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Native Language Instruction Guide

LEVELS I to IV
(K-3)

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NATIVE LANGUAGE INSTRUCTION GUIDE

LEVELS I TO IV

CREE

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119 SUTHERLAND AVENUE,
WINNIPEG, MANITOBA,

A Publication of the Native Education Branch

1979

Revised Edition 1981

This guide has been developed as part of an overall Native languages instruction program for schools in Manitoba and comprises the first four levels of the program. The document incorporates ideas and suggestions from teachers in the field who speak and teach or have taught a Native language.

ACKNOWLEDGEMENTS

This guide was designed and authored by the Native Languages Advisory Committee. The members of the Committee are as follows:

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Appreciation is extended to all administrative personnel of the schools, school divisions and institutions on whose staffs committee members regularly serve.

INTRODUCTORY STATEMENT

Language is a vehicle by which ideas are transmitted from one individual to another. A language uses a set of sounds and structures commonly accepted by those who speak it. A language is learned by listening and speaking.

The first step in language acquisition is listening. By listening to the different sounds and language patterns made by the people in one's culture milieu, the student, by abstracting the meaning from that which he hears, begins to distinguish these sounds, patterns and structures, and begins to use them in speech.

With increasing competence in the use of language, it is essential that the student be simultaneously provided with extension and enrichment activities so as to positively reinforce what has been learned. Skillfully, the teacher manipulates words and phrases in new and meaningful contexts which help the student towards mastery. Pronunciation and memorizations of dialogues are also helpful at this stage. The primary objective is fluency in the native language; it can be evaluated when the student is conversing within the limits of his vocabulary and experiential background.

This Native Language Instruction Guide - LEVEL I to IV is designed to help the student acquire competence and confidence in using the native language in meaningful conversation. By Level IV, the student will be ready to be introduced to the written syllabic representations of the languages being studied. The student will increasingly become aware that words can be represented by symbols, recorded on paper, and read.

Each person progresses towards the mastery of language at an individual speed; therefore, the teaching of language requires the diagnosis of individual requirements, and the planning for and evaluation of the individual's progress.

The content of each unit in the four levels of this guide, reflects a desire to provide a program which can meet a wide variety of needs and interests. In order to meet the various needs of individual students, groups of students and classes, this guide may be used to:

- 1) introduce a Native language as a second language instruction program at any point in time and,
- 2) provide a continuous and sequential program of instruction.

It is assumed by the authors of this guide that teachers using it as a tool for instruction will be familiar with the local dialect of their students and have some knowledge of second language teaching methods and techniques. The instructor should also be familiar with the related materials and teaching aids listed on page vi.

The basic philosophy of the Native Language Instruction Guide Levels I to IV is as follows:

1. The approach is to be multi-sensory (i.e. oral-aural, audio-visual) and based on the teacher's intensive involvement in communication with the pupils at each of the four levels;
2. Oral language particularly is to be emphasized at the first three levels;
3. The textual materials are suggested in order to augment the teacher's expertise and to expose students to Native languages materials which will stimulate their curiosity in language learning;
4. A gradual and systematic development of oral competence, from the discrimination and production of distinctive sounds to grammatical understanding through usage, will be possible through multi-method, multi-sensory and multi-material approaches;
5. Continuous drill and evaluation should aim primarily at facilitating student progress.

At the end of Level IV, the student should be able to speak the Native language at an elementary level on familiar topics.

In order to insure the success of this program, not less than thirty minutes per day should be spent in Levels I to IV.

ABOUT THE GUIDE

There are four levels in this guide, each having twelve units. The teacher is responsible for planning each lesson and making necessary adjustments in consideration of the student(s) ability, time available, and dialect. The teacher is encouraged to utilize to the fullest extent possible, the community and its people as resources.

LEVEL I

- The emphasis is on informal language learning in the present tense.
- Introduce the Native language using the audio-lingual/visual method.
- By the end of Level I, children should be able to name simple nouns and verbs orally and use them in simple sentences.

LEVEL II

- The emphasis on informal language learning is continued.
- Learn to use orally simple nouns and verbs in sentence forms, emphasizing the present tense.
- Introduce the use of gender.
- By the end of Level II, students should have learned enough oral vocabulary and sentence forms to begin learning the grammatical structure of language.

LEVEL III

- Students begin to learn grammatical structures.
- Continue to use simple nouns and verbs in oral sentence patterns.
- Introduce plurals, animate and inanimate objects, past tense, and demonstrative forms.
- Introduce syllabics informally by matching words with corresponding pictures. By the end of Level III, students should be able to recognize syllabic symbols for words thus far learned.

LEVEL IV

- Introduce the future tense.
- Continue oral language development.
- Formally introduce syllabics by teaching the syllabic alphabet; introduce syllabic writing.
- By the end of Level IV students should be aware of present, past and future tenses, and should be able to read and write in syllabics all the vocabulary thus far learned in sentence forms.

IMPORTANT NOTE

- As much as possible, only the Native language should be used by both the teacher and the students during classtime.
- The Supplementary Units XI and XII of each level should be used at the appropriate time.

SUPPORT MATERIALS

Related Materials

Cree Dictionary
How to Learn to Read and Write Cree Syllabics
How to Learn to Read and Write Odjibwe Syllabics
Cree Phrase Book
Odjibwe Phrase Book
This Is Hunting
Songs and Poems in the Cree Language
A Collection of Saulteaux (Odjibwe) Lessons
Murdo's Memoirs
 - Trail Blazers of the North
 - Life on the Trapline
 - Canoe Freighting in the North
Contemporary Cree Story Book
Cree Readers
Odjibwe Readers
Tanisi Readers
Anamikakweini Readers

Teaching Aids

Northern Experience Charts
Traditional Native Lifestyles
Native Tribes of Canada Charts
Handbook on Early Childhood
Cree Kit
Action Charts
Syllabics Charts

*All the above materials are available from the Manitoba Text Book Bureau.

NOTE TO INSTRUCTOR

Plan each daily lesson very carefully so that you know exactly what you wish to achieve. Have the necessary materials and activities well organized and ready so as not to lose any valuable class time.

Although the instructors are encouraged to design their own daily lesson outline, the following is a sample outline for preparing a 30-minute lesson:

1. Greet the class - included can be general greetings, weather topic, day of the week, etc. (3 minutes)
2. Warm-up - stimulate student interest by asking questions for learners to answer on any topic of interest to learners. (5 minutes)
3. Action song or game - learning must be enjoyable and most students like to sing or play games. (5 minutes)
4. Review - a quick-moving "look back" at things already taught. Previously taught material must be well-known before proceeding to something new. (4 minutes)
5. Introducing new material, concepts, etc. - the main part of the lesson may be a new structure, new vocabulary, a dialogue, etc. (8 minutes)
6. Quiet activity or seatwork - this is important as it will settle the learners down after rapid pace in the previous activities. (5 minutes)

LEVEL I

NOTE TO TEACHERS

The emphasis in Level I is on informal language learning in the present tense, using the audio-lingual/visual method of teaching. Learners should learn the vocabulary and practice using the learned words in sentences (structures). The teacher will have to use his/her own judgement in each situation to pace sentence development. It is important to realize that vocabulary alone will not lead to fluency. Right from the beginning, the teacher must strive to help the learner use his/her vocabulary in structures in order to learn how words "fit together".

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
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To begin to establish a working vocabulary in the Cree language.

Hello!
 What is your name?
 My name is . . .
 What is his/her name?
 His/her name is . . .
 teacher
 school
 boy, boys
 girl, girls
 yes, no
 I am a boy.
 girl.
 child.
 me, you, I, him/her,
 friend
 numbers 1, 2, 3, 4, 5
 and

Game 1 (for an introduction)
 Sit in a circle.
 Teacher rolls a ball to a student, says his/her name.
 Student has to do the same.
 Roll to a different student each time.

Game 2 (same as above, progressing to sentences)
 Hello, my name is . . .
 What is your name?

Teacher may reinforce vocabulary through use of puppets first by the teacher then by the children. They can make their own puppets as a follow up activity.

Children draw pictures of themselves. Show picture to the class and say, I am a girl/boy. My name is . . ., etc.

Teacher holds up each picture and says, her name is . . ., his name is . . ., etc.

Teacher asks student, "How old are you?"

- ball
- puppets
- art supplies
- toys
- number chart

OBJECTIVES

Following instruction, the learner will:

1. know vocabulary and terms for common greeting forms;
2. be able to identify and introduce himself;
3. be able to count from 1 to 5;
4. know how to use listed personal pronouns . . .

Note to teacher:

It is important that you use only the native language in class.

VOCABULARY

Level I Unit I

ENGLISH	CREE	INSTRUCTOR'S NOTES
<p>Hello What is your name? My name is What is his/her name? His/Her name is..... teacher school boy, boys girl, girls yes, no I am a boy. I am a girl. I am a child. me, you, I, him/her friend, my numbers 1, 2, 3, 4, 5, and</p>	<p>Tánsi C'í Tánsi isinihkasoyan? C'í Δ'σ"b'í' nitisinihkason. σ'í'σ"b'í' Tánsi isinihkasot? C'í Δ'σ"b'í' isinihkasot. Δ'σ"b'í' okiskinomakéw Δ'p'p'ol'q'° okiskinomatowikamik Δ'p'p'ol'Δ'·b'í' napésis, napésak a'v'í', a'v'í' iskésis, iskésak Δ'q'í', Δ'q'í' éha, moch ∇"Δ, ∇" Napésis nína. a'v'í' σ'a Iskésis nína. Δ'q'í' σ'a Awasis nína. Δ'q'í' σ'a nína, kína, nína, wína σ'a, p'a, Δ'·a nitotém σ'í'U' píyak, níso, nisto, néwo, níyánan éko Δ'í', σ'í', σ'í', σ'í', σ'í' ∇d</p>	<p></p>

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn the vocabulary about our physical self.</p> <p>To apply personal pronouns.</p>	<p>head eye ear nose mouth tooth hair neck arm hand leg foot toe finger</p>	<p>Games - Simon says, Touch your eye, ear, nose, mouth, etc.</p> <p>On follow ups, paste body parts on body, or head parts on head.</p> <p>Show parts of the body and have students identify.</p>	<p>- catalogue - scissors - paper - paste - magazines - song and game activities relative to body parts - anatomy chart</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know the vocabulary pertaining to their body parts; 2. be able to apply personal pronouns; 3. be able to identify and respond to questions pertaining to his body parts. <p>(See suggested activities.)</p>	<p>mine yours his/hers</p> <p>What is this? This is my . . . This is your . . . This is his/hers . . .</p> <p>touch</p>	<p>Question drills:</p> <p>T. What is this, Johnny? S. This is my nose.</p> <p>T. Is this your arm, Susan? S. No, that is my ear.</p> <p>Etc.</p>	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To develop a vocabulary of our family.</p> <p>To learn the various terms for relatives.</p>	<p>mother father brother sister baby grandmother grandfather uncle aunt me</p>	<ul style="list-style-type: none"> - Each child paints a picture of himself and of the different members of his family. - He introduces his family to his class. - Have children bring photographs of family to school (each child, if possible). - Use plasticine and make different members of the family. - Use cutouts from catalogues. Students could paste each member of the family on large manila tag and display on wall, or in scrap-book. - Play house assuming roles of different family members. - Have learners draw and colour a picture of a dog or cat. 	<ul style="list-style-type: none"> - catalogues, magazines - assorted art material - scissors - crayons, paste, etc. - family photographs - plasticine - playhouse - pictures or illustrations of dog(s) and cat(s).
OBJECTIVES			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use basic vocabulary and terms for his/her family members; 2. understand and be able to use possessive pronouns pertaining to his family; 3. understand and know present tense of the verb "cook". 4. know vocabulary and be able to name and identify the most common family pets. 	<p>use of my, your, her, his, with above relatives</p> <p>present tense of the verb to cook</p> <p>That is my . . . Here is my . . . There is my . . .</p> <p>The proper names of different members of the family.</p> <p>cat dog</p>	<p>Sentence development:</p> <p>Teacher points, saying</p> <p>"This is a ____". The students give the answer.</p> <p>T. What is this, Mary?</p> <p>S. That is a ____ .</p> <p>Etc.</p>	

