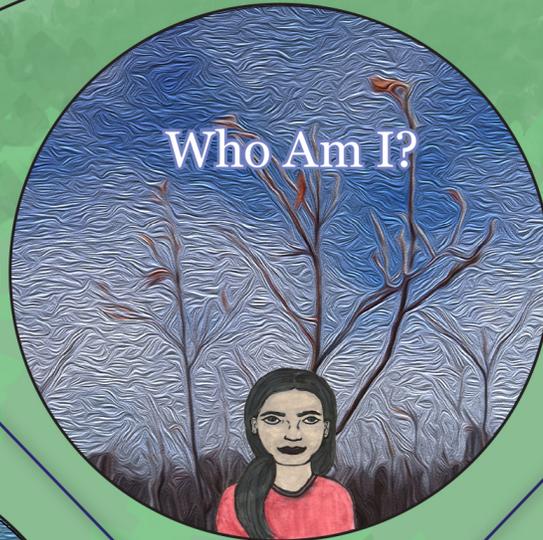


Our Languages 15

Who Am I?



My Favourite Plant
or Animal



Making A Fire



Sharing a Book
or Story in My Language



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Checklist of Outcomes for Intermediate 68

Unit 1: Who am I?

Emergent –Students should all have met these outcomes in previous grades

EM 1.2 Be aware of how my behaviour affects others (recognize the importance of being a listener in storytelling),

EM 1.4 Set simple language learning goals with support

EM 4.3 Participate in activities that promote socialization (games, plays, skits)

EM 5.1 Listen and try to distinguish critical sound distinctions

EM 5.2 Use and reuse known words accurately with support

EM 5.7 Respond appropriately to familiar social interactions (greetings, introductions, farewells, questions, commands, warnings) in school home or community

EM 6.1 Begin to construct vocabulary connected to familiar themes

EM 7.1 Speak with enough accuracy to express meaning through simple memorized sentences

Beginner

BE 1.5 Recognize the strategies of a successful language learner (take risks as learner, stay in the language)

BE 5.2 Pronounce known words accurately with attention given to unique features of the alphabet

BE 5.11 Read simple patterned text on familiar topics

BE 7.2 Use key phrases, simple sentences and scripted questions and answers to converse with others

BE 7.5 Write simple messages and stories using patterned text (daily journals, shared writing experience, autobiography)

BE 7.6 Participate in writing activities that promote socialization (paired writing, pen pal, social media)

Intermediate

IN 1.1 Use language to express myself and make myself understood (needs, desires and emotions)

IN 1.2 – Initiate and engage in multi-sentence conversations through authentic experiences

IN 1.3 – See out opportunities to build links with youth outside the community who speak the language (social media)

IN 1.5 Model the strategies of a successful language learner (take risks, stay in the language, perseverance)

IN 2.5 – Identify and participate in community activities that add to my language and identity (legends, sayings, stories)

IN 3.1 - Initiate playful activities and interactions for my enjoyment

IN – 3.2 Use slang, puns, idioms, rhymes and ‘kid’ talk

IN 4.1-Seek greater opportunity to speak my language in public settings and support listeners in their response if required

IN 5.5 – Connect ideas using time markers, (before, during, after, when the world was new, yesterday, tomorrow)

IN 5.6 – Engage in discussion with my peers and teachers to clarify their comprehension or to co-construct meaning through shared experiences

IN 5.7 Activity contribute to authentic conversations presented through shared experiences

IN -5.8 Use vocabulary which describe extended kinship or relationships (namesakes, descendants)

IN 5.10 Ask questions to expand understanding (when)

IN - 7.1 Speak with sufficient accuracy to express meaning to a new listener through conversation

IN - 7.2 Seek to embellish conversation by adding familiar vocabulary to create new sentences, questions and answers

IN - 7.5 Experiment with different text forms to write about personal experiences (journal entries, posters, signs, letter, story, recipe, news article)

THINGS TO REMEMBER

1. Try and teach all words and phrases using images, gestures and activities – don't 'tell' – rather show and be active – OR – they will not make the language part of themselves.
2. Students learn best when they are actively engaged in the learning activity and can take a lead role in the class.
3. As you begin to plan your unit, start by creating a list of obvious sentences, questions and answers, nouns, verbs and descriptive phrases that you plan to introduce or reinforce throughout the unit. Integrate these with known vocabulary. For instance, if the students know words that describe size (big, little), challenge them to create new sentences that use these words (i.e.: I live in a big, brown house)
4. Make a purposeful effort to integrate new vocabulary into routines throughout the day. Students need to hear and experience the language in different contexts throughout the day.
5. DO NOT TRANSLATE for the children – stay in your language as much as possible and help them understand through pictures, actions or gestures!

Materials:

- Family picture cards provided in resource bin (the large ones)
- Family pictures – deck of cards (52 cards in a deck)
- Language blocks (with family pictures – can use pics from deck of cards) and the pronoun pictures
- Family puppets/ plastic kinship dolls
- Elder puppets
- Song about Family members - it's on website (<https://www.ourlanguagesnwt.com/>)
- Postcards or First Nations App for writing
- Indigenous language books with a family theme.
- Technology – tablets with “My School Avatar” app and a movie maker app.

Duration of Unit – 2-4 weeks

Duration depends upon the prior learning experiences of the students and the new sentence scripts being introduced. Make sure you tell the students how long you will be working on this unit and the due dates of the assignments and final project. The unit should end with a project through which the students can showcase their growing skills, confidence and new language. There are many options for end-of-unit projects, but encourage a public presentation so that students have the opportunity to present (or showcase their work) to a live audience (classmates, other class, Elders, parents ...). A number of possible project ideas are provided in this unit resource.

Criteria for Success:

Even at the grade 10 level, students may be at different ranges of fluency. In any particular class, there may be students working on Emergent and Beginner OLC outcomes. Teachers should refer to the curricular outcomes in order to tailor instruction, activities and projects to their needs.

At the Intermediate Level, students should strive to meet the following criteria in their work, assignments and final project:

- Students can introduce themselves and describe details about their life, history, preferences, family, home and community as well as ask questions of others.
- Students can comfortably engage in multi-sentence conversations with others and these conversations are at least 20 sentences in length in back and forth dialogue. This unit suggests more sentences because it is a theme which they have been doing for many years.
- Student can incorporate dialogue using different verb tenses (past and future) of familiar verbs into these conversations.
- Student can incorporate some slang (community idioms – kid-talk) and humor to their conversations.

Pre- Activity:

Take some time at the very beginning of the unit to describe important unit details. Information should include:

1. Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in your language.
2. The language goals for the unit (some of the new vocabulary and sentences that will be introduced. Ideally, at the Intermediate level, the students will comfortably describe

themselves in 20 + sentences, include some slang or idiom in their introduction and also provide bio details using past or future tenses). This should be in a conversation form which includes questions – and not just a monologue.

3. Students should be given the opportunity to think about how they can contribute to their own learning – see *Traits of a Strong Language Learner* in the student portfolio.

Activity Ideas:

The following activity ideas can help teach and reinforce all the vocabulary and sentences that are taught through this unit. They are in no particular order so feel free to choose from them and arrange them in a lesson sequence that will be most effective within your unit plan. Some suggestions are quick and easy to incorporate into a lesson as a game or activity and others may become lessons themselves. All the activities can be adjusted to the age and language level of your students.

Activity Idea 1: Who Am I? A review.

OLC links: IN 1.1, 1.2, 1.5, 5.7, 5.8, 5.10, 6.1, 7.1, 7.2

Start by asking students to find a partner and challenge them to introduce themselves in the language and to see how much they remember. Have them count and record how many actual phrases or sentences they can use within that conversation. Encourage the students to ask questions in order to elicit more details. Have them set goals to at least double what they were able to do (should be around 20 sentences).

This can become a 3 minute warm up activity with the students choosing a different partner each day and recording (graphing) the number of statements they used to describe themselves.

Example: *My name is _____. I am ___ years old. How old are you? My mother's name is _____. My father's name is _____. What is your sister's name? I have ___ older brothers and ___ younger sisters. What about you? I have a pet _____. His name is _____. I live in _____. Where do you live? The colour of my house is _____. What colour is your house? My favourite food is _____. I like to _____. And you, what is your favorite thing to do? What does your Dad do? My Dad likes to hunt and fish.*

Activity 2: Family Member Resources

OLC links: IN 1.1, 1.2, 1.5, 5.6, 5.7, 5.8, 5.10, 7.1, 7.2

Note: The kit provides images of family members in both large cards and decks of cards. Some schools have purchased plastic figurines of family members. Use what you have.

Pull out the plastic dolls. Model the dialogue using your own personal family. Stretch them beyond the basic family ties. *'This is my mother. My mother's name is ____.'* Then point to a couple of children who have mother's and say, *'your mother's name is ____ and your mother's name is ____'* until they know what you mean. Repeat this for father, uncles, aunties, grandfather etc.

Model the dialogue and repeat this frequently as a 1 minute full class activity but eventually challenge the students to take the lead in this activity. By both asking the question "What is your mother's name?" and by making statements such as, "My mother's name is ____ . Your mother's name is ____ . Your father's name is ____ ." See how many students can name relations of others in the class. This helps to practice the different pronouns (mine, his, yours etc.)

ALTERNATIVE: Barrier Game with family member resources

You have two sets of the Family images (large and small) and perhaps plastic dolls (even if different race) – use them in a barrier game to practice the kinship terms that might need more reinforcement.

Activity Idea 3: Lives on the Land, Lives in the water, Lives in Inuvik, Lives in _____

OLC links: IN 1.1, 1.2, 1.5, 5.5, 5.6, 5.7, 5.8, 5.10, 5.12, 6.1, 7.1, and 7.2

Use a large image of a lake (could be frozen) with land in the background – say, *I live in Dettah, fox lives on the land, fish lives in the water* - then just move the plastic fox and fish from the kit to the different places – use fish to extend the sentence to the negative as well (fish do NOT live on the land)- again reinforcing the negative and introducing an important phrase. From here they should get *"I live in (community name), Where do you live? Where does a fish live etc.?"*

Use different animals they know and ask them, *"where does the bear live?* Then they should say, *bear lives on the land, wolf lives in the bush etc. Fish lives in the lake – etc.* You can bring out the image and use this quick activity as a refresher or exit routine as the students leave the class.

ALTERNATIVE: Using the map of the NWT, have the students share information about communities they have lived in or visited. Model the dialogue – pointing to your home community, say *"I live in (community name)"*. Pointing to other communities say *"I lived in / (grew up in) ... (community name)"* – note use of past tense. And *"I have visited (community names) "*. Ask *"what community do you live in? / what communities have you visited"*. Challenge

the students to eventually take the lead on the activity asking the questions or sharing information and describing the community they live in, grew up in or have visited.

Activity 4: Using Language Blocks – review of kinship and also teaching pronouns

OLC links: IN 1.1, 1.2, 1.5, 5.5, 5.6, 5.7, 5.8, 5.10, 7.1, and 7.2

Select images representing the vocabulary from the family deck of cards or other pictures of family that you might have. Start with just the one block and use the blocks to practice known vocabulary: Mom, Dad, Grampa, Grandma, sister, brother.

When students are comfortable with that – and they know at least four of them add a second and third block with the pronoun and activity cards – that way you can role three blocks together and they would need to practice saying *My Mom is _____*. *Her Dad is _____*. *Your Mom is _____*. Based on what pictures came up when you role the three blocks together. This activity helps the students practice pronouns and develop new and creative sentences describing family activities.

Activity 5: Using the Family Cards

OLC links: IN 1.1, 1.2, 1.5, 5.6, 5.7, 5.8, 5.10, 7.1, and 7.2

There are large decks of cards that have pictures representing family kinship including (whole family, grandfather, grandmother, mother, father, two boys (one younger and older – both with braids as they are traditional Dene boys), two girls including one baby).

Remind students of the vocabulary the cards represent along with dolls so they know what the pictures represent.

Have all students stand up in a circle. Shuffle the large cards – place them all face down...then turn one over randomly. The first student to name who that person is gets to sit down. Then do the next card and then that person gets to sit down. Continue until most of the children are sitting down. Shuffle, and then repeat. Play just a few rounds until they get used to it.

You could also put the class into a couple of groups with strong leaders doing your role in each team. Give each group some of the cards as you have enough from the small cards and the large deck to have several teams playing at once.

ALTERNATIVE: Obstacle course: Review a set of cards (family relations, favourite activities, food). Place the cards face down on the floor at the end of an obstacle course. The obstacle

course might consist of a chair they step over, a pole they hold and twirl around three times, a piece of rope that they tie into a knot, a desk they crawl under etc.

Divide the class in two or three teams – each team lined up behind their obstacle course. Say a word, phrase or sentence that refers to one of the pictures and the two (or three) students must quickly race through their obstacle course and then turn over the cards until they find and say the correct word/phrase/ sentence. Play repeats with the next group of students and a new word / phrase or sentence

Activity 6: Go fish with the family cards – to reinforce the verb – to have

OLC Links: IN 1.2, 1.5, 3.1, 5.6, 5.7, 5.8, 5.10, 7.1, and 7.2

Introduce or review the verb “have” - *I have a ____ . / Do you have ____? / I don't have ____ .*

Groups of up to 5 children can play this game. Use your SA for support and while he or she is helping other children play a game above or to use the puppets you can be teaching smaller groups this game.

1. Shuffle all the small family cards.
2. Give each child three cards (count in your language as you do this...eventually children should take the lead here).
3. Go first so you can model. Ask one child, '*do you have a ____*' then name something from the cards in your hand...ex. *Do you have a baby?*
4. If that child has the picture of the baby in their hand they either say, *yes, I have a baby* or *no I do not have a baby*.
5. If they gave you a card – you place the pair down, then you get to go again.
6. If they didn't have a card and said, *no I do not have a baby* – then they also have to say, *go fish*...this is also a phrase you should teach them.
7. Continue playing until all the pairs are found.

Remember to have them using the verb *do you have a ____* and *no or yes I have a ____*.

ALTERNATIVE: use different theme cards and introduce or review different verbs: Favourite activity – cards which show different activities – Do you like to Food – food cards – Do you like to eat

Activity 7: What's Missing?

OLC links: IN 1.2, 1.5, 3.1, 5.6, 5.7, 5.8, 5.10, 7.1, and 7.2

1. You'll need the large deck of family cards, or the small deck.
2. This is a small group activity so as part of a centre – have about 4-5 students.
3. Give the group (or several groups) each 4-5 of the large family cards.
4. Lay all the cards face up. Give the students time to practice saying the names of each of the family member cards they have before beginning the game.
5. All learners close their eyes, except one learner who will remove one card from the pile.
6. When that leader says go, the rest of the learners open their eyes and try to guess which card has gone missing – saying that in the language of course.
7. Give all learners the opportunity to hide a card.
8. Ask the groups to exchange cards to practice the new set of family words.

Activity 8: Who Am I?

