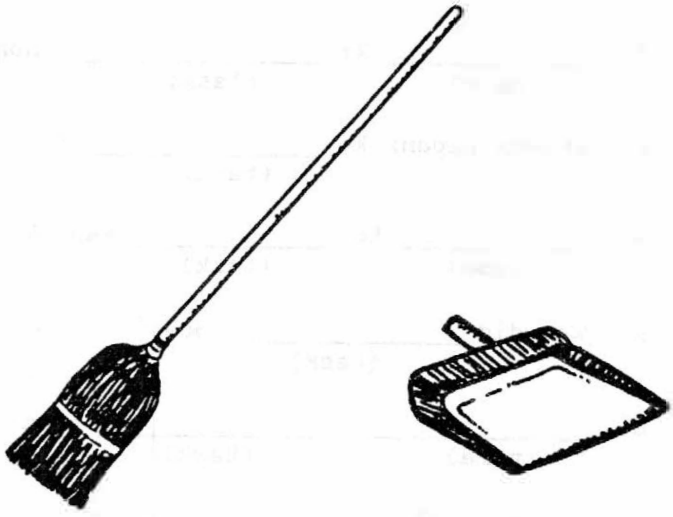
* Mount a length of language experience chart paper on the board and group the children near it. Encourage the children to identify chores that can be done around the school. These need not necessarily be chores that are actually implemented at this time but rather chores that could be done. List the chores that the children suggest on the language experience chart paper. When the children have completed this process, encourage the children to suggest symbols that could be used to represent the different chores. Illustrate the symbols to the right of the chores. For example a broom may be used to represent the chore of sweeping the floor.

ACTIVITIES:

* Use the illustrations to introduce the new vocabulary words to the children. Mount the illustrations on the board as they are presented. It is important that the children hear the vocabulary words a number of times during this introduction process.

* Lay a length of butcher paper on the floor. Group the children around the butcher paper. Then, have the children use art materials and supplies to illustrate the different symbols that they created for the chores in the Motivation section of this Lesson. The children should fill the mural paper with these symbols. Circulate among the children as they word, repeating the vocabulary words as often as possible.

* Provide each child with art paper and supplies. The children should then illustrate the chores introduced in this Lesson. Each child should identify one of the chores to illustrate. Once again, circulate among the children as they work repeating the vocabulary words as often as possible.



MATERIALS:

art materials and supplies for each child, construction paper for each child, mural paper, pencil for each child, a feltpen, language experience chart paper, a feltpen for each child

ORAL REPRODUCTION:

* Use the chores illustrations to review the vocabulary words that were introduced in Lesson 1. Mount the illustrations on the board and encourage the children to recall their names. Continue in this way until all of the terms have been reviewed.

* Before the lesson begins, prepare flashcards that contain the symbols for the different chores (originally developed in Lesson 1). Show the children one of the symbol cards and call upon a child to identify the chore for that symbol. Repeat this process until the children are able to respon well.

* Group the children in a circle. Give the symbol cards to the children. The children should pass the cards around the circle in a clockwise direction. When you clap your hands, the children should stop passing the cards around the circle. Then, each child holding a card must identify the chore associated which he or she is holding. Repeat a number of times.

CREATIVE EXPRESSION:

* Each child should select a chore to create a sentence. Provide the children with writing paper and pencil for this activity. When a child's sentence is ready, he or she should read it to the other children purposely leaving out the keyword. The child should then call upon individual children to attempt to identify the keyword omitted from the sentence. Repeat this process until all children have had a chance to participate.

* Attach one of the chores illustrations to the top a length of language experience chart paper. Then, encourage the children to say as much as they can about that picture. It may include individual words or complete sentences.

Write what the children say underneath the illustration. Repeat this process using other illustrations and other length of language experience chart paper. Later, remove the illustrations from the language experience chart paper length and mix them together. Have the children match the illustrations with the language experience charts.

MATERIALS:

language experience chart paper, a feltpen, chores illustrations, a set of 'symbols' flashcards, masking tape

SIGHT RECOGNITION (VOCABULARY):

* Mount the chores illustrations on the board and use them to review the vocabulary words introduced thus far in this Unit. Point to each illustration, calling upon an individual child to recall its name. Continue in this way until all of the terms have been reviewed. Introduce the sightword cards to the children. Say each sightword as its card is presented. Match the sight-word cards with the illustrations on the board. Continue in this way until all of the sightwords have been matched with the illustrations on the board.

* Provide each child with four blank flashcards. Each child should write four selected sightwords on a card (i.e., each child should have the same words on flashcards). Select the four sightwords before the activity begins. When the childrens' cards are ready, each child should lay his or her cards in a specific sequence. Then, say the four sightwords in any sequence. A child or children who have their words laid out in the same sequence in which you called the word should say "Bingo". Then, call upon the children to repeat the four words in the order in which they have them. The children may change the sequence of their words after each round of the activity.

DECODING AND ENCODING (VOCABULARY):

* Write one of the sightwords on the board, leaving out critical letters. The children should copy the sightword on individual sheets of writing paper, adding the necessary letters to complete the word. Review the childrens' responses after each round to determine their accuracy in retrieving the missing letters.

* Say one of the vocabulary words from this Unit purposely mixing up its syllables. Call upon a child to identify correctly the word that you said, saying the word with its syllables in their correct order. Repeat this process using other sightwords from this Unit.

* Mount the sightword cards on the board. Then, play 'I AM THINKING OF A WORD...' with the children to encourage them to identify the sightwords by their syllables/vowels/consonants. Say, "I am thinking of a word that has.....syllables.....consonants.....and vowels.....". The children should look carefully at the sightwords and then identify the sightword that number of syllables/consonants/vowels. This activity can be done in form.

MATERIALS:

master set of sightword cards, masking tape, writing paper and pencial for each child, chores illustrations

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the board. Review the sightwords with the children. Point to each sightword calling upon an individual child to identify it. Continue in this way until all sightwords have been reviewed. Then, say one of the patterns from this Unit. Purposely omit the key word (sightword) from the pattern. Call upon an individual child to identify the word or words that could be used to complete the sentence that you said. Continue in this way until all of the patterns have been used. Be certain that the children understand the meanings of the patterns.

* Review the symbols developed in Lesson (for the chores). Then, show the children one of the symbols and the children should say the pattern for that chore. Repeat this process until the children are able to respond well.

READING:

* Have the children match the symbols from above with the sightwords on the board. As the children do this, have them recall the patterns that go with the sightwords. When a child has recalled a pattern for a sightword, write the pattern on the board around the sightword. Continue in this way until the printed form of all the patterns have been introduced.

* Remove the sightwords from the board and mix them together. Give them to individual children and have the children replace the sightwords on the board in their correct locations. Read each sentence with the children after each round of this activity.

WRITING/SPELLING:

* Provide each child with one of the patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written a sentence, have the child read it to the other children.

* Provide the children with writing paper and pencil. Show one of the patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, masking tape, sightword cards, chalk, 'chores' symbols

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be Chores at School. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of Chores at School. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual forms.

ENRICHMENT ACTIVITIES:

* Lay the mural that was prepared in Lesson 1 on the floor. Then, have the children label each of the symbols in the mural. The children should use their very best printing for this labelling process. When the mural has been completely labelled, place it back on the wall once again for display.

* Write a line of poetry on the chalkboard that has chores as its theme. Provide the children with writing paper and pencil. The children should then add one more line of poetry to the one that you have written. Circulate among the children as they work, assisting as necessary. Afterwards, have each child read a poetry-line to the other children.

* Develop body movements for each of the chores covered in this Unit. Then, have a child mime one of the chores and the other children should attempt to identify that chore. If this activity is too simple with the pre-arranged body movements, have the children create their own body movements for the different chores. Repeat this version of Charades until most of the children have had a chance to present.

MATERIALS:

writing paper and pencil for each child, 'symbols' murals (from Lesson 1), language experience chart paper, a feltpen

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: CLASSIFICATION OF ANIMALS - FOUR LEGGED Grade: 5

Vocabulary:

mahinkan	wolf
wakosh	fox
makwa	bear
pishiw	lynx
shinkos	weasle
animosh	dog
posh	cat
pishiki	cow
mistatim	horse
manitik	sheep

Pattern(s):

Ni takwechikan _____.

I have a _____ for a pet.

Dialogue:

A. Anti _____ wentat?

B. Akochink wenta _____.
(animal)

A. Where does _____ live?

B. _____ lives outside.

MOTIVATION:

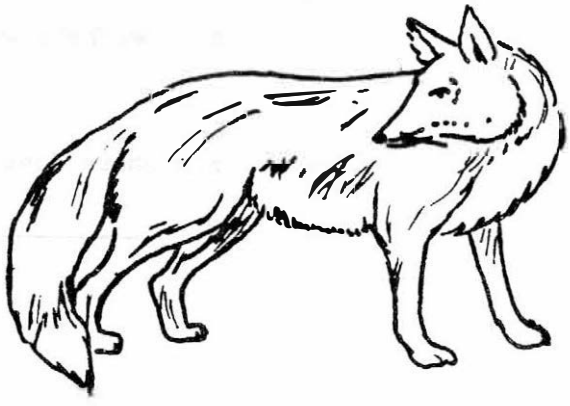
* Mount a number of construction paper sheets on the board (light coloured) and tell the children that you are about to visit the zoo. Encourage the children to suggest the types of animals that one might see in this zoo. When the children suggest an animal, do a very quick and simple illustration of that animal on one of the instruction paper sheets. Continue in this way (adding more construction sheets to the board if necessary) until the children have suggested a variety of different animals. Be certain to include local animals in this process.

ACTIVITIES:

* Encourage the children to imagine where the different animals might live. The children should begin to realize that not all animals live in the same place. Some animals live with people, some live on farms and zoos, while other live in the wilds. Encourage the children to identify the animals according to these classifications.

* Introduce the illustrations that represent the vocabulary words for this Unit. Mount the illustrations on the board as they are presented. The children should hear the vocabulary words at this time. Be certain the children understand the meanings of the terms. Continue in this way until all of the terms have been introduced to the children.

* Lay a length of mural paper on the floor and group the children around it. Provide the children with the necessary art materials and supplies to create a classification of animals mural. The animals would be classified according to where they live. Divide the mural paper into three sections. One section should be for animals that live in the wild another section for farm animals and zoo another section for animals that live with people. Then, the children should find pictures of animals and/or make illustrations in the mural that represent animals for the different classifications. The children should use both local and non-local animals for this process. Circulate among the children as they work repeating the vocabulary words as often as possible. Display the completed mural in the classroom for all to see.



MATERIALS:

mural paper, art materials and supplies, light coloured sheets of construction paper, feltpen, animal illustrations

ORAL REPRODUCTION:

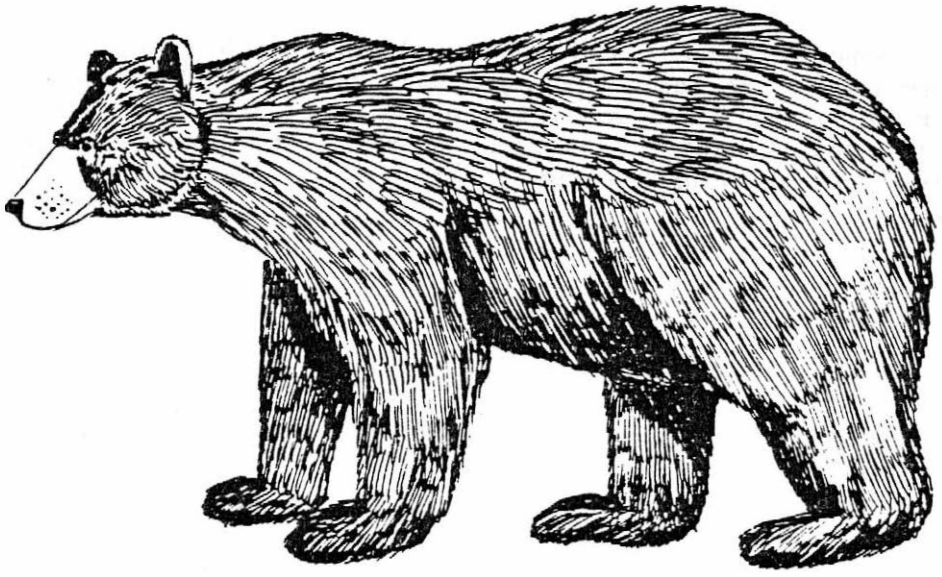
* Mount the animal illustrations on the board and use them to review the vocabulary words that were introduced in Lesson 1. Point to each illustration, calling upon an individual child to identify it. Repeat this process a number of times.

* Prepare three large circles on the floor (each circle representing one of the classifications introduced in this Unit). Say the name of an animal and the children should move to the appropriate circle as quickly as possible. Repeat this process until the children are able to respond well. When the children have arrived in the circle, they should then identify an illustration that you show them.

CREATIVE EXPRESSION:

* Provide each child with an illustration. Each child should then write one pattern about his or her illustration. When a child has a pattern ready, he or she should read it to the other children, purposely omitting the keyword. Continue in this way until all of the children have had their sentences shared with the other children.

* Group the children in a circle. Give the cards from a deck of playing cards to the children, being certain one joker is included. The children should pass the playing cards around the circle in a clockwise direction as quickly as they can. Then you clap your hands, the children should stop passing the cards around the circle. The child who is left holding the joker must then use a term that you said in a complete pattern. Repeat this process until many children have responded.



MATERIALS:

a deck of cards, writing paper and pencil for each child, an illustration for each child, animals illustrations, masking tape

SIGHT RECOGNITION (VOCABULARY):

* Mount the animals illustrations on the board and use them to review the vocabulary terms introduced thus far in this Unit. Then, introduce the sightword cards to the children. Say each sightword as its card is presented. Match the sightword cards with their illustrations on the board. Continue in this way until all of the sightwords have been introduced and matched with the illustrations on the board.

* Before the lesson begins, prepare sightword cards using a single hole punch and flashcards. Use the single hole punch to punch out the word in the flashcard. Then, these sightword cards may be used for the silhouette technique. Have two children hold a sheet up vertically. Stand behind the sheet with the silhouette sightcards. Place an overhead projector behind the sheet and turn its light on. Then, hold up one of the sightword cards so that the children can see its silhouette through the sheet. Call upon an individual child to identify the sightword. Repeat a number of times. Later, have a child go behind the sheet and identify a sightword that you say by holding it up in the same manner. Repeat this process until many children have participated.

DECODING AND ENCODING (VOCABULARY):

* Before the lesson begins, prepare an extra set of sightword cards and cut them into their individual letters. Place all of the cut-out letters in a container. Group the children in a circle and have each child reach into the container and remove one letter from the container. Call the child's name and that child should then spell a sightword from this Unit that contains the letter that is being held. Repeat this process with the other children.

* Write two alphabet columns on the board. Divide the children into two teams at the other end of the room. When you say, "Go", the first player in each team must rush to the board and write a sightword from this Unit around a letter in the team's alphabet column. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have played.

MATERIALS:

flash cards, single hole punch, master set of sightword cards, an extra set of sightword cards, scissors, a container, masking tape, a sheet, an overhead projector

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the board and review them with the children. Point to each word, calling upon individual children to identify it. Continue in this way until all of the sightwords have been reviewed. Then, say one of the patterns from this Unit to the children, purposely omitting its sightword. Call upon the children to identify the word or words that could be used to complete the sentence. Continue in this way until all of the patterns have been introduced. Be certain the children understand the meanings of the patterns.

* Say part of a pattern and call upon a child to complete it. Repeat this process until the children are able to respond well.

READING:

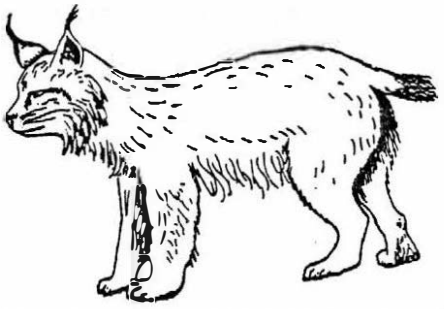
* Before the lesson begins, prepare sentence strips for the patterns for this Unit. Mount the sightwords on the board and review the patterns with the children. Point to a sightword and call upon a child to recall the pattern for that word. When the child recalls the pattern, present the printed form of the pattern to him. Mount the sentence strip on the board. Continue in this way until all patterns have been introduced.

* Group the children in front of the sentence strips and stand behind them with a flashlight. Shine the light of your flashlight on one of the sentence strips and the children should read it. Continue in this way until all of the sentence strips have been read.

WRITING/SPELLING:

* Provide each child with one of the patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When a child has re-written a sentence, have the child read it to the other children.

* Provide the children with writing paper and pencil. Show one of the patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.



MATERIALS:

writing paper and pencil for each child, a sentence strip for each child a master set of sentence strips, masking tape, sightword cards, flashlight

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be classification of animals. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of classification of animals. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When a dialogue is complete, read it with the children in choral, group, and individual forms.

* Have each child copy the dialogue on an individual sheet of paper. However, when the children copy the dialogue they should purposely leave out words or syllables or letters (from the words). When a child has completed a closure version of the dialogue, he or she should then exchange a copy with another child. Each child should then complete his or her new closure dialogue. Afterwards, correct the childrens' results to determine their accuracy in completing the dialogue from this closure process.

ENRICHMENT ACTIVITIES:

* Lay the mural (from Lesson 1) on the floor. The children should then label the mural carefully. The children should use their best printing in this labelling process.

* Provide the children with modeling clay or plasticene. The children should then use clay to shape animal models. The children should select animal models from the pre-classification used in this Unit. When the animal models are complete, they may be placed on a table that has been divided into three section. The children should place their animal models in their correct classifications in the table display.

* Each child should select one of the animals to write about. Provide the children with writing paper and pencil. The children should then write as much as they can about the animals that they have selected. This can be in poem form or in prose form. Circulate among the children as they work, assisting as necessary. Later, have each child share what he or she has written with the other children.

MATERIALS:

writing paper and pencil for each child, animal's mural (from Lesson 1), language experience chart paper, a feltpen

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: COMMUNITY HELPERS Grade: 5

Vocabulary:

ompimpisinike	bus driver
opinichike	janitor
okimakan	chief
ankichikan	counsellor
okikinamake	teacher
mashiki ikwe	nurse
onipinati	water man
kawepiniket	garbage man
otapine inini	special constable

Pattern(s):

_____ ni wi tinapatis mintitowan.
(community worker)

When I grow up I am going to be a _____.
(community worker)

Dialogue:

A. (community worker) ni wi tinapatis mintitowan. Wekwen kin?

B. _____ ni wi tinapatis mintitowan.

A. I am going to be a (community worker) when I grow up. Who will you be?

B. I will be a _____?
(community worker)

MOTIVATION:

* Read the children the poem contained at the back of this unit. Before reading the poem to the children, ask the children to listen for something that is basically the same about all the poems. After reading the poems to the children, discuss the poems with them. The children should realize that all of the poems deal with people who work in a city or community. Lead this into a discussion of the people who work locally. Make a list of the community helpers on the chalkboard as the children suggest them.

ACTIVITIES:

* Use the illustrations to introduce the vocabulary words to the children. Mount each illustration on the board as it is presented. Be certain that the children hear the vocabulary words a number of times during this introduction process.

* If possible, have selected community helpers talk to the children about their roles in the community. It is important that the children gain some insight into the roles that these people play in the functioning of the community. Prepare the resource people ahead of time so that they are aware of how much time they have for their presentation. You may wish selected community helpers to bring concrete materials to the presentation that represents their roles in the community.

* Provide each child with a sheet of construction paper. Each child should then illustrate an association illustration for one of the community helpers. For example, handcuffs may be used to represent police. The children should use their imaginations in creating their association illustrations. When the children have completed their illustrations, each child should hold up each one of his or her illustrations and encourage the other children to identify the community helper represented by that illustration. Display the childrens' artforms in the classroom.

MATERIALS:

art materials and supplies for each child, community helpers illustrations, masking tape

ORAL REPRODUCTION:

* Use the community helpers illustrations to review the vocabulary words introduced in Lesson 1. Mount each of the illustrations on the board as it is presented. Point to each illustration, calling upon individual children to recall its name. Continue in this way until all terms have been reviewed.

* Use chalk to outline the illustrations on the board. When each illustration has been outlined on the board (around the shape of the illustrations) remove the illustrations from the board and mix them together. Give them to the children. Then, point to one of the outlines on the board and the child who has the illustration that goes in that outline should stand and identify his or her illustration orally. Continue in this way until all of the illustrations have been identified. This activity may be repeated more than once by having the children exchange illustrations.

CREATIVE EXPRESSION:

* Mount each of the illustrations on the board once again. Each child should select one of the illustrations to creat a pattern. You may wish to have the children write their patterns on paper initially. When a child has completed a sentence, he or she should read it to the other children, purposely omitting the keyword. The child should then call upon individuals to attempt to identify the vocabulary word used for the creation of the sentence. Repeat this process until each child has had a chance to represent his pattern in this way.

* Mount one of the illustrations at the top of a length of language experience chart paper. Then, encourage the children to provide as many words as possible for that illustration. Write the words that the children suggest on the length of experience chart paper. Repeat this process with other illustrations. Display the completed language experience/creative expression products in the classroom for all to see.

MATERIALS:

language experience chart paper, helpers illustrations, masking tape, writing paper and pencil for each child

SIGHT RECOGNITION (VOCABULARY):

* Mount the helpers illustrations on the board and use them to review the vocabulary words introduced thus far in this Lesson. Then, introduce the sightword cards to the children. Say each sightword as its card is presented. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been introduced and matched with their illustrations on the board.

* Group the children in a circle. Have four or five children stand in the centre of the circle. Give a nerf ball to the child in the outer circle. The children should then roll the nerf ball back and forth across the centre of the circle, attempting to strike one of the children in the centre of the circle has been struck by the nerf ball, he or she should then identify a sightword card that you show him. Repeat this process until many children have had a chance to identify a sightword.

DECODING AND ENCODING (VOCABULARY):

* Before the lesson begins, prepare an extra set of sightword cards. Cut each of the words in the extra set into their individual syllables. Mix all of the syllables together and place them in a container. Then, have each child reach into the container and remove two of the cut-out syllables. Each child should put his or her two cut-out syllables together and produce a meshword. Each child should read his meshword to the other children. When a child has read a word, the other children should attempt to determine the two words used to make up the meshword. Call up for individual responses during this activity. Repeat until all childrens' meshwords have been identified.

* Arrange the children in pairs. Have one child in each pair stand behind the other child. The child standing behind should then write a syllable from one of the words on the other child's back. The other child must then identify the sightword that contains that syllable. The children should then reverse roles. Repeat this process as often as possible. Circulate among the children as they work, helping as necessary.

MATERIALS:

an extra set of sightword cards, a pair of scissors, a master set of sightword cards, helpers illustrations, masking tape

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the chalkboard. Then, say one of the new patterns, purposely omitting its sightword. Call upon the children to identify the word or words that could be used to complete the sentence. Continue in this way until all of the patterns have been introduced. Be certain that the children understand the meanings of the patterns.

* Group the chilren in a circle. Say one of the patterns and then wind up a toy car and place it in the centre of the circle. Release the car. The child who receives the car should then repeat the pattern that you said at the beginning of the round. Repeat this activity a number of times.

READING:

* Before the lesson begins, prepare a sentence strip for each pattern introduced in this Lesson. Mount the sightword cards on the board and encourage the children to recall the pattern for them. When a child has recalled the pattern for a sightword, present the printed form of that sightword to the children. Continue in this way until all of the sentence strips have been introduced to the children.

* Remove the sighwords from the board and give them to the children. Then, say one of the sightwords and the child who is holding that card must read the pattern that contains that word. The children may exchange cards after each round of this activity. Repeat until all patterns have been read in this way.

WRITING/SPELLING:

* Provide each child with one of the patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written a sentence, have the child read it to the other children.

* Provide the children with writing paper and pencil. Show one of the patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the children's senteneces to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a master set of sentence strips, masking tape, sightword cards, a small windup car

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be Community Helpers. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme Community Helpers. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue us complete. When the dialogue is complete, read it with the chilren in choral, group, and individual forms.

* Have the children close their eyes and use thick strips of paper to blank out words and sections of the dialogue. The children should then open their eyes and look at this closure version of the dialogue. Encourage individual children to read portions of the dialogue, supplying the missing components. Repeat this process until a number of children have responded. Afterwards, remove the sentence strips to verify the childrens' responses.

ENRICHMENT ACTIVITIES:

* Lay a length of mural paper on the floor and group the children around it. Provide the children with the necessary art materials and supplies to create a community helpers mural. The children should use their imagination in designing the content of the mural. Circulate among the children as they wor, encouraging them to use the patterns and terms introduced in this Unit. Display the completed mural in the classroom.

* Have each child write a four-line poem that has one of the community helpers as its theme. The children may use blank verse, that is a poetry form in which the lines do not rhyme. When each child's poem is complete, have the children read their poems to one another.

* Create a letter with the children in language experience chart form that thanks one of the community helpers for the service that they provide for the community. Write the sentences that the children provide on language experience chart paper in letter form. All of the children may sign the letter and the letter may be sent to the community helper.

MATERIALS:

language experience chart paper, feltpen, mural paper, art materials and supplies, strips of thick paper (e.g., construction paper), masking tape

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: COMMUNITY HELPERS

Grade: 5

Okimakan	The Chief
Nin okimakan	I am the chief
Owe onchi ishkonikan	Of this reserve
Kakina keko	I watch out for everything
Ni tonchi nakachiton	I help my people
Eshi kashkitowan	The best way
Iko ni wichiyo	I know how.
Ni wichi Anishinabe	
Anishinabe Otapine Inini	Special Constable
Misiwe papamipis	I drive all over
Eshi kanonikowan iko tisha	Answering calls
Chi wichiyak, ni chi Anishinabe	Helping people
Kotink iko pi anta wapamishikan	Someday, come and see me
Ki kakinamon anin enanokiyan	I'll tell you what I do.
Okikinamake	Teacher
Okikinamake oma!	Teacher here!
Okikinamake awe!	Teacher there!
Okikinamake awe ati!	Teacher over there!
Okikinamakek misewi!	Teachers everywhere!
Ni kikinamakem, ni kikinamakem!	My Teacher, my teacher!
Ni sakiya ni kikinamakem!	How I love my teacher!
Omipimpisinike	Bus Driver
Kikinamokanak! Kikinamokanak!	Students, students
Misewe ishkonikanink pa pamipis	I drive all through the reserve
Okikinamowakan pa pa moshikinak	Picking up students
Kitatapik, Kitatapik ki ka mwechishinomin	Hurry! Hurry! We'll be late
Okikinamakek ki ka onikonanik	Teachers will miss us
Ki ki piton na ki wisiniwin?	Did you remember your lunch?

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: COOKING UTENSILS

Grade: 5

Vocabulary:

akik(ok)	pot(s)
sasakawanapik	frying pan
apwenapik	roasting pan
mitiko emikwan	wooden spoon
akwesakwe onakan	serving tray
siskwewenikan	collander
onsow akik	tea pot
kwekwepinikan	egg turner

Pattern(s):

Ka onikeyan isan _____.

I guess I forgot to bring the _____.

Dialogue:

A. Wi witike nimise wapank.

B. Wekonen ka minat?

A. Peshik _____ on ki mina.

A. My sister is getting married.

B. What did you give her?

A. I gave her one _____.

MOTIVATION:

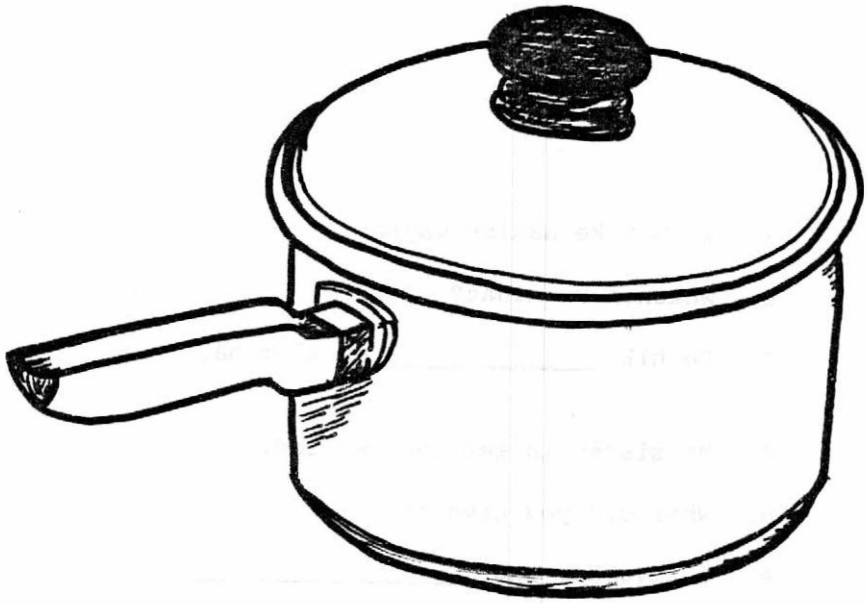
* Before the lesson begins, place the cooking utensils in a container. Present the container to the children. Encourage the children to suggest the uses of the different cooking utensils that you have in the container. Present each utensil to the children in this way.

ACTIVITIES:

* Use the actual cooking utensils (from above) to introduce the vocabulary words to the children. It is important that the children hear the vocabulary words as often as possible during this introduction process.

* Provide each child with a light sheet of construction paper. Also, provide each child with one of the cooking utensils. Each child should then trace a cooking utensil on his or her sheet of construction paper. Keep the tracings for use later in this Unit.

* Place all of the cooking utensils on the floor and group the children around them. Describe a situation that calls for one or more of the cooking utensils. After describing a cooking situation, call upon a child to identify the tools that he would use for this situation. When a child has correctly identified a cooking utensil, say the name for that utensil to the children. Repeat this process until the children have heard all of the vocabulary words once.



MATERIALS:

cooking utensils, light sheet of construction paper for each chid, feltpen for each child, a container

ORAL REPRODUCTION:

* Use the tracings that were created in Lesson 1 to review the vocabulary words associated with the different cooking utensils. Mount the illustrations on the board. Then, match each of the tools with the illustrations with the childrens' help. Encourage the children to recall the names of the utensils. Continue in this way until all of the vocabulary words have been reviewed.

* Place all of the cooking utensils in a container. Be certain to cover any sharp or pointed edges on the cooking utensils with masking tape. Have a child reach into the container and feel one of the cooking utensils. The child should then name the cooking utensil that is felt and remove it to show to the other children. Continue in this way until all of the utensils have been removed from the container.

CREATIVE EXPRESSION:

* Group the children in a circle. Walk around the outside of the circle placing the cooking utensils in the children's hands behind their backs. The children should not look behind their backs but should merely feel the tools that they have in their hands. When you say, "Go", the children should pass the tools as quickly as they can in a clockwise direction around the outside of the circle. When you clap your hands, the children should stop passing the utensils around the circle. Then, call upon a child to identify the tool that he or she is holding using its name and then to use that name in a complete pattern. Repeat this process until many children have had a chance to respond.

* Each child should create one sentence that can be completed by one of the vocabulary words. When each child's sentence is ready, a child should say his sentence to the other children, purposely omitting the keyword. The other children should attempt to identify the keyword (or words) that could be used to complete the sentence.

MATERIALS:

cooking utensils, tracings (from Lesson 1), cooking utensils, masking tape, a container

SIGHT RECOGNITION (VOCABULARY):

* Use the cooking utensils and their tracings to review the vocabulary words introduced in this Unit. Then, introduce the sightword cards to the children. Present each sightword, saying it at the same time. Match the sightword cards with the tools and their tracings. Continue in this way until the sightword cards/utensils/tracings have been matched.

* Group the children in a circle. Walk around the outside of the circle, placing a sightword or a cooking utensil or a tracing in each child's hand. When you say, "Go", the children should group themselves together so that they match the sightword/utensil/tracing. Repeat this process a number of times.

DECODING AND ENCODING (VOCABULARY):

* Mount the sightwords from this Unit on the board. Then, say a syllable from one of the words. Call upon a child to identify the sightword based on the syllable that you said. Repeat this process until a number of the sightwords have been identified in this way.

* Provide each child with a blank flashcard. Each child should then create a closure card using a sightword from this Unit. To do this, a child should write one of the sightwords on his card, leaving out letters, syllables. Then, the children should exchange cards. Each child should complete the other child's card. Circulate among the children assisting them with this process as necessary.

MATERIALS:

a blank flashcard for each child, a feltpen for each child, sightword cards, masking tape, cooking utensils/tracings from the previous Lessons in this Unit

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the board. Use the sightwords to review the terms from this Unit. Then, say one of the patterns from this Unit, purposely omitting the sightword. Call upon the children to identify the sightword or words that could be used to complete the pattern. Be certain that the children understand the meanings of the patterns as they are presented in this way. Continue in this way until all of the patterns have been introduced to the children.

* Provide each child with a blank flashcard. Each child should write a number between 1 and 6 on a flashcard. Then, roll a die and call out the number showing on the die. These children who have the same number on their flashcards should look at a sightword that you point to. The children should name the sightword and then say the pattern that contains that sightword. Continue with this activity a number of times. The children may exchange number cards periodically during this process.

READING:

* Point to one of the sightwords and call upon a child to recall the pattern for that sightword. Write the sentence on the board around the sightword. Continue in this way until all of the patterns have been written on the board.

* Remove the sightword from the board (from the previous activity) and give them to the children. Then, each child should match a sightword with his or her correct sentence on the board. When a child has matched a sightword with a sentence, he or she should then read the entire sentence to the other children. Repeat this process until all children have had a chance to match a sightword with its pattern.

WRITING/SPELLING:

* Provide each child with one of the patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the patterns with other words. When each child has re-written his sentence, have them read it to the other children.

* Provide the children with writing paper and pencil. Say one of the patterns from this Lesson and the children should write that pattern on their paper. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, sightword cards, masking tape, chalk

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be Cooking Utensils. Then, encourage the children to imagine what 2 or 3 speakers might say to oe another based on the theme of cooking utensils. Write the sentences that the children say on a length of language experience chart paper. Except sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual forms.

* Provide each child with writing paper and pencil. Each child should then copy the dialogue on a sheet of paper, leaving out words on purpose. It is not necessary that all children leave out the same words. When a child has completed a form of the dialogue in his/her way, he/she should then exchange it with another child. The children should then complete their closure dialogues. Circulate among the children as they work, assisting as necessary. Afterward, have each child take a turn reading a sentence or reading the entire dialogue that he has written.

ENRICHMENT ACTIVITIES:

* If possible, collect the necessary ingredients to actually prepare something in the classroom that used a variety of the different cooking utensils. The children should assist with this process. You may wish to place the recipe on tape or have the children read the recipe and use the utensils on their own. Be certain to introduce and reinforce safety with cooking utensils during this process.

* Hold up one of the cooking utensils and each child in the classroom should estimate the price of that utensil in the stores. Repeat this process with a number of the utensils. Afterwards, compare and contrast the children's guesses. If possible, check the childrens' answers against local prices or against prices that appear in magazines/catalogues.

MATERIALS:

cooking utensils, writing paper and pencil for each child, ingredients for cooking example, language experience chart paper, feltpen

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: COUNTING BY TENS

Grade: 5

Vocabulary:

mitaswi	ten
nishtana	twenty
niswi mitana	thirty
niwi mitana	forty
nani mitana	fifty
kotoswi mitana	sixty
ninshoswi mitana	seventy
nishoswi mitana	eighty
shankaswi mitana	ninety
kotok	one hundred

Pattern(s):

_____ opik ni tayawa.

I have _____ dollars.

Dialogue:

A. Ni shoniya masinekan nonkom ki ate.

B. Anin minik ka ishipikatek?

A. _____ opik ki ishipikate.

A. My cheque was in the mail today.

B. How much was it?

A. It was _____ dollars.

MOTIVATION:

* Make a hundred marks on the board and group the children in front of the board. Tell the children that you are going to count the number of marks that you have made on the board and that they are to watch while you do so. Begin counting the marks, one at a time. Appear to become prostrated with this slow process. Encourage the children to suggest what other ways you may count the marks. The children may suggest that you count by 5's, 10's, etc. Implement the suggestions that the children give. Eventually, count the 100 marks that you made on the board by 10's.

ACTIVITIES:

* Use the number/illustration cards from this Unit to introduce the new vocabulary words to the children. Mount the illustrations on the board as they are presented. The children should hear the sequence of vocabulary words (from 10 to a 100) a number of times during this introduction process.

* Before the lesson begins, prepare an audio tape for Herman's Head. Discuss counting by ten with Herman. The children should hear Herman counting by 10's to a hundred.

* Provide each child with a light coloured sheet of construction paper. Then, say one of the numbers to each child (ten to a hundred). You may repeat some of the numbers. Each child should then illustrate the number that you said. For example, if you say 30 to a child, the child should illustrate 3 groups of 10 on his or her sheet of construction paper. The groups may consist of animals, people, objects, etc. Circulate among the children as they work, repeating the vocabulary words as often as possible. Keep these illustrations for use later in this Unit.

MATERIALS:

light sheet of construction paper for each child, pencil and art materials for each child, counting illustrations, Herman's Head, audio tape for Herman's Head, a tape recorder

ORAL REPRODUCTION:

* Review the vocabulary words that were introduced in Lesson 1, using the counting illustrations. Mount the illustrations on the board and call upon individual children to recall the vocabulary words associated with them. Repeat this process until the children are responding well.

* Collect the childrens' illustrations that they did in Lesson 1 and lay them on the floor at one end of the room. Group the children in two teams at the other end of the room. One team should be a before team and the other team should be an after team. Say one of the numbers and the first player from each team must rush to the illustrations and find the numbers that come before and after the number that you said. The first player to identify his number correctly wins a round. Downplay the completitive nature of this activity and build up the fun of the game. When a player has correctly identified a number, he should show it to his team and the team should say the number for that illustration.

