

# Cree Language and Culture



## 12-year Program Guide to Implementation

Kindergarten to Grade 3

2009

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# Chapter 1

## Introduction

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### Chapter Summary

Message to the Teacher  
Cree Worldview  
Cree Values  
*Nehiyaw* Pedagogy  
Oral Tradition  
Protocol with *Kihtheyayak* (Elders)  
Language Variation  
Using This Guide

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### Message to the Teacher

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You are about to explore, with your students, the beauty and diversity of the Cree language and culture.

The Cree people are the largest First Nations group in Canada, with over 80 000 Cree speakers. A significant number of Métis also speak Cree. Cree-speaking people are spread over a vast geographic area so there is a remarkable diversity in the language.

Any language spoken over a large area develops regional differences in pronunciation, vocabulary and grammar. Adaptations of the language materials in this Guide may need to be made for your community.

Your students need to be aware that Cree speakers have political and economic advantages, both at regional and national levels, in being able to communicate in more than one language. Cree is one of the core languages for Canada listed in translation services. Cree is also now accepted at several Canadian universities and colleges for second language entrance requirements in certain faculties.

Encouraging authentic voices in the classroom is crucial to the success of this language program. Whenever possible, use Elders and other community Cree speakers to enrich the language learning. Having students interact with other Cree speakers helps students bring their language knowledge out of the classroom and into the realm of communication.

Language learning and retention takes place through using the language. Students need to hear, speak and communicate in the language to maintain the language. Therefore, it is important to involve parents and community resources to build a supportive relationship for Cree language learning. Most of all, as a teacher, model using Cree as much as possible.

Please familiarize yourself with the important information in this introduction. It will help you implement a successful Cree language program in your classroom.

## Cree Worldview

*Ka-ki-kiskêyihêtan ôma, namoya kinwês maka aciyowês pohko ôma ôta ka-hayayak wasêtam askihk, êkwa ka-kakwêy miskêtan kiskêyihamowin, iyinîsiwin, kistêyitowin, mina nânisitotatowin kakiya ayisiniwak, êkosi ôma kakiya ka-wahkotowak.*

Realize that we, as human beings, have been put on this earth for only a short time and that we must use this time to gain wisdom, knowledge, respect and understanding for all human beings, since we are all relatives.  
– Cree proverb

The Cree, *Nehiyaw*, worldview is not a polarized view but a holistic view. It is not *this or that* but *this and that*. It holds that all life forms are interconnected and that life is sacred. Human beings are not at the top of a ladder but are one part of a sacred circle. Emotional, physical, mental and spiritual realms are not separate but are recognized as part of the whole.

Traditionally, responsibility within the *Nehiyaw* culture primarily involved contributing to the well-being and success of the group—the family, extended family and community. Leadership was developed through service to the community—cooperation and helping others was crucial to survival. Traditional *Nehiyaw* culture still revolves around the connection to Mother Earth and the relationship with family and community.

The concept of Mother Earth in Cree worldview not only encompasses the land but also all of the animals, minerals, rocks, plant life and all of its interconnectedness with humans. Cree people do not use the products and materials of Mother Earth as commodities but regard them as relatives and treat them with utmost respect.

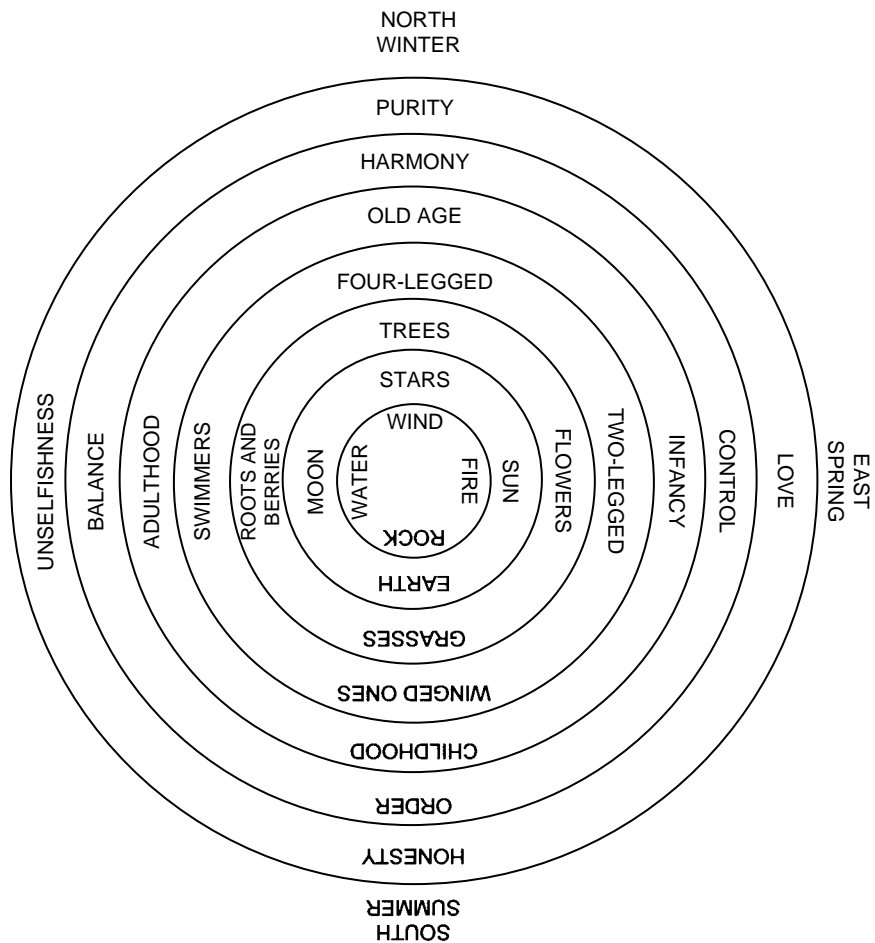
Four aspects common to Mother Earth in the Cree worldview that can be honoured in the classroom are:

- interconnectedness of all things
- connection to the land and community
- the dynamic and changing nature of the world
- strength that develops in *power with*, not *power over*.

Language proceeds from the worldview of a culture. The *Nehiyaw* worldview and philosophy is imbedded in the language and culture. This is also evident in the pedagogy or ways of learning.

## Circle of Life

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Many aspects of the Circle of Life contain sacred knowledge. To explore the circle in Cree, it is necessary to consult with an Elder in your community.

## Cree Values

The underlying foundations for all elements of this *Cree Language and Culture 12-year Program Guide to Implementation (Kindergarten to Grade 3)* are Cree values—those viewpoints and ways of being that characterize the Cree way of life. They are as important today in educating students in the Cree language and culture as they have ever been.

The most important value incorporates the worldview that God/Creator/*Kisemanito/Omâmâwohtawemâw*—the higher power called many names in Cree prayers—permeates all activities in life. In the Community Membership section of each grade level, this is expressed as an overarching value in the outcome—*Students will live peacefully with Mother Earth, others and themselves, guided by the Creator*. Cree values are spiritual in nature and not necessarily religious, although one can practise spirituality through religion. The underlying Cree spiritual value in education is an issue to be dealt with by each education authority or jurisdiction of the community.

These values mark the Cree worldview and concern for Mother Earth. They underpin the way the Cree expect people to act in the world. These values are fundamental to the way Cree parents, Elders and the Cree community intend their children to be brought up and educated.

The primary Cree values are:

- *Wâhkôhtowin* – kinship
- *Mîyo wîcehtôwin* – getting along together
- *Mâmahwohkamâtowin* – working cooperatively
- *Manâtisiwin* and *manâhchihitowin* – respect and respect for each other
- *Pikiskwestamowewin* – speaking on behalf of others
- *Kiskinwahasimôwewin* – accepting guidance
- *Kiskanowapâhkewin* – a keen sense of observation
- *Nanahihtamowin* – obedience, to listen with an open heart
- *Kisewâtisiwin* – compassion, loving kindness
- *Tâpwewin* and *kanacisowin* – honesty and clean living
- *Wîchihitowin* – sharing
- *Okihtowihiwewin* – generosity
- *Tapateyimisôwin* and *ekakisteyimisowin* – humility.

First and foremost is the concept of *Wâhkôhtowin*. Who is your family? *Wâhkôhtowin* involves respect for one another and a way of interacting. This is often dictated by how one is related to others, especially in small Cree communities.

From *Wâhkôhtowin* flow other key values. *Mîyo wîcehtôwin* is what makes a community work—and the way we get along together is by *Mâmahwohkamâtowin*. By cooperatively, we mean that people help each other. This occurs in the community and with students in the classroom. In cooperative learning, students work together in pairs, small groups or as a class—where they learn more from that process and from trusting one another than from doing something alone. This is

learning where positive feedback, not negative, is given; where competition, if it exists, is friendly and not a win for one person or group and a loss for another; and where students are encouraged to take risks when they are ready, and not before.

Respect, with its many shades of meaning—*Manâhchitowin*, *Manâtisiwin* and *Kihceyihitowin*—is one of the most highly regarded values in the *Nehiyaw* culture and drives every aspect of relationships, whether it is traditional kinship to each other and Mother Earth or more modern personal friendships and professional associations. Showing respect for self, all people and every living thing is an important value to share with the world. Respect should be seen in the classroom and must reflect the way respect is seen in the community. Specific examples include listening attentively, keeping quiet, sitting silently without fidgeting, greeting Elders appropriately and answering when requested.

A *Nehiyaw* value that is rapidly being lost is the value of humility or humbleness—*Tapateyimisôwin* or *namôya kisteyimisôwin*. In traditional Cree culture, one does not speak about one's accomplishments. One does not need to boast or brag about what one did; one lets one's life speak for itself. One waits to speak until someone asks one to speak. Within the value of humility is the focus and ability to praise others' work and accomplishments. It is also connected with *Nanahihtamowin*—obedience and listening with an open heart.

*Pikiskwestamowewin* is speaking on behalf of other people. Leaders and Elders use it in advocacy—speaking on behalf of others or speaking to the Creator in prayer. It is used in kinship relations and negotiations. In the classroom, this may show up as apparent shyness. A student may have the expectation that another older student or those with more authority should speak on his or her behalf for permission or for a favour. This value is not appreciated by modern culture where people are expected to speak for themselves.

The value of sharing is expressed in various Cree communities as *Wîchitowin*, *Pahkwenamâtowin-wichihitowin* or *Nîsohkamâtowin*. Sharing food is a common outward expression and also ties in with generosity—*Okihtowihiwewin*.

*Kisewâtisiwin* is compassion and loving kindness, a value that Elders make part of their highest goals.

*Sâkhitôk mina  
wicîhitôk.*

Love one another  
and help one  
another.

– Cree proverb

Cree values focus on *Kiskanowapâhkewin* about the world around us. This observation may last longer than is acceptable in school situations and must be accommodated and facilitated in the Cree language classroom as a valid way of learning. As students, as community members or as Elders, the Cree gather information about what is seen, then draw conclusions about it without rushing to assumptions and judgements. That characteristic is fully supported by another value—*Kiskinwahasimôwewin*—the ability to ask for, receive and accept guidance from parents, Elders, teachers and other members of the community.

## Nehiyaw Pedagogy

Traditional Cree pedagogy—methods of teaching and ways of knowing and learning—is based on the principle of oneness with nature. It is a holistic approach that encourages the idea that everything interconnects. It involves mutual respect, attention and the desire to learn.

It is important to see the classroom as an extension of this philosophy and as a vibrant part of the community.

The language used in the classroom needs to be inclusive, gentle and encouraging. Traditional *Nehiyaw* education took place in small groups with extended family and community involvement. Teaching and learning involved observation, listening, modelling, demonstration— with multi-sensory and hands-on experiences. It was daily task-based learning that engaged children’s curiosity. It was *kiskonohamâsôwin*, encouraging critical thinking where children listened, observed and analyzed a task until they felt ready to do it themselves. Oral tradition was highly developed in Cree culture in comparison with European culture, where teaching and learning was based strongly on written material.

From an early age, children were taught the art of listening and remembering. Oral tradition and memory retention helped people to be self-reliant in a land where one mistake could cost them their lives. Children learned how to survive in their environment by listening to the stories of the *Kihteyayak* (Elders).

Traditional pedagogy relied on the idea *if children ask, they are ready to know*.

Children went to *Kihteyayak* and community adults to gain knowledge and skills in areas where they were interested and willing to learn. Children were also invited by *Kihteyayak* to come and listen and observe—*Kihteyayak* and parents sensing that a child was ready and needed certain knowledge. In line with *Kiskonohamâsôwin*, the *Kihteyayak* and community adults balanced education between instructing the children and providing enough information for children to learn for themselves.

In the classroom, having students help decide what they wish to learn would fit closely with Cree pedagogy. The teacher sets the learning environment by planning ahead and being fully prepared. Instruction builds on what students already know and what they are curious about. Units and lessons are planned but open to student input. This task-based learning underscores the current educational philosophy that ties in with the traditional Cree pedagogy of focusing on student needs, abilities and interests.

Cree communities view curriculum development and pedagogy as a means to have relevant and successful experiences for Cree students in any school system. The policy paper, *Indian Control of Indian Education, 1972*, written by the National Indian Brotherhood, states:

“Unless a child learns about the forces which shape him: the history of his people, their values and customs, their language, he will never really know himself or his potential as a human being. Indian culture and values have a unique place in the history of mankind. The Indian child who learns about his heritage will be proud of it. The lessons he learns in school, his whole school experience, should reinforce and contribute to the image he has of himself as an Indian” (p. 9).

## Oral Tradition

In *Nehiyaw* culture, oral tradition has been the most important method for passing information and knowledge from one generation to another. Students need to be taught to value and respect oral tradition.

The initial lesson in oral pedagogy was to respect the teacher and storyteller by learning how to listen (mental awareness). The lessons would be in an environment conducive to learning (physical). The place of learning would be safe and caring (emotional) with proper protocols relating to Mother Earth—humans, animals, plants, rocks—and the Creator (spiritual).

Storytellers have always been respected within traditional *Nehiyaw* culture. Storytellers carry within their stories the legends, spiritual truths and history of the Cree people. Stories pass on the values and beliefs that are important to Cree people and preserve the language. Storytellers speak from the heart and the listener listens from the heart.

In traditional oral cultures, children who show an aptitude begin at an early age to be trained in the art of storytelling.

There are many types of stories. Sacred stories are only told in the winter unless special permission is given through ritual and ceremony. Some stories are short with a particular ending or moral and all are full of humour. Many stories are open ended, long extended stories with many levels of meaning. Stories are repeated over and over and change over time to reflect life in the community. As listeners mature and gain life experience, the meaning and lessons in the stories reveal themselves in different ways. What one discovered in a story as a child can be very different when one is an adult. A story written on paper becomes frozen in time while the beauty of an oral story is that it remains a living, flexible and dynamic part of culture and language.

Stories can expand a student’s world. Storytelling is not just ancient legends and stories but present-day stories about daily events and activities. Stories can include show and tell, retelling stories heard before with connections to other curriculum areas such as geography, social studies and science. Where did this story come from? What animal characteristic does this explain?

Stories told in a community belong to that community and usually to a specific storyteller. A story can be given to someone as a gift but most often the story is passed from one generation to another within an extended family. It is important to be sensitive to story ownership and seek permission to use a story in the classroom or, even better, have a storyteller come and tell a story.

## Protocol with *Kihteyayak* (Elders)

Cree *Kihteyayak* are men and women who are the keepers and teachers of oral tradition, traditional knowledge and spirituality. *Kihteyayak* are vital to the survival of the culture and always need to be treated with respect and honour.

Inviting *Kihteyayak* from your community to speak of traditional ways, tell appropriate stories, describe or perform traditional ceremonies and interact with students will add meaning and richness to learning Cree. Different *Kihteyayak* have different gifts and have key roles in transmitting knowledge in all areas of language and culture.

Issuing invitations to *Kihteyayak*, especially in traditional communities, requires correct protocol. Find out about the specific procedures in your community, since they can vary from area to area. It is important that students be prepared in advance for expected behaviours.

It is also important to check with your school administration for any rules your school may have for inviting speakers or guests into the school.

By interacting with other Cree language speakers, such as *Kihteyayak* and other community knowledge keepers, language learning can be maintained and brought to life.

## Language Variation

Cree is spoken in many areas across Canada. The Cree language, with five major dialects or variants, is the most widely spoken language of the Algonquian language family. Other Algonquian languages include Blackfoot, Ojibwa and Michif. Most Cree speakers can understand each other but differences in vocabulary, pronunciation, spelling and language use can affect comprehension. Linguists refer to the variations in a language as dialects. All languages have multiple dialects and Cree has five such distinct variations:

Atihkamek – R  
Moose Cree – L  
Plains Cree – Y  
Swampy Cree – N  
Woodland Cree – Th.



The various Cree dialects would say the word “you” like this:

Atihkamek – *Kîra*

Moose Cree – *Kîla*

Plains Cree (Northern Plains Cree and Southern Plains Cree) – *Kîya*

Swampy Cree – *Kîna*

Woodland Cree – *Kîtha*.

The Cree contained in this guide is the Plains Cree Y dialect that has two distinct variations: Northern Plains Cree (NPC) also known as Bush (*Sakâw Nehiyawewin*) Cree spoken north of Edmonton, and Southern Plains Cree (SPC) known as Prairie/Plains (*Paskwâw Nehiyewewin*) Cree. You may experience one of the two variants or both in your community. Feel free to adapt the language to your regional variation.

The Y dialect uses 10 consonants (p, t, c, k, s, m, n, w, y, h), three short vowels (a, i, o) and four long vowels (â, î, ô, ê). Both pronunciation and spelling vary within regional Y dialect use.

Although a syllabics system was the traditional form of Cree writing, this guide will use the Standard Roman Orthography (SRO). It is advisable to use a standardized way of writing to assist students in literacy, whether using SRO or syllabics.

Traditional Cree is a nature- and relationship-based language. With over 30% of Cree people now living in urban centres, teaching students the rich variety of Cree language vocabulary relating to nature can be a challenge. A walk in the schoolyard or a trip to a nearby park may be the closest experience some students will have with nature. However, like all living languages, Cree is growing and changing, with new words being created and becoming part of everyday use.

## Using This Guide

This guide will provide you with the tools needed to plan a successful Cree language experience in your classroom.

As a teacher, you will choose appropriate activities with your students from the Sample Teaching and Learning Activities. The activities and assessment strategies are samples you can add to and adapt to fit your classroom situation. Choose activities that students are most interested in and ones that will work with the resources available to you.

The activities are divided into four sections: Applications, Language Competence, Community Membership and Strategies. Each section has its own emphasis. It is advisable to integrate activities from all four sections when preparing year, unit and lesson plans.

There are more activities listed than you could use in a single lesson so it is important to plan ahead and use those that will work best.

Various teaching and learning strategies are included in the sample activities and assessments and noted in the Strategies section. Detailed explanations of what they are and how to use them can be found in the Appendices at the end of this guide.

The Appendices also contain additional information, vocabulary, background, planning tools and resources.

# Chapter 2

## Teaching and Learning Cree Language and Culture

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### Chapter Summary

Communicative Language Competence  
Developing Cree Language Competence  
Teaching for Cree language Competence  
An Effective Cree Language Learning Environment  
Suggested Teaching and Learning Strategies  
Combined Grades in the Cree Language and Culture Classroom

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### Communicative Language Competence

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The Cree Language and Culture 12-year Program, Kindergarten to Grade 12, is a communicative competence program. This means teaching and learning to increase each student's ability and comfort in using Cree. Communicative competence means using the language in many situations with ease and with minimal errors.

Is there fluency, comfort and ease in using Cree in a variety of settings and situations? Is there accuracy? Is the student using the language correctly; i.e., vocabulary, pronunciation, grammar, social appropriateness?

With beginning learners, it is more important to have them be comfortable with the language than to be concerned with accuracy.

## Developing Cree Language Competence

Developing Cree language competence is best done through activities and tasks that integrate the Cree language with Cree culture.

The focus of the Cree classroom is to promote as much language learning in Cree as possible so minimal use of English is required. Anyone entering the Cree language classroom should hear Cree being spoken.

In the Cree language classroom, students will engage in three kinds of language learning:

**Students *learn* Cree:** Cree is learned by students through meaningful activities and tasks using the language. They learn Cree by sharing ideas, conversations, dialogues, discussions, rituals, ceremonies, songs and stories. By using Cree in different contexts, with topics interesting to students, language learning and retention is nourished and maintained.

**Students *learn through the* Cree language:** As students listen to Cree being spoken live and on tape, read books in Cree, explore Cree Web sites on the Internet and view Cree materials such as posters, photographs, videos and similar items, they use the Cree language to increase their knowledge of Cree culture and the world. This also helps them develop greater literacy and thinking skills in the language.

**Students *learn about the* Cree language:** Students learn how the Cree language works in order to become effective communicators. When they learn vocabulary, phrases, dialogue, rules and grammar in context, the Cree language becomes real, meaningful and useful in their lives. Grammar is modelled, not taught in isolation. Students begin to use language patterns, grammatical rules and discourse information to engage more actively in their own Cree language learning.

## Teaching for Cree Language Competence

Communicative language teaching uses speech as its organizing principle; e.g., asking questions, commenting, apologizing, complimenting, reporting, storytelling, giving directions, making requests. Communication includes speech as a whole, whether nonverbal or what is actually being said. The goal in the Cree classroom is to encourage students to speak, interact, socialize, be understood in and understand Cree. The context determines what is said, how it is said, to whom, where and why.

Wherever possible, include students, individually, in pairs or in small working groups, in defining and choosing activities that will develop their language competence and promote a sense of pride and ownership in what they're doing.

As a teacher, you review, reinforce and develop Cree language learning by exposing students to the language and structure many times and in many different ways. You give students the opportunity to apply the language continuously over an extended period of time.

### ***Developing Students' Listening Comprehension***

To acquire the language, it is important for students to hear the Cree language spoken fluently and in the proper context. The more students can hear Cree spoken in a variety of situations, the better they will understand what is being said. They will also pick up on body language and other nonverbal strategies a Cree speaker may be using to communicate. Limited exposure to Cree and continual translation into English will slow down language development. The more a teacher uses Cree, the more readily students are encouraged to follow suit.

Sometimes students may go through a silent period before being willing to try Cree themselves. They are listening and learning. If the teacher continues to speak and model Cree, the student develops a stronger comfort level. As confidence increases, the student becomes willing to speak and participate more fully.

To maximize learning of Cree, especially in the very early stages, the following points are worth considering.

- Use authentic texts produced for and by speakers of Cree.
- Use short, simple and meaningful sentences.
- Use vocabulary in common use in the local Cree community.
- Use gestures, facial expressions, visuals or appropriate objects to help students understand.
- Use humour.
- Use topics and content that are familiar and of interest to students.

### ***Developing Students' Speaking Skills***

How do you develop Cree language speaking skills so effectively that a student has the opportunity to engage in useful dialogue with another person or group? To help direct this area of communicative competence, the following suggestions may be of value.

- Work in cooperation with students to choose dialogues and sentences that mean something to them and to which they can relate.
- Have the language be so useful to students that they are encouraged to apply it inside and outside the classroom setting.

- For any planned language activity, make sure there is a model, proposed dialogues, sentence patterns or examples so that students clearly understand the expectations for that activity.

As students become more proficient in Cree, you can add more challenging dialogues, encouraging them to try different sentences on their own. This follows the findings of Lev Vygotsky, the Russian languages expert, that “to continue to learn, the language students are exposed to should always be just a little beyond their current capabilities. A student should be able to do a task with help today and be able to do it on his or her own tomorrow.”

### ***Developing Students’ Literacy Skills***

Development in Cree language learning includes the key literacy skills of reading, writing and representing, including drawings, dioramas, posters and cartoons.

Students have different strengths, learning styles and habits. The following practices may be helpful.

- Allow students to work from their own strengths.
- Choose the most effective form of literacy to promote student growth and understanding of Cree language forms and patterns, Standard Roman Orthography (SRO), syllabics and phonetic spelling.
- Use representation such as drawing, working with the computer and displaying different types of art forms and crafts. These could include beadwork, cartoons, ceramics, carvings and other forms of literacy more significant to Cree and Métis communities.
- Besides reading and writing, use storytelling, drama, role-play, syllabics and humour to enhance language development.

### ***How Grammar Fits***

Grammatical patterns provide students with a scaffold to build upon as they learn to manipulate language and create their own. Grammar, however, must be placed in the appropriate context and integrated into language dialogues and patterns to facilitate learning. Smart practices about grammar include:

- Never teach grammar in isolation—it’s a high level of learning if not contextualized properly. Students will come to understand grammar elements through the use of the language in meaningful and relevant contexts.
- Understand that a particular structure, pattern, rule or code will not be mastered after a single lesson. Review and reinforce a grammar element by engaging students with the structure in many different ways over an extended period of time.

- Have activities or tasks focusing on grammar integrated into daily learning activities and classroom routines. The routines are integrated properly into the theme or topic so the student does not repeat meaningless isolated patterns, such as colour or animal names and numbers.
- Integrate grammar into **all** activities.

## An Effective Cree Language Learning Environment

In entering the Cree language classroom, students bring with them their own particular background knowledge of the Cree language and culture. Before students can build on that knowledge, the teacher has to determine what that level is and use it as a starting point for instruction.

Some students may come to the classroom with no Cree language background. Some may be reluctant to speak because they are afraid they won't be able to do it well enough. There may be shame around speaking the language and fear of being laughed at. Building student self-esteem regarding Cree language learning is part of creating an effective Cree language program.

The classroom is intended to be a safe environment where students are free to learn, experiment and take risks with the language as a natural part of the learning process. It is primarily the Cree teacher's responsibility to make sure that the classroom is an encouraging, supportive environment for using the Cree language. It is equally important that the Cree classroom have the resource support of the school and the community.

For the best possible learning to take place, Cree language teachers should have their own space—a classroom designated for Cree language teaching to provide a consistent and welcoming place for learning a valued language.

A minimum of 150 minutes per week needs to be devoted to Cree language learning. Dividing the time into daily lessons is the most effective way of teaching and having students retain what they have learned. If the Cree language is to be retained and be a vital part of the lives of students, it must be used on a regular basis.

Integrating Cree language into other areas of the curriculum is an effective way of increasing language learning.

Within the Cree classroom environment:

- Cree is the language of status in the classroom
- students have the opportunity to learn Cree and gain cultural knowledge through meaningful interactions with peers, community members and Elders
- classroom experiences are linked to practical life experiences and use the natural environment
- teaching and modelling language strategies that students can use to learn on their own is a part of daily instruction

- language learning activities are relevant to students and focus on topics of interest to them
- teachers encourage and bring forth personal responses to oral, print and multimedia texts
- students are actively involved in constructing meaning and engage in concrete hands-on activities
- students are involved in setting criteria for assignments and assessments and are encouraged to take ownership and evaluate their own learning
- the sharing circle is used as a primary teaching strategy to promote discussion and common understanding
- students are encouraged and given the opportunity to express their ideas and opinions
- the classroom is a safe, nurturing and inviting community, where errors are seen as a natural part of language learning.

## Suggested Teaching and Learning Strategies

To reflect traditional Cree pedagogy, teaching and learning strategies have also been identified in the Cree traditional pedagogy categories of:

- cooperative learning
- modelling and imitation
- memorization and recall
- observation and reflection.

The categories are not rigid and some strategies can go in more than one category.

Using a variety of strategies and discovering the most effective strategies to use with your particular group of students will make teaching Cree language and culture an interesting and dynamic process.

Detailed information on these strategies can be found in the Appendices in the back of this guide.



**Cooperative Learning**

Author's Circle  
Brainstorming  
Consensus Discussion  
Inside–Outside Circle  
Mind Map Research  
Projects Sharing Circle – Talking Circle

**Modelling and Imitation**

Echo Acting  
Readers' Theatre  
Role-play  
Total Physical Response (TPR)

**Memorization and Recall**

Choral Reading and Speaking  
Cloze Procedure  
Language Ladders  
Mnemonics  
Semantic Mapping  
Storytelling  
Word Map

**Observation and Reflection**

Journals and Learning Logs  
KWL and KWLH Charts  
Language Experience Charts  
Nature Walk  
Sketch to Stretch  
T-charts  
Venn Diagram  
Visual Imaging

## Combined Grades in the Cree Language and Culture Classroom

The Cree way of teaching is to teach to the interest level of the students and not intentionally separate them because of age or size. Ensure the group is small enough so no one will be left out of the modelling and instruction given to the group. If the size of your group is too large, some students may not receive quality instruction.

A combined grade is defined as grouping more than one grade level at the same time with one teacher. This situation in the Cree classroom is common, especially if the program is new. Studies consistently show that there is no significant difference in achievement between students in a one-grade classroom and those in a combined grade.

The goal of combined classes is to improve the learning of Cree in the classroom. Students who work well together will assist each other with language learning; therefore, student groups should be organized for success with the language. If peers feel comfortable and are able to take risks with each other, this will be beneficial for the group. If students are afraid to take risks with each other, a different arrangement may be required.

Some benefits of a combined-grade classroom are:

- Social interaction takes place between students of different ages. Older students often develop a sense of responsibility, while younger students can be challenged and given an opportunity to move ahead.
- Students are enabled to work at different levels in a way that is not obvious to other students. For example, an older student with less developed skills can participate effectively and contribute to the group.
- Older students are able to review and internalize their learning through participation in cooperative learning groups.
- When a new concept is introduced to one grade level, it is practised or reinforced by the other grade level.

The key to a successful combined-grade experience is the use of effective strategies for instruction and planning. These strategies include:

### ***Cycling Areas of Experience***

Different areas of experience are covered each year for the class as a whole. For example, the Grade 4 Cree class will cover certain themes one year and different themes the following year. This will work well if you know that a combined-grade class will continue together for a few years.

### ***Combining Concepts***

Areas of the curriculum that have similarities and overlap from one grade to the other can be combined, allowing students to work together.

When grammatical elements or certain concepts do not match and a particular group needs the teacher's attention, adjustments are required. For example, you may give one grade a task while instructing the other grade. Alternatively, each grade may have a long-term project that can be worked on independently while you instruct the grade needing help.

### ***Use Cooperative Learning Groups***

When organizing cooperative learning groups, you can often put different grades together; e.g., Kindergarten and Grade 1 Cree students can sit together in a group. In this way, students can work together in a manner that benefits all of them.

### ***Build an Inviting and Positive Atmosphere***

The best classrooms have a learning environment that is accepting of differences. In these classrooms, students of all levels feel that their opinions are valued and that they have an important place in the class. One way to build this sense of community is through activities that encourage students to participate and work as a team.

### ***Assessment and Evaluation in the Combined-grade Classroom***

Whether single grade or combined grade, assessment practices do not differ, although certain methods may have to be adapted. Teachers will still need to teach concepts separately and monitor student progress accordingly.



# Chapter 3

## Planning for Instruction

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### Chapter Summary

Why Plan?  
Sample Planning Procedure  
Areas of Experience—Themes  
Key Elements of the Year Plan  
Developing Unit Plans  
Developing Lesson Plans  
Global Task List  
Planning for Balance  
Reviewing

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### Why Plan?

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A year working with students in the classroom is a major commitment. To ensure that the year is as well-organized and stress-free as possible, a good advance plan that is realistic and flexible helps make the process easier for everyone. A plan provides flexible guidelines for action. Goals and activities are chosen with the knowledge that these may change depending on students' needs and feedback.

The benefits of advance planning are that it helps the teacher:

- understand curriculum outcomes and student needs
- integrate learning with the community calendar
- meet the expectations of the curriculum, school, students and parents
- ensure that topics are sequenced in a logical way for improved student learning
- anticipate individual student needs and unexpected situations that arise in the classroom
- reduce management problems in the classroom
- determine needed resources and how to access them
- reduce preparation time and increase effectiveness
- collaborate with colleagues about curriculum, best practices, individual student needs and effective use of resources.

## Sample Planning Procedure

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1. Planning usually begins with a year plan. Choose a year plan format.
2. Check the Areas of Experience list for topics or themes to suit your grade level and students.
3. Look at the various general and specific outcomes for your grade level. Choose where they would fit best into your year plan.
4. Consult calendars for seasonal, holiday, school and community events where students would have exposure to and be able to use Cree. Note these on your year plan.
5. Choose themes, activities, goals and assessment strategies best suited to your students and place them in time frames within the year.
6. From within the year plan, pull out suitable units. Choose a unit plan format.
7. Plan units with possible time lines, activities and assessments. Each unit should include teaching and learning activities from all four sections in this manual: Applications, Language Competence, Community Membership and Strategies. Check on available resources.
8. Be sure to check with your community as to the protocol and contact time required for involving Elders.
9. Choose a lesson plan format. There are many ways to plan a lesson. Choose one that suits your needs and style.
10. From your unit plans, develop specific lesson plans for each day of the unit. As daily lesson plans progress, you will note the various learning styles of your students and adapt the plans.
11. Remember that your plans are working documents. They need to be solid enough to provide a framework to guide instruction but flexible enough to adjust and adapt to student interests and needs.

## Areas of Experience—Themes

The table below contains a list of topics or areas of experience that can be developed at different levels.

Kindergarten	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"><li>• my family</li><li>• my daily routines</li><li>• seasons</li><li>• my body</li></ul>	<ul style="list-style-type: none"><li>• my family</li><li>• daily life</li><li>• weather and seasons</li><li>• my body</li><li>• clothing</li><li>• my house</li><li>• things around me</li><li>• things at my house</li></ul>	<ul style="list-style-type: none"><li>• foods</li><li>• school</li><li>• measurements<ul style="list-style-type: none"><li>– time</li><li>– money</li></ul></li><li>• pets</li></ul>	<ul style="list-style-type: none"><li>• my community and neighbourhood</li><li>• music</li><li>• domestic animals</li><li>• extended family</li><li>• games</li></ul>

## Key Elements of the Year Plan

In creating a long-range plan or year plan, **look at students’ background knowledge, elements of curriculum, the school’s goals, timetable, the seasonal round, community calendar and the year ahead.** On this basis, make a tentative sequencing of classroom instruction units that would be meaningful and effective for students.

Long-range planning is making decisions about the direction of your programming based on your best professional judgement. To have a useful plan, risk-taking, continual monitoring and subsequent modifications are crucial parts of the planning process. A real year plan will reflect changes and be a working document, not a finished product.

Community and relationships are very strong and very important to Cree people. To ensure that Cree communities remain strong, educating young people in the Cree language and culture is fundamental. Any classroom plan must therefore reflect a past, present and future Cree heritage. Input from and recognition of the role of the community, particularly its *Kihtheyayak*, needs to be an inclusive part of any plan.

It is often wise for a teacher to have a *Kihtheyaya* (Elder) from the community as a mentor.

The community calendar is a valuable tool in making a year plan. Community events can be excellent opportunities for students to use and practise Cree. Classroom discussions and creative language activities based on real community events and experiences give meaning to language learning.

Four key elements important to a year plan are:

1. Curriculum Outcomes
2. Student Knowledge, Experience and Involvement
3. Assessment and Evaluation
4. Resources.

### **1. Curriculum Outcomes**

What are the expected outcomes for the year and how can they be achieved?

In this guide, both general and specific outcomes have been clearly identified for each grade level.

Learning outcomes identify the knowledge, skills, strategies and linguistic competence that students are expected to achieve by the end of a grade. The outcomes integrate the six language arts: listening, speaking, reading, writing, viewing and representing. Students will develop knowledge, skills and strategies specific to oral, print and multimedia texts for a variety of purposes and applications.

The outcomes are the starting points for the year plan at each grade level. They assist the teacher in:

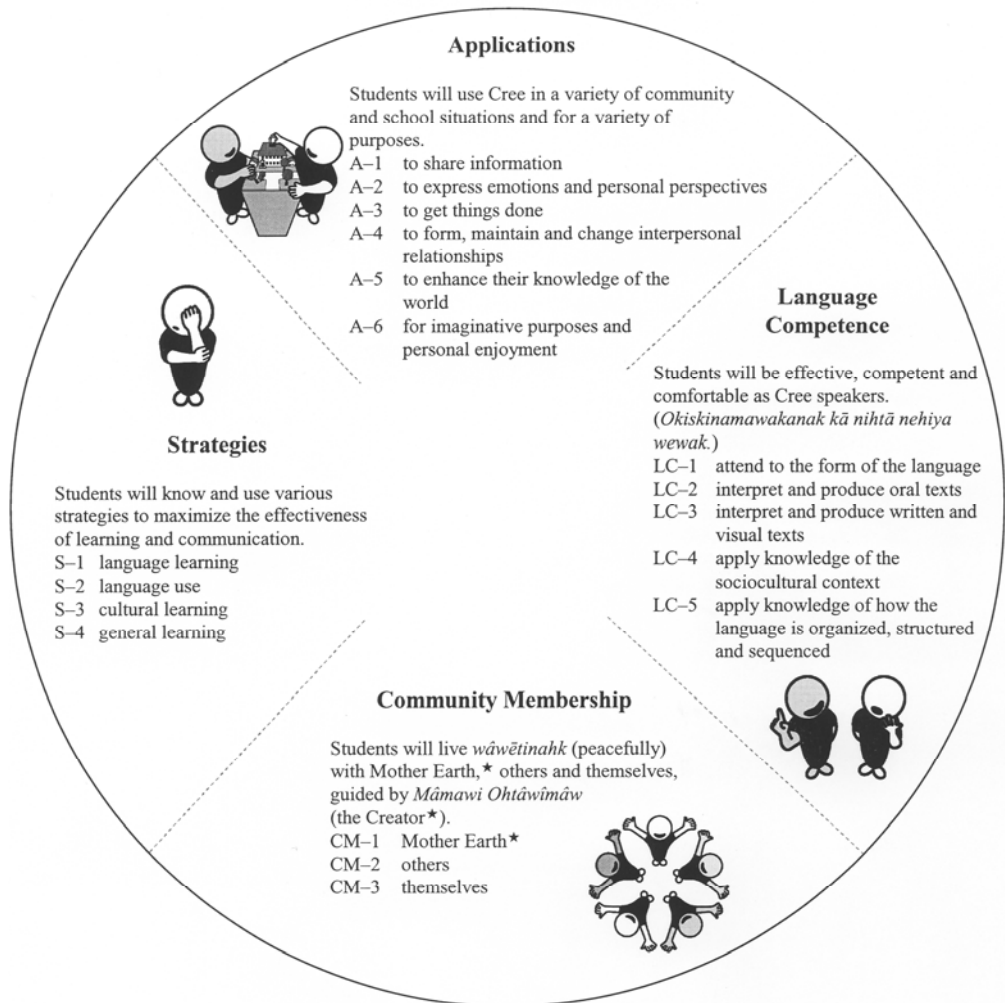
- establishing goals for learning, instruction and assessment in Cree
- knowing and using the curriculum—the general and specific outcomes
- selecting the appropriate learning outcomes from the curriculum based on your knowledge of your students
- focusing each unit and sequencing units into a year plan
- selecting teaching and learning activities that are meaningful for students and fit the communicative language approach
- selecting culturally appropriate learning resources and checking their availability
- incorporating appropriate assessment and evaluation
- monitoring student progress in achieving learning outcomes in Cree.

The general outcomes in the Cree Language and Culture Program of Studies are divided into four components:

- Applications
- Language Competence
- Community Membership
- Strategies.

Choosing outcomes and activities from each component for year plans, units and lessons will enrich student learning. Many outcomes will connect, overlap and support each other.





The *Applications* component deals with what students will be able to do using the Cree language. It is primarily an oral component. Students imitate the language, speak it, converse and discuss.

*Language Competence* deals with the technical end of the language. Students deal with the structure and organization of the language. They use this knowledge to produce various texts.

*Community Membership* deals always with culture and how the language is not separate from the culture.

The *Strategies* section includes elements that help with improving both learning and communication.

*Âtiht ôhi isihcikewina poko okiskinohamâkewak ta âpacihtâcik (tâpiskôc miyâhkasikewin) ekwa Kihtheyayak ta mamisîtôtâhcik.* (Some of these activities, such as smudging, require extreme care, caution and sensitivity on the part of the teacher. Teachers should consult Elders in their local community regarding traditional practices.)

## 2. Student Knowledge, Experience and Involvement

Students in the Cree classroom come to school with a wide range of individual needs, background knowledge and experiences that impact their learning. It is important to assess what you know about your students and incorporate this into your plans:

- What are their strengths?
- What is their background knowledge?
- What learning abilities and disabilities might they have?
- What prior home and life experiences have they had?

For students to achieve the desired outcomes by the end of each grade level, they need to take ownership of their own learning and be involved in the decision-making process. Brainstorming at the beginning of the year to find out what students know and want to know can help the process.

Choosing teaching and learning activities with students' interests, strengths and abilities in mind will assist them in achieving the outcomes of the Cree Language and Culture Program of Studies. Each specific outcome should be meaningful to your students and could potentially be met through a wide range of teaching and learning activities. This *Cree Language and Culture 12-year Program Guide to Implementation (Kindergarten to Grade 3)* contains numerous sample teaching and learning activities that can be helpful when planning for instruction. These are sample activities only and you should feel free to create your own activities to best meet the needs and interests of your students.

## 3. Assessment and Evaluation

As planning occurs for meaningful learning, students also need to provide input regarding assessment and evaluation. Students experience a high level of success with language learning if they are a part of the planning and assessment process. This again promotes ownership and success with the language tasks. With input, they are better prepared to work toward achieving outcomes they have agreed upon. Including students in planning for assessment will also ensure they receive quality and timely feedback regarding their achievements.

## 4. Resources

Students need to work with a variety of resources when studying Cree language and culture. Authentic resources, selected and designed for and by Cree speakers, are particularly useful and important. By using authentic resources, students gain experience in finding, exploring and interpreting different kinds of texts, and have models for producing texts of their own. Because of the importance of oral texts and the oral tradition in the Cree culture, keep in mind that community members, especially Elders, are an important resource for the classroom. Use the community calendar to note pipe ceremonies, feasts, powwows, cultural camps, drumming and other cultural events that could involve your students.

By using a variety of resources, teachers can better accommodate the diverse learning needs of students. Even though all students in the class may be working on the same task, they can be using different resources depending on their preferred learning styles, levels of proficiency or cognitive development. Availability of resources also varies. For example, online Internet materials may be easily available in urban centres but not in remote communities. In planning, you need to be aware of what resources are available in your classroom, school and community.

*In summary, planning is important and there are many types of long-range plans. Choose a style that meets your needs and those of your students. Remember, there is no one right way to plan.*

## Developing Unit Plans

Unit plans flow from the year plan.

To develop a unit plan, first brainstorm and discuss interests and needs with students. Based on the discussion, organize strategies and select specific learning activities that match curricular objectives and learning outcomes. A particular task or project that can be worked on over several days or weeks often is a good basis for a unit.

A task-based or project-based approach to learning Cree is designed to have students develop language competence and communicative skills by doing things rather than by simply studying the language. The students do not begin by learning the form or grammar. Instead, they find themselves in a situation where they must use the language for a definite purpose; e.g., to complete a clearly defined task or project.

All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Grammar is taught by using the language—not as a separate lesson—and it is included when students need to know elements of the Cree language to accomplish the task more effectively. The task provides the framework in which all skills, knowledge and attitudes are developed.

When planning units using a task-based or project-based approach, begin with a theme or topic and a task.

### **How to plan for a task-based unit**

Students, in cooperation with a teacher, choose a theme or topic of interest to develop their communication skills in Cree. The following steps provide a list of considerations for unit planning.

1. **Students and the teacher decide on a unit task of interest to students and within their capabilities.** This task becomes the main element around which the unit is organized and can often take the form of a project to be worked on over several weeks.

2. **Look for community resources that might be useful in preparing students to carry out the task.** These may include Elders and other respected community members, content experts in the community and student involvement in community events. Gathered resources should be attractive and rich in visual supports, such as charts, pictures, diagrams, videos.
3. **Work with students to determine what is needed to carry out the task** and the process to follow in producing the product; e.g., working in groups, doing research, interviewing people. The teacher facilitates language functions, vocabulary, grammar, historical and contemporary elements of the culture, strategies, and general knowledge through a variety of tools, including drama, puppets, role-play, storytelling and sharing circle. Where possible, use community resources.
4. **Outline a series of steps or mini-tasks directly related to the unit task to facilitate students' learning and use of language to carry out that task.** Some of these mini-tasks might focus on building vocabulary, learning and practising specific grammatical structures, developing a cultural element or working on a learning strategy.
5. **Determine the specific outcomes for the unit,** keeping in mind the need to include all four components: Applications, Language Competence, Community Membership and Strategies.
6. **How could parts of the unit be adapted to accommodate the needs, interests and abilities of different students?** Use a variety of resources and activities to engage the various learning styles of students. Be prepared to be as flexible as possible without compromising the objectives and outcomes of the unit.
7. **Involve your students in assessment and evaluation** and integrate it throughout the unit.

Although we have presented unit planning as a series of steps, it will most likely involve going back and forth between steps, not straight through from step one to step seven. Some planning takes place beforehand and some as the unit progresses.

Hints:

- Begin a unit with an exciting activity to capture the interest of your students. Encourage them to talk about what they know about the topic and what they expect to learn.
- Involve students in planning the unit so they feel part of the project and more willing to learn.
- End the unit with an activity that encourages students to reflect on what they have just been through, discussing what they learned, the strategies they used and how their attitudes may have changed. For example, you might plan future

units based on any gaps that show up in their knowledge and skills. This step drives independent learning and develops metacognitive strategies.

A well-written unit plan can provide specific lessons within the plan to assist with writing daily lesson plans.

## Unit Plan Components

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### Checklist

- Have you selected the outcomes you wish to focus on in this unit?
- Have you considered student needs, interests and abilities and incorporated student input?
- Have you considered the relevance of this unit to:
  - students' lives outside of the school context?
  - students' language and learning experiences in other subjects?
  - students' continued Cree language development?
- Can you identify the outcomes related to Language Competence and Applications students will attain?
- Have you incorporated appropriate Community Membership outcomes into this unit?
- Can you identify the historical and contemporary elements of the Cree-speaking cultures present in the Language Competence content of the unit?
- Can you provide a rationale for the unit?
- Have you selected interesting, useful and varied resources and community resource people for the unit?
- Have you included a variety of instructional strategies, language experiences and activities?
- Have you provided opportunities for students to apply listening, speaking, reading, representing and writing skills in different contexts?
- Does the unit plan allow for flexibility and adaptation?
- Have you provided opportunities for student input and shared decision making?
- Have you included student input to determine appropriate assessment and evaluation techniques?
- Have you considered possible unit extensions and applications?

## Developing Lesson Plans

Lesson plans map out, in detail, instructional and learning activities in support of one or more curricular outcomes. Usually, lesson plans refer to daily plans. These daily plans should always review, reinforce and develop previous learning. New information should be presented in conjunction with familiar learning.

Activities that are incorporated into a daily lesson plan need to reflect real experiences as much as possible. Separating an activity from its community, social or spiritual context reduces the meaning and usefulness of the activity. Connect activities with the underlying values and worldview of your Cree community.

## Global Task List

Make a/an	Learn a/an	Do a/an
list booklet big book pamphlet or brochure dictionary recipe book guide picture album poster mural collage model catalogue diorama class display crest map calendar greeting card menu family tree cover (book, CD, video) game board advertisement comic strip puppet classified ad	game sport song dance poem story craft (then make up a new one)	survey research project simulation role-play interview demonstration debate biography critique
	<b>Keep a log of</b>	<b>Students plan a/an</b>
	books read television programs watched weather changes hunting expeditions cultural events attended	field trip exchange immersion weekend excursion mean feast, cultural event guest speaker visit to an Elder
	<b>Present a/an</b>	
	fashion show display Aboriginal regalia puppet show play based on life experiences dance—Aboriginal dance concert	
<b>Solve a problem</b>	<b>Write and send a/an</b>	
jigsaw task information gap cloze activity grammar dictation science experiment mathematics problem participate in decision making	personal letter greeting card invitation to an Elder, guest speaker and community resource person with a home visit and then a delivered invitation, following appropriate protocol invitation to the community, guest speakers or Elder	

## Planning for Balance

Creating a balance between classroom-centred experiences and real-life applications of the Cree language is essential in preparing students for the world beyond the classroom. This can be achieved through a wide range of activities, such as interactions with Cree Elders, guest speakers and other visitors from outside the school, field trips, participating in community rituals, activities and celebrations. Students must be provided with a wide range of opportunities for using the Cree language in meaningful ways.

Planning for a balanced Cree language and culture program needs to take into account that:

- although students may reach the level of competence described by the learning outcomes at any time during the year, the learning outcomes describe end-of-year performance
- students need practice in many varied, meaningful contexts to learn new knowledge, skills and strategies
- students need to review, maintain and refine skills learned previously
- planning is ongoing and should change to meet student needs
- a variety of instructional approaches, classroom management techniques, assessment practices, tools and strategies, and learning experiences are essential
- students may be taught in a variety of organizational structures, including combined-grade classrooms.

Developing a balanced, integrated Cree program is a creative process. Instruction is shaped by (1) the teaching style, resources and strengths of each teacher, (2) the interests, abilities and talents that each new group of students brings to the classroom, and (3) the needs of the community.

### **Some areas of balance to consider in planning are:**

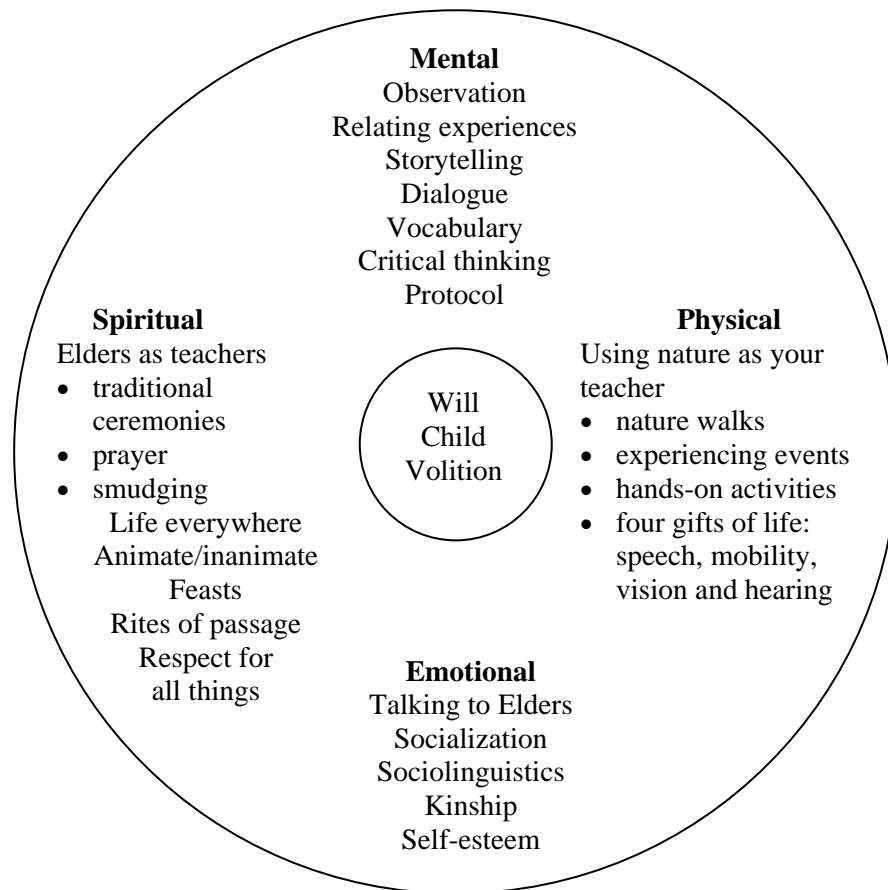
- four general outcomes: Applications, Language Competence, Community Membership and Strategies
- six language arts: listening, speaking, reading, writing, viewing and representing
- text types: oral, written and multimedia texts, including a variety of informational, narrative, poetic and dramatic texts; a variety of forms and genres, such as videos, magazines, letters, charts, Web sites, computer programs and board games

- student groups: individual, pairs, small groups, large groups, whole class, heterogeneous, homogeneous, student-directed and teacher-directed
- Cree language background and experiences of students
- various functions of language ranging from exchanging information, expressing feelings and using Cree for fun.

Cree language and culture learning works best by taking a holistic approach. You may want to consider setting up your classroom as a circle to encourage cooperation and a sense of community.

When planning teaching and learning activities in the Cree language and culture classroom, the teacher can plan for balance by considering the teachings of the Learning Circle: the Medicine Wheel.

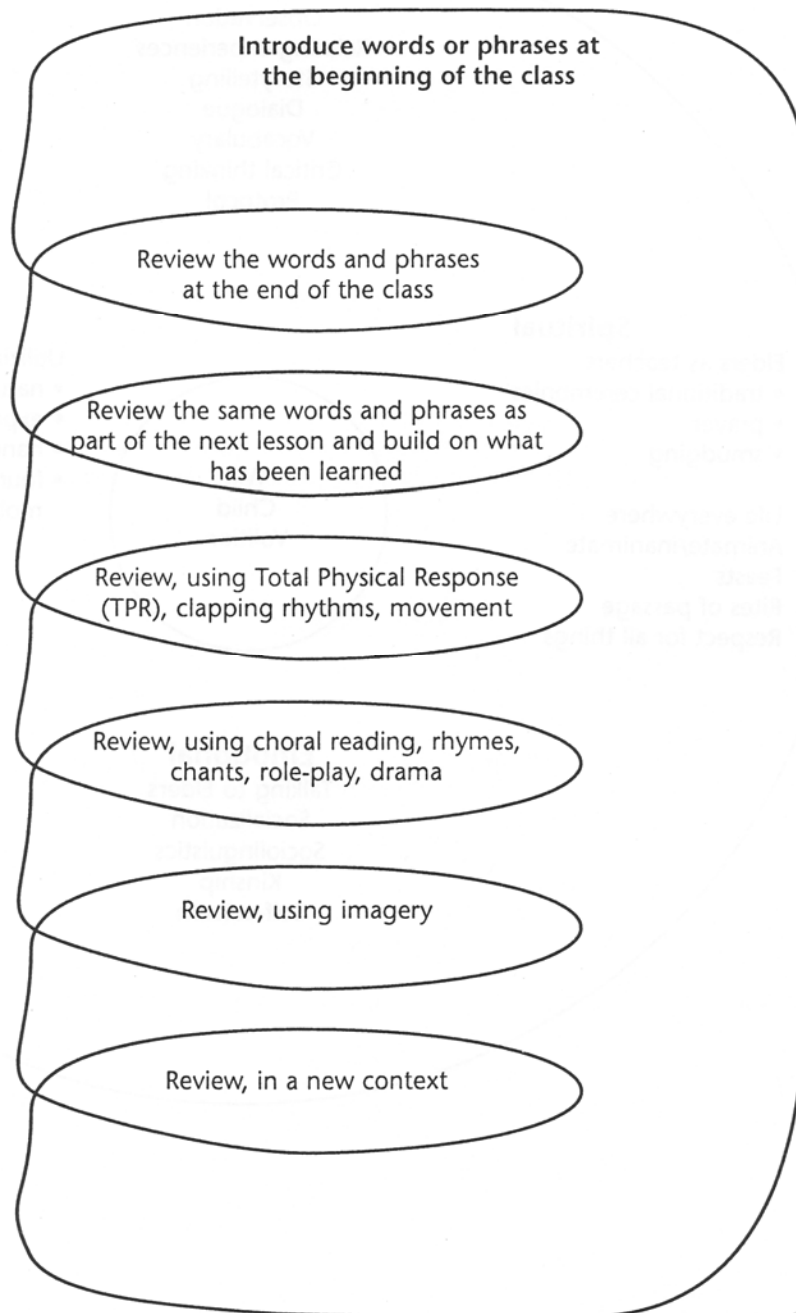
### Medicine Wheel





## Reviewing

In planning for instruction, it is also important to plan for language review. Repetition and review are vital parts of language learning. Students need many opportunities to review vocabulary, phrases and interactions in order to maintain and build their language skills. Use a variety of strategies and activities to make reviewing interesting and useful.





# Chapter 4

## Classroom Assessment and Evaluation

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### Chapter Summary

What Is Assessment and Evaluation?  
Cree Approach  
Types of Assessment  
Assessment and Evaluation Strategies

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### What Is Assessment and Evaluation?

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Assessment in the classroom is determining what has been learned. Evaluation is estimating the quality of what has been learned. Assessment and evaluation from a Cree perspective are a process rather than a measurement of performance or evaluation of a final product. This process is one of continuous growth, facilitated in a safe and nurturing environment.

The goal of any language program is to provide a positive and authentic learning environment that will instill and inspire the student to take ownership of the language learning situation.

Language learning in a Cree community where children are learning their first language, the mother tongue, is within a meaningful context. Since the aim of this program is language and culture fluency and competence, assessment and evaluation will focus on those aspects.

Context is crucial to the development of effective language use and evaluation. Dialogues, phrases and cultural information from the home, school and community, as well as the individual student and his or her preferences, are to be addressed as a part of planning, lesson delivery and evaluation. Language use will vary and change in each community and setting.

Assessment and evaluation must focus on the development and growth of the whole student—mentally, emotionally, spiritually and physically—and be within the appropriate context of peer socialization, home, school and community. It is important to match the context with the evaluation process and ensure that the dialogues, phrases and terms are used appropriately: that students are learning the culturally appropriate and acceptable ways of addressing different members of the family and community.

## Cree Approach

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*Our way is a valid way of seeing the world.*

– Elders in consultation to the Western Canadian Protocol  
Aboriginal Languages Project 2000, pp. 14, 16

The traditional Cree teaching and learning model emphasizes mastery before evaluation, and within that process the student is set up for success. A student is given the opportunity to apprentice with someone to perfect a skill that he or she is interested in, shows some talent for and is needed in the community. The emphasis is on what a student can do rather than on what a student cannot do. Students are provided with repeated opportunities to observe, practise and master a skill. This model also facilitates language learning and should be used in the Cree language and culture classroom. Language needs to be meaningful and purposeful for the learner, otherwise the desire and motivation to learn will not be there.

## Modelling

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The modelling approach to learning and evaluation is an interactive process whereby Cree students are active participants in their own education. Enabling students to take ownership of their learning increases the probability of establishing connections between life at home and at school.

With modelling, students learn by imitating the duties, behaviours, skills and practices of role models. Students learn from *Kihteyayak* and respected community members by interacting with people who are living the Cree way of life. These people live by Cree cultural behaviours, using the natural laws and the four areas of the medicine wheel to promote balance. This modelling works in contemporary society just as it did traditionally and will provide students with the ability to make meaning within the present educational system.

The modelling approach that is central to the teaching and learning method in Cree communities is interactive and participatory. Traditionally, modelling was nonverbal. One was not told how to do it; one observed and learned. Through observation, participation, experience and practice, students learn about the Cree cultural behaviours that are implicit in the Cree way of life. **Assessment and evaluation are not removed from this learning process but are instead an integral part of it.** It is advisable to involve *Kihtêyâyak* or respected community members whenever possible in the language evaluation process.

## Cree Assessment and Evaluation Suggestions

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In assessing and evaluating Cree language skills, teachers may wish to try the following:

- Keep the evaluation of work gentle and encouraging. *This needs a little more work.* or *It's not quite there yet.* or *Have you tried this?* instead of *This is wrong.* or *You failed.*
- Have the information gathered for evaluation or marks come from student self-evaluation and peer evaluation as well as teacher evaluation. Elders may also have input. The teacher is not alone in the evaluation process.
- Create opportunities for the students to share skills and talents in areas where they are gifted. Encourage students to do what they can do.
- Make rubrics and checklists together with the students, so they know what is expected and are responsible for their own learning.
- Choose activities to achieve a specific outcome based on cooperation rather than competition.
- Use the learning and sharing circle for providing feedback, both for the teacher and students.
- Cree culture values oral and observational learning. Students may be more comfortable demonstrating their learning in oral or presentation activities, rather than in written form.
- Give students the opportunity to demonstrate their learning in a variety of ways; e.g., oral, presentations, artwork, visual, music, written.

## Role of Assessment and Evaluation

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Assessment and evaluation are done for the following reasons.

*Diagnosis:* Before you begin teaching, it is important to determine what your students bring to your class and build on those strengths. Diagnosis will help you identify language fluency levels, cultural knowledge, areas of interest, strengths and skills of your students. The primary value in using assessment and evaluation is to discover what students already know and where gaps in learning exist.

*Fluency:* It is vital for you as the teacher to evaluate the level of language fluency students bring to your class. Each child is unique and to meet the needs of each of your students, your teaching delivery and presentation should facilitate and address the different levels of fluency. It is necessary to address fluency levels to prevent boredom, frustration and restlessness in the classroom, which can lead to classroom management issues.

*Competency:* As students learn language, the focus should be on providing the situations and context so that overall learning makes learning in Cree easier. Competence is achieved when a student can hold a conversation and communicate fluently in an authentic situation. As a teacher and instructor, it is important to establish rubrics and rating scales with students. This will assist them in developing competence in the Cree language. In lower grades, competence may just mean being able to greet people properly and having a short dialogue.

## Teacher Self-reflection

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The teaching and learning process goes both ways. How well students learn depends mainly on how well the teacher facilitates and organizes the teaching and learning environment. There need to be opportunities for teacher self-analysis and self-reflection so you can adjust and adapt your delivery strategies and teaching methods.

## Types of Assessment

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Assessment can be subjective or objective, structured or unstructured. Whatever the process used, it needs to reflect respect for Cree culture.

Assessment and evaluation in a Cree language classroom requires an interactive and collaborative approach. This involves:

- self-assessment
- peer assessment
- group assessment
- teacher assessment.

### **Self-assessment**

Students reflect on what they have learned and how they have learned. They get a better sense of themselves as speakers, readers, writers and performers. Self-assessment supports students in setting goals and seeing where they need help.

- What did I learn today?
- What is the best work I did?
- What don't I understand?
- What do I need help with?
- What would I like to know more about?
- What do I want to work on next?

### **Peer assessment**

Students share and discuss their work with partners or in small groups. This helps students understand what other students are experiencing and builds confidence in their own work. Students ask each other questions and give positive and constructive feedback. A checklist can be helpful to focus these interactions.

## Group Assessment

This is useful when the class participates in an activity such as:

- group presentations
- field trips and nature walks
- group artwork, murals, photographs and videos
- class projects.

Group assessment can take place using talking circle, brainstorming and Venn diagram strategies.

## Teacher assessment

Interviews, conferences, checklists and anecdotal notes are some of the tools teachers use to assess and evaluate where students are in the learning process. One of the main purposes of assessment is to see where instruction can be improved. Are students learning and applying what you are teaching them? If students are not progressing, you need to find out why and modify instruction; e.g., try alternative teaching strategies, give more opportunities for practice, reteach various concepts.

So that assessment and evaluation succeed:

- integrate assessment and evaluation into the planning process
- make sure expectations, directions, time lines and goals are clear
- work with a variety of evaluation strategies and assessment methods
- include time for reflection as part of evaluation
- include students in assessment and evaluation planning; e.g., creating rubrics and checklists
- demonstrate or show examples of work so students have an idea of expectations
- give students opportunities to practise so they can experience success before evaluation.

When undertaking assessment and evaluation, the following factors should be considered:

- *Personality and nature of each student*  
A student may be quiet and reflective because this is his or her nature and personality; it does not necessarily mean that the student is not learning.
- *Fear of risk-taking*  
A student needs to recognize the classroom environment as safe before he or she will participate. Sitting quietly does not mean the student is not learning; perhaps the child has not established enough confidence to take a risk in front of his or her peers.
- *Pause time*  
Pause time differs among cultures. For Cree students, pause time is longer than in an English classroom. The Cree teacher should keep this in mind. Assimilation has influenced our teaching methods and we may not give an adequate amount of time for our own students to give us feedback.

- *Attitude from the community, school, home*  
Attitudes from outside the classroom will influence a student's desire to learn Cree. If a student is making negative statements, then it is important for the teacher to look for the source of these statements and do some active promotion to encourage support and validation for the program.
- *Validation*  
Validation of the student is crucial to his or her success. As teachers, it is our responsibility to ensure students are learning. If we do not see progress, we need to look for the root of the problem and seek ways of resolving it.

## Assessment and Evaluation Strategies

### Portfolios

The portfolio is a primary evaluation tool for the assessment and evaluation of Cree language programming. Student ownership of learning encourages students to become part of the evaluation process. Portfolios allow the student to have input and exercise some decision making as to which activities and student work are to be evaluated for reporting purposes.

The portfolio can contain a chart that notes each piece of work. The contents should not be limited to written work but should allow for various forms of literacy and media, as well as audio and video recordings of actual language use.

Together, the student and teacher can set the contents and time frame. Assembling the portfolio can coincide with the formal reporting periods, unit assignments, projects and presentations as well as accommodate cumulative reporting. The folder could be an expanding one for the whole year or a specific portfolio could be sent home after each reporting period. Portfolios are ideal for sharing with parents at parent–teacher interviews.

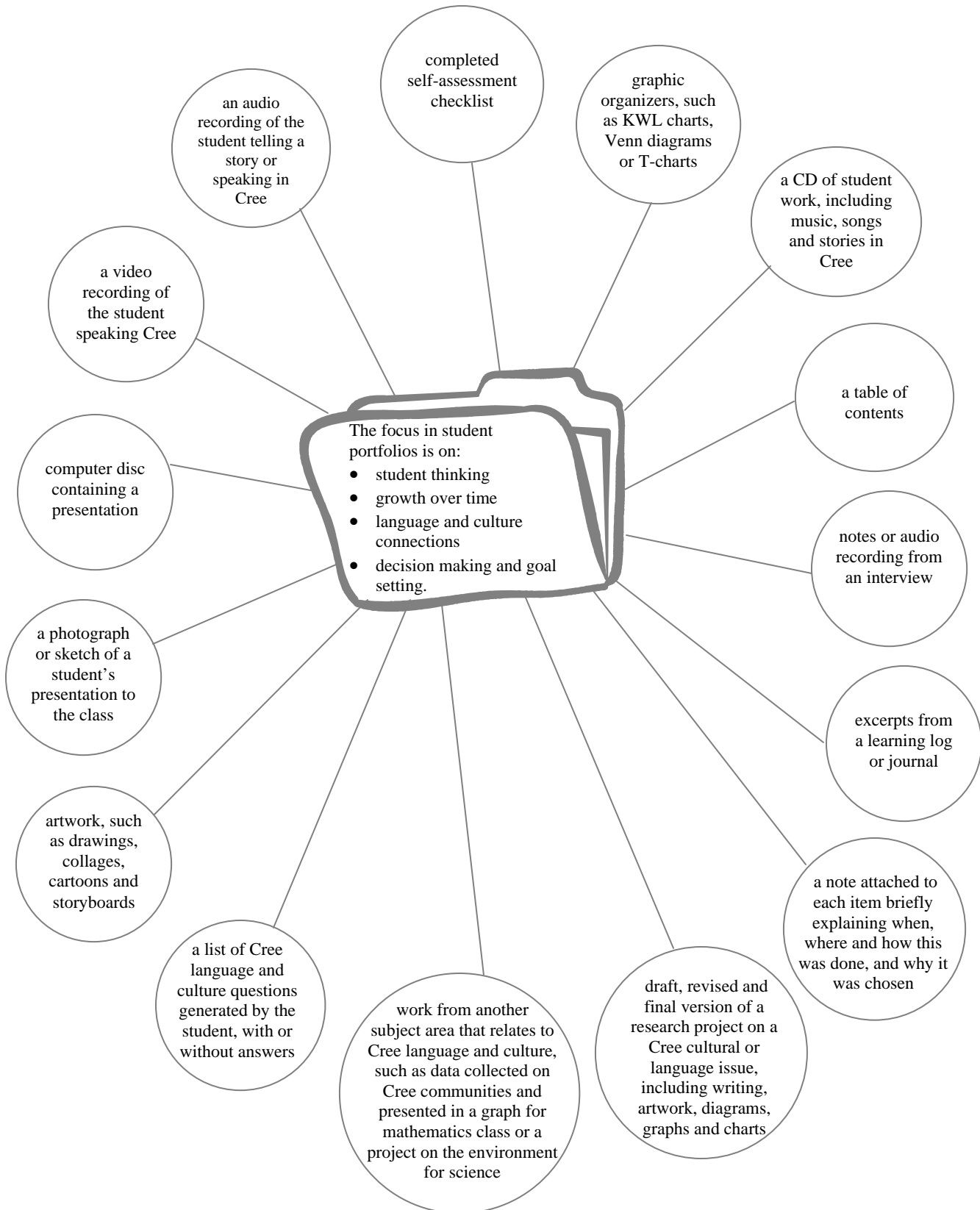
The physical structure of a portfolio refers to the actual arrangement of work samples and can this be organized according to chronology, subject, style, work or goal area. You may have students self-assess a work sample, self-reflect and then set a goal for future learning. The work sample, self-assessment and the goal sheet may be added to the portfolio.

Students generally choose the work samples to place in their portfolios. You may also choose to have specific work samples placed in the portfolio; however, you should inform the student why you are choosing a specific work sample. Have the students explain why they are choosing particular work samples to be included as part of their portfolios.

Use of the portfolio system in maintaining a collection of student work is a highly personalized way of involving the student in the learning–teaching process.



## A Sample Cree Language and Culture Portfolio



## Anecdotal Notes

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Anecdotal notes are systematically kept notes of specific observations of student behaviours, skills and attitudes in the classroom. These notes provide cumulative information regarding progress, skills acquired and directions for further instruction. Anecdotal notes are often written as the result of ongoing observations during the lessons but may also be written in response to a product or performance the student has completed. The systematic collection of anecdotal notes on a student provides excellent information for evaluation of learning patterns and consistency of progress.

## Checklists

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Checklists can be used to record whether or not students have mastered particular skills or gained specific knowledge. They are usually geared to a specific focus for assessment. Sample checklists can be found in the Appendices.

## Conferences and Interviews

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Conferences are usually short informal meetings held with individual students or a small group of students, and involve diagnostic listening, questioning and responding. Conferences provide opportunities for discussion with students on learning strengths and areas for improvement, and to set learning goals. During conferences, it is possible to learn a great deal about the students' understanding of information, attitudes toward learning and the skills and strategies they employ during the learning process. Conferences provide opportunities for individualized teaching, for guiding students to more challenging materials and for determining future instructional needs.

Interviews are conferences that are conducted to gather specific information. They may involve a set of questions you ask for a specific purpose. For example, you may need information about a student's reading patterns and difficulties. An interview allows you to ask questions directly related to a particular aspect of the student's performance.

## Journals and Learning Logs

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Journals and learning logs are primary assessment and evaluation tools for self-assessment and reflection.

**Learning logs** allow students to reflect on what they have learned and how. It is a student commentary on his or her learning process:

- What did I do in class today?
- What did I find interesting?
- What did I learn?
- What did I not understand?
- What questions do I have?

**Journals** are more personal in that students use them to record events in their lives, explore ideas, questions, concerns and fears often not related to school. Journals are not private but are usually only shared with the teacher and close friends.

Learning logs and journals can include drawings and diagrams. They are very useful for teachers in assessing student progress. The last five minutes of class are often the best time for making entries. The entries should be made frequently and are dated.

## Rubrics

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Rubrics are an effective form of assessment because they clearly and concisely convey expectations. They show the student both the goal and the steps to take in order to reach it. A well-constructed rubric is a scoring guide that describes what a successful piece of work looks like. Rubrics can be very specific to a particular assignment or project or they can be general and apply to a number of tasks. For a rubric to be a valuable assessment and evaluation tool, it is advisable to:

- present a rubric or, even better, construct it in partnership with the students prior to beginning related instructions and tasks to ensure that the rubric becomes an active guide to the learning process, rather than the destination itself
- show the students samples of work that meet the rubric's various levels of criteria and discuss how these examples meet or don't meet expectations
- give the students the opportunity to practise and revise work so they become familiar and comfortable with the criteria.

Rubrics are especially effective in assessing presentations, performances, visual work and complex activities. Sample rubrics can be found in the Appendices.

## Talking Circle, Brainstorming, Venn Diagrams

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Many of the teaching and learning strategies found in the Appendices can also be used for assessment and evaluation.

## Video and Audio Recordings

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Video recordings of students speaking, storytelling, performing and interacting allow them to assess their language skills and also look at their nonverbal body language.

Audio recordings allow students to hear their own word use and pronunciation. Having the students record dialogues is an effective way for students to engage in peer and self-assessment.



# Chapter 5

## Grade Level Samples

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### Chapter Summary

- Introduction
  - Integrate for Efficiency and Motivation
  - Reading the Course Level Samples
  - Grade Level Samples for Kindergarten to Grade 3
    - Applications
    - Language Competence
    - Community Membership
    - Strategies
- 

### Introduction

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The course level samples section provides sample teaching and learning activities with corresponding assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each level appear in the same order as in the program of studies.


The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

## Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Community Membership and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

## Reading the Course Level Samples

The component label, general outcome, cluster heading, course label, strand and specific outcome are presented first.

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A-2 to express emotions and personal perspectives</p>	<p><b>K</b></p> 
	<p><b>Strand</b> A-2.1 share ideas, thoughts, preferences</p>		
	<p><b>Specific Outcome</b> <i>Students will be able to:</i> a. express simple preferences</p>		

Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students show pictures of family members and pets. They respond with the appropriate phrase. They practise and use the phrase *nisâkihâw* \_\_\_\_\_? (I like/I love \_\_\_\_\_?).
- Students listen to a story selected or created by the teacher, using the term *nimiyweyihten/nisâkihâw*. Ask students to pay attention to the words by raising their hands during the story when they hear the following:
  - *mîywâsin* (it is nice)
  - *mîywâsin ôma* (this is nice).

Students acknowledge preference by determining which inanimate item is nice.

- *mîyosiw* (it is nice).
- *mîyosiw awa* (this is nice).

Students acknowledge preference by determining which animate item is nice.

- Students respond to the question *kîkwây kin'taweyihten ôma ahpo ewako?* (Do you want this one or that one?). They get up and demonstrate their preference by selecting the item, using *ôma* (this).
- Lead students through echo practice of *nimiyweyihten* (I like it). Ask students to watch and listen, then go to various inanimate items in the classroom and say the following:
  - *Nimiyweyihten ôma tehtapiwin/nimiy'wehten ôma tehtapiwin.* (I like this chair.)
  - *Nimiyweyihten ôma masinahikan.* (I like this book.)
  - *Nimiyweyihten ôma maskisin.* (I like this shoe.)
  - *Nimiyweyihten ôma minihkwâcikanis/minihkwewîyâkanis.* (I like this cup.)

Lead students in echo practising these phrases and point to or touch the inanimate objects. Then introduce *kimiyweyihten* (you like something) echo practice. Add *kimiyweyihten cî ôma?* (Do you like this?) into echo practice. Go to individual students, point to an object and ask, *Kimiyweyihten cî ôma?* Students respond with *îhi/ehâ* (yes) or *namôya* (no).

Suggestions for assessment follow the sample teaching and learning activities and appear under the heading Sample Assessment Strategies.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- express simple preferences?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to express simple preferences (see sample blackline master in Appendix E: Observation Checklist).



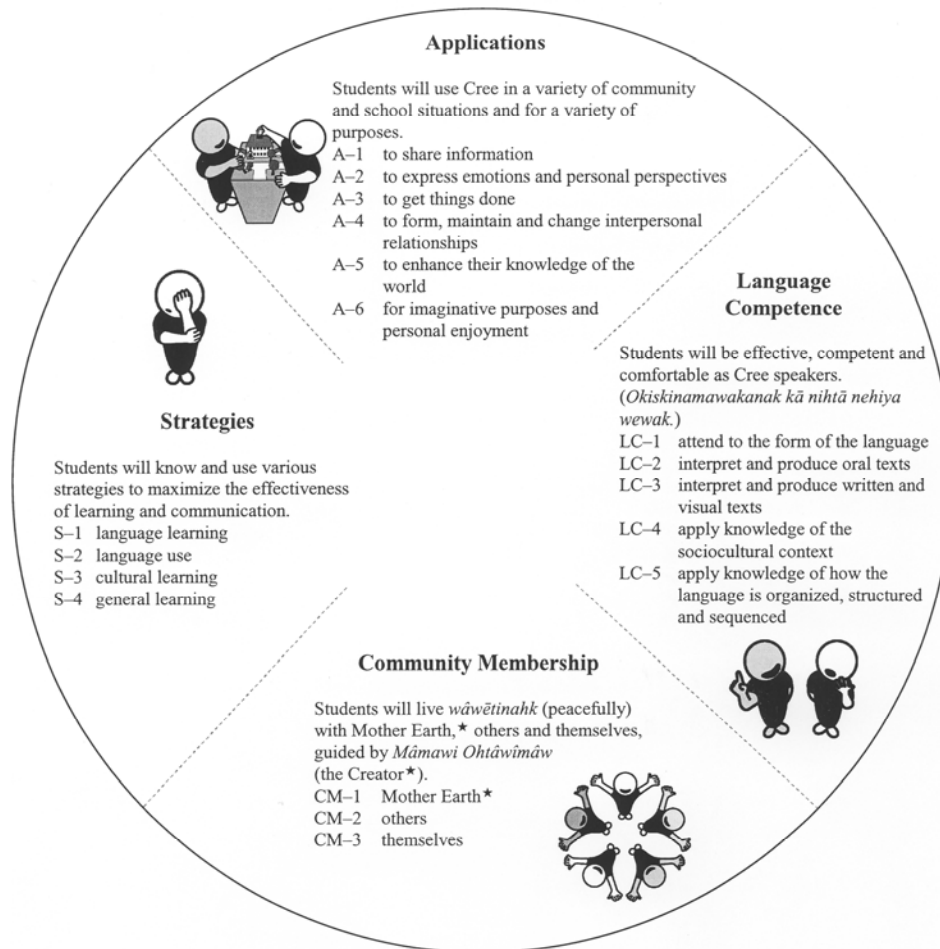


# Kindergarten Level Samples

Applications .....	50
Language Competence .....	68
Community Membership .....	88
Strategies .....	103

## General Outcomes

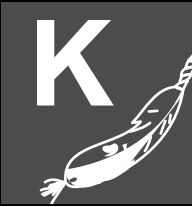
General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. Four general outcomes serve as the foundation for the program of studies.



**Note:** *Âtiht ôhi isihcikewina poko okiskinohamâkewak ta âpacihtâcik (tâpiskôc miyâhkaskewin) ekwa Kihtheyayak ta mamisîtotâhcik.* (Some of the activities, such as smudging, require extreme care, caution and sensitivity on the part of the teacher. Teachers should consult Elders in their local community regarding traditional practices.)

★discretionary—The terms “Mother Earth” and “Creator” are identified as discretionary terms in this guide. In order to teach the outcomes in this section, communities may choose to use these terms or other related terms acceptable to them; e.g., nature, the environment.

## Applications

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A–1 to share information</p>	
<b>Strand</b>	A–1.1 share factual information		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. share basic information		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise saying *Tân'si*. (Hello.), then saying their name and shaking hands in response to the question *Tân'si kitisiyihkâson?* (What is your name?). Students practise with a classmate, the teacher, another adult and a *Kihteyaya* (Elder).
- Students draw their family members or other important people in their lives. While showing the pictures, students say the names of their family members. Students draw pictures of themselves and label them *Nîya* (Me).
- Lead students through an echo practice of the numbers 1–10, and then select a number song in Cree for students to sing along with. Once students know the numbers 1–6, introduce the question *Tân'tahto kitahtopiponân?* or *Kit'tahtopiponân?* (How old are you?). Go around the classroom, asking individual students to state their age.
- Place magazine pictures of girls and boys around the classroom. Refer to the pictures and have students respond as a group.
- Using picture flash cards of a boy and a girl, say the correct words corresponding to the flash cards, *iskwesis* (girl) and *nâpesis* (boy). Ask, pointing to the girl, *Awa cî iskwesis?* (Is this a girl?) and wait for the students' response. Then do the same with the boy picture, asking *Awa cî nâpesis?* (Is this a boy?). Ask, pointing to the girl picture, *Awîna awa?* (Who is this?), and students respond *iskwesis* (girl). Do the same for the boy, asking *Awîna awa?* (Who is this?), and students respond appropriately. Designate individual students to go around the classroom and identify *iskwesis* and *nâpesis* by using the phrases *iskwesis ana* (she is a girl) and *nâpesis ana* (he is a boy). Initiate a choral activity, using names and *iskwesis* or *nâpesis*; e.g., Mary *iskwesis*, David *nâpesis*.