OLC links: IN 1.1, 1.2, 1.5, 3.1, 3.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 6.1, 7.1, 7.2 and 7.5

Working in small groups, have the students write up a list of questions that can be asked at a "Who-Am-I" interview. Depending on the fluency and skill level of the students, ask them to create questions that elicit biographical information (where do you live, what's your mother's name...), preferences (what's your favourite food / colour...), and personal history (Did you ever live in Yellowknife? Did you ever kill a moose...). Encourage questions that use the past or future tenses. Have the students write the questions on strips of chart paper. Share and review the questions and post them on the wall for all to see. Continue to add new questions to the display throughout the unit.

Games and Activities with the Question Cards:

- 1) **The Hot Seat:** Place a chair at the front of the classroom (Hot Seat). Select one student to be in the hot seat. The "hot-seat" student must answer all the questions that are asked by the other students. See how many questions they can answer without faltering. Teachers may want to model this by being the first in the Hot Seat.
- 2) **Truth or Fib:** Like the Hot Seat activity, select one student to answer questions from the group but in this game the student can tell the truth or tell a fib. After each response, ask the students to decide if the answer was truthful or a fib. Students can display their answers by raising a card that says "True" on one side and "Fib" on the other (in your language of course!).

- 3) **To Tell the Truth:** Select three students to sit at the front of the class. Shuffle and pass out three cards – one to each of the three students. Two cards say “Truth” (in your language) and one card says “Fib or Not true”. The other students take turns asking questions of all three students – two must always tell the truth to all questions whereas the one holding the fib card must always lie. At the end of the series of questions, the full group must guess who was not telling the truth.
- 4) **Give Me More:** Divide the class into three groups. Each group selects a question to ask one of the other groups. The group selected rolls the dice and one student from the group must answer the question with as many details as the number on the dice. For example, if the roll of the dice was 5 and they were asked the question “*where do you live?*”, the student answering the question would have to provide five details (*I live in _____ (community name). My house is brown. Five people live in my house. There are three bedrooms in my house. My house has a big kitchen*). The groups receive points for correctly providing details.
- 5) **Speed Dating:** Divide the class into two groups. Group A ask the questions and Group B answer the questions. The groups should sit facing each other in a one-to-one arrangement. Using a timer, members from Group A must ask questions of the person sitting across from them. All questions must be asked in a two minute time frame after which the members from Group B change chairs and are then interviewed by a new member of Group A. Quiz the group to see how many questions they were able to ask and have answered in each two minute sequence. After the first round, switch groups so that Group B students get to ask the questions.
 - a. Alternative play: Have each student to create a profile using 5 standard preference questions (i.e. favourite food, favourite activity, favourite colour etc.). The Speed Dating activity continues as described above but only these preference questions are asked (i.e. what is your favourite food...). At the end of the round of speed dating, students from Group A try to identify any students from Group B that share similar interests and preferences.
- 6) **Find Your Twin:** To help with reading the phrases in your language create pairs of matching profiles cards (same interests and preferences). Pass out the profile cards randomly to the students. Ask the students to study their profile card and then walk around the classroom questioning others as to their likes and preferences (without showing their cards). Though these questions, they are to find their twin – the person with fully matching interests and preferences.
- 7) **The Introduction:** Pair up your students. Challenge the pairs of students to spend 5 minutes talking to each other – sharing biographical details, preferences and stories about their life. Then ask one student from each pair to introduce their partner to the rest of the class. Model this with a student before asking your students to participate.

- 8) **Catch:** Using a soft ball or bean bag select one student to start the game. They must ask a random question and then toss the ball to second student. The student who catches the ball must answer the question and then ask different question before tossing the ball to a third student. Game play continues until everyone has had a chance to answer and ask a question.
 - a. Alternative play: Divide the class into four teams – each team seated in a different corner. The ball is tossed between players on the four teams and scores are kept for each correct answer. This motivates the student groups to strategize and ask challenging questions.

Activity 9: Family Member – I LOVE YOU song – to teach to a primary school class.

OLC Links: EM 4.3, EM 5.1, 5.6, 5.7, EM 6.1, EM 7.1

Singing is a very powerful learning strategy and can dramatically improve memory but it is seldom used at the high school level. Even though high school students may be shy or self-conscious about singing, encourage them to explore singing as a strategy for learning their language. Modelling this by sharing a song and encouraging others to join in a sing-along helps break down the barriers.

It's nice for them to know the phrase, "I love you" for each family member. While singing, hold up each doll when the name comes up for that family member and then put your hands to your heart so they know that is what you're saying.

If this is used as a mini-project, reinforce the fact that this is a song learned so that it can be taught to others at the primary school. This will give you the excuse of using a children's song and while using it they will learn those phrases.

If you're not comfortable singing, this song is available in most of the languages on the website.

Activity 10: Reading – to practice diction and see how kinship words are used in context

OLC Links: IN 2.5, 5.1, 5.7, 7.1, 7.3, 7.7

There are several books that you could use to practice reading with the early-reading students while using the vocabulary for the biography unit. The SSDEC has published several books that touch on the "Who Am I?" and family relationships theme including books titled "Me Too", "Are You My Mom?", "My Big Brother Ted", "Meet My Family", "Me", "When I Was Little" as

well as several Eagle Crest books about the family including Setsi and Ehtsu. All these books have been translated into several Indigenous languages and are available as electronic books as well as hard copy. These books in three Indigenous languages can be accessed through the First Nations Storybook app in iTunes and Google Play.

Students should be encouraged to read and reread these books through individual and shared reading experiences. As a class activity, challenge your students to select one book to practice and then read to the full group or perhaps students (reading buddies) from another class.

Another possible project / activity suitable for grade 10 students might be having them present the book as a PowerPoint presentation with pictures, Indigenous text and audio. Pictures from the books can be copied and added as images to the PowerPoint. Text can be typed in, in any language and the students can record these stories as audio files into the PPT pages as well.

At the Intermediate Level, the students should work towards reading material rated at Level 5.

Activity 11 – Writing – Pen Pals and postcards

OLC Links: IN 1.1, 1.3, 2.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 7.2, 7.4, and 7.5

Connect with teachers from another school (same language) and organize the students into pen pals. Once the students have practiced the “*Who-Am-I*” dialogue orally, seen it in written form (Question cards – Word Walls), have them introduce themselves to a pen pal – a student from another school. Purchase or create some postcards and have the students write out the information they wish to share with others. The postcards may include information about their community as well as personal information. Bundle these up and send them to the cooperating school. Don’t forget to make copies of these postcards so that they can be included in the student portfolios.

This activity may lead to student-student connections in social media.

Alternatively, have the students write to Elders in the seniors home, your MLA or other official who may be a speaker of your language.

Project Ideas

The end-of unit project provides students with the opportunity to showcase their growing language skills and to participate in an authentic, shared experience, ideally in front of an audience. It provides motivation for practicing one’s language skills and offers opportunities for feedback, reflection and inspiration.

Teachers should share details of the projects with the students at the very beginning of the unit and continually point out how their day-to-day language work will contribute to greater success in the

projects. Encourage students to explore their creativity and develop dialogue within the projects that push the bounds of their language skills.

Assessment of the projects should fit the fluency levels of the students. In a multi-level class, this means that the language expectations of some students may differ from the abilities and language expectations of others and this may be very apparent in the projects. Teachers may need a variety of different assessment tools and rubrics to accurately capture and report on student growth at these varying levels.

At the Intermediate level of fluency, the students should strive to meet the following criteria in their presentations:

- Students create dialogue or conversations of at least 20 sentences in length. (Encourage the students to stretch their limits and generate unique and interesting questions and dialogue using the full knowledge of their language.)
- Student is successfully incorporating dialogue with different tenses (past and future) into their presentations.
- Student has added slang (community idioms – kid-talk) and humor to their presentations.

Below is a list of possible projects. Each project provides a glimpse into the language capabilities of each student and can be matched to many learning outcomes at the Intermediate level of fluency. Choose from among the list below, or create your own.

OLC Links: IN 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 6.1, 7.1, 7.2, 7.5, and 7.7

Project 1 – Puppet Play

The goal of this project is for the students to create and perform an interview-style puppet play featuring the Elder Puppets. Assign students to groups of two or three. In groups of two, each student would be the voice of one of the Elders – asking and answering questions of each other. In groups of three, one student would serve as the interviewer, asking questions of both Elders.

The conversation should flow back and forth between the puppets and this project provides a great opportunity to add some slang and humor into the dialogue. **Participate yourself by asking questions at random so that this is not just a memorized text but an actual conversation.**

Provide time for the students to practice conversations back and forth and encourage them to draw from the full knowledge of their language to generate some interesting questions and responses. Students may also need some in-class practice time.

Some students may prefer to film their puppet play and share it with others through video. The film provides a valuable record of their performance and accomplishments and can be shared on social media if permissions have been granted.

Project 2 – The interview - Filmed

The goal of this project is to create and film a live-action interview between two students. Assign students to groups of three and provide them with in-class time to develop a series of questions (biographical, preferences and personal history). Where possible, add slang (maybe a greeting response) and humor to the questions and responses.

Filming provides the opportunity for retakes and do overs and allows the students to perfect their performance. When they are ready, one student should film the other two (one asking questions and the other responding) and then switch roles so that all three students get the chance to ask and answer questions.

The films can be shared at a class or community gathering and posted on social media (with restrictions and permissions) These films also provide a great opportunity to document student growth and evaluate their progress using the learning outcomes of the OLC curriculum.

Project 3 – Who am I – (My School Avatar)

The goal of this project is to share one's biography through a presentation using the My School Avatar app. My School Avatar is an easy to use and engaging talking avatar app through which the student can create actions and add voice to share details of their life, history and personal preferences.

Provide class time for the students to experiment with the app, learn to create multi-action sequences and add voice to the avatar. After they have mastered the mechanics of the avatar, then provide time for the students to script and practice their presentation before saving it on the app. Once saved, the video can be shared through a secure YouTube channel or in a class or community gathering.

Project 4 – Who Am I – (Student PPT Presentation)

The goal of this project is to share ones biography through a student-created PowerPoint Presentation. Challenge the students to create the story sharing many details of their life (bio, preferences and history), add pictures and photographs to match each segment of their written text and then add voice to the presentation using the audio features of PPT. If they have done this in previous years they should be adding to it.

Provide class time for the students to experiment with the PPT program, writing in the text, adding images and audio. Encourage the students to expand on their ideas so that each segment of the presentation is filled with interesting details about their life. Once saved, these presentations can be shared with the class (class presentation), at an Elders tea or parent gathering or added onto a secure YouTube channel for others to view and comment on.

Again, this project allows you to preserve and document student growth at various stages in their development.

Assessment:

Students will have been doing biography units for many years. By this stage they should be able to have a conversation with you where they also ask you questions and are prepared to answer questions that come at them randomly rather than in a memorized script. It's important to give them time to practice. This dialogue will be utilized during their Oral Proficiency assessments as well and each time they should be able to increase what they say.

Post Unit Activity – Self-Evaluation and Reflection

OLC Links: IN 1.2, 1.4, 1.5, and 1.6

Pair the students for partner talk. Share copies of the student portfolio document - *Traits of a Strong Language Learner*. Discuss these traits in light of the “Who-Am-I?” unit they just completed. In their A-B partner groupings, have the students discuss the questions - “How did my behaviours and activities in this unit show that I am striving to be a strong language learner?” and “What do you plan on improving on in the next unit?”

Ask the students to provide concrete examples of behaviours that illustrate these traits. Select students to share their thoughts with the class and as teacher, provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

As a final activity, have the students fill in the *Traits of a Strong Language Learner* chart and add this to their student portfolio.

Unit 2: Making a Fire

Emergent – Students should already have all the Emergent outcomes below from previous grades

Beginner (Some of these should have been met in earlier grades but this is a good practice)

BE 2.1 Practice behaviour that is consistent with spiritual teachings

BE 2.2 Participate in community and cultural activities

BE 2.3 Follow the protocols and use appropriate language in various settings and activities

BE 3.1 Engage in playful activities and interactions outside the classroom (playground, gym, on-the-land)

BE 6.1 Seek out new ways to describe and interpret my community, surroundings and my experiences (personal dictionary)

BE 7.1 Apply rules of word order when speaking and writing

Intermediate – these should all be met by end of unit

IN 1.1 Use language to express myself and myself understood (needs, desires and emotions)

IN 1.4 Model behaviours that demonstrate a commitment to my language

IN 2.1 Model behaviours that are consistent with the spiritual teachings

IN 2.2 Engage in community and cultural activities

IN 2.3 Understand the protocols associated with cultural practices and activities

IN 3.1 Initiate playful activities and interactions for my enjoyment

IN 5.6 Use known vocabulary to describe surroundings and experiences (picture prompts)

IN 5.9 Vary volume, gestures and intonation to express emotion and clarify intent while communicating with others

IN 5.12 Read and interpret text for steps in a procedure or directions

IN 6.1 Use a varied vocabulary to describe and interpret my community and my experiences

IN 7.4 Produce message to convey my understanding of the Indigenous world view (drum song, prayer, statement of personal beliefs, poem)

THINGS TO REMEMBER

1. Try and teach all words and phrases using images, gestures and activities. **Stay in the language!** Try not to tell or translate – rather show and be active –so the students can make the language part of themselves.
2. Students learn best when they are actively engaged in the learning activity itself and can take a lead role and teach others in the class. Provide them with motivation and opportunity to actively participate in language activities and practice their language daily.
3. As you begin to plan your unit, start by creating a list of obvious sentences, questions and answers, nouns, verbs and descriptive phrases that you plan to introduce or reinforce throughout the unit. Integrate these with known vocabulary. For instance, if

the students know words that describe size (*big, little*), challenge them to create new sentences that use these words (i.e.: *The fire is very big.*)

4. Make a purposeful effort to integrate new vocabulary into routines throughout the day. Students need to hear and experience the language in different contexts throughout the day.

Materials

- Making a Fire images provided as laminated set
- And they are available on website so you can print them to fit the language blocks
- Making a Fire – PowerPoint book (you will need to translate into your language)
- ‘Cruncher’ (Fortune Tellers) – with Fire images and phrases
- Language Blocks
- Fire making tools and material
- Three Feathers movie (Can be ordered from the SSDEC)

Duration of Unit – 2-4 weeks

Duration depends upon the prior learning experiences of the students and the new sentence scripts being introduced. Make sure you tell the students how long you will be working on this unit and the due dates of assignments and final project. The unit should end with a project through which the students can showcase their growing skills, confidence and the new language. There are many options for end-of-unit projects, but encourage a public presentation so that students have the opportunity to present (or showcase their work) to a live audience (classmates, other class, Elders, parents ...). A number of project ideas are provided in this unit resource.