VOCABULARY

Level I Unit III

ENGLISH	CREE	INSTRUCTOR'S NOTES
mother	okawi ᐃᑲᐃ.	
father	ohtawi ᐃᑦᑕᐃ.	
brother	ostes ᐃᑦᑦᑦ	
sister	omis ᐃᑦᑦ	
baby	oskawasis ᐃᑦᑲᐃᑦᑦᑦ	
grandmother	ohkom ᐃᑦᑦᑦ	
grandfather	omosom ᐃᑦᑦᑦ	
uncle	otosim* ᐃᑦᑦᑦ	
aunt	osikos, otosis* ᐃᑦᑦᑦ, ᐃᑦᑦᑦ	
me	nina ᑎᐃᐃ	
my, your, her/his	ni, ki, o ᑎ, ᑕ, ᑦ	
cook	piminiawaso ᐃᑦᑦᑦᑦᑦᑦ	
That is my... ana. ᑎᐃᐃ	
There is my.... naha. ᑎᐃᐃᑦ	
Here is my....awa. ᑎᐃᐃᑦ	
cat	pos ᑦᑦ	
dog	atim ᑎᐃᐃᑦ	
	<p>* The Cree system of genealogy is different from the English. My aunt on my mother's side has a different name than my aunt on my father's side. Same with uncle. Teacher's should find out these terms as to their particular area.</p>	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To familiarize children with the vocabulary of clothing items.</p> <p>To reinforce concepts of personal possessive nouns.</p>	<p>coat parka hat boots mocassins, mukluks mittens pants shirt dress underwear blouse sweater socks scarf</p>	<p>Have students bring their outer clothing to their seats and have them take off and put on various articles. Vary this by having students take turns at commanding.</p> <p>Put clothing belonging to various children together in a pile. Each child identifies his own and says, This is my coat, hat, shoes, etc.</p>	<p>- outdoor clothing. - children's own outdoor clothing or any clothing - catalogues of winter and summer clothing - posters and charts pertaining to clothing wear . . .</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know vocabulary and be able to identify common clothing items; 2. be able to demonstrate an expanded understanding of possessive pronouns; 3. be able to understand and demonstrate use of command forms pertaining to their clothing . . . 	<p>possessives - my, your, etc.</p> <p>Put on Take off Hang up</p> <p>dry</p>	<p>Sentence development drills:</p> <p>T. This is a coat. Students repeat, "This is a coat".</p> <p>T. That is a hat. S. That is a hat.</p> <p>Etc.</p> <p>The teacher must continue to be creative and drill children according to their interest and ability.</p> <p>Compare summer and winter clothing.</p>	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn basic vocabulary pertaining to the home.</p>	<p>house my house, your house upstairs downstairs</p>	<p>- Make a playhouse and furniture, with boxes, cardboard, manila tag, etc.</p>	<p>- pictures - catalogues - playhouse with furniture - a furnished doll house</p>
<p>OBJECTIVES</p>	<p>washroom outhouse table chair</p>	<p>- Cut out furniture and home pictures from old catalogues and magazines.</p>	<p>- plasticine modelling - arts and crafts - materials</p>
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. understand and be able to use common words pertaining to the home environment; 2. through demonstration be able to identify the different parts of a house and furnishings. 	<p>cupboard stove bed (The instructor may add others.)</p>	<p>- Make a "My Home" scrapbook. - Flannel board activities. - Art classes with "Home" theme. - Make up songs, poems, and nursery rhymes related to the home. Make them up. - Class could visit the teacher's home. Continue to drill personal possessive pronouns, etc.</p>	<p>- blocks</p>

VOCABULARY

LEVEL I

UNIT V

ENGLISH	CREE	INSTRUCTOR'S NOTES
house	waskayikan < . ^ b r b ' >	
my house, your house	niki, kiki, sigma P, P P	
upstairs	ispimik delta ^ lambda gamma \	
downstairs	nischi sigma ^ f	
washroom	wanawiwin < . a delta . delta . ' >	
outhouse	misiwikamikos gamma / delta . b gamma d ^	
table	michisowinahtik gamma gamma / delta . a " gamma \	
chair	tehtapowin U " C > delta . ' >	
cupboard	anastason < a ^ C / ' >	
stove	iskotewapisk delta ^ d U < . lambda ^ \	
bed	nipewin sigma v delta . ' >	

AIM	VOCABULARY	SUGGESTED ACTI VITIES	MATERIALS
To acquaint the learner with vocabulary pertaining to games and playing.	play friend win, winning lose, losing sing, singing song dancing share, sharing jump run ball soccer hockey skating tobogganing toboggan slow, fast first	<ul style="list-style-type: none"> - Name various games and the equipment used for each game. - Have a different student in charge of equipment each day. - Learn some songs in the Native language. 	<ul style="list-style-type: none"> - bats - balls - hockey equipment - ropes
OBJECTIVES			
Following instruction, the learner will: <ol style="list-style-type: none"> 1. understand and be able to use common words about the games they play. 2. be able to identify objects and follow simple instructions. 		Continue sentence development, stressing singular, plural, present, past, and future.	"Songs and Poems in the Cree Language" could be translated into other languages.

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To familiarize the students with vocabulary associated with the different tasks in the home and in the school.</p>	<p>work together co-operation early late cleaning babysitting cooking housework sweeping washing clothes ironing mending sewing helping</p>	<ul style="list-style-type: none"> - Dramatize working together such as playing house. - Make scrapbooks with cutouts from magazines. 	<ul style="list-style-type: none"> - magazines, catalogues - props for dramatizing - old clothing for dress-up - puppets - standard art supplies - toys, games
<p>OBJECTIVES</p>			
<p>Following instruction, the learner will understand and be able to use terms pertaining to and associated with domestic tasks.</p>		<p>Continue sentence development as in previous units . . .</p>	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To familiarize students with vocabulary pertaining to community.</p> <p>To know general geography of community along with related terms.</p>	<p>chief teacher priest doctor nurse police storekeeper reserve constable fisherman hunter trapper farmer pilot driver river lake road</p>	<ul style="list-style-type: none"> - Invite the various community helpers into the classroom. - Build a model of the community using blocks. - Have the class tour the facilities. - Make pictorial experience charts on any tours. - Tell stories about community helpers. - Dramatize roles of different helpers. - Do a map of the community. - Bring photographs of various buildings in community. - Draw pictures of the buildings in the community. - Make pictures and stories of various means of transportation. 	<ul style="list-style-type: none"> - standard art supplies - photographs - toys, such as cars and planes - blocks - plasticine - magazines, catalogues - clothing, costumes
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. understand and be able to use vocabulary pertaining to people in the community and community helpers; 2. know terms relevant to community geography. 			

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To teach the vocabulary related to animals and pets.</p> <p>To continue improving learners' skills in sentence usage.</p>	<p>dog cat horse cow rabbit bear beaver moose caribou deer elk bird fish chicken turkey sheep muskrat mouse lynx wolf fox buffalo bug spider</p>	<ul style="list-style-type: none"> - Categorize tame and wild animals. - Categorize as to where animals live, such as on land, in the water, in the trees, in our homes, or, who can fly. 	<ul style="list-style-type: none"> - pictures - nursery puzzles of animals - teacher made puzzles - cutouts - puppets - flannel board - art materials
<p>OBJECTIVES</p>		<ul style="list-style-type: none"> - Imitate sounds of different animals or birds. 	
<p>Following instruction the learners will:</p> <ol style="list-style-type: none"> 1. be able to name and identify familiar animals and pets; 2. be capable of distinguishing between wild and domestic animals; 3. know the basic difference between birds, fish, and animals . . . 		<ul style="list-style-type: none"> - Identify fish, birds, and animals. - Make an animal mural. - Draw pictures. - Sing "Old MacDonald Had A Farm". - Make animals with plasticine. - Tell animal stories. <p>Continue to practice sentence development . . . e.g.</p> <p>T. This (that) animal is called a _____ . (students repeat)</p> <p>T. What is this animal called, Mary?</p> <p>S. That animal is a wolf.</p> <p>Etc.</p>	

VOCABULARY

Level I Unit IX

ENGLISH	GREEK	INSTRUCTOR'S NOTES
dog	atim <ατ<	
cat	pos >^	
horse	mistatim Γ^ατ<	
cow	mostos Γ^ατ<	
rabbit	wapos <α>^	
bear	masko Γ^αδ	
beaver	amisk <αμ<	
moose	moso Γ^δ	
caribou	atik <ατ<	
deer	wapisimosos <α>^δ<	
elk	wawakeso <α>^α<	
bird	pinesis Ατ<	
fish	kinosew Ρ.α<.	
chicken, wild	pinew Ατ.<	
turkey, wild	misti pinew Γ^ατ Ατ.<	
sheep	manachihk Γατ^α<	
muskrat	wachask <α>^α<	
mouse	wapakosis <α>^α<	
lynx	piso Α<	
wolf	mayikan Γαβ<	
fox	makeso Γα<	
buffalo	pasko mostos <α>^δ Γ^ατ<	
bug, spider	manchos, kokomanakesis Γατ<, δδΓα<	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn vocabulary on health habits such as - body care, clothes care, nutrition, physical fitness, safety.</p>	<p>health clean, dirty wash hands wash face eating drinking milk berries, fruit food vegetables meats bread sleeping resting comb to comb</p>	<p>- Demonstrations are important in the area of personal cleanliness. - Measure height and weight each month. - Make food charts. - Make food in classroom. - Games such as: • Do As I Do • Simon Says • Feel It, Smell It, Hear It - Songs such as: • Hear We Go Looby Loo • This Is The Way We Wash Our Hands - Exercise - Demonstrate good posture. - Make posters.</p>	<p>- pictures of signs of good health - tools as necessary for personal cleanliness such as:</p>
<p>OBJECTIVES</p>			<p>brushes combs soap towels toothpaste toothbrushes shampoo nail clippers nail files mirrors weigh scales</p>
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. be able to use words related to health, food and body care; 2. understand the concepts of "clean" and "dirty" as it pertains to health; 3. be able to name and identify common foods which are considered healthy. 		<p>Continue sentence development.</p>	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Learn vocabulary related to the four seasons and their effects on us.</p>	<p>sun moon star sky wind rain fog cloud thunder lightning clear cloudy hot cold mud hail north, west, south, east</p>	<ul style="list-style-type: none"> - Make and keep a calendar record of weather with direction of wind, clear or cloudy, and temperature. - Collect various pictures for the seasons. - Draw pictures for each session. - Make a scrapbook of different activities, clothing, and sports for each season. - Categorize. - Field trips to discover the changing of the seasons such as, the changing of the leaves or falling, the new leaves, etc. - Draw or collect pictures of various seasonal vehicles. 	<ul style="list-style-type: none"> - cardboard - felt pens - coloured chalk - calendar - scrapbook - thermometer - art supplies - bristol board - weather chart
<p style="text-align: center;"><u>OBJECTIVES</u></p>			
<p>Following instruction the learner will:</p>	<p>fall - leaves changing leaves falling harvesting</p>		
<p>1. be able to name and identify common objects in the sky;</p>	<p>winter - frost freeze up snow ice cold storm frost bite</p>	<p>Sentence drills</p> <ul style="list-style-type: none"> - It is cold (warm, cloudy, etc.). - It was hot, foggy, etc. 	
<p>2. know the basic differences between the four seasons and related terms;</p>	<p>spring - melt, thaw break up mud new leaves flowers</p>	<p>T. What is the weather like today? S. It is cold and cloudy, etc.</p>	
<p>3. be able to identify general weather conditions;</p>	<p>summer - hot heat, sweat</p>		
<p>4. know terms for directions, etc.</p>			

VOCABULARY

Level I Unit XI

ENGLISH	CREE	INSTRUCTOR'S NOTES
sun, moon	pisim, tipiskawi pisim ᐱᐾᑦ, ᐱᐱᑦᐅᐱᑦᐱᐾᑦ	
star, sky	ochakos, kisik ᐅᐅᐱᑦ, ᐱᐾᑦ	
wind, rain	notin, kimowan ᐅᐱᑦ, ᐱᐾᑦᐱᐾᑦ	
fog, cloud	nikawan, wasko ᐅᐅᐱᑦ, ᐱᐾᑦᐱᐾᑦ	
thunder, lightning	pinesiwan, wawastepano ᐱᐱᐾᐱᐾᑦ, ᐱᐾᐱᐾᐱᐾᑦ	
clear, cloudy	waseskon, nikoskan ᐱᐾᐱᐾᑦ, ᐱᐾᐱᐾᑦ	
hot, cold	kisitew, tahkayaw ᐱᐾᐱᐾᑦ, ᐱᐾᐱᐾᑦ	
mud, hail	asiski, sesekan ᐱᐾᐱᐾᑦ, ᐱᐾᐱᐾᑦ	
North, South	Kiwetinohk, Sawanohk ᐱᐾᐱᐾᑦ, ᐱᐾᐱᐾᑦ	
East, West	Wapanohk, Nakapanohk ᐱᐾᐱᐾᑦ, ᐱᐾᐱᐾᑦ	
Fall - leaves changing	Takokin - nipiya atihtewa ᐱᐾᐱᐾᑦ ᐱᐾᐱᐾᑦ	
leaves falling	Cdp' nipiya pakihtino ᐱᐾᐱᐾᑦ ᐱᐾᐱᐾᑦ	
harvesting	kistikana otinikewin ᐱᐾᐱᐾᑦ	
Winter - frost	Pipon - nanikotin ᐱᐾᐱᐾᑦ	
freeze-up	ᐱᐾᐱᐾᑦ ahkotin ᐱᐾᐱᐾᑦ	
snow	kona ᐱᐾᐱᐾᑦ	
ice	maskomi ᐱᐾᐱᐾᑦ	
cold	tahkayaw ᐱᐾᐱᐾᑦ	
storm	piwan ᐱᐾᐱᐾᑦ	
frost bite	ahkocho ᐱᐾᐱᐾᑦ	
Spring- melt, thaw	Sikon - tihkitew ᐱᐾᐱᐾᑦ	
break up	r'd' machistan ᐱᐾᐱᐾᑦ	
mud	asiski ᐱᐾᐱᐾᑦ	
new leaves	oski nipiya ᐱᐾᐱᐾᑦ	
flowers	wapikoniya ᐱᐾᐱᐾᑦ	
Summer- hot	Nipin - kisitew ᐱᐾᐱᐾᑦ	
heat, sweat	σᐱ' apeso ᐱᐾᐱᐾᑦ	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Learn vocabulary about our holidays and related terms.</p>	<p>Thanksgiving - harvest turkey feast giving thanks, other relevant terms</p>	<p>- Class party - Decorate room appropriate to the event.</p>	<p>- art supplies - pumpkins - fresh harvest produce from gardens</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p>	<p>Halloween - pumpkin jack-o-lantern witch black cat full moon trick or treat costumes mask ghosts, goblins</p>	<p>- Related reading, poems, songs, stories. - Concerts, exchange of gifts or cards.</p>	<p>- traditional foods as to holiday - Christmas tree - posters and pictures - magazines, etc.</p>
<p>1. know vocabulary for our common holidays; 2. be able to identify holiday objects such as valentines, jack-o-lantern, etc. 3. be able to demonstrate what holiday objects belong where, i.e. hearts belong to valentine's day, Christ belongs to Christmas, etc.</p>	<p>Christmas - Christ Jesus' birthday manger Santa Claus reindeer gifts feast</p>	<p>- Learn songs appropriate for the special event. - Continue sentence development: a) commands b) interrogative c) statements etc.</p>	
	<p>Valentine's Day - heart - valentine - arrow - cupid</p>		
	<p>Good Friday and Easter - cross - crucifix - other religious terms - bunny - Easter eggs - see Unit XI on spring</p>		
	<p>Mother's Day</p>		
	<p>Father's Day</p>		