<b>Strand</b>	A-1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. share basic information

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

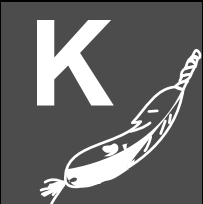
- share basic information?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

### Informal Observation

Observe students as they take turns modelling names. Make mental notes of the extent to which students are able to share basic information. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A–2 to express emotions and personal perspectives	
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<b>Strand</b>	A–2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express simple preferences

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students show pictures of family members and pets. They respond with the appropriate phrase. They practise and use the phrase *Nisâkihâw* \_\_\_\_\_. (I love \_\_\_\_\_.)
- Students listen to a story selected or created by the teacher, using the term *nimiyweyihten/nisâkihâw* (I like/I love). Ask students to pay attention to the words by raising their hands during the story when they hear the following:
  - *mîywâsin* (it is nice)
  - *mîywâsin ôma* (this is nice).

Students acknowledge preference by determining which inanimate item is nice.

- *mîyosiw* (it is nice)
- *mîyosiw awa* (this is nice).

Students acknowledge preference by determining which animate item is nice.

- Students respond to the question *Kîkwây kin'taweyihten ôma ahpo ewako?* (Do you want this one or that one?). They get up and demonstrate their preference by selecting the item, using *ôma* (this).
- Lead students through an echo practice of *nimiyweyihten* (I like it). Ask students to watch and listen, then go to various inanimate items in the classroom and say the following:
  - *Nimiyweyihten ôma tehtapiwin/nimiy'wehten ôma tehtapiwin.* (I like this chair.)
  - *Nimiyweyihten ôma masinahikan.* (I like this book.)
  - *Nimiyweyihten ôma maskisin.* (I like this shoe.)
  - *Nimiyweyihten ôma minihkwâcikanis/minihkwewîyâkanis.* (I like this cup.)

Lead students in echo practising these phrases and point to or touch the inanimate objects. Then introduce *kimiyweyihten* (you like something) echo practice. Add *Kimiyweyihten cî ôma?* (Do you like this?) into echo practice. Go to individual students, point to an object and ask, *Kimiyweyihten cî ôma?* Students respond with *îhi/ehâ* (yes) or *namôya* (no).

<b>Strand</b>	A-2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express simple preferences

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- express simple preferences?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to express simple preferences (see sample blackline master in Appendix E: Observation Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-2</b> to express emotions and personal perspectives	<b>K</b> 
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<b>Strand</b>	A-2.2 share emotions, feelings
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express basic emotions and feelings

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Show flash cards denoting various emotions and feelings and introduce the Cree words for these emotions. Lead students in echo practice of Cree emotion words; e.g.,
  - *nimiyweyihten* (I am happy)
  - *namôya nimiyweyihten* (I am not happy).

Lead echo practice, using pictures as visual aids in associating meaning; e.g.,

- *nimiyweyihten* (I am happy)
- *nipîkiskâten/nikaskeyhten* (I am sad).

Then introduce the question *Tân'si kitamâhcion?* (How are you feeling?).

Once students understand these phrases, they respond to the pictures with teacher assistance.

- Students sing the song “If You’re Happy and You Know It.”
- Students form a sharing circle and share feelings about a pet or an animal.

<b>Strand</b>	A-2.2 share emotions, feelings
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express basic emotions and feelings

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- express basic emotions and feelings?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to express basic emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).

### Anecdotal Notes

Observe students as they participate in the sharing circle. Note and record how well they are able to express basic emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A–3 to get things done</p>	<p><b>K</b></p> 
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<b>Strand</b>	A–3.1 guide actions of others
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. indicate basic needs and wants</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students respond to the teacher’s simple commands, such as:
  - *âstam* (come)
  - *api* (sit).
  
- Model phrases to use in the classroom when asking for or requesting something. Invite students to repeat these phrases and encourage them to use the phrases daily. For example:
  - *Nikâhkî itohtân cî nahapiw’kamikohk?* (Can I go to the bathroom?)
  - *Nikâhkî n’taw’minikwân cî nipîy?* (Can I go and drink some water?)

### SAMPLE ASSESSMENT STRATEGIES

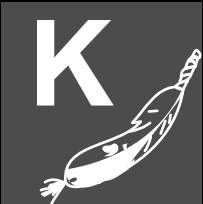
#### Focus for Assessment

- Do the students:
- indicate basic needs and wants?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).



<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A–3 to get things done</p>	
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<b>Strand</b>	A–3.2 state personal actions
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. respond to offers, invitations and instructions</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students play *Nôhkom itwew* (Simon Says) to practise responding to commands and instructions.
- Students respond to roll call by saying *îhi* or *ehâ* (yes) as they hear their names called.
- Instruct students to follow actions by using the word *skinowâpamin* (mimic/follow me).

Using gestures, instruct students to respond to the following:

- *âstam ôta* (come here)
- *mîyin anima masinahikan* (give me that book)
- *petamawin anima masinahikan* (bring me that book)
- *apik* (sit—plural)
- *pasikôk* (stand up—plural).

Students repeat the words or phrases and do the appropriate actions.

### SAMPLE ASSESSMENT STRATEGIES

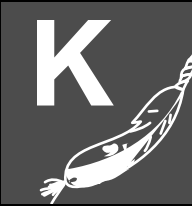
#### Focus for Assessment

Do the students:

- respond to offers, invitations and instructions?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to respond to offers, invitations and instructions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A–3 to get things done	
	<b>Strand</b>	A–3.3 manage group actions	
	<b>Specific Outcome</b>	<i>Students will be able to:</i> a. engage in turn taking	

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Have students work in groups and introduce turn-taking vocabulary, which becomes more sophisticated over time; e.g., *nîya* (me), *kîya* (you), *nîya ekwa* (me taking a turn), *kîya ekwa* (it’s your turn).
- During a group snack time, provide a large plate of snacks. Students sit in a circle around the snacks. The first student says *nîya ekwa* (it’s my turn) then takes a snack and says *ay hi* (thank you). He or she then says *kîya ekwa* (it’s your turn) to the next student. The next student repeats the sequence.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– engage in turn taking?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to engage in turn taking (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A-4 to form, maintain and change interpersonal relationships	
	<b>Strand</b>	A-4.1 manage personal relationships	
<b>Specific Outcome</b>	<i>Students will be able to:</i> <ol style="list-style-type: none"> <li>exchange simple greetings and simple social expressions</li> <li>acknowledge basic kinship relationships</li> </ol>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- At the beginning of class, students sit in a circle. Model appropriate greetings by saying:  
 Teacher: *Tân'si.* (Hello, how are you?)  
 Student: *Namôya nân'taw.* (I'm fine.)  
 Teacher: *Ekwa kîya?* (And you?)  
 Student: *Namôya nân'taw.* (I'm fine.)
- As students observe, model uses of the expression *mahtesa* (please) in various contexts. Students imitate the appropriate use of that expression.
- Students bring or draw pictures of family members to share with classmates; e.g., *nikâwiy âwa* (this is my mother), *nohtâwiy âwa* (this is my father).
- Before a school event, such as Meet the Teacher night or a school open house, teach students how to say *nikâwiy âwa* or *nimâma âwa* (this is my mother). Students practise this with a partner, pretending to be family members. At the event, students introduce their family members to their teacher.

<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. exchange simple greetings and simple social expressions b. acknowledge basic kinship relationships

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

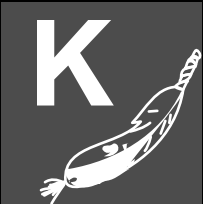
- exchange simple greetings and simple social expressions?
- acknowledge basic kinship relationships?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to exchange simple greetings and simple social expressions and acknowledge basic kinship relationships (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to exchange simple greetings and simple social expressions and acknowledge basic kinship relationships (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world</p>	
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<b>Strand</b>	A-5.1 discover and explore
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. investigate the immediate environment</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students touch and taste the ingredients before making bannock. They then participate in making the bannock, with adult assistance. Students draw pictures of themselves making bannock.
- Take students on nature walks during seasonal intervals to investigate and experience the changes in nature. Nature walks would take place four times during the year: in the fall, winter, spring and summer. Students practise using phrases such as *niwâpahten/niwâpamâw* (animate/inanimate), using matching noun forms.

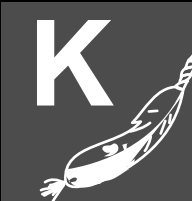
### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– investigate the immediate environment?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to investigate the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world</p>	
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<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. gather simple information</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students gather simple information by circulating around the classroom, asking *Tan'si kitisiyihkâson?* (What is your name?) and responding with the phrase \_\_\_\_\_ *nitisiyihkâson*. (My name is \_\_\_\_\_).
- The shortened forms, which may be easier for younger students to say, are *Tân'si kit'siy'hkâson?* (What is your name?) and \_\_\_\_\_ *nit'siy'hkâson*. (My name is \_\_\_\_\_).
- Once students are familiar with weather vocabulary, ask them to observe the daily weather. Students put the appropriate weather picture onto the calendar and describe it; e.g., *mâyokîsikâw* (nice day), *mâyikîsikâw* (bad weather).

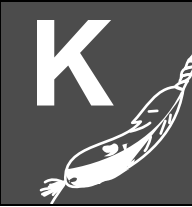
### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– gather simple information?

#### **Informal Observation**

Observe students as they practise gathering simple information. Make mental notes of the extent to which students are able to gather simple information. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A–5 to enhance their knowledge of the world	
	<b>Strand</b>	A–5.3 solve problems	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experience problem-solving situations		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view a video recording of a Cree *âtayohkewin* (legend), such as *Why the Rabbit Turns White*. Lead students in a discussion of how problems were solved in the story; e.g., all the animals were taken away because no one gave thanks. The rabbit leads *Wisahkecâhk* to the animals and is rewarded by turning white in the winter. After the discussion, students draw pictures of the main characters in the story.

With teacher assistance, students correctly label the animal characters from the story.

### SAMPLE ASSESSMENT STRATEGIES

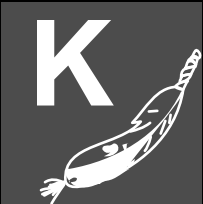
#### Focus for Assessment

Do the students:

- experience problem-solving situations?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to experience problem-solving situations (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world</p>	
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<b>Strand</b>	A-5.4 explore perspectives and values
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. listen attentively and respectfully to the ideas and thoughts expressed</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Give students instructions about how to act and behave appropriately during a visit from a *Kihteyaya* (Elder) or an adult. Students sit quietly and listen respectfully while the visitor speaks.
- While one student shows and describes pictures of his or her family members, the other students look at the pictures and listen respectfully to the speaker.
- After receiving instruction about the traditional use of the sharing circle, along with the rules to follow, students sit quietly and listen respectfully while another speaks and wait for their turn to speak.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:  
 – listen attentively and respectfully to the ideas and thoughts expressed?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to listen attentively and respectfully to the ideas and thoughts expressed (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).



<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A-6 for imaginative purposes and personal enjoyment</p>	
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<b>Strand</b>	A-6.1 humour/fun
<b>Specific Outcome</b>	<p><i>Students will be able to:</i> a. use the language for fun</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Introduce interesting vocabulary that students would enjoy saying, such as *ap'scikâhkâkîs* (magpie) and *ôhô* (owl).
- After students are introduced to the syllabics chart and pronunciation, they sing the “Syllabics Song” through echo practice. Encourage students to make hand gestures along with the sounds given in the song.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– use the language for fun?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to use the language for fun (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A-6 for imaginative purposes and personal enjoyment</p>	
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<b>Strand</b>	A-6.2 creative/aesthetic purposes
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use the language creatively; e.g., play-act variations on familiar stories</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play greeting a friend and inviting him or her to visit their grandmother.
- Students use puppets to act out a basic greeting dialogue; e.g.,
  - *Tân'si?* (Hello, how are you?)
  - *Namôya nân'taw.* (I am fine.)
  - *Nitisiyihkâson* \_\_\_\_\_. or shortened form *Ni'siy'hkâson* \_\_\_\_\_. (My name is \_\_\_\_\_.)
- Students act out familiar stories.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- use the language creatively?

#### **Anecdotal Notes**

Observe students as they role-play or act out familiar stories. Note and record how well they are able to use the language creatively (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A–6 for imaginative purposes and personal enjoyment</p>	
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<b>Strand</b>	A–6.3 personal enjoyment
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use the language for personal enjoyment; e.g., listen to favourite songs</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- At a listening centre, students select and listen to favourite music; e.g., a recorded Cree song.
- Students watch videotaped or shadow puppet stories.
- Students actively participate by singing a Cree song, such as:
  - *Tânisi Kîya?* (How are you?)
  - *Tânisi Kîya?* (How are you?)
  - *Tânisi Kîya?* (How are you?)
  - *Nîya namôya nân'taw.* (I am fine.)
  - *Awîna Kîya?* (Who are you?)
  - *Awîna Kîya?* (Who are you?)
  - *Awîna Kîya?* (Who are you?)
  - *Nîya nehiyaw.* (I am Cree.)
  - *Tân'te ohci kîya?* (Where are you from?)
  - *Tân'te ohci kîya?* (Where are you from?)
  - *Tân'te ohci kîya?* (Where are you from?)
  - \_\_\_\_\_ *ohci nîya.* (I am from\_\_\_\_\_.)

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

- Do the students:
- use the language for personal enjoyment?

### Anecdotal Notes

Observe students as they listen to Cree stories and songs. Note and record how well they are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).

## Language Competence

<b>Language Competence</b>	<p><b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. (<i>Okiskinamawakanak kā nihtā nehiya wewak.</i>)</p>	<p><b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language</p>	<p style="font-size: 2em; font-weight: bold;">K</p> 
<b>Strand</b>	LC-1.1 phonology		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. recognize and pronounce basic sounds</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in echo songs, such as *Tānisi, Tānisi* (Hello, Hello).
- Model new words and phrases that relate to the seasons or weather, and invite students to repeat them. Record target words on a word wall along with pictures as they are introduced in class. Students refer to the word and picture wall.
- Students learn the sounds of the Cree language through singing the “Syllabics Song” by Jerry Saddleback.

### SAMPLE ASSESSMENT STRATEGIES

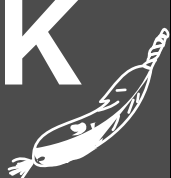
#### Focus for Assessment

Do the students:

- recognize and pronounce basic sounds?

#### Informal Observation

Observe students as they participate in songs and imitate the teacher. Make mental notes of the extent to which students are able to recognize and pronounce basic sounds. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	
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<b>Strand</b>	LC-1.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand how text is oriented; e.g., left to right and top to bottom

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Select a familiar Cree story, e.g., *Nisto Maskwak* (The Three Bears), and make it into a big book. Read it aloud to students, pointing to the words in the text. Ask students to take turns pointing to the words. Then ask students, “Where did I start pointing on the page? Where did \_\_\_\_ start pointing on the page?” Ask one of the students to mark the place with a circle.
- Create a Cree word-and-picture wall that is added to throughout the year. Students think of words they heard from home and add them to the list. Use the Cree word-and-picture wall to demonstrate the left-to-right pattern of reading.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:  
 – understand how text is oriented?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to understand how text is oriented (see sample blackline master in Appendix E: Anecdotal Notes).

#### Conferences

During student conferences, ask specific questions on what students know about text orientation. Ask students to point to text as a familiar story is read, or point to the direction that letters move when making up words.

<b>Language Competence</b>	<p><b>General Outcome</b>          Students will be effective, competent and comfortable as Cree speakers.  <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i></p>	<p><b>Cluster Heading</b>  <b>LC-1</b> attend to the form of the language</p>	
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<b>Strand</b>	LC-1.3 lexicon
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <ul style="list-style-type: none"> <li>• my family</li> <li>• my daily routines</li> <li>• seasons/weather</li> <li>• my body</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in a variety of action songs. Model at first and then invite students to do the actions on their own.
- Students learn basic classroom vocabulary by listening to the teacher and repeating what he or she says. For example, point to a *tehtapiwin* (chair) and say the word while touching the chair. Ask students to repeat and point to the chair while saying the word.
- Select various action words; e.g., *minihkwe* (drinking), *mîciso* (eating). First demonstrate the action, then say the word while doing the action. Next, students echo and mimic the action and the word.
- Students learn the Cree words for items of interest that they see while on a nature walk. Create a set of flash cards, with pictures, that include the Cree words from the nature walk. There should also be a number of cards with items not found on the nature walk. Show each card and say the word. Students decide if it should go in a box for items seen on the walk or a box for items not seen. After the cards are divided, review the nature walk cards and matching Cree words with the students.

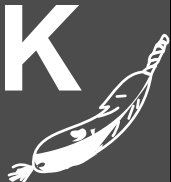
## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

- Do the students:
- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	
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<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations, ★ the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronouns (singular) <i>nîya, kîya, wîya</i></li> <li>• <i>awa, ôma</i> to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun</li> <li>• noun possession form for animate (NA) and inanimate (NI) singular nouns indicating my (1S), yours (2S), his/hers (3S) <i>niminôsim, nitehtapiwin, kiminôsim, kitehtapiwin, ominôsim, otehtapiwin</i></li> <li>• interrogatives, simple questions: <i>tân'te, awîna, kîkwây, tânehki, tân'sîyisi</i></li> <li>• <i>ehâ/îhi, namoya</i> questions using <i>cî</i></li> <li>• (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapit</i></li> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> <li>• colour descriptors for a singular animate noun (VAI) <i>wâpiskisiw/ewâpiskisit minôs</i> and inanimate noun (VII) <i>wâpiskâw/ewâpiskâk tehtapiwin</i></li> </ul>

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model a simple greeting dialogue that students echo using a friendly handshake and appropriate nonverbal gestures; i.e., eye contact.
- Using picture flash cards, ask a question, such as *Awa cî minôs?* (Is this a cat?). Students answer using *ehâ/namôya* (yes/no) depending on whether the picture matches the word given.

<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations,* the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronouns (singular) <i>nîya, kîya, wîya</i></li> <li>• <i>awa, ôma</i> to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun</li> <li>• noun possession form for animate (NA) and inanimate (NI) singular nouns indicating my (1S), yours (2S), his/hers (3S) <i>niminôsim, nitehtapiwin, kiminôsim, kitehtapiwin, ominôsim, otehtapiwin</i></li> <li>• interrogatives, simple questions: <i>tân'te, awîna, kîkwây, tânehki, tân'sîyisi</i></li> <li>• <i>ehâ/îhi, namoya</i> questions using <i>cî</i></li> <li>• (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapit</i></li> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> <li>• colour descriptors for a singular animate noun (VAI) <i>wâpiskisiw/ewâpiskisit minôs</i> and inanimate noun (VII) <i>wâpiskâw/ewâpiskâk tehtapiwin</i></li> </ul>

★ **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

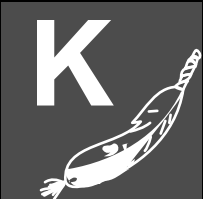
Do the students:

- use, in modelled situations, the [given] grammatical elements?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).



<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce oral texts	
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<b>Strand</b>	LC–2.1 listening
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand simple spoken words and phrases in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students respond appropriately when given simple instructions, such as *âstam* (come), *api* (sit), *nîpawi* (stand) or *kâya* (don't).
- Point to a classroom object and have students respond by putting up their hands to name the object in Cree. If the student is correct, say *miywâsin* (it's nice); if incorrect, say *kihtwâm itwe* (say it again).
- Students participate in total physical response (TPR) activities in which they respond appropriately to teacher commands; e.g., sit down, stand up, turn around, shake your hand, lift your hand.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- understand simple spoken words and phrases in guided situations?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to understand simple spoken words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kā nihtā nehiya wewak.</i> )	<b>Cluster Heading</b> LC–2 interpret and produce oral texts	<b>K</b> 
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<b>Strand</b>	LC–2.2 speaking
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple spoken words and phrases in guided situations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- In response to the question *Tân'si kitisiyihkâson?* (What is your name?), students say \_\_\_\_\_ *nitisiyihkâson.* (My name is \_\_\_\_\_.)
- Students learn simple phrases and practise them in guided classroom situations; e.g.,
  - *ehâ/namôya* (yes/no)
  - *Iskwesis nîya.* (I am a girl.)
  - *Nâpesis nîya.* (I am a boy.)
  - *Tân'tê ohci kîya?* (Where are you from?)
  - \_\_\_\_\_ *ohci nîya.* (I am from \_\_\_\_\_.)
  - *Tân'tahto etahtopiponeyan?* (How old are you?)
  - \_\_\_\_\_ *nitahtopiponân.* (I am \_\_\_\_\_ years old.)
- Students practise asking and answering simple questions; e.g.,
  - *Tân'si kitisiyihkâson?* (What is your name?) *ekwa* (and)
  - *Tân'tahto etahtopiponeyan?* (How old are you?)

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- produce simple spoken words and phrases in guided situations?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to produce simple spoken words and phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to produce simple spoken words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce oral texts	
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<b>Strand</b>	LC–2.3 interactive fluency
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. engage in simple interactions, using isolated words

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- When a guest says to a student, *Tân’si kitisiy’hkâson?* (What is your name?), the student responds by saying his or her name. Other questions the guest may ask, and responses from the students, include:
  - *Tân’té ohci kîya?* (Where are you from?)
  - \_\_\_\_\_ *ohci nîya.* (I am from \_\_\_\_\_.)
  - *Tân’tahto etahtopiponeyan?* (How old are you?)
  - \_\_\_\_\_ *nitahtopiponân.* (I am \_\_\_\_\_ years old.)
  - *Tân’tahto ehayamihâyân?* (What grade are you in?)
  - \_\_\_\_\_ *nitayamihâtân.* (I am in Grade \_\_\_\_\_.)
- Hand out blue cards to half the students and red cards to the other half. The students with the blue cards circulate to find a student with a red card. When the two colours meet, the blue student says *Tân’si?* (Hello, how are you?) and the red student responds by saying *Namôya nân’taw.* (I am fine.).
- Students learn and practise simple phrases, such as *Tân’si kitisiy’hkâson?* (What is your name?). They practise these phrases in short role-play situations.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- engage in simple interactions, using isolated words?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to engage in simple interactions, using isolated words (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-3</b> interpret and produce written and visual texts	<b>K</b> 
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<b>Strand</b>	LC-3.1 reading
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand simple written words and phrases in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- As part of a daily weather and calendar activity, students learn appropriate phrases, such as:
  - *Pônâyamihew'kîsikâw anohc.* (Today is Monday.)
  - *Wâpahki* \_\_\_\_\_. (Tomorrow is \_\_\_\_\_.)
  - *Ôtahkosîhk* \_\_\_\_\_. (Yesterday was \_\_\_\_\_.)
  - *Kisin.* (The weather is cold.)
- Prepare word strips in Cree to identify sounds and letters. These are posted in the weather/calendar centre to assist students in describing the date and the weather. Focus students' attention on the initial letters as an early literacy strategy.
- Students are presented with pictures of familiar objects and asked to identify the letter or sound that each object begins with; e.g., *kôhkom* begins with *kô*.
- Students identify animal sounds by singing "Old MacDonald's Farm" in Cree.

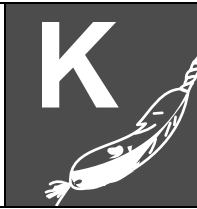
### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- understand simple written words and phrases in guided situations?

#### Anecdotal Notes

Observe students as they participate in daily weather or calendar activities. Note and record how well they are able to understand simple written words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–3</b> interpret and produce written and visual texts	
<b>Strand</b>	LC–3.2 writing		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple written words and phrases in guided situations		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students copy their names in Cree from name tags provided by the teacher.
- Students glue small objects, such as rice, cereal, dry pasta or cotton balls, onto the letters in their names.
- Students, following the teacher’s lead, trace letters in the air by moving their arms.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – produce simple written words and phrases in guided situations?

#### Checklist and Comments


Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

#### Conferences

Ask students to describe why they chose particular printing styles. Discuss with students ways to enhance legibility, as appropriate.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–3</b> interpret and produce written and visual texts	<div style="font-size: 2em; font-weight: bold; margin-bottom: 5px;">K</div> 
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<b>Strand</b>	LC–3.3 viewing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. derive meaning from visuals and other forms of nonverbal communication in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use picture prompts to play a game of *Kîkwây kiwâpahten ôta masinipayowinihk?* (What do you see in this picture?).  
  
 Use words and pictures that students have already been introduced to. The class may work as a team and earn points for the pictures they can identify and name in Cree. If the class reaches the goal, i.e., 20 points, they all receive a treat or prize.
- Using picture books, start a story. As the story proceeds, pause at certain words. Students are encouraged to fill in the pauses with Cree words.
- Students play a game of charades. Each student acts out a word or phrase they have learned in class. The other students guess what the word or phrase is. Students can act alone or with a partner or small group. The emphasis is on cooperation, not competition.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:  
 – derive meaning from visuals and other forms of nonverbal communication in guided situations?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Observation Checklist).

#### Conferences

During a conference, have students retell the sequence of a familiar story. Note and encourage the use of Cree.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-3</b> interpret and produce written and visual texts	<b>K</b> 
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<b>Strand</b>	LC-3.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use visuals and other forms of nonverbal communication to express meaning in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a variety of materials, such as clay, blocks and small figures, to create a diorama of a favourite part of a familiar story. Students are encouraged to talk about their representations.
- Students form a circle and play a simple game of charades. One student acts out a familiar action or vocabulary item that was introduced earlier; e.g., *api* (sit), *ohpi* (jump), *pahtâw* (run), *masinahikan* (book), *nâpesis* (boy), *minôš* (cat). The other students guess what the word is.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use visuals and other forms of nonverbal communication to express meaning in guided situations?

#### Checklist and Comments


Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

#### Anecdotal Notes

Observe students as they play charades. Note and record how well they are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

#### Conferences

Conference with students and invite them to share their dioramas. Note students' abilities to represent information or share their feelings about a story in a diorama. In addition, note the ability of students to use familiar Cree words when sharing.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<div style="font-size: 48pt; font-weight: bold; margin-bottom: 5px;">K</div> 
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<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. speak at a volume appropriate to classroom situations b. recognize and use some forms of address denoting respect

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Explain to students that there are appropriate times for using loud voices and quieter voices in the classroom. Say *peyahtik pîkiskwe* (quiet), and have students use quieter voices. Say *kisîwe* or *kisîwesi* (loud), and have the students speak in louder voices. As a class, students practise speaking loudly and then speaking quietly on command.
- Instruct students on the appropriate way to greet a *Kihteyaya* (Elder) or other visitors to the classroom prior to their arrival. When students meet a *Kihteyaya*, they would address an older woman as *nôhkom* (my grandmother) and an older man as *nimosôm* (my grandfather) to be respectful.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- speak at a volume appropriate to classroom situations?
- recognize and use some forms of address denoting respect?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activities. Use the checklist to assess if students are able to speak at a volume appropriate to classroom situations and recognize and use some forms of address denoting respect (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).



<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>K</b> 
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<b>Strand</b>	LC-4.2 expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. imitate age-appropriate expressions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students present a piece of personal artwork. Model the appropriate expressions of respect and appreciation, such as *wâ whâ/wahwâ* (exclamations), *miywâsin* (it's good) and *kwayask* (it's right).
- Encourage students to use expressions in class on a daily basis, such as:
  - *kakweyâho* (hurry)
  - *sôhki* (hard/fast)
  - *ceskwa* (wait)
  - *na* (take it)
  - *ma* (listen)
  - *ka* (pay attention).

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- imitate age-appropriate expressions?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to imitate age-appropriate expressions (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>K</b> 
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<b>Strand</b>	LC-4.3 variations in language
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experience a variety of voices

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to *âcimowina* (stories) recorded or told by older students or adults.
- Invite a number of *Kihteyayak* (Elders) and other visitors to the class to interact with students in Cree.
- While working at their desks, students listen to Cree music or a Cree radio station playing in the background so they can experience a variety of voices from the announcers. They draw a triangle  $\Delta$  when they hear a male voice or a circle  $\bigcirc$  when they hear a female voice.
- Students view a video of a Cree *âcimowin* (story) from a different Cree area.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – experience a variety of voices?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to experience a variety of voices (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>K</b> 
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<b>Strand</b>	LC-4.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. imitate and use simple routine social interactions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model simple routine interactions such as asking for a drink or meeting a friend.
- Model the proper way to interact with *Kihteyayak* (Elders). Students practise what they should or should not do.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – imitate and use simple routine social interactions?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to imitate and use simple routine social interactions (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	
<b>Strand</b>	LC-4.5 nonverbal communication		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. imitate some common nonverbal behaviours		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model various nonverbal behaviours in a variety of classroom situations, such as shaking hands with students when they meet or leave, or thanking them.
- Demonstrate greeting a female *Kihteyaya* (Elder) by kissing her on the cheek.
- Talk to students about the impoliteness of pointing and then demonstrate the way pointing is used within Cree communities. Model acceptable pointing behaviours by using the head, eyes and lips to motion in the direction along with saying *nete* (over there).


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – imitate some common nonverbal behaviours?

#### Anecdotal Notes

Observe students as they interact with others. Note and record how well they are able to imitate some common nonverbal behaviours (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	
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<b>Strand</b>	LC-5.1 cohesion/coherence
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. follow speech that uses simple link words

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read *âcimowina* (stories) and *nikamowina* (songs) and point out linking words.
- Students participate in a chain activity in which they have to carefully listen to and repeat words and phrases; e.g.,
  - *Minôš niwâpamâw.* (I see a cat.)
  - *Minôš ekwa atim niwâpamâw.* (I see a cat and a dog.)
  - *Niwâpamâw ekminôš, atim ekwa mostos.* (I see a cat, a dog and a cow.)
- Read *âcimowina* (stories) and *nikamowina* (songs) with dialogue and point to the words being read for students to follow.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- follow speech that uses simple link words?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to follow speech that uses simple link words (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	<b>K</b> 
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<b>Strand</b>	LC-5.2 text forms
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experience a variety of oral text forms

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read a story in Cree about *nisto maskwak* (the three bears).
- Students view *nehiyaw âtayohkewin* (Cree legends). Talk about the importance of *âtayohkewina* (legends) in Cree culture.
- As part of a daily read-aloud, students are exposed to a variety of different text forms read or presented in class; e.g., recipes, poems, songs, letters, jokes, lists, stories.

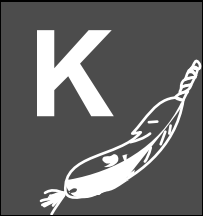
### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – experience a variety of oral text forms?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to experience a variety of oral text forms (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	
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<b>Strand</b>	LC-5.3 patterns of social interaction
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. respond using very simple social interaction patterns

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students make and use puppets to practise simple social Cree interactions; e.g.:
  - *Tân'si?* (Hello, how are you?)
  - *Namôya nân'taw.* (I am fine.)
  - *Kîya mâka?* (And you?)
  - *Namôya nân'taw nîsta.* (I am fine too.)
  - *Tân'te ohci kîya?* (Where are you from?)
  - \_\_\_\_\_ *ohci nîya.* (I am from \_\_\_\_\_.)
  - *Tân'tahto etahtopiponeyan?* (How old are you?)
  - \_\_\_\_\_ *nitahtopiponân.* (I am \_\_\_\_\_ years old.)
  - *Tân'tahto ehayamihâtayan?* (What grade are you in?)
  - \_\_\_\_\_ *nitayamihâtân.* (I am in Grade \_\_\_\_\_.)
- As part of a daily morning routine, students practise greeting a fellow student using simple greetings and responses.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

- Do the students:
- respond using very simple social interaction patterns?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).

## Community Membership

<b>Community Membership</b>	<p><b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).</p>	<p><b>Cluster Heading</b> CM-1 Mother Earth*</p>	
<b>Strand</b>	CM-1.1 relationships		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. experience and explore Mother Earth*</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead students in a discussion about the significance of Mother Earth.\* As a class, students brainstorm ways that they can take care of the Earth; e.g., recycling, schoolyard clean-up.
- During a study of the fall season, students go on a walk to explore and collect different-coloured leaves. The vocabulary *nîpiy*, *nîpiya* (leaf, leaves) is taught. Teach the concept of reciprocity through modelling. For example, leaving *cistimâw* (tobacco) in its place.
- *Okiskinohamâkew kiskinowâpahtihew otinamani kîkway kâwi piko kamîyat kîkawînaw askiy.* (The teacher shows by example that whatever you take, you give back to Mother Earth.\*)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

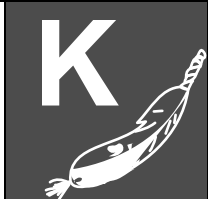
- experience and explore Mother Earth?\*

#### Anecdotal Notes

Observe students as they participate in nature walks and discuss ways to care for Mother Earth.\* Note and record how well they are able to experience and explore Mother Earth\* (see sample blackline master in Appendix E: Anecdotal Notes).

\*discretionary (see further details on p. 49)



<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM–1 Mother Earth*</b>	
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<b>Strand</b>	CM–1.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that convey knowledge of past and present Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in field trips to experience seasonal changes and the activities that take place during the different seasons; e.g., colour changing *mihkwâw* (red), berry picking, planting, plants dying. As a follow-up activity, students draw a seasonal wheel.
- Before taking students on a nature walk, teach them *peyahtik kapimohteyek kikâwînan askiy* (walk gently on Mother Earth\*) by being quiet and not disturbing natural trails or the natural environment. Students apply these practices while on the nature walk.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- participate in activities and experiences that convey knowledge of past and present Mother Earth?\*

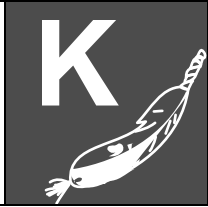
#### Anecdotal Notes

Observe students as they participate in nature outings. Note and record how well they are able to participate in activities and experiences that convey knowledge of past and present Mother Earth\* (see sample blackline master in Appendix E: Anecdotal Notes).

#### Conferences

Students share what they learned and what they found most enjoyable on a field trip or nature walk.

\*discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM-1</b> Mother Earth*	
<b>Strand</b>	CM-1.3 practices and products		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experience practices and products related to Mother Earth*		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in routines, such as saying a prayer of thanks (*nanâskomowin*) as part of a daily routine in the classroom.
- Students are exposed to the Cree way of life through sections of the video, *The Mistassini Cree*. Discussion is focused on how the Cree people lived off the land.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:  
 – experience practices and products related to Mother Earth?\*

#### Anecdotal Notes

Observe students as they participate in prayers of thanks. Note and record how well they are able to experience practices and products related to Mother Earth\* (see sample blackline master in Appendix E: Anecdotal Notes).

\*discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM-1</b> Mother Earth*	<div style="font-size: 48pt; font-weight: bold; margin-bottom: 5px;">K</div> 
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<b>Strand</b>	CM-1.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. listen to stories about Mother Earth* from the past and present, and explore change

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- A *Kihteyaya* (Elder) and guests are invited to the classroom to tell traditional *âcimowina* (stories) about Mother Earth.\* Students then draw what they heard.
- After listening to stories about Mother Earth\* in the past and present, students study pictures depicting forms of shelter *kayâs ekwa anohc* (in the past and present). They paste or draw pictures of teepees, houses and other forms of shelter on a T-chart under the appropriate column; e.g.,

<i>kayâs</i> (past)	<i>anohc</i> (present)
<i>mîkowâhp</i> (teepee)	<i>wâskahikan</i> (house)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- listen to stories about Mother Earth\* from the past and present, and explore change?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to listen to stories about Mother Earth\* from the past and present, and explore change (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

\*discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–1 Mother Earth*	<b>K</b> 
<b>Strand</b>	CM–1.5 diversity		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. listen to stories about Mother Earth* from diverse Cree origins		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students watch a videotape from *The Seventh Fire* and discuss the teachings presented in the video. They draw a picture of lessons presented in the video.
- Students listen to *âcimowina* (stories) about Mother Earth\* from various Cree origins.
- Students observe traditional dances. They learn Cree words to describe a dance; e.g.,
  - *sohki* (fast)
  - *peyahtik* (slow).

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- listen to stories about Mother Earth\* from diverse Cree origins?


### Informal Observation

Observe students as they participate in discussions about how *âcimowina* (stories) and dances may be different. Make mental notes of the extent to which students are able to listen to stories about Mother Earth\* from diverse Cree origins. Offer feedback, encouragement and praise as needed.

### Portfolios

As a follow-up to observing traditional dances, ask students to reflect on the experience and then draw a picture to represent their understanding of and personal reaction to that experience. Students may place the pictures in their portfolios and can refer to them during a student–teacher conference.

\*discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwêtinahk</i> (peacefully) with Mother Earth, <sup>★</sup> others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator <sup>★</sup> ).	<b>Cluster Heading</b> CM–2 others	<b>K</b> 
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<b>Strand</b>	CM–2.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. share with others, and recognize that others are a part of their own living world/kinship system

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students prepare and share photographs or drawings of their family members with their classmates and talk about what each family member does.
- As a snack-time teaching activity, one student, once a week, brings a traditional snack to class; e.g., dried fish, smoked meat, dried berries, bannock. If feasible, the student offers the snack to other students. Teach the names of the food. Students will accept food and say *ay hi* (thank you).
- During the activity, model cultural protocol such as not refusing food, taking food and sharing it with others. Students practise these protocols in role-play situations.
- Students, with teacher assistance, look at a kinship chart.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- share with others, and recognize that others are a part of their own living world/kinship system?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to share with others, and recognize that others are a part of their own living world/kinship system (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<sup>★</sup>discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM–2</b> others	<b>K</b> 
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<b>Strand</b>	CM–2.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; e.g., storytelling, celebrations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at pictures of Cree communities *kayâs ekwa anohc* (in the past and present). They are asked to focus on one aspect, such as clothing or housing, and share their observations in class.
- Students participate in a school-wide cultural celebration, such as a feast. As a follow-up activity, they draw a picture of the event.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

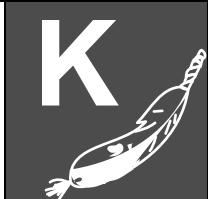
Do the students:

- participate in activities and experiences that convey knowledge of historical and contemporary Cree culture?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to participate in activities and experiences that convey knowledge of historical and contemporary Cree culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

★ discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator* <sup>★</sup> ).	<b>Cluster Heading</b> CM–2 others	
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<b>Strand</b>	CM–2.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and participate in a group in Cree cultural experiences, practices and activities

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are involved in observing and participating in *nîmihitowina ekwa âcimowina* (dances and legends).
- Students learn simple dance steps and their significance from an invited guest.
- Students view a video on traditional dances.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

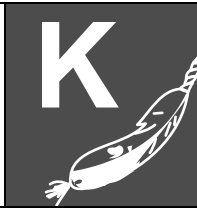
Do the students:

- observe and participate in a group in Cree cultural experiences, practices and activities?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to observe and participate in a group in Cree cultural experiences, practices and activities (see sample blackline master in Appendix E: Observation Checklist).

<sup>★</sup>discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwêtinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator* <sup>★</sup> ).	<b>Cluster Heading</b> CM–2 others	
<b>Strand</b>	CM–2.4 past and present perspectives		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. listen to stories from the past and present, and explore change		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to a *Kihteyaya* (Elder) and other guests who may be invited in to share *âcimowina* (stories) about how things were in the past.
- Invite students to explore changes by asking them to bring recent pictures of themselves as well as baby pictures of themselves to class. Lead the students in a discussion about how they have changed over time.
- Students, with teacher assistance, make seasonal bulletin boards that show how the seasons change and the impact on Mother Earth.\*

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- listen to stories from the past and present, and explore change?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to listen to stories from the past and present, and explore change (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<sup>★</sup>discretionary (see further details on p. 49)



<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwêtinahk</i> (peacefully) with Mother Earth, <sup>★</sup> others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator <sup>★</sup> ).	<b>Cluster Heading</b> CM–2 others	<b>K</b> 
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<b>Strand</b>	CM–2.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and explore the unique qualities of others

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students make hand prints that they colour, cut out and link with others in the class to form a circle of linked hands. They notice the different sizes of hands.
- Students draw a self-portrait, paying attention to their hair colour and eye colour. All self-portraits are posted in the classroom. Invite students to examine the self-portraits, while pointing out each student’s unique characteristics.
- Working with a partner, students make an outline of their body. They colour their body outline according to their hair and eye colour, assisted by the teacher. Students name basic body parts that the teacher can label in Cree on the body outline.
- Students sing the song *Nâpesis nîya, Iskwehis nîya* (I am a boy, I am a girl).

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:  
– observe and explore the unique qualities of others?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to observe and explore the unique qualities of others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<sup>★</sup>discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM–3</b> themselves	<div style="font-size: 48pt; font-weight: bold; margin-bottom: 5px;">K</div> 
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<b>Strand</b>	CM–3.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. represent themselves and their family, recognizing that they are part of the living world

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students bring photographs or draw pictures of themselves and their family members for a family album activity. They learn the Cree kinship terms and name all of the family members in their family albums:
  - *nîya* (me)
  - *nimosôm* (my grandfather)
  - *nôhkom* (my grandmother)
  - *nohtâwi* (my father)
  - *nikâwi* (my mother)
  - *nistes* (my older brother)
  - *nimis* (my older sister)
  - *nisîmisak* (my younger siblings).
- Students make simple masks or puppets of themselves. The puppets are posted in the classroom.
- After learning Cree kinship terms, ask students to draw pictures of themselves and their families. Students share their pictures with classmates and talk about what they like to do, eat or play.

### SAMPLE ASSESSMENT STRATEGIES

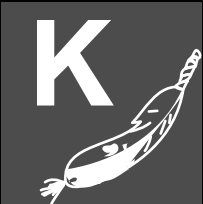
#### Focus for Assessment

- Do the students:
- represent themselves and their family, recognizing that they are part of the living world?

#### Anecdotal Notes

Observe students as they draw and share pictures of themselves and their families. Note and record how well they are able to represent themselves and their family, recognizing that they are part of the living world (see sample blackline master in Appendix E: Anecdotal Notes).

★ discretionary (see further details on p. 49)

<b>Community Membership</b>	<p><b>General Outcome</b>  Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).</p>	<p><b>Cluster Heading</b>  <b>CM-3</b> themselves</p>	
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<b>Strand</b>	CM-3.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. share about themselves and their family (traditions, nicknames, practices)

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- While studying about families, students bring family photographs or special family objects to class and share them with their classmates.
- During a school celebration, parent–teacher conference or for Meet the Teacher night, students introduce their family members to their teacher.
- Students draw pictures of themselves and their family members; e.g., *nîya* (me), *nimosôm* (my grandfather), *nôhkom* (my grandmother), *nohtâwiy* (my father), *nikâwiy* (my mother), *nistes* (my older brother), *nimis* (my older sister), *nisîmisak* (my younger siblings).
- Students cut out circle people from blackline masters and create a family group. Then they discuss and share about themselves and their families.

### SAMPLE ASSESSMENT STRATEGIES

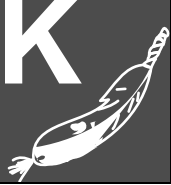
#### Focus for Assessment

- Do the students:
- share about themselves and their family?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to share about themselves and their family (see sample blackline master in Appendix E: Anecdotal Notes).

★ discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 themselves	
<b>Strand</b>	CM–3.3 practices and products		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and participate in Cree cultural experiences, practices and activities		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in *miyâhkasikewin ekwa ayamihâwin* (smudging and prayers) as a routine activity each morning, and on special occasions; e.g., *Awâsis* Day (Children’s Day), traditional dancing, Métis dancing, National Aboriginal Day (June 21).
- Students participate in special events and celebrations, such as feasts, held in the school or local community. They talk about what they like about the food or activities. Students can create a mural about special events and celebrations.
- Students watch the video, *Dances of the Northern Plains*, or other cultural videos. They respond with simple words and phrases.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- observe and participate in Cree cultural experiences, practices and activities?

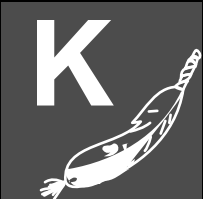
### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to observe and participate in Cree cultural experiences, practices and activities (see sample blackline master in Appendix E: Anecdotal Notes).

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to observe and participate in Cree cultural experiences, practices and activities (see sample blackline master in Appendix E: Self-assessment Checklist).

\*discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator* <sup>★</sup> ).	<b>Cluster Heading</b> <b>CM–3</b> themselves	
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<b>Strand</b>	CM–3.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore their own change, and listen to others’ views and stories

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read a Cree story to the students. Following the story, invite students to draw their favourite character or favourite part of the story. In small groups, students share their drawings with their peers.
- Students listen to a Cree story told by a *Kihteyaya* (Elder) or a respected member of the community.
- Students invite a group of parents or community members to the classroom to describe what things have changed since they were little.
- Students bring in pictures of when they were babies and discuss how they have changed.

### SAMPLE ASSESSMENT STRATEGIES

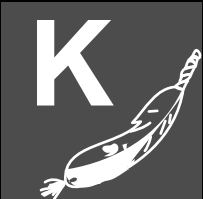
#### Focus for Assessment

- Do the students:
- explore their own change, and listen to others’ views and stories?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to explore their own change, and listen to others’ views and stories (see sample blackline master in Appendix E: Anecdotal Notes).

<sup>★</sup>discretionary (see further details on p. 49)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth, <sup>★</sup> others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator <sup>★</sup> ).	<b>Cluster Heading</b> CM–3 themselves	
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<b>Strand</b>	CM–3.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore and celebrate their own uniqueness; e.g., themselves, their family

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students bring pictures of themselves to class and identify one positive thing that they like about themselves.
- Review vocabulary for *wâkohtowin* (relationship) terms and use Brian MacDonald songs to reinforce these terms.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:  
 – explore and celebrate their own uniqueness?

#### Conferences

During a student conference, ask students to share some of the unique qualities they explored. Note the degree to which students are aware of their own unique qualities and those of their peers.

<sup>★</sup>discretionary (see further details on p. 49)

## Strategies

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication.	<b>Cluster Heading</b> S-1 language learning	<b>K</b> 
<b>Strand</b>	S-1.1 language learning		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple strategies, with guidance, to enhance language learning		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students carefully observe and listen as the teacher describes simple commands using gestures; e.g.,
  - *api* (sit)
  - *nîpawi* (stand)
  - *âstam ôta* (come here).
- Students imitate sounds, words and intonation patterns through participating in rhythm activities, such as singing the song *Tân'si, Tân'si* (Hello, Hello). Students repeat or chant phrases or words while clapping a rhythm.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use simple strategies, with guidance, to enhance language learning?

#### Portfolios


Students select pieces of their work for their personal portfolios and discuss their choices with the teacher. Record student comments and why each piece was chosen. These portfolios can be shared with parents.

#### Conferences

Meet with students individually to assess each one's skills in using simple strategies to enhance learning. Students are asked to review their alphabet books.

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use simple strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use strategies to maximize the effectiveness of learning and communication.	<b>Cluster Heading</b> S–2 language use	<b>K</b> 
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<b>Strand</b>	S–2.1 language use
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple strategies, with guidance, to enhance language use

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students mimic the words and actions to Jerry Saddleback’s “Syllabics Song.”
- Students use words and visual cues from the immediate environment to communicate in Cree; e.g.,
  - *Iskwâhtem ôma.* (This is a door.)
  - *Wâsenamawin/Wâsenamowin ôma.* (This is a window.)
  - *Mîcisowinâhtik ôma.* (This is a table.)
  - *Tehtapiwin ôma.* (This is a chair.)
  - *Masinahikan ôma.* (This is a book.)
- Ask students to point to various objects in the room, such as *iskwahtem* (door), *wâsenamawin* (window), *mîcisowinâhtik* (table), *tehtapiwin* (chair) and *masinahikan* (book).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- use simple strategies, with guidance, to enhance language use?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use simple strategies, with guidance, to enhance language use (see sample blackline master in Appendix E: Anecdotal Notes).



<b>Strategies</b>	<p><b>General Outcome</b> Students will know and use strategies to maximize the effectiveness of learning and communication.</p>	<p><b>Cluster Heading</b> S–3 cultural learning</p>	<p><b>K</b></p> 
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<b>Strand</b>	S–3.1 cultural learning
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use simple strategies, with guidance, to enhance cultural learning</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Ask students to draw pictures of a situation to show how they demonstrate kindness to others. Ask students to share their pictures. The pictures are labelled and may be used for parent conferences or displayed in the classroom.
- Introduce the song, *Tânisi* (Hello). Remind students to watch and listen carefully, and to imitate the words and actions being modelled. The students then imitate the actions while singing the song.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- use simple strategies, with guidance, to enhance cultural learning?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to use simple strategies, with guidance, to enhance cultural learning (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Strategies</b>	<p><b>General Outcome</b> Students will know and use strategies to maximize the effectiveness of learning and communication.</p>	<p><b>Cluster Heading</b> S–4 general learning</p>	<p><b>K</b></p> 
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<b>Strand</b>	S–4.1 general learning
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use simple strategies, with guidance, to enhance general learning</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students watch the actions of the teacher as he or she sings a song. They copy the actions while singing a song, such as *Kîspin Kimîyweyihten Pascîcehâmâ* (If You’re Happy and You Know It, Clap Your Hands).
- Students take turns responding to and giving simple routine commands or instructions in a variety of games or total physical response (TPR) activities.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use simple strategies, with guidance, to enhance general learning?

#### **Anecdotal Notes**

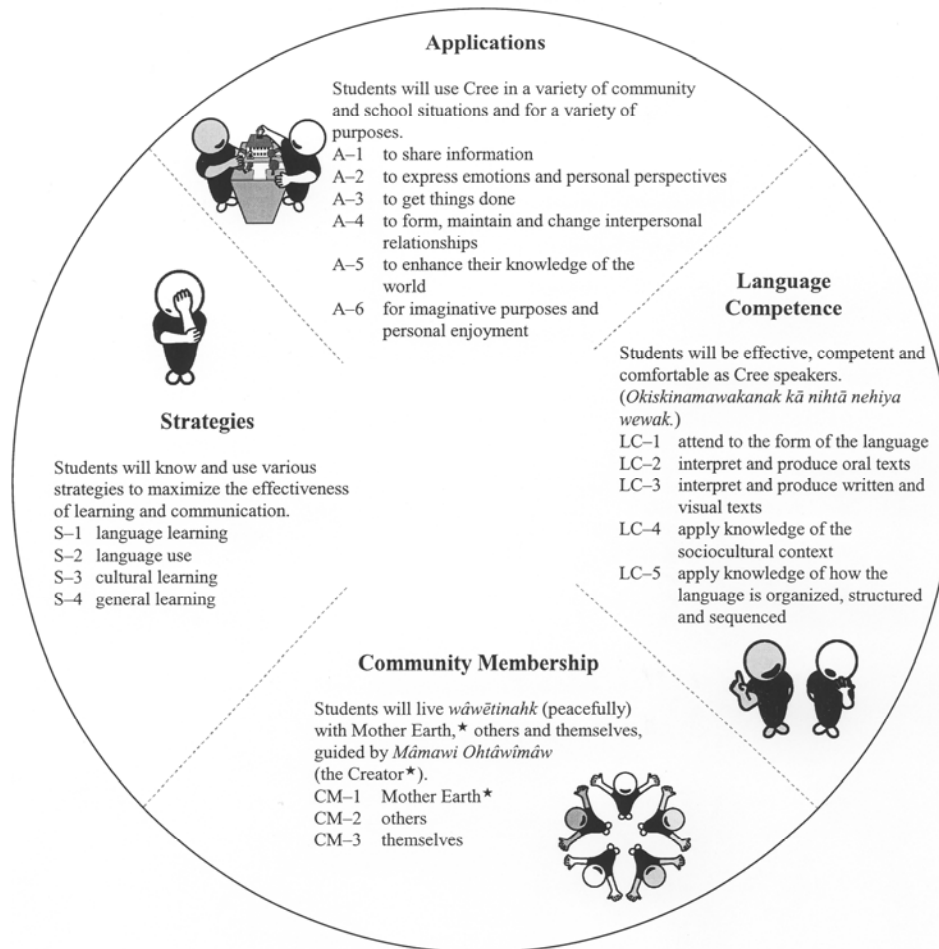
Observe students as they participate in the activity. Note and record how well they are able to use simple strategies, with guidance, to enhance general learning (see sample blackline master in Appendix E: Anecdotal Notes).

## Grade 1 Level Samples

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### General Outcomes


General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. Four general outcomes serve as the foundation for the program of studies.



**Note:** *Âtiht ôhi isihcikewina poko okiskinohamâkewak ta âpacihtâcik (tâpiskôc miyâhkasikewin) ekwa Kihtheyayak ta mamisîtotâhcik.* (Some of the activities, such as smudging, require extreme care, caution and sensitivity on the part of the teacher. Teachers should consult Elders in their local community regarding traditional practices.)

★discretionary—The terms “Mother Earth” and “Creator” are identified as discretionary terms in this guide. In order to teach the outcomes in this section, communities may choose to use these terms or other related terms acceptable to them; e.g., nature, the environment.

## Applications

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A-1 to share information</p>	<p style="font-size: 2em; margin: 0;">1</p> 
<b>Strand</b>	A-1.1 share factual information		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. identify people, places and things</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- When a visitor visits the classroom, students introduce their classmates by saying their *awa* (name).
- Walking around the classroom in pairs, students practise identifying inanimate objects; e.g.,
  - *Ôma masinahikan.* (This is a book.)
  - *Mîc'sowinâhtik ôma.* (This is a table.)
- After introducing new vocabulary with flash cards, show students a flash card, saying the word or phrase. If the word or phrase, e.g., *masinahikan* (book), *tehtapiwin* (chair), *mîc'sowinâhtik* (table), *iskwahtem* (door), matches the flash card, students say *ehâ/îhî* (yes). If there is no match, students say *namôya* (no).
- After students have learned the numbers 1–10, distribute one card to each student, with a number between 1 and 10 written on it. Students respond to the question *Tân'tahto etahtopiponeyan?* (How old are you?) by using the number on the card.
- Ask students, *Tân'tahto etahtopiponeyan?* (How old are you?). Students respond in Cree.
- Students, with teacher guidance, count the number of students in the classroom. Say:
  - *Akim iskweisak.* (Count the girls.)
  - *Tân'tahto iskweisak?* (How many girls?)
  - *Akim nâpesisak.* (Count the boys.)
  - *Tân'tahto nâpesisak?* (How many boys?)

<b>Strand</b>	A-1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify people, places and things

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- identify people, places and things?

### Informal Observation

Observe students as they engage in various activities. Make mental notes of the extent to which students are able to identify people, places and things. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A–2 to express emotions and personal perspectives	<b>1</b> 
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<b>Strand</b>	A–2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express a personal response

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read the story, *My Kokum Called Today*, in English. Then model phrases that express a personal response, such as *Ni sâkihâw nôhkom* (I love my grandmother) and *Nimiyweyihten âcimowin* (I like a story). Students repeat these responses.
- Prepare pictures of a variety of foods, animals and other objects. Students review phrases to express what they like. Show students pictures and ask them to respond by expressing which ones they like; e.g.,
  - *Nimiyweyimâw nitem.* (I like my dog.)
  - *Nimiyweyimâw niminôsim.* (I like my cat.)
  - *paso/samina* (smell/touch)
  - *misaskwatômin maskihkowâpoy* (saskatoon tea)
  - *amisk wîh kaskwâpoy* (mint tea)
  - *môsômina* (high bush cranberry)
  - *wiyâs* (wild meat)
  - *kinosîw* (fish)
  - *wacaskomîcisôwin/wikeskomîcisôwin* (rat root).
- Students draw pictures of their family members. They share their pictures with classmates and learn to say:
  - *Nimâmâ/Nikâwîy nisâkihâw.* (I love my mom.)
  - *Nipâpâ/nâhtâwiy nisâkihâw.* (I love my dad.)
- Students learn the “*Wâhkôhtowin* (Relationship) Song” by Jerry Saddleback; e.g., *Nipâpâ/nôhtâwiy nisâkihâw* (I love my dad).
- Students bring in a photograph or drawing of themselves doing something they like or with people they like. They describe the picture to the class using phrases such as:
  - *Nimiyweyihten \_\_\_\_\_.* (I like \_\_\_\_\_.)
  - *Nimiyweyimâw.* (I like him or her.)
  - *Nisâkihâw.* (I love him or her.)
  - *Nisâkihtân.* (I love it.)

<b>Strand</b>	A–2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express a personal response

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- express a personal response?

### Informal Observation

Observe students as they participate in the activities. Make mental notes of the extent to which students are able to express a personal response. Offer feedback, encouragement and praise as needed.

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to express a personal response (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>1</b> 
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<b>Strand</b>	A–2.2 share emotions, feelings
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. respond to and express emotions and feelings

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn simple vocabulary to express emotions and feelings; e.g., *Ninestosin* (I am tired), *Nisîkisin* (I am afraid), *Nimiyweyihten* (I am happy).
- Students show specific emotions by making appropriate facial expressions.
- Using flash cards, photographs or drawings that show people demonstrating emotions and feelings, introduce students to the Cree words for various emotions or feelings, such as:
  - *miyweyihte* (happy)
  - *nestosi* (tired)
  - *sekisih* (scared)
  - *mîyomahciho* (feel good).

Hold up one of the flash cards and ask students, “What’s happening in this picture?” Students give the appropriate response.

- Introduce students to the question *Tân’si kita mahcihon?* (How are you feeling?) and various responses, such as:
  - *Nimiyweyihten.* (I am happy.)
  - *Nisekisin.* (I am scared.)
  - *Nimîyomahcihon.* (I feel good.)



<b>Strand</b>	A-2.2 share emotions, feelings
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. respond to and express emotions and feelings

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- respond to and express emotions and feelings?

### Conferences

Have students share what they have learned or how they feel about their learning, and use the data to plan for instruction. Schedule conferences with students to discuss their feelings and emotions toward *âcimowina* (stories) or *nikamowina* (songs).

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to respond to and express emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-3</b> to get things done	<b>1</b> 
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<b>Strand</b>	A-3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask for permission

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students respond to roll call by saying present/not present or here/not here in Cree (*ôta/namôya ôta*).
- Students play *Kôhkom itwew* (Simon Says) in Cree to practise responding to commands.
- Students play a game by responding to teacher commands, such as:
  - *pasikô* (stand up)
  - *api* (sit down)
  - *nitohta* (listen)
  - *kihtwâm itwe* (repeat)
  - *âstam ôta* (come here).
- Students learn, then use, simple commands with their classmates; e.g., *mahtesa pe itisinamawin masinahikan* (pass me the book), *nitohta* (listen), *âstam ôta* (come here).
- Students review various ways to ask for items. They sit in a circle around a table with several items. One of the students asks for an item; e.g., *petâ masinahikan* (bring a book). The student then takes the book from the table and passes it to you. Ask the next student to pass him or her another item. The game continues until all students have given an item and responded to a question.
- Before students play games and/or start group work, they review turn-taking vocabulary, such as:
  - *nîya* (me)
  - *kîya* (you)
  - *nîya ekwa* (my turn)
  - *kîya ekwa* (you now).
 Encourage students to use the vocabulary during the activity.
- Students review class rules related to asking for permission. For example, when the students must leave the classroom (getting a drink, going to the washroom), they say *Nikakî itohtan ci nahapiw'kamikohk?* (May I go to the bathroom?).
- Ask students to divide into pairs and practise asking for permission. Phrases to use include:
  - *Nikakî \_\_\_\_\_?* (Can/may/might I \_\_\_\_\_?)
  - *Kikakî \_\_\_\_\_?* (Can/might/could/would you \_\_\_\_\_?)
  - *Kakî \_\_\_\_\_?* (Should she or he \_\_\_\_\_?)

<b>Strand</b>	A-3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask for permission

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- ask for permission?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to ask for permission (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Conferences

Discuss with students their ability to give and respond to simple oral instructions and ask for permission. Coach students to help them develop these skills.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>1</b> 
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<b>Strand</b>	A–3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask or offer to do something

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play various actions based on bringing something for a classmate, teacher or grandparent; e.g.,
  - *maskimot/sônîyâwîwat* (bag/purse)
  - *masinahikan* (book)
  - *masinahikanâpiskos* (pen).
- Students learn basic questions that they can use in class, such as:
  - *Kinitaweyihten cî kimasinahikan?* (Do you want your book?)
  - *Kinitaweyihten kimaskimot?* (Do you want your bag?)
  - *Kikakî wîcîhitin cî?* (Can I be your helper?)
- One student mimes the action for offering help to other members of the class. The class members must guess the action. The student who has mimed the action must then say the action sentence in Cree.
- Establish routine student tasks or chores to help run the classroom, such as tidying up the class library, watering plants and opening or closing windows. Introduce the vocabulary associated with these tasks; e.g.,
  - *Nikakî sâpipatân cî wâpikwaniya?* (May I water the plants?)
  - *Nikakî kwayask astân cî masinahikana?* (May I tidy the books?)

Keep a chart of these tasks and, once a week, request volunteers for each one. Students must ask for the job in Cree. Note the names of student volunteers on the chart.

<b>Strand</b>	A-3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask or offer to do something

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- ask or offer to do something?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to ask or offer to do something (see sample blackline master in Appendix E: Anecdotal Notes).

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to ask or offer to do something (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-3</b> to get things done	<b>1</b> 
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<b>Strand</b>	A-3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. encourage other group members to act appropriately

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Introduce phrases and expressions, such as:
  - *kâmwâtapi* (sit quietly)
  - *kâya* (don't).

Students come up with other phrases. During group or partner activities, students use these phrases as needed.

- Using puppets, students act out a scene in which one puppet acts inappropriately and another puppet intervenes orally. They use phrases such as *kîyamapi* (be quiet) and *kâya* (don't).
- Students role-play various situations in which they encourage group members to share, and show thanks and appreciation. They use the language appropriate to these situations as they role-play them; e.g., taking turns in a game, talking in a sharing circle.
  - *Nîya ekwa.* (It's my turn.)
  - *Kîya ekwa.* (It's your turn.)
  - *Ay hi.* (Thank you.)


## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

- Do the students:
- encourage other group members to act appropriately?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A-4 to form, maintain and change interpersonal relationships	<b>1</b> 
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<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. exchange some basic personal information

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students tell their name, age and parents' names when they interview each other in class.
- With teacher guidance, students role-play a proper interaction with a *Kihteyaya* (Elder). They learn to say *tân'si* (hello) when shaking the hand of a *Kihteyaya* and share personal information, such as:
  - *Nit'siy'hkâson* \_\_\_\_\_. (My name is \_\_\_\_\_.)
- Students are introduced to simple questions and phrases for sharing personal information, such as:
  - *Tân'tahto etahtopiponeyan?* (How old are you?)
  - *Nîya \_\_\_\_\_ nit'siy'hkâson.* (My name is \_\_\_\_\_.)
  - *Nîya \_\_\_\_\_ ohci.* (I am from \_\_\_\_\_.)

Students stand in a circle. They throw a ball back and forth to each other. The person throwing the ball asks the question in Cree and the one catching answers. The activity continues until everyone has had a turn throwing and asking, and catching and answering.

- When attendance is taken, students respond with the following:
  - *Nâpesis nîya.* (I am a boy.)
  - *Iskwesis nîya.* (I am a girl.)
- Students create personal profiles in which they draw pictures of themselves and fill out, with teacher assistance, basic demographic information in Cree, such as:
  - *Nit'siyhkâson* \_\_\_\_\_. (My name is \_\_\_\_\_.)
  - *Nitahtopiponân.* (I am \_\_\_\_\_ years old.)
  - *Niwîkin* \_\_\_\_\_. (I am from \_\_\_\_\_.)
  - *Niwîtikwemâw* \_\_\_\_\_. (I live with \_\_\_\_\_.)
  - *Nimiyowehten ta itotamân* \_\_\_\_\_. (I like to \_\_\_\_\_.)

<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. exchange some basic personal information

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- exchange some basic personal information?


### Conferences

Conduct conferences with students to discuss their sharing. Then give feedback to students about their skills in sharing basic personal information.

### Work Samples

Evaluate students' work samples, such as their personal pictures, to find evidence of their ability to share basic personal information like their name, age and family. Look at the personal profiles to determine if students have responded by using appropriate Cree phrases.



<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world</p>	<p style="font-size: 2em; margin: 0;">1</p> 
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<b>Strand</b>	A-5.1 discover and explore
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. investigate the surrounding environment</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students explore a listening centre with a CD that contains recordings of:
  - traditional drumming
  - a *Kihteyaya* (Elder) telling a story
  - traditional songs
  - a nursery rhyme song – *s'tomâwasôwin* (lullaby)
  - nature sounds; e.g., a running brook, wind.

Students listen to each sample recording, then express their preferences.

- Students listen to phrases, such as *miywâsin* (NI)/*mîyosiw* (NA) (this is nice/pretty). Then students explore a treed area where natural objects can be found. They tell a partner, “this is nice.”
- Students touch a variety of objects, such as:
  - traditionally tanned moose or deer hide and factory processed moose or deer hide
  - rattles, drums and beaded items.

Afterward, they say:

- *Yôskâw ôma.* (This is soft.)
- *Kicikâw ôma.* (This is bumpy.)
- *Maskawâw ôma.* (This is hard.)
- Students learn vocabulary associated with the senses, such as:
  - *Nipehten* \_\_\_\_\_. (I hear \_\_\_\_\_.)
  - *Nipason* \_\_\_\_\_. (I smell \_\_\_\_\_.)
  - *Nikoc'sten* \_\_\_\_\_. (I taste \_\_\_\_\_.)
  - *Niwâpahten* \_\_\_\_\_. (I see \_\_\_\_\_.)
  - *Nisâminen* \_\_\_\_\_. (I touch \_\_\_\_\_.)

Students then make popcorn, describing these sensory elements as the process continues.

<b>Strand</b>	A-5.1 discover and explore
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. investigate the surrounding environment

## SAMPLE TEACHING AND LEARNING ACTIVITIES (continued)

- Students review vocabulary related to nature, such as trees, sky, sun, leaves, flowers, wind and water. They are then taken on a field trip to a park in or near their community. During the trip, ask them to observe the sights, sounds and smells of nature using the following vocabulary:
  - *Kîkwây kiwâpahtenâwâw?* (What do you see?)
  - *Kîkway kipehtenwâwâw?* (What do you hear?)
  - *Kîkway kipasonâwâw?* (What do you smell?)

Upon their return to the classroom, students discuss their observations. They then draw a picture of their observations. Write down words that detail things students experienced.

- Students listen to a CD of various sounds of nature, such as a running brook, wind, thunderstorms and rain. Ask them to identify each sound. As an extension, they could divide into groups and each group acts out one of the sounds of nature, without making a noise. The other groups take turns guessing what sound they represent.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- investigate the surrounding environment?

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to investigate the surrounding environment (see sample blackline master in Appendix E: Self-assessment Rating Scale).

### Informal Observation

Observe students as they engage in activities that involve the five senses. Make mental notes of the extent to which students are able to investigate the surrounding environment. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world	<b>1</b> 
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<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. organize items in different ways

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise colour vocabulary, cut out pictures of items, then sort them into colour categories. They can also make collages of these coloured items.
- Students are introduced to colours (animate/inanimate). They make a collage, using inanimate or animate colours.

Inanimate	English	Animate
<i>mihkwâw</i>	red	<i>mihkosiw</i>
<i>wâpiskâw</i>	white	<i>wâpiskisiw</i>
<i>wâpôsâwâw</i>	yellow	<i>wâpôsâwisiw</i>
<i>askihtakwâw</i>	green	<i>askihtakosiw</i>
<i>sîpihkâw</i>	blue	<i>sîpihkosiw</i>

- Students participate in a nature walk. Before they go, teach the concept of *mîskwac miyotôtâkewin* (treat with respect) and respect for Mother Earth. During the nature walk, students collect or identify objects that fit into specific categories; e.g.,
  - *misâw/apisâsin* (big/little)
  - *kâwisiw/sôskwâw* (rough/smooth)
  - *kinwâw/kinosow* (tall)
  - *cimâsin/cimisiw* (short).

Students have a T-chart on which they will draw the objects they identified.

<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. organize items in different ways

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- organize items in different ways?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to organize items in different ways (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Conferences

Conduct conferences with students to discuss how they group and organize items. Evaluate the T-chart to find evidence of students' ability to organize items in different ways.

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world</p>	<p style="font-size: 2em; margin: 0;">1</p> 
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<b>Strand</b>	A-5.3 solve problems
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. experience problem-solving situations</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view or listen to a simple Cree legend, such as *How the Fox Earned His Name*. Lead students in a discussion of how problems were solved in the legend. Students draw pictures of their favourite part of the legend.
- Students, with teacher assistance, brainstorm problems they may experience in daily life. They then discuss the problems and try to solve them. Students can draw pictures of the problems and the solutions on a chart. Label the pictures.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- experience problem-solving situations?

#### Conferences

Meet with students to discuss their experiences of problem-solving situations. Assess the way students speak and give feedback on the language used.

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> <b>A–5</b> to enhance their knowledge of the world</p>	<p style="font-size: 2em; margin: 0;">1</p> 
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<b>Strand</b>	A–5.4 explore perspectives and values
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. respond sensitively to the ideas and products of others</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- While looking at the work of others, e.g., artwork, printing, colouring, projects, students use previously learned vocabulary, such as *miywâsin* (it is good) and *nimiyweyihten* (I like it), to respond to the ideas and products of others.
- Students discuss the appropriate behaviours and responses when a *Kihteyaya* (Elder) comes to visit the classroom. They respond to each other’s ideas by nodding their heads or saying *ehâ/ihî* (yes) or *namôya* (no). Then, with teacher assistance, they explain their responses.
- Students view various examples of Cree artwork or listen to Cree songs. They take turns describing what they like about each piece, using phrases such as:
  - *Miywasin*. (It’s good.)
  - *Nimiyweyihten*. (I like it.)
  - *Miyohâtâkwan*. (It sounds good.)
  - *Nimiyohnten*. (I like the sound of it.)
- After an art project that involves painting a picture, ask students to say one positive and respectful thing about each student’s painting.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


- Do the students:
- respond sensitively to the ideas and products of others?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to respond sensitively to the ideas and products of others (see sample blackline master in Appendix E: Peer-assessment Checklist).

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to respond sensitively to the ideas and products of others (see sample blackline master in Appendix E: Observation Checklist).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A–6 for imaginative purposes and personal enjoyment</p>	<p style="font-size: 2em; margin: 0;">1</p> 
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<b>Strand</b>	A–6.1 humour/fun
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use the language for fun</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students sing simple, fun *nikamowina* (songs), such as:
  - *Kîspin kimiywey'ten, pakamcicehamâ* (If You're Happy and You Know It, Clap Your Hands)
  - *Tânisi* (Hello).
- Students play simple active games, such as *Niska, Niska, Sîsîp* (Duck, Duck, Goose).
- Students learn simple riddles about objects they are familiar with. They draw the objects that they think the riddle represents, then check each others' answers; e.g.,
  - *Nitayân mistahi mîpicisa.* (I have lots of little teeth.)
  - *Nitâpacihâtân kê sekahoyân.* (I use it when I comb my hair.)

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- use the language for fun?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use the language for fun (see sample blackline master in Appendix E: Observation Checklist).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A–6 for imaginative purposes and personal enjoyment</p>	<p style="font-size: 2em; margin: 0;">1</p> 
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<b>Strand</b>	A–6.2 creative/aesthetic purposes
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use puppets to act out a basic greeting dialogue:
  - *Tânisi?* (Hi, how are you?)
  - *Namôya nân'taw.* (I am fine.)
  - *Tân'si kit'siy'hkâson?* (What is your name?)
  - \_\_\_\_\_ *nit'siy'hkâson.* (My name is \_\_\_\_\_.)
  - *Tânte ohci kîya?* (Where are you from?)
  - \_\_\_\_\_ *ohci nîya.* (I am from \_\_\_\_\_.)
- Students sing *Nîyânan Pîyesîsak* (We Are Birds) with corresponding actions.
- After an *âcimowin* (story) is read, students, with teacher assistance, generate a list of what they enjoyed about the text. Students use this as a base for looking for sounds and rhythms of the language from other *âcimowina* (stories).
- Students brainstorm action words that the teacher then writes onto a chart. They then play charades and select one action from the chart to act out. The other students must guess the action. The game can be used to cover other vocabulary words, such as animal names.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

- Do the students:
- use the language creatively?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use the language creatively (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).



<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-6</b> for imaginative purposes and personal enjoyment	<b>1</b> 
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<b>Strand</b>	A-6.3 personal enjoyment
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use the language for personal enjoyment; e.g., listen to favourite stories

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read a big book that follows the *Brown Bear, Brown Bear* story pattern, and have students chant the following: *Pisim, Pisim, awîna kiwâpamâw? Edith niwâpamâw Pisim ekanawâpamit.* (*Pisim, Pisim, who do you see? I see Edith looking at me.*). They think of phrases they can chant that follow the pattern.
- Invite students to listen to number songs, then do echo practice with students along with the actions. Students then sing the song in Cree and perform the actions using their fingers.
- Students cut out action pictures from magazines provided by the teacher. They paste the pictures on chart paper with the Cree words written on it. Then they perform the action and ask the others to guess what they are doing. Students use these action words to make a picture book.

Examples of suitable actions include:

- *sekaho* (comb your hair)
- *ohpî* (jump)
- *nikamo* (sing)
- *mâto* (cry)
- *tepwe* (yell)
- *pâhpi* (laugh)
- *kîwe* (go home).

<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 50px;"></div> <hr style="width: 80%; margin: 0 auto;"/> <p><b><i>api</i></b> (sit)</p>	<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 50px;"></div> <hr style="width: 80%; margin: 0 auto;"/> <p><b><i>pimohte</i></b> (walk)</p>
<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 50px;"></div> <hr style="width: 80%; margin: 0 auto;"/> <p><b><i>pim'pahtâ</i></b> (run)</p>	<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 50px;"></div> <hr style="width: 80%; margin: 0 auto;"/> <p><b><i>mîciso</i></b> (eat)</p>

<b>Strand</b>	A-6.3 personal enjoyment
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use the language for personal enjoyment; e.g., listen to favourite stories

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- use the language for personal enjoyment?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

## Language Competence

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	<b>1</b> 
<b>Strand</b>	LC-1.1 phonology		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. pronounce some common words and phrases correctly b. recognize intonation and expressions common to Cree		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- To practise new phrases or words, such as names of body parts, students sit in small groups and pass a ball, rock, feather or stick around. As each student receives the object, he or she says the phrase or word.
- Students select a card and name as many objects as they can that begin with a particular sound; e.g., *ko, ka, ki*.
- Students connect pictures or real objects with the phrases or words introduced during a thematic study; e.g., family members, animals.
- Students pair up to practise a short dialogue of questions and answers:  
Student A: *Tân'si?* (Hello, how are you?)  
Student B: *Namôya nan'taw.* (I am fine.)  
Student B: *Ekwa kîya?* (And you?)  
Student A: *Peyakwan.* (The same.)
- Students sing a simple song to practise the sounds from the Cree syllabics chart. As an extension, students could make up their own songs based on the sounds in the syllabics chart.
- Students listen as the teacher says simple commands, such as:
  - *âstam* (come)
  - *âstam ôta* (come here)
  - *âstam ôta semak* (come here right now)
  - *âstam'tik ôta apik* (all of you come here and sit here)
  - *âstam'tik ôta nitohtawik* (come here and listen to me)
  - *papîyahtik* (be careful, go slowly, use caution).

Students repeat the commands aloud and follow the commands together as a class.

<b>Strand</b>	LC-1.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. pronounce some common words and phrases correctly b. recognize intonation and expressions common to Cree

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- pronounce some common words and phrases correctly?
- recognize intonation and expressions common to Cree?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to pronounce some common words and phrases correctly, and recognize intonation and expressions common to Cree (see sample blackline master in Appendix E: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	<b>1</b> 
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<b>Strand</b>	LC-1.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and name some elements of the writing system

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, with teacher assistance, create a display or word wall, using the Cree alphabet and sample words for each letter. They then play a simple game in which the teacher says a word and a student points to the word on the word wall. Students refer to the word wall during reading exercises or games.
- As a group, students are assigned one or more letters from the Cree sounds. They create a page for an alphabet book that shows several sample words and illustrations, cut out from magazines or hand drawn, for each letter of the alphabet.
- Students play syllabics bingo.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- recognize and name some elements of the writing system?

#### Informal Observation

Observe students as they participate in recognizing alphabet activities. Make mental notes of the extent to which students are able to recognize and name some elements of the writing system. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	1
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<b>Strand</b>	LC-1.3 lexicon
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• my family</li> <li>• daily life</li> <li>• weather and seasons</li> <li>• my body</li> <li>• clothing</li> <li>• my house</li> <li>• things around me</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are encouraged to use the following words or phrases during appropriate situations; e.g.,
  - *ôta* (here) as a response during roll call
  - *nîya* (me/I) when introducing themselves
  - *ay hi* (thank you) when thanking each other or the teacher.
- Students review the vocabulary for body parts. The class then plays a game in which all students stand up. When the teacher calls out a body part, students point to the body part on their own body.
- Students review a series of familiar objects and are asked the question *Kîkwây awa/ôma?* (What is this?) for each object. They must respond with the answer \_\_\_\_\_ *awa/ôma*. (This/this is \_\_\_\_\_).
- Write various phrases on the board that describe times of the day and explain their meaning. Use actions or diagrams, if necessary. Students review these phrases and then draw pictures to illustrate the phrases; e.g.,
  - *Kîkisepâyâw*. (It is morning.)
  - *Âpihtâkîsikâw*. (It is noon.)
  - *kîkisepâyaki* (in the morning)
  - *apihtâkîsikâki* (at noon)
  - *otâkosiki* (in the evening)
  - *Otâkosin*. (It is evening.)
  - *Tipiskâw*. (It is night.)
  - *tipiskâki* (at night).

<b>Strand</b>	LC-1.3 lexicon
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <ul style="list-style-type: none"> <li>• my family</li> <li>• daily life</li> <li>• weather and seasons</li> <li>• my body</li> <li>• clothing</li> <li>• my house</li> <li>• things around me</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

### Informal Observation

Observe students as they use set phrases. Make mental notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields. Offer feedback, encouragement and praise as needed.

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	1
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<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations, ★ the following grammatical elements</p> <ul style="list-style-type: none"> <li>• <i>awa, ôma</i> to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun</li> <li>• noun possession form for animate (NA) and inanimate (NI) singular nouns indicating my (1S), yours (2S), his/hers (3S) <i>niminôsim, nitehtapiwin, kiminôsim, kitehtapiwin, ominôsim, otehtapiwin</i></li> <li>• interrogatives, simple questions: <i>tân'te, awîna, kîkwây, tânehki, tân'sîyisi</i></li> <li>• (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapit</i></li> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> <li>• commands or requests (Imperatives VTA) using action words between two people: you → me (2S → 1S), (all of) you → me (2P → 1S); <i>nihotawin, nitotawik</i></li> </ul>

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model some basic classroom commands and have students say the same commands to their partners; e.g., *api* (sit), *nîpawi* (stand), *âstam* (come here) or *awas* (go away). The partners respond appropriately.
- While showing family photographs, model *nôhkom* (my grandmother) and *nimosôm* (my grandfather). Students show the picture of a grandmother/their grandmother, or a grandfather/their grandfather, using the correct elements.



<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations,* the following grammatical elements</p> <ul style="list-style-type: none"> <li>• <i>awa, ôma</i> to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun</li> <li>• noun possession form for animate (NA) and inanimate (NI) singular nouns indicating my (1S), yours (2S), his/hers (3S) <i>niminôsim, nitehtapiwin, kiminôsim, kitehtapiwin, ominôsim, otehtapiwin</i></li> <li>• interrogatives, simple questions: <i>tân'te, awîna, kîkwây, tânehki, tân'sîyisi</i></li> <li>• (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapit</i></li> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> <li>• commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nihotawin, nitotawik</i></li> </ul>

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use, in modelled situations, the [given] grammatical elements?

