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# NATIVE LANGUAGE BASIC PROGRAM

## GRADE 6

### OJIBWE

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**THE NATIVE LANGUAGE BASIC PROGRAM**

**GRADE 6**

**OJIBWE**

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

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## PREFACE

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

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

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

While the basic goals of the Native Language programs are:

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

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

# THE NATIVE LANGUAGE BASIC SKILLS PROGRAM

## INTRODUCTION

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

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

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 materials for delivery of lessons are listed at the bottom of each page. Most of these materials have been compiled and are part of the language program.

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

The program Grades One to Six are available through the Manitoba Textbook Bureau.

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NATIVE LANGUAGE BASIC PROGRAM

GRADE 6

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PRONOUNCIATION

In Manitoba there is no formal standardized Native language writing system, however, for the purpose of the Native Language Program the following pronunciation 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)

m as in memenko (butterfly)

n as in ni mishomis (grandfather)

p as in potowan (fire)

s as in sipi (river)

t as in tewikan (drum)

w as in wipit (tooth)

y as in wiyas (meat)

sh as in shominak (raisins)



# SYLLABICS

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

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

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NATIVE LANGUAGE BASIC PROGRAM

Theme: Bannock Making

Grade: 6

Vocabulary:	pakweshikanikewin	making bannock
	pakweshikan	flour
	shitikan	salt
	ompisichikan	baking powder
	pimite	shortening
	nipi	water

Pattern(s): Oshipiyo/on \_\_\_\_\_ ki papa chi pitot.

Add \_\_\_\_\_ to the list for your father to bring.

- Dialogue:
- T. Ni wi pakweshikanike api nakach.  
S. \_\_\_\_\_ na tash kitayo/kitayan?  
(ingredients)  
T. Minake \_\_\_\_\_ ni tayo/tayan.
- T. I am going to bake some bannock later.  
S. Do you have \_\_\_\_\_?  
T. Of course, I have \_\_\_\_\_.

## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: BANNOCK MAKING

Grade: 6

LESSON ONE

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### MOTIVATION:

Before the lesson begins, collect the ingredients for the 'Small Bannock' contained at the back of this unit. Or, you may wish to use the ingredients from a locally available recipe for bannock. Before beginning, encourage the students to watch carefully the different steps that you take in the making of the bannock. If possible, use the kitchen facilities at school. Bannock can be fried or baked.

### ACTIVITIES:

Mount a length of language experience chart paper on the board and group the students near it. Encourage the students to recall the sequence of events that took place during the making of the bannock. You may wish to write on the chalkboard initially before preparing a final copy on the language experience chart paper. The students should be very specific about the 'sequence' in the making of the bannock. When the sequence seems to be complete, transfer it to the language experience chart paper. Review the sequence with the students. After the sequence has been transferred to the language experience chart paper, cut the language experience chart paper into strips. Mix all of the strips together and have the students replace them in the correct 'sequence'.

Introduce the NL vocabulary words for this Unit using the illustrations that represent them. Mount the illustrations on the board as they are presented. It is important that the students hear the NL vocabulary words a number of times during this introduction process. Be certain that the students understand the meaning of the NL terms. Continue in this way until all of the NL vocabulary items have been introduced.

Using chalk, outline the perimeters of the illustrations that are mounted on the board. Then, remove the illustrations from the board and mix them together. Encourage the students to recall which picture fits in which outline. When a picture has been correctly placed on the board, name it using its NL name. Repeat this process until the students have heard the NL vocabulary words a number of times.

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### MATERIALS:

illustrations, language experience chart paper, a felt pen, a pair of scissors, chalk, masking tape, ingredients to make 'bannock'

## LISTENING AND SPEAKING (VOCABULARY)

THEME: BANNOCK MAKING

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations that were used in Lesson One to review the NL vocabulary terms for this Unit. Mount the illustrations on the board and point to each one of them. Call upon individual student to recognize the individual illustrations. Continue in this way until each of the illustrations has been reviewed.

Group the students in a circle. Give each student one playing card from a deck of playing cards. Be certain to include the two jokers from the deck. Then, have the students pass the cards around the circle in a clockwise direction as quickly as they can. When you clap your hands, the students should stop passing the cards around the circle. Those students left holding the 'jokers' must then identify an illustration that you show them. Repeat this process until many students have responded.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL sentence. Provide the student with writing paper and pencils so that they may practise their patterns. When the students have their sentences ready, have each student read his sentence to the other students. When the student reads his sentence, he should purposely leave out the key or vocabulary word. He should then call upon individual students to identify the vocabulary word used to prepare the pattern. Continue in this way until each student has had a chance to participate.

Provide each student with a blank flashcard. Each student should write his name on the blank flashcard. When the name cards are ready, collect them and mix them together. Then, redistribute the cards. This time, each student should have a name card other than his own. Then, point to one of the illustrations and call a student's name. That student should then look at the name on the name card that he has and call that student's name. That student should then say the NL vocabulary word for the illustration that you are pointing to and then he should use that word in a complete NL pattern of his own. Repeat this process a number of times. The students may exchange name cards periodically during this activity.

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### MATERIALS:

a blank flashcard for each student, a pencil for each student, writing paper for each student, a deck of playing cards, illustrations, masking tape

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the board and use them to review the NL vocabulary words introduced and developed thus far in this Unit. Then, introduce the sight word cards to the students. Present each sight word, saying it at the same time. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until the sight words have been matched with the illustrations on the board.

Provide each student with three blank flashcards. Each student should then copy three of the sight words on his card - one word per card. When the student's cards are ready, mount three of the master sight cards in the chalkboard ledge. Any student who has the same three words should call, "Bingo." If no student has those three words, repeat the process using three other sight words from the master set. Continue until a winner or winners has been identified. When a student or students are identified as 'winners', each student must then hold up and name his sight word. The students may exchange sight word cards after each round of this activity.

**DECODING AND ENCODING (VOCABULARY):**

Before the lesson begins, prepare an extra set of sight word cards. Cut the extra set of sight word cards into their individual syllables. Place all of the syllables in a container and mix them together. Each student should then reach into the container and remove two syllables. Each student should then place his two syllables together (in any order) to produce a 'mesh word'. Each student should then say his 'mesh word' to the other students. After a student has identified his mesh word, call upon another student to identify the two words from which the syllables were taken to produce the 'mesh word'. Repeat this process until each student's 'mesh word' has been used in this way.

Provide the students with writing paper and pencils. Then, misspell one of the sight words from this Unit. The students should write the word on their papers, spelling it correctly. Repeat this process using other sight words from this Unit. Afterwards, review the student's work to determine their accuracy with this process.

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**MATERIALS:**

writing paper and pencil for each student, an extra set of sight word cards, a pair of scissors, a container, a master set of sight word cards, illustrations, masking tape, 3 blank flashcards per student, a felt pen for each student

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**LISTENING AND SPEAKING:**

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Remove the sight word cards from the board and mix them together. Give the sight word cards to the students. Then, say one of the NL patterns, purposely leaving out the sight word. The student who is holding the sight word that completes the pattern that you said should hold up his card and repeat the entire pattern (including the sight word). Repeat this process until a number of students have responded. The students should exchange or pass on their sight word cards after each round of this activity.

**READING:**

Provide each student with a blank sentence strip. Each student should then copy one of the NL patterns on his sentence strip. When the students have completed copying the sentences, they should then cut the sentences into their individual words. Collect all of the cut-out words and place them on the floor. Group the students in two teams at the other end of the room. Say one of the NL patterns and the first player from each team must rush to the pile of cut-out words to reproduce the pattern that you said. The first player to reproduce the pattern that you said and then to read it orally wins the round. Downplay the competitive nature of the activity and build up the fun of the game. Repeat the process until all students have had a chance to play.

Group the students together and stand behind them with a flashlight. Shine the flashlight on one of the sentences on the board. The students should read that sentence orally. Repeat this process until the students are responding well. You may wish to have two groups - one group to read the sentence (without the sight word) and another group to provide the sight word as it appears in the sentence.

**WRITING/SPELLING:**

Provide the students with writing paper and pencils. Each one should select one of the NL patterns from this lesson and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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**MATERIALS:**

Writing paper and pencil for each student, a blank sentence strip for each student, a pair of scissors for each student, a felt pen for each student, masking tape, sight word cards, chalk

## DIALOGUE AND ENRICHMENT

THEME: BANNOCK MAKING

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'making bannock'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'making bannock'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Provide each student with writing paper and pencil. Each student should then copy the dialogue (from above) on his sheet of paper. However, the students should leave out words, syllables, and letters to produce a 'closure dialogue'. When the students have completed their closure dialogues, they should exchange them. Then, each student should complete his closure dialogue. Circulate among the students as they work, assisting as necessary. Afterwards, have students read portions of their closure dialogues orally to verify their responses.

Read the dialogue once again with the students in choral form. Then, use a pair of scissors to cut the last line of the dialogue away. The students should then read the dialogue again, including the 'missing line'. Continue in this way until the students are reading the entire dialogue from 'memory'.

### ENRICHMENT ACTIVITIES:

Divide the students into three or four groups. Provide each group with the necessary ingredients to make bannock. Each group should then prepare bannock using the recipe (for example) contained in page 7. Provide copies of this page for each of the groups. Circulate among the students as they work, assisting as necessary.

Lay a length of mural paper on the floor and group the students in two teams at the other end of the room. Place two piles of flour on the mural paper. Say one of the vocabulary words or patterns from this Unit and the first player from each team should rush to the mural paper and spread the flour out on the paper. The players should then write the word or pattern that you said in the flour using their writing fingers. Repeat this process until all students have had a chance to play.

Provide each student with writing paper and pencil. Each student should then attempt to recall the steps necessary to produce bannock. Each student should write the steps down carefully on a sheet of paper. Afterwards, compare and contrast the student's recipes to determine their accuracy in recalling the steps necessary to produce bannock.

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### MATERIALS:

writing paper and pencil for each student, mural paper, flour, ingredients for making bannock, a pair of scissors, language experience chart paper, a felt pen, Copy of "Making Bannock"

CREE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Bannock Making

Grade: 6

Recipe for Bannock

SMALL BANNOCK

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

1. Combine dry ingredients in a bowl.
2. Make a little well and pour the water in.
3. Mix into a dough and knead it.
4. Flatten it out and put it in the frying pan.
5. Cook on hot ashes over an open fire or in the oven.  
Bannock is especially good eaten fresh with lard.

(Can also be made with boiled potatoes added.)



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NATIVE LANGUAGE BASIC PROGRAM

Theme: Body Parts - Organs

Grade: 6

Vocabulary:	mintip	brain
	ototokosiwo	kidneys
	onakishin	intestines
	ote	heart
	ohkon	lungs

Pattern(s): Ni ki shapokosimako ni \_\_\_\_\_.  
(body part)

I had a x-ray on my \_\_\_\_\_.  
(body part)

Dialogue: T. Akosi ni mishomis ikito mashiki inini.  
S. Anin esha ayat?  
T. Akosi o \_\_\_\_\_.  
(body part)

T. The doctor said my grandfather is sick.  
S. What is wrong with him?  
T. He has (a) bad \_\_\_\_\_.  
(body part)

## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: BODY PARTS

Grade: 6

LESSON ONE

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### MOTIVATION:

Before the lesson begins, cut out shapes of the different organs and place them on a table. Have two students hold a sheet in front of the table. Place an overhead projector on the other side of the table. Turn the light of the overhead projector on and have a student lay on the table. Tell the students that you are about to perform a 'pretend operation'. Then, dramatize the removal of the 'organs' from the student (using the cut-out paper organs). Name each organ as it is removed and attach it to the sheet. Continue in this way until the major organs to be introduced in this Unit have been presented.

### ACTIVITIES:

Review the 'organs' that were removed in the previous activity using the cut-out shapes. Encourage discussion of the function of the different organs. The students should understand that each organ serves a valuable role in the overall function of the human body.

Divide the students into groups - one group for each organ. Provide each group with masking tape. The students in each group should then create an outline on the floor of an organ. Circulate among the students as they work, repeating the NL vocabulary words as often as possible. These masking tape outlines will be used for review purposes later in this Unit.

Introduce the illustrations to the students representing the different organs to be covered in this Unit. Match the illustrations with their cut-out counterparts (used earlier in this lesson). The students should hear the vocabulary names of these organs a number of times during this introduction process. Mount the illustrations on the board as they are presented.

Draw 2 or 3 large outlines of people on lengths of mural paper. Lay the mural paper lengths on the floor and group the students into 2 or 3 groups (one for each length of mural paper). The students in each group should then add the 'organs' to the outlines of the people on their lengths of mural paper. Circulate among the students as they work, repeating the NL vocabulary words as often as possible.

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### MATERIALS:

mural paper, a felt pen, construction paper, crayons, scissors, masking tape rolls, a sheet, an overhead projector, cut-outs of the organs

## LISTENING AND SPEAKING (VOCABULARY)

THEME: BODY PARTS - ORGANS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations of the different organs on the board and use them to review the NL vocabulary words introduced in Lesson One. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the NL vocabulary words have been reviewed.

Group the students in the centre of the room. Say one of the vocabulary words and the students should run to the masking tape outline on the floor that represents the organ that you said. Repeat this auditory recognition/discrimination process until the students are able to respond well.

Group the students in a circle. Blindfold each student. Then, give the cut-out organs (from Lesson One) to the students. The students should pass the organs around the circle in a clockwise direction as quickly as they can. When you clap your hands, the students should stop passing them around. Those students left holding cut-out organs must feel the shape of the organs and identify them orally. Repeat this process until most students have responded.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read their pattern to the other students. When a student reads their pattern to the other students, he should purposely leave out the vocabulary word from this Unit. They should call upon individuals in the class to identify the vocabulary word used to create their sentence. Continue in this way until each student has had a chance to share their pattern with the other students.

Select one of the student's sentences from above and write it on the chalkboard. Then, encourage the students to suggest how the sentence may be rewritten by replacing key words in the sentence with new words. Write the new sentence or sentences that the students suggest on the board under the original sentence. Repeat this 'points of departure/substitutions' activity using a number of different sentences from the students.

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### MATERIALS:

writing paper and pencil for each student, masking tape outlines of organs on the floor, cut-outs of organs, organs' illustrations, masking tape, blindfold for each student

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Before the lesson begins, prepare 'silhouette sight cards' using a singlehole punch. Punch the outline of the sight words in thin strips of paper. Then, use the 'silhouette technique' to show the sight cards. Stand behind a sheet that has an overhead projector behind it with the light on. Hold up one of the silhouette sight cards against the sheet. The students should look at the outline of the word and then name it. Continue in this way until all of the sight words have been identified.

**DECODING AND ENCODING (VOCABULARY):**

Provide each student with a portion of modelling clay. The students should then roll their modelling clay to the consistency and thickness of a shoe lace. Then, provide each student with a section of tagboard or other firm material. Each student should then spell one of the sight words from this Unit using his 'shoe lace' modelling clay. The student should press the modelling clay (plasticene) to their paper so that it adheres. When the student's words are ready, collect them and lay them on the floor. Group the students at the other end of the room. Blindfold a student and lead the student to the sight words. Say one of the sight words and the student must 'feel' for that word. You may wish to have more than one player participate in this activity at one time. This activity may also be conducted in 'team form'. Repeat the process until all students have had a chance to identify a word by its 'feel'.

Draw two NL alphabet columns on the board. Divide the students into two teams. When you say "Go", the first player from each team should rush to the board and write a sight word from this Unit around a letter on the board. Repeat this process until each player has had a chance to write a word.

**MATERIALS:**

chalk, modelling clay (plasticene) for each student, a square of bristol board for a single hole punch, blank strips of paper, each student a master set of sight word cards, masking tape, illustrations

**LISTENING AND SPEAKING:**

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until a pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Divide the students into two teams. Have the two teams stand on at one end of the room. Then, show the students a marker such as a coin. Hold your hands behind your back and place the coin in one of your hands. Then, hold your hands forward with fists clenched. Call upon the first player in Team One to guess which hand contains the marker. However, before the round, say one of the NL patterns. If the player correctly identifies the hand that contains the marker, they should then repeat the NL pattern that you said at the beginning of the round. Repeat this process for the first player of Team Two. Continue in this way until all players have participated.

**READING:**

Provide each student with a blank sentence strip. Each student should then copy one of the NL patterns on his sentence strip. Be certain that all of the NL patterns from above are represented in the student's sentence strips. Circulate as they work, assisting as necessary.

When each student's sentence strip is ready, they should cut it in half. Group the students in a circle on the floor and place all of the cut-up sentence strips on the floor face down. Mix up the sentence parts so that they are all spread around. Then, call upon a student to enter the circle and to turn over two sentence parts. If the two sentence parts that the student turns over go together to reproduce a pattern from this Unit, the student then reads the sentence back to the other students. Repeat this process until all sentences have been reproduced in this way.

**WRITING/SPELLING:**

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on their paper. Then, the student should re-write their pattern, replacing key words in the pattern with new NL words. When each student has re-written their sentence, have them share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

**MATERIALS:**

writing paper and pencil for each student, a blank sentence strip for each student, a pair of scissors for each student, a marker such as a coin

## DIALOGUE AND ENRICHMENT

THEME: BODY PARTS - ORGANS

Grade: 6

LESSON FIVE

---

### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for a dialogue with the students. The theme of the dialogue should be 'body parts - organs'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'body parts - organs'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Direct the student's attention to the words used in the dialogue. Tell the students to find a word that means the same thing as \_\_\_\_\_; a word that is the opposite of \_\_\_\_\_; a word that has four syllables; etc. The students should answer each question that you ask using words selected from the dialogue. Continue in this way until a number of the words contained in the dialogue have been reviewed.

### ENRICHMENT ACTIVITIES:

Lay the outlines of people from Lesson One on the floor. These are the outlines which the students completed by adding the organs. Now, the students should very carefully label the organs in the outlines. Circulate among the students as they work, encouraging them to say the NL terms and patterns from this Unit. Display the completed outlines in the classroom.

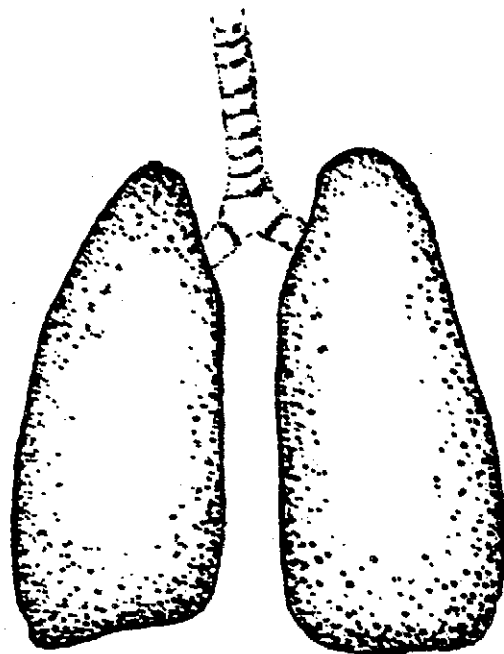
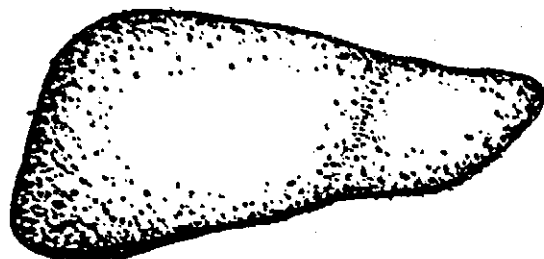
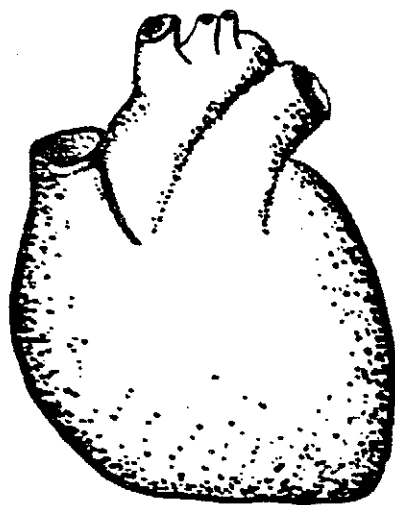
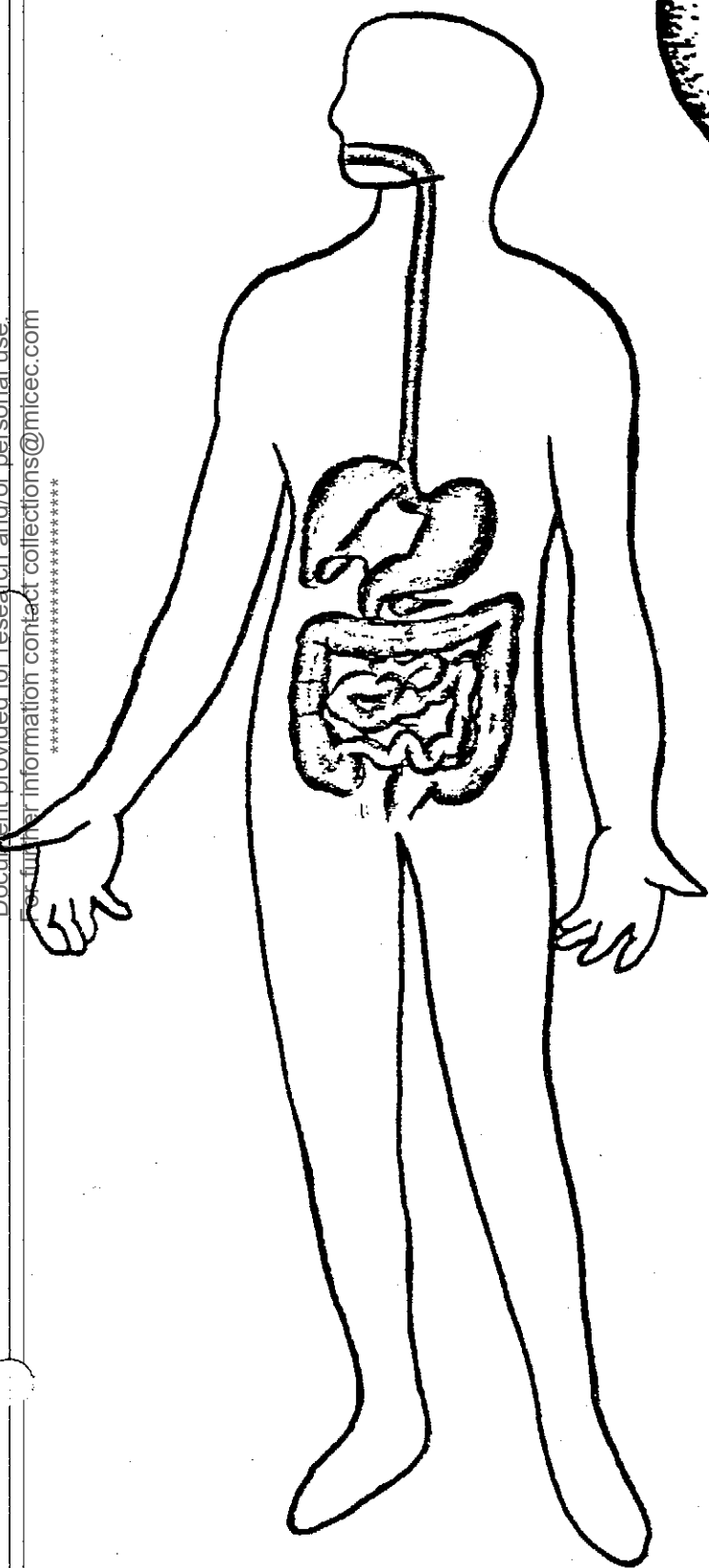
Each student should select one of the organs to write about. Provide the students with writing paper and pencils. Each student should illustrate the organ that he has selected at the top of their sheet of writing paper. Then, in the NL, the student should briefly describe the function of that organ in the human body. Circulate among the students as they work, assisting them with this activity as necessary.

Provide the students with the necessary writing materials to create NL 'crossword puzzles' using the vocabulary words from this Unit. The students should have the words running horizontally and vertically using intersecting letters. When a student has created an 'NL crossword puzzle', they should share it with another student. The students should then attempt to complete one another's NL crossword puzzles. When a student does his crossword puzzle, they should leave certain letters in as guidelines to the student who completes the puzzle. Circulate among the students as they work, assisting them with this process as necessary.

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### MATERIALS:

writing paper and pencils, large outlines of people (from Lesson One), language experience chart paper, a felt pen



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Camping - Winter

Grade: 6

Vocabulary:	pipon(i)	winter
	pisikowakan	parka
	wakwan	toque
	minchikokanak	mitts
	makisinan	boots
	napikakan	scarf
	papakonekamik	tent
	wapowan	blanket
	ashikanak	socks
	asamak	snowshoes

Pattern(s): Ki ka koteton ki \_\_\_\_\_ ishpin pisikasiyan \_\_\_\_\_.  
(body part) (clothing item)

Your \_\_\_\_\_ will get cold if you don't wear a \_\_\_\_\_.  
(body part) (clothing item)

Dialogue: T. Asha ni machi oshita wi piponishiyan.  
S. Wekonen ke machitowan?  
T. Ni ka machiton \_\_\_\_\_.  
(voc. articles)

T. I am getting ready for winter camping.  
S. What will yo take for winter camping?  
T. I will need to take \_\_\_\_\_.  
(vocabulary)



CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: CAMPING - WINTER

Grade: 6

LESSON ONE

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**MOTIVATION:**

Create an outline on the chalkboard that has two sections using masking tape. Designate one section as 'summer' and the other section as 'winter'. Direct the student's attention to 'camping'. Encourage the students to compare and contrast summer camping and winter camping. Note the student's comparisons and contrasts in the appropriate sections of the outline on the chalkboard. Continue in this way until a number of the similarities and differences between summer and winter camping have been pointed out by the students.

**ACTIVITIES:**

Introduce the illustrations that represent the NL vocabulary words for this Unit. Mount each illustration on the board as it is presented. It is important that the students hear the NL vocabulary words a number of times during this introduction process. Continue until all of the NL words have been introduced.

Lay a length of mural paper on the floor. Group the students around the paper and provide them with the necessary illustrating materials to prepare a mural of a winter camp scene. You may wish to discuss the contents of the mural before the activity begins. Circulate among the students as they work, repeating the NL vocabulary words.

If a resource person is available from the community to demonstrate an aspect of winter camping, invite this person into the classroom to make a presentation to the students. Arrange the presentation ahead of time so that the resource person is well prepared for the presentation. The resource person may wish to bring concrete materials to the classroom to enhance his or her presentation.

If a resource person was brought into the classroom for a presentation, follow it up with the development of a language experience chart story with the students. Mount a length of language experience chart paper on the board or wall and encourage the students to recall the highlights of the resource person's presentation. Write the 'highlights' that the students suggest on the length of language experience chart paper. Display the completed language experience chart in the classroom. If photographs were taken during the presentation, attach them to the language experience chart paper.

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**MATERIALS:**

language experience chart paper, a polaroid camera (optional), illustrations, masking tape, mural paper, illustrating materials

## LISTENING AND SPEAKING (VOCABULARY)

THEME: **CAMPING - WINTER**

Grade: 6

LESSON TWO

### ORAL REPRODUCTION:

Mount the illustrations from Lesson One on the chalkboard and use them to review the NL vocabulary words for this Unit. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the NL terms have been reviewed.

Group the students in a circle. If a snowshoe is available, use it for this activity. Stand in the centre of the circle holding the snowshoe on the floor vertically. Say each of the vocabulary words to a student (not all students will have a vocabulary word for each round of this activity). Then, say one of the vocabulary words and release the snowshoe. The student who 'has' that vocabulary word should rush into the centre of the circle and catch the snowshoe before it hits the floor. Repeat this process until all students have had a chance to participate.

Mount the illustrations on the chalkboard and review the vocabulary words associated with them once again. Then, tell a running story that includes the vocabulary words. However, do not say the vocabulary words, merely point to the illustrations. When you point to an illustration, the students should provide the NL vocabulary word. Repeat this process until the students are able to respond well. Keep the running story at a 'clippy pace' to maintain the student's interest.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read their pattern to the other students. When a student reads their pattern to the other students, they should purposely leave out the vocabulary words from this Unit. They should call upon individuals in the class to identify the vocabulary word used to create this sentence. Continue in this way until each student has had a chance to share their pattern with the other students.

If a slide or large photograph of a winter camping scene is available, show it to the students. Then, encourage the students to think of as much language content as possible related to the slide/picture. Write the language content that the students suggest on a length of language experience chart paper. The language content may include isolated words or complete NL patterns. After completing the list of language items from the students, encourage the students to identify 'nouns/verbs/adverbs/adjectives'.

### MATERIALS:

language experience chart paper, a slide or picture of a winter camp scene, illustrations, masking tape, a snowshoe (if available), writing paper and pencil for each student

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**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Provide each student with a blank flashcard. Each student should copy one of the sight words on their blank flashcard. Then, say an NL pattern leaving out the sight word. The NL pattern that you say can be made up on the spur of the moment. However, it should be appropriate for a sight word from this Unit (or sight words). The student or students who feel that they have a sight word that could be used to complete your sentence should hold up their words. Repeat the sentence again, including the student's sight words. Call upon each student to identify their sight word during each round of this activity. The students may exchange sight word cards periodically.

**DECODING AND ENCODING (VOCABULARY):**

Before the lesson begins, prepare an extra set of sight word cards. Cut each word in the extra set into its individual letters. Divide the students into two teams. Place the cut-out letters in a container and mix them together. Then, have the first player from each team reach into the container and remove one letter. When you say, "Go", the first player from each team must rush to the chalkboard, mount their letter on the board, and then write a sight word from this Unit around the letter. Repeat this process until each student has had a chance to participate. You may wish to conduct the activity more than once for each student.

Provide each student with a blank flashcard. Each student should then write a sight word on his blank flashcard. You may wish to use the sight word cards prepared under 'Sight Recognition' above. Then, create two piles of sight word cards on the floor using the student's cards. There should be an equal number of sight word cards in each pile. Divide the students into two groups. Assign one group to each pile of cards. The groups should then classify the words in their piles according to the number of syllables, all one-syllable words in one pile, two-syllable words in another and so on. Afterwards, review the words that the students classified with them.

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**MATERIALS:**

a blank flashcard for each student, a felt pen for each student, an extra set of sight word cards, a master set of sight word cards, illustrations

## PATTERNS

THEME: CAMPING - WINTER

Grade: 6

LESSON FOUR

### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until a pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Group the students in a circle. Walk around the outside of the circle, attaching a set of sight word cards to the student's backs (not all students will have sight words for this activity during each round). Then, say one of the NL patterns from above. The students should find the student who has the sight word from that pattern on their back. The students should then make a large circle around that student. That student should then repeat the NL pattern that you said. Repeat this process using the other sight words. Later, place the sight word cards on other student's backs for repeat rounds of this activity.

### READING:

Provide each student with a blank sentence strip. Each student should then write one of the sentences from this lesson on their sentence strip. Then, each student should very carefully cut out syllables or letters from their sentence strip without actually cutting the sentence strip into pieces. All of the cut-out sections should be collected and mixed together and placed on the floor. Then, the students should exchange sentence strips. When you say, "Go," the students should then search through the cut-out pieces on the floor, attempting to find the letters/syllables that can be used to complete their sentences.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on their paper. Then, the student should re-write their pattern, replacing key words in the pattern. When each student has re-written their sentence, have them share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each child, a pair of scissors for each student, a felt pen for each student, a master set of sight word cards, masking tape

## DIALOGUE AND ENRICHMENT

THEME: CAMPING - WINTER

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for a dialogue with the students. The theme of the dialogue should be 'camping - winter'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'camping - winter'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Circle vocabulary words in the dialogue and encourage the students to identify the parts of speech that they represent. These should include verbs, nouns, adverbs, adjectives, etc. The students should not only identify the parts of speech that the words represent, they should also indicate what is being 'modified' in the case of the adjectives and adverbs. You may wish to conduct this in 'activity form'. In this case, divide the students into two teams. Then, say (for example), "Adjective", and the first player from each team should rush to the dialogue and circle an adjective (or adjectives) in the dialogue. Repeat until all students have participated.

### ENRICHMENT ACTIVITIES:

Remove the mural from the wall that was prepared in Lesson One. Then, group the students around it and have them label it in their very best printing. Circulate among the students as they work, encouraging them to say the NL vocabulary words and patterns from this Unit. When the mural has been labelled, display it in the classroom once again.

Provide the students with writing paper and pencils. Each student should then create a 'camping gear list' for a 'winter camp'. The students should write their lists in the NL. When a student's list is complete, they may read it to the other students to compare and contrast the items that they determined important in relation to the other student's lists. Encourage the students to imagine what it would be like to be a 'lead dog' in a dog team. Then, each student should write a very brief story about the observations of a 'lead dog' on route to a winter camping site. Circulate among the students as they work, assisting them with this activity as necessary. Afterwards, you may wish to have each student read their short story to the other students.

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### MATERIALS:

writing paper and pencil for each student, winter camping mural (from Lesson One), language experience chart paper, 2 felt pens

NATIVE LANGUAGE BASIC PROGRAM

Theme: Camping - Winter

Grade: 6



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Classification of Animals

Grade: 6

Vocabulary:	awesiwak	wildlife
	nipi	water
	aki	land
	kishikonk	sky
	amik	beaver
	washashk	muskrat
	ninkik	otter
	mos	moose
	makwa	bear
	kiniw	eagle
	kokokoho	owl
	nika	goose

Pattern(s): \_\_\_\_\_ wenta \_\_\_\_\_.  
(animal) (place)

The \_\_\_\_\_ lives in/on the \_\_\_\_\_.  
(animal) (place)

- Dialogue:
- T. Ni ki wikonkemin pichinako.  
S. Wekonen ka michiwek?  
T. \_\_\_\_\_ ni ki michimin.  
  
T. We went to a feast yesterday.  
S. What did you eat?  
T. We ate \_\_\_\_\_.  
(animal meat)

**MOTIVATION:**

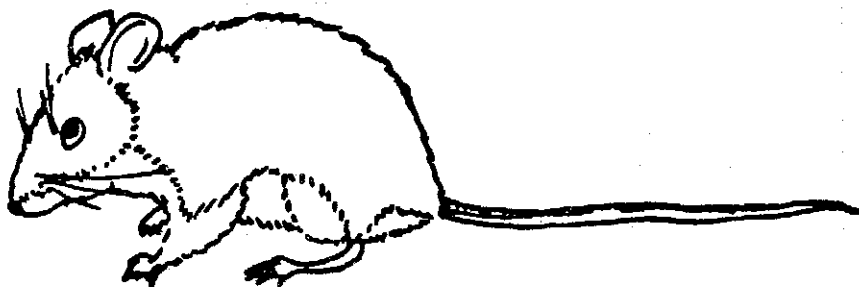
Mount a length of mural paper on the board and group the students near it. Then, use a felt pen to make an illustration of a local setting. This illustration should include water, land, and 'sky features' such as clouds. Encourage the students to suggest further details which may be added to the mural as you create it. When it is being created, encourage the students to imagine the type of wildlife that we might see in the mural. Draw simple figures of the wildlife that the students suggest in the mural. Lead the students to an understanding that some of the wildlife we may see are in the air; other wildlife may be on or in the ground; while other wildlife may be in the water. The students should also understand that some forms of wildlife live in two areas. For example, the frog can live both in the water and on the land.

**ACTIVITIES:**

Introduce the illustrations for the different NL vocabulary words for this Unit. Mount the illustrations on the board as they are presented. Be certain that the students understand the meanings of the vocabulary words. It is important that the students hear the NL terms a number of times during this process. Continue until all NL vocabulary words have been introduced.

Remove the illustrations from the board above and have the students place the illustrations in their appropriate locations in the mural that you created at the beginning of this lesson. When a student has placed an illustration correctly, say its NL name for the students. Continue in this way until all of the illustrations have been placed.

Provide each student with art paper and illustrating materials. Each student should then create an illustration of a local animal. This local animal or wildlife form that the student illustrates should then be placed on the mural that you created at the beginning of this lesson. When a student places his illustration on the mural, repeat the appropriate NL vocabulary word or words. You may wish to have the students cut their illustrations out so that they appear more attractive in the mural.



**MATERIALS:**

art materials and supplies for each student, mural paper, a felt pen, illustrations, masking tape



## LISTENING AND SPEAKING (VOCABULARY)

THEME: CLASSIFICATION OF ANIMALS

Grade: 6

LESSON TWO

### ORAL REPRODUCTION:

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

Provide each student with a yellow, a brown, and a blue strip of paper. The strips of paper should be used to represent the following: the yellow represents the 'sky'; the brown represents the 'ground'; the blue represents the 'water'. Say one of the vocabulary words from this Unit and the students should hold up the colour of construction paper that goes with the sentence that you said. To add further 'spice' to this activity, have the students arrange their coloured strips in a specific sequence on their desks. Then, blindfold the students. Repeat the above activity, having the students hold up the strips of paper for each round of this process.

Tell a running story, pointing to each of the illustrations as you do so. When you point to an illustration, the students should provide the term for that illustration. Continue in this way until the students are responding well.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read their pattern to the other students. When a student reads their pattern to the other students, they should purposely leave out the vocabulary words from this Unit. They should call upon individuals to identify the vocabulary word used to create their sentence. Continue in this way until each student has had a chance to share their pattern with the other students.

Mount a length of mural paper on the board and divide it into four columns. Label the columns: nouns/verbs/adverbs/adjectives. Then, have a student say one of their sentences again. Then, 'parse' the sentence with the students. Encourage the students to identify the nouns/verbs/adjectives/adverbs in the sentence. Write the words that the students suggest in their appropriate columns on the mural paper. Continue in this way until each student's sentence has been 'parsed' in this way.



### MATERIALS:

mural paper, a felt pen, writing paper and pencil for each student, illustrations, masking tape, a blindfold for each student, a yellow/brown/blue strip of paper for each student

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Attach the sight word cards to a sheet. Have two students hold the sheet up so that the students can see the sight word cards. Stand behind the sheet with a flashlight. Shine the light of a flashlight behind one of the sight words and the students should name it. Continue in this way until the students are able to recognize the sight words well.

Provide each student with a set of blank flashcards (equal in number to the number of sight words introduced). Each student should copy the sight words on their cards. Then, the students should place the sight words on their desks face down and mix them up. Each student should then turn over one of their sight cards. Say a sight word. The student or students who have that sight word showing should hold up their cards and repeat the sight word. When a student has used a card in this way, they should place it on the side. Repeat until all students have responded in this way.

**DECODING AND ENCODING (VOCABULARY):**

Have the students cut their sight word cards (from above) into their individual syllables. When the students have done this, collect all of the syllables and place them in a container. Group the students in a circle and dump the cut-out syllables on the floor, face down. Then, one student should remove a cut-out syllable from the centre and place it in front of him. The students should continue to do this all the way around the circle. The students should continue to remove syllables from the centre of the circle, attempting to develop any NL word with their cut-out syllables. Continue in this way until all of the cut-out syllables have been used.

Spread the cut-out syllables from above on the floor face up. Group the students around them. Then, give two students a long length of yarn. Say one of the vocabulary words and the two students (or more students, if necessary) should join all of the syllables necessary with the yarn to create the word that you said. Depending upon the number of syllables in the word, it may take more than two students for this activity. Repeat until all students have participated in this 'encoding' process.

**MATERIALS:**

a skein of yarn, a set of blank flashcards for each student, a pencil for each student, masking tape, a master set of sight word cards

**LISTENING AND SPEAKING:**

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Give each student a blue or a white poker chip. Approximately half of the students should have blue while the other half of the students should have white. Place the leftover poker chips in a container and mix them together. Say one of the NL patterns. Then, reach into the container (without looking) and remove one of the poker chips. Show the poker chip to the students. The students with the matching colour of poker chip must then repeat the NL pattern that you said at the beginning of the round. Be certain that the students speak at the same time for this oral reproduction activity. Repeat this process a number of times. The students may exchange poker chips after each round of the activity.

**READING:**

Provide each student with a blank sentence strip. Each student should copy one of the sentences on their sentence strip. Then, collect the sentence strips and place them on the floor face down. Group the students around them. Have one of the students enter the circle and say one of the NL patterns. The student should then turn over a sentence strip. If the sentence strip that they turn over matches the sentence that they said, they get to keep the sentence strip. However, if the sentence strip does not match the sentence they said, they should replace the sentence strip and say, "pass". Repeat until all students have participated.

**WRITING/SPELLING:**

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on their paper. Then, the student should re-write their pattern, replacing key words in the pattern with new NL words. When each student has re-written their sentence, have them share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining pattern. Afterward, review the student's sentences to determine their accuracy in writing from this dictation process.