Vocabulary

A campfire (Coleman stove, qudlik etc.) gives an opportunity to gather. In each language there will be phrases that are used consistently. Make a list of whatever words, phrases and sentences make sense in your cultural context. For example,

- *Fire, hot, birch bark, wood, oil, matches, lighter, smoke, bright, warm,* - key vocabulary
- *‘feed the fire’* – important ceremony
- *‘go get fire-wood/gas’* or *‘light the fire/stove’* or *‘ put wood on the fire’* or *‘put out the fire’* – instructions
- *‘don’t touch, it’s hot’* or *‘be careful’* – warning to young child
- *‘come sit with me, it’s nice and warm’* – invitation
- *‘Where are the matches?’* – question

Remember to introduce vocabulary in the context of full sentences and challenge the students to build descriptive new sentences combining new words and phrases introduced in this unit with known words, phrases and sentence frames from other units.

Create a word wall or display with the vocabulary from this unit.

Criteria for Success:

Even at the grade 10 level, students may be at different levels of fluency. Teachers should refer to the OLC Curricular outcomes in order to tailor instruction, activities and projects from this unit to their needs.

At the Intermediate Level, students should strive to meet the following criteria in their work, assignments and final project:

- Students can comfortably engage in multi-sentence conversations with others using vocabulary, phrases and sentences introduced in this unit. Challenge the students to generate conversations that are at least 15 sentences in back and forth dialogue.
- Students can incorporate dialogue using different verb tenses (past and future) of familiar verbs into these conversations.
- Students will convey their understanding of the importance of fire within the Indigenous world-view and community protocols associated with making fires and the ceremonies associated with them.

Pre- Activity:

Take some time at the very beginning of the unit to describe important unit details. Information should include:

4. Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in your language using a calendar.
5. The language goals for the unit and some of the new vocabulary and sentences that will be introduced. Ideally, at the Intermediate level, the students will comfortably understand and describe elements related to fire and fire-making in multi-sentence dialogue with others.
6. Learning expectations, (how students can contribute to their own learning – see *Traits of a Strong Language Learner* in the student portfolio). As a class identify one or two traits that can become the focus of student improvement throughout the unit. Print off the trait icons and display prominently in the classroom. Comment regularly on students who display these traits in their day-to-day work (i.e. *take risks with their language, stay in my language when talking with others ...*).

Activity Ideas:

Here are some activities that can help teach and reinforce all the vocabulary taught through this unit. They are in no particular order so feel free to choose from them and arrange them in a lesson sequence that will be most effective within your unit plan or design your own activities. Some suggestions are quick and easy to incorporate into a lesson as a game or activity and others may become full lessons themselves. All the activities can be adjusted to the age and language level of your students.

Activity 1: Fire Starter:

OLC Links: IN 2.1, 2.3, 5.7, 6.1, and 7.2

This is a good preliminary activity at the start of the unit. It introduces the students to the vocabulary, phrases, sentences and commands associated with this unit through an authentic – hands on outdoor activity. The fire starting experience itself and the materials and protocols used will differ between regions and communities.

At an outdoor camp, assemble the class and introduce all the items needed to make a fire – birch bark or tinder, kindling, sticks, wood, and matches Say each item in your language as you hold them for all to see. Play the game “*what’s this?* Or “*where is the ...?*” so that the students learn this important vocabulary.

Introduce the sentence script – “*Give me the... / Pass me the ...*” with the response “*here’s the ...*” Repeat this several times with different students so that they learn the phrases.

Arrange the items as you prepare to light a fire. Continue to describe the items and your actions as you prepare to start a fire (*I get sticks, I find a good spot, I light a match...*). Light the fire, following any community protocols that might exist and issue commands to ensure safety (*Move back. Don’t touch...*). Continue to use gestures, expressions or point to key items as you speak so that the students can associate your actions with the new vocabulary.

If time permits, have a student repeat your actions and build their own fire, all the time saying the phrases and sentences associated with the actions. Also, if time permits, gather the students around the open fire and read or tell a story or legend to them so that they can live the experience of an authentic and traditional storytelling session around an open fire.

As the lesson ends, explore the vocabulary, commands and sentences associated with putting out the fire.

- In-class follow-up: Bring the fire-starter items into class and use these real items or the images to engage the students in Q&A dialogue using the NLA approach – (*Where is the / Here is the / The is beside the // What do I need? / You need // Get (Pass me) the ... / Here is the*)

Activity 2: What do you see?

Purpose: - to get them ready to play, “what do you see...” while sitting around the fire.

OLC Links: IN 1.1, 1.5, 3.1, 5.1, 5.4, 5.6, 5.7, 5.9, 6.1, 7.1, and 7.2

- Teach the sentence frame: *What do I see?*
 - (The book *I want to learn* with the Grandmother and the Moon on the cover repeatedly uses the phrase “*What do you see?*”, so you may want to use the book to introduce or reinforce the phrase and extend it to “*What do I see?*”, before going into the activity.)
 - Walk around the room and point to items in the classroom such as the sun outside the window and say, *I see the sun, what do you see?* Ask one student to point to an item in the room and say, *I see a book* and then ask their friend, *what do you see?*
- Continue going around the room until the children have stated the things that they know. When they get stuck, you take a turn and say, *I see a* and point to the item they didn’t know and use the word such as, *I see shoes*. Play continues as more and more students join in.
- Remind students to ask the question from the grandmother book, *how do you say _____?* If they don’t know a word.
- Pair students up and they can walk around the room playing the game together. As a second option, to pair up students and take the whole class through a walk in the school hallway. As they walk the pairs of students interact with each other using the phrases, *I see a, what do you see?* Movement is known to increase blood flow to the brain thus enhancing learning. An activity like this also help the students become serious and focused on the important task of learning their language and reminds them of the important trait of *staying in the language*.
 - Alternate play: Play where they don’t point. One student can say, ‘*I see a book*’ and another student who knows what has been said goes to point to it. *Here is the book*. Then that student can say, *I see shoes* and another student who knows says, *here are the shoes* etc.
- When students are confident in the question and response of, *what do you see?* and, *I see a* they are ready to head out doors and try it. Think of all the things they can see (trees, birds, houses, clouds, people etc.). This is a good game to play around a campfire.

Activity 3: Fire Images - Reading and Writing – Following Instructions

OLC Links: IN 1.1, 2.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.11, 5.12, 6.1, 7.2 and 7.4

This unit provides several opportunities for students to read and interpret text for steps in a procedure or directions. Here are a few reading and writing activities that support these skills.

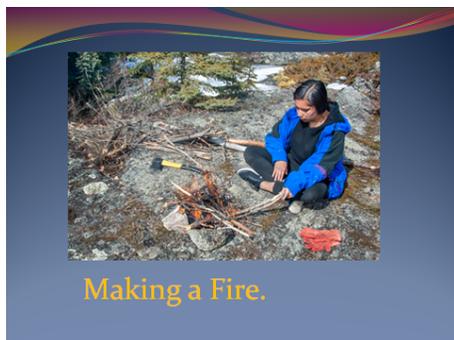
- **Picture Match:** Use the fire-making images provided or print more from the *Our Languages* website. Pictures show the sequence for making a fire – getting kindling (birch bark, spruce twigs, grass etc.), Getting an axe, Chopping the wood etc. Each picture corresponds to dialogue and text that students should have explored through this unit (flash card phrases).

Pass out pictures randomly to some students and phrase cards. Challenge the students to work together as a full group to sequence the steps to building a fire with the pictures and their corresponding text. Pair up the students to review the order and make sure that the picture and text correspond.

Once the pictures and text has been sequenced correctly, review the text with the full class (choral read) and then select individual students to read the text.

- Alternate strategy: If your language is structured to display time marker phrases (First, then, after that ...) at the beginning or end of a sentence, Display the time marker words “first, then, after that etc.” and as a shared activity, insert these into the fire-making sentences.
- Display the fire-making pictures on your blackboard in sequence. Insert the text into the Language Blocks and toss the blocks around to the students. Students who catch the block then read the text and match it to its corresponding picture.
- As a centre activity, create a package that contains the fire-making photos and text and have the students match pictures to text.

Following instruction – Reading and Writing



Provide the students with access to the Power Point book provided on the website where the fire images have been uploaded. Either put the phrases in yourself and the students need to read OR, work with the students to add the phrases in your language.

Alternatively – ask students to use the photos and make their own PowerPoint in the order they choose with the level of language and description that they are at. This is a way to differentiate

as each student will be able to use the same photos but put different amount of descriptions and phrases to go along with that photo.

- For added challenge, have the students add more description in the sentences. For example, the sentence “*Get the axe*” can become “*Get a small axe*”.
- Extending Learning – ask the students to use a dictionary and create new and unique sentences using the sentence frames they have practiced. Challenge them to generate funny and outlandish sentences using the fire-making sentences. For example, the sentence “*The fire is hot*” might become “*The fire is hot. It has purple flames and red and blue smoke*”.

Activity 4: Fire Images – and Language Blocks

OLC Link: IN 1.1, 3.1, 5.1, 5.3, 6.1, and 7.1

As stated for Activity 3, a series of images for making a fire were made for this unit. Each class was provided with one set. The *Our Languages* website has the series of making fire pictures to correspond with this unit. If you need more or want them in the size for the language blocks you can print out a set of these pictures and insert them into the Language Blocks. Select a student to lead the activity by having them toss the blocks around to random students around the room. The lead student then can ask a series of questions such as “*What is she doing*” (referring to the girl in the picture)– student holding the block responds appropriately with “*she is gathering birch bark or she is lighting the match*” Etc.

- Alternate Play: Instruct the lead student to personalize the activity and ask – *what are you doing? Or what is (student name) doing*. This provides the students with added practice in using pronouns (I / you/ he / she / it / we) and verb variations.

Activity 5: Common phrases or idioms on ‘cruncher’

OLC Links: IN 1.1, 3.1, 5.1, 5.2, 6.1, and 7.4

The *Our Languages* website has a word cruncher template already set up with fire-making pictures that can be used for this activity (or print one from the end of this unit and write the phrases in pen). Students can use this electronic template or develop their own word cruncher using phrases or idioms they select from the word wall.

- For this activity, ask students to select 8 phrases from the word wall to put on the cruncher. Students can either make a cruncher electronically by typing the phrases to match the pictures or print one without the images. Also students can make their own personal cruncher using pictures and phrases they choose.

- Give students the opportunity to play with each other using their cruncher until they get comfortable with the phrases.
- Reinforce the fact that these phrases should be used when they are on the land working with a parent or Elder to make a fire and also in the final project.

Activity 6: Fire Images – Other Ideas

OLC links: IN 1.1, 1.2, 1.5, 3.1, 5.1, 5.4, 5.9, 5.10, 6.1, 7.1, 7.2, 7.3 and 7.5

The following are other ideas you can do with the provided fire images.

Working in small groups, have the students use the set of images of making a fire that were created for this unit. Do not put words or phrases on the cards as they students should not be reading the cards, but be able to recall from memory.

Games and Activities with Fire Flash Cards

- **Concentration** – The object of the game is to find matching pairs (picture-text) of cards
 - Create sets of phrases that can go with the pictures. Do not put the text on the pictures but have the phrases separately. The students need to match the text on with the pictures. Shuffle and arrange the cards face down on a table in a grid pattern. (all the pictures face down and all the text phase down). Taking turns the students must turn over two cards trying to match picture to text to score a point. Challenge the students to also read the text and say the phrase in order to keep their points.
- **Find Your Match** – The object of the game is to assemble a set of matching cards.
 - Combine the phrases and the pictures. Shuffle these and pass out a random draw of four cards to each student. Students must decide what set they are trying to collect and then walk around the room greeting other students and asking the question, *Do you have a? (Do you have a match / do you have birch bark?)* – trying to collect a full set of matching cards. If they get asked for a card they are holding – either picture or text – they must pass it over. The first person to collect all four matching cards (two picture and two text cards of the same word/phrase) wins.
- **Sentence Builder:** The object of the game is to build a descriptive phrase or sentence starting with just a single vocabulary word.
 - Assemble a deck of fire-starter vocab words (fire, match, qudlik, birch bark...)
 - Arrange the students in four groups. Group 1 starts play by selecting a fire-image and saying the word or phrase. Group 2 can then steal that card if they can add to it with more description. The following groups can also steal the card by adding on even more description. The round ends when the next group can add

nothing more to the phrase so the last group holding the card gets a point. Play continues with Group 2 now selecting a card saying a new word.

For instance the single word match might evoke the following:

- Smoke... black smoke... big, black smoke... big black smoke rising from the fire... big black smoke rising from the fire and hiding the moon.

Encourage the groups to work together to create unique and descriptive words or phrases to add to each vocab word.

- **Heads up:** The object of the game is to guess a hidden word by asking questions of others (see Head Banz game).
 - Write out the vocabulary words on post-it note paper and stick one note to the foreheads of each student. They don't know what word or phrase is theirs but they must go and ask questions of others to try to discover their word. For instance, the students might ask "*Is it hot?*" – thinking it is fire or smoke / or *can I light it?* – thinking it might be a match. Give the students three or four rounds of question-asking before assembling the students and asking them to guess their word.
 - Alternate play – select one student to sit at the front of the class with the deck of fire images on their lap. The student then selects one card and holds it up for others to see but they can't see it themselves. The card-holding student must ask three or four questions before guessing the card they are holding.

Activity 7: Following Protocol – Giving thanks

OLC Links – IN 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 5.1, 5.4, 5.6, 5.7, 6.1, 7.1, 7.2, 7.3, 7.4, and 7.6

Investigate the protocols related to fire-making and the ceremonies associated with fire in your community. Start by rereading the Fire Unit in Dene Kede (pg. 18) for greater insight into the significance and importance of fire to the Indigenous perspective. Share this information with students in a way that expands their world view and appreciation of traditional knowledge and beliefs. Depending on your culture, this may include the protocols associated with *Feeding the Fire Ceremony* and the use of prayer (thanking the ancestors) at a fire making event. Invite an Elder into the class to share this information and perhaps, if appropriate, have the students participate in a Fire Ceremony (Feeding the Fire). The Elders may also have traditional stories to share around a fire about its origins (Lightening that Touched the Earth – Dene Kede) and this would greatly expand the learning opportunities in this unit.

- Alternate strategy: view the film *Three Feathers*. Fire as a Living Force plays a significant role in the film *Three Feathers*. The story follows three youth who, after an assault on an

Elder, are sentenced to live nine months on the land with two Elders tasked with helping them reconnect with their language, culture and traditional values. Fire acts as a symbol in the film – illustrating their spiritual and emotional journey towards wholeness. The film can provide a backdrop to discussions on the sacred elements of fire, feeding the fire, the links between fire and prayer, and the influence of fire in traditional storytelling.

The film can be viewed in English, Dene Yatíé, Chipewyan (Dëne Dédline/Dene Sułiné) and Cree but even in its English language version, the film can be successfully used to as a rich and stimulating language lesson within the Indigenous Language class. Here are a few suggestions for promoting the language:

- **Call-Out** - Prepare your students for the film by providing them with a list of vocabulary, phrases and sentences that they have practiced in the fire making unit. Challenge the students to highlight those phrases and sentences that they think about as they view the film and, as an added measure, encourage the, to call-out the words, phrases and sentences as they see them on screen.
- **Stop and Talk** – Screen the film but stop it at important scenes and ask the students to describe what they see. Encourage students to use all their language knowledge to describe elements of the scenes. This may evoke comments about fire but may also include descriptions of relationships, clothing, food, scenery, colours etc. As a class, try to collect 10+ statements about each scene.