VOCABULARY

Level I Unit XII

ENGLISH	CREE	INSTRUCTOR'S NOTES
Thanksgiving - harvest turkey feast	Nanaskamowin - Kistikana P^nb_a a_a^b_Δ.° kischi pakahkon, P^r<b"Δ.° wihkohkewin Δ."Δ"qΔ.°	
Hallowe'en - pumpkin jack-o-lantern witch black cat full moon trick or treat costumes mask ghosts	Chipayitipiskaw - chipayimin r<P^b.° chipawihkan machinochikeso kaskite pos tipiskawi pisim papamohtewak wawesiwowin akonichapawon chipayak	
Christmas - Christ Jesus' Birthday manger Santa Claus reindeer gifts feast	Makosekisikaw - Christ LΔ^P^b.° Jesus etipiskak maskosihk Santa Claus mekowina wihkokanowan	
Valentine's Day - heart valentine arrow cupid	miteyikisikaw - mitey ΓU+ ΓU^P^b.°	
Good Friday and Easter Cross Crucifix bunny Easter Eggs	Kischikisikaw - P^rP^b.° Emeyahtik Δ^b"Δ waposis Δ.>^ Kischikisikaw wawa	
Mother's Day Father's Day	Okawi Kisikaw ΔbΔ. P^b.° Ohtawi Kisikaw Δ"Δ. P^b.°	

TEACHER'S NOTES

LEVEL II

NOTE TO TEACHERS

In Level II, the emphasis on informal language learning is continued. The use of simple verbs and nouns should be practiced orally in sentence forms, with emphasis in the present tense. A variety of sentence forms appropriate to a wide range of situations should be practiced. The use of gender should also be introduced at this level. By the end of Level II, the learners should know enough vocabulary and structured forms to begin learning the grammatical structure of the language.

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To increase the learner's ability to speak a Native language.</p> <p>To learn to use simple nouns and verbs in sentence form emphasizing the present tense.</p> <p>To introduce the use of gender.</p>	<p>Review greetings and personal pronouns.</p> <p><u>New Vocabulary:</u></p> <p>woman man talk, talking speak, speaking who how many count (imperative) numbers 5, 6, 7, 8, 9, 20</p>	<p>- Role playing</p> <p>- <u>Questions and Answers</u></p> <p>T. Who is man teacher? S. The man teacher is _____.</p> <p>T. Who is woman teacher? S. The woman teacher is _____.</p> <p>T. How many female teachers? S. There is (are) _____ female teachers.</p> <p>T. How many male teachers? S. There is (are) _____ male teachers.</p> <p>T. How many boys in our class? S. There are _____ boys in our class.</p> <p>T. How many girls in our class? S. There are _____ girls in our class.</p>	<p>- pictures of people - number charts</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know the new vocabulary and their meaning; 2. be able to use the verbs and nouns appropriately in phrases and simple sentences; 3. be able to answer simple questions with a phrase or simple sentence; 4. be able to follow a command; 5. know how to count to 10. 	<p><u>Note:</u> The teacher may add additional nouns and verbs if he or she sees fit to do so.</p>	<p>- Commands (imperative)</p> <ul style="list-style-type: none"> . Billy, count to 10. . Florence, stand up. . Stop talking, class. <p><u>NOTE TO TEACHER:</u></p> <p>It is important that the teacher develops a variety of sentences for oral drills with students ...</p>	

VOCABULARY

Level II Unit I

ENGLISH	CREE	INSTRUCTOR'S NOTES
woman man talk speak who how many count numbers 5 - 10	iskw Δ^q.° napew a.v.° ayamo <↳J ayami <↳Γ awena <∇.a tantahto C^C^C akihtaso <P^C^J niyanan, nikotosik, tepakohp, enanew, kekach mitataht, mitataht σ↳a.°, σdD^/, UKd^ , ∇a.°., 9b- ΓCC^ , ΓCC^	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To expand vocabulary of physical self.	Review vocabulary of body parts, Level I, Unit II. <u>New Vocabulary:</u>	- Learn vocabulary in sentence forms. • I have a headache. • She has a headache. • I have two hands. • She has two hands. Etc.	- pictures, illustrations and experience charts of human beings - dolls - cut-outs of body parts that can be placed together.
OBJECTIVES	hurt headache have		
Following instruction the child will be able to: 1. name parts of common objects pertaining to physical self; 2. identify his/her own body parts; 3. answer questions with a phrase or simple sentence.	has eyebrows cheek sick chin touch tongue body left right other finger, fingers toe, toes back stomach heel ankle knee elbow	- Game - Have 3 or 4 children stand in front of the class holding the part of their body that is 'sick'. The rest of the children describe what is wrong with the 'acting sick'. - Game - Touch your toe, touch your tongue. - <u>Sample questions and answers</u> T. How many eyes do (you, I, he, she) have? S. (I, you) have two eyes. Etc. T. Where is your stomach? S. (Student pointing) My stomach is here. Etc. - Have learners follow commands by pointing out different body parts.	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To expand the vocabulary involving family and home life.</p>	<p>Review Level I, Unit III</p> <p><u>New Vocabulary:</u></p> <p>wife husband</p>	<p>- Extensive use of vocabulary in oral sentences.</p> <ul style="list-style-type: none"> • What is your mother doing? • She is baking. • She is sleeping. 	<ul style="list-style-type: none"> - objects to differentiate between old and new, young and old, big and little, etc. - magazine pictures, photos drawings
<p>OBJECTIVES</p>	<p>young, or new old, little</p>	<p>- Height comparison for development of the words - big, little, etc.</p>	
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use vocabulary in phrases and simple sentences; 2. be able to use words to describe familiar actions and objects related to family life. 	<p>big is where help helping bakes, baking eat sleep babysitting doing age</p>	<p>- Sample exercises for vocabulary and structural development:</p> <p>T. Who is bigger, Don or Emma Jane? S. Don is bigger.</p> <p>T. How old are you, Joan? S. I am 6 years old.</p> <p>T. What is mother doing? S. Mother is baking.</p> <p>T. Stella, are you baking? S. No, I am eating.</p> <p>Etc.</p> <p>- Discuss activities of people in pictures, illustrations, etc.</p>	

VOCABULARY

Level II Unit III

ENGLISH	CREE	INSTRUCTOR'S NOTES
his wife	wiwa Δ•◁•	
her husband	onapema ▷a.VL	
young, or new	oskatis ▷^bN^	
old	kehteyatis 9"U>N^	
little	apisiso <A^/	
big	misikito Γ^P^	
is		
where	taniwa Cσ◁•	
help	wichi Δ•^	
helping	wichiyew Δ•^◁•°	
bakes, baking	piminawaso ^Γa.◁•/	
eat	michiso Γ^/	
sleep	nipa σ<	
babysitting	kinawenimawaso Pa.V.σL◁•/	
doing	itotam Δ^C^	
age	itahtopiponew, itahtoskinew ΔC^D^>°°, ΔC^D^p°°	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To promote speaking ability with reference to clothing and the care of clothing.</p>	<p>Review Level I, Unit IV</p> <p><u>New Vocabulary:</u></p> <p>wash clothes hang up put on take off iron (the verb) mend fix sew folding wear wearing</p>	<p>- Teachers should introduce lesson with an interesting story related to the lesson.</p> <p>- Role play with imperative</p> <ul style="list-style-type: none"> . put on . take off . hang up . fold your coat . mend your hat <p>Etc.</p>	<p>- catalogues and magazines illustrating clothing, old or new, torn or patched, etc.</p> <p>- iron, needle, thread</p> <p>- items related to clothing</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand new vocabulary; 2. be able to follow simple commands; 3. understand the meaning of related action words (verbs) pertaining to clothing . . . 		<p>- Sample drills:</p> <p>T. Put on your hat, John. (The student puts on his hat)</p> <p>T. What am I doing, Florence?</p> <p>S. You are putting on your cap.</p> <p>Etc.</p>	

VOCABULARY

Level II Unit IV

ENGLISH	CREE	INSTRUCTOR'S NOTES
wash clothes	kisipekinike ᑭᑭᑭᑭᑭᑭ	
hang up clothes	akochike ᐱᑭᑭᑭᑭ	
put on	poschiska ᑭᑭᑭᑭᑭ	
take off	kechikona ᑭᑭᑭᑭᑭ	
iron, the verb	soskoyike ᑭᑭᑭᑭᑭ	
mend	misayike ᑭᑭᑭᑭᑭ	
fix	osihta ᑭᑭᑭᑭᑭ	
sew	kaskikota ᑭᑭᑭᑭᑭ	
folding	wanekina ᑭᑭᑭᑭᑭ	
wear	akiska ᑭᑭᑭᑭᑭ	
wearing	akiskam ᑭᑭᑭᑭᑭ	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To enlarge on the basic vocabulary pertaining to the home.</p>	<p>Review vocabulary Level I, Unit V, especially the personal pronouns.</p> <p><u>New Vocabulary:</u></p>	<ul style="list-style-type: none"> - Make model homes, or draw. - Use models to illustrate vocabulary. - Plenty of oral sentence activities, questions and answers. - Pantomime, role playing. - Visit the teacher's home. - Sentence drill by talking about things we do in the home. - Sample pronoun drills: <ul style="list-style-type: none"> T. (I am, you are, she is) sleeping. Have students repeat . . . T. They are outside, we are inside, etc. 	<ul style="list-style-type: none"> - play house, furniture - catalogue
<p>OBJECTIVES</p>	<p>inside outside</p>		
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know the new vocabulary pertaining to activities in the home; 2. be able to use simple structures (sentences) related to the home environment; 3. know how to use certain personal pronouns in sentences. 	<p>sleep, eat, cleaning washing clothes, sweeping cooking, sit, sitting come in, go out floor wash the floor door, window, light open, close make the fire broom pail, water wash dishes dry dishes</p>	<p>Note to teachers:</p> <p>Think of appropriate exercises for pronoun development.</p>	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Enlarge vocabulary in relation to play and good sportsmanship.</p> <p>To use sentences with the vocabulary already taught.</p>	<p>Review Level I, Unit VI</p> <p><u>New Vocabulary:</u></p> <p>swim, swimming dive swing, swinging tag race</p>	<p>- Discuss pictures of playing.</p> <p>- Question and answer sentences.</p> <p><u>Example:</u></p> <p>T. What am I doing? S. You are laughing.</p>	<p>- experience charts - playground equipment - books of sports - scrapbooks - catalogues, magazines</p>
<p>OBJECTIVES</p>	<p>first, second, third shout</p>	<p>(Pointing to picture the teacher asks questions.)</p>	
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand the new vocabulary; 2. be able to understand the imperative verb forms pertaining to the new vocabulary; 3. be able to use appropriate vocabulary while playing with others . . . 	<p>fun listen loud cheat cry laugh fall down, get hurt whistle, go, stop bat, skip, skates toboggan rope, slide</p>	<p>T. What is she doing? S. She is swimming.</p> <p>T. Is that boy laughing? S. No, he is crying.</p> <p>- Play games</p> <p>Have children follow commands to run, walk, sit, stand, crawl, etc.</p> <p>- Sing song to the tune of Frere Jacques but substitute lyrics, e.g.: "We are running, I am running, run, run, run, run, run, run, etc. Now we all are running (repeat)</p> <p>Etc.</p>	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To enhance vocabulary related to jobs, chores, and tasks in the home and school.</p>	<p>Review Level I, Unit VII</p> <p><u>New Vocabulary:</u></p> <p>clean up make the bed chop wood get wood get water bring wood inside ice hole chisel garbage burn the garbage throw out the "slop" pail</p>	<p>- Discussion, pictures of working, question and answer, drawing, dramatizing, role playing.</p> <p>- Role playing game:</p>	<p>- books, magazines - catalogues - puppets - play house - play furniture</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand new vocabulary; 2. be able to give and respond to commands, using appropriate pronouns and verb forms. 	<p><u>Note to teachers:</u></p> <p>It is important that all the vocabulary taught, both old and new, is reviewed and practiced daily.</p>	<p>Have student(s) act out an activity (e.g. chopping wood, carrying wood, etc.). Other students guess what actor(s) is doing.</p> <p>- Practice sentence developing:</p> <p>T. What is Johnny doing? S. Johnny is chopping wood.</p> <p>T. What is Stella doing? S. Stella is making her bed.</p> <p>Etc.</p>	