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**MATERIALS:**

writing paper and pencil for each student, a blank sentence strip for each student, master set of sight word cards, masking tape, a set of poker chips

## DIALOGUE AND ENRICHMENT

THEME: CLASSIFICATION OF ANIMALS

Grade: 6

LESSON FIVE

### DIALOGUE:

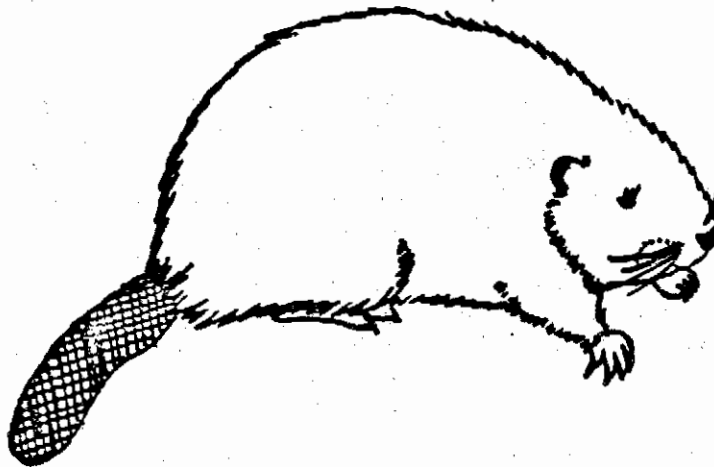
Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'classification of animals'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'classification of animals'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Play 'I'm thinking of a word' with the students using the words in the dialogue. Say, for example, "I'm thinking of a word that has four syllables, seven consonants, and six vowels." The students try to identify the word correctly. Repeat until all players have played.

### ENRICHMENT ACTIVITIES:

Remove the large mural from the board or wall (from Lesson One) and spread it on the floor. Group the students around it. The students should then label the mural, noting the animals that were added to the mural after it was originally created. Circulate among the students as they work, encouraging the students to use the terms and patterns from this Unit.

Provide each student with a copy of page 27 "Animal Text Box". This page contains an animal with a very large text box. The students should use their imaginations to think what the animal might be saying. The students should write their thoughts in the text box. Afterwards, have each student share their 'thoughts' with the other students.

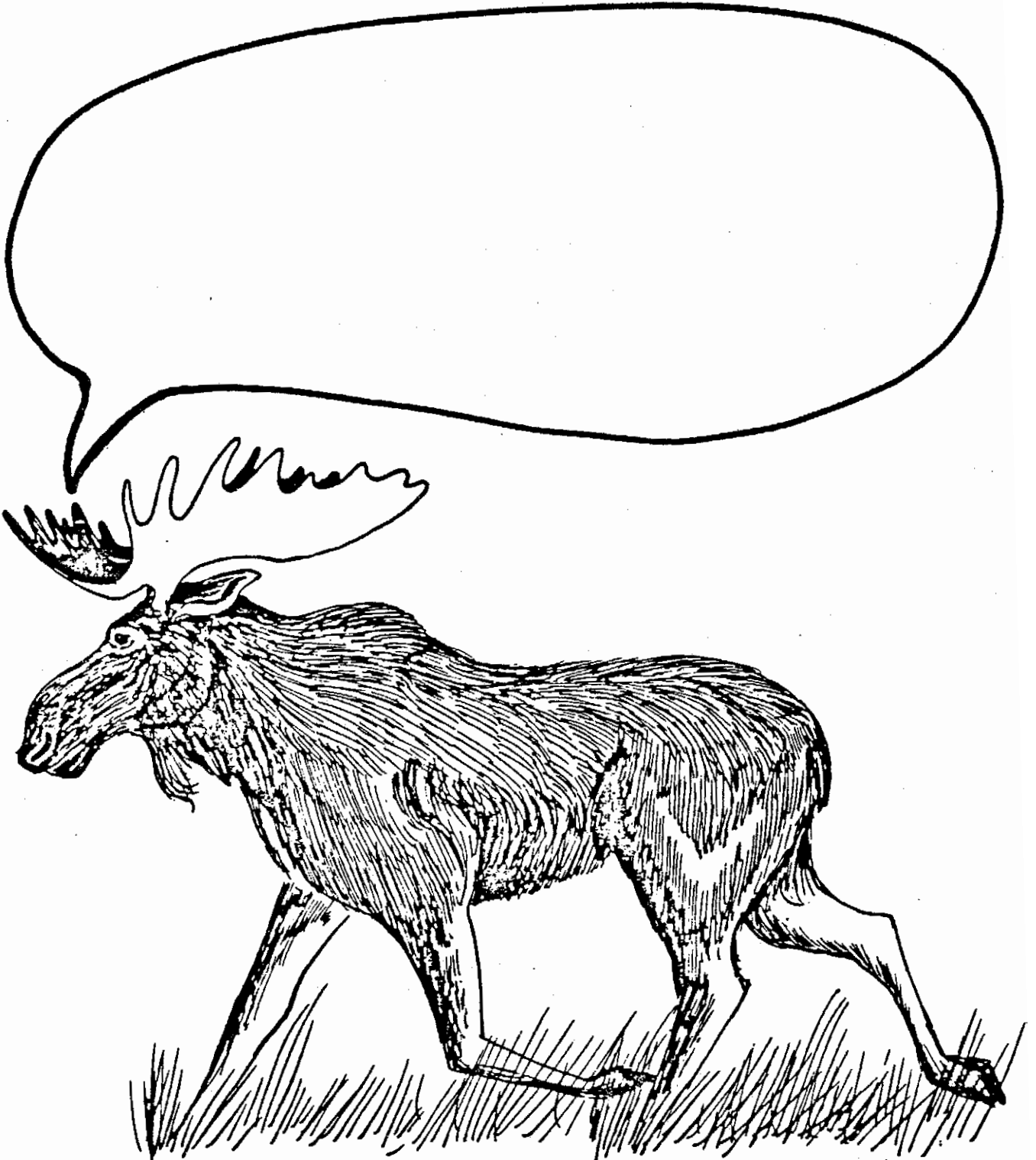


### MATERIALS:

copy of Animal Text Box for each student, large mural (from Lesson One), pencils/pens for the students, language experience chart paper, a felt pen

THEME: CLASSIFICATION OF ANIMALS

"Animal Text Box"



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Classification of Clothing

Grade: 6

Vocabulary:	pipon(i)	winter
	nipin(i)	summer
	mitas	pants
	pisikowakan	coats
	papakowan	shirt
	piton	blouse
	pitetasan	underwear
	wakwan	hat
	makisinin	shoes

Pattern(s): Nokom ki kishep ki pisikan ka miskok \_\_\_\_\_ .  
(clothing)

This morning, I wore my red \_\_\_\_\_ .  
(clothing)

Dialogue: T. Oshkehi na iya ki \_\_\_\_\_ ?  
(clothing)

S. Ehe.

T. Etata ni minentan ki \_\_\_\_\_ .  
(clothing)

T. Is your \_\_\_\_\_ new?  
(clothing item)

S. Yes, it is.

T. Do I ever like your new \_\_\_\_\_ .  
(clothing)

## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: CLASSIFICATION OF CLOTHING

Grade: 6

LESSON ONE

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### MOTIVATION:

Provide each student with a copy of "Traditional Clothing" from the back of this unit. This page contains traditional clothing. These clothing items were worn during special ceremonies. Encourage the students to discuss the type of clothing shown in the pictures. The students should compare and contrast the traditional clothing styles with those of today.

### ACTIVITIES:

Provide each student with a copy of "Modern Clothing" from the back of this unit. This page contains a collage of clothing items that are being advertised for sale today. Once again, encourage the students to compare and contrast the clothing items shown in "Traditional Clothing" with those shown in "Modern Clothing". In the collage contained in "Traditional Clothing", the students should see a number of clothing items that cannot be identified as 'his' or 'hers'. The students should understand that today some clothing items can be used by both men and women. Therefore, when classifying clothing items, it is not always a simple matter today. Introduce certain differences that exist between men's and women's clothing, such as, for example, the direction of buttoning a blouse or shirt (a man is from left to right and a woman's is from right to left).

Introduce the illustrations that represent the new NL vocabulary words for this Unit. Mount the illustrations on the board as they are presented. It is important that the students hear the NL vocabulary words a number of times during this introduction process. Continue in this way until all of the NL terms have been introduced. Be certain that the students understand the meanings of the NL terms.

Before the lesson begins, collect actual samples of clothing items that represent 'his' and 'hers'. You may wish to also include a number of 'unisex' clothing items for 'spice'. Present these clothing items to the students, encouraging the students to classify them with you.

Lay a length of butcher paper on the floor. Divide the length of butcher paper in half with a felt pen. Label one half of the butcher paper as 'his' and the other half as 'hers'. Then, provide the students with old magazines and catalogues. The students should cut out clothing items from the materials that represent 'his' and 'hers'. The students should glue or paste their cut-out pictures in the appropriate sections of the butcher paper. You may wish to have a third classification in the butcher paper outline representing 'unisex' clothing items. Display the completed mural in the classroom.

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### MATERIALS:

old magazines/catalogues, scissors for each student, butcher paper, a felt pen, illustrations, masking tape, a copy of "Traditional Clothing" for each student, a copy of "Modern Clothing" for each student, clothing samples

## LISTENING AND SPEAKING (VOCABULARY)

THEME: CLASSIFICATION OF CLOTHING

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Use the illustrations from Lesson One to review the NL vocabulary words introduced in this Unit. Mount the illustrations on the board and point to each one of them. Call upon individuals in the classroom to identify the illustrations. Continue in this way until all of the NL vocabulary terms have been reviewed.

Place the illustrations on the floor at one end of the room. Then, place two large shirts or two large pairs of pants on the floor in the centre of the room. Group the students in two teams at the other end of the room. Then, say one of the NL vocabulary words. The first player to put on the shirt/pants and to correctly identify the illustration for the vocabulary word that you said wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Repeat the process until each player has a chance to participate.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary word from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Group the students in a circle. Give the concrete materials (actual clothing items) to the students (it is not necessary that all students have a sample during each round of this activity). The students should then pass the clothing items around the circle in a clockwise direction as quickly as they can. When you clap your hands, those students left holding the clothing items must say an NL pattern that contains the vocabulary word for the clothing item they are holding. Repeat this process until most of the students have responded in this way. Accept any NL pattern that makes sense. Do not over-correct the student's responses, however assist them with their responses as necessary.

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### MATERIALS:

clothing samples, writing paper and pencil for each student, illustrations, masking tape, 2 large shirts OR 2 large pairs of pants



**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Before the lesson begins, prepare extra copies of the sight words and place them in pants' pockets, the pockets of the blouses, etc. Place all of the clothing items in a pile on the floor. Group the students around the clothing items. You may wish to group the students in two teams. When you say, "Go," two students (e.g., the first player in each team) should then rush to the pile of clothing and attempt to find the sight word. The first player to successfully find a sight word and to identify it wins the round. Downplay the competitive nature of the activity and build up the fun of the game. Repeat this process until all students have had a chance to participate.

**DECODING AND ENCODING (VOCABULARY):**

Before the lesson begins, prepare two extra copies of each sight word card. Cut two of the sets into their individual syllables (two sets should be four words). Give each of the cut-out syllables to a student in the class. Then, have two students stand in front of the class. When you say, "Go," the two students must attempt to recreate a sight word from this Unit using the students who are holding the cut-out syllables. They must arrange the students in their correct order so that the sight word is reproduced. The first player to do this correctly wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Repeat the activity until a number of students have had a chance to 'encode' a sight word in this way.

Have the students sit in a circle with their feet extended toward the centre of the circle. Collect a number of the cut-out syllables from the previous activity and tape these to the bottoms of the student's feet. When you say, "Go," the students should then attempt to arrange themselves in a correct order to reproduce sight words from this Unit. The students should sit side by side with their feet extended so that their letters are showing. Repeat this activity a number of times using different cut-out syllables.

**MATERIALS:**

2 extra copies of each sight word card, a master set of sight word cards, a pair of scissors, masking tape, illustrations, clothing samples, extra sight word cards

## PATTERNS

THEME: CLASSIFICATION OF CLOTHING

Grade: 6 LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide the students with writing paper and pencils. Each student should then think of a number between 1 and 10. The students should write the numbers that they think on who have that number should repeat an NL pattern that you say at the beginning of the round. For example, if you say, "Eight," in the NL, the student or students who have 'eight' should repeat a pattern that you said at the beginning of the round. Repeat this process a number of times.

### READING:

Provide each student with a blank sentence strip. Each student should copy one of the NL patterns from above on his sentence strip. Then, each student should cut his sentence strip in half. Collect one half of each student's sentence. Mix the halves that you have together. Then, read one of the halves that you have and the student who has the other half that matches it exactly should stand and say the entire pattern to you. There may be more than one student for each round of this activity. Repeat this process until each student has responded.

Direct the student's attention to the printed patterns on the board. Then, say one of the patterns 'backwards'. Call upon a student to read the same pattern in the right direction. Repeat this activity a number of times.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, sight word cards, masking tape, a blank sentence strip for each student, a pair of scissors

## DIALOGUE AND ENRICHMENT

THEME: CLASSIFICATION OF CLOTHING

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for a dialogue with the students. The theme of the dialogue should be 'classification of clothing'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'classification of clothing'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Review the dialogue with the students once again. Read the dialogue in choral fashion. Then, cut the dialogue into its individual sentences. Then, cut each sentence into its individual words. Mix all of the words together. Say a sentence from the dialogue and two student's names. Those two students should find the necessary cut-out words to reproduce the sentence that you said. Continue in this way having the students reproduce the sentences (in their correct order) until the entire dialogue has been reproduced.

Remove all printed forms of the dialogue. Say a sentence from the dialogue, purposely omitting key words. Call upon a student to repeat the sentence, adding the 'missing words'. Repeat this process until many students have responded.

### ENRICHMENT ACTIVITIES:

Each student should select a picture of a clothing item from an old magazine or catalogue. The students should then glue or paste their clothing samples to the top of a sheet of construction paper. Each student should then create an advertisement from the clothing item. The advertisement should be written in the NL. Circulate among the students as they work, assisting as necessary.

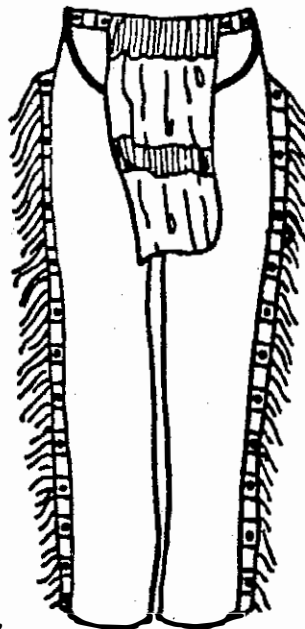
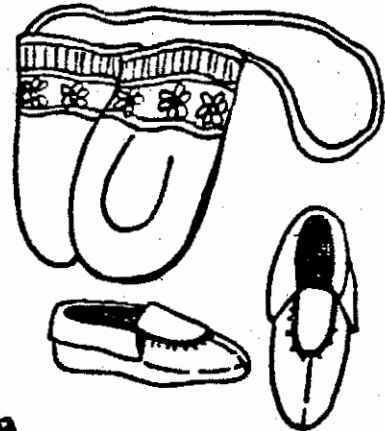
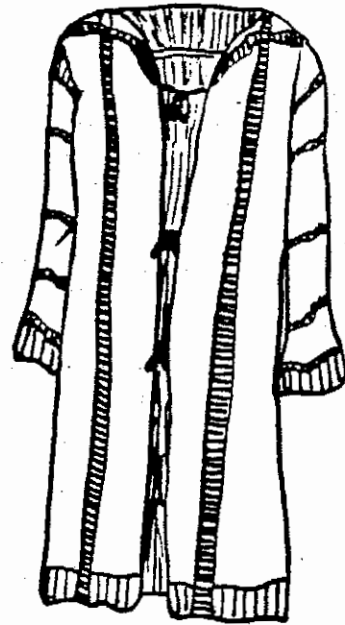
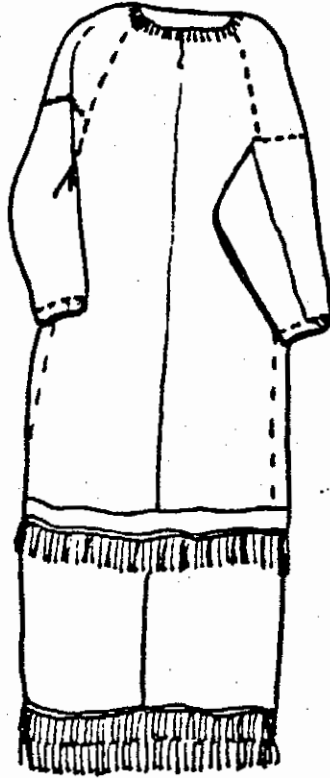
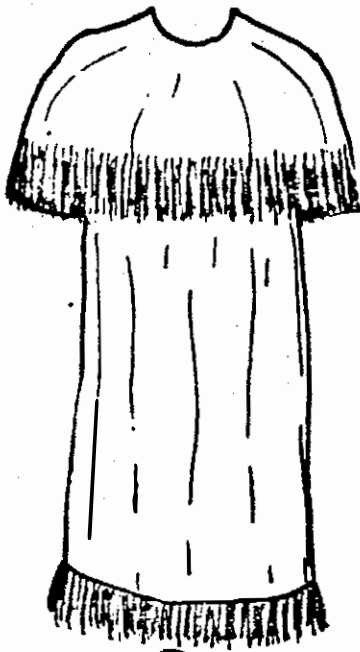
Divide the students into 3 or 4 groups. Provide each group with a clothing item. Each group must then do a very detailed inspection of the clothing item, noting all of its specifics. This may include the size, material, texture, etc. of the clothing item. When each group has completed its scrutiny of its clothing item, the groups should share their findings with one another. As the students do this activity, there will be certain words (e.g., 'rayon') that do not exist. The students should merely use the English words as appropriate during this activity.

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### MATERIALS:

clothing samples, old magazines/catalogues, scissors, glue/paste, language experience chart paper, a felt pen

THEME: CLASSIFICATION OF CLOTHING



THEME: CLASSIFICATION OF CLOTHING



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OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Different Materials

Grade: 6

Vocabulary:	ekan	materials
	papakowanekan	cotton/canvass
	sanipa ekan	silk
	shipikeya ekan	wool
	shipatwe akan	nylon
	piyopikowiya	steel
	wasenikaniya	glass
	mitikowiya	wood

Pattern(s): \_\_\_\_\_ itinowikan ki ka pitamow onchi kichi Mokoman  
(material)  
Akink.

You'll bring me that kind of \_\_\_\_\_ from the States.  
(material)

- Dialogue:
- T. Ki tisha na kichi Mokoman Akink.  
S. Minake n'tisha.  
T. Kita pitamow na makotash onchi oshichikatek \_\_\_\_\_?  
(material)
- T. Are you going to the states.  
S. Yes, I am!  
T. Can you bring me a dress that is made from \_\_\_\_\_.  
(material)

## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: DIFFERENT MATERIALS

Grade: 6

LESSON ONE

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### MOTIVATION:

Point to different objects in the room, that will represent different materials. For example, a desk, the glass on the window, a book, a filing cabinet, clothing items the students are wearing. Ask the students to try to identify the materials these various items are made from. The student should begin to realize that there are a number of different materials and that most objects are made out of one or more of the materials that have been identified.

### ACTIVITIES:

Before the lesson begins, find a large picture of an item (e.g., a car, etc.). Introduce the picture to the students. Encourage the students to identify the 'materials' contained in the picture. Write the materials that the students suggest around the picture.

Introduce the illustrations to the students that represent the different vocabulary words for this Unit. Be certain that the students understand the meanings of the vocabulary words. Mount the illustrations on the chalkboard as they are presented. Continue in this way until all of the NL vocabulary words have been introduced.

Provide the students with old magazines and catalogues. Each student should select a picture from one of the magazines/catalogues and mount it on a length of writing paper. Then, each student should identify the materials represented by the contents of the picture. The students should write the materials (in English) on their sheets of paper. Circulate among the students as they work, repeating the NL vocabulary words as often as possible.

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### MATERIALS:

old magazines/catalogues, scissors for each student, writing paper and paste/  
glue for each student, illustrations, a large picture

## LISTENING AND SPEAKING (VOCABULARY)

THEME: DIFFERENT MATERIALS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustration on the chalkboard that were used in Lesson One. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the illustrations have been identified by the students.

Group the students in a circle. Sit in the centre of the circle with a bottle or other appropriate 'spinner'. Spin the spinner and when the spinner stops, the student at whom it is pointing should identify an illustration that you show him. Repeat this process until many of the students have responded. You may wish to have a student serve as the person who spins the spinner for each round of activity.

Group the students in a circle. Blindfold the students. Place material samples (for the vocabulary words for this Unit) in the centre of the circle. Say one of the vocabulary words and two student's names. Those two students should then enter the circle and feel for the material that you said. The first player to do this successfully wins the round. Repeat until all students have had a chance to feel for a material.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Write one of the student's sentences on the chalkboard. Then, provide each student with writing paper and pencil. Each student should then re-write the sentence, replacing nouns and verbs in the sentence. Circulate among the students as they work, assisting them with this process as necessary. Afterwards, have each student read his new sentence to the other students. Repeat this process using other sentences that the students provided earlier in this section of the lesson.

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### MATERIALS:

writing paper and pencil for each student, illustrations, masking tape, a 'spinner' concrete materials for the different materials introduced in this Unit



**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight words with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Provide each student with a copy of "Word Find" from the back of this program. This page contains the outline for the "Word Find Game". Each student should copy the sight words from this Unit in his word find outline horizontally, vertically, and diagonally. Any empty squares should be filled in with other letters from the NL alphabet. When a student's word find outline is complete, he should exchange with another student. Each student should then complete the word find outline that he received. Circulate among the students as they work, assisting as necessary. Afterwards, review the student's responses to determine their accuracy with this process.

**DECODING AND ENCODING (VOCABULARY):**

Produce each student with a set of blank flashcards. The number of flashcards that you give each student should be determined by the number of sight words introduced in this Unit. Each student should then copy the sight words on his cards - one sight word per card. When the student's sets of sight word cards are complete, have each student cut his sight words into their individual syllables. The students should then mix all of the syllables together on their desks, face up. Say a syllable from one of the words and the students should immediately reproduce the sight word that contains that syllable. Continue with this 'encoding' process until the students are able to respond well.

Have the students turn their cut-out syllables (from above) face down on their desks. Then, a student should turn over one of his syllables and call it out to the other students. The other students should then turn over one syllable on each of their desks. Any student or students who have a syllable from the same word as the first student's should hold their syllables up. Call upon the students to identify the word from which the syllable comes. Continue in this way until the students have all had a chance to respond.

**MATERIALS:**

blank flashcards for each student, a pair of scissors, a felt pen for each student, a master set of sight word cards, masking tape, illustrations, a copy of "Word Find" for each student, a pencil for each student

## PATTERNS

THEME: DIFFERENT MATERIALS

Grade: 6 LESSON FOUR

### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Group the students in two teams. Say one of the NL patterns and then have the first player from each team take a playing card from the top of a deck of playing cards that you are holding. The student who receives the 'lowest' card should turn and face his team and say the NL pattern that you said at the beginning of the round. Then, the student's team members should repeat the pattern. Repeat this process until all of the patterns have been reviewed in this way.

### READING:

Provide each student with a blank sentence strip. Each student should copy one of the NL patterns on his sentence strip. When complete, each student should then cut his sentence strip in half. The students should then place their sentence halves on the floor face down. Mix the sentence halves together. Group the students around the cut-out sentence parts. Have a student enter the circle and use his left and right hands to turn over sentence halves. If the two sentence halves that the student turns over go together to reproduce an NL pattern from this lesson, the student should read the pattern and keep the two halves. However, if the two halves do not go together, the student should replace them and say, "Pass." Repeat a number of times.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each student, a felt pen for each student, a master set of sight word cards, masking tape a deck of playing cards

**DIALOGUE:**

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

Provide each student with writing paper and pencils. Each student should then write a 'closure' version of the dialogue. To do this, a student should copy the dialogue on this sheet of paper, omitting words, syllables and letters. When a student's closure dialogue is complete, he should then exchange it with another student. Each student should then complete the closure dialogue that he received. Be certain that the printed form of the dialogue is not on display as the students complete their closure dialogues. Afterwards, review the student's responses to determine their accuracy with this process.

**ENRICHMENT ACTIVITIES:**

Provide the students with scraps of material that were introduced in this Unit. The students should then use their imaginations to create items that contain the different materials. The students can either do this on construction paper or they may wish to make a 3D model of some item using the materials. Circulate among the students as they work, encouraging the students to use the language content from this Unit.

Write one of the vocabulary words from this Unit on a length of language experience chart paper. Then, encourage the students to suggest items that are made from that material. Write the (NL) words that the students suggest on the language experience chart paper. Repeat this process using other vocabulary words from this Unit.

Group the students in a circle. Blindfold each of the students. Then, place sample materials in the student's hands. Place matching material samples on the floor in the centre of the circle. The students should pass the materials around the circle as quickly as they can in a clockwise direction. When you clap your hands, those students left holding that material samples should then enter the circle and feel for the matching materials in the centre of the circle. When the students have all identified their matching material samples, call upon each student to say its NL term and its NL pattern (from this Unit). Repeat until most students have participated in this way.

**MATERIALS:**

a blindfold for each student, 2 samples of each material introduced in this Unit, language experience chart paper, a felt pen, writing paper & pencil for each student



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Directions

Grade: 6

Vocabulary:	kiwetinonk	north
	shawanonk	south
	wapononk	east
	ninkapowanonk	west
	kiwetino-wapononk	northeast
	shawano-wapononk	southeast
	kiwetino-ninkapowanonk	northwest
	shawano-ninkapowanonk	southeast

Pattern(s): Owe eti wasa \_\_\_\_\_ ki ishi macha ni \_\_\_\_\_.  
(direction) (relative)

My \_\_\_\_\_ left for \_\_\_\_\_ of here.  
(relative) (direction)

Dialogue: T. Anti kin ima eyan?  
S. \_\_\_\_\_ ima onchi ka anokiyan.  
(direction)

T. Where do you live?  
S. I live \_\_\_\_\_ from where you work.  
(direction)

**MOTIVATION:**

Provide each student with a school atlas. Each student should turn to the Province of Manitoba. Then, identify a point somewhere in the province. Begin at that point and give the students directions (in the NL). The students should use their rulers as you give the directions. For example, you may say, (in the NL), "Move one cm. 'east', two cms. 'north', one cm. 'west', etc." When complete, the students should then identify their 'new locations'.

directions.

**ACTIVITIES:**

Use a large map of Canada and the individual student's atlases to introduce the NL vocabulary terms for the different directions. Review the different directions with the students, using examples taken from the maps. It is important that the students hear the NL vocabulary words a number of times during this introduction process. Continue until the students have heard the NL vocabulary words a number of times.

Provide the students with art paper and illustrating supplies. Each student should then prepare a simple 'map' of the community. Directions in the community should be indicated. Circulate among the students as they work, repeating the NL vocabulary words as often as possible.

Group the students in the centre of the room. Review the directions (introduced above) in relation to the room. Then, say the name of a direction and the students should move in that direction. Immediately say the name of another direction and the students should move in that direction. Repeat this process until the students are responding well.

**MATERIALS:**

illustrations, masking tape, large map of Canada, individual school atlases, a ruler for each student, art paper and illustrating supplies for each student.

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**ORAL REPRODUCTION:**

Use the large map of Canada to review the directions introduced in Lesson One. Indicate one of the directions and call upon a student to identify it using its NL name. Continue in this way until all of the NL vocabulary words that were introduced in Lesson One have been reviewed.

Tell a running story that contains the different directional terms. Use the large map of Canada to encourage the students to say the NL terms. Rather than you actually saying the terms, point to a direction and the students should provide the directional term in the NL. Repeat until the students are responding well.

**CREATIVE EXPRESSION:**

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Write one of the NL vocabulary words from a student's sentence on the chalkboard. Then, encourage the students to suggest other words that can be written 'through the word'. To do this, a student should look at the letter in the vocabulary word and think of a word that can be written 'vertically' using that letter. In English, for example, the 'o' in 'lock' could be used to spell the word 'fog'. When the students have suggested a word or words that can be written vertically in this way, then have the students use letters in those vertical words to write other NL vocabulary words horizontally. Continue with this 'crossword puzzle' activity until the students have provided a number of NL vocabulary words.

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**MATERIALS:**

writing paper and pencil for each student, illustrations, masking tape, large map of Canada, individual school atlases, a ruler for each student

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight words with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Before the lesson begins, use a wax pencil to write sight words from this Unit on an overhead transparency sheet. Project the printed words on the chalkboard. Then, draw 'configurations' around each of the sight words. When the configurations are complete, turn the overhead projector off. Then, the students should attempt to recall the sight words that fitted each of the 'configurations'. To verify the student's responses, you may turn the projector on periodically during this activity. Continue until the students have identified all of the sight words for the configurations.

**DECODING AND ENCODING (VOCABULARY):**

Before the lesson begins, prepare an extra set of sight word cards. Place the master set and the extra set of sight word cards on the floor in two separate piles. Divide the students into two teams. When you say, "Go," the first player in each team must rush to his team's pile of cards and lay the words out in their correct alphabetical order. You may wish to have two players from each team work on this activity at the same time. The first players to place their cards in the correct alphabetical order win the round. Downplay the competitive nature of this activity and build up the fun of the game. Mix the cards up after each round of the activity and repeat the process until all players have played.

Provide each student with a copy of "Morse Code" from the back of this program. This page contains the Morse Code. Use a flashlight to produce the 'dots/ dashes' that represent an initial letter from one of the sight words from this Unit. The students should write down the dots and dashes that you project and then identify the letter that goes with them. Then, the students should identify a sight word that begins with that letter. You may wish to conduct this activity in 'team form'. In this case, the first player to correctly identify a sight word that begins with the correct letter, wins the round.

**MATERIALS:**

a flashlight, a copy of the "Morse Code" for each student, writing paper and pencil for each student, an extra set of sight word cards, a master set of sight word cards, illustrations, masking tape, an overhead projector, an overhead transparency sheet, a wax pencil, chalk



## PATTERNS

THEME: DIRECTIONS

Grade: 6 LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL Patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns:

Arrange the students in four teams. The four teams should sit in a 'square'. Then, say one of the NL patterns and drop a balloon in the centre of the 'square'. The students on each side of the 'square' should attempt to blow the balloon to the other side. The object of this activity is that the students on each side of the square do not want to receive the balloon. Whichever side eventually does receive the balloon, the students on that side of the square should then repeat the NL pattern that you said at the beginning of the round. Repeat this process a number of times.

### READING:

Provide each student with a blank sentence strip. Each student should then write an NL sentence from this lesson on his sentence strip. When the students have completed their sentence strips, collect them and spread them out on the floor in a scattered formation. Then, have the students stand among the sentence strips. Say one of the sentences and the students should immediately make circles around the printed forms of the sentence that you said. There should be more than one circle - one circle for each of the printed forms of the pattern that you said. Repeat this process until the students are able to respond well.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new words. When each student has re-written his sentence, have him share it with the other students.

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

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### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each student, a felt pen for each student, a balloon (round and inflated), a master set of sight word cards, masking tape

## DIALOGUE AND ENRICHMENT

THEME: DIRECTIONS

Grade: 6

LESSON FIVE

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### DIALOGUE:

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

Review the dialogue with the students, reading it chorally. Then, cut the dialogue into its individual sentences. Give the individual sentences to the students. When you say, "Go," those students who are holding the cut-out sentences from the dialogue must arrange themselves in the correct order for the sentences in the dialogue. The students can do this by sitting on the floor or standing in a straight line. All of the sentences should represent their original order from the dialogue. This activity can be repeated more than once, using other groups of students.

### ENRICHMENT ACTIVITIES:

For added 'spice', divide the students into two teams. Blindfold the first player in each team. Identify the direction in which the students are standing. Then, direct the students to move in the other directions introduced in this Unit. At the end of the 'directions', there should be some object that the students can find. The first blindfolded player to correctly identify the object after you have given your directions 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.

The students may make a 'mileage post' in the classroom. To do this, stand a large pole or broom in a base. Provide the students with blank flashcards and world atlases. The students should then use their rulers to determine mileages and directions from where they are to different places in Canada and the world. The students should cut their blank flashcards to look like arrows. For example, if a student determines that 'Moscow' is 10,000 kms. 'east', he should then write 'Moscow - 10000 kms.' on his arrow. The student should then attach his arrow to the 'pole', aiming it in the right direction. Circulate among the students as they work, assisting with this process. The pole should be placed in a safe position in the classroom so that others may share its 'information'.

Read The Story of the Four Directions at the back of this unit. Have students draw a mural of the four directions that each son saw in their travels to the four directions.

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### MATERIALS:

a pole or broom (in a base), a blank flashcard for each student, a felt pen for each student, a world atlas for each student, two blindfolds, concrete objects, language experience chart paper, a felt pen, pair of scissors

NATIVE LANGUAGE BASIC PROGRAM

OJIBWE

Theme: Directions

Grade: 6

THE STORY OF THE FOUR DIRECTIONS

The First Man lived in the West which was the land of the Thunder Beings. Each day the First Man followed the sun as it traveled across the great sky. One day he heard a song which seemed to be coming from the East. It was so beautiful that he decided to go in search of the beautiful song. He made a canoe and headed across the lake toward the rising sun.

As the sun was setting the First Man came to a teepee that was sitting on the shore of the lake. He was made welcome by the Grandfather and his lovely granddaughter. The First Man married the granddaughter and they had four sons. The sons names were kiwetinonk, wapanonk, shawanonk, ninkapowanonk.

When the four sons become young men each was sent out on a journey to one of the four directions. Kiwetinonk went to the North, the land of snow, cold and Northern Lights. Kiwetinonk learned that the purpose of the cold and snow was to purify Mother Earth every year.

The son called Wapanonk went East until he came to the ocean where the sun rises over the water each day. The sunrise taught him that each day offers everyone the chance of learning and becoming wiser.

Shawanonk traveled to the South, the land of birth, growth and warm winds. In this land huge forests grew and the birds go each year to escape the harsh winters of the north.

The fourth son, Ninkapowanonk, went West until he came to the great mountains. He crossed over the mountains and arrived at the mighty ocean where the sun sets each day. When life is over all spirits travel to the west for it is in the west that they have their home.

Each of these sons remained in the land of the four directions where they married young Indian girls. They raised families who were strong and respectful of the teachings of the First Man. As their families grew, new communities sprang forth in all the four directions of Mother Earth.

NATIVE LANGUAGE BASIC PROGRAM

"MORSE CODE"

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

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Eating Tools

Grade: 6

Vocabulary:	patakekan	fork
	mokoman	knife
	emikon	spoon
	onakan	dish
	minikochikan	cup

Pattern(s): Pi ininamowishin \_\_\_\_\_ .  
(eating tool)

Pass me the \_\_\_\_\_ .  
(eating tool)

Dialogue: T. Asha ki mama kishi kisisekwe. Asha chi onatasowon.  
S. Owe \_\_\_\_\_ .  
(eating tools)

T. Your mom is finished cooking.  
Now you have to set the table.  
S. Here is the \_\_\_\_\_ .  
(eating tool)

## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: EATING TOOLS

Grade: 6

LESSON ONE

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### MOTIVATION:

Before the lesson begins, collect a variety of different samples of eating implements. Introduce these to the students, encouraging the students to imagine their uses. The students should begin to realize that the different types of forks, knives, and spoons serve different uses.

### ACTIVITIES:

Read "Eating Utensils of Long Ago" contained at the back of this unit. Discuss how the different utensils would have looked and who would have made them.

Introduce the illustrations that represent the vocabulary terms for this Unit. Mount the illustrations on the board as they are presented. The students should hear the NL vocabulary words a number of times during this introduction process. Continue all NL vocabulary terms have been introduced.

Lay a length of mural paper on the floor and group the students around it. Place the eating implements on the floor. Be certain to cover any sharp edges on eating implements with masking tape. Then, have the students prepare tracings of the different eating implements. The students should cover the mural paper with their tracings. Circulate among the students as they work, repeating the NL vocabulary words.

Provide the students with a sufficient number of eating implements to practise 'setting the table'. You may have a long table in the classroom that the students can set for a 'special event'. If plates are not available, discs of paper or paper plates may serve the purpose. Once again, use this experience as an opportunity to repeat the NL vocabulary words a number of times.

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### MATERIALS:

eating implement, mural paper, a pencil for each student, a felt pen for each student, illustrations, plasticene, plates or paper plates (if available) "Eating Utensils of Long Ago" page.

## LISTENING AND SPEAKING (VOCABULARY)

THEME: EATING TOOLS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations from Lesson One on the chalkboard to review the NL vocabulary words for this Unit. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the NL vocabulary words have been reviewed.

Place an overhead projector on the floor so that it shines on a wall or screen. Place a number of the eating implements on the screen of the projector. The students should look carefully at the items on the screen. Then, have the students close their eyes as you remove one of the items. After removing one of the eating items, mix the rest together so that they are in different positions. The students should open their eyes and identify the 'missing' implement. The students should identify the 'missing' implement using its NL term. Repeat this process until the students are able to respond well.

Group the students in a circle. Blindfold each student. Then, give the implement to the students. The students should pass the implements carefully around the circle in a clockwise direction. Be certain that all sharp edges of the implements are blunted with masking tape. When you clap your hands, the students should stop passing the implements around. Then, say the name of one of the implements and the student or students who are holding that implement should hold it up and repeat its name. Continue in this way until many students have responded.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary word from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Mount one of the illustrations or hold up an eating utensil from this Unit. Encourage the students to think of as many NL words or sentences as they can about that eating utensil. Write the words/sentences that the students say on a length of language experience chart paper. Repeat this process using other lists of words/sentences and other lengths of language experience chart paper. Afterwards, have the students match the 'descriptors' with the illustrations/eating implements.

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### MATERIALS:

language experience chart paper, a felt pen, eating implements, illustrations, an overhead projector, a blindfold for each student, writing paper and pencil for each student

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Provide each student with a blank sentence strip. Each student should then create a 'run-on' on his sentence strip. To do this, each student should write sight words on his sentence strip without leaving spaces between them. The students may wish to insert irrelevant letters between the words. When each student's sentence strip is complete, collect them and place them on the floor. Group the students in two teams at the other end of the room. Say one of the sight words and the first player from each team should rush to the run-ons. Each player should then cut out the word that you said from one of the run-ons. The first player to do this successfully wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Continue until all players have participated or until all sight words in the run-ons have been identified.

**DECODING AND ENCODING (VOCABULARY):**

Distribute the cut-out words from above to the students. Each student should then cut his words into their individual syllables. Circulate among the students as they do this, assisting them as necessary. When all the syllables have been cut out, collect them and place them in a container. Then, redistribute the cut-out syllables to the students so that each student has a number of cut-out syllables. Group the students together. One student should place one of his cut-out syllables on the floor. Then, the student next to him should place a syllable beside that syllable on the floor if he has one that goes with it to produce a sight word from this Unit. If not, he must say, "Pass." The students should continue in this way around the circle until the sight words have been actually created. The student who first ends up with no cut-up syllables is the winner of the game. Repeat until most of the sight words have been introduced in this way.

Group the students in a straight line. Stand behind the last student and use your index finger to write one of the sight words from this Unit on that student's back. That student in turn should write the same word on the back of the student in front of him. The students should continue in this way until the first student in the line feels the word. That student should say the word orally. Then, that student should move to the back of the line for the next round of the activity. Repeat this activity using other sight words.

**MATERIALS:**

a blank sentence strip for each student, scissors for each student, a container, a felt pen for each student, sight recognition cards, illustrations, masking tape



**LISTENING AND SPEAKING:**

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL Pattern has been created for each of the sight words. Be certain that the students understand the meaning of all the patterns.

Group the students together on the floor. The students should stand close together. Surround the students with a masking tape line on the floor. Then, throw a balloon into the air above the students, saying one of the NL patterns as you do so. The object is for the students to avoid being touched by the balloon. The students may move in any direction they wish, however they may not move outside the masking tape line. When a student is touched by the balloon, he should repeat the pattern that you said at the beginning of the round. You may wish to allow the students to 'blow at the balloon' to avoid being touched. Repeat this activity using the different NL patterns from above.

**READING:**

Divide the students into two teams. There should be the same number of students in each team. The two teams should stand facing one another on a one-to-one basis. Provide each student with a blank sentence strip and a felt pen. Each student should then write an NL sentence on his sentence strip (any one of the NL sentences). When the students have finished, they should stand and when you say, "Go," the students should show their sentences to the students in the other team. If the student opposite a player has the same sentence, those two students should step forward, read their sentences together and then sit out the next round of the game. When you say, "Re-group," the students should change their positions in their lines, attempting to line themselves up with other students who have the same sentence. Continue in this way until many of the sentences have been reviewed and read.