CREATIVE EXPRESSION:

* Each child should prepare one sentence. When the childrens' sentences are completed, have a child stand, facing the other children. This child should say his pattern to the other children, purposely omitting the keyword. He should then call upon individual children to attempt to identify the keyword that is missing from his pattern. When a child does this correctly, that child then becomes the speaker for the next round of this activity. Repeat until all children have shared their patterns with the class.

* Mount one of the illustrations on a length of language experience chart paper. Then encourage the children to come up with as many vocabulary words associated with that illustration as they can. Write the words that the children suggest on the length of language experience chart paper. Repeat this process with other illustrations. Display the completed products in the classroom.

MATERIALS:

language experience chart paper, counting illustrations, paper and pencil for each child, children's illustrations (from Lesson 1), masking tape

SIGHT RECOGNITION (VOCABULARY):

* Use the counting illustrations and the childrens' illustrations (from Lesson 1) to review the vocabulary words introduced and developed thus far in this Unit. Then, introduce the sightword cards to the children. Say each sight word as its card is presented. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been presented and matched with their illustrations on the board.

* Provide each child with a blank flashcard. Each child should then copy one of the sightwords on a card. When all of the children have completed this, remove the sightwords from the board and place them on the side. Point to one of the illustration on the board and the child or children who have the sightword for this illustration should hold them up and say the sightword. Repeat this process using other illustrations. The children may exchange sightword cards periodically during this activity.

DECODING AND ENCODING (VOCABULARY):

* Have each child cut his sightword (from above) in half. Collect one half of each child's word. Mix all of your halves together. Then, select one of your halves and read it to the children. The child who has the matching half must stand and say the sightword. Repeat this process until all chidren have responded.

* Place two containers of water on the floor under the chalkboard. Place two clean paint brushes on the floor beside the containers of water. Divide the children into two groups at the other end of the room. Say one of the sight-words from this Unit and the first player from each group must then rush to that team's pail of water and use the water and paint brush to write the sightword on the board. Downplay the competitive nature of this activity and build up the fun of the game. Repeat this encoding/spelling process until all players have participated.

MATERIALS:

two containers of water, two paint brushes, master set of sightword cards, a blank flashcard for each child, a feltpen fo each child, scissors

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the board. Review the sightwords with the children. Point to each sightword, calling upon an individual child to identify it. Continue in this way until all of the sightwords have been reviewed. Then, say one of the patterns from this Unit, purposely omitting the sightword. Call upon an individual child to suggest which word or words could be used to complete the pattern. Continue in this way until all of the patterns have been introduced. Be certain the children understand the meanings of the patterns.

* Have the children stand in a circle. Run a length of yarn all the way around the circle. The children should hold on to the yarn length with both hands. Stand in the center of the circle. Say one of the patterns from this Lesson. Then, attempt to tap a child's hand. The children may remove their hands from the yarn length as necessary. However, when a child's hand has been tapped, he or she should repeat the pattern that you said at the beginning of the round. Repeat this activity a number of times.

READING:

* Before the lesson beings, prepare a set of sentence strips that contain the patterns from this Unit. Mount the sightword cards on the board and review them with the children. Point to a sightword and ask a child to recall the pattern for that word. When a child has successfully done this, mount the sentence strip on the board for that pattern. Read the sentence strip with the children. Continue in this way until all sentence strips have been introduced.

* Divide the children into two groups. Remove the sentence strips from the board and keep them handy. Give the first player in each group a large funnel. The first player in each group should place the funnel over his or her eyes. Then, hold up one of the sentence strips or stand it up in the chalkboard ledge. The players must not remove the funnels from their eyes. Downplay the competetive nature of the activity and build up the fun of the game. Repeat until all players have played.

WRITING/SPELLING:

* Provide each child with one of the patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written his sentence, have him read it to the other children.

* Provide the children with writing paper and pencil. Show one of the patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

two funnels, writing paper and pencil for each child, sentence strips for each child, a master set of sentence strips, masking tape, sightword cards, a skein of yarn

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be Counting by Tens. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of Counting by Tens. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it within the children in choral, group, and individual forms.

* Have each child copy the dialogue on an individual sheet of paper. However, when the children copy the dialogue they should purposely leave out words or syllables or letters (from the words). When a child has completed a closure version of the dialogue, he or she should then exchange his copy with another child. Each child should then complete a new closure dialogue. Afterwards, correct the childrens' results to determine their accuracy in completing the dialogue from this closure process.

ENRICHMENT ACTIVITIES:

* Select a familiar tune and attempt to adapt the tune to the vocabulary terms introduced in this Unit. Experiment with a variety of different tunes using the vocabulary terms developed with the children in this Unit. Practice singing with the words with the children when the tune has been finalized.

* Have the children walk around the room in a scattered formation. Then, call out a number between 1 and 10. The number that you called will represent a group of ten. For example, if you say, "Four", this representes four tens or forty. However, when you say, "Four" the children should arrange themselves in groups of four. You may use their ten fingers to represent a group of ten. During each round there will be those children who will have to remain on the outside as observers. When you say, "Four", and the children arrange themselves in fours, they are actually arranging themselves into four groups of tens (fingers). Then, have the children in each group identify the term (the number forty for the example given). Repeat this process a number of times until the children are able to respond well.

MATERIALS:

language experience chart paper, a feltpen, writing paper and pencil for each child

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: DIRECTIONS Grade: 5

Vocabulary:

shawanonk	north
kiwetinonk	south
ninkapowanonk	west
wapononk	east
kiwetino wapononk	north-west
kiwetino ninkapowanonk	north-east
shawanonk ninkapowanonk	south-west
shawanonk wapononk	south-east

Pattern(s):

Ni taya _____ ima onchi kikinamate akamikonk.
(direction)

I live _____ from where the school is.
(direction)

Dialogue:

A. Ni papa apan anta kiwise.

B. Anta ima apan?

A. Oma _____ apan.
(direction)

A. My dad is gone hunting.

B. Where did he go?

A. He's gone _____ of here.
(direction)

MOTIVATION:

* Provide each child with a school atlas. Before the lesson begins, predetermine locations in a specific map in the atlas, using a north/south/ east/ west series of directions. For example, you may use the map of Manitoba and you may say, "6 cm north of Winnipeg, 3 cm east, 9 cm north," and so on. The final destination may be a town, a lake, a river, etc. Read your directions to the children and the children should use their rulers an their atlasses to locate the destination.

ACTIVITIES:

* Use the experience from the Motivation section of this Lesson to lead the children into a discussion of the importance of knowing ones directions. Identify north/south/east/west in the classroom. Then, introduce the concepts of south-southwest, north-northwest, south-southeast, north-north-east to the children. Use the classroom and the school atlases to reinforce this concept with the children.

* Have the children stand in the centre of the classroom. Then, direct them to walk "2 paces north, 3 paces west, 1 pace south, 1 pace south-southwest", and so on. The children should follow your directions as you give them.

* Use the direction illustrations to introduce the new vocabulary words to the children. Mount the illustrations on the board and say each vocabulary term as its illustration is presented. Continue in this way until all words are presented to the children.

* Provide each child with writing paper and pencil. Each child should then use his or her school atlas to imagine a journey that might be in a specific direction. The child should determine which direction he or she would like to begin walking. When the child has determined in which direction to walk, he or she should then describe what would be seen in that direction. For example, if a child decides to walk south-southwest in the community, he or she should describe what would be seen en route. The children may use the maps of the world in the atlases or the provincial maps. Circulate among the children as they work, repeating the vocabulary words as often as possible.

MATERIALS:

school atlasses for each child, writing paper and pencil for each child, directions illustrations, masking tape, a ruler for each child

ORAL REPRODUCTION:

* Mount the directions illustrations that were used in Lesson 1 on the chalkboard. Use the illustrations to review the vocabulary words introduced in Lesson 1. Point to each vocabulary words introduced in Lesson 1. Point to each illustration and the children should name it. Continue in this way until all of the illustrations have been reviewed by the children. Then, use chalk to make an outline of each illustration (i.e., around the outside of the illustrations). Then, remove the illustrations from the chalkboard. Encourage the chilren to identify the squares for the different illustrations, using their names. Continue until all illustrations have been replaced into their original outlines on the board.

* Before the lesson begins, prepare an extra set of directions illustrations. Place two sets of directions illustrations on the floor at one end of the room. Group the children in two groups at the other end of the room. Say a sequence of directions (3 or 4) and the first player in each group should rush to the pile of illustrations at the other end of the room. The players must attempt to find the illustrations for the directions that you named and lay them out on the floor in the same sequence as you called them. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have participated. Depending on the readiness of your children, you may wish to add or reduce the number of directions given in each sequence. When the players have placed the illustrations in their correct sequence, they should then name the directions orally.

CREATIVE EXPRESSION:

* Divide the children in two groups. Have the two groups stand at one end of the room. Before the lesson begins, collect a number of markers of different length. For example, you may use tongue depressers or toothpicks and break them into different length. Hold the markers in one of your hands that they they all appear to be the same length. Say one of the terms from this Unit and then have the first player in each team select one of the markers from your hand. The player who receives the shortest marker should then use the term in a complete sentence. Those two players should then go to the backs of their lines. Repeat this process until all players have participated. Except any pattern that the children provide, avoiding overcorrection of the childrens' creative expressions. However, assist the children with their oral responses as necessary.

* Have each child select one of the directions for a creative expression sentence. Each child should create his or her own sentence. The children may wish to write their sentences on paper so that they can remember them. When the children are ready, each child should read or say his sentence to the other children.

MATERIALS:

a number of markers (e.g., tongue depressers, toothpicks, etc.), an extra set of directions illustrations, a masterset of directions illustrations, masking tape, chalk

SIGHT RECOGNITION (VOCABULARY):

* Mount the directions illustrations from this Unit on the chalkboard. Use the illustrations to review the vocabulary words introduced and developed thus far in this Unit. Then, present the sightword cards to the children. Show one of the sightword cards to the children naming it. Then, give the sightword card to a child and the child should match it with its correct illustration. Continue in this way until all illustrations and sightwords have been matched.

* Remove the illustrations from the previous activities from the board and place them on the floor. Then, add another set of illustrations to those on the floor (there should be 2 complete sets of illustrations on the floor). Divide the children into two groups at one end of the room. Identify one of the sightwords and the first player in each group should rush to the illustrations and locate the illustration that matches the sightword that you said. Downplay the competitive nature of this activity and build up the fun of the game. Repeat the process until all players have played.

DECODING AND ENCODING (VOCABULARY):

* Before the lesson begins, prepare sets of 'closure sightcards'. That is, for each sightword prepare two identical closure cards. To do this, omit syllables and/or letters from the sightwords (each closure sightcard for a sightword should be identical). Divide the children into two groups and have the two groups stand at one end of the room. Mount two of the closure wordcards for a sightword on the board. When you say, "Go", the first player in each team should rush to a closure wordcard on the floor and complete it, using a felt-pen. To complete the closure words the children should add the necessary letters or syllables. The first player to do this successfully scores a point for his team. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have had a chance to participate. Be certain that there are enough closure cards so that all children may participate.

* Provide each child with writing paper and pencil. Spell one of the sightwords from this Unit, purposely mixing up all of the letters. The children should copy down the letters as you say them. Then, each child should attempt to unscramble the letters to reproduce the sightword represented by them. Repeat this process using other sightwords. Later, review the childrens responses determining their accuracy.

MATERIALS:

writing paper and pencil for each child, pairs of closure cards for each sightword, masking tape, two feltpens, sightword cards, directions illustrations, an extra set of directions illustrations

LISTENING AND SPEAKING:

* Mount the sightwords that were introduced in Lesson 3 on the chalkboard. Then, say one of the patterns from this Unit, purposely omitting the sightword. Encourage the children to suggest the word or words that might be used to complete the sentence that you said. Repeat this process until all patterns have been introduced. Be certain that the children understand the meanings of the patterns as they are introduced.

* After reviewing the pattern with the children, point to one of the sightwords and the children should say its pattern. Repeat this preocess until the children are able to respond well.

* Have the children stand back to back with arms interlocked. One child should be without a partner as 'IT'. Direct the children to listen for a specific pattern. When the children hear that pattern, they should drop arms and find another partner. IT must also try to find a partner. Say a number of sentences, eventually repeating the sentence that you identified at the beginning of the round.

READING:

* Before the lesson beings, prepare individual sentence strips for each of the patterns for this Lesson. Mount the sentence strips on the board and call upon individual children to read them. Continue in this way until all sentence strips have been introduced.

* Have the children look very carefully at the sentences and then remove them from the board. Then, write the first and last letter of one of the sentences on the chalkboard. Call upon a child to identify the sentence that begins and ends with the letter that you have written. Repeat this process using the remaining sentences.

WRITING/SPELLING:

* Provide each child with one of the patterns introduced in this Lesson. Each child should then rewrite the pattern replacing keywords in the pattern with other words. When each child has rewritten his sentence, have him read it to the other children.

* Provide the children with writing paper and pencil. Say one of the patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a master set of sentence strips, masking tape, sightword cards

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'directions'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of directions. Write sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual form.

* Cut the sentences from the language experience chart paper and mix them up. Then, call upon individual children to replace the sentences in their original order by attaching them to the chalkboard. Each time a sentence is attached to the chalkboard, all of the children in the class should read that sentence. Continue in this way until the dialogue has been reproduced on the board.

ENRICHMENT ACTIVITIES:

* Divide the children in two groups. Blindfold the first player in each group. Then, have the first player in each group that is blindfolded stand in the centre of the room. Give specific directions, such as, "walk one pace north, two paces east, one pace west," etc. The blindfolded players should perform the directions that you say. The first player to make an error is 'out' for the round. Repeat this process until all players have had a chance to play.

* Before the lesson begins, prepare extra copies of a Manitoba roadmap for the children. The children should then identify a journey on the roads of Manitoba (main highways and backroads), indicating directions that people would be driving. For example, a child may identify 2 points on the map and then should indicate the distance between the 2 maps by kilometers and directions. For example, a child might write that a person would drive 4 kilometers north, 3 kilometers west, 1 kilometer south, etc. You may wish to have each child read his directions sequence to the other children.

* Have each child prepare his or her own 'roadmap' made up based on a fictitious location. The children should indicate directions on their map, kilometer for segments on the highways, and so on. Provide the children with the necessary art materials and supplies for this project. Display the completed maps in the classroom for all to see.

MATERIALS:

art materials and supplies for each child, language experience chart paper, a feltpen, two blindfolds, copies of a Manitoba roadmap for the children

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: (THE) EATING TABLE/AREA Grade: 5

Vocabulary:

apachichikanan	cutlery
emikon(ak)	spoon
patakekan(an)	knives
mokoman(an)	forks
onakan(an)	dishes
minikochikan(an)	cups
shipoteya minikochikan(an)	glass
akosokwe onakan	serving dish

Pattern(s):

_____ pitamowishin.

Bring me the _____.

Dialogue:

A. Wapank, atawikimikonk ni wi isha.

B. Wekonen wi atawiyan?

A. _____ ni wi atawe.
(eating utensils)

A. Tomorrow, I am going to the store.

B. What will you buy?

A. I will buy _____.
(eating utensils)

THEME: (THE) EATING TABLE/AREA **Grade: 5** **LESSON ONE**

MOTIVATION:

* Before the lesson begins, collect a variety of different cutlery, plates, bowls, etc. Place all these on a table and group the children near the table. Tell the children that you have visitors for dinner and that you are about to set the table. Encourage the children to assist with this project. This activity provides you with an opportunity to determine how much the children already know about the setting of a table.

ACTIVITIES:

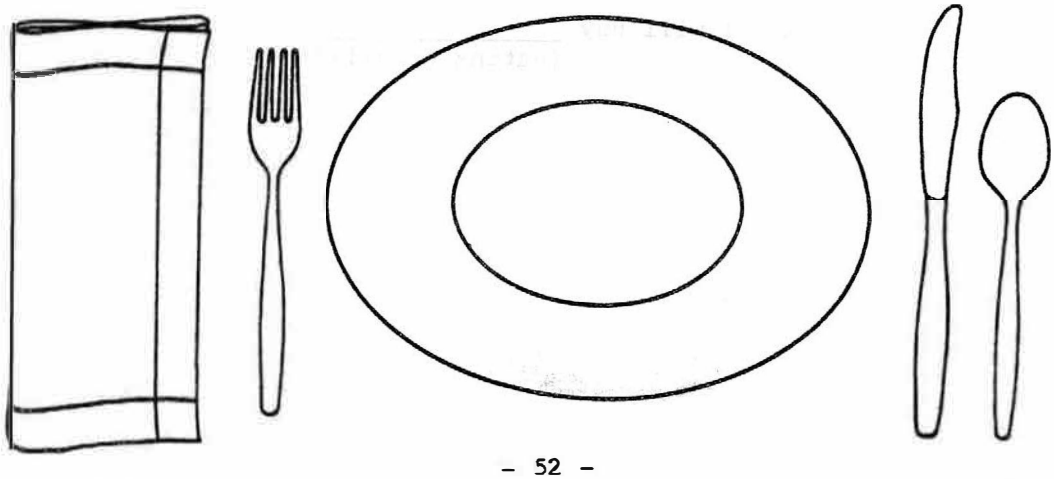
* Before the lesson begins, locate a picture, slide, print of another culture (e.g., the traditional local culture) to show the children. Use the item to encourage the children to understand that not all cultures view 'eating etiquette' in the same way. Lead the children to an awareness that 'value judgement' of how people from other cultures eat should be avoided at all costs.

* Introduce the illustrations that represent the new NL vocabulary words to be introduced and developed in this Unit. Mount the illustrations on the board as they are presented. Encourage the children to suggest the NL vocabulary words associated with the illustrations. If the children experience difficulties doing this, provide the vocabulary words for them. Continue in this way until all of the NL vocabulary words have been introduced to the children.

* Lay a length of butcher paper on the floor and place the concrete material used earlier in this Lesson on the butcher paper. Group the children around the paper. Each child should make a square on the butcher paper to represent his 'placemat'. Then, the children should use the concrete materials to prepare tracings on their placemats that represent a table settings. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. Display the completed 'tablesetting mural' in the classroom or hallway.

MATERIALS:

mural paper, feltpens, concrete materials, eating illustrations, masking tape



THEME: (THE) EATING TABLE/AREA **Grade: 5** **LESSON TWO**

ORAL REPRODUCTION:

* Mount the illustrations that represent the different vocabulary words on the board. Review the vocabulary words with the children, encouraging them to provide the NL vocabulary words introduced in Lesson One. Continue in this way until all of the NL vocabulary words have been reviewed.

* Write a number beside each of the illustrations on the board. Then, provide each child with a blank flashcard. Each child should write one of the numbers from one of the illustrations (on the board) on his blank flashcard. When the children have completed their flashcards, call out the number of one of the illustrations. The child or children who have that number should then identify the illustration orally. The children may exchange numbercards after each round or periodically during this activity. Repeat until the children are able to respond well.

* Point to one of the illustrations on the board saying its NL name. The children should repeat the NL name. However, when you point to an illustration and say an NL word other than the illustration's name, the children should not respond. Repeat this process a number of times.

CREATIVE EXPRESSION:

* Provide each child with an illustration from this Unit (prepare extra copies of the illustrations, if necessary). Then, each child should create one NL sentence for his illustration. The children may write their sentences down on individual sheets of paper. When all of the children have completed their sentences, have the children turn their illustrations over on their desks. Then, call upon one child to read his creative sentence to the other children. The other children should then attempt to identify the illustration used for the writing of that sentence. Repeat this process until each child has had chance to read his sentence to other children.

* Provide each child with a blank flashcard. Each child should write his name on a blank flashcard. Then, collect the namecards and put them into a container. Redistribute the namecards so that each child has another child's name. Say one of the vocabulary words from this Unit and a child's name. The child in turn should look at the namecard he or she has and call that child's name. The child in turn should repeat the NL word that you said and then use it in a complete NL sentence. Repeat this process a number of times. You may wish to have the children exchange namecards periodically during the activity.




MATERIALS:

blank flashcards for each child, writing paper for each child, eating illustrations, masking tape, an illustration for each child, a blank flashcard for each child

THEME: (THE) EATING TABLE/AREA **Grade: 5** **LESSON THREE**

SIGHT RECOGNITION (VOCABULARY):

* Mount the eating illustrations used earlier in this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Call upon the children to identify the illustrations, using their NL names. Then, mount the sightword cards for this Unit on the board to the right of the illustrations. Point to each sightword, reading it. After reading all of the sightwords, call upon the children to match the sightwords with the illustrations. To do this, place your left hand on an illustrations and tell the children to watch where you right hand is. When your right hand rests on the sightword that matches the illustration with your left hand, the children should say the sightword. Continue in this way until all sightwords and illustrations have been matched.

* Before the lesson begins, prepare 2 'run-ons' on individual sentence strips. To do this, write sightwords side by side on a sentence strip without leaving spaces between the words. You may wish to add nonsensical letters between words as well. Place the two sentence strips on the floor at one end of the room. Divide the children into two groups at the other end of the room. When you say "Go", the first player from each team must rush to that team's run-on and rip off a sightword from the run-on (from either end of the run-on). Repeat this sight recognition process until all players have played. A player should identify a sightword when he removes it from the run-on.

DECODING AND ENCODING (VOCABULARY):

* Use a flashlight to write one of the sightwords on a wall in the classroom. The children should watch the light of the flashlight as it 'writes' the sightword. After writing the word with the light of the flashlight, call upon an individual child to identify the sightword that you wrote. Repeat, using other sightwords.

* Provide each child with a blank flashcard. Each child should then write one of the sightwords on a flashcard (any one of the sightwords). When a child has written the sightword on a card, he or she should then cut the sightword into its individual letters. Collect all of the cut-out letters and place them into a container. Then, have each child reach into the container and remove one letter from the container. Each child should place his or her letter on a sheet of paper and then write a sightword around the letter (any sightword that contains that letter). The children may tape or glue the cut-out letters to their pages. This activity can be repeated more than once using the remaining cut-out letters. Circulate among the children as they work, assisting as necessary.

MATERIALS:

blank flashcard for each child, a feltpen for each child, scissors for each child, a flashlight, sightword cards, eating illustrations, masking tape, two run-ons (using the Unit's sightwords)

THEME: (THE) EATING TABLE/AREA Grade: 5 **LESSON FOUR**

LISTENING AND SPEAKING:

* Mount each of the eating illustrations on the board vertically. Then, write the NL patterns around the illustrations (each illustration representing the sightword for a sentence). Read each sentence to the children and call upon them to indicate the meaning of the sentence. Assist the children with this process, if necessary. Then, give the sightword cards from Lesson 3 to the children. Both children with the sightword cards should match their sightwords with the illustrations on the board. Remove the illustrations from the board and replace them with the sightword cards. Once again, review the NL patterns with the children.

* Lay the sightword cards on the floor and group the children around them. Stand in the centre of the circle with a piece of tissue paper. Say one of the NL patterns and then a child's name. At that time, toss the tissue paper into the air. The child whose name you called must rush into the circle and identify the sightword heard in the pattern before the tissue paper hits the floor. Repeat this process until many children have had a chance to participate.

READING:

* Before the lesson begins, prepare a set of sentence strips that contain the NL patterns introduced in this Lesson. When the sentence strips are complete, cut them in half horizontally; thus producing the top and bottom halves of the sentences separately. Mix all of the cut-out parts together and spread them on the floor. Group the children into two teams at the other end of the room. Say two NL patterns and then the first player from each team should rush to the pile of cut-out sentence parts to reproduce the sentences that you said (one sentence per player). You may wish to identify a specific sentence for a specific player. The players must do this successfully and then to read the sentence back to you. Downplay the competetive nature of this activity and build up the fun of the game. Repeat until all players have played (it may be necessary to re-shuffle the cut-out parts a number of times until all players have played).

WRITING/SPELLING:

* Provide each child with writing paper and pencil. Say one of the patterns from this Lesson to the children and the children should write that pattern on their sheets of paper. Repeat this process using other patterns from this Lesson. Afterwards, review the childrens' writings to determine their accuracy in writing their sentences from this dictation process.

* Write one of the sightwords from this Unit on the board using a 'c/v' sequence. In English, for example, the word 'fork' would be written as 'cvcc'. The children should attempt to identify the word that you have written using the c/v sequence (consonant/vowel). You may wish to have the sightwords on display to use as models.

MATERIALS:

sightword cards, individual sentence strips for each pattern, a pair of scissors, masking tape, pencils for each child, eating illustrations, portion of tissue paper, writing paper for each child

THEME: (THE) EATING TABLE/AREA **Grade: 5** **LESSON FIVE**

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Then, develop a dialogue with the children that has the theme of eating. Encourage the children to imagine what 2 or 3 people might say to one another as they sit at the table or in the eating area. Write the sentences that the children suggest on the language experience chart paper. If three speakers are used, use an 'a/b/c' sequence. Accept any sentences that the children provide, avoiding overcorrection of their creative expression sentences. However, assist the children with their sentences as necessary. When the dialogue is complete, read it with the children in choral, group and individual forms.

* Cut off the bottom sentence of the dialogue and have the children read the entire dialogue once again (including the last sentence). Then, cut off the next sentence from the dialogue. Continue in this way until the children are reading the entire dialogue without actually seeing it.

ENRICHMENT ACTIVITIES:

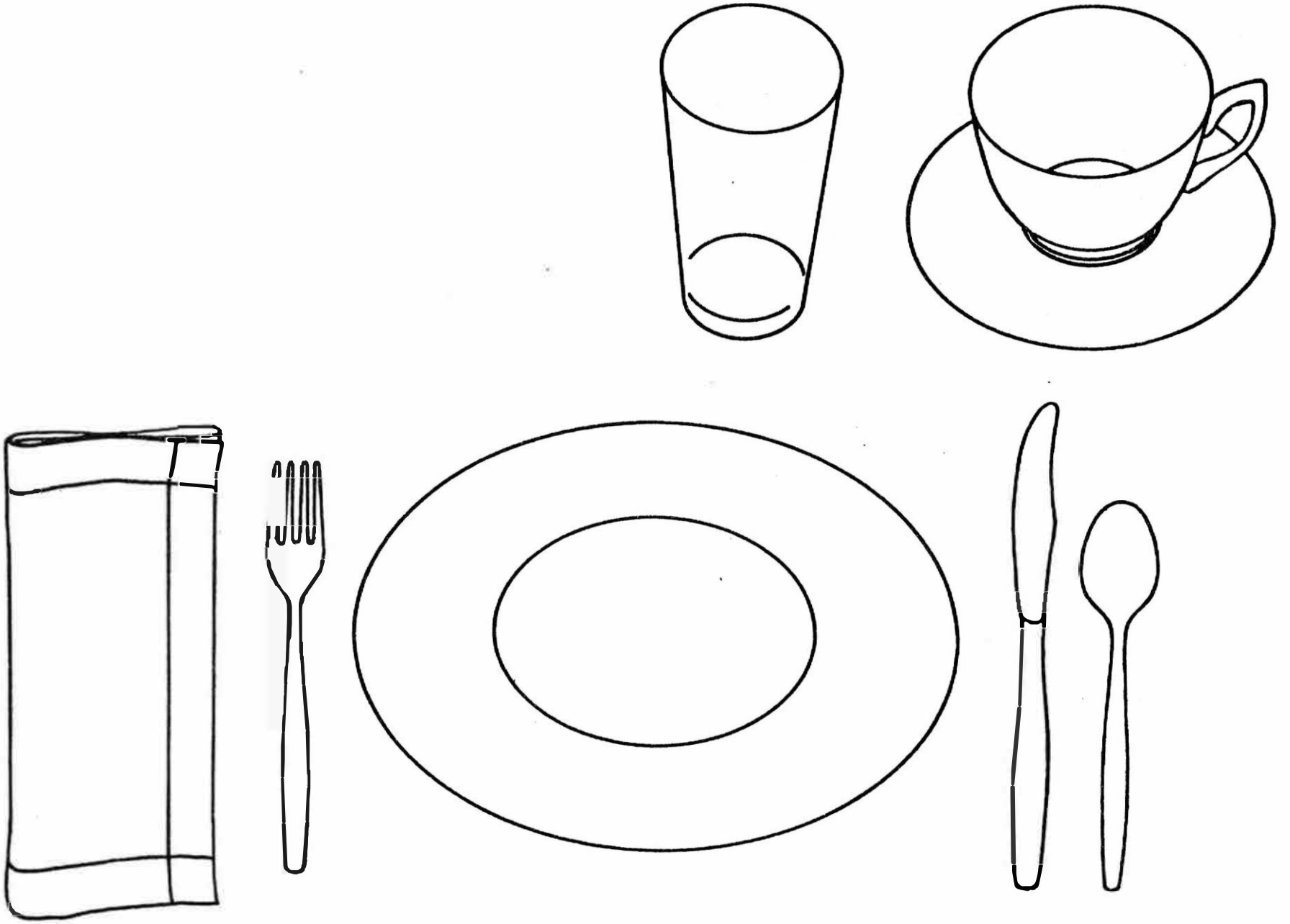
* If a sufficient supply of eating items are available, have the children (in groups) set up tables for eating. Have 3 or 4 groups participate in this activity. Provide each group with a table, tablecloth, and the necessary concrete items to set the table. Circulate among the children as they work, assisting as necessary. When each group has completed the settings of its table, the other children should have a chance to observe one another's settings.

* Have each child prepare a breakfast, lunch and dinner menu. The children should list all of the items that would be eaten during the meal. When a child has written his menu for the 3 meals, he or she should then indicate the items that would be necessary in the tablesetting to accommodate each of the meals. This should include the serving dishes, glasses, cups, etc. Later, have each child share his menus with the other children.

* The children may select another culture or the traditional N culture to represent another form of 'eating etiquette'. When the children have identified the medium that they would like to use for this activity, set up an area in the classroom that would be appropriate for its implementation. Before the lesson begins, collect simple food items that can be used for this demonstration. If the children decide not to use the local traditional N culture, they may elect to choose a Chinese, North African, etc., format for eating. As much information as possible related to the culture chosen by the children should be shared with them during this activity.

MATERIALS:

simple eating materials, concrete materials for tablesettings, tablecloth (three or four), writing paper and pencil for each child, language experience chart paper, feltpen, a pair of scissors



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: FISH Grade: 5

Vocabulary:

okaw	pickeral
kinoshe	jackfish
namekos	trout
name	sturgeon
atikamek	whitefish
namepin	sucker

Pattern(s):

Ni wi onakoshi amowa _____.
(fish)

For supper I will eat _____.
(fish)

Dialogue:

A. Pichinako ni ki anta kwashkwepichike.

B. Wekonen itinowikan kinko ka kwashkwepinat?

A. _____ ki kwashkwepina.
(fish)

A. Yesterday, I went fishing.

B. What kind of fish did you catch?

A. I caught a _____.
(fish)

MOTIVATION:

* Discuss with the children the differet ways te people in their areas fish.

* Lead this experience into a discussion of the different fish found in the the children's area. The children should identify fish that they like to eat, ways of preparing the fish, and so on.

ACTIVITIES:

* Introduce the illustrations of the different types of fish to present the vocabulary words for this Unit. Match the illustrations at the end of the unit with the type of fish in the area (from the 'Motivation' section above). The children should hear the names for the fish a number of times during this introduction process.

* Divide the children into groups. Provide each group with a skein of yarn or a ball of string. The children in each group should then attempt to create the outline of a fish from this Unit on the floor. Circulate among the children as they work, repeating the vocabulary words as often as possible. When each group has completed its fish outline, the other children should have the opportunity to see it.

* Mount an illustration of one of the fish types on the board. Then, mount a length of language experience chart paper beside the illustration. Encourage the children to use their imagination to create a recipe for cooking the fish depicted in the illustration. Write the recipe that the children suggest on the language experience chart paper. The children's recipe may not be accurate, however, it should reflect their imagination. Afterward, read the language experience chart story with the children in choral, group, and individual forms.

* Lay a length of white mural paper on the floor. Then, give each child a small white paraffin candle or a white crayon. The children should use their small candles or crayons to create illustrations of the different fish. When the children have finished their created illustrations (covering the mural paper with illustrations of the different fish), wash the white mural paper with a thin solution of tempera paint. The fish should show through in this 'crayon resist' process. Mount the complete mural in the classroom for all to see.

MATERIALS:

a thin solution of blue paint, a large paint brush, white mural paper, a white paraffin candle or white crayon for each child, fish illustrations, language experience chart paper, feltpen, a cut-out of each fish from Bristol board brown mural paper, a black crayon

ORAL REPRODUCTION:

* Mount each of the fish illustrations from Lesson 1 on the chalkboard. Point to each illustration, calling upon individual children to identify it. Continue in this way until all illustrations have been reviewed.

* Tell a running story to the children, pointing to the different fish illustrations as the names of the fish appear in the story. Do not say the names of the fish, but have the children provide those for you. Continue in this way until the children are able to provide the names of the fish orally during the telling of the running story.

* Collect the cut-outs of the different fish (from Lesson 1) and place them on the floor. Group the children around them. Blindfold two children and say one of the vocabulary words from this Unit. The two blindfolded children should then enter the circle and feel for the fish that you named. Repeat until all children have had a chance to 'fish' in this way. When a child has successfully identified a fish, all children in the class should say its name orally.

CREATIVE EXPRESSION:

* Provide each child with writing paper and pencil. Each child should then write a sentence for a selected vocabulary word. When a child writes a sentence, he or she should purposely leave out the vocabulary word. Then, divide the children into two teams. The first player in each group should stand facing one another. The first player from team One should say his or her sentence to the first player in team Two. However, the player should not read the vocabulary word when he or she reads the sentence. The first player in the Two must attempt to name the vocabulary word omitted by the player in team One. If the player does not guess correctly, the 'shoe is then on the other foot' with the first player in team Two reading a sentence to the first player in team One. Repeat this process until all players have had a chance to participate. Downplay the competitive nature of this activity and build up the fun of the game.

* Mount the illustrations of the different fish on the board and run spokes from the different fish using chalk. Encourage the children to suggest as many vocabulary words as possible for the illustrations. Write the words at the end of the 'spokes'. When words have been suggested for all of the illustrations, remove the illustrations from the board, mix them together and then have the children match the illustrations with their 'vocabulary words' written at the end of the spokes.

MATERIALS:

fish illustrations, masking tape, chalk, writing paper and pencil for each child, cut-outs of fish (from Lesson 1), two blindfolds

SIGHT RECOGNITION (VOCABULARY):

* Mount the illustrations of the different fish on the chalkboard. Use the illustrations to review the vocabulary words from this Unit. Then, introduce the sightword cards to the children. Match the sightword cards with the illustrations of the different fish. Say each sightword as its card is presented. Continue in this way until all sightword cards and illustrations have been matched.

* Group the children in a circle. Give each child a wooden clothespin. Then, place the sighword cards in individual clothespins that the children have (not all children will have a sightword card). When you say, "Go", the children must pass the sightword cards clockwise around the circle from clothespin to clothespin. When you clap your hands, however, the children should stop passing the words around the circle. Each child who is left holding a sightword, must identify the sightword for the other children. Repeat this adaptation of **'HOT POTATOE'** until most of the children have responded by identifying a sightword.

DECODING AND ENCODING(VOCABULARY):

* Before the lesson begins, prepare an extra set of sightword cards. Lay the sightword cards on the floor at one end of the room. Divide the children into two groups. Say a sightword to the first player of each group (a different word for each player). Place 2 pairs of scissors by the sightword cards on the floor. When you say, "Go", the two players from the two teams should then rush to the sightwords and 'decode' one of the words by cutting the words into their syllables (the words that the children 'decode' should be those that you said to them). Repeat this process until all players have played. Downplay the competitive nature of the activity and build up the fun of the game. Review each child's 'decoding' after each round of the game. It may be necessary to prepare extra sets of sightword cards for this process to ensure that all children have a chance to participate.

* Collect the cut-out syllables from the previous activity and mix them together. Group the children in a circle. Walk around the circle, giving each child one of the cut-out syllables from the container. When you say, "Go", the children must quickly attempt to reproduce as many of the sightwords as they can from this Unit. The first children to correctly put together and to 'encode' one of the sightwords win the round. Repeat using different cut-out syllables for each round of the process.

MATERIALS:

extra copies of the sightword cards, a master set of sightword cards, masking tape, two pairs of scissors, a clothespin for each child

LISTENING AND SPEAKING:

* Mount the sightword cards from Lesson 3 on the board. Then, say one of the patterns from this Unit, purposely omitting the sightword. Call upon individual children to identify the sightword or words that could be used to complete the pattern that you said. Continue in this way until all of the patterns have been introduced. Be certain that the children understand the meanings of the patterns when they are introduced.

* After reviewing the pattern with the children, point to one of the sightwords and the children should say its pattern. Repeat this process until the children are able to respond well.

* Divide the children into two teams. Before the lesson begins, prepare a number of lengths of toothpicks (from very short to a complete toothpick). Hold the toothpicks in one of your hands so that they all appear to be the same length. Say one of the patterns from this Lesson and have the first player in each team pull out one of the toothpicks from your hand. The player who pulls the shortest length of a toothpick should turn and face his or her team and say the pattern that you said at the beginning of the round. Repeat this process until the children in both teams have said a number of the patterns from this Lesson.

READING:

* Before the lesson begins, prepare a set of sentence strips that contain the patterns introduced in this Lesson. Mount the sentence strips on the board. Read the sentence strips with the children in choral, group, and individual forms.

* Have the children look carefully at the sentence strips that are mounted on the board. Then, they should close their eyes. Remove one of the sentence strips from the board and put it away. The children should open their eyes and identify the 'missing' sentence. Repeat this process until all of the 'missing sentences' have been identified by individual children.

WRITING/SPELLING:

* Provide each child with one of the patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written his sentence, have him read it to the other children.