VOCABULARY

Level II Unit VII

ENGLISH	CREE	INSTRUCTOR'S NOTES
clean up	pekischike ᐱᐅᐅᐅᐅᐅ	
make the bed	anaske nipewin ᐱᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅ	
chop wood	taskatayinihte ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ	
get wood	nachinte ᐅᐅᐅᐅᐅ	
get water	kopike ᐅᐅᐅᐅ	
bring wood inside	pihtikochinte ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ	
ice hole	toyikan ᐅᐅᐅᐅᐅ	
chisel	asisoy ᐅᐅᐅᐅᐅ	
garbage	wepinikana ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ	
burn the garbage	wepinikana iskosa ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅ	
throw out the slop pail	wanawiwepin wenaskihk ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ	

LEVEL II UNIT VIII OUR COMMUNITY - 4 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Increase vocabulary related to community and occupations.	Review Level I, Unit VIII <u>New Vocabulary:</u> net fishing angling church nursing station hunting big game hunting ducks trapping fly (verb) buy job drive an engine beadwork carpenter pray sick feel better, well plane, boat gun vehicle skin an animal pelt of an animal fur of an animal snare, to snare trap, to trap net, to net beads immunization build, hammer, nails, saw boards	<ul style="list-style-type: none"> - Call resource people from the various occupations. - Role playing, field trips. - Draw pictures. - Show and tell. - Question and answer. - Pictures and stories of various means of transportation. - Phrase and sentence drill using old and new vocabulary. 	<ul style="list-style-type: none"> - clothing and equipment associated with the different occupations - experience charts - pictures of communities and various occupations
OBJECTIVES			
Following instruction, the learner will: 1. know and be able to use the new vocabulary in complete utterances (phrases and sentences); 2. name familiar objects seen in the community (actual objects or pictures); 3. be able to use words and phrases to describe familiar activities pertaining to the community.		<p><u>Note to teachers:</u></p> <p>Increasingly more, teach complete utterances, that is, language in phrases and sentences that one would actually use in conversation, e.g. rather than simply teaching the word "church", teach "that is a church", etc.</p>	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Increased vocabulary and sentence development pertaining to animals.</p>	<p>Review Level I, Unit IX</p> <p><u>New Vocabulary:</u></p> <p>wild animals tame animals baby animals young large moose, bull, calf yearling fish - pickeral, whitefish, sturgeon, trout, jackfish birds - raven, duck, goose, whiskey jack, owl, pelican, gull, grouse egg bush land prairie, sky tree, grass antlers</p>	<ul style="list-style-type: none"> - Imitate sounds of animals and have students identify them, e.g. <ul style="list-style-type: none"> T. What animal makes this sound "quack, quack"? S. A duck makes that sound. 	<ul style="list-style-type: none"> - Charts from: "Fish and Wildlife Branch" Box 22 1495 St. James Street Winnipeg, Manitoba
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know new vocabulary and phrases; 2. be able to identify orally/verbally different types of animals, fish and birds (pictures or actual); 3. be able to talk about animals, birds and fish in their environment. 		<ul style="list-style-type: none"> - Tell stories to the class about animals. - Show slides and/or films about animals. - Make scrapbooks of animal pictures, etc. 	<ul style="list-style-type: none"> - pictures of common animals: fish and birds - appropriate slides, films and stories if available - furs, feathers, nests, antlers, etc.

VOCABULARY

Level II Unit IX

ENGLISH	CREE	INSTRUCTOR'S NOTES
wild animals	pakochayi pisiskowak <dLp Ap'adQ.\	
tame animals	pisiskowak Ap'adQ.\	
the baby animals	add the suffix "osis" in most cases	
young	oskayi D'ap	
large	misikito T'pD	
small	apisiso <Ap'p	
moose	moso J'p	
bull moose	iyapew ΔbV.°	
cow moose	nozes .oy'	
yearling moose	onichano DσLσ	
fish	kinosew P.oy.°	
pickerel	okaw Db.°	
whitefish	atikamek <QbT\	
sturgeon	namew aT.°	
trout	namekos aT'd'	
jackfish	inato kinosew ΔaD P.oy.°	
birds	pinesisak Ap'p'h\	
raven	kakako bb'd	
duck	sisip T'T'	
goose	niska σ'p	
whiskey jack	kikiso Pp'p	
owl	kokokawo ddbD.	
pelican	chaschako L'ld	
gull	kiyask Pp'h\	
ruffed grouse	papasko <<'d	
egg	wawi <D.Δ.	
bush	sakahk h'p'h\	
land	askihk Δ'p'h\	
prairie	paskohk <'d'h\	
sky	kisik Pp'h\	
tree	mistik T'p'h\	
grass	maskosi L'ld'p	
antlers	miteskanak T'U'ba\	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Increase students vocabulary in the area of health habits and food items.</p>	<p>Review Level I, Unit X</p> <p><u>New Vocabulary:</u></p> <p>strawberry raspberry saskatoons blueberry cranberry potatoes carrots onions bathing washing face chewing taste smell stink sweet, sour tastes good tastes bad dressing, swallowing brushing teeth dirt, soap fingernails, dirty nose mirror, louse pork, beef, bacon moose meat gun, chewing gun</p>	<ul style="list-style-type: none"> - Have demonstrations on how to properly brush teeth, clean nails, etc.; - Have blind folded tasting sessions. The student identifies what he/she is tasting; - Tell students the importance of proper diet, food chewing, grooming, sleeping, etc. - Have students identify different food items and objects using pictures, etc. e.g. 	<ul style="list-style-type: none"> - food charts - health charts - miscellaneous food items - tooth brush - tooth paste
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand new vocabulary; 2. be able to use new vocabulary in utterances; 3. be able to identify orally/verbally items included in the new vocabulary (pictures or actual). 		<ul style="list-style-type: none"> T. (Holding up picture) What is this, John? S. That is an onion. T. Do you like onions, Mike? S. Yes, I like onions. Etc. - Bring in a nurse or mother to talk to students (in their Native language) about food and health. 	

VOCABULARY

Level II Unit X

ENGLISH	CREE	INSTRUCTOR'S NOTES
strawberry	oteyimin DUAF?	
raspberry	anoskan <ab>	
saskatoon	saskatomin <ab>F?	
blueberry	ininimin ΔσσF?	
cranberry	maskekomin L^9dF?	
potato	askipoy <P>+	
carrot	oskatask <^bC^	
onion	wischekaskosi Δ.^7b^d?	
bathing	kisipekiw P^Vp.°	
washing his face	kasihkew b^"9.°	
chewing	mamacoschikew LLd^r9.°	
taste	kochispita d^"AC	
smell	simakta rL"C	
stink	wischekan Δ.^7b>	
sweet	siwaw r^d.°	
sour	wisakan Δ.^5b>	
tastes good	wihkasin Δ.^"br>	
tastes bad	machispakon Lr^<d>	
dressing	awespiso <V.^A?	
swallowing	koschipanto d^r<^> .	
brushing his teeth	kichistapitewo P^"CAUD.	
dirt	winan Δ.^a?	
soap	kisipekayikan P^r^Vbr>b>	
fingernails	miskasiyak F^br>^	
dirty nose	wintenikom Δ.^Uo.d^	
mirror	wapamon <.<J>	
louse	mitihkom F^"d^	
pork	kokosowiyas dd^Δ.^5^	
beef	mostosowiyas J^"Δ.^5^	
bacon	kokos dd^	
moosemeat	mosowiyas J^Δ.^5^	
gum	piko Ad	
chewing gum	mamakamiskewew LLbF^9V.°	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Increase vocabulary regarding seasons.</p>	<p>Review Level I, Unit XI</p> <p><u>New Vocabulary:</u></p>	<ul style="list-style-type: none"> - Have students keep record of the weather by making a weather chart and recording the weather . . . 	<ul style="list-style-type: none"> - For months of the year and days of the week, refer to pages 237 & 239, "Guide to Spoken Cree."
<p>OBJECTIVES</p>	<p>night</p>	<ul style="list-style-type: none"> - Go on seasonal field trips and discuss weather, climate, and landscape, etc. 	<ul style="list-style-type: none"> - weather chart
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know the new vocabulary pertaining to the four seasons and climate generally; 2. be able to use new vocabulary in utterances; 3. be able to ask and/or respond to sentences about the weather or seasons, etc. 	<p>day</p> <p>warm</p> <p>windy</p> <p>calm</p> <p>wet</p> <p>soon</p> <p>months of the year</p> <p>days of the week</p> <p>rainbow</p> <p>muddy</p> <p>temperature</p>	<ul style="list-style-type: none"> - Discuss with the learners the importance of the sun as it relates to seasons . . . - Sample drill <p>T. Is it sunny outside?</p> <p>S. No, it is cloudy outside.</p> <p>T. The wind is blowing today.</p> <p>C. (Repeats) The wind is blowing today.</p> <p>Etc.</p>	<ul style="list-style-type: none"> - pictures showing scenes of the different seasons. - thermometer

VOCABULARY

Level II

Unit XI

ENGLISH	GREE	INSTRUCTOR'S NOTES
night	tipiskaw ᑎᐱᐢᑲ.ᐅ	
day	kisikaw ᑭᑦᑲ.ᐅ	
warm	kisowayaw ᑭᑦᑳᐅᐅ.ᐅ	
windy	notin ᑳᑎᐅ	
calm	anostin ᐱᑳᐢᑎᐅ	
wet	sapopew ᑳᑳᑲ.ᐅ	
soon	wipach ᐅ.ᑲ-	
rainbow	kimowaniyapi ᑭᑳᑳᐅᐅ.ᑳᑲᐱ	
muddy	asiskiwan ᐱᑳᑳᑲᑳᐅ.ᐅ	
temperature	kisisowin ᑭᑦᑳᑳᐅ.ᐅ	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Increase and enhance the ability to speak a Native language in relation to special events and holidays.</p>	<p>Review Level I, Unit XII</p> <p><u>New Vocabulary:</u></p> <p>Remembrance Day war the dead soldiers festival, sports day wedding birthday Treaty Day New Year's Day kissing Valentine's Day love sweetheart Colours red blue yellow black white</p>	<p>- Lessons should be done at the appropriate holiday times.</p> <p>- Following the teaching of the vocabulary, emphasis should be placed on sentence development through oral practice.</p> <p>- Ideas for above:</p> <p>a) using appropriate pictures and objects, the teacher should ask questions, with students responding in complete sentence form;</p> <p>b) the students may drill each other under teacher supervision given certain sentences;</p> <p>c) simply have students repeat what the teacher is saying...</p> <p>*Rarely are words used independently in conversation. The emphasis must always be on structural development.</p> <p>*Also see Level I, Unit XII, for suggested activities . . .</p>	<p>Refer to Level I, Unit XII</p> <p>- objects, pictures and posters pertaining to Special Events.</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use new vocabulary in phrases and simple sentences; 2. know vocabulary colours and be able to differentiate between them; 3. know the significance of each holiday they celebrate. 			

TEACHER'S NOTES

LEVEL III

NOTE TO TEACHERS

Following the development of new vocabulary in Level III, the instructor must continue to stress use of simple nouns and verbs in sentence patterns orally. In Level III, the plural form, animate and inanimate objects, past tense, and demonstrative forms should be introduced. Learners should begin to learn grammatical structures as well.

The use of syllabic symbols should be also introduced at this level. This can be done by informally matching words with corresponding pictures, items etc. The objective should be that learners should be able to recognize syllabic symbols for words thus far learned.