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use, in modelled situations, the given grammatical elements. Offer feedback, encouragement and praise as needed.

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	1
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<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. use, in structured situations,* the following grammatical elements: <ul style="list-style-type: none"> <li>• personal pronouns (singular) <i>nīya, kīya, wīya</i></li> <li>• colour descriptors for a singular animate noun (VAI) <i>wāpiskisiw/ewāpiskisit minôš</i> and inanimate noun (VII) <i>wāpiskâw/ewāpiskâk tehtapiwin</i></li> <li>• simple <i>ehâ, namôya</i> questions using <i>cî</i></li> </ul>

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Brainstorm with students possible greetings for a dialogue. List these on a chart. Students use the phrases of their choice to practise greetings with another student.
- Students are introduced to the Friendship Circle where one student turns to the person on his or her left, says *tân'si* (hello) and keeps moving until he or she returns to his or her original spot. The next person then begins this activity. This activity continues until everybody has had a turn.
- Encourage students to lead the class in echo practice or total physical response (TPR) activities using words that are familiar to them; e.g., *api* (sit), *âstam* (come).

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use, in structured situations, the [given] grammatical elements?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehīya wewak.)</i>	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce oral texts	<b>1</b> 
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<b>Strand</b>	LC–2.1 listening
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand simple spoken sentences in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students respond to simple instructions, such as *âstam* (come here), *api* (sit), *nîpawi* (stand) and *kâya* (don't).
- After listening to a simple story, students represent ideas with actions; e.g., when they hear the class is going swimming, students act it out using appropriate actions.
- Students participate in a game, such as *Nôhkom Itwew* (Simon Says), in which they respond to simple requests or commands in Cree; e.g.,
  - *nîpawi* (stand)
  - *pimohte* (walk)
  - *pimipahtâ* (run)
  - *nikamo* (sing)
  - *pâhpi* (laugh)
  - *ohpî* (jump).
- Write phrases on strips of paper and ask students to match the phrases with various scenes from magazines, comics or newspapers; e.g., *atamiskaw* (greeting) would match a picture of two people greeting each other.
- During various exercises and games, students say *namôya ninisitohten* (I don't understand) if they do not understand and *ehâ/îhî ninisitohten* (yes, I understand) if they do understand.
- Using total physical response (TPR), students follow the teacher's simple instructions; e.g.,
  - *âstam* (come)
  - *api* (sit)
  - *nîpawi* (stand)
  - *pimohte* (walk).

<b>Strand</b>	LC-2.1 listening
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand simple spoken sentences in guided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- understand simple spoken sentences in guided situations?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce oral texts	1
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<b>Strand</b>	LC–2.2 speaking
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple spoken words and phrases in guided situations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are encouraged to use the phrases *namôya ninistohten* (no, I don't understand), *kihtwâm itwe* (say it again) and *namôya kinisitohtâtin* (no, I understand you).
- Students engage in a dialogue.  
 Student 1 to Student 2: *Nimiyweyihten ekimowâhk ekwa kîya?* (I like it that it's raining, how about you? [and waits for a response])  
 Student 2 to Student 3: *Nimiyweyihten \_\_\_\_\_ ekwa kîya?* (I like it \_\_\_\_\_ and you? [and waits for a response])  
 Student 3 to Student 4: *Nimiyweyihten ekimowâhk ekwa kîya?* (I like it raining, and you? [and waits for a response])

This sequence continues until all students have had a chance to engage in dialogue.

- Students sing a song to greet each other:  
*Tân'si?* (Hello, how are you?)  
*Namôya nân'taw.* (I'm fine.)
- Students review various simple common phrases for use in the classroom, such as:  
*Nikakî itohtan ci nahapiw'kamikohk.* (The student needs to go to the bathroom.)  
*Ninohteyâpahikwân.* (The student is thirsty.)  
*Namôya ninisitohten.* (The student does not understand.)
- Students review various simple phrases and words, such as:
  - *ehâ/namôya* (yes/no)
  - *tân'si* (hello)
  - *mahtesa* (please)
  - *Ay hîy, kinanâskomitin.* (Yes, thank you.)
  - *Kinanâskomitin.* (I thank you.)
  - *Iskwesis nîya.* (I am a girl.)
  - *Nâpesis nîya.* (I am a boy.)
  - \_\_\_\_\_ *nit'siy'hkâson.* (My name is \_\_\_\_\_.)

Students then use these phrases to create short skits around familiar situations, such as two people meeting for the first time or a child helping his or her mother in the kitchen.

<b>Strand</b>	LC-2.2 speaking
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple spoken words and phrases in guided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- produce simple spoken words and phrases in guided situations?

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to produce simple spoken words and phrases in guided situations. Offer feedback, encouragement and praise as needed.

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to produce simple spoken words and phrases in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce oral texts	<b>1</b> 
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<b>Strand</b>	LC–2.3 interactive fluency
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. engage in simple interactions, using short, isolated phrases

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise short, simple daily conversations, such as if one student says *Tân'si?* (Hello, how are you?), the other would say *Namôya nân'taw.* (I am fine.)
- Show pictures of *nanâtohk ko'kamikwa* (variety of buildings) and ask students what activities take place there and what kind of people go there; e.g.,
  - *âyamihew'kamik* (church)
  - *ahkosiw'kamik* (hospital)
  - *awîyak ehahkosit* (someone who is sick).

Students bring in pictures of their family gatherings, then they talk about the place, different styles of buildings, the people and the action.

- Hand out blue cards to half of the students and red cards to the other half. The students with blue cards must find the students with red cards. When they find one, they say *Tân'si?* (Hello, how are you?). The student with the red card responds by saying *Namôya nân'taw.* (I am fine). After a while, reverse the game so that the students with red cards must find the students with blue cards.
- Invite a guest who asks various simple questions of each student, such as *Tân'si, kit'siy'hkâson?* (Hello, what is your name?). The student responds, in this example, by saying his or her name.
- Before a field trip, simple questions and phrases are introduced to students, such as:
  - *Kîkway kiwâpahten?* (What can you see?)
  - *Niwâpahten\_\_\_\_\_.* (I see a \_\_\_\_\_.)
  - *Kîkway anima?* (What is that?)
  - *Ôma\_\_\_\_\_.* (That is a \_\_\_\_\_.)

During the field trip, ask questions about what students see and they respond. After the field trip, students draw pictures of the things they saw on their trip.

<b>Strand</b>	LC–2.3 interactive fluency
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. engage in simple interactions, using short, isolated phrases

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- engage in simple interactions, using short, isolated phrases?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to engage in simple interactions, using short, isolated phrases (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).



<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–3</b> interpret and produce written and visual texts	<b>1</b> 
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<b>Strand</b>	LC–3.1 reading
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand simple written sentences in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Write sentences from familiar *âcimowina* (stories) on strips of paper, with words missing. Then provide students with strips containing the missing words. Students work in pairs to reconstruct the sentences with the appropriate missing words. They read the reconstructed sentences aloud.
- Students make simple word flash cards of objects in the classroom. They then post the cards onto the appropriate objects around the classroom; e.g., clock, chair, book, desk, pencil. Students walk around the room reading the cards. One student calls out an object. The student closest to the object picks up the card and brings it to the student who called out the object.
- Select *âcimowina* (stories) about animals from *Pisiskowak = Animals in Cree* by Dr. Anne Anderson; e.g.,
  - *môswa* (moose)
  - *mistahâya* (grizzly bear)
  - *kihew* (eagle)
  - *wâpos* (rabbit).

Read *âcimowina* aloud to students, then write sentences on big sheets of paper for students to see and copy. Place students in groups and give each group an empty envelope. Each student in the group is assigned one word to copy and place in the envelope. The groups exchange envelopes. Each group must then put the words in the same order as written on the big sheet. Monitor each group, providing assistance when needed. When students are done, they present their completed work to the rest of the class.

- Point to a classroom object and students respond by putting up their hands to name the object in Cree. If the student is correct, say *miywâsin* (good); if the student is incorrect, say *namôya asaymîna itwew* (no, say it again).
- Students fill in the blanks created by the teacher; e.g.,
  - \_\_\_\_\_ *kisikâw anohc.* (Today is \_\_\_\_\_.)
  - *Wâpahki* \_\_\_\_\_. (Tomorrow is \_\_\_\_\_.)
  - *Ôtakosîhk* \_\_\_\_\_. (Yesterday was \_\_\_\_\_.)

<b>Strand</b>	LC–3.1 reading
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand simple written sentences in guided situations

## SAMPLE TEACHING AND LEARNING ACTIVITIES (continued)

- Students are introduced to vocabulary associated with colours and select items to use in *kîkwây mihkonâkwan/mihkonâkosi* (what looks red):
  - *waskahikan* (house)
  - *otâpânâsk sehkepayîs* (vehicle/car)
  - *picikwâs* (apple).

Students read back the simple phrases generated during the activity, such as *mihkonâkwan wâskahikan* (the house is red) or *mihkonâkosiw otâpânâsk* (the car is red).

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- understand simple written sentences in guided situations?

### Conferences

Discuss with students how they understand simple sentences in guided situations. Provide feedback and encouragement to help students gain confidence in reading.

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to understand simple written sentences in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–3</b> interpret and produce written and visual texts	<b>1</b> 
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<b>Strand</b>	LC–3.2 writing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple written words and phrases in guided situations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide sequence picture cards of a modelled story or event. Students then create their own sequence of picture cards in a story for each other. They exchange the cards, then put the cards in the right order. The cards could be about the daily routines of the students before they go to school; e.g.,
  - *Niwaniskân.* (I get up.)
  - *Nikâsîhkwân.* (I wash my face.)
  - *Nisekahon.* (I comb my hair.)
  - *Ninayapin.* (I sit.)
  - *Nimîcison.* (I eat.)
  - *Niminihkwân.* (I drink.)
  - *Nisipwehtân.* (I leave.)
- Act out a tea party, berry picking and a relative’s visit with students. Students greet each other and make introductions. Students draw pictures of what they experienced, and then create phrases about the experience. Write the phrases on the board for students to copy onto their pictures.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


- Do the students:
- produce simple written words and phrases in guided situations?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–3</b> interpret and produce written and visual texts	<b>1</b> 
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<b>Strand</b>	LC–3.3 viewing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. derive meaning from visuals and other forms of nonverbal communication in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Before reading a story, show the illustrations to the students to help them understand that illustrations can assist them in comprehending the story.
- After viewing pictures or big books, ask students to identify or recall the characters and events they saw.
- Take students for a nature walk. They name things they remember in Cree; e.g., *asiniy* (rock), *mitôsak* (trees), *meskanâw* (road), *meskanâs* (path), *nîpiya* (leaves), *maskosiy* (grass), *nipîy* (water), *sîpiy* (river), *sâkahikan* (lake), *sakâw* (forest/bush).
- Demonstrate nonverbal communication, such as eye contact, hand signals, curling your index finger, lip pointing and shrugging the shoulders. Then do a gesture and ask students to identify what it means. As a challenge, ask students to create and perform conversations using only nonverbal communication.
- Students watch a nonverbal presentation on video or in person. It could be a Cree video with the sound turned off or a clown or mime. Students discuss the meaning of the nonverbal communication they see.

<b>Strand</b>	LC–3.3 viewing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. derive meaning from visuals and other forms of nonverbal communication in guided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- derive meaning from visuals and other forms of nonverbal communication in guided situations?

### Informal Observation


Observe students as they participate in viewing activities. Make mental notes of the extent to which students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations. Offer feedback, encouragement and praise as needed.

### Journals

After students watch a nonverbal presentation, they reflect in their journals by drawing pictures, using the following prompts given orally by the teacher:

- *Kíkway anohc nitôten?* (What did I do today?)
- *Kíkway anohc niwâpahten?* (Who did I see today?)
- *Kíkway niwâpamâwak kotakak etôtahkik/etôtah kwâw?* (What did I see others do?)

Review the pictures and give feedback.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–3</b> interpret and produce written and visual texts	<b>1</b> 
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<b>Strand</b>	LC–3.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use visuals and other forms of nonverbal communication to express meaning in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a song or poem, students create a picture based on the song or poem, then present their interpretation of the song or poem to the class.
- Students prepare a collage of a story they read by cutting out pictures from magazines.
- Students, with teacher assistance, create a mobile about their family or things they enjoy, such as foods and pets, to share with the class.
- Select magazines for students to cut out pictures of food from. Students label the foods, using a vocabulary list for foods.
- A student is selected to guide the rest of the class through a pretend scenario, such as a hunting trip or walk in the woods. The student models nonverbal communication and the class mimics him or her. After a few minutes, another student is chosen to lead the class until everyone has had a turn.

<b>Strand</b>	LC–3.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use visuals and other forms of nonverbal communication to express meaning in guided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- use visuals and other forms of nonverbal communication to express meaning in guided situations?

### Conferences

Discuss with students why they chose a particular form to represent their work, and give feedback on how they might further enhance their representations.

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>1</b> 
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<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. respond to tone of voice

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- To prepare students for a *Kihteyaya* (Elder), who is going to use different tones of voice to tell a story, say *kāmwatapi* (sit quietly) using different tones, while students practise responding to the different tones of voice.
- In partners, students practise giving each other simple classroom commands, such as *api* (sit down) and *nîpawi* (stand up), using different tones of voice. Partners respond to each command.
- Discuss the use of loud voices and quiet voices and come up with examples of when one might use a loud voice or a quiet voice. The class discusses the fact that, in the classroom, one can sometimes use loud voices, but one must sometimes use quiet voices. Explain that when you say *peyahtik pîkiskwe* (speak softly), students must use quiet voices. *Kisîwe* means that students can use loud voices. As a class, students practise speaking loudly and then speaking quietly on command.
- Before students present to the class, they review appropriate speaking volume—loud enough so that everyone can hear, but not too loud. The class then practises speaking at an appropriate volume.
- The class discusses how loud voices can be intrusive to others; e.g., Elders do not project their voices because it interferes with other people’s space; loud voices are also used for dangerous situations or to signal an alarm. Students practise speaking softly during a “quiet day,” in which they must keep their voices quiet throughout the class.



<b>Strand</b>	LC–4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. respond to tone of voice

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- respond to tone of voice?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to respond to tone of voice (see sample blackline master in Appendix E: Observation Checklist).

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to respond to tone of voice (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>1</b> 
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<b>Strand</b>	LC-4.2 expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. imitate age-appropriate expressions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students collect expressions used in families and bring them to class; e.g., *wahwâ, mâmaskâc, ka, ma, ay ay, câ cwa, wâ, na, wâcistakâc, ayiwâkihkin*. They use these expressions when appropriate.
- Provide opportunities for students to engage in a basic dialogue, using expressions that they collect from their families. Each student imitates the way the expressions are used in his or her family.
- The class discusses the fact that expressions are used differently by different people of different age groups and from different regions. For example, *wahwâ* or *mâ* (expressions of surprise or wonder).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- imitate age-appropriate expressions?

#### Conferences

Conduct conferences with students to discuss the expressions they are familiar with by asking questions; e.g.,

- Tell me about \_\_\_\_.
- Tell me how \_\_\_\_ helped you to understand.
- Think about where you have heard the expression before and how it fits with the situation.

Record student responses and review these with students.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinawakanak kā nihtā nehiya wewak.</i> )	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>1</b> 
	<b>Strand</b>	LC-4.3 variations in language	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experience a variety of voices		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite guests to read to the class. These guests represent different ages and sexes, e.g., parents, grandparents, *Kihteyayak* (Elders), so that students can experience a variety of voices.
- During a read-aloud activity, students come up with voices they would use to represent the voices of the characters.
- Turn on the Aboriginal radio station CFWE for students to listen to a news program. They listen to audiotapes of Cree speakers from other Cree communities so they can hear a variety of voices. They can also listen to audio clips of various Cree speakers on the Internet.

**Caution:** Students should be monitored when they use the Internet

- *Kihteyayak* (Elders) or other community members visit the class to read or tell stories in Cree. After the visitors leave, the students discuss what they learned from the stories and any differences they noticed about the language used by the speakers. Explain that people from different communities or regions may speak differently.
- Students are exposed to as many different voices and mediums as possible, including audiocassettes, videos, television, Internet and visitors. Various voices; e.g., older, younger, male, female, are listened to as a class.

**Caution:** Students should be monitored when they use the Internet.

<b>Strand</b>	LC–4.3 variations in language
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experience a variety of voices

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- experience a variety of voices?

### Conferences


Meet with students as a group to discuss their feelings and thinking toward the variations in languages.

- Where have they heard that voice before?
- How were the voices different?
- Is the voice appropriate and does it support communication?

Date and note the context for each conference.

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to experience a variety of voices (see sample blackline master in Appendix E: Self-assessment Rating Scale).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>1</b> 
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<b>Strand</b>	LC-4.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use basic social expressions appropriate to the classroom

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using puppets, students demonstrate their knowledge and understanding of social expressions in appropriate situations; e.g., *Tân'si?* (Hello, how are you?), *Namôya nân'taw.* (I am fine.)
- After a snack, lunch time, or when students are offered something, they say *ay hi* (thank you).
- Students divide into groups and take turns playing different roles in the following situations:
  - meeting each other for the first time
  - their parents meeting their teacher for the first time
  - meeting their new teacher for the first time
  - buying an item from the store
  - ordering food in a restaurant
  - bumping into a stranger by mistake.

<b>Strand</b>	LC–4.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use basic social expressions appropriate to the classroom

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- use basic social expressions appropriate to the classroom?

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Self-assessment Rating Scale).

### Conferences

Meet with students and use their work samples to discuss how well they use social expressions. Provide feedback and individualized instruction where needed.

<b>Language Competence</b>	<p><b>General Outcome</b>  Students will be effective, competent and comfortable as Cree speakers.  <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i></p>	<p><b>Cluster Heading</b>  <b>LC-4</b> apply knowledge of the sociocultural context</p>	<b>1</b> 
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<b>Strand</b>	LC-4.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand the meaning of and imitate some common nonverbal behaviours

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play where they use both verbal and nonverbal behaviours; e.g., when greeting a female *Kihteyaya* (Elder), they would shake her hand and say, *Tân'si, nôhkom.* (Hello, grandmother.)
- Students role-play some common nonverbal behaviours, such as lip pointing and silence. They follow that up with further role-play examples; e.g.,  
Student A: *Kiwapâmâw cî nâha iskwešis?* (Did you see that girl? [and uses either the lips or head to point in the direction])  
Student B: *Tân'te?* (Where?)  
Student C: *Nete.* (Over there. [pointing with lips or head in the direction]).


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– understand the meaning of and imitate some common nonverbal behaviours?

**Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to understand the meaning of and imitate some common nonverbal behaviours (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	<b>1</b> 
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<b>Strand</b>	LC-5.1 cohesion/coherence
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. imitate speech that uses simple link words

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete a phrase started by the teacher, using simple link words.
- Students play a chain game in which one person starts by saying a sentence, the next person in the circle adds to the sentence, and so on; e.g.,
  - *Niwîhkisten mîcimâpoy.* (I like soup.)
  - *Niwîhkisten mîcimâpoy ekwa maskihkiwâpoy.* (I like soup and tea.)

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

- Do the students:
- imitate speech that uses simple link words?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Anecdotal Notes).



<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	<b>1</b> 
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<b>Strand</b>	LC-5.2 text forms
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize some simple oral text forms

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to a simple story in Cree. Then they retell the story orally in the right sequence, identifying the story’s opening and closing.
- Advise students to listen for *kehtatawesa* (once upon a time), *peyakwâw esa* (once in a while) and *kayâs esa* (long ago) at the beginning of a story and *ekosi* (that’s it) at the end. After reading *âcimowina ahpo âtayohkewin* (stories or legends), students tell what the words were for the beginning of the story. They listen to and join in reciting repetitive text or predictable opening and closing words for *âcimowina* (stories).
- Students listen to and then retell a variety of stories.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – recognize some simple oral text forms?

#### **Rubric**

Collaboratively create an outcome-based rubric with the students before they listen to and retell stories. Use the rubric to evaluate how well students are able to recognize some simple oral text forms (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	<div style="font-size: 48pt; font-weight: bold;">1</div> 
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<b>Strand</b>	LC-5.3 patterns of social interaction
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. respond using very simple social interaction patterns

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- In pairs, students engage in general Cree conversation.
 

Student A: *Tân'si?* (Hello, how are you?)  
 Student B: *Namôya nân'taw.* (I'm fine.)  
           *Ekwa kîya?* (And you?)  
 Student A: *Namôya nântaw.* (I'm fine.)  
           *Tân'si kit'siy'hkâson?* (What is your name?)  
 Student B: \_\_\_\_\_ *nit'siy'hkâson.* (\_\_\_\_\_ is my name.)
- Students practise saying *tân'si* (hello), then saying their name and shaking hands in response to the question *Tân'si kit'siyihkâson?* (Hello, what is your name?). This practice can occur with the teacher, another adult or a *Kihteyaya* (Elder).
- Students review various common questions as well as how to answer them; e.g.,
  - *Tân'si?* (Hello, how are you doing?)
  - *Tân'si kit'siyihkâson?* (What is your name?)
  - *Tân'tahto etahtopiponeyan?* (How old are you?)
  - *Kiwît'sânan ci?* (Do you have any brothers or sisters?)
  - *Tân'te kiwîkin?* (Where do you live?)

Students take turns interviewing one another.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

- Do the students:
- respond using very simple social interaction patterns?

### Anecdotal Notes

Observe students as they interact in Cree. Note and record how well they are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).

## Community Membership

<b>Community Membership</b>	<p><b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).</p>	<p><b>Cluster Heading</b> <b>CM-1</b> Mother Earth*</p>	<p style="font-size: 2em; font-weight: bold;">1</p> 
<b>Strand</b>	CM-1.1 relationships		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. listen to stories about Mother Earth,* and observe and experience Mother Earth*</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to *âcimowina* (stories) about Mother Earth.\* They draw a picture of one thing they learned about Mother Earth\* from the story.
- Students learn to appreciate the gifts of Mother Earth\* by planting and caring for a plant. As a follow-up activity, they discuss what things Mother Earth\* provides. Students gather berries and leaves.
- Students are introduced to the concept and significance of *Kikâwînaw Askiy* (Mother Earth\*) and listen to various stories and legends about Mother Earth.\* After the readings, the students review the concepts and discuss what they have learned. Students then create pictures or paintings that depict the concept of Mother Earth.\*
- Students brainstorm ways they can take care of Mother Earth;\* e.g., recycling, schoolyard clean-up.
- Before going on a nature walk, students are introduced to the concept of *peyahtik kapimohteyek* (walk gently on Mother Earth).\* They practise walking and interacting with nature in a respectful way.
- Students go on a walk in the fall to explore different colours of leaves. Teach the vocabulary *nîpiy* and *nîpiya* (leaf and leaves) and the concept of reciprocity (the fair exchanging of favours, privileges or things between different people or groups); e.g., by leaving *cistimâw* (tobacco) in place of a herb that is taken.

\*discretionary (see further details on p. 107)

<b>Strand</b>	CM–1.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. listen to stories about Mother Earth,* and observe and experience Mother Earth*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- listen to stories about Mother Earth,\* and observe and experience Mother Earth?\*

### Conferences


Discuss stories about Mother Earth\* with the students. Encourage them to share personal ideas and experiences and discuss their thinking. Provide positive feedback.

### Journals

After students listen to stories about Mother Earth,\* they use pictures to finish the following statements:

- *Kikâwîmaw askiy kimîyikonaw* \_\_\_\_\_. (Mother Earth\* gives us \_\_\_\_\_.)
- *Kikâwîmaw askiy kiwîhtamâ konaw* \_\_\_\_\_. (Mother Earth\* tells me I'm \_\_\_\_\_.)
- *Ninâkatohken kikâwîmaw askiy* \_\_\_\_\_. (I can care for Mother Earth\* \_\_\_\_\_.)

\*discretionary (see further details on p. 107)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM-1</b> Mother Earth*	<b>1</b> 
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<b>Strand</b>	CM-1.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that convey knowledge of past and present Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at a picture of a baby in a moss bag. Explain the past practice of using moss bags for infants and how people now use disposable diapers. Students discuss what their younger brothers, sisters or cousins used before they were toilet trained; e.g., disposable diapers. Students then ask their grandparents or parents what was used when they were babies. Students make a moss bag using wool and brown paper.
- Students look at pictures and, with the teacher’s assistance, make a chart of past and present experiences; e.g.,

<i>Kayâs</i> (Past)	<i>Anohc</i> (Present)
<i>wâspisona</i> (moss bags)	<i>kawepiniht âsîyân</i> (disposable diapers)
Forested and clean	Litter

- Students are introduced to the Cree vocabulary for the seasons. They make a season wheel using paper plates. The students draw pictures of each season on the season wheel. As an extension, they can brainstorm words that are associated with each season and write them on their season wheel; e.g.,
  - *pipon* (winter)
  - *nîpin* (summer)
  - *takwâkin* (autumn)
  - *mîyoskamin/sîkwan* (spring).

\*discretionary (see further details on p. 107)

<b>Strand</b>	CM-1.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that convey knowledge of past and present Mother Earth*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- participate in activities and experiences that convey knowledge of past and present Mother Earth?\*

### Portfolios


Collect work samples that provide evidence of students' developing knowledge of past and present Mother Earth.\* Review the work to note personal connections they have made to Mother Earth.\* Students choose which samples to put in their portfolios.

### Mother Earth Past and Present

Students imagine that they were living in the past. They name some feelings they might have experienced; e.g.,

- *Kîspin kayâs ta ayâyan kikâwînwaw askîhk, ahpo itikwe nika \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (If I were on Mother Earth\* in the past, I might feel \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.) (mîyomâhcion = good; nicîhkeyiten = exuberant)*
- *Mekwâc ômisi niteyimâw kikâwînwaw askiy \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (I now feel about Mother Earth\* \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.) (nisâkihâw = I love her; nimanacihâw = I respect her; ekwa nika miyo nâkatemâw = I will take good care of her.)*

\*discretionary (see further details on p. 107)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM-1</b> Mother Earth*	<b>1</b> 
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<b>Strand</b>	CM-1.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and experience practices and products related to Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are taken for a nature walk to pick mint for tea. They are reminded how mint tea smells and tastes and that the root has a purplish colour. When they return to class, students make mint tea and learn the word *maskihkiwâpoy* (mint tea). While sampling the tea, the class listens to Cree songs.
- A visitor demonstrates how to make bannock. Students watch and listen, and then follow directions to make their own bannock. Once the bannock is cooked, students eat it and learn about other ways to make bannock.
- The class discusses how to pick berries and the different recipes that can be made with berries. The class then goes berry-picking, demonstrating the proper and respectful ways of picking berries. When students return, a guest from the community demonstrates how berries are used to make jam or other traditional foods.
- Students make a drawing of three steps for making bannock.

<b>Bannock Making</b>		
<b>Step One</b>	<b>Step Two</b>	<b>Step Three</b>

\*discretionary (see further details on p. 107)

<b>Strand</b>	CM–1.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and experience practices and products related to Mother Earth★

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- observe and experience practices and products related to Mother Earth?★


### Conferences

Conduct conferences with students to discuss their participation in various practices, other cultural activities and traditions. Note students' attitudes in relating to the language, cultural activities and traditions. Give students feedback.

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★discretionary (see further details on p. 107)



<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,★ others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator★).	<b>Cluster Heading</b> <b>CM-1</b> Mother Earth★	<b>1</b> 
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<b>Strand</b>	CM-1.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth★

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to a reading of *Peter’s Moccasins* by Jan Truss or *Two Pairs of Shoes* by Esther Sanderson. Lead students in a discussion about respect for Mother Earth★ by walking gently. As a follow-up activity, students design and colour a pair of paper moccasins.
- Students study pictures depicting forms of shelter *kayâs ekwa anohc* (past and today). They paste or draw pictures of teepees and houses on a T-chart.
- A guest speaker is invited to discuss how seasonal patterns are predicted from observing changes in animals and the environment. Students draw the animals and things from the environment that are used to predict weather patterns; e.g.,
  - *wâpos* (rabbit)
  - *enîmiskotawehtet* (sun dogs)
  - *kânîmihitocik/twaw* (northern lights)
  - *nîpiya* (leaves).
- Students are introduced to certain cultural activities of the past and present related to the seasons; e.g., berry picking, traditional dances, picking herbs, sledding. Students make a seasonal wheel for the past and the present, and draw pictures of each season for the two wheels.
  - *pipon* (winter)
  - *nîpin* (summer)
  - *takwâkin* (autumn)
  - *mîyoskamin/sîkwan* (spring).

★discretionary (see further details on p. 107)

<b>Strand</b>	CM–1.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth?\*

### Journals


Have students draw in their journals about their experiences that reflect the past and present. Encourage them to share their reflections orally by giving them prompts; e.g.,

- One past experience that I think of is \_\_\_\_\_.
- This experience made me think of \_\_\_\_\_.
- Another present experience that I think of is \_\_\_\_\_.
- This experience made me think of \_\_\_\_\_.

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth\* (see sample blackline master in Appendix E: Anecdotal Notes).

\*discretionary (see further details on p. 107)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-1 Mother Earth*	1 
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<b>Strand</b>	CM-1.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students review the names of the months in Cree. They then create and illustrate Cree calendars with the names of the months as used in their community.
- Students listen to stories that are specific to a season. They then look for examples of how Mother Earth\* is described in stories related to a season (spring, summer, fall, winter). Students then paint pictures that depict Mother Earth\* in the chosen season. This activity could be done for all the seasons in turn.
- Students view a video on traditional dances that honour Mother Earth.\* They comment.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- participate in activities and experiences that reflect diversity in perspectives related to Mother Earth?\*

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to participate in activities and experiences that reflect diversity in perspectives related to Mother Earth\* (see sample blackline master in Appendix E: Observation Checklist).

\*discretionary (see further details on p. 107)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator* <sup>★</sup> ).	<b>Cluster Heading</b> CM–2 others	<b>1</b> 
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<b>Strand</b>	CM–2.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. listen respectfully to others; e.g., storytelling, counsel, sharing circle

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Hold a sharing circle. Students can decide on what topic they would like to share. They share and others listen quietly. They practise turn-taking and working in clockwise rotation.
- Before group work, a class visitor and/or class presentations, students review the concept of respect and discuss how they can show respect for one another in class; e.g.,
  - listen to each other without interruptions
  - wait for their turn before speaking
  - speak in an appropriate voice or tone.

A list, with appropriate illustrations, that deals with how to show respect, is posted in the class and can be referred to by the teacher when necessary.

- Students discuss the concept of *reciprocity* (the fair exchange of favours, privileges or things between different people or groups). The class practises giving and receiving by placing one hand in and one hand out of a friendship circle.
- Before the arrival of a *Kihteyaya* (Elder), students review how to address a *Kihteyaya* as well as good listening practices. They break into pairs or groups and role-play proper greetings and positive listening behaviours.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

- Do the students:
- listen respectfully to others?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to listen respectfully to others (see sample blackline master in Appendix E: Observation Checklist).

<sup>★</sup>discretionary (see further details on p. 107)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,★ others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator★).	<b>Cluster Heading</b> CM–2 others	<b>1</b> 
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<b>Strand</b>	CM–2.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; e.g., storytelling, celebrations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Encourage students to bring objects that belong to their grandparents to class, e.g., moccasins, beaded gloves, to share and discuss with others; i.e., show and tell.
- Students play a game in which they select, from a pile, a picture depicting the past when they see the past-picture sign (teepee). When they see the present-picture sign (house), they pick a picture depicting the present.
- Students are told traditional Cree narratives related to animals and plants. Guide a discussion of the gifts that animals and plants offer to humans and how we can show them respect. Students draw personal responses to the stories, in which they are encouraged to link their own experiences to what they have learned; e.g., What gifts have animals and plants given to you? Did the stories remind you of any of your own experiences?
- As a culminating activity after discussing Cree traditions and the Cree way of life, ask students to identify ways in which they can follow the ways of their Cree ancestors today. Write the ideas down in a list and have each student choose one item. Several weeks later, students discuss how they followed the ways of their Cree ancestors.
- Students examine various examples of traditional Cree artwork and crafts and identify common spiritual or other symbols used by Cree artists; e.g., the circle of life, hunting, Mother Earth.★ Students then choose a symbol or theme and create artwork based on that symbol or theme.

★discretionary (see further details on p. 107)

<b>Strand</b>	CM–2.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; e.g., storytelling, celebrations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- participate in activities and experiences that convey knowledge of historical and contemporary Cree culture?

### Rubric

Collaboratively create an outcome-based rubric with the students before they begin the show and tell. Use the rubric to evaluate how well students are able to participate in activities and experiences that convey knowledge of historical and contemporary Cree culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

### Conferences

Discuss with students how they shared their ideas. They can also talk about their feelings. Provide positive feedback.

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–2 others	<b>1</b> 
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<b>Strand</b>	CM–2.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and participate in a group in Cree cultural experiences, practices and activities

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class discusses how spruce boughs were used in tents and for sweeping to keep homes clean and smelling fresh. Students are taken on a field trip to pick spruce boughs of the appropriate colour and texture and describe them; e.g.,
  - *askihtakosiw* (green)
  - *miyosiw* (it is nice/it is good).
  
- Students are taken on a nature walk to examine animal tracks. Explain why it is necessary to walk gently and softly on Mother Earth\* while hunting, and how to use one’s senses to locate animals. Students write in a log all the animals and signs of animals they found while on their walk. Students may follow animal tracks, placed by the teacher in the classroom, and identify the animals in Cree. See Appendix D (BLM 1).
  
- Students watch a video presentation of a Cree celebration or festival. After watching the video, they discuss what they saw. Students then write down personal responses, with teacher assistance, in their journals. Provide guided questions; e.g.,
  - What was your favourite part of the video?
  - What did you learn about Cree culture from the video?
  - Would you like to participate in a celebration like the one shown?

★discretionary (see further details on p. 107)

<b>Strand</b>	CM–2.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and participate in a group in Cree cultural experiences, practices and activities

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- observe and participate in a group in Cree cultural experiences, practices and activities?

### Journals

Students write or draw in their journals about their reactions after participating in cultural experiences.


They can respond to prompts such as:

- *Nikiskisin ekosi e tamahcihoyân ispîh* \_\_\_\_\_. (I remember feeling like that when \_\_\_\_\_.)
- *Nikâwiy (nimâmâ) itôtam \_\_\_\_\_ tâpiskoc* \_\_\_\_\_. (My mom has to do \_\_\_\_\_ like the \_\_\_\_\_.)

### Portfolios

Evaluate students' work to determine their understanding of Cree cultural experiences, practices and activities. Students demonstrate their understanding by discussing their work with the teacher and choosing items for their portfolios.



<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator).	<b>Cluster Heading</b> CM–2 others	<b>1</b> 
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<b>Strand</b>	CM–2.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. listen to stories from the past and present, and explore change

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to stories told by a Cree storyteller.
- Students listen to stories about change, told by the teacher or members of the community.
- Students bring baby pictures of themselves to class as well as current pictures to see the changes that have occurred.
- Students observe seasonal changes; e.g., *nîpiya* (leaves). They discuss the changes, then create a mural to show the changes.
- Students listen as a guest speaker tells stories about domestic practices and traditions followed in the past; e.g., food preparation, child rearing. The class then compares past and present domestic practices in a chart. Students draw a picture beside the concept, which the teacher reads aloud to them.

<b>Past</b>	<b>Present</b>
<ul style="list-style-type: none"> <li>• made and used moss bags as diapers</li> <li>• cooked bannock over a fire</li> </ul>	<ul style="list-style-type: none"> <li>• use disposable diapers purchased from the store</li> <li>• cook bannock in the oven</li> </ul>

- On a monthly basis, students measure and record changes that occur to them over time; e.g., height, number of teeth they lose. Record these individual changes on a class chart or graph. Encourage students to discuss these changes on a regular basis during the school year.

★discretionary (see further details on p. 107)

<b>Strand</b>	CM–2.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. listen to stories from the past and present, and explore change

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- listen to stories from the past and present, and explore change?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to listen to stories from the past and present, and explore change (see sample blackline master in Appendix E: Observation Checklist).

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–2 others	<b>1</b> 
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<b>Strand</b>	CM–2.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and explore the unique qualities of others

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create portraits of themselves. Create a photo gallery of these pictures. Students look at the portraits of their classmates and observe the unique qualities of the other students.
- Students make handprints and footprints and then mix them up. They select one from the mixed-up pile and use learned vocabulary of sizes, e.g., big, small, long, short, to describe the prints. The owner tries to identify his or her own prints.
- Students listen to the song *Nâpesis nîya, Iskwehis nîya* (I am a boy, I am a girl). They sing along.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – observe and explore the unique qualities of others?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to observe and explore the unique qualities of others. Offer feedback, encouragement and praise as needed.

#### Journals

Students reflect in their journals by drawing pictures about the unique qualities of others. They answer questions posted by the teacher.

*Mayaw Kâwâpahtamân* \_\_\_\_\_, *nikiskisihikon* \_\_\_\_\_.


(When I see \_\_\_\_\_, it makes me think of \_\_\_\_\_.)

*Ni Kiskinohamâkon* \_\_\_\_\_ *espîh kâ wâpahtamân* \_\_\_\_\_.

(I learn that \_\_\_\_\_ when I see \_\_\_\_\_.)

The student will show what he or she is capable of when he or she answers questions in complete sentences or phrases rather than single words.

\*discretionary (see further details on p. 107)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator* <sup>★</sup> ).	<b>Cluster Heading</b> CM–3 themselves	<div style="font-size: 48pt; font-weight: bold; margin-bottom: 10px;">1</div> 
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<b>Strand</b>	CM–3.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students bring photographs or draw pictures of themselves and talk about their life at home.
- With teacher assistance, students make masks or puppets of themselves and say:
  - *Tan’si.* (Hello.)
  - *Nâpesis nîya.* (I am a boy.)
  - *Iskwesis nîya.* (I am a girl.)
  - \_\_\_\_\_ *nî’t’siy’hkâson.* (My name is \_\_\_\_\_.)
- Students draw or bring photographs of their family members or important relatives. In groups, they show the pictures and tell others the Cree titles of their family members. Students then use the pictures to create family albums. On the cover of their albums, they draw pictures of themselves and label them *nîya* (me).
- Students discuss how *nôhkom* (grandmother), *nimosôm* (grandfather), *nikâwiy* (my mom) and *nohtâwiy* (my dad) care for them and help them meet their basic needs, such as food, shelter and love.
- The class reviews vocabulary and discusses the concept of *wâhkôhtowin* (relationships). Various songs are used to practise and reinforce *wâhkôhtowin* terms.
- Students divide into groups and share information about “a day in my life.” They describe their daily routines, such as walking their dog, eating, chores, playing sports or spending time with friends.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people?

### Portfolios

Collect work samples that provide evidence of the students developing positive self-identities. With each student, choose some work samples to place in the student’s portfolio.

<sup>★</sup>discretionary (see further details on p. 107)

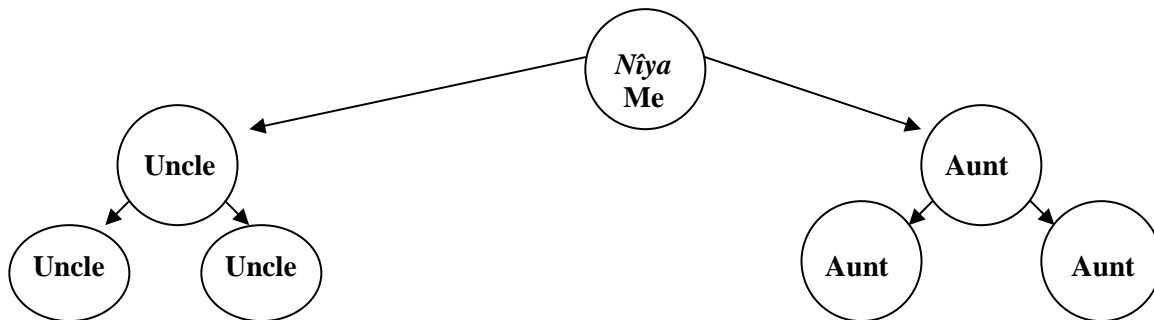
<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth*, others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 themselves	<b>1</b> 
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<b>Strand</b>	CM–3.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore kinship

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share photographs of their families and themselves and identify where they fit in the kinship chart.
- On Meet the Teacher night, students introduce their family members to the teacher; e.g., *Nikâwiy awa*. (This is my mom), *Nohtâwiy awa*. (This is my dad).
- Students complete kinship charts of their families and share them with classmates.
- The class discusses why Cree people call others who are not related to them by blood “aunt” and “uncle.” The students then create a diagram of all the people they call “aunt” and “uncle,” using Cree nouns; e.g.,

*Niwahkômâkanak*  
(My Relations)



- Students review family vocabulary, using flash cards, and discuss the two sets of kinship terms—one for *iskwesisak* (girls) and one for *nâpesisak* (boys). Students review how to create a family tree and work as a class to fill in a sample family tree with applicable kinship terms.

\*discretionary (see further details on p. 107)

<b>Strand</b>	CM–3.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore kinship

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- explore kinship?

### Conferences

Meet with students to encourage them to share their knowledge of *wâhkôhtowin* (relationships). Date all observations and note the context. Review the records to note student progress over time.

### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to explore kinship (see sample blackline master in Appendix E: Peer-assessment Checklist).

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 themselves	1 
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<b>Strand</b>	CM–3.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and participate in Cree cultural experiences, practices and activities

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in and learn about *ayamihâwin* (prayers) as a routine morning activity and discuss why Cree people do this to open their day.
- Students observe and participate in special events and celebrations, e.g., traditional dancing, Métis dancing, in their community.
- The class organizes a celebration of the first day of spring. The class gives thanks for the gift of spring when everything is new: new plants, new animals and new weather. Students look out for signs of spring and report them to the class as spring news reports. As part of the celebration, the class visits a zoo or farm to see baby animals or watch birds migrating.
- A guest speaker talks to the class about how animals can teach us about ourselves; e.g., the gentleness of a mouse or rabbit, the strength and patience of a bison, the determination of migrating birds. Various stories and legends can also be told to illustrate this idea.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:  
 – observe and participate in Cree cultural experiences, practices and activities?


#### Informal Observation

Observe students as they participate in activities and experiences that reflect cultural elements of Cree. Make mental notes of the extent to which students are able to observe and participate in Cree cultural experiences, practices and activities. Offer feedback, encouragement and praise as needed.

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to observe and participate in Cree cultural experiences, practices and activities (see sample blackline master in Appendix E: Observation Checklist).

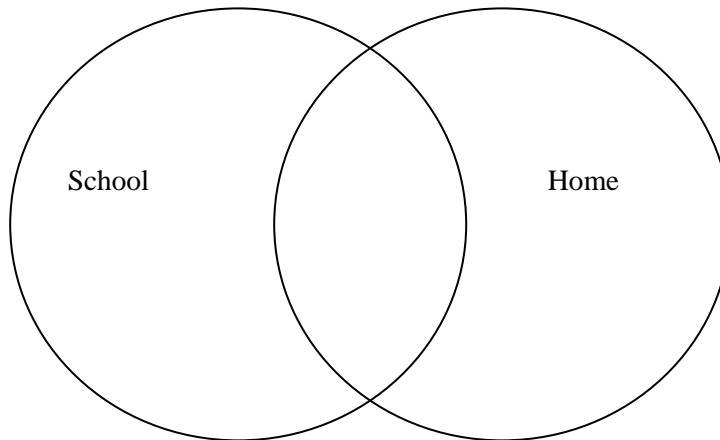
\*discretionary (see further details on p. 107)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 themselves	<b>1</b> 
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<b>Strand</b>	CM–3.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express their own understanding of themselves and their family

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students draw *masinipayiwina* (pictures) or bring photographs of their own families and discuss roles.
- Students role-play how *nôhkom* (my grandmother), *nimosôm* (my grandfather), *nikâwi* (my mother) and *nohtâwi* (my father) care for them and help them meet their basic needs, such as food, shelter and love.
- Students, with teacher assistance, brainstorm rules and practices in their homes. They are aware that these rules are made to help them be safe and to ensure that their needs are met. Students also compare rules at home with rules and practices at school. Record the rules in a Venn diagram.



- The class discusses how caring for one’s own body is a form of respect and describes facets of self-care; e.g., nutrition, hygiene, physical fitness. Students make a class poster that shows how they take care of themselves.
- Students, with assistance, demonstrate basic cultural outdoor travel skills; e.g.,
  - *kasâmewin* (snowshoeing)
  - *pimiskâwin* (canoeing)
  - *e papâm tehtapik mistatimwak* (horseback riding)
  - *mostohtewin* (hiking).

★discretionary (see further details on p. 107)



<b>Strand</b>	CM–3.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express their own understanding of themselves and their family

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- express their own understanding of themselves and their family?

### Conferences

Discuss with students their understanding of self and family. They consider ideas, such as activities they do together and how their needs are met. Also discuss with students the Venn diagram on rules and practices at home and at school.

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to express their own understanding of themselves and their family (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 themselves	<b>1</b> 
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<b>Strand</b>	CM–3.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe, celebrate and recognize their own uniqueness; e.g., physical characteristics, kinship

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading the book *Peter’s Moccasins* by Jan Truss, students identify one thing from the story that reflects the Cree way of life.
- Students draw a picture of a feast or cultural event that they participate in with their families. They discuss how they celebrate and recognize that other families may do things in a different manner.
- Students share personal experiences and discuss the uniqueness when celebrating feasts or cultural events.
- Students look in magazines and newspapers for pictures of their favourite activities to make a collage with; e.g., dancing, sports, crafts. Students label their collages with an appropriate Cree word, such as *nîmihito* (dance).
- Students are introduced to the concept of uniqueness (being different than others) and that all people are similar but unique. Students then brainstorm and the teacher creates a web of all the things about them that are unique.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- observe, celebrate and recognize their own uniqueness?

### Portfolios

Students place cultural event pictures and/or activity collages in their portfolios. These can be used in conferences with the teacher and for discussions on uniqueness.

★discretionary (see further details on p. 107)

## Strategies

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication.	<b>Cluster Heading</b> S–1 language learning	<b>1</b> 
<b>Strand</b>	S–1.1 language learning		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple strategies, with guidance, to enhance language learning		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students memorize new words by repeating them aloud, using visual prompts; e.g., simple classroom objects, foods, pets.
- Students work cooperatively with a partner to put together a puzzle. When working on a puzzle activity, students work in pairs and are encouraged to use:
  - *mahtesa peyitisinamawin anima/nema* (please pass me that)
  - *kiteyihten cî ôma kwayask nitastân* (do you think I placed this correctly).

With each turn, students try to guess by saying *niteyihten* \_\_\_\_ *ôma* (this) and then continue to put pieces together. After the puzzle is put together, students tell the teacher what it is (\_\_\_\_ *ôm*).

- Use commands in Cree, such as the following:
  - *tâpasinahike* (draw)
  - *masinahike* (write)
  - *nitohta* (listen)
  - *papeyâhtik* (sit still)
  - *nehiyawé* (speak Cree)
  - *mâcîta* (begin)
  - *keyâmpi* (be quiet)
  - *kîhtwân* (again)
  - *ketaskisine nahascîke* (clean up).

Repeat the commands over and over so that students always hear the language and its patterns in Cree to enhance their learning. Students then use these commands when they work in groups.

- The students practise sounds from the syllabics chart.

<b>Strand</b>	S-1.1 language learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple strategies, with guidance, to enhance language learning

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use simple strategies, with guidance, to enhance language learning?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use simple strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication.	<b>Cluster Heading</b> S–2 language use	<b>1</b> 
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<b>Strand</b>	S–2.1 language use
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple strategies, with guidance, to enhance language use

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students refer to a word wall in the classroom that includes Cree clothing vocabulary. They find visual illustrations to match the words.
- Students use memorized expressions in the correct context.
- Provide an opportunity for students to lead the class in echo practices, using words and phrases introduced.
- Students review a variety of things and are asked different questions; e.g., *Tân'tahto kit'tahtopiponân?* (How old are you?). They respond appropriately; e.g., *Nikotwasik nit'tahtopiponân.* (I am six years old).
- As students carefully observe and listen, demonstrate simple commands using gestures, such as *api* (sit), *nipawi* (stand) and *âstam* (come here). Then say a command and students follow it, using total physical response (TPR).
- Students use puppets to act out a basic greeting dialogue.
  - *Tân'si?* (Hi/hello, how are you?)
  - *Namôya nân'taw.* (I am fine.)
  - \_\_\_\_\_ *nit'siy'hkâson.* (My name is \_\_\_\_\_.)
- Play the song *Nikamowina* (Songs) by Brian MacDonald. Students practise in pairs the following phrases:
  - *Tânisi kîya?* (How are you?)
  - *Nîya Namôya nân'taw.* (I am fine.)
  - *Awîna kîya?* (Who are you?)
  - *Nîya \_\_\_\_\_.* (I am \_\_\_\_\_.)
- Encourage students to use one-word Cree expressions when they get stuck in finding a word. If students cannot remember things like *nitapin* (I sit), they can say *nîya api* (I sit) or *I api* (sit) or *nîya* (I sit), but will be corrected nonjudgementally.

<b>Strand</b>	S–2.1 language use
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple strategies, with guidance, to enhance language use

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- use simple strategies, with guidance, to enhance language use?

### Informal Observation

Observe students as they use simple strategies to enhance language use. Make mental notes of the extent to which students are able to use simple strategies, with guidance, to enhance language use. Offer feedback, encouragement and praise as needed.

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use simple strategies, with guidance, to enhance language use (see sample blackline master in Appendix E: Observation Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication.	<b>Cluster Heading</b> S–3 Cultural Learning	<b>1</b> 
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<b>Strand</b>	S–3.1 cultural learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple strategies, with guidance, to enhance cultural learning

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students watch and listen carefully to the song *Nîyânan Peyesisak* (Five Birds). They then imitate the words and actions from the song.
- Encourage students to speak, write or read Cree words in class, in school, at home and in the community that deal with values; e.g., *kisteyimitowin* (respect), *wîcihitowin* (sharing), *miyohtwâwin* (kindness). Share the significance of each, and explain the necessity in following and living these values every day and everywhere.
- Students discuss the following four topics regarding values:
  - *Kihceyihitowin* and *manântisiwin* (Respect)
  - *Tâpwewin* (Honesty)
  - *Wîcihitowin* (Sharing)
  - *Miyohiwâwin* (Kindness).

They then draw pictures of a situation that illustrates each concept covered or collect pictures from magazines that illustrate each concept and create collages.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use simple strategies, with guidance, to enhance cultural learning?

### Portfolios

With students, choose drawings or collages on Cree values to place in their portfolios. These can be shared at parent–teacher conferences.

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication.	<b>Cluster Heading</b> S-4 general learning	<b>1</b> 
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<b>Strand</b>	S-4.1 general learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple strategies, with guidance, to enhance general learning

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Encourage students to observe, listen and pay attention to assist in their learning. They sing the song *Nimiskawâw pakân* (“I found a peanut”) by Brian MacDonald and make appropriate sounds. Encourage students to do the action with movement and gestures to assist in the meaning of the words, as in *Nimiskawâw pakân*. Students sing the song and make appropriate gestures.
- Students identify inanimate things in their immediate environment, such as:
  - *Ôma iskwâhtem.* (This is a door.)
  - *Ôma wâsenamawin.* (This is a window.)
  - *Ôma mîc’sowinâhtik.* (This is a table.)
  - *Ôma tehtapiwin.* (This is a chair.)
  - *Ôma masinahikan.* (This is a book.)

The students identify animate objects in their immediate environment, such as:

- *Awa mitâs.* (These are pants.)
- *Awa astis.* (This is a mitt.)
- *Awa asikan.* (This is a sock.)
- *Awa pihtawetâsân.* (This is underwear.)
- Students take turns recording themselves speaking Cree words. They play back the recordings and note ways they could improve their pronunciation.
- Students play a memorization game.



<b>Strand</b>	S-4.1 general learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple strategies, with guidance, to enhance general learning

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use simple strategies, with guidance, to enhance general learning?

### Conferences

Conduct conferences with students to determine if they use simple strategies to enhance their general learning.

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use simple strategies, with guidance, to enhance general learning (see sample blackline master in Appendix E: Anecdotal Notes).

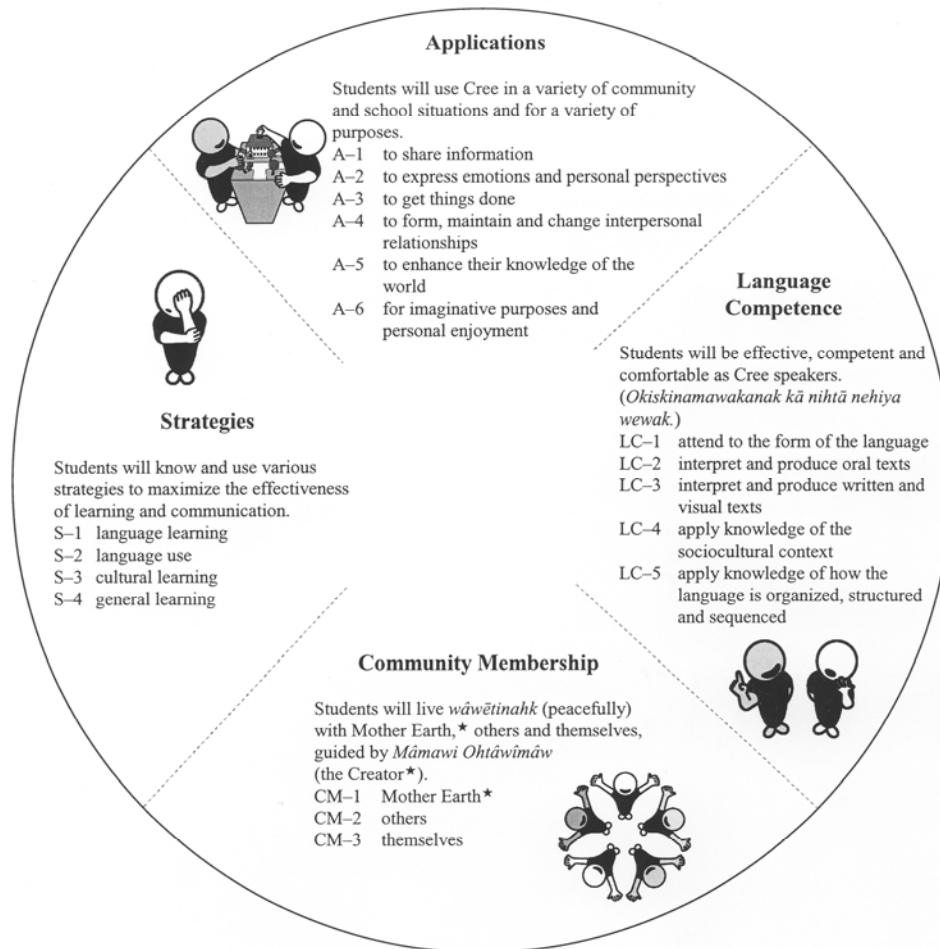


## Grade 2 Level Samples

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### General Outcomes


General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. Four general outcomes serve as the foundation for the program of studies.



**Note:** *Âtiht ôhi isihcikewina poko okiskinohamâkewak ta âpacihtâcik (tâpiskôc miyâhkaskewin) ekwa Kihtheyayak ta mamisîtotâhcik.* (Some of the activities, such as smudging, require extreme care, caution and sensitivity on the part of the teacher. Teachers should consult Elders in their local community regarding traditional practices.)

★discretionary—The terms “Mother Earth” and “Creator” are identified as discretionary terms in this guide. In order to teach the outcomes in this section, communities may choose to use these terms or other related terms acceptable to them; e.g., nature, the environment.

## Applications

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A–1 to share information	<b>2</b> 
<b>Strand</b>	A–1.1 share factual information		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask for and provide information b. respond to simple, predictable questions		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work in pairs and dramatize situations in which they need to provide specific information; e.g.,
  - *Tân'si?* (Hello, how are you?)
  - *Namôya nân'taw.* (I am fine.)
  - *Tân'si kit'siy'hkâson?* (What is your name?)
  - \_\_\_\_\_ *nit'siy'hkâson.* (My name is \_\_\_\_\_.)
  
- Students practise asking their partners simple questions; e.g.,
  - *Tante ohci kiya?* (Where are you from?)
  - *Wabasca, ohci nîya.* (I am from Wabasca.)
  
- Students take turns leading the daily morning routine. They must find and post the correct date as well as lead the class in a choral reading of the date.
  
- As part of the morning routine, students answer various questions; e.g.,
  - *Tan'mayikohk ehakimihtanohc?* (What is today's date?)
  - *Kiko pîsim mekwâc?* (What month is it?)
  - *Kiko kîskâw anohc?* (What day of the week is it today?)
  - *Tân'sesikîsikâw?* (How is the weather?)
  
- Draw a person on the board, point to various body parts and ask *Kîkwây ôma/kîkwây awa?* (What is this?). Students try to identify the name of each body part. Then call out a body part, such as *mistikwân* (the head), and students draw it on a piece of paper. Repeat this five times so that the students have five pieces of paper, each with a body part on it. Students divide into pairs and turn one of their pieces of paper over so that the partner cannot see it. The student then asks, *Mistikwân cî ôma?* (Is this a head?). The partner guesses the name of the body part, *Ehâ misikwân anima.* (Yes, that is a nose.). If the partner is correct, he or she takes the piece of paper. Each student takes turns guessing the body part on the partner's paper. The person who collects all of his or her partner's papers first wins.

<b>Strand</b>	A-1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask for and provide information b. respond to simple, predictable questions

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- ask for and provide information?
- respond to simple, predictable questions?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to ask for and provide information and respond to simple, predictable questions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to ask for and provide information and respond to simple, predictable questions (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A–2 to express emotions and personal perspectives	<b>2</b> 
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<b>Strand</b>	A–2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify favourite people, places or things

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view a video of a Cree *âtayohkewin* (legend), e.g., *How the Rabbit Turned White*, *How the Fox Earned His Name*, and discuss who their favourite character was. They draw pictures of their favourite characters and describe them; e.g.,
  - *Awa Wesahkecâhk*. (This is *Wesahkecâhk*.)
  - *Ôki sîsîpak*. (These are the ducks.)
  - *E nîmihitocik*. (They are dancing.)
- Students search through magazines to select pictures that represent something that they like or enjoy. Then they cut the pictures out and share them with the class, using the phrase *Nimiyweyihten ôma* \_\_\_\_\_. (I like this \_\_\_\_\_.) or *Ahpô nimiyweyimâwawa* \_\_\_\_\_. (I am happy for them \_\_\_\_\_.).
- Students identify things they like to do; e.g.,
  - *Nimiywehten ta nikamoyân*. (I like singing.)
  - *Nimiywehten ta nimihitoyân*. (I like dancing.)
  - *Nimiywehten ta mîcisoyân*. (I like eating.)
  - *Nimiywehten ta metaweyân*. (I like playing.)
  - *Nimiywehten ta kehokeyân/kîyokeyân*. (I like visiting.)
  - *Kîkwây kimiywehten ta itôtawan/kîyokeyân?* (What do you like to do?)

Students create mini posters of what they like to do; e.g., *Nimiyweyihten* \_\_\_\_\_. (I like \_\_\_\_\_.)

- Students review the vocabulary for various foods. Then students draw pictures of foods they like and write sentences about them; e.g.,
  - *Niwîhkisten wâkâsa*. (I like the taste of bananas.)
  - *Niwîhkisten osâwâsa*. (I like the taste of oranges.)
  - *Niwîhkisten maskihkîsa*. (I like the taste of candy.)
  - *Niwîhkisten cahkâs*. (I like the taste of ice cream.)
  - *Kîkwây kinoh temîcin?* (What do you like to eat?)
  - *Kîkwây ki wihkiten?* (What do you like the taste of?)

**Note:** In the Cree culture, it is not appropriate to place value on people, places or things, or to favour certain people.

<b>Strand</b>	A–2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify favourite people, places or things

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- identify favourite people, places or things?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to identify favourite people, places or things (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to identify favourite people, places or things (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A–2 to express emotions and personal perspectives	<b>2</b> 
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<b>Strand</b>	A–2.2 share emotions, feelings
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify emotions and feelings

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After students view or listen to a Cree *âtayohkewin, âcimowin ahpo nikamowin* (legend, story or song), ask them to share their feelings about events in the story, using phrases such as:
  - *Nikisôwâsin.* (I am angry.)
  - *Nimîyweyihten.* (I am happy.)
  - *Nipîkweyihten.* (I am sad.)
  - *Nisekisin.* (I am scared.)
  - *Namôya nikiskeyihten.* (I do not know.)
  - *Namôya ninistohten.* (I do not understand.)
- Lead a discussion on feelings and record feeling words. Have students get into pairs and write about their feelings. They then read and share their feelings with their partners.
- As a class, students create a display that includes feeling words and pictures (hand drawn or cut out of magazines) of people who are expressing each feeling.
- After reading a story or hearing an oral narrative, the class reviews the story. Students decide how the main characters were feeling at various stages of the story or oral narrative. Write these on the board for everyone to see. Next, students should be able to explain why they think the characters felt the way they did.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify emotions and feelings?


### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to identify emotions and feelings (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Learning Log

Have the students reflect on their learning and how well they were able to identify emotions and feelings.



<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-3</b> to get things done	<b>2</b> 
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<b>Strand</b>	A-3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. suggest a course of action, and respond to a suggestion

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- On a daily basis and in group work activities, students use basic classroom phrases that have been modelled by the teacher. Examples may include using commands, making requests and asking others what they think; e.g., *ekwa ayamihâtân* (and let's pray), *apik* (all sit), *nitohtawik nehiyawetân* (listen to Cree), *tân'si kiteyihten* (what do you think), *tân'se etayosihtâyân* (how do you make it).
- Using complete sentences in Cree, students respond to teacher and student suggestions, such as *Kinohtehayamihcikân cî?* (Do you want to read?) and *Ehâ ninohtehayamihcikân.* (Yes, I want to read.).
- Students review basic classroom action words and verbs and respond with actions; e.g.,
  - *api(k)* (the student(s) sit)
  - *nitohta* (students cup their hands to their ear to listen)
  - *atoske* (students sit at their desks and pretend to write in their notebooks).
- Ask students to identify things they would like to be able to say in Cree. Write down the English phrases or words in a chart and then add the Cree translation; e.g.,

English	Cree
shout	<i>tepwe</i>
watch (sports or dances)	<i>kanawâpahke</i>
watch (to learn)	<i>kiskinawâpahke</i>

- Students examine plastic food items or pictures of food that they collected. They set up a pretend grocery store. Students divide into partners, give suggestions to each other on what to buy and, with teacher help, they write grocery lists in Cree. Students then go shopping at the pretend grocery store. As an extension, students write a grocery list as a class and go on a field trip to the local store to explore prices and selection.

<b>Strand</b>	A-3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. suggest a course of action, and respond to a suggestion

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- suggest a course of action, and respond to a suggestion?

### Informal Observation

Observe students as they work on the grocery list. Make mental notes of the extent to which students are able to suggest a course of action, and respond to a suggestion. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A–3 to get things done</p>	<p style="font-size: 2em; margin: 0;">2</p> 
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<b>Strand</b>	A–3.2 state personal actions
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. indicate choice from among several options</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students mime the actions written on cards prepared by the teacher. They take turns and class members guess the action; e.g.,
  - *ohpî* (jump)
  - *pimpahtâ* (run)
  - *masinaha* (write)
  - *api* (sit)
  - *nîpawi* (stand).

Then they say a phrase, such as “I want to” or “I would like to,” and read the word on the card.

- Students create an alphabet book of actions by either drawing their own pictures or going to a Web site and printing pictures. They select the most appropriate pictures for their book and label them.

**Caution:** Students should be monitored when they use the Internet.

- After listening to *âcimowina* (stories), students choose a follow-up activity from a variety of choices. Each student states what his or her choice is when asked by the teacher; e.g.,
  - I will draw a picture.
  - I will make a model.
  - I will retell the story.
  - I will make my own story.
- When planning for a feast to be celebrated in the school, students ask their grandparents what food items are used in feasts and the appropriate protocol used. Students report what they learned back to the class.
- Students divide into groups and create simple restaurant menus. They then role-play a scene in which one person is the server and the others are customers. The server makes suggestions, such as “Would you like the soup today?” Each customer responds by choosing the item suggested or by choosing a different item from the menu.

<b>Strand</b>	A-3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. indicate choice from among several options

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- indicate choice from among several options?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to indicate choice from among several options (see sample blackline master in Appendix E: Anecdotal Notes).

### Conferences

Conduct conferences with students on their ability to make choices.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>2</b> 
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<b>Strand</b>	A–3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask for help or clarification of what is being said or done in the group

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students play a card game, such as Go Fish, and use Cree phrases that they have learned to take part; e.g.,
  - *Nîya ekwa cî.* (Is it my turn?)
  - *Kîya ekwa.* (It is your turn.)
  - *Awîna ekwa?* (Whose turn is it?)
  - *Namôya nîya.* (Pass me by.)
  - *Omisîsi cî?* (Is this right?)

- Ask students to work in a group to build something or make a craft. Students are encouraged to use the following phrases:
  - *Kîkwây kôsihtânaw?* (What are we going to make?)
  - *Ekwa tân'siy'si katôtenaw?* (And how are we going to do it?)

If they do not understand, they use the following phrases:

- *Namôya nin'stohten.* (I do not understand.)
  - *Enohtekiskeyihtamân tân'si ka itôtamân.* (I want to know how to do this.)
  - *Niketôten ôma.* (I will do this.)
- Students are divided into groups of three and are given a variety of sports; e.g., hockey, baseball, soccer, tennis. One student acts out the sport, another student verbally describes the actions made by the actor, and the third student guesses what the sport is. If the student who is guessing needs clarification, he or she must ask his or her teammates to repeat themselves or provide more clues, using the following phrases:
    - *Namôya nin'stohten.* (I do not understand.)
    - *Mahtesa kihtwâm itwe/mahti kihtwâm itwe.* (Please repeat that.)
    - *Poko ka tahko wihtamawîyan kîkway.* (I need more information.)
  - Cut large pictures of birds, fish or animals into a puzzle. In small groups, students put the pieces together.

<b>Strand</b>	A-3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask for help or clarification of what is being said or done in the group

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- ask for help or clarification of what is being said or done in the group?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to ask for help or clarification of what is being said or done in the group (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-4</b> to form, maintain and change interpersonal relationships	<b>2</b> 
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<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. initiate relationships

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students prepare simple skits or dialogues containing simple greetings, basic information and closing expressions. Students are provided with model dialogues that they change or modify to prepare their own dialogues. Dialogues may include meeting a *Kihteyaya* (Elder), meeting someone new, initiating friendships or inviting others to play. Phrases may include:
  - *Tân'si?* (Hello, how are you?)
  - *Namôya nân'taw.* (I am fine.)
  - *Ekwa kîya?* (And you?)
  - *Namôya nân'taw nîsta.* (I am fine also.)
  - \_\_\_\_\_ *nit'siy'hkâson.* ( \_\_\_\_\_ is my name.)
- Select *âcimowina* (stories) that model relationships for reading purposes. Students draw webs of relationships among the characters in *âcimowina* (stories) and label each character; e.g., *omosôma* (his/her grandfather), *ohkoma* (his/her grandmother), *okâwiya* (his/her mother), *ohtawiya* (his/her father), *otôtéma* (his/her dog).
- Students draw a family tree, using relationship words in Cree; e.g.,
  - *niya* (me)
  - *nimâmâ/nikâwiy* (my mom)
  - *nipâpâ/nohtâwiy* (my dad)
  - *nôhkom* (my grandmother)
  - *nimosôm* (my grandfather)
  - *nimis/nisîmis* (my older sister/younger sister)
  - *nistes/nisîmis* (my older brother/younger brother).
- Students make invitation cards in Cree for a party, class event, school event or community event, using phrases such as *Pe wîci metaweminân.* (Come and play with us.).

As an extension, students could role-play inviting someone to their party or event.

- The students create circle figures (see Appendix D, BLM2). They label the figures with names of their family members, discuss and share information.

<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. initiate relationships

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- initiate relationships?


### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to initiate relationships (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Conferences

Look at each student's family tree and lead a discussion about the pictures and the family to determine if the student demonstrates an understanding of the concept of relationships.



<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world	<b>2</b> 
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<b>Strand</b>	A-5.1 discover and explore
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. investigate and identify elements in the immediate environment

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reviewing vocabulary associated with the senses, students participate in a nature walk. They describe what they experienced with each of their senses; e.g.,
  - *Nipehtawâw* \_\_\_\_\_. (I hear \_\_\_\_\_.)
  - *Nipason* \_\_\_\_\_. (I smell \_\_\_\_\_.)
  - *Nikocisten* \_\_\_\_\_. (I taste \_\_\_\_\_.)
  - *Niwâpamâw* \_\_\_\_\_. (I see \_\_\_\_\_.)
  - *Nisaminen* \_\_\_\_\_. (I touch \_\_\_\_\_.)
- Select items that have distinctive smells, textures and flavours and place them in a sensory bag. Students are blindfolded. They then take an item from the bag and, using vocabulary they have learned, describe what they smell, feel and taste.

Using the same Cree phrase with which they identified the senses involved in the above activity, students take turns classifying, on a chart, the items in the bag by sense.

<i>Nipehtawâw</i> (Hear)	<i>Nipason</i> (Smell)	<i>Nikocisten</i> (Taste)	<i>Niwâpamâw</i> (See)	<i>Nisaminen</i> (Touch)

- Students shake containers of dry staple foods, e.g., rice, pasta, seeds, and guess the contents.
- Several objects are placed under a blanket or sheet. Students feel each object through the material and say, in Cree, what they think it is.
- Students sit in a circle. Small animal figurines, such as a dog, squirrel, bear, bird and deer, have been hidden around the room. Invite students to search for a figurine. When a student finds one, he or she returns to the circle. When all figurines have been found, students take turns to say, in Cree, a word or phrase about their particular figurine.

<b>Strand</b>	A-5.1 discover and explore
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. investigate and identify elements in the immediate environment

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- investigate and identify elements in the immediate environment?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to investigate and identify elements in the immediate environment (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Learning Log

Have the students reflect on their learning and how well they were able to investigate and identify elements in the immediate environment.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world	<b>2</b> 
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<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. sequence items in different ways

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to a simple story in Cree. Working in groups, they arrange pictures of scenes from the story in the order they happened.
- After participating in a bannock-making activity, students arrange pictures and text to explain the procedures, using phrases such as:
  - *Nitastân .../Nitahâw ...* (I put ...)
  - *Nisîkînen ...* (I pour ...)
  - *Nitîhwâw ...* (I stir ...)
  - *Nitakwahâw ...* (I add more ...)
  - *askipahkwesikan* (flour).
- Students are divided into groups and provided with various scenes of a cartoon strip in random order. Each group orders the scenes so as to tell a story, then presents the story to the class.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- sequence items in different ways?

#### Checklist and Comments


Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to sequence items in different ways (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

#### Conferences

Ask students to retell the story or action sequence from their sequence cards. Provide feedback.

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to sequence items in different ways (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> <b>A–5</b> to enhance their knowledge of the world</p>	<p style="font-size: 2em; font-weight: bold;">2</p> 
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<b>Strand</b>	A–5.3 solve problems
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. experience meaning through a variety of moral teachings and problem-solving stories</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to a Cree legend. They are asked to retell the story, using the following questions:
  - What happened?
  - Why did it happen?
  - What is the teaching or lesson of the story?
  - What should have been done to prevent the problem from occurring?

The students create a mobile based on the story.
- Students listen to a tape of a story. Stop the tape before the story’s problem is solved. Students discuss different ways that the problem could be solved, then listen to the ending of the story.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


- Do the students:
- experience meaning through a variety of moral teachings and problem-solving stories?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to experience meaning through a variety of moral teachings and problem-solving stories (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Conferences

Ask the students to talk about the mobile they created. Note how well the students identified the main characters.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A–5</b> to enhance their knowledge of the world	<b>2</b> 
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<b>Strand</b>	A–5.4 explore perspectives and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. make connections between behaviour and values

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- In preparation for a visit from a *Kihteyaya* (Elder), students review appropriate behaviours and greetings, such as *Tanisi?* (Hello, how are you?) and *Namôya nân'taw.* (I am fine.).
- Introduce students to community terms for *manâtsiwin* (respect), *wîcihitowin* (sharing), *tâpwewin* (honesty) and *kisewâtisiwin* (kindness). Discuss the demonstration of Cree values at home, in school, to others and in the community.

Divide the class into groups and ask them to prepare role-plays that demonstrate how they understand the above. Students present their role-plays in class. Other students listen and take note of the values and behaviours being demonstrated. The students share their observations.

- Students role-play various scenarios that deal with greeting, respect and protocols. They also practise various behaviours to show respect; e.g.,
  - not walking in front of a *Kihteyaya* (Elder)
  - offering a chair or a place to sit
  - offering tea or other beverages to a visiting *Kihteyaya* (Elder).
- Students brainstorm examples of behaviours and values. Write these on the board; e.g.:

<i>Ayisinhkewin</i> (Ethics and Values)	<i>Kiskinohamâkewina</i> (Teachings)
<ul style="list-style-type: none"> <li>• listen quietly while others are speaking</li> </ul>	<ul style="list-style-type: none"> <li>• respect others</li> </ul>

<b>Strand</b>	A-5.4 explore perspectives and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. make connections between behaviour and values

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- make connections between behaviour and values?


### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to make connections between behaviour and values (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Journals

Create a list of values learned and reviewed that students use when they create role-plays. Students write in their journals, using a sentence pattern provided by the teacher; e.g.,

- One value I learned was ...
- I think this value helps me to ...

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A–6</b> for imaginative purposes and personal enjoyment	<b>2</b> 
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<b>Strand</b>	A–6.1 humour/fun
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use the language for fun in a variety of activities

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students take part in a game of *Kôhkum itwew* (Simon Says). Give a variety of commands.
- Students sing simple, fun *nikamowina* (songs) in Cree, using actions when appropriate; e.g., *nîyânan peyesîsak/pîyesîsak* (five birds).
- Students create their own riddles using various vocabulary words; e.g.,  
 Question: *Kîkwây kaskihtesiw, misikitiw ekwa kostâtikosiw?* (What is black, large and fierce?)  
 Answer: *Maskwa.* (A bear.)  
 Students exchange riddles or work together as a class to solve them.
- Choose a word and write blanks on the board using every letter in the word. Students then guess letters one at a time. Each time they guess incorrectly, draw part of a face. Students must guess the word before the face is finished.
- The class plays a game of *Niwâpahten Kîkway* (I Spy). One student chooses something in the classroom and gives the rest of the class hints; e.g., *Niwâpahten kîkway ehaskihtakwâk.* (I spy something that is green.). Students guess what he or she sees. If they guess incorrectly, the student gives another hint, and so on.
- Create flash cards with magnets on the back. Students sit in a circle holding fishing poles with magnets on the ends. The flash cards are placed in the centre of the circle. Students fish and say the word on the flash card when they catch it.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – use the language for fun in a variety of activities?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use the language for fun in a variety of activities (see sample blackline master in Appendix E: Observation Checklist).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> <b>A-6</b> for imaginative purposes and personal enjoyment</p>	<p style="font-size: 2em; font-weight: bold;">2</p> 
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<b>Strand</b>	A-6.2 creative/aesthetic purposes
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use the language creatively; e.g., use movement to respond to songs and poems</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using a familiar, simple dialogue pattern, students create an original dialogue with a new character:
  - A: *Tânisi?* (Hello, how are you?)
  - B: *Namôya nân'taw.* (I am fine.)
  - A: *Tân'te ohci kîya?* (Where are you from?)
  - B: \_\_\_\_\_ *ohci nîya.* (I am from \_\_\_\_\_.)
  - Kîya mâka?* (And you?)
  - A: \_\_\_\_\_ *ohci nîya.* (I am from \_\_\_\_\_.)
  
- Students use concrete poetry to represent numbers. They write the words for each number repeatedly, forming the shape of the number.
  
- Students create rhythm poems; e.g.,
 

*miskîsik* (eye)  
*mihtawakay* (ear)  
*mikot* or *paswakan* (nose)  
*mihtawakay* (ear)  
*miskîsik* (eye).
  
- Students respond to teacher commands in a total physical response (TPR) activity; e.g., *nîpawi* (stand), *api* (sit), *pimohte* (walk), *pimpahtâ* (run).
  
- In the gym or outside, guide students to use movement and dance to illustrate vocabulary; e.g.,
  - *tahkiskata/tahkiskâcike* (kick it)
  - *kwâskohti* (jump)
  - *pimosine* (throw it)
  - *pakamaha* (hit it)
  - *nâkatehta* (be careful)
  - *tepwe* (shout/be loud)
  - *pimpahtâ* (run).



<b>Strand</b>	A–6.2 creative/aesthetic purposes
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use the language creatively; e.g., use movement to respond to songs and poems

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use the language creatively?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use the language creatively (see sample blackline master in Appendix E: Observation Checklist).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A-6 for imaginative purposes and personal enjoyment</p>	<p style="font-size: 2em; margin: 0;">2</p> 
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<b>Strand</b>	A-6.3 personal enjoyment
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use the language for personal enjoyment; e.g., make a personal dictionary of favourite words with illustrations</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students make a personal booklet of their favourite things. In this booklet, students illustrate and write the Cree words for their favourite things; e.g., food, clothing.
- Students stand in a large circle. Pass out slips of paper that have the name of one woodland animal or bird written on them to students. There will be four to six slips with the same animal written on them. Each student moves around the class to find his or her kind of animal by constantly making the animal sound. When two of the same animals find each other, they hold hands and continue the search until they have found the whole group. Each group then decides upon a phrase to say about their animal.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- use the language for personal enjoyment?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

## Language Competence

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	<div style="font-size: 48pt; font-weight: bold;">2</div> 
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<b>Strand</b>	LC-1.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students will be introduced to various vocabulary, such as *kîya* (you). Sound out the word and break down the syllables. Students will model the teacher.

Students learn long and short vowel sounds; i.e., *a/â; i/î; o/ô; a-uh – anohc; â-aa – âtayohkewin; o-oo – mîciso; ô-dô – ôma; i-ih – itwew; î-ee – kîya – bee; e-eh – ekosi.*

Introduce the semi-vowels and how they work:

- w and y placed in front of the vowel: *w-wh – wahwâ; y- yih – yotin*
- w and y placed behind the vowel: *ow - oo mîcisow; ôw- oe - môw; oy/ôy – âpoy; iw/îw-oo – apiw; iy/îy - ee askiy; aw/âw - ou – kîsikâw – now; ay/ây – âyamichke; ey-aa – meyweyihta.*

An enjoyable way to do this is to incorporate rhythm into the process: slap knees, clap hands, snap fingers in rhythm as students sound out the words in syllables.

- Create a set of consonant and vowel flash cards for each student. After reviewing the sounds associated with each vowel and consonant, lead students in a game in which students must identify vowels and consonants by producing the appropriate sound. To play the game, say the word very slowly, making sure that the first sound is heard. Then ask students to hold up the flash card that corresponds to the first sound in the word the teacher is saying; e.g., say *minôs* (cat) and students should put up the *mi* symbol.

<b>Strand</b>	LC-1.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h?

### Checklist and Comments


Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h. Offer feedback, encouragement and praise as needed.