**WRITING/SPELLING:**

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns.

Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

**MATERIALS:** writing paper and pencil for each student, a blank sentence strip for each student, a felt pen for each student, a round inflated balloon, masking tape, sight word cards

## DIALOGUE AND ENRICHMENT

THEME: EATING TOOLS

Grade: 6 LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'eating tools'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'eating tools'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Remove the dialogue from view and then read it to the students, stopping before key words in the dialogue. When you've stopped, the students should provide only the next word in the dialogue. Then, commence reading once again. Continue in this way until the students are able to supply the 'next word' accurately.

### ENRICHMENT ACTIVITIES:

Remove the mural that was created in Lesson One from the wall and lay it on the floor. The students should label the contents of the mural. The students should use their very best printing in this labelling process. When the mural has been completely labelled, it should be replaced on the wall in the classroom for display.

Provide each student with an 8 1/2 x 14 sheet of white bond. This should represent a 'placemat' for each student. Each student should then illustrate a table setting on his placemat that shows the eating implements in their correct locations. Circulate among the students as they work, encouraging them to use the vocabulary and patterns introduced and developed in this Unit. Display the completed 'placemats' in the classroom.

Provide the students with writing paper and pencils. Each student should then write a mini story about an eating implement or eating implements. Circulate among the students as they work, assisting as necessary. When the mini stories are completed, have each student read his mini story to the other students.

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### MATERIALS:

writing paper and pencil for each student, an 8 1/2 x 14 sheet of white bond for each student, illustration materials for each student, eating implements' mural, language experience chart paper, a felt pen

DEVELOPMENT NATIVE LANGUAGE PROGRAM

Theme: Eating Tools

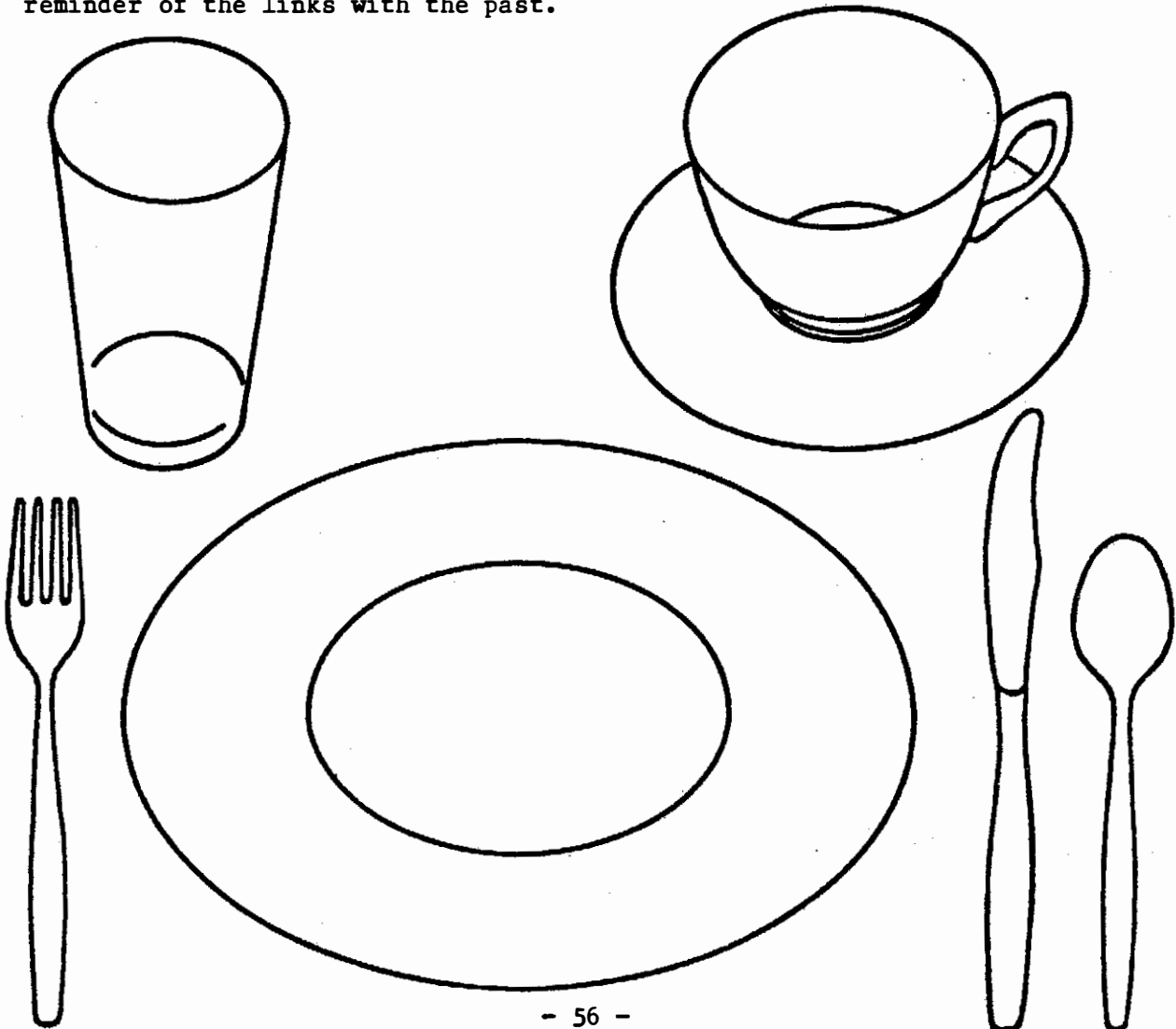
Grade: 6

"Eating Utensils of Long Ago"

Long ago Indian people made their cooking pots and utensils from various materials such as buffalo parts (stomach, horns, and bones), clay, wood and bark. Spoons were made from either buffalo horns or wood, cups and sharp tools were made from buffalo horns. Plates were made from bark and bowls were made from wood.

Food was sometimes cooked in clay pots, the buffalo stomach, or it was wrapped in leaves and set in hot ashes.

Indian people have a great sense of understanding that life continually changes and that survival often depends upon changing. When the Europeans arrived it was recognized by the Indian people that the metal pots and utensils they brought would make life easier for them and so adopted their use. However, wooden bowls are still used for ceremonial purposes as a reminder of the links with the past.



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OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Handicrafts

Grade: 6

Vocabulary: (ka)mekishteken beadwork  
(ka)kashkikosonk embroidery  
(ka)akoni inikenk quilt making *i-nin-a-key*  
(ka)wapikom inikenk flower making  
ka otominokinikenk doll making

Pattern(s): Ni ki kinamako chi ishi \_\_\_\_\_  
(handicraft)

I am being taught the art of \_\_\_\_\_  
(handicraft)

Dialogue: T. Wi kikinemakasowak awiyak chi ishi \_\_\_\_\_  
(handicraft)

S. Ke nin ni nonte otapinan ka \_\_\_\_\_  
(handicraft)

T. They're having a class for people who want to learn the  
art of \_\_\_\_\_  
(handicraft)

S. I want to learn the art of \_\_\_\_\_ too.  
(handicraft)

## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: HANDICRAFTS

Grade: 6

LESSON ONE

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### MOTIVATION:

Encourage discussion of the different handicrafts. Lead the students into an understanding that all of the different items share one thing in common; they are all made by hand and therefore are results of 'handicraft'. The students should understand that 'handicraft' means an ability to use one's hands creatively. The items that you make are also called 'handicrafts'. Encourage the students to discuss the types of handicrafts produced locally.

### ACTIVITIES:

Introduce the illustrations for the NL vocabulary words for this Unit. Mount the illustrations on the board as they are presented. It is important that the students hear the NL vocabulary words a number of times during this introduction process. Be certain that the students understand the meanings of the vocabulary words.

If a resource person is available to talk to the students, arrange for the resource person to make a presentation based on handicrafts. The resource person should bring available concrete materials to enhance his or her presentation. The students should be encouraged to ask appropriate questions.

If a resource person made a presentation to the students, create a language experience chart story with the students based on the presentation. Encourage the students to recall the highlights of the presentation. Write the student's words and sentences on the language experience chart paper. If polaroid pictures were taken during the presentation, attach these to the language experience chart story. Display the language experience chart story in the room.

Before the lesson begins, collect available materials so that the students may practise their 'handicrafts' production. For example, the students may do soap carvings, sewing, knitting, crocheting, etc. The type of handicraft activity that you have available for them will be determined, of course, by the availability of materials and supplies. It is not necessary that all students undertake the same type of handicraft. Circulate among the students as they work, repeating the NL vocabulary words as often as possible.

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### MATERIALS:

available items and materials for handicrafts, locally produced handicrafts (if available), illustrations, masking tape, language experience chart paper, a felt pen

## LISTENING AND SPEAKING (VOCABULARY)

THEME: HANDICRAFTS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations from Lesson One on the board and use them to review the NL vocabulary words from this Unit. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the illustrations have been reviewed and their NL vocabulary words recalled by the students.

Mount the illustrations on the board (if they were removed after the last activity) and point to one of them. Say its NL term. The students should repeat the term after you. However, when you point to an illustration and say an incorrect term for that illustration, the students should not respond. Continue in this way until the students are able to respond well.

Say an NL pattern that contains one of the vocabulary words from this Unit. Then, toss a nerf ball to a student. The student who receives the ball must repeat only the NL vocabulary word heard in the pattern that you said. Repeat this process until the students have all had a chance to respond.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Write one of the student's sentences on the board. Then, encourage the students to suggest ways in which the sentence may be re-written. This can involve changing key words in the sentence, rearranging parts of the sentence, and so on. Write the 'new' sentences that the students suggest underneath the original sentence on the chalkboard. You may wish to repeat this process using other selected sentences from the students.

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### MATERIALS:

writing paper and pencil for each student, illustrations, masking tape, a nerf ball

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Pair students with a partner. Give each student either number 1 or 2. Give each student a sight word card. Have student number 1 describe the word on their card and student number 2 has to guess the word. When student number 2 has guessed the right word student number 2 then describes the word on his/her card.

**DECODING AND ENCODING (VOCABULARY):**

Provide each student with a blank flashcard. Each student should then write one of the sight words from this lesson on his blank flashcard, leaving out syllables, consonants and/or vowels. When the student's closure cards are complete, have the students exchange cards. The students should then fill in the missing letters in the cards. Afterwards, review the student's responses to determine their accuracy with this activity.

Provide each student with a blank flashcard. Each student should write his name on the flashcard. When the student's name cards are ready, collect them and place them in a container. Mix the name cards together. Then, each student should reach into the container and remove one of the name cards. A student should not have his own name card. Then, say one of the sight words from this lesson and a student's name. The student that you named should look at the name card that he has and call that student's name. That student in turn should spell the NL vocabulary word that you said at the beginning of the round. The excitement of this game is that a student never knows when his name will be called. Repeat this process a number of times until all students have had a chance to respond.

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**MATERIALS:**

two blank flashcards for each student, a felt pen for each student, a master set of sight recognition cards, illustrations

**LISTENING AND SPEAKING:**

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Select three different colours of construction paper and distribute them to the students. Each student should have one sample of construction paper only. Then, before the lesson begins cut out a number of squares of construction paper of the same colours (the three colours). Place these cut-out squares in a container. Say one of the NL patterns and reach into the container and remove one of the squares of construction paper. Those students who have the same colour of construction paper as the square that you removed should repeat the NL pattern that you said at the beginning of the round. Repeat this process a number of times. The students may exchange construction paper samples after each round of this activity.

**READING:**

Provide each student with a blank sentence strip. Each student should write one of the NL sentences from this lesson on his sentence strip. When the sentence strips are ready, collect them and mix them together. Have the students stand in a circle. Walk around the outside of the circle and use masking tape to attach a sentence strip to each student's back. Then, have the students stand in a scattered formation. Have one student without a sentence strip to be IT for the first round of the activity. Designate an area in which the students may move. You may wish to do this with masking tape. Then, IT must attempt to remove one of the sentence strips from a student's back. IT may not hold on to the other students but he may attempt to remove the sentence strips. When he has removed a sentence strip from a student's back, all students should stop moving. That student should then read the sentence and that student then becomes IT for the next round of the activity. Repeat until all sentence strips have been read in this way.

**WRITING/SPELLING:**

Provide the students with writing paper and pencils. Each student should select one of the patterns from this lesson, and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

**MATERIALS:**

Writing paper and pencil for each student, a blank sentence strip for each student, a felt pen for each student, master set of sight word cards, masking tape, 3 different colours of construction paper, a pair of scissors



## DIALOGUE AND ENRICHMENT

THEME: HANDICRAFTS

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'handicrafts'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'handicrafts'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Write the dialogue on an overhead transparency sheet, using a wax pencil. When it is complete, project the dialogue onto the chalkboard. Then, outline each sentence on the board using a piece of chalk. While outlining the sentences, be sure to follow the configurations of the words in the sentences. Each sentence should resemble a box that has a definite configuration. Then, turn off the overhead projector. Point to one of the 'configuration boxes' created above and the students should recall the pattern from the dialogue for that configuration. If the students have difficulty with this, turn the projector on periodically to review the NL sentences in the dialogue. Repeat this process until the students are able to respond well.

### ENRICHMENT ACTIVITIES:

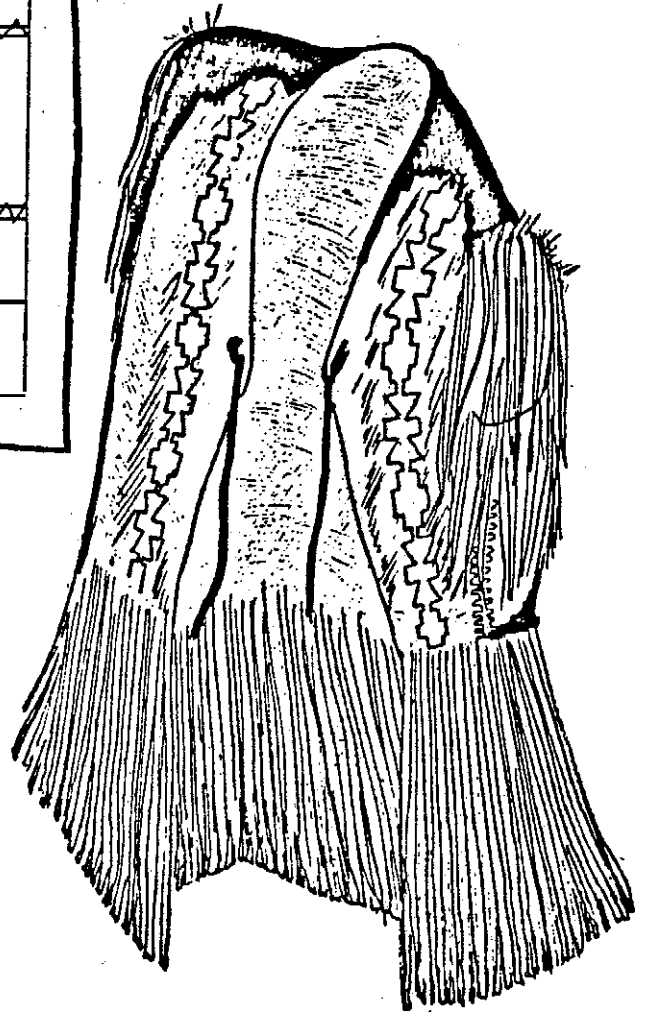
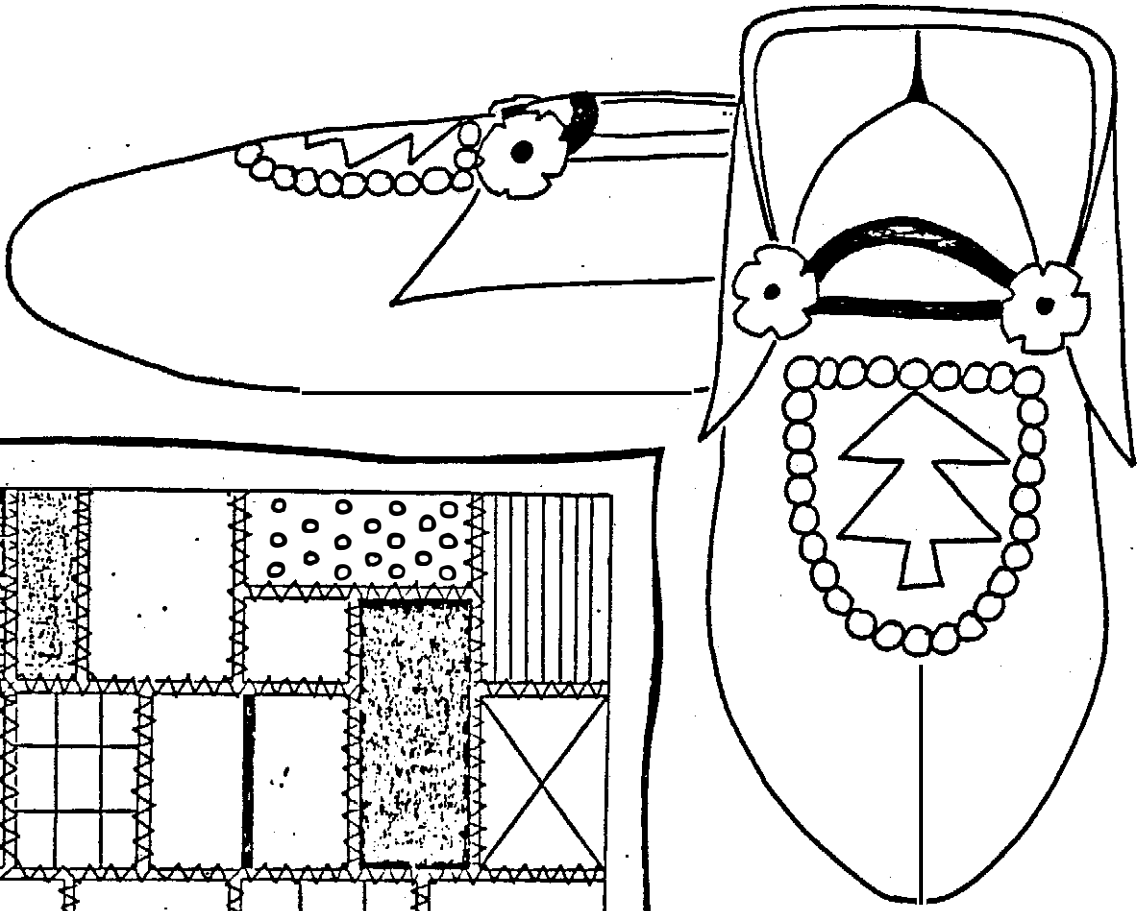
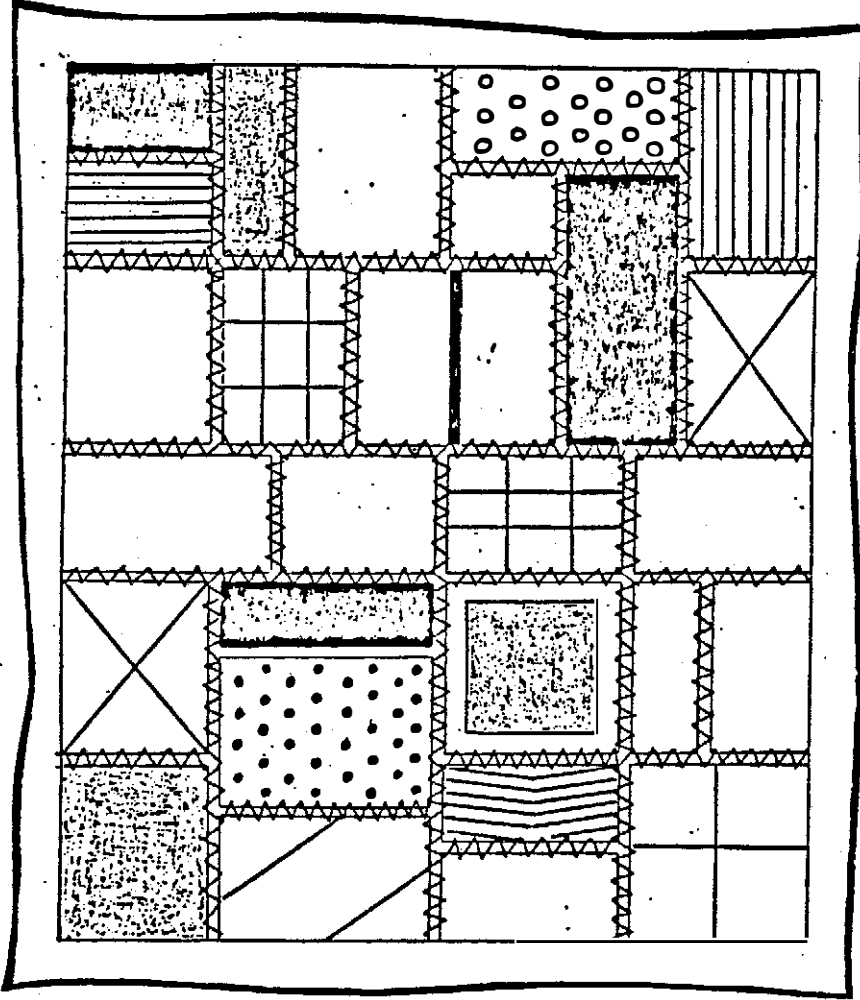
Provide each student with art materials and supplies to create an advertisement sign advertising a specific handicraft or handicrafts. Each student should determine the contents for his sign and then create it using its NL. Circulate among the students as they work, assisting as necessary. Display the completed signs in the classroom.

The students may create a 'class flag' using an old sheet. Lay the old sheet on the floor and group the students around it. Provide the students with needles and crocheting thread (if available). Also, provide each student with a pencil. Each student should write his name on the sheet using the pencil. Then, each student should go over the outline of his name using the needle and crochet thread. The students should fill the sheet with their names. When completed, this flag or tablecloth should be displayed in the classroom. The students should understand that their finished product represents a sample of 'handicraft'.

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### MATERIALS:

a sheet, crochet thread (if available) or regular thread (of different colours), sewing needle for each student, a pencil for each student, language experience chart paper, a felt pen, an overhead projector, an overhead transparency, a wax pencil, chalk, art materials and supplies to create handicraft 'signs'



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Insects

Grade: 6

Vocabulary:	manitoshak	insects
	kochi	fly
	asapikeshi	spider
	memenko/apikonachi	butterfly
	sakime	mosquito
	asikinak	bulldog fly
	amo	bee

Pattern(s): Kitopama na awe \_\_\_\_\_ kaponit ima wasenikanink?  
(insect)

Did you know that \_\_\_\_\_ landed on that window?  
(insect)

Dialogue: T. Piton iwe pichipochikan.

S. Ki pichipona na \_\_\_\_\_?  
(insect)

T. Pass me the insect spray.

S. Are you going to spray the \_\_\_\_\_?  
(insect)

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: INSECTS

Grade: 6

LESSON ONE

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**MOTIVATION:**

If actual samples of local insects are available, introduce them to the students at this time. Encourage discussion of each of the insect samples. Encourage the students to compare and contrast the appearances of the insects. Introduce the concept of 'exoskeleton' (i.e., a skeleton on the outside). Encourage the students to imagine why an 'exoskeleton' is of great benefit to an insect.

**ACTIVITIES:**

Introduce the illustrations from the back of this unit that represent the NL vocabulary words for this Unit. Mount the illustrations on the board as they are presented. The students should hear the NL vocabulary words a number of times during this introduction process. Continue in this way until all of the NL terms have been introduced.

Lay a length of mural paper on the floor and group the students around it. Provide the students with the necessary art materials and supplies to create a mural of insects. The students should completely fill in the mural length. Circulate among the students as they work, repeating the NL vocabulary words as often as possible.

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**MATERIALS:**

mural paper, art materials and supplies, a set of insect 'footprints', illustrations, masking tape, insect samples (if available)

## LISTENING AND SPEAKING (VOCABULARY)

THEME: INSECTS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Provide each student with four blank flashcards. Each student should then write the numbers 1, 2, 3, and 4 on his flashcards, one number per card. Then, each student should arrange his cards in a specific sequence (e.g., 4, 3, 1, 2). Then, point to one of the illustrations on the board and call out a sequence of numbers. The student or students who have their numbers in the sequence you called should identify the illustration that you point to. The students may switch the sequence of their number cards after each round of this activity. Repeat this activity until all NL vocabulary words have been identified in this way.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Prepare columns on the chalkboard and mount an insect illustration in each column. Then, encourage the students to think of as many 'descriptors' as they can for the different insects. Write the descriptors that the students say in the columns under the illustrations. When the columns are complete, remove the illustrations from the board and mix them together. Give the illustrations to the students and have the students match the illustrations with the descriptors on the board. Rather than writing the descriptors on the board, you may wish to write the descriptors on individual sheets of language experience chart paper so that they may be displayed in the classroom.

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### MATERIALS:

language experience chart paper (optional), a felt pen, writing paper and pencil for each student, four blank flashcards for each student, a felt pen for each student, illustrations, insects' 'footprints' illustrations

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**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Before the lesson begins, prepare 'mirror' sight cards. To do this, place a blank flashcard on top of a sheet of carbon paper. Use a felt pen to write the word on the flashcard. When you turn the flashcard over, you should see the word written on the bottom of the flashcard from the ink from the carbon paper. Repeat this process until a set of 'mirror' sight cards has been created. Spread the mirror cards on the floor. You may wish to create more than one copy of each sight card. Then, divide the students into two teams. Say one of the sight words and the first player from each team should then rush to the sight word cards. The first player to correctly identify the 'mirror' sight word wins the round. Downplay the competitive nature of the activity and build up the fun of the game. A student should verify his response by turning the card over to see the correctly spelled (in the right sequence) word.

**DECODING AND ENCODING (VOCABULARY):**

Provide each student with a blank set of flashcards. The students should then copy down the sight words on their flashcards. When the student's sets of sight words are complete, say (for example), "Three syllables." The students should then identify a sight word that has three syllables and hold it up. Any sight word that has three syllables should be accepted as correct. Repeat this process using other numbers that represent the syllables.

Have each student cut his sight words into their individual letters. The student should then mix all of the letters up on his desk (face up). Say one of the sight words and the students should quickly spell the sight word using their cut-out letters. The first players to completely spell the word correctly wins the round. Downplay the competitive nature of the activity but build up the fun of the endeavour. Repeat this process until all of the sight words have been reproduced in this way.

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**MATERIALS:**

a set of blank flashcards for each student, a felt pen for each student, scissors for each student, sight cards, illustrations, masking tape, blank flashcards, a ballpoint pen, carbon paper

## PATTERNS

THEME: INSECTS

Grade: 6 LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide each student with writing paper and pencil. Each student should then think of a number between 1 and 5. Each student should write that number on his sheet of paper. Then, call out a number between 1 and 5 and say one of the NL patterns. The student or students who have the number that you called should repeat the pattern. Repeat this process until all of the students have responded. The students may write a new number after each round of this activity.

### READING:

Provide each student with a blank sentence strip. Each student should then select one of the NL patterns and write it on his sentence strip. Be certain that the students write with pencils or pens (not felt pens) for this activity. When the student's sentences are complete, collect them and spread them on the floor (face down). Mix the sentences up well. Then, a student should place his hand on one of the sentences and say one of the NL patterns from this lesson. He should then turn over the sentence strip. If the sentence strip that he sees matches the sentence that he said, he should keep it. However, if the two do not match, he should replace it. Continue in this way until each student has had a number of chances to get a sentence strip. The student with the most number of sentence strips is the 'winner' for the game.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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**MATERIALS:**  
writing paper and pencil for each student, a blank sentence strip for each student, a pencil/pen for each student, sight word cards, masking tape

## DIALOGUE AND ENRICHMENT

THEME: INSECTS

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'insects'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'insects'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Each student should select one of the sentences from the dialogue to 'parse' it. To do this, a student should write the sentence on a sheet of paper. Then, the student should indicate the part of speech represented by each word in the sentence. Circulate among the students as they work, assisting as necessary with this process. Afterwards, review the student's sentences to determine their accuracy in 'parsing' the sentences.

### ENRICHMENT ACTIVITIES:

Provide the students with writing paper and pencils. Each student should then write an NL riddle that has one of the insects as its theme. Review the concept of riddles with the students, using examples such as, "What weighs 200 kilograms and is yellow?" (two 100 pound canaries). Circulate among the students as they work, assisting them as necessary with this activity. Afterwards, have each student read his riddle to the other students. The student should call upon the other students to identify the insect represented by his riddle. Repeat until each student has shared his riddle with the other students.

Remove the mural (from Lesson One) from the wall and lay it on the floor. Group the students around it. Then, have the students level the insects in the mural. The students should use their very best printing for this labelling process. When the mural has been completely labelled, display it in the classroom once again.

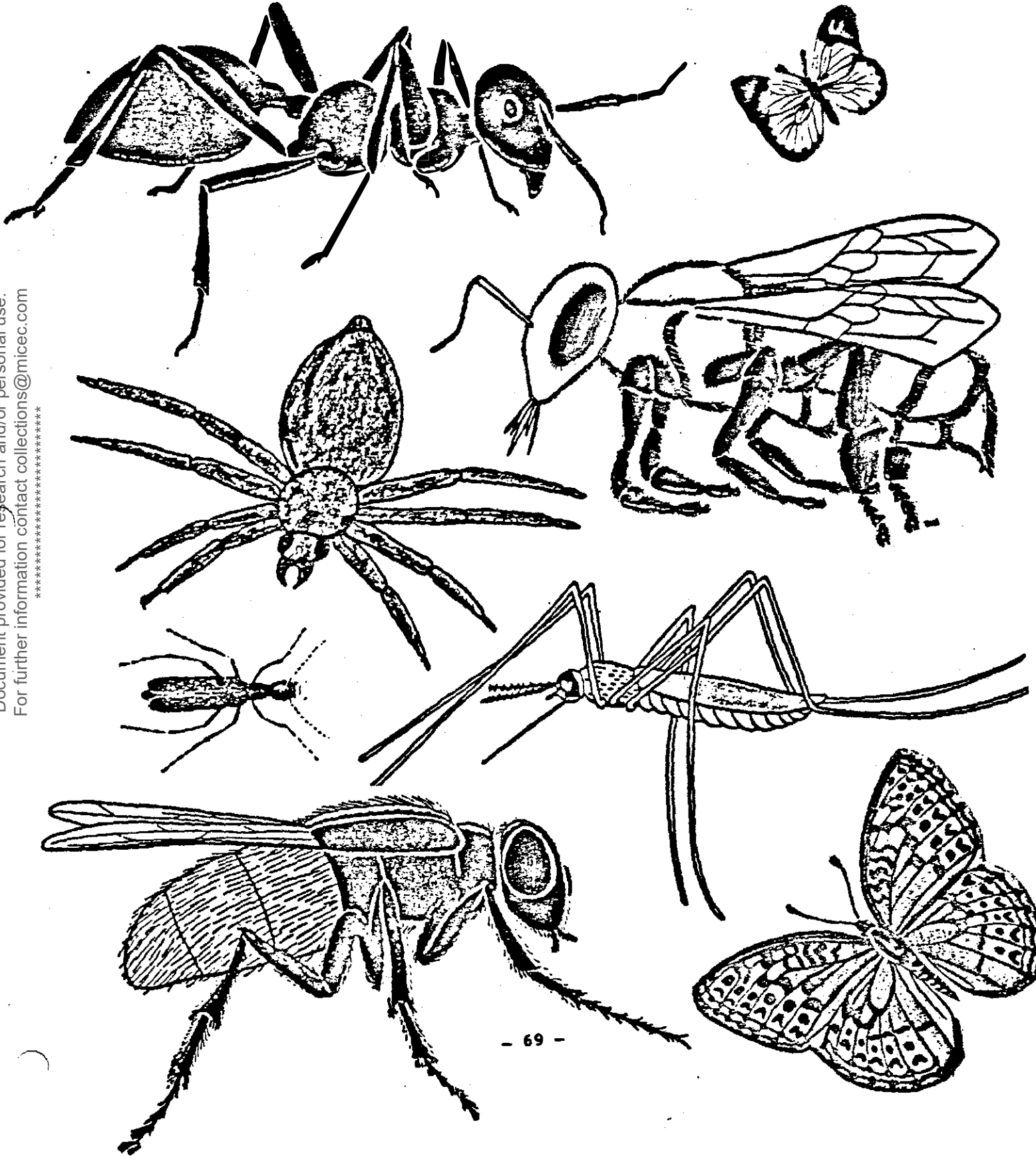
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### MATERIALS:

writing paper and pencil for each child, insects' mural (Lesson One), language experience chart paper, a felt pen



Theme: Insects



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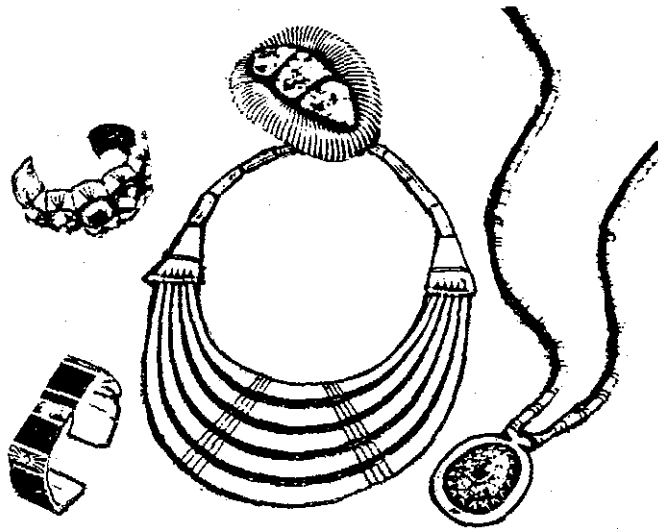
**MOTIVATION:**

If available samples of 'costume jewellery' or other types of jewellery are available, introduce them to the students. The students should understand that 'costume jewellery does not share the same value as handcrafted jewellery forms. Identify locally produced forms of 'jewellery'. It would be of interest to the students to be exposed to jewellery from other cultures at this time. The students should understand that what one culture views as 'beautiful jewellery' another culture may not. Cite, for example, the neck rings or ear and nose rings worn in different parts of Africa.

**ACTIVITIES:**

Introduce the illustrations that represent the NL vocabulary words for this Unit. Mount the illustrations on the wall as they are presented. The students should hear the NL vocabulary words a number of times during this introduction process. Continue in this way until all of the NL vocabulary terms have been introduced. Be certain that the students understand the meanings of the terms.

Lay a length of mural paper on the floor. Provide the students with old magazines and catalogues. The students should go through these materials looking for pictures that represent different forms of jewellery. Each student should cut out the pictures that he finds and attach them to the mural paper. Circulate among the students as they work, repeating the NL vocabulary words as often as possible. When completed, the mural may be displayed in the classroom.



**MATERIALS:**

mural paper, scissors for each child, old magazines/catalogues, jewellery, illustrations, masking tape

## LISTENING AND SPEAKING (VOCABULARY)

THEME: JEWELLERY

Grade: 6

LESSON TWO

### ORAL REPRODUCTION:

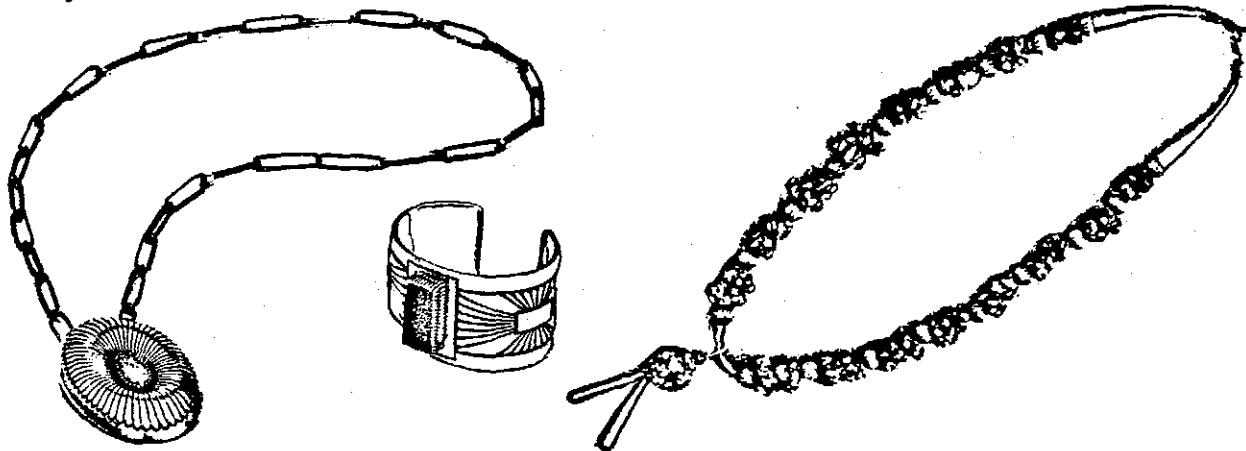
Use the jewellery illustrations to review the NL vocabulary words that were introduced in Lesson One. Mount the illustrations on the board and call upon an individual to identify each illustration. Continue in this way until all of the NL vocabulary words have been reviewed.

Number the illustrations on the board. Provide each student with a blank flashcard. Each student should write the number down for one of the illustrations on the board. Then, point to one of the illustrations and the student or students who have that number should identify it using its NL name. The students may exchange number cards after each round of this activity. Repeat until all students have had a chance to participate.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create a pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Write a number of the words from the student's sentences on the chalkboard. Then, encourage the students to write as many NL vocabulary words as they can using syllables contained in the words on the board. The students may use any combination of syllables, providing those syllables are represented on the chalkboard. Afterwards, review the student's work with them to determine their accuracy in retrieving NL items and in writing the language items in this way.



### MATERIALS:

writing paper and pencil for each child, a blank flashcard for each child, jewellery illustrations, masking tape

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Provide each student with a blank flashcard and a small white paraffin candle or white crayon. Each student should copy one of the sight words on his blank flashcard using his paraffin candle/crayon. The students should write their names on the backs of their cards. Collect the cards. Mount the cards on a length of mural paper. Then, use a thin mixture of black tempera paint to 'wash' the sight word cards. Rather than doing the whole word at one time, do a part of a word and encourage the students to identify the word from the part that they see. Then, completely 'wash' the sight word card with the black paint. Continue in this way until all of the sight words have been identified by the students.

**DECODING AND ENCODING (VOCABULARY):**

Spell one of the sight words from this Unit, saying only its key letters. For example, for the English word 'train', one might spell it, "T, r, n." The students should write the words that you spell in this way on individual sheets of paper. Afterwards, review the words to determine the student's accuracy in identifying the sight words from this activity.

Before the lesson begins, prepare an extra set of sight word cards. Cut each of the cards in the extra set into its individual syllables. Mount all of the cut-out syllables on the board. Then, attach a playing card from a deck of playing cards to each cut-out syllable. Give the playing cards from another deck of playing cards to the students (it is not necessary that all students have the same number of cards). Point to one of the syllables on the board. The students should look at the playing card attached to that syllable. Then, the student 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 students have responded. The students may wish to exchange playing cards occasionally during the playing of this activity. You can, of course, attach more than one playing card to each syllable.

**MATERIALS:**

an extra set of sight word cards, a pair of scissors, a master set of sight word cards, writing paper and pencil for each student, jewellery illustrations, masking tape, a blank flashcard for each student, a paraffin candle or white crayon for each student, mural paper, a thin solution of black tempera paint, a paintbrush, 2 decks of playing cards

## PATTERNS

THEME: JEWELLERY

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide each student with a blank flashcard. Each student should write his initials on the card. Each card should contain two initials - the initial for his first name and the initial for his second name. Then, collect the cards and place them in a container. Mix the cards well. Then, have each student select one of the initial cards from the container. When each student has an initial card, say one of the NL patterns and a student's initials. The student who has those initials must then repeat the NL pattern that you said. Continue in this way until all of the students have responded.

### READING:

Provide each student with a blank sentence strip. Each student should then copy one of the NL sentences on his sentence strip. When the sentence strips are ready, have the students mount them on the walls around the classroom. Then, divide the students into two teams. Give the first player in each team a large funnel. Say one of the patterns and the two players must then look through the funnels, attempting to find the pattern that you said. Repeat this game of 'funnel vision' until all students have had a chance to play.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

2 large funnels, writing paper and pencil for each student, masking tape, a blank sentence strip for each student, master set of sight word cards, a blank flashcard for each student, a felt pen for each student

## DIALOGUE AND ENRICHMENT

THEME: JEWELLERY

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'jewellery'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'jewellery'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Read the dialogue through with the students once more. Then, cut part of the dialogue away using a pair of scissors. Once again, the students should read the entire dialogue through, including the 'missing part'. Continue in this way, cutting parts of the dialogue away until finally the students are reading the dialogue from memory. Dramatize the cutting of the sections from the dialogue even though parts are 'missing'.