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To introduce plurals, animate and inanimate.</p> <p>To introduce the past tense.</p> <p>To introduce the demonstrative forms, this, that, who is, that is, what is.</p> <p>To introduce the verb bring.</p> <p>To start the use of syllabics by labelling nouns.</p>	<p>Review vocabulary from Levels I and II</p> <p><u>New Vocabulary:</u></p> <p>this, that what is this who is this chair, chairs schools pencil, pencils book, books window, windows door, doors shoe, shoes coat, coats house, houses table, tables bring</p>	<ul style="list-style-type: none"> - Use pictures of single objects and have them identified as animate and inanimate. - Bring in items into the classroom. - Label all objects. - Prepare worksheets of animate and inanimate nouns, to label and colour. <p>*In Level III, increasingly more have learners practice speaking in phrases and sentences using all known vocabulary from the previous levels and the new vocabulary.</p> <ul style="list-style-type: none"> - Teach singular and plural forms. - Give a brief history of syllabics (James Evans) and show them the various symbols used and related sounds... 	<p>For reference, see "Guide to Spoken Cree", Lessons 6, 7, and 9.</p> <ul style="list-style-type: none"> - pictures and charts of related objects in the classroom... - objects in the classroom - a colour chart
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. differentiate between animate and inanimate objects; 2. know and be able to use the new vocabulary; 3. understand and be able to use demonstrative pronoun forms list under new vocabulary; 4. be able to use <u>plural forms</u> for listed nouns; 5. know and be able to write syllabic symbols for listed nouns; 6. know and be able to use vocabulary for basic colours. 		<p><u>Sample sentence drills:</u></p> <p>This is a _____.</p> <p>That is a _____.</p> <p>Those are _____.</p> <p>What is this?</p> <p>What are those?</p> <p>Etc.</p>	<p>*A syllabics chart...</p>

VOCABULARY

Level III Unit I

ENGLISH	CREE	INSTRUCTOR'S NOTES
this	oma DL	
that	anima <DL	
what is this	kekon oma qd' DL	
what is that	kekon anima qd' <DL	
who is this	awena awa <DV.a <DV.	
who is that	awena ana <DV.a <a	
chair	tehtapowin U"C>D.'	
chairs	tehtapowina U"C>D.a	
schools	kiskinohamatowikamiko P^P.o" <LD.D.bFd	
pencil, pencils	masinayikanahatik, ak L'ar'ba."N'	
book, books	masinayakan, a L'ar'ba'	
window, windows	wasenamawin, a <.yaLD.'	
door, doors	iskohtem, a D^d"U'	
shoe, shoes	maskisin, a L^P?'	
coat, coats	wanawiwakay, a <.aD.<.yb+	
house, houses	waskayakan, a <.b'ba'	
table, tables	michisowinahatik, a r'f'D.a"N'	
bring	peta VC	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Teach application of plural forms to personal pronouns of body parts.</p> <p>Teach syllabic forms.</p> <p>Review and identify inanimate nouns in plural forms.</p>	<p>Review vocabulary from Levels I and II</p> <p><u>New Vocabulary:</u></p> <p>my ear, my ears your ear, your ears his/her ear, his/her ears eye, eyes tooth, teeth arm, arms hand, hands leg, legs toe, toes finger, fingers numbers 10, 11, 12, 13, 14, 15</p>	<ul style="list-style-type: none"> - Draw picture of self and label parts. - Cut out parts of pictures and make a person. - Practice with labels and identify body parts, both singular and plural. - Practice counting. <p><u>Sample sentence drills:</u></p>	<p>For reference see "Guide to Spoken Cree", Lessons 74 and 75.</p> <ul style="list-style-type: none"> - chart of the human body (anatomy) - numbers chart
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know vocabulary for basic parts of the human anatomy; both singular and plural; 2. know plural forms for inanimate nouns; 3. be able to apply personal pronouns to singular and plural forms of body parts; 4. be able to count from 1 to 15; 5. be able to use new vocabulary in phrases and sentences; 6. be able to reproduce some vocabulary in syllabics. 		<ul style="list-style-type: none"> T. What is this? (teacher asks) C. That is an ear. (class answers) T. What are these? C. Those are teeth. T. What is this? C. That is a tooth. T. Does John have one leg or two legs? C. John has two legs. T. How many toes do you have? C. We have ten toes. <p><u>Learners follow commands:</u></p> <ul style="list-style-type: none"> T. Show me your eyes. C. (They point to their eyes; or other body parts; saying) These are my eyes, etc. 	

VOCABULARY

Level III Unit II

ENGLISH	CREE	INSTRUCTOR'S NOTES
my ear, my ears	nihtawakay, a σ" C◁•b +	
your ear, your ears	kihtawakay, a p" C◁•b +	
his/her ear, his/hes ears	ohtawakay, a ▷" C◁•b +	
eye, eyes,	miskisik, a Γ^p'v\	
tooth, teeth	mipit, a ΓΛ'	
arm, arms	mispiton, a Γ^ΛD'	
hand, hands	michischi, a ΓΓ^r	
leg, legs	miskat, a Γ^b'	
toe, toes	ninikisitan, a σσp'c'	
finger, fingers	ninikichischan, a σσp'c'c'	
ten, eleven, twelve, thirteen,	mitataht, mitataht piyakosap, mitataht	
fourteen, fifteen	nisosap, mitataht nistosap, mitataht	
	newosap, mitataht niyanosap	
	ΓCC" / , ΓCC" / Λbδγ' , ΓCC" / σγγ' ,	
	ΓCC" / σ^δγ' , ΓCC" / σδ•γ' , ΓCC" /	
	σδ•δγ'	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To introduce animate plural forms using vocabulary relative to family.</p> <p>To teach syllabic forms.</p>	<p>Vocabulary taught in previous Levels.</p> <p><u>New Vocabulary:</u></p> <p>sister, sisters brother, brothers baby, babies grandmother, grandmothers grandfather, grandfathers uncle, uncles aunt, aunts cat, cats dog, dogs younger brothers and sisters</p>	<ul style="list-style-type: none"> - Talk about people in the family. What work does each family member do? - Using photos and pictures, talk about people and animals, always distinguishing between singular and plural, animate and inanimate. 	<ul style="list-style-type: none"> - appropriate stories about family - labelled pictures - pictures of families - animal pictures - magazines . . .
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know the animate plural forms for vocabulary pertaining to the family; 2. be able to talk about the family in phrases and simple sentences; 3. be able to ask questions and give answers to questions using vocabulary related to the family; 4. know and be able to write syllabic forms of vocabulary. 		<ul style="list-style-type: none"> - Have children cut out pictures of different family members and paste them into "family books". <p><u>Sentence development:</u></p> <p>I. How many brothers do you have? S. I have one brother.</p> <p>T. Do you have a younger sister? S. I have two younger sisters . . .</p> <p>Etc.</p>	

VOCABULARY

Level III Unit III

ENGLISH	CREE	INSTRUCTOR'S NOTES
sister, sisters, my my brother, brothers baby, babies my grandmother, grandmothers my grandfather, grandfathers uncle, uncles, my my aunt, aunts cat, cats dog, dogs younger brothers and sisters, my	nimis, nimisak σᑦᑦ, σᑦᑦᑦ nistes, ak σᑦᑦᑦ oskawasis, ak ᑯᑦᑦᑦᑦᑦᑦ nohkom, ak σᑦᑦᑦ nimosom, ak σᑦᑦᑦᑦ nisis, nitosim, ak σᑦᑦᑦ, σᑦᑦᑦᑦ nisikos, nitosis, ak σᑦᑦᑦᑦ, σᑦᑦᑦᑦ pos, ak ᑯᑦ atim, ak ᑯᑦᑦ nisim, ak σᑦᑦᑦ	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To introduce the past tense.</p> <p>To continue teaching syllabics.</p> <p>To make and use sentences in describing clothing.</p>	<p>Vocabulary of Levels I and II, Unit IV.</p> <p><u>New Vocabulary:</u></p> <p>today yesterday it was cold hot warm outside inside</p>	<ul style="list-style-type: none"> - Using a chart for seasons, match the type of clothing for each season. - Play dress up. - Make scrapbooks and have learners label clothing (perhaps with syllabic symbols) 	<p>See "Guide to Spoken Cree", Lessons 92 and 93.</p> <ul style="list-style-type: none"> - box of clothing - summer catalogues - winter catalogues - scrapbooks - pictures of people wearing different clothing - magazines
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know listed vocabulary and be able to use it in structures; 2. know the difference between present and past tense; 3. be able to describe weather and appropriate clothing to wear; 4. know syllabic symbols for new vocabulary. 		<p><u>Sentence drill:</u></p> <p>T. Is it cold today? S. No, it is warm today.</p> <p>T. Was it warm outside yesterday? S. No, it was cold outside yesterday.</p> <p>T. What is it like outside today? S. It is nice outside today.</p> <p>T. How was the weather yesterday? S. It was hot yesterday.</p> <ul style="list-style-type: none"> - Talk about clothes we wear for different seasons. - Have students describe the weather, etc. 	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To introduce the use of listed vocabulary with inanimate nouns.</p> <p>To identify and label different nouns in the home.</p> <p>To continue teaching syllabic symbols.</p>	<p>Vocabulary of Units V in Levels I and II</p> <p><u>New Vocabulary:</u></p> <p>cups knives plates washrooms tables chairs cupboards windows doors lights</p>	<ul style="list-style-type: none"> - Have students identify and label using syllabics. - Use the sentence patterns <ul style="list-style-type: none"> • These are my . . . • This is my . . . • These are your . . . • This is your . . . - Using pictures and objects, introduce new vocabulary. - Make a chart for vocabulary items and have learners identify the items; - Have a syllabics symbol quiz. - Sentence drill: 	<p>Use "Guide to Spoken Cree", Lessons 5 and 67</p> <ul style="list-style-type: none"> - pictures of listed vocabulary items - actual articles such as cups, knives, plates, etc.
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. understand the distinction between animate and inanimate objects; 2. be able to identify objects pertaining to vocabulary in structures or sentence forms; 3. be able to ask and answer questions about objects in question; 4. know syllabic forms for vocabulary. 	<p>my, your this these</p>	<ul style="list-style-type: none"> T. What is (are) this (these)? S. This (those) is (are) a cup(s). T. Is this your chair? S. No, that is my chair. T. Are those my plates? S. No, those are my plates. T. Peter, give me a knife, please. S. Here is a knife, Mrs. ____. Etc. 	

VOCABULARY

Level III

Unit V

ENGLISH	CREE	INSTRUCTOR'S NOTES
cups	minihkokana ᐃᓂᐃᐅᐅᐅ	
knives	mohkomana ᐃᐃᐅᐅᐅ	
plates	onakana ᐅᐅᐅᐅ	
washrooms	wanawina ᐅᐅᐅᐅᐅᐅ	
tables	michisowinahtika ᐃᐃᐅᐅᐅᐅᐅᐅᐅᐅ	
chairs	tehtapowina ᐅᐅᐅᐅᐅᐅᐅ	
cupboards	anastasona ᐅᐅᐅᐅᐅᐅᐅ	
windows	wasenamawina ᐅᐅᐅᐅᐅᐅᐅᐅᐅ	
doors	iskohtema ᐅᐅᐅᐅᐅᐅᐅ	
lights	wastenikana ᐅᐅᐅᐅᐅᐅᐅᐅ	
my, your	nina, kina ᓂᐅᐅ ᐅᐅᐅ	
this	oma ᐅᐅᐅ	
these	oko ᐅᐅᐅ	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To teach different verbs with personal pronouns.</p> <p>To reinforce the past tense.</p> <p>To expand students' use of the syllabics system.</p>	<p>Review Levels I and II, Units VI</p> <p><u>New Vocabulary:</u></p> <p>playing, played walk, walking front, back near, far same, different run, running stand, standing sit, sitting ride, riding catch him catch it bounce kick throw</p>	<p>-- Identify and label game equipment. Have pictures of activities with proper verbs underneath.</p> <p>- Use shoes or mitts to introduce same and different.</p> <p>-- Prepare worksheets with things that are the same or different.</p> <p>-- Use play equipment to indicate near or far.</p>	<p>- use relevant playground and physical education equipment</p> <p>- appropriate pictures from magazines and catalogues</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know new vocabulary; 2. know how to use the different verbs with personal pronouns; 3. know past tense of the verbs; 4. be able to ask and answer questions in complete structures; 5. be able to give commands and follow instructions; 6. know the syllabics spelling for listed vocabulary. 		<p><u>Sentence development.</u></p> <ul style="list-style-type: none"> • I play (walk, etc.). • I am playing, (walking, etc.). • I played (walked, etc.). • This is near, that is far. • He is running. They are running. • They are standing there. • He stood there. • We are sitting. • We sat. We will sit. • It bounced. He kicked the ball. <p>Etc.</p> <p>P.S. - The above are sample sentences that the teacher can use in developing structures, etc. Also have question and answer drill.</p>	

VOCABULARY

Level III Unit VI

ENGLISH	CREE	INSTRUCTOR'S NOTES
he is playing	metawew ᑭᑭᑦ.°	
he played	ki metawew ᑭ ᑭᑭᑦ.°	
he is walking	pimohtew ᐱᑭᑦᑦ.°	
walk, imperative	pimohte ᐱᑭᑦᑦ	
front	nikan ᑭᑭ	
back	otanahk ᑦᑕᑦᐱᑦ	
near	kisowak ᑭᑭᑦᑦ.ᑦ	
far	wahnaw ᑦᑦ.ᑦᑦ.°	
same	piyakon ᐱᑦᑦᑦ	
different	pahkan ᑦᑦᑦᑦ	
run, imperative	pimipahta ᐱᑦᑦᑦᑦ	
he is running	pimipahtaw ᐱᑦᑦᑦᑦ.°	
stand, imperative	nipawi ᑭᑦᑦᑦ.	
he is standing	nipawo ᑭᑦᑦᑦ.	
sit, imperative	api ᑦᑦ	
he is sitting	apo ᑦᑦ	
ride, imperative	otapaso ᑦᑦᑦᑦ	
he is riding	otapaso ᑦᑦᑦᑦ	
catch him	kaschitina ᑭᑦᑦᑦᑦ	
catch it	kaschitina ᑭᑦᑦᑦᑦ	
bounce	koskehtita ᑦᑦᑦᑦᑦᑦ	
kick	takoskata ᑦᑦᑦᑦᑦᑦ	
throw	pimosine ᐱᑦᑦᑦᑦ	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To build the vocabulary about jobs and working together.</p> <p>To introduce the concept of money.</p> <p>Identify vocabulary in the other levels by syllabics.</p>	<p>Review Levels I and II, Units VII</p> <p><u>New Vocabulary:</u></p> <p>going to the store buying groceries money dollar, penny quarter buy sell flour, lard, butter milk, salt, cans, and other items usually bought at the grocery store</p>	<ul style="list-style-type: none"> - Play store. Label grocery items. - Make play money. Write out the price from 1 to 15 cents or dollars. - Count money. - Sentence drills. - Question and answer drills. - Syllabics symbol drill. - Syllabics worksheets to be completed by students. - A field trip to the store. - Have common conversation about store(s), grocery shopping, etc. - Place words into increasingly complex (generic) categories, e.g. fruit, vegetables, meat = food. 	<p>For reference see Lesson on Money page 39, "Guide to Spoken Cree".</p> <ul style="list-style-type: none"> - toy money (monopoly) - empty grocery containers - pictures of a store and groceries - syllabics chart - a food category chart: meats, fruit, vegetables, milk products.
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use new vocabulary in phrases and sentences; 2. be able to identify coin and paper money; 3. understand how money is used . . .; 4. be able to ask and answer questions pertaining to money; 5. be able to play store with classmates; 6. be able to use syllabics to identify items pertaining to the store, groceries, etc. 			