### Self-assessment Checklist

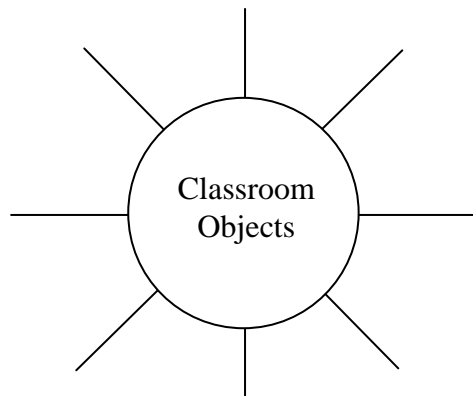
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	<b>2</b> 
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<b>Strand</b>	LC-1.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. write some words and phrases of personal significance

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Work with students to create a web on a variety of topics; e.g.,



- Provide an invitation for students to look at; e.g.,
  - *Tân'si \_\_\_\_\_*. (Hello \_\_\_\_\_.)
  - *Kahkî pê wîci mîcisôminân cî kîsikâki nîso?* (Can you come and eat with us on Tuesday?)
  - *Kamîcinaw wiyâs ekwa pahkwêsikan.* (We will eat meat and bannock.)
  - *Ekosi ay-hi.* (That's it, bye.)

Students use that as a model and write it out, then orally invite their families to a celebration.

- Students listen to selected words and phrases they use daily in the classroom. They practise these selected words or phrases with each other, then with the teacher. They write four of the words and phrases in their journals.

<b>Strand</b>	LC-1.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. write some words and phrases of personal significance

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- write some words and phrases of personal significance?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to write some words and phrases of personal significance (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to write some words and phrases of personal significance (see sample blackline master in Appendix E: Self-assessment Rating Scale).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	2
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<b>Strand</b>	LC-1.3 lexicon
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• foods</li> <li>• school</li> <li>• measurements             <ul style="list-style-type: none"> <li>– time</li> <li>– money</li> </ul> </li> <li>• pets</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- As part of a daily routine, ask students to respond to *Tân'si?* (Hello, how are you?) and other questions; e.g.,:  
 Teacher: *Tân'si?* (Hello, how are you?)  
 Students: *Tânisi esikîsikhâw.* (How is the weather today?)  
 Teacher: *Kîko kîsikâw anohc?* (What is today?/What day of the week is this?)  
 Students: \_\_\_\_\_.  
 Teacher: *Tân'mayikohk ehakimiht anohc?* (What is the date today?)  
 Students: *Ehakimiht* \_\_\_\_\_. (It is \_\_\_\_\_.)
- Students cut and paste pictures related to themes, e.g., foods, school, to make a scrapbook and write down various phrases or nouns; e.g.,  
 – *Kîkway ôma?* (What is this?)  
 – \_\_\_\_\_ *awa.* (This is \_\_\_\_\_.)
- Place an assortment of objects that match known vocabulary in a bag. Each student puts his or her hand in the bag, pulls out an object and says what it is in Cree. Students may add a descriptive phrase—it is soft, it is small.
- Students form a circle. One student volunteers or is chosen to say a word in Cree and do an action; e.g., tapping head, slapping knee. All students do the action. The next student in the circle adds another word and action. All students repeat both words and actions. This continues until eight words and actions have been done and then it can begin again.

<b>Strand</b>	LC-1.3 lexicon
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <ul style="list-style-type: none"> <li>• foods</li> <li>• school</li> <li>• measurements <ul style="list-style-type: none"> <li>– time</li> <li>– money</li> </ul> </li> <li>• pets</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?


### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).



<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	<b>2</b> 
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<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations,★ the following grammatical elements</p> <ul style="list-style-type: none"> <li>• personal pronoun plural forms <i>nīyanân, kīyânaw, kīyawâw, wīyawâw</i></li> <li>• personal pronoun singular emphatic “too” form <i>nīstanân, kīstanaw, kīstawâw, wīyawâw</i></li> <li>• <i>ana, anima</i> to distinguish and refer to that specific animate (NA) or an inanimate (NI) noun, <i>nâha, nema</i></li> <li>• noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S) (NA) <i>niminôsimak, kiminôsimak, ominôsimak</i>; (NI) <i>nitehtapiwina, kitehtapiwina, otehtapiwina</i></li> <li>• (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapit</i></li> <li>• commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nitohtawin, nitohtawik</i></li> <li>• locative noun acts as a preposition <i>ohk, hk, ihk</i>—in the, on the, to the, at the, from the</li> <li>• nominalizer, changing an action word (VAI) to a noun adding suffix <i>win</i> to the verb: <i>mîcisowin, nîmihtowin, nikamowin</i></li> </ul>

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model some basic commands, such as *âstam* (come here). Then students work with partners to imitate giving commands and responding appropriately.
- Model some basic structures in simple sentences, then ask students to make their own patterned sentences focusing on the targeted structure; e.g., *Minôs emîcisot.* (The cat is eating.), *Atim emîcisot.* (The dog is eating.) The focus is on the capital letter, the period and the verb, eating.
- Create imperative cards on which a simple command or request is written. Students work in small groups and take turns picking an imperative card and following the command; e.g.,
  - *api* – student with the card commands another student to sit
  - *apik* – all students in group sit except card holder
  - *apitân* – card holder and all others sit.

<b>Strand</b>	LC-1.4 lexicon
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations,<sup>★</sup> the following grammatical elements</p> <ul style="list-style-type: none"> <li>• personal pronoun plural forms <i>nîyanân, kîyânaw, kîyawâw, wîyawâw</i></li> <li>• personal pronoun singular emphatic “too” form <i>nîstanân, kîstanaw, kîstawâw, wîyawâw</i></li> <li>• <i>ana, anima</i> to distinguish and refer to that specific animate (NA) or an inanimate (NI) noun, <i>nâha, nema</i></li> <li>• noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S) (NA) <i>niminôsimak, kiminôsimak, ominôsimak</i>; (NI) <i>nitehtapiwina, kitehtapiwina, otehtapiwina</i></li> <li>• (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapit</i></li> <li>• commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nitohtawin, nitohtawik</i></li> <li>• locative noun acts as a preposition <i>ohk, hk, ihk</i>—in the, on the, to the, at the, from the</li> <li>• nominalizer, changing an action word (VAI) to a noun adding suffix <i>win</i> to the verb: <i>mîcisowin, nîmihtowin, nikamowin</i></li> </ul>

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use, in modelled situations, the [given] grammatical elements?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	2
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<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. use, in structured situations, * the following grammatical elements: <ul style="list-style-type: none"> <li>• demonstrative pronouns <i>awa, ôma</i> to distinguish and refer to this specific animate (NA) or inanimate (NI) nouns</li> <li>• colour descriptors for a singular animate noun (VAI) <i>wâpiskisiw/ewâpiskisit minôs</i> and inanimate noun (VII) <i>wâpiskâw/ewâpiskâk tehtapiwin</i></li> <li>• interrogatives simple questions: <i>tân'te, awîna, kîkwây, tânehki, tân'siyisi</i></li> <li>• answer forms, simple <i>ehâ, namoya</i> questions using <i>cî</i></li> <li>• noun possession form for singular animate (NA) and inanimate (NI) nouns indicating my (1S), yours (2S), his/hers (3S): <i>niminôsim, nitehtapiwin, kiminôsim, kitehtapiwin, ominôsim, otehtapiwin</i></li> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> </ul>

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Review family vocabulary and the structure *awa*. Then students find pictures of their family members from a photo album. When they see their mother, they say *Nikawîy awa*. (This is my mother.)
- Provide pairs of students with a list of words to use when playing charades. One student does the action. The other student guesses what the action is and provides the answer in Cree. Students take turns until the list of words is completed.


## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:  
 – use, in structured situations, the [given] grammatical elements?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use, in structured situations, the given grammatical elements. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	<div style="font-size: 48pt; font-weight: bold;">2</div> 
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<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. use, independently and consistently,* the following grammatical elements: <ul style="list-style-type: none"> <li>• personal pronouns (singular) <i>nîya</i>, <i>kîya</i>, <i>wîya</i></li> </ul>

★ **Independently and Consistently:** This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' programming.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students note each time they correctly respond to personal pronouns using both gestures and words. They point to themselves and say *nîya* (me); those who use the right hand will say *kîya* (you); those who use the left hand will say *wîya* (him/her).

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:  
 – use, independently and consistently, the [given] grammatical elements?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use, independently and consistently, the given grammatical elements. Offer feedback, encouragement and praise as needed.

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> LC–2 interpret and produce oral texts	<b>2</b> 
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<b>Strand</b>	LC–2.1 listening
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand simple spoken sentences in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in a total physical response (TPR) activity by responding appropriately to a series of commands given by the teacher.
- Students listen to *âcimowina* (stories) and then draw pictures of their favourite scenes. They present their pictures to the class or group and explain what happened in the scene and why they enjoyed it.
- Students divide into groups. Describe a simple scene in Cree, such as a container of red apples at the grocery store, a black dog chasing a cat across the road or a man looking at a bluebird in the woods. Each group works together to draw a picture of the scene, then shows the scene to the rest of the class.
- Students take turns saying a simple sentence, asking a question and doing an action. The other students do the action; e.g.,
  - I can walk like a duck. Can you?
  - I can hop like a rabbit. Can you?
  - I can jump on one foot. Can you?

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- understand simple spoken sentences in guided situations?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

#### Informal Observation

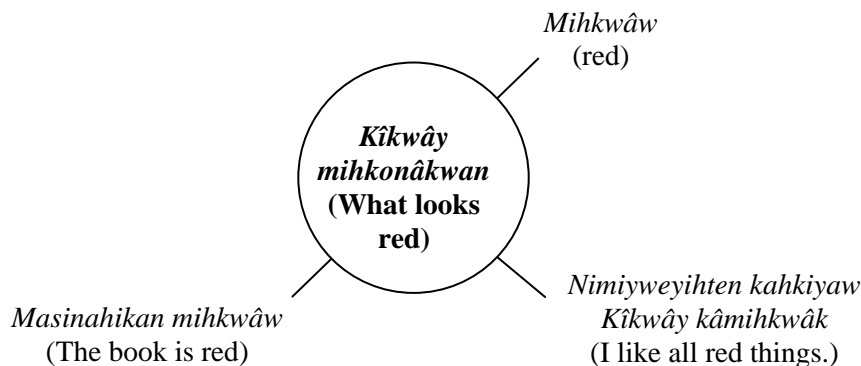
Observe students as they participate in games and TPR activities. Make mental notes of the extent to which students are able to understand simple spoken sentences in guided situations. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-2</b> interpret and produce oral texts	<b>2</b> 
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<b>Strand</b>	LC-2.2 speaking
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple spoken sentences in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are involved in brainstorming and creating a web of simple words and animate and inanimate phrases on a topic; e.g.,



- At the beginning or at the end of the day, students answer simple questions with simple responses. These words or expressions may also be in the form of a word or phrase of the day.
- Students are given a word, e.g., blue, wind, happy, apple, and are asked to say as many sentences in Cree as they can about the word; e.g.,

Blue	Wind
Blue is a colour. The river is blue. The sky is blue. My shirt is blue.	I like the wind. The wind is cold. I feel the wind. The wind is warm.

<b>Strand</b>	LC-2.2 speaking
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple spoken sentences in guided situations

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- produce simple spoken sentences in guided situations?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to produce simple spoken sentences in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kā nihtā nehiya wewak.</i> )	<b>Cluster Heading</b> LC–2 interpret and produce oral texts	<b>2</b> 
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<b>Strand</b>	LC–2.3 interactive fluency
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. engage in simple interactions, using simple sentences

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students draw a picture of a situation and use speech bubbles for short phrases; e.g.,
  - *Tân'si?* (Hello, how are you?)
  - *Namôya nân'taw.* (I am fine.)

This may be done in the form of a cartoon.
- Introduce and review kinship terms for immediate family, then encourage students to share their information in pairs, using *awîna* (who) and *tân'tahto* (how many).
  - *Awîna kikâwi?* \_\_\_\_\_ *nikâwi.* (Who is your mother? \_\_\_\_\_ is my mother.)
  - *Tân'tahto kiwîtisânin?* \_\_\_\_\_ *nitisânak.* (How many relatives do you have? I have \_\_\_\_\_.)
  - *niwîtisânin* (my relation).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- engage in simple interactions, using simple sentences?

#### Checklist and Comments


Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

#### Conferences

Have a discussion with students about their pictures and speech bubbles. Focus on the language students use for interacting with others:

- Are they able to get their message across?
- Do others respond to their conversations well?
- Do they ask each other questions?



<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-3</b> interpret and produce written and visual texts	<b>2</b> 
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<b>Strand</b>	LC-3.1 reading
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand a series of simple written sentences in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, with teacher assistance, develop a language experience chart in Cree. It can contain the following:

Date:

Title:

The teacher writes a sentence. Students read orally. The teacher adds another sentence. Students read orally. The teacher cuts the sentences apart. Each student gets a sentence. As a class, they must now put the sentences together in the correct order.

- Students are provided with pictures on a familiar theme, such as a field trip, the weather, a class visitor. They rearrange the pictures to create a short and simple story.
- On a daily or weekly basis, write a simple paragraph on the board in Cree. Students read the paragraph together. Then ask for student volunteers to explain what each sentence means.

<b>Strand</b>	LC-3.1 reading
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand a series of simple written sentences in guided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- understand a series of simple written sentences in guided situations?

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to understand a series of simple written sentences in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

### Informal Observation

Observe students as they engage in reading activities. Make mental notes of the extent to which students are able to understand a series of simple written sentences in guided situations. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-3</b> interpret and produce written and visual texts	<div style="font-size: 48pt; font-weight: bold;">2</div> 
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<b>Strand</b>	LC-3.2 writing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple written words and phrases in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After learning vocabulary for daily routine activities, students select the correct word corresponding to the action in the picture provided by the teacher. They write the correct response in the space provided; e.g.,



Ni \_\_\_\_\_ n  
 (I \_\_\_\_\_)

If the picture shows someone eating, in order for the student to say “I am eating” or “I eat” in Cree, he or she must place the root word for “eat” (*mîciso*) between *ni*\_\_\_\_\_ *n*. “I eat” is as follows:  
 – *Ni + mîciso + n = nimîcison* (I eat).

Using the same format for words like *minihkwe* (drink) and *waniskâ* (wake up), we get the following:  
 – *Ni + minihkwe + n = nimirihkwen* (I drink)  
 – *Ni + waniskâ + n = niwaniskân* (I wake up).

- Students listen to the *âcimowin* (story), *Nipehten* (I hear)/*Nipehtâwâw* (I heard them), by Darlene Speidel and view the illustrations. Use this story as a model for students when they write their own *âcimowin* as a group with teacher assistance.
- Model simple Cree chants or songs and then ask students to write their own simple chants based on the models; e.g.,  
 – *Ahâw ekwa* \_\_\_\_\_. (Let’s go \_\_\_\_\_. [school or team name]).

Students present their chants to the rest of the class or to their group.

- Each student chooses, or is assigned, a letter of the Cree alphabet. Students move around the class to seek other letters to form words.

<b>Strand</b>	LC-3.2 writing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple written words and phrases in guided situations

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- produce simple written words and phrases in guided situations?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–3</b> interpret and produce written and visual texts	<b>2</b> 
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<b>Strand</b>	LC–3.3 viewing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After a field trip around the neighbourhood, students recall what they saw on the walk and share it with the class in Cree, using *niwâpahten* (I see), *niwâpamâw* (I saw) and *niwâpamâwak \_\_\_\_\_* (I have seen \_\_\_\_\_); e.g., *niwâpahten wâskahikan ewâpiskâk* (I see a white window), *niwâpamâw minôs ekaskitesit* (I saw a white cat), *niwâpamâwak awâsisak emetawecik* (I have seen the children playing).
- Students select certain phrases from a story and draw pictures to reflect each phrase.
- Students are provided with several pictures of cultural events. They write captions for each of the pictures and post them around the classroom.
- Have a variety of objects and containers. Place an object in each container. For each object, a card is made with a picture and the name of the object in Cree. Students take turns putting their hands in the containers, identifying the objects and placing the correct name card in front of the appropriate container.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

#### Learning Log

Have the students reflect on their learning and how well they were able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC–3</b> interpret and produce written and visual texts	<b>2</b> 
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<b>Strand</b>	LC–3.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a tape of selected *âcimowina*, *ahpo nikomowina* (stories or songs), students demonstrate their understanding by creating drawings or a collage to represent the ideas.
- Introduce *âtayohkewina* (legends) to students. The *âtayohkewina* have important value in teaching about behaviours. In years past, *âtayohkewina* were only told when the snow was on the ground to show respect for the animals while they were sleeping. They were used as a form of entertainment, something similar to today’s television or movies. Encourage students to listen for the values of respect, kindness and sharing that *âtayohkewina* maintain, so that students will be able to share their perception and interpretation through discussion and creating a class mural.
- Students brainstorm a list of the talents of all students in the class; e.g., can throw a ball 30 yards, can sing in tune, can ride a horse. Students then work together to create a collage that illustrates these talents.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations?

**Rubric**  
 Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>2</b> 
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<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. distinguish between formal and informal situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Select *âcimowin ekwa âtayohkewin* (stories and legends) that are basically the same and read them one at a time to students. Students are to note the similarities or differences among them. They should probably recognize the beginning of the stories and the pattern used to set each story up.
- Students are presented with examples of how language changes in formal and informal situations; e.g.,

Formal	Informal
When saying a prayer, one says <i>kinanâskomitin</i> (thank you).  Asking advice from a <i>Kihteyaya</i> (Elder), following the tobacco protocol.  <i>Mistahi ki t'atamihin.</i> (I am very grateful.)	When talking to a friend, one says <i>ay hi</i> (thank you).  Just speaking with a <i>Kihteyaya</i> (Elder) without the tobacco protocol.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- distinguish between formal and informal situations?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to distinguish between formal and informal situations. Offer feedback, encouragement and praise needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>2</b> 
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<b>Strand</b>	LC-4.2 expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand and use some simple expressions as set phrases

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- With students, select some expressions to practise. As the class goes through the selected list, encourage students to think of some phrases they have learned that can be integrated into an expression; e.g., *Nikakî wayawîn* (I can go out) using *nikakî wayawîn nitohta* (listen, I can go out) and *nitohta* (listen).
- Students select various Cree expressions from their community and divide into groups. Each group is assigned an expression, e.g., *wahwâ mâ*, and students create role-plays in which each expression is used. Each group performs its role-play for the rest of the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- understand and use some simple expressions as set phrases?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to understand and use some simple expressions as set phrases (see sample blackline master in Appendix E: Observation Checklist).



<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>2</b> 
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<b>Strand</b>	LC-4.3 variations in language
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. acknowledge individual differences in speech

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- A different Cree-speaking guest is invited once a month to read to students in Cree; e.g., older students, other teachers, parents, community members. If the speaker uses unfamiliar words or phrases, discuss these new words with students.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – acknowledge individual differences in speech?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to acknowledge individual differences in speech. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>2</b> 
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<b>Strand</b>	LC-4.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use basic politeness conventions

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Every day before class starts, students extend appropriate greetings to the teacher and other students.
- Students draw pictures, using speech bubbles to represent polite greetings; e.g.,
  - *Tân'si?* (Hello, how are you?)
  - *Namôya nân'taw.* (I am fine.)
  - *Ekwa kîya?* (And you?)
  - *Namôya nân'taw nîsta.* (I am also fine.)
- The class brainstorms behaviours that demonstrate politeness; e.g.,
  - shake the other person's hand
  - say *tân'si* (hello)
  - be silent
  - say *ay hi* (thank you).

Students then practise the behaviours.

- The class reviews greetings for various situations, such as meeting a *Kihteyaya* (Elder) and saying, *Tân'si nôhkom.* (Hello, my grandmother.) or *Tân'si nimosôm.* (Hello, my grandfather.). Various students are then assigned certain roles, such as *Kihteyaya*, teacher, parent or friend. These students wear a sticker or label with their role written on it. The student role-players then walk around the class and, when they stop near another student, that student addresses the role-player with an appropriate greeting.

<b>Strand</b>	LC-4.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use basic politeness conventions

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use basic politeness conventions?

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use basic politeness conventions. Offer feedback, encouragement as praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>2</b> 
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<b>Strand</b>	LC-4.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experiment with using some simple nonverbal means of communication

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Open the Cree class with a prayer and inform students to pay attention to particular cues, signals and words to listen for; e.g., nod head, close eyes and then say *âw ekwa ayamihâtân* (and let's pray).
- Students listen to a simple song in Cree and create actions to go along with the words. They practise the actions several times over the week or month.
- Students are presented with examples of nonverbal behaviours and when they are appropriate and inappropriate; e.g.,

Action	Appropriate	Inappropriate
pointing	at an inanimate object	at a person
staring	at an inanimate object	at a person
wearing a hat	outdoors	indoors or when praying
standing	when acting in a skit or presenting for a group	when an Elder is speaking or conducting a ceremony

Students brainstorm and add to the list.

- Students watch clips of television shows or videos with the volume turned off and note the use of nonverbal communication. With students, discuss how nonverbal behaviours can convey feelings, persuade the audience or express opinions. Also discuss how the use of some nonverbal communications can be inappropriate in certain situations.

<b>Strand</b>	LC-4.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experiment with using some simple nonverbal means of communication

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- experiment with using some simple nonverbal means of communication?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	<div style="font-size: 48pt; font-weight: bold; margin-bottom: 10px;">2</div> 
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<b>Strand</b>	LC-5.1 cohesion/coherence
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. sequence elements of a simple story, process or series of events

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students say and do echo-acting for daily routines; e.g.,
  - *niwaniskân ekwa* (I wake up and)
  - *nikasihkwân ekwa* (I wash my face and)
  - *nimîcison* (I eat).
- Students read a simple Cree story. Make copies of the story and cut the sentences apart. Students are divided into groups. Each group gets an envelope of sentences and puts the sentences in sequence to recreate the story.
- Students sit in a circle and each student says something he or she likes to do. The next student repeats what the first student said and uses a linking word to add his or her own likes. Students are encouraged to wait for a count of 10 before helping another student remember a word; e.g., *tamîcisoyân ekwa/mîna; tanikomoyân ekwa/mîna taymihcikeyan* (to eat and/to sing and/also to read).
- Students are provided with two lists of short sentences; e.g.,

**List A**

I like to swim.  
 The cat is black.  
 Today it is windy.

**List B**

I like to run.  
 The dog is white.  
 Yesterday it was raining.

Students must then create new sentences by joining the sentences from list A and list B in different ways; e.g.,

- *ekwa* (and)
- *ahpo* (or)
- *maka* (but).

<b>Strand</b>	LC–5.1 cohesion/coherence
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. sequence elements of a simple story, process or series of events

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- sequence elements of a simple story, process or series of events?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to sequence elements of a simple story, process or series of events. Offer feedback, encouragement or praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	<b>2</b> 
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<b>Strand</b>	LC-5.2 text forms
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize some simple oral text forms

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to Cree songs and do an action to show the difference between the verses and the chorus; e.g., sitting for the verse and standing for the chorus.
- Students practise various greetings; e.g., general – *tân'si*; formal – *tân'si nitôtemtik*; informal – *wahwâ kayâs tân'si*; someone at the door – *pihtokwe tân'si*; telephone – *tân'si \_\_\_\_\_ ayapiw cî*; end of conversation – *ekosi kawâpamitin*. Students say the phrase and act it out.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:  
 – recognize some simple oral text forms?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to recognize some simple oral text forms. Offer feedback, encouragement and praise as needed.



<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	<b>2</b> 
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<b>Strand</b>	LC-5.3 patterns of social interaction
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. initiate simple social interaction patterns

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play a Cree conversation:  
 Student 1: *Tan'si kit'siy'hkâson?* (Hello, what is your name?)  
 Student 2: \_\_\_\_\_ *nit'siy'hkâson.* (My name is \_\_\_\_\_.)  
 Student 1: *Tân'tahto kitahtopiponân?* (How old are you?)  
 Student 2: \_\_\_\_\_ *nitahtopiponân.* (I am \_\_\_\_\_ years old.)
  
- Model questions and answers for students to use; e.g.,  
 Q: *Kinisitohten cî?* (Do you understand?)  
 A: *Ehâ ninisitohten.* (Yes, I understand.)  
 A: *Namôya ninisitohten.* (No, I do not understand.)  
  
 Q: *Kinehiyawân cî?* (Do you speak Cree?)  
 A: *Ehâ ninehiyawân.* (Yes, I speak Cree.)  
 A: *Namôya ninehiyawân.* (No, I do not speak Cree.)  
 A: *Ap'sis ninehiyawân.* (I only speak a little Cree.)  
  
 Q: *Kinohtewîhcîhin cî?* (Do you want me to help you?)  
 A: *Ehâ.* (Yes.)  
 A: *Namôya.* (No.)

Students make sentence strips of the questions and answers.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

- Do the students:
- initiate simple social interaction patterns?

### Anecdotal Notes

Observe students as they role-play conversations. Note and record how well they are able to initiate simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).

## Community Membership

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-1 Mother Earth*	<b>2</b> 
<b>Strand</b>	CM-1.1 relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in harmonious activities and experiences related to Mother Earth*		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Actively involve students in various activities that promote a connection to Mother Earth;\* e.g.,
  - planting
  - composting
  - recycling
  - *nikamowina* (songs)
  - conservation
  - gathering
  - picking berries
  - gardening
  - preservation

Students may take a field trip into the country and learn how to pick berries.

- Students create a poster that reflects their understanding of Mother Earth.\*
- Using the resources available, expose students to the sounds of their heartbeat, a drum song and a drum beat. Explain the relationship between the heartbeat, Mother Earth\* and the drum.
- Students set up a recycling program at school with an older grade and collect paper and juice boxes.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- participate in harmonious activities and experiences related to Mother Earth?\*


#### Journals

Students write in their journals, using the following sentence starter to demonstrate their understanding of the harmonious relationship with Mother Earth:\*

- I care about Mother Earth\* when I ...

Review the entries and discuss with students other things they can do to live harmoniously with Mother Earth.\*

\*discretionary (see further details on p. 195)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-1 Mother Earth*	<b>2</b> 
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<b>Strand</b>	CM-1.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that convey knowledge of past and present Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in a field trip or nature walk where their experiences are directly connected to Mother Earth.\* Tell a story or show students a video about seasonal moves in the past because of food availability. Students draw a picture about what they have learned.
- When introducing new words, show how they are related to nature. Explain to students how many Cree words are directly connected to Mother Earth.\*
- A *Kihteyaya* (Elder) is invited to visit the class to describe what the community and surrounding areas were like in the past and how they have changed over time. After the visit, students discuss what they learned and write four simple sentences or phrases about their community in the past.
- Develop a routine of modelling thankfulness at the beginning of each class; e.g., *Tân'si, miywâsin e pe kiskinohamâkosiyân.* (Hello, it's good you came to school.)

Model a prayer of thanks for the gift of life, trees and nature.

\*discretionary (see further details on p. 195)

<b>Strand</b>	CM–1.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that convey knowledge of past and present Mother Earth★

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- participate in activities and experiences that convey knowledge of past and present Mother Earth?★


### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to participate in activities and experiences that convey knowledge of past and present Mother Earth★ (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to participate in activities and experiences that convey knowledge of past and present Mother Earth.★ Offer feedback, encouragement and praise as needed.

★discretionary (see further details on p. 195)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-1 Mother Earth*	<b>2</b> 
<b>Strand</b>	CM-1.3 practices and products		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities, experiences and practices related to Mother Earth*		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm the traditional ways of giving thanks to an animal for giving up its life to feed them. Ensure that students are aware of the connection. Students view a video or look at pictures showing how hides are prepared.
- Students learn the significance of the drum and its relationship to Mother Earth.\* They make a drum, using various resources and materials available.

**Note:** The drum is a sacred instrument in Cree culture. Check protocol in your community before making drums as a craft.

- A guest demonstrates making a traditional craft; e.g., rattles, musical instruments (small drums), paper crafts, moss bags. Ensure that proper protocol is used. After the demonstration, the class discusses what they learned about the significance of the craft and its relationship to Mother Earth.\*
- Students review information on the running and collecting of *waskwayâpoy/mestan* (birch sap). They then create paintings that show how birch sap is collected and used by the Cree people.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- participate in activities, experiences and practices related to Mother Earth?\*

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to participate in activities, experiences and practices related to Mother Earth\* (see sample blackline master in Appendix E: Anecdotal Notes).

\*discretionary (see further details on p. 195)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-1 Mother Earth*	<b>2</b> 
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<b>Strand</b>	CM-1.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class hosts a small traditional feast in the classroom. Each student is asked to prepare and bring a dish to share. Students are encouraged to sample all dishes and give thanks to Mother Earth\* for the feast.
- Students review information on traditional uses of food and, using a chart, compare past practices with those of the present day:

<i>Kayâs</i> (Past)	<i>Anohc</i> (Present)
Berries were dried to preserve them.	Berries are frozen to preserve them.

- During class discussions, students talk about how people in the past used animal skins as material for clothing; e.g., buffalo, moose. Nowadays people use fabric. Students learn about native clothing design by native designers, then design some clothes on their own. Provide students with a blackline master of women's or men's clothing. Students can draw the design onto the blackline master.
- Students listen to and participate in stories and songs from the past and present related to Mother Earth.\*

\*discretionary (see further details on p. 195)

<b>Strand</b>	CM–1.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth <sup>★</sup>

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth?<sup>★</sup>

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth<sup>★</sup> (see sample blackline master in Appendix E: Observation Checklist).

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<sup>★</sup>discretionary (see further details on p. 195)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmwî Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-1 Mother Earth*	<b>2</b> 
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<b>Strand</b>	CM-1.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view pictures that reflect traditional Métis and Cree outfits and regalia. Students review the vocabulary for colours and then make coloured pictures of the clothing.
- Students learn the different ways of preparing and cooking bannock, e.g., fried, cooked on a stick, open fire, cooked in an oven, by viewing pictures or videos. Then they taste bannock cooked in different ways and indicate which kind they liked best.
- Students draw pictures or create collages that represent Mother Earth.\* They present their artwork to the rest of the class, explaining why they used the images they did and what Mother Earth\* means to them. Students are encouraged to understand and respect the perspectives of their classmates.
- Students listen to and participate in stories and songs from the past and present related to Mother Earth.\*

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- participate in activities and experiences that reflect diversity in perspectives related to Mother Earth?\*

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to participate in activities and experiences that reflect diversity in perspectives related to Mother Earth\* (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

\*discretionary (see further details on p. 195)



<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth, <sup>★</sup> others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator <sup>★</sup> ).	<b>Cluster Heading</b> CM-2 others	<b>2</b> 
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<b>Strand</b>	CM-2.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. contribute to and cooperate in activities with others, and practise friendliness

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Before working together on a group activity, e.g., making bannock, yard clean-up, crafts, students review the importance of:
  - cooperating with others in one’s group
  - listening to the others in one’s group
  - encouraging other members of one’s group.

Monitor the groups to ensure students are working well together.

- Students learn a welcome song and practise it together. When a visitor comes to the class, students sing the welcome song to him or her.
- Students role-play greetings and invitations to come and join in; e.g.,
  - *pepihtokwe* (come in)
  - *peapi ôta* (come in and sit here).
- Students create a welcome sign for the classroom, using the phrases and words they have learned.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- contribute to and cooperate in activities with others, and practise friendliness?

### Informal Observation

Observe students as they work in groups. Make mental notes of the extent to which students are able to contribute to and cooperate in activities with others, and practise friendliness. Offer feedback, encouragement and praise as needed.

<sup>★</sup>discretionary (see further details on p. 195)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-2 others	<b>2</b> 
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<b>Strand</b>	CM-2.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore a past and present Cree community; e.g., their people, practices, products, beliefs

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, with teacher assistance, research historical and contemporary Cree culture, then draw pictures of the past and present and label the pictures.
- Students look at pictures of Cree communities of the past and present, and create a collage of life in a Cree community.
- In a sharing circle, students compare handmade items with mass-produced items; e.g., clothing (brand-name sneakers versus hand-beaded moccasins), foods (dried meat versus hamburgers from fast-food restaurants). Encourage students to see the value of handmade items and understand that mass-produced items have little cultural value.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- explore a past and present Cree community?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explore a past and present Cree community. Offer feedback, encouragement and praise as needed.

★ discretionary (see further details on p. 195)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,★ others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator★).	<b>Cluster Heading</b> CM-2 others	<b>2</b> 
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<b>Strand</b>	CM-2.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe, understand and participate in family and/or school Cree cultural experiences, practices and activities

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to *nikamowina* (songs) and *âcimowina* (stories) that illustrate Cree cultural practices and activities. The class discusses what they learned from the songs and stories and students write personal responses in their journals.
- Students are introduced to information on various *nîmihitowina* (dances) and watch a video of the dances being performed. Explain the cultural significance of each dance and when it would be performed. Students, with teacher assistance, try out the dances for themselves.
- Students attend a powwow or community event that promotes Cree culture and language.

★discretionary (see further details on p. 195)

<b>Strand</b>	CM–2.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe, understand and participate in family and/or school Cree cultural experiences, practices and activities

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- observe, understand and participate in family and/or school Cree cultural experiences, practices and activities?


### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to observe, understand and participate in family and/or school Cree cultural experiences, practices and activities (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Journals

Students write in their journals about what they have learned by listening, participating in and observing cultural activities:

- I learned that \_\_\_\_\_, so that I can \_\_\_\_\_.
- I can tell the others about \_\_\_\_\_ and \_\_\_\_\_.
- I want to find out more about \_\_\_\_\_ because \_\_\_\_\_.

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwêtinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-2 others	<b>2</b> 
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<b>Strand</b>	CM-2.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and participate in activities, experiences and product development that reflect the past and present; and explore change

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students explore the past and learn what types of food were dried and why; e.g., moose meat.
- Students listen to *âcimowina* (stories) from the past, then work in groups to draw a picture of one part they enjoyed.
- Students review information on traditional methods of making jerky compared with contemporary factory methods. They discuss the two methods. With teacher assistance, students fill in a chart that compares traditional jerky-making techniques with those of a factory.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- observe and participate in activities, experiences and product development that reflect the past and present; and explore change?

#### **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to observe and participate in activities, experiences and product development that reflect the past and present; and explore change. Offer feedback, encouragement and praise as needed.

★ discretionary (see further details on p. 195)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-2 others	<b>2</b> 
<b>Strand</b>	CM-2.5 diversity		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify the unique qualities of others; e.g., family		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create portraits of themselves. Create a photograph gallery of their pictures. Students look at the photographs and observe the unique qualities and talents of their classmates. Then students, in a circle, talk about a unique quality of another student; e.g., *Mary miyôsiw*. (Mary is pretty.)
- Students sing the song *Nâpesis Nîya, Iskwehis Nîya* (I'm a Boy, I'm a Girl).
- Students trace each other's outlines (body tracing) on large pieces of paper. They then fill in the outlines with adjectives and phrases that describe them; i.e., *apîsîsiw awa* (she is tiny) and *misikitiw awa* (she is taller). Put the tracings on the wall and the class discusses the different qualities of each student.
- Students create a sentence describing a positive quality of the classmate to their left, the classmate to their right, the classmate in front of them and the classmate behind them. Students share their sentences with the rest of the class. Put the sentences in a booklet for everyone to see.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify the unique qualities of others?


### Informal Observation

Observe students as they participate in the activities. Make mental notes of the extent to which students are able to identify the unique qualities of others. Offer feedback, encouragement and praise as needed.

### Learning Log

Have the students reflect on their learning and how well they were able to identify the unique qualities of others.

\*discretionary (see further details on p. 195)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwêtinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-3 themselves	<b>2</b> 
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<b>Strand</b>	CM-3.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express their own concept of themselves, and extend that understanding to include new ideas and perspectives; e.g., home and school

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students draw pictures of themselves and their family members. Each picture is labelled, in Cree, with the name of the person and his or her relationship to the student. Students present the pictures to their group or others in the class.
- Students make flip books and keep adding verbs to describe themselves as the year progresses.
- Students make a diorama where they have a picture of themselves and of things they like to do.
- Students review various adjectives about feelings in Cree and create sentences based on the model:
  - I am sad when ...
  - I am happy when ...
  - I am angry when ...

Revisit this activity several times, asking students to come up with new examples for each feeling adjective.

- Over the school year, students develop and add to a *Nitâcimowasinahikan* (Book about Me). In the book, students write information in Cree; e.g.,
  - height, weight, shoe size, hair colour
  - favourite hobbies and pastimes
  - talents and accomplishments.
- Students, with teacher assistance, create a class calendar or yearbook in Cree.

★ discretionary (see further details on p. 195)

<b>Strand</b>	CM–3.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express their own concept of themselves, and extend that understanding to include new ideas and perspectives; e.g., home and school

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- express their own concept of themselves, and extend that understanding to include new ideas and perspectives?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to express their own concept of themselves, and extend that understanding to include new ideas and perspectives (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Portfolios

Collect samples of students' work to assess their ability to express their own concepts of themselves.

Determine if they are able to:


- extend the understanding of self-concept to include new ideas and perspectives
- draw on their prior knowledge to help them grasp new concepts.

Provide feedback on a continuous basis.

### Learning Log

Have the students reflect on their learning and how well they were able to express their own concept of themselves, and extend that understanding to include new ideas and perspectives.



<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-3 themselves	<b>2</b> 
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<b>Strand</b>	CM-3.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore kinship and community

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share photographs or special objects about themselves and their families in a Show and Tell. They then write a journal entry using as many Cree words as possible about one of the presentations another student has made.
- Students introduce their family members to the teacher at Meet-the-Teacher night, in Cree, using such expressions as *Nikâwiy awa*. (This is my mom.) and *Nohtâwiy awa*. (This is my dad.).
- Students complete a kinship chart with help from their parents.
- Create three circles labelled *Kiskinohamâtow 'kamikohk* (At School), *Nîkinâhk* (At Home) and *Nitihâtwinâhk/Namehtawinahk* or *Nitaskînâhk/Nitipahaskaninâhk* (In the Community). Students paste related pictures, words and phrases in the circles.



- Students create a series of paper people (see Appendix D, BLM2). They use the paper people to create dialogues and oral interactions.

\*discretionary (see further details on p. 195)

<b>Strand</b>	CM–3.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore kinship and community

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- explore kinship and community?

### Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to explore kinship and community (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-3 themselves	<b>2</b> 
	<b>Strand</b>	CM-3.3 practices and products	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and participate in Cree cultural experiences, practices and activities		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class reviews the significance and meaning behind *miyahkasikewin* (smudging or cleansing). Students participate in or observe *miyahkasikewin* in the school or Cree community.
- Students view and participate in various Cree cultural experiences, such as smudging, a sharing circle, listening to *Kihteyayak* (Elders), watching powwows or dances and listening to Cree music and drummers. After experiencing the cultural practice or activity, students do various response activities, such as creating artwork, writing in journals or discussing the experience in a sharing circle.
- Students listen to Cree music and drumming. They then read a story or oral narrative aloud and use music and drumming to emphasize the action of the story.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- observe and participate in Cree cultural experiences, practices and activities?

### Peer-assessment Checklist


Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to observe and participate in Cree cultural experiences, practices and activities (see sample blackline master in Appendix E: Peer-assessment Checklist).

### Journals

Students reflect in their journals following the activity:

- I worked with \_\_\_\_\_ today and I feel \_\_\_\_\_.
- A goal for my next piece of work is \_\_\_\_\_.

\*discretionary (see further details on p. 195)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-3 themselves	2 
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<b>Strand</b>	CM-3.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express their own understanding of themselves, their family and their community; and explore others' perceptions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead the class in a daily writing experience using a language experience chart. Students share their ideas as the teacher records them on the chart, e.g., *Kayla ayâwew mimosa*. (Kayla has a cat.). They focus on third person storytelling.
- Students create a survey to collect the preferences of other students in the class on topics such as food, books, stories, movies, pets, colours and weather. Students take turns asking each other questions and collecting answers. The information is then used to create a class chart of students' preferences.
- Students divide into pairs and interview one another, asking questions such as:
  - Where were you born?
  - How old are you?
  - Who do you live with?
  - What do you like to do?
  - What is your favourite subject in school?

Students then orally introduce their partners to the rest of the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- express their own understanding of themselves, their family and their community; and explore others' perceptions?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to express their own understanding of themselves, their family and their community; and explore others' perceptions (see sample blackline master in Appendix E: Anecdotal Notes).

★ discretionary (see further details on p. 195)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator* <sup>★</sup> ).	<b>Cluster Heading</b> CM–3 themselves	<b>2</b> 
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<b>Strand</b>	CM–3.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and celebrate unique characteristics of family and community

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Discuss with the students the role of community helpers. Students prepare a picture book of their school or local community; e.g., *okimâhkân* (chief), *simâkanis* (police), *maskihkîwîniw* (doctor), *maskihkiwiskwew* (nurse).
- Students identify special cultural skills and talents possessed by members of their families, such as cooking, tanning and storytelling. They share this information in a sharing circle.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


- Do the students:
- identify and celebrate unique characteristics of family and community?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to identify and celebrate unique characteristics of family and community (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<sup>★</sup>discretionary (see further details on p. 195)

## Strategies

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication.	<b>Cluster Heading</b> S–1 language learning	<b>2</b> 
	<b>Strand</b>	S–1.1 language learning	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of simple strategies, with guidance, to enhance language learning		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Post various language patterns used in Cree that demonstrate action, commands and possessions around the classroom. Students are encouraged to use these patterns to help them formulate sentences.
  - *ni-----n/e-----yân; ni-----n/e---mân; ni---âw/e----ak* (action)
  - *-----k; ----tân* (commands)
  - *ni---(a)/ni----im(ak)* (possession—plural, inanimate, animate).
- Students make personal dictionaries using illustrations and words from vocabulary covered in class.
- Students are given stickers of different colours. While listening to the song “Colours,” they use the stickers to show the order that the colours appear in the song.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- use a variety of simple strategies, with guidance, to enhance language learning?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use a variety of simple strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use a variety of simple strategies, with guidance, to enhance language learning. Offer feedback, encouragement and praise as needed.

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication.	<b>Cluster Heading</b> S–2 language use	<b>2</b> 
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<b>Strand</b>	S–2.1 language use
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of simple strategies, with guidance, to enhance language use

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use familiar repetitive patterns from *nikamowina* (songs), *âcimowina* (stories) and rhymes as a model. They say some of these patterns orally.
- Students review verbs, nouns and pronouns. They are encouraged to use a personal pronoun and the root verb or noun if they cannot remember how to formulate a sentence; e.g., *niya miciso = nimicison* (I eat); *kiya miciso = kimîcison* (you eat); *wiya miciso = wimîciso* (he/she eats).
- As students observe, use gestures, intonation and visual supports to aid comprehension when showing a video or reading a Cree story.
- Students use webs to brainstorm ideas. Webs are also used to show the relationship of ideas or things; e.g., people who are important to me.
- Students share ideas and information in a sharing circle on various topics; e.g., pastimes or hobbies, opinions on a story, ideas for a school event.
- Students use a message board created for the class, where they can post messages or notes in Cree for one another. Write notes to individual students on a regular basis.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- use a variety of simple strategies, with guidance, to enhance language use?

#### Conferences

Ask students to:

- describe one strategy that helped them to learn the language
- describe areas they would like to improve on
- explain the following:
  - I am like \_\_\_\_\_ because \_\_\_\_\_.
  - I know how \_\_\_\_\_ feels because \_\_\_\_\_.

Review the data and plan for instruction accordingly.

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication.	<b>Cluster Heading</b> S–3 cultural learning	<b>2</b> 
	<b>Strand</b>	S–3.1 cultural learning	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of simple strategies, with guidance, to enhance cultural learning		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn how to sit appropriately in a circle for any community ceremony or celebration. The girls watch older women and follow their actions.
- Students in a sharing circle learn that movement is always to the left of the person and should start in the direction of the east. When a person is talking within the circle, others are to be quiet and listen to show respect. When they are finished talking, they say *ekosi* (that’s it). Guide the movement by using eye contact and nodding the head to signal to students that they are next. Students should listen for *ekosi kiy’ekwa* (that’s it and you now).
- After learning about foods and different vocabulary words and phrases related to food, the class re-creates a small feast. Explain that boys traditionally serve the food. The boys then practise serving food in a traditional manner.
- Students use role-play and drama to express what they know and have learned about Cree cultural products and practices of the past and present.
- Students learn the sound–symbol system to aid reading comprehension; e.g.,
  - *nipîy* (water)
  - *nîpiy* (leaf).
- Students observe and reflect as *Kihteyayak* (Elders) and other people from the community visit the class and share their knowledge and experiences on a variety of topics.
- Students are given opportunities, whenever possible, to experience cultural products and practices first hand; e.g., baking bannock, picking berries, watching a ceremony or celebration, doing beadwork.



<b>Strand</b>	S–3.1 cultural learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of simple strategies, with guidance, to enhance cultural learning

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use a variety of simple strategies, with guidance, to enhance cultural learning?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use a variety of simple strategies, with guidance, to enhance cultural learning (see sample blackline master in Appendix E: Observation Checklist).

<b>Strategies</b>	<p><b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication.</p>	<p><b>Cluster Heading</b> S-4 general learning</p>	<p style="font-size: 2em; font-weight: bold;">2</p> 
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<b>Strand</b>	S-4.1 general learning
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use a variety of simple strategies, with guidance, to enhance general learning</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are encouraged to retell, in their own words, any *âcimowina* (stories) or *âtayohkewina* (legends). For students, this practice confirms and reinforces the importance and significance of storytelling and how important it is within Cree culture to remember how a story is told.
- Students listen to *âcimowina*, *âtayohkewina ahpo nikomowina* (stories, legends or songs). Then they select a favourite part and draw a picture to demonstrate their understanding of the story.
- Students play with language in various ways; e.g., playing with sound and intonation, creating poetry and rhymes, creating riddles and jokes.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use a variety of simple strategies, with guidance, to enhance general learning?

#### Observation Checklist

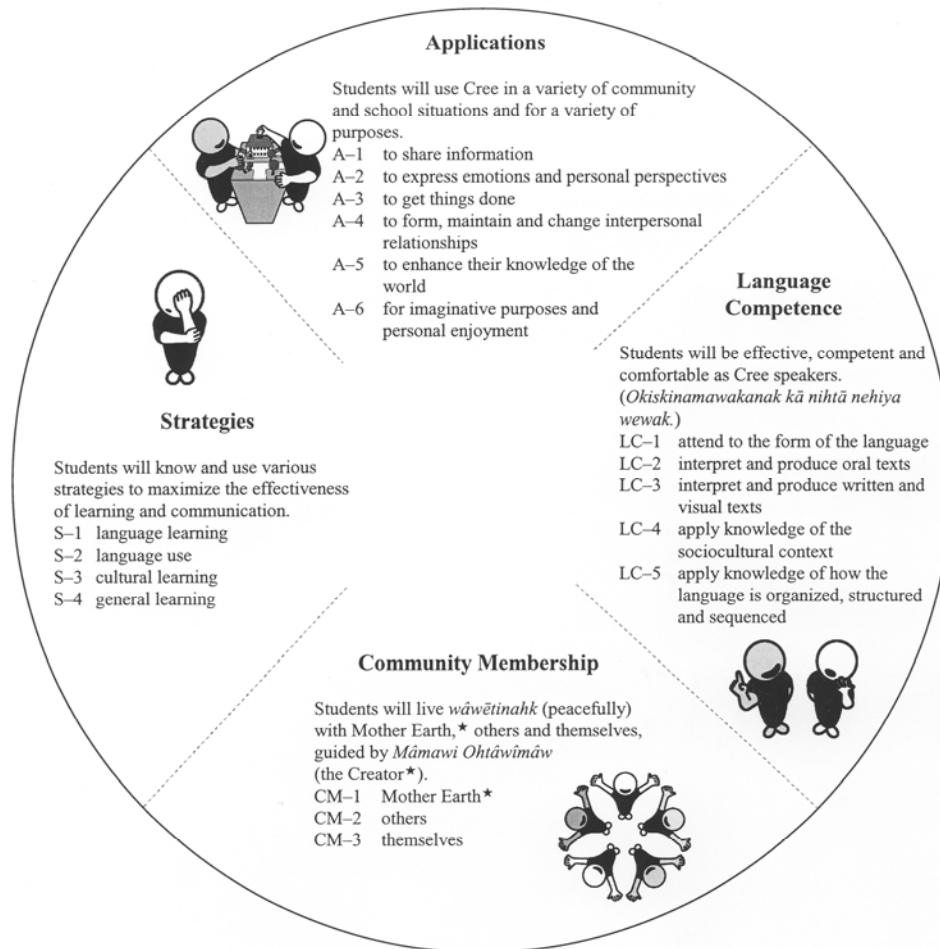
Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use a variety of simple strategies, with guidance, to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

## Grade 3 Level Samples

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### General Outcomes


General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. Four general outcomes serve as the foundation for the program of studies.



**Note:** *Âtiht ôhi isihcikewina poko okiskinohamâkewak ta âpacihtâcik (tâpiskôc miyâhkasikewin) ekwa Kihtheyayak ta mamisîtotâhcik.* (Some of the activities, such as smudging, require extreme care, caution and sensitivity on the part of the teacher. Teachers should consult Elders in their local community regarding traditional practices.)

★discretionary—The terms “Mother Earth” and “Creator” are identified as discretionary terms in this guide. In order to teach the outcomes in this section, communities may choose to use these terms or other related terms acceptable to them; e.g., nature, the environment.

## Applications

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A-1 to share information	<span style="font-size: 2em; font-weight: bold;">3</span> 
<b>Strand</b>	A-1.1 share factual information		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. describe people, places and things		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students form two circles. The students in the inside circle face out and the students in the outside circle face in. Say *pimohtek, pimohtek, pimohtek, nâkî* (walk, walk, walk, stop). Touch a student in the outer circle on the shoulder and that student asks question. Students in the inner circle respond to the question. Once they have finished, repeat the process.
  - *Tân'si kitisiyihkâson?* (Hello, what is your name?)
  - \_\_\_\_\_ *nitisiyihkâson.* (My name is \_\_\_\_\_.)
  - *Tân'tahto kitahtoponân?* (How old are you?)
  - \_\_\_\_\_ *nitahtoponân.* (I am \_\_\_\_\_ years old.)
  - *Tân'te ohci kîya?* (Where are you from?)
  - *Nîya \_\_\_\_\_ ohci.* (I am from \_\_\_\_\_.)
  - *Tân'si isîhkâsowak kinekihikwak?* (What are your parents' names?)
  - *Nikâwiy \_\_\_\_\_ ekwa nôhtâwiy \_\_\_\_\_.* (My mother's name is \_\_\_\_\_ and my father's name is \_\_\_\_\_.)
  
- Students refer to weather terms posted on the wall. They ask each other, *Tân'si isi kîsikâw?* (How is the weather?) and take turns describing the weather conditions as part of their daily routine.
  
- Write words related to a particular lexical field on the board. Students are divided into two teams. One person from each team goes to the board. Call out one of the words on the board and students must correctly circle that word. Possible lexical fields include:
  - *kîsikâwa* (days of the week)
  - *tân'si isiwepahk* (weather words)
  - *akihtâsiwina* (numbers)
  - *tâhto tipahikan/tipahikan* (clock time).
  
- Students are shown photographs of places around their community and must come up with as many adjectives to describe each place as they can. Write the adjectives on a piece of paper and post them with the photographs; e.g.,
  - *ispatinâw* (hill)
  - *wâyatinâw* (valley)
  - *akâmihk* (across the river/lake).

<b>Strand</b>	A-1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. describe people, places and things

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- describe people, places and things?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to describe people, places and things (see sample blackline master in Appendix E: Observation Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> A–2 to express emotions and personal perspectives	<b>3</b> 
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<b>Strand</b>	A–2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express a personal response to a variety of situations b. acknowledge the ideas, thoughts and preferences of others

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reviewing vocabulary for food, students draw and label three kinds of food they like to eat. They discuss their choices with a partner.
- Students use a template to make a thank-you card for a guest speaker. They fill in the blanks and draw a picture of the information the guest speaker/visitor/*Kihteyaya* (Elder) presented.

<b>Picture</b>	<b>Name of visitor:</b> _____ – <i>Kinanâskoitin ekîpetahkohteyan.</i> (I thank you for coming.) – <i>Nîyanân kiskinohamatowikamikohk ohci.</i> (We are from the school.) – <i>Ekosi.</i> (Goodbye.) – <i>Ay hi.</i> (Thank you.) <b>Name of student:</b> _____
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- Take a walk in an outdoor environment with the students. Instruct the students to close their eyes and touch items; e.g., leaves, grass, rocks, bark. Students then sit in a circle and discuss what they felt when they touched an item; e.g., was it soft, hard, warm, rough, smooth?
- Students are introduced to concepts such as *nimiywehtenk* (I like) when they are showing respect to *Kihteyayak* (Elders) and/or peers. They are given a variety of situations in which they express desirable behaviours. Students pick happy faces for desirable behaviours.
- With students, come up with simple questions. Then write the questions on a circle that has a spinner attached to it. Students take turns spinning and asking a question of another student of their choice. The chosen student answers the question, then spins and asks a question of another student.

<b>Strand</b>	A-2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express a personal response to a variety of situations b. acknowledge the ideas, thoughts and preferences of others

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- express a personal response to a variety of situations?
- acknowledge the ideas, thoughts and preferences of others?

### Informal Observation

Observe students as they participate in the activities. Make informal observations of the extent to which students are able to express a personal response to a variety of situations and acknowledge the ideas, thoughts and preferences of others. Offer feedback, encouragement and praise as needed.

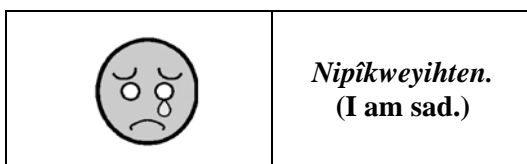
<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>3</b> 
<b>Strand</b>	A–2.2 share emotions, feelings		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express and respond to a variety of emotions and feelings		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students refer to a list of words dealing with emotions or feelings; e.g.,
  - *sâkih* (love him/her)
  - *kamwâtisi* (to be quiet)
  - *koskweyita* (to be startled)
  - *sekisih* (to be fearful)
  - *kôstâci* (to be scared)
  - *miyweyihta* (to be happy).
  
- Once they become familiar with the words, students make little cards with the words written on one side and a picture showing the emotion on the other. Ask students questions such as:
  - *Tân’si kit’tamahcihon kîspin awîyak ehakôsit?* (How do you feel when someone is ill?)
  - *Tân’si kit’tamahcihon kîspin atim ewiyôyot?* (How do you feel when a dog howls?)
 Each student holds up his or her card and says the Cree word for his or her picture.
  
- The class reviews a list of vocabulary for weather. With the help of *kîspin* (if), students say,
  - *Nimiyweyihten.* (I am happy.)
  - *Ahpô* (or) *Namôya nimiyweyihten.* (I am not happy.)
  - *Kîspin esâkâstek nimiyweyihten.* (When it’s sunrise, I am happy.)
  - *Kîspin ekisik namôya nimiyweyihten.* (If it is cold, I am not happy.)

Students then create little weather cards and say a sentences. They can refer to the cards when they say the sentences. The sentences should describe how they feel about the weather of the day; e.g.,

- *esâkâstek* (rising sun)
  - *pîsim* (sun)
  - *epahkisimok* (setting sun).
- Students draw pictures of faces expressing different emotions, such as happiness, sadness, surprise, fear, anger.





<b>Strand</b>	A-2.2 share emotions, feelings
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express and respond to a variety of emotions and feelings

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- express and respond to a variety of emotions and feelings?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to express and respond to a variety of emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-3</b> to get things done	<b>3</b> 
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<b>Strand</b>	A-3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. make and respond to a variety of simple requests

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use basic expressions that have been posted in the classroom, such as those listed below. Students refer to these expressions when making requests or giving instructions.
  - *kahkî- cî* (should/may/can)
  - *Kihkîwîcihitin cî?* (Can I help you?)
  - *Ni kahkiy cî ayamihcikân?* (Can I read?)
  - *Ni kahkiy cî n'taw minihkwân nipîy?* (Can I get a drink of water?)
  - *Ki nohte wîcimetawemin cî?* (Do you want to play with me?)
  - *Ki nohte wîcinikamomin cî?* (Do you want to sing with me?)
  
- Students look at different types of sentence starters posted on the board, with a blank where the root verbs are. They can fill the blanks with any action verb they know when they need to respond to a request; e.g.,
  - *Kawîcihitin.* (I will help you.)
  - *Ni ka âyamihcikân.* (I will read.)
  - *Kawîcimetawemitin.* (I will play with you.)
  - *Ki wîcinikamômitin.* (I want to sing with you.)

Students post these sentences on the wall and use them as reference when making a statement beginning with “I will.”

- As part of the class routine, students respond to requests such as:
  - *Mahtesa/Mahti nitohta.* (Please listen.)
  - *Mahtesa/Mahti itwe.* (Please say it.)
  
- Go around the classroom and ask for various objects from different students. Place these objects at the front of the classroom and ask students:
  - *Kîkwây ôma/anima? / Kîkwây awa/ana?* (What is this/that?)
  - *Awîna awa? / Kîkwây ôma?* (Who is this?/What is this?)

Students respond in complete sentences. As an extension, students could use possessive or descriptive verbs.

<b>Strand</b>	A-3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. make and respond to a variety of simple requests

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- make and respond to a variety of simple requests?

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Self-assessment Rating Scale).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-3</b> to get things done	<b>3</b> 
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<b>Strand</b>	A-3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express a wish or a desire to do something

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student mimes actions introduced by the teacher. The class must guess the action. The student who has mimed the action must then conjugate the action; e.g.,
  - *Masinaha.* (You write.) (command)
  - *Nimasinahen.* (I write.)
  - *Kimasinahen.* (You write.) (statement).
  
- With the use of a map of the local area or of the province, students work together to develop a written list of trips or vacations; e.g., to a local camping area, to Calgary, to Edmonton, to a lake. Have students write down all the activities they would like to do on that trip, such as:
  - *Ninohtekwâskwepicikân.* (I would like to fish.)
  - *Ninohtepapâmiskân.* (I would like to canoe.)
  - *Ninohtepapâmohâtân.* (I would like to walk around.)

Write students' responses on the board.

- Students go through:
  - *Ninohtenihtânehîyawân.* (I want to speak Cree.)
  - *Ninohtenihtâhayamihcikân.* (I want to read well.)
  - *Ninohtenihtâwîcihâw awîyak.* (I want to help someone.)
  - *Ninihtânikamon.* (I sing well.)
  - *Ninihtâsoniskwâtahikân.* (I skate well.)

Then they use these phrases to converse with others.

<b>Strand</b>	A-3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express a wish or a desire to do something

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- express a wish or a desire to do something?

### Conferences

Meet with students to reinforce the skills for expressing a wish or a desire to do something.

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A-3 to get things done</p>	<p style="font-size: 2em; margin: 0;">3</p> 
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<b>Strand</b>	A-3.3 manage group actions
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. suggest, initiate or direct action in group activities</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are provided with maps of their city or of a Cree-speaking community. They work in partners to give each other directions to a particular destination; e.g.,
  - *itohte ôte kîwetinohk* (go north)
  - *itohte ôte sâkastenohk* (go east)
  - *itohte ôte âpihtakîsikanohk* (go south)
  - *itohte ôte pâhk'simôtâhk* (go west).
  
- Provide students with a maze. They listen to the teacher's instructions so that they can correctly move through the maze; e.g., *wîcih awa'îskwesis kakîwet* (help this girl find her home).
  
- The class arranges chairs in a musical chair formation. Students sit down on the chairs while one student remains standing. This student directs the game and starts by saying *nîpawik* (everyone stand). He or she then repeatedly says *pimohtek* (everyone walk), *pimohtek*, *pimohtek*, *pimohtek*, and then *apik* (everyone sit). One student will be left standing and one chair is removed each time. The whole process repeats itself until one person is left.
  
- Students review directions (left, right, up and down) before playing a game similar to Pin the Tail on the Donkey. Draw the outline of a face on the board. One student comes to the board and is blindfolded. Name a part of the face; e.g., *miskîsik* (eye), *paswâkan* (nose), *mitôn* (lip). The class gives directions as to where to draw the feature on the face. The blindfolded student listens to the directions and puts the body part on the face. Students can use the following words:
  - *ispimihk* (up)
  - *capasis* (down)
  - *namahтинihk/namaciniskihk* (left)
  - *kihciniskîhk* (right).

Face parts could also be made by the teacher and stuck to the face outline with tape or a magnet. As an extension, the game could be played with a map of the school and different buildings or landmarks.

<b>Strand</b>	A–3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. suggest, initiate or direct action in group activities

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- suggest, initiate or direct action in group activities?

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to suggest, initiate or direct action in group activities (see sample blackline master in Appendix E: Self-assessment Rating Scale).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A-4 to form, maintain and change interpersonal relationships</p>	<p style="font-size: 2em; font-weight: bold;">3</p> 
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<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<p><i>Students will be able to:</i> a. identify kinship relationships</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write thank-you notes to a storyteller or performer to compliment him or her on his or her talents. Provide sentence starters, such as:
  - *nimiyweyihten* (I like)
  - *kitâcimowin* (your story)
  - *ki kayâs nîmihitowin* (your traditional dance)
  - *wawîsewin/ ki pwât'ayiwînisâ* (your outfit)
  - *kiskotâkay/ pwât'ayiwînisâ* (your traditional dress)
  - *kinihîpwâtsimon* (you are gifted/talented).

Students may include a drawing to accompany their thank-you notes.

- The class reviews the phrases related to kinship and assigns a number to each one. Call out a number and students respond by saying the phrase aloud.
- Students form two circles, one inside the other. With music playing, ask one circle to walk in one direction and the other to walk in the opposite direction. When the music stops, students compliment the classmate opposite them.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- identify kinship relationships?

### Informal Observation

Observe students as they express personal compliments. Make mental notes of the extent to which students are able to identify kinship relationships. Offer feedback, encouragement and praise as needed.



<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world	<b>3</b> 
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<b>Strand</b>	A-5.1 discover and explore
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. make and talk about personal observations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After participating in a field trip, students reflect on what happened during the field trip. They then draw and write a simple entry in their learning logs or response journals, using sentence starters provided; e.g.,
  - *Nimiyweyihten* \_\_\_\_\_. (I like \_\_\_\_\_.)
  - *Niwâpahten* \_\_\_\_\_. (I see \_\_\_\_\_.) (object)
  - *Niwâpamâw* \_\_\_\_\_. (I see \_\_\_\_\_.) (person)
  - *Niwâpamâwak* \_\_\_\_\_. (I see \_\_\_\_\_.) (people)
- After reading an *âcimowin* (story), students share their feelings about the story during a sharing circle activity. They first share *nimiyweyihten ahpo namôya ninistohten* (I like or I do not understand). Then they share words from the story that they learned and remembered during class discussions.
- Over several weeks, students record their observations on the growth of a classroom plant. They include such things as:
  - *tân'ekohk ohpikin kiscikânis* (how much the plant has grown)
  - *tân's'îsi peto isinâkwan/pîtos isinâkwan* (how the plant has changed).
- Students divide into pairs and take turns interviewing each other on various topics; e.g.,
  - *Kîkwây kimiyweyihten ehitôtaman?* (What do you like to do?)
  - *Kîkwây kikiwâht kitatoskâten?* (What kinds of chores do you do around the house?)


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- make and talk about personal observations?

#### Informal Observation

Observe students as they participate in informal interactions. Make mental notes of the extent to which students are able to make and talk about personal observations. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world	<b>3</b> 
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<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. share personal knowledge of a topic

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After observing the daily weather, students put the appropriate weather symbol on the classroom weather chart. They explain the weather conditions.
  - *Kimowan anohc.* (It is raining today.)
  - *Ispoon anohc.* (It is snowing today.)
  - *Yotin anohc.* (It is windy today.)
  
- After listening to a text, students make or paste pictures on a chart about the topic. They then add the title of the book and the author’s name to the class chart.
  - *Kîspin ekîponihâyamihcikeyek âcimowin ahpô âtayohkewin* (If you have finished reading a story or legend)
  - *okiskinohamowâkanak* (students)
  - *masinahamok kîkway enisitohtamek ahpô wîhtamaw awîyakak* (write what you understood or tell others).

<i>Ayamihcikewin</i> (Reading)		
	<i>Âcimowin</i> (Story)	<i>Âtayohkewin</i> (Legend)
Author:		
Title:		
Author:		
Title:		

- Students choose a topic, such as the weather, sports, hunting or cooking. They say everything they know about the topic, using as much Cree as possible. Record what the students say.
- Students divide into pairs and record personal information about each other, such as eye colour, height, hair colour and shoe size. Students ask questions, such as:
  - *Tan’sesinâkwana kiskîsikwa?* (What colour are your eyes?)
  - *Tan’sesinâkwana kîscakâsa?* (What colour is your hair?)
  - *Tân’mayikohk ehiskosiyan?* (How tall are you?)

Collect the information and create a class book.

<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. share personal knowledge of a topic

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- share personal knowledge of a topic?

### Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to share personal knowledge of a topic (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world	<b>3</b> 
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<b>Strand</b>	A-5.3 solve problems
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experience meaning through a variety of moral teachings and problem-solving stories

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading, listening or viewing *âtayohkewina* (legends), students discuss the characters' traits. They brainstorm the problem in the story, and if and how the traits of the characters contribute to the resolution. Ask students what lesson is learned or what teaching is taught in this story; e.g.,
  - *kisîwâtisiwin/kisewâtisiwin* (kindness)
  - *kihceyhtowin/manâtisiwin* (respect)
  - *tapahteyimisowin* (humbleness/humility)
  - *nanahitamowin* (obedience).
- Before reading *âcimowina* (stories) or *âtayohkewina* (legends), students guess what the story is about by listening to the title. Read the first part to set the stage for students to share their ideas of what will happen. They share their insights through speaking or drawing. Finish reading the story and allow students to compare their initial responses to the actual happenings.
- Students reflect upon Cree *âcimowina* (stories) previously studied in class and use sentence starters to relate their personal responses, such as:
  - *Ôma âcimowinihk âtocikâtew ...* (This story is about ...)
  - *Ôma âcimowin kîhispayiw ...* (This story takes place ...)
  - *Ôma âcimowin nikîkiskinohamâk ...* (This story taught me ...)
  - *Kîkâc peyakwan kotak âcimowin ôma ...* (Another story I know that is similar to this one is ...)
  - *Kâ nayihtawipayik ôma âcimowin niwîcihikon ta nisitohtamân ...* (The problem in this story helps me to understand ...)
  - *Nika \_\_\_\_\_ ta sâponamân/ka'mîskweyitamân.* (I would \_\_\_\_\_ to solve the problem.)

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- experience meaning through a variety of moral teachings and problem-solving stories?

#### Conferences

Conduct conferences with students to discuss how they experience meaning through a variety of problem-solving stories and legends. Ask questions about the suitability of the legend's teaching and provide feedback and guidance.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-5</b> to enhance their knowledge of the world	<b>3</b> 
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<b>Strand</b>	A-5.4 explore perspectives and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and respect differences in ideas and thoughts

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, working in small groups, study another First Nations group such as the *Otaskipowak* (Inuit), *Nahkawayiniwak* (Ojibwa), *Kaskitewayastak* (Blackfoot), *Amiskweyiniwak* (Beaver) and *Asinîpwâtak* (Stoney). They examine some of the traditional practices of *mâcîwin* (hunting), *nîtâmisiwin* (gathering) and *nîmâwinihkewin* (food preparation) and compare these to what they know about Cree traditions. Students share information with each other and then discuss some of the differences among the groups. Record information on a chart.

	<i>mâcîwin</i> (hunting)	<i>nîtâmisiwin</i> (gathering)	<i>nîmâwinihkewin</i> (food preparation)
<i>Nahkawayiniwak</i> (Ojibwa)			
<i>Kaskitewayastak</i> (Blackfoot)			
<i>Amiskweyiniwak</i> (Beaver)			
<i>Asinîpwâtak</i> (Stoney)			
<i>Nehiyaw</i> (Cree)			

- Provide some pictures of the beadwork done by Northern Cree and Blackfoot. Students design Northern Cree and Blackfoot beadwork on paper. They use various colours to illustrate their work. They then discuss their pictures in Cree, focusing on the colours they used.
- Students explore various community predictions regarding weather and seasons. They discuss and give reasons from their experiences. How is this different from the weather predictions given on the radio, on television and in the newspaper?

<b>Strand</b>	A-5.4 explore perspectives and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and respect differences in ideas and thoughts

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- recognize and respect differences in ideas and thoughts?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to recognize and respect differences in ideas and thoughts (see sample blackline master in Appendix E: Observation Checklist).

### Portfolios

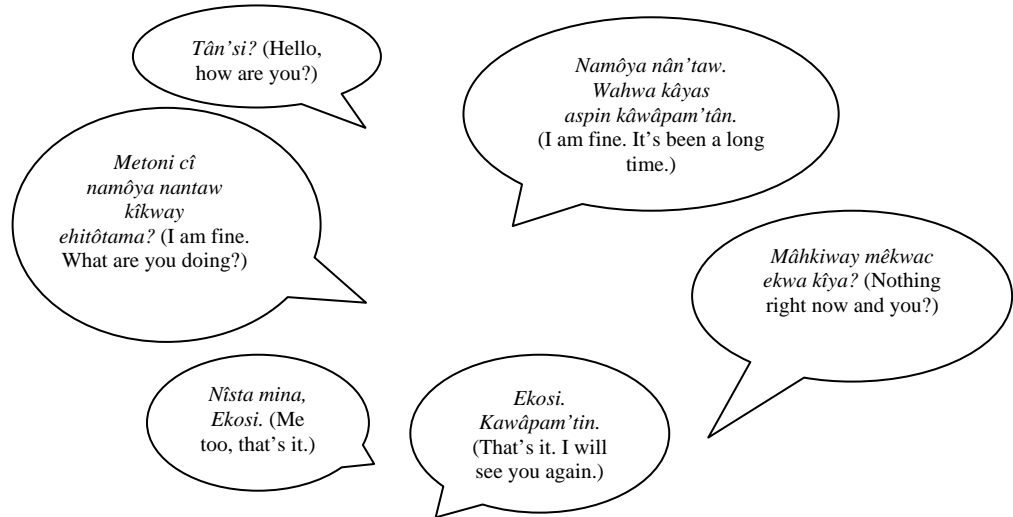
Collect samples of students' work as evidence of their ability to use a variety of methods of organizing information.

<b>Applications</b>	<b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.	<b>Cluster Heading</b> <b>A-6</b> for imaginative purposes and personal enjoyment	<b>3</b> 
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<b>Strand</b>	A-6.1 humour/fun
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use the language for fun in a variety of activities

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete Cree word searches and crossword puzzles on topics they are familiar with.
- Students create their own Cree word search puzzles using their dictionaries. When they have completed their puzzles, they exchange them with other classmates.
- Students create comic strips consisting of three to six frames. They are required to draw two people in each strip with speech bubbles. Students find a partner and create a short dialogue that has a greeting, an exchange and an expression, and place the dialogue in their comic strips. They share their comic strips with the class.



- Students play a guessing game. Put objects inside a bag; e.g., a black plastic bag, an old pillowcase. Each student takes a turn putting his or her hand in the bag. After feeling an object, he or she guesses, in Cree, what it is. The object is then pulled out to see if the guess was correct.
- Students play an object guessing game. Place several objects under a blanket. Students feel them with their hands, then say what they are in Cree. Once all students have taken a turn, the blanket is removed and students can discover how accurate they were.
- Students experiment with hand shadows and create short scenes in Cree.

<b>Strand</b>	A–6.1 humour/fun
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use the language for fun in a variety of activities

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use the language for fun in a variety of activities?


### Portfolios

Collect copies of students' work samples to assess their ability to use language for fun. These can be placed in student portfolios.

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use the language for fun in a variety of activities (see sample blackline master in Appendix E: Self-assessment Checklist).



<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A–6 for imaginative purposes and personal enjoyment</p>	<p style="font-size: 2em; margin: 0;">3</p> 
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<b>Strand</b>	A–6.2 creative/aesthetic purposes
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use the language creatively; e.g., create a picture story with captions</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a picture story based on an *âcimowin* (story) text. They use the vocabulary from the story to label their pictures.
- Provide students with pictures of animals; e.g., a beaver. Students name the animal *amisk/ekwa amiskwak* (beaver/beavers) and then say one thing the animal does or has; e.g.,
  - *amiskwak môwewak mîtosâ* (beavers eat trees)
  - *amiskwak wîpitiwak* (beavers have teeth)
  - *amiskwak kinwâpitewak* (beavers have long teeth).
- Using simple Cree vocabulary, students create concrete poems that take the shape of the meaning of words. They share their creations in a sharing circle.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- use the language creatively?

#### Informal Observation

Observe students as they participate in the sharing circle. Make mental notes of the extent to which students are able to use the language creatively. Offer feedback, encouragement and praise as needed.

#### Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to use the language creatively (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

<b>Applications</b>	<p><b>General Outcome</b> Students will use Cree in a variety of community and school situations and for a variety of purposes.</p>	<p><b>Cluster Heading</b> A–6 for imaginative purposes and personal enjoyment</p>	<p style="font-size: 2em; margin: 0;">3</p> 
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<b>Strand</b>	A–6.3 personal enjoyment
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use the language for personal enjoyment; e.g., share a collection of pictures or artifacts related to Cree culture</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create shape poems and post them throughout the room.
- Students bring in pictures or artifacts related to Cree culture to present and share.
- Once a week, students are challenged to use Cree for personal enjoyment. Suggestions for personal enjoyment opportunities include watching a film or video, reading a magazine or book, listening to music, sending an e-mail message to a friend or relative, looking at Cree Web sites, listening to a radio program or watching a television program.

**Caution:** Students should be monitored when they use the Internet.

- Students stand in a circle in groups of four. A number of objects are placed in the centre of the circle. Students look at the objects for 30 seconds. The objects are then covered or removed. Each student then lists as many objects as he or she can remember. Next, the members of the group compile a list. Following that, the whole class compiles a list. The objects are then displayed again and each list is checked.
- Students sit in a circle. Students take turns saying jokes in Cree or doing nonverbal actions to make people laugh.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- use the language for personal enjoyment?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

## Language Competence

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> LC-1 attend to the form of the language	<b>3</b> 
<b>Strand</b>	LC-1.1 phonology		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. pronounce familiar words, phrases and expressions properly		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students sit in a circle. Each student reads a word from a Cree list provided by the teacher. Students help each other when saying the words.
- Students bring in pictures of objects from home. They use clear pronunciation, stress and intonation when speaking familiar words or phrases about the objects.
- Students sit in a circle of groups. One student volunteers to go out of the room. The rest of the class picks a word with three or more syllables. They count off by syllable so that each group has a syllable. Each group sings the syllable to the tune of a well-known song; e.g., “Row, Row, Row Your Boat.” The other groups would sing the other syllables in a row. The volunteer returns and tries to put the syllables together and identify the word.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- pronounce familiar words, phrases and expressions properly?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to pronounce familiar words, phrases and expressions properly (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kâ nihtâ nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	<b>3</b> 
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<b>Strand</b>	LC-1.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and use some basic spelling patterns

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at some basic spelling patterns posted on the wall to help them spell words. They share with each other. Provide students with a list of words and phrases and have them recognize the spelling patterns.
- Students compare the syllabics chart to the Cree alphabet. They identify things that are similar and different about the two. The class plays simple games using the chart, such as saying or writing a word and identifying the syllables used in the word on the chart. Refer to the chart as necessary during spelling or pronunciation exercises or games.
- Introduce students to the sounds associated to with long/short vowels. Use familiar words for an activity where students note the sounds, e.g., *nîyanân* (five), using *nîyanan* (us/we exclusive), syllable forms and then increasing speech form; e.g., *nîyanân* (us/we), *nîyanan* (five), *ehâ/îhî* (yes).
  - *mistahi* (lots)
  - *mahtesa* (let’s see)
  - *astamik* (come here)
  - *nîyanan* (us)
  - *nîyanân* (five)
  - *ehâ* (yes)
  - *îhî* (yes).
- Students create webs for various personal topics; e.g.,
  - *kîkwaya kâ miywehtamân ta itôtamân* (things I like to do)
  - *kîkwaya kâ wâpahtamân sakâhk* (things I saw in the forest)
  - *kîkwaya kâ wîhkistamân ta mîciyân* (things I like to eat)
  - *kîkwaya kâ astîki ninipâwikamikohk* (things that are in my bedroom).

<b>Strand</b>	LC-1.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and use some basic spelling patterns

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- recognize and use some basic spelling patterns?

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to recognize and use some basic spelling patterns (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-1</b> attend to the form of the language	3 
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<b>Strand</b>	LC-1.3 lexicon
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• my community and neighbourhood</li> <li>• music</li> <li>• domestic animals</li> <li>• extended family</li> <li>• games</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students collect words they learned and make a picture dictionary. They use the dictionary as their reference when they need to spell a word.  
  
**Note:** This picture dictionary is started at the beginning of the term. New vocabulary and sentence formations are constantly added.
- Students use known Cree expressions to communicate a message during a sharing circle; e.g., what they did during the weekend, who they talked to.
- Students prepare questions and answers for familiar classroom and/or school situations. They then role-play the situations.
- Students bring in pictures for writing short, simple sentences. They use a repertoire of isolated words or set phrases for the stories. The students can work in groups and then put the sentences together to create a class story.
- Students review various familiar words and phrases associated with student interests; e.g., music, sports, school events. They use these words and phrases to write messages to their friends. The words and phrases are written on chart paper for future reference.
- Hide cards with words written on them before students arrive. Students hunt for the cards. When all the cards are found, the students arrange them to form sentences.

<b>Strand</b>	LC-1.3 lexicon
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <ul style="list-style-type: none"> <li>• my community and neighbourhood</li> <li>• music</li> <li>• domestic animals</li> <li>• extended family</li> <li>• games</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

### Informal Observation

Observe students as they share words or phrases. Make mental notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields. Offer feedback, encouragement and praise as needed.

Language Competence	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kã nihtã nehiya wewak.</i> )	<b>Cluster Heading</b> LC-1 attend to the form of the language	<b>3</b> 
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<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations, * the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronoun plural forms <i>nîyanân, kîyanaw, kîyawâw, wîyawâw</i></li> <li>• personal pronoun plural emphatic “too” form <i>nîstanân, kîstanaw, kîstawâw, wîstawâw</i></li> <li>• <i>ôki, aniki, ôhi, anihi</i>, to distinguish and refer to these and those specific animate (NA) or inanimate (NI) nouns, <i>neki, nehi</i></li> <li>• noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) <i>niminôsiminân, kiminôsiminaw, kiminôsimiwâw, ominôsimiwâwa</i>; (NI) <i>nîhtapiwininân, kitehtapiwininaw, kitehtapiwiniwâw, otehtapiwiniwâw</i></li> <li>• (VAI) declarative statement simple sentences using we (1P), all of us (2I), all of you (2P), they (3P) subject markers and action words <i>nitapinân, kitapinaw, kitapinâwâw, apiwak</i> and progressive action form <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw</i></li> <li>• commands or requests using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nîtohtawin, nîtohtawik</i></li> <li>• locative noun acts as a preposition <i>ohk, hk, ihk</i>—in the, or the, to the, at the, from the: <i>atâwew’kamikohk, ôtenâhk, tehtapiwinihk</i></li> <li>• nominalizer, changing an action word (VAI) to a noun adding suffix <i>win</i> to the verb: <i>mîcisowin, nîmihtowin, nikamowin</i></li> <li>• colour descriptions for plural animate (VAI) <i>wâpiskisiwak, ewâpiskisicik/ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa/ewâpiskâki tehtapiwina</i></li> </ul>

\* Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Place one of your shoes on the table and instruct the students to do the same. Model the phrase *nimaskisin oma* (this is my shoe) and take your shoe off the table. Then have each student retrieve his or her own shoe, saying *nimaskisin oma*.
- Students volunteer and the teacher models some basic commands, using total physical response (TPR), such as:
  - *pasikô* (stand up)
  - *api* (sit down)
  - *nîtohta* (listen)
  - *kîhtwâm itwe* (say it again)
  - *âstam* (come)
  - *âstam ôta* (come here).

In partners, students then give the commands and respond by following them.