### ENRICHMENT ACTIVITIES:

Provide the students with the necessary materials and supplies to create 'jewellery'. The students should allow their imaginations to run wild during this activity and create jewellery of their own inventing. Circulate among the students as they work, encouraging them to use the language contents from this Unit. Display the completed jewellery forms in the classroom.

Remove the mural from the wall (that was developed in Lesson One). Group the students around it. Provide the students with pens/pencils and have the students label the jewellery forms represented on the mural. The students should use their very best printing form for this process. When the mural has been labelled, display it in the classroom once again.

Each student should locate a picture of a jewellery form in an old magazine or catalogue. Then, the students should attach their cut-out pictures to the top of a sheet of writing paper. Each student should then write an NL story about his jewellery form. The students should allow their imaginations to 'run wild' during the writing of their stories. Circulate among the students as they work, assisting as necessary. Afterwards, have each student share his completed story with the other students.

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### MATERIALS:

writing paper and pencil for each student, old magazines/catalogues, available materials and supplies for the making of 'jewellery', jewellery mural (from Lesson One), language experience chart paper, a felt pen, a pair of scissors

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Locational Terms

Grade: 6

Vocabulary:	pinichiwe/akochink	inside/outside
	pimichiwe	beside
	ontanank	behind
	nikan	in front
	okichiwe/anamink	top/under

Pattern(s): Aton ima iwe masinekan \_\_\_\_\_ atasonink.  
Put that book \_\_\_\_\_ the cupboard.  
(location)

Dialogue:

T. Awiya na oki oniton pisikowakan?  
S. Nin ki oniton pisikowakan.  
T. Anti ima ka atowon.  
S. \_\_\_\_\_ wasikantapanink.

T. Did someone lose a jacket?  
S. I lost my jacket.  
T. Where did you put it.  
S. \_\_\_\_\_ the car.  
(location)



## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: LOCATIONAL TERMS

Grade: 6

LESSON ONE

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### MOTIVATION:

If iron filings and a magnet are available, they may be used to introduce the concept of 'locational terms' to the students. Place the iron filing on a sheet of tagboard. Then, tape the tagboard between two desks. Sit behind the tagboard with the magnet in your left hand. Group the students in front of you. You may wish to cover the front of the desk so that the students cannot see your hand underneath the tagboard. The students should position themselves so that they can see the iron filings on the tagboard. Then, draw circles on the tagboard with a felt pen. Develop a story with the students using the iron filings as 'soldiers'. By moving the magnet underneath the tagboard, you can move the 'soldiers' from one circle to the other. A small box can be used to introduce 'under', 'beside', and 'behind'.

### ACTIVITIES:

Use the above experience to encourage the students to suggest 'other locations' in which the soldiers might be in relation to the box and circles.

Introduce the illustrations that represent the NL vocabulary words for this Unit. Mount each illustration on the board as it is presented. Be certain that the students understand the meanings of the NL terms. Continue in this way until all of the NL vocabulary words have been introduced.

Use chalk to draw lines around the circumferences of the illustrations on the board (from above). Then, remove the illustrations from the board and mix them together. Give the illustrations to the students and each student who has an illustration must attempt to recall its location on the board.

Prepare a masking tape outline of a box on the chalkboard. Group the students in front of the box. Have a student stand behind the other students with a flashlight. The student should shine the light of the flashlight in different positions in relation to the 'box' on the board. When the light shines in a given position, identify that position using its NL name. Repeat this process having other students using the flashlight.

Lay a length of mural paper on the floor. Group the students around the paper. Provide the students with the necessary art materials and supplies to make simple illustrations that represent the different locations introduced in this lesson. The students should use their imaginations to determine suitable 'contents' for their illustrations. Circulate among the students as they work, repeating the NL vocabulary words as often as possible. The students may do their initial art forms in pencil but then they should trace these with felt pens. Display the completed 'locations mural' in the classroom.

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### MATERIALS:

mural paper, art materials and supplies, illustrations, chalk, masking tape, a flashlight, a sheet of bristol board, iron filings, a strong magnet, a small box

## LISTENING AND SPEAKING (VOCABULARY)

THEME: LOCATIONAL TERMS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the locations illustrations on the board and use them to review the NL vocabulary words introduced in Lesson One. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the NL vocabulary words have been reviewed.

Provide each student with an item such as a paper cup and a marker. Say one of the NL terms and the students should place the marker in relation to the cup, depending upon the 'location' that you said. Repeat this process a number of times until the students are able to respond well.

Mount the illustrations on the chalkboard and number each illustration. Write the numbers beside the illustrations using chalk. Then, prepare matching sets of number cards. Place the number cards in a container. Have a student reach into the container and remove one of the number cards. The student should look at the number on the card and then look at its matching illustration on the board. The student should identify the illustration orally. Repeat this process. You may wish to have all students supplied with a number card for each round of this activity. In this case, make enough number cards for all of the students in the class. The students should re-select number cards after each round of the activity.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Select one of the student's sentences and write it on the board. Then, erase half of the sentence. The students should then complete the sentence with their own 'creative halves'. Circulate among the students as they work, assisting as necessary. Afterwards, have each student read his complete sentence to the other students. Note any grammatical errors that the students make for future remediation.

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### MATERIALS:

writing paper and pencil for each student, illustrations, masking tape, number cards for illustration, a container

**ORAL REPRODUCTION:**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Number each of the sight words on the board. Provide each student with writing paper and pencil. Say a pattern that contains one of the sight words. The students should write the number on their papers for the sight word heard in the pattern that you said. Continue in this way using other sight words. Then, review the student's responses to determine their accuracy in identifying the sight word that you said in the patterns. Have each student identify the sight words by the numbers he wrote on his paper (matching those numbers with the numbers beside the sight words on the board).

**DECODING AND ENCODING (VOCABULARY):**

Provide each student with a set of blank sight word cards (equal in number to the number of sight words introduced in this lesson). Each student should then copy the sight words down on his sight word cards. When the sight words have been copied, the students should then cut the sight words into their individual syllables. When the syllables have been cut out, the students should place them on their desks, face down. Then, each student should turn one syllable over. Call upon a student to show his 'turned over syllable' to the other students. Any student or students in the class who have another syllable or syllables to go with that syllable to produce a sight word from this Unit should hold their syllables up. Continue with this activity until all the students have had a chance to respond.

Use the cut-out syllables from above for an 'encoding' activity. Group the students in a circle. Walk around the outside of the circle, taping the cut-out syllables to the student's backs. When all syllables have been taped to the student's backs, have the students reassemble themselves to spell the sight words. Since a student would not be aware of what syllables is on his back, he will have to turn to other students for that information. This activity can be repeated more than once. Also, it is not necessary that all sight words be 'complete'. There may be some syllables missing (depending upon the number of students in your class).

**MATERIALS:**

a set of blank flashcards for each student, a felt pen for each student, master set of sight recognition cards, a pair of scissors for each student, masking tape, writing paper and pencil for each student

## PATTERNS

THEME: LOCATIONAL TERMS

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all patterns.

Group the students in a circle. Stand in the centre of the circle with a large inflated balloon (do not tie the balloon). Say one of the NL patterns and hold the balloon on the floor. Release the balloon. The student who receives the balloon or who is closest to the balloon when it lands should repeat the NL pattern that you said at the beginning of the round. Repeat this activity until many students have responded.

### READING:

Provide each student with a blank sentence strip. Each student should write one of the NL patterns from this lesson on his sentence strip. Then, each student should cut his sentence into four parts. When the students have cut their sentences up, collect the sentence parts and spread them on the floor face up. Make an outline on the floor using masking tape that has four columns. Divide the students in two teams at the other end of the room. Then, say one of the NL patterns. The first player from each team must rush to the cut-out sentence parts and find the four parts necessary to reproduce the sentence that you said. The first player to do this successfully wins the round. Repeat until all students have had a chance to play.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that patterns on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each student, a felt pen for each student (same colours), master set of sight word cards, masking tape, a large balloon

## DIALOGUE AND ENRICHMENT

THEME: LOCATIONAL TERMS

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'locational terms'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'locational terms'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Provide each student with writing paper and pencil. Each student should then copy down the dialogue, purposely omitting words, syllables, and letters. The students should put dashes in for any items left out. When a student has completed his 'closure' dialogue, he should exchange with another student. Each student should then complete the closure dialogue that he received. Circulate among the students as they work, assisting as necessary with this activity. Afterwards, review the student's responses to determine their accuracy in completing the 'closure dialogues'.

### ENRICHMENT ACTIVITIES:

Remove the mural from the wall that was prepared in Lesson One. Group the students around the mural. Have each student label his illustration or illustrations in the mural. The students should use their very best printing for this process. Circulate among the students as they work, encouraging them to use the Unit's language items. When the mural has been completely labelled, display it in the classroom once again.

Divide the students into pairs. Give each pair a number of the cut-out sentence parts from Lesson Four. The students in each pair should then cut the words into their individual letters and place them on the floor face down. Then, one student should turn over a letter and place it on the floor. The next student should turn over another letter and attempt to use it to spell a word with the first letter, horizontally or vertically. The students should continue in this way, attempting to spell words using the cut-out letters. The students may use any NL terms that they can think of for this activity. The words should be done in 'crossword puzzle' form - i.e., horizontally and vertically using common letters.

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### MATERIALS:

cut-out sentence parts from Lesson Four, scissors for half the students in the class, locations mural from Lesson One, language experience chart paper, writing paper and pencil for each student, masking tape

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Map of Manitoba

Grade: 6

Vocabulary:	Manito Apa	Manitoba Lake
	Kawokotek	Winnipeg
	Okanan ka ishi atekin	Brandon
	Kawikwentawikak	Sandy Bay
	Titipine Sipi	Rolling River
	Ochichak Sipi	Crane River
	Kawinipak Sakekan	Lake Winnipeg
	Manito Sakekan	Lake Manitoba
	Ka Ka Kwekichiwanak	Ebb and Flow

Pattern(s): \_\_\_\_\_ ni tonchi.  
(place)

I am from \_\_\_\_\_ .  
(place)

- Dialogue:
- T. Ni wikikok tako nin ni wi anta motisanan ni mishomis.  
S. Anti ima eyat?  
T. \_\_\_\_\_ aya.  
(Name of Place)
- T. My parents and I are going to visit my grandfather.  
S. Where does he live?  
T. He lives at \_\_\_\_\_ .  
(place)

## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: MAP OF MANITOBA

Grade: 6

LESSON ONE

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### MOTIVATION:

Before the lesson begins, prepare a large masking tape outline of Manitoba on the floor. Group the students around this outline. Then, call upon the students to identify as many 'features' of Manitoba as they can. This should include lakes, rivers, cities, towns, etc. Of course, the students should also identify their town on the masking tape outline. Use cut-out markers to identify the different locations indicated by the students. Continue in this way until most of the major Manitoba land and water forms (and communities) have been included in the outline.

### ACTIVITIES:

Have the students stand on the southern border of the map of Manitoba (used above). Then, direct the student to walk \_\_\_ of paces north, \_\_\_ of paces west, etc. When you stop, the student should tell you where he is in the Province of Manitoba. Repeat this process with other students, giving different directions to them.

Provide each student with a copy of the Manitoba map from the back of this unit. Name one of the land/water forms or communities mentioned above and the students should pinpoint it on their xeroxed maps. Repeat this process until all of the items have been identified by the students.

Introduce the illustrations to the students for the vocabulary words for this Unit. Mount the illustrations on the board as they are presented. It is important that the students hear the NL vocabulary words a number of times during this introduction process. Match the illustrations with the details indicated on the masking tape outlines of Manitoba on the floor. Also, have the students match the details from the illustrations with the xeroxed copies of the map of Manitoba. Continue in this way until all of the vocabulary terms have been introduced. Be certain that the students understand the meanings of the vocabulary words as they are introduced.

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### MATERIALS:

masking tape, paper markers, copy of Manitoba map for each student, illustrations

## LISTENING AND SPEAKING (VOCABULARY)

THEME: MAP OF MANITOBA

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations from Lesson One on the chalkboard. Use the illustrations to review the NL vocabulary words that were introduced during Lesson One. Point to each illustration, calling upon an individual student to identify it. Continue in this way until all of the NL vocabulary words have been reproduced.

Before the lesson begins, prepare an extra set of illustrations. Cut each of the extra illustrations in half. Mix the halves together and distribute them to the students. Say one of the NL vocabulary words and the two students who have the halves for the illustration that goes with the word should stand and repeat the word. Repeat this process until all NL terms and illustrations have been reviewed in this way.

Mount the illustrations on the board. Point to one of the illustrations and say its name. The students should respond by repeating the name after you. However, when you point to an illustration and say an incorrect name for that illustration, the students should remain silent. Repeat this audio visual recognition and discrimination activity a number of times.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary word from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Give each of the cards in a deck of playing cards to the students (it is not necessary that all students have the same number of cards). Then, use another deck of cards to encourage the students to create NL patterns. Mount the illustrations on the board and attach a playing card from your deck to one of the illustrations. The student who has the matching playing card must hold up his playing card and use the NL term for that illustration in a complete NL pattern. Repeat this process until all of the students have responded in this way.

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### MATERIALS:

2 decks of playing cards, masking tape, writing paper and pencil for each student, illustrations



**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Provide each student with a copy of Word Find Game from the back of this unit. This page contains the outline for a 'word find game'. Each student should then write sight words from this Unit in his form, horizontally, vertically, and diagonally. Any empty boxes should be filled in with random letters from the NL alphabet. When the students have completed their word find games, they should exchange them with one another. Each student should then complete the word find game that he has by circling the words in the word find game. Circulate among the students as they work, assisting as necessary.

**DECODING AND ENCODING (VOCABULARY):**

Use the vocabulary words from this Unit for a game of 'Hangmen'. A detailed description of this activity is contained at the back of this unit. Divide the students into two teams for this activity. Downplay the competitive nature of the activity and build up the fun of the game.

Walk behind the students, eventually stopping and writing an initial letter of a sight word on a student's back with your index finger. The student should 'feel' the letter and then identify a sight word that begins with that letter (any sight word from this Unit that begins with that letter). Repeat this process until other students have responded in the same way.

Say a syllable from one of the sight words from this Unit. The students should listen carefully to the syllable you say and then they should identify the sight word that contains that syllable. You may wish to have the students write their responses for this activity. Afterwards, check the student's responses to determine their accuracy.

**MATERIALS:**

writing paper and pencil for each student, master set of sight word cards, masking tape, illustrations, a copy of Word Find Game for each student, chalk, a copy of "Hangman"

## PATTERNS

THEME: MAP OF MANITOBA

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Cut up an old calendar and give the calendar sheets to the students. Then, say the name of a special day during the year and the student who has the calendar page for that special event or day should then repeat an NL pattern that you say. You may wish to say the NL pattern before identifying the special day or event in the year. Continue in this way until many of the students have had a chance to respond orally. The students may exchange calendar pages periodically during this activity.

### READING:

Provide each student with a blank sentence strip. Each student should copy one of the NL patterns on his sentence strip. Each student should be careful not to have the other students see which pattern he is writing. When the students have completed their patterns, have a student stand holding his sentence strip so that the other students cannot see it. Then, individuals in the class should attempt to 'guess' the student's pattern by identifying single words. Each student is allowed two guesses. The student who correctly identifies the pattern that the student has written wins the round. The 'winner' of the round then becomes the reader for the next round of the game. Repeat this process until each student's sentence has been shared with the other students in this way.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each student, masking tape, sight word cards, an old calendar

## DIALOGUE AND ENRICHMENT

THEME: MAP OF MANITOBA

Grade: 6 LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'map of Manitoba'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'map of Manitoba'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Review the dialogue with the students once again. Then, say a syllable from one of the words in the dialogue. The students should quickly identify the word that contains the syllable that you said. Then, an individual student should read the sentence that contains that word. Repeat this process until the students are able to respond well. You may wish to conduct this activity in 'team form'. In this case, the first player to correctly say the sentence that contains the word that contains the syllable that you said, wins the round. Downplay the competitive nature of this activity and build up the fun of the game.

### ENRICHMENT ACTIVITIES:

The students may make a table model of the Province of Manitoba. To do this, provide the students with soil, a mirror (for Lake Winnipeg), twigs from trees, etc. The students should then make an outline of Manitoba on the table and fill in the outline with their concrete materials. Appropriate labels should be created for the different parts of Manitoba. Assist the students with this activity as necessary.

Have the students label their maps (from the back of this unit) that were given out to them during Lesson One. Each student should label his map from memory, using his very best printing. Circulate among the students as they work, assisting them as necessary.

Group the students by the large masking tape outline of Manitoba that was prepared in Lesson One. Have two students stand on the southern border of Manitoba. Then, say the name of a town, city, mountain, lake, river, etc. and the two players should rush to the place that you have named. The first player to reach it wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all students have had a chance to play.

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### MATERIALS:

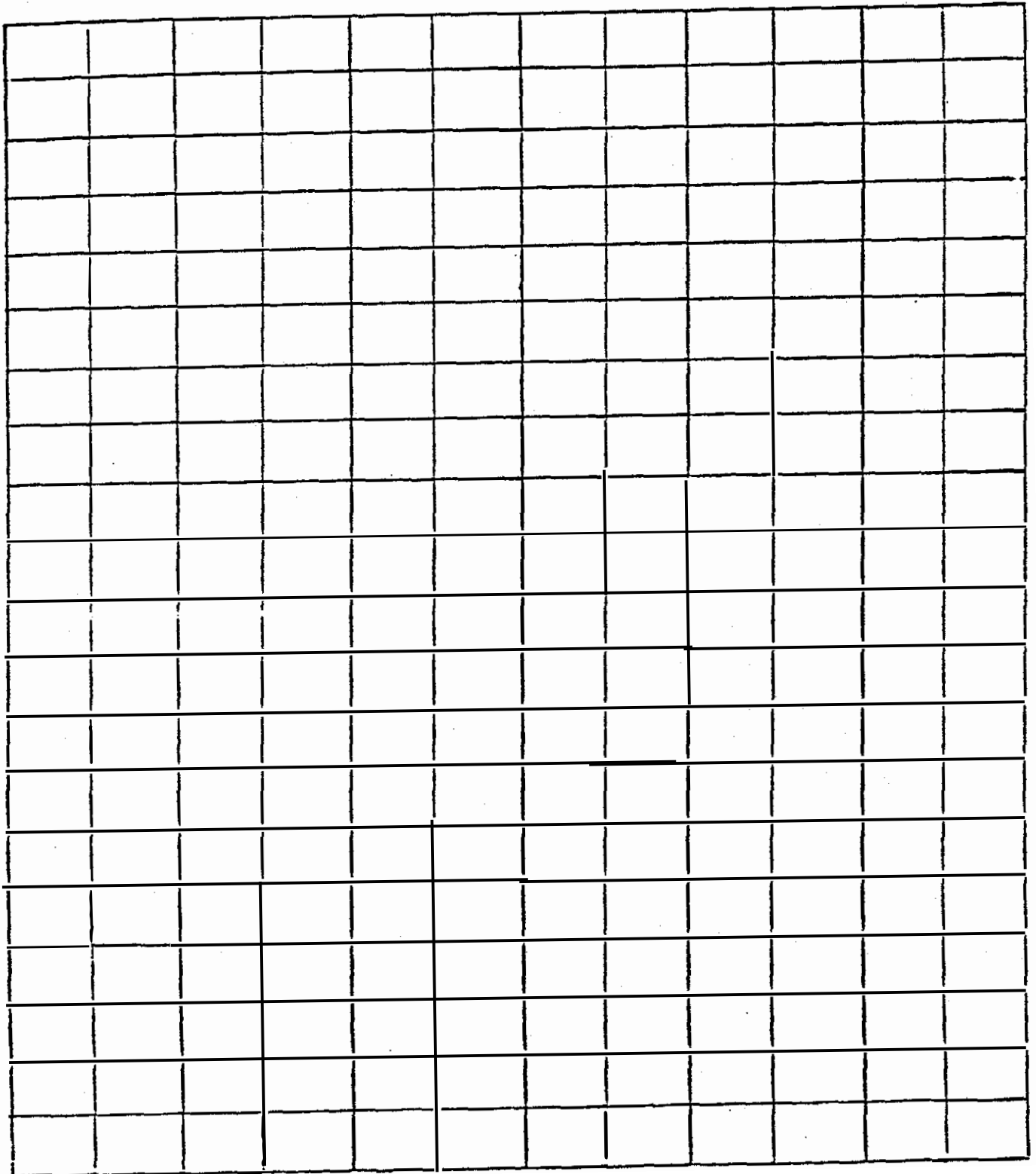
a copy of map of Manitoba for each student, a pencil for each student, language experience chart paper, a felt pen, concrete materials for a table model of Manitoba

NATIVE LANGUAGE BASIC PROGRAM

Theme: Map of Manitoba

Grade: 6

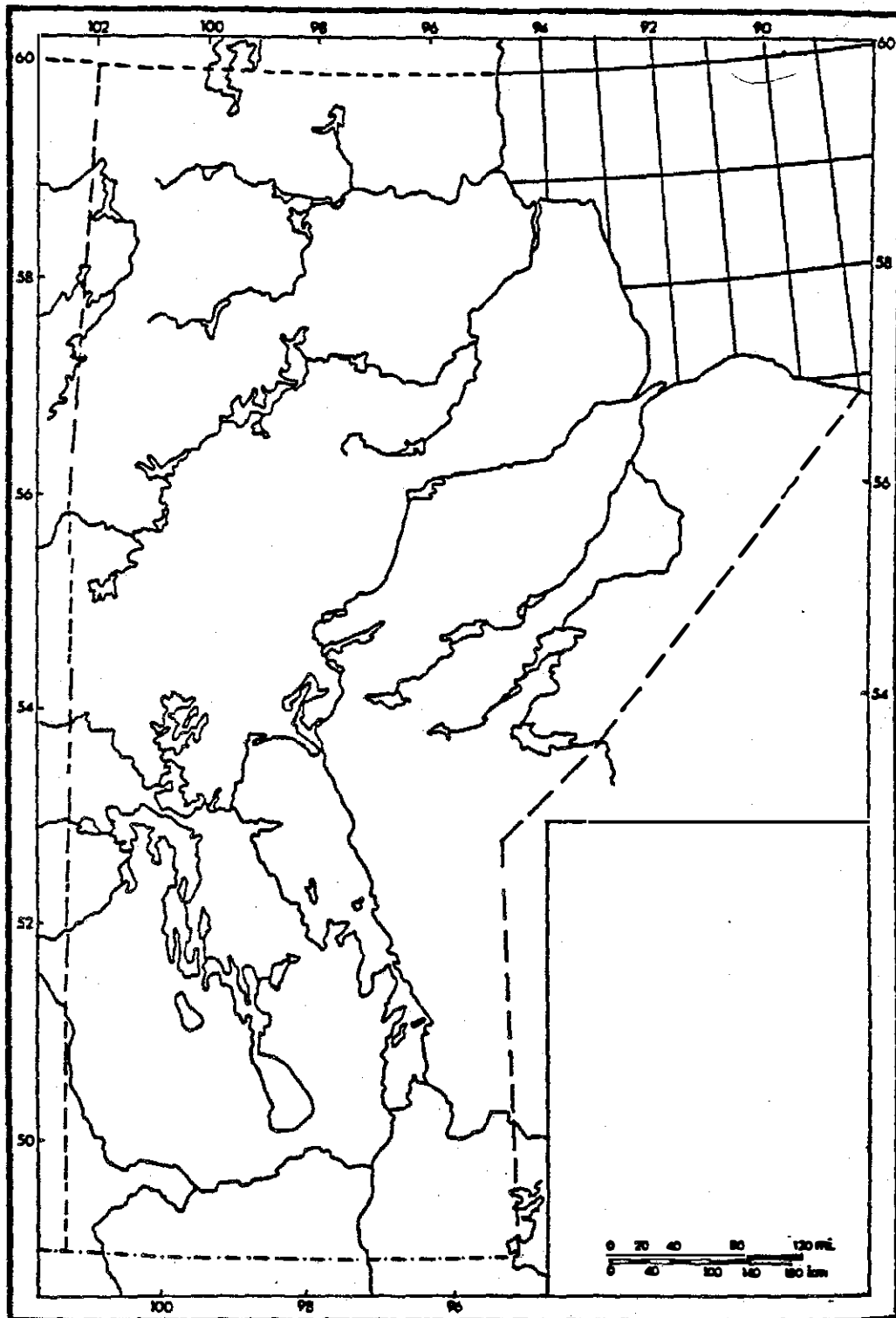
WORD FIND GAME



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Theme: Map of Manitoba

Grade: 6



MANITOBA

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NATIVE LANGUAGE BASIC PROGRAM

Theme: Map of Manitoba

Grade: 6

HANGMEN

Two teams play this game. Each 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 its proper space; if the same letter appears twice in the word, it goes into both blanks.

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 its 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.



## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: MEN'S TOOLS - TRADITIONAL

Grade: 6

LESSON ONE

### MOTIVATION:

Provide each child with a copy of Men's Tools from the back of this unit. This page contains a mixture of different tools usually associated with men. Encourage the children to discuss the uses of the different tools. The children should understand that at one time these 'commercial tools' were not available locally. Encourage the children to imagine what people did 'traditionally' when these tools were not available.

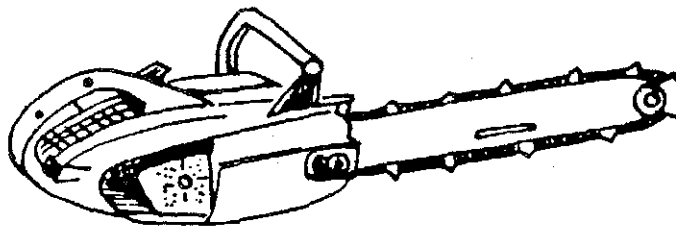
### ACTIVITIES:

Introduce the illustrations that represent the different vocabulary words from this Unit. Mount the illustrations on the board as they are presented. Encourage discussion of the different tools depicted in the illustrations. The children should understand that at one time commercial tools were simply not available, and all tools had to be hand made using local materials. When a picture is presented to the children, encourage the children to suggest its use. Continue in this way until all of the traditional tools have been introduced and until the children have heard the NL vocabulary words a number of times.

If actual tool samples are available to show the children, share them with the children at this time. Once again, encourage discussion of the tools and allow the children to hear their NL names a number of times.

If a local resource person is available to talk to the children about the making and using of the traditional men's tools, invite him into the classroom. Arrange this presentation ahead of time so that the resource person may bring available tool samples with him. If a polaroid camera is available, photograph the session with the resource person (with the approval of the presenter).

After the presentation, develop a language experience chart story with the children. Encourage the children to recall the highlights of the resource person's visit. Write the words and sentences that the children provide on the language experience chart paper. If polaroid pictures were taken, these may be attached to the story. Display the completed story in the classroom.



### MATERIALS:

language experience chart paper, a felt pen, polaroid camera (optional), actual tool samples, tools illustrations, masking tape, a copy of Men's Tools for each child



## LISTENING AND SPEAKING (VOCABULARY)

THEME: MEN'S TOOLS - TRADITIONAL

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations that were used in Lesson One to introduce the NL terms on the board. Point to each of the illustrations and call upon an individual to identify it. Continue in this way until all of the NL vocabulary words have been reviewed.

If a set of dominoes is available, distribute the domino markers to each student. It is not necessary that each student have the same number of dominoes. Then, draw a domino outline on the board. Point to one of the illustrations and then make a domino marker on the board using chalk. To do this, fill in your outline with dots that represent the dots on the domino blocks. The students should look carefully at the 'domino' that you created on the board. The student or students who have that domino should then identify the illustration that you pointed to at the beginning of the round. Repeat this process a number of times. When a domino has been used, it should be turned over.

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Prepare three masking tape columns on the chalkboard. In the first column (to the left) write a word from one of the student's sentences. Then, in the second column write a word that means the 'opposite'. In the third column, write a word that rhymes with the word in the first column. When the students have caught on to this idea, repeat this process with them using other words from their sentences. You may wish to have the students prepare the outline on individual sheets of writing paper. In this case, the students could do this activity independently. If they do do it independently, circulate among them as they work, assisting as necessary.

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### MATERIALS:

writing paper and pencil for each student, masking tape, tools illustrations, a box of domino blocks, chalk

## READING

**THEME: MEN'S TOOLS - TRADITIONAL**

**Grade: 6 LESSON THREE**

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### **SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Provide each student with a set of blank flashcards. Also give each student a pin. The students should then prepare sight word cards using the pins that they have. Each student should identify a sight word for his card and then 'prick' the sight cards in the shape of the letters that form the sight word. When a student's word is complete, he should be able to see through the holes that he has created in the card. Then, collect the words and mix them together. Place one of the 'pin-pricked sight words' on an overhead projector. The students should identify the sight word from the image that they see on the wall. An alternative to this would be to attach the 'pin-pricked sight words' to a sheet. Have two students hold the sheet so that the sight words are facing away from the other students. Turn on an overhead projector and the students should then identify the sight words by the 'silhouettes' cast by the words themselves. Be certain to attach the 'pin-pricked sight words' to the sheet in the right direction so that the students (on the other side of the sheet) are reading them correctly.

### **DECODING AND ENCODING (VOCABULARY):**

Divide the students into two teams. Write two NL alphabet columns on the board vertically. When you say, "Go," the first player from each team should rush to his team's alphabet column on the board and write an NL term from this Unit around the letter on the board. The first player to do this successfully wins the round. Downplay the competitive nature of the activity and build up the fun of the game. Repeat this process until all students have had a chance to participate.

Write one of the sight words on the board, leaving out critical letters. The students should copy the sight words on individual sheets of writing paper, adding the necessary letters to complete the word. Afterwards, review the student's responses to determine their accuracy in 'recalling' the missing letters.

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### **MATERIALS:**

writing paper and pencil for each student, a blank flashcard for each student, a pin for each student, an overhead projector, a sheet, masking tape, a master set of sight word cards, tools illustrations

**LISTENING AND SPEAKING:**

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide each student with a blank flashcard. Then, say an amount of money to each student. The amounts of money that you say may represent tools that can be purchased locally or elsewhere. Be certain to make a list up of the amounts of money that you say to the students. The students should write the amounts of money that you say on their blank flashcards. Then, say one of the NL patterns and an amount of money from your list. The student who has that amount of money should repeat the NL pattern that you said. The students should exchange 'money cards' after each round of this activity. Repeat until all of the patterns have been said by the students.

**READING:**

Provide each student with a blank sentence strip. Each student should then copy one of the NL patterns on his sentence strip. Then, each student should cut his sentence strip in half. When the students have cut their sentence strips in half, collect all of the cut-out halves and place them on the floor face down. Group the students around them. Mix up the sentence halves. Then, a student should use his left hand and right hands to turn over two halves. If the two halves that he turns over match to reproduce one of the NL patterns from this lesson, then he should read the pattern and keep the two halves. Otherwise, he should replace the halves and say, "Pass." Repeat this process until all students have participated.

**WRITING/SPELLING:**

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

**MATERIALS:**

writing paper and pencil for each student, a blank sentence strip for each student, a pair of scissors for each student, a master set of sight word cards, a blank flashcard for each student

## DIALOGUE AND ENRICHMENT

THEME: MEN'S TOOLS - TRADITIONAL

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'men's tools - traditional'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'men's tools - traditional'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Re-write the dialogue, purposely leaving out words, syllables, and letters. When this 'closure dialogue' is complete, the students should copy it down, adding the missing parts. Afterwards, review the student's responses to determine their accuracy in completing the 'closure dialogue'.

### ENRICHMENT ACTIVITIES:

If supplies and materials are available, a resource person may work with the students to show the students how to make some of the traditional men's tools. This should be arranged ahead of time with the resource person. Circulate among the students as they work, encouraging them to use the language content from this Unit.

Provide the students with writing paper and pencils. Each student should then write descriptors for a tool introduced in this Unit without actually naming the tool. The students should write their descriptors on their individual writing sheets. When a student's list is complete, he should exchange it with another student. Then, each student should attempt to identify the tool indicated by the descriptors in the list he receives. You may wish to do this 'collectively'. To do this, read one of the lists to all of the students at the same time. Then, call upon the students to identify the tool that is being described. Attach the descriptors to the illustrations and sight words from this Unit (on a display board).

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### MATERIALS:

writing paper and pencil for each student, materials and supplies to make tool samples, language experience chart paper, a felt pen, chalk

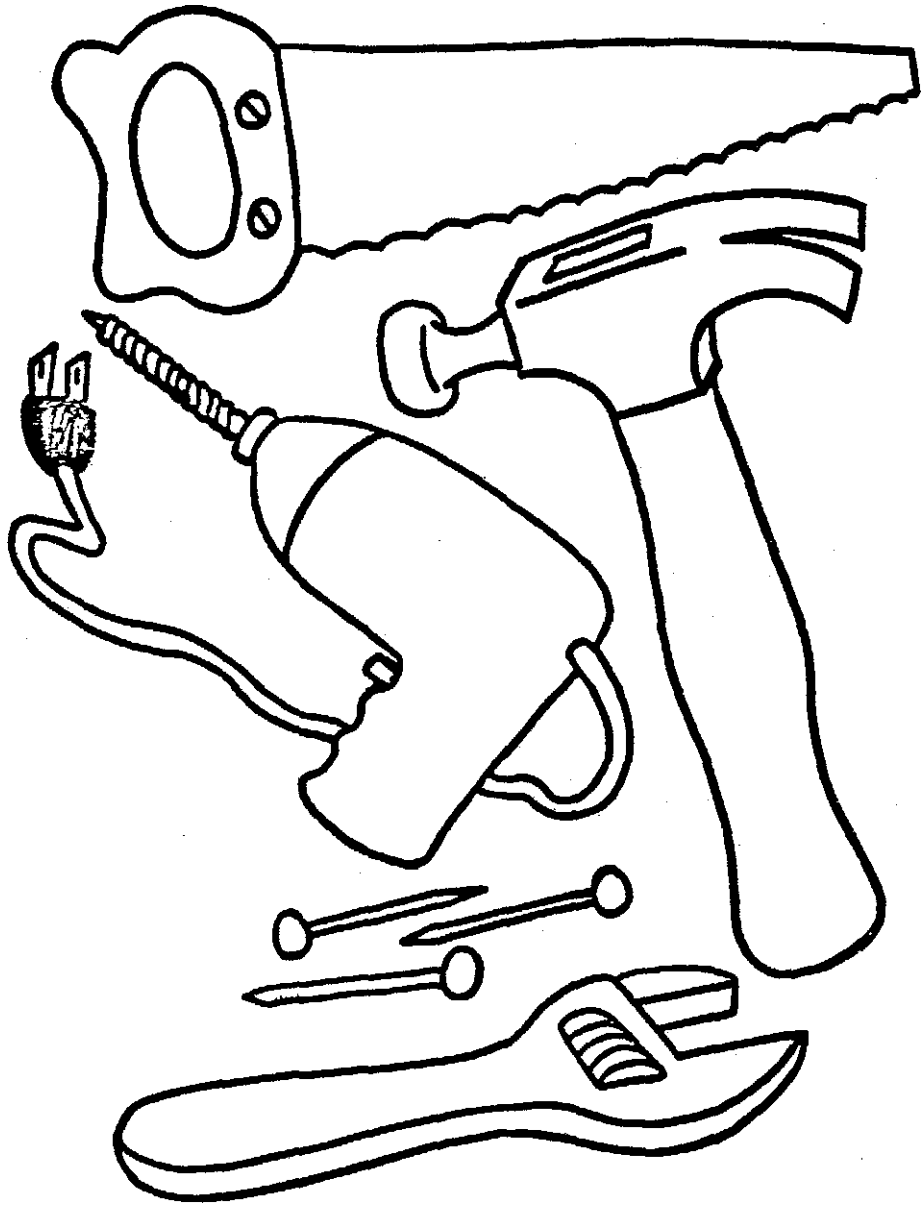
NATIVE LANGUAGE BASIC PROGRAM

Theme:

Men's Tools

Grade: 6

"Tools"



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OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Plant Parts

Grade: 6

Vocabulary:	kitikan/es	plant/s
	wapikon	flower
	ochipik(on)	roots
	anipish	leaf
	mines	fruit
	ochipik	stem

Pattern(s): \_\_\_\_\_ owe.  
(plant part)

This is \_\_\_\_\_ .  
(plant part)

- Dialogue:
- T. Ni mama wi mashikike onchi kitikanan.  
S. Wekonen kitikan apachitot?  
T. \_\_\_\_\_ otapachiton.  
(plant part)
- T. My mother is making medicine from plants.  
S. What part of the plant does she use?  
T. She uses the \_\_\_\_\_ .  
(plant part)

## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

**THEME: PLANT PARTS**

**Grade: 6 LESSON ONE**

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### **MOTIVATION:**

For the lesson use the plant part illustrations which are at the back of this unit. Use this as a discussion of the use of the different plant parts.

Lead this experience into a discussion of the different parts of the plant.

### **ACTIVITIES:**

Introduce the illustrations that represent the NL vocabulary words for this Unit. Mount each illustration on the board as it is presented. Be certain the students understand the meanings of the terms. The students should hear the NL vocabulary words a number of times during this introduction process. Continue in this way until all of the NL terms have been introduced.

Divide the students into groups. Each group should then create a giant plant using available materials and supplies. Circulate among the students as they work, repeating the NL vocabulary words as often as possible. The completed plants may be displayed in the classroom.

If actual plants are available, have the students study the plants, noting their parts in particular. Once again, repeat the NL vocabulary words as often as possible.

Invite a traditional person to talk to the students about traditional uses of plant parts. Arrange the presentation ahead of time so that available materials and supplies may be brought with the resource person to enhance the presentation. The traditional uses of the different plant parts should be covered with the students. Encourage the students to ask appropriate questions.

If a resource person did make a presentation to the students, develop a language experience chart story with them based on the presentation. This should be done in the NL. Encourage the students to recall the highlights of the resource person's presentation. Write the student's words and sentences on a sheet of language experience chart paper. If polaroid pictures were taken during the presentation, attach these to the language experience chart paper. Display the completed story in the classroom.

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### **MATERIALS:**

language experience chart paper, a polaroid camera (optional), felt pen, materials and supplies for creating large plants, a box, an artificial plant, a skein of yarn, illustrations, masking tape

## LISTENING AND SPEAKING (VOCABULARY)

THEME: PLANT PARTS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations from Lesson One on the chalkboard and use them to review the NL vocabulary words from this Unit. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the NL vocabulary words have been reviewed.

Lay two of the giant plants (from Lesson One) on the floor. Then, divide the students into two teams at the other end of the room. Blindfold the first player in each team. Then, the first player in each team should stand on the floor on his hands and knees. Say one of the vocabulary words from this Unit and the two blindfolded players must then rush to the giant plants to 'feel' for the plant part that you named. The first players to correctly identify the plant part and to say its name wins the round. 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.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create a NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

The students may write simple 'sinquains'. To do this, they should follow the following directions:

- a. one word, a title
- b. two words to describe the title
- c. three words to tell an action
- d. four words to tell a feeling
- e. one word to refer to the title

The students should use the theme from this Unit for their 'sinquains'. Afterwards, have each student share his sinquain with the other students. An example of an English sinquain would be: Plant/Flowering, beautiful/Blowing in winds/Happy for its beauty/Dandelion.

Kistikanis,  
Wapikwaniwan e-minwasik,  
E-notik wepaniw,  
Minwenitam e-minosit  
Osawapakwani

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### MATERIALS:

writing paper and pencil for each student, giant plants (from Lesson One), two blindfolds, illustrations, masking tape



## READING

THEME: PLANT PARTS

Grade: 6 LESSON THREE

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### SIGHT RECOGNITION (VOCABULARY):

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Before the lesson begins, prepare an extra set of sight word cards. Then, place the master set of sight word cards on the floor at one end of the room. Place the sight word cards in the extra set on the floor at the other end of the room. Divide the students into two teams. Give the first two players in each team a long length of yarn (long enough to reach the two piles of sight cards). Then, say one of the sight words and the first two players in each team must then join the sight word that you said in the two piles of sight word cards. The first pair of players to do this successfully wins the round. Downplay the competitive nature of the activity and build up the fun of the game. Repeat this sight word recognition/matching process until all players have played.

### DECODING AND ENCODING (VOCABULARY):

Mount the sight word cards on the board and group the students in two teams. Then, describe one of the words on the board by indicating its number of syllables, consonants, vowels, etc. The first player (first player in each team) to identify correctly the word that you have described 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 had a chance to play.