* Provide the children with writing paper and pencil. Say one of the patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the children's sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a master set of sentence strips, masking tape, sightword cards, toothpicks of different length

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'fish'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme 'fish'. Write the sentences that the children say one a length of language experience chart paper. Accept any sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual forms.

* Have each child copy down the language experience chart story from above, omitting keywords from the story. It is not necessary that all children omit the same word. When a child omits a word from this version of the language experience story, he or she should place a blank line in the written form. When each child has completed a 'closure experience chart story', the children should exchange stories. Each child should then complete the 'closure' version of the language experience story that he has. Afterwards, review the childrens' responses to determine their accuracy with this activity.

ENRICHMENT ACTIVITIES:

* Provide each child with an illustration of a fish type introduced in this Unit. Each child should then write a creative recipe for his fish type. The recipe may be written on the back of the illustration or on a separate piece of paper. The children should let their 'imaginations run wild' as they create their recipes for the fish. Later, have the children read their recipes to the other children if they so desire.

* If possible, have a local person talk to the children about traditional methods of fishing used in their area. This should include the use of fishing gear, as well as winter and summer methods of fishing. Encourage the resource person to bring as many concrete materials as possible to the presentation. As appropriate, the children should be encouraged to ask questions of the resource person.

* Provide the children with the necessary materials (e.g., cloth, apron, scissors, etc.) to create 'stuffed fish'. When the children have created their stuffed fish, they must be suspended from the ceiling for all to see in the classroom.

* If dry fish scales are available, they may be used to create illustrations by the children. The fish scales can be coloured with food colours prior to the Lesson (using different colours) or they may be used in their natural forms. The chidren should glue the scales to dark sheets of construction paper. The scales may be used to reproduce flowers, scenes, etc. Display the completed illustrations in the classroom.

MATERIALS:

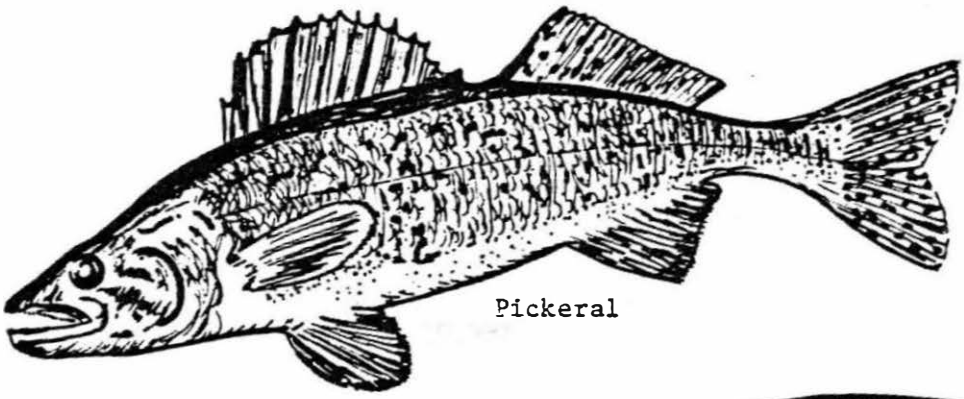
fish scales (if available), glue or paste, dark construction paper sheets, writing paper and pencil for each child, a fish illustration for each child, language experience chart paper, a feltpen

NATIVE LANGUAGE BASIC PROGRAM

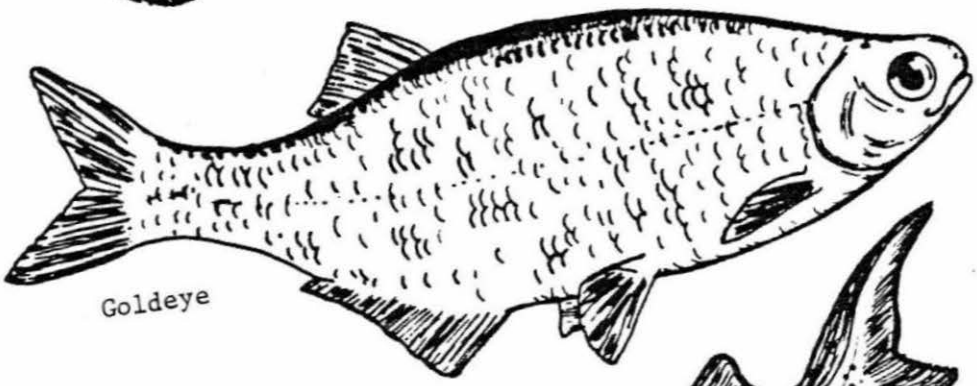
Theme: FISH

Grade: 5

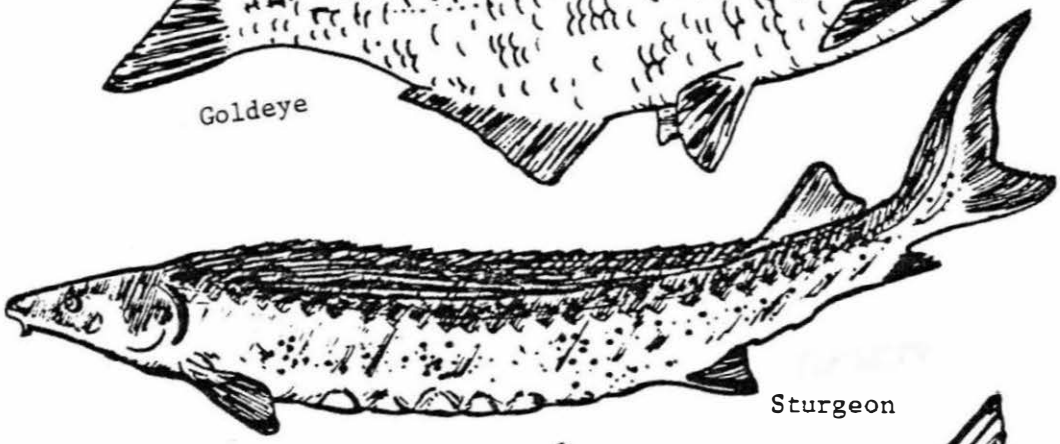
"MANITOBA FISH"



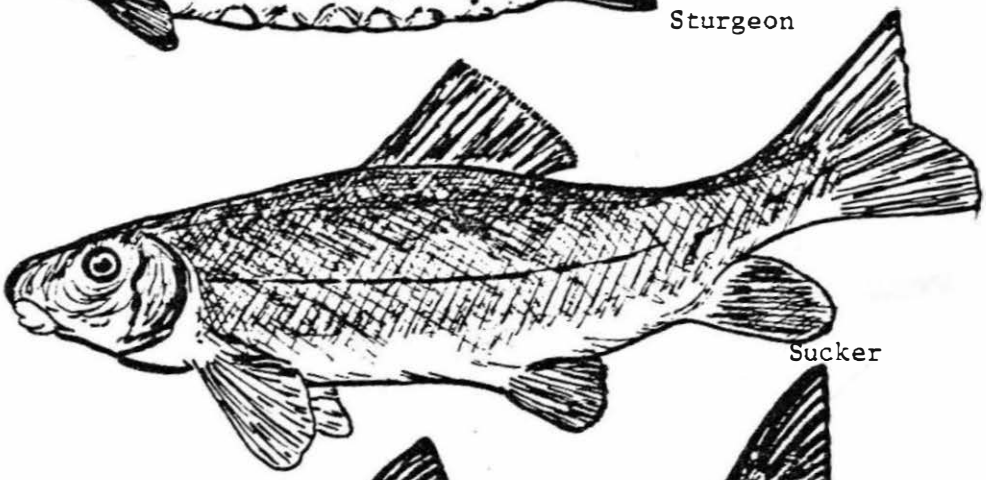
Pickeral



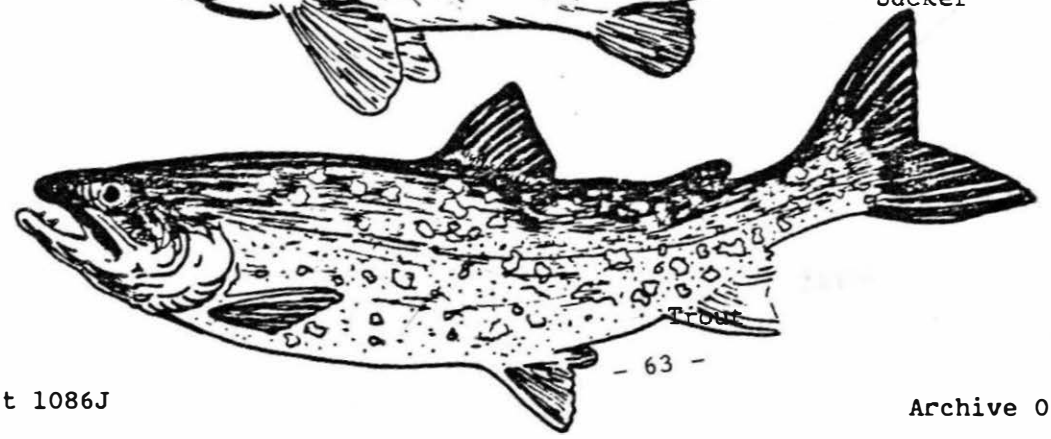
Goldeye



Sturgeon



Sucker



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OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: FOOD GROUPS

Grade: 5

Vocabulary:

kipko	fish
wiyas	meat
pakweshikan	bread
wanon	eggs
totoshapo	milk
kitikanan	vegetables
minesan	fruit

Pattern(s):

_____ ni ki michin _____.
(meal time) (food group)

For I _____ I ate _____.
(meal time) (food group)

Dialogue:

A. Ni wi anta miyshkam nonkom tipikak.

B. Wekonen ke anta atiyan?

A. _____ ni wi atiy.
(grocery)

A. I am going shopping tonight.

B. What are you going to buy?

A. I will buy _____.
(food group)

MOTIVATION:

* Before the lesson begins, cut a large round circle out of construction paper or mural paper. Tape this round disk of paper to the board and introduce it to the children as a plate. Encourage the children to suggest what might be eaten during dinner. Illustrate the food items that the children suggest on the plate. Encourage the children to include a meat, vegetable, grain dairy product. You may wish to repeat this process for other meals of the day. Use another round disk for this process.

ACTIVITIES:

* Provide each child with a white paper plate. Each child should then use crayons or feltpens to illustrate a meal on a paper plate. Encourage the children to select one food item from each of these areas; meat, grain, vegetable, fruit, dairy products. Circulate among the children as they word, assisting them as necessary. When the childrens' 'meals' are completed, each child may present his or her meal to the other children. Encourage discussion of the food items that the children show for the different meals. Display the completed dishes in the classroom.

* Use the food groups illustration the back of this unit to introduce the food items associated with the different food groups. Use the illustrations to introduce the vocabulary words. The children should hear the vocabulary words a number of times during this introduction process. Mark the illustrations on the board as they are presented. Be certain, the children understand the meanings of the vocabulary words.

* Lay a length of butcher paper on the floor. Divide the butcher paper into sections - one section for each food group. Then, provide the children with old magazines and catalogues. The children should look through the catalogues/magazines attempting to locate pictures that contain representations of the different food items. The children should cut out pictures of food items and classify them according to their 'food type'. The cut-out pictures should be glued to the sections of the mural paper. Circulate among the children as they work, repeating the words as often as possible. Display the completed mural in the classroom.

MATERIALS:

mural paper, glue, old magazines/catalogues, scissors, a paper plate for each child, crayons/feltpens for each child, food illustrations, a large circle of construction paper, masking tape, a feltpen

ORAL REPRODUCTION:

* Mount the illustrations that represent the different food groups on the board. Use these illustrations to review the vocabulary that was introduced in Lesson 1. Point to each illustration, calling upon individual children to recall its vocabulary terms. Continue in this way until all of the vocabulary words have been reviewed.

* Mount the illustrations on the board and outline each illustration with chalk. When the outlines have been made on the board, remove the illustrations from the board and mix them together. Then, have individual children replace the illustrations in their original location, naming them as they do so. Have all of the children in the class repeat each vocabulary word after an illustration has been replaced correctly. Continue in this way until all of the illustrations have been correctly replaced.

* Say three vocabulary words. If the three words that you say represent the same food group, the children should then clap their hands. However, if the three words that you say do not represent the same food group, the children should not respond. Repeat this auditory discrimination/recognition process a number of times.

CREATIVE EXPRESSION:

* Give each child the dinner that he or she represented in Lesson 1 on the paper pie plate. Each child should then write one sentence about that dinner. Some children may wish to write more than one sentence. Circulate among the children as they work, assisting as necessary. Then, have a child read his or her sentence to the other children, purposely omitting the key vocabulary word. The remaining children should attempt to determine the vocabulary word that is missing from the child's sentence. Continue in this way until all of the children have had a chance to present their sentences.

* Provide the children with writing paper and pencil. Say one of the syllables from a vocabulary word from this Unit. The children should then attempt to think of another word that contains the same syllable. The children should write the words that they think of on their sheets of paper. Repeat this process a number of times, using other syllables from the vocabulary words.

MATERIALS:

writing paper and pencil for each child, pie plate 'dinners' (Lesson 1), food group illustrations, masking tape, chalk

SIGHT RECOGNITION (VOCABULARY):

* Mount the food group illustrations on the board and use them to review the vocabulary words developed thus far in this Unit. Then, introduce the sightword cards to the children. Say each sightword as its card is presented. Match the sightword cards with the pictures on the board. Continue in this way until all of the sightwords have been introduced and matched with their illustrations on the board.

* Provide each child with a 'Word Find Outline' from 20 at the back of this unit. Each child should copy the selected sightwords into his form in horizontal/vertical/diagonal formations. Any empty boxes that are left over should be filled in with other letters from the alphabet. When the child has completed a word find outline, he or she should then give it to another child in the classroom. Each child should then complete the word find outline received. Later, review the childrens' responses to determine their accuracy in recognizing the vocabulary words in the word find outlines.

DECODING AND ENCODING (VOCABULARY):

* Lay a length of white mural paper on the floor. Group the children around it. Provide each child with a white crayon or white paraffin candle. The children should then copy the sightwords on the white mural paper using their crayons/candles. Be certain that the children all sit in the same direction so that all words are printed in the same direction. When the children are finished writing their words, attach the mural paper to the wall or board. Then, use a thin solution of blue tempera paint and a paint brush to reveal a part of one of the 'wax words'. The children should attempt to identify the sightword by the parts they can see. Continue revealing parts of the word until the entire word has been revealed. Repeat this process using other 'wax words' in the mural.

* Before the lesson begins, prepare 'closure cards' by using the sight recognition terms from this Unit. These words should have vowels/consonants/ syllables missing. Divide the children into two groups. Show one of the cards and the first player in each group should attempt to identify the sightword by its closure card. Downplay the competitive nature of this activity and build up the fun of the game. Repeat this process until all players have played.

MATERIALS:

'closure' sightcards, a master set of sight recognition cards, a white crayon or white paraffin candle for each child, white mural paper, masking tape, food group illustrations, a copy of Appendix 20 for each child, a pencil for each child

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the board and review them with the children. Point to each sightword, calling upon individual children to identify it. Repeat this process until all of the sightwords have been reviewed. Then, say one of the new patterns, purposely omitting the sightword from it. Call upon individuals to suggest which word or words may be used to complete the pattern. Continue in this way until all of the new patterns have been introduced. Be certain, that the children understand the meanings of the patterns.

* Group the children in a circle. Sit in the centre of the circle with an inflated balloon (that has not been tied at the end). Say one of the patterns and release the balloon on the floor. The child who receives the balloon should then repeat the pattern that you said. Repeat this process until many of the children have responded.

READING:

* Before the lesson begins, prepare sentence strips for the patterns for this Unit. To introduce the sentence strips, point to the sightwords on the board and encourage the children to recall the patterns that match them. When a child has recalled a pattern for a sightword, show the pattern's printed form. Continue in this way until all of the printed patterns have been introduced. Read the patterns with the children.

* Give each child a coin such as a penny. The children should toss their coins and look to see what is 'up'. Then, toss a coin of your own and call out what is 'up' on your coin. If you call, "Heads", those children who have 'heads' on their coins should read a pattern that you point to. The same would be true, if 'tails' appears on your coin. Repeat this activity a number of times.

WRITING/SPELLING:

* Provide each child with one of the patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written his sentence, have him read it to the other children.

* Provide the children with writing paper and pencil. Show one of the patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childen's sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a master set of sentence strips, masking tape, sightword cards, a large balloon (not inflated), a coin and coins for each child

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'food groups'. Then, encourage the children to imagine what 2 or 3 speakers would say to one another based on the theme of 'food groups'. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual forms.

* Copy the dialogue on the chalkboard as the children watch. Read the dialogue once again with the children (chorally). Then, erase part of the last line of the dialogue and read the entire dialogue with the children again. Continue in this way, erasing the dialogue from end to its beginning until there is no dialogue left. By this time the children should be saying the dialogue from memory. Dramatize your surprise each time the children are able to say the part of the dialogue that has been erased.

ENRICHMENT ACTIVITIES:

* Before the lesson begins, prepare a batch of papier mache. The children may ten use the papier mache to model food items. Food items from the four food groups should be represented in the childrens' models. You may wish to work with the children to determine which food items they will develop prior to this activity. When the papier mache models are dry, they may be painted and shellacked for display in the classroom. All of the food items should be classified according to the food group types.

* Provide each child with writing paper and pencil. Each child should then prepare a menu for one day's meals. The children should include as much variety in the types of food as possible. The food items that a child suggest for each meal should represent the food groups covered in this Unit. Later, have the children share their menus with one another.

* If old menus are available from restaurants, share these with the children. Have the children identify food items that represent the different food groups in the menu. The children should realize that one meal may contain food items from all of the different food groups at the same time.

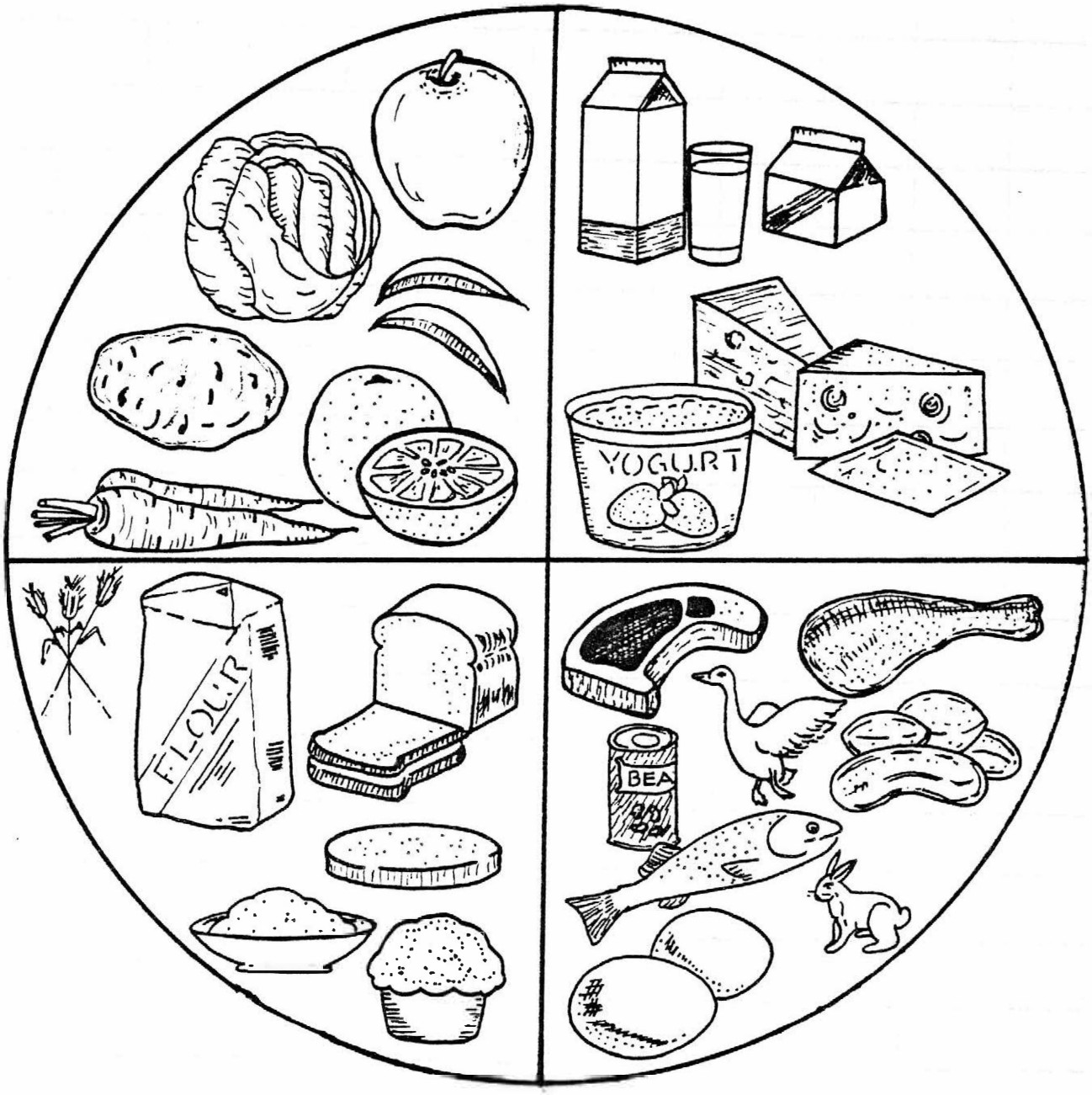
MATERIALS:

old menus (if available), writing paper and pencil for each child, language experience chart paper, feltpen, papier mache, chalk, paint and paintbrush

Theme: FOOD GROUPS

Grade: 5

CANADA'S FOOD GROUPS



Theme: FOOD GROUPS

Grade: 5

WORD FIND GAME

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: GAMES - CONTEMPORARY

Grade: 5

Vocabulary:

ka kakwechikanitink	games competitive
ka koshkwentawank	baseball
ka papamawepishkowint	football
ka kasotatink	Hide'N'Go Seek
ka peshinitink	tag

Pattern(s):

Ampe anta otaminota _____.
(game)

Come, let's go and play _____.
(game)

Dialogue:

A. Nonkom ki otaminonmin akochink.

B. Wekonen ka otaminowek?

A. _____ ni ki otaminomin.
(game)

A. We played outside today.

B. What did you play?

A. We played _____.
(name of game)

MOTIVATION:

* Read the children the poem 'WHAT TO DO' from the back of this unit. After reading the poem to the children, encourage the children to determine what they would like to do should they be stuck in the same position as the child in the poem. Lead this discussion into the different 'games' that could be played, both indoors and outdoors.

* The children should understand that games play a very important role in terms of peoples' relaxation and recreation. The children should also understand that some people like competative games while other people do not. The children should appreciate that not all people enjoy the same games.

ACTIVITIES:

* Provide each child with "Collage of Sport Illustrations" from the back of this unit. This page is a collage of different illustrations representing items from the different sports. Encourage the children to identify the sports for the different illustrations. Once again, encourage the discussion of different sports.

* Use the illustrations from this Unit to introduce the new vocabulary words to the children. Say each vocabulary word as its illustration is mounted on the board. Continue in this way until all vocabulary words have been introduced. Be certain that the children understand the meanings of the vocabulary words.

* Before the lesson begins, collect sample clothing items or other items that represent the different games introduced in this Unit. Place the concrete materials on the table or on the floor. Group the children near them. Present each concrete material to the children, encourage them to identify the game associated with it. Continue in this way until all of the games have been identified. Say the vocabulary words as often as possible during this process.

MATERIALS:

concrete materials to represent the different games, games illustrations, masking tape, a copy of poem "WHAT TO DO", "Collage of Sports Illustrations" for each child

ORAL REPRODUCTION:

* Mount the games illustrations on the board. Place the concrete materials that were used in Lesson 1 to represent the different games on the floor beneath the illustrations. Divide the children into two groups. Say one of the vocabulary words and the first player in each group must then attempt to identify the concrete material that goes with the vocabulary word that you said. When a player has successfully identified the concrete material on the floor, he or she must then match it with its illustration on the board. Downplay the competetive nature of the activity and build up the fun of the game. Repeat until all players have participated.

* Place the concrete materials on the floor once again and group the children in front of you. Say the name of one of the games and hold up its matching concrete material. The children should repeat the vocabulary word that you said. However, when you say the name of a game and hold up a 'missmatched' concrete material, the children should not respond. Repeat this audio/visual recognition and discrimination activity until the children are able to respond well.

CREATIVE EXPRESSION:

* Mount the games illustrations on the board once again. Then, provide each child with writing paper and pencil. Each child should then write one complete pattern for one of the illustrations. When the child has written his or her pattern, he or she should read it to the other children, purposely omitting the vocabulary word (key vocabulary word) from the pattern. The other children should attempt to identify the vocabulary word that would be used to complete the child's sentence. Repeat this process until all children have had a chance to participate.

* Group the children very close together on the floor and surround them with a circle of masking tape (on the floor). Say one of the vocabulary words from this Unit and toss an inflated balloon in the air above the children. As the balloon falls, the children should attempt to avoid being touched. However, when a child is touched by the balloon, he should then say the vocabulary word that you said at the beginning of the round in a complete pattern. Repeat this process until many children have responded.

MATERIALS:

a round inflated balloon, writing paper and pencil for each child, games illustrations, masking tape, concrete materials from the different games

SIGHT RECOGNITION:

* Mount the games illustrations on the board and use them to review the vocabulary words from this Unit. Then, introduce the sightword cards for the different vocabulary terms. Say each sightword as its card is introduced. Match the sightword cards with the illustrations on the board. Continue in this way until all sightword cards and their illustrations have been matched.

* Remove the sightword cards from the board and give them to the children. Point to one of the illustrations on the board and the child who has his matching sightword card should hold it up and say the word. The children may exchange cards periodically during this round. It is not necessary that all children have a sightword card during each round of this process. Repeat until the children appear to respond well.

* Mount all of the sightword cards on the board and group the children in front of them. Then, have the children close their eyes. Remove one of the sightword cards from the board and put it away. The children should open their eyes and identify the 'missing word'. Repeat this process until all sightwords have been removed.

DECODING AND ENCODING (VOCABULARY):

* Before the lesson begins, prepare an extra set of sightword cards. Cut each of the words in the extra set in half. Then, group the children in a circle, Walk around the outside of the circle attaching word halves to the childrens' back. Do not let the children see which halves you are attaching to their backs. When you say "Go", the children should attempt to match themselves together to reproduce the sightword from this Unit. Since the children were not able to see what wordparts were on their backs, they will have to rely upon their friends to assist them in this process. When the children match themselves together, they should stand in the correct positions so that the word is reproduced in its correct sequence.

* Collect all of the word halves from the previous activity and mix them together. Place them in a container. Then, have a child reach into the container and remove two of the halves. The child should use the two halves and make a 'mesh word'. Then, the child should identify the two words used to make his 'mesh word'. For example, the word 'fundy' in English may represent the 'mesh' of the words 'funny' and 'candy'. Repeat this 'meshing' process until all children have had a chance to reproduce a 'mesh'.

MATERIALS:

an extra set of sightword cards, a pair of scissors, masking tape, a master set of sightword cards, games illustrations

LISTENING AND SPEAKING:

* Mount the sightwords that were introduced in Lesson 3 on the chalkboard. Then, say one of the patterns from this Unit, purposely omitting the sightword. Encourage the children to suggest the word or words that might be used to complete the sentence that you said. Repeat this process until all patterns have been introduced. Be certain that the children understand the meanings of the patterns as they are introduced.

* After reviewing the patterns with the children, point to one of the sightwords and the children should say its pattern. Repeat this process until the children are able to respond well.

* Group the children in a circle. Give a child in the circle a red ball. Then, give two other children green balls (one ball each). Say one of the patterns from this Lesson. The two green balls should then attempt to trap the red ball. When the red ball is trapped between the two green balls, the child holding the red ball must repeat the pattern that you said at the beginning of the round. Repeat this process until many children have had a chance to respond in this way.

READING:

* Before the lesson begins, prepare sentence strips for the different patterns introduced in this Lesson. Mount the sentence strips on the board and call upon individual children to read them. Continue in this way until all sentence strips have been introduced.

* Cut each of the sentence strips from above in half. Leave half of each sentence strip attached to the board. Mix the other halves together and give them to the children. Point to one of the sentence halves on the board and the child who has the matching half must stand and read the entire pattern to the other children. Continue in this way until most of the children have had a chance to read a pattern in this activity.

WRITING/SPELLING:

* Provide each child with one of the patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the patterns with other words. When each child has re-written his sentence, have him read it to the other children.

* Provide the children with writing paper and pencil. Say one of the patterns from this Lesson and the children should write this pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the chlidren's sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a master set of sentence strips, masking tape, a pair fo scissors, one red ball and three green balls (these colours may be changed), sightword cards

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'Games - Contemporary'. Then, encourage the children to imagine what two or three speakers might say to one another based on the theme 'Games - Contemporary'. Write the sentences that the children say on a length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of the sentences, as necessary. When the dialogue is complete, read it with the children in choral, group, and individual forms.

* Cut the sentences from the language experience chart paper and mix them up. Then, call upon individual children to replace the sentences in their original order by attaching them to the chalkboard. Each time a sentence is attached to the chalkboard, all of the children in the class should read the sentence. Continue in this way until the dialogue has been reproduced on the board.

* Divide the children into two or three groups (depending upon the number of speakers chosen for the dialogue). Say one of the sentences from the dialogue and the children in the appropriate group should repeat the sentence that you say. Be certain to identify a speaker for each group periodically during this activity. Repeat a number of times.

ENRICHMENT ACTIVITIES:

* Have each child select one of the games from this Unit to create a version of the rules. Each child should then write up the rules for the game. When a child's list of rules is complete, he or she should read the rules to the other children without identifying the game for which they were written. The other children should attempt to identify the game that matches the rules written by the child. Repeat until all children have had a chance to present their 'rules'.

* Weather and space permitting, play one of the games or an adaptation of one of the games introduced in this Unit. Provide the children with the necessary materials to conduct the game as appropriate. For example, the game of 'Hockey' may be played indoors, using two boxes as goals and a baseball as a puck. The children may use their feet as 'hockey sticks'. Review the rules for the game before actually playing it with the children.

* Lay a length of mural paper on the floor and group the children around it. Divide the mural into sections - one section for each game introduced in this Unit. Then, the children should fill in the sections of the mural paper with appropriate illustrations representing the different games. When the mural paper is complete, the children should label their illustrations very neatly. Display the complete mural in the classroom.

MATERIALS:

mural paper, paint/crayons/feltpens, concrete materials to play the games, language experience chart paper, a pair of scissors, writing paper and pencil for each child

GAMES - CONTEMPORARY Grade: 5

What to do on a rainy day;
What to do
What to do.
There must be a new kind of game to play;
I wish I knew
I wish I knew.

Sister is dressing her dolls again;
They're fine for her
They're fine for her.
Cat and Kitten are washing themselves,
Cleaning their fur
Cleaning their fur.

What to do while it rains outside;
Where to go
Where to go.
I've already eaten, I've already napped;
And the time goes slow
The time goes slow.

But now I see some blue in the sky;
I see some blue
I see some blue.
The clouds are parting, the wind has changed;
And the rain is through
The rain is through!

And soon I'll be out of the house again;
I'll run and shout
I'll run and shout.
I can think of a dozen things to do,
When the sun is out
When the sun is out.

William Wise, Jonathan Blake

GAMES - CONTEMPORARY Grade: 5

"Wekonen Chi Totaman"

Wekonen chi totaman, kimiwon;
Wekonen chi totaman
Wekonen chi totaman.
Kechina keko oshki otaminowin;
Kanakana kikentaman
Kanakana kikentaman.

Nishime owepinan ototaminakana
Oneshkakon
Oneshkakon
Poshesak kisipikinitiwok
Noskontisiwok
Noskontisiwok

Wekonen ke totaman apichi kimiwonk
Ante ke ishayan
Ante ke ishayan
Asha ni ki wisin, asha ki nipa
Apichi papechise
Papechise

Asha pi mishakot
Ni wapantan pi mishakok.
Tataskisiwon, ki kwekanimat
Poni kimiwon
Poni kimiwon.

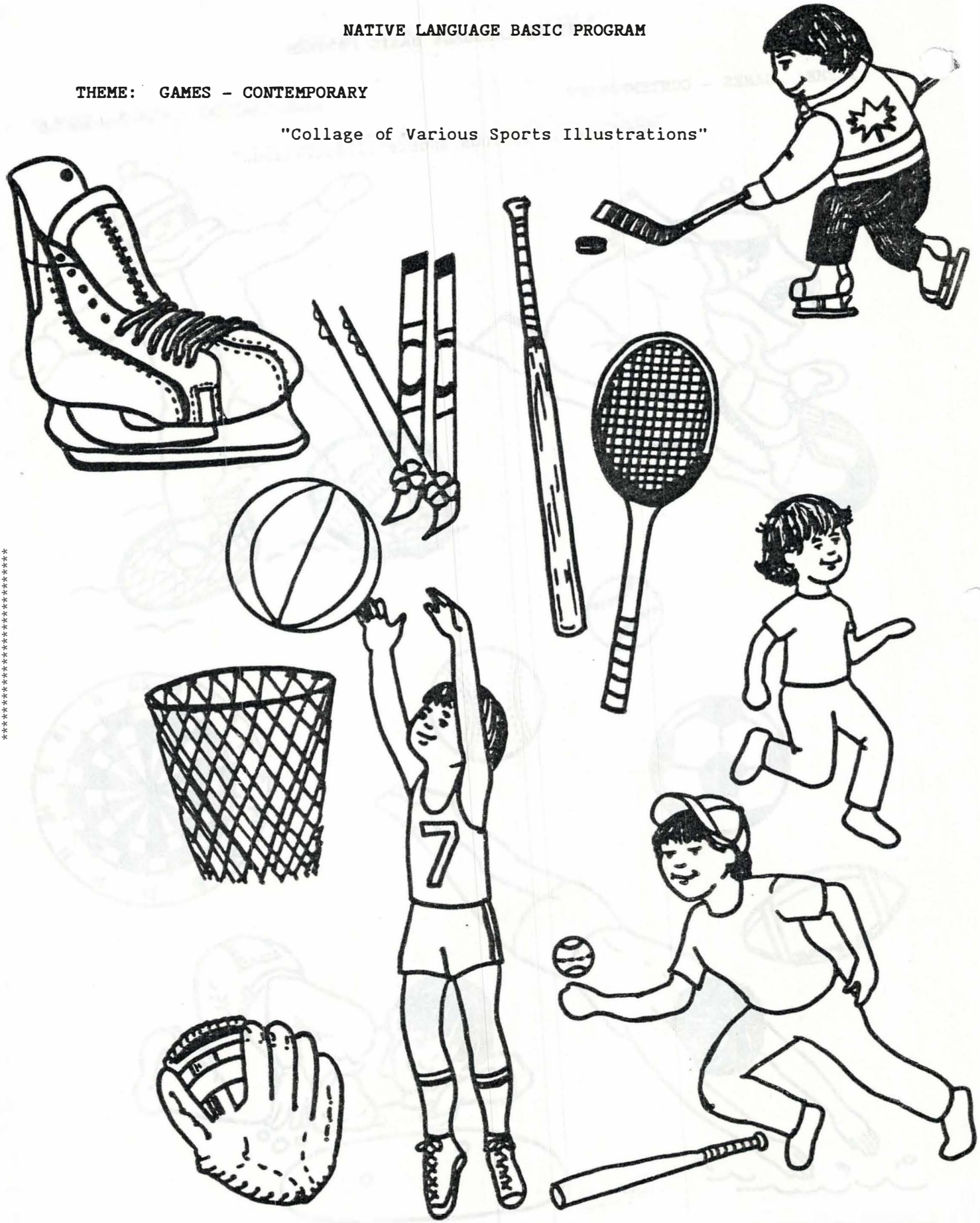
Wipa ni ki sakichipato
Ni ki sakichipato
Ni ki sakichipato
Nipowa chi totaman
Api sakatek
Api sakatek.

THEME: GAMES - CONTEMPORARY Grade: 5

"Collage of Various Sports Illustrations"

THEME: GAMES - CONTEMPORARY

"Collage of Various Sports Illustrations"



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: (THE) HEAVENS Grade: 5

Vocabulary:

kishikon(k)	heaven
anankosak	stars
tipiki kisis/kokomisinan	moon
kisis	sun
anankosak	constellations
kikishepa anank	morning star

Pattern(s):

Asha _____ nakosi(wak).

The _____ is out.

Dialogue:

A. Nanantok ishinikasowak anokosak?

B. Ki kikenimak na anint eshinikasowat?

A. Ehe _____ ni ki kenima.
(stars)

A. The stars in the sky have many names.

B. Do you know the names of any stars.

A. Yes, I know _____.
(stars)

THEME: (THE) HEAVENS **Grade: 5** **LESSON ONE**

MOTIVATION:

* Read the "Constellations" found at the back of this unit. After reading the article ask if the studens have seen the Big Dipper and the Great Bear constellations. Show the students a constellation map, if you have one in the school.

ACTIVITIES:

* Introduce the illustrations that represent the NL vocabulary words for this Unit. Match the illustrations with their drawn counterparts in the 'heavens mural'. Once again, the children should hear the NL vocabulary words a number of times.

* Read the children the story 'The Little Indian Boy and the Moon' from at the back of this unit. After reading the story to the children, encourage discussion of the story's contents. Lead this into a further discussion of the childrens' knowledge about legends of the moon and sun.

* Lay a length of white mural paper on the floor and group the children around it. Then, provide each child with a white paraffin candle or a white crayon. The children should then create a sky mural using their candles/crayons. When the mural is complete, wash it with a thin solution of blue tempera paint. Display the completed mural in the classroom. Circulate among the children as they work on the mural, repeating the NL vocabulary words as often as possible.