<b>Strand</b>	LC–1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations,<sup>★</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronoun plural forms <i>nîyanân, kîyânaw, kîyawâw, wîyawâw</i></li> <li>• personal pronoun plural emphatic “too” form <i>nîstanân, kîstanaw, kîstawâw, wîstawâw</i></li> <li>• <i>ôki, aniki, ôhi, anihi</i>, to distinguish and refer to these and those specific animate (NA) or inanimate (NI) nouns, <i>neki, nehi</i></li> <li>• noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) <i>niminôsiminân, kiminôsiminaw, kiminôsimiwâw, ominôsimiwâwa</i>; (NI) <i>nitehtapiwiniinân, kitehtapiwiniinaw, kitehtapiwiniwâw, otehtapiwiniwâw</i></li> <li>• (VAI) declarative statement simple sentences using we (1P), all of us (2I), all of you (2P), they (3P) subject markers and action words <i>nitapinân, kitapinaw, kitapinâwâw, apiwak</i> and progressive action form <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw</i></li> <li>• commands or requests using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nitohtawin, nitohtawik</i></li> <li>• locative noun acts as a preposition <i>ohk, hk, ihk</i>—in the, or the, to the, at the, from the: <i>atâwew’kamikohk, ôtenâhk, tehtapiwinihk</i></li> <li>• nominalizer, changing an action word (VAI) to a noun adding suffix <i>win</i> to the verb: <i>mîcisowin, nîmihtowin, nikamowin</i></li> <li>• colour descriptions for plural animate (VAI) <i>wâpiskisiwak, ewâpiskisicik/ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa/ewâpiskâki tehtapiwina</i></li> </ul>

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use, in modelled situations, [the given] grammatical elements?

### Observational Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kã nihtã nehiya wewak.</i> )	<b>Cluster Heading</b> LC-1 attend to the form of the language	<b>3</b> 
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<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations,* the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> <li>• simple sentences using I (1S), you (2S), he/she (3S) subjects and action words (VAI) in declarative statement form <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapit</i></li> <li>• personal pronoun emphatic singular “too” form <i>nîsta, kîsta, wîsta</i></li> <li>• demonstrative pronouns <i>ana, nâha, anima, nema</i> to distinguish and refer to that specific animate (NA) or inanimate (NI) noun</li> <li>• noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S): (NA) <i>niminôsimak, kiminôsimak, ominôsimak</i>; (NI) <i>nitehtapiwina, kitehtapiwina, otehtapiwina</i></li> </ul>

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students each place a shoe on the table. Review the question word *awîna* (who). Each student randomly chooses a shoe from the table and asks:
  - a. *Awîna ôma omaskisin?* (Whose shoe is this?)  
The answer could be:
    - b. *Nîya anima nimaskisin.* (That is my shoe.)
    - c. *Janice anima omaskisin.* (It is Janice’s shoe.)
- Use hand gestures to indicate personal pronouns; e.g.,
  - pointing to self – *nîya* (me)
  - using right hand, point to closest person – *kîya* (you)
  - using left hand, point to closest person – *wîya* (he or she)

**Variation:** Two volunteer students stand side by side. They use hand gestures *nîya, kîya, wîya* to indicate who is who. Then invite students to get into groups of three. The person in the middle begins using words and gestures. They do this three times and change positions until all have had a chance to use *nîya*.

<b>Strand</b>	LC–1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations,* the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> <li>• simple sentences using I (1S), you (2S), he/she (3S) subjects and action words (VAI) in declarative statement form <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapit</i></li> <li>• personal pronoun emphatic singular “too” form <i>nîsta, kîsta, wîsta</i></li> <li>• demonstrative pronouns <i>ana, nâha, anima, nema</i> to distinguish and refer to that specific animate (NA) or inanimate (NI) noun</li> <li>• noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S): (NA) <i>niminôsimak, kiminôsimak, ominôsimak</i>; (NI) <i>nitehtapiwina, kitehtapiwina, otehtapiwina</i></li> </ul>

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use, in structured situations, [the given] grammatical elements?

### Learning Log

Have the students reflect on their learning and how well they were able to use, in structured situations, the given grammatical elements.

Language Competence	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kã nihtã nehiya wewak.</i> )	<b>Cluster Heading</b> LC-1 attend to the form of the language	<b>3</b> 
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<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,* the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• colour descriptors for a singular animate noun (VAI) <i>wâpiskisiw/ewâpiskisit minôs</i> and inanimate nouns (VII) <i>wâpiskâw/ewâpiskâk tehtapiwin</i> (chair)</li> <li>• simple questions using interrogatives: <i>tân'te, awîna, kîkwây, tânihki, tân'sîyisi</i></li> <li>• simple <i>ehâ, namôya</i> questions using <i>cî</i></li> <li>• noun possession form for singular animate (NA) and inanimate (NI) nouns indicating my (1S), yours (2S), his/hers (3S): (NA) <i>niminôsim, kiminôsim, ominôsim</i>; (NI) <i>nitehtapiwin, kitehtapiwin, otehtapiwin</i></li> </ul>

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**Note:** Grammatical elements that students are able to use independently and consistently are able to be maintained for the duration of the students' programming.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students bring various inanimate objects to class and tell the colour of these objects. Ask students *Tân'sesinâkwan ôma masinahikan?* (How does this book look?). Students reply *Anima masinahikan (mihkwâw)*. (That book is red.)
- Students prepare a short dialogue using three or four interrogatives; e.g.,
  - *Awîna kikâwiy?* (Who is your mother?)
  - *Tân'spî ewîsipwehteyan?* (When are you leaving?)
  - *Kîkwây ewîhitôtaman mwestas?* (What are you doing later?)
  - *Tân'te kîtasâtân nimaskisin?* (Where did you put my shoe?)
 Students practise asking these questions.

<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,* the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• colour descriptors for a singular animate noun (VAI) <i>wâpiskisiw/ewâpiskisit/minôs</i> and inanimate nouns (VII) <i>wâpiskâw/ewâpiskâk, tehtapiwin</i> (chair)</li> <li>• simple questions using interrogatives: <i>tân'te, awîna, kîkwây, tânihki, tân'sîyisi</i></li> <li>• simple <i>ehâ, namôya</i> questions using <i>cî</i></li> <li>• noun possession form for singular animate (NA) and inanimate (NI) nouns indicating my (1S), yours (2S), his/hers (3S): (NA) <i>niminôsim, kiminôsim, ominôsim</i>; (NI) <i>nitehtapiwin, kitehtapiwin, otehtapiwin</i></li> </ul>

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**Note:** Grammatical elements that students are able to use independently and consistently are able to be maintained for the duration of the students' programming.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- use, independently and consistently, the [given] grammatical elements?

### Tests and Quizzes

Prepare tests and quizzes to check student progress.

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kā nihtā nehiya wewak.</i> )	<b>Cluster Heading</b> <b>LC-2</b> interpret and produce oral texts	<b>3</b> 
	<b>Strand</b>	LC-2.1 listening	

<b>Strand</b>	LC-2.1 listening
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand short, simple oral texts in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen carefully to follow specific directions; e.g., the steps in making a painting, beading.
- Students listen to an *âtayohkewin* (legend) and then draw pictures of the key characters in the legend.  
**Note:** If it is an inappropriate time for a legend, replace it with a story.
- Provide a picture story sheet of daily activities. Students give times for the events on the sheet; e.g., *Niwâniskân nân'taw nikotwâsik tipahikan.* (I wake up at about six o'clock.)
- Invite students to listen to an action *nikamowin* (song). Students follow the actions while singing the words.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:  
– understand short, simple oral texts in guided situations?

#### Conferences

The teacher meets with students to check on their understanding of the information:  
– *Nikaskihtân ta itôtamân tân'si kê isi atotikawîyân.* (I can follow all the instructions.)  
– *Metoni kwayask nitôten.* (I perform the actions accurately.)  
– *Nikipitonân ita takîyâmapîyân.* (I keep quiet at appropriate times.)  
– *Nikakwecihkemon ekâkakisikiyitamân kîkway.* (I ask questions when I am not sure.)

#### Rubric

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-2</b> interpret and produce oral texts	<div style="font-size: 2em; font-weight: bold; margin-bottom: 5px;">3</div> 
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<b>Strand</b>	LC-2.2 speaking
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple spoken sentences in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students talk about familiar topics, such as their weekend, their family, siblings and friends. They can say as much as they want about the topic.
- In a circle, students share information about a familiar topic. They take turns adding ideas and information. Reporting continues until each student who wishes to do so has had a turn. Encourage students to listen actively so that the information they share is a related idea and not a repeated idea.
- Students provide information about their family by using simple phrases; e.g.,
  - *Nakacih̄tāw* \_\_\_\_\_. (He or she is good at \_\_\_\_\_.)
  - *Ôki niwahkômâkanak*. (These are my relatives.)
  - *peyak ôskân* (one family)
  - *Awa nohtâwiy enihtâmâcît*. (This is my father who is a good hunter.)
  - *Awa nikâwiy enihtâpiminawâsot*. (This is my mother who is a good cook.)
  - *Awa nimis enihtânikamot*. (This is my older sister who is a good singer.)
- Students sit in a circle and discuss a topic recently covered in class, such as making bannock or visiting *Kihteyayak* (Elders). Students are encouraged to bring up everything they know about the topic. Provide vocabulary words and help students with grammar as necessary.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- produce simple spoken sentences in guided situations?

#### Informal Observation

Observe students as they participate in specific sharing situations. Make mental notes of the extent to which students are able to produce simple spoken sentences in guided situations. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-2</b> interpret and produce oral texts	<b>3</b> 
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<b>Strand</b>	LC-2.3 interactive fluency
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. engage in simple interactions, using simple sentences

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite students to use simple sentences to speak to each other during a sharing circle. The topic could be their activities of the day, family or friends.
- While engaged in a school-based activity, e.g., skating, students interact with classmates and the teacher, using phrases or simple sentences; e.g.,  
 Teacher: *Hâw ekwa sôniskwatahiketân.* (Okay let's skate.)  
 Teacher: *Postasâketân.* (Let's put our coats on.)  
 Student: *Nipostasâkân.* (I put my coat on.)  
 Teacher: *Postaskisinetân.* (Let's put on our shoes.)  
 Student: *Nipostaskisinân.* (I put my shoes on.)  
 Teacher: *Hâw wâyawîtân.* (Okay let's go outside.)  
 Student: *Niwâyawîn.* (I am going outside.)
- Students create a cartoon of a conversation they had with a classmate, friend or family member in Cree. Each student draws various scenes and writes the conversation in speech bubbles. The cartoons are displayed in the classroom and students are encouraged to read and discuss the cartoons of their classmates.
- Choose sentences and write each word on a separate note card. Students sit on the floor in a circle. A note card is attached with tape to each student—to his or her chest, knee or foot. Say the sentence and students arrange themselves to make the sentence.



<b>Strand</b>	LC–2.3 interactive fluency
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. engage in simple interactions, using simple sentences

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- engage in simple interactions, using simple sentences?

### Informal Observation

Observe students as they use simple sentences during sharing situations. Make mental notes of the extent to which students are able to engage in simple interactions, using simple sentences. Offer feedback, encouragement and praise as needed.

### Learning Log

Have the students reflect on their learning and how well they were able to engage in simple interactions, using simple sentences.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kã nihtã nehiya wewak.</i> )	<b>Cluster Heading</b> <b>LC-3</b> interpret and produce written and visual texts	<b>3</b> 
	<b>Strand</b>	LC-3.1 reading	

<b>Strand</b>	LC-3.1 reading
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand short simple written texts in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- With students, look at *nikamowina* (songs) that repeat the same echo pattern. Select a song to sing. Copy the lyrics onto chart paper so that students can follow the text as they sing.

#### Greeting Song

Teacher	Student
<i>Tãn'si.</i> (Hello.)	<i>Tãn'si.</i> (Hello.)
<i>Tãn'si kîya?</i> (How are you?)	<i>Tãn'si kîya?</i> (How are you?)
<i>Namôya nãn'taw.</i> (I am fine.)	<i>Namôya nãn'taw.</i> (I am fine.)
<i>Pîhtokwe.</i> (Come on in.)	<i>Pîhtokwe.</i> (Come on in.)
<i>Api.</i> (Sit down.)	<i>Api.</i> (Sit down.)
<i>Maskihkîwâpoy minihkwe.</i> (Have some tea.)	<i>Maskihkîwâpoy minihkwe.</i> (Have some tea.)

- Provide students with blank sentence strips. Students copy sentences on a familiar theme onto these strips. They then put the sentence strips in the right sequence to create a short, simple paragraph.
- Review vocabulary for numbers, counting and costs, then provide simple advertisements in Cree in which students must answer questions; e.g.,
  - What is for sale?
  - How much does it cost?
  - Where can one buy it?
- Students divide into groups of four or five. Provide each group with a short, simple story or scenario. Students then work in groups to create short skits based on the stories. After practising the skits, each group performs for the rest of the class.

**Optional:** One of the group members or the teacher could act as the narrator and read the story as the rest of the group acts it out.

<b>Strand</b>	LC–3.1 reading
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand short simple written texts in guided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- understand short simple written texts in guided situations?

### Portfolios

Students provide samples of their work, e.g., sentence strips, to be put in their portfolios

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to understand short simple written texts in guided situations (see sample blackline master in Appendix E: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kã nihtã nehiya wewak.</i> )	<b>Cluster Heading</b> <b>LC-3</b> interpret and produce written and visual texts	<b>3</b> 
	<b>Strand</b>	LC-3.2 writing	

<b>Strand</b>	LC-3.2 writing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple written sentences in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to an oral presentation, students share their ideas with each other by drawing pictures.
- Provide a story model with pictures and students provide the action word, e.g.,
  1. Using **I**            *nisîkahon* (I comb my hair)
  2. Using **you**        *kisîkahon* (you comb your hair)
  3. Using **he** or **she** *sîkahow* (he or she combs his or her hair).
- Students provide action words to complete sentence frames.
  - *Nimiyweyihten enikamoyân.* (I am happy when I am singing.)
  - *Enimîhitoyân.* (I am dancing.)
  - *Ehayamihâyân.* (I am praying.)
- Students are introduced to several examples of simple repetitive patterned texts or stories. They work in groups to write a patterned story, using their favourite repetitive patterned text as a model. Students read their stories to the class. Collect the stories in a class book, which is illustrated by the students.
- Students, with teacher assistance, create rhythm poems. These poems are six to twelve lines maximum with the first and last line being the same; e.g.,
 

*Kôna* (Snow)  
*Timikoniw* (The snow is deep)  
*Yoskâkonakâw* (The snow is soft)  
*Wâsakonastew* (The fresh snow is clean and shiny)  
*Kôna* (Snow)
- After a visit from a *Kihtheyaya* (Elder), students share their ideas about the visit in the form of a poster. They label the poster. Students should be encouraged to answer questions, such as:
  - *Kîkwây kikiskinohamâk Kihtheyaya?* (What did you learn from the Elder?)
  - *Kîkway cî kikiskisomik Kihtheyaya?* (Were you reminded of anything by what the Elder said?)
  - *Kîkwây mâmawaci kimiywehten kâ kîhokeyan?* (What was your favourite part of the visit?)

<b>Strand</b>	LC-3.2 writing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple written sentences in guided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- produce simple written sentences in guided situations?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-3</b> interpret and produce written and visual texts	3 
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<b>Strand</b>	LC-3.3 viewing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using story flash cards from *Nihyawewin* (Cree) 10, 20 or 30, place pictures on the board. Students state the action that is being performed. The class places the pictures in order to create their unique story.
- Create a picture *âtayohkewin* (legend), using pictures from various sources. Students have to formulate and share the meaning of the pictures in Cree; e.g.,
  - *nâpesis/iskwesis* (a boy/girl)
  - *nâpesis/iskwesis epimohtet* (a boy/girl walking)
  - *nâpesis/iskwesis ethitohtet* or *epimohtet isi/emostohtet isi kîskinohamâtow'kamikohk* (a boy/girl walking to school).
- While on a field trip or at a special event, take photographs. After the trip or event, students review the photographs and describe what they see. The class creates a photo album with captions to remember the event. The captions are comprised of sentences or phrases written by the students in Cree.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

#### Learning Log

Have the students reflect on their learning and how well they were able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-3</b> interpret and produce written and visual texts	<b>3</b> 
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<b>Strand</b>	LC-3.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Following the study of a Cree community, students work in small groups to create or build a diorama of the community, using shoe boxes to represent landmarks and buildings. They include Cree labels and signs.
- Students work in groups to represent a song or poem in different ways. Each group may choose a different way to present the same information. Groups share their representations with the rest of the class.
- Provide the class with magazines. Students find, select and cut out pictures of activities they enjoy doing and provide the Cree word for each activity, using *nimiyweyihten* (I like). Then they make a collage entitled *Nimiyweyihten* and present it to the class.
- Students work in groups to create skits without dialogue or narration. After each group performs its skit, the rest of the students describe what they think the skit was about.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations?

#### Portfolios

Students select work samples that show different ways they have organized ideas and information. They give reasons for choosing each work sample. Students place the work samples in their portfolios.

#### Rubric

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Language Competence	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>3</b> 
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<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that some topics, words or intonations are inappropriate in certain contexts

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- When a student uses or inquires about an inappropriate word or phrase, use this opportunity to explain the inappropriateness of that language.
- Model proper ways to speak to a *Kihtheyaya* (Elder), such as using a calm, pleasant and respectful tone. Discuss with students the appropriate ways to use their voices with a *Kihtheyaya* (Elder).
- Students review the phrase *Tan'tahto etahtopiponeyan?* (How old are you?). Discuss when and to whom it is appropriate to pose this question.
- Students are provided with a list of scenarios. They identify whether they would need to use informal or formal language.
- Before a visit from a *Kihtheyaya* (Elder), students review questions and comments that are not appropriate, such as *Tân'tahto etahtopiponeyan?* (How old are you?). Emphasize that the *Kihtheyaya* is taking the time to share his or her wisdom with them and this should be treated as a gift and privilege. Model the use of protocol when approaching a *Kihtheyaya*.
- In preparing for a school or community feast, students review appropriate and expected behaviour. Students are taught not to say “I don’t like this food” or to refuse any food. All food is accepted and it is important to say *ay hi* (thank you). Emphasize that refusing food given as a gift is disrespectful to the giver. All food should be accepted with thanks. Discuss what it is like to live without enough to eat and that sharing food with visitors is a global custom of goodwill.



<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that some topics, words or intonations are inappropriate in certain contexts

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- recognize that some topics, words or intonations are inappropriate in certain contexts?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).

### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>3</b> 
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<b>Strand</b>	LC-4.2 expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand and use a variety of simple expressions as set phrases

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model some well-known expressions heard at home or in the community. Students are encouraged to use these expressions in class, at home and in the community; e.g.,
  - *kîhtwâm itwe* (say it again)
  - *hâw ekwa* (okay then)
  - *ceskwa* (wait)
  - *wahwâ!* (good golly!)
- Students use expressions or special names for establishing a relationship with a special friend; e.g., *otôtemi* (make a friend).
- Students prepare dialogues in an informal role-play, e.g., talking to a friend on the phone or at school, and use expressions in their dialogues. Assist and fill in the gaps.
- Students are introduced to expressions related to various topics, such as sports, food, eating, jokes and humour. They work in pairs to create short dialogues in which they use as many expressions on a certain topic as possible. Each pair presents its dialogue to the rest of the class.
- Students review various expressions that are unique to the language. They create cartoons to illustrate the expressions, which are posted in a class display. As an extension, students could create their own expressions.

<b>Strand</b>	LC–4.2 expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand and use a variety of simple expressions as set phrases

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- understand and use a variety of simple expressions as set phrases?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to understand and use a variety of simple expressions as set phrases (see sample blackline master in Appendix E: Anecdotal Notes).

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to understand and use a variety of simple expressions as set phrases (see sample blackline master in Appendix E: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<div style="font-size: 2em; font-weight: bold; margin-bottom: 10px;">3</div> 
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<b>Strand</b>	LC-4.3 variations in language
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. accept individual differences in speech

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students invite grandparents and parents to the classroom; the teacher invites musicians and storytellers. This allows students to be exposed to wide variations in speech. The invited guests can:
  - talk about a selected topic
  - lead an activity or give instructions
  - sing a song
  - tell a story.
- Students work with an older student and listen as he or she reads them a story.
- The students listen to an audiotape of a story told by a Cree speaker from another area of the country. They identify word differences.
- Students observe and listen to a Cree story or conversation on the Internet.
 

**Caution:** Students should be monitored when they use the Internet.
- Students watch a video that has a Cree dialogue or narration from a different area.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- accept individual differences in speech?

#### Conferences

- Schedule conferences with students and discuss how they would react if they heard an individual who speaks differently. Would they:
- make connections between their way of speaking and the way the individual speaks?
  - ask for specific words while trying to communicate a message?
  - voluntarily answer a question when spoken to?

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>3</b> 
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<b>Strand</b>	LC-4.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use appropriate oral forms of address for people frequently encountered

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are instructed to greet a *Kihteyaya* (Elder) formally by saying, *Tân'si nôhkom./Tân'si nimosôm*. (Hello, my grandmother./Hello, my grandfather.)
- Students participate in a variety of role-play situations where they encounter people of different ages and statuses. Students engage in short conversations using appropriate language:
  - *tân'si* (general greeting)
  - *tân'si nôhkom, tân'si nimosôm* (greeting a *Kihteyaya* [Elder])
  - *Kahkîwîcîhin cî?* (Can you assist me? [said by someone coming to the school])
  - *ehâ/îhi* (yes)
  - *Kahkîwîcîhitin*. (I can assist you.)
  - scenes where students use *mahti esa* (please).
- Students divide into groups and are assigned various scenarios; e.g., meeting a *Kihteyaya* (Elder), eating as a guest at someone else's house, watching a presentation. Each group then creates one skit that shows a person acting impolitely and one that shows a person acting politely.
- Students divide into pairs or groups and role-play situations in which different conventions are used for greeting various people politely; e.g., their teacher, classmates, *Kihteyayak* (Elders), family members, friends. The situations could include such things as:
  - a visitor to the school asks for directions in the hallway
  - a visit with your grandmother
  - a *Kihteyaya* (Elder) visits the classroom
  - you meet a friend at the skating rink or community centre.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- use appropriate oral forms of address for people frequently encountered?

#### Informal Observation

Observe students as they address people they frequently encounter. Make mental notes of the extent to which students are able to use appropriate oral forms of address for people frequently encountered. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kā nihtā nehiya wewak.</i> )	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>3</b> 
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<b>Strand</b>	LC-4.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that some nonverbal behaviours may be inappropriate in certain contexts

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students discuss appropriate behaviours in various situations; e.g.,
  - listening to older people speak
  - not using fingers to point, but using the head or mouth instead.
 Students practise the behaviours. Then they make a poster to identify appropriate and inappropriate behaviours.
- Students role-play various situations that demonstrate appropriate and inappropriate behaviour. They then participate in role-playing, using words such as:
  - *ekosi itôta* (then do it)
  - *pahpeyahtik* (carefully)
  - *koskwawâtapi* (sit quietly)
  - *nitohta* (listen)
  - *mahti esa* (please).
- Students brainstorm and write down descriptions of various facial expressions, gestures and postures and what they mean; e.g.,

<b>Expression/Gesture</b>	<b>Means</b>
<i>Itwahike kitôn ohci</i> (lip pointing)	Give direction
<i>Napatehkâpi</i> (winking)	A joke or that someone is not telling the truth
<i>Ocimiskeyi</i> (beckoning with the hand or finger)	Come here
<i>Kâmwâtonamo isiniskeyi</i> (putting a finger to the lips)	Don't talk or be quiet
<i>Kiteyanîy kiciwîhcâsi</i> (clicking the tongue)	Stop what you're doing

A student will volunteer to choose an item from his or her list and act it out for the class. The rest of the class will then guess which facial expression, gesture or posture the student is acting out.

- Students divide into pairs and one student asks the other simple questions. He or she answers using only facial expressions, gestures and/or postures. After several minutes, students exchange roles.

<b>Strand</b>	LC-4.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that some nonverbal behaviours may be inappropriate in certain contexts

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- recognize that some nonverbal behaviours may be inappropriate in certain contexts?

### Conferences

Meet with students to check their understanding of inappropriate nonverbal behaviours.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	<b>3</b> 
<b>Strand</b>	LC-5.1 cohesion/coherence		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. link words or groups of words in simple ways		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model using words like *mina* (and), *ekwa* (and) and *ôta* (here).
  - *Nitaw'nâta masinahikan ekwa petâ ôta.* (Go and get a book and bring it here.)
  - *Nitaw'nâta masinahikan ekwa tehtapiwin ekwa petâ ôta.* (Go and get a book and a chair, and bring them here.)
  - *Nimiyweyihten kamasinahikeyân, kâmîcisoyân ekwa kanipâyân.* (I like it when you are writing, eating and sleeping.)
  - *Nikawisimon nân'taw kîkâ-mitâtaht tipahikan ekwa niwaniskân nân'taw tepakohp tipahikan ekwa nikâsîhkwân, nisîkahon, nimîcison ekwa nîminihkwân tôhtôsâpoy.* (I went to bed at around 9:00 and I got up at around 7:00 and I washed my face, combed my hair and drank milk.)

Students echo and imitate the teacher, then mime these activities with a partner.

- Students link two sentences together, such as *When I \_\_\_\_\_, I usually \_\_\_\_\_* using Cree terms like *mâna* (and) and *âskaw* (occasionally); e.g., *Kânestosiyân mâna nikawisimon* (When I am tired, I go to bed), *askew mâna nitayamihcikân* (but sometimes I read). They practise their sentences with partners. Have students form an inside–outside circle. Students share their sentences with other classmates in the circle.
- When introducing a new activity to the class, e.g., how to make a family tree, how to pick berries, explain the process, demonstrate it and then ask students to write out the steps involved in the process. They review the steps as a class. Emphasize any linking words used; e.g.,
  - *peyakwâw* (once)
  - *nekân/nistam* (first)
  - *kîhtwâm* (again)
  - *ekwa* (and)
  - *asici* (also)
  - *pita mâ* (just a second).
- Students listen to a short story in Cree, no longer than 12 sentences long. They then receive pieces of paper with a sentence from the story written on each one. Students put the sentences in the correct order to match what happened in the story.



<b>Strand</b>	LC-5.1 cohesion/coherence
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. link words or groups of words in simple ways

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- link words or groups of words in simple ways?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to link words or groups of words in simple ways (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kâ nihtâ nehiya wewak.</i> )	<b>Cluster Heading</b> LC-5 apply knowledge of how the language is organized, structured and sequenced	3 
	<b>Strand</b>	LC-5.2 text forms	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize some simple oral and print text forms		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide oral examples of *âtayohkewina* (legends) by reading them aloud to students; e.g., *Wîsâkecâhk* (Trickster). Students listen. Then provide a hard copy for students to follow along with, paying particular attention to the beginning, middle and end.
- Provide examples of *nikamowina* (songs) and read them aloud while students listen. Then provide a hard copy for students to follow along with, paying particular attention to the sequence and form of the *nikamowina*.
- Students work in groups to make up lists of winter, summer, spring and fall clothing in Cree. They post the lists on the wall. They can also find pictures and paste them beside the words.
- Students examine selected oral and print texts on the Internet.

**Caution:** Students should be monitored when they use the Internet.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- recognize some simple oral and print text forms?


### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to recognize some simple oral and print text forms (see sample blackline master in Appendix E: Anecdotal Notes).

### Journals

Students write in their journals about the text forms they came across. They make a list and describe which text form they think is most effective and why:

- *Nimiywehten* \_\_\_\_\_ *wîya* \_\_\_\_\_. (I like \_\_\_\_\_ because \_\_\_\_\_.)
- *Nikiskinohamâson* \_\_\_\_\_ *ôma kâ itasinahikâtek*. (I learn \_\_\_\_\_ from this text form.)
- *Awîyak ninohtekiskeyihten* \_\_\_\_\_. (I would like to learn more about \_\_\_\_\_.)
- *Kîhtwân ninohtekocân* \_\_\_\_\_. (I would like to try \_\_\_\_\_ next.)

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak kā nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	<b>3</b> 
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<b>Strand</b>	LC-5.3 patterns of social interaction
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. initiate interactions, and respond using simple social interaction patterns

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide a list of community activities from a community calendar. Read the list aloud. Students respond by saying *ehâ nicketohtân* (I will go) or *namôya nicketohtân* (I will not go).
- Read aloud a poster of a gathering to take place in the community. Ask students if they plan to go. Students respond with *ehâ/namôya* (yes/no).
- *Okiskinohamowâkanak ta masinamwak nikamowin, pîkiskwemohtâwin ahpô tâpasinahikewin.* (Students work as a class to create a song, poem or work of art.) This assignment requires them to employ familiar Cree phrases and words as used in the following situations:
  - *ispî kâ atamiskawâcik/twâw awiya* (when greeting someone)
  - *ispî kâ okihtâwikihcik/twâw* (when giving or receiving a gift)
  - *ispî kâ wîwîchewecik/twâw ahpô kâ wîchihcik/twâw* (when offering and accepting help from someone)
  - *ispî kâ kakwecikemocik/twâw kîkway* (when asking for something)
  - *ispî kâ wîsâmâcik/twâw ayiwa* (when inviting someone or when being invited).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- initiate interactions, and respond using simple social interaction patterns?

#### Journals

Meet with students to check on their understanding of request acceptance or nonacceptance. They write in their journals about how they feel when they accept or decline requests.

- *Kîkway nikiskiyimison ohci ispî kâ itôtamâkiyân kîkway* \_\_\_\_\_. (Something I learned about myself when I accepted a request \_\_\_\_\_.)
- *Kîkway nikiskiyimison ohci ispî kâ asînamân kâ atotikawîyân* \_\_\_\_\_. (Something I learned about myself when I declined a request \_\_\_\_\_.)
- *Mâcika ômisîsi ni ta macihon* \_\_\_\_\_. (As a result I felt \_\_\_\_\_.)
- *Ni nohte itwân* \_\_\_\_\_ *ispî wî itôtamâni kâ isi atotikawîyân.* (I would like to say \_\_\_\_\_ when I accept a request.)
- *Ni nohte itwân* \_\_\_\_\_ *ispî ân'wîhtamâni kâ isi atotikawîyân.* (I would like to say \_\_\_\_\_ when I decline a request.)

## Community Membership

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwetinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-1 Mother Earth*	<b>3</b> 
<b>Strand</b>	CM-1.1 relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. take care of Mother Earth*		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead students in a discussion of community events. What are the events taking place, where are they held and how is respect shown to Mother Earth?\* Students brainstorm these topics and are taken outside to observe the environment. Students report back to classmates.

**Note:** Once a month, take students outside to clean the yard and encourage students to recycle.

- Introduce students to the following vocabulary:
  - *kihceyhtamowin* (honouring)
  - *kanâcihowin* (cleanliness—to clean up)
  - *kanâtisiwin* (cleanliness—being clean)
  - *manâtisiwin* (respect)
  - *manâcihtâwin* (to be respectful).
- Students brainstorm ways to conserve energy, water and paper in the school and in their homes. Working with a partner, students make posters about conservation that will be posted in the school.
- Students brainstorm a list of birds and animals in Cree. Students discuss how they are interconnected with the animals. They make masks and role-play animal stories.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- take care of Mother Earth?\*

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to take care of Mother Earth\* (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

\*discretionary (see further details on p. 275)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator* <sup>★</sup> ).	<b>Cluster Heading</b> <b>CM–1</b> Mother Earth*	<div style="font-size: 2em; font-weight: bold; margin-bottom: 5px;">3</div> 
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<b>Strand</b>	CM–1.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore a past/present Cree community

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in a field trip; e.g., Fort Edmonton Park, museum. They identify the lifestyle of people in the past and draw pictures; e.g., *mâcîwin* (hunting), *wanehikewin* (trapping), *nitâmisîwin* (collecting berries). They label their pictures with simple words.
- Students explore the Cree community, both past and present, by:
  - talking about the history of their own community
  - asking *kôhkom* (grandmother) and *nimosôm* (grandfather) what life was like in the past
  - reading and listening to stories of the past
  - taking field trips to historic sites.
- Students create a class display to show what they have learned.
- Invite a *Kihteyaya* (Elder) to talk to students about the past and present:
  - *ihîwîn* (community)
  - *pimâtisîwin* (life).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore a past/present Cree community?

#### Journals


After exploring a past and present Cree community, students reflect on what they saw. The entries may be open-ended or structured according to framed sentences. Structured entries may include the following:

- *Ispî kê kanawâpahtamân* \_\_\_\_\_. (When I view, I \_\_\_\_\_.)
- *Nawac ninisitohten ispî* \_\_\_\_\_. (I understand best when \_\_\_\_\_.)

#### Portfolios

With students, choose copies of students’ pictures as evidence of their ability to explore past and present Cree communities. These are placed in student portfolios.

<sup>★</sup>discretionary (see further details on p. 275)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmwai Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM-1</b> Mother Earth*	3 
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<b>Strand</b>	CM-1.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore the practices and products related to Mother Earth* of a specific region or community

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn from a *Kihteyaya* (Elder) the significance of the *pîcîciwin/pîciwin* (round dance) and the *pwâtisimowin* (powwow). They also learn the occasions on which the community uses round dances. Students participate in a round dance.
- Students invite a *Kihteyaya* (Elder) into the classroom to teach them about the significance and historical uses of some cultural practices; e.g., bedding materials, food products. Students draw a picture of the presentation and label it with a Cree name.
- Students research the way of life in a Cree community, including:
  - *môcikihtâwinikkewina* (celebrations)
  - *nikamowina* (songs)
  - *nîmihitowina* (dances)
  - *mâcîwin* (hunting)
  - *wanehikewin* (trapping)
  - *nîmâwinihkewin* (food preparation).
 Students then create a mural or poster that illustrates the way of life in the community.
- Students use a picture of a forest to create a diagram that shows the traditional products provided by Mother Earth.\* They label trees, berries and animals, and the traditional products that are made from them.

\*discretionary (see further details on p. 275)

<b>Strand</b>	CM–1.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore the practices and products related to Mother Earth★ of a specific region or community

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore the practices and products related to Mother Earth★ of a specific region or community?


### Journals

After exploring practices related to Mother Earth★ of a specific region or community, students write or draw in their journals about what they learned; e.g.,

- *Nikiskinohamâkosin ispî*\_\_\_\_\_, *ôma*\_\_\_\_\_. (I learned that when \_\_\_\_\_, this \_\_\_\_\_.)
- *Niwîcihtâson ta*\_\_\_\_\_, *nikatî*\_\_\_\_\_. (I helped to \_\_\_\_\_, I could \_\_\_\_\_.)
- *Ninâkosohten kê*\_\_\_\_\_, *mâcika*\_\_\_\_\_. (I paid attention to \_\_\_\_\_, so I \_\_\_\_\_.)

Students then share their entries with the class.

★discretionary (see further details on p. 275)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM-1</b> Mother Earth*	<div style="font-size: 2em; font-weight: bold; margin-bottom: 10px;">3</div> 
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<b>Strand</b>	CM-1.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn about how baskets were prepared and used in the past. They study a variety of baskets from different regions; e.g., baskets made of willow, birchbark. Students compare these with commercially-made baskets and record their findings on a chart or Venn diagram and present it to the class.
- Students review the traditional uses of animals, emphasizing the use of the complete animal; e.g.,
  - *paskwâw mostos* (buffalo)—hide for clothing and moccasins, meat for food
  - *môswa* (moose)—hide for clothing, meat for food.
- Students label pictures of various animals with the products that were and still are made from them.
- Students compare Cree interactions with Mother Earth\* in the past and present; e.g.,

<i>Kayâs</i> (Past)	<i>Anohc</i> (Present)
People lived close to the environment in teepees in rural areas.	People live in houses or apartment buildings in towns or cities.

\*discretionary (see further details on p. 275)



<b>Strand</b>	CM–1.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth?\*

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth\* (see sample blackline master in Appendix E: Anecdotal Notes).

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\*discretionary (see further details on p. 275)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM-1</b> Mother Earth*	<div style="font-size: 2em; font-weight: bold; margin-bottom: 10px;">3</div> 
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<b>Strand</b>	CM-1.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using a story map, students chart characters, settings, conflict events and problems of an *âtayohkewin* (legend) from a Swampy Cree source and a Plains Cree source. With teacher assistance, they compare the two and record the differences on a chart.
- Students listen for enjoyment to various drum groups and note differences and similarities; e.g., pitch, beat.
- Students interview various people in their class, community and household and ask questions about their perspectives related to Mother Earth;\* e.g.,
  - What does Mother Earth\* mean to you?
  - How do you interact with Mother Earth?\*
  - How do you show respect to Mother Earth?\*

Each student creates a booklet “What Mother Earth Means to Us” that includes the responses of the various people interviewed.

- Place several types of animal tracks around the room. Students pull the Cree name of an animal from a bag. A sample track can be put beside the name. The student follows the track until he or she reaches the end, where there is a sheet of paper. Each student writes one sentence about the animal on the sheet.

**Note:** This activity works well in a gym or schoolyard. A follow-up activity would be to have students go to the countryside or to a park and look for real animal tracks.

\*discretionary (see further details on p. 275)

<b>Strand</b>	CM–1.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- participate in activities and experiences that reflect diversity in perspectives related to Mother Earth?\*

### Conferences


Conduct conferences with students to discuss and provide feedback regarding their skills in identifying diversity in perspectives related to Mother Earth.\*

### Story Maps

Assess students' recall and understanding of Cree *âtayohkewina* (legends) using story maps. Students complete a story map to demonstrate understanding of the relationship between important ideas and supporting ideas; e.g.,

Story Title: \_\_\_\_\_  
*Ôma âcimowin mayipayin isp*\_\_\_\_\_. *Mwestas*\_\_\_\_\_, *kîhtwâm*\_\_\_\_\_.  
(In the story, the problem starts when \_\_\_\_\_. After that \_\_\_\_\_, next, \_\_\_\_\_.)  
*Miskweyih tamwak*\_\_\_\_\_. *Kâ pônipayak âcimowin* \_\_\_\_\_.  
(The problem is solved when \_\_\_\_\_. At the end of the story \_\_\_\_\_.)

\*discretionary (see further details on p. 275)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–2 others	<b>3</b> 
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<b>Strand</b>	CM–2.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. practise consideration and helpfulness toward others

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn the phrase *Kikakî wîcihitin cî?* (Can I help you?). Whenever they come across a situation where assistance is needed, they can say the phrase.
- Students practise consideration and helpfulness toward others during a school function. They use the phrases:
  - *Miyin kiskotâkay.* (Give me your jacket.)
  - *Pehapi ôta.* (Sit here.)
- Before hosting a class feast or attending a community feast, students volunteer to help out by setting up the room, preparing the food, serving it and cleaning up afterward. The class discusses the Cree custom of women preparing the food and men serving it.
- Students practise and role-play phrases they have learned to show respect and friendliness; e.g., saying *Âstam peh api ôta nôhkom/nimosômo.* (Come sit here my grandmother/my grandfather.) when offering a *Kihteyaya* (Elder) a chair, saying *Kikakî wîcihitin cî?* (Can I help you?).
- Students brainstorm a list of the different ways in which they can be helpful at school, at home and in their community. They then choose several items from the list and make an effort to do them over a week. At the end of the week, students enter into their log or journal—or share in a sharing circle—when and how many times they were able to help others.

★ discretionary (see further details on p. 275)

<b>Strand</b>	CM–2.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. practise consideration and helpfulness toward others

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- practise consideration and helpfulness toward others?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to practise consideration and helpfulness toward others (see sample blackline master in Appendix E: Observation Checklist).

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to practise consideration and helpfulness toward others (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–2 others	<div style="font-size: 2em; font-weight: bold; margin-bottom: 5px;">3</div> 
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<b>Strand</b>	CM–2.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore a past and present Cree community; e.g., their people, practices, products, beliefs

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students fill in sentence prompts; e.g.,
  - *Maskwacîs ayisînewaks ekîmîcisocik oskôwan.* (Bear hills people [my grandparents] ate moose nose.)
  - *Nimîcinân ekwa* \_\_\_\_\_. (Now we eat \_\_\_\_\_.)
- Students look at artifacts, e.g., photographs, clothing, beadwork, foods, from their community that were used in the past. They note whether any artifact is still used in the present and then make a chart comparing past and present.
- Students go on a field trip to explore their present community. When they return, they discuss what they saw and experienced in a sharing circle.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- explore a past and present Cree community?

#### Journals

Students record what they saw in a Cree community. The focus of the entries may include information on people, practices, products and beliefs. Review these entries and provide positive feedback and support where needed.

1. The things I noticed about the community:
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
2. It was hard for me to learn \_\_\_\_\_.
3. A question I have is \_\_\_\_\_.
4. I want to learn \_\_\_\_\_.

★discretionary (see further details on p. 275)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–2 others	<b>3</b> 
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<b>Strand</b>	CM–2.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore Cree community cultural practices and products

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students watch and/or participate in *nîmihitowina* (dances), then discuss what they learned and what they would like to know more about.
- Arrange field trips where students are taught how to collect mint and muskeg tea leaves. Students learn to only pick clean, dry leaves so that they can have a tea ceremony. Alternatively, bring leaves to class.
- Students watch films or videos depicting Cree cultural practices and activities. After watching the films, they discuss what they saw and heard, and answer questions such as:
  - What new things did I learn in the film?
  - What things did the film remind me of?
  - What did I like best about the film?
  - Did the film change how I feel about Cree culture? Why or why not?

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore Cree community cultural practices and products?


#### Conferences

Conduct conferences with students to discuss work in progress, e.g., *mîyahkasikewin* (smudging or cleansing), to determine how students record and share information on cultural practices and products.

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to explore Cree community cultural practices and products (see sample blackline master in Appendix E: Self-assessment Checklist).

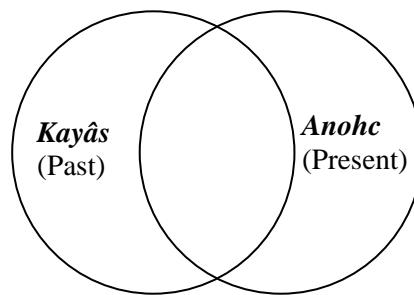
★discretionary (see further details on p. 275)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,★ others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator★).	<b>Cluster Heading</b> CM–2 others	<b>3</b> 
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<b>Strand</b>	CM–2.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values; and examine change

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, with teacher assistance, create a Venn diagram entitled “Past and Present.” They list practices and products used in the present, those used in the past and those continued into the present from the past. Students discuss any ideas they might have on the differences between past and present.



- Students review information on traditional tanning methods and contemporary, factory tanning methods and discuss the differences. They fill in a chart that compares traditional tanning and factory tanning.
- Students bring to class artifacts from home to present and share. They say whether the artifact is from the past or present and if it is still used.

★discretionary (see further details on p. 275)



<b>Strand</b>	CM–2.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values; and examine change

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values; and examine change?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values; and examine change (see sample blackline master in Appendix E: Anecdotal Notes).

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values; and examine change (see sample blackline master in Appendix E: Observation Checklist).

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,★ others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator★).	<b>Cluster Heading</b> CM–2 others	<b>3</b> 
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<b>Strand</b>	CM–2.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and celebrate the unique qualities of others; i.e., meeting the needs of the community by voluntarily fulfilling the roles

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students make a class chart of who is doing volunteer work in the community and what they are doing.
- Students create a card for Mother’s Day or Father’s Day. On the card, they draw pictures and write a note of love to their parents.
- Students create birthday cards for each other and celebrate their unique qualities.
- Students listen as the teacher presents or introduces a prominent community or national Cree leader and reads information about his or her life and accomplishments. They then brainstorm all the adjectives and phrases that can be used to describe the person and create a poster using these words and phrases.
- Students visit a *Kihteyaya* (Elder). When they return to the classroom, they share, with the *Kihteyaya*’s permission, one special thing the *Kihteyaya* does in the community.
- Students go with a *Kihteyaya* (Elder) to plant flowers in a graveyard. The *Kihteyaya* tells students about the kinship ties and unique gifts of the people living in the community and those who have gone before.
- Students sit in a circle to celebrate the unique qualities of each other. A ball is passed around the circle to the beat of a drum. When the drum stops, the person holding the ball closes his or her eyes. The other students chant *Kâhkiyawiyak mikîwîsin* (Everyone has a gift).

★ discretionary (see further details on p. 275)

<b>Strand</b>	CM–2.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and celebrate the unique qualities of others; i.e., meeting the needs of the community by voluntarily fulfilling the roles

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- identify and celebrate the unique qualities of others?

### Journals

Students reflect in their journals following the activity:

- *Kîkway nikiskinohamâkawin ohcî*\_\_\_\_\_. (Something I learned about \_\_\_\_\_.)
- *Kîkway nitatamihikon ohcî*\_\_\_\_\_. (Something I appreciated about \_\_\_\_\_.)
- *Kîkwaya kotaka a nohte kiskinohamâkaweyân*. (Some other things I want to learn about.)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator).	<b>Cluster Heading</b> <b>CM–3</b> themselves	<b>3</b> 
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<b>Strand</b>	CM–3.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express their own concept of themselves, and understand their own strengths and abilities

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, with teacher assistance, write a simple autobiography entitled *Niya ôma nimasinahikan* (This is my book). They include their likes, dislikes, strengths and abilities.
- With teacher assistance, students make concrete poems about themselves, using Cree words posted on the wall or board.
- Provide students with animal-shaped posters. They use simple Cree words to describe their own special qualities and what they believe in. The teepee teaching is used as a model when students write their strengths and abilities. Students describe how they are similar to the animal on the poster or how they would like to be more like that animal. They share their ideas with the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- express their own concept of themselves, and understand their own strengths and abilities?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to express their own concept of themselves, and understand their own strengths and abilities. Offer feedback, encouragement and praise as needed.

★ discretionary (see further details on p. 275)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwêtinahk</i> (peacefully) with Mother Earth, <sup>★</sup> others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator).	<b>Cluster Heading</b> CM-3 themselves	<b>3</b> 
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<b>Strand</b>	CM-3.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore and examine family/community traditions and practices

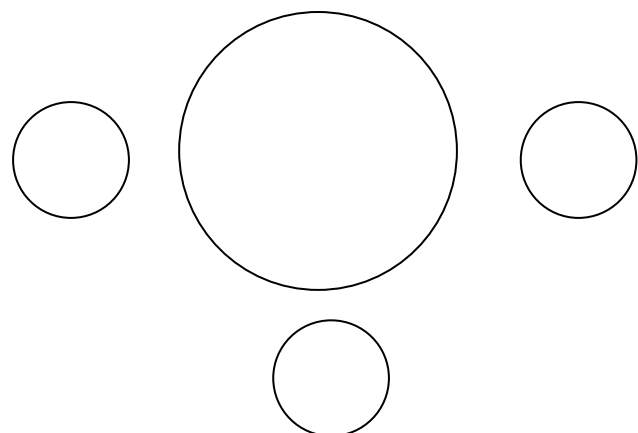
### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share experiences and information, such as meals, bedtimes and ceremonies. Invite guests to the classroom to share their experiences of round dances and feasts. After a presentation, students discuss what they have experienced.

<b>Discussion Chart</b>		
Looks Like	Sounds Like	Feels Like
Heads are nodding People are interested People leaning forward People take turns People looking at each other	One person is speaking at a time People disagree politely Questions and answers Soft, low voices	I am important My ideas are important What I think matters I am learning from others I can help others figure things out

- Each student creates a poster with circles indicating the various communities with which he or she is associated. The student presents the poster to the class.

#### My Communities



(continued)

★ discretionary (see further details on p. 275)

<b>Strand</b>	CM–3.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore and examine family/community traditions and practices

## SAMPLE TEACHING AND LEARNING ACTIVITIES (continued)

- Various guests from the community visit the class to discuss community traditions and practices, such as local festivals, holidays, fairs, ceremonies and foods. Students listen respectfully to the experiences of the community members and write a personal response in their journals.
- In a sharing circle, students share their family experiences and traditions at meals, holidays and ceremonies. They then discuss what experiences and traditions were similar to those of other class members.
- Students draw pictures of a holiday they recently celebrated. The students look at the pictures and discuss the different ways that people celebrate holidays.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- explore and examine family/community traditions and practices?

### Portfolios

Students choose work samples that:

- convey appropriate, complete information
- have language structures they learned
- have correct spelling for familiar vocabulary
- have effective organization of materials.

Students add these work samples to their portfolios.

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 themselves	<b>3</b> 
	<b>Strand</b>	CM–3.3 practices and products	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and participate in Cree cultural experiences, practices and activities		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in a friendship circle to talk about cultural activities they have participated in.
- Students participate in traditional community events. Then they make a bulletin board to describe the event, using the interrogatives (5 Ws and how); e.g., who could attend, where it took place, when it happened.
- Students learn the concept of *nahetamih Kihtheyayak* (pleasing Elders) and discuss *Tân'sîsi kôhkom kit'sipamihâw?* (How do you treat your grandmother?). The discussion is audio recorded. Students listen to the recording and try to add more information.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- observe and participate in Cree cultural experiences, practices and activities?


#### Conferences

Conduct conferences with students to talk about their cultural experiences. Students share their writing or drawing of events they participated in.

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to observe and participate in Cree cultural experiences, practices and activities (see sample blackline master in Appendix E: Observation Checklist).

\*discretionary (see further details on p. 275)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 themselves	3 
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<b>Strand</b>	CM–3.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand their own strengths and weaknesses

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a poster of their body outline. Inside the outline they write concrete poems demonstrating their strengths; e.g.,
  - *Ninihtâ ayamihcikân.* (I am a good reader.)
  - *Ninihtâ nikamon.* (I am a good singer.)
  - *Ninihtâ wîcihitâson.* (I am good at helping others.)
  - *Ninanahiten.* (I am a good listener.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand their own strengths and weaknesses?

#### Journals


Provide journal prompts on strengths:  
 Contributions I made to help others include \_\_\_\_\_. As a result, I felt \_\_\_\_\_.  
 Something I learned about helping others is \_\_\_\_\_ because \_\_\_\_\_.  
 I would try to \_\_\_\_\_ next time because \_\_\_\_\_.

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to understand their own strengths and weaknesses (see sample blackline master in Appendix E: Self-assessment Rating Scale).

★ discretionary (see further details on p. 275)



<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwêtinahk</i> (peacefully) with Mother Earth, <sup>★</sup> others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator <sup>★</sup> ).	<b>Cluster Heading</b> <b>CM–3</b> themselves	<b>3</b> 
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<b>Strand</b>	CM–3.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and celebrate unique strengths and abilities

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students identify special cultural gifts possessed by them and members of their families; e.g., sister is a teacher, grandfather is a good gardener.
- Students identify people within the community who have unique strengths and abilities. They write four sentences about a person and share this with the class.
- Students invite guest speakers, storytellers and *Kihteyayak* (Elders) to share stories and anecdotes of people with unique strengths and abilities.
- Students view videos that show unique strengths and abilities within Cree communities.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – identify and celebrate unique strengths and abilities?

#### Informal Observation


Observe students as they participate in the activity. Make mental notes of the extent to which students are able to identify and celebrate unique strengths and abilities. Offer feedback, encouragement and praise as needed.

#### Learning Log

Have the students reflect on their learning and how well they were able to identify and celebrate unique strengths and abilities.

<sup>★</sup>discretionary (see further details on p. 275)

## Strategies

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication	<b>Cluster Heading</b> S–1 language learning	<div style="font-size: 2em; font-weight: bold; margin-bottom: 10px;">3</div> 
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<b>Strand</b>	S–1.1 language learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of simple strategies, with guidance, to enhance language learning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students add to their personal dictionaries, using illustrations and words for new vocabulary they encounter in class.
- Students participate in shared reading experiences with a partner, using short dialogues given to them by the teacher.
- While listening to the song “Colours,” students listen for colour words, then make a chart.
- Provide students with a variety of sentence starters, then ask them to fill in the blanks; e.g.,
 

– <i>ni</i> _____n	(I _____)	as in	<i>ni nipân</i>	(I sleep)
– <i>ki</i> _____n	(you _____)	as in	<i>ki nipân</i>	(you sleep)
– _____w	(he or she _____)	as in	<i>nipâw</i>	(he or she sleeps)
– <i>ninohte</i> _____n	(I want to _____)	as in	<i>ni nohte nipân</i>	(I want to sleep)
– <i>kinohthe</i> _____n	(you want to _____)	as in	<i>ki nohte nipân</i>	(you want to sleep)
– <i>nohte</i> _____w	(he or she wants to _____)	as in	<i>nohte nipâw</i>	(he or she wants to sleep)

Use this activity to demonstrate how Cree is structured. Use it as a tool to help students create their own sentences.

- Students divide into pairs and read a short text with their partners. Together they answer questions related to the meaning of the story; e.g.,
  - Who are the main characters?
  - Where does the story take place?
  - What is the conflict or problem in the story?
- The class creates bingo cards with a vocabulary word in each square. When the teacher randomly says a word from the vocabulary lists, students mark it off on their cards.
- Students write simple riddles for various animals, plants, seasons, weather and inanimate objects. They divide into teams and challenge each other to answer their riddles.

<b>Strand</b>	S-1.1 language learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of simple strategies, with guidance, to enhance language learning

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use a variety of simple strategies, with guidance, to enhance language learning?

### Portfolios

Students select pieces of work where language patterns were used. Discuss these with students to reinforce good use of familiar strategies and encourage the use of new ones. The work is placed in student portfolios.

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication	<b>Cluster Heading</b> S–2 language use	<b>3</b> 
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<b>Strand</b>	S–2.1 language use
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of simple strategies, with guidance, to enhance language use

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Before watching an instructional video, guide students to help them determine the key cultural elements; e.g., in making moccasins, the steps to listen or watch for. Students can be provided with materials to make some crafts.
- Students maintain a learning log of new words or phrases they have learned.
- Encourage students to use Cree expressions with their hands and body when they cannot remember the correct Cree word. Also allow students to use English if they are really stuck, then provide the Cree word.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use a variety of simple strategies, with guidance, to enhance language use?


#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use a variety of simple strategies, with guidance, to enhance language use (see sample blackline master in Appendix E: Self-assessment Checklist).

#### Conferences

During student conferences, ask students to:

- tell why and how the strategies help them
- tell why they use various strategies
- describe areas they would like to improve on.

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication	<b>Cluster Heading</b> S–3 cultural learning	<b>3</b> 
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<b>Strand</b>	S–3.1 cultural learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of simple strategies, with guidance, to enhance cultural learning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use knowledge of the sound–symbol system to aid reading comprehension; e.g.,
  - *nîpîy* (water)
  - *nîpiy* (leaf).
- Students play a word guessing game to review words studied in class.
- Encourage and reinforce the traditional values *kihceyihtowin* (honouring) and *kisewâtisiwin* (kindness) in each class. Allow students to demonstrate these values in and outside of class. Each day, ask students if they showed anyone these values. Students explain how, where, when and to whom they showed these values.
- Demonstrate saying words and doing actions. Encourage students to try—if they don’t get it right, they can practise until they do. *Kâya pôme âkameyimo* (Don’t give up, keep trying).
- Break apart a story and place sections on cards. Students take turns using story cards to read a short segment of a Cree story orally.

<b>Strand</b>	S–3.1 cultural learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of simple strategies, with guidance, to enhance cultural learning

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- use a variety of simple strategies, with guidance, to enhance cultural learning?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use a variety of simple strategies, with guidance, to enhance cultural learning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use a variety of simple strategies, with guidance, to enhance cultural learning (see sample blackline master in Appendix E: Self-assessment Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the effectiveness of learning and communication	<b>Cluster Heading</b> S-4 general learning	<b>3</b> 
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<b>Strand</b>	S-4.1 general learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of simple strategies, with guidance, to enhance general learning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, working in groups, make a collage on a theme taught in class; e.g., fall clothing, body parts. Students can use words and phrases to label the items.
- Students circle words they know when reading and underline words they do not know. Prompt students to break words into syllables to assist them in reading.
- Encourage students to write words as they hear them phonetically to assist them in making the correct sounds. Make appropriate corrections.
- To assist students in organizing their books, encourage them to place their name and the date on all handouts.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use a variety of simple strategies, with guidance, to enhance general learning?

#### **Informal Observation**

Observe students as they share personal information. Make mental notes of the extent to which students are able to use a variety of simple strategies, with guidance, to enhance general learning. Offer feedback, encouragement and praise as needed.





# Appendices

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## Appendix A: Specific Outcomes Chart

### KINDERGARTEN

<b>A-1 to share information</b>		<b>KINDERGARTEN</b>
<b>A-1.1</b> share factual information	a. share basic information	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>KINDERGARTEN</b>
<b>A-2.1</b> share ideas, thoughts, preferences	a. express simple preferences	<b>NOTES:</b>
<b>A-2.2</b> share emotions, feelings	a. express basic emotions and feelings	
<b>A-3 to get things done</b>		<b>KINDERGARTEN</b>
<b>A-3.1</b> guide actions of others	a. indicate basic needs and wants	<b>NOTES:</b>
<b>A-3.2</b> state personal actions	a. respond to offers, invitations and instructions	
<b>A-3.3</b> manage group actions	a. engage in turn taking	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>KINDERGARTEN</b>
<b>A-4.1</b> manage personal relationships	<ul style="list-style-type: none"> <li>a. exchange simple greetings and simple social expressions</li> <li>b. acknowledge basic kinship relationships</li> </ul>	<b>NOTES:</b>
<b>A-5 to enhance their knowledge of the world</b>		<b>KINDERGARTEN</b>
<b>A-5.1</b> discover and explore	<ul style="list-style-type: none"> <li>a. investigate the immediate environment</li> </ul>	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	<ul style="list-style-type: none"> <li>a. gather simple information</li> </ul>	
<b>A-5.3</b> solve problems	<ul style="list-style-type: none"> <li>a. experience problem-solving situations</li> </ul>	
<b>A-5.4</b> explore perspectives and values	<ul style="list-style-type: none"> <li>a. listen attentively and respectfully to the ideas and thoughts expressed</li> </ul>	

<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>KINDERGARTEN</b>
<b>A-6.1</b> humour/fun	a. use the language for fun	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively; e.g., play-act variations on familiar stories	
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., listen to favourite songs	
<b>LC-1 attend to the form of the language</b>		<b>KINDERGARTEN</b>
<b>LC-1.1</b> phonology	a. recognize and pronounce basic sounds	<b>NOTES:</b>
<b>LC-1.2</b> orthography	a. understand how text is oriented; e.g., left to right and top to bottom	
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• my family</li> <li>• my daily routines</li> <li>• seasons/weather</li> <li>• my body</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	

<p>LC-1.4 grammatical elements</p>	<p>a. use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronouns (singular) <i>nîya, kîya, wîya</i></li> <li>• <i>awa, ôma</i> to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun</li> <li>• noun possession form for animate (NA) and inanimate (NI) singular nouns indicating my (1S), yours (2S), his/hers (3S) <i>niminôsim, nitehtapiwin, kiminôsim, kitehtapiwin, ominôsim, otehtapiwin</i></li> <li>• interrogatives, simple questions: <i>tân'te, awîna, kîkwây, tânehki, tân'sîyisi</i></li> <li>• <i>ehâ/îhi, namoya</i> questions using <i>cî</i></li> <li>• (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nîtapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapît</i></li> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> <li>• colour descriptors for a singular animate noun (VAI) <i>wâpiskisiw/ ewâpiskisit minôs</i> and inanimate noun (VII) <i>wâpiskâw/ ewâpiskâk tehtapiwin</i></li> </ul>	<p>NOTES:</p>
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

<b>LC-2 interpret and produce oral texts</b>		<b>KINDERGARTEN</b>
<b>LC-2.1</b> listening	a. understand simple spoken words and phrases in guided situations	<b>NOTES:</b>
<b>LC-2.2</b> speaking	a. produce simple spoken words and phrases in guided situations	
<b>LC-2.3</b> interactive fluency	a. engage in simple interactions, using isolated words	
<b>LC-3 interpret and produce written and visual texts</b>		<b>KINDERGARTEN</b>
<b>LC-3.1</b> reading	a. understand simple written words and phrases in guided situations	<b>NOTES:</b>
<b>LC-3.2</b> writing	a. produce simple written words and phrases in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	
<b>LC-3.4</b> representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	

<b>LC-4 apply knowledge of the sociocultural context</b>		<b>KINDERGARTEN</b>
<b>LC-4.1</b> register	a. speak at a volume appropriate to classroom situations b. recognize and use some forms of address denoting respect	<b>NOTES:</b>
<b>LC-4.2</b> expressions	a. imitate age-appropriate expressions	
<b>LC-4.3</b> variations in language	a. experience a variety of voices	
<b>LC-4.4</b> social conventions	a. imitate and use simple routine social interactions	
<b>LC-4.5</b> nonverbal communication	a. imitate some common nonverbal behaviours	
<b>LC-5 apply knowledge of how the language is organized, structured and sequenced</b>		<b>KINDERGARTEN</b>
<b>LC-5.1</b> cohesion/ coherence	a. follow speech that uses simple link words	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. experience a variety of oral text forms	
<b>LC-5.3</b> patterns of social interaction	a. respond using very simple social interaction patterns	



<b>CM-1 Mother Earth★</b>		<b>KINDERGARTEN</b>
<b>CM-1.1</b> relationships	a. experience and explore Mother Earth★	<b>NOTES:</b>
<b>CM-1.2</b> knowledge of past and present	a. participate in activities and experiences that convey knowledge of past and present Mother Earth★	
<b>CM-1.3</b> practices and products	a. experience practices and products related to Mother Earth★	
<b>CM-1.4</b> past and present perspectives	a. listen to stories about Mother Earth★ from the past and present, and explore change	
<b>CM-1.5</b> diversity	a. listen to stories about Mother Earth★ from diverse Cree origins	
<b>CM-2 others</b>		<b>KINDERGARTEN</b>
<b>CM-2.1</b> relationships	a. share with others, and recognize that others are a part of their own living world/kinship system	<b>NOTES:</b>
<b>CM-2.2</b> knowledge of past and present	a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; e.g., storytelling, celebrations	

★ The term “Mother Earth” is identified as a discretionary term in the program of studies. Communities may choose to use this term or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

<b>CM-2 others (continued)</b>		<b>KINDERGARTEN</b>
<b>GC-2.3</b> practices and products	a. observe and participate in a group in Cree cultural experiences, practices and activities	<b>NOTES:</b>
<b>CM-2.4</b> past and present perspectives	a. listen to stories from the past and present, and explore change	
<b>CM-2.5</b> diversity	a. observe and explore the unique qualities of others	
<b>CM-3 themselves</b>		<b>KINDERGARTEN</b>
<b>CM-3.1</b> relationships	a. represent themselves and their family, recognizing that they are part of the living world	<b>NOTES:</b>
<b>CM-3.2</b> knowledge of past and present	a. share about themselves and their family (traditions, nicknames, practices)	
<b>CM-3.3</b> practices and products	a. observe and participate in Cree cultural experiences, practices and activities	
<b>CM-3.4</b> past and present perspectives	a. explore their own change, and listen to others' views and stories	
<b>CM-3.5</b> diversity	a. explore and celebrate their own uniqueness; e.g., themselves, their family	

<b>S-1 language learning</b>		<b>KINDERGARTEN</b>
<b>S-1.1</b> language learning	a. use simple strategies, with guidance, to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>KINDERGARTEN</b>
<b>S-2.1</b> language use	a. use simple strategies, with guidance, to enhance language use	<b>NOTES:</b>
<b>S-3 cultural learning</b>		<b>KINDERGARTEN</b>
<b>S-3.1</b> cultural learning	a. use simple strategies, with guidance, to enhance cultural learning	<b>NOTES:</b>
<b>S-4 general learning</b>		<b>KINDERGARTEN</b>
<b>S-4.1</b> general learning	a. use simple strategies, with guidance, to enhance cultural learning	<b>NOTES:</b>



# GRADE 1

<b>A-1 to share information</b>		<b>GRADE 1</b>
A-1.1 share factual information	a. identify people, places and things	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 1</b>
A-2.1 share ideas, thoughts, preferences	a. express a personal response	<b>NOTES:</b>
A-2.2 share emotions, feelings	a. respond to and express emotions and feelings	
<b>A-3 to get things done</b>		<b>GRADE 1</b>
A-3.1 guide actions of others	a. ask for permission	<b>NOTES:</b>
A-3.2 state personal actions	a. ask or offer to do something	
A-3.3 manage group actions	a. encourage other group members to act appropriately	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 1</b>
<b>A-4.1</b> manage personal relationships	a. exchange some basic personal information	<b>NOTES:</b>
<b>A-5 to enhance their knowledge of the world</b>		<b>GRADE 1</b>
<b>A-5.1</b> discover and explore	a. investigate the surrounding environment	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	a. organize items in different ways	
<b>A-5.3</b> solve problems	a. experience problem-solving situations	
<b>A-5.4</b> explore perspectives and values	a. respond sensitively to the ideas and products of others	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 1</b>
<b>A-6.1</b> humour/ fun	a. use the language for fun	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language	
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., listen to favourite stories	

<b>LC-1 attend to the form of the language</b>		<b>GRADE 1</b>
<b>LC-1.1</b> phonology	a. pronounce some common words and phrases correctly b. recognize intonation and expressions common to Cree	<b>NOTES:</b>
<b>LC-1.2</b> orthography	a. recognize and name some elements of the writing system	
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• my family</li> <li>• daily life</li> <li>• weather and seasons</li> <li>• my body</li> <li>• clothing</li> <li>• my house</li> <li>• things around me</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	

<p>LC-1.4 grammatical elements</p>	<p>a. use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• <i>awa, ôma</i> to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun</li> <li>• noun possession form for animate (NA) and inanimate (NI) singular nouns indicating my (1S), yours (2S), his/hers (3S) <i>niminôsim, nitehtapiwin, kiminôsim, kitehtapiwin, ominôsim, otehtapiwin</i></li> <li>• interrogatives, simple questions: <i>tân'te, awîna, kîkwây, tânehki, tân'sîyisi</i></li> <li>• (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapit</i></li> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> <li>• commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nitohtawin, nitohtawik</i></li> </ul>	<p><b>NOTES:</b></p>
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.



LC-1 attend to the form of the language (continued)		GRADE 1
<b>LC-1.4</b> grammatical elements	b. use, in structured situations, <sup>2</sup> the following grammatical elements: <ul style="list-style-type: none"> <li>• personal pronouns (singular) <i>nîya</i>, <i>kîya</i>, <i>wîya</i></li> <li>• colour descriptors for a singular animate noun (VAI) <i>wâpiskisiw/ewâpiskisit minô</i>s and inanimate noun (VII) <i>wâpiskâw/ewâpiskâk tehtapiwin</i></li> <li>• simple <i>ehâ</i>, <i>namoya</i> questions using <i>cî</i></li> </ul>	<b>NOTES:</b>

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

<b>LC-2 interpret and produce oral texts</b>		<b>GRADE 1</b>
<b>LC-2.1</b> listening	a. understand simple spoken sentences in guided situations	<b>NOTES:</b>
<b>LC-2.2</b> speaking	a. produce simple spoken words and phrases in guided situations	
<b>LC-2.3</b> interactive fluency	a. engage in simple interactions, using short, isolated phrases	
<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 1</b>
<b>LC-3.1</b> reading	a. understand simple written sentences in guided situations	<b>NOTES:</b>
<b>LC-3.2</b> writing	a. produce simple written words and phrases in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	
<b>LC-3.4</b> representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	

<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 1</b>
<b>LC-4.1</b> register	a. respond to tone of voice	<b>NOTES:</b>
<b>LC-4.2</b> expressions	a. imitate age-appropriate expressions	
<b>LC-4.3</b> variations in language	a. experience a variety of voices	
<b>LC-4.4</b> social conventions	a. use basic social expressions appropriate to the classroom	
<b>LC-4.5</b> nonverbal communication	a. understand the meaning of and imitate some common nonverbal behaviours	
<b>LC-5 apply knowledge of how the language is organized, structured and sequenced</b>		<b>GRADE 1</b>
<b>LC-5.1</b> cohesion/ coherence	a. imitate speech that uses simple link words	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. recognize some simple oral text forms	
<b>LC-5.3</b> patterns of social interaction	a. respond using very simple social interaction patterns	

<b>CM-1 Mother Earth★</b>		<b>GRADE 1</b>
<b>CM-1.1</b> relationships	a. listen to stories about Mother Earth,★ and observe and experience Mother Earth★	<b>NOTES:</b>
<b>CM-1.2</b> knowledge of past and present	a. participate in activities and experiences that convey knowledge of past and present Mother Earth★	
<b>CM-1.3</b> practices and products	a. observe and experience practices and products related to Mother Earth★	
<b>CM-1.4</b> past and present perspectives	a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth★	
<b>CM-1.5</b> diversity	a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth★	

★ The term “Mother Earth” is identified as a discretionary term in the program of studies. Communities may choose to use this term or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

<b>CM-2 others</b>		<b>GRADE 1</b>
<b>CM-2.1</b> relationships	a. listen respectfully to others; e.g., storytelling, counsel, sharing circle	<b>NOTES:</b>
<b>CM-2.2</b> knowledge of past and present	a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; e.g., storytelling, celebrations	
<b>CM-2.3</b> practices and products	a. observe and participate in a group in Cree cultural experiences, practices and activities	
<b>CM-2.4</b> past and present perspectives	a. observe and participate in a group in Cree cultural experiences, practices and activities	
<b>CM-2.5</b> diversity	a. observe and explore the unique qualities of others	
<b>CM-3 themselves</b>		<b>GRADE 1</b>
<b>CM-3.1</b> relationships	a. tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people	<b>NOTES:</b>
<b>CM-3.2</b> knowledge of past and present	a. explore kinship	

<b>CM-3 themselves (continued)</b>		<b>GRADE 1</b>
<b>CM-3.3</b> practices and products	a. observe and participate in Cree cultural experiences, practices and activities	<b>NOTES:</b>
<b>CM-3.4</b> past and present perspectives	a. express their own understanding of themselves and their family	
<b>CM-3.5</b> diversity	a. observe, celebrate and recognize their own uniqueness; e.g., physical characteristics, kinship	
<b>S-1 language learning</b>		<b>GRADE 1</b>
<b>S-1.1</b> language learning	a. use simple strategies, with guidance, to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>GRADE 1</b>
<b>S-2.1</b> language use	a. use simple strategies, with guidance, to enhance language use	<b>NOTES:</b>
<b>S-3 cultural learning</b>		<b>GRADE 1</b>
<b>S-3.1</b> cultural learning	a. use simple strategies, with guidance, to enhance cultural learning	<b>NOTES:</b>
<b>S-4 general learning</b>		<b>GRADE 1</b>
<b>S-4.1</b> general learning	a. use simple strategies, with guidance, to enhance general learning	<b>NOTES:</b>

## GRADE 2

<b>A-1 to share information</b>		<b>GRADE 2</b>
A-1.1 share factual information	<ul style="list-style-type: none"> <li>a. ask for and provide information</li> <li>b. respond to simple, predictable questions</li> </ul>	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 2</b>
A-2.1 share ideas, thoughts, preferences	<ul style="list-style-type: none"> <li>a. identify favourite people, places or things</li> </ul>	<b>NOTES:</b>
A-2.2 share emotions, feelings	<ul style="list-style-type: none"> <li>a. identify emotions and feelings</li> </ul>	
<b>A-3 to get things done</b>		<b>GRADE 2</b>
A-3.1 guide actions of others	<ul style="list-style-type: none"> <li>a. suggest a course of action, and respond to a suggestion</li> </ul>	<b>NOTES:</b>
A-3.2 state personal actions	<ul style="list-style-type: none"> <li>a. indicate choice from among several options</li> </ul>	
A-3.3 manage group actions	<ul style="list-style-type: none"> <li>a. ask for help or clarification of what is being said or done in the group</li> </ul>	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 2</b>
<b>A-4.1</b> manage personal relationships	a. initiate relationships	<b>NOTES:</b>
<b>A-5 to enhance their knowledge of the world</b>		<b>GRADE 2</b>
<b>A-5.1</b> discover and explore	a. investigate and identify elements in the immediate environment	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	a. sequence items in different ways	
<b>A-5.3</b> solve problems	a. experience meaning through a variety of moral teachings and problem-solving stories	
<b>A-5.4</b> explore perspectives and values	a. make connections between behaviour and values	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 2</b>
<b>A-6.1</b> humour/ fun	a. use the language for fun in a variety of activities	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively; e.g., use movement to respond to songs and poems	
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., make a personal dictionary of favourite words with illustrations	



LC-1 attend to the form of the language		GRADE 2
LC-1.1 phonology	a. distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h	NOTES:
LC-1.2 orthography	a. write some words and phrases of personal significance	
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• foods</li> <li>• school</li> <li>• measurement <ul style="list-style-type: none"> <li>– time</li> <li>– money</li> </ul> </li> <li>• pets</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	

<p>LC-14 grammatical elements</p>	<p>a. use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronoun plural forms <i>nîyanân</i>, <i>kîyânaw</i>, <i>kîyawâw</i>, <i>wîyawâw</i></li> <li>• personal pronoun singular emphatic “too” form <i>nîstanân</i>, <i>kîstanaw</i>, <i>kîstawâw</i>, <i>wîyawâw</i></li> <li>• <i>ana</i>, <i>anima</i> to distinguish and refer to that specific animate (NA) or an inanimate (NI) noun, <i>nâha</i>, <i>nema</i></li> <li>• noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S) (NA) <i>nîminôsimak</i>, <i>kîminôsimak</i>, <i>ominôsimak</i>; (NI) <i>nîtehtapiwîna</i>, <i>kîtehtapiwîna</i>, <i>otehtapiwîna</i></li> <li>• (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nîtapîna</i>, <i>kîtapîna</i>, <i>apîw</i> and progressive action <i>ehapîyân</i>, <i>ehapîyan</i>, <i>ehapîta</i></li> <li>• commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nîtohtawîna</i>, <i>nîtohtawîk</i></li> <li>• locative noun acts as a preposition <i>ohk</i>, <i>hk</i>, <i>ihk</i>—in the, on the, to the, at the, from the</li> <li>• nominalizer, changing an action word (VAI) to a noun adding suffix <i>wîna</i> to the verb: <i>mîcisowîna</i>, <i>nîmîhtowîna</i>, <i>nîkamowîna</i></li> </ul>	<p>NOTES:</p>
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

<p>LC-1.4 grammatical elements</p>	<p>b. use, in structured situations,<sup>2</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• demonstrative pronouns <i>awa, ôma</i> to distinguish and refer to this specific animate (NA) or inanimate (NI) nouns</li> <li>• colour descriptors for a singular animate noun (VAI) <i>wâpiskisiw/ ewâpiskisit minôš</i> and inanimate noun (VII) <i>wâpiskâw/ ewâpiskâk tehtapiwin</i></li> <li>• interrogatives simple questions: <i>tân'te, awîna, kîkwây, tânehki, tân'sîyisi</i></li> <li>• answer forms, simple <i>ehâ, namoya</i> questions using <i>cî</i></li> <li>• noun possession form for singular animate (NA) and inanimate (NI) nouns indicating my (1S), yours (2S), his/hers (3S): <i>nîminôsim, nitehtapiwin, kîminôsim, kitehtapiwin, ominôšima, otehtapiwin</i></li> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> </ul>	<p>NOTES:</p>
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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

<b>LC-1 attend to the form of the language</b> (continued)		<b>GRADE 2</b>
<b>LC-1.4</b> grammatical elements	c. use, independently and consistently, <sup>3</sup> the following grammatical elements: <ul style="list-style-type: none"> <li>personal pronouns (singular) <i>nîya</i>, <i>kîya</i>, <i>wîya</i></li> </ul>	

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' programming.