Activities such as *Call-Out* and *Stop and Talk* or any activity in which the students are asked to describe what they are seeing or doing help train the students to think in their language. These activities provide students with the skills and ability to stop and look at their world and experience it through the lens of their language and culture.

Projects:

The end-of unit project provides students with the opportunity to showcase their growing language skills and to participate in an authentic, shared experience, ideally in front of an audience. It provides motivation for practicing and perfecting one's language skills and offers opportunities for feedback, reflection and inspiration.

Teachers should share details of the projects with the students at the very beginning of the unit and continually point out how their day-to-day language work will contribute to greater success in the projects. Encourage students to explore their creativity and develop dialogue within the projects that push the bounds of their language skills.

Assessment of the projects should fit the fluency levels of the students. In a multi-level class, this means that the language expectations of some students may differ from the abilities and language expectations of others and this may be very apparent in the projects. Teachers may need a variety of different assessment tools and rubrics to accurately capture and report on student growth at these varying levels.

At the Intermediate level of fluency, the students should strive to meet the following criteria in their presentations:

- Students can comfortably engage in multi-sentence conversations with others using vocabulary, phrases and sentences introduced in this unit. Challenge the students to generate conversations that are at least 15 sentences in back and forth dialogue.
- Student can incorporate dialogue using different verb tenses (past and future) of familiar verbs into these conversations.
- Students will convey their understanding of the importance of fire within the Indigenous world-view, the community protocols associated with making fires and ceremonies associated with them.

Below is a list of possible projects. Each project provides a glimpse into the language capabilities of each student and can be matched to many learning outcomes at the Intermediate level of fluency. Choose from among the list below, or create your own that better suit the needs, interests and capabilities of your students.

OLC Links: IN 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 6.1, 7.1, 7.2, 7.5, and 7.7

- Have the students create a living poster with small samples or pictures of the fire starter items glued onto poster board and key words and sentences printed underneath.
- Have the students create a comic strip showing two characters as they proceed through the steps and engage in the dialogue related to starting and putting out a fire. Students may wish to glue small samples of the fire-starter items into the comic strip for authenticity and added realism.

Project 1: Making a Fire – Authentic Assessment Activity

IN 1.1, 1.2, 1.3, 1.4, 5.1, 5.4, 5.6, 5.7, 5.9, 5.11, 5.12, 6.1, 7.1 and 7.2

The purpose of this activity is to have the students make a fire following the steps they have discussed, the language they have learned and practicing all safety rules. Before heading out to the fire site, remind students to stay in their language as they describe the steps, talk and

interact with their partners. Also, it is wise to go over the safety rules in the language they will understand. In this case, you might have to use English.

As the students get involved in the activity, monitor the group ensuring that they are working safely and staying in their language. Ask questions (*What are you doing?*) to ensure that the students can explain the steps they are engaged in. Some of the phrases might be

- *Get the kindling (birch bark, spruce twigs, grass etc.) (I'm getting twigs)*
- *Get the axe. (I'm getting an ax)*
- *Chop the wood. (I'm chopping wood)*
- *Find a good place.*
- *Make a circle of rocks*
- *Light the match.*
- *Light the fire.*
- *Tend the fire.*
- *Put the fire out.*

As this is a marked assignment ensure they know ahead of time what they will be assessed on including their effort and ability to stay in their language, following and explaining all the steps they follow as they complete this hands-on activity.

Project 2 – Making a Fire – A filmed experience

The goal of this project is to create and film the fire-making process. Assign students to groups of three and provide them with in-class time to practice the steps and dialogue related to making a fire.

Filming provides the opportunity for retakes and do overs and allows the students to perfect their performance. When they are ready, one student should film as the others demonstrate the process, share important details about making fire and also demonstrate and talk about community protocols, prayer and ceremony associated with fire – all in the language. The students would be assessed on their knowledge of the protocols and language (words, phrases and sentences) associated with this unit and their ability to engage in multi-sentence conversation within the topic.

The films can be shared at a class or community gathering and posted on social media (with restrictions and permissions) These films also provide a great opportunity to document student growth and evaluate their progress using the learning outcomes of the OLC curriculum.

- **Alternative Project: Documentary** - Instead of filming the fire-making experience, have the students take pictures and document the process using a camera or phone sometime during the unit. These pictures can be sequenced and shared in a book, PowerPoint presentation or posted on social media as a photo display. The photos

should include text with each picture (using learned sentences to describe the fire-making process) and perhaps even a personal comment on protocols or the significance of fire to traditional cultures. If the photos are used in a PPT, the students can even add narration by attaching audio files to each slide.

Project 3 – Storytelling – sharing a story around a fire.

The goal of this project is to work together to build a fire as a shared task, and then use the atmosphere of a roaring fire to have the students tell stories in their language. These stories may be stories they have created in other units and are willing to share with the group, stories and legends that they have heard from others and can retell or stories from books they have read and can also retell.

Students should be encouraged to learn and practice their story and be prepared to share it with the group with all the dramatic flair of a master storyteller they can muster. In this case, the students would be assessed on both the conversations they use and the protocols they understand as they build the fire as well as their ability to recall and retell other stories.

Project 4 – The Fire Book – A Shared Book-Making Experience

The goal of this project is to create a book that illustrates the story of fire from traditional legends. If you are lucky enough to have an Elder share a story about the origins of fire, challenge the class to make a book based on the story. Make sure you ask the Elder permission to share their story in book-form.

As a class project, sequence the main events of the story (first, then, after that...), discuss picture ideas that can be used to illustrate these events and write the text as a shared writing experience. Try to include as much of the fire-making unit vocabulary as possible.

Assign roles with some students illustrating the different pages and others working on typing and editing the text. Bring it all together as a PowerPoint presentation, electronic book or even a hard-copy reproducible book. Make copies for all to read and encourage the students to share the story with their family or perhaps students in another class.

Remember though, that the point of the project is to focus on language and not to spend too much of your class time on book making skills. The book making is to keep the students engaged but they are to be assessed on the language growth.

Post Unit Activity – Self-Evaluation and Reflection

OLC Links: IN 1.2, 1.4, 1.5, and 1.6

Pair the students for partner talk. Share copies of the student portfolio document - *Traits of a Strong Language Learner*. Discuss these traits in light of the “Making a Fire” unit they just completed. In their A-B partner groupings, have the students share their learning goal(s) in this unit. (See Pre-Activity) pose the question, “Did you accomplish your goal” Ask the students to provide concrete examples of behaviours that illustrate they were focused on these goals.

Select students to share their thoughts with the class and as teacher, provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

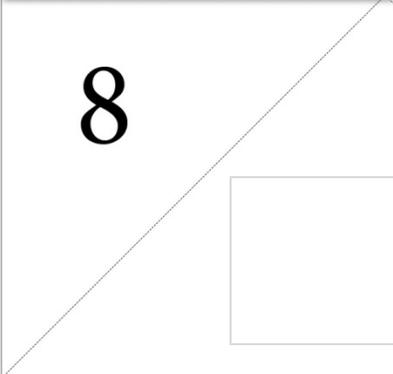
As a final activity, have the students fill in the *Traits of a Strong Language Learner* chart and add this to their student portfolio.



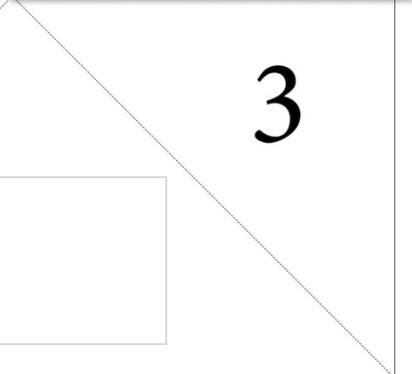
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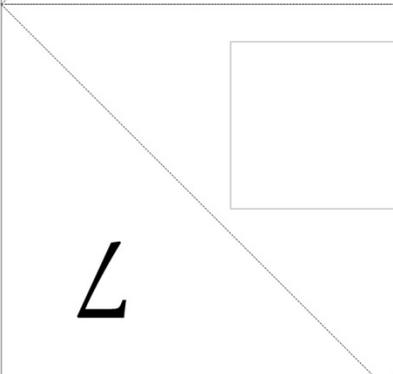
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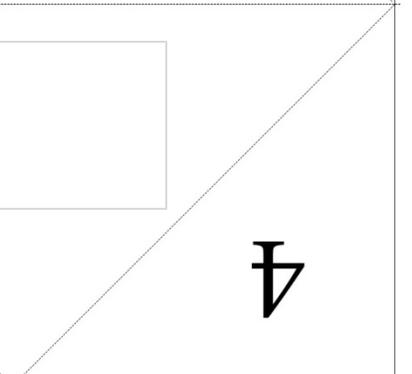
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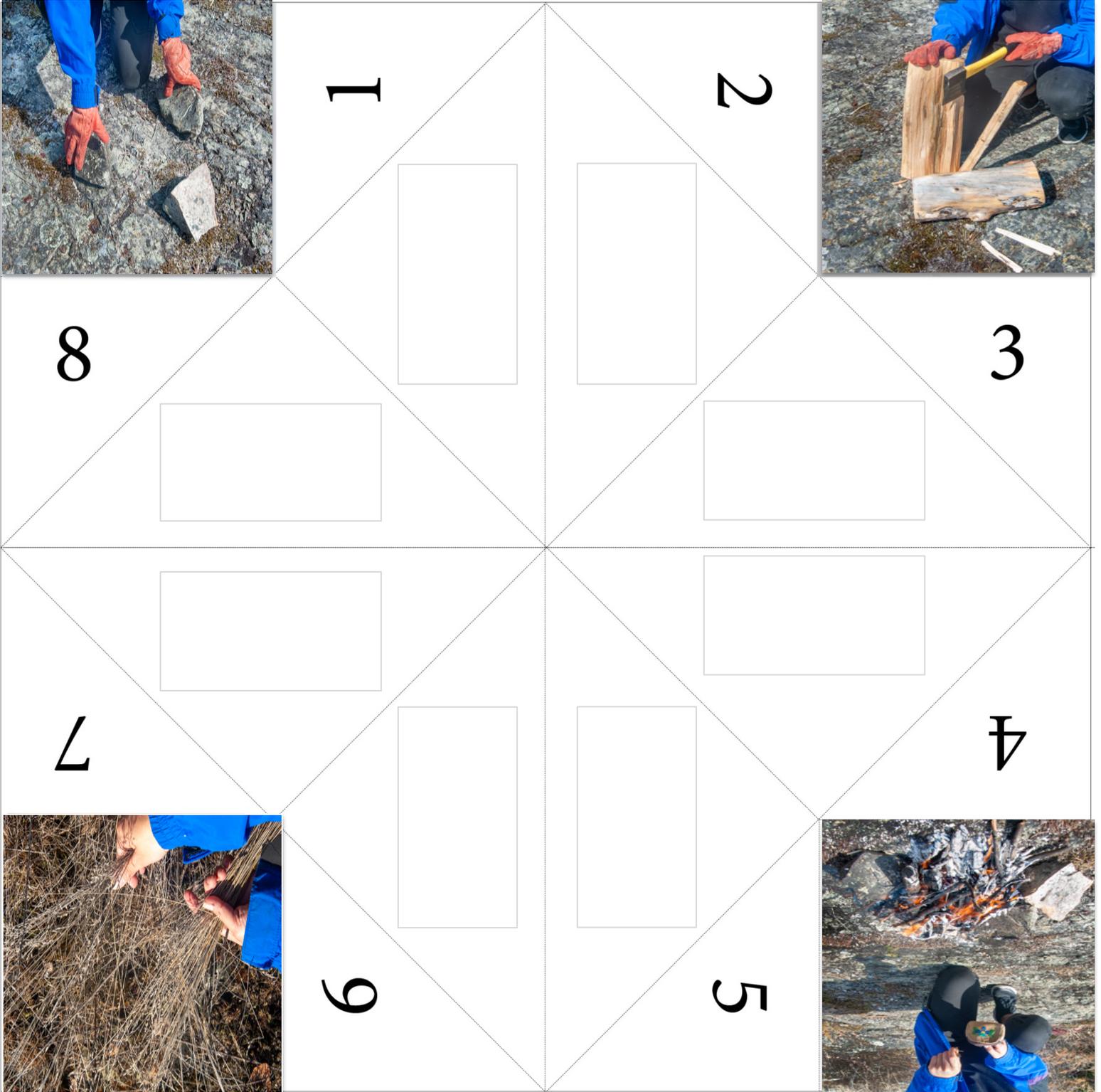
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Unit 3: Sharing a Book and Story

Emergent – Students should already have all the Emergent outcomes below from previous grades

Beginner (Some of these should have been met in earlier grades but this is a good practice)

BE 3.3 Interact with books and other media for my own enjoyment (videos, radio, phone Apps, podcasts)

BE 5.8 Interpret and respond to differences in volume, intonation, gestures and body language that may accompany a statement, command or warning in different settings

BE 7.4 Make personal connections to the teachings of the stories either told or read to me

BE 7.5 Write simple messages and stories using patterned text (daily journals, shared writing experience, and autobiography)

Intermediate – these should all be met by end of unit

IN 2.4 Join other community members in activities and use resources that are in my language when available (videos, games, books, phone Apps)

IN 3.3 Make personal connections to traditional stories I have learned and shared

IN 5.1 Accurately pronounce and spell familiar words while attending to critical sound distinctions

IN 5.2 Use a dictionary (if available) to confirm meaning and spelling of new words both heard and read

IN 5.4 Read and understand complex sentences, stories and passages on familiar topics

IN 5.5 Connect ideas using time markers (before, during, after, when the world was new, yesterday, tomorrow)

IN 7.3 Apply rules of word order when speaking and writing

IN 7.6 Confirm the specific teachings of the stories presented in various media (dramatization, play, movie, TV, radio)

IN 7.7 Convey meaning and emotion by retelling a legend or story shared by others using appropriate tone, expression and volume

THINGS TO REMEMBER

1. Try and teach all words and phrases using images, gestures and activities. **Stay in the language!**
2. Students learn best when they are actively engaged in the learning activity itself. Consider offering students a lead role in teaching others in the class.
3. As you begin to plan your unit, start by creating a list of obvious sentences, questions and answers, nouns, verbs and descriptive phrases that you plan to introduce or reinforce throughout the unit. Integrate these with known vocabulary.
4. Make a purposeful effort to integrate new vocabulary into routines and common language throughout the day. Students need to hear and experience the language in different contexts throughout the day.