MATERIALS:

white mural paper, a white paraffin candle or white crayon for each child, masking tape, blue tempera paint, heavens illustrations, "The Little Indian Boy and the Moon"

THEME: (THE) HEAVENS **Grade: 5** **LESSON TWO**

ORAL REPRODUCTION:

* Mount the heavens illustrations on the board and use them to review the NL vocabulary words that were introduced in Lesson 1. Point to each illustration, calling upon individual children to identify it. Repeat this process until all of the NL vocabulary terms have been reviewed.

* Divide the children into two teams. Have the first player in each team close his or her eyes. Then, distribute the heavens illustrations around the room. Then, give a large funnel to the first player in each team. The two players should immediately put the funnel over they eyes and then open them. Say one of the NL vocabulary words and the two players must attempt to find the illustration for the word that you said by looking through their funnels. Downplay the competetive nature of this activity and build up the fun of the game. Repeat this process until all players have had a chance to play.

CREATIVE EXPRESSION:

* Group the children in a circle and darken the room. Sit in the centre of the circle with a flashlight. Turn a flashlight on. Say one of the NL vocabulary words and spin the flashlight in 'spinner form'. When the flashlight stops, the child who is illuminated by the light of the flashlight should use the NL word that you said at the beginning of the round in a complete NL sentence. Repeat this process until many children have responded.

* Mount the illustrations on the board in a scattered formation. Then, call upon individual children to provide a pattern for each illustration. When a child says an NL pattern for an illustration, write the pattern beside the illustration. Continue in this way until a pattern has been written for each illustration. Then, remove the illustrations and mix them together. Give the illustrations to the children. The children should then attempt to match the illustrations with the patterns on the board.

MATERIALS:

heavens illustrations, masking tape, chalk, two large funnels

SIGHT RECOGNITION (VOCABULARY):

* Mount the illustrations, used in this Unit to introduce the NL vocabulary words, on the board. Then, introduce the sightword cards to the children. Say each of the sightwords as its card is presented. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords and their illustrations have been matched.

* Group the children in a circle. Place the sightword cards in the centre of the circle, face up. Then, give the heavens illustrations to the children in the circle. The children should pass the illustrations around the circle in a clockwise direction and as quickly as they can. When you clap your hands, the children should stop passing the illustrations areound the circle. Both children left holding the illustrations must enter the circle and quickly identify the sightwords that go with their illustrations. The last child to do this is 'out' for the game. Downplay the competetive nature of the activity and build up the fun of the game. When the children have successfully matched their illustrations with the sightwords, each child should be called up to name his illustration/sightword. Repeat this until all players have participated.

DECODING AND ENCODING (VOCABULARY):

* Group the children in a circle. Walk around the outside of the circle. Eventually, stop behind a child and use the indix finger of your writing hand to 'print' or write the first letter of one of the sightwords on the child's back. The child should 'feel' the letter that you are writing and then identify a sightword that begins with that letter. This activity may also be conducted using 'final letters' in the sightwords. Repeat until all children have had a chance to respond in this way.

* Place four lengths of yarn (approx. 1 foot long each) at one end of the room. Divide the children into two groups at the other end of the room. Say one of the sightwords from this Unit and the first player in each group must rush to the lengths or yarn. Each player should take 2 lengths of yarn to create the first and last letter of the word that you said. The player should correctly create the initial and final letters of the sightword with the yarn lengths. Downplay the competetive nature of this activity and build up the fun of the game. Repeat until all players have played.

MATERIALS:

4 lengths of yarn (1 foot long each), sightword cards, heavens illustrations, masking tape

LISTENING AND SPEAKING:

* Mount the sightword cards from Lesson 3 on the chalkboard. Review the sightwords with the children, pointing to each sightword as you call upon a child to identify it. Continue in this way until all of the sightwords have been reviewed.

* Say one of the NL patterns from this Unit, purposely omitting the sightword from it. Call upon an individual child to identify the sightword or words that might be used to complete the pattern that you said. Continue in this way until all of the NL patterns have been introduced. Be certain that the children understand the meanings of the NL patterns.

* Divide the children into two teams. Whisper one of the NL patterns in the first player's ear in each team. When you say "Go", the players should whisper the pattern that you said to one another until the last child in each team hears it. When the last child in the team hears the pattern, he or she must rush to the front of the team and whisper the pattern in your ear once again. Downplay the competetive nature of the activity and build up the fun of the game. Repeat until all players have played.

READING:

* Review the NL vocabulary words (sightwords) with the children. Mount the sightword cards on the board. Then, call upon each child to recall the NL pattern that matches each sightword. Write the NL patterns around the sightword on the board. Continue in this way until all of the NL patterns have been written on the board.

* Remove the sightword cards from the board and mix them together. Give the sightword cards to the children. Then, say one of the NL patterns (omitting the sightword) and the child who is holding the appropriate card should hold it up and repeat the NL sentence. Have the children exchange cards with the other children periodically. Then, have the children match their sightword cards with the sentences once again on the board. The children should attach the cards to the correct locations in the sentences on the board.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written his sentence, have the child read it to the other children.

* Provide the children with writing paper and pencil. Say one of the NL patterns form this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencils for each child, a sentence strip for each child, sightword cards, masking tape, chalk

THEME: (THE) HEAVENS **Grade: 5** **LESSON FIVE**

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'The Heavens'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme 'The Heavens'. Write the sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group and individual forms.

* Cut the dialogue (from above) into its individual sentences. Then, cut each sentence into its individual words. Mix all of the words together. Be certain to have a copy of the dialogue written down on a separate sheet of paper. Read the first sentence from the dialogue and call upon two children to reproduce that sentence using the cut-out words. Continue in this way until the dialogue has been reproduced.

* Read the dialogue from above, using the 'reproduced form'. Then, remove some of the cut-out words from the dialogue and read the dialogue once again with all of the children. Continue in this way until the children are reading the entire dialogue from memory.

ENRICHMENT ACTIVITIES:

* Provide each child with a balloon. The children should inflate their round balloons and tie them. Then, the children may cover their balloons with strips of papier maché. When the papier mache has hardened, the round balls may then be painted to represent the different planets in the heavens. Hang the completed planets from the ceiling in the classroom.

* Have the children label the mural that they created in Lesson 1. The children should use their very best printing for this labelling process.

* Write the first line of a poem on the chalkboard that deals with the 'heavens'. Then, each child should provide a second line for the first line (rhyming, if possible). Later, review the childrens' responses with them to determine their level of creativity with this process.

MATERIALS:

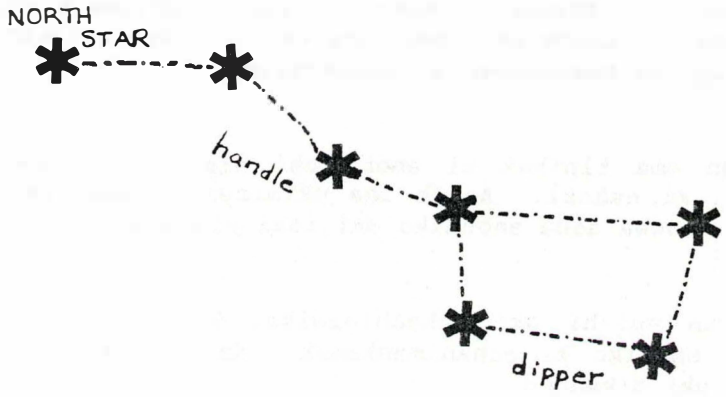
writing paper and pencil for each child, a round balloon for each child, paper mache, paint, language experience chart paper, a feltpen, scissors

Theme: (THE) HEAVENS Grade: 5

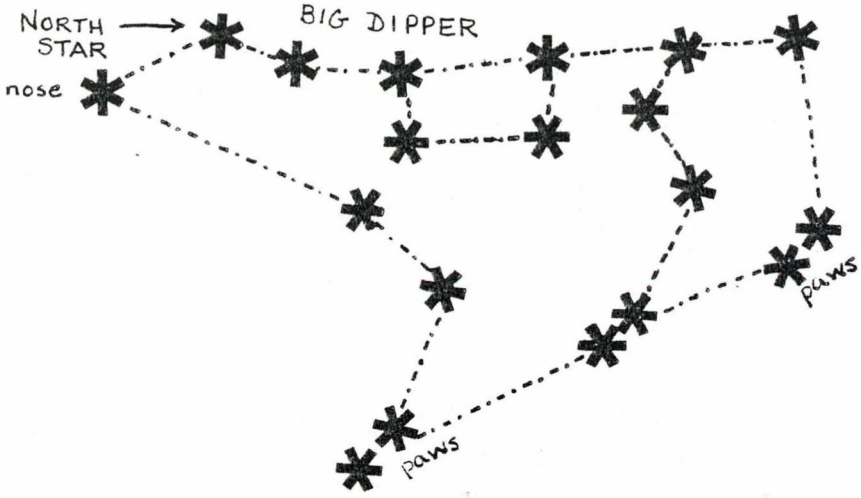
C O N S T E L L A T I O N S

On a clear dark night look up in the sky and you will see many shapes. You may see a whale, an eagle a dog and a bear. The shapes are made by stars. Using your imagination in finding different animal shapes is a great way to spend an evening.

The Big Dipper is a group of seven stars that look like the picture below. The Big Dipper is found in the lower half of the northern skies.



A group of stars that form a shape is called a constellation. The Big Dipper is a constellation and many legends have been told by Indian people about the origin of the Big Dipper. If you look closer at the Big Dipper and notice the stars around it you will see that these stars form a Great Bear. Below is how the groups of stars are located around the Big Dipper to form the Big Bear.



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: (THE) HEAVENS Grade: 5

Anishinabe Kisens tako Kokomisinan

Miwesha isan ki aya kisens Chan ki ishinikasot. Wasa isan mekokonk kitowok omamayan tako opapayan. Kichi papakowane kamikonk ki ayawok.

Apichi isan kawik onikiko okikikinamakon, anin chi ishi pimachitisot. Apichi tash isan okimamikichiyan tapita kokomisinanan. Anochiko isan tapita oki ishinikanan. Nanikotink isan kiya oki ka kwenakonan pi mateshininit.

Kotink isan oma tipikak ki anona chi nipinatit. Nenetak isan api kokomisinan ki nakosi. Anish ina okiminentan onochiko ishi nikanat, kekat isan minowa asha anochiko oki ishi pipakiman.

Onikiko isan apichi oki sakachipiwiko, kawin tash ki ani kiwesin. Winke isan onikiko ki ochanimentamok. Ka ishi antoneyot. Piminakon isan etako oki mikanowo.

Api isan kana wapamowat kokomisinanan, Chanan oki tako wapamowan. Miko isan kiyapi eshi takonat otakikon, miko kiyapi nonkom, mi iti kita wapama tipiki kishikonk.

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: HOW TO SEQUENCE

Grade: 5

Vocabulary:

eshinakokin	look
eshinatekin	color
epichakan	size
tipisakin	low heeled
ishpakototanakin	high heeled
piponi, nipino	summer type, winter type

Pattern(s):

_____ makisinan ni tayanan.

I have ____(adj.)_____ shoes.

Dialogue:

A. Makisinan ni kinatinishanan.

B. Anin eshinakokin?

A. _____.
(Illicit response)

A. I sent for shoes from the catalogue.

B. What do they look like?

A. _____.
(Illicit response)

*All have been identified in the context of the inanimate objects (i.e. shoes).

THEME: HOW TO SEQUENCE **Grade: 5** **LESSON ONE**

MOTIVATION:

* Before the lesson begins, collect a variety of shoes of different sizes. Tell the children you are about to open a shoe store and you would like to arrange the shoes in some kind of 'order'. Encourage the children to suggest what type of order you might arrange the shoes in. Accept any reasonable response. Then, lead the children to an awareness (if they haven't already suggested it) that the shoes may be displayed from smallest to biggest or from biggest to smallest. Proceed to arrange the shoes in this way with the children's assistance.

ACTIVITIES:

* Encourage the children to suggest other items that may be 'ordered' or 'sequenced'. The children may suggest that items may be sequenced according to their prices, colours (e.g., strength of colour), dates, etc. List the items that the children suggest on the board.

* Introduce the illustrations that represent the NL vocabulary words for this Unit. Say each vocabulary word as the illustration is presented. Mount the illustrations on the board. It is important that the children hear the vocabulary words a number of times during this introduction process.

* Provide the children with old catalogues. Each child should select one item from the catalogue pages and cut it out. Then, arrange for the children to place their catalogue items in 'sequence' from the cheapest to the most expensive. This can be done by having each child present items one at a time. Attach the items to the chalkboard in a straight line using masking tape. If a child's item is more expensive or less expensive that the one preceding it, then it should be placed accordingly. Repeat this process until an entire sequence has been created.

* Before the lesson begins, collect an old calendar and cut off the names of the months. The children may then place season sequences. When the children have successfully placed the names of the months in sequence, the children should then attempt to place the calendar pages in sequence. This is slightly more difficult since the names of the months have been removed. The children will have to look at the last day of each month and the first day of each month to determine which months go 'back to back'. Circulate among the children as they work, assisting with this process.

MATERIALS:

old catalogues, an old calendar, scissors for each child, masking tape, a variety of different shoes of different sizes, sequencing illustrations

THEME: HOW TO SEQUENCE **GRADE: 5** **LESSON TWO**

ORAL REPRODUCTION:

* Mount the sequencing illustrations on the board and use them to review the vocabulary words that were introduced in Lesson 1. Point to each illustration and call upon an individual child to identify it. Continue in this way until all of the illustrations have been identified and until all of the NL terms have been reviewed.

* Divide the children into groups - one group for each illustration. Then, tell a running story that includes the vocabulary words. However, allow the children to say the vocabulary words. As the vocabulary word appears in the running story, point to each illustration on the board. Immediately the children should provide the vocabulary word orally. Continue in this way until the children are able to respond well. Alternate the groups for repeat round of this activity.

CREATIVE EXPRESSION:

* Each child should select one of the illustrations and create a NL sentence based on it. When a child has a sentence ready, he should read it to the other children, purposely omitting the keyword. The child should call upon other individual children to identify the keyword used to create the NL pattern. Repeat this process until each child has had the opportunity to share a sentence with the other children.

* Group the children in a circle. Have one child sit in the cenre of the circle. Give a nerf ball to one of the children in the outer circle. The children should then roll the nerf ball on the floor across the circle. The child in the centre of the circle must attempt to catch the ball before it reaches the other side of the circle. Before the children begin playing, say one of the NL terms from this Unit. When the child in the centre catches the ball, he or she should then use that NL term in a complete NL pattern. Having done so, the child may then join the outer circle and another child should then move in the centre of the circle as IT for the next round. Repeat a number of times.

MATERIALS:

a nerf ball, paper and pencil for each child, sequencing illustrations, masking tape

SIGHT RECOGNITION (VOCABULARY):

* Mount the sequencing illustrations on the chalkboard and use them to review the NL vocabulary words introduced and developed thus far in this Unit. Then, introduce the sightword cards to the children. Say each sightword as its card is presented. Match the sightword cards with their illustrations on the board. Continue in this way until all of the sightwords have been introduced and matched with their illustrations on the board.

* Place the sightwords on the floor at one end of the room. Group the children in two teams at the other end of the room. Give the first player in each team a small soft ball. The player should place the ball between their knees. Say one of the sightwords and the two players must then walk with the balls between their knees to the sightword. The first player to reach the sightword without loosing the ball and to correctly identify the sightword should be highly praised. Downplay the competetive nature of this activity and build up the fun of the game. Repeat until all players have participated.

DECODING AND ENCODING (VOCABULARY):

* Provide the children with writing paper and pencils. Darken the room and use a flashlight to represent the 'Morse Code' on the wall. Provide each child with a copy of "Morse Code" found on page 96 of this program. Use the flashlight to make the 'dots' and 'dashes' for the Morse Code. The children should copy down the 'dots/dashes' that you do and then determine the word that you have spelled. You may wish to spell only the first and last letter of a sightword from this Unit. The children should then determine which word you have represented. Continue in this way until many of the sightwords have been identified.

* Have the children stand in a straight line. Stand behind the last child and use the index finger of your writing hand to write the first letter of a sightword on the child's back. That child should write the letter on the back of the child in front of him, and so on to the child who is at the front of the line. That child should then name a word that begins with that letter. The secret is to maintain the same letter all the way through the line. Repeat a number of times.

MATERIALS:

a copy of the "Morse Code" for each child, sightword cards, masking tape, sequencing illustrations, two small balls

THEME: HOW TO SEQUENCE **Grade: 5** **LESSON FOUR**

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the chalkboard. Review the sightwords with the children. Point to each sightword, calling upon an individual child to recognize it. Continue in this way until all of the sightwords have been reviewed. Then, say one of the new NL patterns from this Unit without saying the sightword. Call upon the children to identify the word or words that could be used to complete the pattern. Continue in this way until all of the patterns have been introduced. Be certain, the children understand the meanings of the patterns.

* Group the children in a circle. Then, arrange the sightwords from this Unit in a circle within the children's circle. Spin a bottle within the circle of sightcards and when the bottle stops, the children should look at the sightword card that the bottle is pointing at. Then, the children should say the NL pattern that contains that sightword. Repeat this process until all of the patterns have been said by the children.

READING:

* Before the lesson begins, prepare a set of sentence strips that contain the patterns for this Unit. Mount the sightword cards on the board and encourage the children to recall the NL patterns associated with them. When a child recalls an NL pattern for a sightword, present the printed form of the pattern. Continue in this way until all patterns have been presented.

* Have the children stand in a circle. Cut each of the sentence strips in half. Attach the sentence halves to the children's backs. When you say "Go", the children should attempt to match themselves together according to the sentence parts. When the children have correctly matched themselves together, read each sentence to the other children or have the other children read each sentence to the other children or have the other children read the sentence orally.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written a sentence, have the child read it to the other children.

* Provide the children with writing paper and pencil. Show one of the NL patterns from this Lesson and the chidren should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the children's sentences to determine their accuracy in writing from this dictation program.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a master set of sentence strips, masking tape, sightword cards, a pair of scissors, a bottle or other suitable 'spinner'

DIALOGUE AND ENRICHMENT

THEME: HOW TO SEQUENCE **Grade: 5** **LESSON FIVE**

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'How to Sequence'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of 'How to Sequence'. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual forms.

* Have each child copy the dialogue on an individual sheet of paper. However, when the children copy the dialogue they should purposely leave out words or syllables or letters (from the words). When a child has completed a 'closure' version of the dialogue, he or she should then exchange a copy with another child. Each child should then complete his or her new 'closure dialogue'. Afterwards, correct the childrens' results to determine their accuracy in completing the dialogue from this 'closure process'.

ENRICHMENT ACTIVITIES:

* Have each child arrange to put something in 'sequence'. The children should use yheir imagination as to what will be put in sequence. If possible, the children should use actual concrete materials to represent their sequence. Their sequences may represent size, alphabetical order, shapes, etc. The children should circulate around the classroom finding the necessary items that they need to represent their sequences. When each child has completed their sequence, he or she should share it with the other children.

* The children may wish to begin a simple NL dictionary. To do this, allocate specific alphabetical letters (from the NL) to specific children. The children should then think of NL words that begin with the letters that they have. As the sheets are completed, they should be collected and put together in their proper 'sequence'. A cover should be prepared for the dictionary and this book may rest in the classroom for all to see.

MATERIALS:

writing paper and pencil for each child, art materials and supplies concrete materials for 'sequences', language experience chart paper, feltpen

Grade: 5

HOW TO SEQUENCE

"MORSE CODE"

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

OJIBWAY

DEVELOPMENT NATIVE LANGUAGE PROGRAM

Theme: LOCAL LANDMARKS Grade: 5

Vocabulary:

washikan(ink)	bridge
akosikamik(onk)	hospital
otapininenikamik(onk)	police station
atikamik(onk)	store
masinekane akamik(onk)	post office
kikinamate akamik(onk)	school

Pattern(s):

Ki kanakishkon _____.
(local landmark)

I'll meet you by the _____.
(local landmark)

Dialogue:

A. Anti ima ka ishayan tipikonk.

B. Ite _____ ki isha.
(local landmark)

A. Where did you go last night?

B. I went by the _____.
(local landmark)

MOTIVATION:

* Direct the children's attention to landmarks that are found locally. For not being of 'international fame', these local landmarks may be of extreme importance in directing hunters and trappers, or they may be the source for many local stories. Write the local landmarks that the children suggest on the board.

ACTIVITIES:

* Introduce the names for the different local landmarks. Match the names of the local landmarks with the landmarks suggested by the children (add other local landmarks that were not mentioned by the children, if necessary).

* The children should prepare illustrations of the local landmarks. Provide each child with a sufficient supply of art materials and supplies to illustrate the local landmarks. Each child should have a complete set of illustrations of local landmarks. Circulate among the children as they work, repeating the names for the local landmarks as often as possible.

* Divide the children into groups. Provide each group with a roll of masking tape. The children may then use the masking tape to prepare masking tape outlines on the floor of some of the local landmarks.

* If there are any local stories dealing with the local landmarks, select one of the stories to tell to the children. After telling the story to the children, ask comprehension questions to determine the childrens' level of understanding of the story's content.

MATERIALS:

rolls of masking tape, art paper and supplies for each child.

ORAL REPRODUCTION:

* Group the children on the floor near the masking tape outlines prepared in Lesson 1 of the local landmarks. Stand on each of the local landmarks and the children should name it. Continue, until all landmarks have been identified in this way.

* Have the children review the illustrations that they prepared in Lesson 1 of the local landmarks. Then, say the name of one of the landmarks and the children should hold up the appropriate illustration. Repeat this process until the children are able to respond well.

* Collect a number of the childrens' illustrations and stand them against the wall in the classroom. Group the children into two teams at the other end of the room. Give the first player in each team a small ball. Each player should then take a turn, rolling the ball attempting to strike one of the illustrations in 'BOWLING' fashion. When a player strikes an illustration, he must name it. Continue until all players have had a chance to play.

CREATIVE EXPRESSION:

* Provide each child with writing paper and pencil. Each child should then create a sentence about one of the local landmarks. When the childrens' sentences are complete, have each child read a sentence to the other children, omitting the actual name of the landmark. The other children should be called upon to identify the landmark about which the sentence was written. Repeat until all childrens' sentences have been reviewed in this way. Avoid overcorrection of the children sentences. However, assist them with this process as necessary.

* Mount a set of landform illustrations on the board and number them. Then, prepare matching number cards for the illustratiuons on the board (you should have enough number cards so that each child can receive one). Circulate among the children, having each child remove one number card from the collection of number cards. A child should have looked at his or her number card and then at the illustration on the board that goes with that number. Then, call upon individual children to use the terms for the illustrations in complete sentences. Continue until all children have responded in this way.

MATERIALS:

children's landform illustrations (from Lesson 1), blank flashcards, a feltpen, two small balls

SIGHT RECOGNITION (VOCABULARY):

* Mount the illustrations of the different landforms used previously in this Unit on the board. Review the vocabulary words associated with the illustrations by pointing to the illustrations and having the children name them. Then, hold up one of the sightword cards saying its name. Give the card to a child and the child should match it with its correct illustration on the board. Continue in this way until all sightwords and illustrations have been matched.

* Mount the sightword cards on the board for the children to use as models for this activity. Provide each child with a copy of "Word Find" from the back of this unit. The children should write the sightwords in this outline horizontally, vertically, and diagonally. The children should then fill in any empty spaces with other letters from the alphabet. When the children have completed their 'word find game', they should exchange copies. Each child should attempt to identify all of the sightwords in his or her word find outline by circling them with the feltpen. Later, have the children return the word find games to their developers for correcting. Circulate among the children as they work, helping as necessary.

DECODING AND ENCODING (VOCABULARY):

* Provide each child with a copy of "Bingo Adaptation" from the back of this unit. Identify a word that has six letters. Preferably choose a word from this Unit that has six letters. The children should write this word in the spaces across the top of their forms. Then, the children should fill in the remaining spaces under each of the letters with initial letters from sightwords from this Unit. When the children have completed this process, call out one of the letters from the top row (from the six letter word) and a sightword. If a child has the initial letter of that sightword under the letter on his or her form, the child should raise a hand. Call upon the child or children to identify the sightword (or words) that begin with that letter. The children should put an x through the letters they have used in this way. The children should attempty to form lines of horizontally or vertically X'ed out squares. Repeat this adaptation of 'BINGO' until all children have completed their forms.

* Provide the children with writing paper and pencil. Say a syllable from one of the sightwords from this Unit. The children should then write the vocabulary word that contains that syllable. Repeat this process using other sightwords. Afterwards, review the children's responses to determine their accuracy.

MATERIALS:

writing paper and pencil for each child, a copy of "Word Find" for each child, a copy of "Bingo Adaptation for each child, master set of sightword cards, a set of local landmarks illustrations, masking tape

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the chalkboard and review them with the children. Point to each sightword calling upon individual children to identify it. Repeat this process until all sightwords have been identified. Then, say one of the patterns from this Unit, purposely omitting the sightword. Call upon an individual child to identify the sightword (or words) that could be used to complete the pattern that you said. Continue in this way until all patterns have been introduced. Be certain the children understand the meanings of the patterns.

* Provide each child with a blank flashcard. Each child should write a number that you say on a card (from 1 to ___ depending upon the number of children in your class). When the children have completed their cards, collect them and place them in a container. Then, have each child reach into the container and remove one of the number cards once again. When each child has a number card, point to one of the sightwords on the board and call upon a number (between 1 and ___). The child with that number must then say the pattern for the sightword you are pointing to. Repeat until all numbers have been used in this way. Do not repeat any number twice.

READING:

* Before the lesson begins, prepare a sentence strip for each of the patterns introduced in this Lesson. Mount the sentence strips on the board, reading each pattern to the children as it is presented. Continue in this way until all patterns have been introduced.

* Have the sentence strips mounted on the board for this next activity. Divide the children into two groups. Give the first player in each group a flashlight. Darken the room. Say a sightword from this Unit and the players with the flashlights must light up the sentence that contains the sightword that you said. Downplay the competetive nature of this activity and build up the fun of the game. Repeat until all players have played. Have the children read the patterns after each round of the game.

WRITING/SPELLING:

* Each child should select one of the patterns from this Unit to re-write. The child should re-write the patterns by replacing keywords in the pattern with words of his or her own. Afterward, have each child read the original pattern that was selected for this activity and the child's 're-write'.

* Provide the children with writing paper and pencil. Say one of the patterns from this Unit to the children and the children should write that pattern on their papers. Repeat this process using other patterns from this Unit. Afterward, review the childrens' patterns to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a master set of sentence strips, two flashlights, a master set of sightword cards, a blank flashcard for each child, a container

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a context for which a dialogue may be developed based on the theme 'local landmarks'. Encourage the children to imagine what two or three speakers might say to one another based on that theme and context. Write the sentences that the children suggest on the length of language experience chart paper. Accept any sentences that make sense. Do not overcorrect the childrens' creative expression in this activity. However, assist them with the formation of the sentences as necessary. Continue until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual forms.

* Cut the dialogue into its individual words. Place the cut-out words on the floor and group the children near them. Say one of the sentences from the dialogue and call upon two children to find the words necessary to reproduce that sentence. Continue in this way until the dialogue has been completely reproduced with the sentences in their correct order.

ENRICHMENT ACTIVITIES:

* Weather permitting, take the children on an outing to a local landmark. The children should take art paper and pencils with them. When the children are within view of the landmark, they should then prepare simple sketches of the local landmark. Later, back in the classroom, the simple sketches may be used to illustrate a language experience chart story of the outing.

* Each child may prepare an illustration of a local landmark or use one of the illustrations prepared earlier in this Lesson for a 'cattail' picture. To make these pictures, provide each child with a portion of modeling clay. The child should roll its modeling clay out so that it resembles a 'shoelace'. The child should then apply the 'shoelace' of modeling clay to the outline of his or her landmark illustration. When completed, the illustrations may be laid on the floor and the children grouped around them. Blindfold the children. Then, say the name of one of the local landmarks and a child's name. That child must enter the circle and 'feel' for the correct 'cattail' picture.

MATERIALS:

modeling clay for each child, art paper and supplies for each child, a blindfold for each child, language experience chart paper, a feltpen, a pair of scissors

NATIVE LANGUAGE BASIC PROGRAM

"Word Find" Grade: 5

LOCAL LANDMARKS

LOCAL LANDMARKS Grade: 5

"Bingo Adaptation"

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: MAP OF OUR AREA Grade: 5

Vocabulary:

Manitowapa	Manitoba
Ka Wakotek	Winnipeg
Ishkotenikamink	Portage la Prairie
Titipinesipink	Rolling River
Ka kakwekochiwink	Ebb N' Flow
Sakink	Fort Alexander
Ochichakisipink	Crane River
Ka Wikowentawikak	Sandy Bay

Pattern(s):

Ni wi mochishiwe _____.

I am going to visit _____.

Dialogue:

A. Ni shime nonkom takoshin.

B. Anti ima pi wintoset?

A. _____ pi wintose.

A. My younger sister/brother is coming in today.

B. Where is she/he coming in from?

A. From _____.

MOTIVATION:

* Show the student a road map and flight map. These are found at the back of this unit. Lead the students into a discussion when each of these maps would be used, and who would use them.

ACTIVITIES:

* Provide the children with a school atlas. The children should turn their atlases to the map of Manitoba. Direct the childrens' attention to the area in the map representing their area of the Province. Identify land or water forms indicating on the maps and the children should find them. This activity may be done in group form. In this case, divide the children into two groups, identify a land or water form and have the players in turn correctly identify the land/water form on the map. Repeat this process until many land and water forms have been identified.

* Provide each child with tracing paper and pencil. The children should then trace the map of Manitoba from a school atlas (from the previous activity). Then, when each child has traced an outline of Manitoba, he or she should circle an area of the Province. The children should add two towns to their area of the Province as well as main land and water forms. At this stage, the completed maps need not be labelled. Symbols should be determined for towns, cities, bridges, mountains, etc. The completed maps may be displayed in the classroom for all to see.

* Before the lesson begins, prepare simple illustrations that represent the vocabulary words to be introduced in this Unit. Present these illustrations to the children, introducing the vocabulary words. Be certain the children understand the meanings of the vocabulary words as they are presented. Continue in this way until all of the vocabulary words have been introduced.

* Cut out a large section of mural paper to represent the Province of Manitoba. Then, have the children group around the cut-out section of paper. Provide the children with the necessary art materials and supplies to illustrate their area of Manitoba. The illustrations should include mountains, lakes, rivers, etc., that appear in their area of the province. Circulate among the children as they word, repeating the vocabulary words introduced earlier as often as possible. Once again, display the completed maps in the room.

MATERIALS:

art materials and supplies for each child, mural paper, scissors, tracing paper and pencil for each child, a school atlas for each child, maps at end of unit

ORAL REPRODUCTION:

* Mount the illustrations on the board and use them to review the vocabulary terms that were introduced in Lesson One. Point to each illustration, calling upon an individual to identify the term associated with the illustration. Continue in this way until all of the vocabulary terms have been reviewed.

* Mount the map of Manitoba (from Lesson One) on the board. Divide the children into two groups. Give the first player in each group a flashlight. The players should stand about three feet from the mural. Say one of the vocabulary terms and the two players with the flashlights should then shine their lights on the item named by you. Downplay the cometetive nature of the activity and build up the fun of the game. Repeat this process until all of the players have played.

* Divide the children into two groups. Have the first player from each group stand, facing one another. The two players should then 'stare' at one another. The first player to laugh must then identify an illustration that you show, using the name. If both players laugh at the same time, have both children identify the illustration or have each player identify a different illustration. Repeat until all children have had a chance to play.

CREATIVE EXPRESSION:

* Group the children in a circle. Walk around the outside of the circle, attaching an illustration to each child's back (prepare extra copies of the illustrations if necessary). When you say "Go", the children should form into pairs. When the children are in pairs, they should look at the illustrations on each other's backs. Then, call a child's name. That child should look at the illustration on the back of the other child and then use the term for that illustration in a complete sentence. Repeat this process a number of times until each child has had a chance to create a sentence.

* Have two children stand, facing one another. One of the children should then say a word to the other child. The other child in turn should say a term in addition to the first word. The children should continue in this way, saying words back and forth until a complete pattern has been created. YOU may wish to conduct this activity in such a way that all of the children can participate at the same time. To do this, have the children work in pairs. When the children in a pair have created a sentence, they should write it down. Afterwards, have the children in each pair share their creative sentence with the other children.

MATERIALS:

illustrations, masking tape, map of Manitoba (Lesson One), two flashlights, an illustration for each child, writing paper and pencils for the children

SIGHT RECOGNITION (VOCABULARY):

* Mount the illustrations from this Unit on the board and use them to review the terms. Point to each illustration, calling upon an individual to identify it. Then, introduce the sightword cards to the children. Say each term as its card is presented. Continue in this way until all of the sight terms have been introduced to the children.

* Remove the sightword cards from the board and mount them on the walls around the room. Then, divide the children into two groups. Give the first player in each group a large funnel. The two players should place the funnels over their faces. Then, say one of the sightwords from this Unit. The two players must then look through their funnels to attempt to locate the sightword that you said. The first player to locate the sightword wins the round. Repeat this process until all players have played. Downplay the competative nature of this activity and build-up the fun of the game.

* Mount the sightwords on the board once again. Have the children look carefully at the words. Then, the children should close their eyes. Remove one of the words from the board. The children should then look and name the 'missing' word. Repeat this process until all of the words have been removed from the board.

DECODING AND ENCODING (VOCABULARY):

* Divide the children into two groups. Have the first player from each group stand at the chalkboard. Blindfold these two players. Place a length of chalk in each of the players' hands (the two players at the board). Say a vocabulary word from this Unit and the two players should then write the word on the board in the blind. The first player to successfully write the vocabulary term wins the round. Repeat until all children have played. Downplay the competative nature of the activity and build-up the fun of the game.

* Provide each child with three or four bland flash cards. The children should then copy sightwords from this Unit on their cards. When a child has copied the sightwords, he or she should then cut the words into their individual syllables. When the children have cut their words into their syllables, collect all of the syllables and mix them together. Spread them on the floor, face-down. Group the children around the cut-out syllables. Have a child turn over one of the syllables and then the next child in the circle should turn over another syllable. The children should continue removing syllables from the centre of the circle until a child is able to recreate a word from this Unit with the cut-out syllables. Encourage the children to encode as many words as possible.

MATERIALS:

illustrations, masking tape, sight cards, two large funnels, two blindfolds, chalk, three/four blank sight cards for each child, pen/pencil for each child, scissors for eah child

LISTENING AND SPEAKING:

* Mount the sightwords that were introduced in Lesson 3 on the chalkboard. Then, say one of the patterns from this Unit, purposely omitting the sightword. Encourage the children to suggest the word or words that might be used to complete the sentence that you said. Repeat this process until all patterns have been introduced. Be certain that the children undestand the meanings of the patterns as they are introduced.

* After reviewing the pattern with the children, point to one of the sightwords and the children should say its pattern. Repeat this process until the children are able to respond well.

* Provide each child with writing paper and pencil. The children should write the numbers 1 to 3 on their sheets of paper. Then, say one of the patterns from this Lesson. Tell the children that you will say three other sentences. One of the sentences in the three will be exactly like the first sentence that you said. The children should mark the number of the sentence that is exactly like the first sentence. After saying the three sentences, review the childrens' responses to determine their accuracy with this auditory recognition/discrimination process. Call upon individual children to read back the sentences after each round of this activity.

READING:

* Before the lesson begins, prepare individual sentence strips for each of the patterns for this Lesson. Mount the sentence strips on the board and call upon individual children to read them. Continue in this way until all sentence strips have been introduced.

* Hold up one of the illustrations in this Unit and call a child's name. The child should then identify the pattern that goes with the illustration that you are holding. The child should say the pattern (reading it). Repeat until many children have responded in this way.

* Group the children in front of the setence strips. Number the sentence strips from 1 to 6 (repeat numbers if necessary). Give a child a die. The child should roll the die and call the number showing. Then, the child should read the sentence or sentences that have the number on the board. Repeat until all children have had a chance to respond in this way.

MATERIALS:

WRITING/SPELLING:

* Provide each child with one of the patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written a sentence, have the child read it to the other children.

* Provide the children with writing paper and pencil. Say one of the patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the children's sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a masterset of sentence strips, masking tape, a die, chalk, map illustrations, sightword cards

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'Map of our Area'. Then, encourage the children to imagine what two or three speakers might say to one another based on the theme 'Map of our Area'. Write the sentences that the children say on a length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual forms.

* Call upon the children to read the entire dialogue chorally. When the children have read the dialogue chorally, cut the last sentence from the dialogue. Once again, the children should read the entire dialogue chorally. Then, cut the second last sentence from the language experience chart paper. Continue in this way until the children are reading the entire dialogue from a 'blank' board.

* Play a form of word find with the children, using the printed form of the dialogue. Tell the children to find a word that means the same as _____. The children should then identify the correct word within the dialogue. The children should be asked to identify a word that is the opposite of_____. 'Rhyming words' may also be used. This activity can be done with the entire class or in group form.

ENRICHMENT ACTIVITIES:

* The children may create a 'relief map' using papier maché and an old section of plywood. The children should create the map on the plywood, indicating permanent land forms and water forms. The papier maché should be used to shape the outline of the land forms and water forms. When the model is dry, it may be painted appropriately and other details may be added to the 'relief map'. Encourage the children to label the main features of the relief map.