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

<b>LC-2 interpret and produce oral texts</b>		<b>GRADE 2</b>
<b>LC-2.1</b> listening	a. understand simple spoken sentences in guided situations	<b>NOTES:</b>
<b>LC-2.2</b> speaking	a. produce simple spoken sentences in guided situations	
<b>LC-2.3</b> interactive fluency	a. engage in simple interactions, using simple sentences	

<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 2</b>
<b>LC-3.1</b> reading	a. understand a series of simple written sentences in guided situations	<b>NOTES:</b>
<b>LC-3.2</b> writing	a. produce simple written words and phrases in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	
<b>LC-3.4</b> representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	

<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 2</b>
<b>LC-4.1</b> register	a. distinguish between formal and informal situations	<b>NOTES:</b>
<b>LC-4.2</b> expressions	a. understand and use some simple expressions as set phrases	
<b>LC-4.3</b> variations in language	a. acknowledge individual differences in speech	
<b>LC-4.4</b> social conventions	a. use basic politeness conventions	
<b>LC-4.5</b> nonverbal communication	a. experiment with using some simple nonverbal means of communication	
<b>LC-5 apply knowledge of how the language is organized, structured and sequenced</b>		<b>GRADE 2</b>
<b>LC-5.1</b> cohesion/ coherence	a. sequence elements of a simple story, process or series of events	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. recognize some simple oral text forms	
<b>LC-5.3</b> patterns of social interaction	a. initiate simple social interaction patterns	

<b>CM-1 Mother Earth★</b>		<b>GRADE 2</b>
<b>CM-1.1</b> relationships	a. participate in harmonious activities and experiences related to Mother Earth★	<b>NOTES:</b>
<b>CM-1.2</b> knowledge of past and present	a. participate in activities and experiences that convey knowledge of past and present Mother Earth★	
<b>CM-1.3</b> practices and products	a. participate in activities, experiences and practices related to Mother Earth★	
<b>CM-1.4</b> past and present perspectives	a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth★	
<b>CM-1.5</b> diversity	a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth★	

★ The term “Mother Earth” is identified as a discretionary term in the program of studies. Communities may choose to use this term or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

<b>CM-2 others</b>		<b>GRADE 2</b>
<b>CM-2.1</b> relationships	a. contribute to and cooperate in activities with others, and practise friendliness	<b>NOTES:</b>
<b>CM-2.2</b> knowledge of past and present	a. explore a past and present Cree community; e.g., their people, practices, products, beliefs	
<b>CM-2.3</b> practices and products	a. observe, understand and participate in family and/or school Cree cultural experiences, practices and activities	
<b>CM-2.4</b> past and present perspectives	a. observe and participate in activities, experiences and product development that reflect the past and present; and explore change	
<b>CM-2.5</b> diversity	a. identify the unique qualities of others; e.g., family	
<b>CM-3 themselves</b>		<b>GRADE 2</b>
<b>CM-3.1</b> relationships	a. express their own concept of themselves, and extend that understanding to include new ideas and perspectives; e.g., home and school	<b>NOTES:</b>
<b>CM-3.2</b> knowledge of past and present	a. explore kinship and community	

<b>CM-3 themselves</b> (continued)		<b>GRADE 2</b>
<b>CM-3.3</b> practices and products	a. observe and participate in Cree cultural experiences, practices and activities	<b>NOTES:</b>
<b>CM-3.4</b> past and present perspectives	a. express their own understanding of themselves, their family and their community; and explore others' perceptions	
<b>CM-3.5</b> diversity	a. identify and celebrate unique characteristics of family and community	
<b>S-1 language learning</b>		<b>GRADE 2</b>
<b>S-1.1</b> language learning	a. use a variety of simple strategies, with guidance, to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>GRADE 2</b>
<b>S-2.1</b> language use	a. use a variety of simple strategies, with guidance, to enhance language use	<b>NOTES:</b>
<b>S-3 cultural learning</b>		<b>GRADE 2</b>
<b>S-3.1</b> cultural learning	a. use a variety of simple strategies, with guidance, to enhance cultural learning	<b>NOTES:</b>
<b>S-4 general learning</b>		<b>GRADE 2</b>
<b>S-4.1</b> general learning	a. use a variety of simple strategies, with guidance, to enhance general learning	<b>NOTES:</b>



## GRADE 3

<b>A-1 to share information</b>		<b>GRADE 3</b>
<b>A-1.1</b> share factual information	a. describe people, places and things	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 3</b>
<b>A-2.1</b> share ideas, thoughts, preferences	a. express a personal response to a variety of situations b. acknowledge the ideas, thoughts and preferences of others	<b>NOTES:</b>
<b>A-2.2</b> share emotions, feelings	a. express and respond to a variety of emotions and feelings	
<b>A-3 to get things done</b>		<b>GRADE 3</b>
<b>A-3.1</b> guide actions of others	a. make and respond to a variety of simple requests	<b>NOTES:</b>
<b>A-3.2</b> state personal actions	a. express a wish or a desire to do something	
<b>A-3.3</b> manage group actions	a. suggest, initiate or direct action in group activities	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 3</b>
<b>A-4.1</b> manage personal relationships	a. identify kinship relationships	<b>NOTES:</b>
<b>A-5 to enhance their knowledge of the world</b>		<b>GRADE 3</b>
<b>A-5.1</b> discover and explore	a. make and talk about personal observations	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	a. share personal knowledge of a topic	
<b>A-5.3</b> solve problems	a. experience meaning through a variety of moral teachings and problem-solving stories	
<b>A-5.4</b> explore perspectives and values	a. recognize and respect differences in ideas and thoughts	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 3</b>
<b>A-6.1</b> humour/ fun	a. use the language for fun in a variety of activities	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively; e.g., create a picture story with captions	
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., share a collection of pictures or artifacts related to Cree culture	

<b>LC-1 attend to the form of the language</b>		<b>GRADE 3</b>
<b>LC-1.1</b> phonology	a. pronounce familiar words, phrases and expressions properly	<b>NOTES:</b>
<b>LC-1.2</b> orthography	a. recognize and use some basic spelling patterns	
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• my community and neighbourhood</li> <li>• music</li> <li>• domestic animals</li> <li>• extended family</li> <li>• games</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	

<p>LC-1.4 grammatical elements</p>	<p>a. use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronoun plural forms <i>nîyanân</i>, <i>kîyânaw</i>, <i>kîyawâw</i>, <i>wîyawâw</i></li> <li>• personal pronoun plural emphatic “too” form <i>nîstanân</i>, <i>kîstanaw</i>, <i>kîstawâw</i>, <i>wîstawâw</i></li> <li>• <i>ôki</i>, <i>aniki</i>, <i>ôhi</i>, <i>anihi</i>, to distinguish and refer to these and those specific animate (NA) or inanimate (NI) nouns, <i>neki</i>, <i>nehi</i></li> <li>• noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) <i>niminôsiminân</i>, <i>kiminôsiminaw</i>, <i>kiminôsimiwâw</i>, <i>ominôsimiwâwa</i>; (NI) <i>nîtehtapiwininân</i>, <i>kîtehtapiwininaw</i>, <i>kîtehtapiwiniwâw</i>, <i>otehtapiwiniwâw</i></li> <li>• (VAI) declarative statement simple sentences using we (1P), all of us (2I), all of you (2P), they (3P) subject markers and action words <i>nîtapinân</i>, <i>kitapinaw</i>, <i>kitapinâwâw</i>, <i>apiwak</i> and progressive action form <i>ehapiyâhk</i>, <i>ehapiyahk</i>, <i>ehapiyek</i>, <i>ehapicik/ehapitwâw</i></li> </ul>	<p><b>NOTES:</b></p>
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

<p>LC-1.4 grammatical elements</p>	<ul style="list-style-type: none"> <li>• commands or requests using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nitohtawin, nitohtawik</i></li> <li>• locative noun acts as a preposition <i>ohk, hk, ihk</i>—in the, on the, to the, at the, from the: <i>atâwew'kamikohk, ôtenâhk, tehtapiwinihk</i></li> <li>• nominalizer, changing an action word (VAI) to a noun adding suffix <i>win</i> to the verb: <i>mîcisowin, nîmihtowin, nikamowin</i></li> <li>• colour descriptors for plural animate (VAI) <i>wâpiskisiwak</i> <i>ewâpiskisicik/</i> <i>ewâpiskisitwâw</i> <i>minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa/</i> <i>ewâpiskâki tehtapiwina</i></li> </ul>	<p>NOTES:</p>
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	<p>b. use, in structured situations,<sup>2</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i></li> <li>• simple sentences using I (1S), you (2S), he/she (3S) subjects and action words (VAI) in declarative statement form <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyân, ehapiyan, ehapit</i></li> <li>• personal pronoun emphatic singular “too” form <i>nîsta, kîsta, wîsta</i></li> </ul>	
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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

<p>LC-1.4 grammatical elements</p>	<ul style="list-style-type: none"> <li>• demonstrative pronouns <i>ana, nâha, anima, nema</i> to distinguish and refer to that specific animate (NA) or inanimate (NI) noun</li> <li>• noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S): (NA) <i>niminôsimak, kiminôsimak, ominôsimak</i>; (NI) <i>nitehtapiwina, kitehtapiwina, otehtapiwina</i></li> </ul> <p>c. use, independently and consistently,<sup>3</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• colour descriptors for a singular animate noun (VAI) <i>wâpiskisiw/ ewâpiskisit minôs</i> and inanimate nouns (VII) <i>wâpiskâw/ ewâpiskâk tehtapiwin</i></li> <li>• simple questions using interrogatives: <i>tân'te, awîna, kîkway, tânehki, tân'sîyisi</i></li> <li>• simple <i>eha, namoya</i> questions using <i>cî</i></li> <li>• noun possession form for singular animate (NA) and inanimate (NI) nouns indicating my (1S), yours (2S), his/hers (3S): (NA) <i>niminôsim, kiminôsim, ominôsimak</i> (NI) <i>nitehtapiwin, kitehtapiwin, otehtapiwin</i></li> </ul>	<p><b>NOTES:</b></p>
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**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' programming.

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

<b>LC-2 interpret and produce oral texts</b>		<b>GRADE 3</b>
<b>LC-2.1</b> listening	a. understand short, simple oral texts in guided situations	<b>NOTES:</b>
<b>LC-2.2</b> speaking	a. produce simple spoken sentences in guided situations	
<b>LC-2.3</b> interactive fluency	a. engage in simple interactions, using simple sentences	
<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 3</b>
<b>LC-3.1</b> reading	a. understand short simple written texts in guided situations	<b>NOTES:</b>
<b>LC-3.2</b> writing	a. produce simple written sentences in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	
<b>LC-3.4</b> representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	



<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 3</b>
<b>LC-4.1</b> register	a. recognize that some topics, words or intonations are inappropriate in certain contexts	<b>NOTES:</b>
<b>LC-4.2</b> expressions	a. understand and use a variety of simple expressions as set phrases	
<b>LC-4.3</b> variations in language	a. accept individual differences in speech	
<b>LC-4.4</b> social conventions	a. use appropriate oral forms of address for people frequently encountered	
<b>LC-4.5</b> nonverbal communication	a. recognize that some nonverbal behaviours may be inappropriate in certain contexts	
<b>LC-5 apply knowledge of how the language is organized, structured and sequenced</b>		<b>GRADE 3</b>
<b>LC-5.1</b> cohesion/ coherence	a. link words or groups of words in simple ways	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. recognize some simple oral and print text forms	
<b>LC-5.3</b> patterns of social interaction	a. initiate interactions, and respond using simple social interaction patterns	

<b>CM-1 Mother Earth★</b>		<b>GRADE 3</b>
<b>CM-1.1</b> relationships	a. take care of Mother Earth★	<b>NOTES:</b>
<b>CM-1.2</b> knowledge of past and present	a. explore a past/present Cree community★	
<b>CM-1.3</b> practices and products	a. explore the practices and products related to Mother Earth★ of a specific region or community	
<b>CM-1.4</b> past and present perspectives	a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth★	
<b>CM-1.5</b> diversity	a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth★	

★ The term “Mother Earth” is identified as a discretionary term in the program of studies. Communities may choose to use this term or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

<b>CM-2 others</b>		<b>GRADE 3</b>
<b>CM-2.1</b> relationships	a. practise consideration and helpfulness toward others	<b>NOTES:</b>
<b>CM-2.2</b> knowledge of past and present	a. explore a past and present Cree community; e.g., their people, practices, products, beliefs	
<b>CM-2.3</b> practices and products	a. explore Cree community cultural practices and products	
<b>CM-2.4</b> past and present perspectives	a. describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values; and examine change	
<b>CM-2.5</b> diversity	a. identify and celebrate the unique qualities of others; i.e., meeting the needs of the community by voluntarily fulfilling the roles	
<b>CM-3 themselves</b>		<b>GRADE 3</b>
<b>CM-3.1</b> relationships	a. express their own concept of themselves, and understand their own strengths and abilities	<b>NOTES:</b>
<b>CM-3.2</b> knowledge of past and present	a. explore and examine family/community traditions and practices	

<b>CM-3 themselves (continued)</b>		<b>GRADE 3</b>
<b>CM-3.3</b> practices and products	a. observe and participate in Cree cultural experiences, practices and activities	<b>NOTES:</b>
<b>CM-3.4</b> past and present perspectives	a. understand their own strengths and weaknesses	
<b>CM-3.5</b> diversity	a. identify and celebrate unique strengths and abilities	
<b>S-1 language learning</b>		<b>GRADE 3</b>
<b>S-1.1</b> language learning	a. use a variety of simple strategies, with guidance, to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>GRADE 3</b>
<b>S-2.1</b> language use	a. use a variety of simple strategies, with guidance, to enhance language use	<b>NOTES:</b>
<b>S-3 cultural learning</b>		<b>GRADE 3</b>
<b>S-3.1</b> cultural learning	a. use a variety of simple strategies, with guidance, to enhance cultural learning	<b>NOTES:</b>
<b>S-4 general learning</b>		<b>GRADE 3</b>
<b>S-4.1</b> general learning	a. use a variety of simple strategies, with guidance, to enhance general learning	<b>NOTES:</b>

## Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

<b>Êsinâkwanwa</b>	<b>Adjectives</b>
Misikitiw/Misâw (prefix-misi)	Big
Cimisisew/Cimâsisin	Short
Apisisiw/Apaciciw	Small/Little
Kinosiw/Kinwâw	Tall
<b>Pisiskôwak</b>	<b>Animals</b>
Maskwa	Bear
Amisk	Beaver
Paskwâwimostos	Bison/Buffalo
Atihk	Caribou
Minôs	Cat
Sâsâkawâpiskos	Chipmunk
Mostos	Cow
Mêscâkanis	Coyote
Apisimôsos	Deer
Atim	Dog
Sîsîp	Duck
Wâwâskêsiw	Elk
Mahkîsis	Fox
Wâpatihk	Goat
Niska	Goose
Nôsê pahkahahkwân	Hen
Mistatim	Horse
Wâpistân	Marten
Môswa	Moose
Wacyi wâpatihk	Mountain goat

<b>Pisiskôwak</b> (continued)	<b>Animals</b> (continued)
Âpakosîs	Mouse
Nikik	Otter
Kohkôs	Pig
Kâkwa	Porcupine
Wâpos	Rabbit
Pisiskês	Raccoon
Nâpê pâhkahahkwân	Rooster
Âhkik	Seal
Mâyatihk	Sheep
Sikâk	Skunk
Anikwacas	Squirrel
Misihêw	Turkey
Wahpamêk/Mistamêk	Whale
Mahihkan	Wolf
<b>Mîyaw</b>	<b>Body Parts</b>
Piskokanân	Ankle
Mispiton	Arm
Mispiskwan	Back
Misôkan	Buttocks
Manaway	Cheek
Mâskikan	Chest
Mitâpiskan	Chin
Mihtawakay	Ear
Mitôskwan	Elbow
Masinihcapowin	Eyebrow
Mîsapowinân	Eyelash
Miskîsikwa	Eyes
Mihkwâkan	Face
Yiyîkicihcân	Finger

<b>Miyaw</b> (continued)	<b>Body Parts</b> (continued)
Miskasiya	Fingernails
Misit/Misita	Foot/Feet
Miskâhtik	Forehead
Mêstakaya	Hair
Micihciy	Hand
Mistikwân	Head
Mahkwan	Heel
Mitôkan	Hips
Mihcikwan	Knee
Miskât	Leg
Mitôn	Mouth
Mikwayâw	Neck
Mikot	Nose
Mitihtiman	Shoulder
Mîpita	Teeth
Micihcan	Thumb
Yiyikisitân	Toe
Miyaw	Torso
Miskâta	Trunk/Legs
Piskokanân	Wrist
<b>Akinikêsihkwân</b>	<b>Calendar</b>
<b>Pîsimwak</b>	<b>Months</b>
Kisê-pîsim	January
Mikisiwi-pîsim	February
Niski-pîsim	March
Ayiki-pîsim	April
Opiniyawêhowi-pîsim	May

<b>Pîsimwak</b> (continued)	<b>Months</b> (continued)
Pâskâwihowi-pîsim	June
Paskowi-pîsim	July
Ohpahowi-pîsim	August
Nôcihitowi-pîsim	September
Kaskatinowi-pîsim	October
Lyikopiwi-pîsim	November
Pawâhcakinasîs-pîsim	December
<b>Kîsikâwa</b>	<b>Days of the Week</b>
Ayamihêwi-kîsikâw	Sunday
Pônâyamihêwi-kîsikâw	Monday
Nîso-kîsikâw	Tuesday
Nîsto-kîsikâw	Wednesday
Nêwo-kîsikâw	Thursday
Niyânano-kîsikâw	Friday
Nikotwâso-kîsikâw	Saturday
<b>Kâ mîskocipayik Askiy</b>	<b>Seasons</b>
Sîkwan/Miyoskamin	Spring
Nîpin	Summer
Takwâkin	Autumn/Fall
Pipon	Winter
<b>Kiskinwahamâtowikamik</b>	<b>Classroom</b>
Kinosêwak kâkanawîmihtwâw	Aquarium
Misiwiyaskiy masinahikan	Atlas
Wêpasinahikê	Blackboard
Masinahikan	Book
Akihçikanâpisk	Calculator
Têhtapiwin	Chair
Wâpiskâhcikos	Chalk



<b>Kiskinwahamâtowikamikohk</b> (continued)	<b>Classroom</b> (continued)
Pîsimohkân	Clock
Miskotâkay akocikan	Coat hooks
Nanâtohkasinâstêw masinahikanâhcikosa	Coloured pencils
Sêhkimâmitonihcikewimasinahit ayikan	Computer
Masinâstêwi- masinahikanâhcikos	Crayon
Wiyâkani-kamik	Cupboards
Kiskinohamâwâkan mîcisowinâhtik/Aspahikan	Desk
Itwêwina masinahikan	Dictionary
Iskwâhtêm	Door
Kâsêsinayihkan	Eraser
Mistikôwat masinahikana kânahastâhk	Filing cabinet
Kiskiwêhon	Flag
Macikwanâs wîpinikan	Garbage can/bin
Akoskowahcikan/Pasakwahikan	Glue
Nanâtohkinâstewmasinahikanâ- cikosa	Markers
Masinahikanis	Notebook
Masinahikanêkin	Paper
Masinahikanâhtik	Pen
Masinahikanâhcikos	Pencil
Masinahikanâhtik maskimocis	Pencil case
Masinahikanâhcikos kinikopicikâkanis	Pencil sharpener
Tipahikanâhtik	Ruler
Paskwâhamâtowin	Scissors
Akocikanihkânis	Shelf
Kâsîhkwêwiyâkan	Sink

<b>Kiskinwahamâtowikamikohk</b> (continued)	<b>Classroom</b> (continued)
Kiskinwahâmawâkan	Student
Kiskinwahamâkan mîcisowinâhtik	Student desk
Pîhtikwîpâyihcikan	Tape recorder
Iskwêwokiskinwahamâkêw	Teacher (female) – secondary
Nâpêwokiskinwahamâkêw	Teacher (male) – secondary
Cakâstîpayihcikan	Television
Wâsinamâwina	Windows
Misiwêyaskiymasinahikan	World map
<b>Ayiwinisa</b>	<b>Clothing</b>
Nayahcikan/Kiskinwahamâtowî maskimot	Backpack
Pakâsimow ayiwinisa	Bathing suit
Pakwahtêhon	Belt
Pîhconîs	Blouse
Maskisina	Boots
Astotin	Cap/Hat
Miskotâkay	Coat
Iskwêwasâkay	Dress
Miskêsikohkâna	Glasses
Astotin	Hat
Onipawasâkay	Housecoat
Miskotâkay	Jacket
Pimipahtâwayiwinisa	Jogging suit
Astisisak	Mittens, gloves
Mitâs/Nâpêwitâs	Pants/Jeans/Trousers
Asowacikan	Pocket
Soniyâwat	Purse
Nipêwayân	Pyjamas

<b>Ayiwinisa</b> (continued)	<b>Clothing</b> (continued)
Kimowanasâkay	Raincoat
Kisêmanitowaskisin	Sandals
Kisowahpison/Tapiskâkan	Scarf
Pakowayân	Shirt
Maskisina	Shoes
Kiskitâs/Micâsis	Shorts
Misiwêpiponayiwiniisa	Ski suit
Kiskasâkay	Skirt
Pimipahtâwaskisina	Sneakers/Runners
Asikanak	Socks
Pêyakwayiwiniis	Suit
Sipêkiskâwasâkay	Sweater
Tâpiskâkan	Tie
Kêskipakowayân	T-shirt
Akâwâstêhon	Umbrella
Atâmicâsis	Underwear
Soniyâwacis	Wallet
Pisimohkânis	Watch
<b>Nîtisânak</b>	<b>Family</b>
Nikâwis	My maternal aunt
Nitisân	Brother
Nicâhkos	Cousin (female)
Niscâs	Cousin (male)
Nitânis	My daughter
Nohtâwiy	My father
Nimosôm	My grandfather
Nôhkom	My grandmother
Nikâwiy	My mother
Nitisân	My sister
Nikosis	My son
Nohcâwis	My uncle

<b>Mîciwîna</b>	<b>Food</b>
Picikwâs	Apple
Wâkas	Banana
Pahkwêsikan	Bread
Tôhtôsâpôpimiy	Butter
Sêwipahkwêsikan	Cake
Oskâtâskwak	Carrots
Kêkispâmîciwîna	Cereals
Âpakosîsimîciwîn	Cheese
Pahkahâkwân	Chicken
Pihkatêwâpoy	Coffee
Mahtâminak	Corn
Sêwihkasikan	Desserts
Wâwa	Eggs
Kinosêw	Fish
Kâkâspihkatêkwâwaskipwawa	French fries
Mînisa	Fruits
Sômin mînisihkân	Grapes
Kôhkôsopwâm	Ham
Cahkâs	Ice cream
Wiyâs	Meat
Tôhtôsâpoy	Milk
Osâwâs	Orange
Osâwâsâpoy	Orange juice
Mistahimimis	Peach
Ayicimin/Mîcîmin	Peas
Kâhkominikâk/Askîwiîsiwihtâkan	Pepper
Askipwâwa/Lapatâkwa	Potato
Sîwihtâkan	Salt
Otakisihkân	Sausage
Kwayâci sikwatahikatêk	Steak

<b>Mîciwina</b> (continued)	<b>Food</b> (continued)
Otêhimin	Strawberry
Maskihkiwâpoy	Tea
Kihci okiniy	Tomato
Kistikâna/Kiscikânis	Vegetables
<b>Wîkiwin</b>	<b>Home</b>
Nihcâyihk	Basement
Wayawîstamâsowikamik/Apiwikamik	Bathroom
Kisêpikinastêwimahkahk	Bathtub
Nipêwin	Bed
Nipâwikamik	Bedroom
Mîcisôwikamik	Dining room
Tahkascikan	Fridge
Sâpostawân	Hall
Sâpohtawân	Hallway
Piminawasiwikamik	Kitchen
Kâsiyâkanêwiyâkan	Kitchen sink
Wâsaskotênikan	Lamp
Kisêpikinikêwikamik	Laundry room
Apiwikamik	Living room
Kêsiskawihkasikan	Microwave
Sêkowêpinâpisk	Oven
Pîhtawiskwâhtêm	Porch/Entryway
Ascikêwikamikos	Shed/Garage
Kânîpâwikisîpêkinastêhk	Shower
Kâsihwêwiyâkan	Sink (bathroom)
Kisîpêkinikan	Soap
Yôskitêhtapiwin	Sofa
Tahkohtaciwêtah/Âmaciwîwin	Stairways
Kotawânâpisk	Stove

<b>Wikiwin</b> (continued)	<b>Home</b> (continued)
Nahapêwikamik/Mîsîwikamik	Toilet
Tahkoskêwin	Yard/Patio/Backyard/Courtyard
<b>Atoskêwina</b>	<b>People around Me (Jobs)</b>
Tâpasinahikêw	Artist/Performer
Mistiko nâpêwi	Carpenter
Atâwêwikamik soniyâwikimâw	Cashier/Store
Mipitamaskihkiwiiniw	Dentist
Maskihkîwiiniw	Doctor
Opimihcikêw	Driver
Awâsokiskinohwamâkêw	Elementary teacher
Astawêkêw	Firefighter
Opîkiskwêstamâkêw	Lawyer
Masinahikaniwiiniw	Letter carrier
Maskihkêwiskwêw	Nurse
Sêmâkanis	Police officer
Atatâwâkêw	Salesperson
Atâwêwikamik masinahikêsis	Store owner/keeper
Kiskinohamâkêw	Teacher
Pisiskowimaskihkiwiiniw	Veterinarian
<b>Mêtawêwina</b>	<b>Leisure Activities</b>
Kakwaskwetahoht kwaskwenitowan	Baseball
Mâmâwisikon pakîsânak	Collecting cards
Kwaskwepayihowin	Jump rope
Pakîsânak kâmêtawîhk	Playing cards
Pimipahtâ	Run
Pâkâhtowê	Soccer
Pakâsimowin	Swimming
Mêtawâkana	Toys

<b>kiskinwahamâtowikamik</b>	<b>School</b>
Ayamihcikêwikamik	Library
Kitohticikêwikamik	Music room
Wiyasiwêwin	Office
Mîcisowinâhtik	Table
Wayawêwikamik	Washroom/Bathroom
<b>Tipahikan</b>	<b>Time of Day</b>
Kîkisêpâ	Morning
Âpihtâkîsikâw	Noon
Otâkosin	Afternoon/Evening
Tipiskâw	Night/Nighttime
<b>Isîwêpan</b>	<b>Weather</b>
Kisin.	It is cold.
Kisitêw.	It is hot.
Kimowan.	It is raining.
Mispon.	It is snowing.
Wasêskwan.	It is sunny.
Kwayakikisin.	It is very cold.
Kisâstêw.	It is very hot.
Yôtin.	It is windy.
Piyêsiwak.	It is thundering.
Îkwaskwan.	It is cloudy/foggy.
Miyokîsikâw.	The weather is nice.
Mayikîsikâw.	The weather is not nice.
<b>Itotamowina</b>	<b>Verbs</b>
Kwêcihkêmo	to ask (for something)
Kâwêspayik	to be
Atâwê	to buy

<b>Itotamowina</b> (continued)	<b>Verbs</b> (continued)
Têpwâs	to call/to beckon
Nawasônîkî	to choose
Kipaha	to close something
Akihçikê	to count/to tell
Mâto	to cry
Manisa	to cut
Nîmihto	to dance
Osihtâ	to do, to make
Tâpasinaha	to draw
Minihkwê	to drink
Mîciso	to eat
Pîhtokwê	to enter (i.e., a room)
Pahkisini/pahkisikâso	to fall
Miska	to find
Pasiko	to get up/to arise
Mêki	to give
Itohtê	to go
Nîhtaciwê	to go down (i.e., stairs)
Wayawê	to go out (i.e., of a room)
Âmiwacî	to go up (i.e., stairs)
Ohpî	to jump
Kiskinohamakosi	to learn
Mîwêyim	to like/love someone/something
Nitohta	to listen to
Kitâpahta	to look at
Kanâwâpahta	to look at, watch (i.e., TV)
Nitona	to look for
Sâkitowin	to love
Ohtîna	to open something
Mêtawê	to play



<b>Itotamowina</b> (continued)	<b>Verbs</b> (continued)
Mêtawê	to play, to touch
Sêsâwê	to practise
Tihtastâ	to put or place something (book on a shelf, paper on a desk)
Astâ	to put, to lay
Postayiwînisa	to put on clothes
Ayimihcikê	to read
Pimipahtâ	to run
Nikamo	to sing
Api	to sit
Nipâ	to sleep
Pakâsimo	to swim
Pikiskwê	to talk, to speak
Mâmitonihta	to think
Pimohtê	to walk
Atoskê	to work
Masinahikê	to write

## Classroom Commands

Cree Singular/peyak	English Singular	Cree Plural/kahkiyaw	English Plural
Āstam	Come here.	Āstamik.	Come here.
Kanawâpahta masinahikêwin	Look at the blackboard.	Kanawâpahtamok masinahikêwin.	Look at the blackboard (writing)
Ohpina kicihiy	Raise your hand.	Ohpinamok kicihciyiwâwa.	Raise your hands.
Nêhtina kicihciy	Lower your hand.	Nêhtinamok kicihkiyiwâwa.	Lower your hands.
Ohtîna kimasinahikan	Open your book.	Ohtînamok kimasinahikanwâwa.	Open your books.
Masinaha kiwêhowin	Write your name.	Masinahamok kiwêhowinawâwa.	Write your names.
Tâpasinahikê	Make a drawing.	Tâpasinahikêk.	Make a drawing.
Kipaha kimasinahikan	Close your book.	Kipahamok kimasinahikiwâwa.	Close your books.
Kwayakona kimasinahikan	Take your book out.	Kwayakonamok kimasinahikaniwâwa.	Take out your books.
Nîpawi	Stand up.	Nîpawik.	Stand up.
Api	Sit down.	Apik.	Sit down.
Nitohta	Listen.	Nitohtamok.	Listen.
Askôkê	Line up.	Askôtok.	Line up.
Kanâcihta kimicisowinâhtik	Clean up your desk.	Kanâcihtâhk kimicisonâhtikiwâwa.	Clean up your desk.
Kisêpihtakinikê	Clean the floor.	Kisêpihtakinikê.	Clean the floor.
Nakê	Stop.	Nakêk.	Stop.

## Classroom Expressions

Itwewina	Phrases
Nikaki nitawayân ci?	May I go to the bathroom?
Nikaki nitawi minihkwân nipiŷ?	May I go get a drink of water?
Nikaki nitawi kînikopotân/môhkocikâtân nîmasinahikanâhcikos?	May I sharpen my pencil?
Nitona ita ihtâyahk _____.	Look for the page number _____.
Tânsîhitwiĥk tanêhiyawêyan?/Tânisi kâhitwân ta nêhiyawêyan _____?	How do you say _____ in Cree?
Tânisisîmasinahamihk _____?	How do you write _____?
Nimihtâtên.	I am sorry.
Namoya nikiskihten.	I don't know (it).
Namoya nikiskisin.	I don't remember.
Namoya nisitohtên.	I don't understand.
Namoya nikaskihtân.	I have a problem.
Namoya nikaskihtân _____./ (kaki nêsohkamâwin ci)	I need _____. (e.g., help, something)
Nikaki pêkiskwân?	May I interrupt?
Mahtësa mēna itwē.	Repeat that, please.
Mahtësa papêyâhtik.	Slow down, please.
Kêkway nitawîhtaman?	What do you need?
Kêkwây mâka ôma itwêmakahk?	What does this mean?
Nikaki nitawi wâyawêstamâson ci?	Can I go to the bathroom?
Niwanikiskisin.	I forgot.

## Proverbs

Kâya âyisinawin, nitohtawin.	(Do what I say and not what I do.) Do as I say, not as I do.
Âsay ikwa.	What's done is done.
Pêyakwan ohtâwiya/naspitawât.	(From such wood, such splinters.) Like father, like son.
Môhkâc kiponi kiskinwahamâkâwisin.	(It's never too late to learn.) You're never too old to learn.
Wâhyaw kitohtâyikon kiskinwahamâkosiwin.	(Knowledge does not occupy space.) Knowledge is power.
Tastakiskwêyihtê.	(To bad weather, good face.) Keep your chin up.
Namoya pêyakwanohk têtapiyan.	(Where one door closes, another one opens.) When one door shuts, another opens.
Ispîhci kâyiwihkâc.	(Later is more valuable than never.) Better late than never.
Kâya kwanita pikiskwê/Wihcasin tapêkiskwihk mēna têtotamihk.	(From said to done there is a long way.) Easier said than done.
Imiyosik asahkihk. Imiyosik anima ta pâhpihk.	(The best medicine is good food.) An apple a day keeps the doctor away. (Laughter heals the heart.)
Kâkikiy miyotêhi.	Clean slate.
Wâhpâsi.	(God helps the one who gets up early.) The early bird catches the worm.

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## Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

### ⊙ Outcomes

**Determine the outcomes that students can reasonably accomplish.**

- Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

**Determine what the students will be able to demonstrate as a result of this learning activity.**

- Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

### ⊙ Learning Activities

**Select appropriate instructional strategies and learning activities that will create opportunities for students to achieve the target outcomes successfully.**

- Decide how students will apply their learning.
- Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- Break down assignments or tasks into smaller, more manageable parts.
- Give clear, concrete instructions and:
  - \_\_\_ provide a visual reference of the sequence of key steps in completing the assignment
  - \_\_\_ provide a checklist of assignment parts for students to mark as tasks are completed
  - \_\_\_ support written instructions with picture prompts or highlight directions using a colour-coding system
  - \_\_\_ record directions or lectures for playback
  - \_\_\_ repeat instructions
  - \_\_\_ have students recall instructions in sequence.
- Model and demonstrate to promote understanding of directions.
- Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- Highlight key points of the lesson orally and visually.
- Select extension activities that will reinforce and extend learning.
- Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- Help students stay on task by employing a cueing strategy.

**Identify the key concepts of the learning activity.**

- Consider how the activity has been designed to motivate and engage student interest.
- Determine how to present an overview of the learning activity.
- Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- Build in opportunities to make connections between what the students know and what they are learning.

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Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).

**Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).**

- Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

## ⊙ Learning Environment

**Consider the classroom environment and individual student work spaces.**

- Provide a quiet work station like a study carrel in a corner of the classroom.
- Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- Partner students with a peer for support and guidance.

## ⊙ Resources

**Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.**

- Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- Consider using graphic organizers to present information.

**Prepare resources to assist students with learning difficulties.**

- Rewrite materials at a lower reading level.
- Provide a graphic organizer for note taking; e.g., cloze style.
- Highlight passages of text.
- Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- Identify Web-based supports; e.g., simulations.

**Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:**

- \_\_\_ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
- \_\_\_ a copy of the lecture notes
- \_\_\_ enlarged or reduced text
- \_\_\_ scribe
- \_\_\_ audio recordings
- \_\_\_ picture prompts
- \_\_\_ manipulatives
- \_\_\_ overlays
- \_\_\_ computers

## ⊙ Assessment

**Decide what evidence will show whether the students have achieved the outcomes.**

**Determine the best way for students to demonstrate their learning.**

- Provide assessment options for students to “show what they know.”



**Make necessary preparations for alternative testing procedures, resources and materials.**

- Does the student need:
  - \_\_\_ an audio recording of the test
  - \_\_\_ a scribe to write down his or her ideas or answers
  - \_\_\_ the test questions read aloud
  - \_\_\_ a time extension
  - \_\_\_ fewer questions?

**Determine the focus of the assessment for evaluation purposes.**

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

**Select or develop rubrics, exemplars and checklists to support student evaluation.**

**Provide immediate, specific and constructive feedback.**

- Emphasize the quality of work and perseverance rather than quantity.

**Provide opportunities for student self-reflection and self-evaluation.**

- Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- Share assignment criteria lists, checklists, standards and exemplars with students.

**⊙ Time line**

**Record important assignment and test due dates on a master calendar and have students write these dates in their agendas.**

- Show students how to plan for longer assignments by using a calendar.
- Show students how to study for an upcoming test.
- Provide students with a study guide of important skills and concepts.

**Consider the pace of the learning activity and the needs of the students.**

- Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- Prepare an assignment summary with task increments and time line to guide students' completion of the assignment. Provide time warnings for task completion.
- Extend deadlines for those students who require more time to complete assignments.

## Year Plan

Grade(s): \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

## Year Plan

Grade(s): \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

## SAMPLE YEAR PLAN: KINDERGARTEN

Grade(s): \_\_\_\_\_

Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

	<i>Nôchitowipîsim</i> September	<i>Kaskatinowipîsim</i> October	<i>Yîkopewipîsim</i> November	<i>Pawâhcakinasîs</i> December	<i>Kisepîsim</i> January
<b><i>Itôtamowina</i></b> Topics/Themes	<ul style="list-style-type: none"> <li>– Routines</li> <li>– Introduction to greeting dialogue</li> </ul>	<ul style="list-style-type: none"> <li>– Greeting dialogue practice continued</li> <li>– Weather and seasons</li> </ul>	<ul style="list-style-type: none"> <li>– Instructions</li> <li>– Commands</li> <li>– More weather vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>– Stories</li> <li>– Continued greeting practice</li> </ul>	<ul style="list-style-type: none"> <li>– Cultural practices and protocol</li> <li>– Stories</li> <li>– Continued greeting practice</li> </ul>
<b><i>Kaskihtâwina</i></b> Specific Outcomes	A–1.1a LC–1.2a LC–5.3a A–3.1a LC–1.3a CM–1.3a A–3.2a LC–1.4a CM–3.2a A–4.1b LC–2.2a CM–3.3a A–5.4a LC–3.2a S–2.1a A–6.1a LC–4.2a	A–1.1a LC–3.1a A–4.1b LC–4.5a A–5.1a LC–5.2a A–5.2a CM–1.1a LC–1.1a CM–1.2a LC–1.3a	A–3.1a LC–2.3a A–3.2a LC–3.2a LC–5.2a LC–4.2a LC–1.1a LC–4.3a LC–1.3a CM–2.3a LC–2.1a S–1.1a	A–2.1a CM–1.4a A–6.3a CM–2.4a LC–4.3a CM–3.4a LC–5.1a S–3.1a LC–5.2a	A–1.1a LC–2.1a CM–1.4a A–2.1a LC–4.1b CM–2.2a A–3.2a LC–4.3a CM–2.4a A–4.1b LC–4.4a CM–3.1a A–5.1a LC–4.5a CM–3.2a A–5.4a LC–5.1a CM–3.5a LC–1.2a LC–5.2a S–1.1a LC–1.3a CM–1.3a
<b><i>Kiskeyihtamowina</i></b> <b><i>Itôtamowina</i></b> Learning Activities	<ul style="list-style-type: none"> <li>– Teacher-directed number song and echo practice of numbers</li> <li>– Teacher-guided practice of asking permission to go to the washroom in Cree</li> <li>– Roll call routine</li> <li>– Circle activity for practising greeting dialogue</li> <li>– Sharing circle protocol</li> <li>– Teacher introduces syllabics chart, syllabics song and hand gestures</li> <li>– Cree word picture wall—practise daily routine words and phrases</li> <li>– Teacher models nonverbal greeting protocol practice</li> <li>– Verbal yes/no response</li> <li>– Students practise greeting dialogue activity</li> <li>– Personal name tags art activity</li> </ul>	<ul style="list-style-type: none"> <li>– Flash cards and choral activity for practising Cree terminology relating to male and female</li> <li>– Practise greeting activity with another person</li> <li>– Introduction of parents</li> <li>– Seasonal field trip agendas</li> <li>– Students practise greeting dialogue activity</li> <li>– Alphabet song for sounds of the Cree language</li> <li>– Routine basic season/ weather vocabulary activity</li> <li>– Weather sentence strips</li> <li>– Teacher-modelled nonverbal behaviour</li> <li>– Fall vocabulary field trip agenda</li> <li>– Seasonal change field trip agenda</li> <li>– Lesson on the protocol of walking softly on Mother Earth</li> </ul>	<ul style="list-style-type: none"> <li>– Students practise responding to simple commands</li> <li>– Students play game, <i>Nôhkom itwew</i></li> <li>– Students respond to teacher’s actions in Cree</li> <li>– Students play game, 7 Up</li> <li>– Students practise daily weather vocabulary</li> <li>– Students echo and mimic action words</li> <li>– Students follow teacher’s simple instructions</li> <li>– Students respond to guest’s questions</li> <li>– Students follow the teacher’s lead of tracing letters in the air</li> <li>– Teacher-guided practice of expressions</li> <li>– <i>Kihteyaya</i> guests interact with students</li> <li>– Students learn simple dance steps</li> <li>– Students learn simple commands using gestures</li> </ul>	<ul style="list-style-type: none"> <li>– Teacher reads a story for students to practise preferences using Cree terms</li> <li>– Shadow puppet video</li> <li>– Students listen to recorded stories</li> <li>– Introductory lesson on the importance of legends</li> <li>– Past and present Mother Earth stories highlighting shelters</li> <li>– <i>Kihteyaya</i> tell traditional Mother Earth stories</li> <li>– Guest stories of the past</li> <li>– Students listen to stories and create a drawing representation</li> <li>– Sing the <i>Tânisî</i> song</li> </ul>	<ul style="list-style-type: none"> <li>– Practise greeting activity with another person</li> <li>– Students draw pictures of themselves and their grandparents</li> <li>– Teacher-directed number song and echo practise of numbers</li> <li>– Family members’ photographs</li> <li>– Play game, <i>Nôhkom itwew</i></li> <li>– Students introduce and share family photographs with classmates</li> <li>– Bannock-making demonstration</li> <li>– <i>Kihteyaya</i> guest speaker</li> <li>– Big book reading of <i>The Three Bears</i> in Cree</li> <li>– Action songs</li> <li>– Teacher-directed total physical response activity</li> <li>– Lesson on appropriate voice volume</li> </ul>

**SAMPLE YEAR PLAN: KINDERGARTEN (continued)**

	<i>Nôcihitowipîsim</i> September	<i>Kaskatinowipîsim</i> October	<i>Yîkopewipîsim</i> November	<i>Pawâhcakinasîs</i> December	<i>Kisepîsim</i> January
<p><b><i>Kiskeyihtamowin</i></b> <b><i>a</i></b> <b><i>Itôtamowina</i></b> <b>Learning Activities</b> (continued)</p>	<ul style="list-style-type: none"> <li>- Feedback for art projects</li> <li>- Morning routine greeting practice</li> <li>- Morning routine prayer</li> <li>- Practise introducing parents for a Meet the Teacher night</li> <li>- Syllabics song</li> <li>- Prayer and smudging</li> </ul>				<ul style="list-style-type: none"> <li>- Practise greeting a male or female <i>Kiheyaya</i> activity</li> <li>- <i>Kiheyayak</i> guests interact with students</li> <li>- Students draw themselves greeting <i>Kiheyaya</i></li> <li>- Students listen to stories and songs and focus on linking words</li> <li>- Teacher reads the story, <i>The Three Bears</i></li> <li>- View the video <i>The Mistassini Cree</i></li> <li>- <i>Kiheyaya</i> tell traditional Mother Earth stories</li> <li>- View and discuss specific topics relating to Cree community pictures from the past and present</li> <li>- Guest stories of the past</li> <li>- Family albums project</li> <li>- Students' special family objects</li> <li>- <i>Wâhkôhtowin</i> song by Brian MacDonald</li> <li>- Greeting practice through chanting</li> </ul>
<p><b><i>Âpacihtâwina</i></b> <b>Resources</b></p>	<ul style="list-style-type: none"> <li>- Word wall words and pictures</li> <li>- Syllabics song by Jerry Saddleback</li> <li>- Syllabics chart</li> <li>- Materials for personal name tag art activity</li> <li>- Name tags</li> <li>- <i>Kiheyayak</i></li> </ul>	<ul style="list-style-type: none"> <li>- Brian MacDonald cassette tapes</li> <li>- Syllabics song by Jerry Saddleback</li> <li>- Standard Roman Orthography and Syllabics chart</li> <li>- Flash cards for male and female</li> <li>- Volunteers</li> <li>- Seasonal field trip agenda</li> <li>- Seasonal change field trip agenda</li> <li>- Weather pictures</li> <li>- Daily weather and calendar wall display</li> <li>- <i>Kiheyayak</i></li> </ul>	<ul style="list-style-type: none"> <li>- Weather picture display</li> <li>- Various action songs</li> <li>- <i>Kiheyayak</i></li> <li>- Classroom guests</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-selected story</li> <li>- Books with illustrations about nature, wild animals</li> <li>- Various Cree legends, <i>Âcimowina ekwa</i>, <i>Âtayohkewina</i></li> <li>- Video stories from <i>The Seventh Fire</i></li> <li>- Video <i>Shadow Puppets</i></li> <li>- Cree stories of <i>Wesahkecâhk</i></li> <li>- <i>Kiheyayak</i> guest speakers/storytellers</li> <li>- Mother Earth stories</li> <li>- Recorded <i>âcimowina</i> (stories)</li> <li>- Materials for drawing pictures</li> <li>- <i>Tânisi</i> song by Brian MacDonald</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Kiheyaya</i> guest speaker/community resource person</li> <li>- <i>The Three Bears</i> Big Book</li> <li>- Materials for drawing pictures</li> <li>- A variety of stories and songs</li> <li>- Video <i>The Mistassini Cree</i></li> </ul>

**SAMPLE YEAR PLAN: KINDERGARTEN (continued)**

	<i>Nôcihitowipîsim</i> <b>September</b>	<i>Kaskatinowipîsim</i> <b>October</b>	<i>Yîkopewipîsim</i> <b>November</b>	<i>Pawâhcakinasîs</i> <b>December</b>	<i>Kisepîsim</i> <b>January</b>
<b><i>Kotasinahikewina</i> <i>Ekwa</i> <i>Oyehtamâwina</i> Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Observations</li> <li>- Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Observations</li> <li>- Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Conferences</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Observations</li> <li>- Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Anecdotal notes</li> <li>- Student work samples</li> </ul>

**SAMPLE YEAR PLAN: KINDERGARTEN (continued)**

Grade(s): \_\_\_\_\_

Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

	<i>Mikisiwipîsim</i> <b>February</b>	<i>Niskipîsim</i> <b>March</b>	<i>Ayîkipîsim</i> <b>April</b>	<i>Opineyâwipîsim</i> <b>May</b>	<i>Opâskâhowipîsim</i> <b>June</b>
<b><i>Itôtamowina</i> Topics/Themes</b>	<ul style="list-style-type: none"> <li>- Family</li> <li>- Continued greeting practice</li> </ul>	<ul style="list-style-type: none"> <li>- Animals</li> <li>- Continued greeting practice</li> </ul>	<ul style="list-style-type: none"> <li>- Self</li> <li>- Feelings</li> <li>- Review greeting dialogues</li> </ul>	<ul style="list-style-type: none"> <li>- Exposure to other Cree speakers</li> <li>- Food</li> </ul>	<ul style="list-style-type: none"> <li>- Review</li> </ul>
<b><i>Kaskihtâwina</i> Specific Outcomes</b>	A-1.1a A-6.2a CM-3.1a A-2.1a LC-1.3a CM-3.2a A-4.1b LC-3.3a S-1.1a A-5.4a CM-2.1a S-3.1a	A-6.3a LC-3.1a CM-1.1a LC-1.1a LC-3.3a CM-1.5a LC-1.3a LC-5.1a S-2.1a	A-2.1a LC-3.4a CM-2.5a A-5.3a LC-4.4a CM-3.1a A-6.1a LC-6.3a CM-3.2a A-6.2a CM-2.3a CM-3.5a LC-3.3a CM-2.4a S-4.1a	A-2.1a LC-2.1a CM-2.1a A-3.3a LC-2.2a CM-2.2a A-4.1b LC-3.2a S-4.1a A-5.1a LC-2.3a LC-1.4a LC-4.3a	LC-1.3a LC-3.1a CM-3.3a LC-1.4a LC-3.3a CM-3.5a LC-2.3a CM-3.1a
<b><i>Kiskeyitamowina</i> <i>Itôtamowina</i> Learning Activities</b>	<ul style="list-style-type: none"> <li>- Students draw pictures of themselves and their family members</li> <li>- Students introduce and share family photographs with classmates</li> <li>- Students listen to the sharing of other students</li> <li>- Role-play inviting a friend to meet grandmother</li> <li>- Students learn basic words and phrases for family</li> <li>- Picture vocabulary activity</li> <li>- Sharing of family photographs</li> <li>- Kinship chart activity</li> <li>- Family albums project</li> <li>- My relations drawings</li> <li>- Personal portfolios</li> <li>- Invitations</li> </ul>	<ul style="list-style-type: none"> <li>- Animal flash card activity</li> <li>- Greeting dialogue practice with the <i>Tânisi</i> song</li> <li>- Students echo-practise of greeting dialogue</li> <li>- Classroom vocabulary practice by listening to the teacher and repeating</li> <li>- Sing "Old MacDonald's Farm"</li> <li>- Charades</li> <li>- Animals chain activity</li> <li>- Recycling brainstorming activity</li> <li>- View a video from <i>The Seventh Fire</i></li> <li>- Sentence formations using immediate environment and using visual cues</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-led echo-practice of preference Cree terms</li> <li>- Video viewing of the legend <i>Why the Rabbit Turns White</i></li> <li>- Lesson on bird vocabulary</li> <li>- Greeting dialogue using puppets</li> <li>- Cree music appreciation</li> <li>- Picture book to complete a fill-in-the-blank activity sheet</li> <li>- Diorama representation of a familiar story</li> <li>- Teacher-guided role-play of greetings</li> <li>- Songs and stories</li> <li>- Students sing the song "<i>Nâpesis nîya, Iskwešis nîya</i>"</li> <li>- Individual uniqueness</li> <li>- Coloured hand prints display activity</li> <li>- Kinship term drawings</li> <li>- Students share special family objects</li> <li>- Students share positive attributes</li> <li>- Sing the song "If You're Happy and You Know It"</li> </ul>	<ul style="list-style-type: none"> <li>- Students respond to teacher questions</li> <li>- Turn-taking vocabulary</li> <li>- Snack time vocabulary</li> <li>- Teacher models the expression <i>mahtesa</i></li> <li>- Bannock-making demonstration</li> <li>- Lesson on simple questions</li> <li>- Personal pronouns</li> <li>- Teacher models the use of the terms <i>awa</i> and <i>ôma</i></li> <li>- Teacher points to classroom objects</li> <li>- Students practise greeting dialogue</li> <li>- Greeting practice with role-play situations</li> <li>- Name art project</li> <li>- Listening to other Cree speakers in the media</li> <li>- Students practise offering food to classmates in Cree</li> <li>- Cultural protocol role-play situations relating to food</li> <li>- School-wide cultural celebration</li> <li>- Students respond to teacher-guided total physical response (TPR)</li> </ul>	<ul style="list-style-type: none"> <li>- Nature walk</li> <li>- Greeting review activity using blue and red cards</li> <li>- Lesson on letter sounds made by certain vocabulary</li> <li>- Vocabulary review charades game</li> <li>- Student puppet-making activity</li> <li>- Special events participation</li> <li>- Songs by Brian MacDonald</li> </ul>

**SAMPLE YEAR PLAN: KINDERGARTEN (continued)**

	<i>Mikisiwipîsim</i> <b>February</b>	<i>Niskipîsim</i> <b>March</b>	<i>Ayîkipîsim</i> <b>April</b>	<i>Opineyâwipîsim</i> <b>May</b>	<i>Opâskâhowipîsim</i> <b>June</b>
<b>Âpacihtâwina Resources</b>	<ul style="list-style-type: none"> <li>- Student personal portfolios</li> <li>- Kinship chart</li> <li>- Song “<i>Nâpesis nîya, Iskwešis nîya,</i>” tape from <i>Pisim series</i></li> <li>- Blackline masters for kinship terms</li> <li>- Materials for drawing family members</li> <li>- Family photographs</li> <li>- Picture prompts</li> <li>- Materials for family album project</li> <li>- Student personal portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Tânisi</i> song by Brian MacDonald</li> <li>- Immediate environment visual cues</li> <li>- Brian MacDonald song “Old MacDonald’s Farm”</li> <li>- Animal flash cards</li> <li>- Video stories from <i>The Seventh Fire</i></li> <li>- Cree phrases for charades game</li> </ul>	<ul style="list-style-type: none"> <li>- Brian MacDonald song “<i>Kispin Kimiyweyihten</i>” (“If You’re Happy and You Know It”)</li> <li>- Special family objects</li> <li>- Song “<i>Nâpesis nîya, Iskwešis nîya,</i>” tape from <i>Pisim series</i></li> <li>- Cree Hunters, <i>The Mistassini Cree</i></li> <li>- Materials for making a diorama</li> <li>- Parent volunteers</li> <li>- Listening centre</li> <li>- Picture books</li> <li>- Puppets</li> <li>- Materials for drawing</li> <li>- Songs and stories</li> <li>- Student baby pictures</li> <li>- Materials for coloured hand prints wall display</li> </ul>	<ul style="list-style-type: none"> <li>- School-wide celebration agenda</li> <li>- Videos: Stories from <i>The Seventh Fire</i>, Cree version</li> <li>- <i>Shadow Puppets: Indian Myths and Legends</i> (Plains Cree)</li> <li>- Snacks</li> <li>- <i>Kihteyaya</i> guest speaker to demonstrate making bannock</li> <li>- Materials for making bannock</li> <li>- Classroom objects</li> <li>- Materials for the name art project</li> <li>- Listening centre</li> </ul>	<ul style="list-style-type: none"> <li>- Brian MacDonald Cree tape</li> <li>- First Stories films produced by the National Film Board</li> <li>- Nature walk agenda</li> <li>- Blue and red cards</li> <li>- Blackline masters and materials for making puppets</li> <li>- Special events agenda</li> </ul>
<b><i>Kotasinahikewina</i> <i>Ekwa</i> <i>Oyehamâwina</i> Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Conferences</li> <li>- Checklists</li> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Learning logs</li> <li>- Checklists</li> <li>- Observations</li> <li>- Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>- Conferences</li> <li>- Checklists</li> <li>- Observations</li> <li>- Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Anecdotal notes</li> <li>- Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Self-reflection</li> <li>- Anecdotal notes</li> </ul>



## SAMPLE YEAR PLAN: GRADE 1

Grade(s): \_\_\_\_\_

Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

	<i>Nôchitowipîsim</i> September	<i>Kaskatinowipîsim</i> October	<i>Yîkopewipîsim</i> November	<i>Pawâhcakinasîs</i> December	<i>Kisepîsim</i> January
<b><i>Itôtamowina</i> Topics/Themes</b>	<ul style="list-style-type: none"> <li>- Daily routine</li> <li>- Basic greeting dialogue</li> <li>- Cree syllabics</li> </ul>	<ul style="list-style-type: none"> <li>- Mother Earth</li> <li>- Counting</li> <li>- Cree syllabics and Cree alphabet</li> </ul>	<ul style="list-style-type: none"> <li>- Seasons/fall</li> <li>- Mother Earth</li> <li>- Past and present</li> <li>- Colour</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Kihteyayak</i> (Elders)</li> <li>- Respect</li> <li>- Protocol</li> <li>- <i>Âcimowina</i> (Stories)</li> </ul>	<ul style="list-style-type: none"> <li>- Family</li> <li>- <i>Âcimowina</i> (Stories)</li> <li>- Mother Earth</li> </ul>
<b><i>Kaskihtâwina</i> Specific Outcomes</b>	A-1.1a LC-1.1a LC-4.3a A-3.1a LC-1.1b LC-5.3a A-3.2a LC-1.2a CM-3.1a A-4.1a LC-1.4a CM-3.3a A-6.2a LC-2.3a S-2.1a	A-1.1a LC-1.1b LC-4.4a A-3.1a LC-1.2a LC-5.3 a A-3.3a LC-1.4a CM-1.1a A-4.1a LC-2.1a CM-3.2a A-5.2a LC-2.2a CM-3.4a LC-1.1a S-2.1a	A-5.1a CM-1.2a CM-2.4a A-5.2a CM-1.3a CM-2.5a LC-1.3a CM-1.4a CM-3.4a LC-2.2a CM-1.5a CM-3.5a LC-2.3a CM-2.2a S-2.1a LC-3.1a CM-2.3a	A-2.1a LC-2.3a LC-5.2a A-3.1a LC-3.3a LC-5.3a A-4.1a LC-3.4a CM-1.1a LC-1.1a LC-4.1a CM-2.1a LC-1.1b LC-4.3a S-3.3a LC-1.4a LC-4.5a S-4.1a LC-2.1a	A-2.1a LC-3.4a CM-3.1a A-6.2a LC-4.2a CM-3.2a A-6.3a LC-5.2a CM-3.4a LC-2.1a CM-1.1a CM-3.5a LC-2.3a CM-4.5a S-2.1a
<b><i>Kiskeyitamowina</i> <i>Itôtamowina</i> Learning Activities</b>	<ul style="list-style-type: none"> <li>- Roll call</li> <li>- Asking permission in Cree</li> <li>- Asking for permission practice</li> <li>- Classroom task chart</li> <li>- Class rules</li> <li>- Asking and answering questions</li> <li>- Taking attendance</li> <li>- Basic greeting dialogue using puppets</li> <li>- Practising the Cree Syllabics Chart with made-up songs</li> <li>- Cree alphabet display</li> <li>- Cree sounds/alphabet book</li> <li>- Friendship circle greeting activity</li> <li>- Greeting practice</li> <li>- Ball throwing activity for practising greeting dialogue</li> <li>- Guest readers</li> <li>- Practise greeting with a partner</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing classmates to classroom visitors</li> <li>- Counting girls and boys in the class</li> <li>- Role-play ages of students</li> <li>- Students tell their age in Cree</li> <li>- Interviewing fellow students for personal information</li> <li>- Respect for Mother Earth/textures while on a nature walk</li> <li>- Alphabet Song</li> <li>- Games and exercises to practise the phrases, I understand/I don't understand</li> <li>- Review of simple common phrases</li> <li>- Simple questions and phrases during a field trip</li> <li>- Discussion on the appropriate times to use loud/quiet voices</li> <li>- Painting of Mother Earth stories</li> </ul>	<ul style="list-style-type: none"> <li>- Inanimate and animate colours collage</li> <li>- Cutting out pictures to practise colour vocabulary</li> <li>- Time of day vocabulary</li> <li>- Review various simple common phrases and create skits</li> <li>- Vocabulary associated with colours activity</li> <li>- Mother Earth practices in the past and present</li> <li>- Past and present chart</li> <li>- Seasons wheels</li> <li>- Moss bag model</li> <li>- Compare and contrast past and present pictures</li> <li>- Forms of shelter T-chart</li> <li>- Guest speaker to share knowledge on seasonal patterns</li> <li>- Mother Earth and moccasin activity</li> <li>- Seasonal Mother Earth paintings</li> <li>- Cree calendars</li> </ul>	<ul style="list-style-type: none"> <li>- Reading of the story, <i>Visit to Kôhkom</i></li> <li>- <i>Kôhkom itwew</i> game</li> <li>- Elder greetings role-play with teacher guidance</li> <li>- Discussion on appropriate behaviours during a <i>Kihteyaya</i> visit</li> <li>- Greeting dialogue practice in pairs</li> <li>- Student sharing of grandparent pictures</li> <li>- Greeting practice with blue and red cards</li> <li>- Viewing illustrations prior to reading a story</li> <li>- Recall of characters after reading a big book or viewing pictures</li> <li>- Pictorial representation of a poem or song</li> <li>- Story collage</li> <li>- Peer command practice in pairs</li> <li>- Managing voice volume during quiet day</li> </ul>	<ul style="list-style-type: none"> <li>- Family picture drawings</li> <li>- <i>Wâhkôhtowin</i> song by Jerry Saddleback</li> <li>- Reflections on stories read</li> <li>- Acting out stories</li> <li>- Pictures of different types of buildings followed by a discussion</li> <li>- Sequence of events</li> <li>- Family mobile activity</li> <li>- Expressions with dialogue practice</li> <li>- Familiar family expressions collection</li> <li>- Creation of legends</li> <li>- Looking at the beginning and ending of stories</li> <li>- Story sequence and moral represented on a graphic organizer</li> <li>- Mother Earth drawings</li> <li>- Various Mother Earth stories</li> <li>- Kinship term review and various songs by Brian MacDonald</li> <li>- Family speeches</li> </ul>

**SAMPLE YEAR PLAN: GRADE 1 (continued)**

	<i>Nôcihitowipîsim</i> <b>September</b>	<i>Kaskatinowipîsim</i> <b>October</b>	<i>Yîkopewipîsim</i> <b>November</b>	<i>Pawâhcakinasîs</i> <b>December</b>	<i>Kisepîsim</i> <b>January</b>
<p align="center"><b><i>Kiskeyihtamowina</i></b> <b><i>Itôtamowina</i></b> <b>Learning</b> <b>Activities</b> (continued)</p>	<ul style="list-style-type: none"> <li>- Making puppets or masks to practise saying, <i>I am a girl/boy and my name is _____</i></li> <li>- Morning prayer</li> </ul>	<ul style="list-style-type: none"> <li>- Nature walk to view colours of leaves and learn about reciprocity</li> <li>- Walking gently on Mother Earth during a nature walk</li> <li>- Practising basic outdoor cultural travel skills with teacher assistance</li> <li>- <i>Nikamowina</i> (songs)</li> </ul>	<ul style="list-style-type: none"> <li>- Circle of Life art activity/traditional artwork symbols</li> <li>- <i>Kayâs</i> (past)/<i>Anohc</i> (present) <i>metawewin</i> (game)</li> <li>- <i>Kiskin wâpahtehitowin</i> Show and Tell grandparents' items</li> <li>- Discussion on Cree traditions of the past practised today</li> <li>- Colour green and spruce bough use</li> <li>- Seasonal changes and daily weather patterns graphs</li> <li>- Descriptors of group hand prints</li> <li>- Practise season vocabulary with season wheels</li> <li>- Reading of the story <i>Peter's Moccasins</i></li> <li>- Classroom Cree word wall</li> </ul>	<ul style="list-style-type: none"> <li>- Varied voice tone while telling stories</li> <li>- <i>Kihteyaya</i> guest story readers</li> <li>- Story retelling</li> <li>- Answering questions on phrases with a yes or no response</li> <li>- Role-play proper greetings of <i>Kihteyaya</i> and practise <i>nanahitamowin</i> (good listening skills)</li> <li>- Reciprocity practice during a friendship circle</li> <li>- Respect protocol picture list</li> <li>- Sharing circle</li> <li>- Discussion on virtues and pictures cut from magazines to illustrate each virtue</li> <li>- Recording Cree for <i>pakaskipîkiskwewin</i> (improving pronunciation)</li> </ul>	<ul style="list-style-type: none"> <li>- Family albums</li> <li>- Family tree activity</li> <li>- Aunts and uncles diagram</li> <li>- Kinship chart</li> <li>- Family photographs relating to family chart graph</li> <li>- Role-plays on how family members help them</li> <li>- Drawings or pictures on family roles</li> <li>- Drawing representation of a cultural event</li> <li>- Expressions used in correct context</li> </ul>
<p align="center"><b><i>Âpacihtâwina</i></b> <b>Resources</b></p>	<ul style="list-style-type: none"> <li>- Cree Syllabics Chart</li> <li>- Syllabics songs by Jerry Saddleback</li> <li>- Materials for making masks or puppets</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-made consonant and vowel flash cards</li> <li>- Puppets</li> <li>- Instructions on how to make masks or puppets</li> <li>- Materials for making masks or puppets</li> <li>- Materials for making jam or another traditional food</li> <li>- Community resource person to demonstrate making jam or another traditional food</li> <li>- Mother Earth stories and legends</li> <li>- Guest reader</li> <li>- Sharing circle directions</li> <li>- Cree Syllabics Chart</li> <li>- Jerry Saddleback tape and video</li> <li>- Brian MacDonald songs: Alphabet Song and the <i>Nikamowina</i> song</li> </ul>	<ul style="list-style-type: none"> <li>- Samson Series</li> <li>- Fort Edmonton Park, Edmonton, Alberta</li> <li>- John Jansen Nature Centre, Edmonton, Alberta</li> <li>- <i>The Grouses Pouch</i>, package from Northern Cree Kayas Cultural Centre</li> <li>- Puppets</li> <li>- Books: <i>Peter's Moccasins</i> and <i>Two Pairs of Shoes</i></li> <li>- A variety of traditional objects such as traditionally tanned moose hide or deer hide; factory tanned moose or deer hide; rattle, drums, beaded items</li> <li>- Nature walk permission slips and parent volunteer requests</li> <li>- Classroom guests</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Grouses Pouch</i>, package from Northern Cree Kayas Cultural Centre</li> <li>- Classroom visitor</li> <li>- TPR in Cree by Solomon Ratt</li> <li>- Book: <i>Visit to Kôhkom</i></li> <li>- Puppets</li> <li>- Painting materials</li> <li>- Materials for making a Cree alphabet book</li> <li>- Student family photographs</li> <li>- Blue and red cards</li> <li>- Tape recorders</li> <li>- <i>Kihteyayak</i> or community resource people</li> </ul>	<ul style="list-style-type: none"> <li>- Photographs of family members</li> <li>- Materials for drawing family pictures</li> <li>- Materials for creating family mobiles</li> <li>- Materials for creating story collages</li> <li>- Materials for creating family albums</li> <li>- Materials for creating family trees</li> <li>- Materials for creating kinship charts</li> <li>- Mother Earth stories, <i>Tan'si</i> series on Kinship, Little Red River Band Creation stories, animal stories</li> <li>- <i>Wesahkecâhk</i> stories</li> <li>- Shadow puppets</li> </ul>

**SAMPLE YEAR PLAN: GRADE 1 (continued)**

	<i>Nôcihitowipîsim</i> September	<i>Kaskatinowipîsim</i> October	<i>Yîkopewipîsim</i> November	<i>Pawâhcakinasîs</i> December	<i>Kisepîsim</i> January
<b>Âpacihâtawina</b> <b>Resources</b> (continued)		<ul style="list-style-type: none"> <li>- Chart paper</li> <li>- Cree number cards (1–10)</li> <li>- Ball</li> <li>- Consonant and vowel flash cards</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Tân’si</i> song by Brian MacDonald</li> <li>- Sequence story cards</li> <li>- Pictures and photographs of the past and present</li> <li>- Materials to create Cree calendars and Cree alphabet displays</li> <li>- Various types of traditional artwork and crafts</li> <li>- Various traditional objects belonging to grandparents for Show and Tell</li> <li>- Tempera paint and large rolls of paper</li> <li>- Materials for making a mural</li> <li>- Materials for season wheels</li> <li>- Spruce boughs</li> <li>- Materials for making a moss bag model</li> </ul>		<ul style="list-style-type: none"> <li>- Video: <i>Dances of the Northern Plains Cree Hunters. The Mistassini Cree</i></li> <li>- <i>Wâhkôhtowin</i> songs by Brian MacDonald</li> <li>- <i>Peter’s Moccasins</i> by Cora Weber Pillwax</li> <li>- Variety of beadwork (moccasins)</li> <li>- Simple pictures</li> <li>- Big books</li> <li>- Pictures of different types of buildings</li> <li>- Storytellers</li> <li>- Samson Series</li> </ul>
<b>Kotasinahikewina</b> <b>Ekwa</b> <b>Oyehamâwina</b> <b>Assessment and</b> <b>Evaluation</b>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Checklists</li> <li>- Anecdotal notes</li> <li>- Conferences</li> <li>- Work samples</li> </ul>	<ul style="list-style-type: none"> <li>- Detachable labels</li> <li>- Observations</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Anecdotal notes</li> <li>- Work samples</li> <li>- Self-checklists</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Journal self-reflections with teacher assistance</li> <li>- Observations</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Anecdotal notes</li> <li>- Work samples</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Work samples</li> <li>- Self-checklists</li> <li>- Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Picture rubric</li> <li>- Anecdotal notes</li> <li>- Journals</li> <li>- Self-assessment</li> <li>- Detachable labels</li> <li>- Rubrics</li> <li>- Work samples</li> <li>- Peer conferences</li> <li>- Rubric for dioramas</li> </ul>

**SAMPLE YEAR PLAN: GRADE 1 (continued)**

Grade(s): \_\_\_\_\_ Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

	<i>Mikisiwipîsim</i> <b>February</b>	<i>Niskipîsim</i> <b>March</b>	<i>Ayîkipîsim</i> <b>April</b>	<i>Opineyâwipîsim</i> <b>May</b>	<i>Opâskâhowipîsim</i> <b>June</b>
<b><i>Itôtamowina</i> Topics/Themes</b>	<ul style="list-style-type: none"> <li>- Self</li> <li>- My body</li> <li>- Feelings</li> </ul>	<ul style="list-style-type: none"> <li>- Familiar objects</li> <li>- Commands</li> <li>- Expressions</li> </ul>	<ul style="list-style-type: none"> <li>- Commands or requests</li> <li>- Nonverbal communication/body language</li> <li>- First day of spring celebration</li> <li>- Animals</li> </ul>	<ul style="list-style-type: none"> <li>- Animate and inanimate objects</li> <li>- Cree dialogue practice</li> <li>- Plants</li> <li>- Nature and Mother Earth</li> </ul>	<ul style="list-style-type: none"> <li>- Creative expressions</li> <li>- Cree celebrations</li> <li>- Cultural activities</li> </ul>
<b><i>Kaskihtâwina</i> Specific Outcomes</b>	A-2.1a      LC-2.2a A-4.1a      LC-3.1a A-5.1a      LC-3.2a A-5.3a      LC-5.2a LC-1.1a      CM-3.1a LC-1.1b      CM-3.4a LC-1.3a      CM-3.5a	A-3.1a    LC-1.1b    CM-2.4a A-3.3a    LC-1.3a    CM-2.5a A-5.3a    LC-1.4a    CM-3.1a A-5.4a    LC-2.2a    CM-3.4a A-6.1a    LC-4.2a    S-2.1a LC-1.1a    LC-4.3a	A-3.2a    LC-3.2a    CM-2.3a A-5.1a    LC-3.3a    CM-3.3a A-6.2a    LC-3.4a    S-1.1a A-6.3a    LC-4.4a    S-2.1a LC-1.4a    LC-4.3a    S-3.1a LC-2.1a    LC-4.5a    S-6.3a LC-3.1a    CM-2.2a	A-1.1a    LC-1.2a    LC-3.3a A-3.1a    LC-1.4a    LC-4.4a A-3.2a    LC-2.1a    CM-1.1a A-5.1a    LC-3.1a    S-1.1a A-5.4a    LC-1.4a    S-4.1a A-6.3a    LC-2.1a	LC-1.1a    LC-4.2a    CM-2.3a LC-1.1b    LC-5.1a    CM-3.3a LC-3.2a    LC-5.3a    CM-3.4a LC-3.4a    CM-1.1a    S-2.3a LC-4.1a    CM-1.3a    S-4.1a
<b><i>Kiskeyihtamowina</i> <i>Itôtamowina</i> Learning Activities</b>	<ul style="list-style-type: none"> <li>- Facial expressions of emotions</li> <li>- Feeling vocabulary introduction</li> <li>- How are you feeling questions and responses</li> <li>- Personal profile details</li> <li>- Listening centre</li> <li>- <i>How the Fox Earned His Name</i></li> <li>- Fun Cree songs</li> <li>- Body part pass the ball activity</li> <li>- Body part pointing game</li> <li>- Dialogue practice</li> <li>- Students make classroom object flash cards</li> <li>- Creation of legends</li> <li>- Daily routine</li> <li>- Self-respect through self-care</li> <li>- Labelling favourite activities</li> <li>- Uniqueness webs</li> <li>- Self-portraits photograph gallery</li> </ul>	<ul style="list-style-type: none"> <li>- Command game</li> <li>- Simple commands</li> <li>- Review turn-taking vocabulary</li> <li>- Praise role-playing/turn-taking</li> <li>- Positive feedback for another's artwork</li> <li>- View art forms and listen to music</li> <li>- Simple riddles and drawing objects</li> <li>- Using words/phrases during appropriate situations</li> <li>- Teacher-led TPR</li> <li>- Student-led TPR</li> <li>- Asking questions with <i>ci</i></li> <li>- Listening to a variety of Cree speakers</li> <li>- Voices created for stories</li> <li>- Looking at personal pictures for physical changes</li> </ul>	<ul style="list-style-type: none"> <li>- Mime action for offering help to other members of the class activity</li> <li>- Sense vocabulary</li> <li>- Animal games</li> <li>- Action words chart</li> <li>- Sing the song <i>Nîyânan Piyesisak</i></li> <li>- Action words picture book</li> <li>- Commands or requests between two people</li> <li>- Action words commands or requests</li> <li>- Commands and requests for you, all of you and all of us</li> <li>- Responding to basic classroom commands</li> <li>- Matching pictures to actions</li> <li>- Animal stories and sentence strips activity</li> <li>- Story sequence cards activity</li> </ul>	<ul style="list-style-type: none"> <li>- Practise identifying inanimate objects</li> <li>- Matching flash cards with appropriate words or phrases</li> <li>- Role-playing various actions based on bringing something for a classmate</li> <li>- Nature sound identification</li> <li>- Parkland nature field trip</li> <li>- Concrete poems using vocabulary</li> <li>- Planting and caring for a plant</li> <li>- Noun possession</li> <li>- Colour descriptors</li> <li>- <i>Awa</i> or <i>ôma</i> to refer to animate and inanimate</li> <li>- Matching sentence strips with scenes from a magazine</li> <li>- Students match pictures to simple sentences</li> <li>- Nature walk vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Name as many objects as possible from a particular sound</li> <li>- Asking what an object is</li> <li>- Cutting out pictures of food from magazines</li> <li>- Speaking at an appropriate volume for a presentation</li> <li>- Expression skits</li> <li>- Completing a phrase with a link word</li> <li>- Linking word sentences</li> <li>- Interview questions</li> <li>- Bannock-making</li> <li>- Berry-picking and making jam</li> <li>- Cree celebration video viewing</li> <li>- Participating in existing traditional community celebrations</li> <li>- Students demonstrate basic outdoor cultural travel skills</li> <li>- Unique celebration diorama</li> </ul>

**SAMPLE YEAR PLAN: GRADE 1 (continued)**

	<i>Mikisiwipîsim</i> <b>February</b>	<i>Niskipîsim</i> <b>March</b>	<i>Ayîkipîsim</i> <b>April</b>	<i>Opineyâwipîsim</i> <b>May</b>	<i>Opâskâhowipîsim</i> <b>June</b>
<b><i>Kiskeyihtamowina</i> <i>Itôtamowina</i> Learning Activities (continued)</b>	<ul style="list-style-type: none"> <li>- Sharing of family life</li> </ul>	<ul style="list-style-type: none"> <li>- Rules at home and school</li> </ul>	<ul style="list-style-type: none"> <li>- Nonverbal communication introduction</li> <li>- Nonverbal role-plays</li> <li>- Traditional stories relating the gifts of animals</li> <li>- Nature walk to examine animal tracks</li> <li>- Spring celebration</li> <li>- Guest speaker on animal characteristics</li> <li>- Consistent use of Cree commands</li> <li>- Echo-practice</li> </ul>	<ul style="list-style-type: none"> <li>- Role-playing situations</li> <li>- Memorizing words with visual prompts</li> <li>- Recording phrases spoken by students</li> <li>- Animate and inanimate object pictures</li> <li>- Identifying immediate animate and inanimate objects</li> </ul>	<ul style="list-style-type: none"> <li>- Word wall display</li> <li>- Tape recordings of students speaking in Cree</li> </ul>
<b><i>Âpacihtâwina</i> Resources</b>	<ul style="list-style-type: none"> <li>- <i>How the Fox Earned His Name</i></li> <li>- Materials for making <i>Taking Care of Ourselves</i> posters</li> <li>- Emotions flash cards</li> <li>- Brian MacDonald tapes with the song "If You're Happy and You Know It, Clap Your Hands"</li> </ul>	<ul style="list-style-type: none"> <li>- Materials for creating pictures of students' favourite activities</li> <li>- Flash cards of immediate family terms</li> <li>- Song <i>Nâpesis niya Iskwesis niya</i>, tape from <i>Pîsim Series</i></li> <li>- Teacher-made pictures of a variety of foods, animals and other objects</li> <li>- Photographs or drawings of students</li> <li>- Listening centre resources</li> <li>- Various native art forms and music</li> <li>- Fun Cree songs</li> <li>- Student baby pictures</li> <li>- Strips of paper for labelling classroom objects</li> <li>- Safe and Caring Schools information</li> </ul>	<ul style="list-style-type: none"> <li>- Object and action picture cards</li> <li>- Cree phrase cards</li> <li>- Brian MacDonald's tape <i>Niyânan piyesisak</i></li> <li>- Dr. Anne Anderson</li> <li>- Directions for playing simple action games</li> <li>- Chart paper</li> <li>- Big books</li> <li>- Magazines</li> <li>- Materials for making action word picture books</li> <li>- Ball</li> <li>- Various voice media: audiocassettes, CDs, videos, radio programs</li> <li>- Puppets</li> <li>- Traditional animal narratives</li> <li>- Nature walk agenda</li> <li>- Guest speaker</li> </ul>	<ul style="list-style-type: none"> <li>- Object flash cards</li> <li>- Tape recorders</li> <li>- Nature sound CDs</li> <li>- Nature walk agenda</li> <li>- Sentence strips</li> <li>- Materials for making flash cards</li> <li>- Materials for growing plants</li> <li>- Inanimate and animate pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Bannock recipe</li> <li>- Materials for making bannock</li> <li>- Community resource person to demonstrate making bannock</li> <li>- Sound flash cards</li> <li>- Magazines</li> <li>- Various poems and songs</li> <li>- A variety of Cree speakers; i.e., radio station, tape recordings</li> <li>- Video of community celebrations</li> <li>- <i>Dances of the Northern Plains</i> video</li> <li>- Gabriel Dumont jigging tape</li> </ul>
<b><i>Kotasinahikewina</i> <i>Ekwa</i> <i>Oyehamâwina</i> Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Sharing information checklist</li> <li>- Self-assessment</li> <li>- Work samples</li> <li>- Checklist for playing games</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Work samples</li> <li>- Journals</li> </ul>	<ul style="list-style-type: none"> <li>- Anecdotal notes</li> <li>- Checklists</li> <li>- Checklist for asking to do something</li> <li>- Journal self-reflections</li> <li>- Conferences</li> <li>- Detachable labels</li> <li>- All-purpose rubric</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Anecdotal notes</li> <li>- Checklists for asking to do something</li> <li>- Self-assessment</li> <li>- Journals</li> <li>- Detachable labels to record observations</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Picture book checklist</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Anecdotal notes</li> <li>- Journal relating new experiences to prior knowledge</li> <li>- Work samples</li> <li>- Detachable labels for observing students during activities and experiences</li> </ul>

## SAMPLE YEAR PLAN: GRADE 2

Grade(s): \_\_\_\_\_

Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

	<i>Nôchitowipîsim</i> September	<i>Kaskatinowipîsim</i> October	<i>Yîkopewipîsim</i> November	<i>Pawâhcakinasîs</i> December	<i>Kisepîsim</i> January
<b><i>Itôtamowina</i></b> Topics/Themes	<ul style="list-style-type: none"> <li>- Daily routines</li> <li>- Greetings</li> <li>- Basic greeting dialogue</li> <li>- Seasons</li> </ul>	<ul style="list-style-type: none"> <li>- Numbers</li> <li>- Mother Earth</li> <li>- Our community in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>- Colours</li> <li>- Basic commands, total physical response (TPR) and directions</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Âcimowina</i> (stories), <i>Nikamowina</i> (songs) and <i>Âtayohkewina</i> (legends)</li> <li>- Cartoons</li> </ul>	<ul style="list-style-type: none"> <li>- Protocol: behaviours and values, feasts</li> <li>- Cultural practices: clothing, crafts</li> <li>- Community in the past</li> </ul>
<b><i>Kaskihtâwina</i></b> Specific Outcomes	A-1.1a LC-1.4a CM-2.1a A-1.1b LC-2.2a CM-3.2a A-5.4a LC-4.4a CM-3.3a A-6.2a LC-5.1a CM-3.4a LC-1.2a LC-5.2a S-1.1a LC-1.3a CM-1.2a S-2.1a	A-1.1a CM-1.1a CM-3.1a A-1.1b CM-1.2a CM-3.2a A-6.2a CM-1.4a CM-3.4a LC-3.1a CM-1.5a S-2.1a LC-5.3a CM-2.2a S-3.1a	A-3.1a LC-1.4a CM-2.1a A-3.3a LC-2.1a CM-3.3a A-6.1a LC-3.2a S-1.1a A-6.2a LC-5.3a LC-1.3a CM-1.5a	A-3.2a LC-3.3a CM-2.4a A-5.2a LC-3.4a CM-3.3a A-5.3a LC-4.1a S-2.1a A-6.2a LC-5.2a S-3.1a LC-2.1a CM-1.1a S-4.1a LC-2.3a CM-1.3a LC-3.2a CM-2.3a	A-5.4a CM-1.3a S-1.1a LC-1.1a CM-1.4a S-3.1a LC-1.4a CM-2.2a LC-4.1a CM-5.2a
<b><i>Kiskeyitamowina</i></b> <b><i>Itôtamowina</i></b> Learning Activities	<ul style="list-style-type: none"> <li>- Morning routine exercises</li> <li>- Practise greeting dialogue with partners</li> <li>- Appropriate behaviours for visitors and greeting</li> <li>- Practise daily words and phrases</li> <li>- Daily routine greeting dialogue</li> <li>- Students use answer forms</li> <li>- Phrase of the day</li> <li>- Daily routine activities action pictures</li> <li>- Monthly Cree-speaking guest</li> <li>- Student morning greetings</li> <li>- Morning prayer</li> <li>- Echo-acting for daily routines</li> <li>- Teacher models morning thankfulness</li> <li>- Role-play greetings and invitations</li> <li>- Welcome song</li> </ul>	<ul style="list-style-type: none"> <li>- Student-lead morning exercise</li> <li>- Concrete poetry</li> <li>- Theme pictures</li> <li>- Role-play Cree conversation</li> <li>- Recycling program</li> <li>- Mother Earth poster</li> <li>- Elder narratives of past community practices</li> <li>- Time line of community changes</li> <li>- Mother Earth related field trip</li> <li>- Vocabulary relating to nature</li> <li>- Viewing pictures showing changes to Mother Earth in the past and present</li> <li>- Small traditional classroom feast</li> <li>- Mother Earth pictures or collages</li> <li>- Interview questions about their community in the past</li> <li>- Past and present drawings</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher models basic classroom phrases in Cree</li> <li>- Directions in Cree when making a craft</li> <li>- Go Fish game and using turn-taking phrases</li> <li>- Game of I Spy</li> <li>- Cree-themed scrapbooks</li> <li>- Colour descriptors for singular animate nouns</li> <li>- Commands or requests using action words</li> <li>- Declarative simple sentences</li> <li>- Personal pronouns</li> <li>- Personal pronouns plural forms</li> <li>- Teacher models basic commands and working in pairs</li> <li>- Students use gestures like pointing with personal pronoun Cree words</li> <li>- Interrogatives, simple questions</li> </ul>	<ul style="list-style-type: none"> <li>- Student choice of story activities</li> <li>- Cartoon sequence strips</li> <li>- Cree story sequence activity</li> <li>- Legends relating to Natural Laws</li> <li>- Listening to tape recorded stories depicting problems</li> <li>- Retelling a story</li> <li>- Cree story comic strips</li> <li>- Story pictures presented to classmates</li> <li>- Cartoon bubble pictures</li> <li>- Student-created stories</li> <li>- Story phrase pictures</li> <li>- Music accompanied with a story</li> <li>- Legend class murals</li> <li>- Story or song pictures</li> <li>- Explaining similarities and differences of several stories and legends</li> <li>- Cree songs</li> </ul>	<ul style="list-style-type: none"> <li>- Matching behaviours and values presented by the teacher</li> <li>- Role-playing various scenarios</li> <li>- Role-playing Cree values and behaviours</li> <li>- Teacher models breaking down words into syllables</li> <li>- Noun possession form for singular animate</li> <li>- Demonstrative pronouns</li> <li>- Changing an action word to a noun</li> <li>- Noun possession form for inanimate</li> <li>- Specific animate and inanimate</li> <li>- Brainstorming appropriate behaviours when speaking to adults</li> <li>- Review of various greetings settings</li> <li>- Learning powwow rules</li> </ul>