Materials:

- 15 blank books – there are also unit plans for each set of books
- Full of Feelings
- 6 books on website developed by ECE www.ourlanguagesnwt.com
- A selection of books that exist in your language. Ideally these are picture books written for younger students with lots of picture support.
- Elder recordings
- Pictures to support the storytelling events (*Our Languages* website)
- Storytelling section on *Our Languages* website with ideas on how to incorporate and use stories (How Female Moose lost her antlers, and season activity story telling including rabbit snaring, ice fishing) etc.

Duration of Unit – 2-3 weeks

Duration depends upon the prior learning experiences of the students and the new sentences/verbs/tenses being introduced. Make sure you tell the students how long you will be working on this unit and the due dates of assignments and final project. The unit should end with a project through which the students can showcase their growing skills, fluency and confidence in the new language. There are many options for end-of-unit projects, but encourage a public presentation so that students have the opportunity to present or showcase their work to a live audience (classmates, other class, Elders, parents ...). A number of project ideas are provided in this unit resource.

Vocabulary

This unit provides a good opportunity to introduce vocabulary, phrases and sentence frames related to reading, writing and storytelling. Make a list of whatever words, phrases and sentences make sense in your cultural context. For example,

- *'tell me a story', 'read me a story'*– requests
- *'come and I will tell you a story', 'come and I will read you a story'*– invitation
- *'Where's my book?'*, – question
- *'talk louder, talk slower, show the pictures...'* commands
- *'I like ..., the book is ... (funny / scary)...'* affirmations
- *'Write your story', 'open your book'', 'pick a story'* - instructions
- *Books, pages, read, write, tell, story-* key vocabulary

Remember to introduce vocabulary in the context of full sentences and challenge the students to build descriptive new sentences combining new words and phrases introduced in this unit with known phrases and sentence frames from other units.

Create a word wall or display with the vocabulary from this unit.

Criteria for Success:

Even at the grade 10 level, students may be at different levels of fluency. Teachers should refer to the OLC Curricular outcomes in order to tailor instruction, activities and projects from this unit to their needs.

At the Intermediate Level, students should strive to meet the following criteria in their work, assignments and final project:

- Students can share details about stories they have heard or read, offering comments on the characters, sequence of events and lessons learned.
- Students can comfortably tell or retell a story or legend with appropriate tone, gestures and volume.
- Student can incorporate dialogue using different verb tenses (past and future) of familiar verbs into these stories.

Pre- Activity:

Take some time at the very beginning of the unit to describe important unit details. Information should include:

5. Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in your language on your calendar.
6. The language goals for the unit and some of the new vocabulary and sentences that will be introduced.
7. Learning expectations, (how students can contribute to their own learning – see *Traits of a Strong Language Learner* in the student portfolio). As a class identify one or two traits that can become the focus of student improvement throughout the unit. Print off the trait icons and display prominently in the classroom. Comment regularly on students who display these traits in their day-to-day work. The traits of “*I make an effort to think in my language*” or “*I seek out Elders and others to talk with*” both fit well with this unit.

Activity Ideas:

Here are some activities that can help reinforce all the vocabulary that is taught through this unit. They are in no particular order so feel free to choose from them and arrange them in a lesson sequence that will be most effective within your unit plan or design your own activities. Some suggestions are quick and easy to incorporate into a lesson as a game or activity and others may become full lessons themselves. All the activities can be adjusted to language level of your students.

Activity 1: Reading a Picture

OLC Links: IN 1.1, 1.5, 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 6.1, 7.1, and 7.2

Collect pictures from some of the Indigenous books, magazines or from other books that you have in your school / class library. Pair up the students and pass out the pictures – one picture to each group. Challenge the students to closely study the picture and come up with sentences in their language that describe all aspects of the picture they see. They may offer descriptions of the:

- weather (outdoor pictures),
- items they see,
- setting of the picture (in the bush, in a house...),
- numbers within (number of people in the picture),
- colours (colours of clothing or items in the picture),
- relationships, (Mom with two children)
- actions (what people / animals are doing) etc.

Encourage the students to come up with 10+ descriptive sentences about the picture using sentence frames they have learned in previous units.

Select students to share some of the more interesting sentences they created from the pictures they were *'reading'*.

Consider making this activity part of your regular weekly routine - perhaps once or twice a week taking five minutes of class time to *'read a picture'*. New pictures can be added to the collection. As a homework assignment, students might even be encouraged to bring in pictures they find in books or magazines from home that offer a rich source of descriptive detail. This pushes the students to think in their language at home.

- Expanding the Activity: After the students have gained some experience *reading a picture* in their language, challenge them to speculate on what happened 10 minutes before the picture was taken (past tense) or 10 minutes after the picture was taken (future tense). This provides them with skills in making inferences and predictions in their language and using alternate verb forms. Be prepared to teach sentence frames that allow for this discussion (*I think that, Before this... / I predict that in 10 minutes..., After that*)
- These *'read a picture'* activities are also part of the Oral Proficiency testing where students will be given a picture they haven't seen so it is important that they practice this skill.

Activity 2: Painting with Words

OLC Links: IN 1.1, 1.5, 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 6.1, 7.1, and 7.2

Pair up your students and have them position themselves so that they are facing each other. Pass out a picture to one student and a blank piece of paper to another. You might also want to put a barrier up between the students so that neither can see what the other is holding or doing. The goal of this activity is for the student holding the picture to describe details of the picture they are holding while the second student attempts to make a drawing of it based only on the words of their partner as clues.

For example, the student holding a picture of several moose might describe it this way: *“I see three moose standing beside a large lake. One is a mother moose and there are two baby moose. The mother moose is drinking water from the lake. The baby moose are beside the mother moose. The moose are brown. The three moose are standing in tall grass. There are big trees behind the moose. The trees are pine and birch. The birch trees have yellow leaves. Some of the leaves are falling. It is fall. It is a sunny day.”* With these details, the second student should be able to draw a picture that somewhat matches the real picture.

With permission, show the pictures drawn and have the other students comment on the pictures with affirming statements (*“I like”*)

- Expanding the Activity: have the students write out their descriptive statements and display these along with the two pictures (book picture and student drawing) on a bulletin board for the entire school to see.

Both these activities – *Reading a Picture* and *Painting with Words* - are designed to train the mind to think in the language thus enabling students to interact with their environment through the lens of language. They provide students with the ability to put words to images and the world around them. These are critical skills in storytelling as they provide the storyteller with the power to add rich descriptive details to their stories (*Paint with Words*) and from a listener perspective, the ability to visualize through the spoken word.

Activity 3: Practicing with books

OLC Links: IN 1.1, 1.4, 2.4, 2.5, 3.1, 4.2, 5.1, 5.3, 5.4, 5.6, 5.7, 5.9, 5.11, 5.12, 7.3, and 7.6

Start this activity by organizing a shared reading activity with the full class. Select a story, talk about the pictures, point out items in the pictures using vocabulary and sentence frames that are familiar to the students, connect the picture prompts with the text looking for familiar words and phrases and then read the story to the group with expression and dramatic flair.

It's important that the students see modelling of effective story reading prior to attempting this skill on their own.

Consider making Storytime part of your weekly routine and eventually having the students take the lead on reading stories to the full class during these sessions.

When you are ready to have the students engage in this activity, display a collection of books that have been published in your language and arrange these on a display table. Invite the students to check through the collection and select a few books that are of interest to them. They may have seen these books before and that is okay.

- Ask the students to do a 'picture walk through the books' – looking at the pictures, visualizing what is happening in the story, identifying words, phrases and sentences that might be part of the text and looking for these words in the story (Reading a Picture).
- Based on this scan of books have the students narrow their choice to one book that interests them and will challenge them at their reading level. At the intermediate level, they should eventually be able to read books at level 5 in difficulty. This means the books are in full sentences and include more than one tense.
- Encourage the students to use a dictionary or seek teacher support to decode unknown words and phrases – but it's important that they try to guess (using all available clues) first.
- Once the students are familiar with the story have them practice their reading with a focus on intonation and pacing. Pair up the students and have them read to each other.
- Encourage the students to provide critical feedback using simple phrases they have learned (*talk louder, talk slower, show the pictures..., I like ...*)
- Teach the students affirming statements that can be used to provide additional feedback to their class-mates – phrases such as "*I like the book*" or "*The book was funny / scary ...*" or "*..... is a good reader*"

Activity 4: Listening to a Storyteller - Active listening

OLC Links: IN 1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 6.1, 7.1, 7.2, 7.3, 7.6, 7.5, and 7.7

Storytelling and listening are very important. Often, Elders and other storytellers are invited into classrooms to share their knowledge. However, sometimes the students do not have the language proficiency to understand what the storytellers are saying. This sometimes leads to

the storyteller translating into English or sometimes the students just disengage. This section provides ideas on how to help children learn to be active listeners in a storytelling experience.

- Meet with a storyteller prior to them coming to class.
- Depending on the season, ask them to share a story that matches the seasonal activities i.e. Berry picking, duck/seal, moose hunting, setting fish nets etc.
- When you know what story they are going to tell, pre-teach your students some of the phrases that they expect to hear...for example, if you're going to be hearing about rabbit snaring go to the *Our Languages* website / resources / storytelling and print a copy of the images and the chart with some of the suggested nouns and verbs. Hand out several images to each student. Pre-teach the words, phrases and sentences that match the pictures. Practice by telling stories to the students and having them clap when they hear a familiar or key word or phrase
- When the storyteller comes to class, challenge your students to listen attentively for these phrases and sentences as the story teller shares the story and to try to visualize the story events (Painting with Words).
- Consider asking the Elder if you can record the story as this provides opportunity for the students to listen to it more than once and delve deeper into language used.

The *Our Languages* website has a collection of drawings and photographs of different seasonal activities such as rabbit snaring and setting a fish net that might be helpful in this activity. There are also decks of cards for berry picking as well as books on berry picking. All these resources, and many more, can be found under the resource section of the website.

Projects:

The end-of unit project provides students with the opportunity to showcase their growing language skills and to participate in an authentic, shared experience, ideally in front of an audience – even if that audience is one younger child. It provides motivation for practicing and perfecting one's language skills and offers opportunities for feedback, reflection and inspiration.

Teachers should share details of the projects with the students at the very beginning of the unit and continually point out how their day-to-day language work will contribute to greater success in the projects.

In this "Sharing a Book or Story in My Language" unit, the two activities related to reading a story and storytelling both can lead to excellent end-of-unit projects. Both projects allow for a steady accumulation of skills leading up to a public display of their work – retelling a story or reading a book to others.

OLC Links: IN 1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.12, 6.1, 7.1, 7.2, 7.3, 7.5, and 7.7

Project 1: Reading a book to a younger student

The goal of this project is to select an appropriate book, practice reading it among one's peers and then buddy-up with a younger student for a story-reading experience. This end-of-unit project builds from activity 3 – practicing with books - and may be a full class project where the entire class of senior students visit a younger grade classroom with all students buddied-up for these reading experiences.

If the buddy-reading is an ongoing activity between the two classes, then consider deepening the language experience for both your student and their younger 'reading-buddies'. Here are some ideas to add more to the story-reading experience:

- 1) Review vocabulary that your students can use with these younger students (*'I See....'* game – within fire unit) as they engage in a picture walk of the book (*I see a, what do you see?*)
- 2) Encourage your students to teach the younger ones affirming statements that can be used to provide feedback about the book and the storytelling experience. Phrases and sentences such as *"I like the book"* or *"The book was funny"* or *"..... is a good reader"* can help both the younger and older student engage more deeply in the reading and language-building experience.

This project is an authentic activity that provides for immediate feedback and helps reinforce the notion that the language is important to both the older and younger students. It helps reinforce the notion that great joy can be experienced in and through language rich activities.

Project 2: Retelling the Story

The goal of this project is to have the students retell a story as told to them by an Elder (Activity 4 – Listening to a Storyteller) or another story they have heard, read, experienced or been told. Through this project, students will become more adept at committing story details to memory, finding effective ways to express these details in their language and sharing the story with others.

Review the story shared by the Elder (if recorded) or have the students choose a different one. Divide the class into small groups with the task of summarizing the story and creating a script that they will use to retell the story.

The following process can be used to support the students as they work towards developing the ability to retell a story well:

- 1) Challenge the groups to come up with a five or six sentence summary of the main events of the story using sentence patterns and vocabulary they are familiar with. Encourage them to use the word walls or dictionary to look up words they may need to summarize the story. This is the lower level of retelling a story as it memorizing.
- 2) Next – ask the students to embellish the story by adding a few more sentences to fill in additional story details. Make sure the events are in the proper order and that the details help make the story flow.
- 3) Next – ask the students to review their story and add descriptive words and phrases (familiar adjectives and adverbs) that might deepen to the descriptions and help listeners better visualize the story.
- 4) Finally – a good story teller pays attention to the group that is listening and is able to change, add details, embellish etc. to keep the listeners attention. Try to have the student ready to change it up as needed and not just retell through memory.

Here’s an example of how these steps can lead to a more complete and descriptive story using words and sentence frames familiar to the students – a story about setting rabbit snares.

- Step 1 - *I saw rabbit tracks in the willows. I set a snare. I got a rabbit. I made rabbit soup. I like rabbit soup. Do you?*
- Step 2 - *Today I’m going to set a snare. I pack my sled. I ski-do to the trail. I see rabbit tracks by the willows. I set a snare. I trapped one rabbit in the snare. I paid the land to say thanks for the rabbit. I used a knife to cut the hide. My Grannie will make mitts with the fur. I had a cup of tea and enjoyed the land. My Mom will make rabbit soup. Rabbit soup is my favourite food. It’s delicious.*
- Step 3 - *Today I’m going to set a snare. The sun was shining and it will be a good day to snare a rabbit. I pack my sled. I ski-do to the trail. The snow is deep. I see rabbit tracks by the willows. I set a snare. I trapped one big rabbit in the snare. I paid the land to say thanks for the rabbit. I used a sharp knife to cut the hide. My Grannie will make beautiful mitts with the soft fur. I had a cup of hot tea and enjoyed the land. The land was peaceful. My Mom will make delicious rabbit soup. I like rabbit soup.*

Once the students have scripted out their story, provide them with class time to practice using intonation, gestures and expression in order to create a memorable performance. Have them practice with their peers to see what other things might come up. For example, if they ask the

Elder, 'do you like rabbit soup?' – a response might be 'yes and my wife makes it with potatoes' and a conversation might happen. The student should be ready to respond.

Arrange for the student performances. This may be in front of their peers, invited Elders or parents or perhaps another class or students. Publicize the event so that it becomes highly anticipated and the students work hard to prepare.

Consider, as an option, filming the entire storytelling event. The videos provide a snapshot of the student's skills, fluency and confidence in their language and can be used as a building block for even more language work in the future. With permission, these videos can be shared on social media and with other schools.

Post Unit Activity – Self-Evaluation and Reflection

OLC Links: IN 1.4, 1.5, and 1.6

Pair the students for partner talk. Share copies of the student portfolio document - *Traits of a Strong Language Learner*. Discuss these traits in light of the "Sharing a Book or Story" unit they just completed. In their A-B partner groupings, have the students share their learning goal(s) in this unit. (See Pre-Activity) pose the question, "Did you (we) accomplish the goal" Ask the students to provide concrete examples of behaviours that illustrate how they were focused on self-improvement and these goals.