Provide each student with a blank flashcard. Each student should then copy one of the sight words from this Unit on his card. Then, each student should cut his word into its individual syllables. Collect all of the cut-out syllables and place them in a container. Mix them together. Then, each student should reach into the container and remove one of the syllables. The student should then mount his syllable on a sheet of paper and create an NL word around it. You may wish to have the students create only words from this Unit or to create any NL vocabulary word that contains those syllables. Afterwards, have each student share his word with the other students. You may wish to have the students do more than one word in this way.

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### MATERIALS:

a blank flashcard for each student, a felt pen for each student, scissors for each student, master set of sight word cards, an extra set of sight word card, a skein of yarn

**LISTENING AND SPEAKING:**

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide each student with a blank flashcard. Each student should then write a number between 1 and 10 on his card. When the student's number cards are ready, say a mathematical problem to the students - the answer to which is a number between 1 and 10. For example, you might say, "Eight plus two." In this case, the student who has 10 would repeat the NL pattern that you said at the beginning of the round. Repeat this process using other 'math problems'. The students may exchange number cards after each round of this activity.

**READING:**

Provide each student with a blank sentence strip. Each student should copy one of the NL patterns from this lesson on his sentence strip. Then, read one of the NL patterns backwards. The student or students who have that pattern should hold it up and, on your cue, read it correctly. Repeat this process a number of times.

Mount the student's sentence strips on the walls around the classroom. Group the students in two teams in the centre of the room. Give the first player in each team a flashlight. Say one of the NL patterns and the two players should then attempt to locate the printed form of the pattern that you said. The first player to do so wins the round. Repeat until all players have had a chance to play.

**WRITING/SPELLING:**

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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**MATERIALS:**

writing paper and pencil for each student, a blank sentence strip for each student, a felt pen for each student, masking tape, two flashlights, master set of sight word cards, chalk, a blank flashcard for each student

## DIALOGUE AND ENRICHMENT

THEME: PLANT PARTS

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'plant parts'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'plant parts'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Select a verb from the dialogue and have the students suggest other NL forms for that verb. Write the different forms for the verb around the original form (from the dialogue). Repeat this process using other verbs from the dialogue. This activity may encourage the students to use singular, plural, past, present, and future forms of verbs.

### ENRICHMENT ACTIVITIES:

Remove the giant plants from the wall (prepared in Lesson One). The students should then label the different plant parts on the giant plants. Circulate among the students as they work, encouraging them to say the NL terms and patterns from this Unit. When the plants have been completely labelled, display them in the classroom once again.

Each student should select one plant part to describe its function in the NL. Provide the students with writing paper and pencils. The student might then cut out a large shape of the plant part that he has chosen and write his description of the plant part's function on the cut-out. Circulate among the students as they work on this activity, assisting them as necessary. Later, have the students share their 'descriptions' with the other students. Display the completed writings in the classroom, around the giant plants created earlier.

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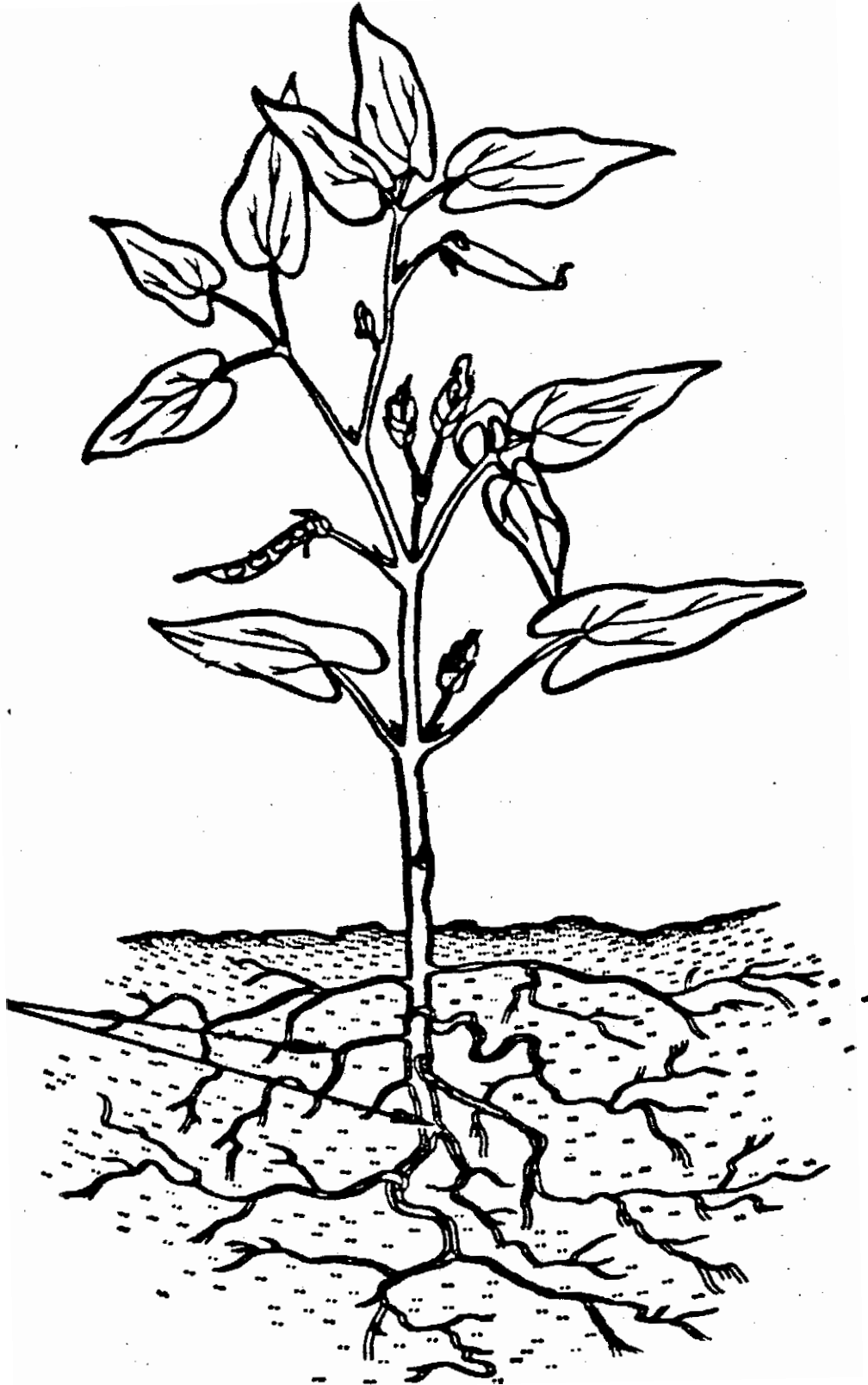
### MATERIALS:

writing paper and pencil for each student, giant plants (from Lesson One), felt pen for each student, language experience chart paper, masking tape

Theme: Plant Parts

Grade: 6

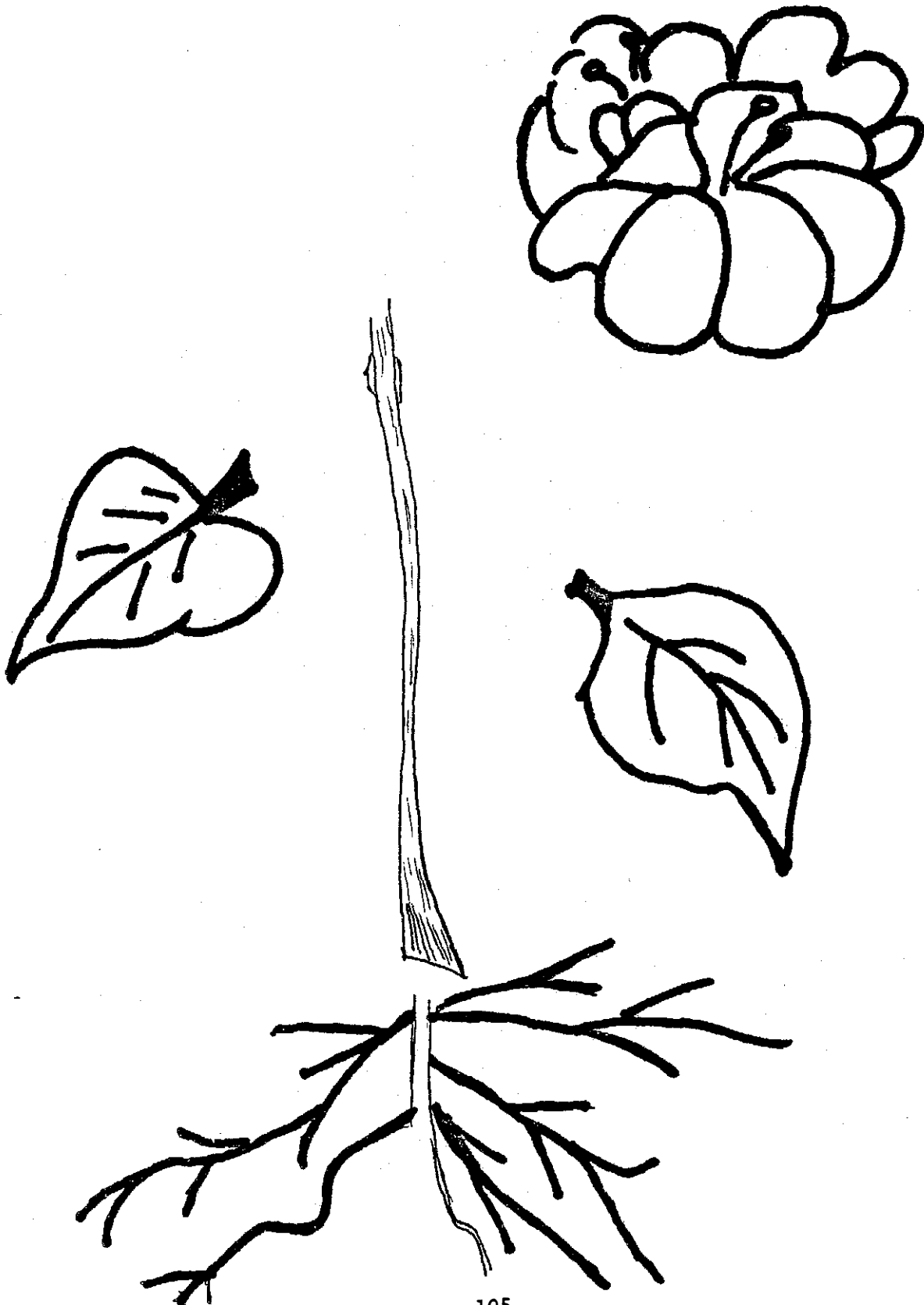
"Parts of the Plant"



Theme: Plant Parts

Grade: 6

"Parts of the Plant"





## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: RIVERS AND LAKES IN OUR AREA

Grade: 6

LESSON ONE

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### MOTIVATION:

Provide each student with a copy of Map of Manitoba from the back of this unit. The students should identify their area of the province. Then, encourage the students to identify lakes and rivers in the area. The students should note that not all maps contain all of the small rivers and small lakes that exist in a given area. Many 'local lakes and small rivers' may not show up on the map and therefore their names are not represented. Lead this into a discussion of the rivers and lakes in the area in which the students live.

### ACTIVITIES:

Mount a length of mural paper on the board and use it to do a more detailed map of the immediate area in which the students live. Encourage the students to identify lakes and rivers that exist in their area. This can include both large and very small lakes and rivers. Do a simple map that contains all of the lakes and rivers suggested by the students. Then, use this map to introduce the NL terms for the lakes and rivers. Discuss the meaning of each NL vocabulary word as it is presented to the students. Continue in this way until all of the names for the rivers and lakes have been presented.

Provide the students with art paper and pencils. The students should then copy the map that you created on the mural paper on their individual sheets of art paper. Circulate among the students as they work, repeating the NL vocabulary words as often as possible. Keep these maps for use later in the Unit.

Use the copies of Manitoba Map or other available atlases to have the students determine where the water from the different rivers flows. The students should understand that ultimately, all water leads to the ocean. Introduce the concept of the 'continental divide'. Find the continental divide on the student's maps (in their atlases). Once again, encourage the students to map the rivers in their area as they lead toward the ocean.

Provide each student with writing paper and pencil. Each student should then write about the importance of the rivers and lakes to the people in their area. You may wish to have some preamble discussion about this concept before the students do their actual writing in the NL. The students should do their writing. Circulate among the students as they work, assisting them with this process as necessary. Afterwards, have each student share his writing with the other students.

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### MATERIALS:

writing paper and pencil for each student, a construction paper sheet for each student, a copy of Map of Manitoba for each student, an atlas for each student, a large map of Canada, mural paper, a felt pen

## LISTENING AND SPEAKING (VOCABULARY)

THEME: RIVERS AND LAKES IN OUR AREA

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Give the students the individual maps that they created in Lesson One. Mount your map that was created on mural paper on the board or wall. Point to one of the rivers or lakes in your map and the students should find the corresponding lake/river in their individual maps. Encourage the students to recall the NL name for that river/lake. Continue in this way until all of the terms have been reviewed by the students.

Group the students in two teams. Have the two teams stand at the opposite end of the room from your large mural map. Say the name for a river or lake and the first player from each team must rush to the map and identify the river/lake that you said. The first player to do this successfully 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 had a chance to participate.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Select one of the sentences created by a student and write it on the chalkboard. Then, each student should re-write the sentence, changing key words in it. Afterwards, have each student read his 'new sentence' to you. Write the new sentences on the board around the original. You may wish to repeat this activity using other sentences as well.

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### MATERIALS:

writing paper and pencil for each student, chalk, mural map, the student's map (created in Lesson One), masking tape



## READING

**THEME: RIVERS AND LAKES IN OUR AREA**

**Grade: 6 LESSON THREE**

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### **SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Lay the mural map (from Lesson One) on the floor and group the students around it. Give the sight word cards to the students in the circle. The students should pass the cards around the circle in a clockwise direction as quickly as they can. When you clap your hands, those students left holding the cards must then enter the circle and place their sight word cards in their correct locations in the map. Repeat this process until all students have responded.

### **DECODING AND ENCODING (VOCABULARY):**

Before the lesson begins, prepare an extra set of sight word cards. Mix the master set and the extra set together and lay them on the floor face up. Divide the students into two teams. Say, for example, "Two syllables," and the first player in each team must rush to the sight word cards to identify a sight word that contains 'two syllables'. Repeat this process using other numbers of syllables. Continue until all players have participated.

Collect the master set or the extra set of sight word cards and cut each of the words in the set into its individual syllables. Spread the syllables on the floor in a scattered formation. Then, have a student stand beside the cut out syllables. Say one of the NL terms and that student must then connect all of the syllables necessary to reproduce the word that you said. To do this, he should use his feet, hands, knees, head, etc. This adaptation of 'stretch' should be played until all students have had a chance to play.

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### **MATERIALS:**

an extra set of sight word cards, a pair of scissors, a master set of sight word cards, illustrations, masking tape, mural map (from Lesson One)

**LISTENING AND SPEAKING:**

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Have the students stand back to back with arms interlocked. Say one of the NL patterns and tell the students to listen for that pattern once again. There should be one player who does not have a partner who is IT. Say a number of the NL patterns, eventually saying the original pattern that you said at the beginning of the round. The students should immediately drop arms and find another partner. However, IT must also find a partner. There should be a new IT after each round of the activity. Repeat this process using other NL patterns.

Before the lesson begins, collect a list of the student's birthdays. Then, say an NL pattern and call out a student's birth date. The student or students who have that birth date should repeat the sentence that you said. Repeat this process until all students have responded.

**READING:**

Provide each student with a blank sentence strip. Each student should copy one of the NL sentences on his sentence strip. When the student's sentence strips are ready, give each student a roll of masking tape and the students should attach their sentences on the walls around the room. Then, group the students in two teams in the centre of the room. Give the first player in each team a large funnel. Say one of the NL patterns and the players with the funnels must attempt to locate the pattern that you said. The first player to do this successfully wins the round. Continue with this game of 'funnel vision' until all students have participated.

**WRITING/SPELLING:**

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

**MATERIALS:**

two funnels, a blank sentence strip for each student, a felt pen for each student, writing paper and pencil for each student, master set of sight word cards, chalk

## DIALOGUE AND ENRICHMENT

THEME: RIVERS AND LAKES IN OUR AREA

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'rivers and lakes in our area'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'rivers and lakes in our area'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Provide each student with writing paper and pencil. Each student should copy down the dialogue from above, purposely omitting syllables, words, consonants, vowels, etc. When the students have completed their closure versions of the dialogue, they should then exchange with one another. Each student should then complete the closure version of the dialogue that he has. Circulate among the students as they work, assisting as necessary. Be certain that the printed form of the dialogue has been removed from the front of the classroom. Afterwards, review the sentences with the students to determine their accuracy in this activity.

### ENRICHMENT ACTIVITIES:

The students may use plasticene and tinfoil and other available materials to create a table model of the local lakes and rivers. The tinfoil can be used to represent the water in the lakes and rivers, and the plasticene and other available materials could be used for the land forms around. The students may wish to lay a length of mural paper out on the table first and then to draw the outline of their table model. The outline should then be filled in with the available materials. The students should prepare mini-signs for each of the lakes and rivers as 'labels'.

Write a line of poetry on the board that has a local river or lake as a theme. Then, the students should provide three more lines of poetry based on the same theme. The students may use 'blank verse' for their poems - that is, a poetry form in which the lines do not rhyme. However, some students may attempt to create rhyming verse. When the students have created their poems, have them share their poems with one another.

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### MATERIALS:

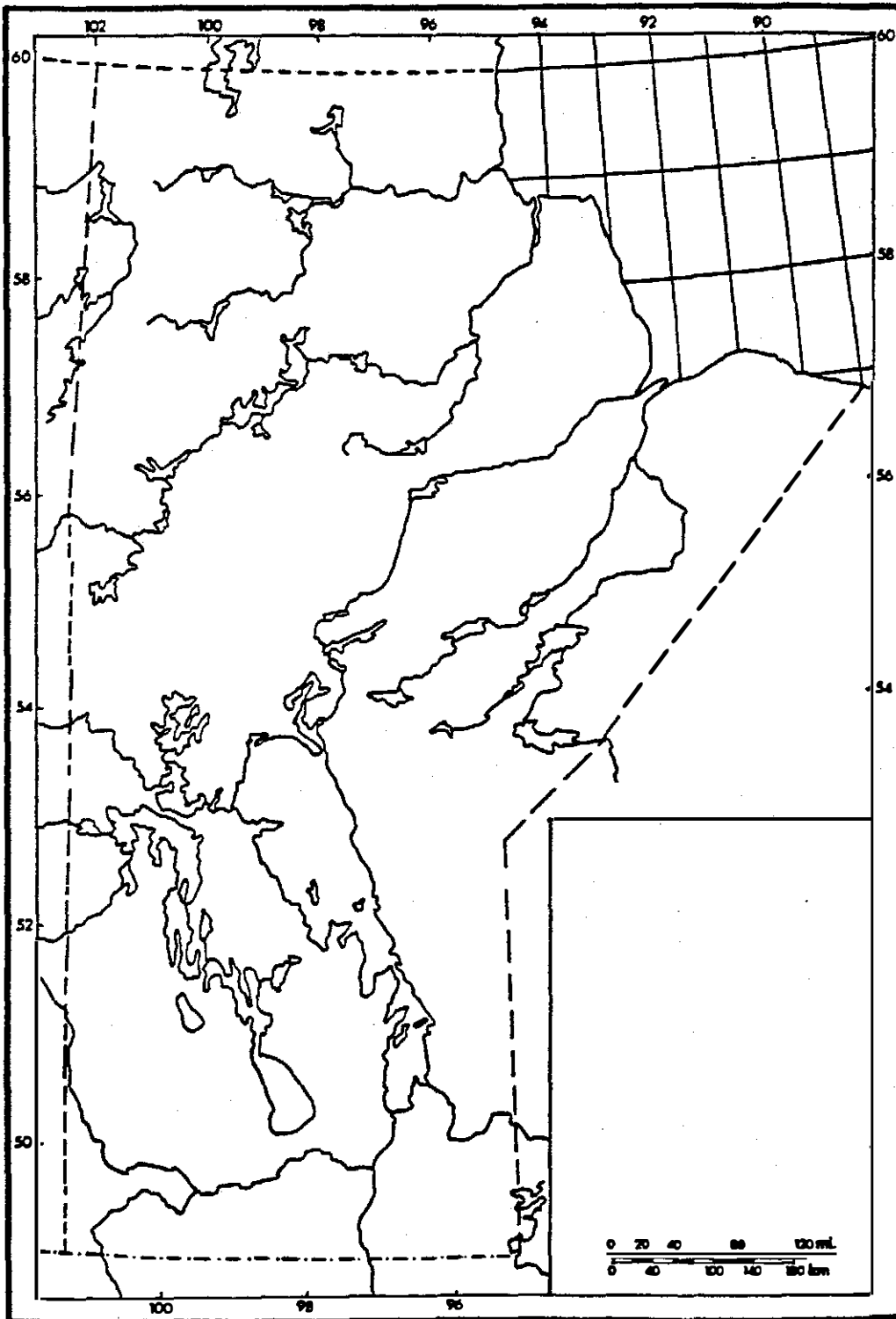
writing paper and pencil for each student, tinfoil/plasticene and other available supplies for table model, mural paper, language experience chart paper, a felt pen, writing paper and pen for each student

NATIVE LANGUAGE BASIC PROGRAM

Theme: Rivers and Lakes in Our Area

Grade: 6

"Map of Manitoba"



MANITOBA

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OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Seasonal Events

Grade: 6

Vocabulary:	ka tipishkamink kishikan	Birthday
	Kichi Manito kishikan	Christmas
	Onchinte kishikan	New Years
	Winimoshe Kishikan	Valentine's Day
	Kichi Anamehi Kishikan	Easter
	Omamawima Kishikan	Mother's Day
	Opapawima Kishikan	Father's Day
	Ka Akwetink	Treaty Day
	Ka Otaminonk	Sports Days

Pattern(s): Peshiko anamehi kishikak ta \_\_\_\_\_.  
(seasonal event)

Next week will be \_\_\_\_\_.  
(seasonal event)

Dialogue:

T. Ki ki kikentan na wapank tipishkaman?  
S. Kekat na!  
T. Ehe, tipishkam \_\_\_\_\_.  
(seasonal event)

T. Did you know my birthday is tomorrow?  
S. Really!  
T. Yes, my birthday is on \_\_\_\_\_.  
(seasonal event)

## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: SEASONAL EVENTS

Grade: 6

LESSON ONE

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### MOTIVATION:

Before the lesson begins, find an extra calendar in the school and cut it into its individual pages. Mount the calendar pages on the board from January to December. Then, encourage the students to recall important days during the year. Identify the important days that the students suggest on the calendar pages. Continue in this way until most of the important days have been reviewed. Suggest any important days that the students have not mentioned. Remember to identify important community events such as Treaty Days, and other important traditional ceremonial days celebrated in the community.

### ACTIVITIES:

Before the lesson begins, collect samples of greeting cards that represent the different special events during the different seasons. Mount each greeting card on the board and encourage the students to identify the special day associated with it. Continue in this way until all of the greeting cards have been introduced.

Use illustrations as well as the greeting cards (from above) to introduce the new NL vocabulary words to the students. Be certain that the students understand the meanings of the vocabulary words. The students should hear the NL terms a number of times during this introduction process. Continue in this way until all of the NL terms have been introduced.

Lay a length of mural paper on the floor. Group the students around it and provide them with illustrating supplies. Each student should then draw a circle on the mural paper and within the circle each student should illustrate an important event or ceremony of the year. Circulate among the students as they work, repeating the NL vocabulary words as often as possible.

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### MATERIALS:

mural paper, illustrating materials, sample greeting cards, an extra calendar, masking tape, a felt pen

## LISTENING AND SPEAKING (VOCABULARY)

THEME: SEASONAL EVENTS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations and the greeting cards on the board from Lesson One. Use the illustrations and the greeting cards to review the NL vocabulary words with the students. Place your left hand on an illustration and your right hand on its matching greeting card. The students should identify the special event associated with the illustration/greeting card. However, when your left and right hands are on mismatched items, the students should not respond. Repeat this process until the students are responding well.

Review the contents of the mural created in Lesson One. Point to one of the circles that contains illustrations and call upon the students to identify the special event (in the NL) associated with that illustration. Continue in this way until all of the illustrations in the mural have been identified.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Select one of the student's sentences from above and write it on the chalkboard. Then, erase everything except the first and last letters of the sentence. Each student should then attempt to write another NL pattern that begins and ends with the letters that you have left on the board. Circulate among the students as they work, assisting them with this process as necessary. Afterwards, have each student read his 'new sentence' to the other students. You may wish to repeat this process using other sentences from the students (from above).

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### MATERIALS:

writing paper and pencil for each student, illustrations, greeting cards, masking tape, special events mural (from Lesson One)

## READING

THEME: SEASONAL EVENTS

Grade: 6 LESSON THREE

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### SIGHT RECOGNITION (VOCABULARY):

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Before the lesson begins, write each of the sight words on a length of white mural paper using a white paraffin candle or a white crayon. Present this to the students, telling the students that you have used your best printing for today's activity. The students should quickly indicate to you that they can't see anything on the paper. Appear alarmed at this and then use a thin mixture of tempera paint to 'wash' the sight words on the mural paper. The students should identify the sight words as they appear. Continue in this way until all of the sight words have appeared.

### DECODING AND ENCODING (VOCABULARY):

Provide each student with a blank flashcard. Each student should then copy one of the sight words from this Unit on his flashcard. When a student has written his sight word on his card, he should then cut the word into its individual letters. When each student's word has been cut into its individual letters, collect all of the cut-out letters and place them on the floor face down. Group the students around them. A student should then reach into the centre of the circle and remove one of the letter cards. The student should look at the letter and then say and spell one of the vocabulary words from this Unit that contains that letter. Repeat this process until all of the students have responded a number of times.

Play 'buzz' with the students in a 'spelling bee' format. Divide the students in two teams. Say one of the vocabulary words from this Unit and the first players in team one should spell the word. However, whenever, for example, the vowel 'a' appears in the word, the student should say, "Buzz." Failure to do this loses the student the round. Repeat this process using another vocabulary word for the first player in team two. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have participated.

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### MATERIALS:

a blank flashcard for each student, a felt pen for each student, a pair of scissors for each student, master set of sight word cards, masking tape, a length of white mural paper, a white paraffin candle or white crayon, a thin mixture of tempera paint, a paintbrush



## PATTERNS

THEME: SEASONAL EVENTS

Grade: 6 LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide each student with a blank flashcard. Each student should then write his name on the flashcard. When the student's name cards are ready, have the students stand in a circle with their name cards. Say one of the NL patterns and the students should begin to pass their name cards around the circle in a clockwise direction. When you clap your hands, the students should stop passing the name cards around. Then, say a student's name. That student should look at the name card he has and call that student's name. The student who is finally called should repeat the NL pattern that you said at the beginning of the round. The fun of this game is that a student never knows when his name will be called. Repeat this process a number of times.

### READING:

Provide each student with a blank sentence strip. Each student should copy one of the NL patterns from this lesson on his sentence strip. Then, have each student cut his sentence strip into its individual words. Collect all of the cut-out words and spread them on the floor face up. Group the students in two teams at the other end of the room. Say one of the NL patterns. Then, the first player from each team must rush to the cut-out words to reproduce the sentence that you said. The first players to correctly 'encode' the sentence that you said wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have played.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in that pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, blank sentence strip for each student, felt pen for each student, a pair of scissors for each student, master set of sight word cards, masking tape, blank flashcard for each student

## DIALOGUE AND ENRICHMENT

THEME: SEASONAL EVENTS

Grade: 6

LESSON FIVE

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### DIALOGUE:

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

Provide each student with writing paper and pencils. Each student should then write a 'closure' version of the dialogue. To do this, a student should copy the dialogue on his sheet of paper, omitting words, syllables and letters. When a student's closure dialogue is complete, he should then exchange it with another student. Each student should then complete the closure dialogue that he received. Be certain that the printed form of the dialogue is not on display as the students complete their closure dialogues. Afterwards, review the student's responses to determine their accuracy with this process.

### ENRICHMENT ACTIVITIES:

Provide each student with the necessary materials to create a 'special events card'. Each student should select the special event in the year that he wishes to represent by his greeting card. Then, the students should apply appropriate illustrations to their cards. The students should also apply 'eexts' to their cards. Circulate among the students as they work, encouraging the students to use the language content from this Unit.

Lay the mural from Lesson One on the floor. Group the students around it. Have the students label the contents of the mural using their very best printing. When the mural has been completely labelled, place it on display in the classroom once again.

Provide each student with writing paper and pencil. Each student should then write a poem that has one of the special events of the year as its theme. The students may wish to write poetry for their 'greeting cards' prepared earlier in this lesson. When the student's poems are completed, have each student read his poem to the other students. The other students should attempt to identify the special event associated with the student's poem.

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### MATERIALS:

writing paper and pencil for each student, illustrating materials for each student, special events mural (from Lesson One), language experience chart paper, a felt pen, masking tape



## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: SEASONS - WEATHER

Grade: 6

LESSON ONE

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### MOTIVATION:

Before the lesson begins, say a number of 'mock' weather report excerpts into an audio tape recorder. The weather excerpts that you 'report on' should represent the different seasons of the year. For some seasons, it may be difficult to determine such as 'rain can occur in the spring, summer and fall'. However, add other details to the weather reports that would indicate to the students the different seasons. Play the audio tape for the students. Encourage the students to identify the seasons associated with each of the weather reports. Stop the tape recorder after each report and discuss its contents.

### ACTIVITIES:

Mount the calendar pages on the board from January to December. Then, circle the 'seasons' using chalk around the calendar pages. Use the official 'dates' to identify the different seasons. Then, introduce the illustrations from this Unit to the students. Match each of the illustrations with its appropriate season. Introduce the NL vocabulary words at this time. Be certain that the students understand the meanings of the vocabulary words as they are introduced. Continue in this way until all of the NL terms have been introduced.

Remove the illustrations from the chalkboard and mix them together. Give the illustrations to the students. Each student should then attempt to place his illustration in its correct 'season'. When a student has correctly placed his illustration, identify it using its NL name. Continue in this way until the students have heard the NL names once again.

Provide each student with a blank flashcard. Each student should then create a 'symbol' for a weather form. Circulate among the students as they work, repeating the NL vocabulary words as often as possible. When the student's symbols are ready, have each student show his symbol to the other students. The students should identify the weather form represented by the symbol (this can be in the NL or in English at this stage). If the students respond in English, provide the NL form of the weather for the students.

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### MATERIALS:

blank flashcard and illustrating materials for each child, an audio tape of 'weather reports', a tape recorder, a calendar, chalk, illustrations

## LISTENING AND SPEAKING (VOCABULARY)

THEME: SEASONAL EVENTS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations that were used in Lesson One on the chalkboard. Use the illustrations to review the NL vocabulary words introduced in Lesson One. Point to each illustration and call upon an individual to identify it. Continue in this way until all of the vocabulary words have been reviewed.

Direct the student's attention to the illustrations mounted on the board. Then, say one of the vocabulary words, purposely mixing up the syllables of the word. The students should listen carefully to the 'mixed-up word' that you say and then call upon an individual student to identify (correctly) the word that you said. Continue in this way, having the students identify the illustrations as well until all of the vocabulary words have been reviewed.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Group the students in a circle. Say an NL word and then the student next to you should repeat the word that you said and add another word on in an effort to begin the making of a sentence. The students should continue around the circle in this way until a complete NL pattern has been created. Repeat this process, beginning the process at different places in the circle so that all students will have a chance to participate.

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### MATERIALS:

writing paper and pencil for each student, illustration, masking tape

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Group the students together in the centre of the room. Mount the sight word cards on the walls around the room. Then, divide the students into two teams. Give the first players in each team a flashlight. Say one of the sight words and the two players should then attempt to find the sight word using their flashlights. Make the room as dark as possible. The first players to do this successfully wins the round. 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. The students should read each sight word when it has been found.

**DECODING AND ENCODING (VOCABULARY):**

Have the students stand in a circle. Walk around the outside of the circle, eventually stopping behind a student. Use the index finger of your writing hand to 'write' a beginning letter of a sight word on the student's back. The student should 'feel' the letter and then say a sight word that begins with that letter. Then, that student should walk around the circle and repeat the process using another student's back. Continue in this way until all of the students have had a chance to respond.

Provide the students with writing paper and pencils. Say a syllable from one of the words and the students should write the NL vocabulary word that contains that syllable. Continue in this way until a number of words have been written. Afterwards, review the student's responses to determine their accuracy with this process.

**MATERIALS:**

writing paper and pencil for each student, master set of sight word card, masking tape, illustrations, 2 flashlights

## PATTERNS

THEME: SEASONS - WEATHER

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Group the students in two teams. Say one of the NL patterns. Then, write a number between 1 and 5 on a pad so that only you can see it. Then have the first player in each team attempt to identify the number that you wrote on the pad. The player that gets the number correct or gets closest to the number should then repeat the NL pattern that you said at the beginning of the round. When an individual player has repeated the pattern, his team members should then repeat the pattern after him. Continue in this way until all players have had a chance to play.

### READING:

Provide each student with a blank sentence strip. Each student should copy one of the patterns from this lesson on his sentence strip. When the student's sentences are ready, the students should then cut them in half horizontally. This should produce both an 'upper half' and a 'lower half' for the sentence strips. Collect all of the cut-out parts and spread them on the floor. Mix them together well. Group the students in two teams at the other end of the room. Say one of the patterns and the first player from each team should rush to the cut-out parts to reproduce the pattern you said. Continue in this way until all of the students have had a chance to 'encode' the sentence.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in that pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each student, a pair of scissors for each student, a felt pen for each student, a master set of sight word cards, masking tape, writing paper and pencil for yourself

## DIALOGUE AND ENRICHMENT

THEME: SEASONS - WEATHER

Grade: 6

LESSON FIVE

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### DIALOGUE:

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

Provide each student with writing paper and pencils. Each student should then write a 'closure' version of the dialogue. To do this, a student should copy the dialogue on his sheet of paper, omitting words, syllables and letters. When a student's closure dialogue is complete, he should then exchange it with another student. Each student should then complete the closure dialogue that he received. Be certain that the printed form of the dialogue is not on display as the students complete their closure dialogues. Afterwards, review the student's responses to determine their accuracy with this process.

### ENRICHMENT ACTIVITIES:

Each student should prepare a weather report in the NL. The students should write their weather reports out on sheets of writing paper. Circulate among the students as they work, assisting with this process as necessary. When a student's weather report is ready, he should then sit at the front of the class and read his report to the other students. The other students should be called upon to identify the 'season' associated with the weather report. Continue in this way until each student has had a chance to share his weather report with the other students.

Mount a large map of Canada on the wall or board. Then, have a student stand up to give a 'weather report' off the top of his head. The weather report should be given entirely in the NL. Encourage other students to participate in this 'impromptu' speaking activity.

Mount a large map of Canada on the wall or board. Then, attach weather symbols (from Lesson One) to the map. When completed, call upon individual students to give a weather report indicated by the symbols on the map. OR, have each student write a weather report based on the symbol that you have placed on the map. This activity is similar to the previous one except that it provides the students with some 'guidelines' for developing their weather reports.

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### MATERIALS:

weather symbols (from Lesson One), masking tape, a large map of Canada, writing paper and pencil for each student, language experience chart paper, a felt pen



OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Snowshoe Making

Grade: 6

Vocabulary:           asamakikenk           making snowshoes  
                      piminakon           string  
                      wikwash           birch  
                      pakoponechikan       awl  
                      asamak           snowshoes

Pattern(s):   Ni nantentan \_\_\_\_\_ chi oshiwakok asamak.  
                  I need \_\_\_\_\_ to make snowshoes.

Dialogue:       T.   Asamakike na kiyape ki mishomis?  
                  S.   Eye, asamakike kiyape ni mishomis.  
                  T.   Kaname ni toshi-tamak anint?  
                  S.   Tepinak, \_\_\_\_\_ pitowan.  
                          (material)  
  
                  T.   Does your grandfather still make snowshoes?  
                  S.   Yes, he does.  
                  T.   Can you ask him to make me a pair?  
                  S.   As long as you bring \_\_\_\_\_.  
                          (material)

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## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: SNOWSHOE MAKING

Grade: 6

LESSON ONE

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### MOTIVATION:

Draw a large picture such as the following on the board:



Encourage the students to use their imaginations to determine what the illustration represents. Eventually, lead the students to an understanding that, among other things, the illustration represents a man who has sunk in the snow to his neck. Lead this, then, into a discussion of how this unfortunate accident might have been prevented. The students should at some point suggest the use of snowshoes.

### ACTIVITIES:

If a resource person is available to demonstrate the different stages in making of snowshoes, invite this person to present to the students. Arrange the presentation ahead of time so that concrete materials may be arranged for the presentation. The students should ask questions of the presenter, as appropriate. If a polaroid camera is available, photograph this presentation.

When the resource person has left, create a language experience chart story with the students. Encourage the students to recall the highlights of the presenter's visit. Write the words and sentences that the students provide on a sheet of language experience chart paper. Afterwards, mount the polaroid pictures around the story. Display the story in the classroom.

Use the illustrations to introduce the new NL vocabulary words for this Unit. Mount the illustrations on the board as they are presented. It is important that the students hear the NL vocabulary words a number of times during this introduction process. Be certain that the students understand the meanings of the words.

Discuss the making of 'babiche' with the students. The students should see the importance of babiche for the making of snowshoes as well as for other purposes (in the bush). The students should also understand that not all snowshoes have the same style. Different tribes throughout Canada have slightly different styles to their snowshoes. The illustrations at the end of this unit are examples. Some snowshoes are longer than others while others tend to be more roundish. Introduce the local style of snowshoe to the students. If possible, use an actual sample of snowshoes for this presentation. Once again, provide the students with an opportunity to hear the vocabulary words.

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### MATERIALS:

a pair of snowshoes (if available), a polaroid camera (optional), concrete materials for the presenter, illustrations, masking tape, language experience chart paper, a felt pen

## LISTENING AND SPEAKING (VOCABULARY)

THEME: SNOWSHOE MAKING

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations from Lesson One on the board. Use the illustrations to review the NL vocabulary words for this Unit. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the illustrations have been reviewed.

Group the students in a circle. Remove the illustrations from the board and give them to the students (not all students will have an illustration during each round of this activity). Stand in the centre of the circle holding a snowshoe vertically on the floor. Then, have the students pass the pictures around the circle in a clockwise direction as quickly as they can. When you stamp your foot, the children should stop passing the illustrations. Say one of the vocabulary words and release the snowshoe at the same time. The student with the illustration for the word that you said must rush into the circle and catch the snowshoe before it hits the floor. Repeat this process until most of the students have responded.

Group the students in a circle. Mount the illustrations on the board. Sit in the centre of the circle with a flashlight. Give a deck of cards to a student in the circle. The students should then take a card from the top of the deck and place it on the floor. However, if a student turns over a 'queen/king/jack', then shine the light of the flashlight on one of the illustrations and that student must identify it. Continue in this way until all of the cards have been used.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Write the first and last letter of one of the vocabulary words from this Unit on the board. Then, encourage the students to think of other NL words that begin and end with the same letters. You may wish to repeat this process using other beginning and ending letters. Afterwards, review the student's responses to determine their ability to retrieve NL language items internalized at an earlier date.

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### MATERIALS:

writing paper and pencil for each student, a deck of cards, a flashlight, a snowshoe, illustrations, masking tape

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Make a masking tape outline on the floor. Then, make another masking tape line on the floor parallel to the first line about one foot away from it. Place a small inflated balloon between the two lines. Divide the students into two teams. Give the first player in each team a fan made out of paper. When you say, "Go," the two players must attempt to fan the balloon to the other player's side. The winning player must then look at a sight word that you show him and identify it. Repeat this process until all players have had a chance to play.

**DECODING AND ENCODING (VOCABULARY):**

Rip up an old magazine or catalogue and give one page to each student. The students should note the page numbers that they have. Then, say a syllable from one of the sight words from this Unit. Following that, say a page number. The students with that page number must then say the NL vocabulary word that contains the syllable that you said. Repeat this process until all students have responded.

Write one of the sight words on the board, purposely misspelling it. The students should look at the misspelled word and then write the correct form on a sheet of paper. Repeat this process using other sight words from this Unit. Afterwards, review the student's spellings to determine their accuracy in correcting the misspelled words.

Cut an extra set of sight word cards into their individual syllables. Mix all of the cut-out syllables together and place them in a container. Have a student reach into the container and remove one of the cut-out syllables. The student should look at the syllable and then name a NL sight word from this Unit that contains that syllable. Accept any sight word that contains the syllable chosen by the student. Repeat this process until all of the cut-out syllables have been used in this way. Afterwards, say one of the NL terms and those students who have the syllables necessary to reproduce that word should do so. Continue in this way until all of the NL terms have been reproduced.