**SAMPLE YEAR PLAN: GRADE 2 (continued)**

	<i>Nôcihitowipîsim</i> <b>September</b>	<i>Kaskatinowipîsim</i> <b>October</b>	<i>Yîkopewipîsim</i> <b>November</b>	<i>Pawâhcakinasîs</i> <b>December</b>	<i>Kisepîsim</i> <b>January</b>
<b><i>Kiskeyitamowina</i> <i>Itôtamowina</i> Learning Activities (continued)</b>	<ul style="list-style-type: none"> <li>- Students introduce parents at a Meet the Parent night</li> <li>- Smudging</li> <li>- Students encouraged to use daily expressions</li> <li>- Classroom message board</li> <li>- Sharing circle protocol</li> <li>- Nature walk</li> <li>- Season wheel</li> </ul>	<ul style="list-style-type: none"> <li>- Collage of Cree life</li> <li>- Viewing past and present features of communities</li> <li>- Poster or diorama representation of then and now community buildings</li> <li>- Time line based on the month's or year's events</li> <li>- Community or town hall field trip</li> <li>- Language Experience Chart</li> <li>- Sharing circle</li> <li>- <i>Kihtheyyak</i> classroom visitors</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher- and student-led TPR</li> <li>- Simple Cree chants</li> <li>- Question- and-answer posters</li> <li>- Colour vocabulary pictures</li> <li>- Flip books</li> <li>- Interviewing classmates</li> <li>- Colour song</li> <li>- Action commands</li> </ul>	<ul style="list-style-type: none"> <li>- Students look at the verses and choruses of several songs</li> <li>- Looking at the relationship between Mother Earth and the drum</li> <li>- Making a drum</li> <li>- Cree cultural practices in songs and stories</li> <li>- Drawings of past stories</li> <li>- Combining stories and music</li> <li>- Students express their experience of Cree culture through artwork, journals or sharing circle</li> <li>- Student oral repetitive patterns</li> <li>- Drawing the favourite part of a story</li> <li>- Retelling stories in their own words</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming session on politeness behaviours</li> <li>- Acting out phrases</li> <li>- Traditional crafts</li> <li>- Brainstorming session on traditional ways of giving thanks</li> <li>- Viewing a video on how hides are prepared</li> <li>- Sharing circle of handmade and mass-produced items</li> <li>- Comparison chart of clothing and beadwork from different Cree communities</li> <li>- Personal dictionaries</li> <li>- Students learn the sound-symbol system</li> <li>- Role-plays of past and present Cree cultural practices</li> </ul>
<b><i>Âpacihtâwina</i> Resources</b>	<ul style="list-style-type: none"> <li>- Brian MacDonald tapes</li> <li>- Morning routine display or area</li> <li>- Materials for creating a welcome sign</li> <li>- Materials for a classroom message board</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Nehiyawewin</i> 10, 20, 30</li> <li>- <i>Pakan</i> 4, 5, 6</li> <li>- <i>Micowina</i> (Foods) – Learning Cree Series</li> <li>- <i>Askîw'meskwacipayowina</i></li> <li>- Fort Edmonton Park, Edmonton, Alberta <a href="http://www.gov.edmonton.ab.ca/fort">www.gov.edmonton.ab.ca/fort</a></li> <li>- John Janzen Nature Centre, Edmonton, Alberta</li> <li>- <i>Cree Hunters of Mistassini</i> video</li> <li>- Brian MacDonald tapes</li> <li>- Community resource people</li> <li>- Morning exercise centre</li> <li>- Theme pictures</li> <li>- Materials for making posters, pictures and collages</li> <li>- Past and present community pictures</li> <li>- Field trip agenda</li> </ul>	<ul style="list-style-type: none"> <li>- Books by Darlene Speidel, Saskatchewan Indian Cultural Centre, 1992: <i>Nipêhtên Nipêhtawâw</i>; <i>Nikaskihtân</i>; <i>Ita Kâ-nipâyahk</i>; <i>Niwâpamâw Niwâpahten</i></li> <li>- Teacher-made Cree to English translation chart</li> <li>- Materials for building or making a craft</li> <li>- Deck of cards</li> <li>- Theme pictures</li> <li>- Materials for drawing pictures</li> <li>- Radio</li> <li>- Métis and traditional regalia pictures</li> <li>- Materials for making flip books</li> <li>- Stickers of different colours</li> </ul>	<ul style="list-style-type: none"> <li>- Books by Darlene Speidel, Saskatchewan Indian Cultural Centre, 1992: <i>Nipêhtên Nipêhtawâw</i>; <i>Nikaskihtâ</i>; <i>Ita Kâ-nipâyah</i>; <i>Niwâpamâw Niwâpahten</i></li> <li>- Materials for making posters, collages and dioramas</li> <li>- Craft books for making drums</li> <li>- Material for drawing pictures or making a model</li> <li>- Cartoon scene strips</li> <li>- Materials for drawing comic strip stories</li> <li>- Sentence strips</li> <li>- Audio tape on heart/drum beats</li> <li>- Materials for making a drum</li> </ul>	<ul style="list-style-type: none"> <li>- Sample beadwork that reflects diversity</li> <li>- <i>Nehiyawewin</i> 10, 20, 30</li> <li>- <i>Cree Hunters of Mistassini</i> video</li> <li>- Materials for posters/dioramas</li> <li>- Field trip to a Museum; e.g., The Syncrude Gallery of Aboriginal Culture, Provincial Museum of Alberta, Edmonton, Alberta <a href="http://www.pma.edmonton.ab.ca">www.pma.edmonton.ab.ca</a></li> <li>- Materials to create a display of various Cree rules of etiquette</li> <li>- Pictures of clothing and beadwork from different Cree communities</li> </ul>

**SAMPLE YEAR PLAN: GRADE 2 (continued)**

	<i>Nôcihitowipîsim</i> September	<i>Kaskatinowipîsim</i> October	<i>Yîkopewipîsim</i> November	<i>Pawâhcakinasîs</i> December	<i>Kîsepîsim</i> January
<b>Âpacihtâwina Resources</b> (continued)		<ul style="list-style-type: none"> <li>- Past and present Mother Earth pictures</li> <li>- Language Experience Charts</li> </ul>		<ul style="list-style-type: none"> <li>- Audio of Cree songs and drumming</li> <li>- Audio tape of stories</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of Cree communities <i>kayâs ekwa anohc</i></li> <li>- Materials for making poster or diorama representations of then and now community buildings</li> </ul>
<b>Kotasinahikewina Ekwa Oyehtamâwina Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Self-assessment</li> <li>- Observations</li> <li>- Self-reflection</li> <li>- Conferences</li> <li>- Journals</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Self-assessment</li> <li>- Reading checklists</li> <li>- Observations</li> <li>- Journals</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Observations</li> <li>- Conferences</li> <li>- Self-reflection</li> <li>- Journals</li> <li>- Reflections</li> <li>- Skills and strategies</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Conferences</li> <li>- Journals</li> <li>- Rubric for posters, collages and dioramas</li> <li>- Anecdotal notes</li> <li>- Retelling checklists</li> <li>- Peer conferences self-check</li> <li>- Journal prompts</li> <li>- Oral story retelling rubric</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Learning logs</li> <li>- Conferences</li> <li>- Observations</li> <li>- Self-assessment</li> <li>- Anecdotal notes</li> <li>- Reflections</li> </ul>



## SAMPLE YEAR PLAN: GRADE 2 (continued)

Grade(s): \_\_\_\_\_ Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

	<i>Mikisiwipîsim</i> <b>February</b>	<i>Niskipîsim</i> <b>March</b>	<i>Ayikipîsim</i> <b>April</b>	<i>Opineyâwipîsim</i> <b>May</b>	<i>Opâskâhowipîsim</i> <b>June</b>
<b><i>Itôtamowina</i> Topics/Themes</b>	<ul style="list-style-type: none"> <li>- My family</li> <li>- Talents</li> </ul>	<ul style="list-style-type: none"> <li>- My body</li> <li>- Actions and verbs</li> <li>- Dance</li> <li>- Senses</li> </ul>	<ul style="list-style-type: none"> <li>- Foods</li> <li>- Mother Earth</li> </ul>	<ul style="list-style-type: none"> <li>- Animals</li> <li>- Creating poetry and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>- Feelings</li> <li>- Review of:                             <ul style="list-style-type: none"> <li>• various greeting dialogues</li> <li>• vocabulary</li> </ul> </li> <li>- Community events</li> </ul>
<b><i>Kaskihtâwina</i> Specific Outcomes</b>	A-2.1a LC-2.3a CM-3.2a A-3.1a LC-3.4a CM-3.4a A-4.1a LC-5.1a CM-3.5a A-6.1a CM-2.5a S-2.1a A-6.3a LC-3.1a LC-1.4a CM-3.1a	A-1.1a A-5.1a LC-3.3a A-1.1b A-6.2a LC-3.4a A-3.1a LC-1.4a LC-4.2a A-3.2a LC-2.1a LC-4.5a A-3.3a LC-3.2a CM-2.3a	A-1.1a A-4.4a CM-1.4a A-1.1b A-5.2a CM-1.5a A-2.1a LC-1.2a CM-2.4a A-3.1a LC-3.3a CM-3.2a A-3.2a CM-1.1a CM-3.3a A-4.1a CM-1.3a S-3.1a	A-2.1a LC-1.2a LC-4.3a A-3.1a LC-2.1a CM-1.3a A-4.1a LC-3.1a S-2.1a A-6.1a LC-3.2a S-4.1a A-6.2a LC-4.1a	A-2.1a LC-2.2a S-1.1a A-2.2a LC-4.1a S-3.1a A-6.1a LC-5.1a A-6.2a CM-3.1a
<b><i>Kiskeyhtamowina</i> <i>Itôtamowina</i> Learning Activities</b>	<ul style="list-style-type: none"> <li>- Cree to English translation word chart</li> <li>- Cree family tree</li> <li>- Characters relationship webs</li> <li>- <i>Nôhkom itwew</i> game</li> <li>- Using family vocabulary found in family photograph albums</li> <li>- Students share information about immediate kinship terms</li> <li>- Simple daily or weekly paragraph</li> <li>- Classmate talent brainstorming session</li> <li>- Things they enjoy graphs</li> <li>- Linking word circle activity</li> <li>- Adjective body tracing activity</li> <li>- Self-portrait</li> <li>- Positive qualities of classmate booklets</li> <li>- Labelled self and family drawings</li> </ul>	<ul style="list-style-type: none"> <li>- Student body parts practice game</li> <li>- Review of basic classroom action words</li> <li>- Alphabet book of actions</li> <li>- Action mimes</li> <li>- Acting out sports</li> <li>- Classifying items based on senses</li> <li>- Smells, textures and flavours blindfold activity</li> <li>- Phrase bag activity</li> <li>- Nature walk and senses</li> <li>- Teacher-led total physical response (TPR)</li> <li>- Teacher-guided movement and dance to practise simple sentence structures</li> <li>- Guessing actions game</li> <li>- Locative noun activity</li> <li>- Simple commands or requests imperative cards</li> <li>- Student-created patterned sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Labelled drawings of food</li> <li>- Grocery shopping role-play</li> <li>- Creation of simple restaurant menus</li> <li>- Class event invitations</li> <li>- Skits for simple greetings</li> <li>- Procedure for making bannock</li> <li>- Different ways of preparing bannock</li> <li>- Oral family invitation</li> <li>- Labelling cultural event pictures with captions</li> <li>- Mother Earth related activities like berry picking, composting, recycling, gardening</li> <li>- Birch bark pictures</li> <li>- Past and present traditional foods comparison chart</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion on animal characters in a legend</li> <li>- Students respond to full sentences</li> <li>- Singing animal songs</li> <li>- Animal riddles</li> <li>- Topic webs</li> <li>- Pictorial representation of scenes</li> <li>- Student-reconstructed sentences</li> <li>- Simple familiar stories told orally</li> <li>- Animal skits</li> <li>- Students designate sentences as being formal versus informal</li> <li>- Listening to radio</li> <li>- Teacher encourages students to form sentences</li> <li>- Creating poetry and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>- Student sharing of character feelings in a story</li> <li>- Feelings display</li> <li>- Feelings response for a story</li> <li>- Feelings write ups</li> <li>- Student sharing of their feelings about story contents</li> <li>- Student-created feelings sentences</li> <li>- Guessing game</li> <li>- Students create as many phrases as they can from a word</li> <li>- Brainstorming and creating a web of simple words</li> <li>- Looking at voice tone when viewing a dramatic movie or TV show</li> <li>- Combining two sentences into one</li> <li>- School event time line</li> </ul>

**SAMPLE YEAR PLAN: GRADE 2 (continued)**

	<i>Mikisiwipîsim</i> <b>February</b>	<i>Niskipîsim</i> <b>March</b>	<i>Ayîkipîsim</i> <b>April</b>	<i>Opineyâwipîsim</i> <b>May</b>	<i>Opâskâhowipîsim</i> <b>June</b>
<b><i>Kiskeyihtamowina</i> <i>Itôtamowina</i> Learning Activities (continued)</b>	<ul style="list-style-type: none"> <li>- “What I like to do” diorama</li> <li>- Kinship chart</li> <li>- Show and tell</li> <li>- Picture book of community helpers</li> <li>- “What I’d like to be when I grow up” diorama</li> <li>- Sharing circle about students’ cultural skills and talents</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Awîyak epîhtokwet</i> game</li> <li>- Cree chants</li> <li>- Recall of field trip observations</li> <li>- Brown bag message activity</li> <li>- Group activity to practise various Cree expressions</li> <li>- Student practice of expressions</li> <li>- Appropriate and inappropriate nonverbal behaviours table</li> <li>- Television program and video viewing for nonverbal behaviours</li> <li>- Students listen to a simple song in Cree and create actions</li> <li>- Introduction to various dances</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming session on the traditional way of giving thanks to animals and viewing videos or pictures showing how hides are prepared</li> <li>- Making jerky</li> <li>- Lesson on dried foods of the past</li> <li>- Home, school and community related pictures</li> <li>- Small feast</li> <li>- Firsthand cultural experiences</li> </ul>		<ul style="list-style-type: none"> <li>- Students formulate sentences, using patterns used in Cree to demonstrate actions, commands and possessions</li> <li>- Participate in cultural ceremonies or celebrations</li> <li>- Student-created original dialogue</li> </ul>
<b><i>Âpacihtâwina</i> Resources</b>	<ul style="list-style-type: none"> <li>- Song “<i>Nâpesis nîya Iskwehis nîyaw</i>”; tape from <i>Pîsim</i> series</li> <li>- Materials for creating mini posters</li> <li>- Magazines</li> <li>- Blackline master for a family tree/kinship chart</li> <li>- Materials for making “All about Me” booklets</li> <li>- Materials for creating self-portraits</li> <li>- Materials for drawing pictures</li> <li>- Materials for making dioramas</li> <li>- Family photographs</li> </ul>	<ul style="list-style-type: none"> <li>- Simple messages on pieces of paper for the brown bag activity</li> <li>- <i>Dances of the Northern Plains Cree Hunters</i> videos</li> <li>- Pieces of paper for body activity</li> <li>- Materials for making an alphabet book of actions</li> <li>- Teacher-made action word cards</li> <li>- List of sports</li> <li>- Field trip agendas</li> <li>- Teacher-made imperative cards</li> <li>- Television shows or videos</li> <li>- Brian MacDonald songs</li> </ul>	<ul style="list-style-type: none"> <li>- Several pictures of cultural events</li> <li>- <i>Pîsim</i> series: berry picking</li> <li>- <i>Elders Speak</i> by Dianne Mielli</li> <li>- The Syncrude Gallery of Aboriginal Culture, Provincial Museum of Alberta, Edmonton, Alberta www.pma.edmonton.ab.ca</li> <li>- <i>Nihiyawewin</i> 10, 20, 30</li> <li>- <i>Pakan</i> 4, 5, 6</li> <li>- <i>Micowina</i> – Learning Cree Series</li> <li>- <i>Askîw’meskwacipayowina</i></li> </ul>	<ul style="list-style-type: none"> <li>- Cree Legends – ACCESS: The Education Station</li> <li>- Music tapes and CDs</li> <li>- Books</li> </ul>	<ul style="list-style-type: none"> <li>- Video of a dramatic movie or TV show</li> <li>- Journals</li> <li>- Magazines</li> <li>- Materials for drawing favourite food</li> <li>- Materials for creating feelings words display</li> <li>- Cree Legends – ACCESS: The Education Station</li> </ul>

**SAMPLE YEAR PLAN: GRADE 2 (continued)**

	<i>Mikisiwipîsim</i> <b>February</b>	<i>Niskipîsim</i> <b>March</b>	<i>Ayîkipîsim</i> <b>April</b>	<i>Opineyâwipîsim</i> <b>May</b>	<i>Opâskâhowipîsim</i> <b>June</b>
<b><i>Kotasinahikewina</i> <i>Ekwa</i> <i>Oyehamâwina</i> Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Poster checklist</li> <li>- Self-assessment</li> <li>- Conferences</li> <li>- Checklists</li> <li>- Observations</li> <li>- Journals</li> <li>- Diorama checklist</li> <li>- Work samples</li> <li>- Self-reflection</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Observations</li> <li>- Conferences</li> <li>- Learning logs</li> <li>- Journals</li> <li>- Self-reflection</li> <li>- Self-assessment</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Observations</li> <li>- Learning logs</li> <li>- Self-assessment</li> <li>- Journals</li> <li>- Conferences</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Conferences</li> <li>- Work samples</li> <li>- Anecdotal notes</li> <li>- Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Conferences</li> <li>- Journals</li> <li>- Observations</li> <li>- Portfolios</li> <li>- Self-reflection</li> <li>- Skills and strategies</li> <li>- Participation: listening, writing and reading</li> </ul>

### SAMPLE YEAR PLAN: GRADE 3

Grade(s): \_\_\_\_\_

Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

	<i>Nôcihitowipîsim</i> September	<i>Kaskatinowipîsim</i> October	<i>Yîkopewipîsim</i> November	<i>Pawâhcakinasîs</i> December	<i>Kisepîsim</i> January
<b><i>Itôtamowina</i></b> Topics/Themes	<ul style="list-style-type: none"> <li>- Daily routine vocabulary and commands</li> <li>- Greeting dialogues</li> <li>- Mother Earth</li> <li>- Values</li> </ul>	<ul style="list-style-type: none"> <li>- Weather</li> <li>- Colours</li> <li>- Clothing</li> </ul>	<ul style="list-style-type: none"> <li>- Commands and directions</li> <li>- Songs</li> </ul>	<ul style="list-style-type: none"> <li>- Community in the past and present</li> <li>- Other communities</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Acimowina</i> (stories)</li> <li>- Expressions</li> </ul>
<b><i>Kaskihtâwina</i></b> Specific Outcomes	A-1.1a A-6.2a LC-5.1a A-2.1a A-6.3a CM-1.1a A-2.1b LC-1.2a CM-3.2a A-3.1a LC-1.3a CM-3.3a A-5.1a LC-2.2a S-1.1a A-5.2a LC-2.3a S-2.1a A-6.1a LC-4.1a S-4.1a	A-1.1a A-5.2a LC-5.2a A-2.1a A-5.4a S-1.1a A-2.1b A-6.3a S-3.1a A-2.2a LC-1.2a S-4.1a A-3.1a LC-1.4a	A-1.1a LC-3.1a CM-2.3a A-3.1a LC-3.2a S-1.1a A-3.2a LC-3.4a S-3.1a A-3.3a LC-5.1a S-3.3a LC-1.3a LC-5.2a S-4.1a LC-1.4a CM-1.3a LC-2.1a CM-1.5a	A-1.1a LC-5.3a CM-3.2a A-3.2a CM-1.2a CM-3.3a A-3.3a CM-1.3a CM-3.5a A-4.1a CM-1.4a S-2.1a A-5.3a CM-2.2a S-3.1a LC-3.4a CM-2.4a LC-4.3a CM-2.5a	A-4.1a LC-2.3a LC-5.1a A-5.1a LC-3.1a LC-5.2a A-5.2a LC-3.2a LC-5.3a A-5.3a LC-4.1a CM-1.1a LC-1.1a LC-4.2a CM-1.5a LC-1.2a LC-4.3a CM-2.1a LC-2.1a LC-4.5a S-1.1a S-3.1a
<b><i>Kiskeyihtamowina</i></b> <b><i>Itôtamowina</i></b> Learning Activities	<ul style="list-style-type: none"> <li>- Daily routine review game</li> <li>- Class routine requests</li> <li>- Field trip reflections</li> <li>- Group brainstorming list of topics</li> <li>- Word puzzles and crossword puzzles</li> <li>- Concrete poem presentations</li> <li>- Personal enjoyment experiences</li> <li>- Topic webs</li> <li>- Syllabics chart</li> <li>- Sharing circle</li> <li>- Picture dictionary</li> <li>- Familiar topic sharing</li> <li>- Speaking in simple sentences during sharing circle</li> <li>- Advertisements in Cree</li> <li>- Teacher response to inappropriate language used by students</li> <li>- Activity step recall</li> </ul>	<ul style="list-style-type: none"> <li>- Weather terms wall chart</li> <li>- Question spinning game</li> <li>- Sentence formation using weather cards</li> <li>- Using expressions when making requests</li> <li>- Classroom weather chart</li> <li>- Colour and styles of beadwork pictures</li> <li>- Phonetic spelling strategy for singular nouns</li> <li>- Colour descriptor for singular nouns</li> <li>- Teacher-prepared dialogues with questions</li> <li>- Colour of classroom inanimate objects</li> <li>- Noun possession form for NA and INA plural nouns</li> <li>- Demonstrative pronouns</li> <li>- Personal pronouns</li> <li>- Colour descriptors for plural animate and inanimate nouns</li> </ul>	<ul style="list-style-type: none"> <li>- Students respond to questions about classroom objects</li> <li>- Sentence starter posters</li> <li>- Action mimes</li> <li>- Pin the facial feature and listening to directions</li> <li>- Listening to directions for a maze</li> <li>- Giving directions on a map</li> <li>- Musical chair format to practise giving directions</li> <li>- Teacher modelling of basic commands with total physical response (TPR)</li> <li>- Commands or requests using action words</li> <li>- Question and answer activity</li> <li>- Declarative statement simple sentence in different forms</li> <li>- Single sentences</li> <li>- Listening carefully to directions</li> <li>- Action song <i>Nikamowin</i></li> </ul>	<ul style="list-style-type: none"> <li>- Describing community pictures</li> <li>- List of activities during a vacation trip</li> <li>- Thank-you note to a storyteller</li> <li>- Researching an Aboriginal group</li> <li>- Cree community diorama activity</li> <li>- Classroom guests</li> <li>- Skits for practising different Cree accents</li> <li>- Responding with <i>ehâ/namôya</i></li> <li>- "Our Community in the Past" poster</li> <li>- Time line of community changes</li> <li>- Research what life was like in our Cree community in the past and present</li> <li>- Past and present community poster or collage</li> </ul>	<ul style="list-style-type: none"> <li>- Feeling response to a story</li> <li>- Pictorial representation of text</li> <li>- Student reflection of stories</li> <li>- Predictions to stories</li> <li>- Character analysis</li> <li>- Pictorial representation of characters in a story</li> <li>- Performance of story skits in groups</li> <li>- Reading of stories</li> <li>- Simple repetitive patterned texts or stories</li> <li>- Creating a class story using short simple sentences</li> <li>- Acceptance of food at a feast by saying <i>ay hi</i></li> <li>- Protocol for accepting food</li> <li>- Cartoon illustrations of expressions</li> <li>- Encouragement for students to use expressions in class</li> <li>- Buddy reading</li> </ul>

**SAMPLE YEAR PLAN: GRADE 3 (continued)**

	<i>Nôcihitowipîsim</i> September	<i>Kaskatinowipîsim</i> October	<i>Yîkopewipîsim</i> November	<i>Pawâhcakinasîs</i> December	<i>Kisepîsim</i> January
<b><i>Kiskeyihtamowina</i> <i>Itôtamowina</i> Learning Activities (continued)</b>	<ul style="list-style-type: none"> <li>- Conserving resources brainstorming session</li> <li>- Community events and showing respect to Mother Earth</li> <li>- Personal information sharing sessions</li> <li>- Regular classroom guests journal entry</li> <li>- Personal dictionary additions</li> <li>- Encouragement to use Cree</li> <li>- Traditional value teachings</li> <li>- “What Mother Earth Means to Me” booklets</li> </ul>	<ul style="list-style-type: none"> <li>- Changing an action word to a noun</li> <li>- Locative nouns</li> <li>- Hand gestures to indicate personal pronouns</li> <li>- Simple questions</li> <li>- Questions using <i>ci</i></li> <li>- Noun possession form for NA and NI</li> <li>- <i>Awa/oma</i> to distinguish NA nouns</li> <li>- Personal pronouns</li> <li>- Imperative form</li> <li>- Review of <i>oma</i></li> <li>- Clothing posters</li> <li>- Listening to the song “Colours”</li> <li>- Strategies for reading</li> <li>- Collage of clothing</li> </ul>	<ul style="list-style-type: none"> <li>- Looking at other action song patterns</li> <li>- Creating a simple paragraph using sentence strips</li> <li>- Complete sentences with action words</li> <li>- Action words with pictures</li> <li>- Perform action skits</li> <li>- Action collage</li> <li>- Inside–Outside circle to practise linking two sentences together</li> <li>- Oral examples of song</li> <li>- Cree song</li> <li>- Round dance</li> <li>- Listening to different drum groups</li> <li>- Participating in singing</li> <li>- Sentence starters and fill in the blanks</li> <li>- Use of sound–symbol to aid in reading comprehension</li> <li>- Teacher encourages students to write words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>- Mural or poster illustrating the Cree way of life</li> <li>- Mother Earth interactions in the past and in the present table</li> <li>- Past and present artifacts chart</li> <li>- Past and present Venn diagram</li> <li>- Research on the life of a Cree leader</li> <li>- Sharing of family experience similarities</li> <li>- Community or town hall field trip</li> <li>- Community association posters</li> <li>- Regular classroom guests journal entry</li> <li>- Traditional community event participation</li> <li>- Community member cultural gifts discussion</li> <li>- Making moccasins</li> </ul>	<ul style="list-style-type: none"> <li>- Practice of facial expressions</li> <li>- Brainstorm various facial expressions</li> <li>- Role-play using words for appropriate and inappropriate behaviour</li> <li>- Appropriate and inappropriate behaviour wall chart</li> <li>- Short story sentence sequencing activity</li> <li>- Reading of a legend</li> <li>- <i>Wesahkecâhk</i> legends</li> <li>- Creating a song, poem or work of art for familiar phrases</li> <li>- Story map comparison between two regional legends</li> <li>- Students practise being considerate and helpful</li> </ul>
<b><i>Âpacihtâwina</i> Resources</b>	<ul style="list-style-type: none"> <li>- <i>Pisim</i> series</li> <li>- Learning logs or response journals</li> <li>- Comic strips</li> <li>- Word searches and crossword puzzles</li> <li>- Materials for making a picture dictionary</li> <li>- Simple advertisements</li> <li>- Materials for making thank-you cards</li> <li>- <i>Kihteyayak</i></li> <li>- Materials for making “What Mother Earth Means to Me” booklets</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-made weather term poster</li> <li>- A list of weather vocabulary words</li> <li>- Materials for creating weather cards</li> <li>- Teacher-made basic classroom expressions posters</li> <li>- Weather symbols and weather chart display</li> <li>- Various inanimate objects</li> <li>- Materials for making seasonal clothing posters</li> <li>- Short dialogue for shared reading</li> </ul>	<ul style="list-style-type: none"> <li>- “<i>Nikamowin</i>” song by Brian MacDonald</li> <li>- <i>Nihiyawewin</i> 10, Duval House Publishing</li> <li>- <i>Mistassini Cree</i> video</li> <li>- Round dance tape</li> <li>- <i>Kihteyaya</i> knowledgeable in round dance/tea dance</li> <li>- <i>Kihteyaya</i> knowledgeable about <i>ospwâkan</i></li> <li>- Drum groups (example) <ul style="list-style-type: none"> <li>• Driftpile</li> <li>• Alexis</li> <li>• Saddle Lake</li> <li>• Hobbema</li> </ul> </li> <li>- <i>Dances of the Northern Plains</i> video</li> <li>- Materials for making sentence starter posters</li> </ul>	<ul style="list-style-type: none"> <li>- Fort Edmonton Park, Edmonton, Alberta <a href="http://www.gov.edmonton.ab.ca/fort">www.gov.edmonton.ab.ca/fort</a></li> <li>- The Syncrude Gallery of Aboriginal Culture, Provincial Museum of Alberta, Edmonton, Alberta, <a href="http://www.pma.edmonton.ab.ca">www.pma.edmonton.ab.ca</a></li> <li>- Videos: <i>The Little Trapper, Cree Hunters of Mistassini</i>, National Film Board of Canada.</li> <li>- Community pictures</li> <li>- Community map of the local area</li> <li>- Chart paper for the Aboriginal study group activity</li> </ul>	<ul style="list-style-type: none"> <li>- Books by Darlene Speidel, Saskatchewan Indian Cultural Centre, 1992: <ul style="list-style-type: none"> <li>• <i>Nipêhtên Nipêhtawâw</i></li> <li>• <i>Nikaskihân</i></li> <li>• <i>Ita Kâ–nipâyahk</i></li> <li>• <i>Niwâpamâw Niwâpahtên</i></li> </ul> </li> <li>- <i>Kihiyawewin</i> 10, 20, 30</li> <li>- <i>Pakan</i> 4, 5, 6</li> <li>- <i>Micowina</i> (Foods) – Learning Cree Series, Book 7</li> <li>- <i>Askiw Meskwacipayowina</i> (Seasons)–Learning Cree Series, Book 6</li> <li>- Number cards</li> <li>- Teacher-made spelling pattern posters</li> <li>- Sample story map required</li> <li>- <i>Kihteyayak</i></li> </ul>

**SAMPLE YEAR PLAN: GRADE 3 (continued)**

	<i>Nôcihitowipîsim</i> September	<i>Kaskatinowipîsim</i> October	<i>Yîkopewipîsim</i> November	<i>Pawâhcakinasîs</i> December	<i>Kîsepîsim</i> January
<b>Âpacihtâwina Resources</b> (continued)		<ul style="list-style-type: none"> <li>- Materials for making a collage</li> <li>- <i>Kihteyayak</i></li> </ul>	<ul style="list-style-type: none"> <li>- List of action words</li> <li>- Teacher-made display for playing the pin-up facial features game</li> <li>- <i>Kihteyayak</i></li> </ul>	<ul style="list-style-type: none"> <li>- Materials for creating a Cree community diorama</li> <li>- Sample of skit storylines</li> <li>- Several gathering posters</li> <li>- Materials for creating a poster or collage</li> <li>- Materials for creating a class display on their community in the past</li> <li>- Materials for creating community posters</li> <li>- Agenda for a trip to the community archive or town hall</li> <li>- <i>Kihteyayak</i></li> </ul>	
<b>Kotasinahikewina Ekwa Oyehtamâwina Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Learning logs/response journals</li> <li>- Work samples</li> <li>- Conferences</li> <li>- Self-assessment of writing</li> <li>- Peer conference self-check</li> <li>- Checklists</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Self-assessment</li> <li>- Conferences</li> <li>- Work samples</li> <li>- Observations</li> <li>- Tests and quizzes</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Writing rubric</li> <li>- Conferences</li> <li>- Self-assessment</li> <li>- Tests and quizzes</li> <li>- Checklists</li> <li>- Observations</li> <li>- Portfolios</li> <li>- Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Conferences</li> <li>- Self-assessment</li> <li>- Work samples</li> <li>- Rubric</li> <li>- Journals</li> <li>- Poster/collage/checklist</li> <li>- Observations</li> <li>- Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>- Conferences</li> <li>- Checklists</li> <li>- Writing rubric</li> <li>- Anecdotal notes</li> <li>- Portfolios</li> </ul>

**SAMPLE YEAR PLAN: GRADE 3 (continued)**

Grade(s): \_\_\_\_\_

Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

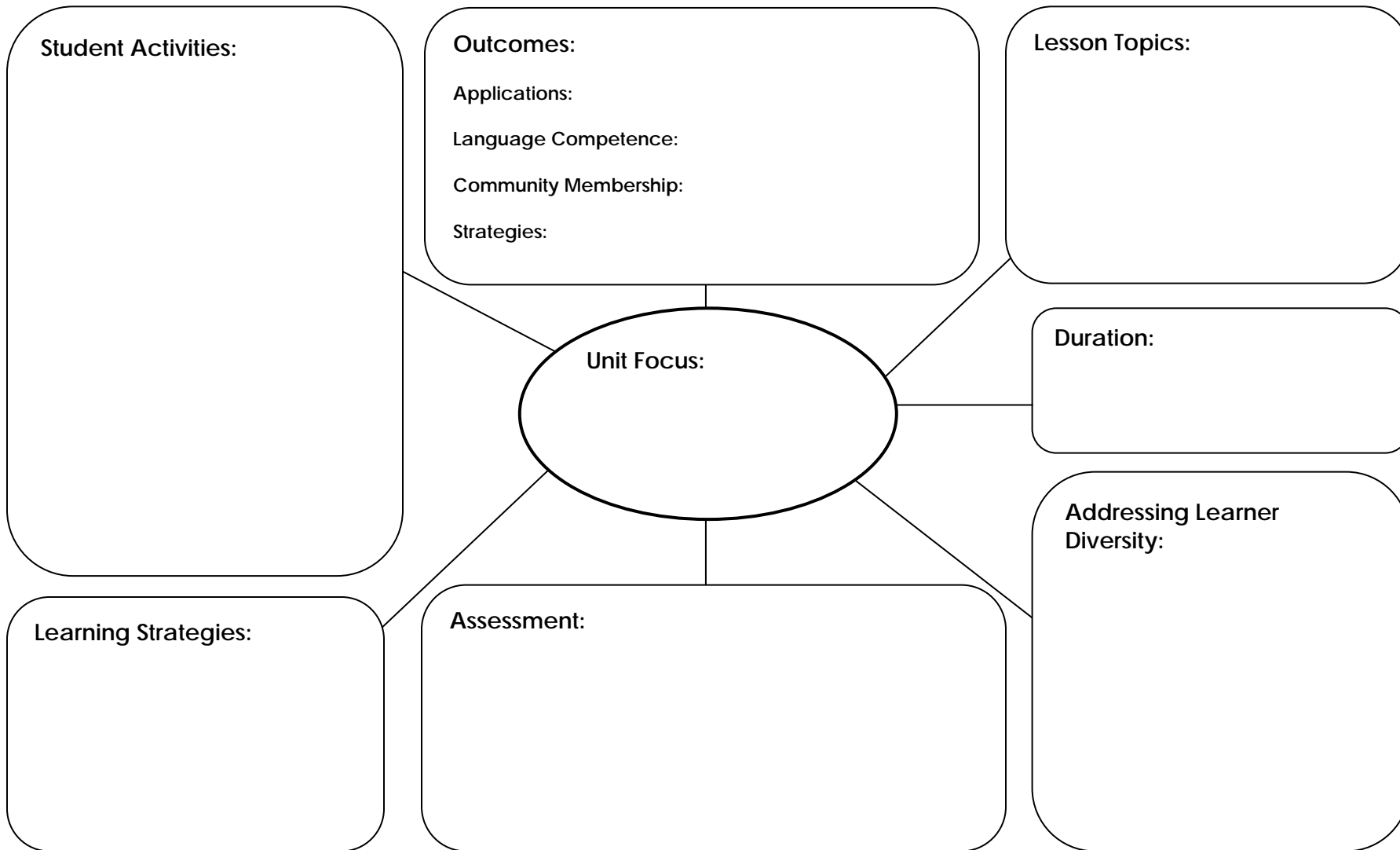
	<i>Mikisiwipîsim</i> <b>February</b>	<i>Niskipîsim</i> <b>March</b>	<i>Ayikipîsim</i> <b>April</b>	<i>Opineyâwipîsim</i> <b>May</b>	<i>Opâskâhowipîsim</i> <b>June</b>
<b><i>Itôtamowina</i> Topics/Themes</b>	– Sound	– Family – <i>Kihtheyayak</i> teachings	– Feelings – Things around me – Working with others	– Plants – Animals – Food	– Crafts – Cree culture – Review
<b><i>Kaskihtâwina</i> Specific Outcomes</b>	A–6.1a LC–1.3a LC–3.2a A–6.2a LC–2.2a LC–4.2a LC–1.1a LC–2.3a LC–5.1a LC–1.2a LC–3.1a S–1.1a	A–2.1a LC–4.1a CM–2.2a A–2.1b LC–4.3a CM–3.2a A–6.1a LC–4.4a CM–3.3a LC–2.2a CM–1.2a CM–3.5a LC–2.3a CM–1.3a S–3.1a LC–3.2a CM–2.1a	A–2.1a A–5.4a CM–2.1a A–2.1b LC–1.2a CM–2.5a A–2.2a LC–3.4a CM–3.1a A–4.1a LC–4.2a CM–3.3a A–5.1a LC–5.3a CM–3.4a A–5.2a CM–1.5a S–1.1a	A–2.1a LC–3.3a CM–2.3a A–2.1b LC–4.4a CM–2.4a A–5.1a CM–1.2a CM–2.5a A–6.2a CM–1.3a S–1.1a LC–1.1a CM–1.4a S–3.1a LC–2.2a CM–2.1a	A–6.3a LC–3.4a CM–2.4a LC–3.1a LC–4.4a CM–3.2a LC–3.2a CM–1.4a S–3.3a LC–3.3a CM–2.3a S–2.1a
<b><i>Kiskeyitamowina</i> <i>Itôtamowina</i> Learning Activities</b>	<ul style="list-style-type: none"> <li>– Greeting dialogue bubbles</li> <li>– Student-created picture stories</li> <li>– Brainstorming words that are spelled the same but have different stress and intonation</li> <li>– Practice of vocabulary in a circle</li> <li>– Introduction to sounds</li> <li>– Familiar classroom/school role-play situations</li> <li>– Familiar word and phrase chart</li> <li>– Creating a class story</li> <li>– Discussion on vocabulary words on familiar topics</li> <li>– One word practice during school-based activities</li> <li>– Sentence strips in the right sequence</li> <li>– Story model and action words</li> <li>– Creation of short dialogues on various topics</li> <li>– Informal role-play of dialogues</li> </ul>	<ul style="list-style-type: none"> <li>– Familiar word search and crossword puzzles</li> <li>– Cone dolls or paper dolls</li> <li>– Providing fill-in-the-blank information about family members</li> <li>– Student sharing on familiar topics</li> <li>– Cartoon representation of a conversation</li> <li>– Poster representation of a <i>Kihtheyaya</i> visit</li> <li>– Protocol for approaching a <i>Kihtheyaya</i></li> <li>– Proper ways of speaking to <i>Kihtheyayak</i></li> <li>– Invite grandparents and guests to tell stories</li> <li>– Skits demonstrating acting impolitely and politely</li> <li>– Role-play situations of encountering people of different ages</li> <li>– <i>Kihtheyaya</i> teachings of the past and present</li> <li>– <i>Kihtheyaya</i> teachings of cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>– Pictures of emotional facial expressions</li> <li>– Emotion vocabulary list and cards</li> <li>– Complimentary phrase fill-in-the-blanks</li> <li>– Interviewing students</li> <li>– Individual personal information books</li> <li>– Topic webs</li> <li>– Teacher-presented picture story of daily activities</li> <li>– Creative representation of a song, poem</li> <li>– Magazine cut-out pictures of activities for enjoyment</li> <li>– Student use of expressions for establishing a relationship</li> <li>– Community event calendar</li> <li>– Birthday cards</li> <li>– Concrete poetry</li> <li>– Student autobiographies</li> <li>– Descriptions of student strengths and abilities</li> <li>– Body outline poster stressing student strengths</li> </ul>	<ul style="list-style-type: none"> <li>– Three labelled student food preferences</li> <li>– Growing plants</li> <li>– Cree word search puzzles</li> <li>– Cree vocabulary practice and review</li> <li>– Recall of vocabulary words relating to recent activities</li> <li>– Cree picture story</li> <li>– Story flash cards to create unique stories</li> <li>– Role-play of encounters in different settings</li> <li>– Fort Edmonton Park/museum field trip</li> <li>– Traditional products from Mother Earth</li> <li>– List of products made from animals</li> <li>– Preparing and serving food for a class feast</li> <li>– Collecting mint and muskeg tea</li> <li>– Traditional and contemporary hide-tanning methods and artifacts</li> </ul>	<ul style="list-style-type: none"> <li>– Artifact show and tell</li> <li>– Shape poems</li> <li>– Secret messages to friends and various familiar words and phrases</li> <li>– Field trip photographs and descriptions</li> <li>– List of scenarios dealing with formal and informal language</li> <li>– Student-created dialogue using expressions related to various topics</li> <li>– Role playing conventions of greeting others</li> <li>– Study of basket-making</li> <li>– Viewing of videos on Cree cultural practices and activities</li> <li>– Friendship circle sharing session about cultural activities</li> <li>– Viewing of the video <i>Gifts of the Northern Cree</i></li> </ul>

**SAMPLE YEAR PLAN: GRADE 3 (continued)**

	<i>Mikisiwipîsim</i> <b>February</b>	<i>Niskipîsim</i> <b>March</b>	<i>Ayîkipîsim</i> <b>April</b>	<i>Opineyâwipîsim</i> <b>May</b>	<i>Opâskâhowipîsim</i> <b>June</b>
<i>Kiskeyihtamowina</i> <i>Itôtamowina</i> <b>Learning Activities</b> (continued)	<ul style="list-style-type: none"> <li>- Short dialogues with expressions related to various topics</li> <li>- Sequencing of story sentences</li> <li>- Brainstorming different ways of being helpful at school</li> <li>- Vocabulary bingo</li> </ul>	<ul style="list-style-type: none"> <li>- Practise and role-play of phrases</li> <li>- Fill-in-the-blank sentence prompts</li> <li>- Pictorial representation of a holiday celebration</li> <li>- Discussion on the special cultural gifts possessed by people</li> <li>- Personal dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading of short dialogues</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing traditional and contemporary hide-tanning methods</li> <li>- Mother's or Father's Day cards</li> <li>- Writing various riddles</li> <li>- Word guessing game</li> </ul>	
<i>Âpacihtâwina</i> <b>Resources</b>	<ul style="list-style-type: none"> <li>- <i>Nihyawewin</i> 10</li> <li>- <i>Pisim</i> Series</li> <li>- <i>Kihteyayak</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Nihyawewin</i> 10</li> <li>- <i>Kihteyayak</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Nihyawewin</i> 10</li> <li>- Concrete poems</li> <li>- Tipi teachings, Saskatchewan Cultural Centre</li> <li>- <i>Kihteyayak</i></li> </ul>	<ul style="list-style-type: none"> <li>- Materials for growing plants</li> <li>- <i>Pakwachi Pisiskowa</i> (Wild Animals) by Dr. Anne Anderson</li> <li>- <i>Nihyawewin</i> 10, 20, 30,</li> <li>- Fort Edmonton Park, Edmonton, Alberta, <a href="http://www.gov.edmonton.ab.ca/fort">www.gov.edmonton.ab.ca/fort</a></li> <li>- The Syncrude Gallery of Aboriginal Culture, Provincial Museum of Alberta, Edmonton, Alberta, <a href="http://www.pma.edmonton.ab.ca">www.pma.edmonton.ab.ca</a></li> <li>- Concrete poems</li> <li>- <i>Kihteyayak</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Pisim</i> Series, Duval House Publishing</li> <li>- <i>Nihyawewin</i> 10, 20, 30</li> <li>- <i>The Mistassini Cree Hunters</i> video</li> <li>- <i>Gifts of the Northern Cree</i> video</li> <li>- Materials for creating shape poems</li> <li>- Pictures or artifacts related to Cree culture for show and tell</li> <li>- <i>Kihteyayak</i></li> </ul>
<i>Kotasinahikewina</i> <i>Ekwa</i> <i>Oyehamâwina</i> <b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Conferences</li> <li>- Observations</li> <li>- Checklists</li> <li>- Writing rubrics</li> <li>- Work samples</li> <li>- Self-assessment</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Writing checklist</li> <li>- Work samples</li> <li>- Journals</li> <li>- Self-assessment</li> <li>- Conferences</li> <li>- Learning logs</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Self-reflection</li> <li>- Sharing circle</li> <li>- Work samples</li> <li>- Observations</li> <li>- Conferences</li> <li>- Journals</li> <li>- Self-assessment</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Learning logs</li> <li>- Journals</li> <li>- Work samples</li> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Conferences</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Work samples</li> <li>- Self-assessment</li> <li>- Group inquiry checklists</li> <li>- Writing checklist</li> <li>- Checklists</li> <li>- Venn diagram work sample</li> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Conferences</li> <li>- Portfolios</li> </ul>



## Unit Plan Overview



## Unit Plan A

Grade(s): \_\_\_\_\_ Unit Focus: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

### Outcomes:

- ✦ Applications
- ✦ Language Competence
- ✦ Community Membership
- ✦ Strategies

Possible Student Learning Strategies:

### Teaching and Learning Activities:

Resources:

Planning for Diversity:

Assessment  
and Evaluation:

## Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

## Unit Plan C

<b>Title:</b>	<b>Time line:</b>
<b>General outcome:</b>	
<b>Specific outcomes</b>	<b>Learning strategies and activities</b>
<b>Getting-ready activities</b> (Strategies for activating and assessing prior knowledge and creating interest in new unit)	
<b>Assessment strategies and activities</b>	<b>Enrichment strategies</b>
<b>Resources</b>	
<b>Home/school/community connections</b>	<b>Cross-curricular connections</b>

## SAMPLE UNIT PLAN: KINDERGARTEN

Duration: Three Weeks

Teacher(s): \_\_\_\_\_

Unit Focus: *Wâhkôhtowin* (kinship) – Grandparents

<b>Rationale</b>	Grandparents play a major role in the transmission of Cree culture. In this unit, students will engage in a variety of activities that will allow them to interact with and learn from <i>nôhkom</i> and <i>nimoson</i> in the classroom. Having grandparent guests is a way for students to demonstrate and reinforce what they have learned in their Cree class.
<b>Lesson Topics</b>	<ol style="list-style-type: none"> <li>1. Kinship terms for grandparents and drawings of grandparents</li> <li>2. Sharing circle to practise vocabulary associated with grandparents</li> <li>3. Show and tell</li> <li>4. Elder protocol introductory lesson</li> <li>5. <i>Nôhkom</i> and <i>nimosôm</i> guests: <ul style="list-style-type: none"> <li>– to interact with students in Cree</li> <li>– to tell stories of the past</li> <li>– to demonstrate bannock making</li> <li>– to review Cree</li> </ul> </li> <li>6. <i>Nôhkom</i> and <i>nimosôm</i> tea and bannock event</li> <li>7. Newsletter pictures and captions</li> </ol>
<b>General Outcomes</b>	<p>A Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>LC Students will be effective, competent and comfortable as Cree speakers. (<i>Okiskinamawakanak kâ nihta nehiya wewak.</i>)</p> <p>CM Students will live <i>wâwetinahk</i> (peacefully) with Mother Earth, others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator).</p>
<b>Specific Outcomes</b>	<p>A-1.1a Students will be able to share basic information.</p> <p>A-3.2a Students will be able to respond to offers, invitations and instructions.</p> <p>A-4.1b Students will be able to acknowledge basic kinship relationships.</p> <p>A-5.1a Students will be able to investigate the immediate environment.</p> <p>LC-1.3a Students will be able to use a repertoire of words and phrases in familiar contexts, within the lexical field of family.</p> <p>CM-2.4a Students will be able to listen to stories from the past and present, and explore change.</p> <p>CM-3.1a Students will be able to represent themselves and their family, recognizing that they are part of the living world.</p> <p>CM-3.2a Students will be able to share about themselves and their family (traditions, nicknames, practices).</p> <p>CM-3.5a Students will be able to explore and celebrate their own uniqueness; e.g., their grandparents.</p>
<b>Supporting Outcomes</b>	<p>A-5.4a The students will be able to listen attentively and respectfully to ideas and thoughts expressed.</p> <p>LC-2.2a The students will be able to produce simple spoken words and phrases in guided situations.</p> <p>LC-4.1b The students will be able to recognize and use some forms of address denoting respect.</p> <p>A-2.1a The students will be able to express simple preferences.</p>

<p><b>Learning Activities</b></p>	<ul style="list-style-type: none"> <li>• After learning Cree kinship terms for grandparents, students draw a picture of themselves and their grandparents engaging in a fun activity together. (CM–3.1a)</li> <li>• Model the following introductory statement: <i>nimosôm awa, nôhkom awa</i>. (A–4.1b) Students show their drawings and share the names of their grandparents. (A–1.1b)</li> <li>• While studying about grandparents, students show and tell about special objects or pictures belonging to their grandparents. (CM–3.2a) Set up a class or school display of the special objects.</li> <li>• Invite a number of grandparents to the class to interact, in Cree, with students. (LC–4.3a) Students are instructed how to appropriately greet grandparents prior to their arrival. They would address an older woman as <i>nôhkom</i> and an older man as <i>nimosôm</i>. After receiving instruction about how to act and behave appropriately, students sit quietly and listen respectfully while the visitor speaks. (A–5.4a)</li> <li>• Students practise saying <i>tân’si</i>, then saying their name and shaking hands in response to the question; e.g., <i>tan’si kitisiyihkâson</i>. Students practise with a classmate, the teacher. (A–1.1b)</li> <li>• Students practise a variety of action songs. Model at first and then invite students to do the actions on their own. (LC–1.3a)</li> <li>• Students play <i>Nôhkom itwew</i> with a guest grandparent to practise responding to commands and instructions. (A–3.2a)</li> <li>• Students listen to a grandparent who is invited in to share <i>âcimowina</i> about how things were in the past. (CM–2.4a) This can be a time for the students to share with the visiting grandparent things they are learning in the class.</li> <li>• The teacher assists students in the process of completing a group thank-you letter, listing some of the things they learned.</li> <li>• Students touch and taste the ingredients before making bannock. They then participate in making the bannock, with grandparent assistance.</li> <li>• Students paint a picture of themselves making bannock. (A–5.1a)</li> <li>• Review vocabulary for <i>wâhkôhtowin</i> terms with students for a grandparent guest. (CM–3.5a)</li> <li>• Unit to end with a <i>nôhkom</i> and <i>nimosôm</i> tea and bannock. Students introduce their grandparents to their teacher and their classmates. (CM–3.2a). Pictures to be taken throughout this event.</li> <li>• Lead students through a learning experience chart activity to come up with captions for pictures taken at the tea and bannock event. These pictures can be included in the school monthly newsletter.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Materials for drawing and painting pictures</li> <li>• Special family objects</li> <li>• Photographs of grandparents</li> <li>• Ingredients and materials for making bannock</li> <li>• <i>Nôhkom</i> and <i>nimosôm</i> guest speakers</li> <li>• Tea and bannock agenda</li> </ul>
<p><b>Assessment and Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Observations</li> <li>• Anecdotal Notes</li> </ul>
<p><b>Curriculum Integration</b></p>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Social studies</li> </ul>
<p><b>Alternative Performance Tasks</b></p>	<ul style="list-style-type: none"> <li>• Have a <i>Kihteyaya</i> conduct the morning prayer: students participate in routines, such as saying a prayer of thanks, <i>nanaskomowin</i> of a daily routine in the classroom. (CM–1.3a)</li> <li>• Visit grandparent’s home: students are asked to draw a picture of a situation that shows how they demonstrate kindness to grandparents. The teacher asks students to share their pictures. The pictures are scribed and can be used for parent conferences or displayed in the classroom. (CM–3.2a)</li> </ul>

## SAMPLE UNIT PLAN: GRADE 1

Duration: Two Weeks

Teacher(s): \_\_\_\_\_

Unit Focus: Animate and inanimate objects

<b>Rationale</b>	Students will increase their repertoire of animate and inanimate objects in their immediate environment. The activities in this unit will allow students opportunities to communicate phrases with their teacher and fellow classmates. They will be able to demonstrate their ability to recall phrases in Cree. Cree phrases for inanimate objects can be extended to their home environments.
<b>Lesson Topics</b>	<ol style="list-style-type: none"> <li>1. Introductory lesson on classroom vocabulary</li> <li>2. Use of <i>awa, ôma</i> to distinguish and refer to specific animate and inanimate classroom objects</li> <li>3. Students work in pairs to practise animate and inanimate classroom objects</li> <li>4. Students memorize classroom vocabulary</li> <li>5. More practice using pictures</li> <li>6. <i>Kikwây ôma?</i></li> <li>7. Students identify classroom objects in Cree</li> <li>8. Teacher-directed practice of classroom objects</li> <li>9. Review various ways to ask for items (Petâ)</li> <li>10. Students role-play various actions</li> <li>11. Noun possession form for animate singular nouns indicating my (1S), yours (2S), his or hers (3S)</li> <li>12. Students label classroom objects with flash cards</li> </ol>
<b>General Outcomes</b>	<p>A Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>LC Students will be effective, competent and comfortable as Cree speakers. (<i>Okiskinamawakanak kâ nihta nehiya wewak.</i>)</p> <p>S Students will know and use various strategies to maximize the effectiveness of learning and communication.</p>
<b>Specific Outcomes</b>	<p>A-1.1a Students will be able to identify people, places and things.</p> <p>A-3.2a Students will be able to ask or offer to do something.</p> <p>LC-1.4a Students will be able to use, in modelled situations, the following grammatical elements: <i>awa, ôma</i> noun possession form for animate and inanimate singular nouns</p>
<b>Supporting Outcomes</b>	<p>S-1.1a Students will be able to use simple strategies, with guidance, to enhance language learning.</p> <p>LC-1.3a Students will be able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields.</p>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• Introduce classroom vocabulary with flash cards:             <ul style="list-style-type: none"> <li>– <i>masinahikan</i> (book)</li> <li>– <i>tehtapiwin</i> (chair)</li> <li>– <i>mic'sowinahtik</i> (table)</li> <li>– <i>iskwatem</i> (door) (A-1.1a)</li> </ul> </li> <li>• Students will use, in modelled situations, <i>awa, ôma</i> to distinguish and refer to specific animate or inanimate nouns. (LC-1.4a)</li> </ul>

<p><b>Learning Activities</b> (continued)</p>	<ul style="list-style-type: none"> <li>• Walking around the classroom in pairs, students practise identifying inanimate objects; e.g., <ul style="list-style-type: none"> <li>– <i>Ôma masinahikan.</i> (This is a book.)</li> <li>– <i>Mic'sowinahtik ôma.</i> (This is a table.) (A–1.1a)</li> </ul> </li> <li>• Students memorize new vocabulary words by repeating them aloud, using visual prompts; e.g., simple classroom objects. (S–1.1a)</li> <li>• Students are shown pictures and must correctly name the inanimate and animate objects. (S–1.1a)</li> <li>• Students review the vocabulary for a series of familiar objects in the classroom and are asked the question, “<i>Kîkwây ôma?</i>” Students must respond with the answer “_____ <i>ôma.</i>” (LC–1.4a)</li> <li>• Students identify inanimate and animate things in their immediate environment, such as: <ul style="list-style-type: none"> <li>– <i>Ôma iskwahtem.</i> (This is a door.)</li> <li>– <i>Ôma wasenamawin.</i> (This is a window.)</li> <li>– <i>Ôma micsowinahtik.</i> (This is a table.)</li> <li>– <i>Ôma tehtapiwin.</i> (This is a chair.)</li> <li>– <i>Ôma masinahikan.</i> (This is a book.)</li> <li>– <i>Awa mitas.</i> (These are pants.)</li> <li>– <i>Awa astis.</i> (This is a mitt.)</li> <li>– <i>Awa asikan.</i> (This is a sock.)</li> <li>– <i>Awa pihtawetasan.</i> (This is underwear.) (S–1.1a)</li> </ul> </li> <li>• Point to a classroom object and students respond by putting up their hand to name the object in Cree. If the student is correct, say “<i>miywâsin</i>” (good); if the student is incorrect, say “<i>namôya asaymîna itwe</i>” (no, say it again). (LC–3.2a)</li> <li>• Students review various ways to ask for items. They sit in a circle surrounding a table with several items on it. Ask one of the students for an item; e.g., <i>Petâ masinahikan.</i> (Bring me a book.) (A–3.2a)</li> <li>• Students learn basic phrases that they can use in class, such as: <ul style="list-style-type: none"> <li>– <i>Kinitaweyihten ci kimasinahikan?</i> (Do you want your book?)</li> <li>– <i>Kinitaweyihten kimaskimot?</i> (Do you want your bag?)</li> <li>– <i>Kinitaweyihten ci masinahikanapiskos?</i> (Do you want your pen?) (A–3.2a)</li> </ul> </li> <li>• Students make simple flash cards of the objects in the classroom (LC–3.1a). They then post the cards onto the appropriate objects around the classroom; e.g., clock, chair, book, desk, pencil. Students walk around the room, read a card and then call out an object. The student who is closest to the object picks up the object and brings it to the student who called for it. (LC–3.1a)</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Classroom object flash cards</li> <li>• Materials for making student flash cards</li> <li>• Various familiar classroom items; e.g., pen, book, purse, table, chair, window, door, clock.</li> </ul>



<p><b>Assessment and Evaluation</b></p>	<p>Focus for Assessment</p> <ul style="list-style-type: none"> <li>– Does the student identify things?</li> </ul> <p>Observations</p> <p>Look for evidence that students are able to:</p> <ul style="list-style-type: none"> <li>– identify things in Cree</li> <li>– participate willingly</li> <li>– use and repeat simple sentences in guided situations.</li> </ul> <p>Checklists</p> <p>Create a checklist based on the Focus for Assessment criteria. Include the context in which the observations occur and dates of all entries. Review data to note progress and guide individual conferences.</p> <p>Conferences</p> <p>Discuss with students their ability to identify classroom objects in Cree.</p> <p>Anecdotal Notes</p> <p>Observe students' knowledge, attitudes and ability to use phrases. Record this information in the form of anecdotal notes. Date and record the context of each situation and use this data to plan for instruction.</p>
<p><b>Curriculum Integration</b></p>	<ul style="list-style-type: none"> <li>• Art</li> </ul>
<p><b>Alternative Performance Tasks</b></p>	<ul style="list-style-type: none"> <li>• Students can practise vocabulary with students from other grade levels, parents or classroom guests.</li> </ul>

## SAMPLE UNIT PLAN: GRADE 2

Duration: Two weeks

Teacher(s): \_\_\_\_\_

Unit Focus: Verbs

<b>Rationale</b>	In this unit, students will be engaged in various activities to help them recall and use verbs in context.
<b>Lesson Topics</b>	<ol style="list-style-type: none"> <li>1. Verb web</li> <li>2. Review of basic classroom action verbs</li> <li>3. Verb flip book</li> <li>4. Practising the use of verbs</li> <li>5. Miming verbs</li> <li>6. Practising verbs using total physical response (TPR)</li> <li>7. Movement and dance to practise verbs</li> <li>8. Paired student practice of verbs</li> <li>9. Imperative cards</li> <li>10. Daily routine verbs</li> <li>11. Alphabet books</li> </ol>
<b>General Outcomes</b>	<p>A Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>LC Students will be effective, competent and comfortable as Cree speakers. (<i>Okiskinamawakanak kâ nihtâ nehiya wewak.</i>)</p> <p>CM Students will live <i>wâwetinahk</i> (peacefully) with Mother Earth, others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator).</p>
<b>Specific Outcomes</b>	<p>A-3.1a Students will be able to suggest a course of action, and respond to a suggestion.</p> <p>A-3.2a Students will be able to indicate choice from among several options.</p> <p>A-6.2a Students will be able to use the language for personal enjoyment; e.g., make a personal dictionary of favourite words with illustrations.</p> <p>LC-1.4a Students will be able to use, in modelled situations, the following grammatical elements:</p> <ul style="list-style-type: none"> <li>– commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nitohtawin, nitohtawik</i></li> <li>– normalizer, changing an action word (VAI) to a noun adding suffix <i>win</i> to the verb: <i>mîcisowin, nîmihtowin, nikamowin</i></li> </ul> <p>LC-3.2a Students will be able to produce simple written words and phrases in guided situations.</p>
<b>Supporting Outcomes</b>	<p>CM-3.1a Students will be able to express their own concept of themselves, and extend that understanding to include new ideas and perspectives; e.g., home and school.</p> <p>LC-1.2a Students will be able to write some words and phrases of personal significance.</p> <p>LC-2.1a Students will be able to understand simple spoken sentences in guided situations.</p>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• Work with students to create a web on verbs. (LC-1.2a)</li> <li>• Students review basic classroom verbs and respond with actions; e.g.,             <ul style="list-style-type: none"> <li>– <i>api</i> (<i>k</i>) (students sit)</li> <li>– <i>nitohta</i> (students cup their hands to their ears to listen)</li> <li>– <i>atoske</i> (students sit at their desks and pretend to write in their notebooks) (A-3.1a)</li> </ul> </li> <li>• Students make flip books and keep adding verbs to describe themselves as the year progresses. (CM-3.1a)</li> <li>• Students listen to selected verbs that they use in the classroom daily. They practise these verbs with each other, then with the teacher. (LC-1.2a)</li> </ul>

	<ul style="list-style-type: none"> <li>• A student mimes the action written on cards prepared by the teacher. The class members must guess the action. <ul style="list-style-type: none"> <li>– <i>ohpi</i> (jump)</li> <li>– <i>pimpahta</i> (run)</li> <li>– <i>masinaha</i> (write it)</li> <li>– <i>api</i> (sit)</li> <li>– <i>nipawi</i> (stand). (A–3.2a)</li> </ul> </li> <li>• Students respond to teacher commands in a total physical response (TPR) game activity; e.g., <i>nipawi</i>, <i>api</i>, <i>pimohte</i>, <i>pimpahta</i>. (A–6.2a)</li> <li>• In the gym or outside, guide students to use movement and dance to illustrate vocabulary; e.g., <ul style="list-style-type: none"> <li>– <i>tahkiskata/tahkiskacike</i> (kick it)</li> <li>– <i>kwaskohti</i> (jump)</li> <li>– <i>pimosine</i> (throw it)</li> <li>– <i>pakamaha</i> (hit)</li> <li>– <i>nâkateyita</i> (be careful)</li> <li>– <i>tepwe</i> (shout/to be loud)</li> <li>– <i>pimpahta</i> (run). (A–6.2a)</li> </ul> </li> <li>• Provide pairs of students with a list of words that they will use when playing a game. One student does the action. The other student guesses the action and provides the answer in Cree. Students take turns until the list of words is complete. (LC–1.4a)</li> <li>• Create imperative cards on which a simple command or request is written. Students work in groups and take turns picking an imperative card and following the command; e.g., <ul style="list-style-type: none"> <li>– <i>api</i> – student with card picks a student to sit</li> <li>– <i>apik</i> – all students in the group sit except card holder</li> <li>– <i>apitân</i> – card holder and all others sit. (LC–1.4a)</li> </ul> </li> <li>• After learning vocabulary for daily routine activities, students select the correct word that corresponds to the action in the picture provided by the teacher. They write the correct response; e.g., <i>ni _____n</i> (I _____) <i>miciso</i> (eat), <i>minihkwe</i> (drink), <i>waniska</i> (wake up), <i>nimícison</i> (I eat). (LC–3.2a)</li> <li>• Students create alphabet books of actions by either drawing their own pictures or going to a Web site for pictures. They select the most appropriate ones for their books and label them. (A–3.2a)</li> </ul>
<p style="text-align: center;"><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Material for making flip books</li> <li>• Action word flashcards</li> <li>• List of action words</li> <li>• Teacher-made imperative cards</li> <li>• Action pictures</li> <li>• Materials for alphabet books</li> <li>• Web site for action pictures</li> </ul>
<p style="text-align: center;"><b>Assessment and Evaluation</b></p>	<p>Focus for Assessment</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>– play simple games?</li> <li>– do appropriate actions for games?</li> <li>– use basic classroom expressions?</li> <li>– participate willingly in activities?</li> <li>– follow simple commands in Cree?</li> <li>– use Cree creatively?</li> <li>– recognize some basic grammatical structures in simple sentences?</li> <li>– produce simple words in guided situations?</li> </ul> <p>Checklists</p> <p>Develop checklists based on the Focus for Assessment criteria. Date and note the context of the observation over time.</p>

<p><b>Assessment and Evaluation</b> (continued)</p>	<p>Observations Use detachable labels when observing students' knowledge, attitude and abilities in recognizing basic grammatical structures in simple sentences.</p> <p>Self-reflection Involve students in monitoring and tracking their own progress by keeping a Things I Can Do book.</p> <p>Conferences Determine if students are able to produce simple phrases that make sense. Are they able to describe ideas using learned words? Record and date to note student progress over time.</p>
<p><b>Curriculum Integration</b></p>	<ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Computers</li> </ul>
<p><b>Alternative Performance Task</b></p>	<ul style="list-style-type: none"> <li>• In a gym or large classroom setting, students follow the directions of a game called <i>awîyak e pîhtokwet/e pîhtikwet</i>. Students line up in a long line facing you. Explain <i>nohte nitohtam/tinawaw ekwa kiyawaw ayisinatinawaw ekwa – pimohtetan; awîyak e pîhtokwet/e pîhtikwet sohki pimohtetan; naki, pim'pahtatan; awîyak e pîhtokwet/e pîhtikwet sohki pim'pahtatan naki</i> and so on. (LC-2.1a)</li> </ul>

## SAMPLE UNIT PLAN: GRADE 3

Duration: Three Weeks

Teacher(s): \_\_\_\_\_

Unit Focus: *Âciowina* (stories) and *âtayohkewina* (legends)

<b>Rationale</b>	In <i>Nehiyaw</i> culture, oral tradition has been an important method for passing information and knowledge from generation to generation. This was most often done in the form of stories and legends. Students need to be taught to value and respect oral tradition. In this unit, students will participate in a variety of activities relating to stories and legends.
<b>Lesson Topics</b>	<ol style="list-style-type: none"> <li>1. Story predictions and drawing responses</li> <li>2. Sharing circle and feelings about a story</li> <li>3. Structured story reading</li> <li>4. Story detail sentence starters</li> <li>5. Legend predictions and drawings responses</li> <li>6. Legend character drawings</li> <li>7. Legend reading</li> <li>8. Character traits</li> <li>9. Story sentence sequencing</li> <li>10. Group story skits</li> <li>11. Buddy story reading/storytelling chair</li> <li>12. Story maps</li> </ol>
<b>General Outcomes</b>	<p>A Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>LC Students will be effective, competent and comfortable as Cree speakers. (<i>Okiskinamawâkanak ta nihtâ nehiya wewak.</i>)</p>
<b>Specific Outcomes</b>	<p>A-5.1a Students will be able to make and talk about personal observations.</p> <p>LC-2.1a Students will be able to understand short, simple oral texts in guided situations.</p> <p>LC-3.1a Students will be able to understand short, simple written texts in guided situations.</p> <p>LC-5.1a Students will be able to link words or groups of words in simple ways.</p> <p>LC-5.2a Students will be able to recognize some simple oral and print text forms.</p>
<b>Supporting Outcomes</b>	<p>S-1.1a Students will be able to use a variety of simple strategies, with guidance, to enhance language learning.</p> <p>LC-4.3a Students will be able to accept individual differences in speech.</p> <p>A-5.3a Students will be able to experience meaning through a variety of moral teachings and problem-solving stories.</p> <p>CM-1.5a Students will be able to participate in activities that reflect diversity in perspectives related to Mother Earth.</p>

<p style="text-align: center;"><b>Learning Activities</b></p>	<ul style="list-style-type: none"> <li>• Before reading <i>âcimowina</i>, students guess what the story is about by listening to the title. Read the first part to set the stage for students to share their ideas of what will happen. They share their insights through speaking or through drawing a response. Finish reading the story and allow students to compare their initial responses to the actual happenings. (A–5.3a)</li> <li>• After reading a story, students share their feelings about the story during a sharing circle activity. Students sit in a circle and talk about <i>âcimowina</i>. They first share <i>nimiyweyihten ahpô namôya ninistohten</i>. Then they need to share words that they remember and understand from the story during class discussions. (A–5.1a)</li> <li>• Select a story such as <i>Nipêhtên/Nipêhtawâw</i> by Darlene Speidel. Make a copy for students. Students first skim through the book and write down any parts that they do not understand. Read the story page by page. Students then go through each word and break words into syllables, e.g., <i>ni/peh/ten</i>, to help them when they read the story aloud. Ask students to share their understanding of the story. (LC–3.1a)</li> <li>• Students reflect upon Cree <i>âcimowina</i> (stories) previously studied in class and use sentence starters to relate their personal responses; e.g., <ul style="list-style-type: none"> <li>– This story is about ...</li> <li>– This story takes place ...</li> <li>– This story taught me ...</li> <li>– Another story I know that is like/similar to this one is ...</li> <li>– The problem in this story helps me to understand ...</li> <li>– I would _____ to solve the problem. (A–5.3a)</li> </ul> </li> <li>• Students listen to <i>âtayohkewin</i> and then draw the key characters in the legend. (LC–2.1a)</li> <li>• Provide oral examples of <i>âtayohkewin</i> by reading them out loud to students; e.g., <i>Wesahkecâhk</i>. Students listen. Provide a hard copy to students who follow along, paying attention to the beginning, middle and end. (LC–5.2a)</li> <li>• After reading, listening or viewing <i>âtayohkewin</i>, students discuss the characters’ traits. They brainstorm the problem in the story, and if and how the traits of the character(s) contribute to the resolution. What lesson is learned or what teaching is being taught in this story? <ul style="list-style-type: none"> <li>– <i>Kisîwâtisiwin (NPC)/Kisewâtisiwin (SPC)</i> (kindness)</li> <li>– <i>Kihceyihtowin</i> (respect)</li> <li>– <i>Tapahteyimisowin</i> (humbleness/humility)</li> <li>– <i>Nanahitamowin</i> (obedience). (A–5.3a)</li> </ul> </li> <li>• Students listen to a story no longer than 12 sentences in length and then receive strips of paper with a sentence from the story written on each one. Students put the sentences in the correct order to match what happened in the story. (LC–5.1a)</li> <li>• Students divide into groups of four or five. Provide each group with a short, simple story or scenario. Students then work in groups to create short skits based on the stories. After practising the skits, each group performs for the rest of the class. Optional: One of the group members, or the teacher, could act as narrator and read the story as the rest of the group acts it out. (LC–3.1)</li> <li>• Students work with older buddy students and listen as a story is read to them. (LC–4.3a)</li> <li>• Using a story map, students chart characters, settings, conflict events, problems of <i>âtayohkewin</i> from a Swampy Cree and one from the Plains Cree. With teacher assistance, they compare the two and record the differences in a chart. (CM–1.5a)</li> </ul>
<p style="text-align: center;"><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• <i>Âcimowina</i></li> <li>• Materials for drawing and painting pictures</li> <li>• Sample story map</li> <li>• Shadow Puppets videos by Access: The Education Station</li> </ul>

<p><b>Assessment and Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Conferences (A–5.3a) (CM–1.5a)</li> <li>• Rubric for writing about a story problem (A–5.3a)</li> <li>• Observations (A–5.1a) (LC–5.3a)</li> <li>• Reading Checklist: Before, During and After Reading (LC–3.1a)</li> <li>• Journal (LC–5.2a)</li> <li>• Story maps (CM–1.5a)</li> </ul>
<p><b>Curriculum Integration</b></p>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> <li>• Science</li> </ul>
<p><b>Alternative Performance Tasks</b></p>	<ul style="list-style-type: none"> <li>• Students divide into pairs and read a short text with their partners. Together they answer questions related to the meaning of the story; e.g., <ul style="list-style-type: none"> <li>– Who are the main characters?</li> <li>– Where does the story take place?</li> <li>– What is the conflict or problem in the story? (S–1.1a)</li> </ul> </li> <li>• Students are introduced to several examples of simple repetitive patterned texts or stories. They work in groups to write a patterned story, using their favourite repetitive patterned text as a model. Students read their stories to the class and the teacher collects the stories in a class book, which is illustrated by students. (LC–3.1a)</li> </ul>

## Lesson Plan A

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**Lesson Title:**

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Date and Class:

**Outcomes Addressed:**

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Applications:

Language Competence:

Community Membership:

Strategies:

Possible Student Learning Strategies:

**Materials Required:**

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**Teaching and Learning Activities:**

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**Differentiation of Instruction:**

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**Opportunity for Assessment:**

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## Lesson Plan B

Lesson Title: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

### Outcomes

- ✦ Applications
- ✦ Language Competence
- ✦ Community Membership
- ✦ Strategies

Possible Student Learning Strategies:

### Lesson Description

### Differentiation of Instruction

yes  not necessary

If yes, description:

### Assessment

### Materials

## SAMPLE LESSON PLAN: KINDERGARTEN

Subject(s): Cree Language and Culture

Lesson plan made by: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

### Performance Task Description:

Several grandparents have been invited to your Kindergarten class. Your students have previously received instruction in the areas of protocol and vocabulary relating to Elders and older adults.

<b>General Outcomes</b>	<p>A Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>LC Students will be effective, competent and comfortable as Cree speakers. (<i>Okiskinamawakanak kā nihtā nehīya wewak.</i>)</p> <p>CM Students will live <i>wāwêtinahk</i> (peacefully) with Mother Earth, others and themselves, guided by <i>Māmawi Ohtāwîmâw</i> (the Creator).</p>
<b>Specific Outcomes</b>	<p>A-1.1a Students will be able to share basic information.</p> <p>LC-2.2a Students will be able to produce simple spoken words and phrases in guided situations.</p> <p>LC-4.3a Students will be able to experience a variety of voices.</p> <p>CM-2.3a Students will be able to observe and participate in Cree cultural experiences, practices and activities.</p>
<b>Supporting Outcomes</b>	<p>A-5.4a Students will be able to listen attentively and respectfully to ideas and thoughts expressed.</p> <p>LC-1.1a Students will be able to recognize and pronounce basic sounds.</p> <p>LC-4.1b Students will recognize and use some forms of address denoting respect.</p>
<b>Learning Activities</b>	<p><b>Introduction Activity:</b> Before the arrival of the grandparents, remind students of a previous lesson on protocol relating to appropriate behaviours and greetings.</p> <p><b>Teacher-directed introduction of grandparent guests:</b></p> <ul style="list-style-type: none"> <li>- Students shake grandparent's hand</li> <li>- Students practise saying <i>tân'si</i>, then saying their name and shaking hands in response to the question; e.g., <i>tân'si kitisiyihkason.</i></li> <li>- Students say, _____ <i>nitisiyihkâson.</i></li> </ul> <p><b>Sequence of activities in main body of lesson:</b> The guest grandparents share stories with students. Students are involved in observing and participating in <i>âcimowina</i>. (CM-2.3a)</p> <p><b>Conclusion:</b> As a gesture of appreciation, students demonstrate their skills in Cree by performing a variety of action songs for the guests. The lesson ends with the teacher serving tea and bannock to everyone.</p>

<p><b>Resources</b></p>	<p>Resources: Grandparent guest speakers Tea and bannock</p> <p>Vocabulary: – <i>tân'si</i> – <i>tân'si kitisiyihkâson</i> – _____ <i>nitisiyihkâson</i></p>
<p><b>Assessment and Evaluation</b></p>	<p>Focus for Assessment Do the students: – share basic information? – produce simple spoken words and phrases in guided situations? – observe and participate in Cree cultural experiences, practices and activities?</p> <p>Anecdotal Notes Observe students as they interact with the grandparents. Look for and note evidence that students are able to: – identify familiar Cree sounds, words and phrases – demonstrate an interest in hearing Cree spoken – give an appropriate handshake – use a correct introduction.</p>

## SAMPLE LESSON PLAN: GRADE 1

Subject(s): Cree Language and Culture

Lesson plan made by: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

### Performance Task Description:

Your students have been given opportunities to practise vocabulary relating to animate and inanimate classroom objects. In this lesson, students review a series of familiar objects and are asked the question “*Kîkwây awa/ôma?*” for each object. Students must respond with the answer “\_\_\_\_\_ *awa/oma.*”

<b>General Outcomes</b>	<p>A Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>LC Students will be effective, competent and comfortable as Cree speakers. (<i>Okiskinamawakanak kâ nihta nehiya wewak.</i>)</p> <p>CM Students will live <i>wâwetinahk</i> (peacefully) with Mother Earth, others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator).</p>
<b>Specific Outcomes</b>	<p>A-1.1a Students will be able to identify people, places and things.</p> <p>LC-3.1a Students will be able to understand simple written sentences in guided situations.</p>
<b>Supporting Outcomes</b>	<p>S-1.1a The students will be able to use simple strategies, with guidance, to enhance language learning.</p>
<b>Learning Activities</b>	<p>Introduction Activity:            Introduce new vocabulary with flash cards:            – <i>masinahikan</i> (book)            – <i>tehtapiwin</i> (chair)            – <i>mic’sowinahtik</i> (table)            – <i>iskwahtem</i> (door).            Show students the flash card, saying the word or phrase that belongs to it. (A-1.1a)            If the word or phrase matches the flash card, students say <i>ehâ/îhî</i>.            If there is no match, students say <i>namôya</i>.</p> <p>Sequence of activities in main body of lesson:            Go through the flash cards with students and have students echo-practise the introduced words.            Point to a classroom object and students respond by putting up their hands to name the object in Cree. (LC-3.1a)            Students practise the introduced words by the teacher randomly showing each flash card and having students repeat each Cree term.            If the student is correct, say <i>miywâsin</i> (good); if the student is incorrect, say <i>namôya asa mîna itwe</i> (no, say it again).</p> <p>Conclusion:            Students take turns leading an echo-practice of newly introduced vocabulary. Students point to classroom objects and the class responds.</p>

<p><b>Resources</b></p>	<p>Resources: Familiar classroom vocabulary flash cards Classroom items, such as table, desk, book, jacket, bag.</p> <p>Vocabulary:          – <i>ehâ/îhî</i> (yes)      – <i>namôya</i> (no)      – <i>masinahikan</i> (book)          – <i>tehtapiwin</i> (chair) – <i>mic’sowinahtk</i> (table) – <i>iskwâhtem</i> (door)          – <i>miywâsin</i> (good) – <i>namôya asa mîna itwe</i> (no, say it again)</p>
<p><b>Assessment and Evaluation</b></p>	<p>Focus for Assessment Do the students:          – identify things in Cree?          – understand simple words and phrases in guided situations?          – repeat simple classroom items in Cree in guided situations?</p> <p>Observations Make observations when students are engaged in the flash card activity. Record the data as students respond to flash cards. Look for evidence that students are able to:          – identify things in Cree          – participate willingly.</p> <p>Conferences Discuss with students how they understand Cree words and phrases in guided situations. Provide feedback and encouragement to help students gain confidence in naming classroom objects.</p>

## SAMPLE LESSON PLAN: GRADE 2

Subject(s): Cree Language and Culture

Lesson plan made by: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Performance Task Description:**

Students engage in various activities to help them recall and use verbs in context. In this lesson, students demonstrate their ability to use daily activity vocabulary appropriately.