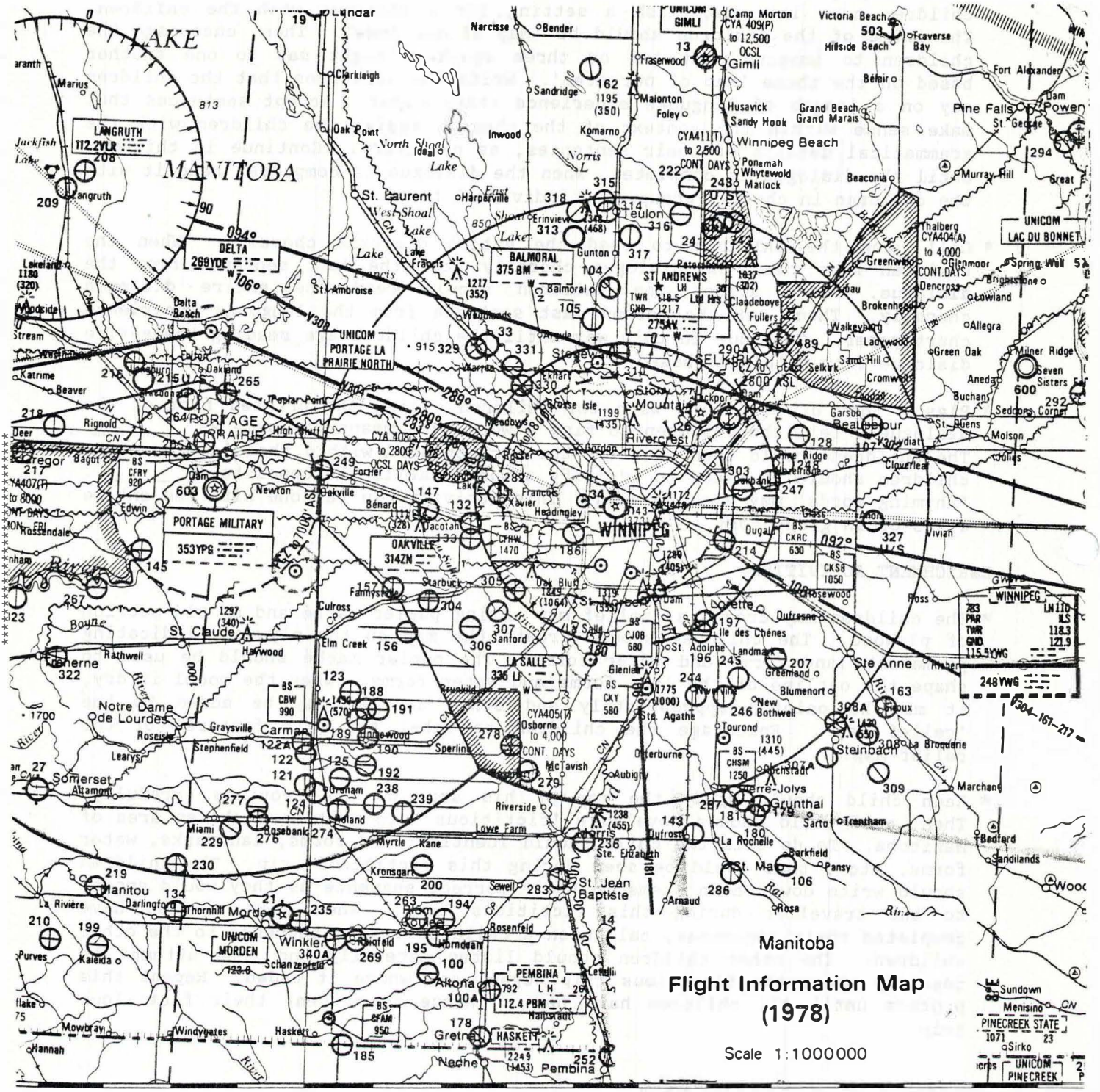
* Each child should study the map of his area of the Province carefully. Then, each child should develop a 'fictitious trip' within a chosen area of Manitoba. To do this the child should identify land forms, landmarks, water forms, etc., that would be seen during this fictitious trip. The children should write down these items in their correct sequence as they would appear to the traveller during this fictitious trip. When the children have completed their sequences, call upon a child to read a sequence to the other children. The other children should listen carefully and then attempt to identify where the fictitious trip began, and where it ended. Repeat this process until all children have had a chance to present their fictitious trip.

MATERIALS:

writing paper and pencil for each child, a spare section of plywood, papier mache, paint, language experience chart paper, a pair of scissors, a feltpen

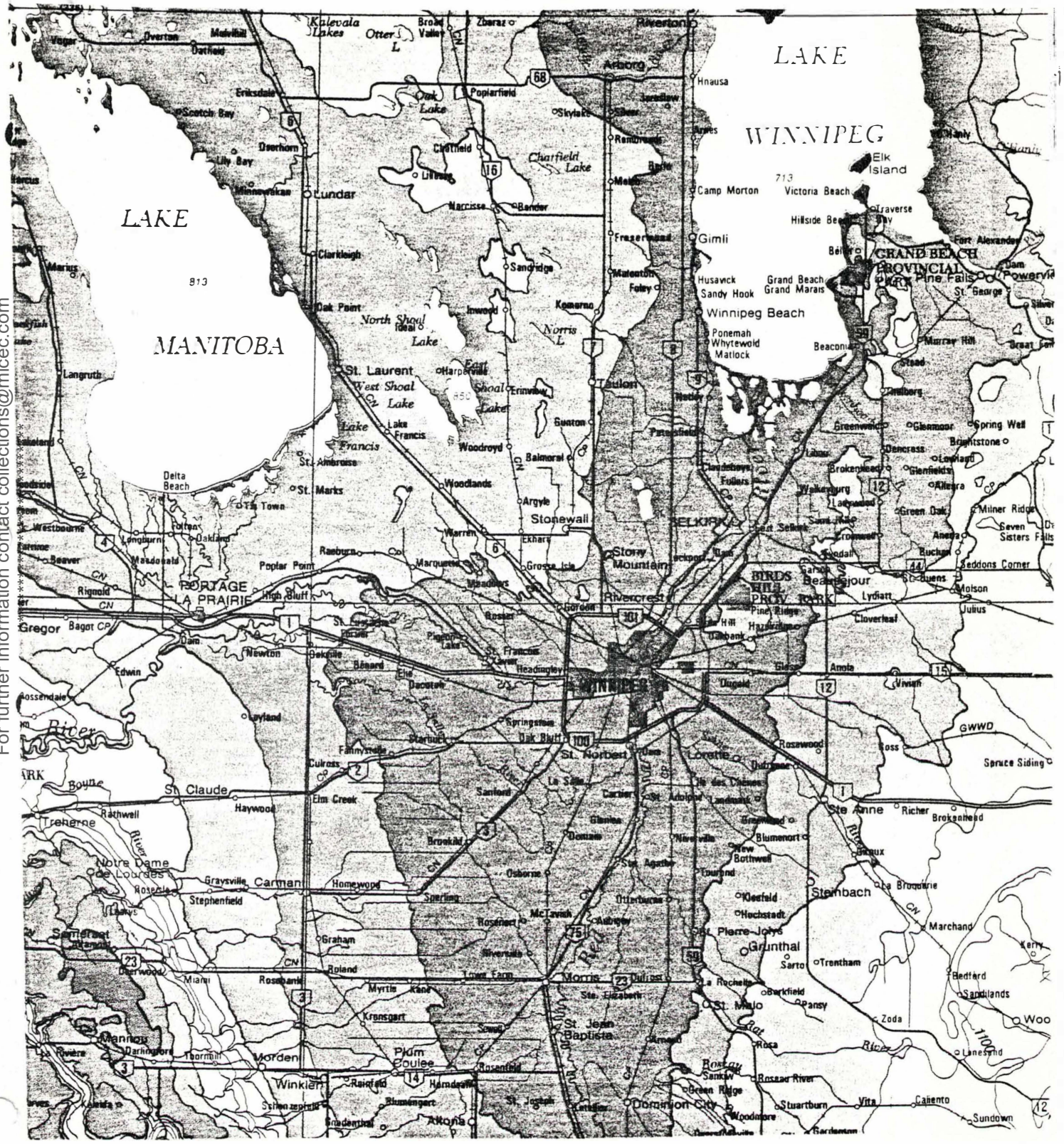
THEME: MAP OF OUR AREA Grade: 5

"Flight Map"



THEME: MAP OF OUR AREA **Grade: 5**

"Road Map"



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: MUSICAL INSTRUMENTS Grade: 5

Vocabulary:

kitochikan(an)	musical instrument(s)
nontakomichkan	radio
papisapikipichikan	guitar
kashashepechekatik	accordian
kitochikan	fiddle
nontakomichikanens	mouth organ
potachikan	whistle/flute
tewikan	drum
shishikwan	rattle

Pattern(s):

Ni shime otaminoke _____.
(instrument)

My younger sibling plays the _____.
(instrument)

Dialogue:

A. _____ ni kiminik ni mama.
(musical instrument)

B. _____ nin kiminik ni mama.
(musical instrument)

A. My mother gave me _____.
(musical instrument)

B. My mother gave me _____.
(musical instrument)

MOTIVATION:

* Before the lesson begins, read "Indian Musical Instruments". Use this article to lead the children into a discussion of the different instruments Indian people used. Encourage the children to identify the different instruments they have heard in their community. If possible, call samples of different musical instruments before the lesson begins and play these for the children. Once again, the children should attempt to identify the musical instruments that they hear.

ACTIVITIES:

* Introduce the illustrations for this Unit to the children. At this time, introduce the vocabulary words for this Unit. Mount the illustrations on the board as they are presented. It is important that the children hear the vocabulary words as often as possible during this introduction process.

* Provide the children with a variety of different scraps of material, lumber, etc., to create their own musical instruments. The children may use elastic bands for the 'strings' and they should experiment with a variety of different containers for 'wind instruments'. Circulate among the children as they work, repeating the vocabulary words as often as possible. Encourage the children to use their creativity in creating their musical instruments. When the children have completed this process, each child should play his or her instrument so that the other children may hear its sound. Display the completed instruments in the classroom for all to see.

MATERIALS:

a variety of different concrete materials for creating musical instruments, musical instrument illustrations, a tape of different musical instruments, a tape recorder, masking tape

ORAL REPRODUCTION:

* Mount the musical instrument illustrations from Lesson 1 on the chalkboard. Use the illustrations to review the vocabulary words that were introduced in Lesson 1. Point to each illustration, calling upon individual children to identify it. Continue in this way until all of the vocabulary words have been reviewed.

* Say the name of one of the musical instruments and the children should respond by performing the appropriate body movements as though they were playing the instrument. Determine the appropriate body movements before the activity begins. Repeat this process until the children are responding well.

* Before the lesson begins, prepare cut-outs of the different musical instruments. Tape these to a sheet. Hold the sheet up so that the cut-out instruments are facing away from the children. Place an overhead projector behind the sheet and turn its light on. The children should then see the outlines of the different instruments. Point to one of the instruments and the children should name it. Repeat this process until the children are responding well.

CREATIVE EXPRESSION:

* Each child should select one of the vocabulary words from this Unit to create a sentence. The children should write their sentences on individual sheets of paper. When a child writes sentences, he or she should write it omitting the key vocabulary word. When all of the children have completed this process, each child should read his or her sentence to the other children omitting the keyword. The remaining children should attempt to identify the keyword that matches the sentence read. Repeat until all childrens' sentences have been shared in this way.

* Use two decks of playing cards for a creative expression activity. Give all of the cards in one deck to the children (the children do not need to have the same number of cards). Then, hold up one of the cards from the other deck. The child who has that matching card must then use one of the vocabulary words in a complete sentence. When a card is being used, it should be discarded. Repeat this process until most of the children have responded with a creative expression sentence.

MATERIALS:

two decks of playing cards, writing paper and pencil for each child, instruments illustration, masking tape

SIGHT RECOGNITION (VOCABULARY):

* Mount the illustrations for this Unit on the chalkboard and use them to review the vocabulary words that were introduced and developed thus far in the Unit. Then, introduce the sightword cards to the children. Match the sightword cards with the illustrations on the board. Say each sightword card as its card is presented. Continue in this way until all of the sightwords have been introduced.

* The children should look carefully at the sightwords and their matching illustrations on the board (from the previous activity). Then, have the children close their eyes. Switch two of the illustrations on the board. The children should then open their eyes and identify the 'missmatched' illustrations/sightword cards. Repeat this process until the children are able to respond well.

* Remove the pictures and sightword cards from the board. Group the children in a circle and attach the sightword cards and illustrations to the children's backs (either a word or a picture to each child's back). The children should then attempt to match themselves together. When the children have matched themselves together, review the sightwords with them.

DECODING AND ENCODING (VOCABULARY):

* Lay a length of butcher paper on the floor and place two piles of flour on the butcher paper. Divide the children into two teams at the other end of the room. Say one of the vocabulary words from this Unit and the first player in each team must rush to his pile of flour and write the word in the flour. The first player to do this successfully scores a point for his team. Downplay the competetive nature of this activity and build up the fun of the game.

* Use a flashlight to 'write' one of the sightwords on the board or wall in the classroom. The children should watch as you 'write' the word with the light of the flashlight. When you have written the complete word, call upon an individual child to identify the word that you wrote. You may have to do this activity in reverse by giving a child in the class a flashlight. Say one of the sightwords from this Unit and the child with the flashlight must then use the light of the flashlight to write the word that you said.

MATERIALS:

a flashlight, mural paper, flour, sightword cards, instrument illustrations, masking tape

LISTENING AND SPEAKING:

* Mount the sightword cards from Lesson 3 on the board. Review the sightwords with the children. Point to each sightword card, calling upon individual children to identify it. Continue in this way until all sightwords have been reviewed. Then, show one of the patterns from this Unit, purposely omitting the sightword from the pattern. The children should attempt to identify the word or words that could be used to complete the pattern. Continue in this way until all patterns have been introduced. Be certain that the children understand the meanings of the patterns as they are introduced.

* Stand in front of the children and lip one of the patterns. That is, move your lips as though you were saying the pattern but do not actually voice the pattern itself. The children should watch your lips carefully and then repeat the pattern that you said. You may wish to call upon individual children to repeat the pattern for this activity.

READING:

* Before the lesson begins, prepare sentence strips that contain the patterns from this Lesson. Introduce the sentence strips to the children. Mount each sentence strip on the board and call upon an individual child to read it to the other children.

* Before the lesson begins, prepare an extra set of sentence strips such as those mentioned above. Cut both, the master set and the extra copy of sentence strips, into their individual words. Mix all of the cut-out words together and spread them on the floor. Divide the children into two groups. Say one of the sightwords from this Unit and the first player from each team must then attempt to reproduce the pattern using the cut-out words. Repeat until all players have played.

WRITING/SPELLING:

* Provide each child with a blank sentence strip. Each child should then re-write one of the patterns from this Unit, changing keywords in the pattern. Later, when all of the children have completed this activity, have each child read his or her pattern to the other children. The remaining children should attempt to identify the original pattern used by the children for this process.

* Conduct a dictation process with the children. Say one of the sentences and the children should write it on individual sheets of paper. Later, review the childrens' work with them to determine their accuracy with this dictation activity.

MATERIALS:

writing paper and pencil for each child, a blank sentence strip for each child, two sets of sentence strips, a pair of scissors, masking tape, sightword cards

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'Musical Instruments'. Then, encourage the children to imagine what two or three speakers might say to one another based on the theme 'Musical Instruments'. Write the sentences that the children say one a length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual forms.

* Use cut-out strips of paper to cover words within the written form of the dialogue above. Then, read the dialogue completely in a choral fashion. After reading the dialogue, cover more of the words up with strips of paper. Continue in this way until the entire dialogue has been covered up and the children are reading it from memory.

ENRICHMENT ACTIVITIES:

* If actual musical instruments are available in the school, provide the children with the opportunity to carefully play some of the instruments. If actual musical instruments are not available, the children may use the instruments that they created during Lesson 1 for an orchestra presentation. Select a familiar tune that the children know and use it for this concert practise. You may wish to tape this concert presentation so that the children may hear themselves afterwards.

* Have each child prepare an illustration of him or herself playing one of the musical instruments chosen by the child. Provide the children with the necessary art materials and supplies to complete these illustrations. Display the completed illustrations in the classroom for all to see. The children should label each illustration that they create.

MATERIALS:

language experience chart paper, cut-out strips of paper, actual musical instruments (if available), created musical instruments (from Lesson 1)

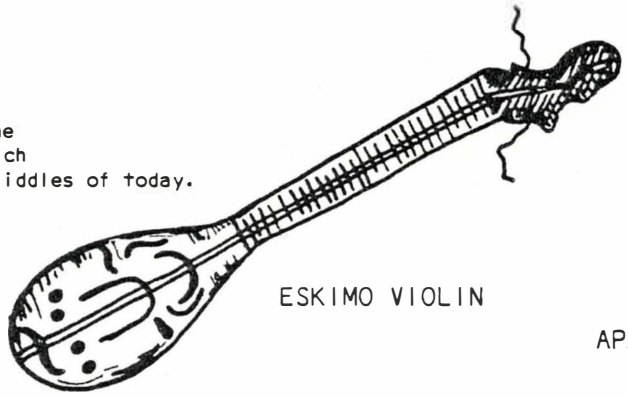
THEME: MUSICAL INSTRUMENTS Grade: 5

"Indian Musical Instruments"

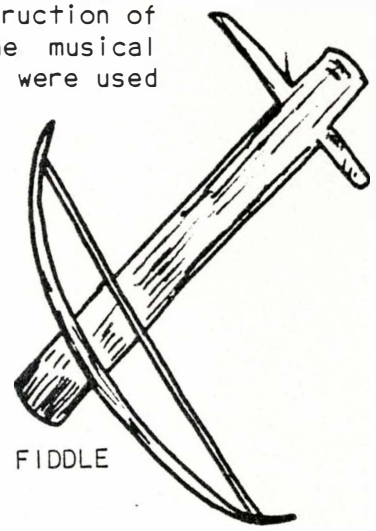
Music has always been a part of North American Indian culture. The various musical instruments are used in ceremonies or in everyday activities. Local materials used to make the musical instruments include wood, hide, bone, shells, gourds or reeds. The construction of the instruments can be plain or highly decorated. The musical instruments shown below are only a small sample of those that were used by Indian people.

FIDDLE

Both the Eskimo and the Apache had fiddles which do not look like the fiddles of today.



ESKIMO VIOLIN



APACHE FIDDLE

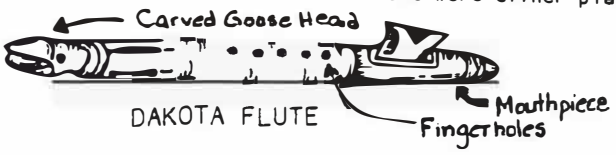
RASP

The Pima, Hopi and Papago tribes all used rasps in their music. It is easy to play. Music is made by rubbing the "rub" stick over the "Notched" stick.

UTE RASP

FLUTE

Flutes were made from bones, reed or wood and were either plain or carved.



DAKOTA FLUTE

WHISTLE

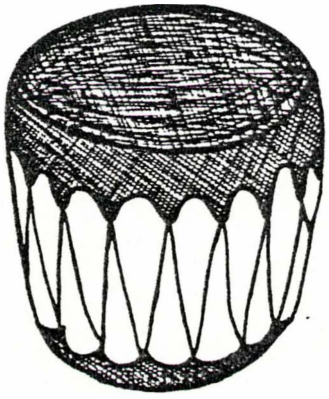
Many Indian nations including the Cree and Ojibwe people used whistles to make music. They were made from wood, bone, shells or reeds.

KWAKIUTL WHISTLE

RATTLE

Cree and Ojibwe people were among the many nations that used rattles as musical instruments. The rattles were made from a variety of materials such as wood, hide, and gourds depending on their uses. Inside the rattles were placed sand, shells or pebbles to make the rattling sound.

HAIDA RATTLE



DRUM

All Indian nations used drums as musical instruments. These were made in different ways depending upon the use. For example, hand drums or water drums. The drums were generally constructed from hides and wood.

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: PARTS OF A HOUSE Grade: 5

Vocabulary:

ishkwantem	door
wasenikan	window
namatapiw akamik	living room
kisisekwew akamik	kitchen
wisiniw akamik	dining room
nipew akamik	bedroom
kasikwew akamik	washroom

Pattern(s):

_____ piniton(an) taso Matine kishikak.

I clean the _____ every Saturday.
(part of house)

Dialogue:

A. Ni ki kichi anoki nonkom.

B. Wekonen ka totaman?

A. Ni ki piniton _____.
(part of house)

A. I worked hard today.

B. What did you do?

A. I cleaned the _____.
(part of house)

MOTIVATION:

* Provide each child with a copy of "House Parts" from the back of this unit. Discuss the contents of this page with the children. Direct the children to note where each of the items would be located in a house. Encourage the children to discuss the uses of the different items represented on the page.

* Lead this experience into a discussion of the different areas of a home and the items located in the different areas.

ACTIVITIES:

* Show the children pictures or illustration of a variety of different types of homes (e.g., including other cultures). The children should understand that not all homes are found in the same type of houses. Some houses may have individual rooms while other homes may be one large room. Discuss traditional homes used in the childrens' area.

* Introduce the illustrations that represent the different vocabulary words to be developed in this Unit. Mount the illustrations on the board as they are presented. Encourage the children to suggest the vocabulary word associated with each illustration. Continue in this way until all of the illustrations have been mounted on the board. If the children experience difficulties determining the vocabulary words for the illustrations, assist them as necessary. The children should hear the vocabulary words a number of times during this introduction process.

* Divide the children into four groups. Provide each group with a roll of masking tape. Each group should then prepare an outline of a house on the floor, showing its different living areas or rooms. Circulate among the children as they word, repeating the vocabulary words as often as possible. These house outlines will be used later in this Unit.

MATERIALS:

Copy of "House Parts" for each child, four rolls of masking tape, house illustrations, illustrations or pictures of homes from other cultures

ORAL REPRODUCTION:

* Mount the house illustrations on the board to review the vocabulary words introduced in Lesson 1. Point to each illustration, calling upon the children or an individual child to name it. Continue in this way until all of the illustrations have been identified.

* Remove the illustrations from the board and stand them in the chalkboard ledge. The children should look carefully at the illustrations and then close their eyes. Remove one of the illustrations and push the remaining illustrations together. The children should open their eyes and identify the missing picture using its name. Repeat this process until all of the vocabulary words have been used in this way.

* Group the children in a circle. Sit in the circle with the children. Turn to the child to your left and say one of the words. That child should repeat that word and then say another word from this Unit. The next child must then repeat the process, adding another word to the original two words. Continue in this way until the child is unable to remember the sequence of words said to him or her. Begin the activity doing the different rounds at different locations in the circle so that all children have a chance to participate.

CREATIVE EXPRESSION:

* Review the masking tape outlines of houses prepared in Lesson 1 by the four groups of children. Then, say "Go", and each child should find an area of a house to stand in. Depending upon the number of children in your class it may be necessary for some children to share a room or area. When all of the children have located a room or area to stand in, have each child say something about that area. Each child should create an individual sentence as he or she tells you about the area or room the child is standing in.

* Have each child write a sentence that includes one of the sightwords from this Unit. Then, have a child read his sentence to the other children, purposely leaving out the sightword. The child should call upon another child in the class to identify the missing word from a sentence. Depending upon the sentence that the child has, more than one of the sightwords may fit into it correctly. The children should be aware of this process and accept any word that makes sense in the context of the sentence. Repeat until each child has had a chance to read his closure sentence to the other children.

MATERIALS:

Writing material for each child, house illustrations, masking tape

SIGHT RECOGNITION (VOCABULARY):

* Mount the house illustrations from this Unit on the board and use them to review the vocabulary words introduced in this Unit. Then, give a child one of the sightword cards saying the sightword for that child. The child should then match the sightword with its illustration on the board. Continue in this way until all of the sightwords and illustrations have been matched.

* Group the children in a circle. Collect the sightword cards and their matching illustrations and attach either a sightword card or an illustration to each child's back. Depending upon the number of children in your classroom, there may have to be some spectators during each round of this activity. When you say "Go", the children should attempt to match themselves together according to sightwords/illustrations. Since the children did not see what you attached to their backs, they will have to rely upon their friends to help them with this process. Repeat a number of times.

DECODING AND ENCODING(VOCABULARY):

* Provide each child with a blank flashcard. Each child should then write a 'closure word' on a card. That is, each child should write one of the sightwords from this Unit, omitting letters or syllables. When the childrens' cards are complete, collect them and show each card to the children. When a closure card is shown to the children, call upon an individual child to identify the word represented by the card. Continue until all closure cards are idetified in this way. Later, you may redistribute the cards and have the children complete the words by adding the missing letters or syllables.

* Provide the children with writing paper and pencils. Say one of the vocabulary words from this Unit and the children should write the numeral for the numbers of syllables contained in the word that you said. Repeat this process using other vocabulary words. Afterwards, review the childrens' responses to determine their accuracy hearing the syllables in the vocabulary words.

MATERIALS:

writing materials for each child, a blank flashcard for each child, a feltpen for each child, sightword cards, homes illustrations, masking tape

LISTENING AND SPEAKING:

* Mount the sightwords from this Unit on the chalkboard. Then, say one of the patterns, purposely omitting the sightword that goes with the pattern. Call upon the children to identify the sightword that could be used to complete the sentence that you said. Depending upon the sentence, there may be more than one correct response. In this case, encourage the children to identify all words that fit into the pattern that you said. Repeat this process until all of the patterns have been introduced to the children. Be certain, that the children understand the meanings of the patterns. Translate the MEANINGS of the patterns ONCE, if necessary.

* Collect two decks of playing cards. Give all of the cards in one deck to the children (it is not necessary that all children have the same number of cards). Then, say one of the patterns and hold up a card from the other deck. The child who has the matching playing card must repeat the pattern that you said. Repeat this process until all cards have been used in this way and until all children have responded with a pattern.

READING:

* Before the lesson begins, prepare individual sentence strips for each of the patterns introduced in this Lesson. Mount the sentence strips on the board. Call upon individual children to read the sentences orally. After the children have read all of the patterns, cut each of the sentence strips in half. Mount the cut-out sentence strips on the board. Then, place your left hand on part of a sentence strip and your right hand on its other part (thus matching up the two parts of a pattern). The children should read the pattern. However, when your hands are on mismatched sentence parts, the children should not respond. Repeat until the children are able to respond to this activity well.

WRITING/SPELLING:

* Write one of the sentences on the chalkboard (a sentence introduced in this Lesson). Then, each child should write a sentence based on that sentence. That is, the children should write the same sentence but they should change particular words in the sentence. Afterwards, have each child read his sentence to you and the other children. This activity encourages children to recognize the point of departure and substitution of sentences.

* Provide the children with writing paper and pencil. Conduct a dictation process in which the children write the sentences as you say them. Correct the childrens' words with them.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each pattern introduced in this Unit, a pair of scissors, masking tape, two decks of playing cards, sightword cards

DIALOGUE:

* Mount a length of language experience chart paper on the board or display area. Group the children in front of the paper. Encourage the children to imagine what two people might say to one another about the different parts of a home. Write the sentences that the children suggest on a language experience chart paper. You may use a 'simple' form for this dialogue (A, B, A, B) or a 'complex' form (ABC, ABC, ABC). Accept any sentence from the children that make sense within the context of the dialogue. Establish the setting with the children first so that they are clear as to the central theme of the dialogue as well as the location in which the dialogue takes place. Afterwards, read the dialogue with the children in choral, group, and individual form.

* Say a word (keyword) or a cluster of words found in one of the sentences of the dialogue and a child's name. The child that you named must then read the entire sentence that contains the word or wordcluster that you said. Repeat this process until many children have had a chance to respond.

ENRICHMENT ACTIVITIES:

* Lay a length of butcher paper on the floor and group the children around it. Divide the butcher paper into sections that represent the different parts of the house. The children should assist you in this process. When the butcher paper has been divided into different house sections, call upon the children to then either illustrate items in the different sections of the house or to locate pictures that they can cut out and glue to the different sections. The items that the children add to the mural may consist of furniture items, clothing, etc. Display the completed mural in the classroom.

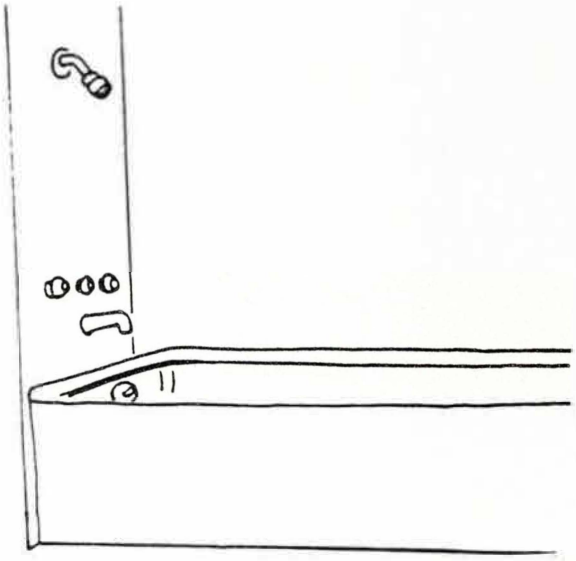
* Develop 'TERQUAINS' with the children. Terquains are simplified versions of 'CINQUAINS'. To do this, the children write this form of poetry by writing one word in the top line (the subject). Line 2 contains two or three words (describing the subject). Line 3 contains one word (a feeling about or a synonym for the subject). The children should use houses and homes as their themes for their terquains. Afterwards, review the childrens' terquains and have the children share them with one another.

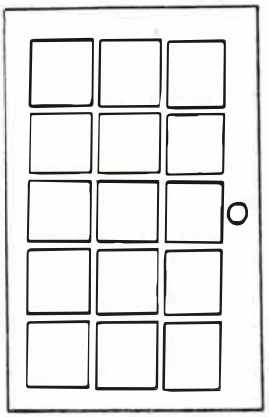
MATERIALS:

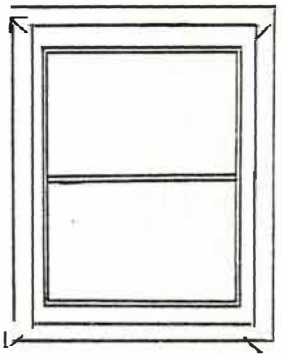
writing materials for each child, mural paper, a feltpen, old magazines/ catalogues, paste, a length of language experience chart paper, masking tape

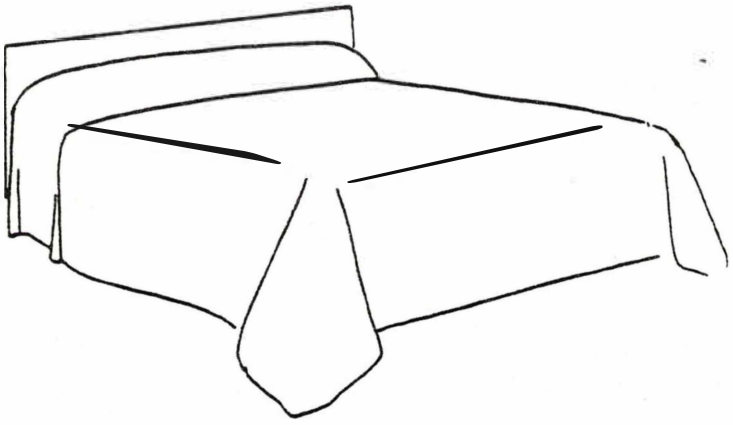
THEME: PARTS OF A HOUSE Grade: 5

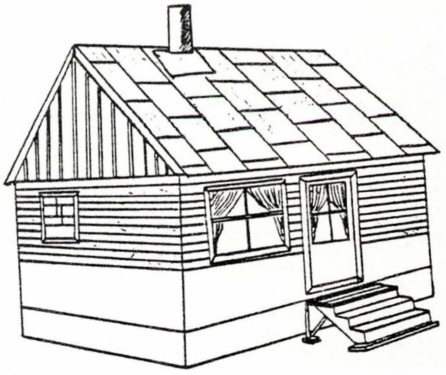
"House Parts"











OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: PARTS OF AN ANIMAL Grade: 5

Vocabulary:

oshtikon	head
omisat	stomach
osow	tail
oshkishikon	eyes
okaton	legs
ositan	feet
ochan	nose
okwekan	neck
otowakan	ears
wipitan	teeth

Pattern(s):

Wesakentam n'tanimoshim _____.
(body part)

My dog has a sore _____.
(body part)

Dialogue:

A. Ni tanimoshim ki tasoso tipikonk.

B. Keko na ki ishishkoso?

A. Kawin, _____ tash wisakentam.
(body part)

A. My dog got ran over last night.

B. Was it hurt?

A. No, but it has a sore _____.
(body part)

MOTIVATION:

* Before the lesson begins read "Uses of the Buffalo" which is at the back of this unit. After reading the article, group the children in front of the board and talk to them about the different uses of the buffalo. Continue this way until the entire outline of the animal has been discussed.

ACTIVITIES:

* Show the students the set of illustrations which are attached at the end of this unit that represent the tails of different animals. Present the illustrations to the children, encouraging them to compare the different animals tails. The children should begin to realize that most animals have the same basic body parts, although their body parts may differ in appearance.

* Introduce the illustrations for this Unit that represents the vocabulary words. Mount the illustrations on the board as they are presented. The children should hear the terms a number of times during this introduction process.

* Divide the children into pairs. Provide each pair with a portion of tag board. The pairs of children should then draw and cut out the outlines of animals. When the children have done this, they should then cut out part of the animal into the different body parts introduced in this Lesson. Once this is being done, provide each pair of children with two blindfolds. The children should blindfold themselves and then attempt to re-assemble their animal by feeling for the different bodyparts. You may wish to have the children exchange cut-out animals periodically during this activity. Keep the cut-out animal parts for use later in this Unit.

* Provide the children with the necessary art materials and supplies to produce silly animals. To do this, the children should combine body parts from different animals. For example, a child may use the head of a bear, the body of a muskrat, and the tail of a dog to produce a silly animal. When the children have completed their illustrations, encourage each child to show his illustration to the other children. The other children should attempt to identify the animals used in the animal composite.

MATERIALS:

art materials and supplies for each child, sheets of Bristol board, scissors, animal parts illustrations, masking tape, a large cut-out of an animal from Bristol board, a length of mural paper, a black crayon, a set of animal illustrations comparing the tails of different animals

ORAL REPRODUCTION:

* Mount the animal parts illustrations on the board and review the vocabulary words introduced in Lesson 1. Point to each illustration, calling upon an individual child to identify it by its name. Continue in this way until all terms have been reviewed.

* Collect all of the cut-out body parts from Lesson 1 and mix them together on the floor in a pile. Group the children in two teams at one end of the room. Blindfold the first player in his team. Name one of the body parts and the first player in each team should then approach the pile of cut-out parts to identify the body part that you name by its feel. Downplay the competetive nature of the activity and build up the fun of the game. Repeat this process until all players have had a chance to participate.

CREATIVE EXPRESSION:

* Group the children in a circle. Give each child one of the cut-out body parts (from above). The children should then pass the body parts around the circle as quickly as they can in a clockwise direction. When you clap your hands, the children should stop passing the body parts around the circle. Then call upon a child to identify the body part the child is holding using its name and then to use that vocabulary word in a complete sentence. Accept any sentences that make sense. Avoid overcorrecting of the childrens' sentences. However, assist them as necessary. It is not necessary that all children respond during each round of this activity. After each round, have the children pass the illustrations around the circle once again. Repeat, until most children have participated orally.

* Each child should prepare a creative expression sentence of his own using one of the vocabulary words from this Unit. Then, each child should read his sentence to the other children, purposely omitting the sightword. The other children should attempt to identify the sightword used to develop the child's pattern. Repeat, until all childrens' patterns have been used in this way.

MATERIALS:

Cut-out body parts from Lesson 1, animal parts illustrations, masking tape, two blindfolds

SIGHT RECOGNITION (VOCABULARY):

* Mount the animal illustrations on the boards and use them to review the vocabulary words introduced in this Unit. Darken the room and stand behind the children. Shine the light of a flashlight on one of the illustrations and the children should name it. Continue in this way until all of the vocabulary words have been reviewed. Then, turn the lights on and introduce the sightword cards to the children. Match the sightword cards with the illustrations on the board. Attach the sightword cards to the board to the right of the illustrations. Then, group the children together once again on the floor and stand behind them with a flashlight. Darken the room. Shine the light of the flashlight on one of the illustrations and tell the children to watch and to say the vocabulary word for that illustration when the light of the flashligh shines on the illustrations sightword. Shine the light of the flashlight on a number of the sightwords, eventually illuminating the sightword that goes with the illustration. Repeat this process until the children have all had the opportunity to play.

DECODING AND ENCODING (VOCABULARY):

* Provide ech child with a set of blank flashcards (the number of flashcards that each child has should be equal to the number of sightwords introduced in the Lesson). Each child should then copy down the sightwords on his other flashcards - one word per card. When a child has written all of the sightwords on his cards, he or she should then cut the words into their individual syllables. When the children have cut their words into their individual syllables, they should turn all of the syllables face down on their desks. Then, each child should turn over one syllable. Say a vocabulary word from this Unit and any child (or children) who has a syllable from this word turned up on the desk should raise a hand and repeat the word. The children who responded in this way should then place their syllables on the floor or in another area. The game is complete when the children have no syllables left.

* Collect the cut-out syllables from the previous activity and spread then on the floor face up. Group the children around them. Give a length of yarn to two children in the circle and say one of the vocabulary words. The two children should then use the length of yarn to join together the syllables on the floor necessary to reproduce the word you said. Repeat this process using other players and different sightwords.

MATERIALS:

a length of yarn, blank flashcards for each child, feltpen for each child, a pair of scissors for each child, masking tape, animal parts illustrations, sightword cards, a flashlight

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 and use them for review purposes with the children. Point to each sightword, encouraging the children to identify it. Continue in this way until all of the sightwords have been reviewed.

* Say one of the patterns from this Unit, puposely omitting the sightword. Call upon the children to identify the sightword or words that may be used to complete the pattern. Repeat this process until all of the patterns have been introduced. Be certain the children understand the meanings of the patterns.