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**MATERIALS:**

an extra set of sight word cards, a pair of scissors, a container, writing paper and pencil for each student, a master set of sight word cards, illustrations, masking tape, old magazine/catalogue, a container, a small inflated balloon, two fans (made out of paper)

**LISTENING AND SPEAKING:**

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Group the students in a circle. Say one of the NL patterns and then spin a bottle. When the bottle stops, the student at whom the bottle is pointing should repeat the NL pattern that you said. Repeat this process a number of times.

Before the lesson begins, prepare a number of number cards from 1 to 10. Place all of these number cards in a container. Divide the students into two teams. Say a pattern (one of the NL patterns) and have the first player from each team reach into the container to remove a number card. The player who receives the 'lowest number' should repeat the NL pattern that you said. Repeat a number of times.

**READING:**

Provide each student with a blank sentence strip. Each student should copy one of the NL patterns on his sentence strip. Then, have each student pick up his sentence strip and walk around the room in a scattered formation. When you say, "Go," the students should group themselves together according to the sentences that they wrote. All students who wrote the same sentence should be together. When all of the students are together, have them read their sentences chorally.

Have the students mount their sentences on the walls around the classroom. Group the students together in the centre of the room. Shine the light of a flashlight on one of the sentences and the students should read it. Repeat this process until the students are responding well.

**WRITING/SPELLING:**

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

**MATERIALS:**

writing paper and pencil for each student, blank sentence strip for each student, a felt pen for each student, masking tape, master set of sight word cards, a collection of number cards, a container

## DIALOGUE AND ENRICHMENT

THEME: SNOWSHOE MAKING

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'making snowshoes'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'making snowshoes'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Cut each of the sentences out of the dialogue and then cut each sentence in half. Mix all of the halves together and give each student one of the halves. Call upon a student to read his half. Then, the student who has the other half of that sentence should read his half. Then, both students should say the entire sentence together. Repeat this process until all students have participated.

### ENRICHMENT ACTIVITIES:

If adequate amounts of supplies are available, the students may make 'models of snowshoes'. They may use tongue depressors and string for this process. You may wish to have a resource person work with the students on the project. Circulate among the students as they work, encouraging them to use the NL terms and patterns introduced and developed in this Unit.

Provide the students with writing paper and pencils. The students should then write a sequence of events that constitute the making of a pair of snowshoes. The students should illustrate each stage in this snowshoe making process. This activity can be done in 'booklet form'. If so, each student should create a cover for his booklet as well as a credit page. Afterwards, display the completed booklets in the classroom.

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### MATERIALS:

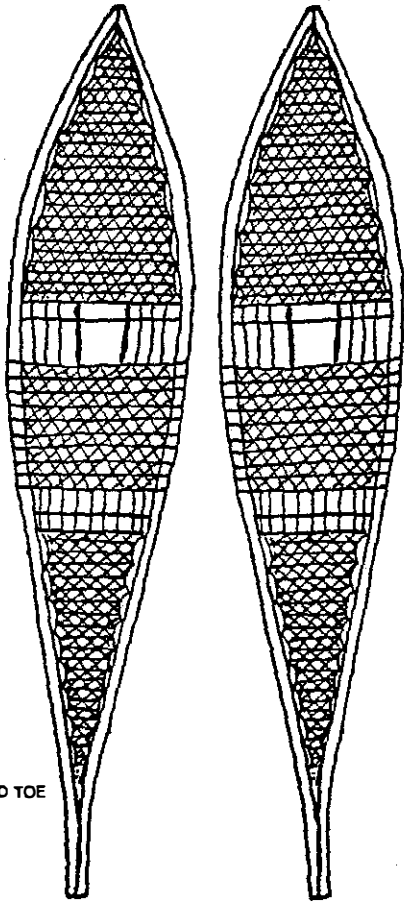
writing paper and pencil for each student, available materials to make model snowshoes, language experience chart paper, a felt pen, a pair of scissors

OJIBWE  
NATIVE LANGUAGE BASIC PROGRAM

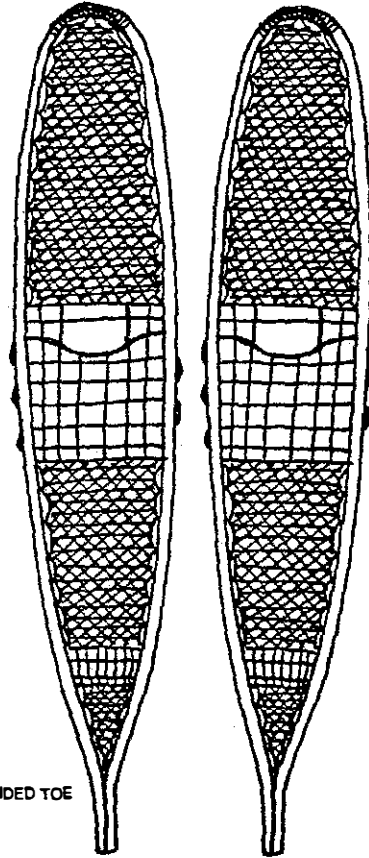
Theme: Snowshoe Making

Grade: 6

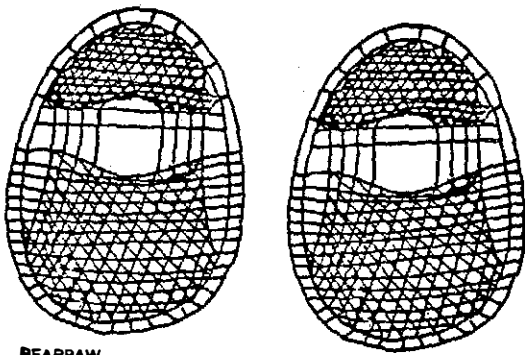
"Snowshoes"



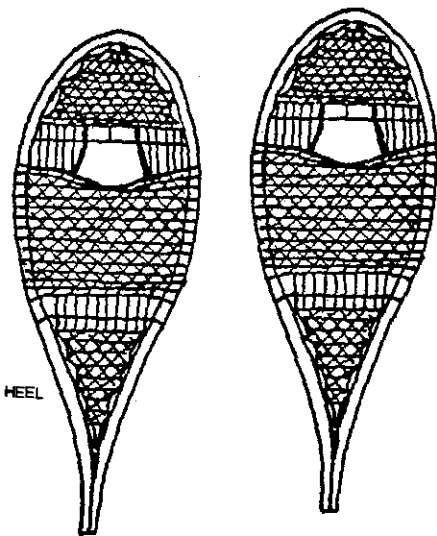
TWO PIECE, POINTED TOE



TWO PIECE, ROUNDED TOE



BEARPAW



ONE PIECE, POINTED HEEL

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OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Survival

Grade: 6

Vocabulary:	shakweshkotonan	matches
	mokomanes	pocketknife
	kikinachichikan	compass
	napikakan	bandana
	wasikonichikanes	flashlight
	menchanishi ashikanak	wool socks
	wakokotos	small ax
	pimite wasikonechikan	candles
	pakitawin	fishing
	wanikewin	trapping

Pattern(s): Owe \_\_\_\_\_ onchi kapeshiwink.  
(survival gear)

This \_\_\_\_\_ is for our camping trip.

Dialogue: T. Anin tenapatak owe \_\_\_\_\_?  
(survival gear)

S. \_\_\_\_\_  
(responses will vary)

T. What is the \_\_\_\_\_ used for?  
(camping equipment)

S. It is for \_\_\_\_\_  
(responses will vary)



CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: SURVIVAL

Grade: 6

LESSON ONE

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**MOTIVATION:**

Before the lesson begins collect as many of the items listed in "Survival Equipment" at the end of this unit. This list contains a list of equipment for outdoor survival. Encourage the students to suggest the other types of gear and supplies that would need to be taken with them. Lead this discussion into an awareness of 'survival' based on the environment.

**ACTIVITIES:**

Explain to the students that if a person understands the environment, one can live off the land and survive long periods in that environment. However, if a person relies on store-bought or commercially produced materials, it may be difficult to survive 'in nature' without the commercial items.

Invite a resource person to talk to the students about survival. If possible, have the resource person bring concrete materials to enhance the presentation. Arrange for the presentation well ahead of time. If a polaroid camera is available, photograph the session with the elder (with his permission).

If a presentation was made to the students by an elder, develop a language experience chart story with the students based on the presentation. Encourage the students to recall the highlights of the presentation. Write the words and sentences that the students provide on a length of language experience chart paper. If polaroid pictures were taken, attach these to the story. Display the completed story in the classroom.

Introduce the illustrations that represent the NL vocabulary words for this Unit. Mount the illustrations on the board as they are presented. Be certain that the students understand the meanings of the NL terms. It is important that the students hear the NL vocabulary words a number of times during this introduction process. Continue until all NL vocabulary words have been introduced.

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**MATERIALS:**

illustrations, masking tape, concrete materials for presenter, polaroid camera (optional), language experience chart paper, a felt pen

## LISTENING AND SPEAKING (VOCABULARY)

THEME: SURVIVAL

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations from Lesson One on the board. Use these illustrations to review the NL vocabulary words that were introduced in Lesson One. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the NL vocabulary words have been reviewed.

Give each student a playing card from a deck of playing cards. When each student has a card, call out one of the 'suits' and point to an illustration on the board. Those students who have that suit should then identify the illustration you point to. For example, if you call, "Hearts," all students with 'hearts' should identify the illustration you point to. The students may exchange playing cards after each round of the activity.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Write one of the student's sentences on the chalkboard. Review the sentence with the students. Then, have the students re-write the sentence, replacing the nouns and verbs in the sentence with other nouns and verbs. Circulate among the students as they work, assisting them as necessary with this process. Afterwards, have each student read his 'new sentences' to the other students. Note any difficulties the students have with this process.

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### MATERIALS:

writing paper and pencil for each student, a deck of playing cards, illustrations, masking tape

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Write a number of the sight words from this Unit on an overhead transparency sheet. Write the sight words in different directions. For example, some words may be upside-down, others may be vertical, and so on. Group the students together and flash the overhead projection words on the wall or screen for approximately 4 or 5 seconds. Then, encourage the students to name the words that they saw. Repeat this 'visual memory/sight recognition' process using other prepared acetate sheets.

Provide each student with a blank flashcard. Each student should copy one of the sight words on his card. When the student's cards are ready, hold up one of the illustrations or point to an illustration on the board. The student or students who have the sight word for that illustration should hold them up. Have the students exchange sight word cards periodically during this activity. Repeat until the students can respond well.

**DECODING AND ENCODING (VOCABULARY):**

Divide the students into two teams. Give the first player in each team a small matchbox car. If possible, have 2 cars that are exactly the same. Say one of the sight words from this Unit. Then, the two players with the cars should place their cars on the 'starting line' (masking tape line on the floor) and send their cars across the floor as far as they can. The student whose car goes the farthest should then spell the vocabulary word that you said at the beginning of the round. Repeat this process until all players have had a chance to participate.

Group the students in a circle. Before the lesson begins, prepare an extra set of sight word cards. Cut each of the words in the extra sets into its individual syllables. Tape a syllable to the underside of a frisbee. Then, the students should toss the frisbee back and forth across the circle. When you clap your hands, the student left holding the frisbee must look at the syllable underneath the frisbee and name the sight word that contains that syllable. Repeat this process, changing the syllable after each round of the activity.

Provide each student with 6 or 7 tongue depressors. Say one of the vocabulary words and the students should lay one tongue depressor on their desks for each syllable contained in the word that you said. Check the student's answers after each round of this activity.

**MATERIALS:**

6 or 7 tongue depressors per student, 2 matchbox cars, masking tape, a frisbee, master set of sight word cards, an extra set of sight word cards, a pair of scissors, illustrations, an overhead projector, overhead transparency sheets, a wax pencil

## PATTERNS

THEME: SURVIVAL

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Before the lesson begins, prepare an extra set of illustrations. Cut each of the illustrations in the extra set into 4 pieces. Mix all of the pieces together and give each student one piece. When you say, "Go," the students should group themselves together to reproduce the illustration. When four students have correctly grouped themselves together, they should say the NL pattern for that illustration. Repeat this process a number of times, using different cut-out picture parts.

### READING:

Provide each student with a blank sentence strip. Each student should copy one of the NL sentences from this Unit on his sentence strip. Group the students in the centre of the room. Collect the student's sentence strips and mount them on the walls around the classroom (you may wish to have the students do this). Then, divide the students into two teams. Give the first player in each team a flashlight. Say one of the NL patterns. Darken the room. The first player in each team must then use his flashlight to locate the sentence that you said. The first player to do this successfully wins the round. Downplay the competitive nature of the activity and build up the fun of the game. Repeat this sentence recognition process until all students have participated.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

2 flashlights, writing paper and pencil for each student, a blank sentence strip for each student, a felt pen for each student, a master set of sight word cards, masking tape, an extra set of illustrations, a pair of scissors

## DIALOGUE AND ENRICHMENT

THEME: SURVIVAL

Grade: 6

LESSON FIVE

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### DIALOGUE:

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

Provide each student with writing paper and pencils. Each student should then write a 'closure' version of the dialogue. To do this, a student should copy the dialogue on his sheet of paper, omitting words, syllables and letters. When a student's closure dialogue is complete, he should then exchange it with another student. Each student should then complete the closure dialogue that he received. Be certain that the printed form of the dialogue is not on display as the students complete their closure dialogues. Afterwards, review the student's responses to determine their accuracy with this process.

### ENRICHMENT ACTIVITIES:

Have each student imagine that he is 'lost in the woods'. Each student should then write (in the NL) what he would do to 'survive'. Circulate among the students as they work, assisting them as necessary. Later, have each student read his story to the other students.

Lay a length of mural paper on the floor. Group the students around the paper and provide them with the necessary illustrating materials to illustrate 'survival' on the land. Each student should select a portion of the mural paper to create his illustration. When a student has completed his illustrations, he should then write sentences about the illustration near the illustrations. Circulate among the students as they work on this process, encouraging them to use the language content from this Unit. Display the completed mural in the classroom. If 'Labrador Tea' available, you may wish to make a sample of it with the students. Make arrangements to use the kitchen stove to boil the water for the making of the tea. You may wish to have each student sample the 'Labrador Tea'. The students should, of course, understand that there are many plants 'in the bush' that are edible and can be used to 'survive'.

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### MATERIALS:

Labrador Tea (if available), a kettle, mural paper, illustrating materials, writing paper and pencil for each student, language experience chart paper, a felt pen

NATIVE LANGUAGE BASIC PROGRAM

Theme: Survival

Grade: 6

"Survival Equipment"

EQUIPMENT CARRIED IN POCKETS

Matches - wooden, waterproof by dipping in warm paraffin or carry in a waterproof case.

Pocketknife - Boy Scout type equipped with sharp blade, awl, screwdriver.

Goggles - dark with side protectors.

Toilet Tissue

Compass - pocket type, not too small; Army lid compass or the type carried by fireguards in U.S. Forest Service.

Notebook and pencil - to record data and observations made during trip, leave messages, etc.

Trail Food - nuts, raisins, prunes, gum, sugar cubes, fruit drops to munch on along the trail.

Bandanna - large kerchief, for which you will find many uses.

Ointment for lips for burns.

EQUIPMENT CARRIED IN RUCKSACK OR PACK BOARD

Flashlight - small 2 cell light, extra batteries and bulb. Batteries loose their charge quickly if not kept warm.

Extra jacket - shirt or sweater for extra layers.

Extra inner soles - particularly if you are wearing shoe paks.

Extra mittens, outers and liners.

Extra wool socks - for changing in the evening or when other socks are damp.

Scarf - wear over mouth and nose during sub-zero temperatures to warm breath and to prevent freezing of lungs.

Spare large kerchief.

Hand ax - small, sharp ax with sheath and a wrist thong through hole in handle.

More waterproof matches - for emergency use.

Tinder - candle, or other fire starter material. (Some carry pitch wood, heat tabs, kindle sticks, carbide chunks, etc.)

NATIVE LANGUAGE BASIC PROGRAM

Theme: Survival

Grade: 6

"Survival Equipment" (Cont'd)

Small first aid kit and extra roll of 2 inch adhesive tape to be used for taping heels before each trip and for minor repair to clothing and equipment.

Sunburn lotion or ointment - apply early to prevent burns.

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Tastes of Foods

Grade: 6

Vocabulary:            wisiniwin                    food  
                         ka kochipichikenk        tasting  
                         winkipakot                tastes good  
                         mashipakot                tastes bad

Pattern(s):            \_\_\_\_\_ awe \_\_\_\_\_  
                         (food)                    (tastes good/bad)

This \_\_\_\_\_ tastes \_\_\_\_\_.  
                         (food)

Dialogue:

T. Tipikonk ni ki anta wisinimin wisini akamikon.  
S. Wekonen ka michiyak?  
T. \_\_\_\_\_ ni ki michin tako  
niwichiwekan \_\_\_\_\_ oki michin.

T. Last night we went to the restaurant.  
S. What did you eat?  
T. I had \_\_\_\_\_ and it was \_\_\_\_\_, but  
                         (food)                    (taste)  
my friend had \_\_\_\_\_.  
                         (food)

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## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: TASTES OF FOODS

Grade: 6

LESSON ONE

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### MOTIVATION:

Before the lesson begins, collect a number of empty food containers. Present these food containers to the students, encouraging the students to talk about the food items represented by each. During the discussion, encourage the students to suggest what 'condiments' or 'complements' might be used with each of the food items. For example, for 'peanut butter' some students may suggest honey, jam, or bananas. There may be other exotic creations that might be created with peanut butter as well. Continue in this way until the students have identified condiments/complements for each of the food items.

### ACTIVITIES:

The students should begin to realize that not all food items go well together. The taste of some are 'incompatible'. Review the food items represented by the containers (from above) and call upon the students to suggest an 'incompatible' food for each item. The students should realize that it may not only be the taste that may make it incompatible with another food, but also the texture of the food or its appearance. However, taste certainly plays a vital role in what we are willing to mix together to eat.

Introduce the illustrations that represent the different 'tastes'. Mount each illustration on the board as it is presented. Introduce the NL vocabulary words to the students at this time. The students should hear the NL vocabulary terms a number of times during this introduction process. Continue in this way until all of the NL terms have been introduced.

Provide each student with a sheet of construction paper. Then, each student should divide his construction paper in half. Each student should then illustrate a food item at the top of his construction sheet. In one column, the student should glue or paste pictures of food items that are 'compatible' with the item that the student illustrated at the top of the page. In the other column, the student should glue or paste pictures of food items that are 'incompatible' with the food item he has illustrated. Provide the students with old magazines and catalogues for this process. Circulate among the students as they work, repeating the NL vocabulary words as often as possible. Display the completed 'compatible/incompatible' creations in the classroom.

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### MATERIALS:

old magazines and catalogues, scissors for each student, a light coloured sheet of construction paper for each student, glue/paste, illustrations, empty food containers

## LISTENING AND SPEAKING (VOCABULARY)

THEME: TASTES OF FOODS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

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

Place all of the food containers (from Lesson One) on the floor. Be certain to cover any sharp edges on tins with masking tape. Cover the food containers with a blanket or thick sheet. Then, group the students around the items. Have a student 'feel' one of the items through the blanket or sheet. The student should then imagine what the food item is and suggest its taste in the NL. When the student has done this, he should then reach under the sheet/blanket and remove the container. If the student named the container the taste of the food item correctly, he should keep the container out. Otherwise, he should replace it in a different location under the sheet/blanket. Repeat this process until each student has had a chance to play. You may wish to turn it around by saying one of the NL vocabulary words and having a student attempt to locate a food item that matches the taste that you named.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Write one of the student's sentences on the chalkboard. Then, erase the entire sentence except for the first and last letters of the sentence. Provide each student with writing paper and pencil. Each student should then create a new sentence that begins and ends with the letters that you have left on the board. Circulate among the students as they work, assisting them with this activity as necessary. Afterwards, have each student read his 'new sentence' to the other students. Do not overcorrect the student's use of the NL at this time. However, note any major errors that the students make for future remediation.

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**MATERIALS:**  
writing paper and pencil for each student, illustrations, masking tape, empty food containers (from Lesson One), a thick sheet or blanket

## READING

THEME: TASTES OF FOODS

Grade: 6 LESSON THREE

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### SIGHT RECOGNITION (VOCABULARY):

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Mount the empty food containers on the floor at one end of the room. Then, divide the students into two teams at the other end of the room. Give the first player in each team a sight word from this Unit. When you say, "Go," the two players must rush to the food items and place their sight word cards beside an appropriate container (i.e., food item). When each student has placed his sight word card, he should read it to the students. Repeat this process until all students have played.

### DECODING AND ENCODING (VOCABULARY):

Provide each student with 5 blank flashcards. The students should write the numbers 1 to 5 on their cards. Say one of the vocabulary words from this Unit and the students should hold up the numeral card that represents the number of syllables in that word. Repeat this process using other vocabulary words from this Unit. Note any difficulties the students have in identifying the number of syllables in the words.

Group the students in two teams at one end of the room. On the board, write one of the sight words from this Unit using the v/c sequence. The 'v' represents the vowels and the 'c' represents the consonants. For example, in English the word 'axe' would be written 'vcv'. Write one of the sight words on the board using this v/c sequence. When you say, "Go," the first player in each team must rush to the board and write the sight word represented by the v/c sequence. The first player to do this successfully wins the round. Downplay the competitive nature of this activity and build up the fun of the endeavour. Repeat until all players have had a chance to play.

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### MATERIALS:

5 blank flashcards for each student, a felt pen for each student, a master set of sight word cards, empty food containers (from Lesson One)

## PATTERNS

THEME: TASTES OF FOODS

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Before the lesson begins, collect a number of pennies, nickels, dimes, and quarters. Give these to the students - one coin per student. Then, say one of the NL patterns and call out the name of one of the coins. The student or students who have that coin must then repeat the NL pattern that you said. The students should exchange coins after each round of this activity. Repeat this process until the students are able to respond well. Be certain that the students speak together when they speak 'chorally'. You may have to 'cue' the students to begin speaking (i.e., "one, two, three ...").

### READING:

Provide each student with a blank sentence strip. Each student should write one of the sentences from this lesson on his sentence strip. When each student's sentence strip is complete, he should cut it in half. Collect all of the halves and place them on the floor face down. Mix the halves up well. Group the students around them. Then, have each student reach into the centre and remove one of the sentence halves. Call upon a student to read his sentence half. Any student or students in the circle who have sentence halves that can be used in conjunction with the first student's should place theirs on the floor. The students should continue in this way until all possible sentence halves have been matched. For added spice, you may wish to have each student take more than one sentence half. Then, the first student to have no sentence halves left in his hands would be the winner of the game.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each student, a pair of scissors for each student, a felt pen for each student, a master set of sight word cards, masking tape, a collection of pennies, nickels, dimes and quarters (one coin for each student)

## DIALOGUE AND ENRICHMENT

THEME: TASTES OF FOODS

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'tastes of foods'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'tastes of foods'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Provide each student with writing paper and pencils. Each student should then re-write one sentence from the dialogue, mixing up the syllables in each word of the sentence. When a student's 'mixed up sentence' is complete, he should read it to the other students. He should then call upon the other students to identify the sentence represented by the 'mixed up syllables'. Continue in this way until each student has had a chance to read his 'mixed up syllables sentence' to the other students. You may wish to have the students also mix up the order of the words in the sentence. This would certainly make the activity that much more difficult or 'challenging'.

### ENRICHMENT ACTIVITIES:

Provide the students with the 'compatible/incompatible' art forms that they created in Lesson One. Each student should then label his pictures and his illustration. Circulate among the students as they work, assisting with this process as necessary. When the pictures have been labelled properly, place them back on display again in the classroom.

Provide the students with writing paper and pencils. Each student should then create a 'menu' for a meal of the day. Each student should select a meal for this process. The students should be careful that the food items that they include in their meals should be 'compatible'. The students should complete this activity in the NL. Circulate among the students as they work, assisting them with this process as necessary. Afterwards, have each student read his 'menu' to the other students.

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### MATERIALS:

writing paper and pencil for each student, 'compatible/incompatible' creations (from Lesson One), language experience chart paper, a felt pen, experience chart paper, a felt pen

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Traditional Games

Grade: 6

Vocabulary: shoshkonam snowsnake  
asamak/ka mowenekenk snowshoe races  
ka apakichikenk hand dice  
ka koshkonitewenk Indian ball  
piyopiko makisinin horse shoe game  
ka apakachikatekin stick game

Pattern(s): Ki kinamowishin chi ishi otaminowan \_\_\_\_\_.  
(game)

Teach me how to play \_\_\_\_\_.  
(game)

Dialogue: T. \_\_\_\_\_ ki kinamakonank chi ishi otaminowank  
\_\_\_\_\_  
(game)

S. Anin minik awaya tatashi chi otaminot?

T. \_\_\_\_\_ ta otaminowak.  
(number of people)

T. \_\_\_\_\_ is teaching us how to play \_\_\_\_\_.  
(Name) (game)

S. How many people can play?

T. \_\_\_\_\_ can play at one time.  
(Number of people)

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: TRADITIONAL GAMES

Grade: 6

LESSON ONE

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**MOTIVATION:**

Provide each student with a copy of "Traditional Games"\* from the back of this unit. These pages contain traditional games that students can play. Encourage the students to discuss the different games. The value of games as a recreational outlet should be covered with the students. The students should also begin to realize that not all students the world over play the same games.

**ACTIVITIES:**

Use the above experience to lead the students into an understanding or an awareness of traditional N games used in the area. Once again, the students should understand that games were often determined by available resources and 'space' in which the games could be played. Introduce the illustrations to the students that represent the different N games.

Encourage discussion of the games with the students. Introduce the NL vocabulary terms at this time. It is important that the students hear the NL vocabulary words a number of times during this introduction process. Be certain the students understand the meanings of the NL terms.

If an elder is available to make a presentation to the students, invite this resource person to introduce one or more traditional games. It should be arranged so that the elder has the necessary supplies or brings them with him to actually play some of the games with the students.

Write a language experience chart story (in the NL) with the students based on the presentation by the resource person (above). You may wish to include the actual names of the traditional games in this language experience chart story. If photographs of the presentation are available, attach them to the language experience chart story. Display the story in the classroom.

Divide the students into groups - one group for each traditional game introduced in this Unit. Provide the students in each group with a length of mural paper and illustrating materials. The students in each group should then illustrate one of the games introduced in this lesson. Circulate among the students as the work, repeating the NL vocabulary terms as often as possible. Display the completed mini murals in the classroom.

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**MATERIALS:**

a copy of Traditional Games for each student, illustrations, language experience chart paper, mural paper, illustrating materials

\* These games are from Native Games published by the Native Education Branch, Manitoba Department of Education.

## LISTENING AND SPEAKING (VOCABULARY)

THEME: TRADITIONAL GAMES

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations of the traditional games on the board. Use the illustrations to review the NL vocabulary words that were introduced in Lesson One. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the NL terms have been reviewed.

Tell a running story, pointing to the illustrations (from above) as you do so. Whenever you point to an illustration, the students should provide the vocabulary word. Continue in this way until the students are responding well.

Mount the illustrations from this Unit on the walls around the classroom. Group the students in two teams. Darken the room. Give the first player in each team a flashlight. Say one of the NL terms and the two players should attempt to shine the lights of their flashlights on the illustration for the word that you named. The first player to do this successfully wins the round. Have the students identify the illustration when it has been correctly found. Downplay the competitive nature of this activity and build up the fun of the game. Repeat this process until all players have had a chance to play.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary word from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Group the students in a circle. Have one student in the circle say an NL pattern using one of the vocabulary words from this Unit. Then, the student next to him should repeat that student's sentence and add a sentence of his own. The students should continue in this way around the circle until a student cannot remember the sequence of sentences. At that point, begin with that student for the next round of the activity.

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### MATERIALS:

writing paper and pencil for each student, illustrations, masking tape, 2 flashlights



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**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Give the sight word cards to individual students in the classroom. Have three students stand at random around the room. Then, give two students (e.g., from two different teams) each a large funnel. The two players should place the funnel over their faces. Then, say one of the sight words. The players must attempt to find the sight word that you said by looking through the funnels. The first player to do this successfully wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Repeat this process until all students have had a chance to participate in 'funnel vision'.

**DECODING AND ENCODING (VOCABULARY):**

Use a flashlight to write one of the NL vocabulary words on the wall or board. The students should watch as you 'write' the word with the light of the flashlight. After 'writing' the word, call upon an individual student to identify it. If the student does this correctly, he then should be given the flashlight for the next 'writing'. Repeat using other sight words.

Have two students stand facing one another. The first student should say a letter that begins one of the sight words from this Unit. Then, the second player should say the second letter of a sight word that he is thinking of from this Unit. The players should continue to spell a word back and forth in this way until one of the sight words from this Unit has been spelled. The word that is finally spelled may be different from the word that the first player had originally intended. Repeat this process with other pairs of players.

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**MATERIALS:**

a flashlight, sight word cards, masking tape, illustrations, 2 large funnels

## PATTERNS

THEME: TRADITIONAL GAMES

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide each student with a coin such as a penny. Then, say one of the NL patterns from above. The students should then toss their coins into the air to determine whether or not they have 'heads' or 'tails'. Toss a coin of your own, calling out, "Heads," or "Tails." The students who have the 'heads/tails' that you called, should then repeat the NL pattern that you said at the beginning of the round. Repeat this process until the students are able to respond well.

### READING:

Provide each student with a blank sentence strip. Each student should then write one of the NL patterns from above on his sentence strip - purposely mixing up the words of the sentence. When the student's sentences are complete, collect them and spread them on the floor. Divide the students in two teams at the other end of the room. Say one of the NL patterns and the first player from each team must rush to the 'scrambled sentences' to identify the sentence strip that contains the words for the sentence you said. The first player to do this successfully 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 played.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, a sentence strip for each student, a felt pen for each student, sight word cards, masking tape, a coin for each student, a coin for yourself

## DIALOGUE AND ENRICHMENT

THEME: TRADITIONAL GAMES

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'traditional games'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'traditional games'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Provide each student with writing paper and pencil. Each student should then copy the dialogue on his page, leaving out words, syllables, letters, etc. When the students have completed their 'closure versions' of the dialogue, have the students exchange copies. Each student should then complete the copy of the dialogue. Circulate among the students as they work, assisting them as necessary. Afterwards, review their completed forms to determine the student's accuracy with this 'closure' activity.

### ENRICHMENT ACTIVITIES:

Remove the mini murals from the wall (from Lesson One). The students should regroup themselves into their original groups and then label the contents of their mini murals. Circulate among the students as they work, encouraging them to use the NL vocabulary words and patterns learned in this Unit. The students should use their very best printing in this labelling process. When the murals have been labelled, display them in the classroom once again.

Collect or make the necessary materials to play some of the traditional games with the students. Play the games with the students, using a team form, individual form, as called for in the different games.

Provide the students with writing paper and pencils. The students should then write up the 'rules' for selected games that have been introduced to them during this Unit. Each student should select one of the games to write up the rules. When the students have written the rules for the games, have each student read the rules for the game that he chose. Note any grammatical difficulties the students have in this process. Assist the students as necessary but do not over-correct their creative expression at this time. The 'rule' may be attached to the 'mini murals' that were labelled above.

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### MATERIALS:

writing paper and pencil for each student, mini murals (from Lesson One), masking tape, language experience chart paper, a felt pen

## NATIVE LANGUAGE BASIC PROGRAM

Theme: Traditional Games

Grade: 6

### "Traditional Games"

#### INDIAN BALL

Equipment Bat and ball.

Rules There is an even number of people on two teams. "A" players position themselves at 1st base, pitcher, 2nd base, catcher, 3rd base, and fielders.

"B" players are up to bat.

The batter hits the pitched ball and runs to 1st, 2nd, and 3rd base or home. If a fielder throws a ball to the base and the runner is not there, he is out.

The last player up to bat can run straight through to second base or stop at the pitcher's mound and throw the bat to hit 2nd base. The ball will be thrown at him to get him out.

Presumably, if the last batter is out, the teams switch positions.

Cultural Affiliation This game was recorded at Poplar River, Manitoba (courtesy of William Zuk, 1960's).

#### HAND DICE

Equipment One set of four two-sided dice, one blanket, music (drum). One side of each die was left blank while the other side was painted and/or decorated. Each design and combination was worth a certain score.

Rules The four dice were held in the hands, shaken and thrown into the air to land on the blanket or mat. The winner was the player with the highest score or the first one to reach a pre-determined score. Players usually alternated turns. There was great variation in counting from tribe to tribe.

Cultural Affiliation The hand - stick dice game is a very common male gambling game, found particularly among Plains tribes. In Manitoba, Cree women played it as did the Saulteaux, Assiniboine and Cree men.

Cultural Significance This game, played to rhythm of a drum, provided body movement and rhythm training besides property redistribution from gambling.

Theme: Traditional Games

Grade: 6

## "Traditional Games"

SNOWSHOE RACES.Equipment One pair of snowshoes per competitor.Rules As with foot races, snowshoe races tested either endurance over a distance or speed over a short course. Held in the winter season, they could be either individual or team events.

It is most likely that men normally competed in these races, but women also may have.

Cultural Affiliation The northern cultural groups, especially the Algonquian and Athapascan families, likely held snowshoe races if the weather was suitable. The Plains Indians living in pertinent climatic areas also participated.

Cultural Significance Snowshoe racing provided excellent training for the winter hunt, including fitness development, endurance, and skill for the hunter. Craftsmanship was also important in snowshoe construction. Snowshoe races are presently an important part of winter festivals in Manitoba communities.

SNOW SNAKE

Equipment A flat, frozen surface as a playing area and a wooden dart or spear made of hardwood. The length varied from two to ten feet (the shorter snow snakes were used in Manitoba).

The round hardwood rod was tapered to form a slightly bigger head at one end. The head was sometimes weighted, with horn and later metal (e.g. a moulded bullet). The entire rod was carefully smoothed and polished to make it glide more easily. The Cheyenne, Kiowa, and Dakota Sioux used buffalo rib pieces or other animal bones with feathers on the ends. These were often called "bone gliders". Each participant built a foot wide iced trench down a hill. (See Tawow for directions for making a snow snake).

Rules The general game format was to hurl one's dart along the ice or snow, the object being to see whose dart went the furthest. To throw the snowsnake, the forefingers were held against the "foot" and the thumb and other fingers of the same hand acted as a support. If the snowsnake was long, it was balanced in the left hand, the forefinger of the right hand was placed against the back end, and the common underhand throw was used. The Iroquois notched the foot end of their snowsnake and fitted a throwing stick to the end to help propel it. This game had many variations and could be a team or individual sport. Points were awarded for each snowsnake of one team that outdistanced that of their opponents; or the winning throw could win the game for the entire team.

## NATIVE LANGUAGE BASIC PROGRAM

Theme: Traditional Games

Grade: 6

Another variation was recorded at Black River, Manitoba. Among the Saulteaux there, it is called "sho sho num". A stick is thrown into the snowbank and the children seek it. The stick may turn and go very deeply into the bank, but nobody wins the game. (Courtesy of Jack Steinbring)

Cultural Significance One's success at snow snake depended on his dexterity and strength as well as on the finish and balance of his snowsnake. Therefore, skill in both craftsmanship and physical fitness was encouraged. This normally was a male form of recreation. There was a special form for women among the Cree, Dakota Sioux, Arapaho and Chippewa.

### STICK GAME

Equipment A bundle of sticks or reeds numbering from ten to a hundred. The sticks varied from 4" to 20" long, and frequently were painted with distinctive markings.

Rules One player divided the bundle into two parts and the object was to guess in which of the two piles was a particular marked stick, or which pile was odd or even in number.

Among the Cree the number of sticks was always an odd number. The game was played with two players or with two teams. One side secretly divided the bundle in two. If the opponents guessed which pile was the even one, they won the game. If they picked the odd pile, they lost.

The Huron mixed an odd number of sticks or straws and placed them on a mat or skin between the players. One player shoved a pointed bone into the pile and picked up part of the bundle. His opponent took the remaining sticks and each counted his pile. The player with the odd number of sticks won.

The Sauk and Fox dropped 102 willow sticks into a pile. A player divided the pile using a foot long dividing stick painted red on the pointed end. The object of the game was to separate out an odd number of sticks from the pile, but the player had to call out the number he would separate out before he put down the dividing stick. If he succeeded, he scored one point. If he was not successful, the turn went to the next player. Teton Dakota children from South Dakota used a bundle of sumac sticks, one of which had a special mark and was called the "odd one". With their eyes closed, one of the two players mixed the sticks and separated them, one bundle in each hand. The other player tried to choose the bundle with the "odd" stick. If he was correct, he won the game.

Cultural Affiliation This game appears to have a limited scope, as it is found among Eastern groups, and some northern Plains peoples. The Cree in Manitoba may have played it.



## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: TRADITIONAL HOUSING

Grade: 6 LESSON ONE

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### MOTIVATION:

Provide each student with a copy of Traditional Housing from the back of this unit. This page contains a variety of different housing forms. Encourage the students to discuss the different housing forms, noting in particular the materials used in the construction of them. Lead this discussion into an awareness that 'traditionally' most people had to use available resources for the construction of their homes. The students should understand that this is significantly different from today, when many 'outside materials' are brought in for construction.

### ACTIVITIES:

Introduce the illustrations that represent the different vocabulary words for this Unit. Mount the illustrations on the board as they are presented. Be certain that the students understand the meanings of the NL terms. The students should hear the NL vocabulary words a number of times during this introduction process. Continue until all of the NL terms have been introduced.

Use a piece of chalk to draw an outline around the perimeter of each of the illustrations on the board. Then, remove the illustrations from the board and mix them together. Show one of the illustrations to a student and have that student match the illustration with its original box on the board. When a student has done this successfully, say the NL term for all of the students to hear. Continue in this way until all of the pictures have been replaced on the board and until the students have heard the terms once again.

If a resource person is available to talk to the students about traditional housing, invite him or her to make a presentation to the students. Arrange the presentation ahead of time so that concrete materials may be added for 'spice'. Encourage the students to ask questions during or after the presentation, as appropriate. The presenter may indicate ways in which the traditional housing forms were made, showing samples of the actual materials used. Or, a resource person may indicate how the interior of a traditional home was arranged. If a polaroid camera is available, take polaroid pictures of the presentation (with the permission of the presenter).

When the presenter has left, develop a language experience chart story with the students based on the presentation. Encourage the students to recall the highlights of the presentation. Write the student's words and sentences on the language experience chart paper. If polaroid pictures were taken during the presentation, attach these to the language experience chart story. Display the completed story in the classroom.

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### MATERIALS:

language experience chart paper, a felt pen, polaroid camera (optional), illustrations, masking tape, chalk, a copy of Traditional Housing for each student



## LISTENING AND SPEAKING (VOCABULARY)

THEME: TRADITIONAL HOUSING

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

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

Provide each student with a dice. If there are not enough dice to provide each student with one, the students can make their own out of sugar cubes or other small blocks. The students should use felt pens to put the marks on the dice. Then, have the students roll their dice. Point to one of the illustrations on the board and call a number between 1 and 6. The student or students who have that number on their dice should identify the illustration that you point to. Repeat this process until the students have responded a number of times.

Number each of the illustrations on the board from 1 to \_\_\_ (depending upon the number of illustrations). Each student should write down one of the numbers from the board. Then, call a student's name and point to an illustration. If the student has the number for that illustration, he should identify the illustration. Otherwise, he should say, "Pass." Repeat this process until most of the students have responded orally.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Write one of the words that was provided by the students on the board. Then, encourage the students to imagine as many NL words that can be created with the same letters as possible. Write the words that the students suggest on the board or have the students work independently in this activity. The students should use only the letters contained in the word on the board. It is not necessary that the students use all of the letters in each word, however each new word must be made up of letters found in the word on the board. Afterwards, review the student's responses to determine their ability to 'retrieve' NL language items.

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### MATERIALS:

writing paper and pencil for each student, a dice for each student (or dice made from sugar cubes), illustrations

**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Provide each student with a set of blank flashcards. The number of flashcards that you provide each student should be equal to the number of sight words introduced in this lesson. Then, each student should copy the sight words on his cards - one word per card. When the student's sight cards are ready, say one of the NL terms and the students should hold up the appropriate sight cards. Repeat this process until the students are responding well.

Collect all of the sight cards from the students and lay them on the floor face down. Group the students around them. Call a student's name. That student should enter the circle and turn over two cards at the same time. If the student turns over two matching cards (same sight word) he should identify the sight word and score a point. Continue around the circle in this way until many of the words have been matched. When a student has two 'mismatched' words, he should say, "Pass."

**DECODING AND ENCODING (VOCABULARY):**

Prepare two complete sets of sight word cards and spread these on the floor in two separate piles. Divide the students into two teams. When you say, "Go," the first player from each team should rush to his pile of sight cards and arrange the sight cards in their correct alphabetical order. The first player to do this successfully 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 played. Mix the cards up after each round of the activity in readiness for the next player.