VOCABULARY

Level III Unit VII

ENGLISH	CREE	INSTRUCTOR'S NOTES
I am going to the store.	Atawikamikok nititohtan.	
I am buying groceries	Michim nitatawan.	
money	soniyaw	
dollar, one	piyakopisk	
penny	osawapiskos	
quarter	piyak soniyas	
buy	atawe	
sell	atawake	
flour	piminowasopahkesikan	
lard	kokosipimi	
butter	totosapowipimi	
milk	totosapoy	
salt	siwihtakan	
cans	piyapiskosa	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn to identify different occupations in the community.</p> <p>To make sentences about different occupations both orally and in syllabics.</p> <p>To practice the use of plurals in animate form.</p>	<p>Review Levels I and II, Units VII</p> <p><u>New Vocabulary:</u></p> <p>post office mail letters ambulance medicine police car</p>	<ul style="list-style-type: none"> - Draw pictures of the people discussed and label them using syllabics. - Bring resource people in from the community who are actually involved in the jobs. Ask them to bring any tools or equipment that they might use in their work, e.g. policemen, nurses, etc. - Play hospital. 	<ul style="list-style-type: none"> - appropriate pictures and charts - magazines and catalogues - a syllabics chart should by now be a classroom fixture - various job related objects.
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use new vocabulary in phrases and sentences; 2. be able to write simple sentences in syllabics; 3. know the plural animate forms for vocabulary related to occupations; 4. be able to identify different occupations in the community using structures (phrases and sentences). 5. be able to ask and respond to questions pertaining to community occupation vocabulary. 	<p>Go through the previous levels and put occupations in plural forms.</p>	<ul style="list-style-type: none"> - Have a play session in class where different students role-play different occupations. - Give students a written syllabics exercise using only symbols that students are well acquainted with . . . - Make up different sentence drills for class. Oral language development should be the primary objective. 	

VOCABULARY

Level III Unit VIII

ENGLISH	CREE	INSTRUCTOR'S NOTES
post office mail letters ambulance medicine police car	masinayikamik Lr'aᖃᖃᖅ masinayikana Lr'aᖃᖃᖅ masinayikana Lr'aᖃᖃᖅ ahkosi otapanask ᐱᖅᐃᖅ ᐃᐃᐃᐃᖅ maskiki Lᐱᐱᐱ simakanisi otapanask ᖅᐃᖃᖅ ᐃᐃᐃᐃᖅ	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Review vocabulary of animals in the previous levels and introduce the written word for the animals.</p> <p>To use sentences in talking of animals.</p> <p>Distinguish between the plural animate and the plural inanimate of animals.</p>	<p>Review Levels I and II, Units IX</p> <p><u>New Vocabulary:</u></p> <p>trees spruce tamarack jack pine birch poplar willows flower, flowers nest musket squirrel, chipmunk mink, weasel marten badger wolverine otter coyote skunk fisher muskrat or beaver lodge beaver dam crane, swan sucker, tullibee</p>	<ul style="list-style-type: none"> - Use pictures of animals and their young. Mix and match. Ask children "Is this a . . .?" - Draw pictures or collect pictures of different mammals and birds and their habitats. Label them using syllabic symbols. - Each child should have a complete set of pictures. - Have a "show and tell" of things related to vocabulary items . . . - Sample sentence drill: <ul style="list-style-type: none"> T. This is a <u>(beaver)</u>. That is a <u>(tree)</u>. These are <u>(trees)</u>. Those are <u>(beavers)</u>. - Learners should: <ul style="list-style-type: none"> 1. orally complete the sentence. 2. repeat the entire sentence. - Other drills: <ul style="list-style-type: none"> T. What is this? S. That is a (skunk, nest, etc.) T. What are these? S. Those are (birds, trees, etc.) 	<p>For reference see Lessons 18-24, Teaching Suggestions, pages 73-74, "Guide to Spoken Cree".</p> <ul style="list-style-type: none"> - pictures of trees, birds, animals, etc. - a tree chart depicting the various trees listed, etc. - flower chart . . .
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know new vocabulary; 2. be able to distinguish between the plural animate and plural inanimate of animals; 3. be able to use vocabulary in phrases, sentences and various structures; 4. be able to label vocabulary items using syllabics; 5. be able to ask and answer questions in sentence form . . . 		<ul style="list-style-type: none"> - Learners should: <ul style="list-style-type: none"> 1. orally complete the sentence. 2. repeat the entire sentence. - Other drills: <ul style="list-style-type: none"> T. What is this? S. That is a (skunk, nest, etc.) T. What are these? S. Those are (birds, trees, etc.) <p>P.S. - Much sentence drill is important to attain oral language competency.</p>	

VOCABULARY

Level III Unit IX

ENGLISH	GREEK	INSTRUCTOR'S NOTES
trees	mistikok Γ'α'δ'	
spruce	minahik Γ'α'Δ'	
tamarack	wakinakan <•Pab'	
jack pine	oskahtak Δ'α'b'c'	
birch	waskoyahtik <•α'd'β'γ'	
poplar	mitos Γ'α'	
willows	nipisiya σ'α'ρ'β'	
flower, flowers	wapikoni, a <•α'dσ'	
nest	wachiston <•α'β'γ'	
muskeg	maskek Γ'α'β'	
squirrel	wanikochas <•σ'd'ε'	
chipmunk	sasakawapiskos γ'β'δ'α'ε'ζ'	
mink	sakeso γ'β'	
weasel	sihkosis γ'β'δ'	
marten	wapistanis <•α'β'γ'	
badger		
wolverine	ominaschis Δ'Γ'α'β'γ'	
otter	nikik σ'ρ'	
coyote	mestachekanis Γ'α'β'γ'δ'	
skunk	sikak γ'β'	
fisher	ochek Δ'γ'	
muskrat or beaver lodge	wisti Δ'•α'β'	
beaver dam	oskotim Δ'•α'β'γ'	
crane	ochachak Δ'β'γ'	
swan	wapiso <•α'β'	
sucker, fish	namepin α'β'γ'	
tullibee	ochonipis Δ'β'γ'α'	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To review vocabulary of previous levels and introduce the syllabics for the words.</p> <p>To introduce vocabulary indicating time of day.</p> <p>To use the past tense with the time of day, and different activities.</p>	<p>Review Levels I and II, Units X</p> <p><u>New Vocabulary:</u></p> <p>morning noon evening night breakfast lunch dinner supper eat, ate bacon, eggs bannock, bread oatmeal, soup</p>	<ul style="list-style-type: none"> - Draw pictures and label what they had for breakfast, dinner, or supper using syllabics. - Cut out and paste people doing various activities and compile into scrapbooks. Brushing teeth, combing hair, eating, washing, etc. - Ask students to tell you what each is about and write it in syllabics for them. - Sentence development drill: <ul style="list-style-type: none"> T. I ate breakfast this morning. (students repeat) T. Do you eat supper in the morning? S. No, we (I) eat supper in the evening. T. What did you bake last night? S. I baked bannock last night. - Using clock dial, practice time . . . Have students state time in complete sentences, e.g. <ul style="list-style-type: none"> T. What time is it, Ruby? S. It is 10 o'clock, etc. 	<ul style="list-style-type: none"> - a clock dial complete with moveable hands - food chart - health chart
<p>OBJECTIVES</p>			
<ol style="list-style-type: none"> 1. know the new vocabulary; 2. be able to state the time of day; 3. understand and be able to use the present and past tense with regards to the time of day; 3. be able to label the new vocabulary in syllabic form. 			

VOCABULARY

Level III Unit X

ENGLISH	CREE	INSTRUCTOR'S NOTES
morning noon evening night breakfast lunch dinner, supper eat, imperative he ate bacon eggs bannock bread oatmeal soup	kekisepaw ᑭᑭᑭᑭ.ᑦ apihtakisikaw ᑭᑭᑭᑭᑭᑭ.ᑦ otakosin ᑭᑭᑭᑭᑭ tipiskaw ᑭᑭᑭᑭ.ᑦ kekisepamichisowin ᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭ.ᑦ apihtakisikamichisowin ᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭ.ᑦ otakosimichisowin ᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭ.ᑦ michiso ᑭᑭᑭᑭ ki michiso ᑭᑭ ᑭᑭᑭᑭ kokos ᑭᑭᑭᑭ wawa ᑭᑭ.ᑭᑭ. pahkesikan ᑭᑭᑭᑭᑭᑭ ohpi pahkesikan ᑭᑭᑭᑭ ᑭᑭᑭᑭᑭᑭᑭ oskichikomis ᑭᑭᑭᑭᑭᑭᑭᑭ michimapo ᑭᑭᑭᑭᑭᑭ	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To review the vocabulary of previous levels and introduce the written word for them in syllabics form.</p> <p>To identify the animate and inanimate for this unit.</p> <p>To use present and past tense in making sentences pertaining to weather.</p>	<p>Review Levels I and II, Units XI</p> <p><u>New Vocabulary:</u></p> <p>last night last summer last winter last spring last fall this morning yesterday day before yesterday past tense of weather</p>	<ul style="list-style-type: none"> - Keep a calendar with a record of the weather. - Make stories about the weather. - Have learners draw a picture of a weather scene. Have them label it in syllabic form. - Each learner can take a turn and tell the class the time of year and weather condition of the drawing. Teacher and students may also ask relevant questions. 	<ul style="list-style-type: none"> - calendar - weather chart - thermometer - pictures of the different seasons
OBJECTIVES			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand new vocabulary in listed phrases; 2. know the spelling of vocabulary using syllabic symbols; 3. be able to identify the animate and inanimate; 4. be able to differentiate between present and past tense; 5. be able to communicate orally about the seasons and weather using complete structures. 		<ul style="list-style-type: none"> - <u>Sentence drill samples:</u> (Students repeat after teacher) • Last night it was raining. • The day before yesterday it was snowing. • This morning we will work hard, etc. T. When was it snowing? S. It snowed last night. T. When was your birthday? S. My birthday was last winter. * <u>Note to teacher:</u> The teacher must make up a variety of sentences to cover all the listed objectives. 	

VOCABULARY Level III Unit XI

ENGLISH	CREE	INSTRUCTOR'S NOTES
last night	tipiskohk ᑎᐱᐳᑦᑎᐱ	
last summer	nipinohk ᑎᐱᑎᑦᑎᐱ	
last winter	piponohk ᐱᑎᑎᑦᑎᐱ	
last spring	sikonohk ᑎᑎᑎᑦᑎᐱ	
last fall	takokohk ᑎᑎᑎᑦᑎᐱ	
this morning	kekisep ᑎᑎᑎᑦᑎᐱ	
this afternoon	apihtakisikaw ᑎᑎᑎᑦᑎᐱ	
yesterday	otakosihk ᑎᑎᑎᑦᑎᐱ	
day before yesterday	awasitakosihk ᑎᑎᑎᑦᑎᐱ	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To continue learning syllabics in the vocabulary of special events.</p> <p>To use the present and past tense in the relating of special events.</p> <p>To use the plural forms, animate and inanimate.</p> <p>To talk of the future tense in relation to holidays.</p>	<p>Review Levels I and II, Units XII.</p> <p><u>New Vocabulary:</u></p> <p>want give toy, toys doll, dolls bicycle candy decorate decorations song, songs sing, singing sang new clothes celebrate celebration feast next</p>	<p>-- Draw pictures and label using syllabic symbols.</p> <p>-- Review previous levels especially syllabics for nouns.</p> <p>-- Expand on the previous suggested activities in Unit XII of previous Levels.</p> <p>Oral sentence drills: (Samples)</p> <p>T. When will we celebrate (Christmas, Easter, etc.)?</p> <p>S. We celebrate Christmas in December.</p> <p>T. What do we celebrate next month?</p> <p>S. Next month we will celebrate Easter.</p> <p>T. Did you receive a doll for Christmas?</p> <p>S. No, I received a bicycle for Christmas.</p> <p>Etc.</p>	<p>See materials listed in Units XII of Levels I and II</p> <ul style="list-style-type: none"> - appropriate songs for respective Special Events along with decorations - pictures of scenes depicting the various Special Events - stories pertaining to Special Events - appropriate skits and plays - construction paper
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know new vocabulary; 2. be able to use new vocabulary in structures using singular and plural forms; 3. be able to differentiate between animate and inanimate forms and use them correctly in phrases and sentences; 4. know present and future tense when talking about holidays; 5. the syllabics for new vocabulary. 		<p>*Develop various structural forms for vocabulary development.</p>	

TEACHER'S NOTE

L E V E L I V

NOTE TO TEACHERS

In Level IV, syllabic symbols should be formally introduced by teaching the syllabic alphabet and the introduction of syllabic writing.

Oral language development for fluency must be continued throughout this level.

The future tense should be introduced at this level as well.

By the end of Level IV, students should have an awareness of present, past and future tenses and should be able to read and write in syllabics all the vocabulary thus far taught in sentence form as well as carry on a conversation.