* Say one of the patterns, purposely mixing up all of the words in the pattern. Call upon a child to repeat the pattern that you said, saying the words in their correct order. Repeat this process until a number of the children have responded.

READING:

* Write the patterns around the mounted sightwords (from above). Read each sentence to the children after it has been written around the sightword. Continue in this way until the children have heard and seen all of the patterns.

* Remove the sightwords from the board and mix them together. Then, divide the children into two groups. Give the first player in each group one of the sightword cards. When you say "Go", the player must then rush to the board and place their sightword in the correct location in the sentences on the board. The players then read the sentences to you. Downplay the competetive nature of this activity and build up the fun of the game. Repeat until all players have played.

WRITING/SPELLING:

* Write one sentence on the chalkboard from this Unit. Then, provide each child with a blank sentence strip. Each child should re-write the sentence from the board, replacing keywords in the sentences with words of their own. Afterwards, have the children read their sentences to you. Write the changed words in the sentence underneath the original sentence on the board. In this way, the children should see the points of departure and substitutions in the sentence.

* Say one of the patterns to the children and the children should write that pattern on sheets of writing paper. Repeat, using other patterns. Later, review the children's written sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, sightword cards, masking tape, a pencil for each child

DIALOGUE:

* Mount a length of language experience chart paper on the board. Establish a setting for a dialogue. Then, prepare a dialogue with the children, using parts of an animal for a theme. The children should determine the number of speakers for the dialogue. Write the sentences that the children suggest on a length of language experience chart paper. Accept any sentences the children offer, providing they make sense within the context of the dialogue. Assist the children with their creative expression sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue has been completed, read it with the children in choral, group and individual forms.

* Read a word from one of the sentences in the dialogue and call upon an individual child to identify the sentence that contains that word. The children should read the sentence orally. Repeat this process using other words from the dialogue. You may wish to add further interest of this activity by using syllables from selected words in the dialogue.

ENRICHMENT ACTIVITIES:

* If a sufficient number of materials and supplies are available, the children should do a life-size model of an animal using wood, wire, and paper mache. This would be a major project that would have to be spread over a number of days. The children would have to make a frame of an animal using wood and then surround the outline with chickenwire or other suitable material. Then, the animal would be covered with strips of paper mache. Eventually, when the animal is dry, it may be painted and shellacked. If it is not possible to do a large model of an animal, each child may do an individual model of an animal by using modeling clay to prepare the shape of an animal. Each child should then cover his or her modeling clay animal with vaseline and then cover the model of the animal with layers of paper maché (approx. 3 or 4 layers). When the animal is dry, it may be cut open and the modeling clay removed. Further paper maché should then be used to re-assemble the two halves of the animal. The children may then paint and shellack their animal models. Display the animal models in the classroom.

MATERIALS:

a copy of page 135 for each child, supplies and materials to make a large paper mache model of an animal (or) modeling clay and supplies for individual animal models, language experience chart paper, feltpen, paint, paint brushes

THEME: PARTS OF AN ANIMAL Grade: 5

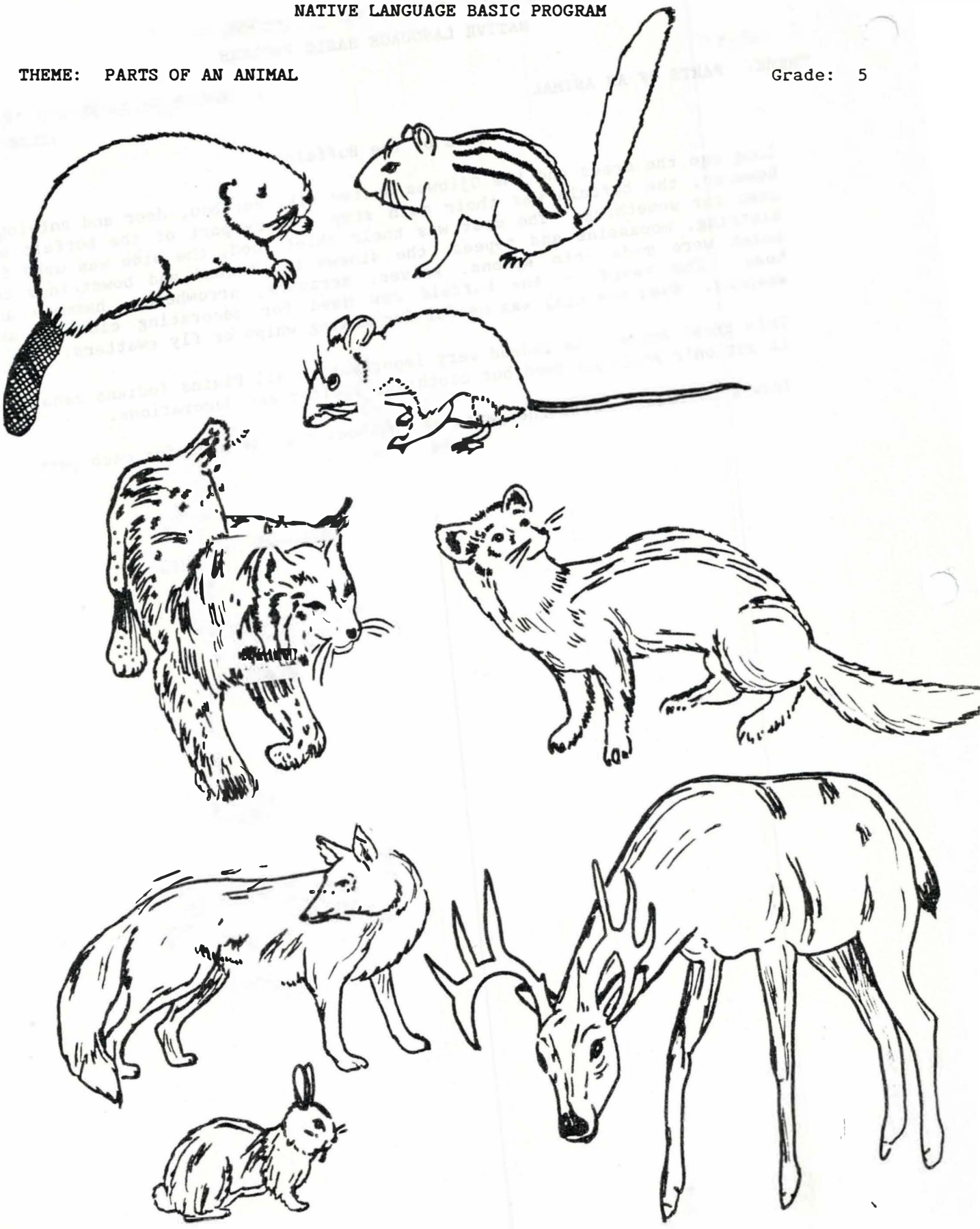
"Uses of the Buffalo"

Long ago the Crees and the Ojibwes hunted elk, caribou, deer and antelope, however, the buffalo was their main stay. Every part of the buffalo was used for something. The meat was their chief food, the hide was used for clothing, mocassins and tepees, the sinews for thread and bowstrings the bones were made into spoons, knives, scrapers, arrowheads, hammers and hoes. The beard of the buffalo was used for decorating clothing and weapons. Even the tail was useful for making whips or fly swatters.

This great animal was indeed very important to all Plains Indians because it not only supplied food but clothing, shelter and decorations.

Draw a buffalo. Label the parts of the body and the uses for each part.

THEME: PARTS OF AN ANIMAL Grade: 5



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: PARTS OF THE HEAD Grade: 5

Vocabulary:

(ni)shtikwan	head
(ni)nisis	hair
(ni)towak	ears
nishkatik	forehead
n'tamikan	chin
n'nowan	cheeks
niton	lips
ni mishapinanok	eye brows
nishkishik(on)	eyes

Pattern(s):

Ni ki kisipikinan _____.

I washed my _____.

Dialogue:

A. Ni kitashopiyan ni wakekan pichinako.

B. Ki kishton na?

A. Ehe, kikishton, misiwe tash toshopiken _____ (head parts)
(ink) poshke _____(ink).
(head parts)

A. I was painting my house yesterday.

B. Did you finish it?

A. Yes I did, but I had paint on my ___(body)___ and even on my _____.

MOTIVATION:

* Mount a large outline of a head on the chalkboard. Group the children in front of it. Encourage the children to suggest details that may be added to the head. Have a collection of coloured feltpens available so that you may add the details in the appropriate colours. Continue to add the details to the cutouts until it is complete. Encourage the children to be very specific about detailed contents of the head.

* Discuss the functions of the different parts of the head. The children should understand that aside from 'appearances', most parts of the head have a very definite function.

ACTIVITIES:

* Divide the children into groups of three or four. Provide each group with a portion of Bristol board, feltpens, and scissors. Each group should then prepare an outline of a head, noting all of the details on the head. When a group has completed his head, the children in that group should then cut their parts of the head out. Then, the children in each group should mix their head parts together. Blindfold the children in a group. The children should then attempt to reproduce the head by 'feeling' for the parts to put the head back together again. You may wish to have groups exchange cut-out heads for this activity. Circulate among the children as they work, assisting as necessary.

* Introduce the illustrations to the children that represent the NL vocabulary words to be developed in this Unit. Mount the illustrations on the board as they are presented. The children should hear the NL vocabulary words a number of times during this introduction process.

* With the assistance of the children, prepare a large masking tape outline of a head on the floor. Use masking tape to add all of the details to the head that the children suggest. Use the large masking tape outline of the head to review the NL words introduced in the previous activity. This outline will be used for review puposes later in this Unit.

* Provide the children with old magazines and/or catalogues. The children should look through the catalogues/magazines attempting to locate pictures of peoples faces. Then, each child should cut out one part of a face from the pictures in the materials. For example, a child may cut out a nose, or eyes, or hair, etc. The children should mount their cut-out parts on a light sheet of construction paper. Then, the children should build the illustrations of their heads around the cut-out parts. Circulate among the children as they work, repeating the NL terms as often as possible. Display the completed pictures in the classroom.

MATERIALS:

a large outline of a head (with no details added), a feltpen, blindfolds, collection of coloured feltpens, masking tape

ORAL REPRODUCTION:

* Mount the illustrations on the board that were used in Lesson 1 to introduce the NL vocabulary words. Point to each of the illustrations and call upon children to identify it using its NL name. Continue in this way until all of the NL pictures have been reviewed.

* Divide the children into two teams. Say one of the NL vocabulary words and the first player from each team must rush to the masking tape outline (prepared in Lesson 1) and stand on the face that you named. Downplay the competative nature of this activity and build up the fun of the game. Repeat until all players have played.

* Collect the cut-outs of the headparts prepared by the children in Lesson 1 and mix them together in a container. Mix all of the headparts and then dump them on the floor. Group the children around the cut-out parts. Blindfold two children and then you say "Go", the blindfolded players must enter the circle and attempt to reproduce a head using the cut-out parts. The child to do this first wins a round. Repeat until all children have participated.

CREATIVE EXPRESSION:

* Place the headparts (from the previous activity) in the container. Have a child reach into the container and 'feel' one of the headparts. The child should name the headpart and then use that NL vocabulary word in a complete NL sentence. The child should then remove the headpart from the container to verify his vocabulary word and sentence. Repeat until most of the children have responded in this way.

* Group the children in a circle. Walk around the outside of the circle attaching headparts to the childrens' back (the children should not see which parts you are attaching to their backs). When you say "Go", the children should then attempt to group themselves together according to their headparts. When the children have grouped themselves correctly, each group of children must then create a sentence about the headpart on their backs. Have the children in each group say its sentence to the other children. Accept any sentences that make sense. Do not overcorrect the childrens' grammar in this creative expression activity.

MATERIALS:

cut-out headparts (from Lesson 1), a container, masking tape, headparts illustrations, masking tape outline of a head (from Lesson 1)

SIGHT RECOGNITION (VOCABULARY):

* Mount the illustrations of the different headparts on the board and use them to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon an individual child to identify it. Then, mount the sightword cards on the board to the right of the illustrations. Point to each sightword card saying its name. Then, place your left hand on one of the illustrations and tell the children to watch your right hand. When your right hand falls on the sightword that matches the illustration (under your left hand), the children should say the word. Repeat this process until the children are able to respond well.

* Group the children in a circle around the masking tape outline of a head on the floor. Remove the sightword cards from the board and give each of the cards to the children. The children should then pass the sightword cards around the circle as quickly as they can in a clockwise direction. When you clap your hands, the children left holding the sightword cards must rush into the circle and place their cards in the appropriate location in the masking tape outline of the head. Repeat this process until many children have responded.

DECODING AND ENCODING (VOCABULARY):

* Before the lesson begins, prepare an extra set of sightword cards. Then, cut the first and the last letter off of each of the sightwords. Mix all of the cut-out letters together and place them in a pile on the floor. Place the 'incomplete' sightwords in another pile on the floor. Divide the children into two groups. Say two of the sightwords from this Unit. The first player must then rush to the piles and attempt to reprodue the words that you said (one word per player). To do this, the players should attempt to add the initial and final letters to the sightwords. You may identify a specific sightword for each player to avoid confusion. Repeat until all players have played. Reshuffle the piles as often as necessary so that all players can play.

* Write a sightword on the board using a 'c/v' sequence (c meaning consonant and v meaning vowel). In English for example, the word 'ear' would be spelled 'vvc'. The children should look at the word that you have spelled using the c/v sequence and attempt to determine which sighword it represents. Repeat this process using other vocabulary words from this Unit.

MATERIALS:

master set of sighword cards, headparts illustrations, masking tape, an extra set of sightword cards, a pair of scissors, masking-taped outline of a head (on the floor)

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the board and review them with the children. Point to each sighword, calling upon the children to identify it. Continue in this way until all sightwords have been reviewed. Then, say one of the sentences from this Unit purposely omitting the sightword. Call upon the children to identify the sighword or words that could be used to complete the sentences. Continue in this way until all of the NL patterns have been introduced. Be certain that all children understand the meanings of the patterns.

* Provide each child with a pieplate and a feltpen. The chidren should then divide their pieplates (the inside of the plates) into 'pie wedges'. In each wedge the children should write a sightword from this Unit (it is not necessary that all sightwords be included in each pieplate). Then, drop a marble in each child's pieplate. The chilren should then 'swirl' the marble around in their pieplate eventually placing the pieplates down on the floor. When a child's marble settles in a section of the plate, he or she must raise a hand. Call upon a child then to use the sightword in the section in which the marble landed, in its NL pattern. You may wish to have the children exchange pieplates periodically during this activity.

READING:

* Before the lesson begins, prepare sentence strips of the NL patterns for this Unit. Display the sentence strips on the board, reading each sentence as it is mounted on the board.

* Darken the room and group the children in front of the sentence strips. Use the light of a flashlight to illuminate one of the sentences. The children should read the sentence that you illuminate. Repeat until all sentences have been read in this way.

* Remove the sentence strips from the board and strand them in the chalkboard ledge, facing in. Call upon a child to 'guess' where a certain pattern is. If a child is correct, he or she gets to keep the pattern. The child must say a pattern now in order to keep it.

WRITING/SPELLING:

* Write a pattern from this Unit on the chalkboard. Provide each child with a sentence strip and a feltpen. The children should then re-write the sentence that you have written on the board, replacing keywords in it with words of their own. Afterwards, have each child mount a completed sentence on the board and read it to the other children.

* Provide the children with writing paper and pencil. Say one of the NL patterns to the children and they should write it on their papers. Repeat with other patterns. Later, review the children's sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, feltpen for each child, a master set of sentence strips, masking tape, sightword cards, a pieplate for each child, a marble for each child

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children in front of it. Establish a setting for a dialogue with the theme of 'Parts of the Head'. Encourage the children to imagine what 2 or 3 speakers might say to one another in that context. Write the sentences that the children suggest on a length of language experience chart paper. Accept any sentences that the children suggest, avoiding overcorrection of the childrens' creative expression sentences. However, assist the children with their sentences as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group and individual forms.

* Divide the children into pairs. Each pair of children should practise the dialogue between themselves. Then, have each pair of children say the dialogue orally in front of the other children (without reading it). Provide the children with ample time to 'memorize' their dialogue. Repeat until all pairs of children have had a chance to participate in this way. 'Cue' the children as necessary during this activity.

ENRICHMENT ACTIVITIES:

* Attempt to adapt the song 'Head And Shoulders' to the NL using the different names of the headparts. When a suitable adaptation of the song is being prepared, practise singing the song with the children. Prepare a written form of the song for each of the children to take with them.

* Place a chair next to the chalkboard. Mount a length of art paper on the board. Have a child sit on a chair and place an overhead projector some distance from the child. Have the child face the projector with his or her eyes closed. Turn the light of the projector on and then do a tracing of the child's head on the art paper (around the shadow of the paper). Repeat this with other children. Be certain to direct the children not to open their eyes as they face the projector. When a child's head outline has been traced, he or she should then cut it out and complete it, adding all of the necessary details. The completed head outlines may be displayed in the classroom for all to see.

* The children may prepare simple riddles in the NL using the headparts as themes. When the children have their riddles completed, each child should read his riddle to the other children. The other children in turn should attempt to identify the bodyparts for the riddle.

MATERIALS:

art paper for each child, an overhead projector, a pencil, art materials and supplies for each child, a length of language experience chart paper, a feltpen

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: PLANTS Grade: 5

Vocabulary:

machi anipish	poison ivy
mitikok	trees
wike	wild ginger
winkoshkosikan	sweet grass
mashkotewashk	sage
winisikes	seneca root

Pattern(s):

Ampe anta moshikinanta _____.
(plant)

Keko manakochipitoken _____.

Let's go picking some _____.
(plant)

Don't pull the _____.

Dialogue:

A. Ni wi ishamin ishkonikanink.

B. Wekonen wi natiyak?

A. Ni wi anta moshikinanan _____.
(plant)

A. We are going to the reserve.

B. What are you going to do there?

A. We'll go picking some _____.
(plant)

MOTIVATION:

* Before the lesson begins, show the pictures of some medicinal plants to the students, to the children. Encourage the children to suggest what might be some of the uses of these plants.

* Lead this into a discussion of plants found in the area that are used as medicines. List on the blackboard..

ACTIVITIES:

* If actual samples of plants are available, collect them prior to the Lesson so that they may be shown to the children. If actual samples of the plants are not available. Introduce the plants to the children using the illustrations for this Unit. You may wish to laminate them to a section of Bristol paper before the lesson begins. Encourage discussion of each of the plants as it is presented. At this time, introduce the NL vocabulary words associated with the illustrations. Mark the illustrations on the board and the children should hear the NL vocabulary words a number of times.

* Lay a length of thin mural paper or white mural paper on the floor. Group the children around the paper. Paste the illustrations of the medicinal plants on the paper. Then, each child should take one of the illustrations (prepare extra illustrations, if necessary) and put them under the length of mural paper. The children should then use fine tipped or medium tipped feltpens to do tracings of the plants. The entire length of mural paper should be filled with the tracings. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. When the mural is complete, it may be displayed in the classroom. It will be used for review purposes later in this Unit.

* Invite a medicinal person into the classroom to talk to the children about the medicine plants. The resource person should talk to the children about how each one can be used. When the resource person has left, develop a language experience story based on his or her presentation. Sight the keypoints of the presentation and encourage the children to recall the highlights of the presentation.

MATERIALS:

language experience chart paper, feltpen, thin mural paper, an illustration for each child, a master set of illustrations, a thin tipped/medium tipped feltpen for each child, a picture that shows an indoor setting that contains plants, masking tape

ORAL REPRODUCTION:

* Mount the illustrations of the different plants on the board to review the NL vocabulary words introduced in Lesson 1. Point to each illustration, calling upon an individual child to identify it by its NL name. Continue in this way until all of the medicinal plants have been identified.

* Group the children in front of the 'plants mural' prepared in Lesson One. Point to individual plants in the mural and call upon children to identify them by their NL names.

* Group the children in a circle. Have 4 or 5 children stand in the centre of the circle. Give a large ball to a child in the outer circle. The child with the ball should then roll the ball across the centre of the circle attempting to strike the feet of one of the children in the circle. When the child has been touched with the ball, he or she should look at an illustration that you show and name it using its NL name. Repeat this process until all children have had a chance to 'dodge the ball'.

CREATIVE EXPRESSION:

* Group the children in a circle. Have the children sit on the floor with their legs extended into 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 vocabulary words from this Unit and then attempt to shine the light of the flashlight on a child's feet or foot. When a child's foot or feet have been tagged with the light of the flashlight, he or she should then repeat the NL vocabulary word that you said and then use it in a complete NL sentence. Repeat this activity until many of the children have had a chance to respond with a creative expression sentence.

* Provide each child with an illustration from this Unit. Each child should then write a creative sentence on the back of his picture. Then, each child should read that sentence to the other children, purposely omitting the sightword or keyword from the sentence. The children should call upon one another to identify the 'missing word' in each others sentences.

MATERIALS:

illustration for each child, writing paper and pencil for each child, a flashlight, plants illustrations, masking tape, a large soft ball

SIGHT RECOGNITION (VOCABULARY):

* Mount the illustrations of the different plants on the board. Use the illustrations to review the NL vocabulary words introduced in this Unit. Point to each illustration, calling upon an individual child to identify it. Then, mount the sightword cards to the right of the illustrations. Point to each sightword, saying its name. Then, point with your other hand to the sightwords matching illustration. Repeat this process until the children have heard and seen the sightwords a number of times.

* Provide each child with blank flashcards (the number of cards that you give each child should be equal in number to the numbers of sightwords on the board). Each child should then copy the sightwords from the board on the cards - one word per card. When the child has the sightword cards ready, he or she should then turn them over on his desk and mix them up. Then, each child should turn over two cards (any two). Call out two of the sightwords and any child or children who have those two words turned over should raise their hands. The child or children should then say (individually) the sightwords. Repeat this adaptation of 'Bingo' until all of the children have had a chance to win. You may wish to use more than two cards for each round of the activity.

DECODING AND ENCODING (VOCABULARY):

* Have each child cut his sightwords (from the previous section of this Lesson) into their individual syllables. When each child has cut all of the words into their syllables, collect the cut-out words and put them in a container. Then, each child should reach into the container and remove two cutout syllables. A child should then hold up his two syllables together to produce a 'meshed word'. The children should look at the 'meshed word' and identify the two sightwords from which the syllables came. Repeat this process until each child's 'meshed word' has been identified.

* Have the children stand in a straight line - that each child is facing the back of the child in front of him. Stand at the very back of the line and use your index finger to 'write' an initial letter of the sightword on the last child's back. That child should then to the same to the child in front and so on to the very front of the line. The child at the front of the line should then identify a sightword that begins with that letter. After each round of the activity the first player should then come to the back of the line. Repeat until all children have identified a sightword in this manner.

MATERIALS:

blank flashcards for each child, a feltpen for each child, a masterset of sightword cards, masking tape, plants illustrations, scissors for each child, a container

LISTENING AND SPEAKING:

* Mount the sightwords from this Unit on the board. Then, say one of the NL patterns from this Unit, purposely omitting the sightwords. Call upon the children to identify the sightword or words that could be used to complete the pattern that you said. Repeat this process until all NL patterns have been introduced.

* Divide the children into two teams. Then, whisper one of the patterns in the each of the first player's ear in each team. Then, when you say "Go", the first player should turn and very quietly whisper the pattern into the ear of the child behind. You may wish to space the children far apart for this activity so that other players cannot overhear the 'whispering'. When the last player in the team hears the whispered sentence, he or she should then hold up a hand. When both teams have completed this event, call upon the last player who finished first to repeat the NL sentence orally. Then, the first player from each team should go to the back of his or her team's line. Repeat this process using other NL patterns.

READING:

* Before the lesson begins, write each of the NL patterns on an individual sentence strip. Present this sentence strip to the children, reading each sentence as it is presented.

* Mount this sentence strip on the board and number each sentence strip with a number from 1 to 6 (each number may be repeated more than once). Then, group the children in a circle. Give a die to one of the children. The children should pass the die as quickly as they can around the circle. When you clap your hands, the child left holding the die must roll the die and call out the number showing. After calling the number showing, he or she must then identify one of the NL patterns that has that number (i.e., the child must read it to the other children). Repeat until many children have participated in this way.

WRITING/SPELLING:

* Provide each child with a blank sentence strip. Each child should then rewrite one of the patterns from this Unit, changing keywords in the pattern. Later, when all of the children have completed this activity, have each child read his or her pattern to the other children. The remaining children should attempt to identify the original pattern used by the child for this activity.

* Conduct a dictation process with the children. Say one of the sentences and the children should write it on individual sheets of paper. Later, review the childrens' work with them to determine their accuracy with this dictation process.

MATERIALS:

writing paper and pencil for each child, a die, a sentence strip for each pattern, masking tape, sightword cards

DIALOGUE:

* Mount a length of language experience chart paper on the wall. Group the children near the paper. Establish a setting with the children that could be in the woods, in the home, etc. Establish the theme for a dialogue with the children - in this case, 'medicinal plants'. Then, encourage the children to imagine what two or three speakers might say to one another about 'medicinal plants'. Encourage the children to use the vocabulary words and/or patterns as appropriate that were introduced in this Unit. Write the sentences that the children say on the language experience chart paper using an 'A, B, A, B' form (for two speakers) or an 'A, B, C, A, B, C' form (for three speakers). Read the completed dialogue with the children in choral, group, and individual forms.

* Divide the children into pairs. Have each pair practise the dialogue with one another for 5 or 10 minutes. Then, each pair of children should say the dialogue to the other children without reading the words (i.e., from memory).

ENRICHMENT ACTIVITIES:

* Provide the children with the necessary arts materials and supplies so that they may make posters of medicinal plants in the area. Circulate among the children as they work, encouraging them to use the vocabulary words and patterns introduced and developed in this Unit. The completed posters may be displayed in the community where other may see them.

* You may wish to have the children label the plants mural that was prepared in Lesson One. The children should use their best printing to label the mural.

* Provide each child with a sightword from this Unit. Each child should then use his sightword to develop a 'sentencegram'. To do this, the children should use each letter in the sightword as the initial letter of a word in a sentence. In English for example, the word 'Ivy' could be used to make the sentence: 'I visited you'. Later, have a child read the sentence to the other children and the other children should attempt to identify the sightwords used to create the 'sentencegram'. Assist the children with this process as necessary.

MATERIALS:

a sightword for each child, writing paper and pencil for each child, art materials and supplies to create posters, language experience chart paper, a feltpen

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: SEASONS Grade: 5

Vocabulary:

(e)nipink	in the summer
(e)piponk	in the winter
(e)takwakik	in the fall
(e)sikwank	in the spring

Pattern(s): _____ tipishkam.

My birthday is in the _____.

Dialogue:

A. Anti iwe kin mowanch chikentamin aki tipekan?

B. _____ mowanch ni minentan.
(season)

A. What is your favourite season?

B. My favorite season is _____.
(season)

MOTIVATION:

* Read the poem Four Seasons from the back of this unit. After reading the poem to the children, encourage them to suggest other descriptive words that can be used in the poem. Eventually, the children should suggest words that relate to the seasons of the year. You may have to read the poem more than once to accomplish this task.

* Lead this experience into a discussion of the different seasons and visual signs of the different seasons in the childrens' area.

ACTIVITIES:

* Use a large ball and a flashlight to represent the tilting of the earth on it's axis to produce the different seasons. You may wish to draw a simple map of North America on the ball and the continent of Australia as well. These drawings may then be used to represent to the children how, while one half of the world is in summer, the other half is in winter.

* Encourage the children to identify ways in which seasons affect people. This should include the clothing that they wear, their forms of travel, their types of work, etc. List the ways in which the seasons affect people on the board as they are provided by the children.

* Provide each child with a blank sentence strip. Each child should write one question that has the seasons as a theme on a sentence strip. The child may use a 'true/false, multiple choice, completions, or why' question. Not only should the child write the question on the sentence strip, he or she also should write the answer to the question underneath the question itself. When the childrens' questions are ready, correct them and place them in a container. Write one number on the board for each child in the classroom (from 1 to ___ depending on the number of children in your class). Call upon one pupil to begin the review. The child that you identify should go to the chalkboard and erase one of the numbers. Then, the child should read one of the questions from one of the sentence strips. The child whose number was erased must answer the question read to him. If this is done correctly, the child then has a turn at removing one of the sentence strips from the container and erasing one of the numbers on the board. Continue until all children have had a chance to ask and answer a question.

* Introduce the illustrations that represent the different NL vocabulary words for this Unit. Mount the illustrations on the board as they are presented. Be certain, that the children understand the meanings of the NL vocabulary words. Encourage the children to tell you the meanings of the words as the illustrations are presented. The children should hear the NL vocabulary terms a number of times during this introduction process.

MATERIALS:

a large ball, a flashlight, a sentence strip for each child, a pencil for each child, a container, masking tape, seasons illustrations

ORAL REPRODUCTION:

* Mount the illustrations that were used to introduce the NL vocabulary words in Lesson One on the board. Point to each illustration, calling upon an individual child to identify it by its NL name. Continue in this way until all of the illustrations have been reviewed and until all of the NL terms have been said.

* Divide the children into 4 groups - each group representing one of the seasons. Identify an activity that could be associated with one of the seasons and the children in the appropriate group should respond with the appropriate NL vocabulary word. For example, if you describe the activity 'shovelling snow', the children in the 'winter' group should respond. Later, switch the labels for the groups and repeat the process.

* Mount the illustrations on the board (if they were removed from the previous activity). Outline each illustration with chalk (i.e., the square of the picture on the chalkboard itself). Then, remove the illustrations from the board. Call upon the children to attempt to recall which illustration fits in which square. The children should use the names for the pictures in an effort to complete this process. Be certain, that you have a written record of the location of each illustration for verification of the childrens' responses. Continue until all illustrations have been replaced into their original outlines on the board.

CREATIVE EXPRESSION:

* Before the lesson begins, find an old calendar or calendars and rip them apart. Give each child one of the cut-out pages from the calendar. Mount the seasons illustrations on the board. Point to one of the illustrations and call out a date. The child with the date that you called on his or her calendar page should then say the NL vocabulary word for the illustration you pointed to. Then, the child must use that NL vocabulary word in a complete NL sentence. Rather than calling a date, you may wish to call the name of a special event, such as Christmas, Easter, etc. Repeat this process until all children have responded. Write the sentences that the children provide on a length of language experience chart paper.

* After the preceding activities, cut the creative expression sentences out so that each sentence is individual. Present one of the sentences to the children and encourage the children to identify the illustration that it goes with. Tape the sentence to the illustration that matches it. Repeat this process until all sentences have been matched with the illustrations in this way.

MATERIALS:

language experience chart paper, a feltpen, a pair of scissors, masking tape, seasons illustrations, old calendars

SIGHT RECOGNITION (VOCABULARY):

* Mount the illustrations that have been used in this Unit on the board to review the NL vocabulary words developed in previous Lessons. Encourage the children to recall the NL vocabulary words associated with the illustrations. Then, mount the sightword cards on the board to the right of the illustrations. Read each of the sightwords to the children. Then, call upon individual children to draw lines from the sightwords to their matching illustrations. When a child has successfully drawn a line from a sightword to its matching illustration, all children should repeat the vocabulary word.

* Remove the illustrations from the board from the previous activity. Give each of the illustrations to a child. Say one of the vocabulary words and the child with that illustration must then re-attach the illustration to the board in its correct location (so that it is joined to its matching sightword by the line on the board). Repeat this process until all of the illustrations have been placed in their correct locations on the board.

DECODING AND ENCODING (VOCABULARY):

* Before the lesson begins, prepare an extra set of sightword cards. Cut each of the sightwords in half (preferably between syllables). Divide the children into two groups. The two groups should stand, facing one another, with the children standing shoulder to shoulder (the groups should be about ten feet apart). Give each of the cut-outs halves in one pile to the members of one team (not all players will necessarily have wordparts) and give the cut-out wordparts from the other pile to the member of the other team. Have one child stand in the centre between the two teams. Say one of the vocabulary words and the two children (one on each side - i.e., each team) who have the word-parts that make up the word that you said should exchange places across the centre of the room as quickly as possible. However, the child who is standing in the centre of the room must try to fill one of the places vacated before the other player reaches it. Repeat this process a number of times. Be certain that all children have the opportunity to participate (it may be necessary to have children pass on their wordparts to other players in their teams).

* Provide each child with writing paper and pencil. Say a syllable from one of the sightwords from this Unit. The children should then write the complete sightword on their papers. Repeat this process using other syllables from selected sightwords. Afterwards, review the childrens' responses to determine their accuracy in writing the sightwords in this activity.

MATERIALS:

writing materials for each child, an extra set of sightword cards, a masterset of sightword cards, seasons illustrations, masking tape

LISTENING AND SPEAKING:

* Review the sentences provided by the children in Lesson 3 (written on language experience chart paper). Read one of the sentences to the children, omitting the sightword. The children should suggest the missing word. Write the missing word (the sightword) on the board after reading each sentence. After doing this, write one of the NL patterns listed in the coverpage around a sightword on the board. Encourage the children to suggest the meaning of the sentence that you have written. Repeat this process using the remaining NL sentences.

* Provide each child with a blank flashcard. Each child should write a number between one and six on his flashcard. Then, roll a die and call the number showing on the die. Point to one of the NL patterns on the board. The child or children who have the number that you called should read the NL pattern orally. Repeat this process a number of times. The children may exchange numbercards after each round of the activity.

READING:

* Before the lesson begins, prepare two extra sets of sentence strips. Cut each of the sentences in the two sets in half. Mount one half of each sentence from each pile on the board (i.e., one half of each sentence should be represented twice on the board). Divide the children into two groups. Lay the remaining sentence halves on the floor in a scattered formation below the board. When you say "Go", the first player from each group should rush to the cut-out sentence parts on the floor and select one of them. Each player must then match the sentence part selected from the floor with its other half on the board. The first player to finish has their group read the sentence orally. Downplay the competetive nature of this activity and build up the fun of the game. Continue until all players have had a chance to participate.

WRITING/SPELLING:

* Provide each child with writing paper and pencil. Read one of the patterns from this Lesson to the children, omitting keywords from the pattern. The children should write only the keywords that you left out. Repeat this process using other patterns from this Lesson. After this, review the childrens' work to determine their accuracy in writing the 'missing words'.

MATERIALS:

two extra sets of sentence strips, writing material for each child, a feltpen, a pair of scissors, masking tape, student sentences from Lesson 3, sightword cards, blank flashcards for each child

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Review the concept of seasons with the children, encouraging them to recall the NL vocabulary words and patterns introduced and developed in this Unit. Then, have the children inagine that two people meet and the seasons serve as a source of conversation for the two individuals. Encourage the children to imagine what the two speakers might say to one another. Write the dialogue that the children suggest on a length of language experience chart paper. Accept any sentences from the children that make sense, avoiding overcorrecting of their creativity. However, assist them as necessary with the creation of their sentences. When the dialogue is complete, read it with the children in choral, group and individual form.

* Cut out each of the sentences from the dialogue above and give each sentence to a child (not all children will have a sentence for each round of the activity). Have the child with the first sentence in the dialogue read his or her sentence to the other children. Then, the child who has the second sentence should read his sentence, and so on, until the complete dialogue has been read. The children may then exchange sentences for a repeat of this process.

ENRICHMENT ACTIVITIES:

* Lay a length of mural paper on the floor and group the children around it. Divide the mural paper into 4 sections - each section representing a season of the year. Provide the children with the necessary art materials and supplies to represent acitivities in their area that take place during the different seasons. The children should move from section to section, adding appropriate illustrations to each section of the mural. Display the completed 'seasonal mural' in the classroom or hallway.

* Have each child prepare an NL weather report representative of one of the seasons. The children should write their weather reports in the NL and then read them to the other children as if they were being read over the radio or television. Assist the children as necessary with this process. You may wish to tape the weather report so that the children may hear themselves afterwards.

* Introduce and recite the poem Seasons on page 154. You may wish to provide each child with a copy of this page to make it easier to recite the poem together.

MATERIALS:

a copy of page 154 for each child, a mural paper, a feltpen, art materials and supplies for each child, language experience chart paper, a pair of scissors

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: SEASONS Grade: 5

Sikwan, oshoshkopiya
Mi api machi sakapakak

Nipin, pashkowan
Mi api nakot kisis siyap

Takwakan, osowa
Mi api poshkekenk
Tako pipon wapishkitina
Nipowa anokosak nakosiyok

Spring is green time
When seeds start to grow
Summer is blooming time
When a rainbow is seen
Fall is brown time
When harvesting begins
And winter is white land
When more stars are visible

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: SPECIAL DAYS DURING THE YEAR Grade: 5

Vocabulary:

Tipishkaman	Birthday
Kichi Manito Kishikat	Christmas
wochinti Kishikat	New Year
Kichi animihe Kishikat	Easter
Winimoshoma Kishikat	Valentine's Day
Omamayama Kishikat	Mother's Day
Opapayama Kishikat	Father's Day
Winkonke Kishikat	Thanksgiving Feast
Akowitink	Treaty
Otaminonk	Sports Day
Ni pakweshimonk	Sun dance

Pattern(s):

N'tisha Sandy Bay _____.
(event)

I will go to (place) during my (event).
Sandy Bay

Dialogue:

A. Wipa nitemakanak ta takoshinok.

B. Ehe, keka anish asha _____.
(event)

A. My relative will soon arrive.

B. Yes, because it's just about _____.
(event)

MOTIVATION:

* Before the lesson begins, prepare an audio tape that contains a collection of musical samples that represent special days during the year. For example, this may include Christmas, Halloween, St. Patrick's Day, etc. Play the audio tape for the children once, all the way through. Then, rewind and replay the tape stopping the tape after each musical selection. Encourage the children to identify the special day during the year associated with each musical selection. Continue in this way until all of the musical selections have been identified.