Turn the sight word cards (from above) face up on the floor. Group the students in two teams. Then, select two syllables from the words and place those two syllables together and say them to the students as though they represent a 'new word'. The students should listen carefully to the two syllables that you say. Then, the first players from each team must rush to the sight words and find the two words that contain the syllables that you said. The first player to do this successfully wins the round. Once again, downplay the competitive nature of the activity and build up the fun of the game. Repeat until all players have played. Use different syllables for each round of the activity.

**MATERIALS:**

a set of blank flashcards for each student, pencil for each student, a master set of sight word cards, masking tape, illustrations

**LISTENING AND SPEAKING:**

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Divide the students into two teams. Then, have the first player from each team step forward. Whisper the same pattern in each player's ear. Then, say, "Go." The first player in each team must then very quietly whisper the same pattern to the next player in line. The students should continue in this way until the last player in the line hears the pattern. That player must rush to the front of the circle and stand ready. The first team to do this successfully and then to whisper the same pattern in your ear wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Be certain that the students are standing far enough apart in line so that they cannot overhear the whispering that takes place in the line.

**READING:**

Provide the students with a blank sentence strip. Each student should then write one of the NL patterns from this sentence on his sentence strip. When the sentences are ready, line them up on the floor, one below the other. Then, lay a length of mural paper or other thick paper over the sentences so that only the very end of the sentences are showing (that is, the righthand side of the sentences). Group the students near the paper. Call a student's name and that student should look at one of the sentence ends and attempt to identify the sentence. After saying the sentence, he should pull the strip out from under the butcher paper to determine whether or not he named the correct sentence. Continue in this way until all of the sentences have been identified.

**WRITING/SPELLING:**

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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**MATERIALS:**  
writing paner and pencil for each student, a blank sentence strip for each student, a felt pen for each student, mural paper, master set of sight word cards, masking tape, chalk

## DIALOGUE AND ENRICHMENT

THEME: TRADITIONAL HOUSING

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'traditional housing'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'traditional housing'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Each student should select one sentence from the dialogue to 'parse it'. To 'parse' a student should take every word in the sentence and indicate the part of speech that that word holds. Circulate among the students as they work, assisting as necessary. Afterwards, have each student read the sentence that he selected, indicating the function of each word in the sentence.

### ENRICHMENT ACTIVITIES:

Provide each student with a sheet of construction paper (light coloured). Each student should prepare an illustration on his construction paper sheet that represents a traditional housing form. Then, each student should write a paragraph underneath his illustration describing the housing form represented in the illustration. Circulate among the students as they work, assisting as necessary. Display the completed products in the classroom.

If supplies and materials are available, the students may make a model of a traditional housing form in one corner of the classroom. You may wish to invite a resource person to the classroom to assist with this process. The students should use only the NL during this activity. Encourage the students to use the terms and sentences among others that were introduced in this Unit.

The students may make a table model that represents the different traditional housing forms. On a table, place soil, a mirror (for water), etc. The students should then create the traditional housing forms using available materials. The table model should be as detailed as possible. Be certain to assign tasks to each student. Circulate among the students as they work on this project, encouraging the use of the NL terms and patterns from this Unit.

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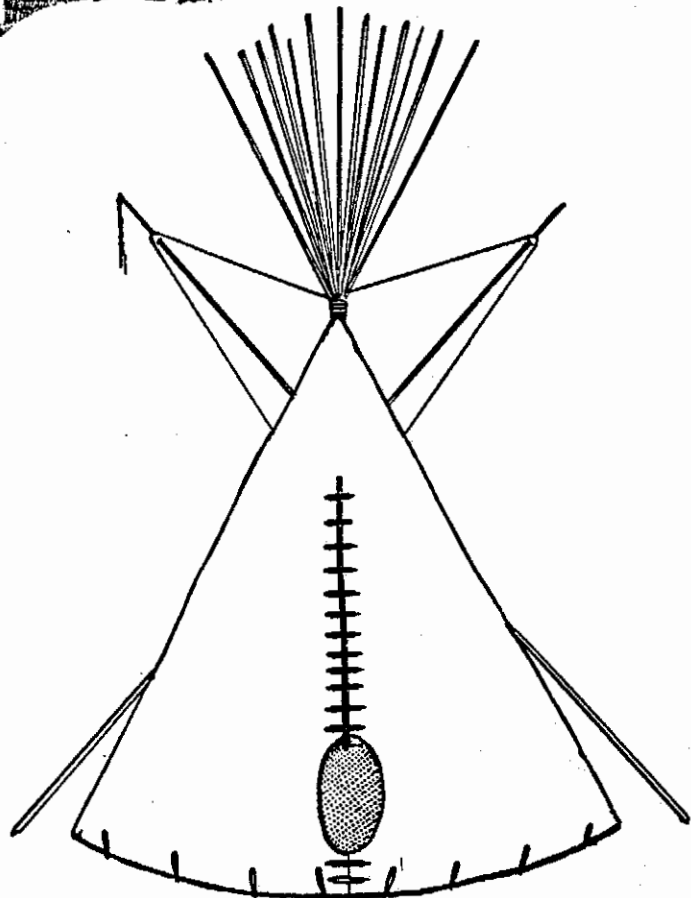
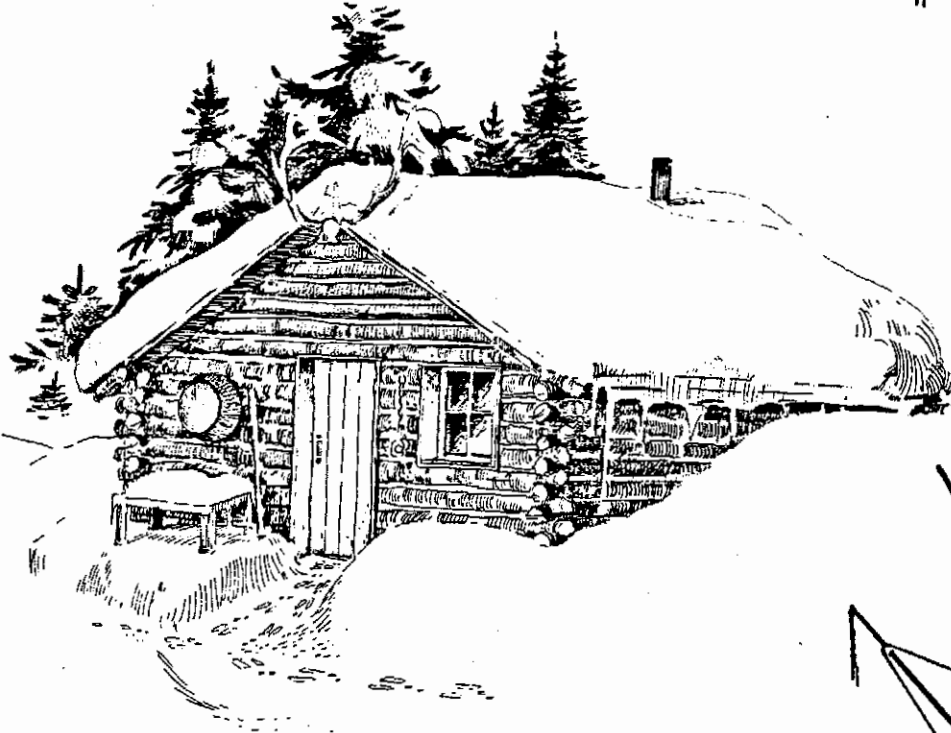
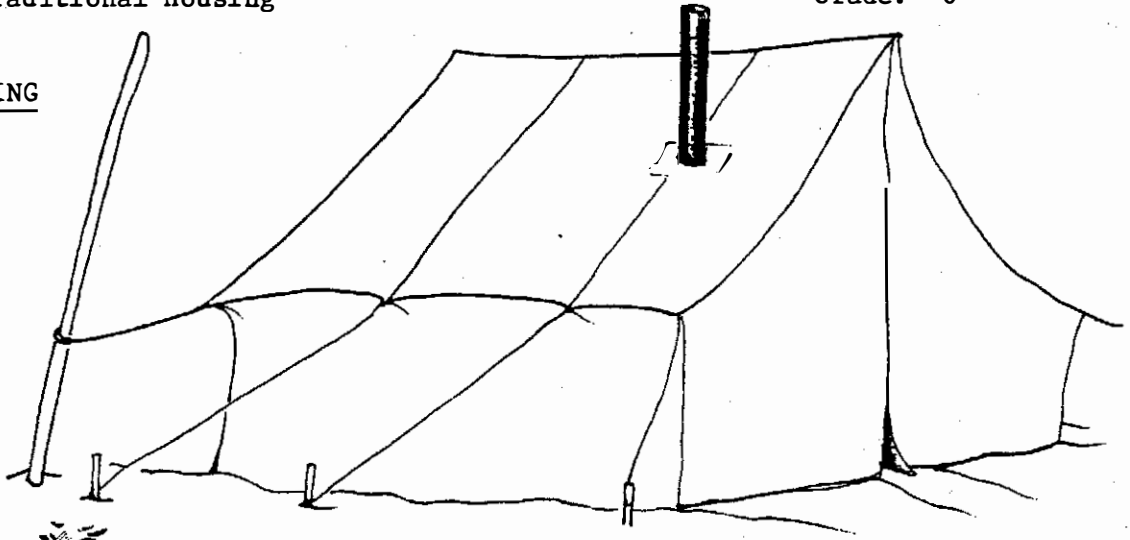
### MATERIALS:

available materials to create a traditional housing form, available materials and supplies for table model of traditional housing styles, light sheet of construction paper for each student, illustrating materials for each student, a pencil/pen for each student, language experience chart paper, a felt pen, writing paper for each student

Theme: Traditional Housing

Grade: 6

TRADITIONAL HOUSING



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OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Types of Trees - Non Local

Grade: 6

Vocabulary:	mitikomish	oak
	wikosh	birch
	shetak	poplar
	kishkantak/nipakantak	cedar
	mashikiwatic	tamarask
	ininiwatic	maple
	wapinatik	elm

Pattern(s): \_\_\_\_\_ awe.

This is a \_\_\_\_\_ .  
(tree)

- Dialogue:
- T. Wekonen itinowikan mitik owe \_\_\_\_\_ onchi oshichikatek?  
S. Kawin, wekonen itinowikan mitik onchi oshichikatek?  
T. Awe \_\_\_\_\_ win \_\_\_\_\_ ki apichichikaso.  
(furniture) (tree type)
- T. Do you know what this \_\_\_\_\_ is made from?  
S. No, what tree is it made from?  
T. This \_\_\_\_\_ is made from \_\_\_\_\_ .  
(furniture) (tree type)

CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: TYPES OF TREES

Grade: 6

LESSON ONE

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**MOTIVATION:**

Before the lesson begins, collect a variety of different samples of paper from around the school. This should include construction paper, manilla, bond, wrapping paper, etc. Mount samples of the different types of paper on attractive backings to present to the students. Introduce the different paper samples to the students, encouraging the students to discuss the uses of the different paper forms. Lead the discussion into what all paper forms have in common; all are produced from wood which in turn is obtained from forest products.

**ACTIVITIES:**

Introduce the illustrations for the new NL vocabulary words. Mount the illustrations on the board as they are presented. The students should hear the NL vocabulary terms a number of times during this introduction process. Be certain the students understand the meanings of the NL terms. Continue in this way until all of the NL terms have been introduced.

Display a map of Canada or the world in the classroom and encourage the students to suggest areas where the different trees grow. Continue in this way until the 'homeland' for each tree has been identified.

If cross-sections of a small tree are available, provide each student with cross-sections of either the same tree or of different trees. Introduce the concept of 'tree rings' to the students. The students should understand that we can tell how old a tree is by the tree rings (by counting them) and we can also tell whether a year was 'wet' or 'dry'. This can be done by judging the distance between the rings. A large distance between rings indicates a wet year and a small distance between the rings indicates a dry year. The students should attempt to work out the year of the tree from which their cross-section was obtained. Also, call upon the students to determine which their cross-section was obtained. Also, call upon the students to determine which years were 'wet' and which were 'dry'. Afterwards, review the student's results.

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**MATERIALS:**

illustrations, cuttings of cross-sections of trees (if available), writing paper and pencil for each student, a variety of different samples of paper, masking tape

## LISTENING AND SPEAKING (VOCABULARY)

THEME: TYPES OF TREES

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Before the lesson begins, prepare an extra set of illustrations and cut each one out so that the shape of the tree is clearly visible. Attach these to a sheet and have two students hold the sheet up so that the cutouts are on the side of the sheet away from the other students. Place an overhead projector behind the sheet and turn it on. The students should now look at the silhouettes of the trees on the sheet. Point to one of the silhouettes and the students should identify it. Continue in this way until the students have identifying the outlines of the trees.

Prepare another set of cut-out trees such as the one above. Place the two cut-out sets of trees on the floor and group the students around them. Blindfold the students. Say the name of one of the trees and call upon two students to enter the circle to 'feel' for the tree that you named. Since there are two versions of the tree on the floor, each student has the opportunity of succeeding with this activity. Repeat until all students have participated.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary word from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Each student should prepare a list of descriptors that describe the trees introduced in this Unit. Each student should select one tree for this activity. When the students have completed their lists, have a student read his list of descriptors to the other students. The other students should attempt to identify the tree that is described by the student. Repeat this process until each student's list of descriptors has been reviewed in this way.

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### MATERIALS:

writing paper and pencil for each student, illustrations, masking tape, a sheet, 2 cut-outs of each tree picture, an overhead projector



## READING

THEME: TYPES OF TREES

Grade: 6 LESSON THREE

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### SIGHT RECOGNITION (VOCABULARY):

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Stand the sight words in the chalkboard ledge. The students should look carefully at the words. Then, the students should close their eyes. Remove one of the sight words and push the remaining sight words together to close the gap created. The students should then open their eyes and identify the 'missing' sight word. Repeat this process a number of times.

Before the lesson begins, use a wax pencil to write 5 or more words (from this Unit) on overhead transparency sheets. Then, divide the students into two teams. Place one of the overhead transparency sheets on the overhead projector and turn the projector on and immediately off. Call upon the first player of Team One to identify as many of the words as he can from what he saw in the 'flash'. Then, have the player of Team Two do the same. The player who recalls the greatest number of words from the sheet wins the round. Repeat a number of times.

### DECODING AND ENCODING (VOCABULARY):

Provide each student with a blank flashcard. Each student should then create the closure word part. To do this, each student should write one of the sight words, leaving out a syllable, vowels, consonants, etc. When the student's closure cards are complete, each student should hold up his card and show it to the other students. The other students should identify the word. Later, have the students exchange cards so that each student may complete (fill in) a closure word.

Before the lesson begins, tape a number of different lengths of yarn on the chalkboard. The yarn lengths should vary from very short to long. However, the length of each yarn length should not be obvious to the students. Cover the tops of the yarn lengths with a length of mural paper. Then, divide the students into two teams. Say one of the sight words from this Unit and the first player from each team should pull one of the 'roots' (yarn lengths) from the board. The student who pulls the 'shortest root' from the board should then spell the sight word that you said. Repeat this process until all players have had a chance to play.

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### MATERIALS:

a variety of different lengths of yarn strands, masking tape, mural paper, sight word cards, illustrations, an overhead projector, overhead transparencies, a wax pencil, a blank flashcard for each student, a felt pen for each student

## PATTERNS

THEME: TYPES OF TREES

Grade: 6 LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide each student with a blank flashcard. Then, say a number to each student from 1 to \_\_\_ (depending upon the number of students in your class). When the students have their number cards ready, they should exchange them. Then, say one of the NL patterns and call out a number. The student with that number should repeat the NL pattern that you said. Repeat this process until a number of the students have responded. The students may exchange number cards after each round of the activity.

### READING:

Provide each student with a blank sentence strip. Each student should then write one of the NL patterns from this lesson on his sentence strip. When a student has completed his sentence strip, he should then cut it in half horizontally, thus producing both the top and the bottom sections of his sentence. Collect all of the cut-out parts and spread them on the floor. Divide the students into two teams. Say one of the patterns from this lesson and the first player from each team must then attempt to locate the two halves necessary to produce the pattern that you said. Since there may be more than one copy of the pattern that you said, each student may succeed at this activity. Otherwise, have the two students work together for this process. Repeat until all players have played.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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**MATERIALS:**  
writing paper and pencil for each student, a blank sentence strip for each student, a felt pen for each student, scissors for each student, a blank flashcard for each student

## DIALOGUE AND ENRICHMENT

THEME: TYPES OF TREES

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'types of trees - local'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'types of trees - local'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Provide the students with writing paper and pencils. Each student should select one of the verbs from the dialogue. Then, each student should re-write the verb in as many different forms as he can think of. Circulate among the students as they work, assisting them with this process as necessary. Then, have each student read his list of verbs to the other students.

### ENRICHMENT ACTIVITIES:

Each student can create a 'funnygram' using the sight words introduced in this Unit. To do this, a student would use the letters of a word as the beginning letters of words in a sentence. For example, the word 'dog' could be used to produce the sentence 'Do our geography.' The students should use the NL terms from this Unit for this process. It may be necessary for the students to insert other words, providing the letters of the sight word are used in their right order in the sentence. Afterwards, review the student's funnygrams with them.

Lay a length of mural paper on the floor. Group the students around it. Provide the students with the necessary illustrating materials to create a 'forest' of local trees. The students should illustrate the trees, colour them, and then label them very carefully. Display the completed mural in the classroom or hallway.

Write the first line of a poem that has 'trees' as a theme on the board. Then, each student should add one more line of poetry (or more) to the line that you wrote. Circulate among the students as they work, assisting as necessary. The students may use 'blank verse', that is, a poem that has non-rhyming lines. Afterwards, when the students have completed their poetry, have each student read his poem to the other students.

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### MATERIALS:

writing paper and pencil for each student, mural paper, illustrating materials, paint/crayons/felt pens, a pencil for each student, language experience chart paper, a felt pen

OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Types of Work

Grade: 6

Vocabulary:	kikinamake	teaching
	kitike	farming
	kashkikoso	sews
	atawake	salesperson
	mitiko nape(ikwe)	carpenter/female
	tashopiwiki	painter
	otapine inini/ikwe	policeman/female

Pattern(s): \_\_\_\_\_  
(Name of person) (occupation)

\_\_\_\_\_ is a \_\_\_\_\_  
(Name of person) (occupation)

- Dialogue:
- T. \_\_\_\_\_  
(older sister/brother) (occupation)
- S. Anti ima kaki kinamowint chi ishi \_\_\_\_\_?  
(occupation)
- T. \_\_\_\_\_ ki tashi kikanamowa chi ishi \_\_\_\_\_.  
(place) (occupation)
- T. My older brother/sister is a \_\_\_\_\_.  
(occupation)
- S. Where did he go to school to be a \_\_\_\_\_?  
(occupation)
- T. He/She went to school at \_\_\_\_\_ to be a \_\_\_\_\_.  
(place) (occupation)

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## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: TYPES OF WORK

Grade: 6

LESSON ONE

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### MOTIVATION:

Present pictures of a variety of occupations. Encourage discussion with the students of the variety of jobs. For example, for 'T.V.' the students may suggest actor/actress, cameraman, writer, make-up technician, etc. The students should begin to understand that there are many different types of jobs available in a variety of different fields.

### ACTIVITIES:

Introduce the illustrations that represent the vocabulary words for this Unit. Mount the illustrations on the board as they are presented. The students should hear the NL vocabulary words a number of times during this introduction process. Be certain that the students understand the meanings of the vocabulary terms. Continue in this way until all of the vocabulary words have been introduced.

Mount a blank flashcard on the board beside each of the illustrations from the above activity. Then, encourage the students to suggest 'symbols' that could be used to represent the different forms of work. For example, for a 'writer' the students might suggest a 'pen'. Continue in this way until a symbol has been determined for each of the illustrations on the board. These symbols will be used later in this Unit for review purposes.

If a resource person (representing one of the jobs introduced in this Unit) is available in your community, invite this person into the classroom to give a short presentation to the students. The resource person may be asked ahead of time to bring concrete materials to the presentation to enliven his presentation to the students. Encourage the students to ask questions, as appropriate.

Provide each student with a copy of "Job Advertising" from the back of this unit. This page contains job advertisements. Review the job advertisements with the students. Then, each student should write a letter of 'application' for one of the jobs. The letters should be written in the NL by the students. Review the form of a 'business letter' with the students, and assist them as necessary with the NL language content of their letters. Later, have each student read his letter of 'application' to the other students.

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### MATERIALS:

a copy of Job Advertising for each student, writing paper and pencil for each student, illustrations, blank flashcards

## LISTENING AND SPEAKING (VOCABULARY)

THEME: TYPES OF WORK

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations on the board from Lesson One and use them to review the NL vocabulary words for this Unit. Point to each illustration, calling upon an individual to recall its NL term. Continue in this way until all of the NL vocabulary words have been reviewed.

Distribute the 'symbols' for the different jobs to the students. It is not necessary that all students have a symbol during each round of this activity. Point to one of the illustrations on the board and the student who has its matching symbol must say the vocabulary word for that illustration. Repeat this process a number of times until most of the students have responded. The students may exchange or pass on their symbol cards periodically during this activity.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals in the class to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Set up a mock 'interview' situation with the students. Place two chairs at the front of the room. You act as the interviewer and the students become the 'interviewees'. Have a student sit in the other chair. Have the student's 'letter of application' (from Lesson One) in your hands. Discuss the student's application with him (in the NL), encouraging the student to answer your questions in complete NL patterns. Continue in this way with other 'interviewees' until most or all of the students have had a chance to be interviewed.

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### MATERIALS:

letters of 'application' (from Lesson One), writing paper and pencil for each student, illustrations, 'symbols' illustration, masking tape

## READING

THEME: TYPES OF WORK

Grade: 6 LESSON THREE

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### SIGHT RECOGNITION (VOCABULARY):

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Mount four sight word cards from this Unit on the board. Then, give each student four blank sight word cards. Each student should copy the sight word cards from the board on his blank cards. When the student's cards are ready, remove the sight word cards from the board and mix them together. Have the students lay their sight word cards out in a sequence (any sequence). Then, lay the four cards from the board in the chalkboard ledge in a sequence. The students should compare and contrast your sequence of cards with theirs. Any student or students who have their cards in the same sequence should call, "Bingo." Then, the students who have the same sequence of cards should read their cards in the order in which they have them. Repeat this adaptation of 'Bingo' until a number of students have had a chance to win.

### DECODING AND ENCODING (VOCABULARY):

Provide the students with writing paper and pencils. The students should then write the numbers 1 to 10 on their sheets of paper. Then, spell sight words from this Unit. Spell some of the words correctly and purposely misspell others. The students should mark an 'x' or a checkmark on their pages according to the numbers of the words that you spell. Afterwards, check the student's answers to verify their responses.

Say a syllable from one of the sight words in this Unit. The students should then write the word on their papers that contains that syllable. Depending upon the syllable that you say, there may be more than one word that is correct for the rounds of this activity. Repeat this process using other syllables from other sight words.

Write the first and last letter of a sight word from this Unit on the board. Call upon an individual student to identify the word that begins and ends with the letters you have written. The student should complete the writing of the word by adding the missing letters. Repeat this process using other sight words.

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### MATERIALS:

writing paper and pencil for each student, master set of sight word cards, illustrations, masking tape, four blank flash cards for each student, a felt pen for each student

## PATTERNS

THEME: TYPES OF WORK

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide each student with a blank flashcard. Each student should then write one number on his card between 1 and 6. When the student's number cards are ready, say one of the NL patterns and toss a dice. Call the number showing on the dice. The student or students who have that number on their cards should repeat the NL pattern that you said. Repeat this process using other patterns from this lesson. The students may exchange number cards periodically (or after each round) during this activity.

### READING:

Provide each student with a blank sentence strip. Each student should copy one of the NL patterns on his sentence strip. Then, have each student cut his sentence strip in half. Collect all of the cut-out sentences and place them on the floor, face up. Group the students in two teams at the other end of the room. Then, say one of the NL patterns and the first player from each team should rush to the cut-out sentence parts. The first player to correctly 'encode' the sentence parts to reproduce the sentence that you said wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Repeat this process until all students have participated.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each student, a felt pen for each student, a master set of sight word cards, masking tape, a blank flashcard for each student, a dice



## DIALOGUE AND ENRICHMENT

THEME: TYPES OF WORK

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'types of work'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'types of work'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Play 'I'm Thinking Of a Word' with the students. Say, for example, "I'm thinking of a word that has three syllables, six consonants, four vowels." Call upon an individual student to identify the word (in the dialogue) that you described. You may wish to conduct this activity in 'team form'. In this case, the first player to correctly identify the word that you have described wins the round. If a team form is used, downplay the competitive nature of the activity and build up the fun of the game.

### ENRICHMENT ACTIVITIES:

Have each student imagine that he has been employed by an employer. Each student should then briefly describe his 'duties' in his new job. This should be done in the NL. Circulate among the students as they work, assisting them as necessary. Later, each student may read his 'duties' to the other students. The other students, in turn, should attempt to identify the type of work done by the student. Repeat this process until each student has a chance to share his 'duties' with the other students.

Arrange the students in pairs. Then, give the students their sight word cards that they created earlier in this Unit (each student prepared four sight word cards). The students should then cut their words into their individual letters. The students should then place the letters on the floor between them face down. Once student should then turn a letter over and place it on the floor. The next player should then turn a letter over and place it either beside or under the first letter on the floor. The students should continue in this way, creating NL words (from this Unit) or other words that they can retrieve in a crossword puzzle form. To do this, the students should create their words horizontally and vertically, using common letters. Circulate among the students as they play this activity, assisting as necessary.

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### MATERIALS:

student's sight word cards (from Lesson Three), a pair of scissors for each student, writing paper and pencil for each student, language experience chart paper, a felt pen

"Job Advertising"

**456 GENERAL**  
**MUSIC INSTRUCTORS**  
 Wanted for home lessons. Car an asset. Top wages. ph. Mar-Schett's Music 339-2335

**FAMILY FARE STORE REQUIRES**  
 meat cutter. must be experienced. Apply in person with resume to: 3615 Roblin Blvd. Wpg. R3R 0C6.

**NOW HIRING BUS/STOCK PERSONNEL**, days 8-4. C. Kelpis Restaurant Ltd., 1160 Main St. Apply in person betw. 8-10 a.m. Mon.-Fri.

**FULL TIME, PART TIME SERVING** personnel for beverage room. Apply in person to: Marilyn Baker Hotel, 1763 Henderson

**REQ'D. IMMED. EXP. FULL TIME** sales clerk for retail photo store. Must be mature indiv. with some sales exp. Call 922-7887 for appt.

**WANTED: BOOKKEEPER WITH** exp. & some knowledge of computer. Car req. Salary open. Call 668-9137 or 222-7264. ask for Anne

**EXPERIENCED BREAKFAST & LUNCH** cook required for hotel dining room. Apply in person Airliner Inn, 1740 Ellice Ave.

**JIM'S FISH & CHIPS REQ.** waitresses or waiters. exp. necessary. Please apply at 2211 McPhillips. No phone calls please.

**REQ. FULL OR PART TIME** clerks. Excellent pay schedule & benefit package. Apply in person to Canadian Tire, 45 Isabel St.

**REQ. SHORT ORDER COOK, 5** evns. per wk. Must have exp. & references. Apply in person only to 1738 Ellice Ave.

**ROBINS DONUTS**  
 250 YORK AVE.  
 Accepting applications, all shifts. Apply in person.

**WORK FROM OUR OFFICE IN** Trans. mornings. Mon.-Fri. Steady interesting work all yr. rad. Call 222-7559

**FITNESS EQUATION**  
 Requires aerobic instructor, daytime or evening classes. Must be certified. Call Rick or Susan at 831-7112.

**FULLY EXP. BODY TECHNICIAN** for loc. busy shop. If you are capable of consistent high quality work & want a secure position, ph. 633-8035

**HEAVY DUTY MECHANICS REQ.** Must be fully lic. Co. offers exc. co. benefits. Please ph. 237-4788 for appt. & interviews.

**SELF-MOTIVATED PART-TIME** salesperson. Flexible hrs., day time & evng. Apply in person at Maher Shoes, Elton Place.

**TELEPHONE SOLICITORS**  
 Day or evng. shifts, up to \$6 per hr. Apply in person at 809-304 Main (Royal Tower) or call 956-1808

**FLORIST REQUIRED BY BUSY** floral operation. Exp. is essential. Excellent salary for the right person. Phone: Academy Florists, 473-9915.

**DRIVER WITH OWN LATE MODEL** 4-6 cvt. van for courier. Apply Shooter Courier, 10 a.m. to 3 p.m. 60 S. Leveson Rd.

**STUDENTS. (AGE NO BARRIER),** come one, come all, work spring to fall. Guar. part. wage. Please give me a call. Jim, 947-2284.

**FULL TIME OR PART TIME DISH-** washer wanted. Must be able to work weekends. Apply in person 4-6 p.m. at 1910 Pembina Hwy. Oceana Rest.

**456 GENERAL**  
**FULL TIME SECURITY OFFICERS**  
 Openings are currently available for full time security officers. We are seeking mature individuals who enjoy working with the public. Applicants must have an excellent work record & professional appearance. Min. Grade 11 req., 18 years of age or over. The positions that we have open consist of security in high profile sites. For appointment please call Personnel Office at 947-0701 betw. 9:30 a.m.-4 p.m., Mon.-Fri.

**R.K.F. TRUCK LINES LTD.**  
 Has several single & double openings available to qualified & conscientious line haul drivers. Applicants should have a min. of 3 yrs. general freight experience including refrigerated, be prepared to observe a 55 m.p.h. speed limit, have clean abstract & work habits & neat & tidy. Company operates late model equipment on runs between 4 provinces & 48 states, provides steady miles, pays top rates & benefits & is growing. For interview appt. call Don Bauer 661-6451.

**ACE COURIER**  
 REQUIRES  
**PROF. COURIER DRIVERS**  
 OWNERS/OPERATORS  
 SMALL CARS/TRUCKS  
 START IMMEDIATELY/F. TIME  
 GOOD EARNINGS  
 WILL TRAIN  
 YOU'VE WORKED  
 FOR THE REST  
 NOW WORK FOR THE BEST  
**APPLY 418 MCDERMOT**

**MECHANIC REQUIRED**  
 (BE YOUR OWN BOSS)  
 WE ARE LOOKING FOR A SELF-STARTER CAPABLE OF MAINTAINING A FLEET OF CITY DELIVERY VEHICLES. BOTH GAS & DIESEL. MUST SUPPLY HAND & AIR TOOLS. COMPETITIVE SALARY & BENEFITS.  
 Ram Messenger Service Ltd.  
 1572 Saskatchewan Ave.  
 786-7937

**PARKING LOT ATTENDANT**  
 Part-time position, available immediately in downtown location. Applicants must be neat and presentable, have an aptitude with figures, be bondable and be able to work late evenings throughout the week. Ideal for students. age no barrier. Apply in person between 9:00 and 4:00, Monday to Friday, at John A. Flanders Limited, 300-305 Broadway.

**EXPERIENCED COUNTER SALES/ORDER DESK**  
 Capable of providing assistance in a variety of jobs. Must be neat, accurate, courteous and in good physical condition due to heavy lifting on the job. Apply by letter only to Personnel Dept., Welders Supplies Ltd., 150 McPhillips St., Winnipeg R2E 2J9.

**MCDONALD'S**  
**3045 PEMBINA**  
 Now hiring full & part time, day & evng. staff. No exp. necessary. Training & uniform provided. Free meals. Apply in person to McDonald's near perimeter.

**462 PROFESSIONAL MANAGEMENT AND CAREER OPPORTUNITIES**  
**SEWING MACHINE MECHANIC**  
**1 OF CANADA'S MOST DYNAMIC CAP & APPAREL MANUFACTURERS HAS AN UNUSUALLY FINE CAREER OPPORTUNITY FOR AN EXP. SEWING MACHINE MECHANIC. THE INDIVIDUAL THAT WE ARE SEEKING WILL HAVE A NATURAL FLAIR FOR SMALL EQUIPMENT, AN UNUSUAL DEGREE OF MANUAL DEXTERITY & A SINCERE INTEREST IN THE WORK. WE, IN TURN, OFFER A PLEASANT & RESULTS-ORIENTED WORKING ENVIRONMENT & A SALARY WHICH WILL BE SECOND TO NONE. IF YOU FEEL THAT THIS IS THE OPPORTUNITY THAT YOU HAVE BEEN LOOKING FOR, WE THINK IT WILL BE. PLEASE CALL BILL DAVIDSON AT (204) 774-2561 IN ORDER TO ARRANGE A REVIEW OF YOUR CREDENTIALS**

**THE WINNIPEG SCHOOL DIVISION NO. 1**  
 requires a  
**CHILD CARE WORKER III**

This position is in a Day Care Centre for children 2 to 5 years, whose parents are attending English as a Second Language classes.

**QUALIFICATIONS:**

- requires Child Care Worker III classification certificate
- previous experience working with preschool children required
- requires awareness of needs of children of multicultural background

**SALARY:**  
 \$577.83 bi-weekly (starting salary) - 7.25 hours per day

**EFFECTIVE:**  
 As soon as possible

Interested applicants are invited to submit a detailed resume outlining education and experience on or before Monday, October 19, 1987 to:

**PERSONNEL DEPARTMENT**  
 Winnipeg School Division No. 1  
 1577 WALL STREET EAST  
 WINNIPEG, MANITOBA R2E 2S5

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## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: VISITING THE DENTIST

Grade: 6

LESSON ONE

---

### MOTIVATION:

Use the silhouette technique to introduce the concept of 'dentist' to the students. Have two students hold a sheet up so that it touches the floor. Have a student stand behind the sheet, sideways to the sheet itself. Place an overhead projector on the other side of the student. Turn the light of the projector on. Have a number of concrete materials available for this activity (e.g., on the floor beside the standing student). Move the light of the projector so that the student's head and upper part of his body is silhouetted against the sheet. Tell the remaining students to watch as you 'do your work'. Then, appear to remove all of the concrete materials from the student's 'mouth.' Dramatize this 'operation' and use the experience to expose the students to a number of English vocabulary terms related to the concept of 'dentist'.

### ACTIVITIES:

Use the above experience to lead the students into a discussion of visiting the dentist. Encourage the students to talk about the times that they have visited the dentist. If samples of a dentist's tools are available, use the illustrations on dental equipment at the end of this unit and discuss their uses.

Introduce the illustrations to the students that represent the NL vocabulary words to be developed in this Unit. Say the NL term for each illustration as it is presented. Mount the illustrations on the board and continue in this way until all of the NL terms have been introduced. Be certain that the students understand the meanings of the NL vocabulary words.

If a dentist is available to talk to the students, invite him or her to give a brief presentation. Arrange this presentation ahead of time so that the resource person may bring available concrete materials to enhance the presentation. The students should be encouraged to ask questions of the presenter, as appropriate.

Before the lesson begins, collect concrete materials that can be used to represent the NL vocabulary words for this Unit. Present the concrete materials to the students, repeating the NL vocabulary words as often as possible.

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### MATERIALS:

concrete materials to represent vocabulary terms, illustrations, masking tape, a sheet, an overhead projector, concrete materials for 'dentist's operation'

## LISTENING AND SPEAKING (VOCABULARY)

THEME: VISITING THE DENTIST

Grade: 6

LESSON TWO

---

### ORAL REPRODUCTION:

Mount the illustrations on the board from Lesson One and use them to review the NL vocabulary words for this Unit. Point to each illustration, calling upon an individual to recall its NL term. Continue in this way until all of the vocabulary words have been reviewed.

Before the lesson begins, break a number of toothpicks into different lengths. Hold the toothpicks of different lengths in one of your hands so that they appear to be all of the same length. Divide the students into two teams. Mount the illustrations (from Lesson One) on the board. Have the first player from each team select one of the toothpicks from your hand. The player who selects the shortest toothpick should then identify an illustration that you point to. Repeat this process a number of times until all players have participated. Downplay the competitive nature of the activity and build up the fun of the game. You may wish to have the 'winning player' identify more than one illustration. In this case, point to two or three illustrations and the student should name them in the order in which you pointed to them (after you have finished pointing at the illustrations).

### CREATIVE EXPRESSION:

Provide each student with writing paper and pencil. Each student should then create an NL sentence that contains one of the vocabulary words from this Unit. When the students have their sentences ready, each student should then read his sentence to the other students, purposely omitting the key or vocabulary word. The student should call upon individuals in the class to identify the vocabulary word used to create his sentence. Repeat this process until each student has had a chance to share his sentence with the other students.

Mount one of the illustrations from this Unit on the board. Then, encourage the students to provide as many words and/or patterns as possible in the NL that relate to that illustration. Write the language content that the students suggest around the illustration. Repeat this process for other illustrations from this Unit. Afterwards, remove the illustrations from the board and mix them together. Then, have the students match the illustrations with the 'descriptors' on the board.

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### MATERIALS:

illustrations, writing paper and pencil for each student, toothpicks of different lengths, masking tape

## READING

THEME: VISITING THE DENTIST

Grade: 6 LESSON THREE

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### SIGHT RECOGNITION (VOCABULARY):

Mount the illustrations from this Unit on the board and use them to review the NL vocabulary words introduced and developed thus far in the Unit. Then, introduce the sight word cards to the students. Present each sight word, saying its name. Match the sight word cards with the pictures on the board. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Remove the sight words from the board and give them to the students. Not all students will have a sight word card for each round of this activity. Point to one of the illustrations on the board and the student who has the matching sight word card should hold up his card and say the term. Repeat this process until many students have a chance to respond.

### DECODING AND ENCODING (VOCABULARY):

Before the lesson begins, prepare an extra set of sight word cards. Cut the sight word cards into their individual syllables. Then, group the students in a circle. Walk around the outside of the circle attaching the cut-out syllables to the student's backs. The students should not see which syllable you are attaching to their backs. When you say, "Go," the players should attempt to match themselves together to reproduce the original sight words. Since a student will not know what is on his back, he will have to rely upon his friends for directions. When the students have matched themselves correctly, review the sight words with them. Be certain that the students are standing in the correct 'sequence' to reproduce the sight words.

Cut each of the syllables (from the above activity) into its individual letters. Collect all the cut-out letters and place them in a container. Each student should reach into the container and remove one letter. Then, each student should glue or paste his letter to a sheet of paper. The students should then write vocabulary words from this Unit around their mounted letters. Circulate among the students, helping as necessary.

---

### MATERIALS:

glue/paste, paper for each student, an extra set of sight word cards, a pair of scissors, a container, a master set of sight word cards, masking tape, illustrations

## PATTERNS

THEME: VISITING THE DENTIST

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each sight word, calling upon an individual student to identify it. Continue in this way until all of the sight words have been reviewed.

Encourage the students to imagine NL patterns that could be created using the sight words. When a student has suggested a pattern for a sight word, write that pattern around the sight word on the chalkboard. Continue in this way until a pattern has been created for each sight word.

Provide each student with a blank flashcard. The students should write numbers on their cards from 1 to \_\_\_\_ (depending upon the number of students in your class). Each student should have one number on the card. When ready, say one of the NL patterns and a number. The student with that number should repeat the pattern you said. The students may exchange number cards periodically during this activity. Repeat a number of times.

### READING:

Provide each student with a blank sentence strip. Each student should then copy one of the NL patterns from the board on his sentence strip, leaving out syllables, letters, words. When these 'closure cards' are ready, the students should exchange them. Then, call upon a student to hold up his closure card so that the other students can see it. The student should then read the 'closure sentence', providing the missing parts. Repeat this process until all students have responded.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, a master set of sight word cards, chalk, masking tape, a blank flashcard for each student, a blank sentence strip for each student

## DIALOGUE AND ENRICHMENT

THEME: VISITING THE DENTIST

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'visiting the dentist'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'visiting the dentist'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Provide each student with writing paper and pencil. Each student should then copy the dialogue (from above) on his sheet paper. However, the students should leave out words, syllables, and letters to produce a 'closure dialogue'. When the students have completed their closure dialogues, they should exchange them. Then, each student should complete his closure dialogue. Circulate among the students as they work, assisting as necessary. Afterwards, have students read portions of their closure dialogues orally to verify their responses.

### ENRICHMENT ACTIVITIES:

Before the lesson begins, prepare a batch of paper mache. When the paper mache is ready, each student may then use it to fashion a large 'tooth'. If a model of a tooth is available for this activity, have it available for the students to see. When the student's 'teeth' are hard, they may be painted and shellaced for display.

Write the first line of an NL poem on the chalkboard (make up the line if no poem dealing with 'visiting the dentist' is available). Then, the students should provide another line of poetry to follow the line that you have written. The students may use 'blank verse' - that is, the lines need not rhyme. Circulate among the students as they work, assisting as necessary. Later, have each student read his 'poem' to the other students.