Select students to share their thoughts with the class and as teacher, provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

As a final activity, have the students to write an affirming statement about the unit, explaining what they liked about the reading – storytelling learning experience. They could use the sentence frame: 'I liked ...' which fits with the vocabulary learned in this unit. Consider making a display of these statements along with photos of the reading-buddies or storytelling experiences but be sure to add the statements to their student portfolios.

Unit 4a: Animals

Emergent – Students should already have all the Emergent outcomes below from previous grades

Beginner (Some of these should have been met in earlier grades but this is a good practice)

BE 5.7 Interact with others using a variety of responses to different greetings, introductions, farewells, questions and commands

BE 7.2 Use key phrases, simple sentences and scripted questions and answers to converse with others

BE 7.5 Write simple messages and stories using patterned text (daily journals, shared writing experience, autobiography)

Intermediate – these should all be met by end of unit

IN 1.5 Model the strategies of a successful language learner (take risks, stay in the language, perseverance)

IN 1.6 Discuss progress as a language learner and describe the skills that need to be further developed

IN 4.2 Participate in language and cultural performances (drum, songs, story and chants)

IN 5.2 Use a dictionary (if available) to confirm meaning and spelling of new words both heard and read

IN 5.3 Distinguish and acknowledge changes to word meanings

IN 5.5 Connect ideas using time markers (before, during after, when the world was new, yesterday, tomorrow)

IN 5.11 Use a variety of cues to decode new words (context, **affixes**, pictures)

IN 7.5 Experiment with different text forms to write about personal experiences (journal entries, posters, signs, letters, story, recipe, news article)

IN 7.7 Convey meaning and emotion by retelling a legend or story shared by others using appropriate tone, expression and volume

THINGS TO REMEMBER

5. Try and teach all words and phrases using images, gestures and activities. **Stay in the language!** Try not to tell or translate – rather show and be active –so the students can make the language part of themselves.
6. Students learn best when they are actively engaged in the learning activity itself. Consider offering students a lead role in teaching others in the class. The higher your expectation of them – the better they will perform. Provide them with motivation and opportunity to actively participate in language activities and practice their language daily.

7. As you begin to plan your unit, start by creating a list of obvious sentences, questions and answers, nouns, verbs and descriptive phrases that you plan to introduce or reinforce throughout the unit. Integrate these with known vocabulary.
8. Make a purposeful effort to integrate new vocabulary into routines and common language throughout the day. Students need to hear and experience the language in different contexts throughout the day.

Materials:

- Books on animals (Bones, Who Lives in the Bush, 5 wordless books on land and animal theme)
- Plastic animal figurines
- Noun-verb cards (with the animals)
- Barrier Games – (On the land, Fall)
- Animal puppets
- Guess Who
- Magazines such as UpHere with Northern images

Duration of Unit – 3 – 4 weeks

Duration depends upon the prior learning experiences of the students and the new sentence frames being introduced. Make sure you tell the students how long you will be working on this unit and the due dates of assignments and final project. The unit should end with a project through which the students can showcase their growing skills, fluency and confidence in the new language. There are many options for end-of-unit projects, but encourage a public presentation so that students have the opportunity to present or showcase their work to a live audience (classmates, other class, Elders, parents ...). A number of project ideas are provided in this unit resource.

Vocabulary

This unit provides a good opportunity to review familiar vocabulary introduced in earlier grades as well as introduce new sentence frames and descriptive vocabulary that can deepen the student's ability to talk about the wildlife around their community. Make a list of whatever words, phrases and sentences make sense in your community and cultural context. For example,

- *Animal names, descriptions (has four legs, sharp teeth, long fur) key vocabulary*
- *What does _____ (animal name) eat? Where does it live? What does it look like? Which animal is your favorite? Why? How do you cook _____? Open-Ended Questions*

- *Does it eat meat? Does it live in the water? Does it climb trees?* Closed Questions
- *'dark, furry, tall, long, thin, mean, dangerous, wild...'*– descriptive words and phrases

Remember to introduce vocabulary in the context of full sentences and challenge the students to build descriptive new sentences combining new words and phrases introduced in this unit with known phrases and sentence frames from other units. Create a word wall with the vocabulary from this unit.

Criteria for Success:

Even at the grade 10 level, students may be at different levels of fluency. In any particular class, there may be students working on Emergent and Beginner OLC outcomes and others who are competent at the Intermediate or even Advanced levels. Teachers should refer to the OLC Curricular outcomes in order to tailor instruction, activities and projects from this unit to their needs.

At the Intermediate Level, students should strive to meet the following criteria in their work, assignments and final project:

- Students can comfortably initiate and engage in multi-sentence conversations with others on the topic. Challenge the students to generate conversations (and/or written text) that is at least 15 sentences in back and forth dialogue.
- Student can embellish conversations with explanations and descriptions that add to a shared understanding of the topic.
- Students can convey their understanding of the significance of these animals within the Indigenous world-view.

Pre- Activity:

Take some time at the very beginning of the unit to describe important unit details. Information should include:

8. Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in your language on your calendar.
9. The language goals for the unit and some of the new vocabulary and sentences that will be introduced.
10. Learning expectations, (how students can contribute to their own learning – see *Traits of a Strong Language Learner* in the student portfolio). As a class identify one or two traits that can become the focus of student improvement throughout the unit. Print off the trait icons and display prominently in the classroom. Comment regularly on students who display these traits in their day-to-day work. The trait “I make connections in my language’ may be

a good focus in this unit as students draw upon prior knowledge to make new connections in this unit.

11. Unit details including timeline, project due dates, goals and learning expectations can be written on a chart and posted in the classroom for regular review.

Activity Ideas:

Here are some activities that can help teach and reinforce the vocabulary and sentences that are taught through this unit. They are in no particular order so feel free to choose and arrange them in a lesson sequence that will be most effective within your unit plan. Supplement these ideas with your own activities.

Some suggestions are quick and easy to incorporate into a lesson as a game or activity and others may become full lessons themselves. All the activities can be adjusted to the age and language level of your students.

Activity 1: Resource Kit Games

OLC links: IN 1.1, 1.2, 1.5, 2.4, 3.1, 5.1, 5.4, 5.6, 5.7, 6.1, 7.1 and 7.2

Several of the games included in the OLC Resource kit can be adapted or modified for use in this unit. Once gameplay has been learned, these games make great centre activities for independent practice. They focus the students on language-rich activities that are challenging yet fun and engaging and suitable for any level of fluency.

Here are a few ideas but visit www.ourlanguagesnt.ca for more detailed information and instructional videos on these games.

On the Land and Fall Barrier Games:

Review the vocabulary and sentences associated with the items used in this game. Using Barrier Game image - , ask one student to create a picture by placing cut-out pictures on the image. They then describe the placement of these items to the second student who then places his/her items according to the directions given. For example, the first student may say, *'The black bear is in front of the lake. A wolf is beside the bear'* as part of their description while the second student places their images to match.

After all directions have been given, the barrier between the two students is removed and the two compare pictures. If the instructions have been precise, the pictures should match.

Plastic Land Animals

A game similar to the 'On the Land Barrier Game' can be played with the collection of plastic animals included in the OLC resource kit. Add some land-based items to the collection of animals (twigs, stones, blue paper) to serve as trees, rocks, rivers and lakes. Again, place a barrier between the two students and have one student design a scene placing the plastic animals beside, around, under, on and behind other items. As in the barrier game described above, have the students try to duplicate the scene through verbal directions alone.

Guess Who

The Guess Who game has several sheets that are specific to animals of the North. Remind students of the questions they need to know to have success with this game including:

- *Does it fly, swim, crawl, walk ...*
- *Is it brown, grey, black, white ...*
- *Does it have four legs?*
- *Is it brown, white, gray ...*

Game play challenges each student to ask the other questions about their secret animal – covering up pictures that do not answer the question asked - until only one picture remains. This last picture should match the animal secretly selected by the other student. Have students play the Guess Who game several times until they are comfortable with their ability to ask and respond to questions – a critical skill in language learning.

Activity 2: Animal – Flash Cards

OLC links: IN 1.1, 1.2, 1.5, 3.1, 5.1, 5.4, 5.9, 5.10, 6.1, 7.1, 7.2, 7.3 and 7.5

Working in small groups, have the students create sets of flashcards with all the vocabulary, phrases and sentence frames that are part of the Animals of the Land Unit. Share and review the sets of flash cards and post them on the wall for all to see. Continue to add new cards to the display as the unit progresses. Some photos are available in the resource section of the Our Languages website.

Games and Activities with Fire Flash Cards

- **Concentration:** The object of the game is to find matching pairs (picture-text) of cards.
 - Create a set of cards with pictures of animals in action (The black bear is eating, the moose is swimming) and corresponding text cards.

- Shuffle and arrange the cards face down on a table in a grid pattern. Taking turns the students must turn over two cards trying to match picture to text to score a point.
- This game should be used only after the students are familiar with the sentence frames and vocabulary in oral exercises and reading text has been introduced as a skill.
- **Sentence Builder:** The object of the game is to build a descriptive phrase or sentence starting with just a single vocabulary word.
 - Assemble a deck of animals of the land vocab words.
 - Arrange the students in four groups. Group 1 starts play by selecting an animal flash card and identifying the animal. Group 2 can then steal that card if they can add to it with more description. The following groups can also try to steal the card by adding on even more description until a full descriptive sentence has been created.
 - The round ends when the next group can add nothing more to the phrase so the last group holding the card gets a point.
 - Play continues with Group 2 now selecting a new card and identifying the animal.

Here's an example of how gameplay might proceed starting with the card for bear - *'Bear... black bear... big, black bear... big black bear swimming ... big, black bear swimming in a lake ... big, black bear swimming in a deep lake to see her cubs ... big, black bear swimming in a deep lake to see her baby cubs.'*

Encourage the groups to work together to create unique and descriptive sentences.

- **Heads up:** The object of the game is to guess a hidden word by asking questions of others (see Head Banz game).
 - Write out the animal name words on post-it note paper and stick one note to the forehead of each student. Without looking at their word, challenge the students to go and ask questions of others to try to discover their secret animal. For instance, the students might ask "does it have fur? – thinking it is a mammal / or does it eat berries? – thinking it might be a bear, rabbit or fox.... Give the students three or four rounds of question-asking before assembling the students and asking them to guess their word based on the answers they received.
 - Alternate play – select one student to sit at the front of the class with the deck of animal flash cards on their lap. The student then selects one card and holds it up for others to see but they can't see it themselves. The card-holding student must ask three or four questions, answered by the full group, before guessing the card they are holding.
- **Go fish:** The object of the game is to collect a set (4 cards) of the same animal. Start with a deck of 52 cards (13 sets of four identical animal cards). Students are dealt 6

cards and must work to build sets of four by asking for specific cards from their playmates or selecting from the deck. Remind students to use the sentence frame 'do you have a (animal name)?' And use of the negative - *no, I don't have a (animal name)*. For additional challenge, challenge the students to add actions to the cards and verbal game play – 'do you have a black bear swimming?'

Activity 3: Animal Noun-Verb Cards

The noun-verb cards are meant to help students build full sentences by focusing on the verbs. Print a copy of the noun-verb cards provided in this unit. Start with one noun such as the moose. Have the students build sentences with the one animal – the moose sits, the moose drinks, the moose walks etc. Narrow the verbs you introduce to no more than 5 to begin. Select one or two that they should already be familiar with.

OR...start with one verb such as swims and go through the animals – be bear swims, the moose swims, the eagle doesn't swim.

Activity 4: Pictionary

OLC Links: IN 1.1, 1.4, 1.5, 2.4, 3.1, 5.1, 5.4, 5.11, 6.1 and 7.2

After they have used the Animal Noun-Verb cards they can move on to Pictionary. Pictionary is a fun team game in which players try to guess a word or phrase being drawn by a member of their team. The gameplay can be adopted for Indigenous Languages and can add excitement to any lesson. For this unit, work with the students to create two stacks of colour-coded cards – one with the names of animals and the other showing actions in phrases the children know and understand (swimming across a lake, eating grass, climbing a tree). Add some extreme actions using vocabulary from past units for added fun (eating pizza, lighting a match, reading a book).

Divide the students into two or three teams and select one player from a team to come up to the drawing board. The drawer chooses an animal card and an action card and tries to draw pictures which suggest the phrase / sentence printed on the cards. The drawer cannot use verbal clues or give hints about the subject they are drawing. The teammates try to guess the phrase/ sentence the drawing is intended to represent. The entire activity is timed using a stopwatch or egg timer and points are awarded to the teams that correctly guess the image / sentence being drawn within the time limit.

This activity can generate some outlandish statements and some crazy drawings (*A jackfish is climbing a tree, a black bear is lighting a match, and a moose is reading a book ...*). The activity pushes the students to think creatively and play with and in their language.

Activity 5: 20 X 20

Research has shown that learners need to hear words and phrases and use words and phrases 20 times in 20 different situations in order to remember and use it correctly.

20 X 20 = 400!

To demonstrate what this would look like this use a cup and say (in your language with gestures).

*Here is a cup.
I drink coffee in a cup.
Here, you hold the cup.
Give me the cup.
The cup is small.
I like my green cup.*

To practice this with their animals have students think up as many as they can with their animal. They can use a picture of the animal to start and have them develop sentences such as...

*Here is a bear.
The bear is brown.
Bears walk on four legs
Bears swim
My dad shot a bear.
I saw a bear.*

Activity 6: Wild and Crazy Animals

OLC Links: IN 1.1, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.10, 6.1, 7.1, 7.2 and 7.5

This is a fun activity that stimulates the students' imagination and challenges their ability to describe and explain in their language and justify their decisions.

Ask the student to draw a wild and crazy imaginary animal. It could be any colour, have borrowed body parts from any animal and have any number of legs, arms or other appendages. For example the imaginary animal might have the body of a bear, the head of a moose, the tail of a jackfish and the wings of an eagle, all covered in purple and pink fur - the crazier the better.

Challenge the students to come up with a name for their animal and then, working with a partner, write a description of their creature - describing what it looks like, telling where it lives, the food it eats and other interesting facts about the animal. These can be stated orally but

encourage the students to write their descriptions in a short paragraph using familiar sentence frames.

Post the drawings on the wall for all to see. Here are a few activities that can follow:

- Randomly pass out the descriptions to the students and challenge them to find the picture that matches the description.
- Read some of the descriptions and have the students identify the creature that matches the description.
- Challenge the students to justify and explain the strange features of their creatures by answering questions from others (Why does your creature have pink fur? Why does it have five legs ...)
- Make a bulletin board display of the pictures with their descriptions

Activity 7: Reading Books about Animals

OLC Links: IN 1.1, 1.4, 2.4, 2.5, 3.1, 4.2, 5.1, 5.3, 5.4, 5.6, 5.7, 5.9, 5.11, 5.12, 7.3, and 7.6

As a supplement to the Animals of the Land unit, collect some Indigenous Language books that feature animals as the main theme or character. These may be legends, factual books or easy to read picture books. Take some time each week to read a story or two to the class remembering to, talk about the pictures, point out items in the pictures using vocabulary and sentence frames that are familiar to the students, connect the picture prompts with the text looking for familiar words and phrases and then read the story to the group with expression and dramatic flair.