ACTIVITIES:

* If possible, collect greeting cards that represent the special days of the year. Present these greeting cards to the children, encouraging them to identify the special events associated with them.

* Introduce the illustrations that represent the new NL vocabulary words. The children should hear the NL vocabulary words a number of times during this introduction process. Mount the illustrations on the board as they are presented to the children. Continue in this way until all of the NL terms have been introduced.

* Mount blank flashcards on the board and encourage the children to suggest 'symbols' for the different special days of the year. Draw simple illustrations that the children suggest on the blank flashcards. Continue in this way until each special day has a symbol. Keep these symbol cards to be used later in this Unit.

* Provide the children with necessary art materials and supplies so that each child may create a 'special day card'. Each child should identify a special day that he or she wishes to represent in his card. Circulate among the children as they work, repeating the NL vocabulary words as often as possible.

* Introduce an old calendar to the children. Mount the calendar sheets on the board. The children should identify the dates for the special days of the year. You may wish to use a current calendar to make this activity more meaningful.

MATERIALS:

an old calendar, art materials and supplies for each child, special days illustrations, blank flashcards, a feltpen, an audio tape of 'special days music', a tape recorder, greeting cards (if available), masking tape

ORAL REPRODUCTION:

* Mount the special days illustrations on the chalkboard and use them to review the NL vocabulary words introduced in Lesson One. Point to each illustration, calling upon an individual child to identify it. Continue in this way until all of the NL terms have been used.

* Give the 'symbol' illustrations prepared in Lesson One to the children. Say the name of one of the special days and the child who is holding the symbol for that day should stand and repeat the vocabulary word that you said. Continue in this way until the children can respond well. The children may exchange the symbol cards periodically during this activity so that all children can participate.

CREATIVE EXPRESSION:

* Have the children review their 'greeting cards' that they prepared in Lesson One. Then, have each child say something to you about his or her card. This could be, for example, the message that should go inside the card. Write what the children say inside their cards (or on the front of their cards - depending on the child's preference). Continue in this way until each child's card has been given a text.

* Mount one of the special days illustration on the board and encourage the children to think of as many words or sentences that they can. Write the words/sentences that the children say around the illustration on the board. Repeat this process using the other illustrations. Later, remove the illustrations from the board, mix them together and have the children match them once again with the words/sentences on the board.

MATERIALS:

special days illustrations, childrens' greeting cards (from Lesson One), a feltpen, symbol illustrations (from Lesson One)

SIGHT RECOGNITION (VOCABULARY):

* Mount the special days illustrations o the board and use them to review the NL vocabulary words introduced thus far in this Unit. Then, introduce the sightword cards to the children. Say each sightword as its card is presented. Continue in this way until all of the sightwords have been introduced. Match the sightword cards with the illustrations on the board.

* Before the lesson begins, write the sightwords from this Unit on very tiny strips of paper. Insert the strips of paper into round balloons. Inflate the balloons and tie their ends. Suspend the balloons from the ceiling. Then, group the children around the balloons in a very large circle. Have a child stand in the centre of the circle with a stick or ruler. The child must then attempt to break the balloon with the stick or ruler. When the balloon is broken, the child should retrieve the small strip of paper from the balloon and read the sightword to the other children. Repeat this process until all children have had a chance to play. You may wish to have the children prepare the small strips of paper and to inflate the balloons for this activity. This activity is an adaptation of the mexican Christmas festivity of Pinata.

DECODING AND ENCODING (VOCABULARY):

* Mount sightwords from this Unit around the room in different locations. Then, divide the children into two groups in the centre of the room. Have the children sit on the floor. Have the first player from each group stand. Give the standing player each a flashlight. Say a syllable from one of the sightwords from this Unit. The players with the flashlights must then illuminate the sightword that contains the syllable that you said. Downplay the competetive nature of this activity and build up the fun of the game. Repeat this process until all players have played.

* Have the children stand in a circle. Walk around the outside of the circle, eventually standing behind a child. Use the index finger of your writing hand to 'print' an initial or final letter from a sightword on a child's back. The child should then identify a word that begins or ends with the letter that you printed. Repeat this process a number of times.

MATERIALS:

a round balloon for each child, a small strip of paper for each child, a pencil for each child, a ruler or stick, a master set of sight recognition cards, special days illustrations, masking tape, two flashlights

LISTENING AND SPEAKING:

* Mount the sight cards from Lesson Three on the board. Review the sightwords with the children. Point to each sightword, calling upon an individual child to identify it. Then, say one of the NL patterns from this Unit, puposely omitting its sightword. Call upon an individual child to attempt to identify the word or words that could be used to complete the pattern. Continue in this way until all of the NL patterns have been introduced. Be certain that the children understand the meanings of the patterns.

* Use the calendar pages that were originally introduced in Lesson One for an oral activity. Give the calendar sheets to individual children (it is not necessary that all children have a calendar sheet during each round of this activity). Say one of the patterns and then the name of a special day. The child that has the calendar page that contains the date for that special day should repeat the pattern that you said at the beginning of the round. The children should exchange calendar pages periodically during this activity. Repeat a number of times.

READING:

* Before the lesson begins, prepare a set of sentence strips that contain the patterns from this Unit. Review the patterns with the children by pointing to the sightwords on the board. When you point to a sightword, call upon a child to remember its NL pattern. When a child has said its NL pattern, mount the sentence strip on the board to show the children its printed form. Continue in this way until the printed form of each sentence has been introduced.

* Before the lesson begins, prepare a matching set of sentence strips. Cut each of the sentence strips into their individual words (both the master set and the extra set). Mix all of the cut-out words together and place them on the floor face up. Group the children into two. Say one of the NL patterns and the first player from each group should rush to the cut-out words to reproduce the sentence that you said. Repeat until all sentences have been reproduced in this way.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written a sentence, have the child read it to the other children.

* Provide the children with writing paper and pencil. Show one of the NL patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the children's sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a master set of sentence strips, masking tape, sightword cards, an extra set of sentence strips, a pair of scissors, calendar pages (from Lesson One)

DIALOGUE:

* Mount the length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'Special days during the Year'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of 'Special Days during the Year". Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group and individual forms.

ENRICHMENT ACTIVITIES:

* The children may identify songs that they know that represent the different special days of the year. Then, practise singing some of the songs with the children. You may wish to tape this activity so that the children can listen to themselves afterwards.

* Lay a length of mural paper on the floor and divide it into sections - one section for each special day introduced and developed in this Unit. The children should then illustrate each section of the mural adding illustrations appropriate to the special days. Circulate among the children as they work, encouraging to say the terms and patterns from this Unit. Display the completed murals in the classroom or hallway.

MATERIALS:

mural paper, art materials and supplies, a tape recorder, a blank audio tape, language experience chart paper, a feltpen, writing paper and pencil for each child

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: STORE Grade: 5

Vocabulary:

atawikamik	store
atawi	to buy
atawi-inini	salesclerk
okimaw	manager
wisiniwin	food
eman	clothes

Pattern(s):

Atiy akamikon n'tisha chi anta atawiyan __(item)__.

I am going to the store to buy _____(item)_____.

Dialogue:

A. Ni _____ anoki atawikamikonk.
(relative)

B. Anin enanikit ki _____?
(relative)

A. Ni _____ atawike _____.
(relative) (relative)

A. My _____ works at the store.
(relative)

B. What does your _____ do at the store?
(relative)

A. She/he sells _____ at the store.
(item)

MOTIVATION:

* Before the lesson begins, collect a number of empty food containers. Place all of these food containers in shopping bags or in a large container. Tell the children you have done your shopping for the week. Present the empty containers to the children, encouraging discussion of each item. Continue in this way until all of the food items have been presented. Use this experience as an introduction to the concept of 'store'.

ACTIVITIES:

* Review the food items represented by the empty food containers from the 'Motivation' section above. Then, encourage the children to estimate the prices of each food item. Draw up a 'shopping pricelist' that contains the prices of the food items suggested by the children. When this list is complete, total it to determine an approximate cost of the 'shopping spree'.

* The children should realize that the food containers represent different items such as vegetables, meats, etc. Encourage the children to suggest a way of classifying the food containers that you brought for this Unit.

* Use the illustrations to introduce the new NL vocabulary words to the children. Present the illustrations to the children, mounting them on the board as they are presented. The children should hear the NL vocabulary words a number of times during this introduction process.

* If possible, have a store clerk or the store manager from the local store talk to the children about how he sets up his store. Encourage the children to ask questions as appropriate during this presentation.

MATERIALS:

a variety of different empty food containers, a large container, writing paper and pencil for the children, store illustrations

ORAL REPRODUCTION:

* Use the store illustrations to review the NL vocabulary words that were introduced in Lesson One. Mount the illustrations on the board, point to each illustration and calling upon the children to recall its NL name. Continue in this way until all of the NL vocabulary words have been reviewed.

* Have the children stand in a scattered formation in the classroom. Then, each child should stand on one foot. The first child to lose his or her balance must identify one of the illustrations that you show, using its name. That child should then sit out and watch the other children play. Continue in this way until all players have identified an illustration by its NL term.

CREATIVE EXPRESSION:

* Provide each child with an illustration. The children should not look at one another's illustrations. One of the children should stand and face the other children. The child should say a sentence about his picture without actually telling which picture he has. The child should then call upon individual children in the classroom to identify the illustration by its NL name. When a child has done this correctly, he or she should then take a turn and describe his picture to the children for identification. Repeat this process until all children have had a chance to have their illustrations identified in this way.

* Group the children in a circle. Place a round inflated balloon between the feet of one of the children. Say "Go", and the children should pass the balloon around the circle using only their feet. When you clap your hands, the children should stop passing the balloon. The child left holding the balloon must then look at an illustration that you show and identify it using its NL name. The child should use its NL name in a complete NL sentence. Repeat this process until many of the children have had a chance to respond.

MATERIALS:

a round, inflated balloon, store illustrations, masking tape

SIGHT RECOGNITION (VOCABULARY):

* Use the store illustrations to review the NL vocabulary words from this Unit. Mount the illustrations on the board. Then, introduce the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been introduced.

* Provide each child with enough blank flashcards so that each child may write a complete set of sightword cards. Leave the sightwords on display for the children to use as models. When a child's set of sightwords is complete, he should turn them over on a desk and mix them up. Call out one of the sightwords and each child should turn over one of the sightcards. Any student who turns over the word that you said scores a point. Repeat this process until all of the sightwords have been identified in this way. Winners would be determined by those children who have the highest number of points.

DECODING AND ENCODING (VOCABULARY):

* Have two children stand, facing one another. The first child should say the first letter to one of the sightwords from this Unit. Then, the second child should say the second letter of a sightword from this Unit that goes with the first letter. The children should spell a sightword back and forth in this way until a complete word is being spelled. The word that is finally spelled may not be the original word that the first player intended, however, it must be a word from this Unit. Repeat this process with other pairs of children.

* Remove all sightwords from display in the classroom. Divide the children into two groups at one end of the room. Then, write the first and last letters fo a sightword on the board. Do this twice, so that the same word is represented by its first letter and last letter. When you say "Go", the first player from each team must rush to his or her 'closure word' on the board. The players must correctly fill in the letters between the first and last letters on the board. Downplay the competetive nature of this activity and build up the fun of the game. Repeat this process until all players have reproduced a word in this way.

MATERIALS:

Chalk, a set of blank flashcards for each child, a pencil or pen for each child, a master set of sightword cards, store illustrations

LISTENING AND SPEAKING::

* Mount the sightwords on the board from Lesson 3 and use them to review the sightwords that were developed in Lesson 3. Point to each sightword, calling upon an individual child to identify it. Continue in this way until all of the sightwords have been reviewed. Then, say one of the new NL patterns, purposely omitting the sightword. Call upon individual children to attempt to identify the sighword or words that could be used to complete the pattern that you said. Continue in this way until all NL patterns have been introduced. Be certain that the children understand the meanings of the patterns.

* Group the children in a circle. Give each child a playing card. Be certain to give one child a 'joker'. The children should not look at the underside (faceside) of the playing cards but should pass the cards around the circle in a clockwise direction as quickly as they can. Say one of the NL patterns before the children start passing the cards around the circle. When you clap your hands the children should stop passing the cards around the circle and should then look at the card that they have in their hand. The child with the 'joker' should repeat the pattern that you said at the beginning of the round. Repeat until many children have responded.

READING:

* Before the lesson begins, prepare a set of sentence strips that contain the patterns introduced in this Unit. Present these to the children, saying each pattern as it is presented. Continue in this way until all NL patterns have been introduced.

* Remove the sentence strips from the board (from the previous activity) and cut each sentence strip in half. Mix all of the halves together and give them to the children. Then, have a child read the sentence half that he has. The child who has the remaining half or the other half of the sentence should then read that half. Then, the two children should together read the entire sentence. Continue in this way until all of the sentences have been reproduced.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written his sentence, have him read it to the other children.

* Provide the children with writing paper and pencil. Show one of the NL patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a master set of sentence strips, masking tape, sightword cards, a pair of scissors, a deck of playing cards

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme for the dialogue should be 'Store'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme 'Store'. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group and individual forms.

* Cut the dialogue into its individual sentences and mix the sentences together. Then, call upon individual children to assist with replacing the sentences in their original order.

* Cut each of the sentences from the dialogue into its individual words and mix all of the words together. Say one of the sentences and call upon two children to reproduce that sentence using the cut-out word. Repeat until all sentences have been reproduced.

* Cut each word from the dialogue into its individual letters and mix all the letters together. Say one of the sentences and call upon two or three children to reproduce the sentence using the cut-out letters. Continue until the dialogue is being reproduced in this way.

ENRICHMENT ACTIVITIES:

* If possible, take the children on a tour of the local stores. Arrange this ahead of time so that the store manager and/or clerks are ready for the childrens' visit. The children should take note paper and pencils with them so that they may note the prices of the different items in the store. The children should compare and contrast the actual prices of the items in the store with the prices that they 'estimated' in Lesson 1. When the children return to the classroom, develop a language experience chart story with them about their outing to the store. Display their language experience chart story and shopping list in the classroom for all to see.

* Use the empty food containers (from Lesson 1) to set up a mock store in the classroom. The children should price each of the items and display the items appropriately. All items should be classified so that meat and vegetables (for example) are not mixed. Portable shelves or other suitable areas may be used for this display. The children may wish to create signs for the store (in the NL) indicating sales, clearances, etc.

MATERIALS:

Art materials and supplies, a note pad and pencil for each child, language experience chart paper, a feltpen, a pair of scissors, the empty food containers from Lesson One

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: TOOLS FOR GROOMING Grade: 5

Vocabulary:

pinakon	comb
kisipikekan	soap
kisipikekapiteson	toothbrush
wipite kisipikinikan	toothpaste
kasikwan	towel

Pattern(s):

_____ nita pachiton taso kishik.

I use _____ every day.

Dialogue:

A. Asha na keka kikishita chi anta kikinamakowan?

B. Kamashi, kiyapi chi _____.
(action)

A. Are you ready for school?

B. Not yet, I still have to____(action)____ my __(body part)__.

MOTIVATION:

* Before the lesson begins, collect a number of 'grooming tools' such as brushes, combs, toothbrush , scissors, files, etc. Place all of these in a container and group the children together in front of you. Tell the children that you are about to go on a trip and that you have packed one of the most important bags in your luggage. Then, share the contents of the bag with the children. Encourage the children to suggest the use or uses for each item as it is presented. Continue in this way until all items are presented.

ACTIVITIES:

* Lay a length of butcher paper on the floor. Group the children around the butcher paper. Provide each child with a pencil. Each child should then do tracings of the items on the butcher paper. The children should repeat the tracings until the butcher paper or mural paper has been completely covered with tracings. Circulate among the children as they work, assisting as necessary.

* Introduce the NL vocabulary words to the children using the illustrations for the different items. 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. Use the tracings that the children prepared (in the previous activity) to review the NL vocabulary terms with the children. Point to the different items in the mural, saying their NL names.

MATERIALS:

mural paper, concrete 'grooming materials', a pencil for each child, a container, grooming illustrations

ORAL REPRODUCTION:

* Use the mural prepared in Lesson 1 and the grooming illustrations to review the NL vocabulary words. Point to the items and the children should identify them for you orally. You may wish to call upon individuals for this review process.

* Say one of the vocabulary words and the children should perform a body movement that has been agreed upon for that item. Determine body movements for each of the grooming items before the activity begins. Repeat this process until the children are able to respond well.

* Mount the grooming illustrations on the board (if they were removed) and group the children in front of them. Point to one of the illustrations and say its NL term. The children should repeat the term. However, when you point to an illustration and say an NL term that does not go with that illustration, the children should remain silent. Repeat this audio/visual activity a number of times until the children are able to respond well.

CREATIVE EXPRESSION:

* Each child should create an NL pattern based on one of the items introduced in this Unit. When the children have their sentences ready, each child should read his NL pattern to the other children, purposely omitting the keyword. The other children should attempt the keyword that the child used to write the pattern. Repeat this process unitl each child has shared his sentence with the other children.

* Provide each child with a blank flashcard. Then, say a number to each child from 1 to ___ (depending upon the number of children in the class). Prepare a matching set of number cards and place them in a container. Say one of the NL terms from this Unit and reach into the container and remove one of the number cards. Call out the number showing on the card. The child with that number must then use the term that you said in a complete NL pattern. Repeat this process until all children have responded. The children may periodically exchange number cards during this activity.

MATERIALS:

blank flashcards, a container, a feltpen, grooming illustrations, masking tape, writing paper and pencil for each child

SIGHT RECOGNITION (VOCABULARY):

* Mount the grooming illustrations on the board and use them to review the NL vocabulary words introduced so far in this Unit. Then, introduce the sight-word cards to the children. Say each sightword as its cards is presented. Match the sightword cards with their illustrations on the board. Continue in this way until all of the sightwords have been introduced and matched with their illustrations on the board.

* Lay the sightword cards on the floor at one end of the room. Place a pile of 'confetti' in the middle of the floor in the centre of the room. Group the children in two teams at the other end of the room. Give the first player in each team a pair of tweezers. Say one of the sightwords and the first player in each team must then rush to the pile of confetti and pick up 'one' piece of confetti with his tweezers. The first player to place his confetti place on the correct sightword wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Repeat this process until all players have participated.

DECODING AND ENCODING (VOCABULARY):

* Cut an extra set of sightword cards into their individual syllables. Mix all of the syllables together and place them on the floor. Then play 'blow the cup relay' to encourage the children to 'encode' the sightwords. To play 'blow up the cup', stretch two lines of thread across the room. Make a small hole in 2 plastic or paper drinking cups. Thread each of the cups into one of the length of threads, one cup per length of thread. Then tie the ends of the threads to chairs or desks. The length of thread should at least half way across the classroom. Group the children into two teams to line up at one end of the room. The first player of each team must listen to one of the sightwords that you say. When you say a sightword, the first player of each team must blow his paper cup to the other end of the thread. When he reaches the end he must find the necessary letters to create the sightword that you said. He must then slide the cup with his hand back to the beginning for the next player to use during the next round. The first team to complete this successfully scores a point. Downplay the competitive nature of the game and build up the fun of the endeavor. To ensure that both players have the opportunity to 'end' the sight word that you said, you may with to cut two sets of sightword cards into their players have had a chance to participate.

MATERIALS:

paper cups (2), thread, two extra sets of sightword cards, a master set of sightword cards, masking tape, two pairs of tweezers, 'confetti', grooming illustrations

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the board and review them with the children. Point to each sightword calling upon an individual child to identify it. Continue in this way until all of the sightwords have been reviewed. Then say one of the NL patterns from this Unit purposely omitting the sightword. Call upon an individual child to identify the word or words that could be used to complete the sentence that you said. Continue in this way until all of the NL patterns have been introduced. Be certain that the children understand the meanings of the patterns.

* Group the children in a circle. The children should sit with their hands inside the circle, palms down on the floor. Stand in the centre of the circle with a flashlight. Darken the room. Then, attempt to 'tag' a child's hand or hands with the light of the flashlight. Before you begin playing say one of the NL patterns. When a child's hand or hands are tagged, the child must repeat the pattern that you said at the beginning of the round. Repeat this process until many children have responded.

READING:

* Before the lesson begins, prepare a set of sentence strips that contain the pattern from this Unit. Mount the sightword cards on the board and review them once again with the children. Call upon the children to recall the NL patterns for the sightword. When a child has suggested a pattern for a sightword, show the children it's printed form by attaching the correct sentence strip to the board. Repeat this process until all sentences have been introduced.

* Remove the sightwords from the board. Mix them together and then show the children one of the cards. The children should read the NL pattern that contains that sightword. Repeat this process using the other sightwords until the children are able to respond well.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written his sentence, have the child read it to the other children.

* Provide the children with writing paper and pencil. Show one of the NL patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, sentence strip for each child, a master set of sentence strips, masking tape, sightword cards, a flashlight

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'tools for grooming'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme 'tools for grooming'. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group and individual forms.

* Have each child copy the dialogue on an individual sheet of paper. However, when the children copy the dialogue they should purposely leave out words or syllables or letters (from the words). When a child has completed a 'closure' version of the dialogue, he or she should then exchange a copy with another child. Each child should then complete a new 'closure dialogue'. Afterward, correct the childrens' results to determine their accuracy in completing the dialogue from this 'closure process'.

ENRICHMENT ACTIVITIES:

* If possible, have the local health aid or nurse talk to the children about the importance of 'personal hygiene'. The nurse may demonstrate correct methods for using the different implements introduced and developed in this Unit. Encourage the children to ask questions, as appropriate. Be certain to have all of the concrete materials necessary available for this presentation.

* The children can do 'comb art'. This can be done by using finger paint and finger paint paper. The chilren should smooth the finger paint out on a finger paint paper. Then, they may use the teeth of a comb to create their design. Display the completed (and dried) pictures in the classroom.

* Provide each child with a sheet of construction paper (light coloured). Each child should trace one of the grooming tools at the top of the sheet of construction paper. Then, the child should write as many words related to that grooming tool as possible. Rather than merely writing words, the children may wish to write sentences or an actual poem about the grooming tool. Display the childrens' completed work in the classroom.

MATERIALS:

light coloured construction paper for each child, pencil for each child, actual grooming tools, finger paint and paper, language experience chart paper, writing paper and pencil for each child, a feltpen

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: TOYS Grade: 5

Vocabulary:

otaminohkonan	toys
otaminohkan	doll
pashkisikan	gun
otapan	car
pikokotowan	ball
otaminokinan	games
atakanak	cards

Pattern(s):

Ki ka atawetamon _____ tipishkaman.

I'll buy you a _____ for your birthday.

Dialogue:

A. Ka tipishkaman noko ni kiminik otaminohkonan.

B. Wekonen ka minik?

A. Noko kiminik _____ tako _____.

A. For my birthday I received some toys from my grandmother.

B. What did she give you?

A. She gave me _____ and _____.

MOTIVATION:

* Before the lesson begins, collect a variety of different samples of toys. Place the toys in a container. Group the children together and present the toys to the children, one at a time. Encourage the children to discuss the toys.

* Lead this experience into a discussion of toys in general. Encourage the children to talk about the toys that they like.

ACTIVITIES:

* Provide each child with a copy of "Toys" from the back of this unit. This page contains a variety of different toys. Discuss the toys with the children. Eventually have the children estimate the prices of each of the toys. When the price of each toy has been estimated, add up the total amount to determine how much it would cost to buy all of the toys.

* Use the toy illustrations to introduce the new NL vocabulary words to the children. 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. Continue in this way until all of the NL vocabulary words have been introduced. Be certain that the children understand the meanings of the vocabulary words as they are introduced.

* Lay a length of butcher paper on the floor and group the children around it. Place the toy samples used in the 'Motivation' section above on the mural paper. Then, provide each child with a pencil. The children should trace the outlines of the toys on the mural paper. When a child as completely traced a toy on the mural paper, he or she should then go over the tracing with a feltpen. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. Display the completed mural in the classroom for all to see.

MATERIALS:

toy samples, a container, mural paper, a pencil for each child, a feltpen for each child, a copy of page 179 for each child, toy illustrations

ORAL REPRODUCTION:

* Use the illustrations of the different toys to review the NL vocabulary terms that were introduced in Lesson 1. Mount the illustrations on the board and point to one of them. Call upon an individual child to identify that illustration. Continue in this way until all of the illustrations have been identified and the NL vocabulary words reviewed.

* Place all of the toy samples (from Lesson 1) on a table. Group the children around. If the table is too small, this activity may be conducted on the floor. Have the children look carefully at all of the toy samples. Then, the children should close their eyes. Remove one of the toy samples and place it in a bag or other suitable container. The children should then open their eyes and identify the 'missing' toy. Repeat this process using other 'missing toys'.

CREATIVE EXPRESSION:

* Each child should select one of the toys to create an NL pattern. You may wish to provide the children with writing paper and pencil so that they can prepare their NL patterns. When the children have their patterns ready, a child should read his pattern to the other children purposely omitting the keyword. The other children should attempt to identify the keyword used to write the pattern. Continue in this way until each child has had a chance to share his pattern with the other children.

* Mount a length of language experience chart paper on the board. Show the children one of the toy samples used earlier in this Lesson. The children should then think of as many NL vocabulary words as they can that can be used to describe the toy. Write the words that the children suggest on the length of language experience chart paper. Afterwards, encourage the children to identify the toy described by each list of words. Display the completed list in the classroom.

MATERIALS:

language experience chart paper, feltpen, toy samples, toy illustrations, writing paper and pencil for each child, masking tape

SIGHT RECOGNITION (VOCABULARY):

* Mount the toys illustrations on the board and use them to review the NL vocabulary words introduced thus far in this Unit. Then, introduce the sightword cards to the children. Say each sightword as its card is presented. Mount the sightwords with the illustrations on the board. Continue in this way until all of the sightwords have been introduced and matched with their illustrations on the board.

* Prior to the lesson, collect one blank flashcard for each child. Write one sightword on each flashcard. Attach the sightword card to the childrens' backs. When each child has a sightword card on his back, the children should then mingle about the room attempting to determine the sightword that they have on their backs. To do this, a child may ask any question he or she likes to the other players. Only yes or no answers may be given. When a player thinks that he or she knows what sightword is on the child's back, he or she should sit down. When all of the children are finally seated, review the sighwords with the children to determine whether or not they correctly identified their sightwords.

DECODING AND ENCODING (VOCABULARY):

* Cut two sightwords into their individual letters. Give each letter to a child. Some children may have to observe this activity since there may not be enough letters to go around. Then, say one of the sightwords and call upon a child to 'spell' the sightword by re-arranging the children who are holding the letter card. You may wish to time the child to add 'spice' to this activity. Later, this activity may be repeated using other cut-up sightwords.

* Provide the children with blank flashcards, one blank flashcard per child. Each child should copy one sightword on his flashcard. When the children have their cards ready, have them cut their words into syllables. Group the children in a circle with the cut-out syllables. The children should lay their cut-out syllables on the floor in front of them. Then, one child should place one of his syllables in the centre of the circle. The child to the left should then look at the syllable to determine whether or not any of his syllables can be used in conjunction with it to produce a word or part of a word (not necessarily a word from this Unit). If that child has no appropriate syllables, then the next child to the left should take a turn. When a word is being formed, begin by having another child place one of his syllables in the centre of the circle for the next round of the activity. Repeat this process until a good number of words have been produced.

MATERIALS:

blank flashcard for each child, a feltpen for each child, a pair of scissors for each child, a sightword card for each child, a master set of sightword cards, masking tape

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the chalkboard and use them for a review. Point to one of the sightwords and call upon an individual child to identify it. Continue in this way until all sightwords have been reviewed.

* Say one of the NL patterns from this Unit purposely omitting its keyword. Call upon a child to identify the word or words that could be used to complete the NL pattern. Continue in this way until all of the NL patterns have been introduced. Be certain that the children understand the meanings of the NL patterns.

* Divide the children into two teams. Have a team stand at one end of the room. Give the first player in each team a toy car. Ideally, each player would have exactly the same kind of car. Make a masking tape line of the floor in front of each player. Say one of the NL patterns from this Lesson. Then, each child should 'rev his car up' and let it go. The child whose car goes the farthest should repeat the NL pattern that you said at the beginning of the round. Repeat this process until all players have played.

READING:

* Before the lesson begins, prepare a master set of sentence strips. Review the NL patterns with the children by pointing to the sightwords on the chalkboard. Point to a sightword and call upon a child to recall its NL pattern. When a child has successfully recalled its NL pattern, show the children its sentence strip. Continue in this way until all sentence strips have been introduced.

* Say a part of one of the NL sentences and call upon a child to read the complete sentence from the correct sentence strip. Repeat this process until the children are able to respond well.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written his sentence, have him read it to the other children.

* Provide the children with writing paper and pencil. Show one of the NL patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a master set of sentence strips, masking tape, sightword cards, two toy cars

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'Toys'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of 'Toys'. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group and individual forms.

* Have each child copy the dialogue on an individual sheet of paper. However, when the children copy the dialogue they should purposely leave out words or syllables or letters (from the words). When a child has completed his or her 'closure' version of the dialogue, he or she should then exchange a copy with another child. Each child should then complete a new 'closure dialogue'. Afterwards, correct the childrens' results to determine their accuracy in completing the dialogue from this 'closure process'.

ENRICHMENT ACTIVITIES:

* Provide each child with writing paper and pencil. Each child should then select one of the toys from this Unit. Then, the children should write simple poems about the toys they have selected. The children may write 4-line poems (or more) based on the toys. Each child should illustrate on ~~his or her~~ their 'poetry page'. Circulate among the children as they work, ~~assisting as~~ necessary.

* Provide the children with old magazines and catalogues. The children should go through the materials attempting to find pictures of toys. The children should cut out pictures of toys that they find. When a number of toy pictures have been cut out, the children should look at them carefully. Then, the children should determine a way of classifying the toy pictures. For this activity, have a child classify the pictures and have the other children attempt to identify the 'criterion' or 'criteria' used to classify the toys. For example, a child may use colour, size, number of wheels, etc., for this classification activity. Encourage the children to classify based on more than one criterion. For example, a child may classify all toys that are red with four wheels in one pile. Repeat this process having other children classify the illustrations. You may wish to make this an individual activity in which case each individual child would classify his or her own pictures.

MATERIALS:

old magazines and catalogues, scissors for each child, writing paper and pencil for each child, language experience chart paper, a feltpen

Theme: TOYS Grade: 5

"Toys"

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: TRAFFIC SIGNS Grade: 5

Vocabulary:

kikinochichikanan	traffic sign
kipichin atik	stop sign
otaminow aki	playground
akosiwikamikonk	hospital zone
nokipison	yield

Pattern(s): _____ ishipikate.

The sign reads _____.

Dialogue:

A. Asha ni machi ki kentanan kikinochikanan.

B. Anti iniyan kekentaman?

A. Ni kikentanan _____ tako _____.

A. I am learning to read traffic signs.

B. Which ones do you know?

A. I know _____ and _____.

MOTIVATION:

* Before the lesson begins, prepare large cut-outs of the traffic signs to be introduced in this Unit. Mount the blank cu-outs in the shapes of the traffic signs on the board. Group the children in front of them. Encourage the children to imagine what the shapes represent. Eventually, the children should indicate that they may represent signs that they have seen around town or other parts of the province. Encourage the children to suggest the 'meanings' of the different signs. The children should begin to understand that even though a sign may not contain words, it provides us with information or 'directions'.

ACTIVITIES:

* Introduce the illustrations that represent the different 'actions' associated with the 'directions' given by the traffic signs. Match the illustrations with the large cut-out shapes of the traffic signs from above. Continue in this way until all of the illustrations have been introduced. Use the illustrations to introduce the NL vocabulary words a number of times during this introduction process.

* Point to one of the illustrations and the children should perform the appropriate body movements according to the directions indicated by the illustration. For example, if the illustration indicates 'turn to the right', the children should pretend to (for example) steer a car to the right. Repeat this process for the other children depicted in the remaining illustrations.

* Provide the children with construction paper so that they may cut out the shapes of the different signs as indicated on the board above (based on your large cut-outs from the 'Motivation' section). Each child should hold his set of sign shapes together with a paperclip. These signs shapes will be used later in this Unit for review purposes.

MATERIALS:

construction paper and scissors for each child, a paperclip for each child signs illustrations, masking tape, large cut-outs of sign shapes

ORAL REPRODUCTION:

* Use the signs illustrations to review the NL vocabulary words that were introduced in Lesson 1. Mount the illustrations on the board and group the children in front of them. Point to each of the illustrations, calling upon an individual child to identify it. Continue in this way until all of the NL vocabulary words and their matching illustrations have been reviewed.

* Divide the children into two groups. Blindfold the first player in each group and have the two blindfolded players approach the chalkboard. Give each player a piece of chalk. Then, the players should place their chalk on the board. Say one of the directions indicated by one of the signs from this Unit and the children should move their chalk accordingly. For example, if you say (in the NL), "turn to the left", the children should move their chalk to the left. The first player to make an incorrect move must sit down. Downplay the competetive nature of this activity and build up the fun of the game. Repeat this process until all players in each team have had a chance to be the drivers.

CREATIVE EXPRESSION:

* Remove the signs illustrations from the board and stand them in the chalkboard ledge. Have the children close their eyes as you cover the illustrations with squares of construction paper or Bristol board. Place a number of extra sheets of construction paper or Bristol paper in the chalkboard ledge as well. Then, write a number on the front of each sheet of construction paper or Bristol board. Then, the children should open their eyes. Call upon a child to call out one of the numbers indicated on the construction paper sheets. When a child calls a number, remove the construction paper/Bristol board that the child identified to see if there is an illustration behind it. If there is a sign illustration behind it, show the illustration to the child and the child should use the NL word for this illustration in a complete NL pattern. If there is no illustration behind the sheet that you removed, the child need not respond. Periodically, have the children close their eyes so that you may re-distribute the construction paper/Bristol board squares. Repeat this process until many of the children have had a chance to respond.

* Say one of the vocabulary words from this Unit and toss a nerf ball to a child. The child who receives the ball should use the term that you said in a complete NL pattern and then return the nerf ball to you. Repeat this process until all of the children have responded.

MATERIALS:

a nerf ball, two blindfolds, chalk, signs illustrations, sheets of construction
paper or Bristol board, masking tape

SIGHT RECOGNITION (VOCABULARY):

* Mount the signs illustrations used in this Unit on the board. Use the illustrations to review the NL vocabulary words introduced and developed thus far in this Unit. Then, introduce the sightword cards to the children. Say each sightword as its card is presented. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightword cards and their illustrations have been matched.

* Provide each child with 5 blank flashcards. Each child should then write one sightword on each of his blank flashcards (5 different words). When the children have completed their sightword cards, they should place them face down on their desks and mix them up. Then, each child should select 2 sightword cards and turn them face up. Stand 2 of your sightword cards in the chalkboard ledge. Then, a child, who has the same two words of this activity, should identify their sightwords orally. Repeat this process a number of times. The children may wish to exchange sightword cards periodically during this activity.

DECODING AND ENCODING (VOCABULARY):

* Before the lesson begins, prepare 'closure sightcards'. These cards should represent the sightwords introduced above written with keyletters missing. Show the closure wordcards to the children, calling upon individual children to identify the words. For example, you may leave out all consonants or you may leave out all vowels. Another alternative for preparing closure sightcards is to leave complete syllables out of the printed words. Continue in this way until all of the sightwords have been identified from their closure cards.

* Divide the children into two teams for a game of 'Hangman'. Refer to the back of this unit for a detailed description of this activity. Downplay the competetive nature of this activity and build up the fun of the game with the children.

MATERIALS:

chalk, sight recognition cards, masking tape, signs illustrations, closure sightcards, "Hangmen"

LISTENING AND SPEAKING:

* Mount the sightword cards from Lesson 3 on the chalkboard. Then, say one of the NL patterns from this Unit. Purposely leave out the sightword from the pattern. The children should attempt to identify the word or words that can be used to complete the pattern that you said. Repeat this process until all of the NL patterns have been introduced. Be certain that the children understand the meanings of the NL patterns.

* Place the sightword cards from Lesson 3 on the floor at one end of the room. Then, have the children prepare masking tape 'roads' from the sightword cards to the other end of the room. The children should include curves and circles in their roads. There should be two main roads. It is possible for the two roads to intersect. Then, divide the children into two teams. Have the first player from each team stand at the beginning of the roads (at the opposite ends of the sightword cards). Say one of the NL patterns introduced in this Lesson and the children should walk along the road as quickly as they can to the sightwords. The first player to identify the sightword heard in the pattern that you said wins the round. Repeat until all players have played.

READING:

* Mount blank sentence strips on the board (one blank sentence strip for each pattern introduced in this Lesson). Mount the sightword cards to the right of the sentence strips. Point to one of the sightword cards and call upon an individual child to say the NL pattern for that sightword. When a child has said the pattern, write that pattern on a blank sentence strip. Read the pattern to the children once again and have them repeat it after you. Continue in this way until all of the NL patterns have been written on the sentence strips.

* Remove the sentence strips from the board and cut each sentence strip in half. Mix the halves together and distribute them to the children. Say one of the patterns and the two children who are holding the halves for the pattern that you said should stand and reproduce the pattern by placing the pattern parts together. Then, all children should read the pattern orally. Repeat this process until all of the patterns have been reproduced in this way.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written a sentence, have the child read it to the other children.

* Provide each child with writing paper and pencil. Say one of the NL patterns and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a blank sentence strip for each sentence, a feltpen, masking tape, sightword cards, sign illustrations, a pair of scissors, two rolls of masking tape

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'traffic signs'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of 'traffic signs'. Write the sentences that the children say on a length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, grou, and inidividual forms.

* Provide each child with a blank sentence strip. Each child should then select onee of the sentences from the dialogue and re-write it on his or her sentence strip, purposely mixing up the order of the words. When a child's sentence strip is ready, he or she should then show it ot the other children. The child should then call upon another child to identify the original sentence. That child should read the original sentence from the dialogue, saying the words in their correct order. Repeat this process until all of the childrens' sentences have been reviewed in this way.