<b>General Outcomes</b>	<p>A Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>LC Students will be effective, competent and comfortable as Cree speakers. (<i>Okiskinamawakanak kâ nihtâ nehiya wewak.</i>)</p>
<b>Specific Outcomes</b>	LC-3.2a Students will be able to produce simple written words and phrases in guided situations.
<b>Supporting Outcomes</b>	<p>A-3.1a Students will be able to suggest a course of action, and respond to a suggestion.</p> <p>A-3.2a Students will be able to indicate choice from among several options.</p>
<b>Learning Activities</b>	<p><b>Introduction Activity:</b> Students learn vocabulary for daily routine activities:</p> <ul style="list-style-type: none"> <li>- <i>mîciso</i> (eat)</li> <li>- <i>minihkwe</i> (drink)</li> <li>- <i>waniska</i> (wake up) (LC-3.2a)</li> <li>- <i>atoske</i> (work) (A-3.1)</li> <li>- <i>masinaha</i> (write it). (A-3.2a)</li> </ul> <p>Teacher-directed echo practice of daily routine activities.</p> <p><b>Sequence of activities in main body of lesson:</b> After learning vocabulary for daily routine activities, students select the word that corresponds to the action in the picture provided by the teacher and write the correct response; e.g.,</p> <ul style="list-style-type: none"> <li>- <i>ni</i>_____ <i>n</i></li> <li>- eat (I_____)</li> <li>- <i>nimîcison</i> (I eat)</li> <li>- <i>nîminihkwân</i> (I drink)</li> <li>- <i>niwaniskân</i> (I wake up)</li> <li>- <i>nitatoskân</i> (I work)</li> <li>- <i>nîmasinahen</i> (I write it).</li> </ul> <p><b>Conclusion:</b> Students copy the daily routine activity vocabulary into their learning logs. If time permits, review the daily routine activity vocabulary by presenting pictures to students. Assist and monitor student progress.</p>

<p style="text-align: center;"><b>Resources</b></p>	<p>Resources:  Daily routine activity pictures  Learning logs  Vocabulary list for verbs</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>– <i>mîciso</i> (eat)                      – <i>nimîcison</i> (I eat)</li> <li>– <i>minihkwe</i> (drink)                – <i>niminihkwân</i> (I drink)</li> <li>– <i>waniska</i> (wake up)              – <i>niwaniskân</i> ( I wake up)</li> <li>– <i>atoske</i> (work)                    – <i>nitatoskân</i> (I work)</li> <li>– <i>masinaha</i> (write it)            – <i>nimasinahen</i> (I write it).</li> </ul>
<p style="text-align: center;"><b>Assessment and Evaluation</b></p>	<p>Focus for Assessment  Do the students:</p> <ul style="list-style-type: none"> <li>– produce simple words in guided situations?</li> <li>– produce simple phrases in guided situations?</li> <li>– copy words correctly?</li> <li>– use words correctly?</li> <li>– use basic daily routine vocabulary?</li> </ul> <p>Checklists  Develop checklists based on the Focus for Assessment criteria. Observe the frequency of use of daily routine vocabulary.</p>

## SAMPLE LESSON PLAN: GRADE 3

Subject(s): Cree Language and Culture

Lesson plan made by: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Performance Task Description:**

Students have been involved in a variety of activities relating to stories. The second part of this unit looks at legends. Students are introduced to *Wesahkecâhk* legends. In this lesson, students will retell a *Wesahkecâhk* legend by answering questions and drawing a picture of their favourite scene.

<b>General Outcomes</b>	<p>A Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>LC Students will be effective, competent and comfortable as Cree speakers. (<i>Okiskinahamawakanak kâ nihtâ nehiya wewak.</i>)</p>
<b>Specific Outcomes</b>	<p>LC-5 Students will be able to apply knowledge of how the language is organized, structured and sequenced.</p> <p>A-5.3a Students will be able to experience meaning through a variety of moral teachings and problem-solving stories.</p> <p>LC-5.2a Students will be able to recognize some simple oral and print text forms.</p>
<b>Supporting Outcomes</b>	<p>LC-3.1a Students will be able to understand short simple written texts in guided situations.</p>
<b>Learning Activities</b>	<p>Introduction Activity: Before reading <i>âtayohkewina</i>, students guess what the story is about by listening to the title. Read the first part to set the stage for students to share their ideas of what will happen. (A-5.3a)</p> <p>Sequence of activities in main body of lesson: Finish reading the story and allow students to compare their initial responses to the actual happenings. (A-5.3a) Students are asked to retell the story using the following questions:  <ul style="list-style-type: none"> <li>- What happened?</li> <li>- Why did it happen?</li> <li>- What is the teaching or lesson of the story?</li> <li>- What should have been done to prevent the problem from occurring?</li> </ul>                     Students then draw pictures of their favourite scenes. (LC-5.2a) (A-5.3a)                      Whole class discussion                      Teacher-directed questioning                      Independent student work</p> <p>Conclusion: Ask students to share their pictures of the story with the class or group and explain what happened in the scene and why they enjoyed it. (LC-3.1a) Student presentations</p>



<b>Resources</b>	<p>Resources:  Cree legends  Materials for drawing pictures</p> <p>Vocabulary:  – <i>âtayohkewina</i></p>
<b>Assessment and Evaluation</b>	<p>Focus for Assessment  Do the students:  – experience meaning through a variety of problem-solving stories?  – retell meaning through a variety of problem-solving stories?</p> <p>Checklists  Develop checklists based on the Focus for Assessment criteria. Date and note the context of the observation and note student progress over time.</p> <p>Observations  Ask students to talk about the pictures they have created. Note how well students identify the main characters. Ask students about the characters involved in solving the problem.</p>

## How “Listener-friendly” Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	<input type="radio"/>	<input type="radio"/>
• I communicate clearly what my expectations of the students are during the class.	<input type="radio"/>	<input type="radio"/>
• I provide students with some form of an advance organizer at the beginning of class to alert them to what will be addressed in the learning activity.	<input type="radio"/>	<input type="radio"/>
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	<input type="radio"/>	<input type="radio"/>
• I use cue words and phrases to signal important information; e.g., In summary ..., Note the following ..., Pay attention to ..., Record this important fact ..., This is important ..., Listen carefully.	<input type="radio"/>	<input type="radio"/>
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third, next, before/after, finally.	<input type="radio"/>	<input type="radio"/>
• I highlight important information by using bold, italicized and different-coloured text.	<input type="radio"/>	<input type="radio"/>
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	<input type="radio"/>	<input type="radio"/>
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	<input type="radio"/>	<input type="radio"/>
• I repeat important ideas and concepts by rephrasing and using multiple examples.	<input type="radio"/>	<input type="radio"/>
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	<input type="radio"/>	<input type="radio"/>
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	<input type="radio"/>	<input type="radio"/>
• I provide examples and nonexamples of concepts.	<input type="radio"/>	<input type="radio"/>
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to discuss concepts with a partner or small group.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to work with and/or practise new skills and concepts.	<input type="radio"/>	<input type="radio"/>
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	<input type="radio"/>	<input type="radio"/>
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	<input type="radio"/>	<input type="radio"/>

Adapted from Anne Price, “Listen Up” handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

## Examples of General Accommodations

### Methods of Instruction

- Vary amount of material to be learned.
- Vary amount of material to be practised.
- Vary time for practice activities.
- Use advance organizers.
- Cue student to stay on task; e.g., private signal.
- Facilitate student cueing (student providing cues to the teacher).
- Repeat directions or have student repeat directions.
- Shorten directions.
- Pair written instructions with oral instructions.
- Use computer-assisted instruction.
- Use visual aids in lesson presentation.

Other \_\_\_\_\_

### Task/Response

- Reduce or substitute required assignments.
- Adjust level of in-class assignments to academic level.
- Break long-term assignments into shorter tasks.
- Adjust amount of copying.
- Use strategies to enhance recall; e.g., cues, cloze.

### Task/Response (cont'd)

- Provide student with a copy of notes.
- Accept dictated or parent-assisted homework assignments.
- Provide extra assignment time.
- Permit student to print.
- Provide a student buddy for reading.

Other \_\_\_\_\_

### Materials

- Modify text materials (add, adapt or substitute).
- Make materials self-correcting.
- Highlight important concepts and information and/or passages.
- Use a desktop easel or slantboard to raise reading materials.
- Prepare recordings of reading/textbook materials.
- Provide an extra textbook for home use.
- Allow use of personal word lists, cue cards.
- Increase use of pictures, diagrams, concrete manipulators.
- Break materials into smaller task units.

### Materials (cont'd)

- Increase print size in photocopying.
  - Use daily homework assignment book.
- Other \_\_\_\_\_

### Organization for Instruction

The student works best:

- in large group instruction
- in small group instruction
- when placed beside an independent learner
- with individual instruction
- with peer tutoring
- with cross-aged tutoring
- using independent self-instructional materials
- in learning centres
- with preferential seating
- with allowances for mobility
- in a quiet space within the classroom.

Other \_\_\_\_\_

### Reinforcement Systems

- Provide immediate reinforcement.
- Give verbal praise for positive behaviour.
- Use tangible reinforcers.
- Send notes home.
- Complete progress charts.

### Reinforcement Systems

(cont'd)

- Allow special activities.
- Instruct student in self-monitoring; e.g., following directions, raising hand to talk.

Other \_\_\_\_\_

### Assessment and Testing

- Adjust the test appearance; e.g., margins, spacing.
- Adjust the test design (T/F, multiple choice, matching).
- Adjust to recall with cues, cloze, word lists.
- Vary test administration (group/individual, open book, make-up tests).
- Audio record test questions.
- Select items specific to ability levels.
- Vary amount to be tested.
- Give extra test time.
- Adjust readability of test.
- Allow recorded reports for essays and/or long answers.
- Read test questions.
- Allow use of a scribe or a reader.
- Allow oral examinations.

Other \_\_\_\_\_

## Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
<ul style="list-style-type: none"> <li>○ Use less difficult/alternative reading material.</li> <li>○ Reduce amount of reading required.</li> <li>○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).</li> <li>○ Set time limits for specific task completion.</li> <li>○ Enlarge text of worksheets and reading material.</li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Use large print editions of tests.</li> <li>○ Read test items aloud to student.</li> <li>○ Read standard directions several times at start of exam.</li> <li>○ Audio record directions.</li> <li>○ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).</li> </ul>	<ul style="list-style-type: none"> <li>○ Reduce volume of work.</li> <li>○ Break long-term assignments into manageable tasks.</li> <li>○ Extend time for completing assignments.</li> <li>○ Offer alternative assignments.</li> <li>○ Allow student to work on homework while at school.</li> <li>○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).</li> <li>○ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing).</li> <li>○ Waive spelling, punctuation and paragraphing requirements.</li> <li>○ Accept keyword responses instead of complete sentences.</li> <li>○ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide alternative seating:                             <ul style="list-style-type: none"> <li>— near teacher</li> <li>— facing teacher</li> <li>— at front of class, between well-focused students, away from distractions.</li> </ul> </li> <li>○ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels).</li> <li>○ Permit movement during class activities and testing sessions.</li> <li>○ Provide directions in written form:                             <ul style="list-style-type: none"> <li>— on board</li> <li>— on worksheets</li> <li>— copied in assignment book by student.</li> </ul> </li> <li>○ Set time limits for specific task completion.</li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Allow student to take breaks during tests.</li> <li>○ Use multiple testing sessions for longer tests.</li> <li>○ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better.</li> <li>○ Provide cues; e.g., arrows, stop signs on worksheets and tests.</li> <li>○ Provide a quiet, distraction-free area for testing.</li> <li>○ Allow student to wear noise buffer device such as head phones to screen out distracting sounds.</li> <li>○ Provide checklists for long, detailed assignments.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide a written outline.</li> <li>○ Provide directions in written form (on board, on worksheets, copied in assignment book by student).</li> <li>○ Provide a specific process for turning in completed assignments.</li> <li>○ Provide checklists for long, detailed assignments.</li> <li>○ Read and discuss standard directions several times at start of examination.</li> <li>○ Provide cues, e.g., arrows, stop signs, on worksheets and tests.</li> <li>○ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).</li> </ul>	<ul style="list-style-type: none"> <li>○ Use assistive and adaptive devices:                             <ul style="list-style-type: none"> <li>— pencil or pen adapted in size or grip diameter</li> <li>— alternative keyboards</li> <li>— portable word processor.</li> </ul> </li> <li>○ Set realistic and mutually agreed-upon expectations for neatness.</li> <li>○ Reduce or eliminate the need to copy from a text or board; e.g.,                             <ul style="list-style-type: none"> <li>— provide copies of notes</li> <li>— permit student to photocopy a peer's notes</li> <li>— provide carbon/NCR paper to a peer to copy notes.</li> </ul> </li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Alter the size, shape or location of the space provided for answers.</li> <li>○ Accept keyword responses instead of complete sentences.</li> <li>○ Allow student to type answers or to answer orally instead of in writing.</li> </ul>

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

## Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- allowing extended time
- allowing breaks during the test
- reducing the number of questions
- breaking a test into parts and administering them at separate times
- providing an audio-recorded test and making students aware that they may listen to part or all of the recording more than once
- providing a reader or a scribe
- providing an opportunity to record answers
- providing more detailed instructions and confirming the student's understanding of the test process
- administering the test in a small-group setting or to an individual student
- administering the test in a separate room, free from distractions
- providing noise buffers; e.g., headphones
- adjusting the test appearance; e.g., margins, spacing
- adjusting the test design (true/false, multiple choice, matching)
- adjusting the readability of the test
- allowing alternative formats such as webs or key points in place of essays or long answers
- reading test questions
- allowing use of a scribe or a reader
- allowing oral examinations
- allowing students to practise taking similar test questions.

## Sample Text Forms

### Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other “how-to” texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

### Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

### Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD-ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

## Alternative Learning Activities Menu

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials \_\_\_\_\_

I agree to complete all three activities by \_\_\_\_\_ (date)

<b>DEMONSTRATE</b>	<b>PLAN</b>	<b>INTERVIEW</b>
<b>RESEARCH</b>	<b>YOUR IDEA</b>	<b>SURVEY</b>
<b>DISPLAY</b>	<b>CREATE</b>	<b>EVALUATE</b>

## Sample Independent Study Agreement

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

### Learning Conditions

\_\_\_\_\_ I will complete all alternative learning activities in my Independent Study Agreement by \_\_\_\_\_ (date).

\_\_\_\_\_ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

\_\_\_\_\_ I will participate in whole-class activities as the teacher assigns them.

\_\_\_\_\_ I will keep a daily log of my progress in my learning log.

\_\_\_\_\_ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

### Working Conditions

\_\_\_\_\_ I will check in with the teacher at the beginning and end of each class period.

\_\_\_\_\_ I will work on my chosen topic for the entire class period on the days my teacher assigns.

\_\_\_\_\_ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.



## Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

---

## Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

## Sample List of Learning Strategies

### Language Learning Strategies

#### Cognitive Language Learning Strategies

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Cree and your own language(s)
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Cree or in your own language(s)
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

#### Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log

- ❑ experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- ❑ be aware of the potential of learning through direct exposure to the language
- ❑ know how strategies may enable coping with texts containing unknown elements
- ❑ identify problems that might hinder successful completion of a task and seek solutions
- ❑ monitor your speech and writing to check for persistent errors
- ❑ be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

### Social/Affective Language Learning Strategies

- ❑ initiate or maintain interaction with others
- ❑ participate in shared reading experiences
- ❑ seek the assistance of a friend to interpret a text
- ❑ reread familiar self-chosen texts to enhance understanding and enjoyment
- ❑ work cooperatively with peers in small groups
- ❑ understand that making mistakes is a natural part of language learning
- ❑ experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- ❑ participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks and to try unfamiliar tasks and approaches
- ❑ repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- ❑ reduce anxiety by using mental techniques such as positive self-talk or humour
- ❑ work with others to solve problems and get feedback on tasks
- ❑ provide personal motivation by arranging your own rewards when successful

## Language Use Strategies

### Interactive Language Use Strategies

- ❑ use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Cree
- ❑ acknowledge being spoken to
- ❑ interpret and use a variety of nonverbal cues to communicate
- ❑ indicate lack of understanding verbally or nonverbally
- ❑ ask for clarification or repetition when you do not understand
- ❑ use other speakers' words in subsequent conversations
- ❑ assess feedback from a conversation partner to recognize when a message has not been understood
- ❑ start again, using a different tactic, when communication breaks down
- ❑ use a simple word similar to the concept to convey and invite correction
- ❑ invite others into the discussion
- ❑ ask for confirmation that a form used is correct

- ❑ use a range of fillers, hesitation devices and gambits to sustain conversations
- ❑ use circumlocution to compensate for lack of vocabulary
- ❑ repeat part of what someone has said to confirm mutual understanding
- ❑ summarize the point reached in a discussion to help focus the talk
- ❑ ask follow-up questions to check for understanding
- ❑ use suitable phrases to intervene in a discussion
- ❑ self-correct if errors lead to misunderstandings

### **Interpretive Language Use Strategies**

- ❑ use gestures, intonation and visual supports to aid comprehension
- ❑ make connections between texts on the one hand and prior knowledge and personal experience on the other
- ❑ use illustrations to aid reading comprehension
- ❑ determine the purpose of listening
- ❑ listen or look for key words
- ❑ listen selectively based on purpose
- ❑ make predictions about what you expect to hear or read based on prior knowledge and personal experience
- ❑ use knowledge of the sound-symbol system to aid reading comprehension
- ❑ infer probable meanings of unknown words or expressions from contextual clues
- ❑ prepare questions or a guide to note information found in a text
- ❑ use key content words or discourse markers to follow an extended text
- ❑ reread several times to understand complex ideas
- ❑ summarize information gathered
- ❑ assess your information needs before listening, viewing or reading
- ❑ use skimming and scanning to locate key information in texts

### **Productive Language Use Strategies**

- ❑ mimic what the teacher says
- ❑ use nonverbal means to communicate
- ❑ copy what others say or write
- ❑ use words that are visible in the immediate environment
- ❑ use resources to increase vocabulary
- ❑ use familiar repetitive patterns from stories, songs, rhymes or media
- ❑ use illustrations to provide detail when producing your own texts
- ❑ use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- ❑ use knowledge of sentence patterns to form new sentences
- ❑ be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- ❑ use a variety of resources to correct texts
- ❑ take notes when reading or listening to assist in producing your own text
- ❑ proofread and edit the final version of a text

- ❑ use circumlocution and definition to compensate for gaps in vocabulary
- ❑ apply grammar rules to improve accuracy at the correction stage
- ❑ compensate for avoiding difficult structures by rephrasing

## General Learning Strategies

### Cognitive General Learning Strategies

- ❑ classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- ❑ use models
- ❑ connect what is already known with what is being learned
- ❑ experiment with, and concentrate on, one thing at a time
- ❑ focus on and complete learning tasks
- ❑ write down key words and concepts in abbreviated form
- ❑ use mental images to remember new information
- ❑ distinguish between fact and opinion when using a variety of sources of information
- ❑ formulate key questions to guide research
- ❑ make inferences, and identify and justify the evidence on which these inferences are based
- ❑ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ❑ seek information through a network of sources, including libraries, the Internet, individuals and agencies
- ❑ use previously acquired knowledge or skills to assist with a new learning task

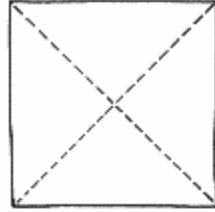
### Metacognitive General Learning Strategies

- ❑ reflect on learning tasks with the guidance of the teacher
- ❑ choose from among learning options
- ❑ discover how your efforts can affect learning
- ❑ reflect upon your thinking processes and how you learn
- ❑ decide in advance to attend to the learning task
- ❑ divide an overall learning task into a number of subtasks
- ❑ make a plan in advance about how to approach a task
- ❑ identify your needs and interests
- ❑ manage your physical working environment
- ❑ keep a learning journal, such as a diary or a log
- ❑ develop criteria for evaluating your work
- ❑ work with others to monitor your learning
- ❑ take responsibility for planning, monitoring and evaluating learning experiences

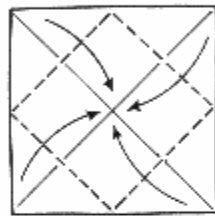
### Social/Affective General Learning Strategies

- ❑ watch others' actions and copy them
- ❑ seek help from others
- ❑ follow your natural curiosity and intrinsic motivation to learn
- ❑ participate in cooperative group learning tasks
- ❑ choose learning activities that enhance understanding and enjoyment
- ❑ be encouraged to try, even though mistakes might be made
- ❑ take part in group decision-making processes
- ❑ use support strategies to help peers persevere at learning tasks
- ❑ take part in group problem-solving processes
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks and to try unfamiliar tasks and approaches
- ❑ monitor your level of anxiety about learning tasks and take measures to lower it if necessary
- ❑ use social interaction skills to enhance group learning activities

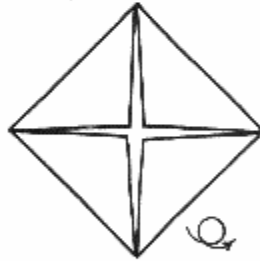
## Origami Finger Game Folding Directions



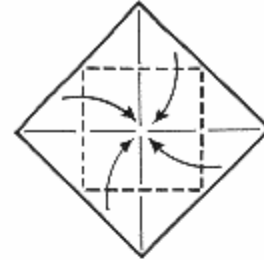
1. Fold color side down on both diagonals. Unfold



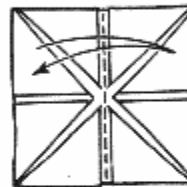
2. Fold all four corners to center



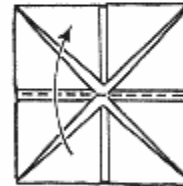
3. Turn paper over



4. Again, fold all corners to center



5. Fold paper in half and unfold



6. Fold in half from top to bottom. Do not unfold.



7. Slide thumbs and forefingers under the squares and move the Origami Finger Game back and forth to play.

Reproduced with permission from Yasutomo and Company, "Fortune Teller," *Yasutomo Projects & Ideas*, 2006, <http://www.yasutomo.com/project/fortuneteller.html> (Accessed December 11, 2008).





## Appendix D: Graphic Organizers

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# How I Contribute to Group Work



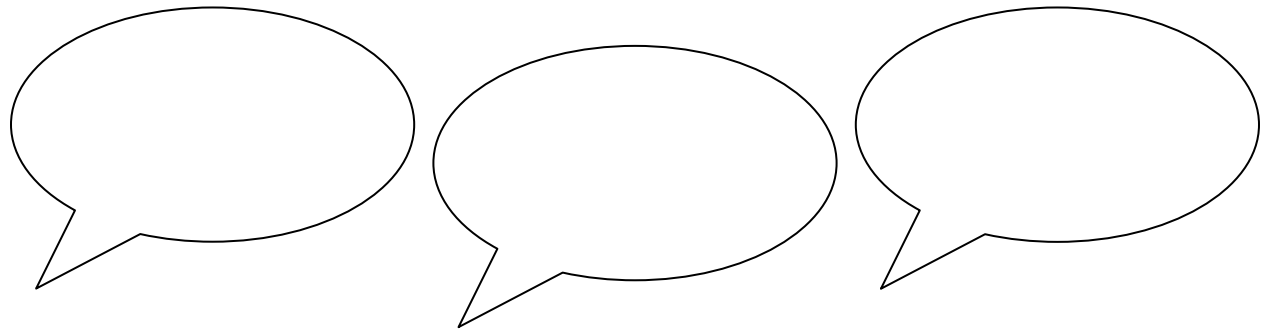
My role in this group is \_\_\_\_\_

\_\_\_\_\_.

I do my job by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I say things like:



The most challenging part of this job is \_\_\_\_\_.

The best part of this job is \_\_\_\_\_.

I would rate my performance in the role of \_\_\_\_\_

as \_\_\_\_\_.

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

# How I Can Help My Group



Name: \_\_\_\_\_ Date: \_\_\_\_\_

During group work, when someone:

☆ keeps interrupting, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ argues, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ puts down others, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ complains, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ fools around, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ bosses others around, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ doesn't listen to others, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ is off-topic, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ is very quiet, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

# Activity Reflection



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

# Collecting My Thoughts



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here is everything I know about \_\_\_\_\_

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---

---

---

---

Here are some pictures of \_\_\_\_\_

--	--	--

Here are some questions I have: \_\_\_\_\_

---

---

---

# How to Use KWL Charts



**Step 1** Think about what you already **KNOW** about your topic. List those facts in the first column.

For example, if your topic is “How I Talk to Others in a New Language,” you may come up with these ideas.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none"><li>• Can use hand gestures and facial expressions to help the other person understand.</li><li>• Don't be afraid to make mistakes!</li></ul>		

**Step 2** Think of the kinds of information you **WANT** to find out. List specific questions in the second column.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none"><li>• Can use hand gestures and facial expressions to help the other person understand.</li><li>• Don't be afraid to make mistakes!</li></ul>	<ul style="list-style-type: none"><li>• What do I do if I don't know how to say a word?</li><li>• What do I do if I don't understand what the other person is saying?</li></ul>	

**Step 3** **LEARN** the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

# KWL Chart



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 1**

What I know

**Step 2**

What I want to find out

**Step 3**

What I have learned

# How to Use a Brainstorming Web



## Step 1

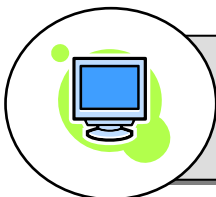
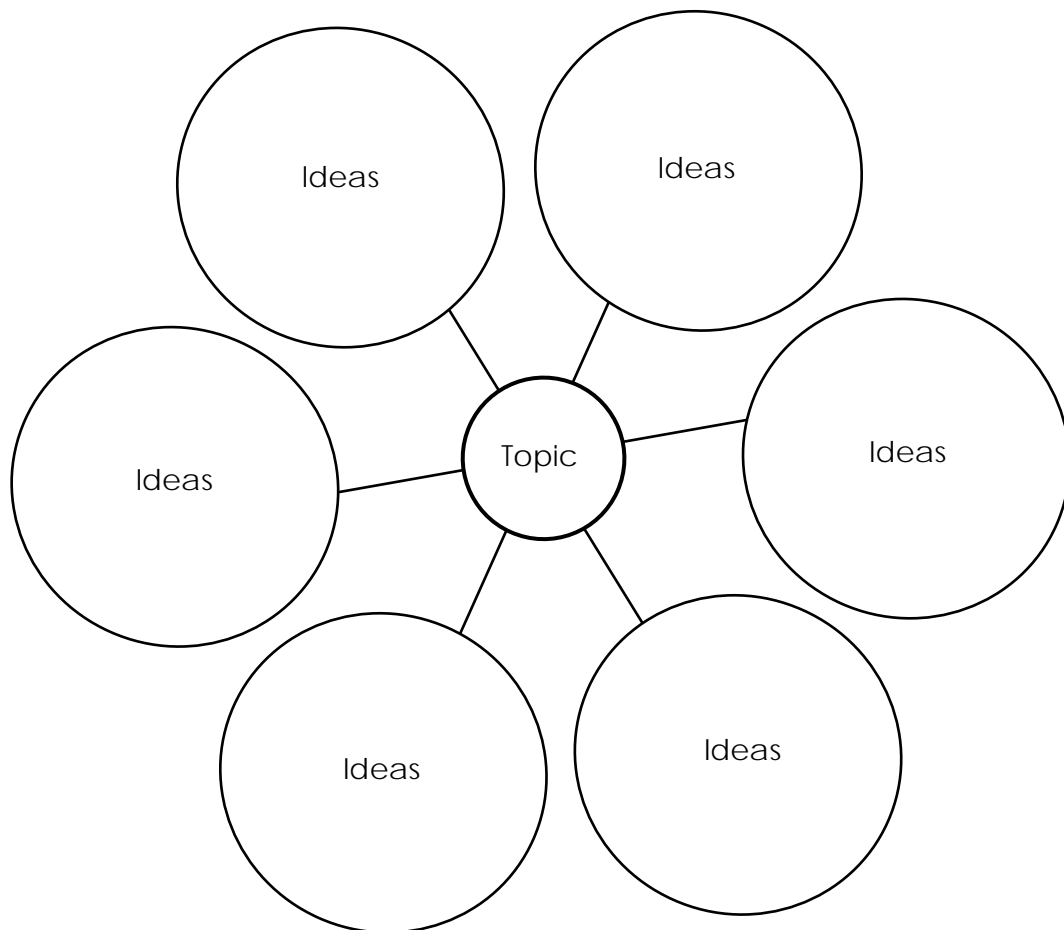
Identify your topic and use it as the title. Write it in the centre of your web.

## Step 2

Identify categories of information and label each of the outer bubbles.

## Step 3

Brainstorm and jot down ideas in each category.



Newer versions of MS Word have a web-building option that lets you create your own web electronically.

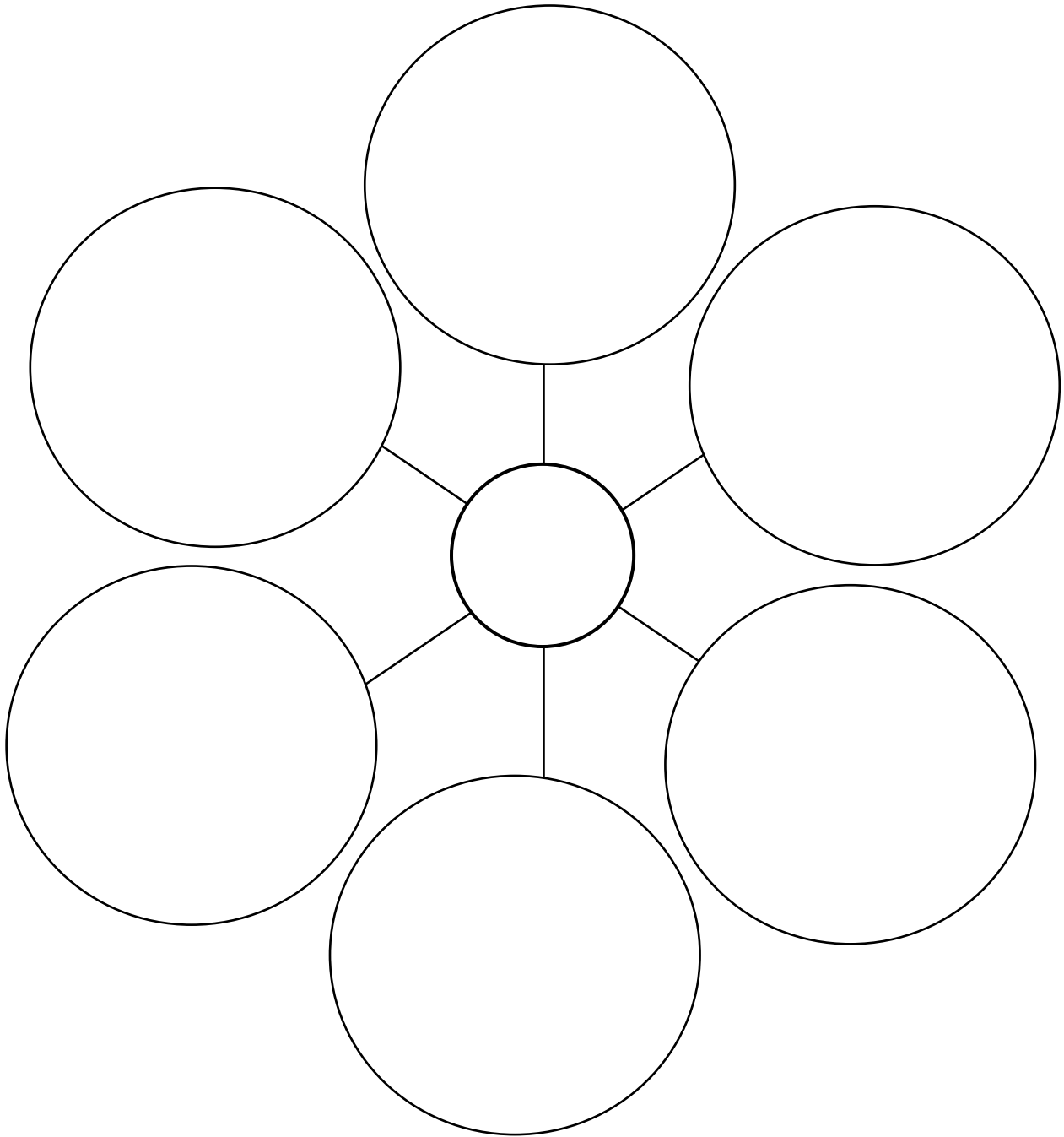


# Brainstorming Web



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Idea Builder



1. Key idea

---

2. Draw it

3. Facts

---

---

---

---

4. Sample sentence

---

---

---

---

5. Examples

---

---

---

6. Non-examples

---

---

---

7. Definition

---

---

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

# How to Create a Mind Map

---



## What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

## How do I create a mind map?

### Step 1

Identify your topic and write it in the centre of the page. This is the centre of your mind map.

### Step 2

As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

### Step 3

Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

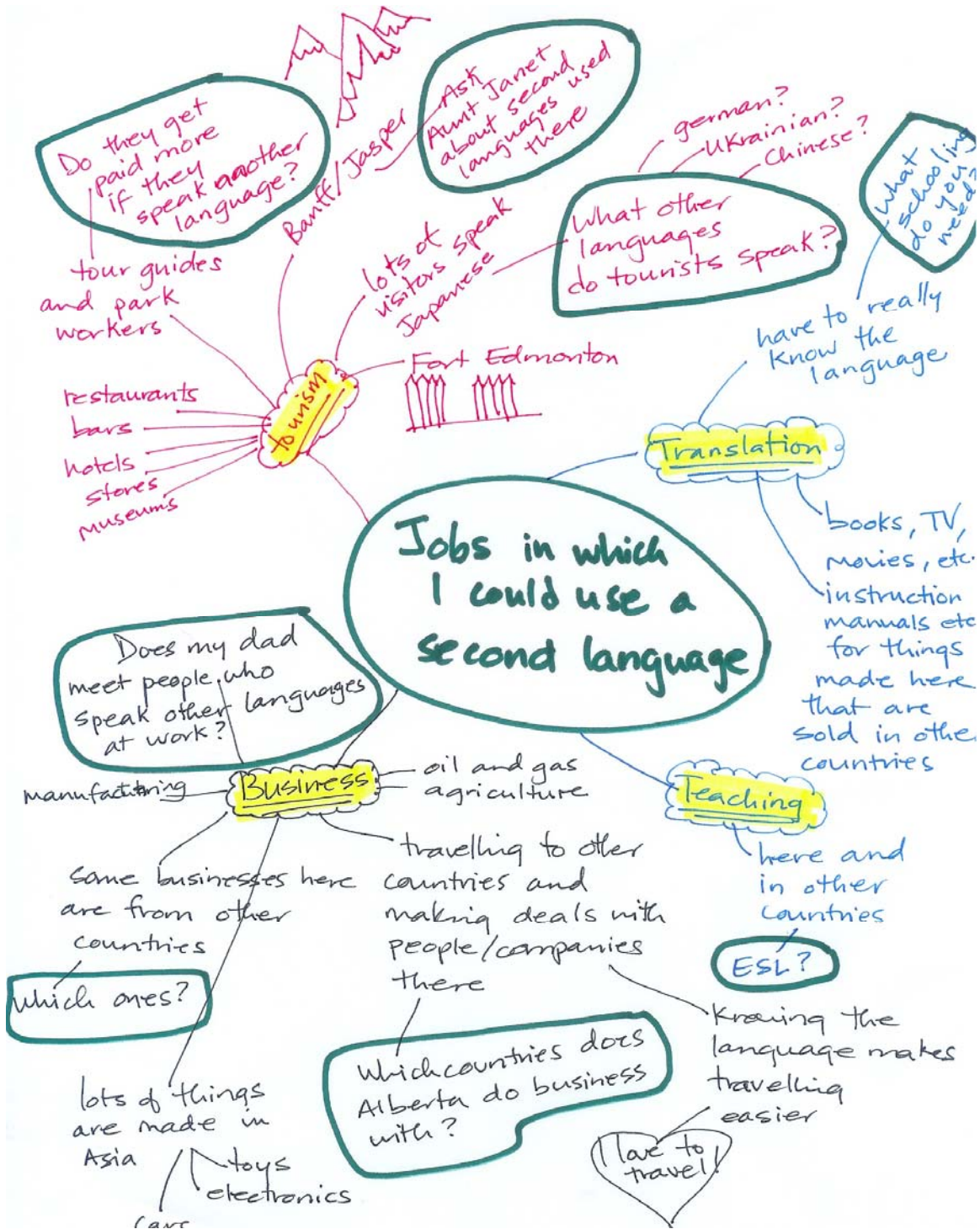
### Step 4

Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

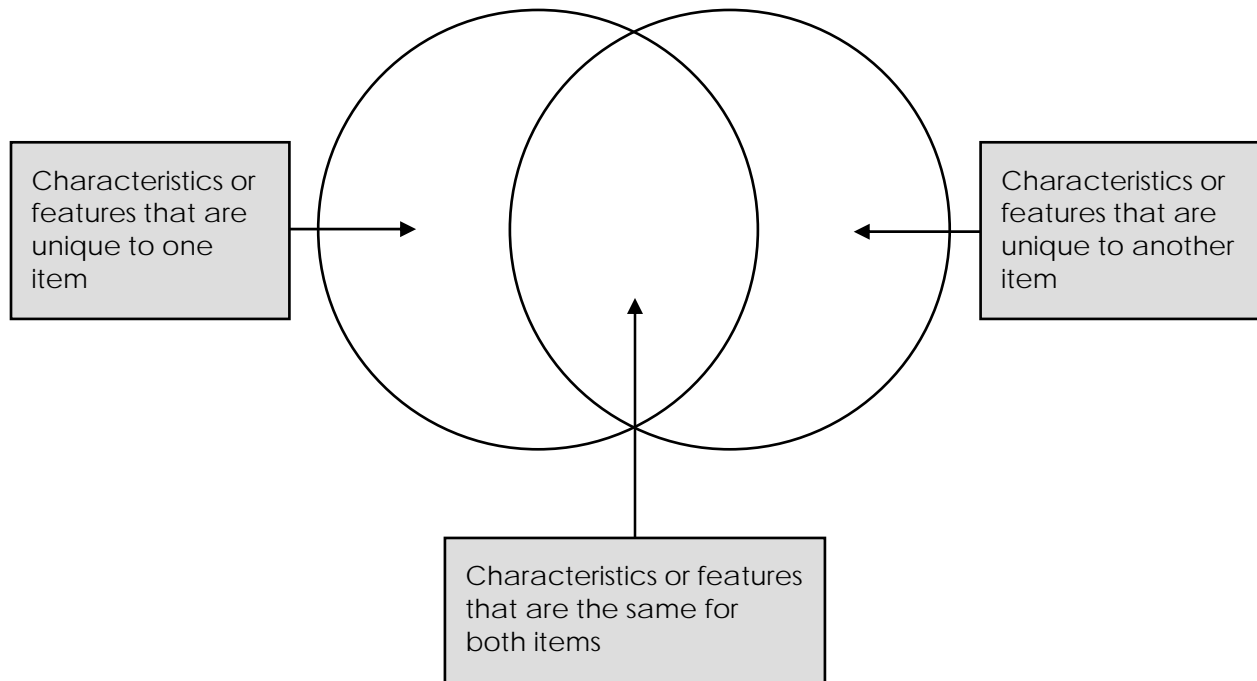
- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

# Sample Mind Map



In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I want to find out" in a KWL chart.

# How to Use Venn Diagrams

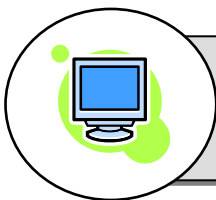


**Step 1** Label each side of the diagram with the name of each item you are comparing.

**Step 2** Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

**Step 3** Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

**Step 4** Think about all the features the items share and write your ideas in the middle of the diagram.

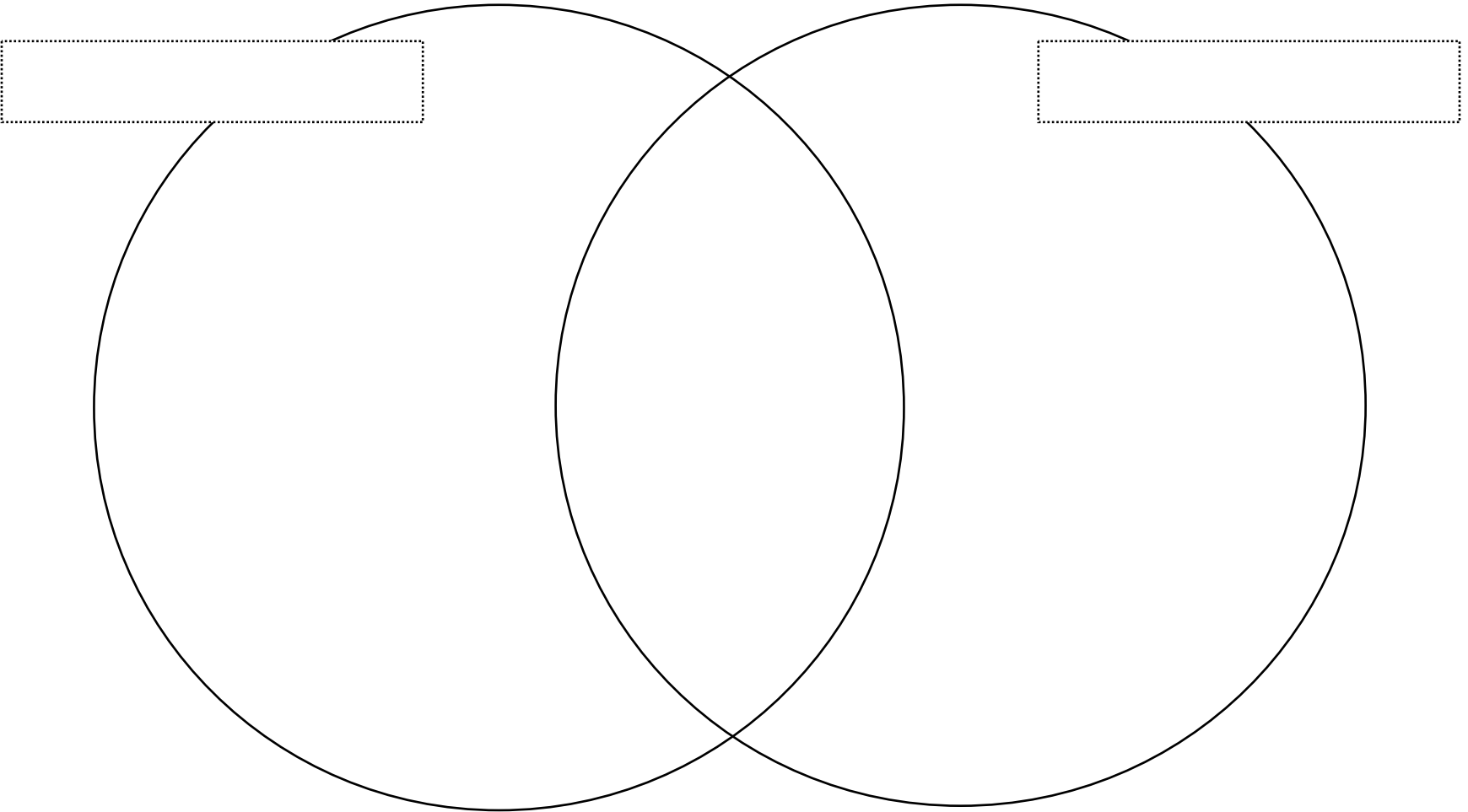


MS Word has a Venn diagram option that lets you build your own Venn diagram electronically.



# Venn Diagram

Name: \_\_\_\_\_ Date: \_\_\_\_\_

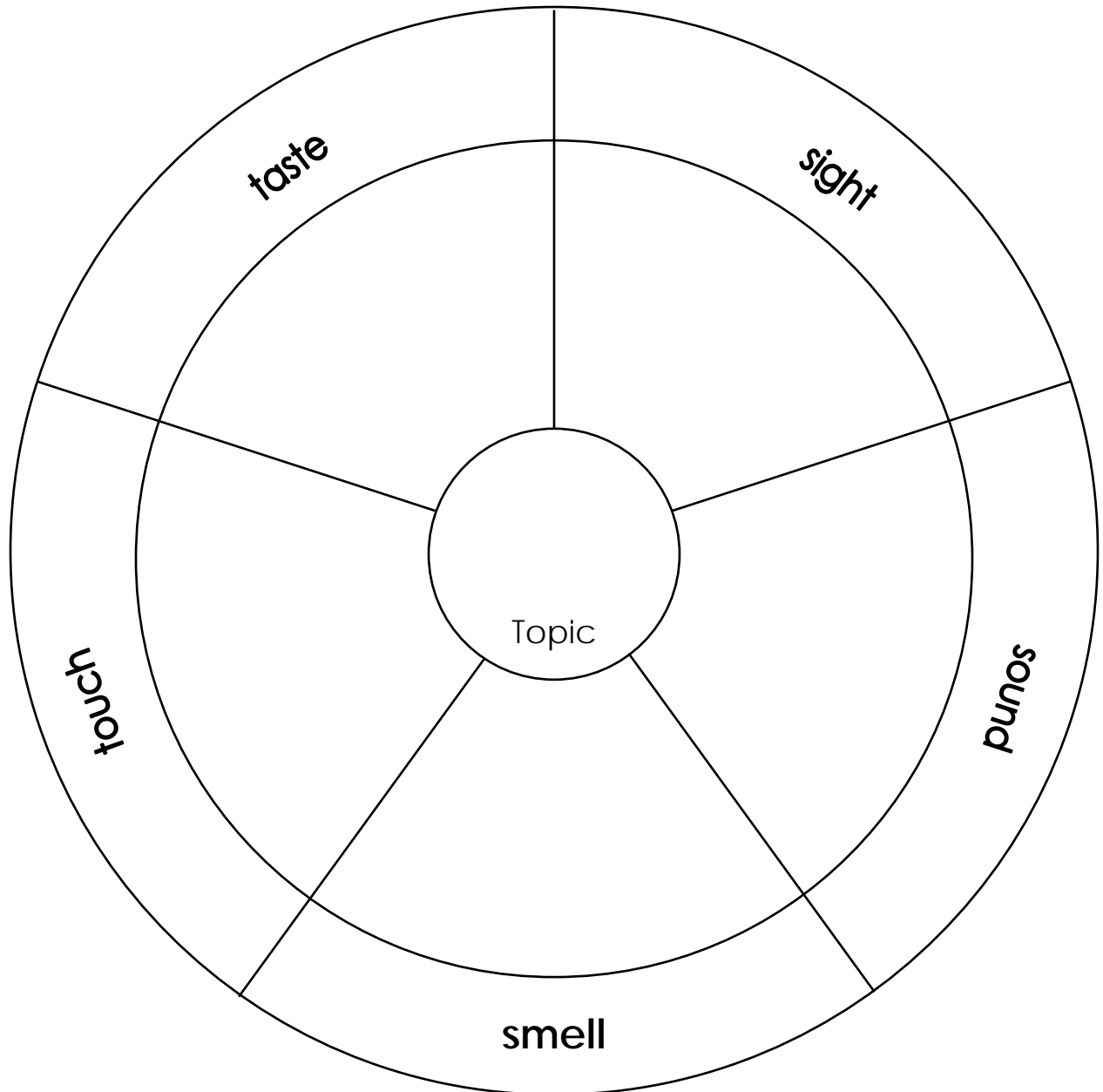


# Five Senses Wheel



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Triple T-chart



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title/Topic: \_\_\_\_\_

Looks like:	Sounds like:	Feels like:



# Y-chart



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Feels Like	
Sounds Like	Looks Like

# Five Ws and Hl



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fill in the chart with questions on your topic that you want to find answers to.

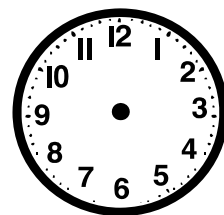
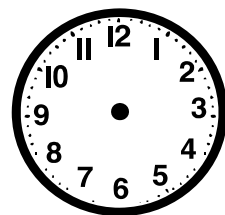
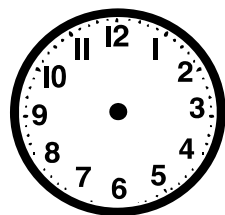
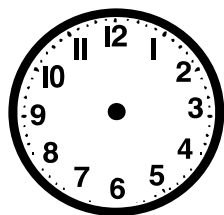
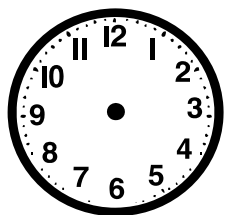
<b>Who?</b> List questions about <b>people</b> .	
<b>What?</b> List questions about <b>things</b> and <b>events</b> .	
<b>Where?</b> List questions about <b>places</b> .	
<b>When?</b> List questions about <b>times</b> and <b>dates</b> .	
<b>Why?</b> List questions about <b>reasons</b> , <b>causes</b> and <b>purposes</b> .	
<b>How?</b> List questions about <b>the way things happen</b> .	
<b>If?</b> List questions about <b>things that might happen</b> .	

# A Day in the Life



Name: \_\_\_\_\_

Date: \_\_\_\_\_



_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

# How to Use PMI Charts



## Step 1

**P**lus: Think about all the advantages and good reasons for making the choice.

## Step 2

**M**inus: Think about all the disadvantages and the down side of making the choice.

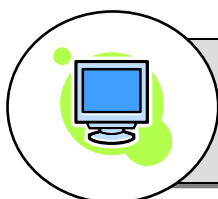
## Step 3

List any information that is neither positive nor negative as **I**nteresting.

*Example:* A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool

## Using the Internet as a Research Tool

Plus	Minus	Interesting Information
<ul style="list-style-type: none"><li>• There is a lot of information.</li><li>• You can look at a number of different sources in a short period of time.</li><li>• You can do your research in the comfort of your home or classroom.</li></ul>	<ul style="list-style-type: none"><li>• If you do not know how to search well, it can take a long time to find what you need.</li><li>• There is no guarantee that the information you find is accurate or of good quality.</li><li>• The reading level of factual and historical information may be high.</li></ul>	<ul style="list-style-type: none"><li>• Most teenagers know more about using the Internet than adults!</li><li>• Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.</li></ul>



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

# PMI Chart

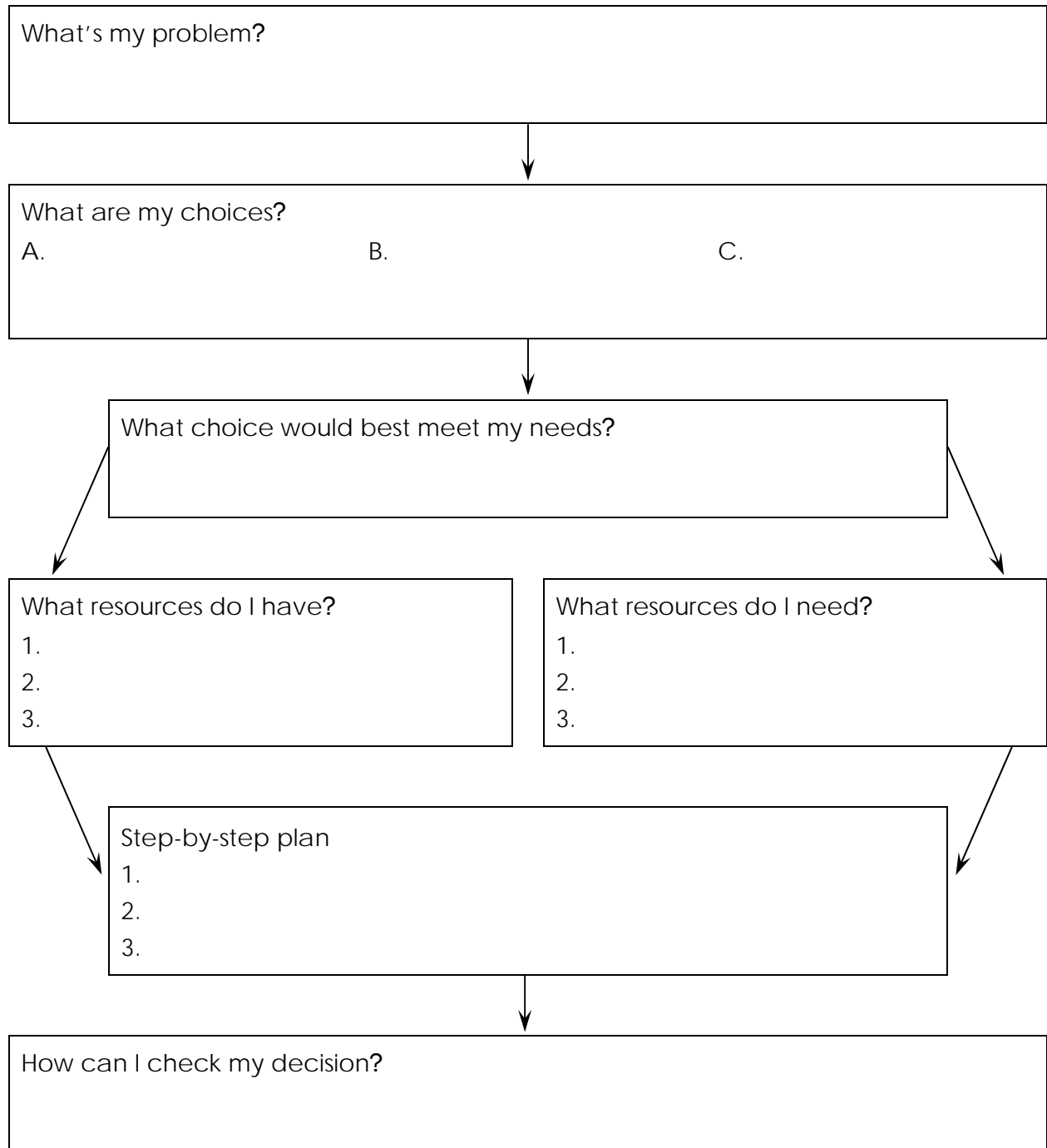


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Plus	Minus	Interesting Information

# What I Have, What I Need



Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

# Making a Decision



Issue: \_\_\_\_\_

Option: \_\_\_\_\_

	PROS +	CONS -
Facts:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feelings:	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
My new ideas:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
My decision:	<hr/> <hr/> <hr/>	
My reasons for this decision:	<hr/> <hr/> <hr/>	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

# IDEA Decision Maker



**I**dentify the problem

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---

**D**escribe possible solutions

---

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---

**E**valuate the potential consequences of each solution

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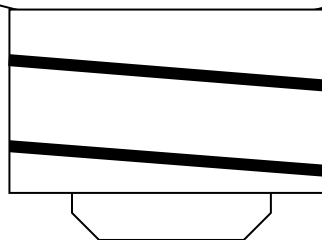
**A**ct on the best solution

---

---

---

How did your IDEA work?  
(Evaluate your results.)



---

---



# Consider the Alternatives



Decision-making situation or conflict to be resolved: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

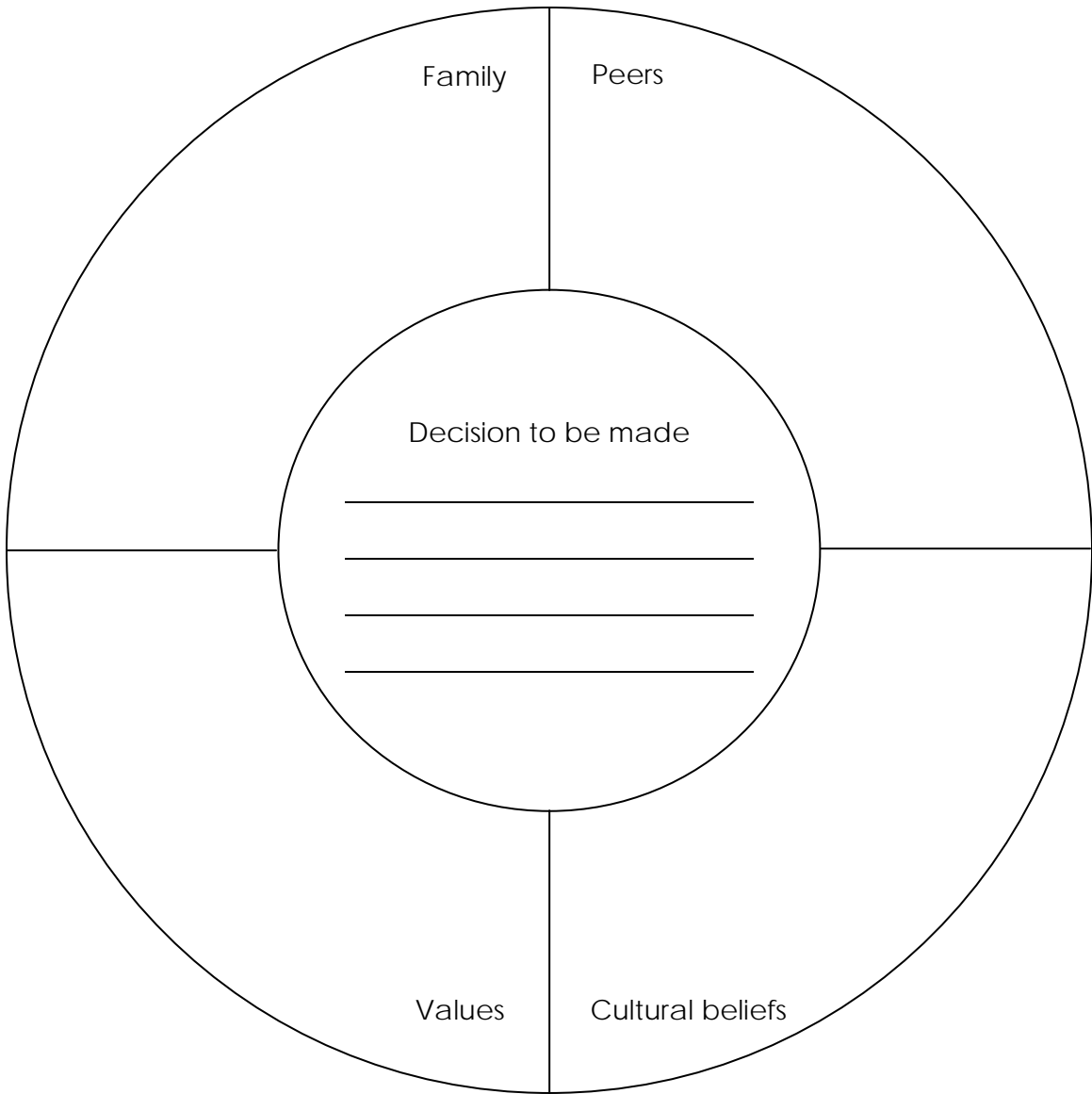
Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Influences on Decision Making



Questions you need to ask to help you make this decision

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# Goal-setting Organizer 1



Name: \_\_\_\_\_ Date: \_\_\_\_\_

My goal is \_\_\_\_\_

\_\_\_\_\_

I am choosing this goal because

\_\_\_\_\_

To reach this goal, I will:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

It will take me \_\_\_\_\_ days to reach my goal.

Why or why not? \_\_\_\_\_

Did I reach my goal?

yes

almost

no

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Goal-setting Organizer 2



Date: \_\_\_\_\_

Name: \_\_\_\_\_

- Is your goal:
- specific?
  - measurable?
  - achievable?
  - realistic?
  - time-based?

<b>Goal</b>	My goal is to ...
<b>Rationale</b>	I chose this goal because ...
<b>Action plan</b>	To reach this goal, I will ...
<b>Measurement</b>	How will I know if I am successful?
<b>Self-reflection</b>	What would I do differently?

# Goal-setting Organizer 3



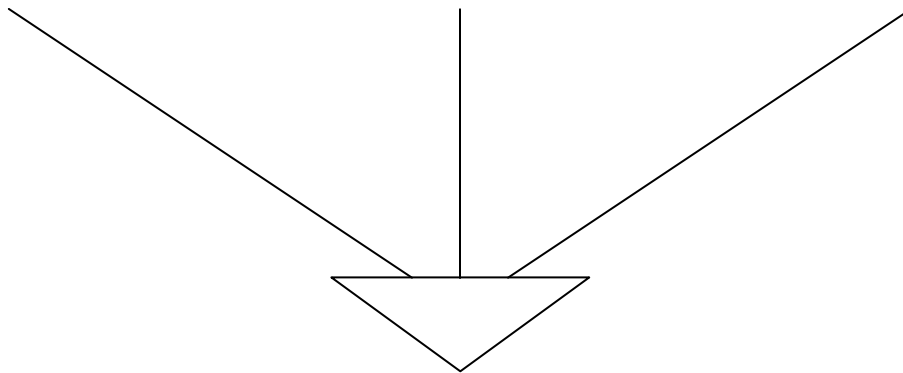
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Goal Planning: Start Small

My long-term goal is \_\_\_\_\_  
\_\_\_\_\_ by \_\_\_\_\_

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____ _____	_____ _____	_____ _____
To reach this goal, I will:	To reach this goal, I will:	To reach this goal, I will:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
by _____	by _____	by _____



I will know I have reached my long-term goal when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

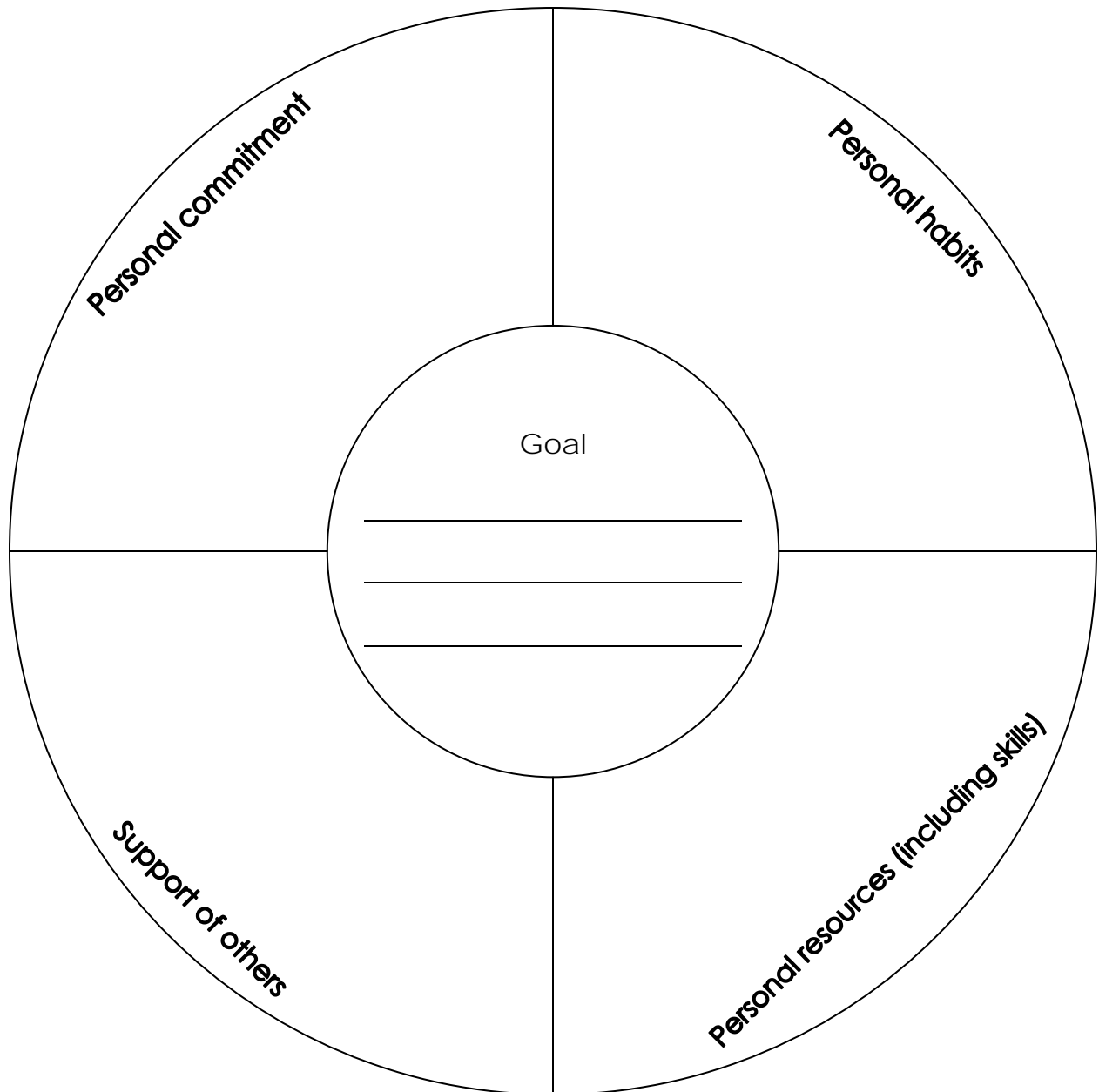
# Goal-setting Organizer 4



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What Can Affect Your Goals?



## Appendix E: Assessment Blackline Masters

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Self-assessment Checklist .....	E-2
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Rating Scale 1 .....	E-20
Rating Scale 2 .....	E-22
Rating Scale 3 .....	E-24
Rubric .....	E-26
Rubric and Checklist .....	E-28

## Self-assessment Checklist

<b>Niwihowin:</b> Skye	<b>Nitakihtâson:</b> 3	<b>Akinkêsihkwân:</b> Nêso akimâw ayikipîsim
------------------------	------------------------	--

<i>Okiskinwahamâwâkan kaskihtâw ...</i>	<i>Îhî</i>	<i>Namoya</i>
talk about how Cree and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Cree and not get discouraged		✓
check my work over to fix mistakes		✓

**Note:** This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.





## Self-assessment Rating Scale

<b>Niwihowin:</b> Sophie	<b>Nitakihtâson:</b> 2	<b>Akinkêsihwân:</b> Nistanawnêsosâp ayikipîsim
--------------------------	------------------------	--

<i>Nikaskihtân ...</i>	<i>Mêskwa</i>	<i>Kakâc</i>	<i>Nikaskihtân</i>	<i>Mitoni kwayask</i>
• tell someone I'm happy	●	●	●	●
• tell someone I'm sad	●	●	●	●
• tell someone I'm angry	●	●	●	●
• tell someone I'm tired	●	●	●	●
• show someone I'm surprised	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

**Note:** All criteria in this sample address outcome A-2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

# Self-assessment Rating Scale

*Niwihowin:*

*Nitakihtâson:*

*Akinkêsihkwân:*

<i>Nikaskihtân ...</i>	<i>Mêskwa</i>	<i>Kakâc</i>	<i>Nikaskihtân</i>	<i>Mitoni kwayask</i>
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____

## Peer-assessment Checklist

<b>Niwîhowin:</b>	Nikki	<b>Nitakihtâson:</b>	3	<b>Akinkêsihwân:</b>	<i>Nêwosâp akimaw mikisiwpsim</i>
<b>Niwêtatoskêmâkan:</b>	Janet	<b>Itotamowin:</b>	<i>Nikaskihtân masinahamân</i>		

<b>Nikaskihtân ta nêhiyâwasinahamân ...</b>	<b>Îhî</b>	<b>Namoya</b>
write a descriptive word in Cree for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

**Kwayask itôtaman:** you picked really good Cree words to describe yourself—some of them were from our new vocabulary list.

**Kêkwaya takî tôtaman:** check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

**Note:** This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

## Peer-assessment Checklist

<i>Niwihowin:</i>	<i>Nitakihtâson:</i>	<i>Akinkêsihkwân:</i>
<i>Niwêatoskêmâkan:</i>	<i>Itotamowin:</i>	

<i>Nikaskihtân ta nêhiyâwasinahamân ...</i>	<i>Îhî</i>	<i>Namoya</i>

*Kwayask itôtaman:* \_\_\_\_\_

---



---

*Kêkwaya takî tôtaman:* \_\_\_\_\_

---



---

## Self-assessment Checklist and Goal Setting

<b>Niwihowin:</b> Tanis	<b>Nitakihtâson:</b> 3	<b>Akinkêsihwân:</b> Mâtakimâw Mikisiwpišim
-------------------------	------------------------	--

<i>Nikaskihtân ...</i>	<i>Îhî</i>	<i>Namoya</i>	What I am going to do next ...
say hello and goodbye	✓		Say hello and goodbye in Cree to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing "Nimiskâw Pakân"		✓	Sing "Nimiskâw Pakân" to my grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

**Note:** This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

## Self-assessment Checklist and Goal Setting

<i>Niwihowin:</i>	<i>Nitakihtâson:</i>	<i>Akinkêsihkân:</i>	
<i>Nikaskihtân ...</i>	<i>Îhî</i>	<i>Namoya</i>	What I am going to do next ...

## Long-term Goal Setting

<b>Niwihowin:</b> Cheyenne	<b>Nitakihtâson:</b> 3	<b>Akinkêsihkwân:</b> Mâtakimâw Mikisiwpsim
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### Goal #1:

**By the end of this term, I would like to:** know what to say to ask for directions in Cree.

**To achieve this goal, I will:** look up the words I need to know and write a role-play to perform with a friend.

**My teacher can help me:** with my pronunciation and by making sure I am saying things properly. Maybe there's a video I can watch.

**My parents can help me by:** practising my role-play with me at home.

### Goal #2:

**By the end of this term, I would like to:** learn more about what it's like to live in Edmonton.

**To achieve this goal, I will:** research Edmonton on the Internet and ask my neighbour, Mrs. Twin, what it's like to live there.

**My teacher can help me by:** bringing in books and pictures of Edmonton and, maybe, showing a movie.

**My parents can help me by:** buying me a book on Edmonton for my birthday and taking me to Edmonton for a weekend!

**Note:** This Long-term Goal Setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.



## Long-term Goal Setting

*Niwihowin:*

*Nitakihtâson:*

*Akinkêsihwân:*

---

### Goal #1:

By the end of this term, I would like to: \_\_\_\_\_

\_\_\_\_\_

To achieve this goal, I will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My teacher can help me: \_\_\_\_\_

\_\_\_\_\_

My parents can help me by: \_\_\_\_\_

\_\_\_\_\_

### Goal #2:

By the end of this term, I would like to: \_\_\_\_\_

\_\_\_\_\_

To achieve this goal, I will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My teacher can help me by: \_\_\_\_\_

\_\_\_\_\_

My parents can help me by: \_\_\_\_\_

\_\_\_\_\_

## Anecdotal Notes (Grade 3)

Student	Date	Activity	Outcome	Yes	Not Yet	Comments
Michael	Jan. 8	Simon Says	LC-2.1a understand short, simple oral texts in guided situations		✓	Seemed to understand the directions but mixed up the sequence.
Sherice	Jan. 8	Simon Says	LC-2.1a understand short, simple oral texts in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Amanda	Jan. 15	Go Fish card game	A-3.3a suggest, initiate or direct action in group activities	✓		Consistently and accurately used turn-taking vocabulary.
Claudio	Jan. 15	Small-group discussion	A-3.3a suggest, initiate or direct action in group activities		✓	Sometimes acted out of turn and spoke when others were talking.
Mary	Jan. 17	Small-group discussion	A-3.3a suggest, initiate or direct action in group activities		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Mary	Jan. 25	Small-group discussion	A-3.3a suggest, initiate or direct action in group activities	✓		New group, much better today. More effort and focus.
Michael	Jan. 25	Body part vocabulary review	LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

**Note:** This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

# Anecdotal Notes

Student	Date	Activity	Outcome	Yes	Not Yet	Comments

## Observation Checklist (Grade 3)

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
Nipin	Sep. 23	Singing traditional Cree songs	A-6.1a use the language for fun in a variety of activities	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Mark	Sep. 23	Singing traditional Cree songs	A-6.1a use the language for fun in a variety of activities	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Andrea	Sep. 23	Singing traditional Cree songs	A-6.1a use the language for fun in a variety of activities	<input type="radio"/> Yes	<input checked="" type="radio"/> Not Yet
Summer	Oct. 1	Singing the alphabet song	LC-1.1a pronounce familiar words, phrases and expressions properly	<input type="radio"/> Yes	<input checked="" type="radio"/> Not Yet
Carlos	Oct. 1	Singing the alphabet song	LC-1.1a pronounce familiar words, phrases and expressions properly	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Amanda	Oct. 10	Playing the alphabet game	LC-1.1a pronounce familiar words, phrases and expressions properly	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Marie	Oct. 10	Playing the alphabet game	LC-1.1a pronounce familiar words, phrases and expressions properly	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Marcel	Oct. 10	Playing the alphabet game	LC-1.1a pronounce familiar words, phrases and expressions properly	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Lamya	Oct. 25	Creating a personal dictionary organized by the alphabet	LC-1.1a pronounce familiar words, phrases and expressions properly	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Neil	Oct. 27	Creating a personal dictionary organized by the alphabet	LC-1.1a pronounce familiar words, phrases and expressions properly	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet

**Note:** In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

# Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet

## Checklist and Comments 1

<b>Grade:</b> 1	<b>Date:</b> May 3	<b>Activity:</b> Individual Q and A
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**Specific Outcome:** S-2.1a use simple strategies, with guidance, to enhance language use

Student Names:	Has met the outcome	
	Yes	Not Yet
• <u>Janice</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Ian</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Fatima</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Nipin</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Melissa</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Marika</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Zino</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Eliza</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Neil</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Akiko</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Lydia</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Sherice</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Notes for future planning:** do a role-play activity in which we talk about productive strategies students can use when speaking Cree; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

**Note:** This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one outcome. The teacher can also use this information to plan for future instruction.

# Checklist and Comments 1

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome: \_\_\_\_\_

Student Names:	Has met the outcome	
	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Checklist and Comments 2

<b>Grade:</b> 3	<b>Date:</b> October 5	<b>Activity:</b> Telephone conversations (invitations)
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**Specific Outcome(s):** A-3.2a express a wish or a desire to do something;

LC-1.1a pronounce familiar words, phrases and expressions properly;

LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

<u>Lance</u> _____ <b>can:</b> (Student name)		
	<b>Yes</b>	<b>Not Yet</b>
• offer to do something	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• pronounce words comprehensibly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• use intonation to express inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• use appropriate vocabulary related to hobbies and invitations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

**Done well:** Seems to have a good understanding of the vocabulary.

**Could improve:** Seems not to understand intonation and how it can affect meaning.

**Note:** This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.



## Checklist and Comments 2

Grade:	Date:	Activity:
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Specific Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

_____ can: (Student name)	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
Done well: _____		
_____		
_____		
_____		
Could improve: _____		
_____		
_____		

# Rating Scale 1

<b>Grade:</b> K	<b>Date:</b> March 10	<b>Activity:</b> Group classroom scavenger hunt
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**Specific Outcome:** A-3.3a engage in turn taking

Student meets the outcome:				
Student Names:	Never	Sometimes	Usually	Always
• Sherice _____	●	●	●	●
• David _____	●	●	●	●
• Carlos _____	●	●	●	●
• Sonia _____	●	●	●	●
• Lamy _____	●	●	●	●
• Kendra _____	●	●	●	●
• Taylor _____	●	●	●	●
• Nipin _____	●	●	●	●
• Dennis _____	●	●	●	●
• Zina _____	●	●	●	●
• Trevor _____	●	●	●	●
• Allison _____	●	●	●	●
• Akiko _____	●	●	●	●
• Tanis _____	●	●	●	●
• George _____	●	●	●	●
• Marcel _____	●	●	●	●
• Hannah _____	●	●	●	●
• Wesley _____	●	●	●	●

**Note:** This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.



## Rating Scale 2

<b>Grade:</b> 1	<b>Date:</b> November 12	<b>Activity:</b> Unit: My Family
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**Specific Outcome(s):** A-1.1a identify people, places and things; A-1.1b identify people, places and things; LC-1.2a recognize and name some elements of the writing system; LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; LC-3.2a produce simple written words and phrases in guided situations; S-2.1a use simple strategies, with guidance, to enhance language use

**Student Name:** Tanis

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family	●	○	●	●
• identified the people in his or her family correctly	●	●	○	●
• used words relevant to the family correctly	●	○	●	●
• wrote words and phrases clearly and correctly	●	○	●	●
• used a dictionary to find new words related to the family	○	●	●	●
• used illustrations to provide relevant details about his or her family	●	●	○	●
• _____	●	●	●	●
• _____	●	●	●	●

**Note:** This sample Rating Scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.

## Rating Scale 2

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name: \_\_\_\_\_

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•

## Rating Scale 3

<b>Grade:</b> 3	<b>Date:</b> March 10	<b>Activity:</b> Reading out some familiar words
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**Specific Outcome(s):** LC-1.1a pronounce familiar words, phrases and expressions properly

**Levels of performance and corresponding criteria:**

- ★★★★ Demonstrated **excellent** pronunciation of all words—**no** errors
- ★★★ Demonstrated **good** pronunciation of almost all words—a **few** errors
- ★★ Demonstrated **acceptable** pronunciation of most words—**several** errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Louis	★ ★ ★ ★		★ ★ ★ ★
Fatima	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Marcel	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Liliya	★ ★ ★ ★		★ ★ ★ ★
Akiko	★ ★ ★ ★		★ ★ ★ ★
Sally	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Mei	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Trevor	★ ★ ★ ★		★ ★ ★ ★
Megan	★ ★ ★ ★		★ ★ ★ ★

**Note:** This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.



### Rubric (Grade 3)

<b>Name:</b> Breanna	<b>Date:</b> October 17	<b>Activity:</b> Conversation—making plans with a friend
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	<b>Consistently</b> responds to offers, invitations and instructions.	<b>Frequently</b> responds to offers, invitations and instructions. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> responds to offers, invitations and instructions; however, the message is <b>unclear</b> .	<b>Rarely</b> responds to offers, invitations and instructions. The overall message is <b>difficult to understand</b> .
Content A-3.2a	<b>Consistently</b> asks or offers to do something.	<b>Frequently</b> asks or offers to do something. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> asks or offers to do something; however, the message is <b>unclear</b> .	<b>Rarely</b> asks or offers to do something. The overall message is <b>difficult to understand</b> .
Pronunciation LC-1.1a	<b>Consistently</b> pronounces common words and phrases correctly.	<b>Frequently</b> pronounces common words and phrases correctly. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> pronounces common words and phrases correctly. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> pronounces common words and phrases correctly. The overall message is <b>difficult to understand</b> .
Vocabulary LC-1.3a	<b>Consistently</b> uses words related to making plans with a friend.	<b>Frequently</b> uses words related to making plans with a friend. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses words related to making plans with a friend. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses words related to making plans with a friend. The overall message is <b>difficult to understand</b> due to errors.

**Note:** This Rubric demonstrates how a teacher can assess one student’s performance as it relates to different learning outcomes.



# Rubric

<b>Name:</b>	<b>Date:</b>	<b>Activity:</b>
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Outcome	Excellent	Very Good	Acceptable	Limited

## Rubric and Checklist (Grade 2)

<b>Name:</b> Ellen	<b>Date:</b> November 14	<b>Activity:</b> Telephone conversation
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	<b>Consistently</b> responds to offers, invitations and instructions.	<b>Frequently</b> responds to offers, invitations and instructions. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> responds to offers, invitations and instructions; however, the message is <b>unclear</b> .	<b>Rarely</b> responds to offers, invitations and instructions. The overall message is <b>difficult to understand</b> .
Content A-3.2a	<b>Consistently</b> asks or offers to do something.	<b>Frequently</b> asks or offers to do something. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> asks or offers to do something; however, the message is <b>unclear</b> .	<b>Rarely</b> asks or offers to do something. The overall message is <b>difficult to understand</b> .
Pronunciation LC-1.1a	<b>Consistently</b> pronounces common words and phrases correctly.	<b>Frequently</b> pronounces common words and phrases correctly. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> pronounces common words and phrases correctly. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> pronounces common words and phrases correctly. The overall message is <b>difficult to understand</b> .
Vocabulary LC-1.3a	<b>Consistently</b> uses words related to a telephone conversation.	<b>Frequently</b> uses words related to a telephone conversation. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses words related to a telephone conversation. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses words related to a telephone conversation. The overall message is <b>difficult to understand</b> due to errors.

**Work habits**

<input type="checkbox"/> worked independently	<input type="checkbox"/> worked with some assistance
<input type="checkbox"/> worked with minimal assistance	<input type="checkbox"/> required constant supervision and assistance

**Note:** This Rubric and Checklist demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student’s performance according to specific outcomes, as well as information about a student’s work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

# Rubric and Checklist

<b>Name:</b>	<b>Date:</b>	<b>Activity:</b>
--------------	--------------	------------------

Outcome	Excellent	Very Good	Acceptable	Limited

**Work habits**

<input type="checkbox"/> worked independently	<input type="checkbox"/> worked with some assistance
<input type="checkbox"/> worked with minimal assistance	<input type="checkbox"/> required constant supervision and assistance



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