With this modeling and when the students are ready have them engage in this activity on their own. Display the collection of books on animals that have been published in your language and arrange these on a display table. Invite the students to check through the collection and select a few books that are of interest to them.

The *Our languages* website has some animal-themed books in the resource section of the website (Bones) as well as several in the blank book series, (*How Many Animals Did We See?* and *Big, Bigger, Biggest*, and *On the Ice*),

There are also several books written by different Indigenous governments and board offices that feature animals as a central theme. Titles include: *Who Lives in the Bush*, *Ravens Fly high*, *A Trip to Town* (SSDEC); *How the Raven got Black Feathers*, *We Will Swim to the Heart of the Water* (Dehcho); *The Legend of the Caribou Boy*, *The Old Man with the Otter Medicine*, *How the Fox Got its Legs Crossed*, *After the Flood* (Tlicho) ... and many more from other regions and language groups.

As in the Sharing a Book or Story unit, have the students practice the strategies of a successful reader – doing a picture walk through the book, visualizing story events, using picture clues to help identify words and phrases in the text and finally practicing their reading of the story.

Encourage the students to read stories to a partner, practicing their pronunciation, pacing and intonation. Keep a record of the books they can read (Reading Log) with clarity and fluency and include this information in their Student Portfolio.

Projects:

The end-of unit project provides students with the opportunity to showcase their growing language skills and to participate in an authentic, shared experience, ideally in front of an audience. It provides motivation for practicing one's language skills.

Teachers should share details of the projects with the students at the very beginning of the unit and continually point out how their day-to-day language work will contribute to greater success in the projects.

Assessment of the projects should fit the fluency levels of the students. In a multi-level class, this means that the language expectations of some students may differ from the abilities and language expectations of others and this may be very apparent in the projects. Teachers may need a variety of different assessment tools and rubrics to accurately capture and report on student growth at these varying levels.

At the Intermediate level of fluency, the students should strive to meet the following criteria in their presentations:

- Students can comfortably initiate and engage in multi-sentence conversations with others on the topic. Challenge the students to generate conversations that are at least 15 sentences in back and forth dialogue. In these projects, this dialogue may be presented as written text.
- Student can embellish conversations with explanations and descriptions that add to a shared understanding of the topic.
- Students can convey their understanding of the significance of these animals within the Indigenous world-view

Below is a list of possible projects. Each project provides a glimpse into the language capabilities of each student and can be matched to many learning outcomes at the Intermediate level of fluency. Choose from among the list below, or create your own that better suit the needs, interests and capabilities of your students.

OLC Links: IN 1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 5.12, 6.1, 7.1, 7.2, 7.3, 7.5, 7.6 and 7.7

Project 1: My Favourite Animal

The goal of this project is to have the student's research their favourite northern animal and design and produce a project that shares this information with others. The project design may be in many forms including a PowerPoint display with multiple slides each with images, narration and text, a Bristol board project with displays of pictures and written descriptions or even a film with animation, images, narration and text.

Provide class time for the students to research and work on their project encouraging them to stay in the language throughout the process.

The project, whatever form it takes, should include the following:

- The name of the animal they like
- A short description of this animal (where it lives, what it looks like, its diet, its habitat, how it moves (flies, swims, walks...))
- Its connection to the Indigenous World view (legends, protocols associated with animal-use, links to ceremony ...)
- At least three reasons why they like it (it's beautiful, it's delicious etc.)
- The writing should convey emotion if possible (it makes me happy when....)
- In total about 15 sentences is the goal – try to encourage use of connector words such as and, but not and at least two verbs and two tenses

During the assignment the students encourage the students to use the dictionary (if available). This promotes independence, relieves a burden on you, their teacher and also helps develop the skills of an effective and powerful language learner.

Make sure that you organize an exciting event to showcase the students' work. This may be in the form of a Traditional Knowledge Fair – like a Heritage or Science Fair- where the public is invited to come view the projects and ask questions of the students. A second option is to host a Public Speaking Event whereby the students showcase their projects at a public gathering but also prepare and deliver a 2-3 minute talk on their favourite animal.

Don't forget to take pictures of the projects and have the students record their reflections of their learning and post these in their Student Portfolio.

Project 2: Puppet play

The goal of this group or class project is to produce and perform a puppet play about animals of the land. Consider using a play that has already been developed (How the Moose Lost Its Horns

or Who Lives in the Bush, Yamória and the Giant Eagles – see the OLC website - storytelling) or use a story or traditional legend about animals that might lend itself to the dramatics of a puppet play.

Provide time for the students to create or review their script (ensure that everyone has a part) and make the props needed for the play. Students will also need some in-class practice time to perfect their presentation.

Once the play has been produced make sure to find an appreciative audience in which to perform the play. This may be a younger class of students, a parent group or at an Elders gathering. Also consider filming the play so that the performance is preserved and can be shared with others through social media. These videos can add to a collection of quality language-rich resources that can be used over and over in your language class for years to come.

Project 3: Retelling of a traditional story or legend

The goal of this project is to have the students retell a traditional story or legend that features animals of the land. Northern Indigenous cultures have a rich source of traditional stories which detail the important role of animals in understanding the mysteries of the land before the coming of the two-leggeds.

Through this project, students will become more adept at committing story details to memory, finding effective ways to express these details in their language and sharing the story with others.

If the students are not yet independent in producing a script to guide their retelling, follow the three-step process described in the Sharing a Book or Story unit – summarize the main ideas, add supporting details and finally add descriptive words and phrases to deepen the visual appeal of the story.

Once the students have scripted out their story, provide them with class time to commit it to memory and practice their intonation, pacing and expression in order to create a memorable performance.

Arrange for the student performances. This may be in front of their peers, invited Elders or parents or perhaps another class of students. Publicize the event so that it becomes highly anticipated and the students work hard to prepare. Consider, as an option, filming the entire storytelling event. The videos provide a snapshot of the student's skills, fluency and confidence in their language and can be used as a building block for even more language work in the future. With permission, these videos can be shared on social media and with other schools.

Post Unit Activity – Self-Evaluation and Reflection

OLC Links: IN 1.4, 1.5, and 1.6

Pair the students for partner talk. Share copies of the student portfolio document - *Traits of a Strong Language Learner*. Discuss these traits in light of the “Animals of the Land” unit they just completed. In their A-B partner groupings, have the students share their learning goal(s) in this unit. (See Pre-Activity) pose the question, “Did you (we) accomplish the goal” Ask the students to provide concrete examples of behaviours that illustrate how they were focused on self-improvement and these goals.

Select students to share their thoughts with the class and as teacher, provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

As a final activity, consider having the students complete one or more sections of the document – My Language Accomplishments (Student Portfolio). Part one of the document asks the students to rate their proficiency as language learners by responding to a series of ‘I Can’ statements. Part two gets them to review and track their progress within the OLC Intermediate Learning outcomes and Part three asks the students to identify new learning goals and come up with a plan for becoming a more powerful language learner.

The *My Language Accomplishments* document is designed to provide students with the skills, attitudes and knowledge they need to become active partners in their own learning. The three part task challenges students to identify their successes and challenges as language learners, understand their progress and to set goals for future learning. Students committed to their own learning, willing to take risks and work hard towards realistic and achievable language goals will help them become the champions we need to energize our Indigenous Languages throughout the north.

Unit 4b: Plants

Emergent – Students should already have all the Emergent outcomes below from previous grades

Beginner (Some of these should have been met in earlier grades but this is a good practice)

BE 2.1 Practice behaviour that is consistent with spiritual teachings

BE 5.7 Interact with others using a variety of responses to different greetings, introductions, farewells, questions and commands

BE 7.2 Use key phrases, simple sentences and scripted questions and answers to converse with others

BE 7.5 Write simple messages and stories using patterned text (daily journals, shared writing experience, autobiography)

Intermediate – these should all be met by end of unit

IN 1.1 Use the language to express myself and make myself understood (needs, desires and emotions)

IN 1.2 Initiate and engage in multi-sentence conversations through authentic experiences (on-the-land)

IN 1.5 Model the strategies of a successful language learner (take risks, stay in the language, perseverance)

IN 1.6 Discuss progress as a language learner and describe the skills that need to be further developed

IN 2.3 Understand the protocols associated with cultural practices and activities

IN 2.5 Identify and participate in community activities that add to my language and identity (legends, sayings, stories)

IN 4.2 Participate in language and cultural performances (drum, songs, story and chants)

IN 5.1 Accurately pronounce and spell familiar words while attending to critical sound distinctions

IN 5.3 Distinguish and acknowledge changes to word meanings

IN 5.5 Connect ideas using time markers (before, during after, when the world was new, yesterday, tomorrow)

IN 5.7 Actively contribute to authentic conversations presented through shared experiences

IN 5.11 Use a variety of cues to decode new words (context, **affixes**, pictures)

IN 7.2 Seek to embellish conversation by adding familiar vocabulary to create new sentences, questions and answers

IN 7.4 Produce a message to convey my understanding of the spiritual world (drum song, prayer, statement of personal beliefs, poem)

IN 7.5 Experiment with different text forms to write about personal experiences (journal entries, posters, signs, letters, story, recipe, news article)

THINGS TO REMEMBER

1. Try not to tell or translate – rather show and be active –so the students can make the language part of themselves.
2. The higher your expectation of them – the better they will perform. Provide them with motivation and opportunity to actively participate in language activities and practice their language daily.
3. As you begin to plan your unit, start by creating a list of obvious sentences, questions and answers, nouns, verbs and descriptive phrases that you plan to introduce or reinforce throughout the unit. Integrate these with known vocabulary.
4. Students need to hear and experience the language in different contexts throughout the day.

Materials:

- Books on plants (I Love Berries, Birch Water, Picking Blackberries)
- Berry picking Yoga series
- Berry deck of cards
- Camera if you want students to record their activities in harvesting and cooking.

Duration of Unit – 3 – 4 weeks

Duration depends upon the prior learning experiences of the students and the new sentence frames being introduced. Make sure you tell the students how long you will be working on this unit and the due dates of assignments and final project. The unit should end with a project through which the students can showcase their growing skills, fluency and confidence in the new language. There are many options for end-of-unit projects, but encourage a public presentation so that students have the opportunity to present or showcase their work to a live audience (classmates, other class, Elders, parents ...). A number of project ideas are provided in this unit resource.

Vocabulary

This unit provides a good opportunity to review familiar vocabulary introduced in earlier grades as well as introduce new sentence frames and descriptive vocabulary that can deepen the student’s ability to talk about the wildlife around their community. Make a list of whatever words, phrases and sentences make sense in your community and cultural context. For example,

- *Names of local plants and trees, medicine-* nouns
- *Pick, cook, eat, mash, freeze, heal -* Verbs
- *What is this? Where does ... grow? When can I pick? Open-Ended* Questions
- *Can I eat (plant name)? Is it ripe?* Closed Questions

- 'ripe, unripe, poisonous, raw, delicious, sour, sweet, healthy, red, juicy, ...'– descriptive words and phrases

NOTE: Do **NOT** spend a lot of time on students memorizing the many names of all the berries and plants. These nouns are great but it's more important they know the question – *what is this?* so they can ask someone else if they don't know the name of a particular berry. Focus on the VERBS and the descriptions.

Remember to introduce vocabulary in the context of full sentences and challenge the students to build descriptive new sentences combining new words and phrases introduced in this unit with known phrases and sentence frames from other units.

Create a word wall or display with the vocabulary from this unit.

Criteria for Success:

Even at the grade 10 level, students may be at different levels of fluency. In any particular class, there may be students working on Emergent and Beginner OLC outcomes and others who are competent at the Intermediate or even Advanced levels. Teachers should refer to the OLC Curricular outcomes in order to tailor instruction, activities and projects from this unit to their needs.

At the Intermediate Level, students should strive to meet the following criteria in their work, assignments and final project:

- Students can comfortably initiate and engage in multi-sentence conversations with others on the topic. Challenge the students to generate conversations (and/or written text) that is at least 15 sentences in back and forth dialogue.
- Student can embellish conversations with explanations and descriptions that add to a shared understanding of the topic.
- Students can convey their understanding of the importance of these plants within the Indigenous world-view.

Pre- Activity:

Take some time at the very beginning of the unit to describe important unit details. Information should include:

5. Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in your language on your calendar.

6. The language goals for the unit and some of the new vocabulary and sentences that will be introduced.
7. Learning expectations, (how students can contribute to their own learning – see *Traits of a Strong Language Learner* in the student portfolio). As a class identify one or two traits that can become the focus of student improvement throughout the unit. Print off the trait icons and display prominently in the classroom. Comment regularly on students who display these traits in their day-to-day work. The trait ‘I seek out Elders and others to talk with’ may be a good focus in this unit as students may rely on the information of Elders to guide them in understanding the power of plants.
8. Unit details including timeline, project due dates, goals and learning expectations can be written on a chart and posted in the classroom for regular review.

Activity Ideas:

Here are some activities that can help teach and reinforce all the vocabulary and sentence scripts that are taught through this unit. They are in no particular order to the activities so feel free to choose from them and arrange them in a lesson sequence that will be most effective within your unit plan. Supplement these ideas with your own activities.

Some suggestions are quick and easy to incorporate into a lesson as a game or activity and others may become full lessons themselves. All the activities can be adjusted to the age and language level of your students.

Activity 1: Powerful Plants - an outdoor experience

OLC Links: IN 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 5.1, 5.4, 5.6, 5.7, 6.1, 7.1 and 7.2

This is a good preliminary activity to start of the unit. It introduces the students to some of the vocabulary, phrases and sentences associated with this unit through an authentic, hands-on outdoor activity. In this activity the students will work with an Elder or a knowledgeable person to identify useful plants found in and around the community. The protocols associated with harvesting berries and other plants or talking about plant medicine may differ from region to region so consult with an Elder before engaging in this activity.

Prior to the outdoor experience, review known vocabulary that relates to picking plants and berries. They may already be familiar with the names of some local plants and berries from previous grades. Use pictures (or the decks of cards in your kit) of berries and familiar plants to review the vocabulary through a Q&A sequence “*What is this? – This is* “. OR “*What do you see?*” as in the game played in the Making a Fire Unit. Prepare the students to use this same sentence sequence to identify plants and berries when they go out on their outing.

Consider introducing a new Q&A sentence sequence to enable the students to engage more fully with the Elder during their outdoor experience. If they learn the question “*What can we do with ? / How does it help?*” and the answer “*it helps your (body part)*”; it will deepen their ability to interact with this knowledge in their language and through the lens of Traditional Indigenous knowledge.