ENRICHMENT ACTIVITIES:

* Provide the children with the necessary art materials and supplies for them to create 'imagination signs'. The children should allow their imaginations to run wild as they create a traffic sign or other types of signs from the materials and supplies that you provide. Wehn a child's sign is complete, he or she should call upon other children to identify the message indicated by the sign. Display the completed signs in the classroom for all children to see.

* Provide the children with heavy yarn, construction paper and glue. The children may then use the construction paper and yarn to create outlines of the signs introduced in this Unit. The children may wish to fill in the signs using the yarn and glue as well. When these 'yarn signs' are complete, they may be used for 'sensory awareness' activity. To do this, place the completed 'yarn signs' on the floor, face up. Group the children around them. Blindfold two of the children and say one of the NL vocabulary terms/patterns from this Unit. The two blindfolded children should then enter the circle and attempt to 'feel' for the sign that you named. After the activity, display the 'yarn signs' in the classroom.

MATERIALS:

thick yarn, glue, construction paper, concrete materials for creation of signs, masking tape, language experience chart paper, feltpen, writing paper and pencil for each child, a blank sentence strip for each child

Grade: 5

THEME: TRAFFIC SIGNS

"HANGMEN"

Two teams play this game.

Each team chooses a leader.

On the chalkboard draw two sets of gallows. Under each gallows draw several lines of short blanks, each of which will be filled with a letter.

The first team selects a secret word from the spelling list. Their leader announces the number of letters in the word, and also marks off the required number of blanks with two vertical lines. He then calls on a member of the other team to give a letter that might be in the word. If the letter is correct, the leader writes it in it's proper space; if the same letter appears twice in the word, it goes into both spaces.

If the letter called is not in the word, a head is drawn in the noose of the gallows representing that team, and the winning team takes it's turn to guess. With each miss, additional parts of the body are added, and when the entire man has been drawn, he is considered officially hung. The team whose man is hung first loses.

It's wise to establish the body parts that will constitute the entire man before the game begins. Otherwise, the game might go on forever with the addition of more and more parts.

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: TYPES OF TREES Grade: 5

Vocabulary:

mitikok	trees
shinkop	spruce
shiyatik	poplar
wikosh	birch
ininiatick	maple
mitikomish	oak
shisikopimish	willow

Pattern(s):

_____ ta kontana.

I climb the _____ tree.

Dialogue:

A. Ni ki wapama makwa akontewet mitikonk.

B. Wekonen itinokanan mitikon ka akontowanat?

A. Makwa oki akontenan _____.

A. I saw a bear cimb up a tree.

B. What kind of a tree did he climb?

A. The bear climbed up a _____.
(tree)

MOTIVATION:

* Before the lesson begins, collect a number of items that contain wood. Place all of the items in a container. Group the children together and present the concrete items to them. Encourage discussion of each of the items as it is presented. Eventually, encourage the children to compare and contrast the concrete materials. Lead the children into an awareness that one of the common factors of all the concrete materials is the fact that each item contains wood or is made completely from wood. Lead this into a discussion of how wood is obtained to produce these different products.

ACTIVITIES:

* If possible, collect samples of leaves, needles, etc., from local trees. Mount these as well as possible and present them to the children. Once again, encourage the discussion of these different forms of trees. Encourage the children to identify as many of the tree samples as possible. Use the samples to introduce the NL vocabulary words for this Unit. While you are introducing the NL vocabulary words, introduce the illustrations of the different trees at the same time. Match the illustrations with their concrete counterparts. Continue in this way until all of the children have heard all of the NL vocabulary words a number of times.

* Lay the concrete materials from above (the leaves, needles, etc.) on a hard floor or table. Cover them with a length of mural paper. Group the children around the mural paper. Provide each child with a pencil. The children may then do 'rubbings' of the tree samples. Circulate among the children as they work, repeating the NL vocabulary words as often as possible. When the children have completed their 'rubbings', display the 'rubbing murals' in the classroom.

* Encourage the children to suggest ways in which the trees affect traditional life in their area. The chidren should understand that trees play a very important role in providing fuel, building materials, materials for building sleds, etc. Discuss the uses of the different trees with the children, citing the types of wood that are best suited for certain purposes. Parts of a tree is at the back of this unit. This may be used to discuss the different things made from trees.

* If it is possible to obtain cross-sections of small trees, the chidren may then 'date the trees' by counting the tree rings in them. Introduce the concept of determining the tree's age by counting its rings and also indicate to the children that 'wet' summers and 'dry' summers may be determined by the distance between rings. A larger distance indicates a moist summer while a small distance (between rings) would indicate little growth and a dry summer. If possible, provide each child with a small cross-section of a tree for this activity. Afterwards, have each child present the age of his or her tree to the other children. Have the children indicate which years had 'dry' summers and which years had 'moist' summers. Circulate among the children as they work on this activity, repeating the NL vocabulary words as often as possible.

MATERIALS:

cross-sections of tree samples for each child, writing paper and pencil for each child, leaves/needles samples, mural paper, a pencil for each child, a container, tree illustrations, a variety of concrete materials that contain or are made of wood

ORAL REPRODUCTION:

* Use the concrete materials and illustrations from Lesson 1 to review the NL vocabulary words. The children should hear the NL vocabulary words a number of times during this review process. You may wish to call upon individual children to identify the types of trees from the concrete materials and illustrations. Assist the children as necessary with this review process.

* Say two of the vocabulary words from this Unit and have the children repeat them. Then, add another word to the two and repeat this process. Continue in this way until the children are repeating a good number of words (you may wish to repeat a word during process). This auditory memory activity should help the children with their pronounciation of the trees' names.

CREATIVE EXPRESSION:

* Mount the illustrations on the board. Each child should then select the name of a tree to create an NL pattern. The children may wish to write their creative sentences on individual sheets of paper. When a child has his sentence completed, he should then read it to the other children purposely omitting the keyword (NL vocabulary word). Then, the other children should attempt to identify the NL vocabulary word or words that would best complete the child's sentence. Continue in this way until all children have responded.

* Provide each child with a copy of an illustration of a local tree. Each child should then write as many NL vocabulary words as possible around the illustration. Assist the children with the spelling of the words as necessary. Circulate among the children as they word, repeating the NL vocabulary words and encouraging them to retrieve as many language items as possible. Afterwards, display the completed illustration in the classroom.

MATERIALS:

writing paper and pencil for each child, an illustration for each child, trees illustrations, concrete materials (leaves/needles, etc.)

SIGHT RECOGNITION (VOCABULARY):

* Mount the trees illustrations on the board and use them to review the NL vocabulary words with the children. Then, introduce the sightword cards to the children. Say each sightword as its card is presented. Match the sightword cards with the illustrations on the board. Continue in this way until all of the sightwords have been introduced.

* Remove the illustrations from the board and mix them together. Give the illustrations to the children. Point to one of the sightwords and the children who has the matching illustration should bring it up and attach it to the board once again. Continue in this way until all of the sightwords have been matched with the illustrations.

* Remove the sightword cards from the board and attach them to the childrens' backs. Have the children walk around the centre of the classroom in a random order. Then, say one of the sightwords. All children in the classroom should make a circle around the child who has that sightword on his back. Repeat this process using other sightwords.

DECODING AND ENCODING (VOCABULARY):

* Before the Lesson begins, prepare an extra set of sightword cards. Cut each of the words in the extra set into its individual letters. Place all of the letters in a container and mix them together. Then, have each child reach into the container and remove a handful of letters. The children should place their letters in front of them on the floor. If the children are sitting in a circle, have one child place one of his or her letters in the centre of the circle. The child next to him or her should look at that letter and then add another letter to that letter in attempt to begin the spelling of one of the words from this Unit. The children should continue in this way around the circle until finally one of the NL vocabulary words has been spelled, when a word is being spelled, all children should identify it orally. Repeat this process until all or most of the childrens' letters have been used.

* Provide the children with writing paper and pencil. The children should write the numbers 1 to 10 on their pages. Then, spell one of the sightwords from this Unit, purposely misspelling it. The children should mark number 1 incorrect on their papers. Repeat this process, spelling some of the words correctly and some of the words incorrectly. Afterwards, review the childrens' responses to determine their accuracy and identifying correct spellings from incorrect spellings.

MATERIALS:

writing paper and pencil for each child, an extra set of sightword cards, a container, a pair of scissors, master set of sightword cards, masking tape, trees illustrations

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the board. Review the sightwords with the children. Point to each sightword, calling upon individual children to identify it. Continue in this way until all of the sightwords have been reviewed.

* Point to each sightword, saying its NL pattern. The children should hear each NL pattern a number of tiems during this introduction process. Then, point to one of the sightwords and encourage the children to recall the NL pattern that went with it. When a child recalls the NL pattern, move on to the next sightword.

* Arrange the children in pairs. Have the children stand back to back with arms interlocked. One child should be without a partner as IT. Say one of the NL patterns and tell the children to listen to that pattern once again. When the children hear that pattern, they should drop arms and find a new partner. However, IT must also find a partner thus producing a new IT for the next round of the activity. Repeat this activity a number of times using different NL patterns from this Unit's Lesson.

READING:

* Group the children in front of the board and review the NL patterns using the sightwords that are on the board. Encourage the children to recall the NL patterns for the different sightwords. When a child recalls a pattern for a sightword, write the pattern on the board around the sightword. Repeat this process until all of the patterns have been introduced.

* Remove the sightwords from the previous activity from the board. Mix them together and distribute them to the children. Say one of the patterns, purposely omitting the sightword. The child who has the sightword that correctly completes the pattern that you said should hold up his or her word and repeat the pattern orally. Repeat this process until all of the children have had a chance to participate.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written his or her sentence, have the child read it to the other children.

* Provide each child with writing paper and pencil. Say one of the NL patterns from this Lesson and the children should write that pattern on their papers. Repeat this process, using the remaining patterns. Afterward, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, sentence strips for each child, sightword cards, masking tape

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'Types of Trees'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme 'Types of Trees'. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group and individual forms.

* Say a word or syllables that is contained in one of the sentences in the dialogue. Then, call upon a child to identify the sentence that contains that word or syllable. The child should read the sentence orally. Repeat this process until a number of the children have responded.

* Cut the dialogue in its individual sentences. Group the children in a circle and give the cut-out sentences to them. The children should pass the sentences around the circle as quickly as they can in a clockwise direction. When you clap your hands, the children should stop passing the sentences around the circle. Then, the child who is holding the 'first' sentence from the dialogue should read it and so on until the entire dialogue is being read. Repeat a number of times.

ENRICHMENT ACTIVITIES:

* Provide each child with writing paper and pencil. Each child may then write a creative story about the growth and development of a tree - personifying the tree. That is, the children should attempt to imagine that they are a tree growing in the woods. They should attempt to look at the world from the 'tree's point of view'. The childrens' creative stories should be written. Circulate among the children as they work, assisting as necessary.

* If cross-sections of small tree samples were used earlier in this Unit, they may be used to create 'ring prints'. Lay a length of mural paper on the floor and group the children around it. Place the cut-out cross-sections of tree samples on the paper. Provide each child with a paint brush and a thick mixture of tempera paint. The chidren should then paint one side of their tree samples and use them to create 'prints' of the rings on the mural paper. For this activity, the tree samples will have to be cut straight across to allow the rings to come into contact with the mural paper. The children should fill the mural paper with these 'ring prints'. Display the completed mural in the classroom.

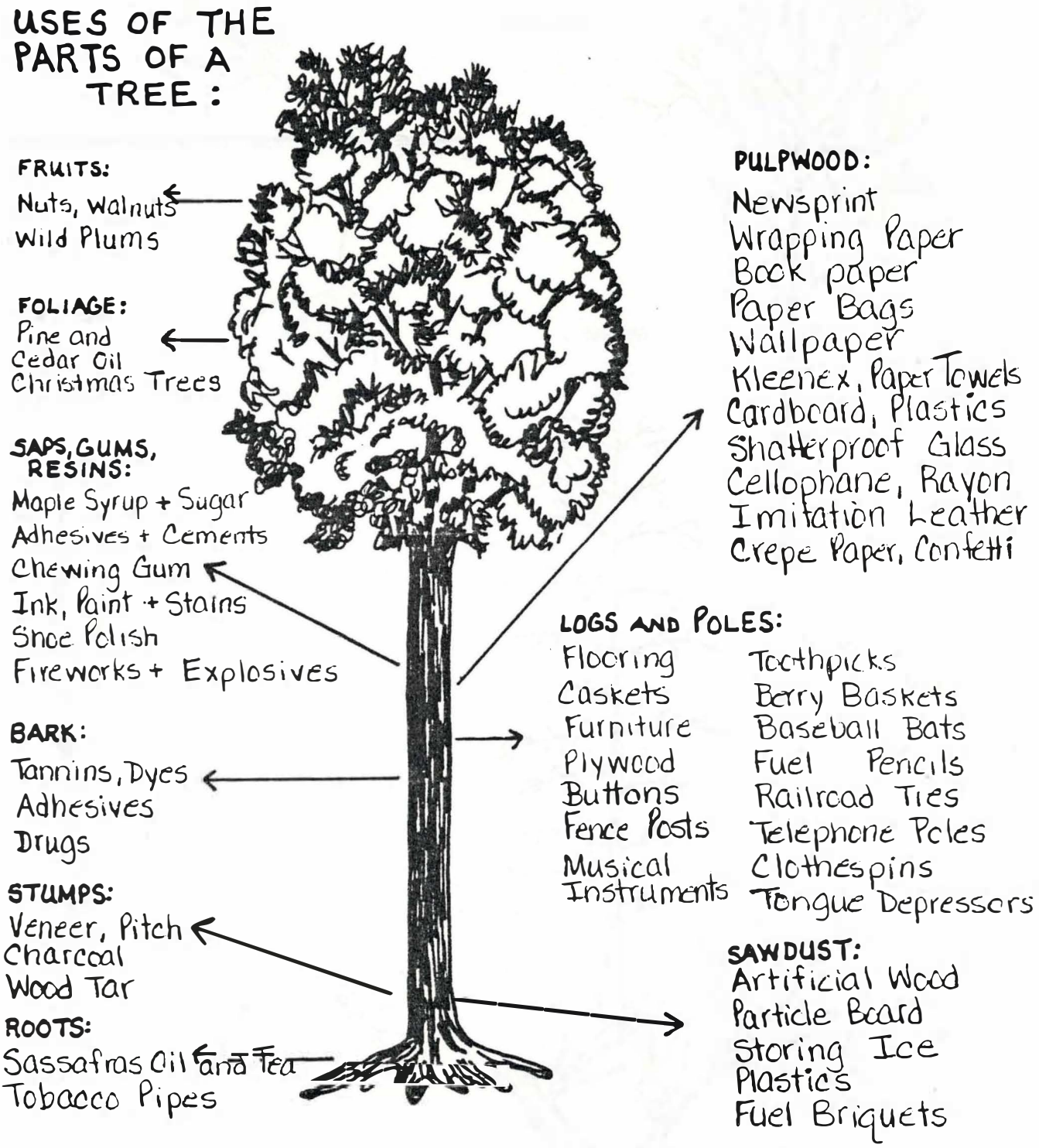
MATERIALS:

cut samples of trees, tempera paint, paint brush for each child, writing paper and pencil for each child, language experience chart paper, a feltpen, a pair of scissors, mural paper

Theme: TYPE OF TREES

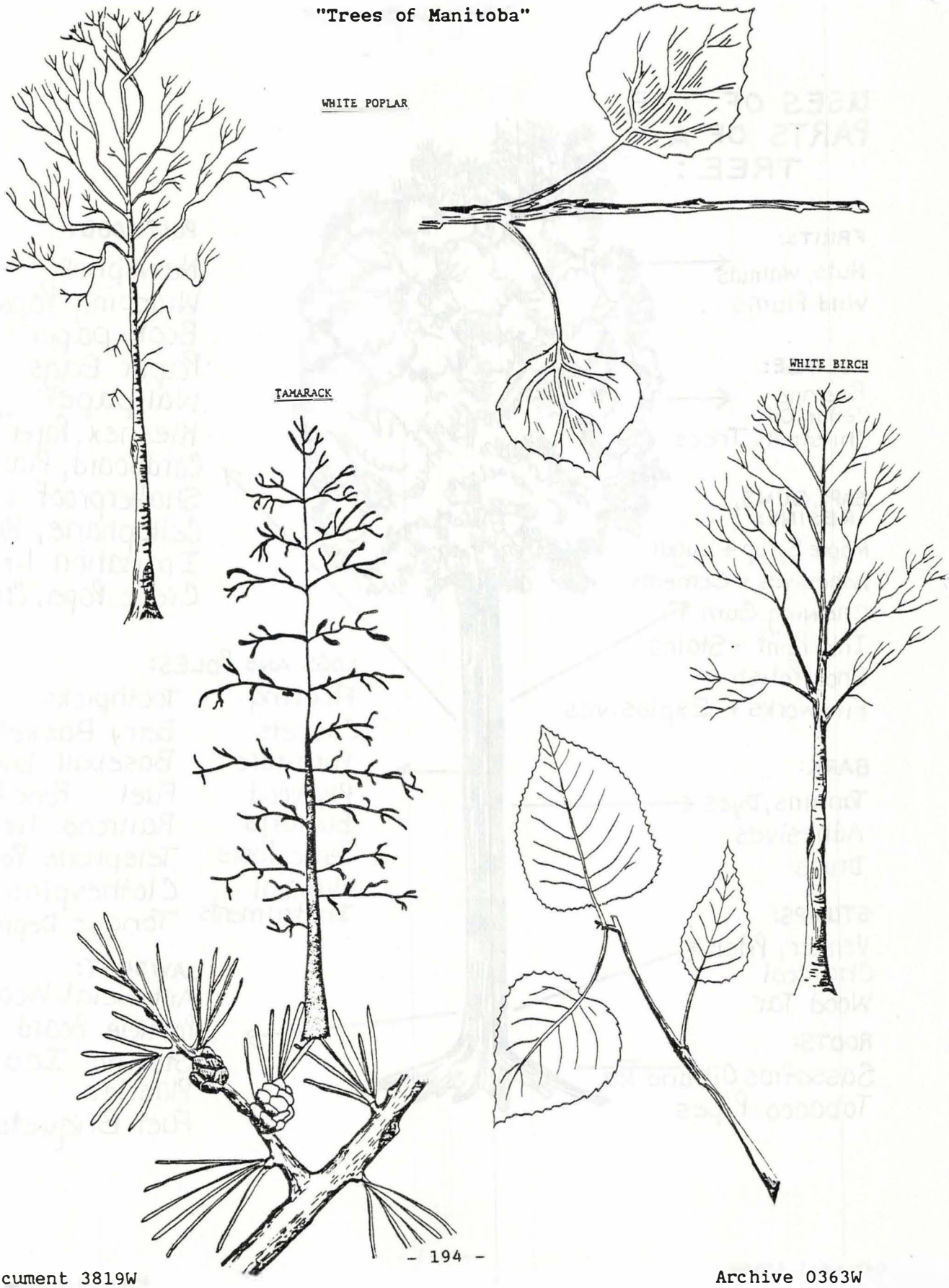
Grade: 5

"Use of a Tree"



Theme: TYPE OF TREES **Grade: 5**

"Trees of Manitoba"



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: VISITING A DOCTOR Grade: 5

Vocabulary:

mashiki inini	doctor
akosi akamik	hospital
akosiwin	sickness
teshtikonewin	headache
ka akoshkotenk	stomach ache
watowak ka wisakentamink	ear ache
kipitinewin	nose bleed

Pattern(s):

Ni _____.
(ailment)

I have a _____.
(ailment)

Dialogue:

A. Tipikonk mashiki ikwe ki minik mashiki.

B. Wekonen iwe mashiki onchi?

A. _____ onchi.
(ailment)

A. Last night, the doctor gave me medicine.

B. What is the medicine for?

A. It is for my _____.
(ailment)

MOTIVATION:

* Before the lesson begins, prepare an audio tape for Herman's Head. The tape should contain Herman complaining about some ailment. Suggest to Herman that he visit the Doctor. The children should listen carefully as you carry on the conversation with Herman.

* Lead the children into a discussion about 'Visiting the Doctor', based on Herman's ailments.

ACTIVITIES:

* Use the illustrations to introduce the new NL vocabulary words to the children. The children should hear the NL vocabulary words a number of times during this introduction process. Mount the illustrations on the board as they are presented. Continue in this way until all of the NL terms have been introduced. Be certain, that the children understand the meanings of the NL terms.

* If possible, have a doctor or nurse come to visit the children. Arrange this presentation ahead of time so that the Doctor/Nurse may bring a number of concrete materials with him/her. Encourage the children to ask questions of the resource person, as appropriate.

* Lay a length of butcher paper on the floor and group the children around it. Use a feltpen to draw an outline on the butcher paper that represents a doctor's office. Then, the chilren should fill in the contents of a doctor's office. The children should determine what must go in the office and then use feltpens to illustrate the contents. You may wish to conduct this activity in group form. In this case, divide the children into 3 or 4 groups and provide each group with a length of butcher paper. Circulate among the children as they work, repeating the NL vocabulary words as often as possible.

MATERIALS:

a stethescope (if available), illustrations, Herman's Head, a prepared audio tape for Herman's Head, a tape recorder, butcher paper, a feltpen for each child

ORAL REPRODUCTION:

* Mount the illustrations that were used in Lesson 1 to introduce the NL vocabulary words on the board. Use the illustrations to review the NL terms with the children. Point to each illustration, calling upon an individual child to identify it. Continue in this way until all of the NL terms have been reviewed.

* Use chalk to draw an outline around the outside of each picture that is mounted on the chalkboard. When each picture's outline is being drawn, remove the pictures from the board and mix them together. Give the illustrations to the children. Point to one of the outlines on the board and the child who has the illustration that goes in that outline should hold up his or her illustration and say its NL name. Repeat this process having the children exchange illustrations periodically during this activity.

* Mount the illustrations on the board once again. Tell a running story, pointing to the illustrations as the vocabulary words appear in the story. When you point to an illustration, the children should say it's NL name. Continue in this way until the children can respond well.

CREATIVE EXPRESSION:

* Each child should select one of the illustrations to create an NL sentence. Provide the children with writing paper and pencil if necessary. When the childrens' sentences are complete, have a child read his or her sentence to the other children, purposely leaving out the keyword. The other children should attempt to identify the illustration and keyword used to prepare the sentence. Repeat this process until each child has had a chance to share his sentence with the other children.

* Mount one of the illustrations on the board or on a length of language experience chart paper. Then, have the children think of as many NL vocabulary words as possible related to that illustration. The children may wish to provide complete sentences as well. Write the word and sentences that the children suggest on the board/language experience chart paper. Repeat this process with other illustrations. Later, review the vocabulary that the children provided with them.

MATERIALS:

language experience chart paper, a feltpen, illustrations, writing paper and pencil for each child, masking tape

SIGHT RECOGNITION (VOCABULARY):

* Mount the illustrations that were used in Lesson 1 and 2 on the board and use them to review the NL vocabulary words. Then, introduce the sight recognition cards saying each word as its card is presented. Match the sight recognition cards with the illustrations on the board. Continue in this way until all sightword cards have been introduced and matched with the illustrations on the board.

* Place the sight recognition cards at one end of the room on the floor. Group the chilren in two groups on the other end of the room. Give the first player in each group a pingpong ball and a small spoon. The players should then carefully place their pingpong balls on their spoons. Say one of the sightwords and the two players must rush to the sightwords as quickly as they can without loosing their pingpong balls. Downplay the competetive nature of the activity and build up the fun of the game. Repeat the activity until all players have participated.

DECODING AND ENCODING (VOCABULARY):

* Arrange the children in pairs. Provide each pair of children with blank flashcards. The number of flashcards that you give each pair should be equal to the number of sightwords introduced in this Lesson. The children in each pair should then copy the sightwords on their flashcards - one sightword per card. Then, the children should cut their sightwords into their individual letters. When this is being done, the letters should be mixed up and placed on the floor face down. Then, each child should select a letter. The children should then attempt to create words in 'crossword puzzle' form. When a word has been created, the children should look for a word that may be created 'through that word' using a common letter. The children should continue to create NL words in this way. In particular, the children should attempt to create the sightwords introduced and developed in this Lesson. However, you may wish to accept other NL words that the children create with this activity. Circulate among the children as they work, assisting as necessary. Encourage the children to say the NL vocabulary words as you talk with them.

MATERIALS:

blank sightcards, feltpens, scissors, a master set of sight recognition card illustrations, masking tape, two small teaspoons, two ping pong balls

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the chalkboard. Review the sightwords with the children. Point to each sightword, calling upon an individual child to identify it. Then, say one of the NL patterns from this Unit, purposely omitting its keyword. Call upon a child to suggest a word or words that may be used to complete the pattern that you said. Continue in this way until all of the NL patterns have been introduced. Be certain, that the children understand the meanings of the patterns.

* Make a very large masking tape circle on the floor. Have all the children stand inside the circle. Then, have one child be IT. Say one of the NL patterns and IT must then walk on his hands and knees attempting to touch a foot of another child. When a child's foot is being touched, that child should repeat the pattern that you said at the beginning of the round. The children may not move outside the masking tape circle during this activity. When a child's foot is being touched that child then becomes IT for the next round.

READING:

* Before the lesson begins, prepare a set of sentence strips that contains the NL patterns from this Unit. Review the patterns with the children using the sightword cards on the board. Point to a sightword and call upon a child to recall its NL pattern. When a child has recalled the NL pattern for a sightword, show the children its sentence strip. Continue in this way until the printed form of each sentence has been introduced.

* Cut each sentence strip into 3 parts. Distribute the cut-out sentence parts to the children. Then, say one of the sentences and the 3 children who have the parts necessary to reproduce the sentence should stand and repeat the sentence. Then, the children should reproduce the sentence by standing the sentence parts in the chalkboard ledge. Repeat this process until all sentences have been reproduced.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written his sentence, have him read it to the other children.

* Provide the children with writing paper and pencil. Show one of the NL patterns from this Lesson and the children should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the children's sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, a master set of sentence strips, masking tape, sightword cards, scissors

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'Visiting the Doctor'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of 'Visiting the Doctor'. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group, and individual forms.

ENRICHMENT ACTIVITIES:

* If possible, take the children on a tour of the Doctor's/Nurse's office. This tour should be arranged ahead of time. The children should take note paper and pencils to note any questions or comments they have based on the tour. The Doctor/Nurse should give the children of his/her office, pointing out specific details of interest to the children.

* Lay the mural or murals that were prepared in Lesson 1 of the floor. Group the children around them. Then, the children should label the parts of the murals. Circulate among the children as they work, assisting as necessary. The children should use their very best printing in this labelling process.

* The children may stage an 'operation', using the silhouette technique. To do this, have a child lay on a table and have two children hold a sheet in front of the table. Place an overhead projector on the other side of the table. Turn the light of the projector on. Then, a Doctor may operate on the 'patient', removing 'organs' that have been cut out of paper or are made out of other concrete materials. For example, a chain may be used for the 'intestines'. This activity is just for fun and the children should view it as they would any other entertaining activity.

MATERIALS:

a sheet, an overhead projector, concrete materials, language experience chart paper, feltpen, writing paper and pencil for each child, murals from Lesson One

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: WEATHER Grade: 5

Vocabulary:

anamikika	thunderstorm
kotamikot	stormy
ninkokat	cloudy
kimiwan	rainy
sonkipon	snowy
wawasikonesa	lightning
sesikwon	hail
tipisitosi	twister/tornado
awon	fog

Pattern(s):

Wi _____ na nonkom?

Is it going to be _____ today?

Dialogue:

A. Nimise ka witiket ki isha ka Matine Kishikak?

B. Ki mino kishikan na?

A. _____ kape kishik.

A. I went to my sister's wedding on Saturday.

B. Was it a nice day?

A. It was _____ all day.
(weather)

MOTIVATION:

* Display a large map of Canada in the classroom and group the children near it. Before the lesson begins, tape (from the radio or television) a weather report that covers Canada. As the tape is playing, motion to the different parts of Canada indicated in the tape.

* After listening to the tape, encourage the children to recall the weather across Canada that was revealed from the weather report on the tape. Use this experience as an introduction to 'weather'.

ACTIVITIES:

* Provide each child with blank flashcards. Each child should then create a set of weather symbols. The children should allow their imaginations to run wild during this process and to create (imaginative) symbols. Circulate among the children as they work, repeating the NL vocabulary words as often as possible.

* When the weather symbols from above are complete, collect them and mix them together in a container. Group the children once agan in front of the map of Canada and remove one of the weather symbols from the map. The children should identify the weather type associated with the symbol. Then, the children should recall the weather report that they heard from the tape and should indicate a portion of Canada that would receive that symbol. Depending upon the season in which this Unit is used with the children, some of the weather symbols may not be appropriate such as 'snow' or 'fog'. Those weather symbols that are not appropriate may be mounted on the board to the side of the map. Continue in this way until all of the weather symbols have been matched and classified in this way.

* Use the weather symbols and the weather illustrations to introduce the new NL vocabulary words to the children. 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. Match the symbols (from the previous activity) with the weather illustrations. Continue in this way until all of the NL vocabulary words have been introduced.

* Read "Watching the Skies" from the back of this unit. After reading the article have the students discuss the old and modern ways of weather prediction.

MATERIALS:

blank flashcards for each child, art materials and suppies for each child, a tape recorder, an audio tape of a weather report, a large map of Canada, masking tape, weather illustrations, a container

ORAL REPRODUCTION:

* Use the weather symbols and the weather illustrations from Lesson 1 to review the NL vocabulary words that were introduced during that Lesson. Mount the illustrations and the symbols on the board in a scattered formation. Group the children near them. Point to one of the weather symbols with your left hand and point to its matching illustration with your right hand. The children should then identify the weatherform using its NL term. However, when your left and right hands are on 'missmatched' items, the children should not respond. Repeat this activity a number of times until all NL vocabulary words have been reviewed.

* Mount the large map of Canada on the wall or board once again. Attach weather symbols from Lesson 1 to the map. Then, identify a province or area of Canada and a child's name. The child you named should then identify the weather found in that part of the country according to the symbol on the map. Change the symbols on the map periodically. Continue in this way until all children have had a chance to respond.

CREATIVE EXPRESSION:

* Provide each child with a blank flashcard. Then, say a number to each child from 1 to ____ (depeding upon the number of children in your class). When the childrens' numbercards are ready, point to a weather symbol on the large map of Canada (from above) and call out a number (between 1 and ____). The child with that number must then use the NL vocabulary word for the weathertype shown by the symbol in a complete NL pattern. Repeat this process a number of times. The children may exchange numbercards periodically during this activity. Repeat this process until all of the children have had a chance to respond. Accept any NL patterns that make sense. Assist the children with the development of their oral NL patterns as necessary. Do not overcorrect the childrens' sentences during this creative expression activity.

* Each child should prepare one NL pattern that uses a vocabulary word from this Unit. When each child has his or her sentence ready, he or she should read it to the other children purposely omitting the key or vocabulary word. Then, the child must call upon individual children to attempt to identify the vocabulary word used to create the sentence. Repeat this process until all children have shared their patterns in this way.

MATERIALS:

writing paper and pencil for each child, large map of Canada, masking tape, weather symbols (Lesson One), weather illustrations

SIGHT RECOGNITION (VOCABULARY):

* Mount the weather illustrations on the board and use them to review the vocabulary words introduced thus far in this Unit. When all of the NL vocabulary words have been reviewed, introduce their sightword cards. Match the sightword cards with the illustrations on the board. As the sightword is introduced, say its name. Continue in this way until all of the sightwords have been introduced and matched with their illustrations on the board.

* Place all of the weather symbols (from Lesson 1) in a container. Circulate the container among the children. Each child should remove one weather symbol from the container. When each child has a symbol, point to one of the sightwords. Those children who have a symbol that matches the sightword should hold their symbols up. Call upon those children to identify the sightword. Repeat this process a number of times. The children may change or exchange weather symbols periodically during this activity. Continue until all words have been identified in this way.

DECODING AND ENCODING (VOCABULARY):

* Review the NL alphabet with the children. Then, number each of the letters in the alphabet. Then, write one of the sighwords using the numbers rather than the letters. For example, the number '1' will be used for 'A'. When you have spelled a word using the numbers, the children should then attempt to identify the word that you have spelled. You may wish to conduct this activity in group form. In this case, the first group to correctly identify the word that you have spelled scores a point. Repeat this process until most of the sightwords have been identified in this way.

* Provide each child with a blank flashcard. Each child should then write one of the sightwords on his card. Be certain that all of the sightwords are represented on the childrens' cards. Then, say a syllable from one of the sightwords. The student(s) who have that word must hold their word-cards up and show it to you. Repeat this process until all sightwords have been identified in this way. The children should exchange sightcards periodically during this activity.

MATERIALS:

a blank flashcard for each child, a feltpen for each child, writing paper and pencil for each child, chalk, sightword cards, weather illustrations, masking tape, a blank weather symbols (from Lesson One), a container

LISTENING AND SPEAKING:

* Mount the sightwords from Lesson 3 on the board vertically. Review the sightwords with the children. Point to each sightword, calling upon an individual child to identify it. Continue in this way until all sightwords have been used.

* Say one of the new NL patterns purposely omitting its keyword. Call upon the children to identify the word or words that could be used to complete the pattern. Repeat this process until all of the NL patterns have been introduced. Be certain, that the children understand the meanings of the patterns.

* Use two decks of cards for speaking activity. Give all of the cards in one deck to the children. Say one of the NL patterns and hold up a card from the other deck. The child who has the matching card must then repeat the NL pattern that you said at the beginning of the round. Repeat until all children have responded in this way. When a card has been used, it should be discarded.

READING:

* Use the sightwords on the board to review the NL patterns once again. Point to a sightword and call upon an individual child to recall the NL pattern for that word. When all of the patterns have been reviewed in this way, write the NL patterns around the sightwords on the board.

* Remove the sightwords from the board (from the above activity) and give them to the children. Say one of the NL patterns, leaving out the sightword. The child with the sightword that completes the sentence that you said should attach their sightword card to its correct position on the board. Repeat until all sightwords are replaced on the board.

* Provide each child with a blank sentence strip. Each child should then write one NL pattern on their sentence strip. When completed, the child should cut the sentence into its individual words. Collect all of the words together and place them in a container. Say one of the NL patterns and call upon a child or children to reproduce the pattern that you said using the cut-out words. Repeat this process until all patterns have been reproduced.

WRITING/SPELLING:

* Provide each child with one of the NL patterns introduced in this Lesson. Each child should then re-write the pattern replacing keywords in the pattern with other words. When each child has re-written a sentence, have them read it to one another.

* Provide the children with writing paper and pencil. Say one of the NL patterns from this Lesson and the children should write that pattern on their paper. Repeat this process using the remaining patterns. Afterwards, review the childrens' sentences to determine their accuracy in writing from this dictation process.

MATERIALS:

writing paper and pencil for each child, a sentence strip for each child, masking tape, sightword cards, chalk

DIALOGUE:

* Mount a length of language experience chart paper on the board. Group the children near it. Establish a setting for a dialogue with the children. The theme of the dialogue should be 'Weather'. Then, encourage the children to imagine what 2 or 3 speakers might say to one another based on the theme of 'weather'. Write the sentences that the children say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the children with the grammatical details of their sentences, as necessary. Continue in this way until the dialogue is complete. When the dialogue is complete, read it with the children in choral, group and individual forms.

* Say one of the sentences from the dialogue, purposely mixing up all of the words in the sentence. Call upon a child to identify the sentence that you said, reading the sentence with its words in their correct order. Repeat this process until a number of children have responded.

* Ask children to complete the following using the printed form of the dialogue; locate the opposite of _____, find a word that means the same thing as _____, find a word that rhymes with _____, etc. The children should find the necessary words in the printed form of the dialogue. This activity should be conducted in the NL.

ENRICHMENT ACTIVITIES:

* Provide all students with writing paper and pencil. Each student should then create a weather report using the NL vocabulary words/patterns introduced in this Unit. When their weather reports are completed, create a map that shows the weather report that they made. This map may include only the Province of Manitoba, the child's area, or the whole of Canada. The maps should be carefully labeled with weather symbols to indicate weather reported in their weather report. When the children have completed this project, the completed maps may be displayed in the classroom. Have, a child read their weather report and the other children should attempt to identify the map that goes with the report. Repeat this process until all childrens' maps have been identified in this way.

* Provide each child with a copy of "Blank Squares" from the back of this program. This page contains a number of blank squares. Ask a child to name any letter from the NL alphabet. When the child has named a letter, all children should write that letter in their forms. It is not ncecessary or desirable that all children write the letter in the same place. Then, call upon another child to name another NL letter. Once again, all children should write that letter in their forms. Continue in this way until someone is able to spell NL words in their forms, either horizontally, vertically or diagonally. This activity is a good activity for encouraging students to 'retrieve' NL language items that they internalized earlier.

MATERIALS:

a copy of "Blank Squares" for each child, pencil for each child, writing paper for each child, art materials and supplies for each child, language experience chart paper, a feltpen

Theme: WEATHER Grade: 5

"Blank Squares"

Theme: WEATHER Grade: 5

"Watchings the Skies"

Long ago Indian people watched the skies to predict weather changes. The Plains Indian and Northern Cree people could tell from the sun and stars when berries would be ready for picking. Crops were planted according to the planets and stars. From their positions it would be predicted when the warm winds and rains would come to make the crop grow.

The Eskimo people could tell when the seals and caribou would be coming by the postion of the planets and stars. By watching the stars the Eskimo could tell when the ice was going to melt in the spring and when the ice would start to freeze in the fall.

It was very important for the Indian people to be able to read the skies properly because their crops and hunting depended on it. Do you know anyone in your community who can read the skies?