Lay a length of mural paper on the floor and group the students around it. Place the concrete materials that represent the vocabulary words from this Unit (from Lesson One) on the mural paper. The students should then trace the objects on the mural paper until the mural paper is full. Then, the students should outline the tracings with felt pens and very carefully label each of the tracings. Display this completed 'tooth/dentist' mural in the classroom or hallway.

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### MATERIALS:

mural paper, concrete materials for dentist (from Lesson One), a felt pen for each student, a pencil for each student, writing paper for each student, language experience chart paper, paper mache

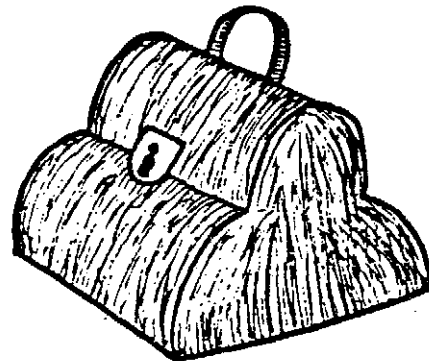
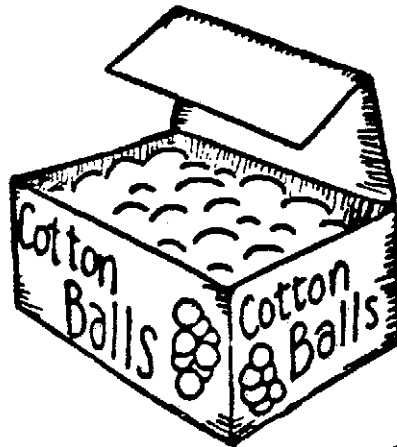
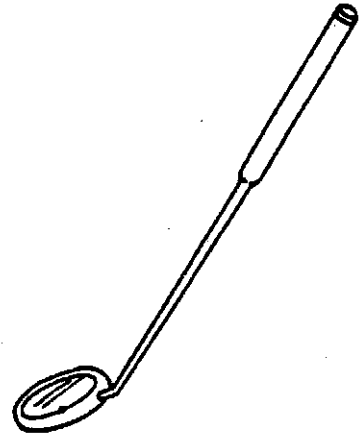


NATIVE LANGUAGE BASIC PROGRAM

Theme: Visiting the Dentist

Grade: 6

"Dental Equipment"



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OJIBWE

NATIVE LANGUAGE BASIC PROGRAM

Theme: Weapons for Hunting

Grade: 6

Vocabulary: pasitepichikan slingshot  
mitikowap/wipiman bow/arrow  
wakakotos hatchet  
pashkisikan gun

Pattern(s): Anta kewiseyan \_\_\_\_\_ ni ka machiton.  
(weapon)

When I go hunting I will take a \_\_\_\_\_.  
(weapon)

Dialogue: T. Pichinako ni toshim oki nisan \_\_\_\_\_.  
(animal)  
S. Wekonen ka apachitot?  
T. \_\_\_\_\_ oki apachiton.  
(weapon)  
T. My uncle killed a \_\_\_\_\_ yesterday.  
(animal)  
S. What did he use for hunting?  
T. He used a \_\_\_\_\_.  
(weapon)

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## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: WEAPONS FOR HUNTING

Grade: 6

LESSON ONE

---

### MOTIVATION:

Group the students in front of the chalkboard. Encourage the students to imagine what one would take with him today if one were going hunting. List all of the items that the students suggest on the chalkboard. This list should be quite definitive and should include weapons, gear, etc. After preparing this list, encourage the students to suggest which items would not have been available in their area 'in the old days'. This should include items that are bought at the store today or are manufactured elsewhere. Circle all of the items that would have been available traditionally. Then, encourage the students to imagine what people used 'in the old days' in place of the commercial items listed on the board.

### ACTIVITIES:

Lead the above discussion into an awareness of the fact that commercially produced weapons were not always available to people in their area. Use the illustrations to introduce the traditional weapons to the students. Encourage discussion of the use of each weapon. In particular, the students should note which animals were probably hunted with which weapons. Introduce the NL vocabulary words at this time. Be certain that the students understand the meanings of the vocabulary words as they are introduced. Mount the illustrations on the board. Continue in this way until all of the NL terms have been introduced.

If an elder is available to talk to the students about 'traditional weapons', invite him to do so. Arrange the presentation ahead of time so that any available concrete materials may be brought to enhance the presentation with the students. If a polaroid camera is available, photograph this session with the students (with the approval of the presenter).

If a resource person talked to the students about traditional weapons, create a language experience chart story based on his presentation. Encourage the students to recall the highlights of the presentation. Write the words and sentences that the students suggest on a length of language experience chart paper. If polaroid photographs were taken during the session, mount these on the language experience chart paper. Display the completed story in the classroom.

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### MATERIALS:

language experience chart paper, a felt pen, a polaroid camera (optional), concrete materials for resource person's presentation, illustrations, masking tape

## LISTENING AND SPEAKING (VOCABULARY)

THEME: WEAPONS FOR HUNTING

Grade: 6

LESSON TWO

---

### ORAL REPRODUCTION:

Mount the illustrations from Lesson One on the chalkboard and use them to review the NL vocabulary words from this Unit. Point to each illustration, calling upon an individual to identify it. Continue in this way until all of the illustrations and their NL terms have been reviewed.

Divide the students into two teams. If toy bows and arrows (safe to use) are available, use them for this activity. Otherwise, simple bows may be fashioned from bent sticks and string. The arrows should have either rubber ends or cloth ends. Mount the illustrations on the board and group the teams near the illustrations. Give the first player in each team his 'bow and arrow'. All other players should stand behind the players with the bows and arrows. Then each player should attempt to 'strike' an illustration on the board with his arrow. The player who first strikes an illustration on the board and is able to name it 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 had a chance to 'shoot an illustration'.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Select a vocabulary word from one of the student's sentences. Write the first and last letter of the word on the board. Then, encourage the students to think of as many other NL words as they can that begin and end with those letters. Give the students a specific amount of time to complete this process. Afterwards, review the student's lists with them. Repeat this process using other vocabulary words from the student's sentences.

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### MATERIALS:

writing paper and pencil for each student, illustrations, masking tape, two toy bows and arrows

## READING

THEME: WEAPONS FOR HUNTING

Grade: 6 LESSON THREE

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### SIGHT RECOGNITION (VOCABULARY):

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Before the lesson begins, write a number of sight words on very tiny strips of paper. Insert the strips of paper into round balloons. Inflate the balloons and tie their ends. Place all of the balloons on the floor and group the students around them. Give one student in the circle a 'club'. This can be a made-up club or a small 'hammer-type' club. Say a student's name, and give the student the 'club'. The student should enter the circle and attempt to burst one of the balloons with his club. He may not touch the balloons with his hands but may only use the club. When the student has succeeded in bursting a balloon, he should then retrieve the sight word strip from the balloon and identify it for the other students. Be certain that there are enough balloons for each student to participate in this activity.

### DECODING AND ENCODING (VOCABULARY):

Provide each student with a blank flashcard. Then, each student should use a felt pen (preferably have all students use the same colour) to print a sight word on his card. When a student has printed his sight word, he should then cut his card in half horizontally, thus producing an upper and a lower half of the word. Collect all of the cut-out words parts and mix them together. Spread them on the floor face up. Group the students in two teams. Say one of the sight words and the first player from each team should rush to the cut-up words to match together the parts necessary to reproduce the word that you said. Repeat this process until the students have all had a chance to participate.

Divide the students into two teams. Place a complete set of sight word cards in front of each team. Then, say a syllable from one of the sight words. The first player in each team must then identify a sight word that contains that syllable. The first player to do this successfully wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Repeat until all players have participated.

---

### MATERIALS:

master set of sight word cards, an extra set of sight word cards, a blank flashcard for each student, felt pens for the students (same colour), scissors for each student, illustrations, masking tape, a balloon for each student, a small strip of paper with a sight word on it for each student, a 'club'

## PATTERNS

THEME: WEAPONS FOR HUNTING

Grade: 6 LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Group the students in a circle. Give two green objects (or two objects of another colour) and one red object (or an object of another colour) to the students in the circle. Then, say one of the NL patterns. The students should then attempt to 'corner' the red object. To do this, the two green objects should move quickly around the circle, attempting to 'trap' the red object between them. When the red object has been trapped, the student who is holding it should then repeat the NL pattern that you said at the beginning of the round. Redistribute the objects for each new round of this activity.

### READING:

Provide each student with a blank sentence strip. Each student should then copy one of the sentences from this lesson on his sentence strip. When each student's sentence strip is complete, have the students cut their sentence strips into their individual words. Collect all of the cut-out words and place them in a container. Group the students together. Pass around the container and each student should remove one of the cut-out words. When each student has a cut-out word, call upon the students to identify an NL pattern from this lesson that contains the word that they are holding. Accept any sentence that contains the word that a student is holding. This activity may be repeated more than once.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write his pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each child, a felt pen for each child, a master set of sight word cards, masking tape, two green and one red object (or other colours), a container

## DIALOGUE AND ENRICHMENT

THEME: WEAPONS FOR HUNTING

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'traditional weapons'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'traditional weapons'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Play 'nouns/verbs' with the students. Divide the students into two teams. Identify one team for the 'nouns' and the other team for the 'verbs'. When you say, "Go," the first player from each team should rush to the dialogue and circle a noun or verb, depending upon which team he is in. The first player to do this successfully wins the round. Downplay the competitive nature of the activity and build up the fun of the game. You may wish to repeat this process using other parts of speech as well.

### ENRICHMENT ACTIVITIES:

If resources are available, provide the students with materials to make models of the traditional weapons. You may wish to invite an elder to the classroom to assist with this process. Circulate among the students as they work, encouraging them to use the language content from this Unit.

Provide each student with a sheet of good writing paper. Each student should then create an illustration at the top of his writing paper of a traditional weapon. Then, each student should write as much as he can about the use of that weapon. The write-ups that the students do should also contain the materials that were used to fashion the weapon. Circulate among the students as they work on this project, assisting them as necessary.

Provide each student with a copy of Word Find from page 88 of this program. Each student should fill in the word find game using words from this Unit. The words should be written horizontally, vertically, and diagonally. Any empty spaces should be filled with other letters from the NL alphabet. When the students have completed their word find games, they should then exchange them. Each student should then complete the word find game that he received. Circulate among the students as they work on this activity, assisting as necessary. Afterwards, review the student's responses to determine their accuracy in completing the word find outlines.

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### MATERIALS:

a copy of Word Find for each student, writing paper and pencil for each student, available materials to prepare traditional weapons models, language experience chart paper, a felt pen





CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: WINTER ACTIVITIES

Grade: 6

LESSON ONE

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**MOTIVATION:**

Display a map of Manitoba. Review the different places the students are most familiar with. Lead this into discussion of the names of some of the winter games.

**ACTIVITIES:**

Introduce the illustrations to the students that represent the vocabulary words for this Unit. Be certain that the students understand the meaning of each vocabulary term. Mount the illustrations on the board as they are presented. The students should hear the NL vocabulary words a number of times during this introduction process. Continue until all NL words have been introduced.

Use chalk to draw outlines around the perimeters of the illustrations on the board. When each illustration has had its perimeter outlined, remove the illustrations from the board and mix them together. Give the illustrations to the students. The students should then attempt to match the illustrations with their original outlines on the board. When a student has successfully identified the original location of an illustration, say its NL term. Repeat this process until the students have heard the NL terms many times once again.

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**MATERIALS:**

chalk, illustrations, language experience chart paper, polaroid camera (optional), map of the world

## LISTENING AND SPEAKING (VOCABULARY)

THEME: WINTER ACTIVITIES

Grade: 6

LESSON TWO

---

### ORAL REPRODUCTION:

Mount the illustrations on the chalkboard from Lesson One. Point to each illustration, calling upon an individual to identify it using its NL term. Continue in this way until all of the NL terms have been reviewed with the students.

Divide the students into two teams. Before the lesson begins, collect a number of toothpicks of different lengths (you may wish to break some of the toothpicks into the different lengths). Point to one of the illustrations on the board and then place all of the toothpicks in your hand so that they appear to be of the same length. Have the first player from each team select one of the toothpicks from your hand. The player who receives the shortest toothpick should touch the illustration on the board that you touched at the beginning of the round. Then, his team should identify that illustration. Continue in this way until all players have had a chance to 'pull a pick'.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Select three vocabulary words from the student's sentences (the three words need not necessarily come from the same sentence). Then, direct each student to write a complete NL pattern that contains those three words. Circulate among the students as they work, assisting them with this process as necessary. Afterwards, have each student read his sentence to the other students.

---

### MATERIALS:

writing paper and pencil for each student, a number of toothpicks of different lengths, illustrations, masking tape

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**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight words with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Number the sight words on the card from 1 to \_\_\_ (depending upon the number of sight words used). Provide each student with a blank flashcard. Each student should write a number from 1 to \_\_\_ on his card (one number). When each student's number card is ready, point to one of the sight words on the board. The student or students who have that number for that sight word should then identify the sight word. The students may exchange number cards after each round of this activity. Repeat until all of the sight words have been identified in this way.

**DECODING AND ENCODING (VOCABULARY):**

Before the lesson begins, prepare an extra set of sight word cards. Cut each of the words in the extra set into its individual syllables. Place all of the cut-out syllables in a container and mix them together. Then, divide the students into two teams. Have the first player in each team reach into the container and remove one of the cut-out syllables. When you say, "Go," the two players should rush to the board, attach their syllables to the board with masking tape, and then write the vocabulary words from this Unit around their syllables. The first player to do this successfully wins the round. Downplay the competitive nature of the activity and build up the fun of the game. Repeat this process until all players have played.

Collect the cut-out syllables from the previous activity and place them in the container once again. Then, have each student reach into the container and remove two of the syllables. Each student should use his two syllables to make a 'mesh word'. A student should read his 'mesh word' to the other students. Then, he should call upon individuals to attempt to identify the two words from which the syllables came to make the 'mesh word'. Repeat this process until each student's meshed word has been identified in this way.

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**MATERIALS:**

an extra set of sight word cards, a pair of scissors, a container, masking tape, master set of sight word cards, illustrations, a blank flashcard for each student, a felt pen for each student

## PATTERNS

THEME: WINTER ACTIVITIES

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide each student with a penny. Then, say one of the NL patterns. The students should then toss their coins into the air to see if they have 'heads' or 'tails'. Toss your coin in the air and call out, "Heads," or "Tails." The students who have the same side of coin showing should repeat the NL pattern that you said at the beginning of the round. Repeat this process until all of the patterns have been repeated in this way.

### READING:

Provide each student with a blank sentence strip. Each student should copy one of the NL sentences on his sentence strip. When the student's sentence strips are ready, have each student cut his sentence strip into its individual words. The students should place their words on the floor face up. Mix all of the words together. Group the students in two teams at the other end of the room. Say one of the NL patterns and the first players from each team should rush to the cut-out words to reproduce the sentence that you said. The first player to reproduce the pattern that you said wins the round. Downplay the competitive nature of this activity and build up the fun of the game. Repeat the activity until each player has participated.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine the accuracy in writing from this dictation process.

---

### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each student, felt pens for the students (the same colour), a master set of sight word cards, masking tape, a penny for each student, a penny for yourself

## DIALOGUE AND ENRICHMENT

THEME: WINTER ACTIVITIES

Grade: 6

LESSON FIVE

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### DIALOGUE:

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

Provide each student with writing paper and pencils. Each student should then write a 'closure' version of the dialogue. To do this, a student should copy the dialogue on his sheet of paper, omitting words, syllables, and letters. When a student's closure dialogue is complete, he should then exchange it with another student. Each student should then complete the closure dialogue that he received. Be certain that the printed form of the dialogue is not on display as the students complete their closure dialogues. Afterwards, review the student's responses to determine their accuracy with this process.

### ENRICHMENT ACTIVITIES:

Lay a length of mural paper on the floor and group the students around it. Provide the students with the necessary illustrating materials to create a mural of a winter feature. When a student has completed the mural, he should then very carefully label each of the components according to the vocabulary words introduced in this Unit. Circulate among the students as they work, encouraging them to use the language content from this Unit. Display the completed mural in the classroom.

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### MATERIALS:

mural paper, illustrating materials, writing paper and pencil for each student, modelling clay, string/tongue depressors, etc. for each student to make dog team models, language experience chart paper, a felt pen



## CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: WOMEN'S TOOLS

Grade: 6

LESSON ONE

---

### MOTIVATION:

Before the lesson begins, collect a variety of different pictures of 'tools' that are most often associated with women. These 'tools' may be beauty items, working tools, etc. Present the pictures to the students. Encourage the students to assist you in classifying the tools according to who uses them. Discuss the use of each item as it is presented. Continue until all 'tools' have been classified in this way.

### ACTIVITIES:

Use the illustrations to introduce the new NL vocabulary words to the students. Mount the illustrations on the board as they are presented. Discuss each of the tools represented in the illustrations. It is important that the students understand that traditionally there were many tools that were used for every important purposes, even though those tools may not be used today or have been replaced by other tools. As the students study the illustrations of the traditional tools, encourage them to suggest what has replaced (if at all) the traditional tools today. The students should hear the NL vocabulary words a number of times during this discussion. Be certain that the students understand the meaning of the NL terms.

If actual traditional women's tools are available, show them to the students. You may wish to invite a resource person to talk to the students about the making and uses of traditional tools. Arrange this presentation ahead of time so that the resource person may bring actual tool items with her. If a polaroid camera is available, photograph this session with the students (with the presenter's approval).

When the presenter has left, create a language experience chart story with the students. Encourage the students to recall the highlights of the presentation. Write the student's words and sentences on the language experience chart paper. Mount the polaroid pictures (if you took any) around the story. Display the completed story in the classroom.

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### MATERIALS:

language experience chart paper, felt pen, a polaroid camera (optional), actual traditional tools, tools illustrations, masking tape, pictures of both women's and men's tools (contemporary)

## LISTENING AND SPEAKING (VOCABULARY)

THEME: WOMEN'S TOOLS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations that were introduced in Lesson One on the board and use them to review the NL vocabulary words for this Unit. Point to each illustration, calling upon an individual student to recall its NL term. Continue in this way until all of the NL vocabulary words have been reviewed.

Rip an old catalogue or magazine into its individual pages. Give the pages to the students. Then, point to one of the illustrations on the board and call out a page number. The student who has that page number must identify the illustration that you point to using its NL name. Continue in this way until all of the students have responded. The students may exchange pages periodically during this activity.

Remove the illustrations from the board and mount them on a sheet. Have two students hold the sheet up so that the students can see the illustrations. Stand behind the sheet with a flashlight. Shine the light of the flashlight behind one of the illustrations. The students should identify it orally. Continue in this way until the students have identified all of the illustrations a number of times.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Write one of the student's sentences on the board. Then, each student should re-write the sentence, replacing key words in the sentence with new NL words. Circulate among the students as they do this, assisting them as necessary. Afterwards, review the student's sentences to determine their accuracy in writing from this activity. Have each student read his 'new sentence' to the other students.

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### MATERIALS:

writing paper and pencil for each student, tools illustrations, masking tape, an old magazine or catalogue



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**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Number each of the sight words on the board. Then, give each student a set of blank flashcards (equal in number to the number of sight words on the board). Each student should write one numeral on each of his sight cards, corresponding to the numerals beside the sight words on the board. When a student's number cards are ready, he should turn them face down on his desk and mix them up so that he does not know where specific number cards are. Then, each student should turn over one card. Call a number (any number represented by the sight words on the board). A student or students who have that number should then identify the sight word beside that number on the board. Repeat this process many times.

**DECODING AND ENCODING (VOCABULARY):**

Divide the students into two teams. Have the players in each team stand behind one another. Then, use the index finger of your writing hand to 'write' one of the sight words on the last player's back in Team One. Write the same word on the last player's back in Team Two. When you say, "Go," the last player in each team should then 'write' the same word on the back of the student in front of him. The players should continue in this way until the first player in the team 'feels' the word. The first team to have its first player correctly identify the word wins the round. Downplay the competitive nature of this activity and build up the fun of the game. At the end of each round, the first player in each team should move to the back of the team.

Before the lesson begins, use a wax pencil to write sight words on overhead transparency sheets. Then, cut out the letters of a sight word and place them on an overhead projector. Scatter the letters. The students should look at the mixed up letters and identify the sight word represented by them. Have a student or students arrange the letters in their proper order so that the word is projecting correctly on the wall. Repeat using other sight words.

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**MATERIALS:**

overhead transparency sheets, a wax pencil, overhead projector, master set of sight word cards, tools illustrations, masking tape, a set of blank flashcards for each student, a pencil or pen for each student

## PATTERNS

THEME: WOMEN'S TOOLS

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Group the students in a circle. Give one playing card from a deck of playing cards to each student. Then, the students should pass the playing cards around the circle in a clockwise direction as quickly as they can. Before the students begin to pass the cards around the circle, say one of the NL patterns. Then, when you clap your hands, the students should stop passing the cards around the circle. Call out one of the 'suits'. For example, if you call, "Clubs," all students who have 'clubs' in their hands should repeat the NL pattern that you said at the beginning of the round. Repeat this activity a number of times, calling the different suits from the deck.

### READING:

Provide each student with a blank sentence strip. Each student should copy one of the NL patterns on his sentence strip. Be certain that the students use the same colour of felt pen for this process. When each student's sentence strip is ready, the students should then cut them in half horizontally. This should produce an 'upper half' and a 'lower half' of the sentence. Collect all of the cut-out parts and lay them on the floor face up. Group the students in two teams at the other end of the room. Say one of the patterns and the first player from each team should rush to the cut-out sentence parts to reproduce the sentence that you said. The first player to do this successfully wins the round. Downplay the competitive nature of the activity and build up the fun of the game. Repeat until all players have participated.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson, and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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**MATERIALS:**  
writing paper and pencil for each student, blank sentence strip for each student, felt pens for the students (the same colour), a master set of sight word cards, a deck of playing cards

## DIALOGUE AND ENRICHMENT

THEME: WOMEN'S TOOLS

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'women's tools - traditional'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'women's tools - traditional'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Group the students in two teams. Then, call out a part of speech such as a noun, verb, adjective, adverb, etc. The first player in each team should then rush to the language experience chart story and use a felt pen to identify the part of speech that you said. Any correct response should be accepted. Repeat this activity until all students have had a chance to participate. Note any difficulties the students have in identifying the different parts of speech.

### ENRICHMENT ACTIVITIES:

Invite a resource person to talk to the students about the making of the different tools. If a sufficient number of materials and supplies are available, have the students make simple tools under the guidance of the resource person. Circulate among the students as they work, encouraging them to use the language content from this Unit. Display the completed tools in the classroom.

Provide the students with writing paper and pencils. Each student should then make a drawing at the top of his sheet of paper of a traditional tool. Then, each student should write as much as he can about that tool. The student should include the materials from which the tool was made as well as the use of the tool. Circulate among the students as they work, assisting them with this process as necessary. You may wish to have the students share their tool stories with one another afterwards.

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### MATERIALS:

writing paper and pencil for each student, available materials to make tool samples, language experience chart paper, a felt pen, 2 felt pens of different colours



CONCEPTUAL DEVELOPMENT LANGUAGE EXPOSURE

THEME: ZOO ANIMALS

Grade: 6

LESSON ONE

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**MOTIVATION:**

Read the students the following poem:

There's an animal in the zoo,  
Of friends he has very few,  
You'd better stay away -  
He has a special spray.  
If he lets you have it, you're sunk.  
So stay away from the \_\_\_\_\_.

Encourage the students to suggest what animal's name would complete this name. Lead the discussion from this poem to the students to an awareness of animals that are in zoos. Discuss the importance of zoos with the students. Also, encourage the students to look at the zoos from the animal's point of view. This discussion may result in both pro and con feelings about the function that zoos perform. Accept all reasonable comments during this discussion.

**ACTIVITIES:**

Introduce the illustrations from the back of this unit that represent the different vocabulary words for this Unit. Mount the illustrations on the board as they are presented. The students should 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.

Outline each of the illustrations on the board (its circumference) with chalk. Then, remove the illustrations from the board and mix them together. Give the illustrations to the students. The students with the illustrations must then attempt to recall the outlines that contained the illustrations on the board. When a student has successfully matched his illustration with its outline on the board, identify it for him, saying its name. Continue in this way until the students have heard the NL names a number of times.

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**MATERIALS:**

illustrations, masking tape, chalk

## LISTENING AND SPEAKING (VOCABULARY)

THEME: ZOO ANIMALS

Grade: 6

LESSON TWO

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### ORAL REPRODUCTION:

Mount the illustrations on the board that represent the vocabulary words introduced in Lesson One. Point to each illustration, calling upon an individual to identify it using its NL name. Continue in this way until all of the NL terms have been reviewed.

Provide each student with a blank flashcard. Each student should then write an alphabet letter from the NL alphabet on his card. Also, have a prepared set of NL alphabet cards for yourself. Mount the illustrations on the board (if they were removed from the previous activity). Point to one of the illustrations and stand one of your alphabet cards up in the chalkboard ledge. The student or students who have that alphabet letter on their cards should identify the illustration that you pointed to. The students may exchange alphabet cards after each round of this activity. Repeat until all illustrations have been identified in this way.

### CREATIVE EXPRESSION:

Each student should select one of the vocabulary words from this Unit to create an NL pattern. Provide the students with writing paper and pencils. When the students have completed their patterns, each student should read his pattern to the other students. When a student reads his pattern to the other students, he should purposely leave out the vocabulary words from this Unit. He should call upon individuals to identify the vocabulary word used to create his sentence. Continue in this way until each student has had a chance to share his pattern with the other students.

Select a word from one of the student's sentences and write it on the board. Then, the students should attempt to write patterns using the letters of the word as the first letters of the words in their sentences. For example, in English the word 'bird' could be used to make the sentence - 'Bring in red ducks'. Each student should practise writing his 'funnygrams'. It may be difficult for the students to write patterns without inserting other letters as well. This would be acceptable, providing all of the letters of the vocabulary word are used in the order in which they appear in the vocabulary word itself. Circulate among the students as they work, assisting them with this process as necessary. Afterwards, have each student read his sentence for the word that you have written. This activity can be repeated using other vocabulary words from the student's sentences.

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### MATERIALS:

writing paper and pencil for each student, illustrations, masking tape, a blank flashcard for each student, a set of alphabet cards

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**SIGHT RECOGNITION (VOCABULARY):**

Mount the illustrations from this Unit on the chalkboard. Use the illustrations to review the NL vocabulary words introduced and developed thus far in the Unit. Point to each illustration, calling upon the students to identify it. Then, introduce the sight word cards to the students. Say each sight word as its card is presented. Match the sight word cards with the illustrations on the chalkboard. Continue in this way until all of the sight words have been introduced and matched with the illustrations on the board.

Provide each student with a blank flashcard. Each student should then write one of the sight words on his flashcard using a pen or pencil (not a felt pen). When the sight words are ready, collect them and place them on the floor face down. Have a master set of sight word cards in your hand for this activity. Group the students around the sight word cards on the floor. Then, call a student's name. That student should enter the circle and turn over a sight card. The student should read the card to you. Hold up a sight word from your master set (without looking at it). If the word that you hold up matches the word that the student has, the student gets to keep the sight word. Otherwise, he should replace the sight word. Repeat this activity until all students have participated.

**DECODING AND ENCODING (VOCABULARY):**

Place two large paintbrushes (e.g., 1" wide) in containers of clear water (two containers). Place the containers in front of the chalkboard. Divide the students into two teams. Say one of the vocabulary words from this Unit and the first player from each team should rush to the chalkboard, remove the paintbrush from its container and then spell the word on the board using the wet brush. The student who first spells the word successfully is the winner for the round. Downplay the competitive nature of this activity and build up the fun of the endeavour. Repeat this process until all of the players have had a chance to participate. Encourage the students to use 'neat printing' on the board.

Place two piles of toothpicks on the floor at one end of the room. Group the students in two teams at the other end of the room. Say one of the vocabulary words and the first player from each team must rush to his pile of toothpicks. Each player must then spell the word that you said using the toothpicks. The first player to do this successfully wins the round. Once again, downplay the competitive nature of the activity and build up the fun of the game. Repeat this process until all players have played.

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**MATERIALS:**

toothpicks, 2 containers of water, 2 paintbrushes, a blank sight word card for each student, a master set of sight word cards, masking tape, illustrations

## PATTERNS

THEME: ZOO ANIMALS

Grade: 6

LESSON FOUR

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### LISTENING AND SPEAKING:

Mount the sight words from Lesson Three on the chalkboard. Review the sight words with the students. Point to each word, calling upon a student to identify it. Continue in this way until all of the sight words have been reviewed. Then, encourage the students to imagine NL patterns that could be created for each of the sight words. When a student has suggested an NL pattern, write the pattern around the appropriate sight word on the board. Continue in this way until an NL pattern has been created for each of the sight words. Be certain that the students understand the meanings of all the patterns.

Provide each student with a section of construction paper. Each student should then cut a shape from his construction paper to represent either a circle, a square, or a triangle. You may wish to use three other shapes (e.g., octagon, pentagon, heptagon). Have a master set of shapes for yourself for this activity as well. Say one of the NL patterns and stand one of the shapes up in the chalkboard ledge. The students who have the same shape should repeat the NL pattern that you said. The students may exchange shapes after each round of this activity. Repeat this process until all of the NL patterns have been repeated a number of times.

### READING:

Provide each student with a blank sentence strip. Each student should then write one of the sentences from this Unit on his sentence strip. Collect all of the sentence strips from the students and mix them together. Attach a sentence strip to each student's back. Do not let the students see which sentence strip you are attaching to their backs. When each student has a sentence strip on his back, say, "Go," and the students should group themselves together according to the sentences. All sentences that are the same should be together in a group. When the students have grouped themselves accordingly, have each group of students say its sentence. This activity can be repeated more than once.

### WRITING/SPELLING:

Provide the students with writing paper and pencils. Each student should select one of the NL patterns from this lesson and write that pattern on his paper. Then, the student should re-write the pattern, replacing key words in the pattern with new NL words. When each student has re-written his sentence, have him share it with the other students.

Provide the students with writing paper and pencils. Say one of the NL patterns from this lesson and the students should write that pattern on their papers. Repeat this process using the remaining patterns. Afterwards, review the student's sentences to determine their accuracy in writing from this dictation process.

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### MATERIALS:

writing paper and pencil for each student, a blank sentence strip for each student, a felt pen for each student, masking tape, a master set of sight word cards, construction paper for each student, a master set of shapes (e.g., circle/square/triangle)



## DIALOGUE AND ENRICHMENT

THEME: ZOO ANIMALS

Grade: 6

LESSON FIVE

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### DIALOGUE:

Mount a length of language experience chart paper on the board. Group the students near it. Establish a setting for the dialogue with the students. The theme of the dialogue should be 'zoo animals'. Then, encourage the students to imagine what two or three speakers might say to one another based on the theme of 'zoo animals'. Write the sentences that the students say on the length of language experience chart paper. Accept sentences that make sense within the context of the theme. Assist the students 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 students in choral, group, and individual forms.

Have each student copy the dialogue on an individual sheet of writing paper. When each student has a copy of the dialogue, say, "I'm thinking of a word ...." Describe one of the words in the dialogue by its number of syllables, number of consonants, number of vowels, function within the sentence, etc. Each student should look through this dialogue and then number a word that he feels fits the description with the number 1. Repeat this process using other descriptions. Afterwards, review the student's responses to determine their accuracy with this activity.

### ENRICHMENT ACTIVITIES:

Provide each student with a copy of What Is He Thinking from the back of this unit. This page contains a picture of a zoo animal with a large empty text box. The students should imagine what the zoo animal is thinking to himself. The students should then fill in the text box with the animal's 'thoughts'. This activity should be done in the NL. Circulate among the students as they work, assisting them with this activity as necessary. Later, have each student share his animal's 'thoughts' with the other students.

Lay a length of mural paper on the floor and group the students around it. The students may then make a 'zoo animal' using their own illustrations. Circulate among the students as they work, encouraging them to use the language content from this Unit. When the students have completed their illustrations, they should then prepare little signs or labels for the contents of the mural. The students should use their very best printing for this labelling process. Display the completed mural in the classroom.

Write the first line of a poem on the chalkboard. Provide the students with writing paper and pencils. The students should then add three more lines to the line that you have written. The students may use 'blank verse' - i.e., a non-rhyming form of poetry. However, some students may wish to attempt to produce a rhyming poem. When the student's poems are finished, have each student read his poem to the other students.

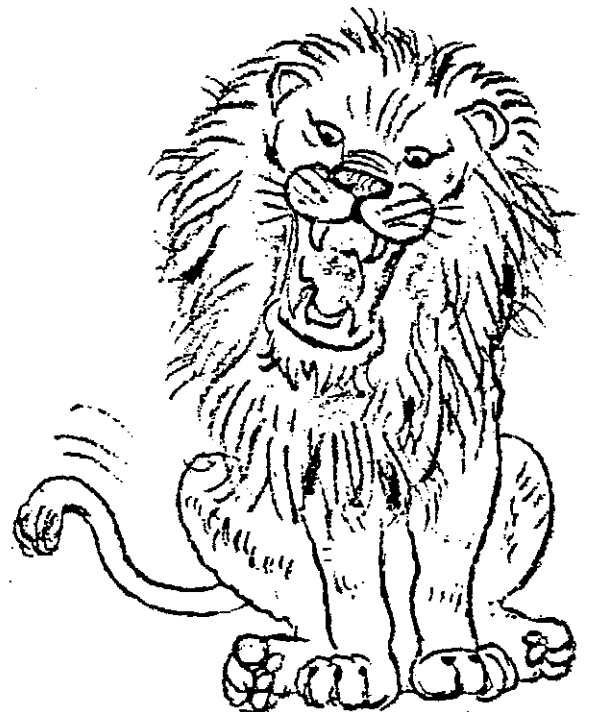
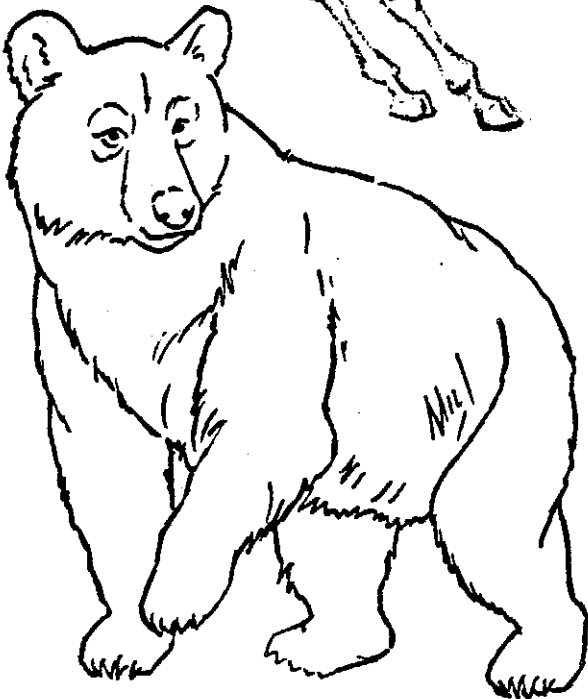
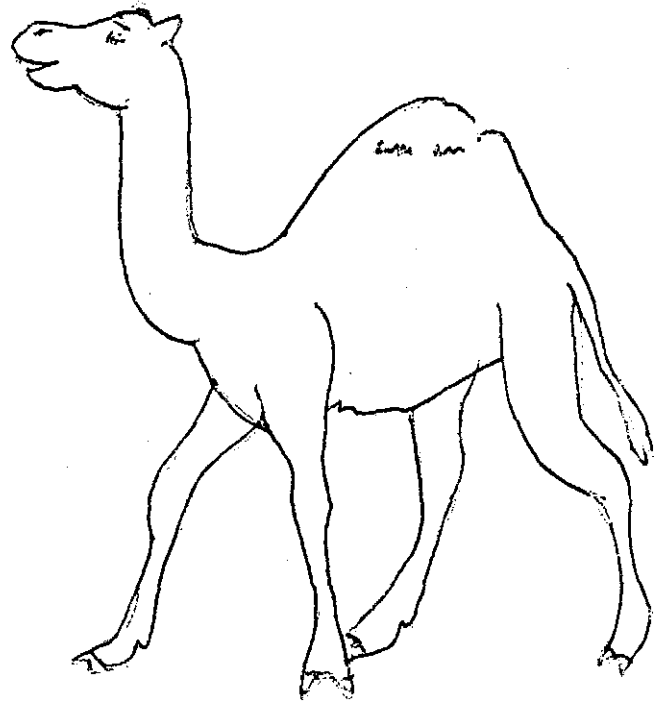
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### MATERIALS:

writing paper and pencil for each student, mural paper, illustrating materials, a copy of "What Is He Thinking" for each student, language experience chart paper, a felt pen

Theme: ZOO ANIMALS

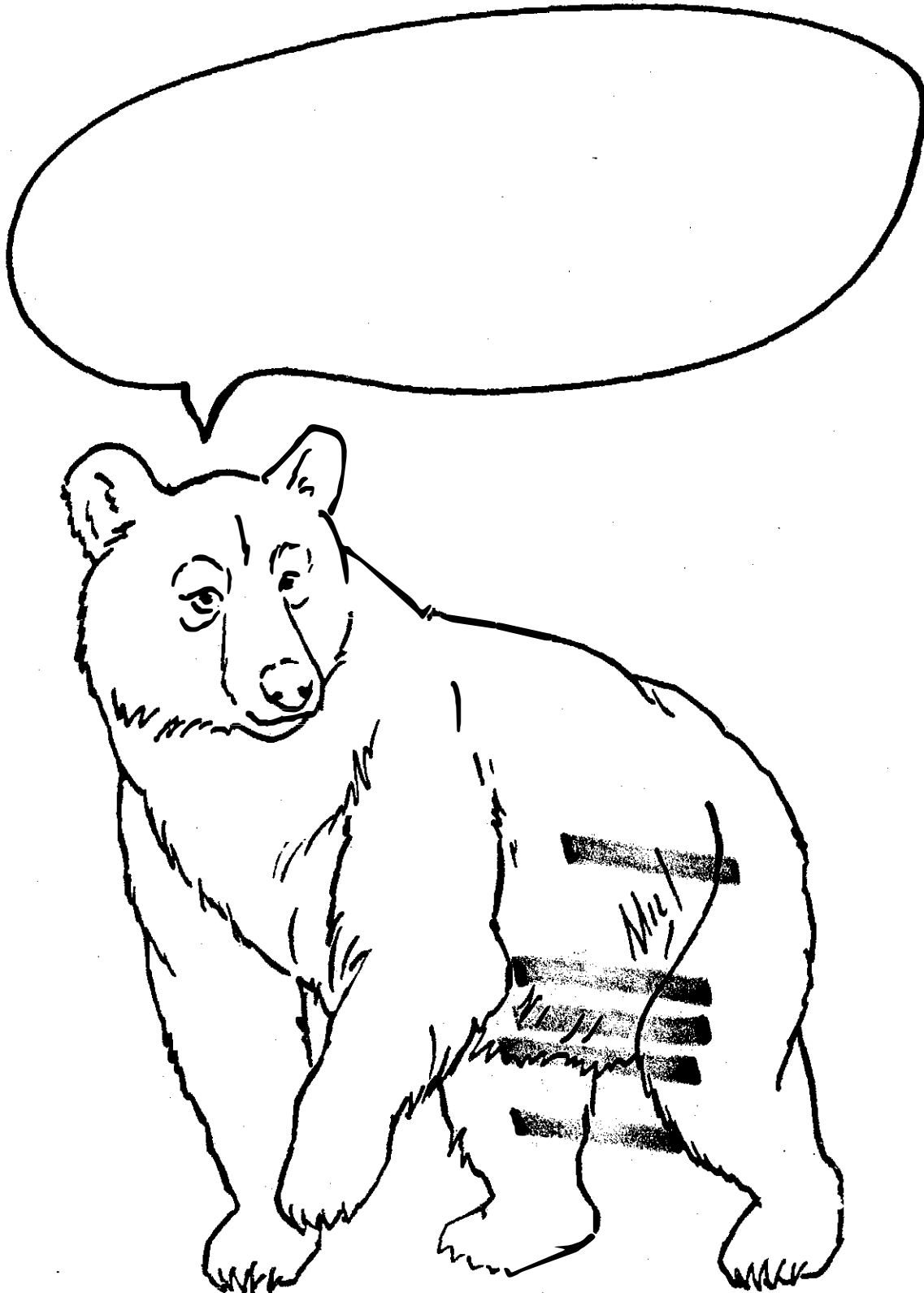
Zoo Animals Pictures



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Theme: ZOO ANIMALS

"What Is He Thinking"



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