The outdoor experience may take the form of harvesting and / or identifying specific and helpful plants and trees. Encourage the students to interact with the Elder to identify key plants and berries and learn about their special qualities and powers. Take close-up pictures of the plants in their natural habitat and, if allowed, pick samples of the plants to bring back to the class for activity and project work. Ensure protocol is followed for harvesting.

If time permits, gather the students together and have the Elder tell a story or legend about plants so that the students can experience an authentic and traditional storytelling session. Ask the Elder to do this in the language.

As the lesson ends, explore the vocabulary, commands and sentences associated with identifying and harvesting plants and berries.

- In-class follow-up: Bring samples of the plants into class and use these real items or the images to engage the students in Q&A dialogue using the NLA approach – (*Where is the / Here is the / The is beside the // Give me the // How does help? ...*)

Activity 2: Resource Kit Games

OLC links: IN 1.1, 1.5, 2.4, 3.1, 5.1, 5.4, 5.5, 5.6, 5.7, 6.1, 7.1 and 7.2

Several of the games included in the OLC Resource kit can be adapted or modified for use in this unit. Once gameplay has been learned, these games make great centre activities for independent practice. They focus the students on language-rich activities that are challenging yet fun and engaging and suitable for any level of fluency.

Here are a few ideas but visit www.ourlanguagesnt.ca for more detailed information and instructional videos on these games.

Language Blocks

Select images representing the vocabulary from the berries and plants flash cards or pictures of plants that you might have. Start with just the one block and use the blocks to practice plant names reminding the students to say the word of the picture their thumb is pointing to as they catch the block.

When students are comfortable with the vocabulary introduce another Q&A sentence sequence – ‘*What are you eating? I am eating // what are you picking? I am picking*’ The answer would be the picture on the language block.

After a round whereby all students have identified a plant or berry they are eating or picking, test the memory of the students by changing up the question to something like ‘*What was (student name) eating (picking)?*’ The student holding the block must now remember what the other students said and rephrase their answer to ‘*(student name) was eating / picking*’

This activity and the change-up helps build confidence and fluency in the language and gets them to be flexible (*think on their feet*) as they play with language to form a response.

Berry and Plants Barrier Game:

Review the vocabulary and sentence scripts associated with Berry Flash Cards. Using a set of flash cards ask one student to select three cards and place them on the table face up in a line – hidden behind a barrier. The challenge of the second player is to guess the identity and order of the cards and place their own cards in an identical order. They can only ask questions to identify the cards used by player one and their order. Encourage the students to use the Power of Plants vocabulary and sentence frames to form their questions.

Questions may be: *Did you pick cranberries and mushrooms? Did you pick blueberries? Did you pick the raspberries first? Then did you pick the blueberries?*

The second player assembles their cards using the clues given by player one and once they are sure of the order, the barrier is removed and the card order is compared. If the instructions have been precise, the sequence of pictures should match.

Go Fish: (Using the Berry Deck of Cards in your Kit)

The object of the game is to collect a set (4 cards) of the same plant/berry. Start with a deck of 52 cards (13 sets featuring two picture cards and two matching text cards). Students are dealt 6 cards and must work to build sets of four by asking for specific cards from their playmates or selecting from the deck. Modify the sentence frame to suit the unit with the students asking, ‘*did you pick*’ And the negative response being - *no, I didn’t pick any*’ The student holding the most sets of matching cards (2 picture – 2 text) after all cards have been played wins.

Activity 3: Painting with Words

OLC links: IN 1.1, 1.2, 1.5, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.11, 6.1, 7.1, 7.2 and 7.5

Organize the class into small groups. Using a dictionary, word walls and other resources, challenge the groups to create a list of words that describe the colour, texture, taste and smell of the berries and plants they are working with. Post these lists for all to see and practice the vocabulary so that the students are better able to describe the plants and berries with rich details that paint a picture for the listener.

To extend this learning, have the student groups write these descriptive sentences on some index cards and use these cards for the following:

- **True or False** – select a plant / berry flash card and display to the class. Then select and read a descriptor card asking if this descriptor accurately describes the plant/berry. For a quick assessment to understanding have the students show thumbs up if the descriptor could be true or thumbs down if the descriptor and picture do not match.
- **Find your Match** – pass out picture cards to half the class and descriptor cards to the other half. Ask them to go and pair up so that the picture card is a match to the descriptor. Some descriptions may be true to several picture cards so challenge the students to repeat the process but find another picture-descriptor match.
- **Taste Test** – Assemble samples of the edible plants and berries that the students have harvested. Blindfold one student and have them sit at the front of the class. Take a small spoonful of the food and place it in the blindfolded student’s mouth. Challenge them to identify the plant or berry and come up with one or more sentences to describe its taste and texture.
 - As an extension to this activity, ask the students to survey their classmates on their favourite berry / plant and then graphing the results.

Activity 4: Reading Books about Plants

OLC Links: IN 1.1, 1.4, 2.4, 2.5, 3.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.9, 5.11, 5.12, 7.3, 7.5 and 7.6

As an enhancement to the Power of Plants unit, collect some Indigenous Language books about plants. These may be legends, factual books or easy to read picture books. The OLC website has several books (*Cranberry Bannock* and *I Love Berries*) on plants and some Indigenous Language groups and school divisions have published books that might be useful as well (*Birch Water, A Day in the Bush – SSDEC*), (*Picking Blackberries, Michael’s Potatoes, Picking Flowers, Rosie Goes Berry Picking – Tłıchq*) etc.

Take some time each week to read a story or two to the class remembering to, talk about the pictures, point out items in the pictures using vocabulary and sentence frames that are familiar to the students, connect the picture prompts with the text looking for familiar words and phrases and then read the story to the group with expression and dramatic flair.

Even books in another language can be used if the focus is on picture walks rather than reading – creating a story in the language based on the pictures in the storybook. Teachers should model this approach with several books before asking students to take the lead.

With this modeling and when the students are ready have them engage in this activity on their own. Display the collection of books on plants that have been published in your language and arrange these on a display table. Invite the students to check through the collection and select a few books that are of interest to them.

As in the Sharing a Book or Story unit, have the students practice the strategies of a successful reader – doing a picture walk through the book, visualizing story events, using picture clues to help identify words and phrases in the text and finally practicing their reading of the story.

Encourage the students to read stories to a partner, practicing their pronunciation, pacing and intonation. Keep a record of the books they can confidently read and understand (Reading Log) and include this information in their Student Portfolio.

Activity 5: Berry Picking Yoga

Suggested reading: Cranberry bannock books

Sit down –
Sit up –
Breathe in
Breathe out
It is sunny (or sun rise and sun set) -
It is windy –
I am looking for berries –
Take a rest –
I am eating berries –
Stand up -
Where are the berries? –
Pick the berries –



How to:

Have students sitting at the carpet or in an open space in the classroom. Either follow along with the video provided or watch it ahead of time to learn and then adapt and do it on your own.

Greet students, hands together point to your own heart and say “shidrii” or ‘my heart’ then point hands to students and say “nidrii” to each of them or ‘your heart’. This is the Indigenous language version of “Namaste”, which means the beauty in me honors the beauty in you. Pause video here and Visualize: Close your eyes. Imagine yourself sitting in a berry patch (perhaps at a popular berry picking spot in your region). As your breathing deepens imagine the sounds, the sights and even the smells of where you are, in the berry patch. Remember – this is all in your language. Students will be able to follow along as you’re doing the gestures.

Sitting with legs crossed or on knees

It is sunny – inhale arms come up **“it is sunny”**, reaching for the sun, exhale arms come down. 1x.

It is windy (imagine a slight breeze) – inhale arms come up, exhale arms over to one side **“it is windy”**, inhale to center and exhale over to the other side. 1x.

I see berries – Inhale arms out to side shoulder height, exhale bend elbows and touch finger tips together at forehead (like you’re sheltering your eyes from the sun and looking for something), inhale then exhale and twist to one side **“where are the berries?”**, inhale back to the center and exhale to the other side. Inhale back to the center and exhale release hands and take arms to the side. 1x.

Come onto hands and knees

Pick the berries – inhale one arm and opposite leg up, exhale down **“pick the berries”**. 1x.

I am eating berries – Sitting with knees bent, bend arms at 90 degrees with palms facing up. Inhale one hand to mouth **“I am eating berries”**, exhale hand back to 90 degrees. Repeat on other side.

Sit up

Sitting up – **“sit up”**

Sitting with knees bent, bend arms at 90 degrees with palms facing up. Inhale one hand to mouth **“I am eating berries”**, exhale hand back to 90 degrees. Repeat on other side.

Lie On Back

Lie on back – “**lay down**”

Close your eyes – “**take a rest**”

Sit up

Sitting up – “**sit up**”

Other suggested terms:

Encourage students using terms such as “good” for example say “aha, gwiinzii” (yes, good) when kids sit down or stand up on command.

As an extension: Invite a student who may want to lead a yoga exercise of picking berries or an adaption.

Projects:

The end-of unit project provides students with the opportunity to showcase their growing language skills and to participate in an authentic, shared experience, ideally in front of an audience. It provides motivation for practicing and perfecting one’s language skills and offers opportunities for reflection, inspiration and immediate feedback.

Teachers should share details of the projects with the students at the very beginning of the unit and continually point out how their day-to-day language work will contribute to greater success in the projects.

Assessment of the projects should fit the fluency levels of the students. In a multi-level class, this means that the language expectations of some students may differ from the abilities and language expectations of others and this may be very apparent in the projects. Teachers may need a variety of different assessment tools and rubrics to accurately capture and report on student growth at these varying levels. If you’re finding that students are speaking a lot of English to accomplish their projects than the project is too complex so you need to find a way to simplify it so the focus is on the language.

At the Intermediate level of fluency, the students should strive to meet the following criteria in their presentations:

- Students can comfortably initiate and engage in multi-sentence conversations with others on the topic. Challenge the students to generate conversations (and/or written text) that is at least 15 sentences in back and forth dialogue.
- Student can embellish conversations with explanations and descriptions that add to a shared understanding of the topic.

- Students can convey their understanding of the importance of these plants within the Indigenous world-view.

Below is a list of possible projects. Each project provides a glimpse into the language capabilities of each student and can be matched to many learning outcomes at the Intermediate level of fluency. Choose from among the list below, or create your own that better suit the needs, interests and capabilities of your students.

OLC Links: IN 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.11, 6.1, 7.1, 7.2, 7.3, 7.4, and 7.5

Project 1: My Favourite Plant

The goal of this project is to have the student's research their favourite northern plant and create a project that shares this information with others. The project design may be in many forms including a PowerPoint display with multiple slides each with images, narration and text or a Bristol board project with displays of pictures or samples of the plants along with written descriptions.

Provide class time for the students to research and work on their project encouraging them to stay in the language throughout the process.

The project, whatever form it takes, should include the following:

- The name of the plant they like
- A short description of this plant (what it looks like, where it grows special features...)
- Its connection to the Indigenous World view (legends, medicinal qualities of the plant, traditional uses ...)
- At least three reasons why they like it
- The writing should convey emotion if possible (it makes me happy when....)
- In total about 15 sentences is the goal – try to encourage use of connector words such as and, but not and at least two verbs and two tenses

During the assignment encourage the students to use the dictionary (if available). This promotes independence, relieves a burden on you, their teacher and also helps develop the skills of an effective and powerful language learner.

Make sure that you organize an exciting event to showcase the students' work. This may be in the form of a Traditional Knowledge Plant Fair – like a Heritage or Science Fair- where the public is invited to come view the projects and ask questions of the students. A second option is to host a Public Speaking Event in which the students showcase their projects at a public gathering but also prepare and deliver a 2-3 minute talk on the plant they have studied.

Don't forget to take pictures of the projects and have the students record their reflections of their learning and post these in their Student Portfolio.

Project 2: Elders Say ... The Power of Plants

The goal of this project is to collect and display samples of local plants and present information about these plants as shared by an Elder or other knowledgeable person. Through this project, the student will understand the importance of plants to the health and wellbeing of Indigenous people and come to better appreciate and value Traditional Knowledge shared by Elders. The project could be a PowerPoint project with graphics and photos of the plants but a three-panel display board lends itself to a more effective display with real samples.

The students might focus on specific areas (plants for food, plants for ceremony and medicines) or provide a general overview of the many uses of local plants. Students might tell how and when the plants are harvested and the steps taken to prepare the plants for food or medicines. Refer to Dene Kede (Grade 7 – Lands and Sky) for more detailed information that could be shared in these projects.

Students may need some support in learning to express their ideas in text scripts that are within their fluency level but still easy to read and understand. Simple but descriptive sentence frames might include: *'My favourite plant is I likebecause, It grows, It is picked in It is used for Elders say ... etc.*

Like project ideas from other units, consider hosting an event where the students can share their projects with Elders, parents and community members. As part of their project they should prepare to answer questions, explain new information they have learned and, perhaps, share samples of the plants and food they have prepared. Remember this is all in the Indigenous Language – that's the focus, not the content.

Project 3: Foods or Medicine- A Cook Book

The goal of this project is to have students engaged in an authentic and hands-on project of harvesting and preparing food or medicine under the guidance of an Elder or a knowledgeable harvester and writing their recipes in a Cook Book. Through this project they will learn the language associated with these activities and master the time-honored skills of harvesting and preparing plants for food and medicine.

Consider dividing the class into small groups, each tasked with harvesting and preparing a different food item or medicine. As a written component to the project, ask them to write down the steps they take to harvest and prepare the food or medicine. To extend learning even

further, these recipes can be bundled together into a class cook book. Photos of the harvesting and food / medicine preparation could add greatly to the finished product.

To add the finishing touch to this project, invite Elders or parents to the class and share the foods that the students have prepared along with copies of the Cook book they have prepared.

Note: This project as described above can take significant time. Remember that the focus must be on the language growth.

Post Unit Activity – Self-Evaluation and Reflection

OLC Links: IN 1.4, 1.5, and 1.6

Pair the students for partner talk. Share copies of the student portfolio document - *Traits of a Strong Language Learner*. Discuss these traits in light of the “The Power of Plants” unit they just completed. In their A-B partner groupings, have the students share their learning goal(s) in this unit. (See Pre-Activity) pose the question, “Did you (we) accomplish the goal” Ask the students to provide concrete examples of behaviours that illustrate how they were focused on self-improvement and these goals.

Select students to share their thoughts with the class and as teacher, provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

As a final activity, consider having the students complete another section of the document – My Language Accomplishments (Student Portfolio). Part one of the document asks the students to rate their proficiency as language learners by responding to a series of ‘I Can’ statements. Part two gets them to review and track their progress within the OLC Intermediate Learning outcomes and Part three asks the students to identify new learning goals and come up with a plan for becoming a more powerful language learner.

The *My Language Accomplishments* document is designed to provide students with the skills, attitudes and knowledge they need to become active partners in their own learning. The three part task challenges students to identify their successes and challenges as language learners, understand their progress and to set goals for future learning – all critical skills on the journey towards fluency.