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To use "that" (near and far), in answering questions about distances.</p> <p>To learn the use of "those", (near and far), in questions about distances.</p> <p>To learn the use of interrogative forms such as:</p> <p>Are these . . . Is this a . . . Are those . . . Is that a . . .</p> <p>To continue developing syllabics.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>those (near) those (far) write writing pen desk scribble paper paste principal pupil Cree language English language French language rulers pictures erasers</p>	<ul style="list-style-type: none"> - Have children take turns asking questions. What are these? What are those? (near or far) - Group and individual answers to questions. - Use pictures or actual objects to demonstrate distances. - Categorize into animate and inanimate forms. - Use colours to ask questions. Are those red? Are those black? Is that yellow? <p><u>Sample sentence drills:</u></p> <p>T. What colour is that house? S. That house is white.</p> <p>T. Are those pencils on the desk? S. No, those are pens.</p> <p>T. Is this a scribbler? S. Yes, that is a scribbler.</p> <p>T. What language are we learning? S. We are learning the Cree language.</p> <p>T. Does this eraser belong to you? S. Yes, that eraser belongs to me.</p> <p>*Begin to make a picture dictionary and label pictures in syllabics.</p>	<p>For explanation of distance refer to "Guide to Spoken Cree", Introduction to Lessons 1 to 4, page 1.</p> <p>Lessons 5, 6, 7, & 9, "Guide to Spoken Cree".</p> <p>- use classroom objects and pictures</p>
<p>OBJECTIVES</p>			<p>SUGGESTED ACTIVITIES (con'd)</p>
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. be able to differentiate between "that and those" with respect to distance; 2. know the new vocabulary; 3. be able to ask and give answers to questions; 4. be able to write the new vocabulary in syllabics form. 			<p><u>Sample sentence drills:</u> (continued)</p> <ul style="list-style-type: none"> - Have students place various items listed in vocabulary in a box and then students will take turns asking the class who items belong to e.g. T. Who does this pencil belong to? S. That pencil belongs to me, etc.

VOCABULARY Level IV Unit I

ENGLISH	CREE	INSTRUCTOR'S NOTES
those (near)	aniki <σP	
those (far)	neki σP	
write	masinayike L'aʔq	
writing	masinayikew L'aʔq.σ	
pen	masinayakanapisk L'aʔbaʔʔ	
desk	masinayakanapowin L'aʔbaʔΔ.ʔ	
scribble	sikosinayike ʔdʔaʔq	
paper	masinayakanekin L'aʔb σPʔ	
paste	pasakoyikan <ʔdʔbʔ	
principal	kiskinomatowikimaw PʔP.σLΔ.PL.σ	
pupil	kiskinomakan PʔP.σLbʔ	
Cree Language	neyinowewin σʔσ∇.Δ.ʔ	
English Language	akanasimowin <bσ.ʔ_Δ.ʔ	
French Language	pahkoyisimowin <ʔdʔʔ_Δ.ʔ	
ruler, rulers	tipayakanahatik, ak ʔ<ʔba.ʔʔʔ	
picture, pictures	chikastesimon, a ʔbʔUʔʔʔ	
eraser, erasers	kasipeyikan, a bʔVʔbʔ	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To introduce numbers 15 to 20.</p> <p>To increase the vocabulary in talking of self.</p> <p>To label and identify parts of the human anatomy.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>heart throat neck bone, bones rib, ribs hip</p>	<ul style="list-style-type: none"> - Identify and label in syllabics parts of the human anatomy. - Add to your dictionary the parts of the anatomy labelled with syllabic symbols. - Drill for vocabulary understanding by playing "Simon Says" with the class. - Have learners count up to 20; also have them count objects in the classroom, etc. 	<p>See Unit II in previous levels for materials.</p> <ul style="list-style-type: none"> - films, books - numbers chart - chart of human anatomy depicting main outer body parts: limbs, head, etc.
<p>OBJECTIVES</p>	<p>head forehead blood</p>	<p><u>Sentence drills:</u></p> <p>(Pointing to different body parts the teacher asks.)</p> <p>T. Tell me what this and that is.</p> <p>S. This is my head and that is my hip.</p>	
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. be able to count to 20; 2. be able to identify and talk about his own body parts; 3. be able to label body parts with appropriate syllabic symbols; 4. have a thorough knowledge about vocabulary pertaining to the human anatomy. 	<p>heartbeat breathe in breathe out breathe brain shoulder</p>	<ul style="list-style-type: none"> - Discuss with the students the function of the various parts of the body. - Draw pictures - noses, ears, tails, antlers, etc. of various animals on cards and have students identify the animal to which the feature belongs. <p>Etc.</p>	

VOCABULARY

Level IV Unit II

ENGLISH	CREE	INSTRUCTOR'S NOTES
heart	mitye ΓU+	
throat	mikohtaskoy Γd"Ca'd+	
neck	mikaway Γb<•+	
bone, bones	oskan, a D^b^	
rib	ospikay, ak D^Ab+	
hip	mitokan ΓDb^	
head	mistikon Γ^nd^	
forehead	miskahtik Γ^b"n^	
blood	mihko Γ"j	
heartbeat	pahkekawo <"9b>•	
breathe in	iskotamo Δ^dC.J	
breathe out	nawatamo a<•C.J	
breathe	pakitatamo <PCCJ	
brain	mamitonenchikan LΓD^p^rb^	
shoulder	tihtiman n"nl^	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To practice the use of "those" and "these" in animate and inanimate form.</p> <p>To introduce the names in syllabics and to practice writing them.</p> <p>To introduce some descriptive words.</p> <p>To use adjectives.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>tall short skinny fat big little old young nice happy sad pretty ugly</p>	<p>See Activities of Unit III in previous levels.</p> <ul style="list-style-type: none"> - Compile drawings of each child into a book with labels for oral practice. - Label clothing, desks, pictures in syllabics. - Display pictures and posters of people doing different things. Label using syllabics. - Take pictures of children for display. - Teach them to write their names in syllabics. - Add to your dictionary appropriate drawings labelled in syllabics. - Have students illustrate or bring pictures of their families. Discuss with them similarities and differences. - Role playing family members. <p>Sentence drills for adjective development:</p>	<p>Materials suggested in Unit III of previous levels.</p> <ul style="list-style-type: none"> - catalogues, magazines - photographs - a variety of pictures showing different types of people, etc.
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to distinguish between "those" and "these" pertaining to animate and inanimate forms; 2. be able to write their own names in syllabics; 3. know and be able to use adjectives as listed, in phrases and sentences; 4. know the meaning of opposites such as: <ul style="list-style-type: none"> . tall - short . old - young . happy - sad <p>Etc.</p>		<p>T. Give me the name of a tall person in class.</p> <p>S. _____ is a tall person.</p> <p>T. Who is the tallest in class?</p> <p>S. _____ is the tallest.</p>	<p>SUGGESTED ACTIVITIES (con'd)</p> <ul style="list-style-type: none"> T. Show me someone with a happy face. S. (Pointing) Susan has a happy face.

VOCABULARY Level IV Unit III

ENGLISH	CREE	INSTRUCTOR'S NOTES
tall	kinoskoso ᑭᑎᑎᑎᑎᑎ	
short	chimiso ᑎᑎᑎ	
skinny	pawaniw ᑎᑎᑎᑎᑎᑎᑎ	
fat	wino ᑎᑎᑎ	
big	misikito ᑎᑎᑎᑎᑎ	
little	apisiso ᑎᑎᑎᑎᑎ	
old	kehteyatiso ᑎᑎᑎᑎᑎᑎᑎ	
young	oskatiso ᑎᑎᑎᑎᑎᑎ	
nice	minosin ᑎᑎᑎᑎᑎ	
happy	minentam ᑎᑎᑎᑎᑎᑎ	
sad	machentam ᑎᑎᑎᑎᑎᑎ	
pretty	minonakoso ᑎᑎᑎᑎᑎᑎᑎ	
ugly	manatiso ᑎᑎᑎᑎᑎᑎ	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Review nouns associated with clothing.</p> <p>To apply "these" and "those" with the nouns.</p> <p>Review colours.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>night gown night wear skirt ring watch slip apron belt</p>	<p>- Pictures of items in "singular" and "plural" labelled.</p> <p>- Have substitution drills.</p> <p><u>Sentence drills:</u></p> <ul style="list-style-type: none"> • This belt is mine. • These belts are yours. • Those belts are his/her. • This person _____ . • These persons (people) _____ . • Those persons (people) _____ . • Etc. 	<p>See materials in Units of previous levels.</p> <p>Lessons 92 and 93 in "Guide to Spoken Cree"</p>
<p>OBJECTIVES</p>			<ul style="list-style-type: none"> - colour chart - syllabics chart - use clothes that students are wearing to drill "colours"
<p>Following instruction, the learner will:</p> <ol style="list-style-type: none"> 1. know and understand the new vocabulary 2. be able to use "these" and "those" as adjectives and pronoun with nouns, in correct sentence patterns; 3. be able to distinguish between different colours; 4. be able to give appropriate responses to conversational questions; 5. be able to use plural forms of new and previous vocabulary with adjectives and pronouns. 	<p>use colours</p> <p>use plural forms</p>	<ul style="list-style-type: none"> - Display colour chart and various colorful items and have learners identify and locate colours in complete sentences, e.g. T. Show me the blue colour on the chart. S. (Student pointing) That is the blue colour. T. Show me a shirt that is red. S. (Pointing to someone) John's shirt is red. (Sentence structures can and should vary.) - Expand the syllabics/picture dictionary. 	<ul style="list-style-type: none"> - scrapbooks - magazines and catalogues - etc.

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To practice the use of syllabics in writing about the home.</p> <p>To expand on the vocabulary pertaining to homes.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>pump fence garden bedroom dresser mattress dining room curtain wall kitchen frying frying pan roasting boil, boiling</p>	<p>Refer back to Suggested Activities in Unit V of previous levels</p> <ul style="list-style-type: none"> - Write in syllabics, my house, your house, his house. These are two syllable words easy to learn. Have spelling tests. - Make pictures and posters and label them. - Visit the teacher's home. - Draw plans of own homes and label them. - Have students practice syllabics writing in their notebooks. - Tell them stories about homes long ago. - Compare homes of today with homes of long ago. - Increasingly more involve learners in dialogue and conversations . . . - Develop oral sentence exercises to drill vocabulary and sentence structures . . . 	<p>See Unit V of previous levels for listing of materials.</p> <ul style="list-style-type: none"> - pictures and actual items of things listed under new vocabulary - syllabics chart - syllabics "practice" notebooks for students.
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand the n new vocabulary; 2. be able to write simple sentences using syllabics; 3. be able to differentiate between animate and inanimate objects; 4. be able to express orally basic ideas, feelings and needs about home-life. 		<ul style="list-style-type: none"> - Tell them stories about homes long ago. - Compare homes of today with homes of long ago. - Increasingly more involve learners in dialogue and conversations . . . - Develop oral sentence exercises to drill vocabulary and sentence structures . . . <p>*The dictionary may be continued at the teacher's discretion . . .</p>	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To develop vocabulary for use with recreational activities.</p> <p>To expand oral fluency.</p> <p>To increase use of syllabics.</p> <p>To develop good playing manners and sportsmanship.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>musical instrument record player, record guitar television radio camera photograph taking a photograph telephone phoning in phoning out ringing singing watching playing music playing listening playing cards, noun and verb beadwork bead, beads leather</p>	<p>Review previous Suggested Activities</p> <ul style="list-style-type: none"> - Have the real things in the classroom. Toy phones or televisions will do. - Demonstrate and practice the use of same. - Have a class dance. 	<ul style="list-style-type: none"> - record player - records - radio - camera - telephone - beadwork - beads and leather - sporting goods catalogue - magazines
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know new vocabulary; 2. be able to use new vocabulary in various sentence structures; 3. be able to carry on conversation; 4. know present/past tense of verbs; 5. be able to apply personal pronouns with various verbs; 6. know syllabics for new vocabulary. 		<ul style="list-style-type: none"> - Divide class into small groups and have them discuss and dramatize their own skits depicting playing situations. - Use two toy telephones to have the students phone each other for specific purposes: <ul style="list-style-type: none"> a) to come to play b) to come to a party c) to come for crafts, etc. - Using syllabics give learners writing practice exercises. - Continue sentence development drills, reinforcing structures thus far learned. 	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To understand the reserve band and its role in the community.</p> <p>Understanding the importance of how everything in the community is a part of working together.</p> <p>To be aware of all the facilities in the community.</p> <p>To use the numbers 20 to 25.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>reserve chief councillors meeting hall band office hotel pool hall fish packing station bank court house jail restaurant asylum beer parlor recreation hall where at the . . . going over there numbers 20, 21, 22, 23, 24, 25 quarter (money) police</p>	<ul style="list-style-type: none"> - Visit the band office. - Ask an elder to come and tell legends. - Play the various roles of each facility. - Make posters. - Draw map of the community and label landmarks and buildings. - Play store with real or toy money. Have prices marked on goods. - Invite a police officer, chief, band councillor, etc. to speak to the class. - Have learners act out various community roles and have the class guess what role or occupation they are acting out. - Play a matching game linking picture with syllabic labels. - Practice sentence structures by drilling and quizzing students orally. 	<p>See suggested materials in Unit VII of previous levels.</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know vocabulary centred on life in the community; 2. be familiar with the reserve band structure; 3. understand the inter-relationship and inter-dependency of the people in the community; 4. be able to discuss various services and facilities in the community. 			

VOCABULARY

Level IV Unit VII

ENGLISH	CREE	INSTRUCTOR'S NOTES
reserve chief councillors meeting hall band office hotel pool hall fish packing bank court house jail restaurant asylum beer parlor recreation hall where at the going over there quarter, money Numbers 20 to 25	iskonikan Δ [^] δσб ³ okimahkan ΔρL ³ б ³ mamawapowak LLΔ.>Δ.\ wihkokewikamik Δ."δ9Δ.бΓ\ iskonikaniwikamik Δ [^] δσбσΔ.бΓ\ kapesowikamik бVΔ.бΓ\ kinosewikamik PδγΔ.бΓ\ soniyawikamik δσγΔ.бΓ\ wanasowewikamik Δ.αδ∇.Δ.бΓ kipotowikamik P>>Δ.бΓ\ michisowikamik ΓΓΔ.бΓ\ kiskewikamik P [^] 9Δ.бΓ\ minihkewikamik Γσ"9Δ.бΓ\ metawewikamik Γ∇.Δ.бΓ\ tante C ³ U add suffix ok in most cases itohtew ΔD ³ U. ^o nete σU piyak soniyas Δγ\ δσγ [^] nisotanaw, nisotanaw piyakosap, nisotanaw nisosap, nisotanaw nistosap, nisotanaw newosap, nisotanaw niyanosap σδCa. ^o , σδCa. ^o Δγδγ ¹ , σδCa. ^o σδγ ¹ , σδCa. ^o σ [^] δγ ¹ , σδCa. ^o σD.γ ¹ , σδCa. ^o σγδγ ¹	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn terminology for different modes of travel.</p> <p>General geography awareness.</p> <p>To apply the present and past tense of ride.</p> <p>To use the future tenses of ride, drive and fly.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>bus taxi motorboat canoe plane paddle, noun and verb fly, will fly in a boat off a boat train skidoo bombardier dog sled driving a dog sled ride, rode, will ride drive, he drove, he will drive</p> <p>lake, river, road bush snowshoe, noun and verb bridge, dock hill, hole in ground</p>	<p>- Display pictures and posters of the different modes of travel. Label in syllabics.</p> <p>- Categorize means of travel into traditional and modern classes.</p> <p>- Practice spelling (syllabics) of new vocabulary and have spelling contest.</p> <p><u>Sample sentence drills:</u></p> <p>(Present and Past)</p> <ul style="list-style-type: none"> • I ride (rode) ... (you, he, they) • I am riding ... • We will fly home. • They will ride on a boat. • He drove... I drive... • They will drive..., etc. <p>- Identify the vehicles used in the community through the use of pictures and observations.</p> <p>- Discuss the advantages and disadvantages of different types of travel.</p>	<p>See suggested materials in Unit VIII of previous levels.</p> <p>- pictures of various transportation vehicles both modern and traditional</p> <p>- syllabics chart</p>
<p><u>OBJECTIVES</u></p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand the new vocabulary; 2. be able to apply the present and past tense for "ride"; 3. know the future tenses of different verbs related to travel; 4. know the syllabics spellings for new vocabulary. 			

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To expand vocabulary pertaining to animals especially birds.</p> <p>To learn vocabulary for some of our common insects.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>chickadee blackbird flicker woodpecker robin swallow snipe osprey magpie loon frog snake mosquito sandfly dragonfly horsefly butterfly bite</p>	<ul style="list-style-type: none"> - Identify various birds and insects. - Practice writing of syllabics for new vocabulary. - Discuss the value of insects. - Discuss diet of insects. 	<ul style="list-style-type: none"> - Junior Wildlife - National Geographic - encyclopedia - bird and insect charts - animal picture cards - show wildlife film or slides
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand new vocabulary; 2. be able to distinguish between different birds and insects; 3. be able to associate certain animals with particular environments; 4. know syllabic spelling for new vocabulary; 5. be able to describe movements and habits of different animals orally using simple structures. 		<ul style="list-style-type: none"> - Discuss habitats and means of locomotion for birds and insects. - Make a bird and insect chart and label. - Prepare activity cards of make up stories related to animals. Ideas for each might involve: <ul style="list-style-type: none"> • mixing up words • matching animals with their homes, etc. • listing food each animal eats • describing animal movements - Increasingly discuss open ended discussion with such questions as: <ul style="list-style-type: none"> • What is your favourite bird (animal)? • Why do animals change for the winter? • What would you rather be, a fly or moose? - Etc. 	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS														
<p>To add more vocabulary pertaining to health habits.</p> <p>To introduce new words for present, past, and future times of day.</p> <p>To learn some terminology related to bad health habits.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>shave, shaving shaver hair cut curling the hair beard today, yesterday tomorrow this morning afternoon this afternoon tonight this evening the day after tomorrow smoking liquor poison drugs first aid bandage cough, coughing yawn, yawning vomit, vomiting cramps in the stomach cramp in the leg sneeze a cold band thing, good thing</p>	<p>- Discuss implications of some of the health habits.</p> <p>- Have class make a food chart. Categorize food into "foods" that are good for you and "foods" that are not so good for you.</p> <p>Example:</p> <table border="1" data-bbox="1094 549 1541 810"> <thead> <tr> <th data-bbox="1094 549 1311 584">Good Food</th> <th data-bbox="1311 549 1541 584">Junk Food</th> </tr> </thead> <tbody> <tr> <td data-bbox="1094 596 1311 632">fruit</td> <td data-bbox="1311 596 1541 632">coffee</td> </tr> <tr> <td data-bbox="1094 632 1311 667">milk</td> <td data-bbox="1311 632 1541 667">candy</td> </tr> <tr> <td data-bbox="1094 667 1311 702">whole wheat</td> <td data-bbox="1311 667 1541 702">pop</td> </tr> <tr> <td data-bbox="1094 702 1311 737">bread</td> <td data-bbox="1311 702 1541 737">french fries</td> </tr> <tr> <td data-bbox="1094 737 1311 772">fish</td> <td data-bbox="1311 737 1541 772">etc.</td> </tr> <tr> <td data-bbox="1094 772 1311 807">etc.</td> <td data-bbox="1311 772 1541 807"></td> </tr> </tbody> </table>	Good Food	Junk Food	fruit	coffee	milk	candy	whole wheat	pop	bread	french fries	fish	etc.	etc.		<p>See materials suggested for Unit X in other levels.</p> <p>- first aid chart - posters of various foods - poster or chart of dangerous foods and drugs.</p>
Good Food	Junk Food																
fruit	coffee																
milk	candy																
whole wheat	pop																
bread	french fries																
fish	etc.																
etc.																	
<p>OBJECTIVES</p>																	
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know new vocabulary; 2. be able to use appropriate vocabulary for "time" - present, past and future; 3. have an awareness of good and bad health habits; 4. be able to take part in discussion on personal health and food; 5. know the hazards of drugs, alcohol and smoking; 6. be able to spell new vocabulary using syllabics. 		<p>Sentence drills on time:</p> <ul style="list-style-type: none"> • Yesterday I had a cold... • Today he had a haircut... • Tomorrow we will have fish... <p>- Practice syllabics writing and spelling ...</p> <p>- Practice "or" questions such as:</p> <p>T. Do you want tea or milk? S. I want milk.</p> <p>- Etc.</p>															

VOCABULARY

Level IV

Unit X

ENGLISH	CREE	INSTRUCTOR'S NOTES
shave, shaving	kaskipaso b [^] p</'	
shaver	kaskipasowin b [^] p</'Δ.>'	
hair cut, male	paskomaw <^dL.°	
curling the hair	tahtipinemaw C"nΛdL.°	
beard	minastowan Γa^'dΔ.>'	
today	anosch <Δo^-	
yesterday	otakosihk ΔCdr'"\"	
tomorrow	wapahki <Δ.<"p	
this morning past	kekisep 9p'γ'	
afternoon	apihtakisikaw <Δ"CP'rb.°	
this afternoon	apihtakisikaki <Δ"CP'rbp	
tonight	tipiskaki nΛ^bp	
this evening	otakosiki ΔCdr'p	
the day after tomorrow	wasawapahki <Δ.γ<.<"p	
smoking	pihto Λ"j	
liquor	iskotewapo Δ^dU<.>	
poison	pischipowin Λ^r>Δ.>'	
drugs	maskikiya L^ppγ	
first aid	nikan wichiwin σb' Δ.ΓΔ.>'	
bandage	tahkopison C"jΛ'γ'	
cough, coughing	ostostotam Δ^'d'jC'	
yawn, yawning	tahtawato C"j<.>	
vomit, vomiting	pahpokomo <">d'j	
cramps in the stomach	wawisakaskatew <Δ.Δ.γb^bU.°	
cramp in the leg	ochipitiko ΔΓΛnd	
sneeze	chaschamo l^l'j	
a cold	otakikomo ΔCPd'j	
bad thing	machi kekon LΓ 9d'γ'	
good thing	kischi kekon p^r 9d'γ'	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To use present, past, and future tense in relation to weather.</p> <p>To introduce new weather vocabulary.</p> <p>To introduce numbers 25 to 35.</p>	<p>Review previous vocabulary of the four seasons.</p> <p><u>New Vocabulary:</u></p> <p>last winter last summer last spring last fall last year next summer next fall next winter next spring next year this year this summer this spring this fall this winter early later now before after late water conditions: calm big waves warm water cold water break up of ice dangerous ice crack in ice</p>	<ul style="list-style-type: none"> - Have students make their own weather chart. - Extensive oral sentence drill practicing past, present and future tense of weather. - Make a scrapbook of different activities, sports, and clothing for each season. - Using syllabics label and categorize nouns and verbs. - Discuss clothing for different seasons. - Using pictures and sketches, write simple descriptive sentences about the weather. - Extend the number chart and practice counting. - Continue to stress animate and inanimate where possible. 	<p>See materials suggested in Unit XI of previous levels.</p> <ul style="list-style-type: none"> - illustrations and picture depicting seasons - art materials - thermometer - barometer
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use new vocabulary in complete utterances; 2. be able to count numbers from 1 to 35; 3. be able to spell new vocabulary in syllabics; 4. be able to apply various tenses in relation to the weather; 		<ul style="list-style-type: none"> - Using syllabics label and categorize nouns and verbs. - Discuss clothing for different seasons. - Using pictures and sketches, write simple descriptive sentences about the weather. - Extend the number chart and practice counting. - Continue to stress animate and inanimate where possible. <p>*It is important that the teacher incorporates the various grammatical structures in all oral sentence drills thus far learned.</p>	

VOCABULARY

Level IV

Unit XI

ENGLISH	CREE	INSTRUCTOR'S NOTES
last winter	piponohk Λ>σ" \	
last summer	nipinohk σΛσ" \	
last spring	sikonohk ρ'dσ" \	
last fall	takokohk Cdd" \	
last year	iskawanik aski Δ^b<σ \ <^p	
next summer	nipihki σΛ" p	
next fall	takokihki CdP" p	
next winter	pipohki Λ>" p	
next spring	sikohki ρ'd" p	
next year	kihtom aski p" >^ <^p	
this year	oma aski ΔL <^p	
this spring	oma ka sikohk ΔL b ρ'd" \	
this fall	oma ka takokihk ΔL b CdP" \	
this summer	oma ka nipihk ΔL b σΛ" \	
this winter	oma ka pipohk ΔL b Λ>" \	
early	wipach Δ.<-	
later	mamayew nawach LL<.° a<.-	
now	mekoch 7d-	
before	mowes Jv. ^	
after	patima <NL	
late	mamayew LL<.°	
calm	anostin <σ^p	
big waves	mamahkayaw LL" b^ .°	
warm water	kisowakamin p^<.b^	
cold water	tahkikamin C" p b^	
break up of ice	machistan L^ ^ C^	
dangerous ice	tohtokan >" > b^	
crack in ice	taskisiko C^ p^ d	

AIMS

VOCABULARY

SUGGESTED ACTIVITIES

MATERIALS

To learn to read and write about special events in simple sentences in syllabics script.

To apply present, past, and future tense to special events.

OBJECTIVES

Following instruction the learner will:

1. know and understand the new vocabulary;
2. be able to spell new vocabulary and write simple sentences using syllabics;
3. be familiar with and be able to converse about special events;
4. be able to apply proper tenses in speaking and writing.

Review previous vocabulary.

New Vocabulary:

the married couple
wedding dress
banns of marriage
communion
bridesmaid
bestman
dance
wedding ring
Treaty Day
x-ray
tuberculosis
R CMP
Indian agent
Good Friday
Easter
pray
die
Died on the Cross
Resurrection
Baptism
Confirmation
Blessing
Saviour
Holy Spirit
hymn

- Simple, written stories of special events. Prepare booklets on special events and keep in classroom library.

- Use experience charts to develop oral skills, conversation, etc.

- Learn songs appropriate to the special event.

- Make posters of the meaning of the special events to each individual. Label using syllabics.

- Make posters of coming events, weddings, dances, Treaty Day, etc. Post in school hallways.

- Teachers should consider a newsletter from the students written in syllabics, with all students participating.

- Cook "feast foods" in school if you have the facilities.

- Have extensive oral exercises, drilling the vocabulary in various sentence structures.

- Practice syllabics writing of new vocabulary.

- art supplies
- foods appropriate for the special event
- pictures of scenes depicting different special events
- appropriate poems, songs and stories about the different events listed, etc.

TEACHER'S NOTES